



BOARD MEETING
August 24, 2022
Len B. Jordan Building
Clearwater Conference Room
650 W State Street
Suite 349 A
Boise, ID 83720

Public Streaming: <https://www.youtube.com/channel/UC7j4VGGyNzPa6g6a-zVTHnA>

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Wednesday August 24, 2022 – 8:30 a.m. (Mountain Time)

BOARDWORK

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

CONSENT AUDIT

1. External Audit Contract Amendment – Action Item

BAHR

2. Boise State University – Department of Veteran's Affairs Lease Renewal – Action Item
3. Boise State University – Liberal Arts Furniture, Fixtures and Equipment Purchase – Action Item
4. Boise State University – Multi-Year Employment Agreement – Head Men's Basketball Coach – Action Item
5. Idaho State University – Multi-Year Employment Agreement – Head Women's Basketball Coach – Action Item
6. University of Idaho – Purchase of Deep Soil Ecotron EcoUnits - Action Item
7. University of Idaho – Pitkin Nursery Seedling Greenhouse Project – Construction Phase – Action Item

IRSA

8. General Education Matriculation Committee Appointments – Action Item
9. EPSCoR Committee Appointments – Action Item

PPGA

10. University of Idaho – Facilities Naming – Sandpoint Organic Center Cider House – Action Item

11. Trustee Zone Boundaries – Midvale School District – Correction – Action Item
12. College of Western Idaho – License Plate Program Design – Action Item

SDE

13. Professional Standards Commission – Northwest Nazarene University Educator Preparation Program Review – Action Item
14. Professional Standards Commission – Idaho State University – Educator Preparation Program – New Program Proposal – Action Item
15. Curricular Materials Adoption – Action Item
16. Emergency Provisional Certificates – Action Item
17. Assessment Item Review Committee Appointments – Action Item

OPEN FORUM

WORKSESSION

IRSA

- A. Three-Year Program Plan – Information Item
- B. Semi-Annual Report of Approved Program Requests – Information Item

PPGA

- C. Idaho Reading Indicator – Information Item

BUSINESS AFFAIRS AND HUMAN RESOURCES

1. FY24 Budget Requests – Action Item
2. FY24 Capital Budget Requests and Six Year Capital Plans – Action Item
3. Board Policy – Section V.Z. – Medical Education Reimbursement Program – First Reading – Action Item
4. Idaho State University – Bond Authorization – Action Item

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

1. Board Policies By-laws and I.U. Presidents' Leadership Council – First Reading – Action Item
2. Board Policy IV.B. – Educator Certification – Endorsement Requirements – Second Reading – Action Item
3. Board Policy IV.E. Division of Career Technical Education – Second Reading – Program Content Standards - Action Item
4. 2023 Legislation – Action Item
5. Proposed Rule – Docket 08-0111-2201 – Registration of Postsecondary Educational Institutions and Proprietary Schools – Action Item
6. Proposed Rule – Docket 08-0113-2201 – Rules Governing the Opportunity Scholarship Program – Action Item
7. Proposed Rule – Docket 08-0202-2201 – Rules Governing Uniformity – Action Item
8. Proposed Rule – Docket 08-0203-2201 – Rules Governing Thoroughness – Action Item

9. Proposed Rule – Docket 08-0204-2201 – Rules Governing Public Charter Schools and Docket 08-0301-2201 – Rules of the Public Charter School Commission - Action Item

STATE DEPARTMENT OF EDUCATION

1. Developments in K-12 Education – Information Item
2. Federal Coronavirus Relief K-12 Funding Update – Action Item
3. Physical Education and Health Content Standards – Information Item

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

1. Board Policy III.M., Public Postsecondary Accreditation – Second Reading Action Item – TJ Bliss – 5 min
2. Three-Year Program Plan – Action Item – TJ Bliss – 5 min

INFORMATIONAL

BAHR

1. Intercollegiate Athletics Reports – NCAA Academic Progress Rate (APR) Scores – Information Item

IRSA

2. Graduate Medical Education Annual Report – Information Item

If auxiliary aids or services are needed for individuals with disabilities, please contact the Board office at 334-2270. If you wish to speak at Open Forum the deadline to sign up to speak is 8:30 a.m., August 22, 2022. While the Board attempts to address items in the listed order, some items may be addressed by the Board prior to, or after the order listed.

BOARDWORK
AUGUST 24, 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 June 14-15, 2022, Regular Board meeting.

3. Rolling Calendar

BOARD ACTION

I move to set August 23, 2023, as the date for the August 2023 regularly scheduled Board Meeting, to occur via videoconference originating from the Office of the State Board of Education in Boise.

**BOARDWORK
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DRAFT Minutes June 14-15, 2022



**BOARD MEETING
June 14-15, 2022
Idaho State University
Pond Student Union Building
Ballroom, Room 220
Pocatello, ID**

A regular meeting of the Idaho State Board of Education was held at the Idaho State University campus on June 14-15, 2022. Board President Liebich called the meeting to order at 10:00 a.m. (MT).

Present

Kurt Liebich, President
Dr. Linda Clark, Vice-President
Dr. David Hill, Secretary
Shawn Keough

Cally J. Roach
Cindy Siddoway
William G. Gilbert, Jr.
Superintendent Sherri Ybarra

Absent

None

Tuesday, June 14, 2022 – 10:00 a.m. (Mountain Time)

BOARDWORK

1. Agenda Review / Approval

Superintendent Ybarra made a motion to change the order of her agenda so that the presentation of the Milken Award winners was her last presentation instead of her first.

BOARD ACTION

M/S (Clark / Hill) I move to approve the agenda as amended. A roll call vote was taken, and the motion carried 8-0.

2. Minutes Review / Approval

BOARD ACTION

M/S (Clark / Hill) I move to approve the minutes for the April 20-21, 2022, Regular Board Meeting, and the April 28, 2022, Special Board Meeting, the May 6, 2022, Special Board Meeting and the May 11-12, Board Retreat meeting. A roll call vote was taken, and the motion carried 8-0.

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3. Rolling Calendar

BOARD ACTION

M/S (Clark / Roach) I move to set June 14-15, 2023 as the date and Idaho State University as the location for the June 2023 regularly scheduled Board Meeting. A roll call vote was taken, and the motion carried 8-0.

AND

M/S (Clark / Gilbert) I move to amend the date for the regularly scheduled April 2023 Board meeting to April 25-26, 2023 as the date and the University of Idaho as the location. A roll call vote was taken, and the motion carried 8-0.

AND

M/S (Clark / Hill) I move to set May 10-11, 2023 as the date for the May 2023 Board Retreat. A roll call vote was taken, and the motion carried 8-0.

CONSENT

BAHR

1. Boise State University – Student Health Insurance Program (SHIP) Relation Agreement – Action Item

BOARD ACTION

M/S (Clark / Hill) I move to approve Boise State University's request to extend the student health insurance contract with Relation Insurance Services-Education Inc. for one year and to delegate authority to the president to execute any applicable agreements in accordance with the information provided herein.

2. Boise State University – Event Security Services Agreement – Action Item

BOARD ACTION

M/S (Clark / Hill) I move to approve the request by Boise State University to award a contract for event security services to BEST as outlined herein.

3. Boise State University – Albertsons Stadium Video Board Financing Approval Agreement – Action Item

BOARD ACTION

M/S (Clark / Hill) I move to approve the request by Boise State University to increase the Project Cost from \$4,500,000 and to proceed with the construction of the Albertsons Stadium South End Video Board for a total cost not to exceed \$6,000,000.

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4. University of Idaho – Idaho Water Center Operating Agreement – Second Amendment – Action Item

BOARD ACTION

M/S (Clark / Hill) I move to approve the proposed Second Amendment to Operating Agreement and to authorize the University of Idaho’s Vice President for Finance and Administration, or designee, to execute the attached Second Amendment to Operating Agreement with the Idaho Department of Water Resources and any related documents if in substantial conformity with the draft submitted.

5. University of Idaho - Classification and Appointment of University Positions Policy Amendments – Action Item

BOARD ACTION

M/S (Clark / Hill) I move to approve the request by University of Idaho to execute the revisions to Faculty-Staff Handbook 3080 Classification and Appointment of University Positions as noted in Attachments 1 and 2.

6. Lewis-Clark State College – Clearwater Hall First Floor Build Out Project – Action Item

BOARD ACTION

M/S (Clark / Hill) I move to approve the revision to LCSC’s six-year plan as submitted in Attachment 2 and to authorize the construction of the first floor of Clearwater Hall by Lewis- Clark State College for a cost not to exceed \$1.5 million, and to further authorize the President or designee to execute such documents and agreements relating thereto.

7. Lewis-Clark State College – New Position - Vice President of Institutional Research, Effectiveness and Planning – Action Item

BOARD ACTION

M/S (Clark / Hill) I move to authorize Lewis-Clark State College to replace the Director of Institutional Research and Effectiveness position with a new Vice President of Institutional Research, Planning and Effectiveness position, retroactive to January 1, 2022, with terms and duties as described in Attachment 1.

IRSA

8. University of Idaho – Online Bachelor of Business Administration – Action Item

BOARD ACTION

M/S (Clark / Hill) I move to approve the request by University of Idaho to offer an online Bachelor of Business Administration as provided in Attachment 1.

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PPGA

9. Data Management Council Appointments – Action Item

BOARD ACTION

M/S (Clark / Hill) I move to approve the reappointment of Thomas Sharpe to the Data Management Council as the representative from a community college for a term commencing July 1, 2022 and ending June 30, 2024.

AND

M/S (Clark / Hill) I move to approve the reappointment of Matthew Rauch to the Data Management Council as the representative of an urban school district for a term commencing July 1, 2022 and ending June 30, 2024.

AND

M/S (Clark / Hill) I move to approve the reappointment of Georgia Smith to the Data Management Council as the representative of the Department of Labor for a term commencing July 1, 2022 and ending June 30, 2024.

AND

M/S (Clark / Hill) I move to approve the appointment of Ayaka Nukui to the Data Management Council as the representative of the State Department of Education commencing immediately and ending June 30, 2024.

10. Accountability Oversight Committee Appointments – Action Item

BOARD ACTION

M/S (Clark / Hill) I move to approve the appointment of Wendy Johnson to the Accountability Oversight Committee for a term of 2 years commencing July 1, 2022 and ending on June 30, 2024.

AND

M/S (Clark / Hill) I move to approve the reappointment of Julian Duffey to the Accountability Oversight Committee for a term of 2 years commencing July 1, 2022 and ending on June 30, 2024.

AND

M/S (Clark / Hill) I move to approve the reappointment of Anne Ritter to the Accountability Oversight Committee for a term of 2 years commencing July 1, 2022 and ending on June 30, 2024.

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AND

M/S (Clark / Hill) I move to approve the reappointment of Roger Stewart to the Accountability Oversight Committee for a term of 2 years commencing July 1, 2022 and ending on June 30, 2024.

11. State Rehabilitation Council Appointments – Action Item

BOARD ACTION

M/S (Clark / Hill) I move to appoint David Maxwell as a representative of the Disability Groups for a three-year term, effective immediately through June 14, 2025.

SDE

12. Transportation Funding - 103% Cap Waiver – Action Item

BOARD ACTION

M/S Clark / Hill) I move to approve the request by #171 Orofino Joint School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2021 of 109.25%, for a total of \$15,286 in additional funds from the public-school appropriation.

AND

M/S (Clark / Hill) I move to approve the request by #244 Mountain View School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2021 of 163%, for a total of \$11,438 in additional funds from the public-school appropriation.

AND

M/S (Clark /Hill) I move to approve the request by #281 Moscow School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2021 of 118%, for a total of \$41,565 in additional funds from the public-school appropriation.

AND

(Clark / Hill) I move to approve the request by #305 Highland Joint School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2021 of 183%, for a total of \$36,945 in additional funds from the public-school appropriation.

AND

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M/S (Clark / Hill) I move to approve the request by #341 Lapwai School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2021 of 155.94%, for a total of \$33,828 in additional funds from the public-school appropriation.

AND

M/S (Clark / Hill) I move to approve the request by #414 Kimberly School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2021 of 106.45%, for a total of \$8,011 in additional funds from the public-school appropriation.

13. Emergency Provisional Certificates – Action Item

BOARD ACTIONS

M/S (Clark / Hill) I move to approve the request by State Department of Education for approval one-year emergency provisional certificates in the endorsement area(s) at the specified school districts as provided herein for the 2021-2022 school year for the following individuals: Cynthia Peterson, Wesley Naylor, Sandra Valdez, Lucinda Padilla, and Nakaeta Divis.

14. Professional Standards Commission Appointments – Action Item

BOARD ACTION

M/S (Clark / Hill) I move to appoint Melissa Rose of Lakeland School District to the Professional Standards Commission for a three-year term beginning July 1, 2022, and ending June 30, 2025, representing pupil personnel services.

AND

M/S (Clark / Hill) I move to appoint Stephan Lynch of Notus 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.

15. Professional Standards Commission – Lewis-Clark State College – Educator Preparation Program Review – Action Item

BOARD ACTION

M/S (Clark / Hill) I move to approve the recommendation by the Professional Standards Commission to accept the State Review Team Report for Lewis-Clark State College as submitted in Attachment 1.

16. Professional Standards Commission - Adoption of Praxis II Tests and Qualifying Scores for Content Assessments – Action Item

BOARD ACTION

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M/S (Clark / Hill) I move to approve the World Language – Japanese Praxis II assessment and qualify score as provided in Attachment 1.

BOARD ACTION

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

BOARD OF TRUSTEES – IDAHO STATE UNIVERSITY
IDAHO STATE UNIVERSITY COMMUNITY FORUM

1. The following ISU students answered the Board's questions; Eleise Ramos, Adam Reed, Wes Jorgensen, Rochelle VanDeren and Brady Clayton.

Mr. Gilbert asked the students what the new normal looks like for them as students at ISU because of the pandemic.

- The students said they appreciated still having access to the class hybrid model so that those students who are sick can still attend classes without exposing all of the students to their illness.
- The support received from faculty / staff for students to learn how to navigate the online learning during the pandemic was very helpful.
- Campus student activity leaders were challenged to have bigger and better events this year because so many events were canceled during the pandemic. In turn the students have reached out to express their relief that campus activities were once again starting and it was helping them with their depression, social anxiety and in making friends again.
- The online learning platform was shaky in the beginning of the pandemic but things have improved greatly over the last two years. Students see the benefits in having the option to either be in person or online to attend classes.

Mrs. Roach asked the students for their perspective in how to increase the go-on rate. They shared some suggestions;

- Find a way to make it a lot less overwhelming for students to transition from high school to college. Find out what the students' interests are instead of just telling everyone to take general education classes their first two years while they figure out the ropes and find out what career path they might be interested in.
- Informing high school students of the campus activities they can be a part of during their college years should help in getting students to enroll.
- More outreach between faculty and incoming / perspective students can be helpful in making the campus seem friendlier and less scary.
- Find a way for current college students to do an outreach to high school students to answer their specific questions. Students want to hear from other students and some find it easier to talk with their peers.

Dr. Clark asked if any of the students participated in Idaho's Dual Credit program.

- One of the smaller high schools in the state only offered two dual credit courses and the student took advantage of both, and yes, she would have taken more dual credit courses if they had been offered at her school.

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- One student shared that the dual credit courses being offered in high school are lower level courses. When the student then takes their higher-level courses two years or more later they have not retained the knowledge from the lower level courses, so it can be tough to take higher level courses in this way.

Board President Liebich asked the students why they chose ISU.

- The location of the school was a deciding factor for one student as it was close to home.
- For one student the academic advising she received made all the difference for her and is the reason she decided to enroll at ISU.
- Having siblings at the school was a help in making that decision but so was actually being a part of the campus activities and feeling welcome.
- In-state tuition through WICHE made ISU a cheaper option than other schools.
- Attending Bengal Visit Day helped to make coming to ISU a viable option.

Board President Liebich asked the students if they felt prepared for attending college after completing high school.

- Coming right out of high school one student imparted that she felt unprepared and didn't have anyone to turn to to help her navigate the process. It was part of why she left and waited 10 years before she returned. She became a veteran and with the support from the veteran services office on campus she was able to return to school and is succeeding.
- One student said she was solid in her academics but when it came to dealing with FAFSA and other programs she felt lost. It was through the advising she received while at ISU that changed her perspective.
- One student was a straight A student in high school but he didn't know how to organize himself and how to study properly. His high school-based science classes were all textbook based learning. In college they are using project-based learning. He had to learn to adjust.
- One student mentioned that even though he was a good student while in high school he was not prepared for the note taking that needed to happen in a college classroom, and the advising course ISU offered (in how to take college notes) helped him overcome this hurdle.

There were no further comments or questions from the Board.

2. The following ISU Faculty / Staff answered the Boards questions;
John Ney - Marketing Professor & Executive Director for the Walter P. Brown Sales Center; Duane Rawlings - Coordinator & Clinical Instructor for the College of Technology; Jennifer Adams - Associate Dean for Academic Affairs & Associate Professor; Whitney Fenwick - Legal Programs Manager in the Office of the General Counsel; Donna Lybecker, Professor of Political Science; and Lisa Wise, President of Staff Council.

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Mr. Gilbert began by asking for their thoughts on the high employee turnover rates being seen at ISU and elsewhere. What impact is that turnover having on ISU's programs and students.

- There was agreement that many of those who have left are able to make more money in other jobs and it has put added strain on those teachers who have stayed to teach.
- Turnover and retention are huge issues and the lack of competitive wages is a hurdle. The lack of competitive wages also leads to less applicants for open positions and jobs being open for a longer period. This has led to those on campus being overworked and feeling underappreciated.
- Even when able to hold interviews for jobs many applicants remove themselves from consideration when they find out how much the job pays. One top applicant recently was able to make more money in a district K-12 school than at the university. It is now a recruiting tool to have candidates bring their spouses with them to an interview so they can see the campus as well so that the decision to accept a job is not solely based on money.
- What does not help is that students who are graduating often go into industry positions and make more than the instructors who have taught them. Hence why so many instructors are leaving for industry positions.

Mrs. Roach asked how does ISU reach out to industry, business and the community in general.

- In Career Technical Education they hold twice a year technical advisory committee meeting comprised entirely of private business owners. The scope of these meetings is to ensure ISU is teaching relevant courses that are needed in industry.
- The college of business pays for students to get real-world learning experience where they get to work in businesses in the community. This program also helps to build relationships within the community.
- A lot of students work in the community in non-profit organizations.
- For health care students the collaboration between the university and health care providers is essential in giving students a real-world learning experience.

Dr. Hill asked what can be done to help students as they transition from high school to college to help them succeed.

- Helping students feel a sense of community is helpful in making the high school – college transition easier. Making sure students know who to contact with questions and concerns is also important.
- Good college advisors can make a difference in student success.
- Having frank conversations with seniors in high school that college is going to be different and teaching them how to become organized and how to take good classroom notes should be stressed. Also teaching them new ways to study to reinforce those skills can be helpful.
- Bringing back small group activities in the classroom can be helpful for peer mentorship.

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Board President Liebich asked what differentiates ISU from other institutions in the state.

- ISU is one of only seven technical colleges on a university campus. This leads to a huge opportunity to bring in students who perhaps just want a quick degree / certificate before they decide if they want to continue on to get their four-year degree.
- ISU's professional development program, where students are taught soft skills such as interview skills, how to write a professional resume and etiquette dinner techniques, is unique. ISU is also building the first sales center in the state.
- ISU is the health care professional's institution in the state.

Board President Liebich asked what else should the Board be contemplating as it relates to ISU and strategic planning.

A concern was raised over HR being transferred to the State verses the Board. How will the Board address people not being heard. How can that gap be breached. Board President Liebich said he still expects most of the employee feedback to funnel up through the President's office to be heard by the Board.

The topic of dual credit courses for students was brought up and the concern was the teachers in high school were not able to teach certain courses. How do we get the K-12 teachers to be certified to teach more courses?

There were no further comments or questions from the Board.

At this time the Board took a 10-minute break returning at 11:20 a.m. (MT).

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

1. Idaho State University Annual Report

Kevin Satterlee, President of Idaho State University gave his annual report. He imparted the following information to the Board.

- Even with all of the challenges of the last few years ISU made substantial progress on developing and implementing initiatives in recruitment and retention, relationships with our campus community and business and industry, our identity and culture as an institution, and our efficiency and effectiveness.
- Last Fall ISU had its re-accreditation review with the Northwest Commission on Colleges and Universities and their accreditation was reaffirmed receiving commendations from the Commission for ISU's improvements to effectively and transparently communicate, and for their culture of fostering an inviting, inclusive, and student-centric environment where members of the campus community feel valued, seen, and heard.
- ISU received two recommendations in areas where, although they are in compliance, they can improve; methods for collecting and reporting data and moving to a more aspirational strategic plan that articulates one clear set of meaningful goals and objectives. These strategic plan goals are: 1. Increase

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student access, opportunity, retention, and success. 2. Strengthen programmatic excellence. 3. Cultivate external partnerships. 4. Expand research, clinical, and creative activities and 5. Energize the Bengal community.

- Over the past year, ISU has continued to review the 80 programs included in last year's report. All 80 programs created action plans which led to 12 program discontinuations, 4 new program proposals, and 64 programs that now have program improvement plans.
- Total undergrad enrollment at the university increased for the first time in a decade.
- Over the last year, research at ISU grew both the number of grant awards received and the amount of grants awarded. Grant awards are up almost \$10M per year over where ISU was three years ago.
- ISU placed more interns at the Idaho National Lab than any other university last year. And their College of Technology launched a new high-tech nuclear welding program in response to a request from industry.
- ISU took the lead on developing a line item with the University of Idaho to support programs that focus on Nuclear initiatives on the Idaho Falls campus. This line item will positively impact our relationship with the Idaho National Laboratory as they work to expand research, development, and innovative Nuclear Reactor research and design.
- The University is working to allocate internal resources to continue funding the upgrade to student housing to create welcoming, branded, and modern spaces for our students to live and learn.
- ISU recently announced the \$14 million gift from the ALSAM Foundation to renovate the College of Pharmacy's Leonard Hall. This is the largest single gift in ISU's history.
- ISU is Idaho's health science university, delivering 75% of the health science degrees offered in the State and where health sciences graduates average getting a job in five days.
- Delta Dental funded a major renovation to ISU's Dental Hygiene Clinic. This remodel brings our clinic up to modern standards and allows students to work in a space that mimics what they will see once they move on to work in the state and the region.
- Blue Cross donated \$1.5M to help address clinical placements for our health science students in rural parts of Idaho.
- In the College of Business, a gift is building the Walter P. Brown Center for Sales Excellence. A space designed to provide students and sales professionals an area to develop their sales skills, enhance their personal brand, as well as construct, practice, and train for individual and team sales presentations, interviews and proposals.
- Another project underway, again due to a lead gift of \$1.7M, is to update our Library to be a more student-centric study space, where students go for engaged learning and collaborations, not only to find reference materials, but to use them with their fellow students.
- This spring, ISU held their inaugural 32-hour Bengal Giving Day campaign where the Bengal community came together and raised over \$832,000 to support

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students. Thirty percent of those gifts were from donors that had never given to the university before.

- Data from the EAB Navigate software shows that early academic interventions with students seem to be paying off. First-year students with a first semester GPA under 2.0 dropped by almost 5%. That measure is critical because only 57% of students with a first-semester GPA under 2.0 return for the Spring semester, whereas students with a GPA of between 2.0 and 2.5 retain at a rate of 88%.
- After the legislature failed to fund ISU's request for funding for additional advisors, counselors and tutoring services, the Albertsons Foundation helped with funding. New advisors and tutors will be on board by the Fall semester. This commitment is for one year of funding only.

Dr. Clark asked President Satterlee how much money did his philanthropic partners give to the fund to increase advisors, counselors and tutors. President Satterlee said the amount was \$450,000. And the annual costs moving forward will most likely need to be increased.

Matt Freeman, Executive Director, Idaho State Board of Education, asked how many advisors, counselors and tutors was ISU able to hire with the influx of monies received. President Satterlee said from what he remembers it was 7 FTE. ISU also pays upper level and graduate students to do tutoring.

Mr. Gilbert asked about ISU's program prioritization and does ISU have targets for where they want to be. President Satterlee said while he didn't have any specific targets, he is most interested in making programs healthier.

There were no further comments or questions from the Board.

BUSINESS AFFAIRS AND HUMAN RESOURCES

1. Idaho State University – Holt Arena Reimbursement Resolution

President Satterlee said Idaho State University (ISU) has been working with bond counsel and an underwriter to explore the issuance of a series of revenue bonds to finance various improvements and strategic initiatives. While ISU is currently funding the Holt Project with institutional reserves, it anticipates that it may issue a series of revenue bonds in the near future, from which ISU would like to reserve the ability to reimburse itself for such expenditures paid for with institutional reserves related to the Holt Project. By adoption of the attached Reimbursement Resolution, the Board creates the ability for ISU to reimburse certain expenditures related to the Holt Project in accordance with the Internal Revenue Code of 1986, as amended (the "Code"), and the federal regulations promulgated thereunder (the "Regulations"), in the event the Board authorizes ISU to issue bonds in the future.

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M/S (Hill / Clark) I move to approve the request from Idaho State University to approve the “Reimbursement Resolution of the Board of Trustees of Idaho State University,” as presented in Attachment 1. A roll call vote was taken, and the motion carried 8-0.

There were no comments or questions from the Board.

At this time the Board took a 40-minute break returning at 1:00 p.m. (MT)

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

1. Online Idaho Update

Dr. Jonathan Lashley, Associate Chief Academic Officer, Idaho State Board of Education, gave an update on Online Idaho to the Board. He shared the following; Using the directives from Governor Otter’s Education taskforce (2017), Online Idaho is using current best practices such as;

1. Structural Change and System Improvements - Enhancing the technology, operations, and opportunities of our public education system to remove student/faculty barriers
2. Improved Certificate and Degree Completion - Removing barriers of access for place-and time-bound students through statewide investments in digital support services, learning resources, and academic programs
3. Statewide Digital Delivery System - Scaling the quality, access, and affordability of instruction

To help in making Online Idaho work, several software packages have been employed; Quottly, Canvas, Pressbooks and the use of Professional Networking among all the institutions involved with Online Idaho.

The 2022 Online Idaho Roadmap;

For summer 2022

- Finalize the ongoing funding strategy for Online Idaho
- Site optimization and public marketing plan development
- Pilot registration promotion for two students at every campus
- Develop systemwide academic operations policy with institutions
- Convene online leadership roundtable and organize fall summit
- Launch Dual Credit registration pilot leveraging Quottly integrations

For fall 2022

- Public marketing launch for the Online Idaho Course Exchange
- Convene fall summit for Idaho’s online learning community

Dr. Hill asked about the engineering pathway and will it extend state wide. Dr. Lashley said some revisions of the proposal are waiting to be received but some additional funding is available if needed.

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Dr. Hill said he had heard that the roadmap shown here today is to maintain the current level of operation but there are other things that can be done to improve the roadmap. Dr. Lashley said it has been helpful in having Montana using the Quottly suite of software. What Montana has developed, that Idaho does not have, is a framework for cross indexing all of their undergraduate education courses which makes transferability between their two-year and four-year institutions more straight forward. The other thing they have done is the development of a consolidated infrastructure in a shared student information system among several of their institutions.

Dr. Hill said the Board might want to look at a common Student Information System (SIS) for Idaho institutions as well.

Board President Liebich asked when will the Board know if Online Idaho has been successful. Dr. Lashley said implementation has been a big lift and having the leadership summit this fall, where key institution stakeholders will convene to figure out what metrics matter most to each institution, will be important in answering this question. They will then address the metrics the Board can take forward and champion.

Dr. Hill asked for a synopsis of what a consortium agreement is. Dr. Lashley said last year two sets of agreements emerged; one for financial aid across all eight institutions and the other, which is a co-admissions and co-enrollment agreement. With having those two agreements in place the institutions can now form resulting Board policy to shore up academic operations.

There were no further comments or questions from the Board.

2. Remediation Report

Dr. TJ Bliss, Chief Academic Affairs Officer, Idaho State Board of Education, shared the following with the Board.

- Board Policy III.S. Remedial Education requires institutions to report annually to the Board their “success rates in Corequisite support models” and success rates in other “remedial courses” annually. This report is a summary of institutional data submitted to the Office of the State Board of Education, covering remediation success rates through the end of the 2020-2021 academic year.
- In English language arts, where the Corequisite approach is used at all eight Idaho public postsecondary institutions, pass rates for students in the Corequisite model are higher than pass rates using the now-defunct traditional model, with an overall average pass rate of 73.3% in the Corequisite model compared to 62.9% in the traditional model across all institutions since 2014.
- In math, institutions using the Corequisite model have an average student pass rate of 78.6%, compared to 56.5% pass rate for the Emporium model, 57.9% for alternative models, and 61.8% for traditional models. It’s important to note that the average pass rate for the University of Idaho, which uses the Emporium model exclusively, is 66.4%, which is lower than the average and institutional-

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level Corequisite pass rates, but higher than the average pass rate for the Emporium model when combined with all institutions that use the Emporium model.

- The data from 2014-2021, which this report covers, clearly indicate that Corequisite remediation is the most successful model for both math and English language arts in terms of student pass rates in those remedial courses. This result is bolstered by additional data in the report showing that students who successfully complete a Corequisite course are more likely to pass a subsequent credit-bearing math or English course than students who completed a remedial course using any other model.

Board President Liebich asked if the institutions are tracking the number of incoming students who need remediation courses. Dr. Bliss said data shows that the vast majority of students end up in remediation courses.

Dr. Clark just returned from the Complete College America summit and she shared that data shows that when students drop out of school they do so for two reasons; a lack of funds and because of math courses. Dr. Bliss added to this discussion informing the Board that he has convened the Complete College Idaho group on June 16 & 17, 2022, inviting 5 members from each institution who have been working on this remediation strategy. The goal will be to have a report on where Idaho is concerning this issue brought before the Board at the October Board meeting.

There were no further comments or questions from the Board.

3. Board Policy III.M. Public Postsecondary Accreditation – First Reading

Dr. Bliss said current Board Policy III.M Public Postsecondary Accreditation does not state that the policy applies to community colleges. The proposed changes clarify that all eight public postsecondary institutions in Idaho, including the community colleges, shall be accredited by the Northwest Commission on Colleges and Universities (NWCCU).

The policy outlines the nature of the Board's involvement in the accreditation process for the four-year institutions. This involvement remains exclusive to the four-year institutions, and language has been added to clarify this distinction.

BOARD ACTION

M/S (Roach / Hill) I move to approve the first reading of Board Policy III.M., Public Postsecondary Accreditation 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.

At this time the Board took a 10-minute break returning at 2:10 p.m. (MT).

STATE DEPARTMENT OF EDUCATION

1. Developments in K-12 Education

Superintendent Ybarra gave her K-12 update to the Board.

- The Parent Resource Toolkit website is available at - <https://prtoolkit.org/>
This website has resources for parents on student wellbeing, early learning, reading and literacy and college and career services including Next Steps Idaho.
- The 2nd Annual K-3 Reading Summit was held on Monday May 2.
<https://www.sde.idaho.gov/communications/files/news-releases/2022-Reading-Summit-Flyer.pdf>
- Idaho's Literacy Resource Center website is also up and running - <https://www.sde.idaho.gov/academic/ela-literacy/lrc.html>
- The Student Advisory Council completed its recent year of meetings. Thirteen students were part of this inaugural council and these students came from all grade levels and regions of the state. These students suggested and examined key issues, met with the governor, attended education committee meetings and conducted mock legislative sessions. Two of the students testified at actual legislative hearings, advocating for bills that became law. Students in grades 4 to 12 are encouraged to apply to be a part of the next council.

There were no comments or questions from the Board.

2. English Language Arts, Mathematics, Science Content Standards – Implementation Plan

Dr. Catherine Beals, Content & Curriculum, and Dr. Kevin Chandler, Director of Assessment, State Department of Education gave the update. The Idaho legislature appropriated \$375,000 for the State Department of Education (SDE) to conduct an alignment study to determine if/how the new standards align with the current Idaho Standards Achievement Test (ISAT).

Some of the highlights;

- Convene an Alignment Study Committee of Idaho educators and stakeholders
- Train Committee on the Crosswalk of Old to New Standards
- Train Committee on how to confirm Item alignment to the New Standard
- Committee Members will use Cambium Assessment, Inc's Content Rater system to confirm alignment of item
 - Timeline
 - Summer 2023 Alignment Study
 - Fall 2023 Reporting to Board on Outcomes of Alignment Study and Composition of Item Pools
 - Next Steps
 - Idaho Extended Content Standards

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One of the new documents is the standards content progression document. It will show teachers what courses came before the course they are teaching and what course will come after. This should help teachers deal with just-in-time interventions. SDE is hoping to have these documents ready by July 1.

Board President Liebich asked why will it take a year to get to the alignment study. Dr. Chandler said the timing was based on the testing vendor being used.

There were no further comments or questions from the Board.

3. Albion Elementary School – Hardship Status

Superintendent Ybarra reminded the Board that at the October 1999 Board meeting, the State Board of Education (Board) approved the request by Cassia County School District #151 for Albion Elementary School to be designated as a hardship elementary school for one year and required an annual report thereafter. In 2000, the Legislature amended Section 33- 1003(2)(b), Idaho Code, by adding, “An elementary school operating as a previously approved hardship elementary school shall continue to be considered as a separate attendance unit, unless the hardship status of the elementary school is rescinded by the state board of education.” Therefore, no action is required unless the Board chooses to rescind the hardship status. Conditions supporting the October 1999 decision to approve the Albion Elementary School as a hardship elementary school have not changed.

As this was an information item there were no comments or questions from the Board.

4. Federal Coronavirus Relief K-12 Funding Update

Karen Seay, Director, Federal Programs, State Department of Education have the update.

As of May 26, 2022, for ESSER funds;

- For the CARES Act between 78.74% to 98.97% have expended funding with the performance period ending on September 20, 2022
- For CRRSA Act funds between 55.19% and 61.00% of funds have been expended with a performance period ending September 30, 2023
- For ARP ESSER between 7.42% and 14.95% of the funds have been expended with a performance period ending on September 30, 2024
- For ARP HCY between 5.26% and 13.55% of funds have been expended with a performance period end day of September 30, 2024

For ARPA State Fiscal Recovery Funds as of June 13, 2022

- 97.8% of funds have been expended for Administrators
- 99.1% of funds have been expended for Instructional Staff
- 97.8% of funds have been expended for classified staff

(LEA's have until June 15, 2022 at 5:00 p.m. to claim these funds).

ESSER Data Collection and Reporting

- 184 (98.9%) of Idaho's 186 LEAs have submitted their ESSER Data Survey representing 99% of the ESSER funds
 - Each submitted survey is going through a quality control check
- Idaho's ESSER Data Report is on track to be submitted to U.S. Department of Education by July 1st

Board President Liebich asked for a list of those LEAs' which do not claim their funds when this is all said and done. Ms. Seay said they have reached out to all of the schools which have not sent in their grant requests to remind them that the deadline to apply is June 15, 2022 at 5:00 p.m. (MT).

5. Milken Educator Awards Update

Superintendent Ybarra introduced the two Idaho instructors named winners of the Milken Educator Awards. They are Dane Beorchia and Tiffany Lemos both from Pocatello, Idaho.

The Milken Educator Award is a national award presented by the Milken Family Foundation to recognize educators throughout the country. Candidates are recommended by peers and employers. The goal of the award is to honor and reward outstanding K-12 educators who represent the top of the teaching profession and provide a lifetime incentive for the individual to stay in education. Prior to 2020, Idaho has not had a winner since 2013.

The Milken Family Foundation has rewarded excellence in education through \$25,000 awards in the form of the Milken Educator Awards. The Milken Educator Awards target early-to-mid career educators. The awards are made based on the educator's current achievements and for "the promise of what they may accomplish in the future."

Mr. Gilbert asked what can the Board do to encourage more educators to stay in the classroom and what things can be replicated to get more people to want to become educators. Ms. Lemos said having support for trying different things in a classroom was key for her success. Mr. Beorchia said having the autonomy to try new things in the classroom was helpful, and in getting the feedback from the students about what worked for them and what didn't. They both felt they are just doing their jobs but are looking forward to mentoring new teachers.

Mrs. Roach asked if they had any ideas in how to get more people to go into the teaching profession. Mr. Beorchia said he starts talking with someone about becoming a teacher as early as possible. He has conversations with graduating seniors about perhaps becoming teachers. While he said they think that's a good idea very few follow through on that career path. He also feels that the public perception that a teaching job is not glamorous needs to be countered, and of course the low wages teachers are paid does not help in recruiting. Ms. Lemos said during a recent networking event she heard

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about a career teacher pathway program where states are growing their own teachers. It might be something Idaho might want to try.

There were no further comments or questions from the Board.

The Board recessed for the evening at 3:34 p.m. (MT).

Wednesday, June 15, 2022 – 8:00 a.m. (Mountain Time)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

2. Institution, Agency and Higher Education Research Strategic Plans

Dr. Clark said unless there were any questions she would proceed to motion.

BOARD ACTION

M/S (Clark / Hill) I move to approve the FY2023 – FY2027 strategic plans as submitted in Attachments 3 through 14, and delegate the approval of the special and health program strategic plans to the Board's Executive Director. A roll call vote was taken, and the motion carried 8-0.

Board President Liebich asked if the strategic plans from the institutions could be summarized in such a way as to show if we are achieving our state Board plan. This should help the Board see if they have the right targets.

Mrs. Roach added having a dashboard that shows where we are in meeting our strategic plan goals would also be helpful.

There were no further comments or questions from the Board.

3. Educator Shortage

Tracie Bent, Chief Planning, Policy and Governmental Affairs Officer, Idaho State Board of Education, gave the Board updated data showing the number of applicants verses the number of open teaching positions in the state. The data showed that the majority of open teaching positions were in region 3, followed by region 4 and region 6.

Across the board, school districts reported fewer candidates overall and in many cases no candidates with an existing teaching certificate. It was noted that the alternative authorizations to certification have been helpful when they have candidates that do not have a certificate yet, but in many cases, there are no applicants at all.

Special education positions were reported as the hardest positions to fill by the majority of the respondents, closely followed by mathematics and then science. The need for teachers is high. There were also 452 retirements last year and 702 open teaching positions in the state.

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Board President Liebich asked how many teachers do we have in Idaho. Ms. Bent said that number was 19,262. With the school year just ending the FTE is 18,097.

Mrs. Roach asked if the number of paraprofessionals in the state are being tracked. Ms. Bent said we do not track those positions separately, they are considered classified staff in the districts and we track the number of classified staff as a group, but districts are also having difficulty filling those positions as well as custodial staff, bus drivers, office staff, etc.

Board President Liebich asked if exit interviews were being conducted to see why people are leaving the teaching profession. Ms. Bent said the larger districts do conduct exit interviews but the data is inconsistent and not everyone fills out those surveys.

Dr. Clark said she is hearing from elementary schools that this is the first year they can recall where they have no applicants for open teaching positions.

Board President Liebich said improving overall compensation for teachers is one of the major challenges we face in getting people to teach. Dr. Clark said wages do play a factor with classified staff but many experienced teachers took early retirement and others simply walked off the job. Many teachers mentioned feeling unsupported, having high stress, dealing with political issues, a sense of pressure to perform and generally a feeling that it just wasn't worth teaching.

Dr. Clark said the Board will continue to reach out to the districts to stay informed on what is happening with their teachers and the Board staff will also check with surrounding states to see how they are dealing with this issue. Many states are facing teacher shortages.

Mrs. Roach asked how does a district cope when there is no teacher for a classroom; are they looking at using paraprofessionals or offering online courses instead. Dr. Clark said she believes they use every resource at their disposal to get the job done.

There were no further comments or questions from the Board.

4. 2023 Legislative Ideas

Ms. Bent explained that as an executive agency the Board has the ability to submit legislation the executive agency process that is then introduced during the session. The timeline established by the Governor's office states that these legislative ideas, approved by the Board, are then sent to the Governor's office for review. Once approved by the Governor's office these legislative proposals will be brought back to the Board at the August Board meeting for consideration of the legislative language. With executive agency legislation the legislation is waiting for the Legislators when they return in January and if granted a hearing are often reviewed early in the Legislative session. The majority of the 2023 Legislative ideas being brought

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forward today are administrative in nature rather than large policy shifts. All of these Legislative ideas have been reviewed with the Governor's office staff, and the Division of Financial Management staff.

The 2023 Legislative Ideas are:

1. Shift to FTE Enrollment to Calculate Support Units
 - would change the support unit calculation to one based on FTE enrollment rather than one based on daily attendance. The current FTE enrollment calculation also requires students attend the course(s) they are enrolled in and requires students who have not attended for 11 or more days to be excluded from the FTE enrollment calculations.
2. Instructional Staff Apprenticeship Program
 - allows for individuals who complete an approved registered apprenticeship program to be eligible for certification.
3. Career Technical School Added Cost Funding Eligibility
 - would allow new schools to be eligible with an initial cohort of students with only 5% of the students coming from a separate high school.
4. Regional Career Technical Charter School
 - would clarify the Division of Career Technical Education's role in approving career technical education programs, the reporting of students when shared between multiple schools, the locations of the career technical education programs and the responsibilities of the school authorizer.
5. Charter School Appeals Process
 - would streamline the charter schools' appeals processes.
6. Educator Certification Standards
 - would repeal Section 33- 114A, Idaho Code, allowing the standards to be approved by the Board and placed back into the negotiated administrative rules process.
7. Professional Standards Commission
 - The proposed amendment would add one additional member, a staff person from the Office of the State Board of Education, to the Professional Standards Commission.
8. Statewide Confidential Tip Line – School Safety and Security Program
 - would codify the statewide tip line as a function of the School Safety and Security Program that now resides in the Office of the State Board of Education.
9. Education Data
 - would clarify reporting requirements on student data use, expand definitions to include educator and student personally identifiable information to assure the protection of educator data and align language with various education record security requirements.
10. Continuous Improvement Plans
 - would amend the requirement to allow LEAs to report the information at an aggregate level rather than individual staff performance level.
11. Agency Strategic Planning

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- would provide clarification allowing the special and health programs' strategic plans to be incorporated into the sponsoring institution's strategic plan.
- 12. Extended Learner
 - would allow only students who attend public school "full-time" to be eligible for the program.
- 13. Retirement Options
 - The legislation would amend Section 33-107A, Idaho Code, to allow all new hires with OSBE to make a one-time election to participate in PERSI even if they are not yet vested in PERSI.
- 14. School District Boundaries
 - The proposed legislation would add language identifying the Idaho Tax Commission as the official repository of school district boundary information. The Tax Commission has an extensive GIS program that uniquely positions them to provide information to the counties and other parties on school district boundaries, internal and external.
- 15. Education Opportunity Resource Act
 - would clarify and align responsibilities for staffing the committee while at the same time maintaining the distribution of any eligible grant funds or e-rate reimbursement through the current process with the Department of Education.
- 16. Rural School Definition
 - would create rural subcategories to allow for a more targeted discussion or distribution of resources to rural school districts or schools. The rural subcategories would be based on distance from urban areas as well as population density and would be categorized as rural fringe, rural distant, and rural remote.

BOARD ACTION

M/S (Clark / Siddoway) I move to approve the legislative ideas 1-16 in substantial conformance to the form provided in Attachment 1 and to authorize the Executive Director to submit these and additional proposals that may be identified between the June Board meeting and the July submittal deadline as necessary through the Governor's legislative process. A roll call vote was taken, and the motion carried 8-0.

Matt Freeman reminded the Board that the temporary rule in place allowing enrollment verses attendance expires at the close of Legislative session next year upon Sine Die.

Mrs. Roach asked that for the August Board meeting if the Legislative Rules could be grouped by those that are Administrative verses general it would be helpful to the Board members. Ms. Bent said she would take that into consideration for the next meeting. Board President Liebich agreed with the request. For the August Board meeting separate out the administrative rules from the rest which need to be tied to the Board's strategic intent.

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Mr. Freeman said if any new proposals were brought to him before the July submittal deadline he would bring those proposals to the Board Executive Team for review.

There were no further comments or questions from the Board.

5. Broadband and Cyber Security Task Force Recommendations – Education Related

Ms. Bent said that two different groups were created and then charged with reviewing the broadband and cyber security requirements for Idaho. The Idaho Broadband Advisory Board (Advisory Board) was created in 2021 by Section 67-4761, Idaho Code. In August of 2021, Governor Brad Little created the Governor's Cybersecurity Task Force (Task Force). Both of these groups are still finalizing their recommendations but both issued recommendations that touch on K-12 and postsecondary education to varying degrees. The suggestion from Dr. Rick Aman, President of the College of Eastern Idaho, is that the Board have someone working with either / both of these groups so that efforts are more coordinated.

Dr. Hill asked Dr. Rick Aman to come forward and give his perspective on this issue. Dr. Aman said the federal government is prepared to give \$47 billion dollars for broadband infrastructure work in the country and Idaho could see \$1 billion dollars of these funds. To maximize that return means we need adequate mapping of the inadequacy of the broadband infrastructure in Idaho. Dr. Aman said the Broadband Advisory Board is very important in this process and he believes someone from the Board, or the institutions, should be on this committee especially as it concerns education.

Mr. Freeman said there was a meeting in the Governor's office on Friday, June 10th where they talked about Education having a seat at the table as the broadband infrastructure is created and the money allocated.

Board President Liebich asked when the federal money might be allocated. Dr. Aman said they believed it was later in the year but if the State Board could weigh in with some support and some direction in how the monies for education could be spent that would be helpful.

There were no further comments or questions from the Board.

6. University of Idaho – 4H Youth Development Program

Ms. Bent said the University of Idaho Extension 4-H Youth Development Program requests permission to serve as a statewide provider of for-credit programs to K-12 public school students, as allowed by Idaho Code Chapter 64, Section 33. Approval of this program by the Board as an eligible program will alleviate the need for each local education agency to approve the program.

BOARD ACTION

M/S (Clark / Hill) I move to approve the request by the University of Idaho 4-H Youth Development Program to serve as a statewide provider of for-credit programs to Idaho K-12 public school students through those programs listed in Attachment 2. The awarding of individual student credit is subject to the local education agency policy. Credits awarded for core subject areas must align to the applicable content standards credits are being awarded toward. A roll call vote was taken, and the motion carried 8-0.

Mrs. Roach asked if some of these programs would require a certification upon completion that might help students get into a technical type of career. James Lindstrom, 4-H Youth Development Director, University of Idaho, said there is currently no certification as mentioned. What is available is project completion as part of their student portfolio as they develop and move on from the 4-H program.

There were no further comments or questions from the Board.

7. Federal Charter School Program Grant Partnership – Update

Terry Ryan, CEO of Bluum, gave his update to the Board. He shared the following information.

- Strong Families, Strong Students – was funded with \$50 million in federal coronavirus relief funds. It enabled eligible families to securely access \$1,500 per child or up to \$3,500 per family credit. Eligible purchases included computer hardware, software, and other devices including adaptive learning technology, internet connectivity, instructional materials, fees for courses, tutoring services, educational services and therapies, and licensed daycare during work hours.
- Full-Day Kindergarten Research – engaged Public Impact to analyze academic outcomes of students participating in full-day kindergarten across Idaho as measured by the IRI.
- Bluum has funded 35 schools since 2014 in varied types of communities throughout Idaho.
- Not all of the schools they have helped are charter schools.
- Through the CSP Grant program Bluum has awarded almost \$20 million dollars to Idaho schools.
- Bluum is an agnostic instructional model.
- Bluum has several charter school networks in place. For instance, Elevate Academy started their first school in 2019 and now have schools in Caldwell, Nampa, Post Falls and planning an additional school in Idaho Falls.
- Data suggests that by the year 2030 Ada county will need additional schools to place the 24,427 students expected to come to the area.

Board President Liebich asked if any of the investments made by Bluum had been to schools other than brick and mortars and have they ever started a virtual charter. Mr. Ryan said no, they do not work with online schools since they believed that Idaho had enough bandwidth there.

Mr. Gilbert asked about the efficiency Bluum is creating in which schools they fund and which do not get funding. Mr. Ryan said they had to create a rubric that had to be approved by the U.S. Department of Education and then reviewed by a third party. They then looked at who is going to be running a school and who is involved in the governance of that school. The school must already be approved to open by the Public Charter School Commission, or another approving body. The schools that did not get funding could not make a clear case as to what their academic model was, and / or they struggled to define a school leader. And lastly, a facility plan could not be ascertained.

Mrs. Roach asked if there is a requirement that the schools mirror the population of the community they are in. Mr. Ryan said they try to make sure the schools are within 5% of the demographics of the community they are in.

There were no further comments or questions from the Board.

At this time the Board took a 10-minute break returning at 9:50 a.m. (MT).

8. Temporary Rule – IDAPA 08.02.03 – Accountability Framework

Ms. Bent said the accountability framework identifies the measures that will be used for accountability, identifies subgroup populations, and establishes other provisions defining participation and how graduation rates will be calculated. The temporary rule will add chronic absenteeism as a measure in the accountability framework and a provision for maintaining the engagement surveys outside of the accountability framework. This rule will allow the state to temporarily move forward with chronic absenteeism as an accountability measure for use during the 2022-2023 school year. The temporary rule will expire at the end of the 2023 legislative session.

BOARD ACTION

M/S (Clark / Gilbert) I move to approve temporary rule Docket 08-0203-2201 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. Temporary and Proposed Rule – IDAPA 47.01.01 – Vocational Rehabilitation

Ms. Bent said temporary rules that are approved prior to the start of a legislative session expire at the end of that legislative session unless action is taken by the legislature to extend the rule. The legislature does not see temporary rules unless there is a request for an extension. This rule is necessary to comply with federal requirements.

BOARD ACTION

M/S (Clark / Roach) I move to approve the temporary and proposed rule Docket 47-0101-2200, 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.

10. Board Policy IV.B. – Educator Certification – Endorsement Requirements – First Reading

Ms. Bent shared that section 33-1201, Idaho Code, requires each person employed in any elementary or secondary school in the capacity of teacher, supervisor, administrator, education specialist, school nurse or school librarian to have and to hold a certificate issued under authority of the State Board of Education, valid for the service being rendered. Certificate endorsements identify the subject area and grade range of each certificate. Instructional certificates may include multiple endorsement areas. Chapter 12, Title 33, Idaho Code, includes various provisions requiring the Board to specify the minimum college training requirements or the duration or renewal processes for educator certificates in rule. It does not require the Board to establish the subject area credit requirements for endorsements in rule. By moving these provisions to Board Policy, the Board will be able to be more responsive to requests from public schools to adjust these requirements, if needed, to help with the current teacher shortage.

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BOARD ACTION

M/S (Clark / Hill) I move to approve the first reading of Board Policy IV.B., Certificate Endorsements 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.

11. Board Policy IV.E – Division of Career Technical Education – Program Content Standards – First Reading

Ms. Bent said to be considered for, or to receive continued approval from the Idaho Division of Career Technical Education (IDCTE), a career technical education program must meet the approved program content standards. These standards had previously been incorporated by reference in IDAPA 08.02.03 along with the academic content standards. The amended rules took affect when the Legislature adjourned Sine Die in March. Adding the standards into Board policy is the next and final step in the yearlong process.

IDCTE is also proposing an amendment to the career technical education early childhood education program standards. These standards are a subset of the Family and Consumer Sciences standards. The early childhood education program standards have been updated to make them more relevant to today's early childhood education environment and are coming forward to the Board as entirely new standards for this program area.

BOARD ACTION

M/S (Clark / Roach) I move to approve the updates to the career technical education early childhood education program standards as provided in Attachment 1. A roll call vote was taken, and the motion carried 8-0.

AND

M/S (Clark / Roach) I move to approve the first reading of Board Policy IV.E. Division of Career Technical Education as provided in Attachment 2. A roll call vote was taken, and the motion carried 8-0.

There were no comments or questions from the Board.

12. Trustee Zone Boundaries – Ririe School District – Correction

The Board originally approved Ririe School District's amended trustee zone boundaries at the January 13, 2022 special Board meeting. During the intervening time, Ririe School District identified an error in their original submittal. They are requesting re-approval of their trustee zones. The correction moves one census block and does not substantially affect the trustee zone population percentages.

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M/S (Clark / Siddoway) I move to approve the Ririe School District trustee zone boundary corrected legal description as submitted in Attachments 1. A roll call vote was taken, and the motion carried 8-0.

There were no comments or questions from the Board.

13. Charter School Appeal

Ms. Bent said 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.

BOARD ACTION

M/S (Clark / Hill) I move to direct the Board’s president to issue an order on behalf of the Board to adopt the Recommended Decision of the Hearing Officer dated June 2, 2022 and deny the Another Choice Virtual Charter School appeal of the nonrenewal of its charter. A roll call vote was taken, and the motion carried 8-0.

Board President Liebich said this is only the second time a charter school has attempted to appeal their closure in the Boards existence. While the Board believes in public school choice it also believes in public school accountability, and he will be supporting this bill.

There were no further comments or questions from the Board.

BUSINESS AFFAIRS AND HUMAN RESOURCES

2. FY 2023 Operating Budgets

Gideon Tolman, Chief Financial Officer, Idaho State Board of Education, shared the following. Operating budgets were developed according to legislative appropriations and Board guidelines as applicable. For institutions, the appropriation includes the equivalent of a 5% change in employee compensation. For agencies, appropriated funding provides for a 3% ongoing salary structure shift plus up to \$1.25 per hour per eligible employee distributed on merit. Representatives from the institutions will be available to answer specific questions.

Budgets were compiled without the inclusion of federal stimulus funds, such as CARES Act funding for there to be consistency for year-to-year comparisons. Institutions will indicate their use of COVID relief funds in the quarterly reporting to the Audit Committee.

The list of FY 2023 maintenance (Alteration and Repair) projects recommended by the Permanent Building Fund Advisory Council is included in Attachment 29.

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Dr. Hill said our institutions are aging, and the continuing maintenance problems are an issue that will need to be addressed someday. There are large deferred maintenance backlogs every year which do not get addressed which only exacerbates the problem.

Dr. Hill also mentioned the cost of inflation on the operating budgets. He then asked Jo Ellen Dinucci, Associate Vice President, Boise State University, to come forward to address the Board.

Ms. Dinucci told the Board that in addition to the structural deficient BSU needs to address wage pressures. This deficient is not being caused by current programs. Low salaries are the top reason institutions are experiencing high turnover of talent; 7.4% for faculty and over 24% for classified staff yearly. The lack of a competitive salary is the driving reason many people leave working at the institutions. Program efficiencies are also reviewed constantly. BSU has eliminated three underperforming auxiliaries and eliminated 14 certificates and degrees in the 2021-2022 academic year, and have taken other various steps to reduce costs. All of these expense reduction opportunities without a tuition increase are not a sustainable model. Additional revenue will be needed.

Dr. Julie Crea, Vice President, Finance, Lewis-Clark State College, said with not being able to increase student tuition they are \$100,000 short in having to pay increased insurance costs and higher utility costs. The monies are coming from reallocated funding. For salaries they are having to hire people at higher salaries in order to compete with industry and those funds are also coming from reallocated funding sources. LSCS does have a balanced budget.

Jennifer Steele, Chief Fiscal Officer, Idaho State University, addressed the Board and said even with holding tuition flat and with the inflation they are facing they are looking at a 3.9 million deficient for FY 2023. Having an increase in student enrollment is helping to offset these inflationary expenditures.

Brian Foisy, Vice President, Finance, University of Idaho, shared that UI is looking at ways to lower utility costs by replacing all fluorescent lighting with LED lighting fixtures which should save thousands of dollars a year. UI is also constantly looking at budget reallocations to keep a balanced budget. UI budgets for flat enrollment adjusting for only the known impact of enrollment management programs for the coming year. Having to offer higher salaries is one of the biggest cost increases on the universities budget.

BOARD ACTION

M/S (Hill / Clark) I move to approve the FY 2023 operating budgets for the Office of the State Board of Education, Idaho Public Television, Division of Vocational Rehabilitation, College and Universities, Career Technical Education, Agricultural Research and Extension Service, Health Education Programs, and Special Programs, as presented in Attachments 2-28. A roll call vote was taken, and the motion carried 8-0.

AND

M/S (Hill / Clark) I move to approve the FY 2023 operating budget for the Public Charter School Commission. A roll call vote was taken, and the motion carried 8-0.

Mrs. Roach asked Ms. Dinucci if she knows the cost savings associated with the reduction in programs mentioned during her presentation. Ms. Dinucci said she did not have those numbers but she would get that data to the Board.

There were no further comments or questions from the Board.

3. FY 2024 Line Items

Mr. Tolman said that at its April 2022 meeting, the Board directed the four-year institutions to request FY 2024 budget items that maintain current operations—including inflationary adjustments and a Change in Employee Compensation fund shift—as well as systemwide line items and occupancy costs.

Since that Board meeting the Division of Financial Management issued a memo on June 2, 2022 capping General Fund budget requests at no more than 3% above the FY 2023 original ongoing General Fund appropriation.

At this time Presidents Mike Sebaaly (NIC), Gordon Jones, (CWI), Kevin Satterlee (ISU), C. Scott Green (UI), Marlene Tromp (BSU), Rick Aman (CEI), Dean Fisher (CSI), and Cynthia Pemberton (LCSC) addressed the Board. Also present were Dani Dunstan, Business Operations, Assistant Director (BSU), Jordan Herget, CEO, Portneuf Medical Center, and Dr. Andrew Hanson, Vice President, Student Affairs (LCSC).

They collectively brought forward the following line item budget requests;

Collaborative Line Items

Cybersecurity Workforce Expansion Initiative
Health Care Workforce Expansion Initiative
Student Success Initiative
ISU - UI Joint Nuclear Program – Phase II

Occupancy Costs

Boise State University
Idaho State University
University of Idaho

Lewis-Clark State College

Occupancy Costs
Cybersecurity Framework Support
Employee Compensation

These items will be brought back to the Board at the August Board meeting for approval.

BOARD ACTION

M/S (Hill / Roach) I move to direct the Business Affairs and Human Resources Committee to review the FY 2024 budget line items as listed in Attachment 1 - Line Items Summary, and to bring final recommendations back to the Board for its consideration at the regular August 2022 Board meeting. A roll call vote was taken, and the motion carried 8-0.

Board President Liebich asked about the 3% directive from DFM, and the restrictions on it. Mr. Tolman said every state agency is required to place a 1% CEC placeholder on their budgets for change in employee compensation (CEC). The health insurance increases were very significant this year. He said he would have final numbers for the August Board meeting.

Dr. Clark asked if the number of seats available for nursing students would be expanded using this new collaborative model as outlined in the line item budget requests. Dr. Tromp said while it is true that there are more nursing students than seats the issue is really the number of clinical placements available. With this new collaboration the schools should be able to increase clinical placements across the state.

Mrs. Roach asked Mr. Herget if it mattered to his medical center if the nurses had a bachelors degree or a masters degree. He said it did not matter. A higher-level degree is looked for with a leadership position but an entry level job only requires a bachelor's degree.

Dr. Hill asked Mr. Tolman to state the colleges deadline to get these line items to the Board office for inclusion in the August Board meeting. Mr. Tolman said all of the details need to be submitted to the Board office by July 20th. The budgets will then be submitted to the Division of Financial Management and the Legislative Services Office on September 1st, 2022.

There were no further comments or questions from the Board.

4. Retirement Plan Committee Report

Board member Roach, Chair of the Retirement Committee gave an overview. She said the Retirement Plan Committee (RPC) is a special committee of the Board that provides stewardship of the optional retirement plans sponsored by the Board for the exclusive benefit of participants and their beneficiaries.

Greg Johnson, Senior Consultant, Multnomah Group, Inc. gave the Retirement Plan Presentation to the Board. He shared the following.

- There are two retirement plan companies that employees can choose from; AIG or TIAA.
- Multnomah Group was first hired in 2016. In 2017 they completed an initial fee study resulting in over \$500,000 in recordkeeping and investment management fee reductions.
- Adopted Plan Governance Documents – Committee Charter and Investment Policy Statement (updated in 2021)
- Introduced open architecture and best in class investment menu in 2019

Multnomah is currently pursuing the following.

- Renegotiating recordkeeping fees with AIG and TIAA
- Implementation of per capita fee structure with AIG
- Recordkeeper Request for Proposal
 - Committee Training July, 2022
 - Decision on RFP at Q3 meeting
- Small-Sum Distributions
 - Terminated participants with balances under \$5,000
- Addition of pre-tax Roth contributions when administratively feasible

There were no comments or questions from the Board.

5. Chief Executive Officers Compensation

Board President Liebich said that the Board Retreat was held in May and the Board had a detailed discussion with every University President and these salary decisions came about as a result of those discussions.

Dr. Hill added that Jeff Tucker, General Manager of Idaho Public Television, has elected to not receive a pay increase for this fiscal year.

BOARD ACTION

M/S (Hill / Roach) I move to approve an hourly rate of \$83.32 (annual salary of \$173,306) for Matt Freeman as Executive Director of the State Board of Education, effective on the July 8, 2022 pay date. A roll call vote was taken, and the motion carried 8-0.

AND

**BOARDWORK
AUGUST 24, 2022**

DRAFT Minutes June 14-15, 2022

M/S (Hill / Roach) I move to approve an hourly rate of \$62.96 (annual salary of \$130,963) for Jane Donnellan as Administrator of the Division of Vocational Rehabilitation, effective on the July 8, 2022 pay date. A roll call vote was taken, and the motion carried 8-0.

AND

M/S (Hill / Roach) I move to approve an hourly rate of \$66.13 (annual salary of \$137,540) for Clay Long as Administrator of the Division of Career Technical Education, effective on the July 8, 2022 pay date. A roll call vote was taken, and the motion carried 8-0.

AND

M/S (Hill / Roach) I move to approve an annual rate of \$440,993 for Scott Green as President of the University of Idaho, to extend his contract by one year, and for the parties to execute the second amendment to his contract. A roll call vote was taken, and the motion carried 8-0.

AND

M/S (Hill / Roach) I move to approve an annual rate of \$275,000 for Cynthia Pemberton as President of Lewis-Clark State College, to extend her contract by one year, and for the parties to execute the first amendment to her contract. A roll call vote was taken, and the motion carried 8-0.

AND

M/S (Hill / Roach) I move to approve an annual rate of \$420,000 for Kevin Satterlee as President of Idaho State University, to extend his contract by one year, and for the parties to execute the first amendment to his contract. A roll call vote was taken, and the motion carried 8-0.

AND

M/S (Hill / Roach) I move to approve an annual rate of \$437,757 for Marlene Tromp as President of Boise State University, to extend her contract by one year, and for the parties to execute the second amendment to her contract. 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 - Energy Plant - Long-Term Lease and Concession Agreement

BOARDWORK
AUGUST 24, 2022

DRAFT Minutes June 14-15, 2022

Mr. Foisy said there were two projects outlined for this agenda item. The first project serves to improve the water treatment system supporting boiler operations at the Energy Plant. The second project supports the wood handling system serving the main woodfired boiler at the Energy Plant. The goal of these projects is to ensure that the production of steam meets the campus needs at all times. Steam is used to both heat and cool campus buildings, and to provide hot water to campus, including buildings with critical research which must be maintained at appropriate temperatures.

BOARD ACTION

M/S (Hill / Siddoway) I move to approve Sacyr Plenary Utility Partners Idaho LLC's proposed Capital Improvements entitled "Water Treatment Improvements" and "Wood Fuel Handling System Upgrades" included in the FY 2023 Five-Year Plan presented to the University of Idaho under the Long-Term Lease and Concession Agreement for the University of Idaho Utility System in a cumulative amount of \$3,740,384. A roll call vote was taken, and the motion carried 8-0.

There were no comments or questions from the Board.

7. University of Idaho – Greenhouses Capital Project – Cost Increase

Mr. Foisy said this is a request to authorize Construction of two new greenhouse bays as an addition to the existing 6th Street Greenhouses facility. This project was authorized at \$851,200 in February 2022 via the Executive Director in accordance with Board Policy V.K.1. The university solicited bids for the construction phase of the project utilizing the traditional design-bid-build construction delivery methodology. The construction estimate at the time of the advertisement of the bids was \$815,000.

In response to the bid advertisement, a single bid was received by the university June 2, 2022. The bid received exceeds the estimated construction cost significantly. Post-bid conversation with the bidder indicates the vast majority of the cost escalation is attributable to mechanical, electrical, and plumbing subcontract costs. The general contracting community is finding it exceedingly difficult to locate mechanical, electrical, and plumbing subcontractors willing to bid projects. This is resulting in both a scarcity of bidders as well as high bid costs. This is consistent with feedback the university and other State agencies are reporting regarding concurrent bid efforts across the State.

Based on the bid received, and the desire to award both the Base Bid and an Alternate Bid Item which will upgrade the existing controls systems within the facility, the revised, full project cost is \$1,430,000.

**BOARDWORK
AUGUST 24, 2022**

DRAFT Minutes June 14-15, 2022

BOARD ACTION

M/S (Hill / Gilbert) I move to approve the request by the University of Idaho to implement the Award and Construction phases of the proposed 6th Street Greenhouses Expansion, with a projected total cost of \$1,430,000, as described in the attached materials. Construction authorization includes the authority to execute all necessary and requisite contracts to fully implement the project. A roll call vote was taken, and the motion carried 8-0.

There were no comments or questions from the Board.

Board Member Roach left the meeting at 11:50 a.m. (MT).

8. University of Idaho – Parma Capital Project – Cost Increase
Mr. Foisy said this project was authorized by the Board at \$9,500,000 during the February 2022 regular meeting in accordance with Board Policy V.K.1.

DPW solicited bids for the construction phase of the project utilizing the traditional design-bid-build construction delivery methodology. The construction estimate at the time of the advertisement of the bids was \$7,017,900.

In response to the bid advertisement, two bids were submitted and received on May 12, 2022. Both bids received exceeded the estimated construction cost significantly. Bids were within 0.5% of each other indicating an accurate reflection of current market value. Post-bid conversations with the bidders indicates the majority of the cost escalation is attributable to mechanical, electrical, and plumbing subcontract costs that have seen 25% to 30% cost escalation over the last few months. The general contracting community is finding it exceedingly difficult to locate mechanical, electrical, and plumbing subcontractors willing to bid projects. This is resulting in both a scarcity of bidders as well as high bid costs. This is consistent with feedback the university and other State agencies are reporting regarding concurrent bid efforts across the State.

One bidder discovered errors in their bid tabulation and requested DPW release them from the bid. DPW released that bidder resulting in one single bidder remaining.

Based on the bid received, the revised project budget cost is \$12,150,000. The College of Agricultural and Life Sciences (CALS) will fund the additional \$2,350,000 project cost requested. The immediate fiscal impact of this effort is the complete, total project costs of \$12,150,000.

BOARD ACTION

M/S (Hill / Siddoway) 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 \$12,150,000, 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

**BOARDWORK
AUGUST 24, 2022**

DRAFT Minutes June 14-15, 2022

project. A roll call vote was taken, and the motion carried 7-0. Board member Roach was absent from voting.

There were no comments or questions from the Board.

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

BOARD ACTION

M/S (Clark / Hill) I move to adjourn the meeting at 12:01 p.m. (MT). A roll call vote was taken, and the motion carried 7-0. Board member Roach was absent from voting.

**CONSENT
AUGUST 24, 2022**

TAB	DESCRIPTION	ACTION
1	AUDIT – EXTERNAL AUDIT CONTRACT AMENDMENT	Action Item
2	BAHR – BOISE STATE UNIVERSITY – DEPARTMENT OF VETERAN’S AFFAIRS LEASE RENEWAL	Action Item
3	BAHR – BOISE STATE UNIVERSITY – LIBERAL ARTS FURNITURE, FIXTURES AND EQUIPMENT PURCHASE	Action Item
4	BAHR - BOISE STATE UNIVERSITY - MULTI-YEAR EMPLOYMENT AGREEMENT – HEAD MEN’S BASKETBALL COACH	Action Item
5	BAHR - IDAHO STATE UNIVERSITY MULTI-YEAR EMPLOYMENT AGREEMENT – HEAD WOMEN’S BASKETBALL COACH	Action Item
6	BAHR – UNIVERSITY OF IDAHO – PURCHASE OF DEEP SOIL ECOTRON ECOUNITS	Action Item
7	BAHR - UNIVERSITY OF IDAHO PITKIN NURSERY SEEDLING GREENHOUSE PROJECT – CONSTRUCTION PHASE	Action Item
8	IRSA – GENERAL EDUCATION MATRICULATION COMMITTEE APPOINTMENTS	Action Item
9	IRSA – EPSCoR COMMITTEE APPOINTMENTS	Action Item

**CONSENT
AUGUST 24, 2022**

TAB	DESCRIPTION	ACTION
10	PPGA – UNIVERSITY OF IDAHO – FACILITIES NAMING – SANDPOINT ORGANIC CENTER CIDER HOUSE	Action Item
11	PPGA – TRUSTEE ZONE BOUNDARIES – MIDVALE SCHOOL DISTRICT – CORRECTION	Action Item
12	PPGA – COLLEGE OF WESTERN IDAHO – LICENSE PLATE PROGRAM DESIGN	Action Item
13	SDE – PROFESSIONAL STANDARDS COMMISSION – NORTHWEST NAZARENE UNIVERSITY EDUCATOR PREPARATION PROGRAM REVIEW	Action Item
14	SDE – PROFESSIONAL STANDARDS COMMISSION – IDAHO STATE UNIVERSITY – EDUCATOR PREPARATION PROGRAM – NEW PROGRAM PROPOSAL	Action Item
15	SDE – CURRICULAR MATERIALS ADOPTION	Action Item
16	SDE – EMERGENCY PROVISIONAL CERTIFICATES	Action Item
17	SDE – ASSESSMENT ITEM REVIEW COMMITTEE APPOINTMENTS	Action Item

BOARD ACTION

I move to approve the consent agenda.

CONSENT
AUGUST 24, 2022

SUBJECT

Amendment of External Audit Contract

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education, Policies and Procedures, Section V.H.

BACKGROUND/DISCUSSION

CliftonLarsonAllen (CLA), our external auditors, finished the FY 2021 audits. CLA is requesting a rate increase for the FY 2022 audits.

CLA describes the impact of inflation as the primary reason for the rate increases. CLA has had to provide salary increases to their staff in the past six months to keep up with market rates. Even after those increases, the Big Four and other accounting firms continue to make offers to CLA staff that are more than what CLA is currently paying. On average, many firms are increasing fees north of 20% given the salary increases and shortages of professionals.

Although the Audit Committee appreciates that CLA's first-year audits went smoothly, the Committee is disappointed with the late timing of CLA's notification regarding the significant proposed increases. The Committee is aware of large increases nationwide, but those are more in the 10-15% range. The Committee asked CLA if it was possible to get the increases down to that range. The Committee is concerned that, at the proposed levels of increase, subsequent increases could result in the necessity to go out to bid again. The Committee explained to CLA that January 1st is the deadline for future cost increase requests in order to allow for time to determine whether the state procurement process would require the work to be re-bid. The Committee recommends approval of rate increases for this year.

Subsequent to the Audit Committee meeting, CLA reduced the requested increases from 25% to about 16% for the three universities and reduced the requested increase for LCSC from 33% down to about 23%. OSBE staff worked with the State Division of Purchasing to amend the contract.

IMPACT

The Audit Committee and CLA have agreed to increasing the rates for the FY 2022 audit. The contract amendment will increase the cost for each institution through the audit years 2022-2025. Negotiated audit fees include the following:

	Original	Revised	Increase
Boise State University	\$188,400	\$218,683	16.1%
Idaho State University	\$151,755	\$175,994	16.0%
University of Idaho	\$144,725	\$167,962	16.1%
Lewis-Clark State College	\$103,480	\$126,865	22.6%

CONSENT
AUGUST 24, 2022

Costs for an additional Tier 1 major program will increase from \$16,000 to \$18,400, and costs for an additional Tier 2 major program will increase from \$8,000 to \$9,200.

ATTACHMENTS

Attachment 1 – 2nd Amendment to Contract CPO20210751

STAFF COMMENTS AND RECOMMENDATIONS

When the CLA contract was negotiated, inflationary price increases were not included.

Staff recommends approval.

BOARD ACTION

I move to approve the 2nd amendment to the Division of Purchasing contract with CliftonLarsonAllen for audit services as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Amendment 2
to
Contract CPO20210751
for the Office of the State Board of Education

Parties:	The Office of the State Board of Education By and Through the Division of Purchasing	"OSBE" "DOP"
	and	
	CliftonLarsonAllen, Inc.	"Contractor"

RECITALS:

- A. The parties entered into a Contract for the purchase of Financial Statement and Federal Uniform Guidance Services ("the Contract") effective March 17, 2021, (CPO20210751).
- B. The parties have agreed to a cost increase for each institution as provided herein.
- C. The Total Contract Value (TCV) will be increased as provided herein.

AGREEMENT:

Based on the above recitals, and good and valuable consideration, the receipt of which is hereby acknowledged, the Contract is amended as follows:

- 1. Amendment 2 adds \$101,144.38 to the TCV.
- 2. Boise State University cost increase of \$30,282.90, Base Total \$218,682.90, Idaho State University cost increase of \$24,239.00, Base Total is \$175,994.00, University of Idaho cost increase of \$23,237.40, Base Total \$167,692.40, Lewis & Clark State University cost increase of \$23,385.08, Base Total \$126,865.08.
- 3. An additional Tier 2 standard program will increase from \$8,000 to \$9,200 and an additional Tier 1 major program will increase from \$16,000 to \$18,400.
- 4. Except as expressly modified in this Amendment, all other terms and conditions of the Contract remain in full force and effect.
- 4. This Amendment is effective upon the date of the last signature. In no event will this Amendment be effective until executed by DOP.

NOW THEREFORE, the Parties have entered into this Second Amendment (Amendment 2) effective as of the date signed by DOP.

SIGNATURE PAGE FOLLOWS

Idaho Division of Purchasing

CliftonLarsonAllen, Inc.

Mike Gwinn, Contract Administration Supervisor

Date: _____

Date: _____

Reviewed by:

Office of State Board of Education

Scott Greco, Deputy Director

Date: _____

CONSENT
AUGUST 24, 2022

BOISE STATE UNIVERSITY

SUBJECT

Department of Veteran Affairs Lease Renewal

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I.

BACKGROUND/DISCUSSION

Boise State University (BSU) purchased the University Plaza building in April 2020. At the time of purchase, the Building housed a number of university departments as well as leased space to a number of non-university tenants. The Department of Veteran Affairs held leased space at the time of the purchase and now seeks to enter into new lease agreements for its existing space.

Pursuant to the Board Policy referenced above, BSU is seeking Board approval to enter into two lease agreements with the Department of Veteran Affairs. The first lease agreement (Suite 460) has a term commencing September 1, 2022 and expiring August 31, 2032, including seven years fixed plus a three-year additional option period. Assuming the option is exercised, the total rent amount due over the entire term will be \$946,052. The second lease agreement, covering suites 425, 450 and 505, is for a slightly shorter term, to align the term to the Suite 460 lease, commencing March 15, 2023 and expiring August 31, 2032, with total lease revenue over the term equaling \$2,288,565.43.

IMPACT

The renewal of these lease agreements results in revenue to BSU and is a continuation of BSU's strategy of renting space not utilized by university departments to private tenants already located in University Plaza to fund debt service and operating expenses associated with the property.

ATTACHMENTS

Attachment 1 – Lease Agreement for Suite 460

Attachment 2 – Lease Agreement for Suites 425, 450, and 505

STAFF COMMENTS AND RECOMMENDATIONS

Board Policy V.I.5.b.i. requires Board approval of leases of real property under the control of an institution "if the term of the lease exceeds five (5) years or if the lease revenue exceeds two hundred fifty thousand dollars (\$250,000).

Staff recommends approval.

CONSENT
AUGUST 24, 2022

BOARD ACTION

I move to authorize the president or designee to execute such documents and agreements, including the lease agreements in a form substantially similar to the forms attached hereto, and take such further actions relating thereto as are reasonably necessary to permit Boise State University to enter into the lease agreements.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

VA LEASE NO. 36C24W22L0026SLAT Lease
GSA TEMPLATE L100A (10/2021)

A. This Lease is made and entered into between

Lessor's Name: Boise State University(Lessor), whose principal place of business is **1910 University Drive, Boise ID 83702** and whose interest in the Property described herein is that of Fee Owner, and

The United States of America

DEPARTMENT OF VETERANS AFFAIRS (VA) (Government), acting by and through the designated representative of the General Services Administration (GSA), upon the terms and conditions set forth herein.

B. Witnesseth: The parties hereto, for the consideration hereinafter mentioned, covenant and agree as follows:

Lessor hereby leases to the Government the Premises described herein, being all or a portion of the Property located at

**960 S. Broadway Avenue, Suite 460
Boise, ID 83706**and more fully described in Section 1 and Exhibit **A**, together with rights to the use of parking and other areas as set forth herein, to be used for such purposes as determined by GSA.**C. LEASE TERM**

To Have and To Hold the said Premises with its appurtenances for the term beginning on 9/1/2022 through 8/31/2032 upon acceptance of the Premises as required by this Lease and continuing for a period of

10 Years, 7 Years Firm, 3 Years Soft

subject to termination and renewal rights as may be hereinafter set forth. The commencement date of this Lease, along with any applicable termination and renewal rights, shall be more specifically set forth in a Lease Amendment upon substantial completion and acceptance of the Space by the Government.

In Witness Whereof, the parties to this Lease evidence their agreement to all terms and conditions set forth herein by their signatures below, to be effective as of the date of delivery of the fully executed Lease to the Lessor.

FOR THE LESSOR:**FOR THE GOVERNMENT:**

Name: _____

Name: CRAIG WAGSTAFF

Title: _____

Title: Lease Contracting Officer

Entity: _____

Department of Veterans Affairs

Date: _____

Date: _____

WITNESSED FOR THE LESSOR BY:

Name: _____

Title: _____

Date: _____

The information collection requirements contained in this Solicitation/Contract, that are not required by regulation, have been approved by the Office of Management and Budget pursuant to the Paperwork Reduction Act and assigned the OMB Control No. 3090-0163.

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SECTION 1 THE PREMISES, RENT, AND OTHER TERMS

1.01 THE PREMISES (OCT 2016)

The Premises are described as follows:

- A. Office and Related Space: **3,600** rentable square feet (RSF), yielding **3,600** ANSI/BOMA Office Area (ABOA) square feet (SF) of office and related Space located on the **fourth (4th)** floor and known as Suite **460**, of the Building, as depicted on the floor plan(s) attached hereto as Exhibit **A**.
- B. Common Area Factor: The Common Area Factor (CAF), defined under Section 2 of the Lease, is established as **0** percent. This factor, rounded to the nearest whole percentage, shall be used for purposes of rental adjustments in accordance with the Payment Clause of the General Clauses.
- C. Unless otherwise noted, the Government accepts the Premises and tenant improvements in their existing condition, except where specifications or standards are contained elsewhere in this Lease. These standards include security improvements, Fire Protection and Life Safety requirements, ABAAS compliance, as well as compliance with all local codes and ordinances. Such acceptance by the Government of existing Premises shall not relieve Lessor of continuing obligations for cleaning, janitorial, maintenance, repair, etc. as set forth in the Lease paragraphs and attached General Clauses.

1.02 EXPRESS APPURTENANT RIGHTS (SEP 2013)

The Government shall have the non-exclusive right to the use of Appurtenant Areas and shall have the right to post Rules and Regulations Governing Conduct on Federal Property, Title 41, CFR, Part 102-74, Subpart C within such areas. The Government will coordinate with Lessor to ensure signage is consistent with Lessor's standards. Appurtenant to the Premises and included in the Lease are rights to use the following:

- A. Parking: **13** parking spaces as depicted on the plan attached hereto as Exhibit **A**, reserved for the exclusive use of the Government, of which **0** shall be structured/inside parking spaces, and **13** shall be surface/outside parking spaces. In addition, the Lessor shall provide such additional parking spaces as required by the applicable code of the local government entity having jurisdiction over the Property.
- B. Antennas, Satellite Dishes, and Related Transmission Devices: (1) Space located on the roof of the Building sufficient in size for the installation and placement of telecommunications equipment, (2) the right to access the roof of the Building, and (3) use of all Building areas (e.g., chases, plenums, etc.) necessary for the use, operation, and maintenance of such telecommunications equipment at all times during the term of this Lease.

1.03 RENT AND OTHER CONSIDERATION (OCT 2021)

- A. The Government shall pay the Lessor annual rent, payable in monthly installments in arrears, at the following rates:

Year	Term	Annual Rent	Monthly Rent	Price per Square Foot
Year 1	9/1/2022 – 8/31/2023	\$86,400.00	\$7,200.00	\$24.00
Year 2	9/1/2023 - 8/31/2024	\$88,128.00	\$7,344.00	\$24.48
Year 3	9/1/2024 - 8/31/2025	\$89,890.56	\$7,490.88	\$24.97
Year 4	9/1/2025 - 8/31/2026	\$91,688.37	\$7,640.70	\$25.47
Year 5	9/1/2026 - 8/31/2027	\$93,522.14	\$7,793.51	\$25.98
Year 6	9/1/2027 - 8/31/2028	\$95,392.58	\$7,949.38	\$26.50
Year 7	9/1/2028 - 8/31/2029	\$97,300.43	\$8,108.37	\$27.03
Year 8	9/1/2029 - 8/31/2030	\$99,246.44	\$8,270.54	\$27.57
Year 9	9/1/2030 - 8/31/2031	\$101,231.37	\$8,435.95	\$28.12
Year 10	9/1/2031 - 8/31/2032	\$103,256.00	\$8,604.67	\$28.68

- B. Parking shall be provided in the Shell Rent.
- C. No Free Rent
- D. If the Government leases the Premises for less than a full calendar month, then rent shall be prorated based on the actual number of days leased for that month.

E. Rent shall be paid to Lessor by electronic funds transfer (EFT) in accordance with the provisions of the General Clauses. Rent shall be payable using the EFT information contained in the System for Award Management (SAM). In the event the EFT information changes, the Lessor shall be responsible for providing the updated information to SAM. Failure by the Lessor to maintain an active registration in SAM may result in delay of rental payments until such time as the SAM registration is activated.

F. Lessor shall provide to the Government, in exchange for the payment of rental and other specified consideration, the following:

1. The leasehold interest in the Property described herein in the paragraph entitled "The Premises."
2. All costs, expenses and fees to perform the work required for acceptance of the Premises in accordance with this Lease, including all costs for labor, materials, and equipment, professional fees, contractor fees, attorney fees, permit fees, inspection fees, and similar such fees, and all related expenses.
3. Performance or satisfaction of all other obligations set forth in this Lease; and all services, utilities, and maintenance required for the proper operation of the Property, the Building, and the Premises in accordance with the terms of the Lease, including, but not limited to, all inspections, modifications, repairs, replacements, and improvements required to be made thereto to meet the requirements of this Lease.

G. For succeeding Leases with an incumbent Lessor where the Government is currently in occupancy and possession of the leased Premises and where the Lease requires the Lessor to perform alterations using either the TIA or BSAC, the amortized tenant improvement rent and/or BSAC rent will not commence until the alterations are complete and accepted by the Government. Upon acceptance of these improvements, the Government will commence payment of the tenant improvement and/or BSAC rent as stipulated under the Lease, in addition to payment of the tenant improvement and/or BSAC rent for the period starting from the Lease Term Commencement Date to the date of tenant improvements/BSAC acceptance by the Government (such rent payment will not include any additional interest). Alternatively, the Government may elect to re-amortize the tenant improvements/BSAC over the remaining Firm Term of the Lease, at the amortization rate stipulated in the Lease. In the event the Government does not use all the TIA or BSAC, then the rental payments will be adjusted in accordance with the provisions of the Lease (e.g., de-amortization).

1.04 TERMINATION RIGHTS (OCT 2016)

The Government may terminate this Lease, in whole or in parts, at any time effective after the Firm Term of this Lease, by providing not less than 90 days' prior written notice to the Lessor. The effective date of the termination shall be the day following the expiration of the required notice period or the termination date set forth in the notice, whichever is later. No rental shall accrue after the effective date of termination.

1.05 RENEWAL RIGHTS (OCT 2016)

- A. No Renewal Option Terms
- B. Termination rights outlined in the "Termination Rights" paragraph apply to all renewal terms.

1.06 DOCUMENTS INCORPORATED IN THE LEASE (SLAT) (OCT 2020)

The following documents are attached to and made part of the Lease:

DOCUMENT NAME	NO. OF PAGES	EXHIBIT
FLOOR PLAN(S) / PARKING PLAN / SITE PLAN	3	A
AGENCY SPECIFIC REQUIREMENTS	12	B
GSA FORM 3517A GENERAL CLAUSES	7	C
SEISMIC FORM C, BUILDING RETROFIT OR NEW CONSTRUCTION PREAWARD COMMITMENT	1	D

1.07 RATE FOR ADJUSTMENT FOR VACANT LEASED PREMISES (SEP 2013)

In accordance with the paragraph entitled "Adjustment for Vacant Premises," if the Government fails to occupy or vacates the entire or any portion of the Premises prior to expiration of the term of the Lease, the operating costs paid by the Government as part of the rent shall be reduced by \$20.00 per ABOA SF of Space vacated by the Government.

1.08 HUBZONE SMALL BUSINESS CONCERNS ADDITIONAL PERFORMANCE REQUIREMENTS (SMALL) (OCT 2020)

If the Lessor is a qualified HUBZone small business concern (SBC) that did not waive the price evaluation preference then as required by 13 C.F.R. 126.700, the HUBZone SBC must spend at least 50% of the cost of the contract incurred for personnel on its own employees or employees of other qualified HUBZone SBC's and must meet the performance of the work requirements for subcontracting in 13 C.F.R. § 125.6(c). If the Lessor is a HUBZone joint venture, the aggregate of the qualified HUBZone SBC's to the joint venture, not each concern separately, must perform the applicable percentage of work required by this clause.

If the Lessor is a HUBZone small business concern (SBC) that did not waive the price evaluation preference, the Lessor shall provide a certification within 10 days after Lease award to the LCO (or representative designated by the LCO) that the Lessor was an eligible HUBZone SBC on the date of award. If it is determined within 20 days after award that a HUBZone SBC Offeror that has been awarded the Lease was not an eligible HUBZone SBC at the time of award, and the HUBZone SBC Lessor failed to provide the LCO with information regarding a change to its HUBZone eligibility prior to award, then the Lease shall be subject, at the LCO's discretion, to termination, and the Government will be relieved of all obligations to the Lessor in such an event and not be liable to the Lessor for any costs, claims or damages of any nature whatsoever.

1.09 LESSOR'S UNIQUE ENTITY IDENTIFIER (OCT 2021)

Lessor's Unique Entity Identifier (UE):

UEI-DUNS: **072995848**

UEI-SAM: **HYWTVM5HNF3**

SECTION 2 GENERAL TERMS, CONDITIONS, AND STANDARDS

2.01 DEFINITIONS AND GENERAL TERMS (OCT 2016)

Unless otherwise specifically noted, all terms and conditions set forth in this Lease shall be interpreted by reference to the following definitions, standards, and formulas:

- A. Appurtenant Areas. Appurtenant Areas are defined as those areas and facilities on the Property that are not located within the Premises, but for which rights are expressly granted under this Lease, or for which rights to use are reasonably necessary or reasonably anticipated with respect to the Government's enjoyment of the Premises and express appurtenant rights.
- B. Broker. If GSA awarded this Lease using a contract real estate broker, Broker shall refer to GSA's broker.
- C. Building. Building(s) situated on the Property in which the Premises are located.
- D. Commission Credit. If GSA awarded this Lease using a Broker, and the Broker agreed to forego a percentage of its commission to which it is entitled in connection with the award of this Lease, the amount of this credit is referred to as the "Commission Credit."
- E. Common Area Factor. The "Common Area Factor" (CAF) is a conversion factor determined by the Building owner and applied by the owner to the ABOA SF to determine the RSF for the leased Space. The CAF is expressed as a percentage of the difference between the amount of rentable SF and ABOA SF, divided by the ABOA SF. For example, 11,500 RSF and 10,000 ABOA SF will have a CAF of 15% $[(11,500 \text{ RSF} - 10,000 \text{ ABOA SF}) / 10,000 \text{ ABOA SF}]$. For the purposes of this Lease, the CAF shall be determined in accordance with the applicable ANSI/BOMA standard for the type of space to which the CAF shall apply.
- F. Contract. "Contract" shall mean this Lease.
- G. Contractor. "Contractor" shall mean Lessor.
- H. Days. All references to "day" or "days" in this Lease shall mean calendar days, unless specified otherwise.
- I. FAR. All references to the FAR shall be understood to mean the Federal Acquisition Regulation, codified at 48 CFR Chapter 1.
- J. Firm Term/Non-Firm Term. The Firm Term is that part of the Lease term that is not subject to termination rights. The Non-Firm Term is that part of the Lease term following the end of the Firm Term.
- K. GSAR. All references to the GSAR shall be understood to mean the GSA supplement to the FAR, codified at 48 CFR Chapter 5.
- L. Lease Term Commencement Date. The date on which the lease term commences.
- M. Lease Award Date. The date the LCO executes the Lease and mailing or otherwise furnishes written notification of the executed Lease to the successful Offeror (date on which the parties' obligations under the Lease begin).
- N. Premises. The Premises are defined as the total Office Area or other type of Space, together with all associated common areas, described in Section 1 of this Lease, and delineated by plan in the attached exhibit. Parking and other areas to which the Government has rights under this Lease are not included in the Premises.
- O. Property. The Property is defined as the land and Buildings in which the Premises are located, including all Appurtenant Areas (e.g., parking areas) to which the Government is granted rights.
- P. Rentable Space or Rentable Square Feet (RSF). Rentable Space is the area for which a tenant is charged rent. It is determined by the Building owner and may vary by city or by building within the same city. The Rentable Space may include a share of Building support/common areas such as elevator lobbies, Building corridors, and floor service areas. Floor service areas typically include restrooms, janitor rooms, telephone closets, electrical closets, and mechanical rooms. The Rentable Space does not include vertical building penetrations and their enclosing walls, such as stairs, elevator shafts, and vertical ducts. Rentable Square Feet is calculated using the following formula for each type of Space (e.g., office, warehouse, etc.) included in the Premises: $\text{ABOA SF of Space} \times (1 + \text{CAF}) = \text{RSF}$.
- Q. Space. The Space shall refer to that part of the Premises to which the Government has exclusive use, such as Office Area, or other type of Space. Parking areas to which the Government has rights under this Lease are not included in the Space.
- R. Office Area. For the purposes of this Lease, Space shall be measured in accordance with the standard (Z65.1-1996) provided by American National Standards Institute/Building Owners and Managers Association (ANSI/BOMA) for Office Area, which means "the area where a tenant normally houses personnel and/or furniture, for which a measurement is to be computed." References to ABOA mean ANSI/BOMA Office Area.
- S. Working Days. Working Days shall mean weekdays, excluding Saturdays and Sundays and Federal holidays.

2.02 AUTHORIZED REPRESENTATIVES (OCT 2016)

Signatories to this Lease shall have full authority to bind their respective principals with regard to all matters relating to this Lease. No other persons shall be understood to have any authority to bind their respective principals except to the extent that such authority may be explicitly delegated by notice to the other party, or to the extent that such authority is transferred by succession of interest. The Government shall have the right to substitute its Lease Contracting Officer (LCO) by notice without an express delegation by the prior LCO.

2.03 ALTERATIONS REQUESTED BY THE GOVERNMENT (OCT 2018)

A. The Government may request the Lessor to provide alterations during the term of the Lease. Alterations will be ordered by issuance of a Lease Amendment, GSA Form 300, Order for Supplies or Services, or a tenant agency-approved form when specifically authorized to do so by the LCO. The General Services Administration Acquisition Manual ("GSAM") clause, 552.270-31, Prompt Payment, including its invoice requirements, shall apply to orders for alterations. All orders are subject to the terms and conditions of this Lease and may be placed by the LCO or a warranted contracting officer's representative (COR) in GSA or the tenant agency when specifically authorized to do so by the LCO, subject to the threshold limitation below.

B. Orders for alterations issued by an authorized COR are limited to no more than \$250,000 (LCOs are not subject to this threshold). This threshold will change according to future adjustments of the simplified acquisition threshold (see FAR 2.101). The LCO will provide the Lessor with a list of tenant agency officials authorized to place orders and will specify any limitations on the authority delegated to tenant agency officials. The tenant agency officials are not authorized to deal with the Lessor on any other matters.

C. Payments for alterations ordered by the tenant agency under the authorization described in sub-paragraph B will be made directly by the tenant agency placing the order.

2.04 WAIVER OF RESTORATION (OCT 2021)

Lessor shall have no right to require the Government to restore the Premises upon expiration or earlier termination (full or partial) of the Lease, and waives all claims against the Government for:

- a) waste, or,
- b) damages or restoration arising from or related to:
 - (1) the Government's normal and customary use of the Premises during the term of the Lease (including any extensions thereof), as well as
 - (2) any initial or subsequent alteration to the Premises regardless of whether such alterations are performed by the Lessor or by the Government.

At its sole option, the Government may abandon property in the Space following expiration or earlier termination (full or partial) of the Lease, in which case the property will become the property of the Lessor, and the Government will be relieved of any liability in connection therewith.

2.05 PAYMENT OF BROKER (OCT 2021)

If GSA awarded the Lease through its Broker, the Lessor shall pay GSA's Broker its portion of the commission according to the Commission Agreement signed between the Lessor and Broker. "Its portion of the commission" means the agreed-upon commission to GSA's Broker minus the Commission Credit specified in the Lease or Lease Amendment.

2.06 NOVATION AND CHANGE OF OWNERSHIP (SMALL) (OCT 2016)

Consistent with GSAM 570.115, in the event of a transfer of ownership of the leased premises or a change in the Lessor's legal name, FAR 42.12 applies.

2.07 ADJUSTMENT FOR VACANT PREMISES (OCT 2017)

A. If the Government fails to occupy any portion of the leased Premises or vacates the Premises in whole or in part prior to expiration of the term of the Lease, the rental rate and the base for operating cost adjustments will be reduced using the figure specified in the "Rate for Adjustment for Vacant Leased Premises" paragraph of this Lease.

B. If no rate reduction has been established in this Lease, the rate will be reduced by that portion of the costs per ABOA SF of operating expenses not required to maintain the Space.

C. Said reduction shall occur after the Government gives 30 calendar days' prior notice to the Lessor and shall continue in effect until the Government occupies the Premises or the Lease expires or is terminated.

SECTION 3 CONSTRUCTION STANDARDS AND SHELL COMPONENTS

3.01 WORK PERFORMANCE (SMALL) (SEP 2015)

All work in performance of this Lease shall be done by skilled and licensed workers or mechanics and shall be acceptable to the LCO.

3.02 EXISTING FIT-OUT, SALVAGED, OR REUSED BUILDING MATERIAL (SLAT) (OCT 2020)

The Lessor shall reuse items or materials in the construction phase of the project, as long as such meet the quality standards set forth by the Government in this Lease. The Government will not pay for existing fixtures and other TIs accepted in place.

3.03 WOOD PRODUCTS (SMALL) (OCT 2020)

For all new installations of wood products, the Lessor is encouraged to use independently certified forest products. For information on certification and certified wood products, refer to the Forest Stewardship Council United States ([HTTPS://US.FSC.ORG/EN-US](https://us.fsc.org/en-us)), or the Sustainable Forestry Initiative ([HTTP://WWW.SFIPROGRAM.ORG/](http://www.sfiprogram.org/)). Particle board, strawboard, and plywood materials used shall be free of formaldehyde or sufficiently aged prior to use such that indoor air levels in the finished leased space shall not exceed 0.016 parts per million (ppm) of formaldehyde. All materials comprised of combustible substances, such as wood plywood and wood boards, shall be treated with fire retardant chemicals by a pressure impregnation process or other methods that treats the materials throughout as opposed to surface treatment.

3.04 ADHESIVES AND SEALANTS (SMALL) (OCT 2020)

All adhesives employed on this project (including, but not limited to, adhesives for carpet, carpet tile, plastic laminate, wall coverings, adhesives for wood, or sealants) shall meet the requirements of the manufacturer of the products adhered or involved. The Lessor shall use adhesives and sealants with no heavy metals and that do not result in indoor air levels above 0.016 parts per million (ppm) of formaldehyde. Adhesives and other materials used for the installation of carpets shall be limited to those having a flash point of 140 degrees F or higher.

3.05 BUILDING SHELL REQUIREMENTS (SLAT) (OCT 2020)

A. The Building Shell shall be designed, constructed, and maintained in accordance with the standards set forth herein and completed prior to acceptance of Space. For pricing, fulfillment of all requirements not specifically designated as TIs, Building Specific Amortized Capital, Operating Costs, or other rent components as indicated shall be deemed included in the Shell Rent.

B. Base structure and Building enclosure components shall be complete. All common areas accessible by the Government, such as lobbies, fire egress corridors and stairwells, elevators, garages, and service areas, shall be complete. Restrooms shall be complete and operational. All newly installed Building shell components, including but not limited to, heating, ventilation, and air conditioning (HVAC), electrical, ceilings, sprinklers, etc., shall be furnished, installed, and coordinated with TIs. Circulation corridors are provided as part of the base Building only on multi-tenanted floors where the corridor is common to more than one tenant. On single tenant floors, only the fire egress corridor(s) necessary to meet code is provided as part of the shell.

C. The Building Shell rental rate shall also include, but is not limited to, property financing (exclusive of TIs and BSAC), insurance, taxes, lease commission, management, profit, etc., for the Building.

3.06 RESPONSIBILITY OF THE LESSOR AND LESSOR'S ARCHITECT/ENGINEER (JUN 2012)

A. The Lessor shall be responsible for the professional quality, technical accuracy, and the coordination of all designs, drawings, specifications, and other services furnished by the Lessor under this contract. The Lessor shall, without additional compensation, correct or revise any errors or deficiencies in its designs, drawings, specifications, or other services.

B. THE LESSOR REMAINS SOLELY RESPONSIBLE FOR DESIGNING, CONSTRUCTING, OPERATING, AND MAINTAINING THE LEASED PREMISES IN FULL ACCORDANCE WITH THE REQUIREMENTS OF THE LEASE. The Government retains the right to review and approve many aspects of the Lessor's design, including without limitation, review of the Lessor's design and construction drawings, shop drawings, product data, finish samples, and completed base building and TI construction. Such review and approval is intended to identify potential design flaws, to minimize costly misdirection of effort, and to assist the Lessor in its effort to monitor whether such design and construction comply with applicable laws and satisfy all Lease requirements.

C. Neither the Government's review, approval or acceptance of, nor payment through rent of the services required under this contract, shall be construed to operate as a waiver of any rights under this contract or of any cause of action arising out of the performance of this contract, and the Lessor shall be and remain liable to the Government in accordance with applicable law for all damages to the Government caused by the Lessor's negligent performance of any of the services required under this Lease.

D. Design and construction and performance information is contained throughout several of the documents which comprise this Lease. The Lessor shall provide to space planners, architects, engineers, construction contractors, etc., all information required whether it is found in this Lease, special requirements and attachments, price lists, or design intent drawings. Reliance upon one of these documents to the exclusion of any other may result in an incomplete understanding of the scope of the work to be performed and/or services to be provided.

The Lessor shall be responsible for the professional quality, technical accuracy, and the coordination of all designs, drawings, specifications, and other services furnished by the Lessor under this contract. The Lessor shall, without additional compensation, correct or revise any errors or deficiencies in its designs, drawings, specifications, or other services.

3.07 QUALITY AND APPEARANCE OF BUILDING (JUN 2012)

The Building in which the Premises are located shall be designed, built and maintained in good condition and in accordance with the Lease requirements. If not new or recent construction, the Building shall have undergone by occupancy, modernization, or adaptive reuse for office space with modern conveniences. The Building shall be compatible with its surroundings. Overall, the Building shall project a professional and aesthetically pleasing appearance including an attractive front and entrance way.

3.08 VESTIBULES (OCT 2020)

A. Vestibules shall be provided at public entrances wherever entry to the Space is directly from the outside. In the event of negative air pressure conditions, provisions shall be made for equalizing air pressure. For measurement purposes, vestibules are considered building support space and not ABOA.

B. The Lessor shall provide permanent entryway systems (such as grilles or grates) to control dirt and particulates from entering the Building at all primary exterior entryways.

A. Existing vestibules shall remain in place at public entrances and exits. In the event of negative air pressure conditions, provisions shall be made for equalizing air pressure.

B. Existing grilles and grates shall remain in place to control dirt and particulates from entering the Building at all primary exterior entryways.

3.09 MEANS OF EGRESS (MAY 2015)

A. Prior to occupancy, the Premises and any parking garage areas shall meet or will be upgraded to meet, either the applicable egress requirements in the National Fire Protection Association, Life Safety Code (NFPA 101), or the International Code Council, International Building Code (IBC), each current as of the Lease Award Date, or use an alternative approach or method that achieves an equivalent level of safety deemed acceptable by the Government.

B. The Space shall have unrestricted access to a minimum of two remote exits on each floor of Government occupancy.

C. Interlocking or scissor stairs located on the floor(s) where Space is located shall only count as one exit stair.

D. A fire escape located on the floor(s) where Space is located shall not be counted as an approved exit stair.

E. Doors shall not be locked in the direction of egress unless equipped with special locking hardware in accordance with requirements of NFPA 101 or the IBC.

3.10 AUTOMATIC FIRE SPRINKLER SYSTEM (SEP 2013)

A. Any portion of the Space located below-grade, including parking garage areas, and all areas in a Building referred to as "hazardous areas" (defined in National Fire Protection Association (NFPA) 101) that are located within the entire Building (including non-Government areas) shall be protected by an automatic fire sprinkler system or an equivalent level of safety.

B. For Buildings in which any portion of the Space is on or above the sixth floor, then, at a minimum, the Building up to and including the highest floor of Government occupancy shall be protected by an automatic fire sprinkler system or an equivalent level of safety.

C. For Buildings in which any portion of the Space is on or above the sixth floor, and lease of the Space will result, either individually or in combination with other Government Leases in the Building, in the Government leasing 35,000 or more ANSI/BOMA Office Area SF of Space in the Building, then the entire Building shall be protected throughout by an automatic fire sprinkler system or an equivalent level of safety.

D. Automatic fire sprinkler system(s) shall be installed in accordance with the requirements of NFPA 13, Standard for the Installation of Sprinkler Systems that was in effect on the actual date of installation.

E. Automatic fire sprinkler system(s) shall be maintained in accordance with the requirements of NFPA 25, Standard for the Inspection, Testing, and Maintenance of Water-based Fire Protection Systems (current as of the Lease Award Date).

F. "Equivalent level of safety" means an alternative design or system (which may include automatic fire sprinkler systems), based upon fire protection engineering analysis, which achieves a level of safety equal to or greater than that provided by automatic fire sprinkler systems.

3.11 FIRE ALARM SYSTEM (SEP 2013)

A. A Building-wide fire alarm system shall be installed in the entire Building in which any portion of the Space is located on the 3rd floor or higher.

B. The fire alarm system shall be installed in accordance with the requirements of NFPA 72, National Fire Alarm and Signaling Code, that was in effect on the actual date of installation.

- C. The fire alarm system shall be maintained in accordance with the requirements of NFPA 72, National Fire Alarm and Signaling Code (current as of the Lease Award Date).
- D. The fire alarm system shall transmit all fire alarm signals to the local fire department via any of the following means: directly to the local fire department, to the (911) public communications center, to a central station, to a remote supervising station, or to a proprietary supervising station.
- E. If the Building's fire alarm control unit is over 25 years old as of the date of award of this Lease, Lessor shall install a new fire alarm system in accordance with the requirements of NFPA 72, National Fire Alarm and Signaling Code (current as of the Lease Award Date), prior to Government acceptance and occupancy of the Space.

3.12 ENERGY INDEPENDENCE AND SECURITY ACT (SLAT) (OCT 2020)

Energy-related Requirements:

A. The Energy Independence and Security Act (EISA) establishes the following requirements for Government Leases in Buildings that have not earned the ENERGY STAR® Label conferred by the Environmental Protection Agency (EPA) within one year prior to the due date for final proposal revisions ("most recent year").

B. If this Lease was awarded under any of EISA's Section 435 statutory exceptions, the Lessor shall either:

1. Earn the ENERGY STAR® Label prior to acceptance of the Space (or not later than one year after the Lease Award Date of a succeeding or superseding Lease); or
2. (i) Complete energy efficiency and conservation improvements if any, agreed to by Lessor in lieu of earning the ENERGY STAR® Label prior to acceptance of the Space (or not later than one year after the Lease Award Date of a succeeding or superseding Lease); and
 - (ii) Obtain and publicly disclose the Building's current ENERGY STAR® score (using EPA's Portfolio Manager tool), unless the Lessor cannot access whole building utility consumption data, or there is no building category within Portfolio Manager to benchmark against, including spaces—
 - I. That are located in States with privacy laws that provide that utilities shall not provide such aggregated information to multitenant building owners; and
 - II. For which tenants do not provide energy consumption information to the commercial building owner in response to a request from the building owner. (A Federal agency that is a tenant of the space shall provide to the building owner, or authorize the owner to obtain from the utility, the energy consumption information of the space for the benchmarking and disclosure required by this subparagraph D).
 - III. That cannot be benchmarked (scored) using EPA's Portfolio Manager tool because of excessive vacancy; in which case Lessor agrees to obtain the score and publicly disclose it within 120 days of the eligibility to obtain a score using the EPA Portfolio Manager tool.

Note: "public disclosure" means posting the Energy Star® score on state or local websites in those areas that have applicable disclosure mandates and reporting the score to the Government via Portfolio Manager. In the absence of an applicable state or local disclosure mandate, Lessor shall either generate and display the Energy Star® score in a public space at the building location or post the score on Lessor's or Lessor's Parent/Affiliate website.

C. If this Lease was awarded to a Building to be built or to a Building predominantly vacant as of the due date for final proposal revisions and was unable to earn the ENERGY STAR® label for the most recent year (as defined above) due to insufficient occupancy but was able to demonstrate sufficient evidence of capability to earn the ENERGY STAR® label, then Lessor must earn the ENERGY STAR® label within 18 months after occupancy by the Government.

Hydrology-related Requirements:

D. 1. Per EISA Section 438, the sponsor of any development or redevelopment project involving a Federal facility with a footprint that exceeds 5,000 square feet shall use site planning, design, construction, and maintenance strategies for the property to maintain or restore, to the maximum extent technically feasible, the predevelopment hydrology of the Property with regard to the temperature, rate, volume, and duration of flow. If the Lessor proposes to satisfy the Government's space requirements through a development or redevelopment project, and the Government will be the sole or predominant tenant such that any other use of the Property will be functionally or quantitatively incidental to the Government's use, the Lessor is required to implement hydrology maintenance and restoration requirements as required by EISA Section 438.

a. For the purposes of applying EISA Section 438 in this lease, "sponsor" shall mean "Lessor", and "exceeds 5,000 square feet" shall mean construction that disturbs 5,000 square feet or more of land area at the Property or on adjoining property to accommodate the Government's requirements, or at the Property for whatever reason. Information regarding implementation of the hydrology maintenance and restoration requirements can be found at: <http://www.epa.gov/greeningepa/technical-guidance-implementing-stormwater-runoff-requirements-federal-projects>

b. Lessor is required to implement these hydrology maintenance and restoration requirements to the maximum extent technically feasible, prior to acceptance of the Space, (or not later than one year after the Lease Award Date or Lease Term Commencement Date, whichever is later, of a succeeding or superseding Lease). Additionally, this Lease requires EISA Section 438 storm water compliance not later than one year from the date of any applicable disturbance (as defined in EISA Section 438) of more than 5,000 square feet of ground area if such disturbance occurs during the term of the Lease if the Government is the sole or predominant tenant. In the event the Lessor is required to comply with EISA Section 438, Lessor shall furnish the Government, prior to the filing for permits for the associated work, with a certification from Lessor's engineer that the design meets the hydrology maintenance and restoration requirements of EISA Section 438.

3.13 ELEVATORS (OCT 2020)

A. The Lessor shall provide suitable passenger elevator and, when required by the Government, freight elevator service to any of the Premises not having ground level access. Service shall be available during the normal hours of operation specified in the in this Lease. However, one passenger elevator and, when required by the Government, one freight elevator shall be available at all times for Government use. When a freight elevator is required by the Government, it shall be accessible to the loading areas. When possible, the Government shall be given 24-hour advance notice if the service is to be interrupted for more than 1-1/2 hours. Normal service interruption shall be scheduled outside of the Government's normal working hours. The Lessor shall also use best efforts to minimize the frequency and duration of unscheduled interruptions.

B. Code: Elevators shall conform to the requirements of the American Society of Mechanical Engineers ASME A17.1/CSA B44, Safety Code for Elevators and Escalators that were in effect based on the elevator installation date code year. Elevators shall be provided with Phase I emergency recall operation and Phase II emergency in-car operation in accordance with ASME A17.1/CSA B44. Fire alarm initiating devices (e.g., smoke detectors) used to initiate Phase I emergency recall operation shall be installed in accordance with the requirements of NFPA 72, National Fire Alarm and Signaling Code. The elevators shall be inspected and maintained in accordance with the current edition of the ASME A17.2, Inspector's Manual for Elevators. Except for the reference to ASME A17.1 in ABAAS, Section F105.2.2, all elevators must meet ABAAS requirements for accessibility in Sections 407, 408, and 409 of ABAAS.

C. Safety Systems: Elevators shall be equipped with telephones or other two-way emergency communication systems. The system used shall be marked and shall reach an emergency communication location staffed 24 hours per day, 7 days per week.

D. Speed: The passenger elevators shall have a capacity to transport in 5 minutes 15 percent of the normal population of all upper floors (based on 150 SF per person). Further, the dispatch interval between elevators during the up-peak demand period shall not exceed 35 seconds.

E. Interior Finishes: Elevator cab walls shall be hardwood, marble, granite, or an equivalent pre-approved by the LCO. Elevator cab floors shall be marble, granite, terrazzo, or an equivalent pre-approved by the LCO.

3.14 DEMOLITION (JUN 2012)

The Lessor shall remove existing abandoned electric, telephone, and data cabling and devices, as well as any other improvements or fixtures in place to accommodate the Government's requirements. Any demolition of existing improvements that is necessary to satisfy the Government's layout shall be done at the Lessor's expense.

3.15 ACCESSIBILITY (FEB 2007)

The Building, leased Space, and areas serving the leased Space shall be accessible to persons with disabilities in accordance with the Architectural Barriers Act Accessibility Standard (ABAAS), Appendices C and D to 36 CFR Part 1191 (ABA Chapters 1 and 2, and Chapters 3 through 10). To the extent the standard referenced in the preceding sentence conflicts with local accessibility requirements, the more stringent shall apply.

3.16 CEILINGS (SLAT) (OCT 2020)

A complete acoustical ceiling system (which includes grid and lay-in tiles or other Building standard ceiling system as approved by the LCO) throughout the Premises and all common areas accessible to Government tenants shall be required. The acoustical ceiling system shall be furnished, installed, and coordinated with TIs.

Ceilings shall be at a minimum **9 feet and 0 inches** and no more than 12 feet, 0 inches measured from floor to the lowest obstruction. Areas with raised flooring shall maintain these ceiling height limitations above the finished raised flooring. Bulkheads and hanging or surface mounted light fixtures which impede traffic ways shall be avoided. Ceilings shall be uniform in color and appearance throughout the Space, with no obvious damage to tiles or grid. Ceilings shall have a minimum noise reduction coefficient (NRC) of 0.60 throughout the Government demised area.

Offices and conference rooms shall have mineral and acoustical tile or lay in panels with textured or patterned surface and tegular edges or an equivalent pre-approved by the LCO. Restrooms shall have plastered or spackled and taped gypsum board.

3.17 EXTERIOR AND COMMON AREA DOORS AND HARDWARE (SEP 2013)

A. Exterior Building doors and doors necessary to the lobbies, common areas, and core areas shall be required. This does not include suite entry or interior doors specific to TIs.

B. Exterior doors shall be weather tight and shall open outward. Hinges, pivots, and pins shall be installed in a manner which prevents removal when the door is closed and locked. These doors shall have a minimum clear opening of 32" clear wide x 80" high (per leaf). Doors shall be heavy duty, flush, 1) hollow steel construction, 2) solid core wood, or 3) insulated tempered glass. As a minimum requirement, hollow steel doors shall be fully insulated, flush, #16-gauge hollow steel. Solid-core wood doors and hollow steel doors shall be at least 1-3/4 inches thick. Door assemblies shall be of durable finish and shall have an aesthetically pleasing appearance acceptable to the LCO. The opening dimensions and operations shall conform to the governing building, fire safety, accessibility, and energy codes and/or requirements. Fire door assemblies shall be listed and labeled. Labels on fire door assemblies shall be maintained in a legible condition. Fire door assemblies and their accompanying hardware, including frames and closing devices shall be installed in accordance with the requirements of NFPA 80, Standard for Fire Doors and Other Opening Protectives.

C. Exterior doors and all common area doors shall have door handles or door pulls with heavyweight hinges. All doors shall have corresponding doorstops (wall or floor mounted) and silencers. All public use doors and restroom doors shall be equipped with kick plates. All doors shall have automatic door closers. All Building exterior doors shall have locking devices installed to reasonably deter unauthorized entry.

3.18 WINDOWS (SMALL) (SEP 2015)

All windows shall be locked and weather tight. Windows accessible from fire escapes must be readily operable from the inside of the Building.

3.19 PARTITIONS: PERMANENT (SLAT) (OCT 2020)

Permanent partitions shall extend from the structural floor slab to the structural ceiling slab, surrounding the Space, stairs, corridors, elevator shafts, restrooms, all columns, and janitor closets. They shall have a flame spread rating of 25 or less and a smoke development rating of 450 or less (ASTM E-84). Stairs, elevators, and other floor openings shall be enclosed by partitions and shall have the fire resistance required by the applicable building code, fire code and ordinances adopted by the jurisdiction in which the Building is located (such as the International Building Code, etc.) current as of the Lease Award Date.

3.20 INSULATION: THERMAL, ACOUSTIC, AND HVAC (SMALL) (OCT 2020)

- A. No insulation installed with this project shall be material manufactured using chlorofluorocarbons (CFCs), nor shall CFCs be used in the installation of the product.
- B. All insulation containing fibrous materials exposed to air flow shall be rated for that exposure or shall be encapsulated.
- C. Insulating properties for all materials shall meet or exceed applicable industry standards. Polystyrene products shall meet American Society for Testing and Materials (ASTM) C578 91.
- D. All insulation shall contain low emitting volatiles and not result in indoor air levels above 0.016 parts per million (ppm) of formaldehyde.
- E. The maximum flame spread and smoke developed index for insulation shall meet the requirements of the applicable local codes and ordinances (current as of the Lease Award Date) adopted by the jurisdiction in which the Building is located.

3.21 PAINTING – SHELL (SMALL) (OCT 2020)

The Lessor shall bear the expense for all painting associated with the Building shell, including all common areas. Exterior perimeter walls and interior core walls within the Space shall be spackled and prime painted. If any Building shell areas are already painted prior to TIs, then the Lessor shall repaint, at the Lessor's expense, as necessary during TIs.

3.22 FLOORS AND FLOOR LOAD (OCT 2019)

- A. All adjoining floor areas shall be of a common level not varying more than 1/4 inch over a 10-foot horizontal run, in accordance with the American Concrete Institute standards, non-slip, and acceptable to the LCO.
- B. Under-floor surfaces shall be smooth and level. Office areas shall have a minimum live load capacity of 50 pounds per ABOA SF plus 20 pounds per ABOA SF for moveable partitions. Storage areas shall have a minimum live load capacity of 100 pounds per ABOA SF, including moveable partitions. Lessor may be required to provide a report by a registered structural engineer showing the floor load capacity, at the Lessor's expense. Calculations and structural drawings may also be required.

3.23 FLOOR COVERING AND PERIMETERS – SHELL (SLAT) (OCT 2020)

Flooring material through Building common areas shall be of quality materials, as approved by the LCO.

3.24 MECHANICAL, ELECTRICAL, PLUMBING: GENERAL (APR 2011)

The Lessor shall provide and operate all Building equipment and systems in accordance with applicable technical publications, manuals, and standard procedures. Mains, lines, and meters for utilities shall be provided by the Lessor. Exposed ducts, piping, and conduits are not permitted in office Space.

3.25 ELECTRICAL (SLAT) (OCT 2020)

- A. The Lessor shall be responsible for meeting the applicable requirements of local codes and ordinances. When codes conflict, the more stringent standard shall apply.
- B. All power distribution equipment shall be required to handle the actual specified and projected loads and 10 percent spare load capacity. Fuses and circuit breakers shall be plainly marked or labeled to identify circuits or equipment supplied through them.
- C. Convenience outlets shall be installed in accordance with NFPA Standard 70, National Electrical Code, or local code, whichever is more stringent. The Lessor shall provide duplex utility outlets in restrooms, corridors, and dispensing areas.

3.26 ADDITIONAL ELECTRICAL CONTROLS (JUN 2012)

If the Government pays separately for electricity, no more than 500 SF of office may be controlled by one switch or automatic light control for all office Space on the Government meter, whether through a building automation system, time clock, occupant sensor, or other comparable system acceptable to the LCO.

3.27 PLUMBING (JUN 2012)

The Lessor shall include the cost of plumbing in common areas. Hot and cold water risers and domestic waste and vent risers, installed and ready for connections that are required for TIs, shall be included in the shell rent.

3.28 DRINKING FOUNTAINS (OCT 2018)

On each floor of Government-occupied Space, the Lessor shall provide a minimum of two drinking fountains with chilled potable water within 200 feet of travel from any Government-occupied area on the floor. The fountains shall comply with Section F211 of the Architectural Barriers Act Accessibility Standard. Potable is defined as water meeting current EPA primary drinking water standards or more stringent, applicable state or local regulations. The Lessor shall serve as first responder to any occupant complaints about drinking water. The Lessor shall promptly investigate any such complaints and implement the necessary controls to address the complaints and maintain potable water conditions.

3.29 RESTROOMS (SMALL) (OCT 2020)

A. Separate restroom facilities for men and women shall be provided in accordance with local code or ordinances, on each floor occupied by the Government in the Building. The facilities shall be located so that employees will not be required to travel more than 200 feet, on one floor to reach the restrooms. Each restroom shall have sufficient water closets enclosed with modern stall partitions and doors, urinals (in men's room), and hot (set in accordance with applicable building codes) and cold water. Water closets and urinals shall not be visible when the exterior door is open.

B. Restrooms must meet ABAAS requirements as stated under this Lease.

3.30 HEATING, VENTILATION, AND AIR CONDITIONING – SHELL (SLAT) (OCT 2021)

A. Central HVAC systems shall be installed and operational, including, as appropriate, main and branch lines, VAV boxes, dampers, flex ducts, and diffusers, for an open office layout, including all Building common areas. Systems shall be designed with sufficient systems capacity to meet all requirements in this Lease; equipment shall be concealed. Areas having excessive heat gain or heat loss or affected by solar radiation at different times of the day, shall be independently controlled.

B. Any ductwork to be reused and/or to remain in place shall be cleaned, tested, and demonstrated to be clean in accordance with the standards set forth by NADCA. The cleaning, testing, and demonstration shall occur immediately prior to Government occupancy to avoid contamination from construction dust and other airborne particulates.

C. During working hours in periods of heating and cooling, ventilation shall be provided in accordance with the American National Standards Institute, American Society of Heating, Refrigeration and Air-Conditioning Engineers (ANSI/ASHRAE) Standard 62.1, Ventilation for Acceptable Indoor Air Quality that corresponds with how the HVAC system was designed to perform. At a minimum, Lessor must meet ASHRAE Standard 62.1-2004.

D. Heating and air-conditioning air distribution systems (air handling units, VAV boxes, fan coil units, etc.) for the Space shall be equipped with particulate matter air filters that meet the Minimum Efficiency Reporting Value (MERV) specified in the ANSI/ASHRAE Standard 62.1 version referenced in sub-paragraph C. Locations that do not meet the EPA National Ambient Air Quality Standards (NAAQS) for particulates (PM 10 or PM 2.5) must be equipped with additional filtration on outdoor air intakes as required in ANSI/ASHRAE Standard 62.1. NAAQS information can be found at [HTTPS://WWW.EPA.GOV/GREEN-BOOK](https://www.epa.gov/green-book).

E. Restrooms shall be properly exhausted, with a minimum of 10 air changes per hour.

F. For all refrigerant-containing equipment with over 50 pounds of ozone-depleting substances (including chlorofluorocarbons- CFCs or hydrochlorofluorocarbons- HCFCs), the Lessor shall comply with the U.S. Environmental Protection Agency (EPA)'s Significant New Alternative Policy (SNAP) Program for acceptable substitutes and alternatives to ozone-depleting substances when equipment is replaced, comes to its end of useful life, or when newly purchased. Upon request, the Lessor must provide to the Government the type of refrigerant used in chillers and HVAC systems, and the date by which the Lessor plans to replace ozone depleting substances with acceptable refrigerant substitutes in accordance with EPA's SNAP program.

3.31 TELECOMMUNICATIONS: DISTRIBUTION AND EQUIPMENT (SLAT) (OCT 2020)

A. Building telecommunication rooms must be completed, operational, and ready for use by Government's telecommunications provider. The telephone closets shall be equipped with deadlocking latch bolt with a minimum throw of ½ inch and include a telephone backboard.

B. Telecommunications switch rooms, wire closets, and related spaces shall meet applicable Telecommunications Industry Association (TIA), Electronic Industries Alliance (EIA) and NFPA standards. Bonding and grounding shall be in accordance with NFPA Standard 70, NEC National Electrical Code, and other applicable NFPA standards and/or local code requirements.

3.32 TELECOMMUNICATIONS: LOCAL EXCHANGE ACCESS (SMALL) (OCT 2020)

A. The Government may elect to contract its own telecommunications service in the Space.

B. The Lessor shall allow the Government's designated telecommunications providers access to utilize existing Building wiring to connect its services to the Government's Space, or, if existing Building wiring is insufficient, the Lessor shall provide access from the point of entry into the Building to the Government's floor Space, subject to any inherent limitations in the pathway involved.

C. The Lessor shall allow the Government's designated telecommunications providers to affix telecommunications antennas to roof, parapet, or Building envelope (access from the antennas to the Premises shall be provided) and to affix transmission devices in appropriate common areas so as to allow the use of cellular telephones and other emerging technologies.

3.33 LIGHTING: INTERIOR AND PARKING – SHELL (SLAT) (OCT 2020)

NOTE: FOR PRICING ESTIMATING PURPOSES, FIXTURES WILL BE INSTALLED AT THE AVERAGE RATIO OF 1 FIXTURE PER 80 ABOA SF.

A. INTERIOR FIXTURES: T-8, T-5, or LED light fixtures (and associated ballasts or drivers) shall be installed as either ceiling grid or pendant mounted for an open-office plan. Ceiling grid fixtures shall be either 2' wide by 4' long or 2' wide by 2' long. Lessor shall provide, as part of Shell Rent, a minimum overall lighting fixture efficiency of 85 percent. Lamps shall maintain a uniform color level throughout the lease term.

B. LIGHTING LEVELS: Fixtures shall have a minimum of two tubes and shall provide 50 foot-candles at desktop level (30" above finished floor) with a maximum uniformity ratio of 1.5:1. Lessor shall provide, as part of Shell Rent, 10 average foot-candles in all other Building areas within the Premises with a uniformity ratio of 4:1. Emergency egress lighting levels shall be provided in accordance with the local applicable building codes (but not less than 1 foot-candle) by either an onsite emergency generator or fixture mounted battery packs.

C. POWER DENSITY: The maximum fixture power density shall not exceed 1.4 watts per ABOA SF.

D. OCCUPANCY SENSORS: The Lessor shall provide occupancy sensors to reduce the hours that the lights are on when the Space is unoccupied

E. BUILDING PERIMETER: Exterior parking areas, vehicle driveways, pedestrian walks, and the Building perimeter lighting levels shall be designed per Illuminating Engineering Society (IES) standards. Provide 5 foot-candles for doorway areas, 3 foot-candles for transition areas and at least 1 foot-candle at the surface throughout the parking lot. Parking lot fixtures shall provide a maximum to minimum uniformity ratio of 15:1 and a maximum to average uniformity ratio of 4:1.

F. PARKING STRUCTURES: The minimum illuminance level for parking structures is 5 foot-candles as measured on the floor with a uniformity ratio of 10:1.

G. EXTERIOR POWER BACKUP: Exterior egress, walkway, parking lot, and parking structure lighting must have emergency power backup to provide for safe evacuation of the Building.

3.34 INDOOR AIR QUALITY DURING CONSTRUCTION (SLAT) (OCT 2021)

A. The Lessor shall provide to the Government safety data sheets (SDS) or other appropriate documents upon request, but prior to installation or use for the following products, including but not limited to, adhesives, caulking, sealants, insulating materials, fireproofing or fire stopping materials, paints, carpets, floor and wall patching or leveling materials, lubricants, clear finishes for wood surfaces, janitorial cleaning products, and pest control products.

B. The LCO may eliminate from consideration products with significant quantities of toxic, flammable, corrosive, or carcinogenic material and products with potential for harmful chemical emissions. Materials used often or in large quantities will receive the greatest amount of review.

C. Where demolition or construction work occurs adjacent to occupied Space, the Lessor shall erect appropriate barriers (noise, dust, odor, etc.) and take necessary steps to minimize interference with the occupants. This includes maintaining acceptable temperature, humidity, and ventilation in the occupied areas during window removal, window replacement, or similar types of work.

D. HVAC during Construction: If air handlers are used during construction, the Lessor shall provide filtration media with a MERV of 8 at each return air grill, as determined by ASHRAE Standard 52.2, Method of Testing General Ventilation Air Cleaning Devices for Removal Efficiency by Particle Size.

E. Flush-Out Procedure: The Lessor shall sufficiently flush-out or ventilate the area(s) following construction and prior to occupancy in order to remove any detectable odors or visible dust related to the work.

3.35 DUE DILIGENCE AND NATIONAL ENVIRONMENTAL POLICY ACT REQUIREMENTS – LEASE (SEP 2014)

A. Environmental Due Diligence

Lessor is responsible for performing all necessary "response" actions (as that term is defined at 42 U.S.C. § 9601(25) of the Comprehensive Environmental Response, Compensation and Liability Act (CERCLA)) with regard to all "recognized environmental conditions," as that term is defined in ASTM Standard E1527-13, as such standard may be revised from time to time. This obligation extends to any contamination of the Property where such contamination is not attributable to the Government. Lessor must provide the Government with a summary report demonstrating completion of all required response actions prior to Substantial Completion. Any remediation performed by or on behalf of Lessor must be undertaken in strict compliance with all applicable federal, state and local laws and regulations.

B. National Environmental Policy Act

The National Environmental Policy Act regulations provide for analyzing proposed major federal actions to determine if there are ways to mitigate the impact of the proposed actions to avoid, minimize, rectify, reduce, or compensate for environmental impacts associated with such actions. Where the Government has determined that any or all of these mitigation measures should be or must be adopted to lessen the impact of these proposed actions, Lessor must incorporate all mitigation measures identified and adopted by the Government in the design and construction drawings and specifications.

All costs and expenses for development of design alternatives, mitigation measures and review submittals for work to be performed under the Lease are the sole responsibility of Lessor.

3.36 NATIONAL HISTORIC PRESERVATION ACT REQUIREMENTS - LEASE (SMALL) (SEP 2015)

A. Where a Memorandum of Agreement or other pre-award agreement concluding the Section 106 consultation includes mitigation, design review or other continuing responsibilities of the Government, Lessor must allow the Government access to the Property to carry out compliance activities. For Tenant Improvements and other tenant-driven alterations within an existing historic building, that could affect historic properties, compliance also may require on-going design review. In these instances, Lessor will be required to retain, at its sole cost and expense, the services of a preservation architect who meets or exceeds the *Secretary of the Interior's Professional Qualifications Standards for Historic Architecture*, as amended and annotated and previously published in the Code of Federal Regulations, 36 C.F.R. part 61, and the *GSA Qualifications Standards for Preservation Architects*. These standards are available at: [HTTP://WWW.GSA.GOV/HISTORICPRESERVATION](http://www.gsa.gov/historicpreservation)>Project Management Tools> Qualification Requirements for Preservation Architects. The preservation architect will be responsible for developing preservation design solutions and project documentation required for review by the Government, the State Historic Preservation Officer (SHPO), the Tribal Historic Preservation Officer (THPO), if applicable, and other consulting parties in accordance with Section 106. For Tenant Improvements and other tenant-driven alterations within an existing historic building, the preservation architect must develop context-sensitive design options consistent with the *Secretary of the Interior's Standards for the Treatment of Historic Properties*.

B. The costs for development of design alternatives and review submittals for work required under the Lease are the sole responsibility of Lessor. In addition, building shell costs relating to such design alternatives are the sole responsibility of Lessor and must be included in the shell rent

3.37 BUILDING DIRECTORY (OCT 2021)

A directory listing the Government agency shall be provided in the Building lobby. The directory must be acceptable to the LCO.

3.38 FLAGPOLE (SEP 2013)

If the Government is the sole occupant of the Building, a flagpole shall be provided at a location to be approved by the LCO. The flag of the United States of America will be provided by the Lessor, as part of shell rent, and replaced at all times during the Lease term when showing signs of wear.

SECTION 4 DESIGN, CONSTRUCTION, AND POST AWARD ACTIVITIES

4.01 SCHEDULE FOR COMPLETION OF SPACE (SLAT) (OCT 2021)

Design and construction activities for the Space shall commence upon Lease award.

Construction of TIs and completion of other required construction work: The Lessor shall complete all work as required in this Lease not later than **90** Working Days following Lease award.

Design and construction activities for the Space shall commence upon Lease award. The Lessor shall schedule the following activities to achieve timely completion of the work required by this Lease:

4.02 GREEN LEASE SUBMITTALS (SLAT) (OCT 2021)

Upon request, the Lessor shall submit to the LCO:

- A. Product data sheets upon request for floor coverings, paints and wall coverings, ceiling materials, all adhesives, wood products, suite and interior doors, subdividing partitions, wall base, door hardware finishes, window coverings, millwork substrate and millwork finishes, lighting and lighting controls, and insulation to be used within the leased Space. This information must be submitted NO LATER THAN the submission of the DIDs.
- B. SDS or other appropriate documents upon request for products listed in the Lease. All SDS shall comply with Occupational Safety and Health Administration (OSHA) requirements for the Globally Harmonized System of Classification and Labeling of Chemicals (GHS). The Lessor and its agents shall comply with all recommended measures in the SDS to protect the health and safety of personnel.
- C. Radon test results as may be required by the "Radon in Air" and "Radon in Water" in the Lease.
- D. If renewable source power is purchased, documentation within 9 months of occupancy.

4.03 CONSTRUCTION SCHEDULE AND INITIAL CONSTRUCTION MEETING (SLAT) (OCT 2020)

Upon request by the Lease Contracting Officer, the Lessor shall furnish a detailed construction schedule to the Government within five Working Days. The Lessor shall arrange the initial Construction Meeting and shall keep meeting minutes of discussion topics and attendance for this and all subsequent meetings. Upon request by the Lease Contracting Officer, the Lessor shall have contractor representatives in attendance including its architects, engineers, and the general contractor.

4.04 ACCESS BY THE GOVERNMENT PRIOR TO ACCEPTANCE (SEP 2013)

The Government shall have the right to access any space within the Building during construction for the purposes of performing inspections or installing Government furnished equipment. The Government shall coordinate the activity of Government contractors with the Lessor to minimize conflicts with and disruption to other contractors on site. Access shall not be unreasonably denied to authorized Government officials including, but not limited to, Government contractors, subcontractors, or consultants acting on behalf of the Government on this project.

4.05 CONSTRUCTION INSPECTIONS (SEP 2015)

- A. The LCO or the LCO's designated technical representative may periodically inspect construction work to review compliance with Lease requirements and approved DIDs, if applicable.
- B. Periodic reviews, witnessing of tests and inspections by the Government shall not constitute approval of the Lessor's apparent progress toward meeting the Government's objectives but are intended to discover any information which the LCO may be able to call to the Lessor's attention to prevent costly misdirection of effort. The Lessor shall remain responsible for designing, constructing, operating, and maintaining the Building in full accordance with the requirements of the Lease.

4.06 TENANT IMPROVEMENTS PRICE PROPOSAL (OCT 2020)

- A. The Lessor's TI price proposal shall be supported by sufficient cost or pricing data to enable the Government to evaluate the reasonableness of the proposal, or documentation that the Proposal is based upon competitive proposals (as described below) obtained from entities not affiliated with the Lessor. Any work shown on the CDs that is required to be included in the Building shell rent or already priced as BSAC shall be clearly identified and excluded from the TI price proposal. After negotiation and acceptance of the TI price, GSA shall issue a NTP to the Lessor.
- B. Under the provisions of FAR Subpart 15.4, the Lessor shall submit a TI price proposal with information that is adequate for the Government to evaluate the reasonableness of the price or determining cost realism for the TIs within the time frame specified in this section. The TI price proposal shall use the fee rates specified in the "Tenant Improvement Fee Schedule" paragraph of this Lease. The Lessor shall exclude from the TI price proposal all costs for fixtures and/or other TIs already in place, provided the Government has accepted same. However, the Lessor will be reimbursed for costs to repair or improve the fixture(s) and/or any other improvements already in place. The Lessor must provide certified cost or pricing data for TI proposals exceeding the threshold in FAR 15.403-4, to establish a fair and reasonable price. For TI proposals that do not exceed the threshold in FAR 15-403-4, the Lessor shall submit adequate documentation to support the reasonableness of the price proposal as determined by the LCO.
- C. The TIs scope of work includes the Lease, the DIDs, the CDs, and written specifications. In cases of discrepancies, the Lessor shall immediately notify the LCO for resolution. All differences will be resolved by the LCO in accordance with the terms and conditions of the Lease.

D. In lieu of requiring the submission of detailed cost or pricing data as described above, the Government (in accordance with FAR 15.403) is willing to negotiate a price based upon the results of a competitive proposal process. A minimum of two qualified General Contractors (GCs) shall be invited by the Lessor to participate in the competitive proposal process. Each participant shall compete independently in the process. In the absence of sufficient competition from the GCs, a minimum of two qualified subcontractors from each trade of the Tenant Improvement Cost Summary (TICS) Table (described below) shall be invited to participate in the competitive proposal process.

E. Each TI proposal shall be (1) submitted by the proposed General Contractors (or subcontractors) using the TICS Table in CSI Masterformat (filling out all sheets, including each division tab, as necessary); (2) reviewed by the Lessor prior to submission to the Government to ensure compliance with the scope of work (specified above) and the proper allocation of shell and TI costs; and (3) reviewed by the Government. General Contractors shall submit the supporting bids from the major subcontractors along with additional backup to the TICS Table in a format acceptable to the Government.

F. Unless specifically designated in this Lease as a TI or BSAC cost, all construction costs shall be deemed to be included in the Shell Rent. Any costs in the GC's proposal for Building shell items shall be clearly identified on the TICS Table separately from the TI costs.

G. The Government reserves the right to determine if bids meet the scope of work, that the price is reasonable, and that the Lessor's proposed contractors are qualified to perform the work. The Government reserves the right to reject all bids at its sole discretion. The Government reserves the right to attend or be represented at all negotiation sessions between the Lessor and potential contractors.

H. The Lessor shall demonstrate to the Government that best efforts have been made to obtain the most competitive prices possible, and the Lessor shall accept responsibility for all prices through direct contracts with all contractors. The LCO shall issue to the Lessor a NTP with the TIs upon the Government's sole determination that the Lessor's proposal is acceptable. The Lessor shall complete the work within the time frame specified in this section of the Lease.

4.07 ACCEPTANCE OF SPACE AND CERTIFICATE OF OCCUPANCY (OCT 2021)

A. Ten (10) Working Days prior to the completion of the Space, the Lessor shall issue written notice to the Government to schedule the inspection of the Space for acceptance. The Government shall accept the Space only if the construction of Building shell and TIs conforming to this Lease and the approved DIDs, if applicable, is substantially complete, a Certificate of Occupancy (C of O) has been issued as set forth below, and the Building improvements necessary for acceptance as described in the paragraph "Building Improvements" are completed.

B. The Space shall be considered substantially complete only if the Space may be used for its intended purpose, and completion of remaining work will not interfere unreasonably with the Government's enjoyment of the Space. Acceptance shall be final and binding upon the Government with respect to conformance of the completed TIs to the approved DIDs, with the exception of items identified on a punch list generated as a result of the inspection, concealed conditions, latent defects, or fraud, but shall not relieve the Lessor of any other Lease requirements.

C. The Lessor shall provide a valid C of O, issued by the local jurisdiction, for the intended use of the Government. If the local jurisdiction does not issue C of O's or if the C of O is not available, the Lessor may satisfy this condition by providing a report prepared by a licensed fire protection engineer that indicates the Space and Building are compliant with all applicable local codes and ordinances and all fire protection and life safety-related requirements of this Lease.

E. The Government will not be required to accept space prior to the schedule outlined in this Lease.

F. If applicable, upon acceptance of the Space, the Government will issue lump sum payment to the Lessor after substantial completion, in accordance with invoicing procedures outlined under any lease amendment(s) authorizing such lump sum payment. The Government shall not issue this payment in increments or as partial payments.

4.08 LEASE TERM COMMENCEMENT DATE AND RENT RECONCILIATION (OCT 2021)

At acceptance, the Space shall be measured in accordance with the standards set forth in this Lease to determine the total ABOA SF in the Space. The rent for the Space will be adjusted based upon the measured ABOA square footage as outlined under the Payment clause of the General Clauses. At acceptance, the Lease term shall commence. The Lease Term Commencement Date, final measurement of the Space, reconciliation of the annual rent, and amount of Commission Credit, if any, shall be memorialized by Lease Amendment.

4.09 AS-BUILT DRAWINGS (OCT 2021)

Not later than 60 days after the acceptance of the Space, the Lessor, at Lessor's expense, shall furnish to the Government a complete set of Computer Aided Design (CAD) files of as-built floor plans showing the Space under Lease, as well as corridors, stairways, and core areas. As-built drawings shall include those for Civil, Architectural, Mechanical, Electrical, and Plumbing features, including, but not limited to, those for IT, Communications, Security, and Fire Protection. The plans shall have been generated by a CAD program which is compatible with the latest release of AutoCAD. The required file extension is ".DWG." Clean and purged files shall be submitted in a digital format. They shall be labeled with Building name, address, list of drawing(s), date of the drawing(s), and Lessor's architect and architect's phone number.

4.10 SEISMIC RETROFIT (OCT 2020)

The following requirements apply to Leases requiring seismic retrofit:

A. The Lessor shall provide a final construction schedule, all final design and construction documents for the seismic retrofit, including structural calculations, drawings, and specifications to the Government for review and approval prior to the start of construction. When required by local building code, a geotechnical report shall be made available to the Government.

B. The Lessor's registered civil or structural engineer shall perform special inspections to meet the requirements of Chapter 17 of the International Building Code (IBC).

C. For Leases requiring seismic retrofit, the Space will not be considered substantially complete until a Seismic Form E - Certificate of Seismic Compliance - Retrofitted Building, certifying that the Building meets the Basic Safety Objective of ASCE/SEI 41, executed by a registered civil or structural engineer, has been delivered to the LCO.

4.11 LESSOR'S PROJECT MANAGEMENT RESPONSIBILITIES (OCT 2020)

A. The Lessor's project management fee shall cover all of the Lessor's project management costs associated with the delivery of Tenant Improvements, including, but not limited to:

1. Legal fees
2. Travel costs
3. Insurance
4. Home office overhead and other indirect costs
5. Carrying costs, exclusive of the TI amortization rate. Carrying costs are those costs of capital incurred for the delivery of TI, for the period starting from Lessor's outlay of funds, until the Lease Term Commencement Date.
6. Municipal, county, or state fees (not related to sales tax or construction permits associated with TI buildout)
7. TI proposal preparation costs
8. Lessor's labor costs related to the management of the TI build-out.

A. The Lessor's TI rent shall cover all of the Lessor's project management costs associated with the delivery of Tenant Improvements, including, but not limited to:

1. Legal fees
2. Travel costs
3. Insurance
4. Home office overhead and other indirect costs
5. Carrying costs, exclusive of the TI amortization rate. Carrying costs are those costs of capital incurred for the delivery of TI, for the period starting from Lessor's outlay of funds, until the Lease Term Commencement Date.
6. Municipal, county, or state fees, including sales tax and construction permits associated with TI buildout.
7. TI proposal preparation costs
8. Lessor's labor costs related to the management of the TI build-out.

B. At a minimum, the Lessor shall be responsible for performing the following services:

1. Provide assistance and expertise to the Government project team in the form of coordination, management, and administration of the design and construction process;
2. Monitor performance of the general contractor and other contractors, control schedules, and oversee financial accounts;
3. Conduct and document design and construction project meetings;
4. Perform administrative tasks, including documentation, record keeping (issuing meeting minutes), and payment validation in addition to submittal and change order processing;
5. Maintain Request for Information (RFI), submittal, and change order logs; and
6. Provide technical expertise (e.g. testing, estimating, resolving claims, or responding to inquiries).

4.12 GOVERNMENT PROJECT MANAGEMENT SYSTEM (OCT 2021)

The Government may direct the Lessor to use the Government's designated project management system for post-award and post-occupancy activities. This includes, but is not limited to, design submittals (DIDs, CD, as-builts), schedule submissions, pricing proposals, reuse plans, commissioning plans, and product data sheets.

SECTION 5 TENANT IMPROVEMENT COMPONENTS

5.01 TENANT IMPROVEMENT REQUIREMENTS (OCT 2016)

The TIs shall be designed, constructed, and maintained in accordance with the standards set forth in this Lease. For pricing, only those requirements designated within this Section 5, or designated as TIs within the attached agency requirements and Security Requirements, shall be deemed to be TI costs.

5.02 FINISH SELECTIONS (SMALL) (SEP 2015)

The Lessor must consult with the Government prior to developing a minimum of three (3) options of coordinated finish samples. The finish options must be approved by GSA prior to installation. The Lessor may not make any substitutions.

5.03 WINDOW COVERINGS (SMALL) (OCT 2020)

All exterior windows shall be equipped with window blinds in new or like new condition, as approved by the Government.

5.04 DOORS: SUITE ENTRY (SMALL) (OCT 2020)

Suite entry doors shall be provided as part of the TIs and shall have a minimum clear opening of 32" wide x 84" high (per leaf). Doors shall meet the requirements of being a flush, solid core, 1-3/4-inch thick, wood door with a natural wood veneer face or an equivalent pre-approved by the Government. Hollow core wood doors are not acceptable. They shall be operable by a single effort; and shall meet the requirement of NFPA 101, Life Safety Code or the International Building Code (current as of the Lease Award Date). Doors shall be installed in a metal frame assembly which is primed and finished with a low VOC semi gloss oil-based paint finish that does not result in indoor air quality levels above 0.016 parts per million (ppm) of formaldehyde.

5.05 DOORS: INTERIOR (SLAT) (OCT 2020)

A. Doors within the Space shall be provided as part of the TIs and shall have a minimum clear opening of 32" wide x 80" high. Doors shall be flush, solid core, wood with a natural wood veneer face or an equivalent door pre-approved by the LCO. Hollow core wood doors are not acceptable. They shall be operable with a single effort, and shall meet the requirements of NFPA 101, Life Safety Code or the International Building Code (current as of the Lease Award Date). Doors shall be installed in a metal frame assembly which is primed and finished with a low VOC semi-gloss oil-based paint and which does not result in indoor air quality levels above 0.016 parts per million (ppm) of formaldehyde.

5.06 DOORS: HARDWARE (SEP 2013)

Doors shall have door handles or door pulls with heavyweight hinges. The Lessor is encouraged to avoid the use of chrome-plated hardware. All doors shall have corresponding doorstops (wall- or floor-mounted) and silencers. All door entrances leading into the Space from public corridors and exterior doors shall have automatic door closers. Doors designated by the Government shall be equipped with 5-pin, tumbler cylinder locks and strike plates. All locks shall be master keyed. Furnish at least two master keys for each lock to the Government. Any exterior entrance shall have a high security lock, with appropriate key control procedures, as determined by Government specifications. Hinge pins and hasps shall be secured against unauthorized removal by using spot welds or pinned mounting bolts. The exterior side of the door shall have a lock guard or astragal to prevent tampering of the latch hardware. Doors used for egress only shall not have any operable exterior hardware. All security-locking arrangements on doors used for egress shall comply with requirements of NFPA 101 or the International Building Code current as of the Lease Award Date.

5.07 DOORS: IDENTIFICATION (JUN 2012)

Door identification shall be installed in approved locations adjacent to office entrances as part of the TIs. The form of door identification shall be approved by the Government.

5.08 PARTITIONS: SUBDIVIDING (SLAT) (OCT 2020)

A. Office subdividing partitions shall comply with applicable building codes and local requirements and ordinances and shall be provided as part of the TIs. Partitioning shall extend from the finished floor to the finished ceiling and shall be designed to provide a minimum sound transmission class (STC) of 37. Partitioning shall be installed by the Lessor at locations to be determined by the Government as identified in the DIDs, if applicable. They shall have a flame spread rating of 25 or less and a smoke development rating of 450 or less (ASTM E-84).

B. HVAC shall be rebalanced and lighting repositioned, as appropriate, after installation of partitions.

C. If installed in accordance with the "Automatic Fire Sprinkler System" and "Fire Alarm System" paragraphs, sprinklers and fire alarm notification appliances shall be repositioned as appropriate after installation of partitions to maintain the level of fire protection and life safety.

D. Partitioning requirements may be satisfied with existing partitions if they meet the Government's standards and layout requirements.

5.09 PAINTING – TI (SMALL) (OCT 2020)

A. Prior to acceptance, all surfaces within the Space which are designated by GSA for painting shall be newly finished in colors and type of paint acceptable to the Government.

5.10 FLOOR COVERINGS AND PERIMETERS (SMALL) (OCT 2019)

A. Unless otherwise specified, broadloom carpet or carpet tiles shall be installed in accordance with manufacturing instructions to lay smoothly and evenly throughout the Space. Floor perimeters at partitions shall have wood, rubber, vinyl, or carpet base.

B. The use of existing carpet may be approved by the Government; however, existing carpet shall be repaired, stretched, and cleaned before occupancy and shall meet the static buildup requirement as stated in the specifications below.

C. Any alternate flooring shall be pre-approved by the Government.

D. SPECIFICATIONS FOR CARPET TO BE NEWLY INSTALLED OR REPLACED**1. Performance requirements for broadloom and modular tile.**

a. Static: Less than or equal to 3.5 kV when tested by AATCC Test Method 134 (Step Test Option).

b. Flammability: Meets CPSC-FF-1-70, DOC-FF-1-70 Methenamine Tablet Test criteria.

c. Flooring Radiant Panel Test: Meets NFPA 253 Class I or II depending upon occupancy and fire code when tested under ASTM E-648 for glue down installation.

d. Smoke Density: NBS Smoke Chamber - Less than 450 Flaming Mode when tested under ASTM E-662.

2. Texture Appearance Retention Rating (TARR). Moderate; \geq 3.0 TARR.**5.11 HEATING AND AIR CONDITIONING (JUN 2012)**

Zone Control. Provide individual thermostat control for office Space with control areas not to exceed 1,500 ABOA SF. Interior spaces must be separately zoned. Specialty occupancies (conference rooms, kitchens, etc.) must have active controls capable of sensing Space use and modulating HVAC system in response to Space demand. Areas that routinely have extended hours of operation shall be environmentally controlled through dedicated heating and air conditioning equipment. Special purpose areas (such as photocopy centers, large conference rooms, computer rooms, etc.) with an internal cooling load in excess of 5 tons shall be independently controlled. Provide concealed package air conditioning equipment to meet localized spot cooling of tenant special equipment. Portable space heaters are prohibited.

5.12 ELECTRICAL: DISTRIBUTION (SMALL) (SEP 2015)

A. All electrical outlets shall be installed in accordance with NFPA Standard 70.

B. The Lessor shall in all cases safely conceal outlets and associated wiring (for electricity, voice, and data) to the workstation(s) in a method acceptable to the Government.

5.13 TELECOMMUNICATIONS: DISTRIBUTION AND EQUIPMENT (JUN 2012)

Telecommunications floor or wall outlets shall be provided as part of the TIs. At a minimum, each outlet shall house one 4-pair wire jack for voice and one 4-pair wire jack for data. The Lessor shall ensure that all outlets and associated wiring, copper, coaxial cable, optical fiber, or other transmission medium used to transmit telecommunications (voice, data, video, Internet, or other emerging technologies) service to the workstation shall be safely concealed under raised floors, in floor ducts, walls, columns, or molding. All outlets/junction boxes shall be provided with rings and pull strings to facilitate the installation of cable. Some transmission medium may require special conduit, inner duct, or shielding as specified by the Government.

5.14 TELECOMMUNICATIONS: LOCAL EXCHANGE ACCESS (AUG 2008)

Provide sealed conduit to house the agency telecommunications system when required.

5.15 DATA DISTRIBUTION (OCT 2020)

The Lessor shall purchase and install data cable as part of the tenant improvements. The Lessor shall safely conceal data outlets and the associated wiring used to transmit data to workstations in floor ducts, walls, columns, or below access flooring. When cable consists of multiple runs, the Lessor shall provide ladder type or other acceptable cable trays to prevent cable coming into contact with suspended ceilings or sprinkler piping. Cable trays shall form a loop around the perimeter of the Space such that they are within a 30-foot horizontal distance of any single drop. If the Government chooses to purchase and install data cabling, then the Lessor shall provide, as part of the tenant improvements, outlets with rings and pull strings to facilitate the installation of the data cable.

5.16 ELECTRICAL, TELEPHONE, DATA FOR SYSTEMS FURNITURE (OCT 2020)

A. The Lessor shall provide as part of the TIs separate data, telephone, and electric junction boxes for the base feed connections to Government provided modular or systems furniture, when such feeds are supplied via wall outlets or floor penetrations. When overhead feeds are used, junction boxes shall be installed for electrical connections. Raceways shall be provided throughout the furniture panels to distribute the electrical, telephone, and data cable. The Lessor shall provide all electrical service wiring and connections to the furniture at designated junction points. Each electrical junction shall contain an 8-wire feed consisting of 3 general purpose 120-V circuits with 1 neutral and 1 ground wire, and a 120-V isolated ground circuit with 1 neutral and 1 isolated ground wire. A 20-ampere circuit shall have no more than 8 general purpose receptacles or 4 isolated ground "computer" receptacles.

B. The Lessor shall purchase and install data and telecommunications cable. Said cable shall be installed and connected to systems furniture by the Lessor/contractor with the assistance and/or advice of the Government or computer vendor. The Lessor shall provide wall mounted data and

telephone junction boxes. When cable consists of multiple runs, the Lessor shall provide ladder-type or other acceptable cable trays to prevent Government provided cable coming into contact with suspended ceilings or sprinkler piping. Cable trays shall form a loop around the perimeter of the Space such that they are within a 30-foot horizontal distance of any single drop. Said cable trays shall provide access to both telecommunications data closets and telephone closets. If the Government chooses to purchase and install data and telecommunications cabling, then the Lessor shall provide, as part of the TIs, outlets with rings and pull strings to facilitate the installation of the data cable.

C. The Lessor shall furnish and install suitably sized junction boxes near the "feeding points" of the furniture panels. All "feeding points" shall be shown on Government approved design intent drawings. The Lessor shall temporarily cap off the wiring in the junction boxes until the furniture is installed. The Lessor shall make all connections in the power panel and shall keep the circuit breakers off. The Lessor shall identify each circuit with the breaker number and shall identify the computer hardware to be connected to it. The Lessor shall identify each breaker at the panel and identify the devices that it serves.

D. The Lessor's electrical contractor must connect power poles or base feeds in the junction boxes to the furniture electrical system and test all pre-wired receptacles in the systems furniture. Other Government contractors will be installing the data cable in the furniture panels for the terminal and printer locations, installing the connectors on the terminal/printer ends of the cable, and continuity testing each cable. Work shall be coordinated and performed in conjunction with the furniture, telephone, and data cable installers. Much of this work may occur over a weekend on a schedule that requires flexibility and on-call visits. The Lessor must coordinate the application of Certification of Occupancy with furniture installation.

5.17 LIGHTING: INTERIOR AND PARKING – TI (SLAT) (OCT 2020)

A. FIXTURES: Once the design intent drawings are approved, the Lessor shall design and provide interior lighting to comply with requirements under the paragraph, "Lighting: Interior and Parking – Shell (Simplified)." Any additional lighting fixtures and/or components required beyond what would have been provided for an open office plan (shell) are part of the TIs.

B. BUILDING PERIMETER: There may be additional requirements for lighting in exterior parking areas, vehicle driveways, pedestrian walkways, and Building perimeter in the Security Requirements attached to this Lease.

5.18 AUTOMATIC FIRE SPRINKLER SYSTEM - TI (OCT 2016)

Where sprinklers are required in the Space, sprinkler mains and distribution piping in a "protection" layout (open plan) with heads turned down with an escutcheon or trim plate shall be provided as part of Shell rent. Any additional sprinkler fixtures and/or components required in the Space beyond what would have been provided for an open office plan (shell) are part of the TIs.

SECTION 6 UTILITIES, SERVICES, AND OBLIGATIONS DURING THE LEASE TERM

6.01 PROVISION OF SERVICES, ACCESS, AND NORMAL HOURS (SMALL) (OCT 2020)

The Government's normal hours of operations are established as **7:00 AM to 6:00 PM**, Monday through Friday, with the exception of Federal holidays. Services, maintenance, and utilities shall be provided during these hours. The Government shall have access to the Premises and its Appurtenant Areas at all times without additional payment, including the use, during other than normal hours, of necessary services and utilities such as elevators, restrooms, lights, and electric power. Cleaning shall be performed during normal hours.

6.02 UTILITIES (APR 2011)

The Lessor is responsible for providing all utilities necessary for base Building and tenant operations as part of the rental consideration.

6.03 UTILITIES SEPARATE FROM RENTAL (SLAT) (OCT 2020)

A. If any utilities are excluded from the rental consideration, the Lessor shall obtain a statement from a registered professional engineer stating that all HVAC, plumbing, and other energy intensive Building systems can operate under the control conditions stated in the Lease. The statement shall also identify all Building systems which do not conform to the system performance values, including the "recommended" or "suggested" values of ANSI/ASHRAE Standard 90.1, Energy Standard for Buildings Except Low-Rise Residential Buildings, according to the version that corresponds with how the Building systems were designed to perform, or state or local codes.

B. The Lessor shall provide and install as part of shell rent, separate meters for utilities. Sub meters are not acceptable. The Lessor shall furnish in writing to the Government, prior to occupancy by the Government, a record of the meter numbers and verification that the meters measure Government usage only. Proration is not permissible. In addition, an automatic control system shall be provided to assure compliance with heating and air conditioning requirements.

6.04 HEATING AND AIR CONDITIONING (OCT 2020)

A. In all office areas, temperatures shall conform to local commercial equivalent temperature levels and operating practices in order to maximize tenant satisfaction. These temperatures shall be maintained throughout the leased Premises and service areas, regardless of outside temperatures, during the hours of operation specified in the Lease. The Lessor shall perform any necessary systems start-up required to meet the commercially equivalent temperature levels prior to the first hour of each day's operation. At all times, humidity shall be maintained below 60% relative humidity.

B. During nonworking hours, heating temperatures shall be set no higher than 55° Fahrenheit, and air conditioning shall not be provided except as necessary to return Space temperatures to a suitable level for the beginning of working hours. Thermostats shall be secured from manual operation by key or locked cage. A key shall be provided to the Government's designated representative.

C. Thermal comfort. During all working hours, Lessor shall comply with ANSI/ASHRAE Standard 55, Thermal Environmental Conditions for Human Occupancy that corresponds with how the Building's HVAC system was designed to perform. At a minimum, Lessor must meet ASHRAE Standard 55-2004.

D. Warehouse or garage areas require heating and ventilation only. Cooling of this Space is not required. Temperature of warehouse or garage areas shall be maintained at a minimum of 50° Fahrenheit.

E. The Lessor shall conduct HVAC system balancing after any HVAC system alterations during the term of the Lease and shall make a reasonable attempt to schedule major construction outside of office hours.

F. Normal HVAC systems' maintenance shall not disrupt tenant operations.

G. **3,600** ABOA SF of the Premises shall receive cooling at all times (24 hours a day, 365 days a year) for purposes of cooling the designated server room. The temperature of this room shall be maintained at **68** degrees F, with humidity control not to exceed 60% relative humidity, regardless of outside temperature or seasonal changes.

H. The 24 hour, 365 days a year HVAC service(s) stated above shall be provided by the Lessor as part of the operating rent established under the Lease.

6.05 OVERTIME HVAC USAGE (OCT 2020)

A. If there is to be a charge for heating or cooling outside of the Building's normal hours, such services shall be provided at the hourly rates set forth elsewhere in the Lease. Overtime usage services may be ordered by the Government's authorized representative only.

B. When the cost of service is \$10,000 or less, the service may be ordered orally. An invoice shall be submitted to the official placing the order for certification and payment. Orders for services costing more than \$10,000 shall be placed using GSA Form 300, Order for Supplies or Services, or other approved service requisition procurement document. An invoice conforming to the requirements of this Lease shall be submitted to the official placing the order for certification and payment.

C. Failure to submit a proper invoice within 120 days of providing overtime utilities shall constitute a waiver of the Lessor's right to receive any payment for such overtime utilities pursuant to this Lease.

6.06 JANITORIAL SERVICES (OCT 2021)

The Lessor shall maintain the Premises and all areas of the Property to which the Government has routine access, including high-touch surfaces (e.g., door knobs, light switches, handles, handrails, and elevator buttons) in a clean condition and shall provide supplies and equipment for the term of the Lease. The following schedule describes the level of services intended. Performance will be based on the LCO's evaluation of results, not the frequency or method of performance.

- A. Daily. Empty trash receptacles. Sweep entrances, lobbies, and corridors. Spot sweep floors, and spot vacuum carpets. Clean drinking fountains. Sweep and damp mop or scrub restrooms. Clean all restroom fixtures and replenish restroom supplies. Dispose of all trash and garbage generated in or about the Building. Wash inside and out or steam clean cans used for collection of food remnants from snack bars and vending machines. Dust horizontal surfaces that are readily available and visibly require dusting. Spray buff resilient floors in main corridors, entrances, and lobbies. Clean elevators and escalators. Remove carpet stains. Police sidewalks, parking areas, and driveways. Sweep loading dock areas and platforms. Clean glass entry doors to the Space. Clean all high-touch surfaces.
- B. Three times a week. Sweep or vacuum stairs.
- C. Weekly. Damp mop and spray buff all resilient floors in restrooms and health units. Sweep sidewalks, parking areas, and driveways (weather permitting).
- D. Every two weeks. Spray buff resilient floors in secondary corridors, entrance, and lobbies. Damp mop and spray buff hard and resilient floors in office Space.
- E. Monthly. Thoroughly dust furniture. Completely sweep and/or vacuum carpets. Sweep storage Space. Spot clean all wall surfaces within 70 inches of the floor.
- F. Every two months. Damp wipe restroom wastepaper receptacles, stall partitions, doors, window sills, and frames. Shampoo entrance and elevator carpets.
- G. Three times a year. Dust wall surfaces within 70 inches of the floor, vertical surfaces and under surfaces. Clean metal and marble surfaces in lobbies. Wet mop or scrub garages.
- H. Twice a year. Wash all interior and exterior windows and other glass surfaces. Strip and apply four coats of finish to resilient floors in restrooms. Strip and refinish main corridors and other heavy traffic areas.
- I. Annually. Wash all venetian blinds, and dust 6 months from washing. Vacuum or dust all surfaces in the Building more than 70 inches from the floor, including light fixtures. Vacuum all draperies in place. Strip and refinish floors in offices and secondary lobbies and corridors. Shampoo carpets in corridors and lobbies. Clean balconies, ledges, courts, areaways, and flat roofs.
- J. Every two years. Shampoo carpets in all offices and other non-public areas.
- K. Every five years. Dry clean or wash (as appropriate) all draperies.
- L. As required. Properly maintain plants and lawns. Provide initial supply, installation, and replacement of light bulbs, tubes, ballasts, and starters. Provide and empty exterior ash cans and clean area of any discarded cigarette butts.
- M. Pest control. Control pests as appropriate, using Integrated Pest Management techniques, as specified by the U.S. Environmental Protection Agency at <https://www.epa.gov/ipm/introduction-integrated-pest-management>.

6.07 SNOW REMOVAL (OCT 2020)

Lessor shall provide snow removal services for the Government on all days for which this Lease has designated normal hours. Lessor shall clear parking lots if the accumulation of snow exceeds two inches. Lessor shall clear sidewalks, walkways and other entrances before accumulation exceeds 1.5 inches. The snow removal shall take place no later than 5:00 AM, without exception. Should accumulation continue throughout the day, the Lessor shall provide such additional snow removal services to prevent accumulation greater than the maximums specified in this paragraph. In addition to snow removal, the Lessor shall keep walkways, sidewalks and parking lots free of ice during the normal hours. The Lessor shall remove excess buildup of sand and/or ice melt to minimize slipping hazards. If the Building entrance(s) has a northern exposure, then Lessor shall take additional measures (e.g. more frequent snow removal or application of ice-melting agents, warning signs, etc.) to protect the safety of pedestrians.

6.08 MAINTENANCE OF PROVIDED FINISHES (SMALL) (SEP 2015)

- A. Paint, wall coverings. Lessor shall maintain all wall coverings and high performance paint coatings in "like new" condition for the life of the Lease. All painted surfaces, shall be repainted at the Lessor's expense, including the moving and returning of furnishings, any time during the occupancy by the Government if the paint is peeling or permanently stained, except where damaged due to the negligence of the Government. All work shall be done after normal working hours as defined elsewhere in this Lease.
- B. Carpet and flooring.
 - 1. Except when damaged by the Government, the Lessor shall repair or replace flooring at any time during the Lease term when:
 - a. Backing or underlayment is exposed;

- b. There are noticeable variations in surface color or texture;
 - c. It has curls, upturned edges, or other noticeable variations in texture;
 - d. Tiles are loose; or,
 - e. Tears or tripping hazards are present.
2. Repair or replacement shall include the moving and returning of furnishings, including disassembly and reassembly of systems furniture per manufacturer's warranty, if necessary. Work shall be performed after normal hours.

6.09 ASBESTOS (SMALL) (OCT 2021)

The leased space shall be free of all asbestos containing materials, except undamaged asbestos flooring in the space or undamaged boiler or pipe insulation outside the space, in which case an asbestos management program conforming to Environmental Protection Agency guidance shall be implemented. The space shall be free of other hazardous materials and in compliance with applicable Federal, State, and local environmental laws and regulations. If asbestos abatement work is to be performed in the Space after occupancy, the Lessor shall provide relocation and submit to the Government documentation that the abatement was done in accordance with OSHA, EPA, DOT, state, and local regulations and that final clearance for re-occupancy was achieved.

6.10 ONSITE LESSOR MANAGEMENT (APR 2011)

The Lessor shall provide an onsite Building superintendent or a locally designated representative available to promptly respond to deficiencies, and immediately address all emergency situations.

6.11 IDENTITY VERIFICATION OF PERSONNEL (OCT 2021)

A. The Government reserves the right to verify identities of personnel with routine and/or unaccompanied access to the Government's Space, including both pre and post occupancy periods. The Lessor shall comply with GSA personal identity verification requirements, identified in the CIO P 2181.1 GSA HSPD-12 Personal Identity Verification and Credentialing Handbook. The Lessor can find the CIO policy and additional information at [HTTP://WWW.GSA.GOV/HSPD12](http://www.gsa.gov/hspd12). These policies require the Government to conduct background investigations and make HSPD-12 compliant suitability determinations for all persons with routine or unaccompanied access to Government leased Space. By definition, this includes at a minimum each employee of the Lessor, as well as employees of the Lessor's contractors or subcontractors who will provide building operating services requiring routine access to the Government's leased Space for a period greater than 6 months. The Government may also require this information for the Lessor's employees, contractors, or subcontractors who will be engaged to perform alterations or emergency repairs in the Government's Space.

B. Application Process: The background investigation will be done using the Government's prescribed process. The Lessor must provide information on each of their contractor/personnel meeting the above criteria to the Government, whereupon each identified contractor/personnel will be notified with instructions for completing the identity verification application within a given time frame. The application process will include completing supplemental information forms that must be inputted into the identity verification system in order for the application to be considered complete. Additionally, the Lessor must ensure prompt completion of the fingerprint process for their contractor/personnel. Email notifications will be sent with instructions on the steps to be taken to schedule an appointment for fingerprinting at an approved regional location along with instructions on how to complete the background investigation application.

C. The Lessor must ensure the Lease Contracting Officer (or the Lease Contracting Officer's designated representative) has all of the requested documentation timely to ensure the completion of the investigation.

D. Based on the information furnished, the Government will conduct background investigations. The Lease Contracting Officer will advise the Lessor in writing if a person fails the investigation, and, effective immediately, that person will no longer be allowed to work or be assigned to work in the Government's Space.

E. Throughout the life of the Lease, the Lessor shall provide the same data for any new employees, contractors, or subcontractors who will be assigned to the Government's Space in accordance with the above criteria. In the event the Lessor's contractor or subcontractor is subsequently replaced, the new contractor or subcontractor is not required to have persons re-apply who were cleared through this process while associated with the former contractor or subcontractor in accordance with GSA policy. The Lessor shall require each cleared person to re-apply and obtain a new clearance in accordance with GSA policy.

F. The Lessor is accountable for not allowing contractors to start work without the successful completion of the appropriate background investigation as required by GSA policy.

G. Access Card Retrieval/Return: Upon an Entry on Duty notification, the Government will issue a Personal Identity Verification (PIV) credential that is sometimes referred to as a GSA Access card. Lessors are responsible for all PIV credential issued to their contractors/personnel pursuant to this Lease. Lessors are specifically responsible for ensuring that all GSA PIV access cards are returned to the Lease Contracting Officer or their designee whenever their employees or a contractor no longer require access to the Space (such as When no longer needed for contract performance, upon completion of the Contractor employee's employment, and upon contract completion or termination). Additionally, the Lessor must notify the Lease Contracting Officer or their designee whenever a GSA PIV Access card is lost or stolen in which event the Lessor may be responsible for reimbursing the Government for replacement credentials at the current cost per PIV HSPD12 credential. Unreturned PIV Access cards will be considered as lost or stolen cards.

H. The Government reserves the right to conduct additional background checks on Lessor personnel and contractors with routine access to Government leased Space throughout the term of the Lease to determine who may have access to the Premises.

I. The Lease Contracting Officer may delay final payment under a contract if the Contractor fails to comply with these requirements.

J. The Lessor shall insert this paragraph in all subcontracts when the subcontractor is required to have physical access to a federally controlled facility or access to a federal information system.

6.12 SCHEDULE OF PERIODIC SERVICES (OCT 2020)

Upon acceptance of the Space, the Lessor shall provide the LCO with a detailed written schedule of all periodic services and maintenance to be performed other than daily, weekly, or monthly.

6.13 LANDSCAPE MAINTENANCE (APR 2011)

Landscape maintenance shall be performed during the growing season at not less than a weekly cycle and shall consist of watering, weeding, mowing, and policing the area to keep it free of debris. Pruning and fertilization shall be done on an as-needed basis. In addition, dead, dying, or damaged plants shall be replaced.

6.14 RECYCLING (SLAT) (OCT 2020)

Where state or local law, code, or ordinance requires recycling programs for the Premises, Lessor shall comply with such state and/or local law, code, or ordinance. During the Lease term, the Lessor agrees, upon request, to provide the Government with additional information concerning recycling programs maintained in the Building and in the Space.

6.15 RANDOLPH-SHEPPARD COMPLIANCE (SMALL) (SEP 2015)

The Government may provide vending machines within the Government's leased area under the provisions of the Randolph-Sheppard Act (20 USC 107 et. seq.). During the term of the Lease, the Lessor may not establish vending facilities within the leased Space that will compete with any Randolph-Sheppard vending facilities.

6.16 INDOOR AIR QUALITY (OCT 2019)

A. The Lessor shall control airborne contaminants at the source and/or operate the Space in such a manner that indoor air quality action limits identified in the PBS Desk Guide for Indoor Air Quality Management (Companion to GSA Order PBS 1000.8), OSHA regulatory limits, and generally accepted consensus standards are not exceeded.

B. The Lessor shall avoid the use of products containing toxic, hazardous, carcinogenic, flammable, or corrosive ingredients as determined from the product label or manufacturer's safety data sheet. The Lessor shall use available odor-free or low odor products when applying paints, glues, lubricants, and similar wet products. When such equivalent products are not available, lessor shall use the alternate products outside normal working hours. Except in an emergency, the Lessor shall provide at least 72 hours advance notice to the Government before applying chemicals or products with noticeable odors in occupied Spaces and shall adequately ventilate those Spaces during and after application.

C. The Lessor shall serve as first responder to any occupant complaints about indoor air quality (IAQ). The Lessor shall promptly investigate such complaints and implement the necessary controls to address each complaint. Investigations shall include testing as needed, to ascertain the source and severity of the complaint.

D. The Government reserves the right to conduct independent IAQ assessments and detailed studies in Space that it occupies, as well as in space serving the Space (e.g., common use areas, mechanical rooms, HVAC systems, etc.). The Lessor shall assist the Government in its assessments and detailed studies by:

1. Making available information on Building operations and Lessor activities;
2. Providing access to Space for assessment and testing, if required; and
3. Implementing corrective measures required by the LCO. The Lessor shall take corrective action to correct any tests or measurements that do not meet GSA policy action limits in the PBS Desk Guide for Indoor Air Quality Management (Companion to GSA Order PBS 1000.8), OSHA regulatory limits, and generally accepted consensus standards.

E. The Lessor shall provide to the Government safety data sheets (SDS) upon request for the following products prior to their use during the term of the Lease: adhesives, caulking, sealants, insulating materials, fireproofing or firestopping materials, paints, carpets, floor and wall patching or leveling materials, lubricants, clear finish for wood surfaces, janitorial cleaning products, pesticides, rodenticides, and herbicides. The Government reserves the right to review such products used by the Lessor within the Space, common building areas, ventilation systems and zones serving the Space, and the area above suspended ceiling and engineering space in the same ventilation zone as the Space.

F. The Lessor shall use high efficiency (HEPA) filtration vacuums for cleaning and minimum MERV 10 rated ventilation system filtration whenever feasible.

G. The Lessor is encouraged to comply with best practices outlined in Appendix D- Indoor Air Quality in GSA Leased Facilities (Best Practices) within the PBS Desk Guide for Indoor Air Quality Management (Companion to GSA Order PBS 1000.8).

6.17 RADON IN AIR (SLAT) (OCT 2020)

If Space planned for occupancy by the Government is on the second floor above grade or lower, the Lessor shall, prior to occupancy, test the leased Space for 2 days to 3 days using charcoal canisters. The Lessor is responsible to provide Space in which radon levels in air are below the GSA action levels of 4 picoCuries per liter (pCi/L) for childcare and 25 pCi/L for all other space. After the initial testing, a follow-up test for a minimum of 90 days using alpha track detectors shall be completed. For further information on radon, go to: [HTTPS://WWW.EPA.GOV/RADON](https://www.epa.gov/radon).

6.18 RADON IN WATER (JUN 2012)

- A. If the water source is not from a public utility, the Lessor shall demonstrate that water provided to the Premises is in compliance with EPA requirements and shall submit certification to the LCO prior to the Government occupying the Space.
- B. If the EPA action level is reached or exceeded, the Lessor shall institute appropriate abatement methods which reduce the radon levels to below this action.

6.19 HAZARDOUS MATERIALS (SEP 2013)

- A. The leased Space shall be free of hazardous materials, hazardous substances, and hazardous wastes, as defined by and according to applicable Federal, state, and local environmental regulations. Should there be reason to suspect otherwise, the Government reserves the right, at Lessor's expense, to require documentation or testing to confirm that the Space is free of all hazardous materials.
- B. Lessor shall, to the extent of its knowledge, notify Government of the introduction of any hazardous materials onto the Property by Lessor or others, including but not limited to, co-tenants occupying Space in the Building.

6.20 MOLD (SMALL) (OCT 2021)

- A. Actionable mold is either visible mold or airborne mold of types and concentrations in excess of that found in the local outdoor air or non-problematic control areas elsewhere in the same building, whichever is lower.
- B. The Lessor shall provide Space to the Government that is free from actionable mold and free from any conditions, such as ongoing water leaks or moisture infiltration, that reasonably can be anticipated to permit the growth of actionable mold or are indicative of the possibility that actionable mold will be present (indicators). Ventilation zones serving the Space shall also be free of actionable mold. The Lessor shall safely remediate all actionable mold in accordance with methods identified in "Mold Remediation in Schools and Commercial Buildings" (EPA 402-K-01-001, September 2008 or ANSI/IICRC S520-2015 Standard for Professional Mold Remediation) and all applicable state laws pertaining to mold remediation practices.

6.21 OCCUPANT EMERGENCY PLANS (OCT 2020)

The Lessor is required to cooperate, participate and comply with the development and implementation of the Government's Occupant Emergency Plan (OEP) and a supplemental Shelter-in Place (SIP) Plan. Periodically, the Government may request that the Lessor assist in reviewing and revising its OEP and SIP. The Plan, among other things, will include evacuation procedures and an annual emergency evacuation drill, emergency shutdown of air intake procedures, and emergency notification procedures for the Lessor's Building engineer or manager, Building security, local emergency personnel, and Government agency personnel.

6.22 FLAG DISPLAY (OCT 2016)

If the Lessor has supplied a flagpole on the Property as a requirement of this Lease, the Lessor shall be responsible for flag display on all workdays and Federal holidays. The Lessor may illuminate the flag in lieu of raising and lowering the flag daily. The Lessor shall register with the Federal Protective Service (FPS) Mega Center in order to receive notifications regarding when flags shall be flown at half-staff, as determined by Executive Order.

SECTION 7 ADDITIONAL TERMS AND CONDITIONS

7.01 SECURITY REQUIREMENTS (OCT 2021)

The Lessor agrees to the requirements of Facility Security Level I attached to this Lease.

7.02 MODIFIED LEASE PARAGRAPHS (OCT 2016)

The following paragraphs have been modified in this Lease:

- Section 1.03 RENT AND OTHER CONSIDERATIONS (OCT2021)
- Section 4.01 SCHEDULE FOR COMPLETION OF SPCAE (OCT2021)
- Section 4.07 ACCEPTANCE OF SPACE AND CERTIFICATE OF OCCUPANCY (OCT2021)

7.03 ADDENDUM TO GSA FORM 3517B, GENERAL CLAUSES, NO FEDERALLY ELECTED OFFICIALS TO BENEFIT (OCT 2018)

The following clause is added to GSA Form 3517B, General Clauses:

No Federally Elected Officials to Benefit

- A. No person holding a Federally-elected office may directly or indirectly, regardless of whether such person took office before or after execution of the Lease, participate in or benefit from the Lease or any part thereof.
- B. The foregoing prohibition shall not apply if the Lease is entered into with a publicly-held corporation or publicly-held entity for the general benefit of such corporation or entity.
- C. Any violation of this clause shall render the Lease void, and the Government shall have no obligation to the Lessor in consequence thereof following the date the Lease is deemed void.
- D. In the event the Lease is voided pursuant to this clause, the Lessor shall be and remain liable to the Government for any and all costs associated with relocating and housing Government occupants from the leased premises to replacement premises. Such costs shall include, but not be limited to:
 - 1. moving and other physical relocation costs,
 - 2. furniture, fixtures and equipment costs related to occupancy of replacement premises,
 - 3. replication of tenant build-out costs at replacement premises,
 - 4. excess rental costs at replacement premises for the remainder of the firm term of the terminated Lease, and
 - 5. all other direct and consequential damages and costs associated with the Government relocating occupants from the leased premises to replacement premises, whether Federally-owned or leased.
- E. Nothing in this clause shall be deemed or interpreted to waive, modify, alter or limit any provision of existing law, including 41 U.S.C. § 6306 and 18 U.S.C. §§ 431-433.
- F. Lessor's obligation to be and remain liable for the costs and damages specified in this clause shall survive any voiding of the Lease pursuant to this clause or any provision of existing law.

7.04 ADDITIONAL INFORMATION

- A. If there is a contradiction between the Lease and Agency Specific Requirements, the Agency Specific Requirements shall take precedence.
- B. This Lease represents a Full-Service Lease; All utilities, janitorial, and services are provided in the annual/monthly rent.

7.05 LESSOR ADDENDUM

This Addendum (the "Addendum") is dated effective as of the date of the last signature by a party hereto, and is by and between The United States of America Department of Veteran Affairs (VA), acting by and through the designated representative of the General Services Administration ("Lessee") and Boise State University ("University" and together with Lessee, the "Parties") and amends and supplements that certain VA Lease Agreement No. 36C24W22L0026 between the Parties (the "Lease"). This Addendum shall be incorporated into the Lease by this reference as if fully a part thereof.

1. Limitation of University's Liability; Provisions in Violation 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 Idaho Tort Claims Act, Idaho Code Sections 6-901 through 6-929, inclusive, and all provisions of this lease are

subject to state laws applicable to University and to the Lease. Therefore, any provision of the Lease shall be void if such provision violates state laws applicable to University, including without limitation provision purporting to indemnify or hold harmless Lessee or impose liability or obligations upon University inconsistent with, in conflict with, or prohibited by the laws of the State of Idaho. Notwithstanding anything to the contrary contained in this Agreement or in any other Agreement or writing between the Parties related hereto, nothing shall be deemed to constitute a waiver by University of any privilege, protection, or immunity otherwise afforded it under the Idaho Constitution, Idaho Tort Claims Act, or any other applicable law or a waiver of its sovereign immunity, which is hereby expressly retained. Specifically, the University's liability is at all times subject to the limits of liability contained in the Idaho Tort Claims Act, Idaho Code sections 6-901 through 6-929, inclusive (the "Idaho Tort Claims Act"). Any obligation on behalf of the University to provide indemnification or hold harmless any other party is at all times subject to the maximum extent permitted by Idaho law, including Idaho Code section 59 -1016, and the limitations of liability contained in the Idaho Tort Claims Act. Furthermore, 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.

2. Appropriation by Legislature Required. University is a government entity and 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 State's Legislature as may exist from time to time. The 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 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 the Lessee.

3. University Insurance. University is a "governmental entity," as defined under the Idaho Tort Claims Act, specifically, Idaho Code section 6-902, as well as a "public employer," as defined under the Idaho Worker's Compensation law, specifically, Idaho Code section 72-205. As such, University shall maintain, at all times applicable hereto, comprehensive liability coverage in such amounts as are prescribed by Idaho Code section 6-924 (not less than \$500,000). University's liability coverage shall cover the actions of University and its employees, agents, students, and faculty while acting in the course and scope of employment or as students of University in performing actions related to their Academic Practicums. University's liability coverage obligations shall be administered by the Administrator of the Division of Insurance Management in the Department of Administration for the State of Idaho, and may be covered, in whole or in part, by the State of Idaho's Retained Risk Account, as provided under Idaho Code Section 6-919.

4. Jurisdiction and Venue. The Parties agree that any and all actions arising from this Agreement shall be brought in the State and Federal courts sitting in Ada County, Idaho, and hereby submit themselves unconditionally and irrevocably to the personal jurisdiction and venue of such courts.

5. Conditions. Unless otherwise noted, the Government Lessee accepts the Premises and tenant improvements in their existing condition, except where specifications or standards are contained elsewhere in this Lease. These standards include security improvements, Fire Protection and Life Safety requirements, ABAAS compliance, as well as compliance with all local codes and ordinances. Such acceptance by the Government of existing Premises shall not relieve the Lessor of continuing obligations for cleaning, janitorial, maintenance, repair, etc. as set forth in the Lease paragraphs and attached General Clauses. (See Section 1.01.C of this Lease)

VA LEASE NO. 36C24W22L0006SLAT Lease
GSA TEMPLATE L100A (10/2021)

A. This Lease is made and entered into between

Lessor's Name: Boise State University(Lessor), whose principal place of business is **1910 University Drive, Boise ID 83702** and whose interest in the Property described herein is that of Fee Owner, and

The United States of America

DEPARTMENT OF VETERANS AFFAIRS (VA) (Government), acting by and through the designated representative of the General Services Administration (GSA), upon the terms and conditions set forth herein.

B. Witnesseth: The parties hereto, for the consideration hereinafter mentioned, covenant and agree as follows:

Lessor hereby leases to the Government the Premises described herein, being all or a portion of the Property located at

**960 S. Broadway Avenue, Suites 425, 450, & 505
Boise, ID 83706**and more fully described in Section 1 and Exhibit **A**, together with rights to the use of parking and other areas as set forth herein, to be used for such purposes as determined by GSA.**C. LEASE TERM**

To Have and To Hold the said Premises with its appurtenances for the term beginning on 3/15/2023 through 8/31/2032 upon acceptance of the Premises as required by this Lease and continuing for a period of

9 Years & 5 Months & 17 Days, 6 Years & 5 Months & 17 Days Firm, 3 Years Soft *

subject to termination and renewal rights as may be hereinafter set forth. The commencement date of this Lease, along with any applicable termination and renewal rights, shall be more specifically set forth in a Lease Amendment upon substantial completion and acceptance of the Space by the Government.

* 5 Months & 17 Days is to align this Lease with another VA Lease (36C24W22L0026 – Suite 460) in this building.

In Witness Whereof, the parties to this Lease evidence their agreement to all terms and conditions set forth herein by their signatures below, to be effective as of the date of delivery of the fully executed Lease to the Lessor.

FOR THE LESSOR:**FOR THE GOVERNMENT:**

Name: _____

Name: CRAIG WAGSTAFF

Title: _____

Title: Lease Contracting Officer

Entity: _____

Department of Veterans Affairs

Date: _____

Date: _____

WITNESSED FOR THE LESSOR BY:

Name: _____

Title: _____

Date: _____

The information collection requirements contained in this Solicitation/Contract, that are not required by regulation, have been approved by the Office of Management and Budget pursuant to the Paperwork Reduction Act and assigned the OMB Control No. 3090-0163.

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SECTION 1 THE PREMISES, RENT, AND OTHER TERMS

1.01 THE PREMISES (OCT 2016)

The Premises are described as follows:

- A. Office and Related Space: **8,701** rentable square feet (RSF), yielding **8,701** ANSI/BOMA Office Area (ABOA) square feet (SF) of office and related Space(s) located on the **fourth (4th) & fifth (5th)** floor(s) and known as Suite(s) **4425, 450, & 505**, of the Building, as depicted on the floor plan(s) attached hereto as Exhibit **A**.
- B. Common Area Factor: The Common Area Factor (CAF), defined under Section 2 of the Lease, is established as **0** percent. This factor, rounded to the nearest whole percentage, shall be used for purposes of rental adjustments in accordance with the Payment Clause of the General Clauses.
- C. Unless otherwise noted, the Government accepts the Premises and tenant improvements in their existing condition, except where specifications or standards are contained elsewhere in this Lease. These standards include security improvements, Fire Protection and Life Safety requirements, ABAAS compliance, as well as compliance with all local codes and ordinances. Such acceptance by the Government of existing Premises shall not relieve Lessor of continuing obligations for cleaning, janitorial, maintenance, repair, etc. as set forth in the Lease paragraphs and attached General Clauses.

1.02 EXPRESS APPURTENANT RIGHTS (SEP 2013)

The Government shall have the non-exclusive right to the use of Appurtenant Areas and shall have the right to post Rules and Regulations Governing Conduct on Federal Property, Title 41, CFR, Part 102-74, Subpart C within such areas. The Government will coordinate with Lessor to ensure signage is consistent with Lessor's standards. Appurtenant to the Premises and included in the Lease are rights to use the following:

- A. Parking: **31** parking spaces as depicted on the plan attached hereto as Exhibit **A**, reserved for the exclusive use of the Government, of which **0** shall be structured/inside parking spaces, and **31** shall be surface/outside parking spaces. In addition, the Lessor shall provide such additional parking spaces as required by the applicable code of the local government entity having jurisdiction over the Property.
- B. Antennas, Satellite Dishes, and Related Transmission Devices: (1) Space located on the roof of the Building sufficient in size for the installation and placement of telecommunications equipment, (2) the right to access the roof of the Building, and (3) use of all Building areas (e.g., chases, plenums, etc.) necessary for the use, operation, and maintenance of such telecommunications equipment at all times during the term of this Lease.

1.03 RENT AND OTHER CONSIDERATION (OCT 2021)

- A. The Government shall pay the Lessor annual rent, payable in monthly installments in arrears, at the following rates:

Year	Term	Annual Rent	Monthly Rent	Price per Square Foot
17 Days *	3/15/2023 – 3/31/2023	Free Rent	Free Rent	Free Rent
5 Months *	4/1/2023 – 8/31/2023	\$208,824.00	\$17,402.00	\$24.00
Year 2	9/1/2023 - 8/31/2024	\$213,000.48	\$17,750.04	\$24.48
Year 3	9/1/2024 - 8/31/2025	\$217,260.49	\$18,105.04	\$24.97
Year 4	9/1/2025 - 8/31/2026	\$221,605.70	\$18,467.14	\$25.47
Year 5	9/1/2026 - 8/31/2027	\$226,037.81	\$18,836.48	\$25.98
Year 6	9/1/2027 - 8/31/2028	\$230,558.57	\$19,213.21	\$26.50
Year 7	9/1/2028 - 8/31/2029	\$235,169.74	\$19,597.48	\$27.03
Year 8	9/1/2029 - 8/31/2030	\$239,873.14	\$19,989.43	\$27.57
Year 9	9/1/2030 - 8/31/2031	\$244,670.60	\$20,389.22	\$28.12
Year 10	9/1/2031 - 8/31/2032	\$249,564.01	\$20,797.00	\$28.68

* 5 Months & 17 Days is to align this Lease with another VA Lease (36C24W22L0026 – Suite 460) in this building

- B. Parking shall be provided in the Shell Rent.
- C. 17 Days of Free Rent in the first Month (3/15/2023 through 3/31/2023).

D. If the Government leases the Premises for less than a full calendar month, then rent shall be prorated based on the actual number of days leased for that month.

E. Rent shall be paid to Lessor by electronic funds transfer (EFT) in accordance with the provisions of the General Clauses. Rent shall be payable using the EFT information contained in the System for Award Management (SAM). In the event the EFT information changes, the Lessor shall be responsible for providing the updated information to SAM. Failure by the Lessor to maintain an active registration in SAM may result in delay of rental payments until such time as the SAM registration is activated.

F. Lessor shall provide to the Government, in exchange for the payment of rental and other specified consideration, the following:

1. The leasehold interest in the Property described herein in the paragraph entitled "The Premises."
2. All costs, expenses and fees to perform the work required for acceptance of the Premises in accordance with this Lease, including all costs for labor, materials, and equipment, professional fees, contractor fees, attorney fees, permit fees, inspection fees, and similar such fees, and all related expenses.
3. Performance or satisfaction of all other obligations set forth in this Lease; and all services, utilities, and maintenance required for the proper operation of the Property, the Building, and the Premises in accordance with the terms of the Lease, including, but not limited to, all inspections, modifications, repairs, replacements, and improvements required to be made thereto to meet the requirements of this Lease.

G. For succeeding Leases with an incumbent Lessor where the Government is currently in occupancy and possession of the leased Premises and where the Lease requires the Lessor to perform alterations using either the TIA or BSAC, the amortized tenant improvement rent and/or BSAC rent will not commence until the alterations are complete and accepted by the Government. Upon acceptance of these improvements, the Government will commence payment of the tenant improvement and/or BSAC rent as stipulated under the Lease, in addition to payment of the tenant improvement and/or BSAC rent for the period starting from the Lease Term Commencement Date to the date of tenant improvements/BSAC acceptance by the Government (such rent payment will not include any additional interest). Alternatively, the Government may elect to re-amortize the tenant improvements/BSAC over the remaining Firm Term of the Lease, at the amortization rate stipulated in the Lease. In the event the Government does not use all the TIA or BSAC, then the rental payments will be adjusted in accordance with the provisions of the Lease (e.g., de-amortization).

1.04 TERMINATION RIGHTS (OCT 2016)

The Government may terminate this Lease, in whole or in parts, at any time effective after the Firm Term of this Lease, by providing not less than 90 days' prior written notice to the Lessor. The effective date of the termination shall be the day following the expiration of the required notice period or the termination date set forth in the notice, whichever is later. No rental shall accrue after the effective date of termination.

1.05 RENEWAL RIGHTS (OCT 2016)

- A. No Renewal Option Terms
- B. Termination rights outlined in the "Termination Rights" paragraph apply to all renewal terms.

1.06 DOCUMENTS INCORPORATED IN THE LEASE (SLAT) (OCT 2020)

The following documents are attached to and made part of the Lease:

DOCUMENT NAME	NO. OF PAGES	EXHIBIT
FLOOR PLAN(S) / PARKING PLAN / SITE PLAN	3	A
AGENCY SPECIFIC REQUIREMENTS	12	B
GSA FORM 3517A GENERAL CLAUSES	7	C
SEISMIC FORM C, BUILDING RETROFIT OR NEW CONSTRUCTION PREAWARD COMMITMENT	1	D

1.07 RATE FOR ADJUSTMENT FOR VACANT LEASED PREMISES (SEP 2013)

In accordance with the paragraph entitled "Adjustment for Vacant Premises," if the Government fails to occupy or vacates the entire or any portion of the Premises prior to expiration of the term of the Lease, the operating costs paid by the Government as part of the rent shall be reduced by **\$20.00** per ABOA SF of Space vacated by the Government.

1.08 HUBZONE SMALL BUSINESS CONCERNS ADDITIONAL PERFORMANCE REQUIREMENTS (SMALL) (OCT 2020)

If the Lessor is a qualified HUBZone small business concern (SBC) that did not waive the price evaluation preference then as required by 13 C.F.R. 126.700, the HUBZone SBC must spend at least 50% of the cost of the contract incurred for personnel on its own employees or employees of other qualified HUBZone SBC's and must meet the performance of the work requirements for subcontracting in 13 C.F.R. § 125.6(c). If the Lessor is a HUBZone joint venture, the aggregate of the qualified HUBZone SBC's to the joint venture, not each concern separately, must perform the applicable percentage of work required by this clause.

If the Lessor is a HUBZone small business concern (SBC) that did not waive the price evaluation preference, the Lessor shall provide a certification within 10 days after Lease award to the LCO (or representative designated by the LCO) that the Lessor was an eligible HUBZone SBC on the date of award. If it is determined within 20 days after award that a HUBZone SBC Offeror that has been awarded the Lease was not an eligible HUBZone SBC at the time of award, and the HUBZone SBC Lessor failed to provide the LCO with information regarding a change to its HUBZone eligibility prior to award, then the Lease shall be subject, at the LCO's discretion, to termination, and the Government will be relieved of all obligations to the Lessor in such an event and not be liable to the Lessor for any costs, claims or damages of any nature whatsoever.

1.09 LESSOR'S UNIQUE ENTITY IDENTIFIER (OCT 2021)

Lessor's Unique Entity Identifier (UE):

UEI-DUNS: **072995848**

SECTION 2 GENERAL TERMS, CONDITIONS, AND STANDARDS

2.01 DEFINITIONS AND GENERAL TERMS (OCT 2016)

Unless otherwise specifically noted, all terms and conditions set forth in this Lease shall be interpreted by reference to the following definitions, standards, and formulas:

- A. Appurtenant Areas. Appurtenant Areas are defined as those areas and facilities on the Property that are not located within the Premises, but for which rights are expressly granted under this Lease, or for which rights to use are reasonably necessary or reasonably anticipated with respect to the Government's enjoyment of the Premises and express appurtenant rights.
- B. Broker. If GSA awarded this Lease using a contract real estate broker, Broker shall refer to GSA's broker.
- C. Building. Building(s) situated on the Property in which the Premises are located.
- D. Commission Credit. If GSA awarded this Lease using a Broker, and the Broker agreed to forego a percentage of its commission to which it is entitled in connection with the award of this Lease, the amount of this credit is referred to as the "Commission Credit."
- E. Common Area Factor. The "Common Area Factor" (CAF) is a conversion factor determined by the Building owner and applied by the owner to the ABOA SF to determine the RSF for the leased Space. The CAF is expressed as a percentage of the difference between the amount of rentable SF and ABOA SF, divided by the ABOA SF. For example, 11,500 RSF and 10,000 ABOA SF will have a CAF of 15% $[(11,500 \text{ RSF} - 10,000 \text{ ABOA SF}) / 10,000 \text{ ABOA SF}]$. For the purposes of this Lease, the CAF shall be determined in accordance with the applicable ANSI/BOMA standard for the type of space to which the CAF shall apply.
- F. Contract. "Contract" shall mean this Lease.
- G. Contractor. "Contractor" shall mean Lessor.
- H. Days. All references to "day" or "days" in this Lease shall mean calendar days, unless specified otherwise.
- I. FAR. All references to the FAR shall be understood to mean the Federal Acquisition Regulation, codified at 48 CFR Chapter 1.
- J. Firm Term/Non-Firm Term. The Firm Term is that part of the Lease term that is not subject to termination rights. The Non-Firm Term is that part of the Lease term following the end of the Firm Term.
- K. GSAR. All references to the GSAR shall be understood to mean the GSA supplement to the FAR, codified at 48 CFR Chapter 5.
- L. Lease Term Commencement Date. The date on which the lease term commences.
- M. Lease Award Date. The date the LCO executes the Lease and mailing or otherwise furnishes written notification of the executed Lease to the successful Offeror (date on which the parties' obligations under the Lease begin).
- N. Premises. The Premises are defined as the total Office Area or other type of Space, together with all associated common areas, described in Section 1 of this Lease, and delineated by plan in the attached exhibit. Parking and other areas to which the Government has rights under this Lease are not included in the Premises.
- O. Property. The Property is defined as the land and Buildings in which the Premises are located, including all Appurtenant Areas (e.g., parking areas) to which the Government is granted rights.
- P. Rentable Space or Rentable Square Feet (RSF). Rentable Space is the area for which a tenant is charged rent. It is determined by the Building owner and may vary by city or by building within the same city. The Rentable Space may include a share of Building support/common areas such as elevator lobbies, Building corridors, and floor service areas. Floor service areas typically include restrooms, janitor rooms, telephone closets, electrical closets, and mechanical rooms. The Rentable Space does not include vertical building penetrations and their enclosing walls, such as stairs, elevator shafts, and vertical ducts. Rentable Square Feet is calculated using the following formula for each type of Space (e.g., office, warehouse, etc.) included in the Premises: $\text{ABOA SF of Space} \times (1 + \text{CAF}) = \text{RSF}$.
- Q. Space. The Space shall refer to that part of the Premises to which the Government has exclusive use, such as Office Area, or other type of Space. Parking areas to which the Government has rights under this Lease are not included in the Space.
- R. Office Area. For the purposes of this Lease, Space shall be measured in accordance with the standard (Z65.1-1996) provided by American National Standards Institute/Building Owners and Managers Association (ANSI/BOMA) for Office Area, which means "the area where a tenant normally houses personnel and/or furniture, for which a measurement is to be computed." References to ABOA mean ANSI/BOMA Office Area.
- S. Working Days. Working Days shall mean weekdays, excluding Saturdays and Sundays and Federal holidays.

2.02 AUTHORIZED REPRESENTATIVES (OCT 2016)

Signatories to this Lease shall have full authority to bind their respective principals with regard to all matters relating to this Lease. No other persons shall be understood to have any authority to bind their respective principals except to the extent that such authority may be explicitly delegated by notice to the other party, or to the extent that such authority is transferred by succession of interest. The Government shall have the right to substitute its Lease Contracting Officer (LCO) by notice without an express delegation by the prior LCO.

2.03 ALTERATIONS REQUESTED BY THE GOVERNMENT (OCT 2018)

A. The Government may request the Lessor to provide alterations during the term of the Lease. Alterations will be ordered by issuance of a Lease Amendment, GSA Form 300, Order for Supplies or Services, or a tenant agency-approved form when specifically authorized to do so by the LCO. The General Services Administration Acquisition Manual ("GSAM") clause, 552.270-31, Prompt Payment, including its invoice requirements, shall apply to orders for alterations. All orders are subject to the terms and conditions of this Lease and may be placed by the LCO or a warranted contracting officer's representative (COR) in GSA or the tenant agency when specifically authorized to do so by the LCO, subject to the threshold limitation below.

B. Orders for alterations issued by an authorized COR are limited to no more than \$250,000 (LCOs are not subject to this threshold). This threshold will change according to future adjustments of the simplified acquisition threshold (see FAR 2.101). The LCO will provide the Lessor with a list of tenant agency officials authorized to place orders and will specify any limitations on the authority delegated to tenant agency officials. The tenant agency officials are not authorized to deal with the Lessor on any other matters.

C. Payments for alterations ordered by the tenant agency under the authorization described in sub-paragraph B will be made directly by the tenant agency placing the order.

2.04 WAIVER OF RESTORATION (OCT 2021)

Lessor shall have no right to require the Government to restore the Premises upon expiration or earlier termination (full or partial) of the Lease, and waives all claims against the Government for:

- a) waste, or,
- b) damages or restoration arising from or related to:
 - (1) the Government's normal and customary use of the Premises during the term of the Lease (including any extensions thereof), as well as
 - (2) any initial or subsequent alteration to the Premises regardless of whether such alterations are performed by the Lessor or by the Government.

At its sole option, the Government may abandon property in the Space following expiration or earlier termination (full or partial) of the Lease, in which case the property will become the property of the Lessor, and the Government will be relieved of any liability in connection therewith.

2.05 PAYMENT OF BROKER (OCT 2021)

If GSA awarded the Lease through its Broker, the Lessor shall pay GSA's Broker its portion of the commission according to the Commission Agreement signed between the Lessor and Broker. "Its portion of the commission" means the agreed-upon commission to GSA's Broker minus the Commission Credit specified in the Lease or Lease Amendment.

2.06 NOVATION AND CHANGE OF OWNERSHIP (SMALL) (OCT 2016)

Consistent with GSAM 570.115, in the event of a transfer of ownership of the leased premises or a change in the Lessor's legal name, FAR 42.12 applies.

2.07 ADJUSTMENT FOR VACANT PREMISES (OCT 2017)

A. If the Government fails to occupy any portion of the leased Premises or vacates the Premises in whole or in part prior to expiration of the term of the Lease, the rental rate and the base for operating cost adjustments will be reduced using the figure specified in the "Rate for Adjustment for Vacant Leased Premises" paragraph of this Lease.

B. If no rate reduction has been established in this Lease, the rate will be reduced by that portion of the costs per ABOA SF of operating expenses not required to maintain the Space.

C. Said reduction shall occur after the Government gives 30 calendar days' prior notice to the Lessor and shall continue in effect until the Government occupies the Premises or the Lease expires or is terminated.

SECTION 3 CONSTRUCTION STANDARDS AND SHELL COMPONENTS

3.01 WORK PERFORMANCE (SMALL) (SEP 2015)

All work in performance of this Lease shall be done by skilled and licensed workers or mechanics and shall be acceptable to the LCO.

3.02 EXISTING FIT-OUT, SALVAGED, OR REUSED BUILDING MATERIAL (SLAT) (OCT 2020)

The Lessor shall reuse items or materials in the construction phase of the project, as long as such meet the quality standards set forth by the Government in this Lease. The Government will not pay for existing fixtures and other TIs accepted in place.

3.03 WOOD PRODUCTS (SMALL) (OCT 2020)

For all new installations of wood products, the Lessor is encouraged to use independently certified forest products. For information on certification and certified wood products, refer to the Forest Stewardship Council United States ([HTTPS://US.FSC.ORG/EN-US](https://us.fsc.org/en-us)), or the Sustainable Forestry Initiative ([HTTP://WWW.SFIPROGRAM.ORG/](http://www.sfiprogram.org/)). Particle board, strawboard, and plywood materials used shall be free of formaldehyde or sufficiently aged prior to use such that indoor air levels in the finished leased space shall not exceed 0.016 parts per million (ppm) of formaldehyde. All materials comprised of combustible substances, such as wood plywood and wood boards, shall be treated with fire retardant chemicals by a pressure impregnation process or other methods that treats the materials throughout as opposed to surface treatment.

3.04 ADHESIVES AND SEALANTS (SMALL) (OCT 2020)

All adhesives employed on this project (including, but not limited to, adhesives for carpet, carpet tile, plastic laminate, wall coverings, adhesives for wood, or sealants) shall meet the requirements of the manufacturer of the products adhered or involved. The Lessor shall use adhesives and sealants with no heavy metals and that do not result in indoor air levels above 0.016 parts per million (ppm) of formaldehyde. Adhesives and other materials used for the installation of carpets shall be limited to those having a flash point of 140 degrees F or higher.

3.05 BUILDING SHELL REQUIREMENTS (SLAT) (OCT 2020)

A. The Building Shell shall be designed, constructed, and maintained in accordance with the standards set forth herein and completed prior to acceptance of Space. For pricing, fulfillment of all requirements not specifically designated as TIs, Building Specific Amortized Capital, Operating Costs, or other rent components as indicated shall be deemed included in the Shell Rent.

B. Base structure and Building enclosure components shall be complete. All common areas accessible by the Government, such as lobbies, fire egress corridors and stairwells, elevators, garages, and service areas, shall be complete. Restrooms shall be complete and operational. All newly installed Building shell components, including but not limited to, heating, ventilation, and air conditioning (HVAC), electrical, ceilings, sprinklers, etc., shall be furnished, installed, and coordinated with TIs. Circulation corridors are provided as part of the base Building only on multi-tenanted floors where the corridor is common to more than one tenant. On single tenant floors, only the fire egress corridor(s) necessary to meet code is provided as part of the shell.

C. The Building Shell rental rate shall also include, but is not limited to, property financing (exclusive of TIs and BSAC), insurance, taxes, lease commission, management, profit, etc., for the Building.

3.06 RESPONSIBILITY OF THE LESSOR AND LESSOR'S ARCHITECT/ENGINEER (JUN 2012)

A. The Lessor shall be responsible for the professional quality, technical accuracy, and the coordination of all designs, drawings, specifications, and other services furnished by the Lessor under this contract. The Lessor shall, without additional compensation, correct or revise any errors or deficiencies in its designs, drawings, specifications, or other services.

B. THE LESSOR REMAINS SOLELY RESPONSIBLE FOR DESIGNING, CONSTRUCTING, OPERATING, AND MAINTAINING THE LEASED PREMISES IN FULL ACCORDANCE WITH THE REQUIREMENTS OF THE LEASE. The Government retains the right to review and approve many aspects of the Lessor's design, including without limitation, review of the Lessor's design and construction drawings, shop drawings, product data, finish samples, and completed base building and TI construction. Such review and approval is intended to identify potential design flaws, to minimize costly misdirection of effort, and to assist the Lessor in its effort to monitor whether such design and construction comply with applicable laws and satisfy all Lease requirements.

C. Neither the Government's review, approval or acceptance of, nor payment through rent of the services required under this contract, shall be construed to operate as a waiver of any rights under this contract or of any cause of action arising out of the performance of this contract, and the Lessor shall be and remain liable to the Government in accordance with applicable law for all damages to the Government caused by the Lessor's negligent performance of any of the services required under this Lease.

D. Design and construction and performance information is contained throughout several of the documents which comprise this Lease. The Lessor shall provide to space planners, architects, engineers, construction contractors, etc., all information required whether it is found in this Lease, special requirements and attachments, price lists, or design intent drawings. Reliance upon one of these documents to the exclusion of any other may result in an incomplete understanding of the scope of the work to be performed and/or services to be provided.

The Lessor shall be responsible for the professional quality, technical accuracy, and the coordination of all designs, drawings, specifications, and other services furnished by the Lessor under this contract. The Lessor shall, without additional compensation, correct or revise any errors or deficiencies in its designs, drawings, specifications, or other services.

3.07 QUALITY AND APPEARANCE OF BUILDING (JUN 2012)

The Building in which the Premises are located shall be designed, built and maintained in good condition and in accordance with the Lease requirements. If not new or recent construction, the Building shall have undergone by occupancy, modernization, or adaptive reuse for office space with modern conveniences. The Building shall be compatible with its surroundings. Overall, the Building shall project a professional and aesthetically pleasing appearance including an attractive front and entrance way.

3.08 VESTIBULES (OCT 2020)

A. Vestibules shall be provided at public entrances wherever entry to the Space is directly from the outside. In the event of negative air pressure conditions, provisions shall be made for equalizing air pressure. For measurement purposes, vestibules are considered building support space and not ABOA.

B. The Lessor shall provide permanent entryway systems (such as grilles or grates) to control dirt and particulates from entering the Building at all primary exterior entryways.

A. Existing vestibules shall remain in place at public entrances and exits. In the event of negative air pressure conditions, provisions shall be made for equalizing air pressure.

B. Existing grilles and grates shall remain in place to control dirt and particulates from entering the Building at all primary exterior entryways.

3.09 MEANS OF EGRESS (MAY 2015)

A. Prior to occupancy, the Premises and any parking garage areas shall meet or will be upgraded to meet, either the applicable egress requirements in the National Fire Protection Association, Life Safety Code (NFPA 101), or the International Code Council, International Building Code (IBC), each current as of the Lease Award Date, or use an alternative approach or method that achieves an equivalent level of safety deemed acceptable by the Government.

B. The Space shall have unrestricted access to a minimum of two remote exits on each floor of Government occupancy.

C. Interlocking or scissor stairs located on the floor(s) where Space is located shall only count as one exit stair.

D. A fire escape located on the floor(s) where Space is located shall not be counted as an approved exit stair.

E. Doors shall not be locked in the direction of egress unless equipped with special locking hardware in accordance with requirements of NFPA 101 or the IBC.

3.10 AUTOMATIC FIRE SPRINKLER SYSTEM (SEP 2013)

A. Any portion of the Space located below-grade, including parking garage areas, and all areas in a Building referred to as "hazardous areas" (defined in National Fire Protection Association (NFPA) 101) that are located within the entire Building (including non-Government areas) shall be protected by an automatic fire sprinkler system or an equivalent level of safety.

B. For Buildings in which any portion of the Space is on or above the sixth floor, then, at a minimum, the Building up to and including the highest floor of Government occupancy shall be protected by an automatic fire sprinkler system or an equivalent level of safety.

C. For Buildings in which any portion of the Space is on or above the sixth floor, and lease of the Space will result, either individually or in combination with other Government Leases in the Building, in the Government leasing 35,000 or more ANSI/BOMA Office Area SF of Space in the Building, then the entire Building shall be protected throughout by an automatic fire sprinkler system or an equivalent level of safety.

D. Automatic fire sprinkler system(s) shall be installed in accordance with the requirements of NFPA 13, Standard for the Installation of Sprinkler Systems that was in effect on the actual date of installation.

E. Automatic fire sprinkler system(s) shall be maintained in accordance with the requirements of NFPA 25, Standard for the Inspection, Testing, and Maintenance of Water-based Fire Protection Systems (current as of the Lease Award Date).

F. "Equivalent level of safety" means an alternative design or system (which may include automatic fire sprinkler systems), based upon fire protection engineering analysis, which achieves a level of safety equal to or greater than that provided by automatic fire sprinkler systems.

3.11 FIRE ALARM SYSTEM (SEP 2013)

- A. A Building-wide fire alarm system shall be installed in the entire Building in which any portion of the Space is located on the 3rd floor or higher.
- B. The fire alarm system shall be installed in accordance with the requirements of NFPA 72, National Fire Alarm and Signaling Code, that was in effect on the actual date of installation.
- C. The fire alarm system shall be maintained in accordance with the requirements of NFPA 72, National Fire Alarm and Signaling Code (current as of the Lease Award Date).
- D. The fire alarm system shall transmit all fire alarm signals to the local fire department via any of the following means: directly to the local fire department, to the (911) public communications center, to a central station, to a remote supervising station, or to a proprietary supervising station.
- E. If the Building's fire alarm control unit is over 25 years old as of the date of award of this Lease, Lessor shall install a new fire alarm system in accordance with the requirements of NFPA 72, National Fire Alarm and Signaling Code (current as of the Lease Award Date), prior to Government acceptance and occupancy of the Space.

3.12 ENERGY INDEPENDENCE AND SECURITY ACT (SLAT) (OCT 2020)Energy-related Requirements:

- A. The Energy Independence and Security Act (EISA) establishes the following requirements for Government Leases in Buildings that have not earned the ENERGY STAR® Label conferred by the Environmental Protection Agency (EPA) within one year prior to the due date for final proposal revisions ("most recent year").
- B. If this Lease was awarded under any of EISA's Section 435 statutory exceptions, the Lessor shall either:
1. Earn the ENERGY STAR® Label prior to acceptance of the Space (or not later than one year after the Lease Award Date of a succeeding or superseding Lease); or
 2. (i) Complete energy efficiency and conservation improvements if any, agreed to by Lessor in lieu of earning the ENERGY STAR® Label prior to acceptance of the Space (or not later than one year after the Lease Award Date of a succeeding or superseding Lease); and
(ii) Obtain and publicly disclose the Building's current ENERGY STAR® score (using EPA's Portfolio Manager tool), unless the Lessor cannot access whole building utility consumption data, or there is no building category within Portfolio Manager to benchmark against, including spaces—
 - I. That are located in States with privacy laws that provide that utilities shall not provide such aggregated information to multitenant building owners; and
 - II. For which tenants do not provide energy consumption information to the commercial building owner in response to a request from the building owner. (A Federal agency that is a tenant of the space shall provide to the building owner, or authorize the owner to obtain from the utility, the energy consumption information of the space for the benchmarking and disclosure required by this subparagraph D).
 - III. That cannot be benchmarked (scored) using EPA's Portfolio Manager tool because of excessive vacancy; in which case Lessor agrees to obtain the score and publicly disclose it within 120 days of the eligibility to obtain a score using the EPA Portfolio Manager tool.

Note: "public disclosure" means posting the Energy Star® score on state or local websites in those areas that have applicable disclosure mandates and reporting the score to the Government via Portfolio Manager. In the absence of an applicable state or local disclosure mandate, Lessor shall either generate and display the Energy Star® score in a public space at the building location or post the score on Lessor's or Lessor's Parent/Affiliate website.

- C. If this Lease was awarded to a Building to be built or to a Building predominantly vacant as of the due date for final proposal revisions and was unable to earn the ENERGY STAR® label for the most recent year (as defined above) due to insufficient occupancy but was able to demonstrate sufficient evidence of capability to earn the ENERGY STAR® label, then Lessor must earn the ENERGY STAR® label within 18 months after occupancy by the Government.

Hydrology-related Requirements:

- D. 1. Per EISA Section 438, the sponsor of any development or redevelopment project involving a Federal facility with a footprint that exceeds 5,000 square feet shall use site planning, design, construction, and maintenance strategies for the property to maintain or restore, to the maximum extent technically feasible, the predevelopment hydrology of the Property with regard to the temperature, rate, volume, and duration of flow. If the Lessor proposes to satisfy the Government's space requirements through a development or redevelopment project, and the Government will be the sole or predominant tenant such that any other use of the Property will be functionally or quantitatively incidental to the Government's use, the Lessor is required to implement hydrology maintenance and restoration requirements as required by EISA Section 438.
- a. For the purposes of applying EISA Section 438 in this lease, "sponsor" shall mean "Lessor", and "exceeds 5,000 square feet" shall mean construction that disturbs 5,000 square feet or more of land area at the Property or on adjoining property to accommodate the Government's

requirements, or at the Property for whatever reason. Information regarding implementation of the hydrology maintenance and restoration requirements can be found at: <http://www.epa.gov/greeningepa/technical-guidance-implementing-stormwater-runoff-requirements-federal-projects>

b. Lessor is required to implement these hydrology maintenance and restoration requirements to the maximum extent technically feasible, prior to acceptance of the Space, (or not later than one year after the Lease Award Date or Lease Term Commencement Date, whichever is later, of a succeeding or superseding Lease). Additionally, this Lease requires EISA Section 438 storm water compliance not later than one year from the date of any applicable disturbance (as defined in EISA Section 438) of more than 5,000 square feet of ground area if such disturbance occurs during the term of the Lease if the Government is the sole or predominant tenant. In the event the Lessor is required to comply with EISA Section 438, Lessor shall furnish the Government, prior to the filing for permits for the associated work, with a certification from Lessor's engineer that the design meets the hydrology maintenance and restoration requirements of EISA Section 438.

3.13 ELEVATORS (OCT 2020)

A. The Lessor shall provide suitable passenger elevator and, when required by the Government, freight elevator service to any of the Premises not having ground level access. Service shall be available during the normal hours of operation specified in the in this Lease. However, one passenger elevator and, when required by the Government, one freight elevator shall be available at all times for Government use. When a freight elevator is required by the Government, it shall be accessible to the loading areas. When possible, the Government shall be given 24-hour advance notice if the service is to be interrupted for more than 1-1/2 hours. Normal service interruption shall be scheduled outside of the Government's normal working hours. The Lessor shall also use best efforts to minimize the frequency and duration of unscheduled interruptions.

B. Code: Elevators shall conform to the requirements of the American Society of Mechanical Engineers ASME A17.1/CSA B44, Safety Code for Elevators and Escalators that were in effect based on the elevator installation date code year. Elevators shall be provided with Phase I emergency recall operation and Phase II emergency in-car operation in accordance with ASME A17.1/CSA B44. Fire alarm initiating devices (e.g., smoke detectors) used to initiate Phase I emergency recall operation shall be installed in accordance with the requirements of NFPA 72, National Fire Alarm and Signaling Code. The elevators shall be inspected and maintained in accordance with the current edition of the ASME A17.2, Inspector's Manual for Elevators. Except for the reference to ASME A17.1 in ABAAS, Section F105.2.2, all elevators must meet ABAAS requirements for accessibility in Sections 407, 408, and 409 of ABAAS.

C. Safety Systems: Elevators shall be equipped with telephones or other two-way emergency communication systems. The system used shall be marked and shall reach an emergency communication location staffed 24 hours per day, 7 days per week.

D. Speed: The passenger elevators shall have a capacity to transport in 5 minutes 15 percent of the normal population of all upper floors (based on 150 SF per person). Further, the dispatch interval between elevators during the up-peak demand period shall not exceed 35 seconds.

E. Interior Finishes: Elevator cab walls shall be hardwood, marble, granite, or an equivalent pre-approved by the LCO. Elevator cab floors shall be marble, granite, terrazzo, or an equivalent pre-approved by the LCO.

3.14 DEMOLITION (JUN 2012)

The Lessor shall remove existing abandoned electric, telephone, and data cabling and devices, as well as any other improvements or fixtures in place to accommodate the Government's requirements. Any demolition of existing improvements that is necessary to satisfy the Government's layout shall be done at the Lessor's expense.

3.15 ACCESSIBILITY (FEB 2007)

The Building, leased Space, and areas serving the leased Space shall be accessible to persons with disabilities in accordance with the Architectural Barriers Act Accessibility Standard (ABAAS), Appendices C and D to 36 CFR Part 1191 (ABA Chapters 1 and 2, and Chapters 3 through 10). To the extent the standard referenced in the preceding sentence conflicts with local accessibility requirements, the more stringent shall apply.

3.16 CEILINGS (SLAT) (OCT 2020)

A complete acoustical ceiling system (which includes grid and lay-in tiles or other Building standard ceiling system as approved by the LCO) throughout the Premises and all common areas accessible to Government tenants shall be required. The acoustical ceiling system shall be furnished, installed, and coordinated with TIs.

Ceilings shall be at a minimum **9 feet and 0 inches** and no more than 12 feet, 0 inches measured from floor to the lowest obstruction. Areas with raised flooring shall maintain these ceiling height limitations above the finished raised flooring. Bulkheads and hanging or surface mounted light fixtures which impede traffic ways shall be avoided. Ceilings shall be uniform in color and appearance throughout the Space, with no obvious damage to tiles or grid. Ceilings shall have a minimum noise reduction coefficient (NRC) of 0.60 throughout the Government demised area.

Offices and conference rooms shall have mineral and acoustical tile or lay in panels with textured or patterned surface and tegular edges or an equivalent pre-approved by the LCO. Restrooms shall have plastered or spackled and taped gypsum board.

3.17 EXTERIOR AND COMMON AREA DOORS AND HARDWARE (SEP 2013)

A. Exterior Building doors and doors necessary to the lobbies, common areas, and core areas shall be required. This does not include suite entry or interior doors specific to TIs.

B. Exterior doors shall be weather tight and shall open outward. Hinges, pivots, and pins shall be installed in a manner which prevents removal when the door is closed and locked. These doors shall have a minimum clear opening of 32" clear wide x 80" high (per leaf). Doors shall be heavy duty, flush, 1) hollow steel construction, 2) solid core wood, or 3) insulated tempered glass. As a minimum requirement, hollow steel doors shall be fully insulated, flush, #16-gauge hollow steel. Solid-core wood doors and hollow steel doors shall be at least 1-3/4 inches thick. Door assemblies shall be of durable finish and shall have an aesthetically pleasing appearance acceptable to the LCO. The opening dimensions and operations shall conform to the governing building, fire safety, accessibility, and energy codes and/or requirements. Fire door assemblies shall be listed and labeled. Labels on fire door assemblies shall be maintained in a legible condition. Fire door assemblies and their accompanying hardware, including frames and closing devices shall be installed in accordance with the requirements of NFPA 80, Standard for Fire Doors and Other Opening Protectives.

C. Exterior doors and all common area doors shall have door handles or door pulls with heavyweight hinges. All doors shall have corresponding doorstops (wall or floor mounted) and silencers. All public use doors and restroom doors shall be equipped with kick plates. All doors shall have automatic door closers. All Building exterior doors shall have locking devices installed to reasonably deter unauthorized entry.

3.18 WINDOWS (SMALL) (SEP 2015)

All windows shall be locked and weather tight. Windows accessible from fire escapes must be readily operable from the inside of the Building.

3.19 PARTITIONS: PERMANENT (SLAT) (OCT 2020)

Permanent partitions shall extend from the structural floor slab to the structural ceiling slab, surrounding the Space, stairs, corridors, elevator shafts, restrooms, all columns, and janitor closets. They shall have a flame spread rating of 25 or less and a smoke development rating of 450 or less (ASTM E-84). Stairs, elevators, and other floor openings shall be enclosed by partitions and shall have the fire resistance required by the applicable building code, fire code and ordinances adopted by the jurisdiction in which the Building is located (such as the International Building Code, etc.) current as of the Lease Award Date.

3.20 INSULATION: THERMAL, ACOUSTIC, AND HVAC (SMALL) (OCT 2020)

A. No insulation installed with this project shall be material manufactured using chlorofluorocarbons (CFCs), nor shall CFCs be used in the installation of the product.

B. All insulation containing fibrous materials exposed to air flow shall be rated for that exposure or shall be encapsulated.

C. Insulating properties for all materials shall meet or exceed applicable industry standards. Polystyrene products shall meet American Society for Testing and Materials (ASTM) C578 91.

D. All insulation shall contain low emitting volatiles and not result in indoor air levels above 0.016 parts per million (ppm) of formaldehyde.

E. The maximum flame spread and smoke developed index for insulation shall meet the requirements of the applicable local codes and ordinances (current as of the Lease Award Date) adopted by the jurisdiction in which the Building is located.

3.21 PAINTING – SHELL (SMALL) (OCT 2020)

The Lessor shall bear the expense for all painting associated with the Building shell, including all common areas. Exterior perimeter walls and interior core walls within the Space shall be spackled and prime painted. If any Building shell areas are already painted prior to TIs, then the Lessor shall repaint, at the Lessor's expense, as necessary during TIs.

3.22 FLOORS AND FLOOR LOAD (OCT 2019)

A. All adjoining floor areas shall be of a common level not varying more than 1/4 inch over a 10-foot horizontal run, in accordance with the American Concrete Institute standards, non-slip, and acceptable to the LCO.

B. Under-floor surfaces shall be smooth and level. Office areas shall have a minimum live load capacity of 50 pounds per ABOA SF plus 20 pounds per ABOA SF for moveable partitions. Storage areas shall have a minimum live load capacity of 100 pounds per ABOA SF, including moveable partitions. Lessor may be required to provide a report by a registered structural engineer showing the floor load capacity, at the Lessor's expense. Calculations and structural drawings may also be required.

3.23 FLOOR COVERING AND PERIMETERS – SHELL (SLAT) (OCT 2020)

Flooring material through Building common areas shall be of quality materials, as approved by the LCO.

3.24 MECHANICAL, ELECTRICAL, PLUMBING: GENERAL (APR 2011)

The Lessor shall provide and operate all Building equipment and systems in accordance with applicable technical publications, manuals, and standard procedures. Mains, lines, and meters for utilities shall be provided by the Lessor. Exposed ducts, piping, and conduits are not permitted in office Space.

3.25 ELECTRICAL (SLAT) (OCT 2020)

- A. The Lessor shall be responsible for meeting the applicable requirements of local codes and ordinances. When codes conflict, the more stringent standard shall apply.
- B. All power distribution equipment shall be required to handle the actual specified and projected loads and 10 percent spare load capacity. Fuses and circuit breakers shall be plainly marked or labeled to identify circuits or equipment supplied through them.
- C. Convenience outlets shall be installed in accordance with NFPA Standard 70, National Electrical Code, or local code, whichever is more stringent. The Lessor shall provide duplex utility outlets in restrooms, corridors, and dispensing areas.

3.26 ADDITIONAL ELECTRICAL CONTROLS (JUN 2012)

If the Government pays separately for electricity, no more than 500 SF of office may be controlled by one switch or automatic light control for all office Space on the Government meter, whether through a building automation system, time clock, occupant sensor, or other comparable system acceptable to the LCO.

3.27 PLUMBING (JUN 2012)

The Lessor shall include the cost of plumbing in common areas. Hot and cold water risers and domestic waste and vent risers, installed and ready for connections that are required for TIs, shall be included in the shell rent.

3.28 DRINKING FOUNTAINS (OCT 2018)

On each floor of Government-occupied Space, the Lessor shall provide a minimum of two drinking fountains with chilled potable water within 200 feet of travel from any Government-occupied area on the floor. The fountains shall comply with Section F211 of the Architectural Barriers Act Accessibility Standard. Potable is defined as water meeting current EPA primary drinking water standards or more stringent, applicable state or local regulations. The Lessor shall serve as first responder to any occupant complaints about drinking water. The Lessor shall promptly investigate any such complaints and implement the necessary controls to address the complaints and maintain potable water conditions.

3.29 RESTROOMS (SMALL) (OCT 2020)

- A. Separate restroom facilities for men and women shall be provided in accordance with local code or ordinances, on each floor occupied by the Government in the Building. The facilities shall be located so that employees will not be required to travel more than 200 feet, on one floor to reach the restrooms. Each restroom shall have sufficient water closets enclosed with modern stall partitions and doors, urinals (in men's room), and hot (set in accordance with applicable building codes) and cold water. Water closets and urinals shall not be visible when the exterior door is open.
- B. Restrooms must meet ABAAS requirements as stated under this Lease.

3.30 HEATING, VENTILATION, AND AIR CONDITIONING – SHELL (SLAT) (OCT 2021)

- A. Central HVAC systems shall be installed and operational, including, as appropriate, main and branch lines, VAV boxes, dampers, flex ducts, and diffusers, for an open office layout, including all Building common areas. Systems shall be designed with sufficient systems capacity to meet all requirements in this Lease; equipment shall be concealed. Areas having excessive heat gain or heat loss or affected by solar radiation at different times of the day, shall be independently controlled.
- B. Any ductwork to be reused and/or to remain in place shall be cleaned, tested, and demonstrated to be clean in accordance with the standards set forth by NADCA. The cleaning, testing, and demonstration shall occur immediately prior to Government occupancy to avoid contamination from construction dust and other airborne particulates.
- C. During working hours in periods of heating and cooling, ventilation shall be provided in accordance with the American National Standards Institute, American Society of Heating, Refrigeration and Air-Conditioning Engineers (ANSI/ASHRAE) Standard 62.1, Ventilation for Acceptable Indoor Air Quality that corresponds with how the HVAC system was designed to perform. At a minimum, Lessor must meet ASHRAE Standard 62.1-2004.
- D. Heating and air-conditioning air distribution systems (air handling units, VAV boxes, fan coil units, etc.) for the Space shall be equipped with particulate matter air filters that meet the Minimum Efficiency Reporting Value (MERV) specified in the ANSI/ASHRAE Standard 62.1 version referenced in sub-paragraph C. Locations that do not meet the EPA National Ambient Air Quality Standards (NAAQS) for particulates (PM 10 or

PM 2.5) must be equipped with additional filtration on outdoor air intakes as required in ANSI/ASHRAE Standard 62.1. NAAQS information can be found at [HTTPS://WWW.EPA.GOV/GREEN-BOOK](https://www.epa.gov/green-book).

- E. Restrooms shall be properly exhausted, with a minimum of 10 air changes per hour.
- F. For all refrigerant-containing equipment with over 50 pounds of ozone-depleting substances (including chlorofluorocarbons- CFCs or hydrochlorofluorocarbons- HCFCs), the Lessor shall comply with the U.S. Environmental Protection Agency (EPA)'s Significant New Alternative Policy (SNAP) Program for acceptable substitutes and alternatives to ozone-depleting substances when equipment is replaced, comes to its end of useful life, or when newly purchased. Upon request, the Lessor must provide to the Government the type of refrigerant used in chillers and HVAC systems, and the date by which the Lessor plans to replace ozone depleting substances with acceptable refrigerant substitutes in accordance with EPA's SNAP program.

3.31 TELECOMMUNICATIONS: DISTRIBUTION AND EQUIPMENT (SLAT) (OCT 2020)

- A. Building telecommunication rooms must be completed, operational, and ready for use by Government's telecommunications provider. The telephone closets shall be equipped with deadlocking latch bolt with a minimum throw of ½ inch and include a telephone backboard.
- B. Telecommunications switch rooms, wire closets, and related spaces shall meet applicable Telecommunications Industry Association (TIA), Electronic Industries Alliance (EIA) and NFPA standards. Bonding and grounding shall be in accordance with NFPA Standard 70, NEC National Electrical Code, and other applicable NFPA standards and/or local code requirements.

3.32 TELECOMMUNICATIONS: LOCAL EXCHANGE ACCESS (SMALL) (OCT 2020)

- A. The Government may elect to contract its own telecommunications service in the Space.
- B. The Lessor shall allow the Government's designated telecommunications providers access to utilize existing Building wiring to connect its services to the Government's Space, or, if existing Building wiring is insufficient, the Lessor shall provide access from the point of entry into the Building to the Government's floor Space, subject to any inherent limitations in the pathway involved.
- C. The Lessor shall allow the Government's designated telecommunications providers to affix telecommunications antennas to roof, parapet, or Building envelope (access from the antennas to the Premises shall be provided) and to affix transmission devices in appropriate common areas so as to allow the use of cellular telephones and other emerging technologies.

3.33 LIGHTING: INTERIOR AND PARKING – SHELL (SLAT) (OCT 2020)

NOTE: FOR PRICING ESTIMATING PURPOSES, FIXTURES WILL BE INSTALLED AT THE AVERAGE RATIO OF 1 FIXTURE PER 80 ABOA SF.

- A. INTERIOR FIXTURES: T-8, T-5, or LED light fixtures (and associated ballasts or drivers) shall be installed as either ceiling grid or pendant mounted for an open-office plan. Ceiling grid fixtures shall be either 2' wide by 4' long or 2' wide by 2' long. Lessor shall provide, as part of Shell Rent, a minimum overall lighting fixture efficiency of 85 percent. Lamps shall maintain a uniform color level throughout the lease term.
- B. LIGHTING LEVELS: Fixtures shall have a minimum of two tubes and shall provide 50 foot-candles at desktop level (30" above finished floor) with a maximum uniformity ratio of 1.5:1. Lessor shall provide, as part of Shell Rent, 10 average foot-candles in all other Building areas within the Premises with a uniformity ratio of 4:1. Emergency egress lighting levels shall be provided in accordance with the local applicable building codes (but not less than 1 foot-candle) by either an onsite emergency generator or fixture mounted battery packs.
- B. LIGHTING LEVELS WITH TASK LIGHTING: Fixtures shall have a minimum of two tubes and shall provide 30 foot-candles at desktop level (30" above finished floor) with a maximum uniformity ratio of 1.5:1 for 90 percent of the total Space, and 50 foot-candles at desktop level (30" above finished floor) with a maximum uniformity ratio of 1.5:1 for 90 percent of the Space. Lessor shall provide, as part of Shell Rent, 10 average foot-candles in all other Building areas within the Premises with a uniformity ratio of 4:1. Emergency egress lighting levels shall be provided in accordance with the local applicable building codes (but not less than 1 foot-candle) by either an onsite emergency generator or fixture mounted battery packs.
- C. POWER DENSITY: The maximum fixture power density shall not exceed 1.4 watts per ABOA SF.
- D. OCCUPANCY SENSORS: The Lessor shall provide occupancy sensors to reduce the hours that the lights are on when the Space is unoccupied.
- E. BUILDING PERIMETER: Exterior parking areas, vehicle driveways, pedestrian walks, and the Building perimeter lighting levels shall be designed per Illuminating Engineering Society (IES) standards. Provide 5 foot-candles for doorway areas, 3 foot-candles for transition areas and at least 1 foot-candle at the surface throughout the parking lot. Parking lot fixtures shall provide a maximum to minimum uniformity ratio of 15:1 and a maximum to average uniformity ratio of 4:1.
- F. PARKING STRUCTURES: The minimum illuminance level for parking structures is 5 foot-candles as measured on the floor with a uniformity ratio of 10:1.

G. EXTERIOR POWER BACKUP: Exterior egress, walkway, parking lot, and parking structure lighting must have emergency power backup to provide for safe evacuation of the Building.

3.34 INDOOR AIR QUALITY DURING CONSTRUCTION (SLAT) (OCT 2021)

- A. The Lessor shall provide to the Government safety data sheets (SDS) or other appropriate documents upon request, but prior to installation or use for the following products, including but not limited to, adhesives, caulking, sealants, insulating materials, fireproofing or fire stopping materials, paints, carpets, floor and wall patching or leveling materials, lubricants, clear finishes for wood surfaces, janitorial cleaning products, and pest control products.
- B. The LCO may eliminate from consideration products with significant quantities of toxic, flammable, corrosive, or carcinogenic material and products with potential for harmful chemical emissions. Materials used often or in large quantities will receive the greatest amount of review.
- C. Where demolition or construction work occurs adjacent to occupied Space, the Lessor shall erect appropriate barriers (noise, dust, odor, etc.) and take necessary steps to minimize interference with the occupants. This includes maintaining acceptable temperature, humidity, and ventilation in the occupied areas during window removal, window replacement, or similar types of work.
- D. HVAC during Construction: If air handlers are used during construction, the Lessor shall provide filtration media with a MERV of 8 at each return air grill, as determined by ASHRAE Standard 52.2, Method of Testing General Ventilation Air Cleaning Devices for Removal Efficiency by Particle Size.
- E. Flush-Out Procedure: The Lessor shall sufficiently flush-out or ventilate the area(s) following construction and prior to occupancy in order to remove any detectable odors or visible dust related to the work.

3.35 DUE DILIGENCE AND NATIONAL ENVIRONMENTAL POLICY ACT REQUIREMENTS – LEASE (SEP 2014)

A. Environmental Due Diligence

Lessor is responsible for performing all necessary “response” actions (as that term is defined at 42 U.S.C. § 9601(25) of the Comprehensive Environmental Response, Compensation and Liability Act (CERCLA)) with regard to all “recognized environmental conditions,” as that term is defined in ASTM Standard E1527-13, as such standard may be revised from time to time. This obligation extends to any contamination of the Property where such contamination is not attributable to the Government. Lessor must provide the Government with a summary report demonstrating completion of all required response actions prior to Substantial Completion. Any remediation performed by or on behalf of Lessor must be undertaken in strict compliance with all applicable federal, state and local laws and regulations.

B. National Environmental Policy Act

The National Environmental Policy Act regulations provide for analyzing proposed major federal actions to determine if there are ways to mitigate the impact of the proposed actions to avoid, minimize, rectify, reduce, or compensate for environmental impacts associated with such actions. Where the Government has determined that any or all of these mitigation measures should be or must be adopted to lessen the impact of these proposed actions, Lessor must incorporate all mitigation measures identified and adopted by the Government in the design and construction drawings and specifications. All costs and expenses for development of design alternatives, mitigation measures and review submittals for work to be performed under the Lease are the sole responsibility of Lessor.

3.36 NATIONAL HISTORIC PRESERVATION ACT REQUIREMENTS - LEASE (SMALL) (SEP 2015)

A. Where a Memorandum of Agreement or other pre-award agreement concluding the Section 106 consultation includes mitigation, design review or other continuing responsibilities of the Government, Lessor must allow the Government access to the Property to carry out compliance activities. For Tenant Improvements and other tenant-driven alterations within an existing historic building, that could affect historic properties, compliance also may require on-going design review. In these instances, Lessor will be required to retain, at its sole cost and expense, the services of a preservation architect who meets or exceeds the *Secretary of the Interior's Professional Qualifications Standards for Historic Architecture*, as amended and annotated and previously published in the Code of Federal Regulations, 36 C.F.R. part 61, and the *GSA Qualifications Standards for Preservation Architects*. These standards are available at: [HTTP://WWW.GSA.GOV/HISTORICPRESERVATION](http://www.gsa.gov/historicpreservation)>Project Management Tools> Qualification Requirements for Preservation Architects. The preservation architect will be responsible for developing preservation design solutions and project documentation required for review by the Government, the State Historic Preservation Officer (SHPO), the Tribal Historic Preservation Officer (THPO), if applicable, and other consulting parties in accordance with Section 106. For Tenant Improvements and other tenant-driven alterations within an existing historic building, the preservation architect must develop context-sensitive design options consistent with the *Secretary of the Interior's Standards for the Treatment of Historic Properties*.

B. The costs for development of design alternatives and review submittals for work required under the Lease are the sole responsibility of Lessor. In addition, building shell costs relating to such design alternatives are the sole responsibility of Lessor and must be included in the shell rent

3.37 BUILDING DIRECTORY (OCT 2021)

A directory listing the Government agency shall be provided in the Building lobby. The directory must be acceptable to the LCO.

3.38 FLAGPOLE (SEP 2013)

If the Government is the sole occupant of the Building, a flagpole shall be provided at a location to be approved by the LCO. The flag of the United States of America will be provided by the Lessor, as part of shell rent, and replaced at all times during the Lease term when showing signs of wear.

SECTION 4 DESIGN, CONSTRUCTION, AND POST AWARD ACTIVITIES

4.01 SCHEDULE FOR COMPLETION OF SPACE (SLAT) (OCT 2021)

Design and construction activities for the Space shall commence upon Lease award.

Construction of TIs and completion of other required construction work: The Lessor shall complete all work as required in this Lease not later than **90** Working Days following Lease award.

Design and construction activities for the Space shall commence upon Lease award. The Lessor shall schedule the following activities to achieve timely completion of the work required by this Lease:

4.02 GREEN LEASE SUBMITTALS (SLAT) (OCT 2021)

Upon request, the Lessor shall submit to the LCO:

- A. Product data sheets upon request for floor coverings, paints and wall coverings, ceiling materials, all adhesives, wood products, suite and interior doors, subdividing partitions, wall base, door hardware finishes, window coverings, millwork substrate and millwork finishes, lighting and lighting controls, and insulation to be used within the leased Space. This information must be submitted NO LATER THAN the submission of the DIDs.
- B. SDS or other appropriate documents upon request for products listed in the Lease. All SDS shall comply with Occupational Safety and Health Administration (OSHA) requirements for the Globally Harmonized System of Classification and Labeling of Chemicals (GHS). The Lessor and its agents shall comply with all recommended measures in the SDS to protect the health and safety of personnel.
- C. Radon test results as may be required by the "Radon in Air" and "Radon in Water" in the Lease.
- D. If renewable source power is purchased, documentation within 9 months of occupancy.

4.03 CONSTRUCTION SCHEDULE AND INITIAL CONSTRUCTION MEETING (SLAT) (OCT 2020)

Upon request by the Lease Contracting Officer, the Lessor shall furnish a detailed construction schedule to the Government within five Working Days. The Lessor shall arrange the initial Construction Meeting and shall keep meeting minutes of discussion topics and attendance for this and all subsequent meetings. Upon request by the Lease Contracting Officer, the Lessor shall have contractor representatives in attendance including its architects, engineers, and the general contractor.

4.04 ACCESS BY THE GOVERNMENT PRIOR TO ACCEPTANCE (SEP 2013)

The Government shall have the right to access any space within the Building during construction for the purposes of performing inspections or installing Government furnished equipment. The Government shall coordinate the activity of Government contractors with the Lessor to minimize conflicts with and disruption to other contractors on site. Access shall not be unreasonably denied to authorized Government officials including, but not limited to, Government contractors, subcontractors, or consultants acting on behalf of the Government on this project.

4.05 CONSTRUCTION INSPECTIONS (SEP 2015)

- A. The LCO or the LCO's designated technical representative may periodically inspect construction work to review compliance with Lease requirements and approved DIDs, if applicable.
- B. Periodic reviews, witnessing of tests and inspections by the Government shall not constitute approval of the Lessor's apparent progress toward meeting the Government's objectives but are intended to discover any information which the LCO may be able to call to the Lessor's attention to prevent costly misdirection of effort. The Lessor shall remain responsible for designing, constructing, operating, and maintaining the Building in full accordance with the requirements of the Lease.

4.06 TENANT IMPROVEMENTS PRICE PROPOSAL (OCT 2020)

A. The Lessor's TI price proposal shall be supported by sufficient cost or pricing data to enable the Government to evaluate the reasonableness of the proposal, or documentation that the Proposal is based upon competitive proposals (as described below) obtained from entities not affiliated with the Lessor. Any work shown on the CDs that is required to be included in the Building shell rent or already priced as BSAC shall be clearly identified and excluded from the TI price proposal. After negotiation and acceptance of the TI price, GSA shall issue a NTP to the Lessor.

B. Under the provisions of FAR Subpart 15.4, the Lessor shall submit a TI price proposal with information that is adequate for the Government to evaluate the reasonableness of the price or determining cost realism for the TIs within the time frame specified in this section. The TI price proposal shall use the fee rates specified in the "Tenant Improvement Fee Schedule" paragraph of this Lease. The Lessor shall exclude from the TI price proposal

all costs for fixtures and/or other TIs already in place, provided the Government has accepted same. However, the Lessor will be reimbursed for costs to repair or improve the fixture(s) and/or any other improvements already in place. The Lessor must provide certified cost or pricing data for TI proposals exceeding the threshold in FAR ~~15.403-4~~, to establish a fair and reasonable price. For TI proposals that do not exceed the threshold in FAR 15-403-4, the Lessor shall submit adequate documentation to support the reasonableness of the price proposal as determined by the LCO.

C. The TIs scope of work includes the Lease, the DIDs, the CDs, and written specifications. In cases of discrepancies, the Lessor shall immediately notify the LCO for resolution. All differences will be resolved by the LCO in accordance with the terms and conditions of the Lease.

D. In lieu of requiring the submission of detailed cost or pricing data as described above, the Government (in accordance with FAR 15.403) is willing to negotiate a price based upon the results of a competitive proposal process. A minimum of two qualified General Contractors (GCs) shall be invited by the Lessor to participate in the competitive proposal process. Each participant shall compete independently in the process. In the absence of sufficient competition from the GCs, a minimum of two qualified subcontractors from each trade of the Tenant Improvement Cost Summary (TICS) Table (described below) shall be invited to participate in the competitive proposal process.

E. Each TI proposal shall be (1) submitted by the proposed General Contractors (or subcontractors) using the TICS Table in CSI Masterformat (filling out all sheets, including each division tab, as necessary); (2) reviewed by the Lessor prior to submission to the Government to ensure compliance with the scope of work (specified above) and the proper allocation of shell and TI costs; and (3) reviewed by the Government. General Contractors shall submit the supporting bids from the major subcontractors along with additional backup to the TICS Table in a format acceptable to the Government.

F. Unless specifically designated in this Lease as a TI or BSAC cost, all construction costs shall be deemed to be included in the Shell Rent. Any costs in the GC's proposal for Building shell items shall be clearly identified on the TICS Table separately from the TI costs.

G. The Government reserves the right to determine if bids meet the scope of work, that the price is reasonable, and that the Lessor's proposed contractors are qualified to perform the work. The Government reserves the right to reject all bids at its sole discretion. The Government reserves the right to attend or be represented at all negotiation sessions between the Lessor and potential contractors.

H. The Lessor shall demonstrate to the Government that best efforts have been made to obtain the most competitive prices possible, and the Lessor shall accept responsibility for all prices through direct contracts with all contractors. The LCO shall issue to the Lessor a NTP with the TIs upon the Government's sole determination that the Lessor's proposal is acceptable. The Lessor shall complete the work within the time frame specified in this section of the Lease.

4.07 ACCEPTANCE OF SPACE AND CERTIFICATE OF OCCUPANCY (OCT 2021)

A. Ten (10) Working Days prior to the completion of the Space, the Lessor shall issue written notice to the Government to schedule the inspection of the Space for acceptance. The Government shall accept the Space only if the construction of Building shell and TIs conforming to this Lease and the approved DIDs, if applicable, is substantially complete, a Certificate of Occupancy (C of O) has been issued as set forth below, and the Building improvements necessary for acceptance as described in the paragraph "Building Improvements" are completed.

B. The Space shall be considered substantially complete only if the Space may be used for its intended purpose, and completion of remaining work will not interfere unreasonably with the Government's enjoyment of the Space. Acceptance shall be final and binding upon the Government with respect to conformance of the completed TIs to the approved DIDs, with the exception of items identified on a punch list generated as a result of the inspection, concealed conditions, latent defects, or fraud, but shall not relieve the Lessor of any other Lease requirements.

C. The Lessor shall provide a valid C of O, issued by the local jurisdiction, for the intended use of the Government. If the local jurisdiction does not issue C of O's or if the C of O is not available, the Lessor may satisfy this condition by providing a report prepared by a licensed fire protection engineer that indicates the Space and Building are compliant with all applicable local codes and ordinances and all fire protection and life safety-related requirements of this Lease.

E. The Government will not be required to accept space prior to the schedule outlined in this Lease.

F. If applicable, upon acceptance of the Space, the Government will issue lump sum payment to the Lessor after substantial completion, in accordance with invoicing procedures outlined under any lease amendment(s) authorizing such lump sum payment. The Government shall not issue this payment in increments or as partial payments.

4.08 LEASE TERM COMMENCEMENT DATE AND RENT RECONCILIATION (OCT 2021)

At acceptance, the Space shall be measured in accordance with the standards set forth in this Lease to determine the total ABOA SF in the Space. The rent for the Space will be adjusted based upon the measured ABOA square footage as outlined under the Payment clause of the General Clauses. At acceptance, the Lease term shall commence. The Lease Term Commencement Date, final measurement of the Space, reconciliation of the annual rent, and amount of Commission Credit, if any, shall be memorialized by Lease Amendment.

4.09 AS-BUILT DRAWINGS (OCT 2021)

Not later than **60** days after the acceptance of the Space, the Lessor, at Lessor's expense, shall furnish to the Government a complete set of Computer Aided Design (CAD) files of as-built floor plans showing the Space under Lease, as well as corridors, stairways, and core areas. As-built drawings shall include those for Civil, Architectural, Mechanical, Electrical, and Plumbing features, including, but not limited to, those for IT, Communications, Security, and Fire Protection. The plans shall have been generated by a CAD program which is compatible with the latest release of AutoCAD. The required file

extension is ".DWG." Clean and purged files shall be submitted in a digital format. They shall be labeled with Building name, address, list of drawing(s), date of the drawing(s), and Lessor's architect and architect's phone number.

4.10 SEISMIC RETROFIT (OCT 2020)

The following requirements apply to Leases requiring seismic retrofit:

- A. The Lessor shall provide a final construction schedule, all final design and construction documents for the seismic retrofit, including structural calculations, drawings, and specifications to the Government for review and approval prior to the start of construction. When required by local building code, a geotechnical report shall be made available to the Government.
- B. The Lessor's registered civil or structural engineer shall perform special inspections to meet the requirements of Chapter 17 of the International Building Code (IBC).
- C. For Leases requiring seismic retrofit, the Space will not be considered substantially complete until a Seismic Form E - Certificate of Seismic Compliance - Retrofitted Building, certifying that the Building meets the Basic Safety Objective of ASCE/SEI 41, executed by a registered civil or structural engineer, has been delivered to the LCO.

4.11 LESSOR'S PROJECT MANAGEMENT RESPONSIBILITIES (OCT 2020)

A. The Lessor's project management fee shall cover all of the Lessor's project management costs associated with the delivery of Tenant Improvements, including, but not limited to:

- 1. Legal fees
- 2. Travel costs
- 3. Insurance
- 4. Home office overhead and other indirect costs
- 5. Carrying costs, exclusive of the TI amortization rate. Carrying costs are those costs of capital incurred for the delivery of TI, for the period starting from Lessor's outlay of funds, until the Lease Term Commencement Date.
- 6. Municipal, county, or state fees (not related to sales tax or construction permits associated with TI buildout)
- 7. TI proposal preparation costs
- 8. Lessor's labor costs related to the management of the TI build-out.

A. The Lessor's TI rent shall cover all of the Lessor's project management costs associated with the delivery of Tenant Improvements, including, but not limited to:

- 1. Legal fees
- 2. Travel costs
- 3. Insurance
- 4. Home office overhead and other indirect costs
- 5. Carrying costs, exclusive of the TI amortization rate. Carrying costs are those costs of capital incurred for the delivery of TI, for the period starting from Lessor's outlay of funds, until the Lease Term Commencement Date.
- 6. Municipal, county, or state fees, including sales tax and construction permits associated with TI buildout.
- 7. TI proposal preparation costs
- 8. Lessor's labor costs related to the management of the TI build-out.

B. At a minimum, the Lessor shall be responsible for performing the following services:

- 1. Provide assistance and expertise to the Government project team in the form of coordination, management, and administration of the design and construction process;
- 2. Monitor performance of the general contractor and other contractors, control schedules, and oversee financial accounts;
- 3. Conduct and document design and construction project meetings;
- 4. Perform administrative tasks, including documentation, record keeping (issuing meeting minutes), and payment validation in addition to submittal and change order processing;
- 5. Maintain Request for Information (RFI), submittal, and change order logs; and
- 6. Provide technical expertise (e.g. testing, estimating, resolving claims, or responding to inquiries).

4.12 GOVERNMENT PROJECT MANAGEMENT SYSTEM (OCT 2021)

The Government may direct the Lessor to use the Government's designated project management system for post-award and post-occupancy activities. This includes, but is not limited to, design submittals (DIDs, CD, as-builts), schedule submissions, pricing proposals, reuse plans, commissioning plans, and product data sheets.

SECTION 5 TENANT IMPROVEMENT COMPONENTS

5.01 TENANT IMPROVEMENT REQUIREMENTS (OCT 2016)

The TIs shall be designed, constructed, and maintained in accordance with the standards set forth in this Lease. For pricing, only those requirements designated within this Section 5, or designated as TIs within the attached agency requirements and Security Requirements, shall be deemed to be TI costs.

5.02 FINISH SELECTIONS (SMALL) (SEP 2015)

The Lessor must consult with the Government prior to developing a minimum of three (3) options of coordinated finish samples. The finish options must be approved by GSA prior to installation. The Lessor may not make any substitutions.

5.03 WINDOW COVERINGS (SMALL) (OCT 2020)

All exterior windows shall be equipped with window blinds in new or like new condition, as approved by the Government.

5.04 DOORS: SUITE ENTRY (SMALL) (OCT 2020)

Suite entry doors shall be provided as part of the TIs and shall have a minimum clear opening of 32" wide x 84" high (per leaf). Doors shall meet the requirements of being a flush, solid core, 1-3/4-inch thick, wood door with a natural wood veneer face or an equivalent pre-approved by the Government. Hollow core wood doors are not acceptable. They shall be operable by a single effort; and shall meet the requirement of NFPA 101, Life Safety Code or the International Building Code (current as of the Lease Award Date). Doors shall be installed in a metal frame assembly which is primed and finished with a low VOC semi gloss oil-based paint finish that does not result in indoor air quality levels above 0.016 parts per million (ppm) of formaldehyde.

5.05 DOORS: INTERIOR (SLAT) (OCT 2020)

A. Doors within the Space shall be provided as part of the TIs and shall have a minimum clear opening of 32" wide x 80" high. Doors shall be flush, solid core, wood with a natural wood veneer face or an equivalent door pre-approved by the LCO. Hollow core wood doors are not acceptable. They shall be operable with a single effort, and shall meet the requirements of NFPA 101, Life Safety Code or the International Building Code (current as of the Lease Award Date). Doors shall be installed in a metal frame assembly which is primed and finished with a low VOC semi-gloss oil-based paint and which does not result in indoor air quality levels above 0.016 parts per million (ppm) of formaldehyde.

5.06 DOORS: HARDWARE (SEP 2013)

Doors shall have door handles or door pulls with heavyweight hinges. The Lessor is encouraged to avoid the use of chrome-plated hardware. All doors shall have corresponding doorstops (wall- or floor-mounted) and silencers. All door entrances leading into the Space from public corridors and exterior doors shall have automatic door closers. Doors designated by the Government shall be equipped with 5-pin, tumbler cylinder locks and strike plates. All locks shall be master keyed. Furnish at least two master keys for each lock to the Government. Any exterior entrance shall have a high security lock, with appropriate key control procedures, as determined by Government specifications. Hinge pins and hasps shall be secured against unauthorized removal by using spot welds or pinned mounting bolts. The exterior side of the door shall have a lock guard or astragal to prevent tampering of the latch hardware. Doors used for egress only shall not have any operable exterior hardware. All security-locking arrangements on doors used for egress shall comply with requirements of NFPA 101 or the International Building Code current as of the Lease Award Date.

5.07 DOORS: IDENTIFICATION (JUN 2012)

Door identification shall be installed in approved locations adjacent to office entrances as part of the TIs. The form of door identification shall be approved by the Government.

5.08 PARTITIONS: SUBDIVIDING (SLAT) (OCT 2020)

A. Office subdividing partitions shall comply with applicable building codes and local requirements and ordinances and shall be provided as part of the TIs. Partitioning shall extend from the finished floor to the finished ceiling and shall be designed to provide a minimum sound transmission class (STC) of 37. Partitioning shall be installed by the Lessor at locations to be determined by the Government as identified in the DIDs, if applicable. They shall have a flame spread rating of 25 or less and a smoke development rating of 450 or less (ASTM E-84).

B. HVAC shall be rebalanced and lighting repositioned, as appropriate, after installation of partitions.

- C. If installed in accordance with the "Automatic Fire Sprinkler System" and "Fire Alarm System" paragraphs, sprinklers and fire alarm notification appliances shall be repositioned as appropriate after installation of partitions to maintain the level of fire protection and life safety.
- D. Partitioning requirements may be satisfied with existing partitions if they meet the Government's standards and layout requirements.

5.09 PAINTING – TI (SMALL) (OCT 2020)

- A. Prior to acceptance, all surfaces within the Space which are designated by GSA for painting shall be newly finished in colors and type of paint acceptable to the Government.

5.10 FLOOR COVERINGS AND PERIMETERS (SMALL) (OCT 2019)

- A. Unless otherwise specified, broadloom carpet or carpet tiles shall be installed in accordance with manufacturing instructions to lay smoothly and evenly throughout the Space. Floor perimeters at partitions shall have wood, rubber, vinyl, or carpet base.
- B. The use of existing carpet may be approved by the Government; however, existing carpet shall be repaired, stretched, and cleaned before occupancy and shall meet the static buildup requirement as stated in the specifications below.
- C. Any alternate flooring shall be pre-approved by the Government.
- D. SPECIFICATIONS FOR CARPET TO BE NEWLY INSTALLED OR REPLACED

1. Performance requirements for broadloom and modular tile.
 - a. Static: Less than or equal to 3.5 kV when tested by AATCC Test Method 134 (Step Test Option).
 - b. Flammability: Meets CPSC-FF-1-70, DOC-FF-1-70 Methenamine Tablet Test criteria.
 - c. Flooring Radiant Panel Test: Meets NFPA 253 Class I or II depending upon occupancy and fire code when tested under ASTM E-648 for glue down installation.
 - d. Smoke Density: NBS Smoke Chamber - Less than 450 Flaming Mode when tested under ASTM E-662.
2. Texture Appearance Retention Rating (TARR). Moderate; ≥ 3.0 TARR.

5.11 HEATING AND AIR CONDITIONING (JUN 2012)

Zone Control. Provide individual thermostat control for office Space with control areas not to exceed 1,500 ABOA SF. Interior spaces must be separately zoned. Specialty occupancies (conference rooms, kitchens, etc.) must have active controls capable of sensing Space use and modulating HVAC system in response to Space demand. Areas that routinely have extended hours of operation shall be environmentally controlled through dedicated heating and air conditioning equipment. Special purpose areas (such as photocopy centers, large conference rooms, computer rooms, etc.) with an internal cooling load in excess of 5 tons shall be independently controlled. Provide concealed package air conditioning equipment to meet localized spot cooling of tenant special equipment. Portable space heaters are prohibited.

5.12 ELECTRICAL: DISTRIBUTION (SMALL) (SEP 2015)

- A. All electrical outlets shall be installed in accordance with NFPA Standard 70.
- B. The Lessor shall in all cases safely conceal outlets and associated wiring (for electricity, voice, and data) to the workstation(s) in a method acceptable to the Government.

5.13 TELECOMMUNICATIONS: DISTRIBUTION AND EQUIPMENT (JUN 2012)

Telecommunications floor or wall outlets shall be provided as part of the TIs. At a minimum, each outlet shall house one 4-pair wire jack for voice and one 4-pair wire jack for data. The Lessor shall ensure that all outlets and associated wiring, copper, coaxial cable, optical fiber, or other transmission medium used to transmit telecommunications (voice, data, video, Internet, or other emerging technologies) service to the workstation shall be safely concealed under raised floors, in floor ducts, walls, columns, or molding. All outlets/junction boxes shall be provided with rings and pull strings to facilitate the installation of cable. Some transmission medium may require special conduit, inner duct, or shielding as specified by the Government.

5.14 TELECOMMUNICATIONS: LOCAL EXCHANGE ACCESS (AUG 2008)

Provide sealed conduit to house the agency telecommunications system when required.

5.15 DATA DISTRIBUTION (OCT 2020)

The Lessor shall purchase and install data cable as part of the tenant improvements. The Lessor shall safely conceal data outlets and the associated wiring used to transmit data to workstations in floor ducts, walls, columns, or below access flooring. When cable consists of multiple runs, the Lessor shall provide ladder type or other acceptable cable trays to prevent cable coming into contact with suspended ceilings or sprinkler piping. Cable trays shall form a loop around the perimeter of the Space such that they are within a 30-foot horizontal distance of any single drop. If the Government chooses to purchase and install data cabling, then the Lessor shall provide, as part of the tenant improvements, outlets with rings and pull strings to facilitate the installation of the data cable.

5.16 ELECTRICAL, TELEPHONE, DATA FOR SYSTEMS FURNITURE (OCT 2020)

A. The Lessor shall provide as part of the TIs separate data, telephone, and electric junction boxes for the base feed connections to Government provided modular or systems furniture, when such feeds are supplied via wall outlets or floor penetrations. When overhead feeds are used, junction boxes shall be installed for electrical connections. Raceways shall be provided throughout the furniture panels to distribute the electrical, telephone, and data cable. The Lessor shall provide all electrical service wiring and connections to the furniture at designated junction points. Each electrical junction shall contain an 8-wire feed consisting of 3 general purpose 120-V circuits with 1 neutral and 1 ground wire, and a 120-V isolated ground circuit with 1 neutral and 1 isolated ground wire. A 20-ampere circuit shall have no more than 8 general purpose receptacles or 4 isolated ground "computer" receptacles.

B. The Lessor shall purchase and install data and telecommunications cable. Said cable shall be installed and connected to systems furniture by the Lessor/contractor with the assistance and/or advice of the Government or computer vendor. The Lessor shall provide wall mounted data and telephone junction boxes. When cable consists of multiple runs, the Lessor shall provide ladder-type or other acceptable cable trays to prevent Government provided cable coming into contact with suspended ceilings or sprinkler piping. Cable trays shall form a loop around the perimeter of the Space such that they are within a 30-foot horizontal distance of any single drop. Said cable trays shall provide access to both telecommunications data closets and telephone closets. If the Government chooses to purchase and install data and telecommunications cabling, then the Lessor shall provide, as part of the TIs, outlets with rings and pull strings to facilitate the installation of the data cable.

C. The Lessor shall furnish and install suitably sized junction boxes near the "feeding points" of the furniture panels. All "feeding points" shall be shown on Government approved design intent drawings. The Lessor shall temporarily cap off the wiring in the junction boxes until the furniture is installed. The Lessor shall make all connections in the power panel and shall keep the circuit breakers off. The Lessor shall identify each circuit with the breaker number and shall identify the computer hardware to be connected to it. The Lessor shall identify each breaker at the panel and identify the devices that it serves.

D. The Lessor's electrical contractor must connect power poles or base feeds in the junction boxes to the furniture electrical system and test all pre-wired receptacles in the systems furniture. Other Government contractors will be installing the data cable in the furniture panels for the terminal and printer locations, installing the connectors on the terminal/printer ends of the cable, and continuity testing each cable. Work shall be coordinated and performed in conjunction with the furniture, telephone, and data cable installers. Much of this work may occur over a weekend on a schedule that requires flexibility and on-call visits. The Lessor must coordinate the application of Certification of Occupancy with furniture installation.

5.17 LIGHTING: INTERIOR AND PARKING – TI (SLAT) (OCT 2020)

A. **FIXTURES:** Once the design intent drawings are approved, the Lessor shall design and provide interior lighting to comply with requirements under the paragraph, "Lighting: Interior and Parking – Shell (Simplified)." Any additional lighting fixtures and/or components required beyond what would have been provided for an open office plan (shell) are part of the TIs.

B. **BUILDING PERIMETER:** There may be additional requirements for lighting in exterior parking areas, vehicle driveways, pedestrian walkways, and Building perimeter in the Security Requirements attached to this Lease.

5.18 AUTOMATIC FIRE SPRINKLER SYSTEM - TI (OCT 2016)

Where sprinklers are required in the Space, sprinkler mains and distribution piping in a "protection" layout (open plan) with heads turned down with an escutcheon or trim plate shall be provided as part of Shell rent. Any additional sprinkler fixtures and/or components required in the Space beyond what would have been provided for an open office plan (shell) are part of the TIs.

SECTION 6 UTILITIES, SERVICES, AND OBLIGATIONS DURING THE LEASE TERM

6.01 PROVISION OF SERVICES, ACCESS, AND NORMAL HOURS (SMALL) (OCT 2020)

The Government's normal hours of operations are established as **6:00 AM to 6:00 PM**, Monday through Friday, with the exception of Federal holidays. Services, maintenance, and utilities shall be provided during these hours. The Government shall have access to the Premises and its Appurtenant Areas at all times without additional payment, including the use, during other than normal hours, of necessary services and utilities such as elevators, restrooms, lights, and electric power. Cleaning shall be performed during normal hours.

6.02 UTILITIES (APR 2011)

The Lessor is responsible for providing all utilities necessary for base Building and tenant operations as part of the rental consideration.

6.03 UTILITIES SEPARATE FROM RENTAL (SLAT) (OCT 2020)

A. If any utilities are excluded from the rental consideration, the Lessor shall obtain a statement from a registered professional engineer stating that all HVAC, plumbing, and other energy intensive Building systems can operate under the control conditions stated in the Lease. The statement shall also identify all Building systems which do not conform to the system performance values, including the "recommended" or "suggested" values of ANSI/ASHRAE Standard 90.1, Energy Standard for Buildings Except Low-Rise Residential Buildings, according to the version that corresponds with how the Building systems were designed to perform, or state or local codes.

B. The Lessor shall provide and install as part of shell rent, separate meters for utilities. Sub meters are not acceptable. The Lessor shall furnish in writing to the Government, prior to occupancy by the Government, a record of the meter numbers and verification that the meters measure Government usage only. Proration is not permissible. In addition, an automatic control system shall be provided to assure compliance with heating and air conditioning requirements.

6.04 HEATING AND AIR CONDITIONING (OCT 2020)

A. In all office areas, temperatures shall conform to local commercial equivalent temperature levels and operating practices in order to maximize tenant satisfaction. These temperatures shall be maintained throughout the leased Premises and service areas, regardless of outside temperatures, during the hours of operation specified in the Lease. The Lessor shall perform any necessary systems start-up required to meet the commercially equivalent temperature levels prior to the first hour of each day's operation. At all times, humidity shall be maintained below 60% relative humidity.

B. During nonworking hours, heating temperatures shall be set no higher than 55° Fahrenheit, and air conditioning shall not be provided except as necessary to return Space temperatures to a suitable level for the beginning of working hours. Thermostats shall be secured from manual operation by key or locked cage. A key shall be provided to the Government's designated representative.

C. Thermal comfort. During all working hours, Lessor shall comply with ANSI/ASHRAE Standard 55, Thermal Environmental Conditions for Human Occupancy that corresponds with how the Building's HVAC system was designed to perform. At a minimum, Lessor must meet ASHRAE Standard 55-2004.

D. Warehouse or garage areas require heating and ventilation only. Cooling of this Space is not required. Temperature of warehouse or garage areas shall be maintained at a minimum of 50° Fahrenheit.

E. The Lessor shall conduct HVAC system balancing after any HVAC system alterations during the term of the Lease and shall make a reasonable attempt to schedule major construction outside of office hours.

F. Normal HVAC systems' maintenance shall not disrupt tenant operations.

G. **3,600** ABOA SF of the Premises shall receive cooling at all times (24 hours a day, 365 days a year) for purposes of cooling the designated server room. The temperature of this room shall be maintained at **68** degrees F, with humidity control not to exceed 60% relative humidity, regardless of outside temperature or seasonal changes.

H. The 24 hour, 365 days a year HVAC service(s) stated above shall be provided by the Lessor as part of the operating rent established under the Lease.

6.05 OVERTIME HVAC USAGE (OCT 2020)

A. If there is to be a charge for heating or cooling outside of the Building's normal hours, such services shall be provided at the hourly rates set forth elsewhere in the Lease. Overtime usage services may be ordered by the Government's authorized representative only.

B. When the cost of service is \$10,000 or less, the service may be ordered orally. An invoice shall be submitted to the official placing the order for certification and payment. Orders for services costing more than \$10,000 shall be placed using GSA Form 300, Order for Supplies or Services, or other approved service requisition procurement document. An invoice conforming to the requirements of this Lease shall be submitted to the official placing the order for certification and payment.

C. Failure to submit a proper invoice within 120 days of providing overtime utilities shall constitute a waiver of the Lessor's right to receive any payment for such overtime utilities pursuant to this Lease.

6.06 JANITORIAL SERVICES (OCT 2021)

The Lessor shall maintain the Premises and all areas of the Property to which the Government has routine access, including high-touch surfaces (e.g., door knobs, light switches, handles, handrails, and elevator buttons) in a clean condition and shall provide supplies and equipment for the term of the Lease. The following schedule describes the level of services intended. Performance will be based on the LCO's evaluation of results, not the frequency or method of performance.

A. Daily. Empty trash receptacles. Sweep entrances, lobbies, and corridors. Spot sweep floors, and spot vacuum carpets. Clean drinking fountains. Sweep and damp mop or scrub restrooms. Clean all restroom fixtures and replenish restroom supplies. Dispose of all trash and garbage generated in or about the Building. Wash inside and out or steam clean cans used for collection of food remnants from snack bars and vending machines. Dust horizontal surfaces that are readily available and visibly require dusting. Spray buff resilient floors in main corridors, entrances, and lobbies. Clean elevators and escalators. Remove carpet stains. Police sidewalks, parking areas, and driveways. Sweep loading dock areas and platforms. Clean glass entry doors to the Space. Clean all high-touch surfaces.

B. Three times a week. Sweep or vacuum stairs.

C. Weekly. Damp mop and spray buff all resilient floors in restrooms and health units. Sweep sidewalks, parking areas, and driveways (weather permitting).

D. Every two weeks. Spray buff resilient floors in secondary corridors, entrance, and lobbies. Damp mop and spray buff hard and resilient floors in office Space.

E. Monthly. Thoroughly dust furniture. Completely sweep and/or vacuum carpets. Sweep storage Space. Spot clean all wall surfaces within 70 inches of the floor.

F. Every two months. Damp wipe restroom wastepaper receptacles, stall partitions, doors, window sills, and frames. Shampoo entrance and elevator carpets.

G. Three times a year. Dust wall surfaces within 70 inches of the floor, vertical surfaces and under surfaces. Clean metal and marble surfaces in lobbies. Wet mop or scrub garages.

H. Twice a year. Wash all interior and exterior windows and other glass surfaces. Strip and apply four coats of finish to resilient floors in restrooms. Strip and refinish main corridors and other heavy traffic areas.

I. Annually. Wash all venetian blinds, and dust 6 months from washing. Vacuum or dust all surfaces in the Building more than 70 inches from the floor, including light fixtures. Vacuum all draperies in place. Strip and refinish floors in offices and secondary lobbies and corridors. Shampoo carpets in corridors and lobbies. Clean balconies, ledges, courts, areaways, and flat roofs.

J. Every two years. Shampoo carpets in all offices and other non-public areas.

K. Every five years. Dry clean or wash (as appropriate) all draperies.

L. As required. Properly maintain plants and lawns. Provide initial supply, installation, and replacement of light bulbs, tubes, ballasts, and starters. Provide and empty exterior ash cans and clean area of any discarded cigarette butts.

M. Pest control. Control pests as appropriate, using Integrated Pest Management techniques, as specified by the U.S. Environmental Protection Agency at <https://www.epa.gov/ipm/introduction-integrated-pest-management>.

6.07 SNOW REMOVAL (OCT 2020)

Lessor shall provide snow removal services for the Government on all days for which this Lease has designated normal hours. Lessor shall clear parking lots if the accumulation of snow exceeds two inches. Lessor shall clear sidewalks, walkways and other entrances before accumulation exceeds 1.5 inches. The snow removal shall take place no later than 5:00 AM, without exception. Should accumulation continue throughout the day, the Lessor shall provide such additional snow removal services to prevent accumulation greater than the maximums specified in this paragraph. In addition to snow removal, the Lessor shall keep walkways, sidewalks and parking lots free of ice during the normal hours. The Lessor shall remove excess buildup of sand and/or ice melt to minimize slipping hazards. If the Building entrance(s) has a northern exposure, then Lessor shall take additional measures (e.g. more frequent snow removal or application of ice-melting agents, warning signs, etc.) to protect the safety of pedestrians.

6.08 MAINTENANCE OF PROVIDED FINISHES (SMALL) (SEP 2015)

A. Paint, wall coverings. Lessor shall maintain all wall coverings and high performance paint coatings in "like new" condition for the life of the Lease. All painted surfaces, shall be repainted at the Lessor's expense, including the moving and returning of furnishings, any time during the occupancy by the Government if the paint is peeling or permanently stained, except where damaged due to the negligence of the Government. All work shall be done after normal working hours as defined elsewhere in this Lease.

B. Carpet and flooring.

1. Except when damaged by the Government, the Lessor shall repair or replace flooring at any time during the Lease term when:
 - a. Backing or underlayment is exposed;
 - b. There are noticeable variations in surface color or texture;
 - c. It has curls, upturned edges, or other noticeable variations in texture;
 - d. Tiles are loose; or,
 - e. Tears or tripping hazards are present.
2. Repair or replacement shall include the moving and returning of furnishings, including disassembly and reassembly of systems furniture per manufacturer's warranty, if necessary. Work shall be performed after normal hours.

6.09 ASBESTOS (SMALL) (OCT 2021)

The leased space shall be free of all asbestos containing materials, except undamaged asbestos flooring in the space or undamaged boiler or pipe insulation outside the space, in which case an asbestos management program conforming to Environmental Protection Agency guidance shall be implemented. The space shall be free of other hazardous materials and in compliance with applicable Federal, State, and local environmental laws and regulations. If asbestos abatement work is to be performed in the Space after occupancy, the Lessor shall provide relocation and submit to the Government documentation that the abatement was done in accordance with OSHA, EPA, DOT, state, and local regulations and that final clearance for re-occupancy was achieved.

6.10 ONSITE LESSOR MANAGEMENT (APR 2011)

The Lessor shall provide an onsite Building superintendent or a locally designated representative available to promptly respond to deficiencies, and immediately address all emergency situations.

6.11 IDENTITY VERIFICATION OF PERSONNEL (OCT 2021)

A. The Government reserves the right to verify identities of personnel with routine and/or unaccompanied access to the Government's Space, including both pre and post occupancy periods. The Lessor shall comply with GSA personal identity verification requirements, identified in the CIO P 2181.1 GSA HSPD-12 Personal Identity Verification and Credentialing Handbook. The Lessor can find the CIO policy and additional information at [HTTP://WWW.GSA.GOV/HSPD12](http://www.gsa.gov/hspd12). These policies require the Government to conduct background investigations and make HSPD-12 compliant suitability determinations for all persons with routine or unaccompanied access to Government leased Space. By definition, this includes at a minimum each employee of the Lessor, as well as employees of the Lessor's contractors or subcontractors who will provide building operating services requiring routine access to the Government's leased Space for a period greater than 6 months. The Government may also require this information for the Lessor's employees, contractors, or subcontractors who will be engaged to perform alterations or emergency repairs in the Government's Space.

B. Application Process: The background investigation will be done using the Government's prescribed process. The Lessor must provide information on each of their contractor/personnel meeting the above criteria to the Government, whereupon each identified contractor/personnel will be notified with instructions for completing the identity verification application within a given time frame. The application process will include completing supplemental information forms that must be inputted into the identity verification system in order for the application to be considered complete. Additionally, the Lessor must ensure prompt completion of the fingerprint process for their contractor/personnel. Email notifications will be sent with instructions on the steps to be taken to schedule an appointment for fingerprinting at an approved regional location along with instructions on how to complete the background investigation application.

C. The Lessor must ensure the Lease Contracting Officer (or the Lease Contracting Officer's designated representative) has all of the requested documentation timely to ensure the completion of the investigation.

D. Based on the information furnished, the Government will conduct background investigations. The Lease Contracting Officer will advise the Lessor in writing if a person fails the investigation, and, effective immediately, that person will no longer be allowed to work or be assigned to work in the Government's Space.

E. Throughout the life of the Lease, the Lessor shall provide the same data for any new employees, contractors, or subcontractors who will be assigned to the Government's Space in accordance with the above criteria. In the event the Lessor's contractor or subcontractor is subsequently replaced, the new contractor or subcontractor is not required to have persons re-apply who were cleared through this process while associated with the former contractor or subcontractor in accordance with GSA policy. The Lessor shall require each cleared person to re-apply and obtain a new clearance in accordance with GSA policy.

F. The Lessor is accountable for not allowing contractors to start work without the successful completion of the appropriate background investigation as required by GSA policy.

G. Access Card Retrieval/Return: Upon an Entry on Duty notification, the Government will issue a Personal Identity Verification (PIV) credential that is sometimes referred to as a GSA Access card. Lessors are responsible for all PIV credential issued to their contractors/personnel pursuant to this Lease. Lessors are specifically responsible for ensuring that all GSA PIV access cards are returned to the Lease Contracting Officer or their designee whenever their employees or a contractor no longer require access to the Space (such as When no longer needed for contract performance, upon completion of the Contractor employee's employment, and upon contract completion or termination). Additionally, the Lessor must notify the Lease Contracting Officer or their designee whenever a GSA PIV Access card is lost or stolen in which event the Lessor may be responsible for reimbursing the Government for replacement credentials at the current cost per PIV HSPD12 credential. Unreturned PIV Access cards will be considered as lost or stolen cards.

H. The Government reserves the right to conduct additional background checks on Lessor personnel and contractors with routine access to Government leased Space throughout the term of the Lease to determine who may have access to the Premises.

I. The Lease Contracting Officer may delay final payment under a contract if the Contractor fails to comply with these requirements.

J. The Lessor shall insert this paragraph in all subcontracts when the subcontractor is required to have physical access to a federally controlled facility or access to a federal information system.

6.12 SCHEDULE OF PERIODIC SERVICES (OCT 2020)

Upon acceptance of the Space, the Lessor shall provide the LCO with a detailed written schedule of all periodic services and maintenance to be performed other than daily, weekly, or monthly.

6.13 LANDSCAPE MAINTENANCE (APR 2011)

Landscape maintenance shall be performed during the growing season at not less than a weekly cycle and shall consist of watering, weeding, mowing, and policing the area to keep it free of debris. Pruning and fertilization shall be done on an as-needed basis. In addition, dead, dying, or damaged plants shall be replaced.

6.14 RECYCLING (SLAT) (OCT 2020)

Where state or local law, code, or ordinance requires recycling programs for the Premises, Lessor shall comply with such state and/or local law, code, or ordinance. During the Lease term, the Lessor agrees, upon request, to provide the Government with additional information concerning recycling programs maintained in the Building and in the Space.

6.15 RANDOLPH-SHEPPARD COMPLIANCE (SMALL) (SEP 2015)

The Government may provide vending machines within the Government's leased area under the provisions of the Randolph-Sheppard Act (20 USC 107 et. seq.). During the term of the Lease, the Lessor may not establish vending facilities within the leased Space that will compete with any Randolph-Sheppard vending facilities.

6.16 INDOOR AIR QUALITY (OCT 2019)

A. The Lessor shall control airborne contaminants at the source and/or operate the Space in such a manner that indoor air quality action limits identified in the PBS Desk Guide for Indoor Air Quality Management (Companion to GSA Order PBS 1000.8), OSHA regulatory limits, and generally accepted consensus standards are not exceeded.

B. The Lessor shall avoid the use of products containing toxic, hazardous, carcinogenic, flammable, or corrosive ingredients as determined from the product label or manufacturer's safety data sheet. The Lessor shall use available odor-free or low odor products when applying paints, glues, lubricants, and similar wet products. When such equivalent products are not available, lessor shall use the alternate products outside normal working hours. Except in an emergency, the Lessor shall provide at least 72 hours advance notice to the Government before applying chemicals or products with noticeable odors in occupied Spaces and shall adequately ventilate those Spaces during and after application.

C. The Lessor shall serve as first responder to any occupant complaints about indoor air quality (IAQ). The Lessor shall promptly investigate such complaints and implement the necessary controls to address each complaint. Investigations shall include testing as needed, to ascertain the source and severity of the complaint.

D. The Government reserves the right to conduct independent IAQ assessments and detailed studies in Space that it occupies, as well as in space serving the Space (e.g., common use areas, mechanical rooms, HVAC systems, etc.). The Lessor shall assist the Government in its assessments and detailed studies by:

1. Making available information on Building operations and Lessor activities;
2. Providing access to Space for assessment and testing, if required; and

3. Implementing corrective measures required by the LCO. The Lessor shall take corrective action to correct any tests or measurements that do not meet GSA policy action limits in the PBS Desk Guide for Indoor Air Quality Management (Companion to GSA Order PBS 1000.8), OSHA regulatory limits, and generally accepted consensus standards.
- 4.

E. The Lessor shall provide to the Government safety data sheets (SDS) upon request for the following products prior to their use during the term of the Lease: adhesives, caulking, sealants, insulating materials, fireproofing or firestopping materials, paints, carpets, floor and wall patching or leveling materials, lubricants, clear finish for wood surfaces, janitorial cleaning products, pesticides, rodenticides, and herbicides. The Government reserves the right to review such products used by the Lessor within the Space, common building areas, ventilation systems and zones serving the Space, and the area above suspended ceiling and engineering space in the same ventilation zone as the Space.

F. The Lessor shall use high efficiency (HEPA) filtration vacuums for cleaning and minimum MERV 10 rated ventilation system filtration whenever feasible.

G. The Lessor is encouraged to comply with best practices outlined in Appendix D- Indoor Air Quality in GSA Leased Facilities (Best Practices) within the PBS Desk Guide for Indoor Air Quality Management (Companion to GSA Order PBS 1000.8).

6.17 RADON IN AIR (SLAT) (OCT 2020)

If Space planned for occupancy by the Government is on the second floor above grade or lower, the Lessor shall, prior to occupancy, test the leased Space for 2 days to 3 days using charcoal canisters. The Lessor is responsible to provide Space in which radon levels in air are below the GSA action levels of 4 pCi/L for childcare and 25 pCi/L for all other space. After the initial testing, a follow-up test for a minimum of 90 days using alpha track detectors shall be completed. For further information on radon, go to: [HTTPS://WWW.EPA.GOV/RADON](https://www.epa.gov/radon).

6.18 RADON IN WATER (JUN 2012)

A. If the water source is not from a public utility, the Lessor shall demonstrate that water provided to the Premises is in compliance with EPA requirements and shall submit certification to the LCO prior to the Government occupying the Space.

B. If the EPA action level is reached or exceeded, the Lessor shall institute appropriate abatement methods which reduce the radon levels to below this action.

6.19 HAZARDOUS MATERIALS (SEP 2013)

A. The leased Space shall be free of hazardous materials, hazardous substances, and hazardous wastes, as defined by and according to applicable Federal, state, and local environmental regulations. Should there be reason to suspect otherwise, the Government reserves the right, at Lessor's expense, to require documentation or testing to confirm that the Space is free of all hazardous materials.

B. Lessor shall, to the extent of its knowledge, notify Government of the introduction of any hazardous materials onto the Property by Lessor or others, including but not limited to, co-tenants occupying Space in the Building.

6.20 MOLD (SMALL) (OCT 2021)

A. Actionable mold is either visible mold or airborne mold of types and concentrations in excess of that found in the local outdoor air or non-problematic control areas elsewhere in the same building, whichever is lower.

B. The Lessor shall provide Space to the Government that is free from actionable mold and free from any conditions, such as ongoing water leaks or moisture infiltration, that reasonably can be anticipated to permit the growth of actionable mold or are indicative of the possibility that actionable mold will be present (indicators). Ventilation zones serving the Space shall also be free of actionable mold. The Lessor shall safely remediate all actionable mold in accordance with methods identified in "Mold Remediation in Schools and Commercial Buildings" (EPA 402-K-01-001, September 2008 or ANSI/IICRC S520-2015 Standard for Professional Mold Remediation) and all applicable state laws pertaining to mold remediation practices.

6.21 OCCUPANT EMERGENCY PLANS (OCT 2020)

The Lessor is required to cooperate, participate and comply with the development and implementation of the Government's Occupant Emergency Plan (OEP) and a supplemental Shelter-in Place (SIP) Plan. Periodically, the Government may request that the Lessor assist in reviewing and revising its OEP and SIP. The Plan, among other things, will include evacuation procedures and an annual emergency evacuation drill, emergency shutdown of air intake procedures, and emergency notification procedures for the Lessor's Building engineer or manager, Building security, local emergency personnel, and Government agency personnel.

6.22 FLAG DISPLAY (OCT 2016)

ATTACHMENT 2

If the Lessor has supplied a flagpole on the Property as a requirement of this Lease, the Lessor shall be responsible for flag display on all workdays and Federal holidays. The Lessor may illuminate the flag in lieu of raising and lowering the flag daily. The Lessor shall register with the Federal Protective Service (FPS) Mega Center in order to receive notifications regarding when flags shall be flown at half-staff, as determined by Executive Order.

SECTION 7 ADDITIONAL TERMS AND CONDITIONS

7.01 SECURITY REQUIREMENTS (OCT 2021)

The Lessor agrees to the requirements of Facility Security Level I attached to this Lease.

7.02 MODIFIED LEASE PARAGRAPHS (OCT 2016)

The following paragraphs have been modified in this Lease:

Section 1.03 RENT AND OTHER CONSIDERATIONS (OCT2021)
 Section 4.01 SCHEDULE FOR COMPLETION OF SPCAE (OCT2021)
 Section 4.07 ACCEPTANCE OF SPACE AND CERTIFICATE OF OCCUPANCY (OCT2021)

7.03 PROVISIONAL ACCEPTANCE (FEB 2021)

A. At a time of exceptional circumstance, i.e., pandemic, the Government may accept the Space on a provisional basis until such time that a re-inspection on-site can occur. In this instance and upon request from the LCO, the Lessor shall provide such documentation (e.g., picture(s), video(s) and/or a representative on-site for a live-stream or 'virtual' walkthrough) to confirm substantial completion. In such an instance the Government may withhold a percentage of lump sum Tenant Improvement payment as a reserve to ensure that all deficiencies and/or punch list item(s) will be addressed by the Lessor within the time frame established or until the Government can determine the space has been delivered in accordance with the Lease requirements, Design Intent Drawings and Construction Drawings.

B. At such time as a physical on-site inspection is deemed possible by the Government, the Government reserves the right to physically inspect the Space with an on-site representative to conduct a space measurement and to document any deficiencies and/or punch-list item(s) for the Lessor's correction.

C. Upon re-inspection and Government acceptance of any deficiencies and/or punch list item(s) documented per above, or in the instance of no such documented items, this provisional acceptance will be rendered non-provisional and fully accepted by the Government via subsequent Lease Amendment.

7.04 ADDITIONAL INFORMATION

A. If there is a contradiction between the Lease and Agency Specific Requirements, the Agency Specific Requirements shall take precedence.

B. This Lease represents a Full-Service Lease; All utilities, janitorial, and services are provided in the annual/monthly rent.

7.05 LESSOR ADDENDUM

This Addendum (the "Addendum") is dated effective as of the date of the last signature by a party hereto, and is by and between The United States of America Department of Veteran Affairs (VA), acting by and through the designated representative of the General Services Administration ("Lessee") and Boise State University ("University" and together with Lessee, the "Parties") and amends and supplements that certain VA Lease Agreement No. 36C24W22L0026 between the Parties (the "Lease"). This Addendum shall be incorporated into the Lease by this reference as if fully a part thereof.

1. Limitation of University's Liability; Provisions in Violation 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 Idaho Tort Claims Act, Idaho Code Sections 6-901 through 6-929, inclusive, and all provisions of this lease are subject to state laws applicable to University and to the Lease. Therefore, any provision of the Lease shall be void if such provision violates state laws applicable to University, including without limitation provision purporting to indemnify or hold harmless Lessee or impose liability or obligations upon University inconsistent with, in conflict with, or prohibited by the laws of the State of Idaho. Notwithstanding anything to the contrary contained in this Agreement or in any other Agreement or writing between the Parties related hereto, nothing shall be deemed to constitute a waiver by University of any privilege, protection, or immunity otherwise afforded it under the Idaho Constitution, Idaho Tort Claims Act, or any other applicable law or a waiver of its sovereign immunity, which is hereby expressly retained. Specifically, the University's liability is at all times subject to the limits of liability contained in the Idaho Tort Claims Act, Idaho Code sections 6-901 through 6-929, inclusive (the "Idaho Tort Claims Act"). Any obligation on behalf of the University to provide indemnification or hold harmless any other party is at all times subject to the maximum extent permitted by Idaho law, including Idaho Code section 59 -1016, and the limitations of liability contained in the Idaho Tort Claims Act. Furthermore, 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.

2. Appropriation by Legislature Required. University is a government entity and 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 State's Legislature as may exist from time to time. The 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 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 the Lessee.

3. University Insurance. University is a "governmental entity," as defined under the Idaho Tort Claims Act, specifically, Idaho Code section 6-902, as well as a "public employer," as defined under the Idaho Worker's Compensation law, specifically, Idaho Code section 72-205. As such, University shall maintain, at all times applicable hereto, comprehensive liability coverage in such amounts as are prescribed by Idaho Code section 6-924 (not less than \$500,000). University's liability coverage shall cover the actions of University and its employees, agents, students, and faculty while acting in the course and scope of employment or as students of University in performing actions related to their Academic Practicums. University's liability coverage obligations shall be administered by the Administrator of the Division of Insurance Management in the Department of Administration for the State of Idaho, and may be covered, in whole or in part, by the State of Idaho's Retained Risk Account, as provided under Idaho Code Section 6-919.

4. Jurisdiction and Venue. The Parties agree that any and all actions arising from this Agreement shall be brought in the State and Federal courts sitting in Ada County, Idaho, and hereby submit themselves unconditionally and irrevocably to the personal jurisdiction and venue of such courts.

5. Conditions. Unless otherwise noted, the Government Lessee accepts the Premises and tenant improvements in their existing condition, except where specifications or standards are contained elsewhere in this Lease. These standards include security improvements, Fire Protection and Life Safety requirements, ABAAS compliance, as well as compliance with all local codes and ordinances. Such acceptance by the Government of existing Premises shall not relieve the Lessor of continuing obligations for cleaning, janitorial, maintenance, repair, etc. as set forth in the Lease paragraphs and attached General Clauses. (See Section 1.01.C of this Lease)

BOISE STATE UNIVERSITY

SUBJECT

Liberal Art Building Furniture, Fixture, and Equipment Purchase

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I

BACKGROUND/DISCUSSION

The Liberal Arts (LA) building at Boise State University (BSU) is undergoing alterations and repairs funded and managed through the Permanent Building Fund process. This purchase request is for the purchase of furniture, fixtures, and equipment (FFE) in connection with these updates.

The LA building was constructed in the late 1960's. The original design included fine arts-related teaching spaces and studios for ceramics, sculpture, metalwork, and photography. In 2019, these programs were moved to the new Center for Visual Arts, vacating nearly 23,500 square feet of space in the LA building. Due to the unique requirements of these programs, the vacated space could not be repurposed to traditional classroom and/or faculty office spaces without being remodeled.

The vacated space will be converted to traditional classroom and office spaces for the English Department. Additionally, the Maker Lab will be moved into one of the vacated studio spaces to accommodate growth. This request will provide the necessary FFE to support the new uses, enhancing learning opportunities for students in the College of Arts and Sciences.

IMPACT

If approved, BSU will purchase furniture, signage, information technology, and audio-visual equipment, and related FFE for an amount not to exceed \$1.5M. The source of funds is university reserves.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The building remodel went through the Permanent Building Fund Advisory Council process. This item is before the Board due to the furnishings, fixtures, and equipment cost being in excess of \$1 million per Board policy V.I.

Staff recommends approval.

CONSENT
AUGUST 24, 2022

BOARD ACTION

I move to approve the request by Boise State University to purchase furniture, fixtures, and equipment for the Liberal Arts building in an amount not to exceed \$1.5 million.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

CONSENT
AUGUST 24, 2022

BOISE STATE UNIVERSITY

SUBJECT

Five-year employment Agreement with Men's Basketball Head Coach Leon Rice

REFERENCE

June 2010	Idaho State Board of Education (Board) approved employment agreement with Leon Rice
June 2013	Board approved five-year employment agreement with Leon Rice
June 2014	Board approved five-year employment agreement with Leon Rice
November 2014	Board approved amendment to the agreement to adjust academic incentive pay only
October 2015	Board approved five-year employment agreement with Leon Rice, which has been extended annually with 18 wins

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section II.H

BACKGROUND/DISCUSSION

In 2015, the Idaho State Board of Education (Board) approved a new five-year employment contract with Leon Rice, Head Coach for Men's Basketball. That contract called for a five-year term of employment with automatic extensions for winning 18 games in a season, which has occurred each year since 2015, resulting in a current five-year employment agreement. This new and revised agreement includes a five-year term with similar extension opportunities for 18-win seasons, but would "cap" and conclude at the end of three additional years, with 18-win seasons, for a total term not to exceed eight years. The extensions, if applicable, would never result in more than a five-year term, and only three one-year extensions are available.

Coach Rice's impact on the Boise State men's basketball program has been substantial:

- Three NCAA Tournament appearances (2013, 2015, 2022)
- Only two NCAA Tournament at-large bids in program history (2013, 2015)
- Seven postseason tournament bids in 12 seasons
- Two-time Mountain West regular-season champions (2014-15; 2021-22)
- Mountain West Tournament champion (2022)

CONSENT
AUGUST 24, 2022

- Fifth team in Mountain West history to win an outright regular-season championship and the tournament title in the same season (2021-22)
- School-record 27 wins in 2021-22
- School-record 15 conference wins in 2021-22
- Seeded eighth in the 2022 NCAA Tournament, the best seed in program history
- Two-time Mountain West Coach of the Year (2014-15; 2021-22)
- Rice ranks second in Mountain West history in career victories and career conference victories
- Boise State has won at least 11 Mountain West games in seven of the last eight seasons, including at least 12 conference wins five times in that span.
- During the decade of 2010-11 through 2019-20; Boise State was one of only 33 Division I schools nationwide to amass at least eight 20-win seasons and one of only 17 to do so with the same head coach
- Rice is the Boise State men's basketball all-time wins leader
- In 12 years, Rice has led Boise State to nine 20-win seasons, more than half of Boise State's all-time 20-win campaigns
- Boise State has won four games in national postseason tournaments under Rice, more than half of Boise State's seven all-time postseason victories
- Men's basketball has recorded a perfect single-year APR score on three of the last four reports, leading to a program record 995 multi-year APR score on the most recent release.

IMPACT

The new employment agreement would increase Coach Rice's annual salary from its current amount of \$748,196.80 to \$900,000, with annual increases of \$50,000.

The contract makes several changes from the prior contract, including the following:

- Reassignment, if applicable, would be to a similar job category or family, or to a fundraising position supporting Athletics.
- Liquidated damages payable to the University, from Coach Rice, will rise from \$240,000 in his current contract, if he terminates the contract at his convenience, to \$800,000 in year one, \$700,000 in year two, \$500,000 in year three, \$300,000 in year four, and \$100,000 in year five; this amount would also be applicable in years six, seven, and eight if extensions are awarded.
- For-cause termination for NCAA minor violations will require "multiple and repeated" minor (Level 3) violations.

Year one maximum potential annual compensation (base salary and supplemental compensation) is \$1,206,000. Academic incentive pay is amended to provide a 6% incentive if the team APR is 80% or higher, or \$54,000.

CONSENT
AUGUST 24, 2022

The new employment agreement will provide continuity for the program over the next five years.

ATTACHMENTS

Attachment 1 – Proposed Agreement 2022-2027
Attachment 2 – Redline to Model
Attachment 3 – Redline to Current Agreement
Attachment 4 – MW Salary and Incentive Comparison
Attachment 5 – Maximum Compensation Calculation
Attachment 6 – 2017-2021 APR Summary
Attachment 7 – Liquidated Damages

STAFF COMMENTS AND RECOMMENDATIONS

The contract provides that Academic Incentive Pay may be earned for the most recent academic year if the annual Team Academic Progress Rate (“APR”) ranks nationally within men’s basketball as follows:

- a) If the annual APR rating is between 50%-59.9% of the 4-year National Ranking, Employee may receive a sum of up to 3% of salary; or
- b) If the annual APR rating is between 60%-69.9% of the 4-year National Ranking, Employee may receive a sum of up to 4% of salary; or
- c) If the annual APR rating is between 70%-79.9% of the 4-year National Ranking, Employee may receive a sum of up to 5% of salary; or
- d) If the annual APR rating is 80% or higher of the 4-year National Ranking, Employee may receive a sum of up to 6% of salary.

For 2020-21, the men’s basketball APR rank within the sport was 50th-60th.

Information regarding the university’s obligation to pay liquidated damages and how that compares to other institutions is included in Attachment 7.

Staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to enter into a new five-year employment agreement with Leon Rice, Head Men’s Basketball Coach, for a term commencing on July 1, 2022 and terminating March 31, 2027 in substantial conformance with the terms of the agreement set forth in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

EMPLOYMENT AGREEMENT

This Employment Agreement (Agreement) is entered into by and between Boise State University (the University) and Leon Rice (Coach).

ARTICLE 1

1.1. Employment. Subject to the terms and conditions of this Agreement, the University shall employ Coach as the head coach of its intercollegiate Men's Basketball team (the Team). Coach represents and warrants that Coach is fully qualified to serve, and is available for employment, in this capacity.

1.2. Reporting Relationship. Coach shall report and be responsible directly to the University's Athletic Director (Director) or the Director's designee. Coach shall abide by the reasonable instructions of the Director or the Director's designee and shall confer with the Director or the Director's designee on all administrative and technical matters. Coach shall also be under the general supervision of the University's President (the President).

1.3. Duties. Coach shall manage and supervise the Team and shall perform such other duties in the University's athletic program as the Director may assign and as may be described elsewhere in this Agreement. The University shall have the right, at any time, to reassign Coach to duties at the University other than as head coach of the Team, and within the same or similar job category or family, or a fundraising position supporting Athletics, upon mutual agreement between the Director of Athletics and Coach, provided that Coach's compensation and benefits shall not be affected by any such reassignment, except that the opportunity to earn supplemental compensation as provided in Section 3.2 shall cease. In the event that the Director of Athletics and Coach cannot mutually agree upon such reassignment, then Coach will be deemed to have resigned at the end of the then-existing annual term wherein the reassignment was proposed.

ARTICLE 2

2.1. Term. This Agreement is for a fixed-term appointment of five (5) years, commencing on July 1, 2022 and terminating, without further notice to Coach, on March 31, 2027 unless sooner terminated in accordance with other provisions of this Agreement. Section 2.3 and/or section 2.4 may extend the term by one year at a time, up to an additional three one year extensions, terminating this Agreement on March 31, 2030 at the latest. For the sake of clarity, in no event will this Agreement ever be for a period in excess of five (5) years.

2.2. Extension or Renewal. This Agreement is renewable solely upon an offer from the University and an acceptance by Coach, both of which must be in writing and signed by the parties. Any renewal is subject to the prior approval of the Idaho State Board of Education (Board). This Agreement in no way grants to Coach a claim to tenure in employment, nor shall Coach's service pursuant to this Agreement count in any way toward tenure at the University.

2.3. Conference Change Term Extension. If the conference affiliation of the University (currently the Mountain West Conference) changes during the term of this agreement and Coach's

employment is not already terminated or suspended as otherwise provided herein, this Agreement shall automatically be extended by one (1) additional year to its then-existing term; provided, however, that at no time may the term of this Agreement exceed five (5) years. If the extension of the additional year as provided in this section 2.3 would have the effect of making the then-existing term of this agreement longer than five (5) years, then this provision shall be null and void and of no effect.

2.4. Automatic Extensions. The term of this Agreement will be automatically extended by one (1) additional year, no more than three times, commencing on April 1 and concluding on March 31, for each season in which the Team has at least eighteen (18) wins or advances to the NCAA Tournament; provided, however, that at no time may the term of this Agreement exceed five (5) years. If the extension, as provided in this section 2.4, would have the effect of making the then-existing term of this Agreement longer than five (5) years, then this provision shall be null and void and of no effect. For the purpose of calculation of wins, such wins must occur during the regular season, the conference tournament, the National Invitation Tournament (“NIT”), or the NCAA Tournament, to the exclusion of all other pre-season exhibition games or post-season invitational tournaments.

2.5. Limit of Automatic Extensions. This fixed term Agreement may be, pursuant to Section 2.3 and/or 2.4, be extended by one year at a time, up to an additional three one-year extensions, terminating this Agreement on March 31, 2030 at the latest. For the sake of clarity, in no event will this Agreement provide for a term in excess of five (5) years.

ARTICLE 3

3.1. Regular Compensation.

3.1.1. In consideration of Coach’s services and satisfactory performance of this Agreement, the University shall provide to Coach:

- a) An annual salary as follows:
 July 1, 2022 – March 31, 2023 = \$900,000 (annualized, or *pro rata*, for the remaining nine months of this term);
 April 1, 2023 – March 31, 2024 = \$950,000;
 April 1, 2024 – March 31, 2025 = \$1,000,000;
 April 1, 2025 – March 31, 2026 = \$1,050,000;
 April 1, 2026 – March 31, 2027 = \$1,100,000;
 payable in biweekly installments in accordance with normal University procedures, and such salary increases as may be determined appropriate by the Director and President and approved by the Board; provided, however that any extensions of the term pursuant to paragraph 2.4 above will increase Coach’s annual salary by \$50,000;

- b) Coach may be eligible to receive a Change in Employee Compensation (CEC) increase, if approved by the Idaho Legislature. A CEC, if granted, and in what amounts, will be at the Athletic Director's sole discretion; and
- c) The opportunity to receive such employee benefits as the University provides generally to non-faculty professional employees, provided that Coach qualifies for such benefits by meeting all applicable eligibility requirements; and
- d) Assignment of one vehicle through the University's Department of Athletics (the Department) trade-out program during the Term of this Agreement, subject to and according to the policy of the Board and any separate agreement(s) relating to the vehicle; specifically, Coach shall be responsible for insurance premiums for personal use of the vehicle; and
- e) The opportunity to receive such employee benefits as the Department provides generally to its employees of a comparable level. Coach hereby agrees to abide by the terms and conditions, as now existing or hereafter amended, of such employee benefits.

Coach understands and agrees that financial conditions may require the President, in the President's discretion, to institute furloughs or to take such other actions consistent with Board policy as the President may determine to be necessary to meet such challenges; provided that any furlough applied to Coach must be applied to all other employees of a comparable level. In the event of a furlough or other action, the actual salary paid to Coach may be less than the salary stated in Section 3.1.1(a) above.

3.2 Supplemental Compensation. Each year Coach may be eligible to receive supplemental compensation as follows:

3.2.1 Athletic Achievement Incentive Pay.

Regular Season:

Conference Regular Season Champion	6% of annual salary
Conference Tournament Champion	6% of annual salary
NCAA At-Large Tournament Invitation	4% of annual salary

Maximum Cumulative Regular Season 12% of annual salary

Post-Season:

National Invitation Tournament Win	2% of annual salary
NCAA Tournament Win (per win)	4% of annual salary
NCAA Tournament Elite 8 Appearance	6% of annual salary

NCAA Tournament Final Four Appearance	8% of annual salary
NCAA Tournament National Champion	16% of annual salary

<i>Maximum Cumulative Post-Season</i>	<i>16% of annual salary</i>
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Any supplemental compensation awarded as Athletic Achievement Incentive Pay shall be paid on the first regular pay date in May, as long as Coach remains continuously employed as the Head Coach on that date.

3.2.2. Academic Achievement Incentive Pay.

Academic Incentive Pay may be earned for the most recent academic year if the annual Team Academic Progress Rate (“APR”) ranks nationally within men’s basketball as follows:

- a) If the annual APR rating is between 50%-59.9% of the 4-year National Ranking, Employee may receive a sum of up to 3% of salary; **or**
- b) If the annual APR rating is between 60%-69.9% of the 4-year National Ranking, Employee may receive a sum of up to 4% of salary; **or**
- c) If the annual APR rating is between 70%-79.9% of the 4-year National Ranking, Employee may receive a sum of up to 5% of salary; **or**
- d) If the annual APR rating is 80% or higher of the 4-year National Ranking, Employee may receive a sum of up to 6% of salary.

Any supplemental compensation awarded as Academic Achievement Incentive Pay, shall be paid as soon as reasonably practical following APR rating determination and verification by the National Collegiate Athletic Association (“NCAA”), as long as Coach remains continuously employed as Head Coach on that date.

3.2.3. Conditions for payment of Athletic and Academic Achievement supplemental compensation.

If Coach qualifies for any supplemental compensation, the amount paid to the Coach will be calculated on the percentage of base salary at time of occurrence. Provided, however, if conditions beyond the control of the University prevent the University from hosting home competitions at full capacity, supplemental compensation may be less than the amounts in Sections 3.2.1 and 3.2.2, above.

The decisions whether or not to award the Incentive Pay outlined in this Section 3.2, and in what amounts, are within the Director’s sole discretion. The decisions may be made based on a variety of factors, including, but not limited to, Coach’s individual performance, athletic/academic performance of Coach’s assigned player personnel groups, or other performance-related factors. Coach is not entitled to supplemental compensation if Coach is placed

on administrative leave or otherwise not performing the duties of Coach during the time the applicable achievement is attained.

Any such supplemental compensation actually paid to Coach shall be reported to the Board on an annual basis.

3.2.4. Coach agrees that the University has the priority right to operate camps and/or clinics on its campus using University facilities.

- a) If the University exercises its right to operate camps and/or clinics on campus, the University shall allow Coach the opportunity to earn supplemental compensation by assisting with the University's camps and/or clinics in Coach's capacity as a University employee. Coach hereby agrees to assist in the marketing, supervision, and general administration of the University's camps and/or clinics. Coach also agrees that Coach will perform all obligations mutually agreed upon by the parties. In exchange for Coach's participation in the University's camps and/or clinics, the University shall pay Coach supplemental compensation during each year of his employment as a coach at the University.
- b) If the University allows Coach to operate camps and/or clinics at the University, such operation shall be according to a written agreement which shall include conditions such as:
 - i) Coach compliance with all NCAA, Mountain West Conference (Conference), Board, and University rules and regulations related, directly or indirectly, to the operation of camps and/or clinics;
 - ii) Payment for use of University facilities; and
 - iii) Provision of proof of liability insurance

In the event of termination of this Agreement, suspension, or reassignment, University shall not be under any obligation to permit a camp and/or clinic to be held by the Coach after the effective date of such termination, suspension, or reassignment, and the University shall be released from all obligations relating thereto.

3.3. Footwear; Apparel; Equipment. Coach agrees that the University has the exclusive right to select footwear, apparel and/or equipment for the use of its student-athletes and staff, including Coach, during official practices and games and during times when Coach or the Team is being filmed by motion picture or video camera or posing for photographs in their capacity as representatives of University. In order to avoid entering into an agreement with a competitor of any University selected vendors, Coach shall submit all outside consulting agreements to the University for review and approval prior to execution. Coach shall also report such outside income to the University in accordance with Section 4.2 of this Agreement. Coach further agrees that Coach will not endorse any athletic footwear, apparel and/or equipment products, and will not

participate in any messages or promotional appearances which contain a comparative or qualitative description of athletic footwear, apparel or equipment products.

3.4. General Conditions of Compensation. All compensation provided by the University to Coach is subject to deductions and withholdings as required by law or the terms and conditions of any fringe benefit in which Coach participates. However, if any fringe benefit is based in whole or in part upon the compensation provided by the University to Coach, such fringe benefit shall be based only on the compensation provided pursuant to Section 3.1.1, except to the extent required by the terms and conditions of a specific fringe benefit program.

ARTICLE 4

4.1. Coach's Specific Duties and Responsibilities. In consideration of the compensation specified in this Agreement, Coach, in addition to the obligations set forth elsewhere in this Agreement, shall:

4.1.1. Devote Coach's full time and best efforts to the performance of Coach's duties under this Agreement;

4.1.2. Develop and implement programs and procedures with respect to the evaluation, recruitment, training, and coaching of Team members which enable them to compete successfully and reasonably protect their health, safety, and wellbeing;

4.1.3. Observe and uphold all academic standards, requirements, and policies of the University and encourage Team members to perform to their highest academic potential and to graduate in a timely manner; and

4.1.4. Know, recognize, and comply with all applicable laws, and with the policies, rules and regulations of the University, the Board, the men's basketball conference of which the University is a member (Conference), and the NCAA; supervise and take appropriate steps to ensure that Coach's assistant coaches, any other employees for whom Coach is administratively responsible, and the members of the Team know, recognize, and comply with all such laws, policies, rules and regulations; and immediately report to the Director and to the Department's Director of Compliance if Coach has reasonable cause to believe that any person or entity, including without limitation representatives of the University's athletic interests, has violated or is likely to violate any such laws, policies, rules or regulations. Coach shall promote an atmosphere of compliance with the rules and regulations. Coach shall cooperate fully with the University and Department at all times. The names or titles of employees whom Coach supervises will be provided to Director through the Countable Coach Form. The applicable laws, policies, rules, and regulations include: (a) the policies of the Department; (b) the University's Policy Manual; (c) Board policies; (d) the rules and regulations of the Conference; and (e) NCAA rules and regulations.

4.2. Outside Activities. Coach shall not undertake any business, professional or personal activities, or pursuits that would prevent Coach from devoting Coach's full time and best efforts to the performance of Coach's duties under this Agreement, that would unreasonably detract from those duties in any manner, or that, in the reasonable opinion of the University, the Department, would reflect adversely upon the University or its athletic program. Subject to the terms and conditions of this Agreement, Coach may, with the prior written approval of the Director, who may consult with the President, enter into separate arrangements for outside activities and endorsements which are consistent with Coach's obligations under this Agreement. Coach shall report such outside income and business interests to the University in accordance with Section 4.3 of this Agreement. Coach may not use nor may Coach authorize third parties to use the University's name, logos, or trademarks in connection with any such arrangements without the prior written approval of the Director and the President (such approval not to be unreasonably withheld).

4.3. Outside Income. In accordance with NCAA rules, Coach shall obtain prior written approval from the President and the Director (such approval not to be unreasonably withheld) for all athletically-related and other business-related income and benefits from sources outside the University and shall report the source and amount of all such income and benefits in accordance with the Department's Outside Income Reporting Form. The report shall be in a format reasonably satisfactory to University. In no event shall Coach accept or receive directly or indirectly any monies, benefits, or gratuities whatsoever from any person, association, corporation, University booster club, University alumni association, University foundation, or other benefactor, if the acceptance or receipt of the monies, benefits, or gratuities would violate applicable law or the policies, rules, and regulations of the University, the Board, the Conference, or the NCAA.

4.4. Hiring Authority. Coach shall have the responsibility and the sole authority to recommend to the Director the hiring and termination of assistant coaches for the Team, but the decision to hire or terminate an assistant coach shall be made by the Director and shall, when necessary or appropriate, be subject to the approval of the President and the Board.

4.5. Scheduling. Coach shall consult with, and may make recommendations to, the Director or the Director's designee with respect to the scheduling of Team competitions, but the final decision shall be made by the Director or the Director's designee.

4.6. Other Coaching Opportunities. Coach shall not, under any circumstances, interview for, negotiate for, or accept employment as a coach at any other institution of higher education or with any professional sports team, requiring performance of duties prior to the expiration of this Agreement, without the prior approval of the Director. Such approval shall not unreasonably be withheld.

4.7. Disclosure of Criminal Proceedings, Serious Misconduct, and Discipline. Coach warrants that prior to signing this Agreement, Coach has disclosed and will continue to disclose if Coach has been accused of, investigated for, convicted of, or pled guilty or no contest to, or received a withheld judgment for a felony or misdemeanor, has been accused of serious

misconduct in a civil suit or internal process at any prior institution where Coach was employed, or has been subject to official institution or athletic department disciplinary action at any time at any prior institution where Coach was employed. "Serious misconduct" is defined as any act of harassment prohibited by law, including sexual harassment, sexual misconduct, domestic violence, dating violence, stalking, sexual exploitation, or dishonesty or fiscal misconduct. Any disclosure after the date of this Agreement shall be made as soon as possible, but no later than 72 hours after Coach is on notice of any accusation.

4.8. Media Obligations. Coach must fully participate in media programs and public appearances (Programs) through the date of the Team's last regular season or post-season competition. Agreements requiring Coach to participate in Programs related to Coach's duties as an employee of University are the property of the University. The University shall have the exclusive right to negotiate and contract with all producers of media productions and all parties desiring public appearances by Coach. Coach agrees to cooperate with the University in order for the Programs to be successful and agrees to provide Coach's services to and perform on the Programs and to cooperate in their production, broadcasting, and telecasting. It is understood that neither Coach nor any assistant coaches shall appear without the prior written approval of the Director on any competing radio or television program (including but not limited to a coach's show, call-in show, or interview show) or a regularly scheduled news segment, except that this prohibition shall not apply to routine news media interviews for which no compensation is received. Without the prior written approval of the Director, Coach shall not appear in any commercial endorsements which are broadcast on radio or television that conflict with those which are broadcast on the University's designated media outlets.

4.9. Attendance at Specific Gatherings. Coach will attend all staff meetings, public relation functions, dinners, awards banquet and make appearances as directed by the Director unless excused by the Director. Such functions shall include, but are not limited to, the following:

- a) The Boise State Athletics Hall of Fame Dinner
- b) The biennial BAA/Alumni Auction
- c) The Lyle Smith Golf Tournament
- d) The Dairy Booster Auction
- e) The annual BAA Endowment Dinner
- f) All Department staff meetings called by the Athletic Director or his designee
- g) Athletic Department Graduation Reception
- h) BAA Appreciation Day
- i) Dinner on the Blue

ARTICLE 5

5.1. Termination of Coach for Cause. The University may, in its discretion, suspend Coach from some or all of Coach's duties, temporarily or permanently, and with or without pay; reassign Coach to other duties; or terminate this Agreement at any time for good or adequate cause,

as those terms are defined in applicable rules and regulations.

5.1.1 In addition to the definitions contained in applicable rules and regulations, the University and Coach hereby specifically agree that the following shall constitute good or adequate cause for suspension, reassignment, or termination of this Agreement:

- a) A deliberate or major violation of Coach's duties under this Agreement or the refusal or unwillingness of Coach to perform such duties in good faith and to the best of Coach's abilities;
- b) The failure of Coach to remedy any violation of any of the terms of this Agreement within 30 days after written notice from the University;
- c) A deliberate or major violation by Coach of any applicable law or the policies, rules or regulations of the University, the Board, or the Conference, or consistent, repeated NCAA Level 3 violations with respect to the same situation or occurrence at Boise State University, or at another NCAA or NAIA member institution;
- d) Ten (10) working days' absence of Coach from duty without the University's consent;
- e) Any conduct of Coach that constitutes moral turpitude or that would, in the University's judgment, reflect adversely on the University or its athletic programs;
- f) The failure of Coach to represent the University and its athletic programs positively in public and private forums;
- g) The failure of Coach to fully and promptly cooperate with the NCAA or the University in any investigation of possible violations of any applicable law or the policies, rules or regulations of the University, the Board, the Conference, or the NCAA;
- h) The failure of Coach to report a known violation of any applicable law or the policies, rules or regulations of the University, the Board, the Conference, or consistent and repeated NCAA Level 3 violations with respect to the same situation or occurrence, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team; or
- i) A violation of any applicable law or the policies, rules or regulations of the University, the Board, the Conference, or the consistent and repeated NCAA Level 3 violations with respect to the same situation or occurrence,

by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team if Coach knew or should have known of the violation(s) and could have prevented it by ordinary supervision.

- j) The failure of Coach to disclose any criminal proceeding or accusation or finding of serious misconduct as required in Section 4.7 of this Agreement.

5.1.2. Suspension, reassignment, or termination for good or adequate cause shall be effectuated by the University as follows: before the effective date of the suspension, reassignment, or termination, the Director or the Director's designee shall provide Coach with notice, which notice shall be accomplished in the manner provided for in this Agreement and shall include the reason(s) for the contemplated action. Coach shall then have an opportunity to respond. After Coach responds or fails to respond, the University shall notify Coach whether, and if so when, the action will be effective.

5.1.3. In the event of any termination for good or adequate cause, the University's obligation to provide compensation and benefits to Coach, whether direct, indirect, supplemental or collateral, shall cease as of the date of such termination, and the University shall not be liable for the loss of any collateral business opportunities or other benefits, perquisites, or income resulting from outside activities or from any other sources.

5.1.4. If found in violation of a deliberate or major violation of NCAA regulations, or consistent, repeated NCAA Level 3 violations, Coach shall, in addition to the provisions of Section 5.1, be subject to disciplinary or corrective action as set forth in the provisions of the NCAA enforcement procedures. This Section applies to violations occurring at the University or at previous institutions at which Coach was employed.

5.1.5. In the event of non-renewal or termination of Coach's employment, Coach will use all accumulated annual leave prior to the end of the contract period.

5.2. Termination of Coach for Convenience of University.

5.2.1. At any time after commencement of this Agreement, the University for its own convenience, may terminate this Agreement by giving ten (10) days prior written notice to Coach.

5.2.2. In the event that the University terminates this Agreement for its own convenience, the University shall be obligated to pay Coach, as liquidated damages and not a penalty, the remaining unpaid amounts contained in the salary set forth in Section 3.1.1(a), excluding all deductions required by law, on the regular paydays of the University until the term of this Agreement ends or until Coach obtains reasonably comparable employment, whichever occurs first.

Liquidated damages are subject to mitigation and offset such that Coach must use reasonable best efforts to obtain other employment during the original term of this Agreement and, in the event Coach obtains other employment of any kind or nature after such termination, then the amount of compensation the University pays will be adjusted and reduced by the amount of compensation paid Coach as a result of such other employment.

Coach specifically agrees to inform the University within ten business days of obtaining other employment, and to advise the University of all relevant terms of such employment, including without limitation the nature and location of employment, salary, other compensation, health insurance benefits, life insurance benefits, and other fringe benefits. Failure to so inform and advise the University shall constitute a material breach of this Agreement and the University's obligation to pay compensation under this provision shall end. Coach further agrees to repay to the University all compensation received from the University after the date other employment is obtained.

In addition, Coach will be entitled to continue with the University health insurance plan and group life insurance as if Coach remained a University employee until the term of this Agreement ends or until Coach obtains other employment whichever occurs first. Coach shall be entitled to no other compensation or fringe benefits, except as otherwise provided herein or required by law.

5.2.3. The parties have both been represented by, or had the opportunity to consult with, legal counsel in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that Coach may lose certain benefits, supplemental compensation, or outside compensation relating to employment with the University, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by the University and the acceptance thereof by Coach shall constitute adequate and reasonable compensation to Coach for the damages and injury suffered by Coach because of such termination by the University. The liquidated damages are not, and shall not be construed to be, a penalty.

5.3. Termination by Coach for Convenience.

5.3.1. Coach recognizes that Coach's promise to work for the University for the entire term of this Agreement is of the essence of this Agreement. Coach also recognizes that the University is making a highly valuable investment in Coach's employment by entering into this Agreement and that its investment would be lost were Coach to resign or otherwise terminate employment with the University before the end of the Agreement term.

5.3.2. Coach may terminate this Agreement for convenience during its term by giving prior written notice to the University. Termination shall be effective ten (10) days after notice is given to the University.

5.3.3. If Coach terminates this Agreement for convenience at any time, and for any reason, all obligations of the University shall cease as of the effective date of the termination.

If Coach terminates this Agreement for convenience, Coach shall pay to the University, as liquidated damages and not a penalty, the following sum:

- a) Termination on or before March 31, 2023: \$800,000
- b) Termination on or before March 31, 2024: \$700,000
- c) Termination on or before March 31, 2025: \$500,000
- d) Termination on or before March 31, 2026: \$300,000
- e) Termination on or before March 31, 2027: \$100,000
- f) Termination on or before March 31, 2028: \$100,000 (if Agreement is extended only)
- g) Termination on or before March 31, 2029: \$100,000 (if Agreement is extended only)
- h) Termination on or before March 31, 2030: \$100,000 (if Agreement is extended only)

This provision is inapplicable in the event Coach elects to retire from coaching basketball at the collegiate or professional levels, so long as Coach shall remain retired from coaching basketball for a period of no less than twenty-four (24) months.

The liquidated damages shall be due and payable within sixty (60) days of the effective date of the termination, and any unpaid amount shall bear simple interest at a rate eight (8) percent per annum until paid.

If Coach terminates this Agreement for convenience and does not immediately commence other employment as described above, and therefore does not pay the liquidated damages, but then at a future date within the remaining term of this Agreement, or enters into an agreement to commence in the future, other employment as described above, then liquidated damages will still be owed by Coach and the amount of liquidated damages owed shall be calculated as of the date Coach accepts such employment.

The University, in its sole discretion, may elect to waive a portion of the liquidated damages due to the University.

Coach's obligation, if any, to repay relocation expenses is based on duration of employment and not related to reason for termination and is separate from any obligation to pay liquidated damages.

5.3.4. The parties have both been represented by legal counsel in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that the University will incur administrative and recruiting costs in obtaining a replacement for Coach, in addition to potentially increased compensation costs if Coach terminates this Agreement for convenience, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by Coach and the acceptance thereof by the University shall constitute adequate and reasonable

compensation to the University for the damages and injury suffered by it because of such termination by Coach. The liquidated damages are not, and shall not be construed to be, a penalty. This Section 5.3.4 shall not apply if Coach terminates this Agreement because of a material breach by the University.

5.3.5. Except as provided elsewhere in this Agreement, if Coach terminates this Agreement for convenience, Coach shall forfeit to the extent permitted by law the right to receive all supplemental compensation and other payments.

5.4. Termination due to Disability or Death of Coach.

5.4.1. Notwithstanding any other provision of this Agreement, this Agreement shall terminate automatically if Coach becomes totally or permanently disabled as defined by the University 's disability insurance carrier, becomes unable to perform the essential functions of the position of head coach, or dies.

5.4.2. If this Agreement is terminated because of Coach's death, Coach's salary and all other benefits shall terminate as of the last day worked, except that Coach's personal representative or other designated beneficiary shall be paid all compensation due or unpaid and death benefits, if any, as may be contained in any fringe benefit plan now in force or hereafter adopted by the University and due to Coach's estate or beneficiaries thereunder.

5.4.3. If this Agreement is terminated because Coach becomes totally or permanently disabled as defined by the University 's disability insurance carrier, or becomes unable to perform the essential functions of the position of head coach, all salary and other benefits shall terminate, except that Coach shall be entitled to receive any compensation due or unpaid and any disability-related benefits to which Coach is entitled by virtue of employment with the University.

5.5. Interference by Coach. In the event of termination, suspension, or reassignment, Coach agrees that Coach will not interfere with the University's student-athletes or otherwise obstruct the University's ability to transact business or operate its intercollegiate athletics program.

5.6. No Liability. The University shall not be liable to Coach for the loss of any collateral business opportunities or any other benefits, perquisites or income from any sources that may ensue as a result of any termination of this Agreement by either party or due to death or disability or the suspension or reassignment of Coach, regardless of the circumstances.

5.7. Waiver of Rights. Because Coach is receiving a multi-year contract and the opportunity to receive supplemental compensation and because such contracts and opportunities are not customarily afforded to University employees, if the University suspends or reassigns Coach, or terminates this Agreement for good or adequate cause or for convenience, Coach shall have all the rights provided for in this Agreement but hereby releases the University from

compliance with the notice, appeal, and similar employment-related rights provided for in Board policy, and the University's policies.

ARTICLE 6

6.1. Approval. This Agreement shall not be effective until and unless executed by both parties as set forth below. In addition, the payment of any compensation pursuant to this agreement shall be subject to the approval of the Board, if required, the President, and the Director; the sufficiency of legislative appropriations; the receipt of sufficient funds in the account from which such compensation is paid; and the Board policies and University rules regarding financial exigency.

6.2. University Property. All personal property (excluding vehicle(s) provided through the courtesy car program), material, and articles of information, including, without limitation, keys, credit cards, personnel records, recruiting records, team information, films, statistics or any other personal property, material, or data, furnished to Coach by the University or developed by Coach on behalf of the University or at the University's direction or for the University's use or otherwise in connection with Coach's employment hereunder are and shall remain the sole property of the University. Within twenty-four (24) hours of the expiration of the term of this Agreement or its earlier termination as provided herein, Coach shall immediately cause any such personal property, materials, and articles of information in Coach's possession or control to be delivered to the Director.

6.3. Assignment. Neither party may assign its rights or delegate its obligations under this Agreement without the prior written consent of the other party.

6.4. Waiver. No waiver of any default in the performance of this Agreement shall be effective unless in writing and signed by the waiving party. The waiver of a particular breach in the performance of this Agreement shall not constitute a waiver of any other or subsequent breach. The resort to a particular remedy upon a breach shall not constitute a waiver of any other available remedies.

6.5. Severability. If any provision of this Agreement is determined to be invalid or unenforceable, the remainder of the Agreement shall not be affected and shall remain in effect.

6.6. Governing Law. This Agreement shall be subject to and construed in accordance with the laws of the state of Idaho. Any action based in whole or in part on this Agreement shall be brought in the courts of the state of Idaho.

6.7. Oral Promises. Oral promises of an increase in annual salary or of any supplemental or other compensation shall not be binding upon the University.

6.8. Force Majeure. Any prevention, delay or stoppage due to strikes, lockouts, labor disputes, acts of God, inability to obtain labor or materials or reasonable substitutes therefor,

governmental restrictions, governmental regulations, governmental controls, enemy or hostile governmental action, civil commotion, fire or other casualty, and other causes beyond the reasonable control of the party obligated to perform (including financial inability), shall excuse the performance by such party for a period equal to any such prevention, delay or stoppage.

6.9. Confidentiality. This Agreement and all documents and reports Coach is required to produce under this Agreement may be released and made available to the public by the University.

6.10. Notices. Any notice under this Agreement shall be in writing and be delivered in person or by public or private courier service (including U.S. Postal Service Express Mail) or certified mail with return receipt requested. 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
 Director of Athletics
 1910 University Drive
 Boise, Idaho 83725-1020

with a copy to: Boise State University
 Office of the President
 1910 University Drive
 Boise, Idaho 83725-1000

Coach: Leon Rice
 Last known address on file with
 University's Human Resource Services

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

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

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

6.13. Non-Use of Names and Trademarks. Coach shall not, without the University's prior written consent in each case, use any name, trade name, trademark, or other designation of the University (including contraction, abbreviation or simulation), except in the course and scope of official University duties.

Rice Contract
 2022 to 2027
 15

6.14. No Third Party Beneficiaries. There are no intended or unintended third party beneficiaries to this Agreement.

6.15. Entire Agreement; Amendments. This Agreement constitutes the entire agreement of the parties and supersedes all prior agreements and understandings with respect to the same subject matter. No amendment or modification of this Agreement shall be effective unless in writing, signed by both parties, and approved by the Board.

6.16. Opportunity to Consult with Attorney. Coach acknowledges that Coach has had the opportunity to consult and review this Agreement with an attorney. Accordingly, in all cases, the language of this Agreement shall be construed simply, according to its fair meaning, and not strictly for or against any party.

University**Coach**

Jeramiah Dickey
Director of Athletics

Leon Rice

Date

Date

Dr. Marlene Tromp
President

Date

Approved by the Idaho State Board of Education on the ____ day of _____, 2022.

EMPLOYMENT AGREEMENT

This Employment Agreement (Agreement) is entered into by and between Boise State University (the University) and Leon Rice (Coach).

ARTICLE 1

1.1. Employment. Subject to the terms and conditions of this Agreement, the University shall employ Coach as the head coach of its intercollegiate Men's Basketball team (the Team). Coach represents and warrants that Coach is fully qualified to serve, and is available for employment, in this capacity.

1.2. Reporting Relationship. Coach shall report and be responsible directly to the University's Athletic Director (Director) or the Director's designee. Coach shall abide by the reasonable instructions of the Director or the Director's designee and shall confer with the Director or the Director's designee on all administrative and technical matters. Coach shall also be under the general supervision of the University's President (the President).

1.3. Duties. Coach shall manage and supervise the Team and shall perform such other duties in the University's athletic program as the Director may assign and as may be described elsewhere in this Agreement. The University shall have the right, at any time, to reassign Coach to duties at the University other than as head coach of the Team, and within the same or similar job category or family, or a fundraising position supporting Athletics, upon mutual agreement between the Director of Athletics and Coach, provided that Coach's compensation and benefits shall not be affected by any such reassignment, except that the opportunity to earn supplemental compensation as provided in Section 3.2 shall cease. In the event that the Director of Athletics and Coach cannot mutually agree upon such reassignment, then Coach will be deemed to have resigned at the end of the then-existing annual term wherein the reassignment was proposed.

ARTICLE 2

2.1. Term. This Agreement is for a fixed-term appointment of five (5) years, commencing on July 1, 2022 and terminating, without further notice to Coach, on March 31, 2027 unless sooner terminated in accordance with other provisions of this Agreement. Section 2.3 and/or section 2.4 may extend the term by one year at a time, up to an additional three one year extensions, terminating this Agreement on March 31, 2030 at the latest. For the sake of clarity, in no event will this Agreement ever be for a period in excess of five (5) years.

2.2. Extension or Renewal. This Agreement is renewable solely upon an offer from the University and an acceptance by Coach, both of which must be in writing and signed by the parties. Any renewal is subject to the prior approval of the Idaho State Board of Education (Board). This Agreement in no way grants to Coach a claim to tenure in employment, nor shall Coach's service pursuant to this Agreement count in any way toward tenure at the University.

2.3. Conference Change Term Extension. If the conference affiliation of the University (currently the Mountain West Conference) changes during the term of this agreement and Coach's

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employment is not already terminated or suspended as otherwise provided herein, this Agreement shall automatically be extended by one (1) additional year to its then-existing term; provided, however, that at no time may the term of this Agreement exceed five (5) years. If the extension of the additional year as provided in this section 2.3 would have the effect of making the then-existing term of this agreement longer than five (5) years, then this provision shall be null and void and of no effect.

2.4. Automatic Extensions. The term of this Agreement will be automatically extended by one (1) additional year, no more than three times, commencing on April 1 and concluding on March 31, for each season in which the Team has at least eighteen (18) wins or advances to the NCAA Tournament; provided, however, that at no time may the term of this Agreement exceed five (5) years. If the extension, as provided in this section 2.4, would have the effect of making the then-existing term of this Agreement longer than five (5) years, then this provision shall be null and void and of no effect. For the purpose of calculation of wins, such wins must occur during the regular season, the conference tournament, the National Invitation Tournament ("NIT"), or the NCAA Tournament, to the exclusion of all other pre-season exhibition games or post-season invitational tournaments.

2.5. Limit of Automatic Extensions. This fixed term Agreement may be, pursuant to Section 2.3 and/or 2.4, be extended by one year at a time, up to an additional three one-year extensions, terminating this Agreement on March 31, 2030 at the latest. For the sake of clarity, in no event will this Agreement provide for a term in excess of five (5) years.

ARTICLE 3

3.1. Regular Compensation.

3.1.1. In consideration of Coach's services and satisfactory performance of this Agreement, the University shall provide to Coach:

- a) An annual salary as follows:
July 1, 2022 – March 31, 2023 = \$900,000 (annualized, or pro rata,
for the remaining nine months of this term);
April 1, 2023 – March 31, 2024 = \$950,000;
April 1, 2024 – March 31, 2025 = \$1,000,000;
April 1, 2025 – March 31, 2026 = \$1,050,000;
April 1, 2026 – March 31, 2027 = \$1,100,000;
payable in biweekly installments in accordance with normal
University procedures, and such salary increases as may be
determined appropriate by the Director and President and approved
by the Board; provided, however that any extensions of the term
pursuant to paragraph 2.4 above will increase Coach's annual salary
by \$50,000;

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2022 to 2027

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b) Coach may be eligible to receive a Change in Employee Compensation (CEC) increase, if approved by the Idaho Legislature. A CEC, if granted, and in what amounts, will be at the Athletic Director's sole discretion; and

c) The opportunity to receive such employee benefits as the University provides generally to non-faculty professional employees, provided that Coach qualifies for such benefits by meeting all applicable eligibility requirements; and

d) Assignment of one vehicle through the University's Department of Athletics (the Department) trade-out program during the Term of this Agreement, subject to and according to the policy of the Board and any separate agreement(s) relating to the vehicle; specifically, Coach shall be responsible for insurance premiums for personal use of the vehicle; and

e) The opportunity to receive such employee benefits as the Department provides generally to its employees of a comparable level. Coach hereby agrees to abide by the terms and conditions, as now existing or hereafter amended, of such employee benefits.

Coach understands and agrees that financial conditions may require the President, in the President's discretion, to institute furloughs or to take such other actions consistent with Board policy as the President may determine to be necessary to meet such challenges; provided that any furlough applied to Coach must be applied to all other employees of a comparable level. In the event of a furlough or other action, the actual salary paid to Coach may be less than the salary stated in Section 3.1.1(a) above.

3.2 Supplemental Compensation. Each year Coach may be eligible to receive supplemental compensation as follows:

3.2.1 Athletic Achievement Incentive Pay.
Regular Season:

<u>Conference Regular Season Champion</u>	<u>6% of annual salary</u>
<u>Conference Tournament Champion</u>	<u>6% of annual salary</u>
<u>NCAA At-Large Tournament Invitation</u>	<u>4% of annual salary</u>

Maximum Cumulative Regular Season 12% of annual salary

Post-Season:

<u>National Invitation Tournament Win</u>	<u>2% of annual salary</u>
<u>NCAA Tournament Win (per win)</u>	<u>4% of annual salary</u>
<u>NCAA Tournament Elite 8 Appearance</u>	<u>6% of annual salary</u>

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2022 to 2027

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NCAA Tournament Final Four Appearance 8% of annual salary
NCAA Tournament National Champion 16% of annual salary

Maximum Cumulative Post-Season 16% of annual salary

Any supplemental compensation awarded as Athletic Achievement Incentive Pay shall be paid on the first regular pay date in May, as long as Coach remains continuously employed as the Head Coach on that date.

3.2.2. Academic Achievement Incentive Pay.

Academic Incentive Pay may be earned for the most recent academic year if the annual Team Academic Progress Rate ("APR") ranks nationally within men's basketball as follows:

- a) If the annual APR rating is between 50%-59.9% of the 4-year National Ranking, Employee may receive a sum of up to 3% of salary; or
- b) If the annual APR rating is between 60%-69.9% of the 4-year National Ranking, Employee may receive a sum of up to 4% of salary; or
- c) If the annual APR rating is between 70%-79.9% of the 4-year National Ranking, Employee may receive a sum of up to 5% of salary; or
- d) If the annual APR rating is 80% or higher of the 4-year National Ranking, Employee may receive a sum of up to 6% of salary.

Any supplemental compensation awarded as Academic Achievement Incentive Pay shall be paid as soon as reasonably practical following APR rating determination and verification by the National Collegiate Athletic Association ("NCAA"), as long as Coach remains continuously employed as Head Coach on that date.

3.2.3. Conditions for payment of Athletic and Academic Achievement supplemental compensation.

If Coach qualifies for any supplemental compensation, the amount paid to the Coach will be calculated on the percentage of base salary at time of occurrence. Provided, however, if conditions beyond the control of the University prevent the University from hosting home competitions at full capacity, supplemental compensation may be less than the amounts in Sections 3.2.1 and 3.2.2, above.

The decisions whether or not to award the Incentive Pay outlined in this Section 3.2, and in what amounts, are within the Director's sole discretion. The decisions may be made based on a variety of factors, including, but not limited to, Coach's individual performance, athletic/academic performance of Coach's assigned player personnel groups, or other performance-related factors. Coach is not entitled to supplemental compensation if Coach is placed

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Rice Contract
2022 to 2027

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on administrative leave or otherwise not performing the duties of Coach during the time the applicable achievement is attained.

Any such supplemental compensation actually paid to Coach shall be reported to the Board on an annual basis.

3.2.4. Coach agrees that the University has the priority right to operate camps and/or clinics on its campus using University facilities.

- a) If the University exercises its right to operate camps and/or clinics on campus, the University shall allow Coach the opportunity to earn supplemental compensation by assisting with the University's camps and/or clinics in Coach's capacity as a University employee. Coach hereby agrees to assist in the marketing, supervision, and general administration of the University's camps and/or clinics. Coach also agrees that Coach will perform all obligations mutually agreed upon by the parties. In exchange for Coach's participation in the University's camps and/or clinics, the University shall pay Coach supplemental compensation during each year of his employment as a coach at the University.
- b) If the University allows Coach to operate camps and/or clinics at the University, such operation shall be according to a written agreement which shall include conditions such as:
- i) Coach compliance with all NCAA, Mountain West Conference (Conference), Board, and University rules and regulations related, directly or indirectly, to the operation of camps and/or clinics;
 - ii) Payment for use of University facilities; and
 - iii) Provision of proof of liability insurance.

In the event of termination of this Agreement, suspension, or reassignment, University shall not be under any obligation to permit a camp and/or clinic to be held by the Coach after the effective date of such termination, suspension, or reassignment, and the University shall be released from all obligations relating thereto.

3.3. Footwear; Apparel; Equipment. Coach agrees that the University has the exclusive right to select footwear, apparel and/or equipment for the use of its student-athletes and staff, including Coach, during official practices and games and during times when Coach or the Team is being filmed by motion picture or video camera or posing for photographs in their capacity as representatives of University. In order to avoid entering into an agreement with a competitor of any University selected vendors, Coach shall submit all outside consulting agreements to the University for review and approval prior to execution. Coach shall also report such outside income to the University in accordance with Section 4.2 of this Agreement. Coach further agrees that Coach will not endorse any athletic footwear, apparel and/or equipment products, and will not

Rice Contract 2022 to 2027

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participate in any messages or promotional appearances which contain a comparative or qualitative description of athletic footwear, apparel or equipment products.

3.4. General Conditions of Compensation. All compensation provided by the University to Coach is subject to deductions and withholdings as required by law or the terms and conditions of any fringe benefit in which Coach participates. However, if any fringe benefit is based in whole or in part upon the compensation provided by the University to Coach, such fringe benefit shall be based only on the compensation provided pursuant to Section 3.1.1, except to the extent required by the terms and conditions of a specific fringe benefit program.

ARTICLE 4

4.1. Coach's Specific Duties and Responsibilities. In consideration of the compensation specified in this Agreement, Coach, in addition to the obligations set forth elsewhere in this Agreement, shall:

4.1.1. Devote Coach's full time and best efforts to the performance of Coach's duties under this Agreement;

4.1.2. Develop and implement programs and procedures with respect to the evaluation, recruitment, training, and coaching of Team members which enable them to compete successfully and reasonably protect their health, safety, and wellbeing;

4.1.3. Observe and uphold all academic standards, requirements, and policies of the University, and encourage Team members to perform to their highest academic potential and to graduate in a timely manner; and

4.1.4. Know, recognize, and comply with all applicable laws, and with the policies, rules and regulations of the University, the Board, the men's basketball conference of which the University is a member (Conference), and the NCAA; supervise and take appropriate steps to ensure that Coach's assistant coaches, any other employees for whom Coach is administratively responsible, and the members of the Team know, recognize, and comply with all such laws, policies, rules and regulations; and immediately report to the Director and to the Department's Director of Compliance if Coach has reasonable cause to believe that any person or entity, including without limitation representatives of the University's athletic interests, has violated or is likely to violate any such laws, policies, rules or regulations. Coach shall promote an atmosphere of compliance with the rules and regulations. Coach shall promote an atmosphere of compliance with the rules and regulations. Coach shall cooperate fully with the University and Department at all times. The names or titles of employees whom Coach supervises will be provided to Director through the Countable Coach Form. The applicable laws, policies, rules, and regulations include: (a) the policies of the Department; (b) the University's Policy Manual; (c) Board policies; (d) the rules and regulations of the Conference; and (e) NCAA rules and regulations.

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2022 to 2027

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4.2. Outside Activities. Coach shall not undertake any business, professional or personal activities, or pursuits that would prevent Coach from devoting Coach's full time and best efforts to the performance of Coach's duties under this Agreement, that would unreasonably detract from those duties in any manner, or that, in the reasonable opinion of the University, the Department, would reflect adversely upon the University, or its athletic program. Subject to the terms and conditions of this Agreement, Coach may, with the prior written approval of the Director, who may consult with the President, enter into separate arrangements for outside activities and endorsements which are consistent with Coach's obligations under this Agreement. Coach shall report such outside income and business interests to the University in accordance with Section 4.3 of this Agreement. Coach may not use nor may Coach authorize third parties to use the University's name, logos, or trademarks in connection with any such arrangements without the prior written approval of the Director and the President (such approval not to be unreasonably withheld).

4.3. Outside Income. In accordance with NCAA rules, Coach shall obtain prior written approval from the President and the Director (such approval not to be unreasonably withheld) for all athletically-related and other business-related income and benefits from sources outside the University and shall report the source and amount of all such income and benefits in accordance with the Department's Outside Income Reporting Form. The report shall be in a format reasonably satisfactory to University. In no event shall Coach accept or receive directly or indirectly any monies, benefits, or gratuities whatsoever from any person, association, corporation, University booster club, University alumni association, University foundation, or other benefactor, if the acceptance or receipt of the monies, benefits, or gratuities would violate applicable law or the policies, rules, and regulations of the University, the Board, the Conference, or the NCAA.

4.4. Hiring Authority. Coach shall have the responsibility and the sole authority to recommend to the Director the hiring and termination of assistant coaches for the Team, but the decision to hire or terminate an assistant coach shall be made by the Director and shall, when necessary or appropriate, be subject to the approval of the President and the Board.

4.5. Scheduling. Coach shall consult with, and may make recommendations to, the Director or the Director's designee with respect to the scheduling of Team competitions, but the final decision shall be made by the Director or the Director's designee.

4.6. Other Coaching Opportunities. Coach shall not, under any circumstances, interview for, negotiate for, or accept employment as a coach at any other institution of higher education or with any professional sports team, requiring performance of duties prior to the expiration of this Agreement, without the prior approval of the Director. Such approval shall not unreasonably be withheld.

4.7. Disclosure of Criminal Proceedings, Serious Misconduct, and Discipline. Coach warrants that prior to signing this Agreement, Coach has disclosed and will continue to disclose if Coach has been accused of, investigated for, convicted of, or pled guilty or no contest to, or received a withheld judgment for, a felony or misdemeanor, has been accused of serious

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2022 to 2027

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misconduct in a civil suit or internal process at any prior institution where Coach was employed, or has been subject to official institution or athletic department disciplinary action at any time at any prior institution where Coach was employed. "Serious misconduct" is defined as any act of harassment prohibited by law, including sexual harassment, sexual misconduct, domestic violence, dating violence, stalking, sexual exploitation, or dishonesty or fiscal misconduct. Any disclosure after the date of this Agreement shall be made as soon as possible, but no later than 72 hours after Coach is on notice of any accusation.

4.8. Media Obligations. Coach must fully participate in media programs and public appearances (Programs) through the date of the Team's last regular season or post-season competition. Agreements requiring Coach to participate in Programs related to Coach's duties as an employee of University are the property of the University. The University shall have the exclusive right to negotiate and contract with all producers of media productions and all parties desiring public appearances by Coach. Coach agrees to cooperate with the University in order for the Programs to be successful and agrees to provide Coach's services to and perform on the Programs and to cooperate in their production, broadcasting, and telecasting. It is understood that neither Coach nor any assistant coaches shall appear without the prior written approval of the Director on any competing radio or television program (including but not limited to a coach's show, call-in show, or interview show) or a regularly scheduled news segment, except that this prohibition shall not apply to routine news media interviews for which no compensation is received. Without the prior written approval of the Director, Coach shall not appear in any commercial endorsements which are broadcast on radio or television that conflict with those which are broadcast on the University's designated media outlets.

4.9. Attendance at Specific Gatherings. Coach will attend all staff meetings, public relation functions, dinners, awards banquet and make appearances as directed by the Director unless excused by the Director. Such functions shall include, but are not limited to, the following:

- a) The Boise State Athletics Hall of Fame Dinner
- b) The biennial BAA/Alumni Auction
- c) The Lyle Smith Golf Tournament
- d) The Dairy Booster Auction
- e) The annual BAA Endowment Dinner
- f) All Department staff meetings called by the Athletic Director or his designee
- g) Athletic Department Graduation Reception
- h) BAA Appreciation Day
- i) Dinner on the Blue

ARTICLE 5

5.1. Termination of Coach for Cause. The University may, in its discretion, suspend Coach from some or all of Coach's duties, temporarily or permanently, and with or without pay; reassign Coach to other duties; or terminate this Agreement at any time for good or adequate cause,

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2022 to 2027

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as those terms are defined in applicable rules and regulations.

5.1.1 In addition to the definitions contained in applicable rules and regulations, the University and Coach hereby specifically agree that the following shall constitute good or adequate cause for suspension, reassignment, or termination of this Agreement:

- a) A deliberate or major violation of Coach's duties under this Agreement or the refusal or unwillingness of Coach to perform such duties in good faith and to the best of Coach's abilities;
- b) The failure of Coach to remedy any violation of any of the terms of this Agreement within 30 days after written notice from the University;
- c) A deliberate or major violation by Coach of any applicable law or the policies, rules or regulations of the University, the Board, or the Conference, or consistent, repeated NCAA Level 3 violations with respect to the same situation or occurrence at Boise State University, or at another NCAA or NAIA member institution;
- d) Ten (10) working days' absence of Coach from duty without the University's consent;
- e) Any conduct of Coach that constitutes moral turpitude or that would, in the University's judgment, reflect adversely on the University or its athletic programs;
- f) The failure of Coach to represent the University and its athletic programs positively in public and private forums;
- g) The failure of Coach to fully and promptly cooperate with the NCAA, or the University, in any investigation of possible violations of any applicable law or the policies, rules or regulations of the University, the Board, the Conference, or the NCAA.
- h) The failure of Coach to report a known violation of any applicable law or the policies, rules or regulations of the University, the Board, the Conference, or consistent and repeated NCAA Level 3 violations with respect to the same situation or occurrence, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team; or
- i) A violation of any applicable law or the policies, rules or regulations of the University, the Board, the Conference, or the consistent and repeated NCAA Level 3 violations with respect to the same situation or occurrence,

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by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team if Coach knew or should have known of the violation(s) and could have prevented it by ordinary supervision.

- j) The failure of Coach to disclose any criminal proceeding or accusation or finding of serious misconduct as required in Section 4.7 of this Agreement.

5.1.2. Suspension, reassignment, or termination for good or adequate cause shall be effectuated by the University as follows: before the effective date of the suspension, reassignment, or termination, the Director or the Director's designee shall provide Coach with notice, which notice shall be accomplished in the manner provided for in this Agreement and shall include the reason(s) for the contemplated action. Coach shall then have an opportunity to respond. After Coach responds or fails to respond, the University shall notify Coach whether, and if so when, the action will be effective.

5.1.3. In the event of any termination for good or adequate cause, the University's obligation to provide compensation and benefits to Coach, whether direct, indirect, supplemental or collateral, shall cease as of the date of such termination, and the University shall not be liable for the loss of any collateral business opportunities or other benefits, perquisites, or income resulting from outside activities or from any other sources.

5.1.4. If found in violation of a deliberate or major violation of NCAA regulations, or consistent, repeated NCAA Level 3 violations, Coach shall, in addition to the provisions of Section 5.1, be subject to disciplinary or corrective action as set forth in the provisions of the NCAA enforcement procedures. This Section applies to violations occurring at the University or at previous institutions at which Coach was employed.

5.1.5. In the event of non-renewal or termination of Coach's employment, Coach will use all accumulated annual leave prior to the end of the contract period.

5.2. Termination of Coach for Convenience of University

5.2.1. At any time after commencement of this Agreement, the University for its own convenience, may terminate this Agreement by giving ten (10) days prior written notice to Coach.

5.2.2. In the event that the University terminates this Agreement for its own convenience, the University shall be obligated to pay Coach, as liquidated damages and not a penalty, the remaining unpaid amounts contained in the salary set forth in Section 3.1.1(a), excluding all deductions required by law, on the regular paydays of the University until the term of this Agreement ends or until Coach obtains reasonably comparable employment, whichever occurs first.

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Liquidated damages are subject to mitigation and offset such that Coach must use reasonable best efforts to obtain other employment during the original term of this Agreement and, in the event Coach obtains other employment of any kind or nature after such termination, then the amount of compensation the University pays will be adjusted and reduced by the amount of compensation paid Coach as a result of such other employment.

Coach specifically agrees to inform the University within ten business days of obtaining other employment, and to advise the University of all relevant terms of such employment, including without limitation the nature and location of employment, salary, other compensation, health insurance benefits, life insurance benefits, and other fringe benefits. Failure to so inform and advise the University shall constitute a material breach of this Agreement and the University's obligation to pay compensation under this provision shall end. Coach further agrees to repay to the University all compensation received from the University after the date other employment is obtained.

In addition, Coach will be entitled to continue with the University health insurance plan and group life insurance as if Coach remained a University employee until the term of this Agreement ends or until Coach obtains other employment whichever occurs first. Coach shall be entitled to no other compensation or fringe benefits, except as otherwise provided herein or required by law.

5.2.3. The parties have both been represented by, or had the opportunity to consult with, legal counsel in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that Coach may lose certain benefits, supplemental compensation, or outside compensation relating to employment with the University, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by the University, and the acceptance thereof by Coach shall constitute adequate and reasonable compensation to Coach for the damages and injury suffered by Coach because of such termination by the University. The liquidated damages are not, and shall not be construed to be, a penalty.

5.3. Termination by Coach for Convenience.

5.3.1. Coach recognizes that Coach's promise to work for the University for the entire term of this Agreement is of the essence of this Agreement. Coach also recognizes that the University is making a highly valuable investment in Coach's employment by entering into this Agreement and that its investment would be lost were Coach to resign or otherwise terminate employment with the University before the end of the Agreement term.

5.3.2. Coach may terminate this Agreement for convenience during its term by giving prior written notice to the University. Termination shall be effective ten (10) days after notice is given to the University.

5.3.3. If Coach terminates this Agreement for convenience at any time, and for any reason, all obligations of the University shall cease as of the effective date of the termination.

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If Coach terminates this Agreement for convenience, Coach shall pay to the University, as liquidated damages and not a penalty, the following sum:

- a) Termination on or before March 31, 2023: \$800,000
- b) Termination on or before March 31, 2024: \$700,000
- c) Termination on or before March 31, 2025: \$500,000
- d) Termination on or before March 31, 2026: \$300,000
- e) Termination on or before March 31, 2027: \$100,000
- f) Termination on or before March 31, 2028: \$100,000 (if Agreement is extended only)
- g) Termination on or before March 31, 2029: \$100,000 (if Agreement is extended only)
- h) Termination on or before March 31, 2030: \$100,000 (if Agreement is extended only)

This provision is inapplicable in the event Coach elects to retire from coaching basketball at the collegiate or professional levels, so long as Coach shall remain retired from coaching basketball for a period of no less than twenty-four (24) months.

The liquidated damages shall be due and payable within sixty (60) days of the effective date of the termination, and any unpaid amount shall bear simple interest at a rate eight (8) percent per annum until paid.

If Coach terminates this Agreement for convenience and does not immediately commence other employment as described above, and therefore does not pay the liquidated damages, but then at a future date within the remaining term of this Agreement, or enters into an agreement to commence in the future, other employment as described above, then liquidated damages will still be owed by Coach and the amount of liquidated damages owed shall be calculated as of the date Coach accepts such employment.

The University, in its sole discretion, may elect to waive a portion of the liquidated damages due to the University.

Coach's obligation, if any, to repay relocation expenses is based on duration of employment and not related to reason for termination and is separate from any obligation to pay liquidated damages.

5.3.4. The parties have both been represented by legal counsel in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that the University will incur administrative and recruiting costs in obtaining a replacement for Coach, in addition to potentially increased compensation costs if Coach terminates this Agreement for convenience, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by Coach and the acceptance thereof by the University shall constitute adequate and reasonable

Rice Contract
2022 to 2027

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compliance with the notice, appeal, and similar employment-related rights provided for in Board policy, ~~and the University's policies.~~

ARTICLE 6

6.1. Approval. This Agreement shall not be effective until and unless executed by both parties as set forth below. In addition, the payment of any compensation pursuant to this agreement shall be subject to the approval of the Board, if required, the President, and the Director; the sufficiency of legislative appropriations; the receipt of sufficient funds in the account from which such compensation is paid; and the Board policies and University rules regarding financial exigency.

6.2. University Property. All personal property (excluding vehicle(s) provided through the courtesy car program), material, and articles of information, including, without limitation, keys, credit cards, personnel records, recruiting records, team information, films, statistics or any other personal property, material, or data, furnished to Coach by the University or developed by Coach on behalf of the University or at the University's direction or for the University's use or otherwise in connection with Coach's employment hereunder are and shall remain the sole property of the University. Within twenty-four (24) hours of the expiration of the term of this Agreement or its earlier termination as provided herein, Coach shall immediately cause any such personal property, materials, and articles of information in Coach's possession or control to be delivered to the Director.

~~6.3. Assignment. Neither party may assign its rights or delegate its obligations under this Agreement without the prior written consent of the other party.~~

6.4. ~~Waiver.~~ No waiver of any default in the performance of this Agreement shall be effective unless in writing and signed by the waiving party. ~~The waiver of a particular breach in the performance of this Agreement shall not constitute a waiver of any other or subsequent breach. The resort to a particular remedy upon a breach shall not constitute a waiver of any other available remedies.~~

6.5. Severability. If any provision of this Agreement is determined to be invalid or unenforceable, the remainder of the Agreement shall not be affected and shall remain in effect.

~~6.6. Governing Law. This Agreement shall be subject to and construed in accordance with the laws of the state of Idaho. Any action based in whole or in part on this Agreement shall be brought in the courts of the state of Idaho.~~

~~6.7. Oral Promises. Oral promises of an increase in annual salary or of any supplemental or other compensation shall not be binding upon the University.~~

6.8. Force Majeure. Any prevention, delay or stoppage due to strikes, lockouts, labor disputes, acts of God, inability to obtain labor or materials or reasonable substitutes therefor,

Rice Contract 2022 to 2027

governmental restrictions, governmental regulations, governmental controls, enemy or hostile governmental action, civil commotion, fire or other casualty, and other causes beyond the reasonable control of the party obligated to perform (including financial inability), shall excuse the performance by such party for a period equal to any such prevention, delay or stoppage.

6.9. Confidentiality. This Agreement and all documents and reports Coach is required to produce under this Agreement may be released and made available to the public by the University.

6.10. Notices. Any notice under this Agreement shall be in writing and be delivered in person or by public or private courier service (including U.S. Postal Service Express Mail) or certified mail with return receipt requested. 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
Director of Athletics
1910 University Drive
Boise, Idaho 83725-1020

with a copy to: Boise State University
Office of the President
1910 University Drive
Boise, Idaho 83725-1000

Coach: Leon Rice
 Last known address on file with
University's Human Resource Services

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

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

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

6.13. Non-Use of Names and Trademarks. Coach shall not, without the University's prior written consent in each case, use any name, trade name, trademark, or other designation of the University (including contraction, abbreviation or simulation), except in the course and scope of official University duties.

Rice Contract
2022 to 2027

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6.14. No Third Party Beneficiaries. There are no intended or unintended third party beneficiaries to this Agreement.

6.15. Entire Agreement; Amendments. This Agreement constitutes the entire agreement of the parties and supersedes all prior agreements and understandings with respect to the same subject matter. No amendment or modification of this Agreement shall be effective unless in writing, signed by both parties, and approved by the Board.

6.16. Opportunity to Consult with Attorney. Coach acknowledges that Coach has had the opportunity to consult and review this Agreement with an attorney. Accordingly, in all cases, the language of this Agreement shall be construed simply, according to its fair meaning, and not strictly for or against any party.

University

Coach

Jeramiah Dickey
Director of Athletics

Leon Rice

Date

Date

Dr. Marlene Tromp
President

Date

Approved by the Idaho State Board of Education on the ____ day of _____, 2022.

Rice Contract
2022 to 2027

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ARTICLE 1

employment is not already terminated or suspended as otherwise provided herein, this Agreement shall automatically be extended by one (1) additional year to its then-existing term; provided, however, that at no time may the term of this Agreement exceed five (5) years. If the extension of the additional year as provided in this section 2.3 would have the effect of making the then-existing term of this agreement longer than five (5) years, then this provision shall be null and void and of no effect.

2.4. Automatic Extensions. The term of this Agreement will be automatically extended by one (1) additional year, no more than three times, commencing on April 1 and concluding on March 31, for each season in which the Team has at least eighteen (18) wins or advances to the NCAA Tournament; provided, however, that at no time may the term of this Agreement exceed five (5) years. If the extension, as provided in this section 2.4, would have the effect of making the then-existing term of this Agreement longer than five (5) years, then this provision shall be null and void and of no effect. For the purpose of calculation of wins, such wins must occur during the regular season, the conference tournament, the National Invitation Tournament ("NIT"), or the NCAA Tournament, to the exclusion of all other pre-season exhibition games or post-season invitational tournaments.

2.5. Limit of Automatic Extensions. This fixed term Agreement may be, pursuant to Section 2.3 and/or 2.4, be extended by one year at a time, up to an additional three one-year extensions, terminating this Agreement on March 31, 2030 at the latest. For the sake of clarity, in no event will this Agreement provide for a term in excess of five (5) years.

ARTICLE 3

3.1. Regular Compensation.

3.1.1. In consideration of Coach's services and satisfactory performance of this Agreement, the University shall provide to Coach:

- a) An annual salary as follows:
July 1, 2022 – March 31, 2023 = \$900,000 (annualized, or pro rata,
for the remaining nine months of this term);
April 1, 2023 – March 31, 2024 = \$950,000;
April 1, 2024 – March 31, 2025 = \$1,000,000;
April 1, 2025 – March 31, 2026 = \$1,050,000;
April 1, 2026 – March 31, 2027 = \$1,100,000;
payable in biweekly installments in accordance with normal
University procedures, and such salary increases as may be
determined appropriate by the Director and President and approved
by the Board; provided, however that any extensions of the term
pursuant to paragraph 2.4 above will increase Coach's annual salary
by \$50,000;

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b) Coach may be eligible to receive a Change in Employee Compensation (CEC) increase, if approved by the Idaho Legislature. A CEC, if granted, and in what amounts, will be at the Athletic Director's sole discretion; and

c) The opportunity to receive such employee benefits as the University provides generally to non-faculty professional employees, provided that Coach qualifies for such benefits by meeting all applicable eligibility requirements; and

d) Assignment of one vehicle through the University's Department of Athletics (the Department) trade-out program during the Term of this Agreement, subject to and according to the policy of the Board and any separate agreement(s) relating to the vehicle; specifically, Coach shall be responsible for insurance premiums for personal use of the vehicle; and

e) The opportunity to receive such employee benefits as the Department provides generally to its employees of a comparable level. Coach hereby agrees to abide by the terms and conditions, as now existing or hereafter amended, of such employee benefits.

Coach understands and agrees that financial conditions may require the President, in the President's discretion, to institute furloughs or to take such other actions consistent with Board policy as the President may determine to be necessary to meet such challenges; provided that any furlough applied to Coach must be applied to all other employees of a comparable level. In the event of a furlough or other action, the actual salary paid to Coach may be less than the salary stated in Section 3.1.1(a) above.

3.2 Supplemental Compensation. Each year Coach may be eligible to receive supplemental compensation as follows:

3.2.1 Athletic Achievement Incentive Pay, Regular Season:

<u>Conference Regular Season Champion</u>	<u>6% of annual salary</u>
<u>Conference Tournament Champion</u>	<u>6% of annual salary</u>
<u>NCAA At-Large Tournament Invitation</u>	<u>4% of annual salary</u>

Maximum Cumulative Regular Season 12% of annual salary

Post-Season:

<u>National Invitation Tournament Win</u>	<u>2% of annual salary</u>
<u>NCAA Tournament Win (per win)</u>	<u>4% of annual salary</u>
<u>NCAA Tournament Elite 8 Appearance</u>	<u>6% of annual salary</u>

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NCAA Tournament Final Four Appearance 8% of annual salary
NCAA Tournament National Champion 16% of annual salary

Maximum Cumulative Post-Season 16% of annual salary

Any supplemental compensation awarded as Athletic Achievement Incentive Pay shall be paid on the first regular pay date in May, as long as Coach remains continuously employed as the Head Coach on that date.

3.2.2. Academic Achievement Incentive Pay.

Academic Incentive Pay may be earned for the most recent academic year if the annual Team Academic Progress Rate ("APR") ranks nationally within men's basketball as follows:

- a) If the annual APR rating is between 50%-59.9% of the 4-year National Ranking, Employee may receive a sum of up to 3% of salary; or
- b) If the annual APR rating is between 60%-69.9% of the 4-year National Ranking, Employee may receive a sum of up to 4% of salary; or
- c) If the annual APR rating is between 70%-79.9% of the 4-year National Ranking, Employee may receive a sum of up to 5% of salary; or
- d) If the annual APR rating is 80% or higher of the 4-year National Ranking, Employee may receive a sum of up to 6% of salary.

Any supplemental compensation awarded as Academic Achievement Incentive Pay, shall be paid as soon as reasonably practical following APR rating determination and verification by the National Collegiate Athletic Association ("NCAA"), as long as Coach remains continuously employed as Head Coach on that date.

3.2.3. Conditions for payment of Athletic and Academic Achievement supplemental compensation.

If Coach qualifies for any supplemental compensation, the amount paid to the Coach will be calculated on the percentage of base salary at time of occurrence. Provided, however, if conditions beyond the control of the University prevent the University from hosting home competitions at full capacity, supplemental compensation may be less than the amounts in Sections 3.2.1 and 3.2.2, above.

The decisions whether or not to award the Incentive Pay outlined in this Section 3.2, and in what amounts, are within the Director's sole discretion. The decisions may be made based on a variety of factors, including, but not limited to, Coach's individual performance, athletic/academic performance of Coach's assigned player personnel groups, or other performance-related factors. Coach is not entitled to supplemental compensation if Coach is placed

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on administrative leave or otherwise not performing the duties of Coach during the time the applicable achievement is attained.

Any such supplemental compensation actually paid to Coach shall be reported to the Board on an annual basis.

3.2.4. Coach agrees that the University has the priority right to operate camps and/or clinics on its campus using University facilities.

a) If the University exercises its right to operate camps and/or clinics on campus, the University shall allow Coach the opportunity to earn supplemental compensation by assisting with the University's camps and/or clinics in Coach's capacity as a University employee. Coach hereby agrees to assist in the marketing, supervision, and general administration of the University's camps and/or clinics. Coach also agrees that Coach will perform all obligations mutually agreed upon by the parties. In exchange for Coach's participation in the University's camps and/or clinics, the University shall pay Coach supplemental compensation during each year of his employment as a coach at the University.

b) If the University allows Coach to operate camps and/or clinics at the University, such operation shall be according to a written agreement which shall include conditions such as:

- i) Coach compliance with all NCAA, Mountain West Conference (Conference), Board, and University rules and regulations related, directly or indirectly, to the operation of camps and/or clinics;
- ii) Payment for use of University facilities; and
- iii) Provision of proof of liability insurance

In the event of termination of this Agreement, suspension, or reassignment, University shall not be under any obligation to permit a camp and/or clinic to be held by the Coach after the effective date of such termination, suspension, or reassignment, and the University shall be released from all obligations relating thereto.

3.3. Footwear; Apparel; Equipment. Coach agrees that the University has the exclusive right to select footwear, apparel and/or equipment for the use of its student-athletes and staff, including Coach, during official practices and games and during times when Coach or the Team is being filmed by motion picture or video camera or posing for photographs in their capacity as representatives of University. In order to avoid entering into an agreement with a competitor of any University selected vendors, Coach shall submit all outside consulting agreements to the University for review and approval prior to execution. Coach shall also report such outside income to the University in accordance with Section 4.2 of this Agreement. Coach further agrees that Coach will not endorse any athletic footwear, apparel and/or equipment products, and will not

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participate in any messages or promotional appearances which contain a comparative or qualitative description of athletic footwear, apparel or equipment products.

3.4. General Conditions of Compensation. All compensation provided by the University to Coach is subject to deductions and withholdings as required by law or the terms and conditions of any fringe benefit in which Coach participates. However, if any fringe benefit is based in whole or in part upon the compensation provided by the University to Coach, such fringe benefit shall be based only on the compensation provided pursuant to Section 3.1.1, except to the extent required by the terms and conditions of a specific fringe benefit program.

ARTICLE 4

4.1. Coach's Specific Duties and Responsibilities. In consideration of the compensation specified in this Agreement, Coach, in addition to the obligations set forth elsewhere in this Agreement, shall:

4.1.1. Devote Coach's full time and best efforts to the performance of Coach's duties under this Agreement;

4.1.2. Develop and implement programs and procedures with respect to the evaluation, recruitment, training, and coaching of Team members which enable them to compete successfully and reasonably protect their health, safety, and wellbeing;

4.1.3. Observe and uphold all academic standards, requirements, and policies of the University and encourage Team members to perform to their highest academic potential and to graduate in a timely manner; and

4.1.4. Know, recognize, and comply with all applicable laws, and with the policies, rules and regulations of the University, the Board, the men's basketball conference, of which the University is a member (Conference), and the NCAA; supervise and take appropriate steps to ensure that Coach's assistant coaches, any other employees for whom Coach is administratively responsible, and the members of the Team know, recognize, and comply with all such laws, policies, rules and regulations; and immediately report to the Director and to the Department's Director of Compliance if Coach has reasonable cause to believe that any person or entity, including without limitation representatives of the University's athletic interests, has violated or is likely to violate any such laws, policies, rules or regulations. Coach shall promote an atmosphere of compliance with the rules and regulations. Coach shall promote an atmosphere of compliance with the rules and regulations. Coach shall cooperate fully with the University and Department at all times. The names or titles of employees whom Coach supervises will be provided to Director through the Countable Coach Form. The applicable laws, policies, rules, and regulations include: (a) the policies of the Department; (b) the University's Policy Manual; (c) Board policies; (d) the rules and regulations of the Conference; and (e) NCAA rules and regulations.

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4.2. Outside Activities. Coach shall not undertake any business, professional or personal activities, or pursuits that would prevent Coach from devoting Coach's full time and best efforts to the performance of Coach's duties under this Agreement, that would unreasonably detract from those duties in any manner, or that, in the reasonable opinion of the University, the Department, would reflect adversely upon the University or its athletic program. Subject to the terms and conditions of this Agreement, Coach may, with the prior written approval of the Director, who may consult with the President, enter into separate arrangements for outside activities and endorsements which are consistent with Coach's obligations under this Agreement. Coach shall report such outside income and business interests to the University in accordance with Section 4.3 of this Agreement. Coach may not use nor may Coach authorize third parties to use the University's name, logos, or trademarks in connection with any such arrangements without the prior written approval of the Director and the President (such approval not to be unreasonably withheld).

4.3. Outside Income. In accordance with NCAA rules, Coach shall obtain prior written approval from the President and the Director (such approval not to be unreasonably withheld) for all athletically-related and other business-related income and benefits from sources outside the University and shall report the source and amount of all such income and benefits in accordance with the Department's Outside Income Reporting Form. The report shall be in a format reasonably satisfactory to University. In no event shall Coach accept or receive directly or indirectly any monies, benefits, or gratuities whatsoever from any person, association, corporation, University booster club, University alumni association, University foundation, or other benefactor, if the acceptance or receipt of the monies, benefits, or gratuities would violate applicable law or the policies, rules, and regulations of the University, the Board, the Conference, or the NCAA.

4.4. Hiring Authority. Coach shall have the responsibility and the sole authority to recommend to the Director the hiring and termination of assistant coaches for the Team, but the decision to hire or terminate an assistant coach shall be made by the Director and shall, when necessary or appropriate, be subject to the approval of the President and the Board.

4.5. Scheduling. Coach shall consult with, and may make recommendations to, the Director or the Director's designee with respect to the scheduling of Team competitions, but the final decision shall be made by the Director or the Director's designee.

4.6. Other Coaching Opportunities. Coach shall not, under any circumstances, interview for, negotiate for, or accept employment as a coach at any other institution of higher education or with any professional sports team, requiring performance of duties prior to the expiration of this Agreement, without the prior approval of the Director. Such approval shall not unreasonably be withheld.

4.7. Disclosure of Criminal Proceedings, Serious Misconduct, and Discipline. Coach warrants that prior to signing this Agreement, Coach has disclosed and will continue to disclose if Coach has been accused of, investigated for, convicted of, or pled guilty or no contest to, or received a withheld judgment for a felony or misdemeanor, has been accused of serious

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misconduct in a civil suit or internal process at any prior institution where Coach was employed, or has been subject to official institution or athletic department disciplinary action at any time at any prior institution where Coach was employed. "Serious misconduct" is defined as any act of harassment prohibited by law, including sexual harassment, sexual misconduct, domestic violence, dating violence, stalking, sexual exploitation, or dishonesty or fiscal misconduct. Any disclosure after the date of this Agreement shall be made as soon as possible, but no later than 72 hours after Coach is on notice of any accusation.

4.8. Media Obligations. Coach must fully participate in media programs and public appearances (Programs) through the date of the Team's last regular season or post-season competition. Agreements requiring Coach to participate in Programs related to Coach's duties as an employee of University are the property of the University. The University shall have the exclusive right to negotiate and contract with all producers of media productions and all parties desiring public appearances by Coach. Coach agrees to cooperate with the University in order for the Programs to be successful and agrees to provide Coach's services to and perform on the Programs and to cooperate in their production, broadcasting, and telecasting. It is understood that neither Coach nor any assistant coaches shall appear without the prior written approval of the Director on any competing radio or television program (including but not limited to a coach's show, call-in show, or interview show) or a regularly scheduled news segment, except that this prohibition shall not apply to routine news media interviews for which no compensation is received. Without the prior written approval of the Director, Coach shall not appear in any commercial endorsements which are broadcast on radio or television that conflict with those which are broadcast on the University's designated media outlets.

4.9. Attendance at Specific Gatherings. Coach will attend all staff meetings, public relation functions, dinners, awards banquet and make appearances as directed by the Director unless excused by the Director. Such functions shall include, but are not limited to, the following:

- a) The Boise State Athletics Hall of Fame Dinner
- b) The biennial BAA/Alumni Auction
- c) The Lyle Smith Golf Tournament
- d) The Dairy Booster Auction
- e) The annual BAA Endowment Dinner
- f) All Department staff meetings called by the Athletic Director or his designee
- g) Athletic Department Graduation Reception
- h) BAA Appreciation Day
- i) Dinner on the Blue

ARTICLE 5

5.1. Termination of Coach for Cause. The University may, in its discretion, suspend Coach from some or all of Coach's duties, temporarily or permanently, and with or without pay, reassign Coach to other duties; or terminate this Agreement at any time for good or adequate cause,

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as those terms are defined in applicable rules and regulations.

5.1.1. In addition to the definitions contained in applicable rules and regulations, the University and Coach hereby specifically agree that the following shall constitute good or adequate cause for suspension, reassignment, or termination of this Agreement:

- a) A deliberate or major violation of Coach's duties under this Agreement or the refusal or unwillingness of Coach to perform such duties in good faith and to the best of Coach's abilities;
- b) The failure of Coach to remedy any violation of any of the terms of this Agreement within 30 days after written notice from the University;
- c) A deliberate or major violation by Coach of any applicable law or the policies, rules or regulations of the University, the Board, or the Conference, or consistent, repeated NCAA Level 3 violations with respect to the same situation or occurrence at Boise State University, or at another NCAA or NAIA member institution;
- d) Ten (10) working days' absence of Coach from duty without the University's consent;
- e) Any conduct of Coach that constitutes moral turpitude or that would, in the University's judgment, reflect adversely on the University or its athletic programs;
- f) The failure of Coach to represent the University and its athletic programs positively in public and private forums;
- g) The failure of Coach to fully and promptly cooperate with the NCAA or the University in any investigation of possible violations of any applicable law or the policies, rules or regulations of the University, the Board, the Conference, or the NCAA;
- h) The failure of Coach to report a known violation of any applicable law or the policies, rules or regulations of the University, the Board, the Conference, or consistent and repeated NCAA Level 3 violations with respect to the same situation or occurrence, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team; or
- i) A violation of any applicable law or the policies, rules or regulations of the University, the Board, the Conference, or the consistent and repeated NCAA Level 3 violations with respect to the same situation or occurrence,

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by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team if Coach knew or should have known of the violation(s) and could have prevented it by ordinary supervision.

j) The failure of Coach to disclose any criminal proceeding or accusation or finding of serious misconduct as required in Section 4.7 of this Agreement.

5.1.2. Suspension, reassignment, or termination for good or adequate cause shall be effectuated by the University as follows: before the effective date of the suspension, reassignment, or termination, the Director or the Director's designee shall provide Coach with notice, which notice shall be accomplished in the manner provided for in this Agreement and shall include the reason(s) for the contemplated action. Coach shall then have an opportunity to respond. After Coach responds or fails to respond, the University shall notify Coach whether, and if so when, the action will be effective.

5.1.3. In the event of any termination for good or adequate cause, the University's obligation to provide compensation and benefits to Coach, whether direct, indirect, supplemental or collateral, shall cease as of the date of such termination, and the University shall not be liable for the loss of any collateral business opportunities or other benefits, perquisites, or income resulting from outside activities or from any other sources.

5.1.4. If found in violation of a deliberate or major violation of NCAA regulations, or consistent, repeated NCAA Level 3 violations, Coach shall, in addition to the provisions of Section 5.1, be subject to disciplinary or corrective action as set forth in the provisions of the NCAA enforcement procedures. This Section applies to violations occurring at the University or at previous institutions at which Coach was employed.

5.1.5. In the event of non-renewal or termination of Coach's employment, Coach will use all accumulated annual leave prior to the end of the contract period.

5.2. Termination of Coach for Convenience of University.

5.2.1. At any time after commencement of this Agreement, the University for its own convenience, may terminate this Agreement by giving ten (10) days prior written notice to Coach.

5.2.2. In the event that the University terminates this Agreement for its own convenience, the University shall be obligated to pay Coach, as liquidated damages and not a penalty, the remaining unpaid amounts contained in the salary set forth in Section 3.1.1(a), excluding all deductions required by law, on the regular paydays of the University until the term of this Agreement ends or until Coach obtains reasonably comparable employment, whichever occurs first.

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Liquidated damages are subject to mitigation and offset such that Coach must use reasonable best efforts to obtain other employment during the original term of this Agreement and, in the event Coach obtains other employment of any kind or nature after such termination, then the amount of compensation the University pays will be adjusted and reduced by the amount of compensation paid Coach as a result of such other employment.

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Coach specifically agrees to inform the University within ten business days of obtaining other employment, and to advise the University of all relevant terms of such employment, including without limitation, the nature and location of employment, salary, other compensation, health insurance benefits, life insurance benefits, and other fringe benefits. Failure to so inform and advise the University shall constitute a material breach of this Agreement and the University's obligation to pay compensation under this provision shall end. Coach further agrees to repay to the University all compensation received from the University after the date other employment is obtained.

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In addition, Coach will be entitled to continue with the University health insurance plan and group life insurance as if Coach remained a University employee until the term of this Agreement ends or until Coach obtains other employment whichever occurs first. Coach shall be entitled to no other compensation or fringe benefits, except as otherwise provided herein or required by law.

5.2.3. The parties have both been represented by, or had the opportunity to consult with, legal counsel in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that Coach may lose certain benefits, supplemental compensation, or outside compensation relating to employment with the University, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by the University and the acceptance thereof by Coach shall constitute adequate and reasonable compensation to Coach for the damages and injury suffered by Coach because of such termination by the University. The liquidated damages are not, and shall not be construed to be, a penalty.

5.3. Termination by Coach for Convenience.

5.3.1. Coach recognizes that Coach's promise to work for the University for the entire term of this Agreement is of the essence of this Agreement. Coach also recognizes that the University is making a highly valuable investment in Coach's employment by entering into this Agreement and that its investment would be lost were Coach to resign or otherwise terminate employment with the University before the end of the Agreement term.

5.3.2. Coach may terminate this Agreement for convenience during its term by giving prior written notice to the University. Termination shall be effective ten (10) days after notice is given to the University.

5.3.3. If Coach terminates this Agreement for convenience at any time, and for any reason, all obligations of the University shall cease as of the effective date of the termination.

If Coach terminates this Agreement for convenience, Coach shall pay to the University, as liquidated damages and not a penalty, the following sum:

- a) Termination on or before March 31, 2023: \$800,000
- b) Termination on or before March 31, 2024: \$700,000
- c) Termination on or before March 31, 2025: \$500,000
- d) Termination on or before March 31, 2026: \$300,000
- e) Termination on or before March 31, 2027: \$100,000
- f) Termination on or before March 31, 2028: \$100,000 (if Agreement is extended only)
- g) Termination on or before March 31, 2029: \$100,000 (if Agreement is extended only)
- h) Termination on or before March 31, 2030: \$100,000 (if Agreement is extended only)

This provision is inapplicable in the event Coach elects to retire from coaching basketball at the collegiate or professional levels, so long as Coach shall remain retired from coaching basketball for a period of no less than twenty-four (24) months.

The liquidated damages shall be due and payable within sixty (60) days of the effective date of the termination, and any unpaid amount shall bear simple interest at a rate eight (8) percent per annum until paid.

If Coach terminates this Agreement for convenience and does not immediately commence other employment as described above, and therefore does not pay the liquidated damages, but then at a future date within the remaining term of this Agreement, or enters into an agreement to commence in the future, other employment as described above, then liquidated damages will still be owed by Coach and the amount of liquidated damages owed shall be calculated as of the date Coach accepts such employment.

The University, in its sole discretion, may elect to waive a portion of the liquidated damages due to the University.

Coach's obligation, if any, to repay relocation expenses is based on duration of employment and not related to reason for termination and is separate from any obligation to pay liquidated damages.

5.3.4. The parties have both been represented by legal counsel in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that the University will incur administrative and recruiting costs in obtaining a replacement for Coach, in addition to potentially increased compensation costs if Coach terminates this Agreement for convenience, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by Coach and the acceptance thereof by the University shall constitute adequate and reasonable

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compensation to the University for the damages and injury suffered by it because of such termination by Coach. The liquidated damages are not, and shall not be construed to be, a penalty. This Section 5.3.4 shall not apply if Coach terminates this Agreement because of a material breach by the University.

5.3.5. Except as provided elsewhere in this Agreement, if Coach terminates this Agreement for convenience, Coach shall forfeit to the extent permitted by law the right to receive all supplemental compensation and other payments.

5.4. Termination due to Disability or Death of Coach.

5.4.1. Notwithstanding any other provision of this Agreement, this Agreement shall terminate automatically if Coach becomes totally or permanently disabled as defined by the University's disability insurance carrier, becomes unable to perform the essential functions of the position of head coach, or dies.

5.4.2. If this Agreement is terminated because of Coach's death, Coach's salary and all other benefits shall terminate as of the last day worked, except that Coach's personal representative or other designated beneficiary shall be paid all compensation due or unpaid and death benefits, if any, as may be contained in any fringe benefit plan now in force or hereafter adopted by the University and due to Coach's estate or beneficiaries thereunder.

5.4.3. If this Agreement is terminated because Coach becomes totally or permanently disabled as defined by the University's disability insurance carrier, or becomes unable to perform the essential functions of the position of head coach, all salary and other benefits shall terminate, except that Coach shall be entitled to receive any compensation due or unpaid and any disability-related benefits to which Coach is entitled by virtue of employment with the University.

5.5. Interference by Coach. In the event of termination, suspension, or reassignment, Coach agrees that Coach will not interfere with the University's student-athletes or otherwise obstruct the University's ability to transact business or operate its intercollegiate athletics program.

5.6. No Liability. The University shall not be liable to Coach for the loss of any collateral business opportunities or any other benefits, perquisites or income from any sources that may ensue as a result of any termination of this Agreement by either party or due to death or disability or the suspension or reassignment of Coach, regardless of the circumstances.

5.7. Waiver of Rights. Because Coach is receiving a multi-year contract and the opportunity to receive supplemental compensation and because such contracts and opportunities are not customarily afforded to University employees, if the University suspends or reassigns Coach, or terminates this Agreement for good or adequate cause or for convenience, Coach shall have all the rights provided for in this Agreement but hereby releases the University from

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compliance with the notice, appeal, and similar employment-related rights ~~provided for in Board policy, and the University's policies.~~

ARTICLE 6

6.1. ~~Approval.~~ This Agreement shall not be effective until and unless executed by both parties as set forth below. In addition, the payment of any compensation pursuant to this ~~agreement~~ shall be subject to the approval of the ~~Board, if required,~~ the President, and the Director; the sufficiency of legislative appropriations; the receipt of sufficient funds in the account from which such compensation is paid; and the Board ~~policies and University rules~~ regarding financial exigency.

6.2. ~~University Property.~~ All personal property (excluding vehicle(s) provided through the ~~courtesy car~~ program), material, and articles of information, including, without limitation, keys, credit cards, personnel records, recruiting records, team information, films, statistics or any other personal property, material, or data, furnished to Coach by the University or developed by Coach on behalf of the University or at the University's direction or for the University's use or otherwise in connection with Coach's employment hereunder are and shall remain the sole property of the University. Within twenty-four (24) hours of the expiration of the term of this Agreement or its earlier termination as provided herein, Coach shall immediately cause any such personal property, materials, and articles of information in Coach's possession or control to be delivered to the Director.

6.3. ~~Assignment.~~ Neither party may assign its rights or delegate its obligations under this Agreement without the prior written consent of the other party.

6.4. ~~Waiver.~~ No waiver of any default in the performance of this Agreement shall be effective unless in writing and signed by the waiving party. The waiver of a particular breach in the performance of this Agreement shall not constitute a waiver of any other or subsequent breach. The resort to a particular remedy upon a breach shall not constitute a waiver of any other available remedies.

6.5. ~~Severability.~~ If any provision of this Agreement is determined to be invalid or unenforceable, the remainder of the Agreement shall not be affected and shall remain in effect.

6.6. ~~Governing Law.~~ This Agreement shall be subject to and construed in accordance with the laws of the state of Idaho. Any action based in whole or in part on this Agreement shall be brought in the courts of the state of Idaho.

6.7. ~~Oral Promises.~~ Oral promises of an increase in annual salary or of any supplemental or other compensation shall not be binding upon the University.

6.8. ~~Force Majeure.~~ Any prevention, delay or stoppage due to strikes, lockouts, labor disputes, acts of God, inability to obtain labor or materials or reasonable substitutes ~~therefor,~~

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5.8. Use of Annual Leave. In the event of non-renewal or termination of Coach's employment, Coach will use all ...

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governmental restrictions, governmental regulations, governmental controls, enemy or hostile governmental action, civil commotion, fire or other casualty, and other causes beyond the reasonable control of the party obligated to perform (including financial inability), shall excuse the performance by such party for a period equal to any such prevention, delay or stoppage.

6.9. Confidentiality. This Agreement and all documents and reports Coach is required to produce under this Agreement may be released and made available to the public by the University.

6.10. Notices. Any notice under this Agreement shall be in writing and be delivered in person or by public or private courier service (including U.S. Postal Service Express Mail) or certified mail with return receipt requested. 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
Director of Athletics
1910 University Drive
Boise, Idaho 83725-1020

with a copy to: Boise State University
Office of the President
1910 University Drive
Boise, Idaho 83725-1000

Coach: Leon Rice
Last known address on file with
University's Human Resource Services

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

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

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

6.13. Non-Use of Names and Trademarks. Coach shall not, without the University's prior written consent in each case, use any name, trade name, trademark, or other designation of the University (including contraction, abbreviation or simulation), except in the course and scope of official University duties.

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6.14. No Third Party Beneficiaries. There are no intended or unintended third party beneficiaries to this Agreement.

6.15. Entire Agreement; Amendments. This Agreement constitutes the entire agreement of the parties and supersedes all prior agreements and understandings with respect to the same subject matter. No amendment or modification of this Agreement shall be effective unless in writing, signed by both parties, and approved by the Board.

6.16. Opportunity to Consult with Attorney. Coach acknowledges that Coach has had the opportunity to consult and review this Agreement with an attorney. Accordingly, in all cases, the language of this Agreement shall be construed simply, according to its fair meaning, and not strictly for or against any party.

University

Coach

Jeramiah Dickey

Leon Rice

Director of Athletics

Date

Date

Dr. Marlene Tromp

President

Date

Approved by the Idaho State Board of Education on the _____ day of _____, 2022.

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**Salary and Incentive Comparisons
Head XX Coaches in Mountain West Conference**

ATTACHMENT 4

Coach	School	Base Salary	Incentives																
Joe Scott	Air Force	NA																	
Leon Rice	Boise State	\$ 900,000	See Contract																
Niko Medved	Colorado State	\$ 1,100,000	<p>b. Incentive Compensation. If, while Medved is employed as the Head Coach, (1) the Program's four-year APR following the preceding year's data collection meets or exceeds the NCAA's "cut score" requirement for that year (for example 930 for the 2018-2019 data collection year), provided that this APR minimum pre-requisite does not apply during the first year of the Term given that the calculation is based on the preceding year's data, (2) there have been no findings or formal allegations of a Level I or Level II NCAA violation against the Program during the calendar year under consideration (e.g., January 1, 2018 through December 31, 2018), and (3) the Program attains one or more of the achievements enumerated below, Medved will be entitled to the following compensation for such an achievement during that season:</p> <table><tr><th>Achievement</th><th>Compensation</th></tr><tr><td>Win 20 or more games against Division I opponents</td><td>\$25,000</td></tr><tr><td>Win either the Mountain West Conference regular season championship or the Mountain West Conference Tournament championship (Note: If Medved wins both the regular season and tournament championship in the same season, a maximum of \$50,000 will be paid for this achievement.)</td><td>Additional \$50,000</td></tr><tr><td>Qualify for the NCAA Championship Tournament</td><td>Additional \$75,000</td></tr><tr><td>Advance to the Sweet 16 of the NCAA Championship Tournament</td><td>Additional \$75,000</td></tr><tr><td>Advance to the Elite 8 of the NCAA Championship Tournament</td><td>Additional \$75,000</td></tr><tr><td>Advance to the Final 4 of the NCAA Championship Tournament</td><td>Additional \$125,000</td></tr><tr><td>Win the NCAA Championship Tournament</td><td>Additional \$200,000</td></tr></table> <p>All Incentive Compensation payments are cumulative, and Medved can earn multiple incentive compensation payments under each category during each basketball season. All Incentive Compensation payments shall be paid to Medved on or before the June 30 immediately following the season in which such Incentive Compensation was earned.</p> <p>In addition, CSU and Medved agree to work together in good faith to discuss an adjustment to Medved's Base Salary and Incentive Compensation in the event the University joins a Power 5 athletic conference (ACC, Big 10, Big 12, Pac-12 or SEC) during the Term, taking into account the new conference's market conditions.</p>	Achievement	Compensation	Win 20 or more games against Division I opponents	\$25,000	Win either the Mountain West Conference regular season championship or the Mountain West Conference Tournament championship (Note: If Medved wins both the regular season and tournament championship in the same season, a maximum of \$50,000 will be paid for this achievement.)	Additional \$50,000	Qualify for the NCAA Championship Tournament	Additional \$75,000	Advance to the Sweet 16 of the NCAA Championship Tournament	Additional \$75,000	Advance to the Elite 8 of the NCAA Championship Tournament	Additional \$75,000	Advance to the Final 4 of the NCAA Championship Tournament	Additional \$125,000	Win the NCAA Championship Tournament	Additional \$200,000
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Advance to the Final 4 of the NCAA Championship Tournament	Additional \$125,000																		
Win the NCAA Championship Tournament	Additional \$200,000																		

**Salary and Incentive Comparisons
Head XX Coaches in Mountain West Conference**

ATTACHMENT 4

Justin Hutson	Fresno State	\$ 816,439	<p>1) Achievement of Annual NCAA APR</p> <p>a. At or above 935 provides \$25,000 b. At or Above 940 provides \$30,000 c. At or Above 950 provides \$35,000 Only one may be awarded.</p> <p>2) Annual Team GPA (Fall/Spring Semesters)</p> <p>a. 2.5 to 2.599 provides \$20,000 b. 2.6 to 2.699 provides \$25,000 c. 2.7 to 2.799 provides \$30,000 d. 2.8 and above provides \$35,000 Only one may be provided.</p> <p>3) Annual Federal Graduation Rate</p> <p>a. At or above 53% provides \$10,000 b. At or above 54% provides \$15,000 c. At or above 55% provides \$20,000 d. At or above 56% provides \$25,000 e. At or above 57% provides \$30,000 f. At or above 58% provides \$35,000 All percentages refer to four-year cohort. Only one may be provided.</p> <p>4) Achievement of Regular Season Winning Percentage</p> <p>a. At or above 60% provides \$20,000 b. At or above 64% provides \$25,000 c. At or above 68% provides \$30,000 d. At or above 71% provides \$35,000 e. At or above 75% provides \$40,000 Page 5 of 12</p> <p>f. At or above 78% provides \$45,000 g. At or above 82% provides \$50,000 h. At or above 85% provides \$55,000 i. At or above 89% provides \$60,000 j. At or above 92% provides \$65,000 k. At or above 95% provides \$70,000 l. At 100% provides \$75,000 Only one may be awarded. Calculation of this bonus excludes any exhibition and/or non-NCAA Division I games. Assumes affiliation with the Mountain West Conference. Any change in conference affiliation or in conference membership may require adjustment to reflect the appropriate level of competition. Adjustment will be based upon RPI conference rankings.</p> <p>5) Mountain West Conference Achievement</p> <p>a. Regular season co-champion provides \$35,000 b. Regular season champion provides \$50,000 c. Mountain West Tournament Championship provides \$20,000 Only one may be awarded. Assumes affiliation with MWC membership. Any change in conference affiliation or in conference membership may require adjustment to reflect the appropriate level of competition. Adjustment will be based upon RPI conference rankings.</p> <p>6) Participation and Advancement in NCAA Tournament</p> <p>a. Participation in the "First Four" provides \$25,000 b. Participation in the First Round provides \$35,000 c. Advancement to the Second Round provides \$50,000 d. Advancement to the "Sweet Sixteen" provides \$75,000 e. Advancement to the "Elite Eight" provides \$100,000 f. Advancement to the "Final Four" provides \$150,000 g. Advancement to the National Championship provides \$200,000 h. National Championship provides \$250,000 Only one may be awarded.</p> <p>7) Post-Season NIT Participation</p> <p>a. Participation provides \$15,000 b. Advancement to the "Final Four" provides \$20,000 c. NIT Championship provides \$30,000 Only one may be awarded.</p> <p>8) Final National Rankings</p> <p>a. Top 25 ranking provides \$10,000 b. Top 10 ranking provides \$ 20,000 USA Today Coaches' Poll and/or Associated Press Poll. Only one may be awarded.</p> <p>9) Individual Honors</p> <p>a. Affiliated Conference Coach of the Year award provides \$10,000 b. NAAC Regional Coach of the Year award provides \$10,000 c. NAAC National Coach of the Year award provides \$20,000 Only one NAAC Coach of the Year bonus will be provided.</p>
Steve Alford	Nevada	\$ 1,150,000	<p>5.6.a. Media and Public Appearances</p> <p>In consideration for Company's procurement of Employee's satisfactory, as evaluated in the Athletic Director's sole discretion, media and public/donor appearances (the "Appearances") scheduled by the University (on and off season) of no less than 10 radio appearances, 10 television/internet appearances, 5 public/donor appearances and 1 Adidas-sponsored appearance and 1 Adidas-sponsored online/social network appearance per fiscal year the University shall pay Company the following amounts per fiscal year, except as stated below for Year 1 and Year 10, not subject to COLA, retirement contributions or retirement deductions ("Media and Public Appearance Fee"), only for so long as the Employee is serving as Head Coach of the Program.</p> <p>Year 1 (Effective Date -June 30, 2020) - \$100,000 (for the approximate 72-week period) Year 2 (July 1, 2020-June 30, 2021) - \$100,000 Year 3 (July 1, 2021- June 30, 2022) - \$425,000 Year 4 (July 1, 2022- June 30, 2023)- \$450,000 Year 5 (July1, 2023-June 30, 2024) - \$475,000 Year 6 (July 1, 2024- June 30, 2025) - \$500,000 Year 7 (July 1, 2025-June 30, 2026) - \$525,000 Year 8 (July1, 2026- June 30, 2027) - \$550,000 Year 9 (July 1, 2027- June 30, 2028) - \$575,000 Year 10 (July 1, 2028-April 30, 2029) - \$600,000 (for the 10-month period)</p> <p>In exchange for the grant of rights by Company contained in Section 4.2.d, University shall pay Company the following amounts per fiscal year, except as stated below for Year 1 and Year 10, not subject to COLA, retirement contributions or retirement deductions (the "Name, Image, and Likeness Fee"), only for so long as the Employee is serving as Head Coach of the Program:</p> <p>Year 1 (Effective Date -June 30, 2020 - \$100,000 (for the approximate 72-week period) Year 2 (July 1, 2020-June 30, 2021) - \$100,000 Year 3 (July 1, 2021- June 30, 2022) - \$425,000 Year 4 (July 1, 2022- June 30, 2023)- \$450,000 Year 5 (July1, 2023-June 30, 2024) - \$475,000 Year 6 (July 1, 2024- June 30, 2025) - \$500,000 Year 7 (July 1, 2025-June 30, 2026) - \$525,000 Year 8 (July1, 2026- June 30, 2027) - \$550,000 Year 9 (July 1, 2027- June 30, 2028) - \$575,000 Year 10 (July 1, 2028-April 30, 2029) - \$600,000 (for the 10 month period)</p>

**Salary and Incentive Comparisons
Head XX Coaches in Mountain West Conference**

ATTACHMENT 4

Richard Pitino	New Mexico	\$ 77,500	<div style="border: 1px solid black; padding: 5px;"> <p align="center">Incentive Salary</p> <p>a. Mountain West Conference Achievement</p> <p>i. Regular Season Champion</p> <p>ii. Mountain West Conference Championship</p> <p>b. NCAA Championship Achievement</p> <p>i. NCAA Championship Tournament At-Large Bid</p> <p>ii. Progress to Round of 32</p> <p>iii. Progress to Sweet 16</p> <p>iv. Progress to Elite Eight</p> <p>v. Progress to Final Four</p> <p>vi. NCAA National Championship Victory</p> <p>c. Coaching Recognition</p> <p>i. Mountain West Coach of the Year</p> <p>d. Student Athlete Academic Performance</p> <p>i. Men's Basketball Team Single year Academic Performance Rating</p> <p>ii. Academic Completion Rate</p> </div> <p>Incentive Salary: Coach is eligible for incentive payments according to these categories of achievement. Final agreement on the amount of incentive payments and metrics used to measure performance will be included in the parties' integrated employment agreement.</p>
Brian Dutcher	San Diego State	\$ 1,180,000	<p>5. Section 5.01 (b) Incentive Compensation of the Appointment Letter is amended to delete the existing criteria and to replace with below criteria.</p> <p>a. Mountain West Conference (or successor or substitute conference) Regular Season (includes co-championship) or Conference Championship—\$50,000</p> <p>b. NCAA Tournament – highest of below</p> <p>i. Appearance (includes First Four)—\$25,000</p> <p>ii. Final Four Appearance—\$75,000</p> <p>iii. Championship Game Appearance—\$100,000</p> <p>c. NCAA Tournament games played after the 1st game—\$10,000 (max of \$50,000)</p> <p>d. NIT Tournament-highest of below</p> <p>i. Appearance—\$10,000</p> <p>ii. Final Four Appearance—\$20,000</p> <p>iii. Championship Game Appearance—\$25,000</p> <p>e. Final Ranking in Top 15 in USA Today Coaches Poll or AP Poll—\$25,000</p> <p>f. Final Ranking in Top 16-25 in USA Today Coaches Poll or AP Poll—\$10,000</p> <p>g. Mountain West Conference Coach of Year (or successor or substitute conference)—\$15,000</p> <p>h. National Coach of Year—\$50,000</p> <p>i. Team cumulative GPA-highest of below</p> <p>i. Above 2.80—\$10,000</p> <p>ii. Above 2.90—\$25,000</p> <p>j. APR (Four-year trailing average)-highest of below</p> <p>i. Above 950—\$10,000</p> <p>ii. Above 969—\$25,000</p> <p>k. Win over basketball team which is member of Power 5 Conference. Current Power 5 Conferences are defined as Atlantic Coast Conference, Big Ten Conference, Big 12 Conference, Pacific-12 Conference, and Southeastern Conference. May receive multiple awards.—\$5,000 per win</p> <p>l. Wins over Top 25 Teams. Teams must be ranked in the USA Today or AP poll at the time of victory—\$5,000 per occurrence. May receive multiple awards.</p> <p>m. Individual student-athlete is named to 1st team All-American (AP, USBWA, NABC or Sporting News) or receive the John Wooden Award. Eligible for one award per year.—\$10,000.</p>
Tim Miles	San Jose State	\$ 700,008	

**Salary and Incentive Comparisons
Head XX Coaches in Mountain West Conference**

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Kevin Kruger	UNLV	\$ 750,000	<p>Beginning in the second year of the employment contract, for each year that the Program's single year APR is at the level required by Paragraph 4.2.c.8, the University shall pay the Employee, as additional compensation, the additional amounts set forth below for the Program's achievement of the following:</p> <p>Athletic Performance:</p> <ul style="list-style-type: none">a. For winning or tying the Conference Regular Season Championship: \$25,000.b. For winning the Conference Tournament Championship: \$25,000.c. For receiving the Conference Coach of the Year Award or Co-Coach of the Year Award: \$10,000.d. For receiving the National Coach of the Year Award: \$25,000.e. In the NCAA Tournament:<ul style="list-style-type: none">i. Earning an NCAA at-large tournament berth (i.e. not by winning the conference tournament) \$25,000.ii. For the team advancing in each round: \$10,000.iii. For the team playing in the Final Four: \$50,000.iv. For the team winning the NCAA Championship: \$100,000.f. In the NIT Post Season Tournament:<ul style="list-style-type: none">i. Earning an NIT at-large tournament berth (i.e. not by winning the conference regular season) \$15,000.ii. For the team winning the NIT Championship: \$25,000. <p>Beginning in the 2021-2022 academic year, as additional compensation for Academic Performance, an amount as follows:</p> <ul style="list-style-type: none">a. For achieving an APR score of 980, at the conclusion of each academic year, the Employee will receive (in the immediate proceeding year): \$5,000.																												
Richard Pitino	Utah State	\$ 800,000	<table><tr><th>Achievement</th><th>Amount</th></tr><tr><td>Team maintains a multi-year Academic Progress Rate (APR) of 952 Note: The APR report is published annually. This incentive compensation may be paid annually and will be triggered upon the publication of the multi-year APR of 952 or greater.</td><td>\$10,000</td></tr><tr><td>Team wins the NCAA Tournament National Championship</td><td>\$100,000</td></tr><tr><td>Team qualifies as a Final Four Participant</td><td>\$50,000</td></tr><tr><td>Each NCAA Tournament Game win (including a First Four Game but excluding the National Championship Game) Note: each NCAA Tournament win, except the Championship Game, will qualify Coach for a \$20,000 incentive payment.</td><td>\$20,000</td></tr><tr><td>Team granted an at-large NCAA Tournament Bid</td><td>\$20,000</td></tr><tr><td>Team wins the National Invitation Tournament Championship</td><td>\$10,000</td></tr><tr><td>Team invited to the National Invitation Tournament</td><td>\$10,000</td></tr><tr><td>Team wins the Conference Tournament Championship</td><td>\$25,000</td></tr><tr><td>Team wins the regular-season Conference Championship (either outright Champion or Co-Champion)</td><td>\$15,000</td></tr><tr><td>Team is ranked (Associated Press Poll) at the end of a season in the: Top 10 Top 20 Top 25 Note: This category of supplemental compensation is mutually exclusive, meaning that only one amount will be paid if the Team is ranked within the Top 25 (e.g., If the team was ranked as 14, then \$25,000 would be awarded; NOT \$25,000 for the Top 20 AND \$10,000 for the Top 25).</td><td>\$50,000 \$25,000 \$10,000</td></tr><tr><td>Coach is selected as the "Conference Coach of the Year" by the Conference as voted by the Conference coaches</td><td>\$10,000</td></tr><tr><td>Coach is selected as the national "Coach of the Year" by the Associated Press, the Atlanta Tipoff Club (Naismith College Coach of the Year), or the National Association of Basketball Coaches (NABC)</td><td>\$25,000</td></tr><tr><td>Team wins a rival game against BYU and/or University of Utah</td><td>\$5,000 each</td></tr></table>	Achievement	Amount	Team maintains a multi-year Academic Progress Rate (APR) of 952 Note: The APR report is published annually. This incentive compensation may be paid annually and will be triggered upon the publication of the multi-year APR of 952 or greater.	\$10,000	Team wins the NCAA Tournament National Championship	\$100,000	Team qualifies as a Final Four Participant	\$50,000	Each NCAA Tournament Game win (including a First Four Game but excluding the National Championship Game) Note: each NCAA Tournament win, except the Championship Game, will qualify Coach for a \$20,000 incentive payment.	\$20,000	Team granted an at-large NCAA Tournament Bid	\$20,000	Team wins the National Invitation Tournament Championship	\$10,000	Team invited to the National Invitation Tournament	\$10,000	Team wins the Conference Tournament Championship	\$25,000	Team wins the regular-season Conference Championship (either outright Champion or Co-Champion)	\$15,000	Team is ranked (Associated Press Poll) at the end of a season in the: Top 10 Top 20 Top 25 Note: This category of supplemental compensation is mutually exclusive, meaning that only one amount will be paid if the Team is ranked within the Top 25 (e.g., If the team was ranked as 14, then \$25,000 would be awarded; NOT \$25,000 for the Top 20 AND \$10,000 for the Top 25).	\$50,000 \$25,000 \$10,000	Coach is selected as the "Conference Coach of the Year" by the Conference as voted by the Conference coaches	\$10,000	Coach is selected as the national "Coach of the Year" by the Associated Press, the Atlanta Tipoff Club (Naismith College Coach of the Year), or the National Association of Basketball Coaches (NABC)	\$25,000	Team wins a rival game against BYU and/or University of Utah	\$5,000 each
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**Salary and Incentive Comparisons
Head XX Coaches in Mountain West Conference**

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Jeff Linder	Wyoming	\$ 497,000	<p>c. <u>Academic Progress Rate (APR) Achievement Award:</u> Employee shall receive \$5,000 for each year in which the most recent single-year (annual) APR score for men's basketball is between 940 and 985 as reported on the official NCAA APR Report. Employee shall receive \$10,000 for each year in which the most recent single-year (annual) APR score for men's basketball is between 985 and 999 as reported on the official NCAA APR Report. Employee shall receive \$15,000 for each year in which the most recent single-year (annual) APR score for men's basketball is 1,000 as reported on the official NCAA APR Report.</p> <p>Thus, the following incentives are feasible:</p> <table><tr><td>• Men's basketball does not earn a 940 or above</td><td>\$0</td></tr><tr><td>• Men's basketball earns between a 940-985</td><td>\$5,000</td></tr><tr><td>• Men's basketball earns between a 985-999</td><td>\$10,000</td></tr><tr><td>• Men's basketball earns 1,000</td><td>\$15,000</td></tr></table> <p>Any incentive compensation for achieving the Academic Progress Rate (APR) Achievement Award that is earned by Employee will be paid to Employee by the University within thirty (30) days following the release of the official NCAA APR Report.</p>	• Men's basketball does not earn a 940 or above	\$0	• Men's basketball earns between a 940-985	\$5,000	• Men's basketball earns between a 985-999	\$10,000	• Men's basketball earns 1,000	\$15,000	<p>g. <u>Post-Season Incentives:</u></p> <ul style="list-style-type: none">• NCAA Tournament Appearance Incentive – 1 Month Base Salary (for Employee and 3 Assistants)• NIT Appearance Initiative - \$10,000 <p>NOTE: The above Post-Season Incentive Fees are provided by the Cowboy Joe Club per its Bylaws and /or by approval vote of the Cowboy Joe Club Board of Directors.</p> <p>h. <u>Ticket Revenue Incentives:</u> (Compensation levels are <u>not</u> cumulative)</p> <table><tr><td>• Less than \$650,000</td><td>\$0</td></tr><tr><td>• \$650,000 - \$749,999</td><td>\$10,000</td></tr><tr><td>• \$750,000 - \$849,999</td><td>\$20,000</td></tr><tr><td>• \$850,000 - \$949,999</td><td>\$30,000</td></tr><tr><td>• \$950,000 - \$999,999</td><td>\$40,000</td></tr><tr><td>• \$1,000,000 or more</td><td>\$50,000</td></tr></table> <p>NOTE: The above Ticket Revenue Incentive Fees are based upon net ticket revenue (i.e., season and single game sales minus sales tax). Furthermore, for purpose of this incentive, any ticket sales for post-season events are excluded.</p>	• Less than \$650,000	\$0	• \$650,000 - \$749,999	\$10,000	• \$750,000 - \$849,999	\$20,000	• \$850,000 - \$949,999	\$30,000	• \$950,000 - \$999,999	\$40,000	• \$1,000,000 or more	\$50,000
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			• Men's basketball earns between a 940-985	\$5,000																				
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			• \$950,000 - \$999,999	\$40,000																				
• \$1,000,000 or more	\$50,000																							
<p>d. <u>GPA Achievement Award:</u> GPA Rates (Not cumulative)</p> <table><tr><td>1. Cumulative team GPA greater than or equal to a 3.0</td><td>\$30,000</td></tr><tr><td>2. Cumulative team GPA between a 2.8 and 2.99</td><td>\$20,000</td></tr><tr><td>3. Cumulative team GPA below a 2.80</td><td>\$0</td></tr></table> <p>For purposes of this incentive the following provisions apply:</p>	1. Cumulative team GPA greater than or equal to a 3.0	\$30,000	2. Cumulative team GPA between a 2.8 and 2.99	\$20,000	3. Cumulative team GPA below a 2.80	\$0	<p>i. <u>Scheduling Incentive:</u> Employee will receive \$10,000 for scheduling an opponent whose NET was in the Top 100 the year before. The opponent must be mutually agreed upon by the Employee and the Director of Athletics.</p>																	
1. Cumulative team GPA greater than or equal to a 3.0	\$30,000																							
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<p>e. <u>Exceptional Achievement Incentives:</u> (Compensation levels are <u>not</u> cumulative)</p> <ul style="list-style-type: none">• Mountain West Conference Champion \$25,000<ul style="list-style-type: none">o Provided by the Cowboy Joe Club per its Bylaws and /or by approval vote of the Cowboy Joe Club Board of Directors• Mountain West Conference Tournament Champion \$25,000<ul style="list-style-type: none">o Provided by the Cowboy Joe Club per its Bylaws and /or by approval vote of the Cowboy Joe Club Board of Directors• Mountain West Conference Coach of the Year \$10,000<ul style="list-style-type: none">o Provided by the Cowboy Joe Club per its Bylaws and /or by approval vote of the Cowboy Joe Club Board of Directors																								
<p>f. <u>Conference Victory Incentives:</u> Employee will receive \$2,000 for each conference victory above 10 conference games. For example, if the Employee wins 13 conference games he will receive \$6,000 (\$2,000 for the 11th conference victory, \$2,000 for the 12th conference victory and \$2,000 for the 13th conference victory). The conference tournament is excluded for the purpose of this incentive (i.e., the Employee will not be eligible for the \$2,000 incentive for victories in the conference tournament).</p>																								

Coach Leon Rice Maximum Compensation Calculation - 2022-2027

			Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
3.1.1a	Annual Base Salary		\$ 900,000	\$ 950,000	\$ 1,000,000	\$ 1,050,000	\$ 1,100,000
3.2.1	Additional Pay based on Performance		\$ 252,000	\$ 266,000	\$ 280,000	\$ 294,000	\$ 308,000
3.2.2	Additional Pay based on Academic Achievement		\$ 54,000	\$ 57,000	\$ 60,000	\$ 63,000	\$ 66,000
	Total Maximum potential annual compensation under Employment Agreement		\$ 1,206,000	\$ 1,273,000	\$ 1,340,000	\$ 1,407,000	\$ 1,474,000

BOISE STATE UNIVERSITY

Men's Basketball APR History and National Percentile Rank

SINGLE YEAR NCAA ACADEMIC PROGRESS RATE (APR) SCORES

	2017-18	2018-19	2019-20	2020-21
Men's Basketball	1000	940	1000	941*
<i>National % Rank by Sport</i>	<i>90-100</i>	<i>50-60</i>	<i>90-100</i>	<i>50-60</i>

MULTI-YEAR (4-Year Rolling Average)

Men's Basketball	985	985	995	970
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REPORT YEAR

Raw Score for single year

Percentile Rank for Sport

* public release June 2022

Coach	School	Length of	2021-22	Liquidated	Type of L.D. Clause	Coach Responsibility	University Responsibility	Source of Information Outside of
Joe Scott	Air Force					N/A		
Leon Rice	Boise State	5 years (4/1/22	\$ 900,000	Yes	Tied to years in contract	See Contract	See Contract	
Niko Medved	Colorado State	7 years (4/1/22-6/30/29)	\$ 1,100,000	Yes	Sliding Scale	If Medved were to terminate the contract — leave for another job, for instance — he would owe 33% of the remaining base salary at the time of his departure.	If CSU terminated the contract for convenience, Medved would be owed 100% of the remaining base salary. The amount owed by CSU could be reduced by Medved finding another coaching job.	https://www.coloradoan.com/story/sports/csu/mens-basketball/2022/03/13/where-niko-medved-salary-ranks-among-mountain-west-basketball-coaches/7031278001/
Justin Hutson	Fresno State	6 years (4/5/18-4/30/24)	\$ 816,439	Yes	Tied to years in contract	<p>a) If the Employee resigns his position before April 30, 2019, Employee will pay the Fresno State Athletic Corporation ("Athletic Corporation") an early departure fee of \$250,000 within 30 days of the effective date of the resignation.</p> <p>b) If the Employee resigns his position after April 30, 2019 and before May 1, 2020, Employee will pay the Athletic Corporation an early departure fee of \$200,000 within 30 days of the effective date of the resignation.</p> <p>c) If the Employee resigns his position after April 30, 2020 and before May 1, 2021, Employee will pay the Athletic Corporation an early departure fee of \$150,000 within 30 days of the effective date of the resignation.</p> <p>d) If the Employee resigns his position after April 30, 2021, Employee shall not be required to pay the University an early departure fee.</p>	<p>3.02 Non-Retention. The MPP defined in Article 2.2 of Title 5 is an integrated personnel system addressing employment rights, benefits and conditions for employees designated as "management" or "supervisory" under HEERA (Higher Education Employer-Employee Relations Act). Under the MPP, California State University, Fresno reserves the right to non-retain Employee from employment at any time without cause prior to the completion of the term of appointment. If Employee is non-retained under this paragraph, Employee will be paid eighty percent (80%) of the total base salary as described in Article V, Section 5.01 in the form of monthly installments of \$33,333.33 for the remainder of the term described in Article III, Section 3.01 above, provided however that, if and to the extent that Employee accepts comparable professional employment after termination of employment, any earnings from that employment will be offset against and reduce the monies owed by Fresno State under this section. For purposes of this Section 3.02, "comparable employment" shall mean employment as a head or assistant men's coach at either collegiate or professional level, employment or consulting in the sports broadcasting industry, or consulting with any collegiate or professional men's basketball team or organization. Apart from any payment that might be owing under this Section, [or any other explicit section of any</p>	
Steve Alford	Nevada	10 years (4/11/19-4/30/29)	\$ 1,200,000	Yes	Tied to years in contract	Alford pays \$8 million if he breaks the deal in his first season, \$6 million in year two, \$4 million in year three and so forth	Full salary guaranteed contract	https://nevadasportsnet.com/news/reporters/steve-alfords-contract-at-nevada-will-pay-him-116-million-over-10-years
Richard Pitino	New Mexico	6 years (4/1/21	\$ 800,000	Yes	Tied to years in contract	#####	If UNM fires Pitino: Mirrors the figures if Pitino were to leave.	https://www.abqjournal.com/2431419
Brian Dutcher	San Diego State	6 years (4/1/2020-6/30/26)	\$ 1,180,000	Yes	Tied to years in contract	<p>7.04 Early Termination by Coach. In the event that Employee voluntarily terminates his employment from the position of Head Coach with the University, this contract will be terminated, and the Employee will have the following buyout obligations payable to the University upon separation:</p> <p>6. Section 7.04 of the Appointment Letter is amended to indicate that Coach will have the following buyout obligations payable to the University upon separation.</p> <p>a. Before June 30, 2021: \$6,925,000</p> <p>b. Before June 30, 2022: \$5,745,000</p> <p>c. Before June 30, 2023: \$4,415,000</p> <p>d. Before June 30, 2024: \$3,010,000</p> <p>e. Before June 30, 2025: \$1,530,000</p> <p>f. After July 1, 2025: \$0</p> <p>g. Should Employee accept head coaching position at the University of Minnesota, Twin Cities before June 30, 2025 then buyout obligation shall be \$1,000,000.</p>	<p>3.02 Non-Retention. The MPP defined in Article 2.2 of Title 5 is an integrated personnel system addressing employment rights, benefits and conditions for employees designated as "management" or "supervisory" under HEERA (Higher Education Employer-Employee Relations Act). Under the MPP, San Diego State University reserves the right to non-retain Employee from employment at any time without cause prior to the completion of the term of appointment. If Employee is non-retained under this paragraph, Employee will be paid 100% percent of the total Base Salary and Supplemental Base Compensation remaining due to Employee through the end date of this appointment, unless Employee accepts comparable basketball-related professional employment. If such comparable employment is obtained, any earnings through this other basketball-related employment will offset and be deducted from the payment owed through non-retention under this paragraph.</p> <p>The payment owed as a result of non-retention will be paid in its entirety by the San Diego State University Research Foundation and will be payable bi-monthly as non-taxable fringe benefit through the remaining term of this Appointment Letter. Apart from the payment described in this paragraph that is owed as a result of non-retention, this appointment and all obligations of San Diego State University and the San Diego State University Research Foundation shall terminate upon non-retention.</p>	
Tim Miles	San Jose State	5 years	\$ 700,008	NA	Tied to years in contract	In the event the Employee negotiates employment at another organization prior to the expiration of this appointment, Employee agrees to pay the University a buy-out settlement as follows: If Employee leaves between the time period of August 2017 and April 30, 2018, the Employee will pay \$400,000; If Employee leaves between May 1, 2018 and April 30, 2019, the Employee will pay \$350,000; If Employee leaves between May 1, 2019 and April 30, 2020, the Employee will pay \$250,000; If Employee leaves between May 1, 2020 and April 30, 2021, the Employee will pay \$150,000; If Employee leaves between May 1, 2021 and April 30, 2022, the Employee will pay zero. In all such circumstances, Employee shall also waive any claims for payments from the University or the Tower Foundation remaining under the terms of this appointment.	<p>3.02 Non-Retention. The MPP defined in Article 2.2 of Title 5 is an integrated personnel system addressing employment rights, benefits and conditions for employees designated as "management" or "supervisory" under HEERA (Higher Education Employer-Employee Relations Act). Under the MPP, San Jose State University reserves the right to non-retain Employee from employment at any time without cause prior to the completion of the term of appointment. If Employee is non-retained under this paragraph during years one through four, Employee will be paid 50 percent of the total base salary and supplemental compensation remaining due to Employee through year four of this appointment (April 30, 2021). If the Employee is non-retained during year five of this appointment (May 1, 2021 - April 30, 2022), Employee will be paid 50 percent of the total base salary and supplemental compensation remaining due to Employee for year five of this appointment (May 1, 2021 - April 30, 2022), excluding the vehicle allowance, minus appropriate tax deductions, for the remainder of the term described in Article 3.01 of this appointment (May 1, 2022 - April 30, 2023). Employee will be paid 50 percent of the total base salary and supplemental compensation remaining due to Employee for year six of this appointment (May 1, 2022 - April 30, 2023), excluding the vehicle allowance, minus appropriate tax deductions, for the remainder of the term described in Article 3.01. Provided, however, that if and to the extent that Employee accepts comparable professional employment, any earnings from that employment during the term will be offset against and reduce the monies owed under this Article.</p> <p>The payment owed as a result of non-retention will be paid solely by the Tower Foundation. Apart from the payment described in this paragraph that is owed as a result of non-retention, this appointment and all obligations of San Jose State University and the Tower Foundation shall terminate upon non-retention. If Employee is non-retained, he ceases to be an employee of San Jose State University and all rights related to such employment, including but not limited to membership in Cal PERB, immediately terminate.</p> <p>For purposes of this Article 3.02, "comparable professional employment" shall mean employment as head or assistant men's basketball coach at either the high school, collegiate or professional level, employment or consulting in the sports broadcasting industry, or consulting with any collegiate or professional men's basketball team or organization.</p>	https://www.inforum.com/sports/bison-media-zone/mens-sports/mcfeely-blog-ex-bison-coach-miles-making-300-000-more-than-predecessor-at-san-jose-state
Kevin Krueer	UNLV	5 years	\$ 750,000	NA	Tied to years in contract	If a school wants to coach Krueer after the 2021-22 season they would have to pay UNLV \$3.85	If University fires Krueer: Pavot mirrors the figures if Krueer were to leave.	https://lasveassun.com/news/2021/m
Ryan Odom	Utah State	5 years (4/6/21-3/31/26)	\$ 800,000	Yes	Tied to years in contract	<p>7.2. Termination by Coach. Subject to the terms of this Agreement, Coach may terminate this Agreement for convenience (also commonly referred to as a without cause basis). In the event Coach terminates this Agreement for convenience during Year 1 or Year 2, as defined herein, Coach will be responsible to pay, or cause a third party to pay, liquidated damages in the amount of fifty percent (50%) of the Cumulative Remaining Salary, as defined in Section 7.1. In the event Coach terminates this Agreement for convenience during Year 3 or thereafter (including any extensions of the Term), Coach will be responsible to pay, or cause a third party to pay, liquidated damages in the amount of thirty-five percent (35%) of the Cumulative Remaining Salary, as defined in Section 7.1. If Coach terminates this Agreement for convenience, then (a) USU will not be obligated to pay any amounts, benefits, or damages to Coach other than Base Annual Salary, Incentive Compensation and/or benefits earned, due, vested or accrued PRIOR to the date of termination under this section; and (b) Coach shall not be entitled to receive any further compensation or benefits under this Agreement which have not been earned as of the date of termination.</p>	<p>In the event USU terminates this Agreement for convenience during the Term, including any extension thereof, USU will be responsible to pay liquidated damages in the amount of seventy-five percent (75%) of the "Cumulative Remaining Salary" which is the prorated amount of the total of the Base Annual Salary and Media Compensation remaining in the Term that would have been due to Coach, had the Agreement not been terminated. The Cumulative Remaining Salary specifically excludes all other forms of compensation, including, but not limited to, the value of any USU benefits (health, retirement, life insurance, etc.), vehicle access, unachieved incentive compensation, youth sports camps, etc., except compensation and benefits of any kind that were earned, due, vested or accrued prior to the effective date of termination. If USU terminates this Agreement for convenience, USU will not be obligated to pay any other amounts, benefits, or damages to Coach other than the liquidated damages set forth in this Section 7.1. Coach agrees that such liquidated damages shall fully compensate Coach for the loss of collateral business opportunities (whether media, public relations, camps, clinics, apparel or similar contracts, sponsorships or any other supplemental or collateral compensation or benefits of any kind) and Coach shall not be entitled to any further compensation and benefits under this Agreement.</p>	

ATTACHMENT 7

Jeff Linder	Wyoming	5 years (3/16/20-4/30/25)	\$ 497,000	Yes	Tied to years in contract	<p>B. In the event Employee terminates this Agreement to accept employment in intercollegiate or professional athletics, Employee shall owe the University liquidated damages in an amount equal to the Base Salary for each of the remaining years of the Agreement (the "University Liquidated Damages") unless the Employee accepts a Head Men's Basketball Coach position at another Mountain West Conference institution. Should that occur (i.e., the Employee accepts a Head Men's Basketball Coach position at another Mountain West Conference institution), the Employee shall owe the University liquidated damages in an amount equal to twice the Base Salary (i.e., Base Salary x 2 x remaining years) for each of the remaining years of the Agreement (the "University Liquidated Damages").</p> <p>The Athletic Director, with the concurrence of the President of the University, may waive or reduce the University Liquidated Damages if it is in the best interests of the University. All supplemental compensation, incentive supplements, awards, and any other additional compensation conferred by virtue of his University employment will terminate upon the date of separation of Employee from University, except to the extent such payments, award or benefits have been earned but not yet paid.</p>	<p>C. Excluding termination under Paragraph 11 a. through e., if in the judgment of the Director of Athletics, with the concurrence of the President of the University, the best interests of the University would be served by terminating Employee's appointment as Head Men's Basketball Coach prior to the ending date of this Agreement, such termination may be effected immediately. The University's liability for any damages or payments created by this appointment shall be limited to the sum of the remaining base salary including any base salary increases that may have occurred over the life of the Agreement to be paid annually, in a manner and method to be determined by the University. If Employee, after termination pursuant to this paragraph C, accepts another position in collegiate or professional athletics during the remainder of the agreement, the amount of damages owed by University shall be limited to the difference between the base salary owed by the University pursuant to this Paragraph and the base salary earned through new employment. If the Employee's new employment provides a greater base salary than the University base salary, the University's obligation to pay shall cease immediately upon the Employee's acceptance of the new position.</p> <p>At the time of termination from University employment, all supplemental salaries, incentive supplements and awards, and any other additional</p>
						7	

CONSENT
AUGUST 24, 2022

IDAHO STATE UNIVERSITY

SUBJECT

Multi-year contract for Seton Sobolewski, Head Women's Basketball Coach

REFERENCE

June 2021

The Idaho State Board of Education (Board) approved a five-year employment agreement with Head Women's Basketball Coach Seton Sobolewski. Increased pay and incentives were approved at that time, following a Championship season.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section II.H.

BACKGROUND/DISCUSSION

In June 2021, the Board approved a five-year employment contract with Seton Sobolewski as the Head Women's Basketball Coach for Idaho State University (ISU) terminating in May 2026. Coach Sobolewski has continued to lead ISU Women's Basketball to perform at an extremely high level academically, and athletically. Three times in the last five years the Women's Basketball Team has had a perfect APR of 1,000, including the most recent year of 1,000. The team GPA is a 3.71 with students performing in exemplary fashion across rigorous programs. This season Coach Seton Sobolewski was honored as Big Sky Conference Co-Coach of the Year for the second year in a row, led the team to the Big Sky Conference Regular Season Championship for the second time in a row, and earned a bid to the WNIT losing narrowly to Wyoming in the waning seconds. Idaho State University (ISU) requests approval to enter into a new five-year contract with Coach Sobolewski as Head Women's Basketball Coach as an effort to continue to retain a high performing coach who is central to the positive culture of ISU Athletics, and who repeatedly performs among the top three teams in the Big Sky Conference by extending the term of years and granting a salary increase which is equal to that dictated by the CEC allocation and formula at Idaho State University.

IMPACT

The new contract will be for five years, extending from 7/1/22 to 5/21/27. The previous salary of \$130,000 is increased to \$139,287.00 with incentives (unchanged from previous contract) as follows:

- 1/26 of annual salary for BSC Regular Season Championship
- 1/26 of annual salary for NCAA Tournament Berth
- \$4,000 for earning a Single Year APR of 985-999 or \$8,000 for earning a

**CONSENT
AUGUST 24, 2022**

Single Year APR of 1,000

- \$3,500 for achieving 18-19 NCAA DI Wins or \$5,000 for achieving 20 NCAA DI Wins
- NCAA Tournament Round Wins, 1st = \$3,000; 2nd = \$6,000; 3rd = \$9,000; 4th = \$12,000; 5th = \$15,000; 6th = \$18,000
- \$1,500 for each win in a WNIT appearance
- \$10,000 for participating in media, fundraising, and public appearances
- Annual increase of \$6,000.00 on July 1st for each year of the term

*All bonuses are contingent upon the ISU Women's Basketball team maintaining a multi-year APR Score of 950 or above

ATTACHMENTS

Attachment 1 – Proposed Clean Contract
Attachment 2 – Redline from Model
Attachment 3 – Redline from Current Contract
Attachment 4 – APR Summary
Attachment 5 – Salary and Incentive Sheet
Attachment 6 – Liquidated Damages Sheet
Attachment 7 – Max Compensation Calculation

STAFF COMMENTS AND RECOMMENDATIONS

Information regarding the university's obligation to pay liquidated damages and how that compares to other institutions is included in the Attachment 6.

Staff recommends approval.

BOARD ACTION

I move to approve the request by Idaho State University to enter into a five-year employment agreement with Seton Sobolewski, Head Women's Basketball Coach, commencing on July 1, 2022 and terminating on May 21, 2027, at a base salary of \$139,287 and supplemental compensation provisions, as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

(MODEL ATHLETICS MULTI-YEAR CONTRACT)
(template adopted by Idaho State Board of Education, December, 2018)

EMPLOYMENT AGREEMENT

This Employment Agreement (Agreement) is entered into by and between Idaho State University (University), and Seton Sobolewski (Coach).

ARTICLE 1

1.1. Employment. Subject to the terms and conditions of this Agreement, the University shall employ Coach as the head coach of its intercollegiate Women's Basketball team (Team). Coach represents and warrants that Coach is fully qualified to serve, and is available for employment, in this capacity.

1.2. Reporting Relationship. Coach shall report and be responsible directly to the University's Athletic Director (Director) or the Director's designee. Coach shall abide by the reasonable instructions of Director or the Director's designee and shall confer with the Director or the Director's designee on all administrative and technical matters. Coach shall also be under the general supervision of the University's Chief Executive Officer (Chief Executive Officer).

1.3. Duties. Coach shall manage and supervise the Team and shall perform such other duties in the University's athletic program as the Director may assign and as may be described elsewhere in this Agreement. The University shall have the right, at any time, to reassign Coach to duties at the University other than as head coach of the Team, provided that Coach's compensation and benefits shall not be affected by any such reassignment, except that the opportunity to earn supplemental compensation as provided in Sections 3.2.1 through 3.2.8 shall cease.

ARTICLE 2

2.1. Term. This Agreement is for a fixed-term appointment of five (5) years, commencing on July 1, 2021 and terminating, without further notice to Coach, on May 22, 2026 unless sooner terminated in accordance with other provisions of this Agreement.

2.2. Extension or Renewal. This Agreement is renewable solely upon an offer from the University and an acceptance by Coach, both of which must be in writing and signed by the parties. Any renewal is subject to the prior approval of the Idaho State Board of Education (Board). This Agreement in no way grants to Coach a claim to tenure in employment, nor shall Coach's service pursuant to this Agreement count in any way toward tenure at the University.

ARTICLE 3

3.1 Regular Compensation.

3.1.1 In consideration of Coach's services and satisfactory performance of this Agreement, the University shall provide to Coach:

- a) An annual salary of \$130,000.00 per year, payable in biweekly installments in accordance with normal University procedures, and such salary increases as may be determined appropriate by the Director and Chief Executive Officer and approved by the Board;
- b) Each year on July 1st for the term of the contract, if Coach continues to be employed by the University, the annual salary shall increase by the amount of \$6,000.
- c) The opportunity to receive such employee benefits as the University provides generally to non-faculty exempt employees, provided that Coach qualifies for such benefits by meeting all applicable eligibility requirements (except that in accordance with Board Policy II.H.6.b.ii, University and Coach agree that Coach shall not accrue any annual leave hours, and may take leave (other than sick leave) only with prior written approval of the Director); and
- d) The opportunity to receive such employee benefits as the University's Department of Athletics (Department) provides generally to its employees of a comparable level. Coach hereby agrees to abide by the terms and conditions, as now existing or hereafter amended, of such employee benefits.

Coach understands and agrees that financial conditions may require the Chief Executive Officer, in the Chief Executive Officer's discretion, to institute furloughs or to take such other actions consistent with Board policy as the Chief Executive Officer may determine to be necessary to meet such challenges. In the event of a furlough or other action, the actual salary paid to Coach may be less than the salary stated in Section 3.1.1(a) above.

3.2 Supplemental Compensation

3.2.1. Each year the Team is the regular-season conference champion or co-champion, and if Coach continues to be employed as University's head Women's Basketball coach as of the ensuing July 1st, the University shall pay to Coach supplemental compensation in an amount equal to 1/26th of Coach's Annual Salary

during the fiscal year in which the championship is achieved. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.2 Each year the Team either wins the Big Sky Conference tournament or obtains an NCAA Women's Basketball Tournament berth, and if Coach continues to be employed as University's head Women's Basketball coach as of the ensuing July 1st, the University shall pay Coach supplemental compensation in an amount equal to 1/26th of Coach's Annual Salary during the fiscal year in which the post-season participation is achieved. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.3 Each year Coach shall be eligible to receive supplemental compensation in an amount up to \$8,000 based on the academic achievement and behavior of Team members. The determination of whether Coach will receive such supplemental compensation and the timing of the payment(s) shall be at the discretion of the Chief Executive Officer in consultation with the Director. The determination shall be based on the following factors: the conduct of Team members on the University campus, at authorized University activities, in the community, and elsewhere, and the Team's single-year APR national ranking based on attainment of the following levels:

<u>Single Year APR</u>	<u>Incentive Pay</u>
985-999	\$4,000.00
1000	\$8,000.00

Any such supplemental compensation paid to Coach shall be accompanied with a detailed justification for the supplemental compensation based on the factors listed above and such justification shall be separately reported to the Board as a document available to the public under the Idaho Public Records Act.

3.2.4 Record Bonus. The University must pay to Coach supplemental compensation in the amount of \$3,500 for winning eighteen or nineteen (18 or 19) regular season Division I Women's Basketball games, and \$5,000 for winning twenty (20) or more regular season Division I Women's Basketball games. Such bonus is contingent upon the Team maintaining a multi-year APR ranking of 950 or better.

3.2.5 Each year the Team advances in the NCAA Women's Basketball Tournament, and if Coach continues to be employed as University's head Women's Basketball coach as of the ensuing May 1st, the University shall pay Coach supplemental compensation in an amount equal to the terms below. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation. Such bonus is contingent upon the Team maintaining a multi-year APR ranking of 950 or better.

Round 1	64 Teams	1 st win	\$3,000.00
Round 2	32 Teams	2 nd win	\$6,000.00
Round 3	16 Teams	3 rd win	\$9,000.00
Round 4	8 Teams	4 th win	\$12,000.00
Round 5	4 Teams	5 th win	\$15,000.00
Round 6	2 Teams	6 th win	\$18,000.00

Possible national championship winner computation bonus total: \$63,000.00

3.2.6 Each year the Team advances in the WNIT Women's Basketball Post-Season Tournament, and if Coach continues to be employed as the University's head Women's Basketball coach as of the ensuing July 1st, the University shall pay Coach supplemental compensation in an amount equal to the terms below. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation. Such bonus is contingent upon the Team maintaining a multi-year APR ranking of 950 or better.

Round 1	32 Teams	1 st win	\$1,500.00
Round 2	16 Teams	2 nd win	\$1,500.00
Round 3	8 Teams	3 rd win	\$1,500.00
Round 4	4 Teams	4 th win	\$1,500.00
Round 5	2 Teams	5 th win	\$1,500.00

Possible bonus computation total for winning WNIT Women's Basketball Post-Season Tournament: \$7,500.00

3.2.7 Coach shall receive the sum of \$10,000 from the University or the University's designated media outlet(s) or a combination thereof each year during the term of this Agreement in compensation for participation in media programs, fundraising and public appearances (Programs). Coach's right to receive such a payment shall vest on the date of the Team's last regular season or post-season competition, whichever occurs later. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.8 **(SUMMER CAMP—OPERATED BY UNIVERSITY)** Coach agrees that the University has the exclusive right to operate youth women's basketball camps on its campus using University facilities. The University shall allow Coach the opportunity to earn supplemental compensation by assisting with the University's camps in Coach's capacity as a University employee. Coach hereby agrees to assist in the marketing, supervision, and general administration of the University's women's basketball camps. Coach also agrees that Coach will perform all obligations mutually agreed upon by the parties. In exchange for Coach's participation in the University's summer women's basketball camps, the University shall pay Coach any net revenues resulting from the camp per year as supplemental compensation during each year of employment as head

Women's Basketball coach at the University. This amount shall be paid within thirty (30) days after all camp bills have been paid.

3.2.9 Coach agrees that the University has the exclusive right to select footwear, apparel and/or equipment for the use of its student-athletes and staff, including Coach, during official practices and games and during times when Coach or the Team is being filmed by motion picture or video camera or posing for photographs in their capacity as representatives of University. Coach recognizes that the University is negotiating or has entered into an agreement with Adidas to supply the University with athletic footwear, apparel and/or equipment. Coach agrees that, upon the University's reasonable request, Coach will consult with appropriate parties concerning an Adidas product's design or performance, shall act as an instructor at a clinic sponsored in whole or in part by Adidas, or give a lecture at an event sponsored in whole or in part by Adidas, or make other educationally related appearances as may be reasonably requested by the University. Notwithstanding the foregoing sentence, Coach shall retain the right to decline such appearances as Coach reasonably determines to conflict with or hinder Coach's duties and obligations as head Women's Basketball coach. In order to avoid entering into an agreement with a competitor of Adidas, Coach shall submit all outside consulting agreements to the University for review and approval prior to execution. Coach shall also report such outside income to the University in accordance with NCAA rules. Coach further agrees that Coach will not endorse any athletic footwear, apparel and/or equipment products, including Adidas, and will not participate in any messages or promotional appearances which contain a comparative or qualitative description of athletic footwear, apparel or equipment products.

3.3 General Conditions of Compensation. All compensation provided by the University to Coach is subject to deductions and withholdings as required by law or the terms and conditions of any fringe benefit in which Coach participates. However, if any fringe benefit is based in whole or in part upon the compensation provided by the University to Coach, such fringe benefit shall be based only on the compensation provided pursuant to Section 3.1.1, except to the extent required by the terms and conditions of a specific fringe benefit program.

ARTICLE 4

4.1. Coach's Specific Duties and Responsibilities. In consideration of the compensation specified in this Agreement, Coach, in addition to the obligations set forth elsewhere in this Agreement, shall:

4.1.1. Devote Coach's full time and best efforts to the performance of Coach's duties under this Agreement;

4.1.2. Develop and implement programs and procedures with respect to the evaluation, recruitment, training, and coaching of Team members which enable them to compete successfully and reasonably protect their health, safety, and well-being;

4.1.3. Observe and uphold all academic standards, requirements, and policies of the University and encourage Team members to perform to their highest academic potential and to graduate in a timely manner; and

4.1.4. Know, recognize, and comply with all applicable laws, and with the policies, rules and regulations of the University, the Board, the conference, and the NCAA; supervise and take appropriate steps to ensure that Coach's assistant coaches, any other employees for whom Coach is administratively responsible, and the members of the Team know, recognize, and comply with all such laws, policies, rules and regulations; and immediately report to the Director and to the Department's Director of Compliance if Coach has reasonable cause to believe that any person or entity, including without limitation representatives of the University's athletic interests, has violated or is likely to violate any such laws, policies, rules or regulations. Coach shall cooperate fully with the University and Department at all times. The names or titles of employees whom Coach supervises are attached as Exhibit B. The applicable laws, policies, rules, and regulations include: (a) Board policies; (b) University's Handbook; (c) University's Administrative Procedures Manual; (d) the policies of the Department; (e) NCAA rules and regulations; and (f) the rules and regulations of the Women's Basketball conference of which the University is a member.

4.1.5 Coach is responsible for the actions of all institutional staff members who report, directly or indirectly, to Coach. Coach shall promote an atmosphere of compliance within the program and shall monitor the activities of all institutional staff members involved with the program who report, directly or indirectly, to the coach.

4.1.6 Coach shall be responsible to ensure that institutional staff members as described in 4.1.5 complete the following specific compliance related activities:

- a) Attendance of Coach and Assistant Coaches at all rules education programs.
- b) Prompt and accurate submission of compliance forms, certification forms, CARA forms, and all compliance related information prior to the arrival of a student athlete on the ISU Campus.
- c) Thorough, honest, and forthcoming completion of compliance forms.
- d) The prompt and complete disclosure of circumstances or facts that may impact the eligibility of a Prospective Student Athlete or which may lead to the need to request an NCAA Eligibility Waiver. The need for NCAA Eligibility Waivers based upon information which was known and not disclosed, or which should have been known, is conduct seriously prejudicial to the University and may constitute

adequate cause for discipline up to and including dismissal or termination.

- e) The routine requesting of rules interpretations.

4.2 Outside Activities. Coach shall not undertake any business, professional or personal activities, or pursuits that would prevent Coach from devoting Coach's full time and best efforts to the performance of Coach's duties under this Agreement, that would otherwise detract from those duties in any manner, or that, in the opinion of the University, would reflect adversely upon the University or its athletic program. Subject to the terms and conditions of this Agreement, Coach may, with the prior written approval of the Director, who may consult with the Chief Executive Officer, enter into separate arrangements for outside activities and endorsements which are consistent with Coach's obligations under this Agreement. Coach may not use the University's name, logos, or trademarks in connection with any such arrangements without the prior written approval of the Director and the Chief Executive Officer.

4.3 NCAA (or NAIA) Rules. In accordance with NCAA rules, Coach shall obtain prior written approval from the University's Chief Executive Officer for all athletically related income and benefits from sources outside the University and shall report the source and amount of all such income and benefits to the University's Chief Executive Officer whenever reasonably requested, but in no event less than annually before the close of business on June 30th of each year or the last regular University work day preceding June 30th. The report shall be in a format reasonably satisfactory to University. In no event shall Coach accept or receive directly or indirectly any monies, benefits, or gratuities whatsoever from any person, association, corporation, University booster club, University alumni association, University foundation, or other benefactor, if the acceptance or receipt of the monies, benefits, or gratuities would violate applicable law or the policies, rules, and regulations of the University, the Board, the conference, or the NCAA.

4.4 Hiring Authority. Coach shall have the responsibility and the sole authority to recommend to the Director the hiring and termination of assistant coaches for the Team, but the decision to hire or terminate an assistant coach shall be made by the Director and shall, when necessary or appropriate, be subject to the approval of Chief Executive Officer and the Board.

4.5 Scheduling. Coach shall consult with, and may make recommendations to, the Director or the Director's designee with respect to the scheduling of Team competitions, but the final decision shall be made by the Director or the Director's designee.

4.6 Other Coaching Opportunities. Coach shall not, under any circumstances, interview for, negotiate for, or accept employment as a coach at any other institution of higher education or with any professional sports team, requiring performance of duties

prior to the expiration of this Agreement, without the prior approval of the Director. Such approval shall not unreasonably be withheld.

4.7 Disclosure of Serious Misconduct. Coach warrants that prior to signing this Agreement, Coach has disclosed and will continue to disclose if Coach has been accused, investigated, convicted of or pled guilty or no contest to a felony or misdemeanor involving serious misconduct, or has been subject to official institution or athletic department disciplinary action at any time at any prior institution where Coach was employed. "Serious misconduct" is defined as any act of sexual violence, domestic violence, dating violence, stalking, sexual exploitation, or any assault that employs the use of a deadly weapon or causes serious bodily injury.

4.8 Media Obligations. Coach must fully participate in media programs and public appearances (Programs) through the date of the Team's last regular season or post-season competition. Agreements requiring Coach to participate in Programs related to Coach's duties as an employee of University are the property of the University. The University shall have the exclusive right to negotiate and contract with all producers of media productions and all parties desiring public appearances by Coach. Coach agrees to cooperate with the University in order for the Programs to be successful and agrees to provide Coach's services to and perform on the Programs and to cooperate in their production, broadcasting, and telecasting. It is understood that neither Coach nor any assistant coaches shall appear without the prior written approval of the Director on any competing radio or television program (including but not limited to a coach's show, call-in show, or interview show) or a regularly scheduled news segment, except that this prohibition shall not apply to routine news media interviews for which no compensation is received. Without the prior written approval of the Director, Coach shall not appear in any commercial endorsements which are broadcast on radio or television that conflict with those broadcast on the University's designated media outlets.

ARTICLE 5

5.1 Termination of Coach for Cause. The University may, in its discretion, suspend Coach from some or all of Coach's duties, temporarily or permanently, and with or without pay; reassign Coach to other duties; or terminate this Agreement at any time for good or adequate cause, as those terms are defined in applicable rules and regulations.

5.1.1 In addition to the definitions contained in applicable rules and regulations, University and Coach hereby specifically agree that the following shall constitute good or adequate cause for suspension, reassignment, or termination of this Agreement:

- a) A deliberate or major violation of Coach's duties under this Agreement or the refusal or unwillingness of Coach to perform such duties in good faith and to the best of Coach's abilities;

- b) The failure of Coach to remedy any violation of any of the terms of this Agreement within 30 days after written notice from the University;
- c) A deliberate or major violation by Coach of any applicable law or the policies, rules or regulations of the University, the Board, the conference or the NCAA, including but not limited to any such violation which may have occurred during the employment of Coach at another NCAA or NAIA member institution;
- d) Ten (10) working days' absence of Coach from duty without the University's consent;
- e) Any conduct of Coach that constitutes moral turpitude or that would, in the University's judgment, reflect adversely on the University or its athletic programs;
- f) The failure of Coach to represent the University and its athletic programs positively in public and private forums;
- g) The failure of Coach to fully and promptly cooperate with the NCAA or the University in any investigation of possible violations of any applicable law or the policies, rules or regulations of the University, the Board, the conference, or the NCAA;
- h) The failure of Coach to report a known violation of any applicable law or the policies, rules or regulations of the University, the Board, the conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team; or
- i) A violation of any applicable law or the policies, rules or regulations of the University, the Board, the conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team if Coach knew or should have known of the violation and could have prevented it by ordinary supervision.
- j) The failure of Coach to disclose Serious Misconduct as required in Section 4.7 of this Agreement.
- k) A failure of Coach to maintain a high level of professionalism, including a failure to exercise the proper level of conduct and decorum expected of a highly-visible university employee, which is at all times expected to create a safe and professional environment for student-

athletes, subordinates, co-workers, and others who provide support and service to the staff and student athletes at Idaho State University.

5.1.2 Suspension, reassignment, or termination for good or adequate cause shall be effectuated by the University as follows: before the effective date of the suspension, reassignment, or termination, the Director or the Director's designee shall provide Coach with notice, which notice shall be accomplished in the manner provided for in this Agreement and shall include the reason(s) for the contemplated action. Coach shall then have an opportunity to respond. After Coach responds or fails to respond, University shall notify Coach whether, and if so when, the action will be effective.

5.1.3 In the event of any termination for good or adequate cause, the University's obligation to provide compensation and benefits to Coach, whether direct, indirect, supplemental or collateral, shall cease as of the date of such termination, and the University shall not be liable for the loss of any collateral business opportunities or other benefits, perquisites, or income resulting from outside activities or from any other sources.

5.1.4 If found in violation of NCAA regulations, Coach shall, in addition to the provisions of Section 5.1, be subject to disciplinary or corrective action as set forth in the provisions of the NCAA enforcement procedures. This Section applies to violations occurring at the University or at previous institutions at which Coach was employed.

5.2 Termination of Coach for Convenience of University.

5.2.1 At any time after commencement of this Agreement, University, for its own convenience, may terminate this Agreement by giving ten (10) days prior written notice to Coach.

5.2.2 In the event that University terminates this Agreement for its own convenience, University shall be obligated to pay Coach, as liquidated damages and not a penalty, the salary set forth in Section 3.1.1(a), excluding all deductions required by law, on the regular paydays of University until the term of this Agreement ends or until Coach obtains reasonably comparable employment, whichever occurs first. In the event Coach obtains other employment after such termination, then the amount of compensation the University pays will be reduced by the amount of compensation paid Coach as a result of such other employment, such adjusted compensation to be calculated for each University pay-period by reducing the gross salary set forth in Section 3.1.1(a) (before deductions required by law) by the gross compensation paid to Coach under the other employment, then subtracting from this adjusted gross compensation deductions according to law. In addition, Coach will be entitled to continue with the University health insurance plan and group life insurance as if Coach remained a University employee until the term of this Agreement ends or until Coach obtains reasonably comparable employment or any other employment providing Coach with a reasonably comparable health plan and group life insurance, whichever occurs first.

Coach shall be entitled to no other compensation or fringe benefits, except as otherwise provided herein or required by law. Coach specifically agrees to inform University within ten business days of obtaining other employment, and to advise University of all relevant terms of such employment, including without limitation the nature and location of employment, salary, other compensation, health insurance benefits, life insurance benefits, and other fringe benefits. Failure to so inform and advise University shall constitute a material breach of this Agreement and University's obligation to pay compensation under this provision shall end. Coach further agrees to repay to University all compensation received from the University after the date other employment is obtained.

5.2.3 The parties have both been represented by, or had the opportunity to consult with, legal counsel in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that Coach may lose certain benefits, supplemental compensation, or outside compensation relating to employment with University, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by University and the acceptance thereof by Coach shall constitute adequate and reasonable compensation to Coach for the damages and injury suffered by Coach because of such termination by University. The liquidated damages are not, and shall not be construed to be, a penalty.

5.3 Termination by Coach for Convenience.

5.3.1 Coach recognizes that Coach's promise to work for University for the entire term of this Agreement is of the essence of this Agreement. Coach also recognizes that the University is making a highly valuable investment in Coach's employment by entering into this Agreement and that its investment would be lost were Coach to resign or otherwise terminate employment with the University before the end of the Agreement term.

5.3.2 Coach may terminate this Agreement for convenience during its term by giving prior written notice to the University. Termination shall be effective ten (10) days after notice is given to the University.

5.3.3 If Coach terminates this Agreement for convenience at any time, all obligations of the University shall cease as of the effective date of the termination. If Coach terminates this Agreement for convenience, Coach shall pay to the University, as liquidated damages and not a penalty, the following sum: twenty thousand dollars (\$20,000.00). The liquidated damages shall be due and payable within twenty (20) days of the effective date of the termination, and any unpaid amount shall bear simple interest at a rate eight (8) percent per annum until paid.

5.3.4 The parties have both been represented by legal counsel in the contract negotiations and have bargained for and agreed to the foregoing liquidated

damages provision, giving consideration to the fact that the University will incur administrative and recruiting costs in obtaining a replacement for Coach, in addition to potentially increased compensation costs if Coach terminates this Agreement for convenience, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by Coach and the acceptance thereof by University shall constitute adequate and reasonable compensation to University for the damages and injury suffered by it because of such termination by Coach. The liquidated damages are not, and shall not be construed to be, a penalty. This Section 5.3.4 shall not apply if Coach terminates this Agreement because of a material breach by the University.

5.3.5 Except as provided elsewhere in this Agreement, if Coach terminates this Agreement for convenience, Coach shall forfeit to the extent permitted by law the right to receive all supplemental compensation and other payments.

5.4 Termination due to Disability or Death of Coach.

5.4.1 Notwithstanding any other provision of this Agreement, this Agreement shall terminate automatically if Coach becomes totally or permanently disabled as defined by the University's disability insurance carrier, becomes unable to perform the essential functions of the position of head coach, or dies.

5.4.2 If this Agreement is terminated because of Coach's death, Coach's salary and all other benefits shall terminate as of the last day worked, except that Coach's personal representative or other designated beneficiary shall be paid all compensation due or unpaid and death benefits, if any, as may be contained in any fringe benefit plan now in force or hereafter adopted by the University and due to Coach's estate or beneficiaries thereunder.

5.4.3 If this Agreement is terminated because Coach becomes totally or permanently disabled as defined by the University's disability insurance carrier, or becomes unable to perform the essential functions of the position of head coach, all salary and other benefits shall terminate, except that Coach shall be entitled to receive any compensation due or unpaid and any disability-related benefits to which Coach is entitled by virtue of employment with the University.

5.5 Interference by Coach. In the event of termination, suspension, or reassignment, Coach agrees that Coach will not interfere with the University's student-athletes or otherwise obstruct the University's ability to transact business or operate its intercollegiate athletics program.

5.6 No Liability. The University shall not be liable to Coach for the loss of any collateral business opportunities or any other benefits, perquisites or income from any sources that may ensue as a result of any termination of this Agreement by either party

or due to death or disability or the suspension or reassignment of Coach, regardless of the circumstances.

5.7 Waiver of Rights. Because Coach is receiving a multi-year contract and the opportunity to receive supplemental compensation and because such contracts and opportunities are not customarily afforded to University employees, if the University suspends or reassigns Coach, or terminates this Agreement for good or adequate cause or for convenience, Coach shall have all the rights provided for in this Agreement but hereby releases the University from compliance with the notice, appeal, and similar employment-related rights provided for in Board policy, IDAPA 08.01.01 et seq., and the University Handbook.

ARTICLE 6

6.1 Board Approval This Agreement shall not be effective unless approved by the Board and executed by both parties as set forth below. In addition, the payment of any compensation pursuant to this Agreement shall be subject to the approval of the Board, the Chief Executive Officer, and the Director; the sufficiency of legislative appropriations; the receipt of sufficient funds in the account from which such compensation is paid; and the Board policies and University's rules regarding financial exigency.

6.2 University Property. All personal property (excluding vehicle(s) provided through the courtesy car program), material, and articles of information, including, without limitation, keys, credit cards, personnel records, recruiting records, team information, films, statistics or any other personal property, material, or data, furnished to Coach by the University or developed by Coach on behalf of the University or at the University's direction or for the University's use or otherwise in connection with Coach's employment hereunder are and shall remain the sole property of the University. Within twenty-four (24) hours of the expiration of the term of this Agreement or its earlier termination as provided herein, Coach shall immediately cause any such personal property, materials, and articles of information in Coach's possession or control to be delivered to the Director.

6.3 Assignment. Neither party may assign its rights or delegate its obligations under this Agreement without the prior written consent of the other party.

6.4 Waiver. No waiver of any default in the performance of this Agreement shall be effective unless in writing and signed by the waiving party. The waiver of a particular breach in the performance of this Agreement shall not constitute a waiver of any other or subsequent breach. The resort to a particular remedy upon a breach shall not constitute a waiver of any other available remedies.

6.5 Severability. If any provision of this Agreement is determined to be invalid or unenforceable, the remainder of the Agreement shall not be affected and shall remain in effect.

6.6 Governing Law. This Agreement shall be subject to and construed in accordance with the laws of the state of Idaho. Any action based in whole or in part on this Agreement shall be brought in the courts of the state of Idaho.

6.7 Oral Promises. Oral promises of an increase in annual salary or of any supplemental or other compensation shall not be binding upon the University.

6.8 Force Majeure. Any prevention, delay or stoppage due to strikes, lockouts, labor disputes, acts of God, inability to obtain labor or materials or reasonable substitutes therefor, governmental restrictions, governmental regulations, governmental controls, enemy or hostile governmental action, civil commotion, fire or other casualty, and other causes beyond the reasonable control of the party obligated to perform (including financial inability), shall excuse the performance by such party for a period equal to any such prevention, delay or stoppage.

6.9 Confidentiality. This Agreement and all documents and reports Coach is required to produce under this Agreement may be released and made available to the public by the University.

6.10 Notices. Any notice under this Agreement shall be in writing and be delivered in person or by public or private courier service (including U.S. Postal Service Express Mail) or certified mail with return receipt requested. All notices shall be addressed to the parties at the following addresses or at such other addresses as the parties may from time to time direct in writing:

the <u>University</u> :	Director of Athletics 921 So. 8 th Ave. Stop 8173 Pocatello, ID 83209
with a copy to:	Kevin Satterlee, President 921 So. 8 th Ave. Stop 8310 Pocatello, ID 83209
Coach:	Seton Sobolewski Last known address on file with University's Human Resource Services

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

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

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

6.13 Non-Use of Names and Trademarks. Coach shall not, without the University's prior written consent in each case, use any name, trade name, trademark, or other designation of the University (including contraction, abbreviation or simulation), except in the course and scope of official University duties.

6.14 No Third Party Beneficiaries. There are no intended or unintended third party beneficiaries to this Agreement.

6.15 Entire Agreement; Amendments. This Agreement constitutes the entire agreement of the parties and supersedes all prior agreements and understandings with respect to the same subject matter. No amendment or modification of this Agreement shall be effective unless in writing, signed by both parties, and approved by the Board if required under Board Policy II.H.

6.16 Opportunity to Consult with Attorney. Coach acknowledges that Coach has had the opportunity to consult and review this Agreement with an attorney. Accordingly, in all cases, the language of this Agreement shall be construed simply, according to its fair meaning, and not strictly for or against any party.

University

Coach

Signature: _____
 Printed Name: Kevin Satterlee
 Chief Executive Officer
 Date: _____

Signature: _____
 Printed Name: Seton Sobolewski
 Date: _____

Approved by the Idaho State Board of Education on the ____ day of _____, 20__.

[*Note: Multiyear employment agreements requiring Board approval are defined Board Policy II.H.]



Idaho State University

ATHLETICS MULTI-YEAR CONTRACT

[COACH NAME] SETON SOBOLEWSKI, HEAD COACH - [SPORT] WOMEN'S BASKETBALL

EMPLOYMENT AGREEMENT

This Employment Agreement (Agreement) is entered into by and between IDAHO STATE UNIVERSITY (University), and [LEGAL NAME OF COACH] SETON SOBOLEWSKI (Coach).

ARTICLE 1

1.1. Employment. Subject to the terms and conditions of this Agreement, the University shall employ Coach as the head coach of its [INSERT SPORT/TEAM] Women's Basketball Team (Team). Coach represents and warrants that Coach is fully qualified to serve, and is available for employment, in this capacity.

1.2. Reporting Relationship. Coach shall report and be responsible directly to the University's Athletic Director (Director) or the Director's designee. Coach shall abide by the reasonable instructions of Director or the Director's designee and shall confer with the Director or the Director's designee on all administrative and technical matters. Coach shall also be under the general supervision of the University's President (President).

1.3. Duties. Coach shall manage and supervise the Team and shall perform such other duties in the University's athletic program as the Director may assign and as may be described elsewhere in this Agreement. The University shall have the right, at any time, to reassign Coach to duties at the University other than as head coach of the Team, provided that Coach's compensation and benefits shall not be affected by any such reassignment, except that the opportunity to earn supplemental compensation as provided in Sections 3.2.1 through 3.2.4. shall cease.

ARTICLE 2

2.1. Term. This Agreement is for a fixed-term appointment of [INSERT TERM OF YEARS 3 OR LESS] five (5) years, commencing on [INSERT COMMENCEMENT DATE] July 1, 2022 and terminating, without further notice to Coach, on [INSERT TERMINATION DATE] May 21, 2027 unless sooner terminated in accordance with other provisions of this Agreement.

2.2. Extension or Renewal. This Agreement is renewable solely upon an offer from the University and an acceptance by Coach, both of which must be in writing and signed by the parties. This Agreement in no way grants to Coach a claim to tenure in employment, nor shall Coach's service pursuant to this Agreement count in any way toward tenure at the University.

ARTICLE 3

3.1 Regular Compensation

3.1.1 In consideration of Coach's services and satisfactory performance of this Agreement, the University shall provide to Coach:

- a) An annual salary of ~~\$(INSERT SALARY AMOUNT IN USD)\$~~\$139,287 per year, payable in biweekly installments in accordance with normal University procedures, and such salary increases as may be determined appropriate by the Director and President;
- ~~b)~~ Each year on July 1st for the term of the contract, if Coach continues to be employed by the University, the annual salary shall increase by the amount of \$6,000.
- ~~c)~~ The opportunity to receive such employee benefits as the University provides generally to non-faculty exempt employees, provided that Coach qualifies for such benefits by meeting all applicable eligibility requirements (except that in accordance with Board Policy II.H.6.b.ii, University and Coach agree that Coach shall not accrue any annual leave hours, and may take leave (other than sick leave) only with prior written approval of the Director); and
- ~~ed)~~ The opportunity to receive such employee benefits as the University's Department of Athletics (Department) provides generally to its employees of a comparable level. Coach hereby agrees to abide by the terms and conditions, as now existing or hereafter amended, of such employee benefits.

Coach understands and agrees that financial conditions may require the President, in the President's discretion, to institute furloughs or to take such other actions consistent with Board policy as the President may determine to be necessary to meet such challenges. In the event of a furlough or other action, the actual salary paid to Coach may be less than the salary stated in Section 3.1.1(a) above.

3.2 Supplemental Compensation: The potential supplemental compensation described herein shall be available to Coach only in years when the following conditions are met: (1) ~~(INSERT CONDITIONS SUCH AS MINIMUM APR THRESHOLD)~~ and (2) the Team operates within the assigned and agreed upon ~~[TEAM/SPORT]~~Women's Basketball budget, to include mutually agreed upon budget adjustments in writing which take place during the fiscal year.

3.2.1. Each year the Team is the ~~(INSERT TRIGGER EVENT: BIG SKY CHAMP, COACH OF YEAR, ETC)~~regular season Conference Champion or Co-Champion, and if Coach continues to be employed as University's Head ~~[INSERT TEAM/SPORT]~~Women's Basketball Coach as of the ensuing July 1st, the University shall pay to Coach supplemental compensation in an amount equal to ~~(INSERT AMOUNT IN WEEKS)~~two (2)

weeks of Coach's Annual Salary during the fiscal year in which the ~~[TRIGGER EVENT]~~Championship is achieved. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

~~3.2.2 [ADD OTHER SUPPLEMENTAL COMPENSATION CLAUSES AS APPROPRIATE, SUCH AS CONFERENCE CHAMPION, COACH OF THE YEAR, SELECTION TO NCAA TOURNAMENT, ETC]~~

3.2.2 Each year the Team either wins the Big Sky Conference tournament or obtains an NCAA Women's Basketball Tournament berth, and if Coach continues to be employed as University's head Women's Basketball coach as of the ensuing July 1st, the University shall pay Coach supplemental compensation in an amount equal to two (2) weeks of Coach's Annual Salary during the fiscal year in which the post-season participation is achieved. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.3 Each year Coach shall be eligible to receive supplemental compensation in an amount up to ~~[\$[INSERT USD AMOUNT]]~~\$8,000 based on the academic achievement and behavior of Team members. The determination of whether Coach will receive such supplemental compensation and the timing of the payment(s) shall be at the discretion of the President in consultation with the Director. The determination shall be based on the following factors: the Academic Progress Rate; grade point averages; difficulty of major course of study; honors such as scholarships, designation as Academic All-American, and conference academic recognition; progress toward graduation for all athletes, but particularly those who entered the University as academically at-risk students; and the conduct of Team members on the University campus, at authorized University activities, in the community, and elsewhere. Any such supplemental compensation paid to Coach shall be accompanied with a detailed justification for the supplemental compensation based on the factors listed above.

Up To:	[TEAM/SPORT] Women's Basketball	APR Score:	_____	Incentive Pay
	970-979		\$	[USD AMOUNT]
	980-989		\$	[USD AMOUNT]
	990 985-999		\$	[USD AMOUNT] 4,000
	1000		\$	[USD AMOUNT] 8,000

3.2.43.2.4 Record Bonus. The University must pay to Coach supplemental compensation in the amount of \$3,500 for winning eighteen or nineteen (18 or 19) regular season Division I Women's Basketball games, and \$5,000 for winning twenty (20) or more regular season Division I Women's Basketball games. Such bonus is contingent upon the Team maintaining a multi-year APR ranking of 950 or better.

3.2.5 Each year the Team advances in the NCAA Women's Basketball Tournament, and if Coach continues to be employed as University's head Women's Basketball coach as of the ensuing May 1st, the University shall pay Coach supplemental compensation in an amount equal to the terms below. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation. Such bonus is contingent upon the Team maintaining a multi-year APR ranking of 950 or better.

Round 1	64 Teams	1 st win	\$3,000.00
Round 2	32 Teams	2 nd win	\$6,000.00
Round 3	16 Teams	3 rd win	\$9,000.00
Round 4	8 Teams	4 th win	\$12,000.00
Round 5	4 Teams	5 th win	\$15,000.00
Round 6	2 Teams	6 th win	\$18,000.00

Possible national championship winner computation bonus total: \$63,000.00

3.2.6 Each year the Team advances in the WNIT Women's Basketball Post-Season Tournament, and if Coach continues to be employed as the University's head Women's Basketball coach as of the ensuing July 1st, the University shall pay Coach supplemental compensation in an amount equal to the terms below. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation. Such bonus is contingent upon the Team maintaining a multi-year APR ranking of 950 or better.

Round 1	32 Teams	1 st win	\$1,500.00
Round 2	16 Teams	2 nd win	\$1,500.00
Round 3	8 Teams	3 rd win	\$1,500.00
Round 4	4 Teams	4 th win	\$1,500.00
Round 5	2 Teams	5 th win	\$1,500.00

Possible bonus computation total for winning WNIT Women's Basketball Post-Season Tournament: \$7,500.00

3.2.7 Coach shall receive the sum of \$10,000 from the University or the University's designated media outlet(s) or a combination thereof each year during the term of this Agreement in compensation for participation in media programs, fundraising and public appearances (Programs). Coach's right to receive such a payment shall vest on the date of the Team's last regular season or post-season competition, whichever occurs later. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.8 (SUMMER CAMP—OPERATED BY UNIVERSITY) Coach agrees that the University has the exclusive right to operate youth [TEAM/SPORT]women's basketball camps on its campus using University facilities. The University shall allow Coach the opportunity to earn supplemental compensation by assisting with the University's camps in Coach's capacity as a University employee. Coach hereby agrees to assist in the marketing, supervision, and general administration of the University's [TEAM/SPORT]women's basketball Camps. Coach also agrees that Coach will perform all obligations mutually agreed upon by the parties. In exchange for Coach's participation in the University's [TEAM/SPORT]women's basketball camps, the University shall pay Coach and Coach's designees according to the net proceeds generated by camps as supplemental compensation during each year of employment as head [TEAM/SPORT]women's basketball coach at the University. This amount shall be paid from camp accounts and a detailed accounting of all revenue and expenses provided to the Director.

3.3 Apparel Agreement. Coach agrees that the University has the exclusive right to select footwear, apparel, and/or equipment for the use of its student-athletes and staff, including Coach, during official practices and games and during times when Coach or the Team is being filmed by motion picture or video camera or posing for photographs in their capacity as representatives of University. Coach recognizes that the University is negotiating or has entered into an agreement with Adidas or another entity (hereinafter referred to as "Apparel Entity"), to supply the University with athletic footwear, apparel and/or equipment. Coach agrees that, upon the University's reasonable request, Coach will consult with appropriate parties concerning an Apparel Entity product's design or performance, shall act as an instructor at a clinic sponsored in whole or in part by Apparel Entity, or give a lecture at an event sponsored in whole or in part by Apparel Entity, or make other educationally related appearances as may be reasonably requested by the University. Notwithstanding the foregoing sentence, Coach shall retain the right to decline such appearances as Coach reasonably determines to conflict with or hinder Coach's duties and obligations as head football coach. In order to avoid entering into an agreement with a competitor of Apparel Entity, Coach shall submit all outside consulting agreements to the University for review and approval prior to execution. Coach shall also report such outside income to the University in accordance with NCAA rules. Coach further agrees that Coach will not endorse any athletic footwear, apparel and/or equipment products, including Apparel Entity, and will not participate in any messages or promotional appearances which contain a comparative or qualitative description of athletic footwear, apparel or equipment products.

3.4 General Conditions of Compensation. All compensation provided by the University to Coach is subject to deductions and withholdings as required by law or the terms and conditions of any fringe benefit in which Coach participates. However, if any fringe benefit is based in whole or in part upon the compensation provided by the University to Coach, such fringe benefit shall be based only on the compensation provided pursuant to Section 3.1.1, except to the extent required by the terms and conditions of a specific fringe benefit program.

ARTICLE 4

4.1. Coach's Specific Duties and Responsibilities. In consideration of the compensation specified in this Agreement, Coach, in addition to the obligations set forth elsewhere in this Agreement, shall:

4.1.1. Devote Coach's full time and best efforts to the performance of Coach's duties under this Agreement;

4.1.2. Develop and implement programs and procedures with respect to the evaluation, recruitment, training, and coaching of Team members which enable them to compete successfully and reasonably protect their health, safety, and well-being;

4.1.3. Observe and uphold all academic standards, requirements, and policies of the University and encourage Team members to perform to their highest academic potential and to graduate in a timely manner; and

4.1.4. Know, recognize, and comply with all applicable laws, and with the policies, rules and regulations of the University, the Board, the conference, and the NCAA; supervise and take appropriate steps

to ensure that Coach's assistant coaches, any other employees for whom Coach is administratively responsible, and the members of the Team know, recognize, and comply with all such laws, policies, rules and regulations; and immediately report to the Director and to the Department's Director of Compliance if Coach has reasonable cause to believe that any person or entity, including without limitation representatives of the University's athletic interests, has violated or is likely to violate any such laws, policies, rules or regulations. Coach shall cooperate fully with the University and Department at all times. The applicable laws, policies, rules, and regulations include: (a) Board policies; (b) University's policies and procedures; (c) the policies of the Department; (d) NCAA rules and regulations; and (e) the rules and regulations of the conference of which the University is a member.

4.1.5. Coach is responsible for the actions of all institutional staff members who report, directly or indirectly, to Coach. Coach shall promote an atmosphere of compliance within the program and shall monitor the activities of all institutional staff members involved with the program who report, directly or indirectly, to the coach.

4.1.6. Coach shall be responsible to ensure that institutional staff members as described in 4.1.5 complete the following specific compliance related activities:

- a) Attendance of Coach and Assistant Coaches at all rules education programs;
- b) Prompt and accurate submission of compliance forms, certification forms, CARA forms, and all compliance related information prior to the arrival of a student athlete on the ISU Campus;
- c) Thorough, honest, and forthcoming completion of compliance forms;
- d) The prompt and complete disclosure of circumstances or facts that may impact the eligibility of a Prospective Student Athlete or which may lead to the need to request an NCAA Eligibility Waiver. The need for NCAA Eligibility Waivers based upon information which was known and not disclosed, or which should have been known, is conduct seriously prejudicial to the University and may constitute adequate cause for discipline up to and including dismissal or termination; and
- e) The routine requesting of rules interpretations.

4.2 Outside Activities. Coach shall not undertake any business, professional or personal activities, or pursuits that would prevent Coach from devoting Coach's full time and best efforts to the performance of Coach's duties under this Agreement, that would otherwise detract from those duties in any manner, or that, in the opinion of the University, would reflect adversely upon the University or its athletic program. Subject to the terms and conditions of this Agreement, Coach may, with the prior written approval of the Director, who may consult with the President, enter into separate arrangements for outside activities

and endorsements which are consistent with Coach's obligations under this Agreement. Coach may not use the University's name, logos, or trademarks in connection with any such arrangements without the prior written approval of the Director and University Marketing and Communications.

4.3 NCAA Rules. In accordance with NCAA rules, Coach shall obtain prior written approval from the President for all athletically related income and benefits from sources outside the University and shall report the source and amount of all such income and benefits to the President's Office whenever reasonably requested, but in no event less than annually before the close of business on June 30th of each year or the last regular University work day preceding June 30th. The report shall be in a format reasonably satisfactory to the University. In no event shall Coach accept or receive directly or indirectly any monies, benefits, or gratuities whatsoever from any person, association, corporation, University booster club, University alumni association, University foundation, or other benefactor, if the acceptance or receipt of the monies, benefits, or gratuities would violate applicable law or the policies, rules, and regulations of the University, the Board, the conference, or the NCAA.

4.4 Hiring Authority. Coach shall have the responsibility and the sole authority to recommend to the Director the hiring and termination of assistant coaches for the Team, but the decision to hire or terminate an assistant coach shall be made by the Director and shall, when necessary or appropriate, be subject to the approval of the President.

4.5 Scheduling. Coach shall consult with, and may make recommendations to, the Director or the Director's designee with respect to the scheduling of Team competitions, but the final decision shall be made by the Director or the Director's designee.

4.6 Other Coaching Opportunities. Coach shall not, under any circumstances, interview for, negotiate for, or accept employment as a coach at any other institution of higher education or with any professional sports team, requiring performance of duties prior to the expiration of this Agreement, without the prior approval of the Director. Such approval shall not unreasonably be withheld.

4.7 Disclosure of Serious Misconduct. Coach warrants that prior to signing this Agreement, Coach has disclosed and will continue to disclose if Coach has been accused, investigated, convicted of or pled guilty or no contest to any felony or a misdemeanor involving serious misconduct, or has been subject to official institution or athletic department disciplinary action at any time at any prior institution where Coach was employed. "Serious misconduct" is defined as any act of sexual violence, domestic violence, dating violence, stalking, sexual exploitation, or any assault that employs the use of a deadly weapon or causes serious bodily injury.

4.8 Media and Fundraising Obligations. Coach must fully participate in media and fundraising programs and public appearances (Programs) through the term of this contract as requested by the Director or the Director's designee. Agreements requiring Coach to participate in Programs related to Coach's duties as an employee of the University are the property of the University. The University shall have the exclusive right to negotiate and contract with all producers of media productions and all parties desiring public appearances by Coach. Coach agrees to cooperate with the University in order for these Programs to be successful and agrees to provide Coach's services to and perform on the Programs and to cooperate in their production, broadcasting, and telecasting. It is understood that neither Coach nor any assistant coaches shall

appear without the prior written approval of the Director on any competing radio or television program (including but not limited to a coach's show, call-in show, or interview show) or a regularly scheduled news segment, except that this prohibition shall not apply to routine news media interviews for which no compensation is received. Without the prior written approval of the Director, Coach shall not appear in any commercial endorsements which are broadcast on radio or television that conflict with those broadcast on the University's designated media outlets.

ARTICLE 5

5.1 Termination of Coach for Cause. The University may, in its discretion, suspend Coach from some or all of Coach's duties, temporarily or permanently, and with or without pay; reassign Coach to other duties; or terminate this Agreement at any time for good or adequate cause, as those terms are defined in applicable rules and regulations, including in University policy.

5.1.1 In addition to the definitions contained in applicable rules and regulations, University and Coach hereby specifically agree that the following shall constitute good or adequate cause for suspension, reassignment, or termination of this Agreement:

- a) A deliberate or major violation of Coach's duties under this Agreement or the refusal or unwillingness of Coach to perform such duties in good faith and to the best of Coach's abilities;
- b) The failure of Coach to remedy any violation of any of the terms of this Agreement within 30 days after written notice from the University;
- c) A deliberate or major violation by Coach of any applicable law or the policies, rules or regulations of the University, the Board, the conference or the NCAA, including but not limited to any such violation which may have occurred during the employment of Coach at another NCAA member institution;
- d) Ten (10) working days' absence of Coach from duty without the Director's consent;
- e) Any conduct of Coach that the University determines brings Coach into general public disrepute, contempt, scandal, or ridicule or that would, in the University's judgment, reflect adversely on the University or its athletic programs, including a violation by Coach of any law, except minor traffic offenses;
- f) The failure of Coach to represent the University and its athletic programs positively in public and private forums;
- g) The failure of Coach to fully and promptly cooperate with the NCAA or the University in any investigation of possible violations of any applicable law or the policies, rules or regulations of the University, the Board, the conference, or the NCAA;

- h) The failure of Coach to report a known violation of any applicable law or the policies, rules or regulations of the University, the Board, the conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team; or
- i) A violation of any applicable law or the policies, rules or regulations of the University, the Board, the conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team if Coach knew or should have known of the violation and could have prevented it by ordinary supervision.
- j) The failure of Coach to disclose Serious Misconduct as required in Section 4.7 of this Agreement.
- k) A failure of Coach to maintain a high level of professionalism, including a failure to exercise the proper level of conduct and decorum expected of a highly-visible university employee, which is at all times expected to create a safe and professional environment for student-athletes, subordinates, co-workers, and others who provide support and service to the staff and student athletes at Idaho State University.

5.1.2 Suspension, reassignment, or termination for good or adequate cause shall be effectuated by the University as follows: before the effective date of the suspension, reassignment, or termination, the Director or the Director's designee shall provide Coach with notice, which notice shall be accomplished in the manner provided for in this Agreement and shall include the reason(s) for the contemplated action. Coach shall then have an opportunity to respond. After Coach responds or fails to respond, University shall notify Coach whether, and if so when, the action will be effective.

5.1.3 In the event of any termination for good or adequate cause, the University's obligation to provide compensation and benefits to Coach, whether direct, indirect, supplemental or collateral, shall cease as of the date of such termination, and the University shall not be liable for the loss of any collateral business opportunities or other benefits, perquisites, or income resulting from outside activities or from any other sources.

5.1.4 If found in violation of NCAA regulations, Coach shall, in addition to the provisions of Section 5.1, be subject to disciplinary or corrective action as set forth in the provisions of the NCAA enforcement procedures. This Section applies to violations occurring at the University or at previous institutions at which Coach was employed.

5.2 Termination of Coach for Convenience of University

5.2.1 At any time after commencement of this Agreement, University, for its own convenience, may terminate this Agreement by giving ten (10) days prior written notice to Coach.

5.2.2 In the event that University terminates this Agreement for its own convenience, University shall be obligated to pay Coach, as liquidated damages and not a penalty, the remaining unpaid amounts contained in the salary set forth in Section 3.1.1(a), excluding all

deductions required by law, on the regular paydays of University until the term of this Agreement ends or until Coach obtains reasonably comparable employment, whichever occurs first. In the event Coach obtains other employment after such termination, then the amount of compensation the University pays will be reduced by the amount of compensation paid Coach as a result of such other employment, such adjusted compensation to be calculated for each University pay-period by reducing the gross salary set forth in Section 3.1.1(a) (before deductions required by law) by the gross compensation paid to Coach under the other employment, then subtracting from this adjusted gross compensation deductions according to law. In addition, Coach will be entitled to continue with the University health insurance plan and group life insurance as if Coach remained a University employee until the term of this Agreement ends or until Coach obtains reasonably comparable employment or any other employment providing Coach with a reasonably comparable health plan and group life insurance, whichever occurs first. Coach shall be entitled to no other compensation or fringe benefits, except as otherwise provided herein or required by law. Coach specifically agrees to inform University within ten business days of obtaining other employment and to advise University of all relevant terms of such employment, including without limitation the nature and location of employment, salary, other compensation, health insurance benefits, life insurance benefits, and other fringe benefits. Failure to so inform and advise University shall constitute a material breach of this Agreement and University's obligation to pay compensation under this provision shall end. Coach further agrees to repay to University all compensation received from the University after the date other employment is obtained.

5.2.3 The parties have both been represented by, or had the opportunity to consult with, legal counsel in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that Coach may lose certain benefits, supplemental compensation, or outside compensation relating to employment with University, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by University and the acceptance thereof by Coach shall constitute adequate and reasonable compensation to Coach for the damages and injury suffered by Coach because of such termination by University. The liquidated damages are not, and shall not be construed to be a penalty.

5.3 Termination by Coach for Convenience

5.3.1 Coach recognizes that Coach's promise to work for University for the entire term of this Agreement is of the essence of this Agreement. Coach also recognizes that the University is making a highly valuable investment in Coach's employment by entering into this Agreement and that its investment would be lost were Coach to resign or otherwise terminate employment with the University before the end of the Agreement term.

5.3.2 Coach may terminate this Agreement for convenience during its term by giving prior written notice to the University. Termination shall be effective ten (10) days after notice is given to the University.

5.3.3 If Coach terminates this Agreement for convenience at any time, all obligations of the University shall cease as of the effective date of the termination. If Coach terminates this Agreement for convenience, Coach shall pay to the University, as liquidated damages and not a penalty, the following sum: ~~[INSERT SUM]~~ twenty-five thousand dollars (\$25,000). The liquidated damages shall be due and payable within twenty (20) days of the effective date of the termination, and any unpaid amount shall bear simple interest at a rate of eight (8) percent per annum until paid.

5.3.4 The parties have both been represented by, or had the opportunity to consult with, legal counsel in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that the University will incur administrative and recruiting costs in obtaining a replacement for Coach, in addition to potentially increased compensation costs if Coach terminates this Agreement for convenience, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by Coach and the acceptance thereof by University shall constitute adequate and reasonable compensation to University for the damages and injury suffered by it because of such termination by Coach. The liquidated damages are not, and shall not be construed to be, a penalty. This Section 5.3.4 shall not apply if Coach terminates this Agreement because of a material breach by the University.

5.3.5 Except as provided elsewhere in this Agreement, if Coach terminates this Agreement for convenience, Coach shall forfeit to the extent permitted by law the right to receive all supplemental compensation and other payments.

5.4 Termination due to Disability or Death of Coach

5.4.1 Notwithstanding any other provision of this Agreement, this Agreement shall terminate automatically if Coach becomes totally or permanently disabled as defined by the University's disability insurance carrier, becomes unable to perform the essential functions of the position of head coach, or dies.

5.4.2 If this Agreement is terminated because of Coach's death, Coach's salary and all other benefits shall terminate as of the last day worked, except that Coach's personal representative or other designated beneficiary shall be paid all compensation due or unpaid and death benefits, if any, as may be contained in any fringe benefit plan now in force or hereafter adopted by the University and due to Coach's estate or beneficiaries thereunder.

5.4.3 If this Agreement is terminated because Coach becomes totally or permanently disabled as defined by the University's disability insurance carrier, or becomes unable to perform the essential functions of the position of head coach, all salary and other benefits shall terminate, except that Coach shall be entitled to receive any compensation due or unpaid and any disability-related benefits to which Coach is entitled by virtue of employment with the University.

5.5 Interference by Coach. In the event of an announcement to the Athletic Director of a future departure, a formal resignation, termination, suspension, or reassignment, Coach agrees that Coach will not interfere with the University's student-athletes or otherwise obstruct the University's ability to transact business or operate its intercollegiate athletics program.

5.6 No Liability. The University shall not be liable to Coach for the loss of any collateral business opportunities or any other benefits, perquisites or income from any sources that may ensue as a result of any termination of this Agreement by either party or due to death or disability or the suspension or reassignment of Coach, regardless of the circumstances.

5.7 Waiver of Rights. Because Coach is receiving a multi-year contract and the opportunity to receive supplemental compensation and because such contracts and opportunities are not customarily afforded to University employees, if the University suspends or

reassigns Coach, or terminates this Agreement for good or adequate cause or for convenience, Coach shall have all the rights provided for in this Agreement but hereby releases the University from compliance with the notice, appeal, and similar employment-related rights provided for in Board policy, IDAPA 08.01.01 et seq., and the University Policies and Procedures.

ARTICLE 6

6.1 Approval. This Agreement shall not be effective until and unless executed by both parties as set forth below. In addition, the payment of any compensation pursuant to this agreement shall be subject to the approval of the Board, if required, and the President; the sufficiency of legislative appropriations; the receipt of sufficient funds in the account from which such compensation is paid; and the Board policies and University rules regarding financial exigency.

6.2 University Property. All personal property, material, and articles of information, including, without limitation, keys, credit cards, personnel records, recruiting records, team information, films, statistics or any other personal property, material, or data, furnished to Coach by the University or developed by Coach on behalf of the University or at the University's direction or for the University's use or otherwise in connection with Coach's employment hereunder are and shall remain the sole property of the University. Within twenty-four (24) hours of the expiration of the term of this Agreement or its earlier termination as provided herein, Coach shall immediately cause any such personal property, materials, and articles of information in Coach's possession or control to be delivered to the Director.

6.3 Assignment. Neither party may assign its rights or delegate its obligations under this Agreement without the prior written consent of the other party.

6.4 Waiver. No failure of the University to enforce a right of this Agreement shall constitute a waiver of that right. No waiver of any default in the performance of this Agreement shall be effective unless in writing and signed by the waiving party. The waiver of a particular breach in the performance of this Agreement shall not constitute a waiver of any other or subsequent breach. The resort to a particular remedy upon a breach shall not constitute a waiver of any other available remedies.

6.5 Severability. If any provision of this Agreement is determined to be invalid or unenforceable, the remainder of the Agreement shall not be affected and shall remain in effect.

6.6 Governing Law. This Agreement shall be subject to and construed in accordance with the laws of the state of Idaho. Any action based in whole or in part on this Agreement shall be brought in the courts of the state of Idaho.

6.7 Oral Promises. Oral promises of an increase in annual salary or of any supplemental or other compensation shall not be binding upon the University.

6.8 Force Majeure. Any prevention, delay or stoppage due to causes beyond a party's reasonable control that make the contract impossible, impracticable, or frustrate the purpose of the contract, whether foreseeable or not, including but not limited to: government or court orders, guidelines, regulations, or actions related to communicable diseases, epidemics, pandemics, or other dangers to public health; strikes, lockouts, labor disputes; acts of God; inability to obtain labor or materials or reasonable substitutes therefor; governmental restrictions, governmental

regulations, or governmental controls; enemy or hostile governmental action; civil commotion; fire or other casualty; and other causes beyond the reasonable control of the party obligated to perform (including financial inability), shall excuse the performance by such party for a period equal to any such prevention, delay or stoppage.

6.9 Confidentiality. This Agreement and all documents and reports Coach is required to produce under this Agreement may be released and made available to the public by the University.

6.10 Notices. Any notice under this Agreement shall be in physical or electronic writing and be delivered in person, by email to the official university email on file, or by public or private courier service (including U.S. Postal Service Express Mail) or certified mail with return receipt requested. All notices shall be addressed to the parties at the following addresses or at such other addresses as the parties may from time to time direct in writing:

the University: Director of Athletics
Pauline Thiros
Idaho State University
MS 8173
Pocatello, ID 83209

with a copy to: President
Kevin Satterlee
Idaho State University
MS 8310
Pocatello, ID 83209

Coach: ~~[INSERT COACH NAME AND CONTACT INFO]~~ Head Women's Basketball
Coach
Idaho State University
MS 8173
Pocatello, ID 83209

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 electronic delivery is verified. Actual notice, however and from whomever received, shall always be effective.

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

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

6.13 Non-Use of Names and Trademarks. Coach shall not, without the University's prior written consent in each case, use any name, trade name, trademark, or other designation of the University (including contraction, abbreviation or simulation), except in the course and scope of official University duties.

6.14 No Third Party Beneficiaries. There are no intended or unintended third party beneficiaries to this Agreement.

6.15 Entire Agreement; Amendments. This Agreement constitutes the entire agreement of the parties and supersedes all prior agreements and understandings with respect to the same subject matter. No amendment or modification of this Agreement shall be effective unless in writing, signed by both parties, and approved by the Board if required under Board Policy II.H.

6.16 Opportunity to Consult with Attorney. Coach acknowledges that Coach has had the opportunity to consult and review this Agreement with an attorney. Accordingly, in all cases, the language of this Agreement shall be construed simply, according to its fair meaning, and not strictly for or against any party.

University

Signature:_____

Printed Name: Kevin Satterlee

Idaho State University President

Date:_____

Coach

Signature:_____

Printed Name: ~~—[COACH—NAME]~~ Seton
Sobolewski

Head Coach

[SPORT/TEAM] Idaho State Women's
Basketball

Date:_____



Idaho State University

~~(MODEL~~

ATHLETICS MULTI-YEAR CONTRACT}

~~(template adopted by Idaho State Board of Education, December, 2018)~~

SETON SOBOLEWSKI, HEAD COACH - WOMEN'S BASKETBALL

EMPLOYMENT AGREEMENT

This Employment Agreement (Agreement) is entered into by and between IDAHO STATE UNIVERSITY~~Idaho State University~~ (University), and ~~Seton Sobolewski~~SETON SOBOLEWSKI (Coach).

ARTICLE 1

1.1. Employment. Subject to the terms and conditions of this Agreement, the University shall employ Coach as the head coach of its ~~intercollegiate~~ Women's Basketball ~~team~~Team (Team). Coach represents and warrants that Coach is fully qualified to serve, and is available for employment, in this capacity.

1.2. Reporting Relationship. Coach shall report and be responsible directly to the University's Athletic Director (Director) or the Director's designee. Coach shall abide by the reasonable instructions of Director or the Director's designee and shall confer with the Director or the Director's designee on all administrative and technical matters. Coach shall also be under the general supervision of the University's ~~Chief Executive Officer~~ ~~(Chief Executive Officer)~~President (President).

1.3. Duties. Coach shall manage and supervise the Team and shall perform such other duties in the University's athletic program as the Director may assign and as may be described elsewhere in this Agreement. -The University shall have the right, at any time, to reassign Coach to duties at the University other than as head coach of the Team, provided that Coach's compensation and benefits shall not be affected by any such reassignment, except that the opportunity to earn supplemental compensation as provided in Sections 3.2.1 through 3.2.~~84~~ shall cease.

ARTICLE 2

2.1. Term. This Agreement is for a fixed-term appointment of five (5) years, commencing on July 1, ~~2021~~2022 and terminating, without further notice to Coach, on May ~~22, 2026~~21, 2027 unless sooner terminated in accordance with other provisions of this Agreement.

2.2. Extension or Renewal. This Agreement is renewable solely upon an offer from the University and an acceptance by Coach, both of which must be in writing and signed by the parties. ~~Any renewal is subject to the prior approval of the Idaho State Board of Education (Board).~~ This Agreement in no way grants to Coach a claim to tenure in employment, nor shall Coach's service pursuant to this Agreement count in any way toward tenure at the University.

ARTICLE 3

3.1 Regular Compensation:

3.1.1 In consideration of Coach's services and satisfactory performance of this Agreement, the University shall provide to Coach:

- a) ~~a)~~ An annual salary of \$~~130,000.00~~139,287 per year, payable in biweekly installments in accordance with normal University procedures, and such salary increases as may be determined appropriate by the Director and ~~Chief Executive Officer and approved by the Board~~President;
- ~~b)~~ b) Each year on July 1st for the term of the contract, if Coach continues to be employed by the University, the annual salary shall increase by the amount of \$6,000.
- c) The opportunity to receive such employee benefits as the University provides generally to non-faculty exempt employees, provided that Coach qualifies for such benefits by meeting all applicable eligibility requirements (except that in accordance with Board Policy II.H.6.b.ii, University and Coach agree that Coach shall not accrue any annual leave hours, and may take leave (other than sick leave) only with prior written approval of the Director); and
- d) The opportunity to receive such employee benefits as the University's Department of Athletics (Department) provides generally to its employees of a comparable level. Coach hereby agrees to abide by the terms and conditions, as now existing or hereafter amended, of such employee benefits.

Coach understands and agrees that financial conditions may require the ~~Chief Executive Officer~~President, in the ~~Chief Executive Officer's~~President's discretion, to institute furloughs or to take such other actions consistent with Board policy as the ~~Chief Executive Officer~~President may determine to be necessary to meet such challenges. In the event of a furlough or other action, the actual salary paid to Coach may be less than the salary stated in Section 3.1.1(a) above.

3.2 Supplemental Compensation: The potential supplemental compensation

described herein shall be available to Coach only in years when the following conditions are met: (1) the Team operates within the assigned and agreed upon Women's Basketball budget, to include mutually agreed upon budget adjustments in writing which take place during the fiscal year.

3.2.1. Each year the Team is the regular-~~season~~ ~~conference champion~~ Conference Champion or ~~co-champion~~ Co-Champion, and if Coach continues to be employed as University's ~~head~~ Head Women's Basketball ~~coach~~ Coach as of the ensuing July 1st, the University shall pay to Coach supplemental compensation in an amount equal to ~~4/26th~~ two (2) weeks of Coach's Annual Salary during the fiscal year in which the ~~championship~~ Championship is achieved. ~~The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.~~

3.2.2—Each year the Team either wins the Big Sky Conference tournament or obtains an NCAA Women's Basketball Tournament berth, and if Coach continues to be employed as University's head Women's Basketball coach as of the ensuing July 1st, the University shall pay Coach supplemental compensation in an amount equal to ~~4/26th~~ two (2) weeks of Coach's Annual Salary during the fiscal year in which the post-season participation is achieved. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.3 Each year Coach shall be eligible to receive supplemental compensation in an amount up to \$8,000 based on the academic achievement and behavior of Team members. The determination of whether Coach will receive such supplemental compensation and the timing of the payment(s) shall be at the discretion of the ~~Chief Executive Officer~~ President in consultation with the Director. The determination shall be based on the following factors: the Academic Progress Rate; grade point averages; difficulty of major course of study; honors such as scholarships, designation as Academic All-American, and conference academic recognition; progress toward graduation for all athletes, but particularly those who entered the University as academically at-risk students; and the conduct of Team members on the University campus, at authorized University activities, in the community, and elsewhere, ~~and the Team's single-year APR national ranking based on attainment of the following levels:~~

<u>Single Year APR</u>	<u>Incentive Pay</u>
<u>985-999</u>	<u>\$4,000.00</u>
<u>1000</u>	<u>\$8,000.00</u>

Any such supplemental compensation paid to Coach shall be accompanied with a detailed justification for the supplemental compensation based on the factors listed above ~~and such justification shall be separately reported to the Board as a document available to the public under the Idaho Public Records Act.~~

<u>Women's Basketball] APR Score:</u>	<u>Incentive Pay Up To:</u>
<u>985-999</u>	<u>\$ 4,000</u>

1000 \$ 8,000

3.2.4 Record Bonus. The University must pay to Coach supplemental compensation in the amount of \$3,500 for winning eighteen or nineteen (18 or 19) regular season Division I Women's Basketball games, and \$5,000 for winning twenty (20) or more regular season Division I Women's Basketball games. Such bonus is contingent upon the Team maintaining a multi-year APR ranking of 950 or better.

3.2.5 Each year the Team advances in the NCAA Women's Basketball Tournament, and if Coach continues to be employed as University's head Women's Basketball coach as of the ensuing May 1st, the University shall pay Coach supplemental compensation in an amount equal to the terms below. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation. Such bonus is contingent upon the Team maintaining a multi-year APR ranking of 950 or better.

Round 1	64 Teams	1 st win	\$3,000.00
Round 2	32 Teams	2 nd win	\$6,000.00
Round 3	16 Teams	3 rd win	\$9,000.00
Round 4	8 Teams	4 th win	\$12,000.00
Round 5	4 Teams	5 th win	\$15,000.00
Round 6	2 Teams	6 th win	\$18,000.00

Possible national championship winner computation bonus total: \$63,000.00

3.2.6 Each year the Team advances in the WNIT Women's Basketball Post-Season Tournament, and if Coach continues to be employed as the University's head Women's Basketball coach as of the ensuing July 1st, the University shall pay Coach supplemental compensation in an amount equal to the terms below. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation. Such bonus is contingent upon the Team maintaining a multi-year APR ranking of 950 or better.

Round 1	32 Teams	1 st win	\$1,500.00
Round 2	16 Teams	2 nd win	\$1,500.00
Round 3	8 Teams	3 rd win	\$1,500.00
Round 4	4 Teams	4 th win	\$1,500.00
Round 5	2 Teams	5 th win	\$1,500.00

Possible bonus computation total for winning WNIT Women's Basketball Post-Season Tournament: \$7,500.00

_____. 3.2.7— Coach shall receive the sum of \$10,000 from the University or the University's designated media outlet(s) or a combination thereof each year during the term of this Agreement in compensation for participation in media programs, fundraising and public appearances (Programs). Coach's right to receive such a payment shall vest on the date of the Team's last regular season or post-season competition, whichever occurs later. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.8— (SUMMER CAMP—OPERATED BY UNIVERSITY) Coach agrees that the University has the exclusive right to operate youth women's basketball camps on its campus using University facilities. The University shall allow Coach the opportunity to earn supplemental compensation by assisting with the University's camps in Coach's capacity as a University employee. Coach hereby agrees to assist in the marketing, supervision, and general administration of the University's women's basketball camps. Coach also agrees that Coach will perform all obligations mutually agreed upon by the parties. In exchange for Coach's participation in the University's summer women's basketball camps, the University shall pay Coach any and Coach's designees according to the net revenues resulting from the camp per year proceeds generated by camps as supplemental compensation during each year of employment as head ~~Women's Basketball~~ women's basketball coach at the University. This amount shall be paid within thirty (30) days after from camp accounts and a detailed accounting of all camp bills have been paid revenue and expenses provided to the Director.

3.2.9—3 Apparel Agreement. Coach agrees that the University has the exclusive right to select footwear, apparel, and/or equipment for the use of its student-athletes and staff, including Coach, during official practices and games and during times when Coach or the Team is being filmed by motion picture or video camera or posing for photographs in their capacity as representatives of University. Coach recognizes that the University ~~is negotiating or~~ has entered into an agreement with Adidas or another entity (hereinafter referred to as "Apparel Entity"), to supply the University with athletic footwear, apparel and/or equipment. Coach agrees that, upon the University's reasonable request, Coach will consult with appropriate parties concerning an AdidasApparel Entity product's design or performance, shall act as an instructor at a clinic sponsored in whole or in part by AdidasApparel Entity, or give a lecture at an event sponsored in whole or in part by AdidasApparel Entity, or make other educationally related appearances as may be reasonably requested by the University. Notwithstanding the foregoing sentence, Coach shall retain the right to decline such appearances as Coach reasonably determines to conflict with or hinder Coach's duties and obligations as head ~~Women's Basketball~~ football coach. In order to avoid entering into an agreement with a competitor of Adidas Apparel Entity, Coach shall submit all outside consulting agreements to the University for review and approval prior to execution. Coach shall also report such outside income to the University in accordance with NCAA ~~rules.~~ Coach further agrees that Coach will not endorse any athletic footwear, apparel and/or equipment products, including AdidasApparel Entity, and will not participate in any messages or promotional appearances which contain a comparative or qualitative description of athletic footwear, apparel or equipment products.

3.34 General Conditions of Compensation. All compensation provided by the University to Coach is subject to deductions and withholdings as required by law or the terms and conditions of any fringe benefit in which Coach participates. However, if any fringe benefit is based in whole or in part upon the compensation provided by the University to Coach, such fringe benefit shall be based only on the compensation provided pursuant to Section 3.1.1, except to the extent required by the terms and conditions of a specific fringe benefit program.

ARTICLE 4

4.1. Coach's Specific Duties and Responsibilities. In consideration of the compensation specified in this Agreement, Coach, in addition to the obligations set forth elsewhere in this Agreement, shall:

4.1.1. Devote Coach's full time and best efforts to the performance of Coach's duties under this Agreement;

4.1.2. Develop and implement programs and procedures with respect to the evaluation, recruitment, training, and coaching of Team members which enable them to compete successfully and reasonably protect their health, safety, and well-being;

4.1.3. Observe and uphold all academic standards, requirements, and policies of the University and encourage Team members to perform to their highest academic potential and to graduate in a timely manner; and

4.1.4. Know, recognize, and comply with all applicable laws, and with the policies, rules and regulations of the University, the Board, the conference, and the NCAA; supervise and take appropriate steps to ensure that Coach's assistant coaches, any other employees for whom Coach is administratively responsible, and the members of the Team know, recognize, and comply with all such laws, policies, rules and regulations; and immediately report to the Director and to the Department's Director of Compliance if Coach has reasonable cause to believe that any person or entity, including without limitation representatives of the University's athletic interests, has violated or is likely to violate any such laws, policies, rules or regulations. Coach shall cooperate fully with the University and Department at all times. ~~The names or titles of employees whom Coach supervises are attached as Exhibit B.~~ The applicable laws, policies, rules, and regulations include: (a) Board policies; (b) University's ~~Handbook policies and procedures~~; (c) ~~University's Administrative Procedures Manual~~; ~~(d)~~ the policies of the Department; ~~(e)~~ NCAA rules and regulations; and ~~(f)~~ the rules and regulations of the ~~Women's Basketball~~ conference of which the University is a member.

~~4.1.54.1.5.~~ **4.1.5.** Coach is responsible for the actions of all institutional staff ~~members who report,~~ members who report, directly or indirectly, to Coach. Coach shall promote an atmosphere of compliance within the program and shall monitor the activities of all institutional staff members involved with the program who report, directly or indirectly, to the coach.-

4.1.6. Coach shall be responsible to ensure that institutional staff
~~4.1.6—~~members as described
 in 4.1.5 complete the following specific compliance related activities:

- a) Attendance of Coach and Assistant Coaches at all rules education-
 programs-;
- b) Prompt and accurate submission of compliance forms, certification
 forms, CARA forms, and all compliance related information prior to-
 the arrival of a student athlete on the ISU Campus-;
- c) Thorough, honest, and forthcoming completion of compliance-
 forms-;
- d) The prompt and complete disclosure of circumstances or facts that-
 may impact the eligibility of a Prospective Student Athlete or which may
 lead to the need to request an NCAA Eligibility Waiver. The need for NCAA
 Eligibility Waivers based upon information which was known and not
 disclosed, or which should have been known, is conduct seriously
 prejudicial to the University and may constitute adequate cause for
 discipline up to and including dismissal or termination-; and
- e) The routine requesting of rules interpretations.

4.2 Outside Activities. Coach shall not undertake any business, professional or personal activities, or pursuits that would prevent Coach from devoting Coach's full time and best efforts to the performance of Coach's duties under this Agreement, that would otherwise detract from those duties in any manner, or that, in the opinion of the University, would reflect adversely upon the University or its athletic program. Subject to the terms and conditions of this Agreement, Coach may, with the prior written approval of the Director, who may consult with the ~~Chief Executive Officer~~President, enter into separate arrangements for outside activities and endorsements which are consistent with Coach's obligations under this Agreement. Coach may not use the University's name, logos, or trademarks in connection with any such arrangements without the prior written approval of the Director and ~~the Chief Executive Officer~~University Marketing and Communications.

4.3 NCAA (or NAIA) Rules. In accordance with NCAA -rules, Coach shall obtain prior written approval from the ~~University's Chief Executive Officer~~President for all athletically related income and benefits from sources outside the University -and shall report the source and amount of all such income and benefits to the ~~University's Chief Executive Officer~~President's Office whenever reasonably requested, but in no event less than annually before the close of business on June 30th of each year or the last regular University work day preceding June 30th. The report shall be in a format reasonably satisfactory to the University. In no event shall Coach accept or receive directly or indirectly any monies, benefits, or gratuities whatsoever from any person,

association, corporation, University booster club, University alumni association, University foundation, or other benefactor, if the acceptance or receipt of the monies, benefits, or gratuities would violate applicable law or the policies, rules, and regulations of the University, the Board, the conference, or the NCAA.

4.4 Hiring Authority. Coach shall have the responsibility and the sole authority to recommend to the Director the hiring and termination of assistant coaches for the Team, but the decision to hire or terminate an assistant coach shall be made by the Director and shall, when necessary or appropriate, be subject to the approval of ~~Chief Executive Officer and the Board~~the President.

4.5 Scheduling. Coach shall consult with, and may make recommendations to, the Director or the Director's designee with respect to the scheduling of Team competitions, but the final decision shall be made by the Director or the Director's designee.

4.6 Other Coaching Opportunities. Coach shall not, under any circumstances, interview for, negotiate for, or accept employment as a coach at any other institution of higher education or with any professional sports team, requiring performance of duties prior to the expiration of this Agreement, without the prior approval of the Director. -Such approval shall not unreasonably be withheld.

4.7 Disclosure of Serious Misconduct. Coach warrants that prior to signing this Agreement, Coach has disclosed and will continue to disclose if Coach has been accused, investigated, convicted of or pled guilty or no contest to ~~any~~ felony or ~~a~~ misdemeanor involving serious misconduct, or has been subject to official institution or athletic department disciplinary action at any time at any prior institution where Coach was employed. -"Serious misconduct" is defined as any act of sexual violence, domestic violence, dating violence, stalking, sexual exploitation, or any assault that employs the use of a deadly weapon or causes serious bodily injury.

4.8 Media and Fundraising Obligations. Coach must fully participate in media ~~and fundraising~~ programs and public appearances (Programs) through the ~~date term~~ of this contract as requested by the ~~Team's last regular season~~Director or ~~post-season competition~~the Director's designee. Agreements requiring Coach to participate in Programs related to Coach's duties as an employee of the University are the property of the University.- The University shall have the exclusive right to negotiate and contract with all producers of media productions and all parties desiring public appearances by Coach. Coach agrees to cooperate with the University in order for ~~the~~these Programs to be successful and agrees to provide Coach's services to and perform on the Programs and to cooperate in their production, broadcasting, and telecasting. It is understood that neither Coach nor any assistant coaches shall appear without the prior written approval of the Director on any competing radio or television program (including but not limited to a coach's show, call-in show, or interview show) or a regularly scheduled news segment, except that this prohibition shall not apply to routine news media interviews for which no compensation is received. Without the prior written approval of the Director, Coach shall not appear in any commercial endorsements which are broadcast on radio or television that conflict with those broadcast on the University's designated media outlets.

ARTICLE 5

5.1 Termination of Coach for Cause. The University may, in its discretion, suspend Coach from some or all of Coach's duties, temporarily or permanently, and with or without pay; reassign Coach to other duties; or terminate this Agreement at any time for good or adequate cause, as those terms are defined in applicable rules and regulations, including in University policy.

5.1.1 In addition to the definitions contained in applicable rules and regulations, University and Coach hereby specifically agree that the following shall constitute good or adequate cause for suspension, reassignment, or termination of this Agreement:

- a) A deliberate or major violation of Coach's duties under this Agreement or the refusal or unwillingness of Coach to perform such duties in good faith and to the best of Coach's abilities;
- b) The failure of Coach to remedy any violation of any of the terms of this Agreement within 30 days after written notice from the University;
- c) A deliberate or major violation by Coach of any applicable law or the policies, rules or regulations of the University, the Board, the conference or the NCAA, including but not limited to any such violation which may have occurred during the employment of Coach at another NCAA ~~or NAIA~~ member institution;
- d) Ten (10) working days' absence of Coach from duty without the ~~University's~~ Director's consent;
- e) Any conduct of Coach that ~~constitutes moral turpitude~~ the University determines brings Coach into general public disrepute, contempt, scandal, or ridicule or that would, in the University's judgment, reflect adversely on the University or its athletic programs; including a violation by Coach of any law, except minor traffic offenses;
- f) The failure of Coach to represent the University and its athletic programs positively in public and private forums;
- g) The failure of Coach to fully and promptly cooperate with the NCAA or the University in any investigation of possible violations of any applicable law or the policies, rules or regulations of the University, the Board, the conference, or the NCAA;
- h) The failure of Coach to report a known violation of any applicable law or the policies, rules or regulations of the University, the Board, the conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team; or
- i) i) A violation of any applicable law or the policies, rules or regulations of the University, the Board, the conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team if Coach knew or

should have known of the violation and could have prevented it by ordinary supervision.

j) ~~j)~~ The failure of Coach to disclose Serious Misconduct as required in Section 4.7 of this Agreement.

k) A failure of Coach to maintain a high level of professionalism, including a failure to exercise the proper level of conduct and decorum expected of a highly-visible university employee, which is at all times expected to create a safe and professional environment for student-athletes, subordinates, co-workers, and others who provide support and service to the staff and student athletes at Idaho State University.-

5.1.2 Suspension, reassignment, or termination for good or adequate cause shall be effectuated by the University as follows:- before the effective date of the suspension, reassignment, or termination, the Director or the Director's designee shall provide Coach with notice, which notice shall be accomplished in the manner provided for in this Agreement and shall include the reason(s) for the contemplated action. Coach shall then have an opportunity to respond. After Coach responds or fails to respond, University shall notify Coach whether, and if so when, the action will be effective.

5.1.3 In the event of any termination for good or adequate cause, the University's obligation to provide compensation and benefits to Coach, whether direct, indirect, supplemental or collateral, shall cease as of the date of such termination, and the University shall not be liable for the loss of any collateral business opportunities or other benefits, perquisites, or income resulting from outside activities or from any other sources.

5.1.4 If found in violation of NCAA regulations, Coach shall, in addition to the provisions of Section 5.1, be subject to disciplinary or corrective action as set forth in the provisions of the NCAA enforcement procedures. This Section applies to violations occurring at the University or at previous institutions at which Coach was employed.

5.2 Termination of Coach for Convenience of University-

5.2.1 At any time after commencement of this Agreement, University, for its own convenience, may terminate this Agreement by giving ten (10) days prior written notice to Coach.

5.2.2 In the event that University terminates this Agreement for its own convenience, University shall be obligated to pay Coach, as liquidated damages and not a penalty, the remaining unpaid amounts contained in the salary set forth in Section 3.1.1(a), excluding all deductions required by law, on the regular paydays of University until the term of this Agreement ends or until Coach obtains reasonably comparable employment, whichever occurs first. In the event Coach obtains other employment after such termination, then the amount of compensation the University pays will be reduced by the amount of compensation paid Coach as a result of such other employment, such adjusted compensation to be calculated for each University pay-period by reducing the gross salary set forth in Section 3.1.1(a) (before deductions required by law) by

the gross compensation paid to Coach under the other employment, then subtracting from this adjusted gross compensation deductions according to law. In addition, Coach will be entitled to continue with the University health insurance plan and group life insurance as if Coach remained a University employee until the term of this Agreement ends or until Coach obtains reasonably comparable employment or any other employment providing Coach with a reasonably comparable health plan and group life insurance, whichever occurs first. Coach shall be entitled to no other compensation or fringe benefits, except as otherwise provided herein or required by law. Coach specifically agrees to inform University within ten business days of obtaining other employment, and to advise University of all relevant terms of such employment, including without limitation the nature and location of employment, salary, other compensation, health insurance benefits, life insurance benefits, and other fringe benefits. ~~Failure to so inform and advise University shall constitute a material breach of this Agreement and University's obligation to pay compensation under this provision shall end.~~ Coach further agrees to repay to University all compensation received from the University after the date other employment is obtained.

5.2.3 The parties have both been represented by, or had the opportunity to consult with, legal counsel in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that Coach may lose certain benefits, supplemental compensation, or outside compensation relating to employment with University, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by University and the acceptance thereof by Coach shall constitute adequate and reasonable compensation to Coach for the damages and injury suffered by Coach because of such termination by University. The liquidated damages are not, and shall not be construed to be, a penalty.

5.3 Termination by Coach for Convenience

5.3.1 Coach recognizes that Coach's promise to work for University for the entire term of this Agreement is of the essence of this Agreement. Coach also recognizes that the University is making a highly valuable investment in Coach's employment by entering into this Agreement and that its investment would be lost were Coach to resign or otherwise terminate employment with the University ~~before the end of the Agreement term.~~

5.3.2 Coach may terminate this Agreement for convenience during its term by giving prior written notice to the University. Termination shall be effective ten (10) days after notice is given to the University.

5.3.3 If Coach terminates this Agreement for convenience at any time, all obligations of the University shall cease as of the effective date of the termination. If Coach terminates this Agreement for convenience, Coach shall pay to the University, as liquidated damages and not a penalty, the following sum: twenty ~~five~~ thousand dollars (\$~~2025,000.00~~). The liquidated damages shall be due and payable within twenty (20) days of the effective date of the termination, and any unpaid amount shall bear simple interest at a rate ~~of~~ eight (8) percent per annum until paid.

5.3.4 The parties have both been represented by or had the opportunity to consult with, legal counsel in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that the University will incur administrative and recruiting costs in obtaining a replacement for Coach, in addition to

potentially increased compensation costs if Coach terminates this Agreement for convenience, which damages are extremely difficult to determine with certainty. -The parties further agree that the payment of such liquidated damages by Coach and the acceptance thereof by University shall constitute adequate and reasonable compensation to University for the damages and injury suffered by it because of such termination by Coach. The liquidated damages are not, and shall not be construed to be, a penalty. -This Section 5.3.4 shall not apply if Coach terminates this Agreement because of a material breach by the University.

5.3.5 Except as provided elsewhere in this Agreement, if Coach terminates this Agreement for convenience, Coach shall forfeit to the extent permitted by law the right to receive all supplemental compensation and other payments.

5.4 Termination due to Disability or Death of Coach

5.4.1 Notwithstanding any other provision of this Agreement, this Agreement shall terminate automatically if Coach becomes totally or permanently disabled as defined by the University's disability insurance carrier, becomes unable to perform the essential functions of the position of head coach, or dies.

5.4.2 If this Agreement is terminated because of Coach's death, Coach's salary and all other benefits shall terminate as of the last day worked, except that Coach's personal representative or other designated beneficiary shall be paid all compensation due or unpaid and death benefits, if any, as may be contained in any fringe benefit plan now in force or hereafter adopted by the University and due to Coach's estate or beneficiaries thereunder.

5.4.3 If this Agreement is terminated because Coach becomes totally or permanently disabled as defined by the University's disability insurance carrier, or becomes unable to perform the essential functions of the position of head coach, all salary and other benefits shall terminate, except that Coach shall be entitled to receive any compensation due or unpaid and any disability-related benefits to which Coach is entitled by virtue of employment with the University.

5.5 Interference by Coach. In the event of an announcement to the Athletic Director of a future departure, a formal resignation, termination, suspension, or reassignment, Coach agrees that Coach will not interfere with the University's student-athletes or otherwise obstruct the University's ability to transact business or operate its intercollegiate athletics program.

5.6 No Liability. The University shall not be liable to Coach for the loss of any collateral business opportunities or any other benefits, perquisites or income from any sources that may ensue as a result of any termination of this Agreement by either party or due to death or disability or the suspension or reassignment of Coach, regardless of the circumstances.

5.7 Waiver of Rights. Because Coach is receiving a multi-year contract and the opportunity to receive supplemental compensation and because such contracts and opportunities are not customarily afforded to University employees, if the University suspends or reassigns Coach, or terminates this Agreement for good or adequate cause or for convenience, Coach shall have all the rights provided for in this Agreement but hereby releases the University from compliance with the notice, appeal, and similar employment-related rights provided for in Board policy, IDAPA 08.01.01 et seq., and the University Handbook Policies and Procedures.

ARTICLE 6

6.1 Board Approval. This Agreement shall not be effective until and unless approved by the Board and executed by both parties as set forth below. -In addition, the payment of any compensation pursuant to this Agreement shall be subject to the approval of the Board, the Chief Executive Officer if required, and the Director ~~President~~; the sufficiency of legislative appropriations; the receipt of sufficient funds in the account from which such compensation is paid; and the Board policies and University's ~~University~~ rules regarding financial exigency.

6.2 University Property. All personal property ~~(excluding vehicle(s) provided through the courtesy car program),~~ material, and articles of information, including, without limitation, keys, credit cards, personnel records, recruiting records, team information, films, statistics or any other personal property, material, or data, furnished to Coach by the University or developed by Coach on behalf of the University or at the University's direction or for the University's use or otherwise in connection with Coach's employment hereunder are and shall remain the sole property of the University. -Within twenty-four (24) hours of the expiration of the term of this Agreement or its earlier termination as provided herein, Coach shall immediately cause any such personal property, materials, and articles of information in Coach's possession or control to be delivered to the Director.

6.3 Assignment. Neither party may assign its rights or delegate its obligations under this Agreement without the prior written consent of the other party.

6.4 Waiver. No failure of the University to enforce a right of this Agreement shall constitute a waiver of that right. No waiver of any default in the performance of this Agreement shall be effective unless in writing and signed by the waiving party. -The waiver of a particular breach in the performance of this Agreement shall not constitute a waiver of any other or subsequent breach. -The resort to a particular remedy upon a breach shall not constitute a waiver of any other available remedies.

6.5 Severability. If any provision of this Agreement is determined to be invalid or unenforceable, the remainder of the Agreement shall not be affected and shall remain in effect.

6.6 Governing Law. -This Agreement shall be subject to and construed in accordance with the laws of the state of Idaho. Any action based in whole or in part on this Agreement shall be brought in the courts of the state of Idaho.

6.7 Oral Promises. Oral promises of an increase in annual salary or of any supplemental or other compensation shall not be binding upon the University.

6.8 Force Majeure. -Any prevention, delay or stoppage due to causes beyond a party's reasonable control that make the contract impossible, impracticable, or frustrate the purpose of the contract, whether foreseeable or not, including but not limited to: government or court orders, guidelines, regulations, or actions related to communicable diseases, epidemics, pandemics, or other dangers to public health; strikes, lockouts, labor disputes; acts of God; inability to obtain labor or materials or reasonable substitutes therefor; governmental restrictions, governmental regulations, or governmental controls; enemy or hostile governmental action; civil commotion; fire or other casualty; and other causes beyond the reasonable control of the party obligated to

perform (including financial inability), shall excuse the performance by such party for a period equal to any such prevention, delay or stoppage.

6.9 Confidentiality. This Agreement and all documents and reports Coach is required to produce under this Agreement may be released and made available to the public by the University.

6.10 Notices. Any notice under this Agreement shall be in physical or electronic writing and be delivered in person, by email to the official university email on file, or by public or private courier service (including U.S. Postal Service Express Mail) or certified mail with return receipt requested. All notices shall be addressed to the parties at the following addresses or at such other addresses as the parties may from time to time direct in writing:

the University: Director of Athletics
~~921 So. 8th Ave. Stop~~ Pauline Thiros
Idaho State University
MS 8173
 _____ Pocatello, ID 83209

with a copy to: President
 _____ Kevin Satterlee, ~~President~~
Idaho State University _____ ~~921 So. 8th Ave. Stop~~
MS 8310
 _____ Pocatello, ID 83209

Coach: ~~Seton Sobolewski~~ Head Women's Basketball Coach
 _____ ~~Last known address on file with~~
 _____ ~~University's Human Resource Services~~
 _____ Idaho State University
 _____ MS 8173
 _____ Pocatello, ID 83209

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

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

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

6.13 Non--Use of Names and Trademarks. Coach shall not, without the University ~~'s~~ University's prior written consent in each case, use any name, trade name, trademark, or other designation of the University (including contraction, abbreviation or simulation), except in the course and scope of official University duties.

6.14 No Third Party Beneficiaries. There are no intended or unintended third party beneficiaries to this Agreement.

6.15 Entire Agreement; Amendments. This Agreement constitutes the entire agreement of the parties and supersedes all prior agreements and understandings with respect to the same subject matter. No amendment or modification of this Agreement shall be effective unless in writing, signed by both parties, and approved by the Board if required under Board Policy II.H.

6.16 Opportunity to Consult with Attorney. Coach acknowledges that Coach has had the opportunity to consult and review this Agreement with an attorney. Accordingly, in all cases, the language of this Agreement shall be construed simply, according to its fair meaning, and not strictly for or against any party.

University**Coach**

Signature:_____

Printed Name: Kevin Satterlee

~~Chief Executive Officer~~ Idaho State University
President

Date:_____

Signature:_____

Printed Name: Seton Sobolewski

Head Coach
Idaho State Women's Basketball

Date:_____

~~Approved by the Idaho State Board of Education on the ____ day of _____, 20__.~~

~~[*Note: Multiyear employment agreements requiring Board approval are defined Board Policy II.H.]~~

IDAHO STATE UNIVERSITY

Women's Basketball APR History and National Percentile Rank

SINGLE YEAR NCAA ACADEMIC PROGRESS RATE (APR) SCORES

	2016-17	2017-18	2018-19	2019-20	2020-21	REPORT YEAR
Women's Basketball	971	1000	1000	982	1000	Raw Score for single year
Percentile Rank within Sport	60-70	60-70	80-90	Not Calculated	80-90	

MULTI-YEAR APR (4-Year Rolling Average)

Women's Basketball	963	991	995	991	995
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Big Sky Conference Women's Basketball Head Coach Salary and Incentives Chart

Supporting Information for ISU Head Women's Basketball Coach (Seton Sobolewski) Contract

COACH	INSTITUTION	BASE SALARY	INCENTIVES
Mark Campbell	Sacramento State	\$ 150,000.00	\$2,500 for BSC HC of the Year or Co-Head Coach of the Year \$2,500 for BSC Regular Season Championship \$5,000 for BSC Tournament Championship \$5,000 for undefeated BSC season \$5,000 for and At Large selection to the NCAA Tournament \$5,000 for each win in the first 2 rounds of the NCAA Tournament \$7,500 for reaching the round of 16 in the NCAA Tournament \$10,000 for each win after reaching the round of 16 in the NCAA Tournament \$2,000 for an invitation to the WNIT \$2,000 for each win in the WNIT \$2,500 for posting a four year rolling APR above 965 \$2,500 for a cumulative team GPA of 3.2 or higher
Valaida Harris	Weber State	\$ 123,235.00	\$2,500 for BSC Regular Season Championship \$2,500 for BSC Tournament Championship \$1,000 for single year APR of 950 or greater \$750 for BSC Coach of the Year \$3,000 for each win in Rounds 1, 2, 3, of NCAA Tournament to be shared by the coaching staff at the discretion of the Head Coach \$6,000 for each win AFTER round 3 of the NCAA Tournament to be shared by the coaching staff at the discretion of the Head Coach \$1,500 for each win in Rounds 1, 2, 3, of the WNIT to be shared by the coaching staff at the discretion of the Head Coach
Trcia Binford	Montana State	\$ 168,303.00	\$5,000 retention incentive each year Coach remains employed as of July 1st \$2,500 for each semester the team achieves a GPA of 3.45 or higher \$5,000 for each year the team achieves a GPA of 3.45 or higher \$10,000 for each year the team earns an APR of 985 \$5,000 for each year the department earns an APR of 985 \$5,000 for each year the team is placed in the top 10 of the annual team GPA recognition by the WBCA \$5,000 for exceeding 300 in season tickets sold in year 1 \$5,000 for exceeding 350 in season tickets sold in year 2 \$5,000 for exceeding 400 in season tickets sold in year 3 \$17,500 for each year Coach promotes and participates in fundraising activities, social activities, Booster functions, public speaking engagements, and ticket sales campaigns \$7,500 for BSC Coach of the Year or Co-Coach of the Year \$7,000 for recognition as a regional and/or national Coach of the Year \$5,000 for selection to the NCAA Tournament \$2,500 for selection to the WNIT \$5,000 for advancing to the 2nd Round of the NCAA Tournament \$5,000 for advancing to the Round of 16 of the NCAA Tournament \$5,000 for advancing to the Elite 8 of the NCAA Tournament \$10,000 for advancing to the Final Four of the NCAA Tournament \$25,000 for winning the NCAA Tournament \$5,000 for achieving 20-23 wins including regular and post season \$5,000 for achieving 24-28 wins including regular and post season \$7,500 for achieving 29 wins including regular and post season

Big Sky Conference Women's Basketball Head Coach Salary and Incentives Chart

Supporting Information for ISU Head Women's Basketball Coach (Seton Sobolewski) Contract

Chelsey Gregg	Portland State	\$ 146,504.00	\$2,500 for 20 wins vs. Division I opponents \$5,000 for advancing to the NCAA Tournament \$5,000 for each NCAA Tournament win \$2,500 for advancing to the WNIT \$2,500 for each WNIT win \$5,000 for earning a single year APR of 940 or higher \$5,000 for earning a BSC regular season Championship, including a tie \$5,000 for earning BSC Coach of the Year
Loree Payne	Norther Arizona	\$ 149,350.00	\$3,000 for earning APR of 975; \$5,000 for earning APR of 987; \$7,000 for earning APR of 1,000 \$3,000 for earning a team GPA of 3.3; \$5,000 for earning a team GPA of 3.4; \$7,000 for earning a team GPA of 3.5 \$7,000 for BSC Regular Season Championship, including ties \$7,000 for BSC Tournament Championship \$7,000 for NCAA Tournament Appearance (Not AQ) \$3,000 for each NCAA Tournament win \$40,000 for NCAA National Championship \$3,000 for WNIT appearance \$7,000 for WNIT Championship \$4,000 for BSC Coach of the Year \$13,000 for National Coach of the Year
Jon Newlee	Idaho	\$ 126,630.00	One Thirteenth of annual salary for becoming eligible for the NCAA Tournament One Thirteenth of annual salary for a top 25 ranking in any published national final poll \$2,000 for BSC Coach of the Year \$1,500 for earning APR of 960 or higher \$18,000 for for participataion in media programs and public appearances \$5,000 for advancing to the Round of 16 of the NCAA Tournament \$3,500 for appearance in the WNIT \$1,000 for participation in the WBI Coach is entitled to a bonus equal to a Net Game Guarantee
Jenny Huth	Northern Colorado	\$ 135,000.00	\$5,000 for an increase of five (5) percent in home paid attendance revenue in current season over immediately preceding season \$10,000 for women's basketball student-athlete annual academic performance at or above 940 of the NCAA Academic Performance Rate \$5,000 for team grade point average (GPA) after Fall and Spring semester at or above 3.00 \$5,000 for women's basketball finishing in the top three (3) in Big Sky Conference regular season and/or achieving 20 wins \$5,000 for one or more women's basketball student-athletes' receipt of Big Sky Conference regular or post-season award; including honorable mention \$5,000 for winning or sharing the Big Sky Conference Women's Basketball regular season title or winning the Big Sky Conference Women's Basketball Tournament

Big Sky Conference Women's Basketball Head Coach Salary and Incentives Chart

Supporting Information for ISU Head Women's Basketball Coach (Seton Sobolewski) Contract

Joddie Gleason	Eastern Washington	\$ 129,347.00	\$2,500 annual retention increase \$2,000 for BSC Regular Season Championship \$1,000 for each win in the BSC Tournament \$2,000 for BSC Tournament Championship \$5,000 for each win in the first 2 rounds of the NCAA Tournament to be shared with coaching staff at the discretion of the Head Coach \$7,500 for reaching the round of 16 in the NCAA Tournament to be shared with coaching staff at the discretion of the Head Coach \$10,000 for each win after reaching the round of 16 in the NCAA Tournament, to be shared with coaching staff at the discretion of the Head Coach \$1,000 for each non-NCAA post season win \$1,000 should the team cumulative GPA exceed 3.4 after the spring quarter, or if the multi-year APR is 975 or greater
Brian Holsinger	Montana	\$ 140,000.00	Car stipend Bonus for BSC Championship, NCAA Tournament Appearance, Attendance, APR Country Club Membership
Seton Sobolewski	Idaho State	\$ 139,287.00	1/26 of annual salary for BSC Regular Season Championship 1/26 of annual salary for BSC Tournament Championship \$4,000 for earning a Single Year APR of 985-999 \$8,000 for earning a Single Year APR of 1,000 \$3,500 for achieving 18-19 NCAA Division I wins \$5,000 for achieving 20 or more NCAA Division I wins NCAA Tournament Round Wins, 1st = \$3,000; 2nd = \$6,000; 3rd = \$9,000; 4th = \$12,000; 5th = \$15,000; 6th = \$18,000 \$1,500 for each win in a WNIT appearance \$10,000 for participating in media, fundraising, and public appearances *All bonuses are contingent upon the ISU Women's Basketball functioning within the approved budget

Big Sky Conference Women's Basketball Head Coach Salary and Incentives Chart

Supporting Information for ISU Head Women's Basketball Coach (Seton Sobolewski) Contract

COACH	INSTITUTION	LENGTH OF CONTRACT	FY2021 Total Compensation	LIQUIDATED DAMAGES CLAUSE?	TYPE OF LIQUIDATED DAMAGES CLAUSE	STRUCTURE OF LIQUIDATED DAMAGES
Mark Campbell	Sacramento State	5 years	\$ 187,500.00	NO	Coach must inform the Director if Coach is seeking another position and obtain a release to do so.	
Valaida Harris	Weber State	4 years	\$ 115,000.00	YES	Flat Rate	\$20,000
Trcia Binford	Montana State	4 years	\$ 182,500.00	YES	Tied to value of compensation for years remaining on the contract	...Coach will pay University, as liquidated damages: an amount equal to that portion (pro-rata) of the Coach's Base salary and benefits remaining unpaid under this Agreement.
Chelsey Gregg	Portland State	5 years	\$ 146,504.00	YES	Flat Rate	\$30,000
Loree Payne	Northern Arizona	5 years	\$ 156,818.00	YES	Flat Rate	An amount equal to one year's base salary.
Jon Newlee	Idaho	not listed	\$ 178,390.00	YES	Sliding Scale	...if the Coach terminates with three or more years remaining liquidated damages shall be \$100,000; with less than 3 years but 2 or more years the liquidated damages are \$75,000; with less than 2 years but more than one year \$50,000; and the sum of zero with less than one year remaining.
Jenny Huth	Northern Colorado	5 years	\$ 161,500.00	YES	Flat Rate	\$60,000
Joddie Gleason	Eastern Washington	5 years	\$ 39,724.00	YES	Flat Rate	New Coach, not a full year of data available.
Brian Holsinger	Montana	4 years	\$ 140,000.00	NO	NA	NA
Seton Sobolewski	Idaho State	5 years	\$ 163,865.00	YES	Flat Rate	\$20,000

Coach Seton Sobolewski Maximum Compensation Calculation: FY 2022-2027

Contract Reference:		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
3.1.1	Annual Salary	\$ 139,287.00	\$ 145,287.00	\$ 151,287.00	\$ 157,287.00	\$ 163,287.00
3.2.1	Bonus: Regular Season Championship	\$ 4,596.00	\$ 4,596.00	\$ 4,596.00	\$ 4,596.00	\$ 4,596.00
3.2.2	Bonus: NCAA Tournament Berth	\$ 4,596.00	\$ 4,596.00	\$ 4,596.00	\$ 4,596.00	\$ 4,596.00
3.2.3	Bonus: Academic Achievement	\$ 8,000.00	\$ 8,000.00	\$ 8,000.00	\$ 8,000.00	\$ 8,000.00
3.2.4	Bonus: Win Record	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00
*3.2.5	Bonus: NCAA Tournament Wins	\$ 63,000.00	\$ 63,000.00	\$ 63,000.00	\$ 63,000.00	\$ 63,000.00
*3.2.6	Bonus: WNIT Tournament Wins	\$ 7,500.00	\$ 7,500.00	\$ 7,500.00	\$ 7,500.00	\$ 7,500.00
3.2.7	Bonus: Media, Fundraising and PR	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00
Total Maximum Annual Compensation Under Proposed Contract:		\$ 234,479.00	\$ 240,479.00	\$ 246,479.00	\$ 252,479.00	\$ 258,479.00

* Only one or the other of these bonuses may be achieved, not both.

UNIVERSITY OF IDAHO

SUBJECT

Procurement of EcoUnits for the Deep Soil Ecotron facility

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.K.

BACKGROUND/DISCUSSION

The University of Idaho (UI) was awarded \$18.9 million from the National Science Foundation in October 2021 for a new research facility designed to study soil at depths greater than ever before. The new Deep Soil Ecotron facility will be housed in the existing J.W. Martin Lab on the Moscow campus and will enable scientists across the globe to conduct experiments on columns of soil up to three meters deep (about 10 feet). Currently, most soil research involves just the top 30 centimeters (roughly one foot).

The Deep Soil Ecotron facility design calls for up to 24 EcoUnits, richly instrumented soil columns topped with airtight chambers for vegetation. These ecosystems-in-a-lab will allow researchers the ability to control a range of variables including temperature, water, and exposure to carbon dioxide and other greenhouse gases.

UI issued a Request for Proposal (RFP 22-19M) for multiple units that could anticipate current and future needs of global soil scientists and operate within the physical constraints of the existing building, including floor weight tolerance, electrical load, and overall space limitations.

The RFP committee provided feedback that focused on scientific attributes and selected JR-AquaConSol GmbH and regineering GmbH jointly to manufacture the EcoUnits. The total contract amount is € 6,548,447 (approximately \$6,759,600) and will be covered by the NSF award.

IMPACT

The Deep Soil Ecotron will enable researchers to address the following four broad research needs using approaches and instrumentation which have been unattainable under more common field and laboratory experiments:

1. How deep soil communities and processes affect and interact with surface soils to influence whole ecosystems
2. Determine how deep soils respond to global and land-use change, such as increasing soil temperature and agricultural management practices
3. Information gained will be integrated into earth system models to improve model representation
4. Provide a testbed for the development of sensors for the in-situ monitoring of deep soils

CONSENT
AUGUST 24, 2022

Ultimately the Deep Soil Ecotron will be the first of its kind in the world, shedding light on a largely unknown and unexplored environment, and accelerating research on belowground systems. This project is jointly funded by the National Science Foundation's Mid-scale RI-1 Program, the Established Program to Stimulate Competitive Research (EPSCoR), and Infrastructure Innovation for Biological Research (IIBR) Program.

ATTACHMENTS

Attachment 1 – Proposed Contract

BOARD STAFF COMMENTS AND RECOMMENDATIONS

This complies with Board policy V.K., which requires capital project costs beyond \$1 million to be approved by the Board. The cost of this project is covered by the \$18.9 million National Science Foundation grant referenced in the Background section, so no additional funding is being requested.

The amount in the motion below is in Euros to match the contract, which is with an Austrian company that specializes in this technology.

Staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho to purchase EcoUnits funded by the National Science Foundation for the Deep Soil Ecotron facility for 6,548,447 Euros, as described in materials submitted to the Board.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

UNIVERSITY OF IDAHO
AGREEMENT NUMBER UI-876

The University of Idaho (“University”) hereby awards to JR-AquaConSol GmbH and regineering GmbH (collectively “Contractor”) Agreement number UI-876 to furnish 22 EnviroLab-Units with a total price of EURO 6.548.447,00 to the University, as specified in University of Idaho Request for Proposals Number 22-19M, in accordance with the terms and conditions of the Request for Proposals.

This Agreement includes a) University of Idaho Request for Proposals Number 22-19M; b) Contractor’s proposal dated March 7, 2022 (the “Proposal”); c) the Technical Specification and Pricing dated July 8, 2022; and d) University of Idaho General Terms and Conditions, all of which have been agreed to by the parties and by this reference are made a part hereof as though fully set forth herein (collectively, “the Agreement”). To the extent such terms, conditions, or provisions may be in conflict or be inconsistent, their order of authority shall be as follows: 1) University of Idaho Agreement Number UI-876; 2) Technical Specifications and Pricing dated July 8, 2022; 3) University of Idaho Request for Proposals Number 22-19M; 3) Contractor’s proposal dated March 7, 2022; 4) University of Idaho General Terms and Conditions.

1.1 NOTICES

Any notice under this Agreement shall be in writing and be delivered either in-person, delivery service, certified mail with return receipt requested, or by email. 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:

for contractual matters:

University of Idaho
Contracts and Purchasing Services
1028 West Sixth Street
Moscow, Idaho 83844-2006
Attn.: Julia R. McIlroy, Director
Phone: (208) 885-6123
Email: juliam@uidaho.edu

with copy to:

for technical matters:

University of Idaho
Department of Soil and Water Systems
875 Perimeter Dr. MS 2340
Moscow, ID 83844-2340
Attn.: Prof. Michael S. Strickland
Attn.: Prof. Zachary Kayler
Phone: (208) 885-0960
Email: mstrickland@uidaho.edu
Email: zkayler@uidaho.edu

with copy to:

University of Idaho
 Department of Soil and Water Systems
 875 Perimeter Dr. MS 2340
 Moscow, ID 83844-2340
 Attn.: Prof. Michael S. Strickland
 Phone: (208) 885-0960
 Email: mstrickland@uidaho.edu

University of Idaho
 Contracts and Purchasing Services
 1028 West Sixth Street
 Moscow, Idaho 83844-2006
 Attn.: Julia R. McIlroy, Director
 Phone: (208) 885-6123
 Email: juliam@uidaho.edu

The Contractor:

for contractual matters:

JR-AquaConSol GmbH
 Steyrergasse 21, 8010 Graz, Austria
 Attn: DI Erwin Kubista
 Phone: +43 664 80 45 45 02
 Email: erwin.kubista@jr-aquaconsol.at

regineering GmbH
 Am Dörrenhof 13a, 85131 Preith, Germany
 Attn: DI Stefan Innerhofer
 Phone: +49 8421 93766-0
 Email: s.innerhofer@regineering.com

with copy to:

JR-AquaConSol GmbH
 Steyrergasse 21, 8010 Graz, Austria
 Attn: Mag. Dr. Gernot Klammler
 Phone: +43 664 80 45 45 12
 Email: gernot.klammler@jr-aquaconsol.at

regineering GmbH
 Am Dörrenhof 13a, 85131 Preith, Germany
 Attn: Dr. Ulrich Männl

for technical matters:

JR-AquaConSol GmbH
 Steyrergasse 21, 8010 Graz, Austria
 Attn: Mag. Dr. Gernot Klammler
 Phone: +43 664 80 45 45 12
 Email: gernot.klammler@jr-aquaconsol.at

regineering GmbH
 Am Dörrenhof 13a, 85131 Preith, Germany
 Attn: Dr. Ulrich Männl
 Phone: +49 8421 93766-11
 Email: u.maennl@regineering.com

with copy to:

JR-AquaConSol GmbH
 Steyrergasse 21, 8010 Graz, Austria
 Attn: DI Erwin Kubista
 Phone: +43 664 80 45 45 02
 Email: erwin.kubista@jr-aquaconsol.at

regineering GmbH
 Am Dörrenhof 13a, 85131 Preith, Germany
 Attn: DI Stefan Innerhofer

Phone: +49 8421 93766-11
Email: u.maennl@regineering.com

Phone: +49 8421 93766-0
Email: s.innerhofer@regineering.com

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

1.2 SEVERABILITY

The terms and conditions of this Agreement are declared severable if any term or condition of this Agreement or the application thereof to any person(s) or circumstance(s) is held invalid. Such invalidity shall not affect other terms, conditions, or applications which can be given effect without the invalid term, condition, or application.

1.3 PRICE

The price includes everything necessary for the prosecution and completion of this Agreement, including, but not limited to, furnishing all materials, equipment, management, superintendence, labor, and service, except as otherwise provided in this Agreement. Prices quoted in Technical Specification and Pricing dated July 8, 2022 includes all freight and/or delivery charges. In the event of a discrepancy between the unit price and the total price, the unit price will govern and the total price will be adjusted accordingly.

1.4 PAYMENTS

The payments shall be made according to the following milestones of the project:

- 50% of the total amount after acceptance of the predesign
- 30% of the total amount after acceptance of the final design
- 10% of the total amount after delivery of all units to Idaho
- 10% of the total amount after the final acceptance of the entire system

Payments shall be due and payable within thirty (30) days after acceptance of the appropriate milestone and after receipt of properly completed invoice. The account data for payments from the University to the Contractor will be provided separately University shall pay to the jointly owned account of JR-AquaConSol GmbH and regineering GmbH. The payment by the University to this account shall be full satisfaction of University's payment obligations hereunder.

1.5 TERM OF AGREEMENT

The initial term of this Agreement shall be three (3) years, commencing upon the date of execution by the University. The term of this Agreement may, if mutually agreed, be extended three (3) times by three-year increments, provided the Contractor receives written notice of each extension at least thirty (30) 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.

1.6 CONTINUATION DURING DISPUTES

The Contractor agrees that, notwithstanding the existence of any dispute between the parties, insofar as possible under the terms of the Agreement to be entered into, 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.

1.7 ENTIRE AGREEMENT

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 the Contractor.

1.8 RESPONSIBILITIES OF THE UNIVERSITY OF IDAHO

The University of Idaho is responsible for the infrastructure including but not limited to foundation, cooling, piping, power cables and seismic safety.

1.9 JOINT AND SEVERAL LIABILITY

JR-AquaConSol GmbH and regineering GmbH (the “Entities”) shall be jointly and severally liable with respect to the obligations under this Agreement and each Entity hereby waives to the extent permitted by law any defense that it may have that its liability hereunder is limited and not joint and several. An act of or notice from or to the Contractor as set forth in Section 1.1 shall be binding on each Entity with the same force and effect as if each of them had so acted or given or received such notice. University may, in its sole discretion elect to enforce this Agreement against either Entity without any duty to pursue the other Entity and such election shall not be a defense by the other Entity. University reserves all rights against each Entity.

1.10 PAYMENT

University shall pay to the jointly owned account of JR-AquaConSol GmbH and regineering GmbH. The payment by the University to this account shall be full satisfaction of University's payment obligations hereunder.

1.11 COOPERATION

The Entities agree to fully cooperate with each other and with University, other contractors of the University, and other third parties in connection with the performance of the obligations hereunder.

1.12 ADDITIONAL WARRANTIES

Contractor represents and warrants that any product or portion of product delivered to University hereunder is free of all liens, encumbrances, and rights of others, and does not and will not infringe upon, violate, or misappropriate any patent, copyright, trade secret, or other intellectual property of proprietary right of any third party.

1.13 INSURANCE

JR-AquaConSol GmbH and regineering GmbH will each provide a copy of a Certificate for a Commercial General and Umbrella / Excess Liability Insurance with a limit of not less than \$1,000,000.

The Parties agree that Section 7, Paragraph 7-3: INSURANCE and Exhibit A – Request for Certificate of Insurance from Contractor of the University of Idaho Request for Proposals Number 22-19M will not be valid.

1.14 COMPLIANCE

Contractor shall comply with the following provisions:

- a. 200 CFR Appendix II, and 200.317-327, accessed at: [eCFR :: 2 CFR Part 200 -- Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards](#)
- b. Title VI of the Civil Rights Act of 1964
- c. Section 504 of the Rehabilitation Act of 1973
- d. Age Discrimination Act of 1975
- e. Title IX of the Education Amendments of 1972

The effective date of this contract is September 1, 2022.

For the Regents of the
UNIVERSITY OF IDAHO

JR-AQUACONSOL GmbH

SIGN _____

SIGN _____

PRINT _____

PRINT _____

TITLE _____

TITLE _____

DATE _____

DATE _____

REGINEERING GMBHS

SIGN _____

PRINT _____

TITLE _____

DATE _____

CONSENT
AUGUST 24, 2022

UNIVERSITY OF IDAHO

SUBJECT

Request for additional construction authorization for proposed Seedling Greenhouses at the University of Idaho Pitkin Nursery

REFERENCE:

May 2021

Idaho State Board of Education (Board) approved Design and Construction Authorization via the Executive Director.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedure, Section V.K.1, and Sections V.K.4.

BACKGROUND/DISCUSSION

This is a request to authorize construction of new greenhouses to replace aging infrastructure that will enhance student education, expand training to private and agency nursery professionals, and maintain industry-relevant research at an operational scale. The new greenhouses will expand the College of Natural Resources greenhouse capacity. This will allow interagency collaboration between the University of Idaho and the Idaho Department of Lands (IDL) on reforestation efforts and will meet growing demand for seedlings on state endowment lands.

The project is consistent with the strategic goals and objectives of the University of Idaho and is consistent with the UI's Strategic Plan related to Research and Outreach.

In addition, the project is fully consistent with the principles, goals, and objectives of UI's Long-Range Campus Development Plan (LRCDP).

IMPACT

This project was authorized at \$950,000 in May 2021 via the Executive Director in accordance with Board Policy V.K.1.

The Division of Public Works (DPW) is administering the project on behalf of the University of Idaho given that a Permanent Building Fund (PBF) allocation of \$700,000 is a component of the funding strategy for the effort. DPW is delivering the project via the Design-Build methodology.

In July 2022, the Design-Build contractor provided DPW with a construction cost proposal consisting of a base bid and four alternates. The university desires to fund and award the base bid and all alternates and can commit the additional funds necessary to do so. However, this action will cause the award amount to exceed

CONSENT
AUGUST 24, 2022

the current construction effort and the total project cost to exceed the \$1 million threshold requiring full Board approval and authorization.

Based on the construction cost proposal received, and the desire to award both the base bid and all alternate bid items, the revised, full project cost is \$1,235,000.

The College of Natural Resources (CNR) will fund this project cost.

Therefore, this request is for the additional authorization required to proceed with the award and construction phase for the proposed Seedling Greenhouses at the Pitkin Nursery.

The fiscal impact of this effort is to authorize the complete, total project costs of \$1,235,000.

Overall Project

Funding

State (PBF)	\$	700,000
Federal (Grant)		
Other (UI)		
CNR		
Orig Allocation	\$	250,000
Add'l Allocation	\$	285,000
Gifted Funds		

Estimate Budget

Design Services	\$	60,500
Owner's Costs	\$	67,390
Construction	\$	1,065,408
Const Contingency	\$	24,000
Misc. & Proj Cont	\$	<u>17,702</u>

Total	\$	1,235,000	Total	\$	1,235,000
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ATTACHMENTS

Attachment 1 – Capital Project Tracking Sheet
Attachment 2 – Project Budget

STAFF COMMENTS AND RECOMMENDATIONS

This project was originally estimated at \$950,000. Construction cost increases and add alternates added another \$285,000, pushing the overall cost beyond \$1 million, which requires Board approval. This complies with Board policy V.K. Staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho to implement the Award and Construction phases of the proposed Seedling Greenhouses at the Pitkin Nursery, with a projected total cost of \$1,235,000, as described in the materials submitted to the Board. Construction authorization includes the authority to execute all necessary and requisite contracts to fully implement the project.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Office of the Idaho State Board of Education
Capital Project Tracking Sheet
As of July, 2022

History Narrative

- 1 **Institution/Agency:** University of Idaho **Project:** Plan, design, and construct a new seedling research and production greenhouses, to located at the University of Idaho Pitkin Research Nursery site east of Moscow, Idaho.
- 2 **Project Description:** The project includes the necessary sitework, utilities connections, footings, foundations and slabs required to support the installation of new soft-wall, retractable roof greenhouse kits. The project scope includes necessary miscellaneous support and actions necessary for a complete and functional installation.
- 3 **Project Use:** These new greenhouses will enhance student education, expand training to private and agency nursery professionals, and maintain industry relevant research at an operational scale. The new greenhouses will expand the College of Natural Resources greenhouse capacity. This will allow interagency collaboration between the University of Idaho and the Idaho Department of Lands (IDL) on reforestation efforts and meet growing demand for seedlings on state endowment lands.
- 4 **Project Size:** Two Greenhouses, Approx 3,890 SF Ea.

	Sources of Funds				Use of Funds			
	PBF	ISBA	Other	Total Sources	Planning	Use of Funds Const	Other*	Total Uses
Initial Cost of Project	\$ 700,000	\$ -	\$ 250,000	\$ 950,000	\$ 86,100	\$ 717,200	\$ 146,700	\$ 950,000
History of Revisions: Add'l Auth Based on Bid Proposal Received July, 2022 July 2022			\$ 285,000	\$ 285,000	\$ 41,790	\$ 372,208	\$ (128,998)	\$ 285,000
Total Project Costs	\$ 700,000	\$ -	\$ 535,000	\$ 1,235,000	\$ 127,890	\$ 1,089,408	\$ 17,702	\$ 1,235,000

History of Funding:	Other Sources of Funds-----						
	PBF	ISBA	Institutional Funds (Gifts/Grants)*	Student Revenue	Other**	Total Other	Total Funding
Initial Authorization Request, Design and Construction. May 2021	\$ 700,000				\$ 250,000	\$ 250,000	\$ 950,000
Add'l Auth Based on Bid Proposal Received July, 2022 July 2022					\$ 285,000	\$ 285,000	\$ 285,000
						-	-
Total	\$ 700,000	\$ -	\$ -	\$ -	\$ 535,000	\$ 535,000	\$ 1,235,000

25 * Project Support Costs & Project Contingency

26 ** CNR Funds set aside and encumbered for this use.

Item	From	Contract	Est	
1.0 Design Services				
Programming / Site Master Planning	PM Exp Column M	4,550.00		
Schematic Design	PM Exp Column M	18,000.00		
Design Development	PM Exp Column M	18,000.00		
Construction Documents	PM Exp Column M	19,950.00		
Sub Total				60,500.00
2.0 Professional Services				
Bidding	PM Exp Column M	2,000.00		
Construction Administration	PM Exp Column M	18,000.00		
Close-out	PM Exp Column M	3,000.00		
Design Prof Reimbursables	PM Exp Column M	1,300.00		
Civil Engineer	PM Exp Column M	15,000.00		
Commissioning	PM Exp Column L		7,000.00	
Commissioning Reimbursables	PM Exp Column M	210.00		
Keller_Topo Survey	PM Exp Column M	5,000.00		
Soil Investigation	PM Exp Column M	7,880.00		
Testing During Construction	PM Exp Column L		8,000.00	
Test & Balance	PM Exp Column L		-	
Sub Total				67,390.00
3.0 Construction				
Base Scope, Phase 1	Quality	781,150.73		
Concrete piers	Quality	18,870.00		
Concrete 6" Slab	Quality	88,069.62		
Alt 1 Generator	Quality	89,621.40		
Alt 2 Irrigation	Quality	34,971.66		
Alt 3 Heater	Quality	36,075.00		
Alt 4 Grow Lights	Quality	16,650.00		
Sub Total				1,065,408.41
3% Construction Contingency	PM Exp Column L		24,000.00	
Sub Total				24,000.00
4.0 Miscellaneous				
Project Contingency	PM Exp Column L		13,158.25	
Plan Check Fees - Reimbursable	PM Exp Column M	2,140.00		
Advertising	PM Exp Column M	64.12		
Sub Total				15,362.37
Project Total				1,232,660.78
Less Current Funding				
PBF		700,000.00		
CNR Original		250,000.00		
Sub Total				950,000.00
Delta Needed				282,660.78

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 24, 2022**

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 Togle (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 CEI to the GEM Committee.
August 2021	The Board appointed Candyce Reynolds representing BSU and Lloyd Duman representing NIC to the GEM Committee.
October 2021	The Board appointed Karina Smith representing dual credit, Kristin Whitman open education, and Debbie Ronneburg representing the Technical College Leadership Council.
April 2022	The Board appointed Sherry Simkins representing NIC and Ryan Randall representing open education.

APPLICABLE STATUTE, RULE, OR POLICY

Governing Policies and Procedures section III.N. General Education

BACKGROUND/DISCUSSION

Consistent with Board Policy III.N, the state General Education Matriculation Committee is responsible for reviewing the competencies and rubrics of the general education framework for each institution to ensure its alignment with the Association of American Colleges and Universities (AAC&U) Essential Learning

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 24, 2022**

Outcomes. Board Policy III.N also provides that faculty discipline groups have ongoing responsibilities for ensuring consistency and relevance of General Education competencies related to their discipline. The GEM Committee consists of a representative from each Idaho public postsecondary institution appointed by the Board; a representative from the Division of Career Technical Education; a representative from the Idaho Registrars Council as an ex-officio member; a representative from the digital learning community; a representative from the dual credit community, a representative from the open education community; and the Executive Director or designee of the Office of the State Board of Education, who serves as chair to the committee.

Idaho State University (ISU) has nominated Dr. Karen Appleby for appointment to the GEM Committee to replace Dr. Cindy Hill who has transitioned to a new position as Vice Provost of Institutional Effectiveness and Initiatives in June.

IMPACT

The proposed appointment replaces the ISU representative on the GEM Committee.

ATTACHMENTS

Attachment 1 – Current GEM Committee Membership

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Dr. Karen Appleby served as Interim Provost for the past 18 months and has assumed a new role as Vice Provost for Faculty Success and Instruction starting in June. Dr. Appleby first came to ISU in 2004 as an assistant professor in the Department of Sports Science and Physical Education. During her time at ISU, she also served as Interim Dean of the College of Education for two years. She was also previously the Director of ISU's faculty development and instructional enhancement center, the Program for Instructional Effectiveness.

Board staff recommends approval.

BOARD ACTION

I move to appoint Dr. Karen Appleby, representing Idaho State University, to the General Education Matriculation Committee, effective immediately.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**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**.

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. He was appointed **April, 2022**.

Sherry Simkins is the Interim Dean of Instruction, General Studies at North Idaho College. She was appointed **April, 2022**.

Karen Appleby is the Vice Provost for Faculty Success and Instruction at Idaho State University. **Appointment pending Board approval August, 2022.**

Mandy Nelson is the Registrar at Boise State University, a representative from the Idaho Registrars Council, as an ex officio member.

TJ Bliss is the 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.

CONSENT
AUGUST 24, 2022

SUBJECT

Idaho Established Program to Stimulate Competitive Research (EPSCoR)
Committee Appointments

REFERENCE

October 2014	Board appointed Dr. Todd Allen as the INL Representative to the Idaho EPSCoR Committee (replacing Dr. Hill)
February 2015	Board appointed Senator Tippits to the Idaho EPSCoR Committee (replacing Senator Goedde)
April 2015	Board appointed Dr. Cornelis J. Van der Schyf to the Idaho Established Program to Stimulate Competitive Research (replacing Dr. Howard Grimes)
October 2015	Board reappointed Representative Maxine Bell and Doyle Jacklin and appointed Gynii Gilliam and Senator Roy Lacey (replacing Doug Chadderdon and Senator Tippits, respectively)
June 2016	Board appointed Dr. Kelly Beierschmitt to the committee (replacing Todd Allen)
December 2016	Board reappointed Laird Noh, and appointed Dr. David Hill and Skip Oppenheimer to the committee.
April 2017	Board appointed Senator Mark Nye to the Idaho EPSCoR Committee (replacing Senator Lacey).
June 2017	Board reappointed David Tuthill and Leo Ray to Idaho EPSCoR Committee, both representing the private sector.
October 2018	Board appointed Dr. Harold Blackman and Dr. Todd Combs to the Idaho EPSCoR Committee (replacing Dr. Mark Rudin and Dr. Kelly Beierschmitt, respectively).
June 2019	Board appointed David Barneby and reappointed Gynii Gyllian to the Idaho EPSCoR Committee, both representing the private sector.
February 2021	Board reappointed Mark Nye, Doyle Jacklin, and Dennis Stevens, and appointed Donna Lybecker, Christopher Nomura, and Marianne Walck to Idaho EPSCoR Committee.
October 2021	Board reappointed Laird Noh and Skip Oppenheimer, and appointed Dr. Nancy Glenn to the Committee to serve as an ex-officio member representing Boise State University.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.W. Higher Education Research

BACKGROUND/DISCUSSION

The Established Program to Stimulate Competitive Research (EPSCoR) represents a federal-state partnership to enhance the science and engineering research, education, and technology capabilities of states that traditionally have received smaller amounts of federal research and development funds. As a participating state, Idaho EPSCoR is subject to federal program requirements and policies established by the Idaho State Board of Education. The purpose of EPSCoR is to build a high-quality academic research base to advance science, technology, engineering, and mathematics (STEM) to stimulate sustainable improvements in research and development capacity and competitiveness.

Idaho EPSCoR is guided by a committee of sixteen (16) members appointed by the Board for five (5) year terms. The membership of this committee is constituted to provide for geographic, academic, business, and state governmental representation as specified in Board Policy III.W., and includes the vice presidents of research from the University of Idaho, Boise State University, and Idaho State University who serve as voting ex-officio members. Ex-officio members serve without term limits. Members are allowed to serve up to three (3) consecutive terms.

The Idaho EPSCoR Committee is recommending the new appointment of Dr. Martin Blair, Vice President for Research at Idaho State University, to replace Dr. Donna Lybecker, Matthew Reiber as Representative of the Idaho State Governor's Office, to replace Greg Wilson, Dr. Yolanda Bisbee to replace Dr. Jean'ne Shreeve as private sector representative, and the reappointment of Dr. David R. Tuthill Jr. as private sector representative.

ATTACHMENTS

- Attachment 1 – Idaho EPSCoR Membership
- Attachment 2 – Dr. Martin Blair Materials
- Attachment 3 – Matthew Reiber Materials
- Attachment 4 – Dr. Yolanda Bisbee Materials
- Attachment 5 – Dr. David R. Tuthill Jr. Materials

STAFF COMMENTS AND RECOMMENDATIONS

Board Policy III.W. requires appointments to open positions on the EPSCoR committee to be advertised in appropriate state, regional or local publications. Each applicant must provide a written statement expressing his or her interest in becoming a member of the committee and evidence of their qualifications and identify their primary residence. Incumbent reappointments require a letter of interest and statement of qualifications for the incumbent.

Committee members serve five-year terms with the exception of the ex-officio members. Membership is limited to no more than three consecutive terms. All terms regardless of length begin on July 1 and on June 30 of the year(s) beginning or ending said term. Appointments are staggered to ensure that no more than one-third of the appointments will become vacant in any given year. Appointments to vacancies mid-term serve the remainder of the term for the position they are replacing.

CONSENT
AUGUST 24, 2022

Staff recommends approval.

BOARD ACTION

I move to appoint Dr. Martin Blair to the Established Program to Stimulate Competitive Research – Idaho Committee to serve as an ex-officio member representing Idaho State University as Vice President for Research.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to appoint Mr. Matthew Reiber to the Established Program to Stimulate Competitive Research – Idaho Committee to serve as the representative of the State Governor's Office.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to appoint Dr. Yolanda Bisbee to the Established Program to Stimulate Competitive Research – Idaho Committee to serve as a representative of the private sector, for a term effective from July 1, 2022 through June 30, 2027.

Moved by _____ Seconded by _____ Carried Yes No _____

AND

I move to reappoint Dr. David R. Tuthill Jr. to the Established Program to Stimulate Competitive Research – Idaho Committee to serve as a representative of the private sector, for a term effective from July 1, 2022 through June 30, 2027.

Moved by _____ Seconded by _____ Carried Yes No _____

EPSCoR Committee Members

VOTING MEMBERS (16 members)

Member Name	Original Appt.	Re-appointment	Expires	Representing	Position	Board Meeting
Barneby, David G.	9/9/2008	1/1/2014 7/1/2019	6/30/2024	Private Sector	(Retired)VP Nevada Power	12/19/2013 2/27/2014 6/20/2019
Glenn, Nancy	10/20/2021		Ex-officio	VPR	BSU - VPR	10/18/2018
Borud, Matt	4/17/2014		Ex-officio	Commerce	Idaho Department of Commerce	4/17/2014
Walck, Marianne	2/17/2021		6/30/2026	INL		2/17/2021
Tuthill, Dave	8/16/2012	6/15/2017	6/30/2022	Private Sector		6/15/2017 8/16/2012
Gilliam, Gynii	10/22/2015	7/1/2019	6/30/2024	Private Sector		10/22/2015 6/20/2019
Jacklin, Doyle	12/13/2006	2/18/2010 10/22/2015 7/1/2021	6/30/2026	Private Sector		4/22/2005 2/18/2010 10/22/2015 2/17/2021
Lickley, Laurie	7/1/2019		6/30/2024	House of Rep	House of Rep.	8/29/2019
Lybecker, Donna	2/17/2021		Ex-officio	VPR	ISU - VPR	2/17/2021
Nomura, Christopher	2/17/2021		Ex-officio	VPR	UI - VPR	2/17/2021
Noh, Laird	12/13/2006	7/1/2011 7/1/2016 7/1/2021	6/30/2026	Private Sector	Vice-Chair	(6/27/2012) 12/9/2010 12/15/2016 10/20/2021
Nye, Mark	4/20/2017	7/1/2021	6/30/2026	Senate	State Senate	4/20/2017 2/17/2021
Oppenheimer, Skip	12/15/2016	7/1/2021	6/30/2026	Private Sector		12/15/2016 10/20/2021
Ray, Leo	12/16/2006	7/1/2011 6/15/2017	6/30/2022	Private Sector	Fish Breeders	(6/27/2002) 12/9/2010 6/15/2017
Shreeve, Jean'ne	12/13/2006	2/21/2013	6/30/2019	Private Sector	UI - Professor	4/22/2005 2/21/2013
Stevens, Dennis	(1/23/01) 4/22/2005	4/22/2005 (prior to establishment of term limits) 2/18/2010 10/22/2015 7/1/2021	6/30/2026	Private Sector	Physician	4/22/2005 2/18/2010 10/22/2015 2/17/2021

NON-VOTING MEMBERS (2 members)

Member Name	Original Appt.		Expires		Position	
Greg Wilson	8/29/2019		Ex-officio		Representative from Governor's Office	8/29/2019
David Hill	12/15/2016		Ex-officio		Idaho State Board Member	12/15/2016



July 8, 2022

Dr. Laird Noh
Chair, Idaho EPSCoR Committee
875 Perimeter Drive, MS 3029
Moscow, ID 83844-3029

RE: Martin Blair letter of interest and statement of qualifications for EPSCoR Committee membership.

Dr. Noh,

Please accept this letter as an expression of my interest to serve as a member of the Idaho EPSCoR Committee. In my current role, I engage with ISU faculty and students who participate in the EPSCoR program. I look forward to participating in this committee.

Qualifications:

Martin Blair's vision-driven research leadership builds and strengthens collaborative relationships with strategic partners from a variety of healthcare, education, business, public policy and human service disciplines at university, community, State, Federal and international levels. Blair guides community-based research, training and service initiatives through collaborative strategy development, implementation and evaluation.

- Vice President for Research at Idaho State University, current.
- Executive Director of the Rural Institute for Inclusive Communities, University of Montana, 2013-2022.
- Associate Director, TAESE Center/ Mountain Plains Regional Resource Center, Utah State University, 2008-2013.

Leadership resume attached.

Sincerely,

Martin E. Blair, PhD
Vice President for Research

Martin E. Blair

Mobile: 406-552-7395

martin.e.blair@gmail.com

www.linkedin.com/in/martin-e-blair

Leadership

Executive Director

2013 to present

University of Montana Rural
Institute for Inclusive
Communities, Missoula,
Montana.

Primary Responsibilities: Develop community-focused interdisciplinary research partnerships; oversee strategic planning and implementation across multiple colleges and schools, and with state, national, international partners; oversee \$7 million annual budget; manage 60+ faculty/ staff across 50+ programs/ projects.

- Led efforts to bring \$59.5 million in external funds to the organization.
- Secured \$1.6 million in private/ corporate funds to support research and service initiatives.
- Led efforts to secure over \$3 million in State and Federal flow-through funds for early childhood and public education policy research.
- Increased state-agency and private & corporate contracts by 19%.
- Sustained increase in racial & cultural diversity of graduate and undergraduate students in training and research initiatives.
- HRSA Grand Challenge Award Winner, Phases I & II, *MP2 Care Coordination app*.
- Strategic reorganization of business and research services to improve efficiency and effectiveness of pre- and post-award support to principal investigators.
- Sustained increases in proposals submitted, annual budgets, and research expenditures.

Associate Director

2008 to 2013

Center for Technical
Assistance for Excellence in
Special Education (TAESE).
Utah State University, Logan,
Utah.

Primary Responsibilities: Strategic planning and implementation; program development, budget management, conference and professional development management; diverse and dispersed staff administration.

- Developed and implemented research & training partnerships with state education agencies and the Bureau of Indian Education across the U.S.
- Expanded professional development partnerships across the U.S.
- Led the technology team for national professional development network.

Assistant Director for Policy & Development

2002 to 2008

Center for Persons with
Disabilities, Utah State
University, Logan, Utah.

Primary Responsibilities: Community and public relations
with local, state and national community groups;
philanthropic development; liaison with state and federal
elected/ agency officials and staff.

- Led efforts to establish and fund (Congressionally-directed spending for two consecutive years) the National Center on Disability and Access to Education.
- Acquired \$200,000 annual state appropriation (ongoing) for the interdisciplinary ASSERT program¹ (autism research and training initiative).
- Led efforts to integrate Spanish-speaking individuals and families in research, service and training initiatives.
- Established a statewide, multi-university interdisciplinary (healthcare, social science, education) training and research consortium on autism spectrum disorders.
- Served as a technology and disability policy consultant for omni-directional wheelchair and RFID way-finding device development projects.

Education & Certifications

Ph.D. Education & Disability Policy, 2008. Utah State University, Logan, Utah.

M.S. Secondary Education and B.S. Special Education.

Certifications

- National Leadership Institute, 2012. University of Delaware.
- Research Administration, May 2021. University of Montana.
- CITI: Social and Behavioral Research, February 2021.
- Diversity, Equity, Inclusion: Micro-credential, May 2021. University of Montana.
- At Risk for University and College Faculty and Staff, December 2021. Kognito, Inc.

Professional Service & Affiliations

- **Member**, University Research Council, University of Montana.
- **International policy research consultant** in Kenya and Japan.
- **Standing Review Panel** (8 years), Small Business Innovation Research (SBIR) awards, National Institute on Disability, Independent Living and Rehabilitation Research (NIDILRR), U.S. Department of Education and U.S. Department of Health and Human Services.

¹ See: <https://assert.usu.edu/>

- **Member**, “Together We Grow” consortium² to increase racial, cultural and ability diversity in K-20 STEM education and agriculture industry.
- **Executive Committee (Secretary/ Treasurer)**, national Association of University Centers on Disabilities³ Board of Directors. **Co-chair** of the Public Policy Committee and past Chair of the Governance Committee.
- **Research consultant**, Montana Office of Public Instruction, and Montana Department of Public Health and Human Services’ Bureau of Family and Community Health.
- **Member**, governor-appointed statewide advisory councils (Early Childhood Services and Developmental Disabilities).

Publications & Presentations

- 100 publications: Articles, reports, monographs, chapters, and instructional products.
- 108 scholarly presentations: State, national and international.
- 55 funded proposals authored and co-authored (77 total), \$24.7 million awarded.

Languages

English: Native language.

Spanish: Intermediate listening, reading, speaking, and writing.

Professional Summary

Martin Blair’s vision-driven leadership builds and strengthens collaborative relationships with strategic partners from a variety of healthcare, education, business, public policy and human service disciplines at university, community, State, Federal and international levels. He guides community-based research, training and service initiatives through collaborative strategy development, implementation and evaluation.

~~Professional profile and full CV (30 pp.):~~ <https://www.umt.edu/people/martinblair>

² See: www.togetherwegrowag.org

³ See: www.aucd.org



Governor Brad Little

State Capitol :: Boise, Idaho 83720
(208) 334-2100 :: gov.idaho.gov

Dr. Laird Noh
Chair, Idaho EPSCoR Committee
875 Perimeter Drive, MS 3029
Moscow, ID 83844-3029

Chairman Noh,

My name is Matthew Reiber and I write to you from the Idaho Governor's Office to express my interest in serving on the Idaho EPSCoR Committee. As the Governor's representative to this committee, it is my intention to fulfil my duties to both the committee and him diligently and effectively, participating in the research discussion and helping orient the future of Idaho academic research.

Please find my resume attached to this letter of interest to detail my accomplishments and qualifications while serving under the Governor.

Thank you for your time and consideration.

Sincerely,

A handwritten signature in blue ink, appearing to read "Matthew Reiber", is positioned below the "Sincerely," text.

Matthew Reiber

2018 S Eagleson Rd | Boise, ID 83705
matthew.reiber@outlook.com | 406-493-5851

EDUCATION

Boise State University, PhD in Public Policy and Administration – Boise ID – Expected graduation 2024

Boise State University Accelerated Political Science Masters Program - Boise, ID

Bachelor of Science Degree, Boise State University, Political Science Major- Boise, ID

Loyola Sacred Heart High School, - Missoula, MT

ACHIEVEMENTS/AWARDS

Boise State University, GPA – 3.33 Boise / Boise State University Accelerated Masters Program, GPA – 3.8

- Boise State Honors College
- Undergraduate Capstone Research Project: Examining the Effects of Gun Control Legislation on Violent Crime
- Masters Thesis: Examining the Relevance of the Constitution in Today's Society
- Grant Writing: Boise Depot Bench Neighborhood Association

Loyola Sacred Heart, GPA – 3.6

- Varsity Soccer Letter (2013, 2012), Varsity Soccer Captain (2013)
- Academic All-State (2013)

WORK EXPERIENCE

- Governor's Office State of Idaho (2022 to present) *Working as lead education policy advisor to Governor Little*
- Division of Financial Management, State of Idaho (2019 to 2022) *Worked as a Budget Analyst for Governor Little*
- Boise State University, Adjunct Faculty (2021 to present) *Working with Boise State University to teach various Political Science Classes*
- Lobby Idaho (2019) *Worked as a lobbyist intern for the 2019 State Legislature Session*
- Idaho State Legislature, Legislative Services Office (2018) *Worked for Legislative Services as an Information Specialist*

VOLUNTEER EXPERIENCE

- Brad Little for Idaho (2021-2022) *Worked in various volunteer capacities for Governor Little's reelection campaign*
- Boise State University Alumni Board of Directors (2020 to 2022) *Was accepted into the Board of Directors of Boise State Alumni for a three-year term*
- Leadership and Gun Safety Awareness – Hellgate Civilian Shooters (2012 – 2013) *Worked with my long-term shooting club to mentor younger students and to teach basic principles of gun safety and gun awareness*

ACTIVITIES

- Boise State Trap and Skeet Team, Vice President (2016 - 2018)
- Hellgate Civilian Shooters Club – Small Bore Rifle Competition (2007 - 2014)
- Loyola Sacred Heart Varsity Soccer (2011 - 2013)

SKILLS

- Extensive legislative affairs/intergovernmental relationships and involvement
- Legislative committee work knowledge with experience in committee presentation
- Team management and proficient with group presentation and public speaking



OFFICE OF EQUITY
AND DIVERSITY
875 Perimeter Drive MS 3157
Moscow ID 83844-3157

208-885-2468
208-885-6558 (FAX)
diversity@uidaho.edu

June 8, 2022

Dr. Laird Noh
Chair, Idaho EPSCoR Committee
875 Perimeter Drive, MS 3029
Moscow, ID 83844-3029

Dear Dr. Noh,

I have had the opportunity work with the University of Idaho EPSCoR office on funding opportunities that have targeted underrepresented populations. It has been brought to my attention that there is an opportunity to serve on the Idaho EPSCoR committee. I would very much like to be considered for a position.

Please find attached my statement of qualifications. Please feel free to contact me if you have any further questions or comments.

Thank you.

Sincerely,

A handwritten signature in cursive script that reads 'Yolanda Bisbee'.

Yolanda Bisbee, Ed.D.
Chief Diversity Officer &
Executive Director of Tribal Relations

Dr. Yolanda Bisbee

Dr. Yolanda Bisbee is and enrolled Nez Perce Tribal member and has a rich Hispanic background. Dr. Bisbee has thirty three years of work experience at the University of Idaho. She has completed her Master's in Higher Education Leadership and a Doctorate in Education from the University of Idaho.

Yolanda has over 31 years of experience working on federal grants where she has served as the director University of Idaho College Assistance Migrant Program (CAMP) which is funded under the Office of Migrant education and has served over 8 years as a program coordinator for the Federally funded TRIO grant Upward Bound. Yolanda currently services as the principal investigator/co-PI for several projects such as the LSAMP Bridge to Doctorate, Indigenous Knowledge for Effective Education Program, New Beginnings for Tribal Students (NBTS) and the College Assistance Migrant Program (CAMP).

Yolanda serves in two roles at the University of Idaho. She serves at the Executive Director of Tribal Relations for where she provides counsel to the president, provost and administration regarding Native American/Indigenous national and local issues for strategic planning and policy development; works on program development, implementation and evaluation of tribal related activities that further the university's strategic action plan goals; serves as the point of contact for Indigenous issues; and develops educational materials and protocols regarding tribal/university issues.

Yolanda also serves as the Chief Diversity Officer where she responsible for promoting and facilitating the achievement of universities diversity goals. She provides Leadership and administrative oversight to the Office of Equity and Diversity which includes the Office of Multicultural Affairs, the Women's Center, the Office of LGBTQA, the College Assistance Migrant Program, and the Native American Student Center. Yolanda serves as a member of the President's Senior Leadership Council.

Yolanda is a former first-generation participant of the University of Idaho Upward Bound Program and is very knowledgeable of the barriers facing multicultural students at the secondary and post-secondary levels. Her background in student support services has contributed to her experience in developing culturally responsive recruitment and retention practices that benefit Native and Latino students.



Idaho Water Engineering
Water Solutions

2918 N. El Rancho Place, Boise ID 83704
Office: (208) 378-1513 Cell: (208) 870-0345 Fax: (888) 538-7703
www.idahowaterengineering.com info@idahowaterengineering.com

May 20, 2022

Dr. Laird Noh
Chair, Idaho EPSCoR Committee
875 Perimeter Drive, MS 3029
Moscow, ID 83844-3029

RE: Request to be Considered for Re-Appointment to the
Idaho EPSCoR Committee

Dear Dr. Noh,

It is my understanding that I am being considered for re-appointment to the Idaho EPSCoR Committee, and I am pleased to submit this letter expressing my interest in this appointment.

The EPSCoR program in Idaho has amassed an impressive breadth and depth of research in the years that the program has been funded. During the last 10 years while I have served on the Committee, I have observed the reason for this success. The Idaho program has always been well-run and expertly executed, demonstrating the high quality of people at all levels of Idaho's participation, from students to professors to EPSCoR staff to you as the Committee Chair.

I have especially enjoyed my assignment as the State Committee representative to the NASA EPSCoR award selection team. This has provided an exposure to some of the scientific research that is underway throughout the state.

I look forward to working with you and the others on the Committee if I am appointed to serve another term.

Sincerely,

David R. Tuthill, Jr., Ph.D., P.E.
Owner

Enclosure: Brief Bio



David R. Tuthill, Jr., Ph.D., P.E.

Dave Tuthill has worked in the field of water resources throughout his career. He earned a B.S. in Agricultural Engineering from Colorado State University, an M.S. in Civil Engineering from the University of Colorado, and a Ph.D. from the University of Idaho. He worked for the Idaho Department of Water Resources (IDWR) from 1976 through June, 2009, serving in a variety of increasingly responsible positions for the agency, in both the State Office and the Western Regional Office. These assignments provided direct and applied experience in most of IDWR's regulatory and water right programs. During the period from January 1, 2007 through June 30, 2009, he served as Director of IDWR. In this capacity he was a member of the Cabinet of Governor C.L. "Butch" Otter, charged with the responsibility for planning and administration of water resources in the State of Idaho. The agency consisted of about 200 employees with an annual budget of about \$25M.

In 2009 Dave founded Idaho Water Engineering, LLC, and continues as a co-owner. Since its inception IWE has grown to include more than a dozen technical staff located throughout Idaho. The company specializes in water rights analysis and solutions, measurement and automation, ground water recharge, state and federal permitting, development and marketing. IWE has served more than 300 clients throughout Idaho, including individuals, canal companies, irrigation districts, municipalities, water user organizations, and government at all levels.

Dave is a retired Colonel in the Engineer Branch of the United States Army Reserves. He serves as Vice-President of Recharge Development Corporation, founded in 2013, and is a Principal in Clean Water Professionals, founded in 2015.

CONSENT
AUGUST 24, 2022

UNIVERSITY OF IDAHO

SUBJECT

Facilities Naming - Sandpoint Organic Agriculture Center Cider House - "Kincaid Cider House."

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.K. Naming/Memorializing Building and Facilities

BACKGROUND/DISCUSSION

The University of Idaho – Sandpoint Organic Agriculture Center (SOAC) was established in 2018 as the University's only agricultural research station dedicated to organic and sustainable production practices. SOAC is a 66-acre property that includes a large conference center, bunk house, on-site housing for interns, and 27 acres of USDA Certified Organic fields, including the eight acre orchard dedicated to heritage tree fruit species. The orchard contains 650 trees, including 70 varieties of apples, 7 varieties of pears, 4 varieties of cherry, and 1000' of raspberry rows. This property was acquired by the University in part through a donation from Dennis Pence, founder of Coldwater Creek in Sandpoint, Idaho.

Mr. Pence established the orchard, formerly known as Sandpoint Orchard, with the help of Neal Kincaid. Neal was a knowledgeable gardener and orchardist, who was born and raised in Sandpoint and took part in all that northern Idaho has to offer. Neal was vital in the development of the original orchard. He determined the orchard location, selected the first heritage varieties of apples, and oversaw the planting of the first trees in the orchard. He brought an understanding of the climate and soil conditions of the area gained from a lifetime of working outdoors in Bonner County. Neal's knowledge came organically from the land and will continue to benefit the orchard into the future.

On December 19, 2018, just months after the University acquired the property, Neal passed away unexpectedly. It came as a shock and great loss to those who knew him. We are requesting that the cider house at SOAC be renamed as the "Kincaid Cider House" in recognition of Neal's critical contribution to establishing the orchard. Dennis Pence fully supports renaming the cider house to memorialize Neal's dedication to the orchard and sustainable fruit production; he has a giving history of over \$2.4M in land and cash and continues to consider future support for SOAC through a proposed \$1M endowed professorship.

IMPACT

Renaming the SOAC cider house as the Kincaid Cider House appropriately recognizes the significant effort and dedication put forth by Mr. Kincaid in the establishment of the orchard. It also strengthens critical University of Idaho community relations efforts in northern Idaho, and reinforces UI's commitment to

CONSENT
AUGUST 24, 2022

its land grant mission. Kincaid is a name that will be recognized by community members visiting SOAC and serve as a reminder of the roots of SOAC in the close-knit community.

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 someone 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 someone 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;

CONSENT
AUGUST 24, 2022

- 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 the University of Idaho to name the cider house auxiliary building at the University of Idaho Sandpoint Organic Agriculture Center the "Kincaid Cider House."

Moved by _____ Seconded by _____ Carried Yes _____ No _____

CONSENT
AUGUST 24, 2022

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.
April 21, 2022	Board approved trustee zone rezoning requests for Norm Gem, Sugar Salem, and West Jefferson School Districts
June 15, 2022	Board approved trustee zone rezoning request for Ririe School District

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:

CONSENT
AUGUST 24, 2022

- 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

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 – Midvale School District Trustee Zone Legal Descriptions

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

CONSENT
AUGUST 24, 2022

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.

The Board originally approved Midvale School District’s amended trustee zone boundaries at the January 13, 2022 special Board meeting. During the intervening time, Midvale School District identified an error in their original submittal. They are requesting re-approval of their trustee zones. The correction moves one census block and does not substantially affect the trustee zone population percentages.

Staff recommends approval.

BOARD ACTION

I move to approve the Midvale School District trustee zone boundary corrected legal description as submitted in Attachments 1.

Moved by _____ Seconded by _____ Carried Yes ____ No ____

**MIDVALE SCHOOL DISTRICT #433
TRUSTEE ZONE NO. 1**

BEGINNING at the intersection of the Dixie Creek and Old Highway Road on the North District Boundary of the Midvale School District; thence,

Northwest along said Dixie Creek to the Weiser River; thence,

South along said Weiser River to Shoepeg Road; thence,

West along said Shoepeg Road to US Hwy 95; thence,

Southwest along said US Hwy 95 to Canary Street; thence,

Southeast along said Canary Street to River Street; thence,

Southwest along said River Street to East Bridge Street; thence,

Southeasterly along said East Bridge Street turning into Old Highway Road; thence,

East along said Old Highway Road turning into Knob Hill Road; thence,

Southeasterly along said Knob Hill Road to Dobie Road; thence,

Southeast then East along said Dobie Road approximately 1.2 miles to an unnamed road; thence,

Northerly along said unnamed road approximately 2.1 miles to Dixie Creek Road; thence,

Easterly along said Dixie Creek Road transitioning into Bedrock Flat Road; thence,

East and north along Bedrock Flat Road to North District Boundary; thence,

West and north along said North District Boundary to the **POINT OF BEGINNING**.

MIDVALE SCHOOL DISTRICT #433
TRUSTEE ZONE NO. 2

BEGINNING at the intersection of the Weiser River and the Southwest District Boundary; thence,
Northeasterly meandering along said Weiser River to Deep Creek; thence,
Southeasterly meandering along said Deep Creek to Battershell Lane; thence,
Northeasterly along said Battershell Lane to Widner Road; thence,
East and North along said Widner Road to Farm to Market Road; thence,
Southeasterly along said Farm to Market Road to Pete Kriger Road; thence,
North along said Pete Kriger Road to Dobie Road; thence,
Northwesterly along said Dobie Road to Knob Hill Road; thence,
Southeasterly along said Knob Hill Road to Dobie Road; thence,
Southeast then East along said Dobie Road approximately 1.2 miles to an unnamed road; thence,
Northerly along said unnamed road approximately 2.1 miles to Dixie Creek Road; thence,
Easterly along said Dixie Creek Road transitioning into Bedrock Flat Road; thence,
East and North along Bedrock Flat Road to North District Boundary; thence,
East, South, West, North, West, North, West along District Boundary to the **POINT OF BEGINNING**.

**MIDVALE SCHOOL DISTRICT #433
TRUSTEE ZONE NO. 3**

BEGINNING on the east side of the Weiser River at East Bridge Street; thence,
South following the Weiser River to Deep Creek; thence,
Southeasterly meandering along said Deep Creek to Battershell Lane; thence,
Northeasterly along said Battershell Lane to Widner Road; thence,
East and North along said Widner Road to Farm to Market Road; thence,
Southeasterly along said Farm to Market Road to Pete Kriger Road; thence,
North along said Pete Kriger Road to Dobie Road; thence,
Northwesterly along said Dobie Road to Knob Hill Road; thence,
West along said Knob Hill Road turning into Old Hwy Road and said East Bridge Street
to the **POINT OF BEGINNING**.

MIDVALE SCHOOL DISTRICT #433
TRUSTEE ZONE NO. 4

BEGINNING at the intersection of the Weiser River and the Southwest District Boundary; thence,
Northeasterly meandering along said Weiser River to East Bridge Street; thence,
Northwesterly along said East Bridge Street to River Street; thence,
Northeast along said River Street to Canary Street; thence,
Northwest along said Canary Street and continuing into Keithly Creek Road; thence,
Northwest, then south then southeast along said Keithly Creek Road to US Hwy 95; thence,
Southwest along said US Hwy 95 to Airport Road; thence,
West along said Airport Road to Sage Creek Road; thence,
South along said Sage Creek Road to said US Hwy 95; thence,
Southwesterly along said US Hwy 95 to the West District Boundary; thence,
South and east along said District Boundary to said Weiser River and the **POINT OF BEGINNING**.

**MIDVALE SCHOOL DISTRICT #433
TRUSTEE ZONE NO. 5**

BEGINNING at the intersection of the Dixie Creek and Old Highway Road on the North District Boundary of the Midvale School District; thence,

Northwest along said Dixie Creek to the Weiser River; thence,

South along said Weiser River to Shoepeg Road; thence,

West along said Shoepeg Road to US Hwy 95; thence,

Southwest along said US Hwy 95 to Keithly Creek Road; thence,

Northwest, then south, then southeast along said Keithly Creek Road to US Hwy 95; thence,

Southwest along said US Hwy 95 to Airport Road; thence,

West along said Airport Road to Sage Creek Road; thence,

South along said Sage Creek Road to said US Hwy 95; thence,

Southwesterly along said US Hwy 95 to the West District Boundary; thence,

North and east along the District Boundary to the **POINT OF BEGINNING**.

CONSENT
AUGUST 24, 2022

COLLEGE OF WESTERN IDAHO

SUBJECT

Idaho Collegiate Plate Program

REFERENCE

August 2010

Board approved the College of Western Idaho's participation in the Idaho Collegiate Plate Program and the proposed design for the license plate.

APPLICABLE STATUTE, RULE, OR POLICY

Section 49-418A, Idaho Code

BACKGROUND/DISCUSSION

The Board approved the College of Western Idaho's participation in the Idaho Collegiate Plate Program. The program provides an avenue for students, employees and general public to support the college. Section 49-418A(4)(b), Idaho Code outlines the format of all special college and university plates and requires that any plates for public colleges and university be approved by the State Board of Education.

IMPACT

The program provides funds to support student scholarships for Idaho residents.

ATTACHMENTS

Attachment 1 – Mock-up of proposed license plate design

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval.

BOARD ACTION

I move to approve the request by the College of Western Idaho to amend the design of the previously approved design for the Idaho Collegiate Plate program as submitted in Attachment 1 and to delegate future changes in the design to the College of Western Idaho Board of Trustees.

Moved by _____ Seconded by _____ Carried Yes _____ No _____



PROFESSIONAL STANDARDS COMMISSION

SUBJECT

Northwest Nazarene University – Idaho State Program Review Team Report and the Council for Accreditation of Educator Preparation (CAEP) Site Visit Report

REFERENCE

June 2016	Board accepted the 2015 Northwest Nazarene University Full Unit Review State Team Report
April 2019	Board accepted the 2018 Northwest Nazarene University Focused Visit State Team Report

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1254 and 33-1258, Idaho Code

BACKGROUND/DISCUSSION

The Professional Standards Commission (PSC) is tasked by the State Board of Education (Board) with conducting a full unit review of all Board approved teacher preparation programs in Idaho on a seven (7) year cycle. The PSC convened a State Review Team (Team) of content experts from the fields of higher education and K-12 education and conducted a virtual, full unit review of Northwest Nazarene University's (NNU) approved educator preparation programs on March 14-16, 2022. The Team reviewed evidence to confirm whether each program leading to initial certification met the Idaho Standards for Initial Certification of Professional School Personnel, approved by the Board June 20, 2018. The review was held concurrently with the review of NNU's educator preparation programs by the Council for Accreditation of Educator Preparation (CAEP).

The NNU review included a pilot standard approval instrument, which was developed during Phase III work of the Educator Standards Working Group to provide EPPs the flexibility to demonstrate how their candidates met each overall standard. The revised instrument did not prevent NNU from utilizing indicators to help demonstrate how each standard was met and allowed NNU to provide a preponderance of evidence without indicator counting.

Upon completion of Team review, all NNU programs and state specific requirements were recommended for continued approval. No rejoinder to the State Team report was submitted by NNU for PSC consideration. On June 16, 2022, the PSC Standards Committee reviewed the final report submitted by the Team. The Standards Committee brought the report to the full PSC on June 17, 2022, and the full PSC voted to recommend the Board approve the NNU State Team Report as provided in Attachment 1.

CONSENT
AUGUST 24, 2022

IMPACT

Acceptance of the state team report provides continued approval of NNU's teacher preparation programs for initial certification in acknowledgement that NNU's programs for initial certification appropriately embed state teacher preparation standards.

ATTACHMENTS

Attachment 1 – NNU Final State Review Team Report

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Section 33-114, Idaho Code, the review and approval of all teacher preparation programs in the state is vested in the State Board of Education. The program reviews are conducted for the Board through the Professional Standards Commission (Commission). Recommendations are then brought forward to the Board for consideration. The review process is designed to ensure the programs are meeting the Board-approved standards for Initial Certification of Professional School Personnel (Certification Standards) for the applicable program areas. Certification Standards are designed to ensure that educators are prepared to teach the state content standards for their applicable subject areas and are up-to-date on best practices in various teaching methodologies.

Current practice is for the Commission to review new programs and make recommendations to the Board regarding program approval. New program reviews are conducted through a "Desk Review" and do not include an on-site review. The Commission review process evaluates whether or not the programs meet or will meet the approved Certification Standards for the applicable certificate and endorsement area. The Commission may recommend to the Board that a program be "Approved," "Not Approved," or "Conditionally Approved." Programs conditionally approved are required to have a subsequent focus visit. The focus visit is scheduled three years following the conditional approval, at which time the Commission forwards a new recommendation to the Board regarding approval status of the program.

Once approved by the Board, candidates completing these programs will be able to apply for a Standard Instructional Certificate with an endorsement in the area of study completed.

BOARD ACTION

I move to accept the recommendation of the Professional Standards Commission and to approve Northwest Nazarene University's educator preparation program and endorsement as recommended in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

IDAHO EDUCATOR PREPARATION PROGRAM REVIEW

STATE TEAM REPORT

NORTHWEST NAZARENE UNIVERSITY

MARCH 14-16, 2022

**Professional Standards Commission
Idaho State Board of Education
Idaho State Department of Education**



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INTRODUCTION

Established in 1913, Northwest Nazarene University (NNU) is a nonprofit comprehensive Christian university founded upon a liberal arts philosophy of education. The mission of the College of Education at Northwest Nazarene University is to be Christ-centered in the preparation of compassionate, successful leaders and educators who are called to serve, open to change, responsive to all, and empowered to succeed throughout the global community. The Northwest Commission on Colleges and Universities (NWCCU), an independent, nonprofit membership organization, has accredited 27 separate degree programs within the College of Education: two (2) associate degrees, 11 baccalaureate degrees, six (6) master's degrees, six (6) education specialist degrees, and two (2) doctoral degrees. NNU has prepared professional educators since 1931.

Northwest Nazarene University's education programs have maintained continuous accreditation through the National Council of Accreditation of Teacher Education (NCATE) since 1967. The EPP is currently in the process of renewing national accreditation through the Council for the Accreditation of Educator Preparation (CAEP). The Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredits the School Counseling program.

The purpose of the on-site review was to determine if sufficient evidence was presented indicating that candidates at NNU meet state standards for initial certification. The review was conducted by a 16-member state program approval team, accompanied by two (2) state facilitators.

- Kristi Enger, Team Chair – Idaho Division of Career Technical Education
- Suzanne Beasterfield – Idaho State University
- Dr. Dean Cloward – Brigham Young University-Idaho
- Dr. Amanda Eller – Idaho State University
- Dr. Christian Godfrey – College of Eastern Idaho
- Dr. Paul Johanson – Brigham Young University-Idaho
- Johanna Jones – Idaho State Department of Education
- Karla LaOrange – Brigham Young University-Idaho
- Dr. Jonathan Lord – College of Southern Idaho
- Rebecca Martin – Idaho State Department of Education
- Aaron McKinnon – Idaho State Department of Education
- Dr. Terah Moore – College of Idaho
- Karen Pyron – Idaho School Boards Association
- Dr. Sherawn Reberry – West Ada School District 002
- Dr. Kevin Talbert – College of Idaho
- Dr. Royal Toy – Lewis-Clark State College
- Dr. Bethani Studebaker, State Facilitator – Idaho State Department of Education
- Helen Henderson, State Facilitator – Idaho State Department of Education

The standards used to validate the Institutional Report were the State Board of Education approved *Idaho Standards for the Initial Certification of Professional School Personnel* (ISICPSP).

The State Board approved knowledge and performance indicators, as well as rubrics, were used to assist team members in determining how well standards were being met. Idaho Core Teaching Standards as well as individual program foundation and enhancement standards were reviewed.

Team members looked for evidence provided by the institution to validate each standard. These artifacts included but were not limited to course syllabi, lesson plans, candidate projects and reflections, Praxis® II and other assessment outcomes, observations, and accommodation plans.

The following terms are defined by the Council for Accreditation of Educator Preparation (CAEP), a national educator preparation accrediting body, and used throughout this report.

- **Candidate.** An individual engaged in the preparation process for professional education licensure/certification with an educator preparation provider (EPP).
- **Completer.** Any candidate who exited a preparation program by successfully satisfying the requirements of the EPP.
- **Student.** A learner in a P-12 school setting or other structured learning environment but not a learner in an EPP.
- **Educator Preparation Provider (EPP).** The entity responsible for the preparation of educators including a nonprofit or for-profit institution of higher education, a school district, an organization, a corporation, or a governmental agency.
- **Program.** A planned sequence of academic courses and experiences leading to a degree, a recommendation for a state license, or some other credential that entitles the holder to perform professional education services in schools. EPPs may offer a number of program options (for example, elementary education, special education, secondary education in specific subject areas, etc.).
- **Dispositions.** The habits of professional action and moral commitments that underlie an educator's performance (InTASC Model Core Teaching Standards, p. 6.)

PROGRAM APPROVAL RECOMMENDATIONS

Standards/Program	Recommendation	Notes
Idaho Core Teaching Standards	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
State Specific Requirements – Idaho Comprehensive Literacy Standards	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
State Specific Requirements – Pre-Service Technology Standards	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
State Specific Requirements – Idaho Standards for Model Preservice Student Teaching Experience	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
State Specific Requirements – Institutional Recommendations	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
Idaho Foundation Standards for Communication Arts Teachers	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
Idaho Standards for Speech and Debate Teachers	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
Idaho Standards for Elementary Education Teachers	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
Idaho Standards for English Language Arts Teachers	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
Idaho Standards for Health Teachers	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
Idaho Standards for Mathematics Teachers	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
Idaho Standards for Physical Education Teachers	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	

Standards/Program	Recommendation	Notes
Idaho Foundation Standards for Science Teachers	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
Idaho Standards for Biology Teachers	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
Idaho Standards for Chemistry Teachers	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
Idaho Standards for Physics Teachers	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
Idaho Foundation Standards for Social Studies Teachers	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
Idaho Standards for American Government/Political Science Teachers	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
Idaho Standards for History Teachers	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
Idaho Foundation Standards for Visual and Performing Arts Teachers	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
Idaho Standards for Music Teachers	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
Idaho Standards for Visual Arts Teachers	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
Idaho Standards for World Languages Teachers	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
Idaho Standards for School Principals	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
Idaho Standards for Superintendents	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	

Standards/Program	Recommendation	Notes
Idaho Standards for Special Education Directors	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	

STANDARD APPROVAL INSTRUMENT PILOT

At the September 16, 2021, meeting of the Professional Standards Commission's Standards Committee, the Committee approved a request from Northwest Nazarene University (NNU) to pilot a standard approval instrument to be used in the state team report template for the March 14-16, 2022, review of NNU's educator preparation programs. The standard approval instrument, created during Phase III work of the Educator Standards Working Group, reports alignment to the overall standard.

Pilot Standard Approval Instrument

Does Not Meet Standard	Meets Standard
Evidence provided by the EPP does not demonstrate candidates meet the standard.	Evidence provided by the EPP demonstrates candidates meet the standard.

The revised instrument provides each EPP the flexibility to demonstrate how its candidates meet each standard. Moreover, the revised instrument does not prevent an EPP from utilizing indicators to help demonstrate how each standard is met.

IDAHO CORE TEACHING STANDARDS

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

- 1(a) The teacher understands how learning occurs--how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.
- 1(b) The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.
- 1(c) The teacher knows how to identify readiness for learning and understands that development in any one area (cognitive, linguistic, social, emotional, and physical) may affect performance in others.
- 1(d) The teacher understands the role of language, culture, and socio-historical context in learning and knows how to differentiate instruction to make language comprehensible and instruction relevant, accessible, and challenging.

Performance

- 1(e) The teacher regularly assesses individual and group performance in order to design and differentiate instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.
- 1(f) The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, needs, and background that enables each learner to advance and accelerate his/her learning.
- 1(g) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

Disposition

- 1(h) The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development
- 1(i) The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.
- 1(j) The teacher takes responsibility for promoting learners' growth and development.
- 1(k) The teacher values collaborative relationships with families, colleagues, and other professionals in understanding and supporting each learner's development.

Standard 1 Sources of Evidence

- EDUC 4460/3410/2250/4870: Syllabi
- Teacher work sample lesson plans and reflections
- Elementary candidate work blog
- Home-school communication log
- Journey to Opportunity reflection
- Journal reflections
- Universal Design for Learning (UDL) Unit Accommodation Plan
- P-12 Project

Standard 1 Analysis

Teacher candidate interviews, teacher work sample reflections, the Journey to Opportunity and journal reflections, and various syllabi provide sufficient evidence that candidates understand how learners grow and develop; recognize that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas; and design and implement developmentally appropriate and challenging learning experiences.

Standard 1	Does Not Meet Standard	Meets Standard
Learner Development		X

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

- 2(a) The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.
- 2(b) The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.
- 2(c) The teacher knows about linguistic diversity and second language acquisition processes and knows instructional strategies and resources to support language acquisition.
- 2(d) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as contemporary and historical impacts on language, culture, family, and community values.

- 2(e) The teacher knows how to access reliable information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.

Performance

- 2(f) The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.
- 2(g) The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, response modes) for individual students with particular learning differences or needs.
- 2(h) The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.
- 2(i) The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.
- 2(j) The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.
- 2(k) The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.

Disposition

- 2(l) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.
- 2(m) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.
- 2(n) The teacher makes learners feel valued and helps them learn to value each other.
- 2(o) The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.
- 2(p) The teacher values the cultural resources (language, history, indigenous knowledge) of American Indian students and their communities.

Standard 2 Sources of Evidence

- EDUC 3510 Unit UDL accommodation and learner diversity plan
- EDUC 3510 Unit assessment plan
- EDUC 4465 Learning-teaching context for Teaching Work (TW)
- EDUC 3150 Lesson plan with accommodations
- EDUC 3150 Midterm essay
- EDUC 4460 Teacher work sample, lesson plans, and reflections

- EDUC 3410 SIOP Components Summary candidate project
- EDUC 3310 ELP case study presentation
- Co-teaching observation
- SIOP lesson plan
- EDUC 2250 Journey to Opportunity
- EDUC 2250 Field experience project presentations
- EDUC 2250 My Cultural presentation
- EDUC 2250 Social justice project
- Social Studies unit
- EDU 4450 Elementary candidate work
- Student teaching diversity survey

Standard 2 Analysis

The artifacts demonstrate that the candidates' understanding of individual differences and diverse cultures and communities are sufficient to ensure inclusive learning environments that enable each learner to meet high standards.

The EPP provided many forms of evidence that allude to the understanding and application of individual learning differences in planning, reflection, and teaching. Additional evidence regarding the understanding of diverse cultures and communities to ensure inclusive learning environments is recommended. The preponderance of the evidence targeting culture seemed to come from an understanding of language differences rather than culture.

Standard 2	Does Not Meet Standard	Meets Standard
Learning Differences		X

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

- 3(a) The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning (e.g., principles of universal design for learning and culturally responsive pedagogy).
- 3(b) The teacher knows how to create respectful learning communities where learners work collaboratively to achieve learning goals.
- 3(c) The teacher knows how to collaborate with learners to establish and monitor elements of safe and productive learning environments including norms, expectations, routines, organizational structures, and multiple levels of behavioral interventions.

- 3(d) The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments, including virtual spaces.
- 3(e) The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.

Performance

- 3(f) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.
- 3(g) The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with diverse local and global ideas.
- 3(h) The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.
- 3(i) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.
- 3(j) The teacher uses a variety of methods to engage learners in evaluating the learning environment, collaborating with them to make appropriate adjustments, and employing multiple levels of behavioral interventions.
- 3(k) The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.
- 3(l) The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.
- 3(m) The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

Disposition

- 3(n) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.
- 3(o) The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.
- 3(p) The teacher is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.
- 3(q) The teacher seeks to foster respectful communication and develop rapport among all members of the learning community.
- 3(r) The teacher is a thoughtful and responsive listener and observer.

Standard 3 Sources of Evidence

- EDUC 3240/3750: Syllabi
- Candidate lesson plans
- Candidate observation
- Journal excerpt
- Classroom management plan
- Professional Learning Communities (PLC) learning evidence
- Coaching guide
- Amendment project
- Candidate interviews

Standard 3 Analysis

Teacher candidate interviews, observations, classroom management plan, and coaching guide all provide sufficient evidence the candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 3	Does Not Meet Standard	Meets Standard
Learning Environments		X

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

- 4(a) The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) he/she teaches.
- 4(b) The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.
- 4(c) The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.
- 4(d) The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.
- 4(e) The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) he/she teaches.

Performance

- 4(f) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.
- 4(g) The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.
- 4(h) The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.
- 4(i) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.
- 4(j) The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.
- 4(k) The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.
- 4(l) The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.
- 4(m) The teacher creates opportunities for students to learn, practice, and master academic language in their content.
- 4(n) The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.

Disposition

- 4(o) The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. He/she keeps abreast of new ideas and understandings in the field.
- 4(p) The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.
- 4(q) The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.
- 4(r) The teacher is committed to work toward each learner's mastery of disciplinary content and skills.

Standard 4 Sources of Evidence

- EDUC 3410 Content Pedagogy paper
- Elementary science lesson example
- Teacher Toolbox
- Digital portfolio

- Tiered words graphic organizer,
- EDUC 3410 Vocabulary lesson plan
- Candidate observation
- Journal entries

Standard 4 Analysis

The sources of evidence provide assurance that candidates understand the central concepts, tools of inquiry, and structures of the discipline taught, and create learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 4	Does Not Meet Standard	Meets Standard
Content Knowledge		X

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

- 5(a) The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches, and the strengths and limitations of each approach in addressing problems, issues, and concerns.
- 5(b) The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global mindedness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.
- 5(c) The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.
- 5(d) The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.
- 5(e) The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.
- 5(f) The teacher understands multiple forms of communication as vehicles for learning across disciplines and for expressing learning.
- 5(g) The teacher understands creative thinking processes and how to engage learners in producing original work.
- 5(h) The teacher knows where and how to access resources to build global mindedness and multiple perspectives and how to integrate them into the curriculum.

Performance

- 5(i) The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).
- 5(j) The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).
- 5(k) The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.
- 5(l) The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied cultures, audiences and purposes.
- 5(m) The teacher engages learners in challenging assumptions, generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.
- 5(n) The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.
- 5(o) The teacher develops and implements supports for learner literacy development across content areas.

Disposition

- 5(p) The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.
- 5(q) The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.
- 5(r) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

Standard 5 Sources of Evidence

- EDUC 3410/4540: Syllabi
- Content pedagogy paper
- Literacy Toolbox assignment
- Lesson plan: Influence of Communication and Ethical Consideration
- App Smashing Assignment
- Teacher reflection on student learning
- Allowed Choices attribute assignment
- Digital citizenship assignment

Standard 5 Analysis

Teacher candidate interviews, the Literacy Toolbox assignment, App Smashing assignment and Allowed Choices attribute assignment all provide sufficient evidence the candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. Direct instruction lesson plans demonstrably drew problem solving and global issues to the candidate's forefront.

Standard 5	Does Not Meet Standard	Meets Standard
Application of Content		X

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

- 6(a) The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.
- 6(b) The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.
- 6(c) The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.
- 6(d) The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.
- 6(e) The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.
- 6(f) The teacher knows when and how to evaluate and report learner progress against standards.
- 6(g) The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.
- 6(h) The teacher understands the ethical responsibilities in selection, administration, and evaluation of student assessment and handling of student assessment data.

Performance

- 6(i) The teacher balances the use of an effective range of formative and summative assessment strategies to support, verify, and document learning.

- 6(j) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.
- 6(k) The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.
- 6(l) The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.
- 6(m) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.
- 6(n) The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.
- 6(o) The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.
- 6(p) The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.
- 6(q) The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

Disposition

- 6(r) The teacher is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.
- 6(s) The teacher takes responsibility for aligning instruction and assessment with learning goals.
- 6(t) The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.
- 6(u) The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.
- 6(v) The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.
- 6(w) The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

Standard 6 Sources of Evidence

- EDUC3410 Writing lesson plan
- Teacher work sample (TWS)

- EDUC 4450 P-12
- Assessment plans
- Student learning data
- Administrator interviews

Standard 6 Analysis

The sources of evidence cited above provide proof that the candidates understand and use multiple methods of assessment to engage learners in their own growth, monitor learner progress, and guide decision making for themselves and their students.

Standard 6	Does Not Meet Standard	Meets Standard
Assessment		X

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

- 7(a) The teacher understands content and content standards and how these are organized in the curriculum.
- 7(b) The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.
- 7(c) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.
- 7(d) The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.
- 7(e) The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.
- 7(f) The teacher knows when and how to adjust plans based on assessment information and learner responses.
- 7(g) The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, professional organizations, community organizations, community members).

Performance

- 7(h) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.
- 7(i) The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.
- 7(j) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.
- 7(k) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.
- 7(l) The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate learning experiences to meet unique learning needs.
- 7(m) The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.

Disposition

- 7(n) The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.
- 7(o) The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.
- 7(p) The teacher is committed to using short- and long-term planning as a means of assuring student learning.
- 7(q) The teacher is committed to reflecting on the effectiveness of lessons and seeks to revise plans to meet changing learner needs and circumstances.

Standard 7 Sources of Evidence

- EDUC 4460/4465/7460/4590/3510: Syllabi
- TWS samples
- H.A.C.K. (Highly Structured, Allowed Choices, Consistent Application, and Knowledge Centered) That lesson
- Unit standards alignment chart
- Elementary candidate work discussion board
- CORE Six Strategies® teaching assignment
- Culture and Emotions in Learning discussion board

Standard 7 Analysis

Candidate interviews, TWS samples, CORE Six Strategies® teaching assignment, H.A.C.K. That lesson, and discussion board postings provide sufficient evidence the candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 7	Does Not Meet Standard	Meets Standard
Planning for Instruction		X

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

- 8(a) The teacher understands the cognitive processes associated with various types of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.
- 8(b) The teacher knows how to apply an effective range of developmentally, culturally, and linguistically responsive instructional strategies to achieve learning goals.
- 8(c) The teacher knows when and how to use effective strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.
- 8(d) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build connections.
- 8(e) The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.
- 8(f) The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.

Performance

- 8(g) The teacher uses appropriate strategies and resources to adjust instruction to meet the needs of individuals and groups of learners.
- 8(h) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.
- 8(i) The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and/or access family and community resources to develop their areas of interest.

- 8(j) The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.
- 8(k) The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.
- 8(l) The teacher engages all learners in developing higher order questioning skills and metacognitive processes.
- 8(m) The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.
- 8(n) The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other methods of communication.
- 8(o) The teacher asks questions to stimulate discussions that serve different purposes.

Disposition

- 8(p) The teacher is committed to deepening awareness and understanding of the strengths and needs of diverse learners when designing flexible instruction.
- 8(q) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.
- 8(r) The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.
- 8(s) The teacher values flexibility and reciprocity in the teaching process as necessary for adjusting instruction to learner responses, ideas, and needs.

Standard 8 Sources of Evidence

- EDUC 4555 Elem discussion board
- App Smashing 1-3
- Student teaching observations
- CORE Six Strategies® teaching assignment
- EDUC 3410 Teacher Literacy Toolbox
- Platforms LIVE!
- Teacher work sample lesson plans and reflections
- EDUC4450/4870 P-12
- Faculty interviews

Standard 8 Analysis

The sources of evidence demonstrate that candidates understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 8	Does Not Meet Standard	Meets Standard
Instructional Strategies		X

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

- 9(a) The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.
- 9(b) The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.
- 9(c) The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.
- 9(d) The teacher understands laws and responsibilities related to the learner (e.g., educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).
- 9(e) The teacher understands professional responsibilities (e.g., responsibilities to the profession, for professional competence, to students, to the school community, and regarding the ethical use of technology).
- 9(f) The teacher understands the Code of Ethics for Idaho Professional Educators and its place in supporting the integrity of the profession.
- 9(g) The teacher knows about the unique status of American Indian tribes, tribal sovereignty, and has knowledge of tribal communities.*

Performance

- 9(h) The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.
- 9(i) The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.
- 9(j) Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.

- 9(k) The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.
- 9(l) The teacher identifies and reflects on his/her own beliefs and biases and utilizes resources to broaden and deepen his/her own understanding of cultural, ethnic, gender, and learning differences to develop reciprocal relationships and create more relevant learning experiences.
- 9(m) The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.
- 9(n) The teacher builds and implements an Individualized Professional Learning Plan (IPLP) directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.
- 9(o) The teacher engages in respectful inquiry of diverse historical contexts and ways of knowing, and leverages that knowledge to cultivate culturally responsive relationships with learners, families, other professionals, and the community.

Disposition

- 9(p) The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.
- 9(q) The teacher is committed to culturally responsive teaching.
- 9(r) The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.
- 9(s) The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

Standard 9 Sources of Evidence

- EDUC 3510/7651/2250/3000/3920/7120: Syllabi
- Video lesson content reflection
- Education law candidate case briefings
- Candidate reflection journal
- Formative analysis assignment
- Elementary candidate exemplar
- Social justice project
- Sampling of ethics and child abuse reporting questions on final exam (Elementary and Secondary)
- Candidates' final exam ethics essays
- Student teaching diversity survey results

Standard 9 Analysis

Candidate interviews, reflection journals, Social Justice project, final exam ethics essays, and lesson plans combine to provide sufficient evidence that the candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 9	Does Not Meet Standard	Meets Standard
Professional Learning and Ethical Practice		X

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

- 10(a) The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.
- 10(b) The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.
- 10(c) The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.
- 10(d) The teacher knows how to contribute to a common culture that supports high expectations for student learning.
- 10(e) The teacher understands the value of leadership roles at the school, district, state, and/or national level and advocacy for learners, the school, the community, and the profession.

Performance

- 10(f) The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.
- 10(g) The teacher works with other school professionals to plan learning experiences that meet the diverse needs of learners.
- 10(h) The teacher engages collaboratively in the school wide efforts to build a shared vision and supportive culture.

- 10(i) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.
- 10(j) Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and wellbeing.
- 10(k) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.
- 10(l) The teacher uses technology and other forms of communication to develop collaborative relationships with learners, families, colleagues, and the local community.
- 10(m) The teacher uses and generates meaningful inquiry into education issues and policies.
- 10(n) The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact change.

Disposition

- 10(o) The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.
- 10(p) The teacher is committed to working collaboratively with learners and families in setting and meeting challenging goals, while respecting families' beliefs, norms, and expectations.
- 10(q) The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.
- 10(r) The teacher takes responsibility for contributing to and advancing the profession.
- 10(s) The teacher embraces the challenge of continuous improvement and change.

Standard 10 Sources of Evidence

- Weekly Ed Update
- The Road to Brown Road
- Textbook questions
- School board meeting reflection
- Social justice project
- Journey to Opportunity
- Cultural presentation
- PLC meeting notes
- Group presentation
- Faculty interviews

Standard 10 Analysis

The sources of evidence cited above provide evidence that candidates are seeking appropriate leadership roles and opportunities to take responsibility for student learning; to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth; and to advance the profession.

Standard 10 Leadership and Collaboration	Does Not Meet Standard	Meets Standard
		X

Idaho Core Teaching Standards Summary

Total Number of Standards	Does Not Meet Standard	Meets Standard
10	0	10

Areas for Consideration

-
-
-

Recommended Action on Idaho Core Teaching Standards

- ☒ Approved
- ☐ Conditionally Approved
- ☐ Insufficient Evidence
- ☐ Lack of Completers
- ☐ New Program
- ☐ Not Approved

STATE SPECIFIC REQUIREMENTS

IDAHO COMPREHENSIVE LITERACY STANDARDS

Standard I: Foundational Literacy Concepts. The teacher demonstrates knowledge of the following foundational concepts, including but not limited to: emergent literacy, concepts of print, phonological awareness, alphabetic principle, phonics, word recognition, fluency, linguistic development, English language acquisition, and home-to-school literacy partnerships. In addition, the candidate demonstrates the ability to apply concepts using research-based best practices in lesson planning and literacy instruction. *(Applies to the following endorsements: All Subjects K-8, Blended Early Childhood Education/Early Childhood Special Education Birth through Grade 3 and Pre-K through Grade 6, Deaf/Hard of Hearing K-12, Early Childhood Special Education Pre-K-3, Exceptional Child Generalist K-8, 6-12, and K-12, and Visual Impairment K-12)*

Knowledge

- 1(a) The teacher understands the importance of developing oral language, phonological awareness, phonemic awareness, and print concepts.
- 1(b) The teacher understands the components of decoding written language, including grade-level phonics and word analysis skills, and their impact on comprehension.
- 1(c) The teacher understands the development of fluency (prosody, rate, and accuracy) and its impact on beginning reading comprehension.

Performance

- 1(d) The teacher plans instruction that includes foundational literacy skills found in the Idaho Content Standards.
- 1(e) The teacher plans instruction to support literacy progression, from emergent to proficient readers, which includes decoding and comprehension skills.
- 1(f) The teacher selects and modifies reading instructional strategies and routines to strengthen fluency.

Standard I Sources of Evidence

- Reading guides from CORE Sourcebook for chapters on print concepts, phonological and phonemic awareness, phonics, word analysis, comprehension
- Reading philosophies
- Idaho Comprehensive Literacy Assessment (ICLA) scores
- Field journals
- Lesson plans in phonics/guided reading, decoding, comprehension, fluency
- Teaching videos
- Reflections on teaching
- Student fluency performance chart
- Candidate interviews

Standard I Analysis

Candidate work samples, lesson plans, teaching videos, reflections on teaching, ICLA scores, and interviews demonstrate satisfactory knowledge acquisition in foundational literacy concepts and provide evidence of satisfactory performance in planning and teaching literacy.

Standard I	Does Not Meet Standard	Meets Standard
Foundational Literacy Concepts		X

Standard II: Fluency, Vocabulary Development and Comprehension. The teacher demonstrates knowledge of fluency, vocabulary development, and reading comprehension strategies. The teacher demonstrates the ability to apply these components by using research-based best practices in all aspects of literacy and/or content area instruction. This includes the ability to: analyze the complexity of text structures; utilize a variety of narrative and informational texts from both print and digital sources; and make instruction accessible to all, including English Language Learners. *(Applies to all endorsements that can be added to a Standard Instructional Certificate)*

Knowledge

- 2(a) The teacher knows the characteristics of the various genres and formats of children's and adolescent literature.
- 2(b) The teacher recognizes the importance of using a variety of texts and formats to enhance students' understanding of topics, issues, and content.
- 2(c) The teacher understands text complexity and structures and the importance of matching texts to readers.
- 2(d) The teacher understands how to use instructional strategies to promote critical thinking and deeper comprehension across all genres and text formats.
- 2(e) The teacher understands how to use instructional strategies to promote vocabulary development for all students, including English language learners.
- 2(f) The teacher understands how a student's reading proficiency, both oral and silent, affects comprehension.

Performance

- 2(g) The teacher identifies a variety of high-quality literature and texts within relevant content areas.
- 2(h) The teacher can develop lesson plans that incorporate a variety of texts and resources to enhance students' understanding of topics, issues, and content.
- 2(i) The teacher can analyze texts to determine complexity in order to support a range of readers.

- 2(j) The teacher selects and utilizes instructional strategies to promote critical thinking and deeper comprehension across all genres and text formats.
- 2(k) The teacher selects and utilizes instructional strategies to promote vocabulary development for all students, including English language learners.
- 2(l) The teacher uses oral and silent reading practices selectively to positively impact comprehension.

Standard II Sources of Evidence

- Genre jigsaw and note-catcher
- Reading Superstars discussion
- Annotated bibliography
- Text complexity analyses
- Stop-and-Jot notes
- Reading lesson plans
- Comprehension strategies graphic organizer
- Literacy Toolbox secondary candidate websites
- Tiered words activities
- Vocabulary lesson plans
- Reflections
- Mentor text lesson plan
- Unit plan
- Guided reading lesson plans
- Comprehension lesson plans
- Discussion board
- Candidate "Core Six" lesson presentation video

Standard II Analysis

Provided work samples, lesson and unit plans, videos, and discussion board artifacts support candidates have developed knowledge in fluency, vocabulary development, and reading comprehension strategies. Artifacts also support that candidates can analyze text complexity, utilize a variety of texts when teaching vocabulary and comprehension, and make instruction accessible to all students. Based on the preponderance of evidence, this standard has been met for both elementary and secondary candidates.

Standard II	Does Not Meet Standard	Meets Standard
Fluency, Vocabulary, Development, and Comprehension		X

Standard III: Literacy Assessment Concepts. The teacher understands, interprets, and applies informal and formal literacy assessment concepts, strategies, and measures. The teacher uses

assessment data to inform and design differentiated literacy instruction. In addition, the teacher demonstrates the ability to use appropriate terminology in communicating pertinent assessment data to a variety of stakeholders. *(Applies to the following endorsements: All Subjects K-8, Blended Early Childhood Education/Early Childhood Special Education Birth through Grade 3 and Pre-K through Grade 6, Deaf/Hard of Hearing K-12, Early Childhood Special Education Pre-K-3, Exceptional Child Generalist K-8, 6-12, and K-12, and Visual Impairment K-12)*

Knowledge

- 3(a) The teacher understands terms related to literacy assessment, analysis, and statistical measures.
- 3(b) The teacher understands types of formal, informal, formative, summative, and diagnostic literacy assessments, their uses, appropriate administration, and interpretation of results across a range of grade levels.
- 3(c) The teacher understands how to choose appropriate literacy assessments to determine the needs of the learner.
- 3(d) The teacher understands how to use literacy assessment results to inform and guide intervention processes.
- 3(e) The teacher knows how to measure and determine students' independent, instructional, and frustration reading levels.
- 3(f) The teacher understands Idaho state-specific literacy assessments and related proficiency levels.

Performance

- 3(g) The teacher appropriately selects, administers, and interprets results of a variety of formal, informal, formative, summative, and diagnostic literacy assessments.
- 3(h) The teacher utilizes literacy assessment results to inform and guide intervention processes.
- 3(i) The teacher can measure and determine students' independent, instructional, and frustration reading levels.
- 3(j) The teacher utilizes Idaho state-specific literacy assessments and related proficiency levels to inform planning and instruction.

Standard III Sources of Evidence

- Teacher Work Sample (TWS) examples
- ICLA-related quiz scores and ICLA scores
- Assessment plan
- Stop-and-Jot notes
- Student teaching portfolio
- P-12 reflection

Standard III Analysis

Submitted evidence demonstrates candidates understand and can interpret and apply informal and formal literacy assessment concepts, strategies, and measures via a variety of candidate work samples, assessment plans, and ICLA scores. Candidates utilized appropriate assessment-related terminology in submitted artifacts. Indicators 3f and 3j lacked sufficient evidence, and completer interviews also yielded very limited information on those indicators. However, the standard overall has been met based on a preponderance of evidence.

Standard III	Does Not Meet Standard	Meets Standard
Literacy Assessment Concepts		X

Standard IV: Writing Process. The teacher incorporates writing in his/her instructional content area(s). The teacher understands, models, and instructs the writing process, including but not limited to: pre-writing, drafting, revising, editing, and publishing. The teacher structures frequent, authentic writing opportunities that encompass a range of tasks, purposes, and audiences. The teacher incorporates ethical research practices using multiple resources. The teacher fosters written, visual, and oral communication in a variety of formats. *(Applies to all endorsements that can be added to a Standard Instructional Certificate)*

Knowledge

- 4(a) The teacher understands writing as a complex communicative process that includes cognitive, social, physical, and developmental components.
- 4(b) The teacher understands the purpose and function of each stage of the writing process, including the importance of extensive pre-writing.
- 4(c) The teacher has an understanding of the role and range that audience, purpose, formats, features, and genres play in the development of written expression within and across all content areas.
- 4(d) The teacher understands how to conduct writing workshops and individual writing conferences to support student growth related to specific content areas.
- 4(e) The teacher understands how to assess content-area writing, including but not limited to writing types, the role of quality rubrics, processes, conventions, and components of effective writing.
- 4(f) The teacher understands the reciprocal relationship between reading, writing, speaking, and listening to support a range of writers, including English language learners.
- 4(g) The teacher understands how to help writers develop competency in a variety of writing types: narrative, argument, and informational/explanatory.
- 4(h) The teacher understands the impact of motivation and choice on writing production.

Performance

- 4(i) The teacher engages writers in reading, speaking, and listening processes to address cognitive, social, physical, developmental, communicative processes.
- 4(j) The teacher utilizes the writing process and strategies to support and scaffold effective written expression within and across content areas and a range of writers.
- 4(k) The teacher structures frequent, authentic writing opportunities that encompass a range of tasks, formats, purposes, audiences, and digital technologies.
- 4(l) The teacher conducts writing workshops and writing conferences for the purpose of supporting student growth (including peer feedback/response).
- 4(m) The teacher assesses components of effective writing in the content-areas, including utilizing quality rubrics.
- 4(n) The teacher scaffolds instruction for a range of student writers.
- 4(o) The teacher helps writers develop competency in a variety of writing types: narrative, argument, and informational/explanatory.
- 4(p) The teacher utilizes choice to motivate writing production.

Standard IV Sources of Evidence

- Article evaluations/reviews/annotated bibliography
- Reading response graphic organizers
- Writing process paper
- Prewriting graphic organizer
- Planning and outlining assignment
- Discussion boards
- Lesson plans
- Writing workshop graphic organizer
- "Writer's Corner"
- Lesson plans
- P-12 learning plan
- Teaching reflections
- Student teaching PLC reflection

Standard IV Analysis

Work samples, evaluations of readings, graphic organizers, discussion boards, lesson plans, and reflections provide evidence of candidates' knowledge and performance in the Writing Process standard. Artifacts demonstrate candidates understand the writing process and research-based practices. Candidates can model the writing process, instruct students in the elements of the writing process, foster communication in a variety of formats, and structure choice-based writing opportunities. Based on the preponderance of evidence, this standard has been met for both elementary and secondary candidates.

Standard IV Writing Process	Does Not Meet Standard	Meets Standard
		X

Idaho Comprehensive Literacy Standards Summary

Total Number of Standards	Does Not Meet Standard	Meets Standard
4	0	4

Areas for Consideration

-
-
-

Recommended Action on Idaho Comprehensive Literacy Standards

- ☒ Approved
- ☐ Conditionally Approved
- ☐ Insufficient Evidence
 - ☐ Lack of Completers
 - ☐ New Program
- ☐ Not Approved

PRE-SERVICE TECHNOLOGY STANDARDS

ISTE STANDARDS FOR TEACHERS

Effective teachers model and apply the ISTE Standards for Students (Standards•S) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers should meet the following standards and performance indicators.

ISTE Standards • Teachers

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1. **Facilitate and inspire student learning and creativity - Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.**
 - a. Promote, support, and model creative and innovative thinking and inventiveness
 - b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources
 - c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
 - d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

Standard 1 Sources of Evidence

- Candidate interviews
- Initial faculty interviews
- Tech usage in student teaching
- Growth Mindset assignments
- Digital citizenship case study artifacts

Standard 1 Analysis

The evidence provided by the EPP, including student work, candidate interview responses, and initial faculty interview responses demonstrates the candidates understand and know how to facilitate and inspire student learning and creativity using technology.

Standard 1	Does Not Meet Standard	Meets Standard
Facilitate and Inspire Student Learning and Creativity		X

2. **Design and develop digital age learning experiences and assessments-Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating**

contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the Standards•S.

- a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
- b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
- c. Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources
- d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards, and use resulting data to inform learning and teaching

Standard 2 Sources of Evidence

- Candidate interview responses
- Initial faculty interview responses
- Student artifact - H.A.C.K. digital portfolio presentation
- Other student artifacts for H.A.C.K.
- Allowed Choices 1 and 2

Standard 2 Analysis

The EPP provided evidence, including artifacts provided online and interview responses, easily demonstrates that candidates know how to design and develop digital age learning experiences and assessments. The H.A.C.K. portfolios are a rich resource that illustrate the understanding and creativity of candidates.

Standard 2	Does Not Meet Standard	Meets Standard
Design and Develop Digital Age Learning Experiences and Assessments		X

3. Model digital age work and learning - Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

- a. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations
- b. Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation
- c. Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats

- d. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

Standard 3 Sources of Evidence

- App Smashing 1-3
- Digital citizenship infographic –elementary and secondary
- Parent communication
- Final project student artifact

Standard 3 Analysis

The EPP provided a diverse collection of artifacts that demonstrate that candidates can model digital age work and learning, specifically that candidates exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

STANDARD 3	Does Not Meet Standard	Meets Standard
Model Digital Age Work and Learning		X

4. Promote and model digital citizenship and responsibility - Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

- a. Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources
- b. Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources
- c. Promote and model digital etiquette and responsible social interactions related to the use of technology and information
- d. Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools

Standard 4 Sources of Evidence

- Digital citizenship infographic –elementary and secondary
- Digital citizenship case study artifacts
- Highly Structured Attributes student artifacts

Standard 4 Analysis

The EPP's evidence shows that candidates have learned and can apply the concepts of digital citizenship, including a sensitivity to the digital culture they function in and the required ethical behavior required by local/global issues and responsibilities.

STANDARD 4	Does Not Meet Standard	Meets Standard
Promote and Model Digital Citizenship and Responsibility		X

5. Engage in professional growth and leadership - Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

- a. Participate in local and global learning communities to explore creative applications of technology to improve student learning
- b. Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others
- c. Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning
- d. Contribute to the effectiveness, vitality, and self- renewal of the teaching profession and of their school and community

Standard 5 Sources of Evidence

- Digital portfolios
- Learning Management System (LMS) student artifact
- Mindset artifacts (various sources)
- App Smashing 1-3
- Observation and feedback
- Lesson reflections
- Week 4 Reading Reflection student artifact
- Design thinking

Standard 5 Analysis

- *Evidence provided by the EPP show that candidates engage in professional growth and leadership. Specifically candidates are committed to improve their professional practice, lifelong learning, and leadership in their school and professional community by promoting and demonstrating the effective use of digital tools. Evidence from completers would strengthen evidence for this standard.*

STANDARD 5 Engage in Professional Growth and Leadership	Does Not Meet Standard	Meets Standard
		X

Pre-Service Technology Standards Summary

Total Number of Standards	Does Not Meet Standard	Meets Standard
5	0	5

Areas for Consideration

-
-
-

Recommended Action on Pre-Service Technology Standards

- ☒ Approved
- ☐ Conditionally Approved
- ☐ Insufficient Evidence
 - ☐ Lack of Completers
 - ☐ New Program
- ☐ Not Approved

IDAHO STANDARDS FOR MODEL PRESERVICE STUDENT TEACHING

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the Foundation and Enhancement standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The Idaho Standards for Model Preservice Student Teaching Experience are the standards for a robust student teaching experience for teacher candidates. Every teacher preparation program is responsible for ensuring a student teaching experience that meets the standards.

Standard 1: Mentor Teacher. The mentor teacher is the certified P-12 personnel responsible for day-to-day support of the student teacher in the student teaching experience.

- 1(a) The mentor teacher is state certified to teach the content for which the candidate is seeking endorsement.
- 1(b) The mentor teacher has a minimum of three years of experience teaching in the content area(s) for which the student teacher is seeking endorsement.
- 1(c) The mentor teacher demonstrates effective professional practice and evidence of dispositions of a professional educator, as recommended by the principal.
- 1(d) The mentor teacher is committed to mentor, co-plan, co-assess, and co-teach with the student teacher.
- 1(e) The mentor teacher is co-selected, prepared, evaluated, supported, and retained.
- 1(f) The experienced mentor teacher receives positive candidate and EPP supervisor evaluations.

Standard 1 Sources of Evidence

- Clinical Practices data packet
- Vitae
- Handbook
- Long-range plans
- Capstone clinical experience packet
- Advisory board packet
- Exit surveys

Standard 1 Analysis

- *The artifacts provided by the EPP demonstrate that the mentor teacher is the certified P-12 personnel responsible for day-to-day support of the student teacher in the student teaching experience. Evidence of training mentor teachers in co-teaching/co-planning would strengthen the EPP's evidence for this standard.*

Standard 1	Does Not Meet Standard	Meets Standard
Mentor Teacher		X

Standard 2: Educator Preparation Program (EPP) Supervisor. The EPP supervisor is any individual in the institution responsible for observation/evaluation of the teacher candidate.

- 2(a) The EPP supervisor has P-12 education certified field experience.
- 2(b) The EPP supervisor proves proficiency in assessing teacher performance with ongoing rater reliability.
- 2(c) The experienced EPP supervisor receives positive candidate and school professional evaluations.
- 2(d) The EPP supervisor demonstrates evidence of dispositions of a professional educator.

Standard 2 Sources of Evidence

- Qualification table
- Capstone clinical experience packet
- Supervision spreadsheet
- Exit surveys

Standard 2 Analysis

- *The EPP's supervisors have certified field experiences, are rated highly by candidates and mentor teachers, and have dispositions of professional educators, as shown in the qualification table, capstone clinical experience packet, supervision spreadsheet, and exit surveys.* Evidence for supervisor inter-rater reliability training and evidence of rates across all programs would strengthen evidence for this standard.

Standard 2	Does Not Meet Standard	Meets Standard
Educator Preparation Program (EPP) Supervisor		X

Standard 3: Partnership.

- 3(a) The P-12 school and EPP partnership supports the cooperating teacher in his/her duties of mentorship.
- 3(b) The collaboration between P-12 school and EPP supports the conceptual framework of the institution.

Standard 3 Sources of Evidence

- Partner presentation of evidence
- Clinical Practices data packet

- Advisory board packet
- Clinical Experience data packet
- Capstone clinical experience packet
- Conceptual framework

Standard 3 Analysis

Evidence demonstrates that the P-12 schools and the EPP partnership support the cooperating teachers in their mentorship duties and the conceptual framework of the institution.

Standard 3	Does Not Meet Standard	Meets Standard
Partnership		X

Standard 4: Student Teacher. The student teacher is the candidate in the culminating clinical field experience.

- 4(a) Passed background check
- 4(b) Competency in prior field experience
- 4(c) Passed all required Praxis tests
- 4(d) Completion of all relevant coursework
- 4(e) Possesses dispositions of a professional educator

Standard 4 Sources of Evidence

- BIC tracking
- Institutional Recommendations
- Checkpoint Process data packet
- Praxis® II scores
- Handbook
- Appeal
- Dispositions

Standard 4 Analysis

The EPP provided evidence that teacher candidates passed background checks and all required Praxis® II tests, completed field experiences and all relevant coursework, and possess the dispositions of a professional educator prior to student teaching.

Standard 4	Does Not Meet Standard	Meets Standard
Student Teacher		X

Standard 5: Student Teaching Experience

- 5(a) At least three documented, scored observations including pre- and post-conferences by the EPP supervisor, using the approved state teacher evaluation framework
- 5(b) At least three formative assessments by the mentor teacher
- 5(c) One common summative assessment based on state teacher evaluation framework
- 5(d) Performance assessment including influence on P-12 student growth
- 5(e) Recommended minimum 14 weeks student teaching
- 5(f) Development of an Individualized Professional Learning Plan (IPLP)
- 5(g) Demonstration of competence in meeting the *Idaho Standards for Initial Certification of Professional School Personnel*
- 5(h) Relevant preparatory experience for an Idaho teacher's certificate

Standard 5 Sources of Evidence

- Institutional Recommendations
- Supervision spreadsheet
- Observation verification
- Capstone Checklist and Cooperating Teacher (CT) observations
- Observation verification
- P-12 learning handbook
- Individualized Professional Learning Plans (IPLP)
- Completer Effectiveness data packet
- Student learning outcomes
- Clinical Experience data packet

Standard 5 Analysis

The EPP more than adequately displays that the student experience has at least three scored observations (using the approved state teacher evaluation framework), at least three formative assessments by the mentor teacher, a common summative assessment based on state teacher evaluation framework, performance assessment including influence on P-12 student growth, 16 weeks of student teaching (minimum of 14), development of an Individualized Professional Learning Plan (IPLP), demonstration of competence in meeting the *Idaho Standards for Initial Certification of Professional School Personnel*, and relevant preparatory experience for an Idaho teaching certificate.

Standard 5	Does Not Meet Standard	Meets Standard
Student Teaching Experience		X

Model Preservice Student Teaching Standards Summary

Total Number of Standards	Does Not Meet Standard	Meets Standard
5	0	5

Areas for Consideration

-
-
-

Recommended Action on Model Preservice Student Teaching Standards

- ☒ Approved
- ☐ Conditionally Approved
- ☐ Insufficient Evidence
 - ☐ Lack of Completers
 - ☐ New Program
- ☐ Not Approved

INSTITUTIONAL RECOMMENDATIONS

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the Foundation and Enhancement standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

Idaho educator preparation programs complete an Institutional Recommendation to the State Department of Education verifying that the candidate has met all the requirements as defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

Standard 1: State Board Approved Program - Educator preparation program had a State Board approved program for initial certification for each area of endorsement indicated on candidate’s institutional recommendation.

Standard 1 Analysis

Institutional recommendations (IRs) from audited candidates for initial certification provide evidence that the EPP has a State Board-approved program for initial certification for each area of endorsement. The audited sample included 19 instructional candidates, 15 administrator candidates, and 5 pupil service staff candidates. All audited candidates were recommended for one or more State Board-approved programs for endorsement.

Standard 1	Does Not Meet Standard	Meets Standard
State Board Approved Program		X

Standard 2: Content Knowledge Assessment – Recommended candidate received passing scores on State Board approved content area assessment for each recommended area of endorsement.

Standard 2 Analysis

Praxis® II score reports from audited candidates provide evidence that instructional candidates receive a passing score on a State Board-approved content area assessment for each recommended area of endorsement. All recommended instructional candidates received a passing score on a State Board-approved content area assessment for each recommended area of endorsement.

Standard 2	Does Not Meet Standard	Meets Standard
Content Knowledge Assessment		X

Standard 3: Pedagogy – Recommended candidate demonstrated competency in pedagogy for each recommended area of endorsement.

Standard 3 Analysis

Unofficial transcripts, course catalog, and performance assessments provide evidence that recommended instructional candidates demonstrate competency in pedagogy for each recommended area of endorsement. All audited instructional candidates received a passing grade in the methods course(s) for each area of endorsement.

Standard 3 Pedagogy	Does Not Meet Standard	Meets Standard
		X

Standard 4: Performance Assessment – Recommended candidate received a basic or higher rating in all components of the approved Idaho framework for teaching evaluation.

Standard 4 Analysis

Common summative assessments and form-based evaluation results from audited candidates provide evidence that candidates who receive an institutional recommendation receive a basic or higher rating in all components of the approved Idaho framework for teaching evaluation. All audited instructional candidates received a basic or higher in all components of the approved Idaho framework.

Standard 4 Performance Assessment	Does Not Meet Standard	Meets Standard
		X

Standard 5: Clinical Experience – Recommended candidate completed clinical experience for each recommended area of endorsement and grade range.

Standard 5 Analysis

Common summative assessments, clinical experience spreadsheet, basic direct instruction lesson plans, and formative observation forms from audited candidates provide evidence that instructional candidates who receive an institutional recommendation have completed a clinical experience for each recommended area of endorsement. All audited instructional candidates completed a clinical experience in each recommended area of endorsement and grade range.

Internship visit forms, internship agreements, and internship logs provide evidence that each recommended administrator candidate (principal, director of special education, and superintendent) is assigned to a school building(s) for clinical experience. Internship logs show evidence of multi-level experience for building administrators.

Taken in whole, the EPP takes a systematic approach to ensure recommended administrator candidates complete clinical experience in the appropriate area of endorsement.

Affidavit of Field Experience forms, transcripts, and internship logs were reviewed for each recommended Pupil Service Staff (school counselor and school social worker) candidate. Limited evidence showing clinical experience completion for school counselor candidates was provided. Three of the four Affidavit of Field Experience forms were not signed by the appropriate site-supervisor. Additionally, three of the four internship logs were not verified.

Standard 5	Does Not Meet Standard	Meets Standard
Clinical Experience		X

Standard 6: Student Achievement – Recommended candidate demonstrated the ability to produce measurable student achievement or student success and create student learning objectives.

Standard 6 Analysis

Basic direct-instruction lesson plans, post-lesson reflections, Evidence of Student Learning documents, student work samples, common summative assessments, and journal entries provide evidence that candidates recommended for certification demonstrate the ability to produce measurable student achievement/success and create student learning objectives. The audit sample of completers included some from the time of NNU's mid-cycle review. Candidate files for those who completed their program during the mid-cycle review timeframe may not have included both demonstrated-ability evidence of producing measurable student achievement/success and creating student learning objectives. It is evident the EPP made improvements to their evidence collection process after the mid-cycle review which resulted in more complete evidence of standard 6 in the files of subsequent candidates.

Standard 6	Does Not Meet Standard	Meets Standard
Student Achievement		X

Standard 7: Individualized Professional Learning Plan – Recommended candidate had an individualized professional learning plan (IPLP).

Standard 7 Analysis

Completed individualized professional learning plans (IPLPs) provide evidence that candidates recommended for certification complete an IPLP prior to receiving an institutional recommendation from the EPP. All audited instructional candidates had completed and signed IPLPs.

Standard 7	Does Not Meet Standard	Meets Standard
Individualized Professional Learning Plan		X

Standard 8: Adding Endorsements Only – Educator preparation program issued institutional recommendation once the content, pedagogy, and performance had been demonstrated by the candidate for each area of endorsement. For candidates that are adding endorsements, the program is not required to be a State Board approved program for initial certification.

Standard 8 Analysis

N/A

Standard 8	Does Not Meet Standard	Meets Standard
Adding Endorsements Only		N/A

Standard 9: Administrator Certificates Only – Recommended candidate for an administrator certificate demonstrated proficiency in conducting accurate evaluations of instructional practice based upon the state’s framework for evaluation.

Standard 9 Analysis

Administrator transcripts, Danielson Domain Paper assignments, teaching episode discussion boards and assignments, and the Superintendent Framework Training Verification Process provide evidence the EPP ensures each recommended candidate for an administrator certificate has demonstrated proficiency in conducting accurate evaluations of instructional practice based upon the state’s framework for evaluation.

Standard 9	Does Not Meet Standard	Meets Standard
Administrator Certificates Only		X

Institutional Recommendations Summary

Total Number of Standards	Does Not Meet Standard	Meets Standard
9	0	8 (1 N/A)

Areas for Consideration

-
-
-

Recommended Action on Institutional Recommendations

- ☒ Approved
- ☐ Conditionally Approved
- ☐ Insufficient Evidence
 - ☐ Lack of Completers
 - ☐ New Program
- ☐ Not Approved

IDAHO FOUNDATION STANDARDS FOR COMMUNICATION ARTS TEACHERS

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

- 4(a) The teacher understands how values and ethics affect communication.
- 4(b) The teacher understands the importance of audience analysis and adaptation in differing communication contexts.
- 4(c) The teacher knows the components and processes of communication.
- 4(d) The teacher understands the interactive roles of perceptions and meaning.
- 4(e) The teacher understands how symbolism and language affect communication.
- 4(f) The teacher understands the role of organization in presenting concepts, ideas, and arguments.
- 4(g) The teacher knows methods and steps of problem solving in communication arts.
- 4(h) The teacher understands the impact of outside social structures and institutions--including historical, political, social, economic, and cultural perspectives--on communication processes and messages.

Performance

- 4(i) The teacher emphasizes to students the importance of values and ethics relevant to the communication process in a variety of formats (e.g., speeches, interpersonal interactions, journalistic writing, social media, debate).
- 4(j) The teacher provides instruction and practice in conducting and applying research.
- 4(k) The teacher creates lessons that stress the importance of audience analysis and adaptation.

- 4(l) The teacher presents communication as a process consisting of integral components.
- 4(m) The teacher explains various methods of organization and their effects on the communication process.
- 4(n) The teacher delivers instruction that facilitates student analysis and evaluation of message contexts, including historical, political, social, economic, and cultural perspectives.

Standard 4 Sources of Evidence

- Lesson plans
- Candidate, instructor, and completer interviews
- Course syllabi, assignments, and assessments
- Course exams, speeches, and Praxis® II results
- Candidate field experiences

Standard 4 Analysis

Candidates' content knowledge is evident through focused instruction, candidate prepared and delivered lesson plans that are specific to the standard, pertinent field experience, and qualifying Praxis® II scores. The candidates understand the central concepts, tools of inquiry, and structures of communication arts and are creating learning experiences that make the discipline accessible and meaningful for learners. This standard has been met based on the preponderance of the evidence examined.

Standard 4	Does Not Meet Standard	Meets Standard
Content Knowledge		X

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

- 9(a) The teacher understands contemporary legal standards relating to communication and media.

Performance

- 9(b) The teacher develops learning progressions for students that embed contemporary legal standards relating to communication and media.

Standard 9 Sources of Evidence

- Lesson plans
- Student planning, review, and reflection
- Candidate, instructor, and completer Interviews
- Course syllabi, assignments, and assessments
- Candidate field experiences

Standard 9 Analysis

Candidates' professional learning and ethical practice is evident through focused instruction, candidate prepared and delivered lesson plans that are specific to the standard, review, reflection, and pertinent field experience. Candidates have demonstrated that they teach contemporary legal standards and its application to media. This standard has been met based on the preponderance of the evidence examined.

Standard 9	Does Not Meet Standard	Meets Standard
Professional Learning and Ethical Practice		X

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Communication Arts Foundation Standards Summary

Total Number of Standards	Does Not Meet Standard	Meets Standard
2	0	2

Areas for Consideration

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-
-

Recommended Action on Idaho Foundation Standards for Communication Arts Teachers

- ☒ Approved
- ☐ Conditionally Approved
- ☐ Insufficient Evidence
 - ☐ Lack of Completers
 - ☐ New Program
- ☐ Not Approved

IDAHO STANDARDS FOR SPEECH AND DEBATE TEACHERS

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

- 4(a) The teacher understands the models of interpersonal communication.
- 4(b) The teacher knows the processes and types of active listening.
- 4(c) The teacher knows the nature of conflict and conflict resolution strategies in the speech process.
- 4(d) The teacher knows the dynamics of group communication (e.g., roles, functions, systems, developmental stages, problem solving).
- 4(e) The teacher understands rhetorical theories and practices.
- 4(f) The teacher understands types of public speaking (e.g., informative, persuasive, ceremonial).
- 4(g) The teacher understands the steps of speech preparation, rehearsal, presentation, and constructive feedback.
- 4(h) The teacher understands the necessity of adapting public speaking styles and skills to various media.
- 4(i) The teacher understands the principles of competitive debate theory (e.g., categories and styles of debate).
- 4(j) The teacher knows the theories and practices of argumentation.
- 4(k) The teacher knows the precepts of logical reasoning (e.g., syllogistic, categorical, disjunctive, fallacies).
- 4(l) The teacher knows the various types of competitive speaking events (e.g., impromptu, extemporaneous, oratory, debate).

- 4(m) The teacher knows how to identify and minimize communication anxiety.

Performance

- 4(n) The teacher instructs in the process of effective interpersonal communication (e.g., effective listening, components of verbal and nonverbal communication, conflict resolution).
- 4(o) The teacher explains the components and dynamics of group communication and provides opportunities for student implementation.
- 4(p) The teacher provides opportunities for students to prepare, practice, and present various types of speeches.
- 4(q) The teacher provides instruction integrating digital media and visual displays to enhance presentations.
- 4(r) The teacher instructs in the theory, principles, and practices of debate (e.g., argumentation, logical reasoning, competitive speaking).
- 4(s) The teacher provides opportunities for students to participate in debate and speaking events.
- 4(t) The teacher explains various methods of organization and their effects on the communication process.
- 4(u) The teacher provides strategies for assessing and minimizing communication anxiety (e.g., personal anxiety assessment, repetition, visualization).

Standard 4 Sources of Evidence

- Lesson plans
- Student planning, review, and reflection
- Candidate, instructor, and completer interviews
- Course syllabi, assignments, and assessments
- Teacher observations

Standard 4 Analysis

Candidates content knowledge and performance is evident from examination of the focused instruction and lesson plans that are specific to each of the standards. Additionally, teacher observations and lesson reviews provide more support. Candidates understand the central concepts, tools of inquiry, and structures of Speech and Debate as well as creating learning experiences that make the discipline accessible and meaningful for learners.

Standard 4	Does Not Meet Standard	Meets Standard
Content Knowledge		X

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Speech and Debate Standards Summary

Total Number of Standards	Does Not Meet Standard	Meets Standard
1	0	1

Areas for Consideration

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-
-

Recommended Action on Idaho Standards for Speech and Debate Teachers

- ☒ Approved
- ☐ Conditionally Approved
 - ☐ Insufficient Evidence
 - ☐ Lack of Completers
 - ☐ New Program
- ☐ Not Approved

IDAHO STANDARDS FOR ELEMENTARY EDUCATION TEACHERS

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

- 1(a) The teacher understands how young children's and early adolescents' literacy and language development influence learning and instructional decisions across content areas.
- 1(b) The teacher understands the cognitive processes of attention, memory, sensory processing, and reasoning and their role in learning.
- 1(c) The teacher recognizes the role of inquiry and exploration in learning and development.

Standard 1 Sources of Evidence

- Reading philosophy paper
- Lesson plans (inquiry)
- Reading notes
- Literacy final data

Standard 1 Analysis

The lesson plans, reading philosophy paper, notes from reading assignments, and literacy course final examinations provide evidence that teacher candidates understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and the teacher candidates understand how to design and implement developmentally appropriate and challenging learning experiences.

Standard 1	Does Not Meet Standard	Meets Standard
Learner Development		X

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

- 2(a) The teacher understands that there are multiple levels of intervention and recognizes the advantages of beginning with the least intrusive for the student.

- 2(b) The teacher understands culturally responsive pedagogy and the necessity of utilizing it to create the most inclusive learning environment.

Performance

- 2(c) The teacher appropriately and effectively collaborates with grade level peers, school intervention teams, parents/guardians, and community partners to meet differentiated needs of all learners.
- 2(d) The teacher systematically progresses through the multiple levels of intervention, beginning with the least intrusive for the student.
- 2(e) The teacher actively engages the school environment, families, and community partners to enact culturally responsive pedagogy.

Standard 2 Sources of Evidence

- Candidate mathematics lesson plans with UDL
- Lesson plans with UDL
- Teacher work sample (literacy)
- Diversity survey
- PLC meeting notes
- Journals
- Math night email messages
- Candidate reflection paper

Standard 2 Analysis

Teacher candidates understand individual differences and diverse cultures and communities to ensure inclusive learning environments that enable learners to meet high standards. This is evidenced by candidate work math lesson plans with UDL, lesson plans with UDL, Teacher Work Samples, the diversity survey, PLC meeting notes, journals, math night email messages, and candidate reflection paper.

Standard 2	Does Not Meet Standard	Meets Standard
Learning Differences		X

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

- 3(a) The teacher understands the importance of teaching and re-teaching developmentally appropriate classroom expectations and procedures.

Performance

- 3(b) The teacher consistently and effectively models, teaches, and re-teaches developmentally appropriate classroom expectations and procedures.
- 3(c) The teacher utilizes positive behavioral supports and multiple levels of intervention to support and develop appropriate student behavior.
- 3(d) The teacher demonstrates understanding of developmentally and age-appropriate digital citizenship and responsibility.

Standard 3 Sources of Evidence

- Candidate Work Classroom Management Plan
- Classroom management plans
- Candidate classroom observations

Standard 3 Analysis

The Candidate Work Classroom Management Plan, classroom management plans, and candidate classroom observations provide evidence that teacher candidates work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 3	Does Not Meet Standard	Meets Standard
Learning Environments		X

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

- 4(a) The teacher understands concepts of language arts/literacy and child development in order to teach reading, writing, speaking/listening, language, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.
- 4(b) The teacher understands how children learn language, the basic sound structure of language, semantics and syntactics, diagnostic tools, and assessment data to improve student reading and writing abilities.
- 4(c) The teacher understands the fundamental concepts and the need to integrate STEM (Sciences, Technology, Engineering, and Mathematics).

- 4(d) The teacher understands and articulates the knowledge and practices of contemporary science and interrelates and interprets important concepts, ideas, and applications.
- 4(e) The teacher understands concepts of mathematics and child development in order to teach number sense and operations, measurement and data analysis, fractions, algebraic reasoning, and proportional reasoning, to help students successfully apply their developing skills through engaging them in the use of the mathematical practices from the Idaho mathematics standards, within many contexts.
- 4(f) The teacher understands the structure of mathematics and the connections and relationships within learning progressions.
- 4(g) The teacher knows the major concepts and modes of inquiry for social studies: the integrated study of history, geography, government/civics, economics, social/cultural and other related areas to develop students' abilities to make informed decisions as global citizens of a culturally diverse, democratic society and interdependent world.
- 4(h) The teacher understands the relevance and application of the arts, such as dance, music, theater, and visual arts as avenues for communication, inquiry, and insight.
- 4(i) The teacher understands the comprehensive nature of students' physical, intellectual, social, and emotional well-being in order to create opportunities for developing and practicing skills that contribute to overall wellness.
- 4(j) The teacher understands human movement and physical activity as central elements in learning and cognitive development.

Performance

- 4(k) The teacher models appropriate and accurate use of written and spoken language.
- 4(l) The teacher utilizes the structure of mathematics and the connections and relationships within the learning progressions in his/her instructional practice to increase student conceptual understanding in conjunction with diagnostic tools and assessment data to improve students' mathematical ability.
- 4(m) The teacher utilizes knowledge of how children learn language, the basic sound structure of language, semantics and syntactics, diagnostic tools, and assessment data to improve student reading and writing abilities.

Standard 4 Sources of Evidence

- TWS lesson plans and reflections (Elementary)
- Philosophy paper
- Literacy final exam scores
- Candidate math inquiry and science lesson plans
- Candidate Cognitively Guided Instruction (CGI) problems
- Methods of elementary math and science
- Elementary social studies block plan

- Reading response (Sousa)

Standard 4 Analysis

The Teacher Work Sample lesson plans and reflections, Candidate Work math inquiry and science lesson plans, elementary Social Studies block plan, and reading responses in a variety of content areas, and multi-subject Praxis® II scores provide evidence that teacher candidates understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experience that make the discipline accessible and meaningful for learners to assure mastery of content. Indicator 4f artifacts and completer interviews addressed science and math but provided insufficient evidence of understanding of engineering and breadth of technology represented in STEM. The standard was met overall based on the preponderance of the evidence.

Standard 4	Does Not Meet Standard	Meets Standard
Content Knowledge		X

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

- 5(a) The teacher understands the importance of providing a purpose and context to use the communication skills taught across the curriculum.

Standard 5 Sources of Evidence

- Social studies unit plan (SS Block Plan)
- Lesson plans

Standard 5 Analysis

The social studies unit plan and lesson plans provide evidence that teacher candidates understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. Indicator 5a artifacts show evidence that authentic local issues are addressed, while addressing global issues is challenging at many elementary grade levels. The standard was met based on the preponderance of evidence.

Standard 5	Does Not Meet Standard	Meets Standard
Application of Content		X

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Performance

- 7(a) The teacher designs instruction that provides opportunities for students to learn through inquiry and exploration.

Standard 7 Sources of Evidence

- Math lesson plan (mixed numbers)
- Science inquiry lesson plan (snow globe)
- Candidate lesson plan (measuring weight and capacity)

Standard 7 Analysis

The math lesson plan (mixed numbers) and science inquiry lesson plan (snow globe) provide evidence that teacher candidates plan instruction that support every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge or learners and the community context.

Standard 7	Does Not Meet Standard	Meets Standard
Planning for Instruction		X

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Performance

- 8(a) The teacher engages all learners in developing higher order thinking skills.

Standard 8 Sources of Evidence

- Lesson plans
- Candidate teaching reflections
- Faculty interviews

Standard 8 Analysis

The lesson plans, candidate teaching reflections, and faculty interviews demonstrate that candidates understand and use a variety of instructional strategies to encourage learners to

develop deep understanding of content areas and their connections and build skills to apply knowledge in meaningful ways.

Standard 8	Does Not Meet Standard	Meets Standard
Instructional Strategies		X

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

- 10(a) The teacher understands the significance of engaging in collaborative data-driven decision making.

Standard 10 Sources of Evidence

- Faculty interviews
- Mock multi-disciplinary team (MDT) in Exceptional Child and Assessment, and intervention classes
- Student teaching experiences (grade level meetings, PLC, problem solving meetings)

Standard 10 Analysis

The interviews, mock MDT, and student teaching experiences provide evidence that teacher candidates seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, and other school professionals and community members to ensure learner growth, and to advance the profession.

Standard 10	Does Not Meet Standard	Meets Standard
Leadership and Collaboration		X

Elementary Education Standards Summary

Total Number of Standards	Does Not Meet Standard	Meets Standard
8	0	8

Areas for Consideration

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-
-

Recommended Action on Idaho Standards for Elementary Education Teachers

- ☒ Approved
- ☐ Conditionally Approved
- ☐ Insufficient Evidence
 - ☐ Lack of Completers
 - ☐ New Program
- ☐ Not Approved

IDAHO STANDARDS FOR ENGLISH LANGUAGE ARTS TEACHERS

Standard 1: Learner Development - The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

- 1(a) The teacher understands developmental levels in reading, writing, listening, viewing, and speaking.
- 1(b) The teacher understands how adolescents read, write, and make meaning of a wide range of texts, genres, and formats (e.g., literature, poetry, informational text, digital media, social media, multimodal).

Performance

- 1(c) The teacher creates developmentally appropriate learning experiences that take into account stages and diverse ways of learning in reading, writing, listening, viewing, and speaking.

Standard 1 Sources of Evidence

- Developmental levels assignment
- Stop-and-Jot assignment
- Text complexity analysis
- Reading Superstars discussion
- Lesson plans
- Teaching Toolbox student-created websites

Standard 1 Analysis

Developmental levels assignment, Stop-and-Jot assignment, text complexity analysis assignment, Reading Superstars discussion, Teaching Toolbox, and lesson plans provide evidence that the candidates understand developmental levels in reading, writing, speaking, and listening, and that candidates can create learning experiences that take into account stages and diverse ways of learning.

Standard 1	Does Not Meet Standard	Meets Standard
Learner Development		X

Standard 2: Learning Differences - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

- 2(a) The teacher understands the theories and research needed to develop inclusive English language arts learning environments that are responsive to students' local, national and international histories, individual and group identities, as well as languages and dialects as these affect student learning.

Performance

- 2(b) The teacher designs and/or implements instruction that incorporates students' linguistic and cultural backgrounds to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes.

Standard 2 Sources of Evidence

- ELA teaching philosophy
- ENGL 3090 Student Choice in Writing discussion board responses
- Culturally responsive teaching discussion board
- ELL case study - ELA classroom

Standard 2 Analysis

ELA teaching philosophy, an ELL case study, and discussion board responses show that candidates use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 2	Does Not Meet Standard	Meets Standard
Learning Differences		X

Standard 3: Learning Environments - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

- 3(a) The teacher understands how to use the data for literacy learning, their students' individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning in English language arts (e.g., workshops, project-based learning, guided writing, Socratic seminars, literature circles).
- 3(b) The teacher collaborates with others to create literacy rich inclusive learning environments to help students participate actively in their own learning in English language arts.
- 3(c) The teacher understands how learner diversity impacts the English language arts classroom.

Performance

- 3(d) The teacher creates environments that reflect their students' individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning in English language arts (e.g., workshops, project-based learning, guided writing, Socratic seminars, literature circles).

Standard 3 Sources of Evidence

- Completer interview: information about field experiences
- Lesson plans
- PLC learning evidence
- Co-teaching observation
- Student teaching Diversity survey
- UDL accommodation and learner diversity plan
- My Culture presentation

Standard 3 Analysis

Lesson plans, PLC learning evidence, a co-teaching observation, student teaching diversity survey, UDL accommodation and learner diversity plans, "My Culture" presentation, and a completer interview show that candidates work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 3	Does Not Meet Standard	Meets Standard
Learning Environments		X

Standard 4: Content Knowledge - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

- 4(a) The teacher is knowledgeable about texts (print and non-print, digital, classic, contemporary, and young adult) that represent a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes.
- 4(b) The teacher understands principles of language acquisition, dialect, and grammar systems (e.g., descriptive and prescriptive), as well as the evolution and impact of language on society.

- 4(c) The teacher understands the various writing processes in composing a range of formal and informal texts, taking into consideration the interrelationships among form, audience, context, and purpose.
- 4(d) The teacher understands the use of contemporary technologies and/or digital media to compose multimodal discourse.
- 4(e) The teacher understands how to use strategies for acquiring and applying vocabulary knowledge.

Performance

- 4(f) The teacher is able to use literary theories to interpret and critique a range of texts.
- 4(g) The teacher demonstrates command of the conventions of Standard English (e.g., grammar, usage, and mechanics).
- 4(h) The teacher is able to model the various writing processes in composing a range of formal and informal texts, taking into consideration the interrelationships among form, audience, context, and purpose.
- 4(i) The teacher is able to model the use of contemporary technologies and/or digital media to compose multimodal discourse.
- 4(j) The teacher designs instruction using general academic and domain/content specific vocabulary.
- 4(k) The teacher is able to model how to gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source (e.g., bias, rhetoric, documentation practices), and quote or paraphrase the data and conclusions, while avoiding plagiarism and following standard format for citation.

Standard 4 Sources of Evidence

- ENGL 2210/2230/3910: Final exams
- ENGL 3410 Essays, Children's literature final paper
- ENGL 3015a, ENGL 2120 Discussion board posts
- ENGL 1030 Article analysis
- Syllabi from required English content courses
- Six Core Strategies® assignment
- H.A.C.K.'D lesson from Innovative Instruction
- ENGL 1030 Annotated bibliography assignment
- Teaching Toolbox assignment

Standard 4 Analysis

Syllabi, midterm and final exams, discussion board posts, and essays from multiple English content courses provide evidence that candidates understand the central concepts, tools of inquiry, and structures of the discipline they teach. Lesson plans show that candidates can make the discipline accessible and meaningful for learners to assure mastery of the content. Artifacts

for 4b come from courses that are not required of all candidates, and therefore all candidates may not meet the indicator. The standard was met based on the preponderance of the evidence.

Standard 4	Does Not Meet Standard	Meets Standard
Content Knowledge		X

Standard 5: Application of Content - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

- 5(a) The teacher understands how promotion of social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society affects English language arts and literacy instruction.
- 5(b) The teacher understands research based strategies that lend to students becoming independent, critical, and strategic readers, writers, speakers and listeners.
- 5(c) The teacher understands how to design instruction related to speaking and listening, promoting active participation in conversation and collaboration.

Performance

- 5(d) The teacher designs and/or implements instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students' writing for different audiences, purposes, and modalities.
- 5(e) The teacher designs and/or implements English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society.
- 5(f) The teacher designs and/or implements instruction related to a breadth and depth of texts, purposes, and complexities that connects concepts so that students can become independent, critical, and strategic readers, writers, speakers, and listeners.
- 5(g) The teacher designs and/or implements instruction related to speaking and listening that leads to students becoming critical and active participants in conversations and collaborations.

Standard 5 Sources of Evidence

- ENGL 1030 essay
- ENGL 3410 syllabus
- Lesson plans
- Speaking journal reviews
- Understanding by Design (UbD) unit sketch
- Faculty interview

- ENGL 1030 Candidate papers
- ENGL 3090 Writing process assignment

Standard 5 Analysis

Candidate papers and writing process assignment artifacts show that candidates understand research-based strategies that lend to students becoming strategic writers. Speaking journal reviews and collaborative lesson plans for the content literacy course demonstrate that candidates know how to design instruction related to speaking and listening. Lesson plan artifacts show that candidates can design and implement English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society. The UbD unit sketch assignment shows that candidates can design instruction related to a breadth and depth of texts, purposes, and complexities. There is insufficient evidence to show that candidates can design and/or implement instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students' writing for different audiences, purposes, and modalities. There is insufficient evidence to show that candidates can design and/or implement instruction related to speaking and listening that leads to students becoming critical and active participants in conversations and collaborations. This standard was affirmed based on the majority of indicators being met.

Standard 5 Application of Content	Does Not Meet Standard	Meets Standard
		X

Standard 6: Assessment - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Performance

- 6(a) The teacher designs a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting.
- 6(b) The teacher designs or knowledgeably selects appropriate reading assessments in response to student interests, reading proficiencies, and/or reading strategies.
- 6(c) The teacher designs or knowledgeably selects a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory.
- 6(d) The teacher responds to students' writing throughout the students' writing processes in ways that engage students' ideas and encourage their growth as writers over time.

- 6(e) The teacher differentiates instruction based on multiple kinds of assessments of learning in English language arts (e.g., students' self-assessments, formal assessments, informal assessments).
- 6(f) The teacher communicates with students about their performance in ways that actively involve students in their own learning.

Standard 6 Sources of Evidence

- Assessment plans
- Discussion board posts
- Writing process assignment for ENGL 3090
- Learning evidence section of Portfolium assignment

Standard 6 Analysis

Assessment plans, discussion board posts from several courses, Writing Process assignment, and the learning evidence section of Portfolium for student teachers provides evidence that candidates understand and use multiple methods of assessment to monitor learner progress and to guide the teacher's and learner's decision making. There is insufficient evidence to show that candidates engage learners in their own growth. The standard was met overall based on the preponderance of the evidence.

Standard 6	Does Not Meet Standard	Meets Standard
Assessment		X

Standard 7: Planning for Instruction - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Performance

- 7(a) The teacher plans instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials which include reading, writing, speaking, listening, and language.
- 7(b) The teacher plans standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading, and that utilize individual and collaborative approaches and a variety of reading strategies.
- 7(c) The teacher uses their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant composing experiences that utilize individual and collaborative approaches and contemporary

technologies and reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences.

- 7(d) The teacher uses their knowledge of theory, research, and practice in English language arts to plan standards-based, coherent and relevant learning experiences utilizing a range of different texts—across genres, periods, forms, authors, cultures, and various forms of media—and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.

Standard 7 Sources of Evidence

- Lesson plans, especially EDUC 3410 Writing lesson plan
- Mentor texts
- Close reading
- Teaching Toolbox

Standard 7 Analysis

Lesson plans and Teaching Toolbox artifacts provide evidence that candidates plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 7	Does Not Meet Standard	Meets Standard
Planning for Instruction		X

Standard 8: Instructional Strategies - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Performance

- 8(a) The teacher plans and implements instruction based on English language arts curricular requirements and standards and school and community contexts by selecting, creating, and using a variety of instructional strategies and resources specific to effective literacy instruction, including contemporary technologies, digital media, and knowledge about students' linguistic and cultural backgrounds.

Standard 8 Sources of Evidence

- Curriculum review assignment
- Teaching Toolbox assignment
- Candidate recording of Six CORE Strategies®

Standard 8 Analysis

Curriculum Review assignment, Teacher Toolbox assignment, and candidate recording of the Six CORE Strategies® assignment provide evidence that candidates understand and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 8	Does Not Meet Standard	Meets Standard
Instructional Strategies		X

Standard 9: Professional Learning and Ethical Practice - The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Performance

- 9(a) The teacher models literate and ethical practices in English language arts teaching, and engages in a variety of experiences related to English language arts and reflects on their own professional practices.

Standard 9 Sources of Evidence

- Ethics essay
- ELA teaching philosophy
- Student teaching journal

Standard 9 Analysis

An ethics essay, ELA teaching philosophy, and student teaching journal provide evidence that candidates engage in ongoing professional learning and use evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community).

Standard 9	Does Not Meet Standard	Meets Standard
Professional Learning and Ethical Practice		X

Standard 10: Leadership and Collaboration - The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Performance

- 10(a) The teacher engages in and reflects on a variety of experiences related to English language arts that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement.

Standard 10 Sources of Evidence

- PLC learning evidence
- Home-school communication log
- Siddhartha Academy of Higher Education (SAHE) observation form - ELA candidate

Standard 10 Analysis

The home-school communication log portion of the Portfolium assignment provides evidence that candidates seek opportunities to collaborate with families and community members to ensure learner growth. The PLC learning evidence and the SAHE observation form provide evidence that candidates seek opportunities to take responsibility for student learning to collaborate with school professionals.

Standard 10	Does Not Meet Standard	Meets Standard
Leadership and Collaboration		X

English Language Arts Standards Summary

Total Number of Standards	Does Not Meet Standard	Meets Standard
10	0	10

Areas for Consideration

- In situations where candidates may opt for a single course given several choices, it would be beneficial to make sure all optional courses fulfill similar standards.
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Recommended Action on Idaho Standards for English Language Arts Teachers

- ☒ Approved
- ☐ Conditionally Approved
- ☐ Insufficient Evidence
 - ☐ Lack of Completers
 - ☐ New Program
- ☐ Not Approved

IDAHO STANDARDS FOR HEALTH TEACHERS

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

- 3(a) The teacher understands developmentally appropriate practices that engage students in health-enhancing behaviors.
- 3(b) The teacher knows strategies to help students develop the essential skills necessary to adopt, practice, and maintain health-enhancing behaviors (National Health Education Standards, 2nd Edition-American Cancer Society).

Performance

- 3(c) The teacher encourages students to incorporate positive health-enhancing behaviors inside and outside the school setting.
- 3(d) The teacher helps students learn and use personal and social behaviors that promote positive relationships (e.g., avoiding abusive relationships, using refusal skills, setting life goals, and making healthy decisions).

Standard 3 Sources of Evidence

- Performance based assessment
- Candidate lesson plan
- Candidate presentation

Standard 3 Analysis

Lesson plan samples, candidate interviews, and formal assessments offer evidence that teacher candidates understand how to create learning landscapes that support individual and collaborative learning that support positive social interaction. Evidence indicates teacher candidates know how to engage students in a productive manner. The artifacts presented evidence that teacher candidates know how to create supportive learning environments.

Standard 3	Does Not Meet Standard	Meets Standard
Learning Environments		X

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

- 4(a) The teacher understands Elementary and Secondary methods for teaching health literacy to include the following content areas of health: Alcohol, Tobacco, & Other Drugs; Nutrition & Physical Activity; Injury Prevention & Safety; Mental, Emotional & Social Health; Prevention & Control of Disease; Consumer & Community Health; Growth, Development & Family Life; and Environmental Health.
- 4(b) The teacher understands the following health risk behaviors: Tobacco, Alcohol, and Other Drug use; Sexually Transmitted Diseases (STDs), including sexual behaviors resulting in human immunodeficiency virus (HIV), and unplanned pregnancies; Poor Dietary Behaviors; Lack of or Excessive Physical Activity; and Behaviors resulting in Intentional Injury.
- 4(c) The teacher understands the relationship between health education content areas and youth risk behaviors.
- 4(d) The teacher understands how to implement Idaho Content Standards for Literacy in Technical Subjects (Health) for grades 6-12.
- 4(e) The teacher understands Elementary and Secondary methods for teaching Health Skills to include: Analyzing Influences; Accessing Information; Interpersonal Communication; Decision Making; Goal Setting; Practicing Health Behaviors; and Advocacy.

Performance

- 4(f) The teacher instructs students about increasing health-enhancing behaviors, resulting in the reduction of health-risk behaviors.

Standard 4 Sources of Evidence

- Candidate individual health mission statement
- Candidate use of identity videos
- Unit grading rubric

Standard 4 Analysis

Candidate lesson plans, candidate health mission statement, and unit grading rubric provide evidence that teacher candidates understand the central concepts of health and wellness, utilize

tools of inquiry such as gathering knowledge, and make the content meaningful to students. The evidence shows teacher candidates create learning experiences that are meaningful to learners to assist in making connections to content.

Standard 4 Content Knowledge	Does Not Meet Standard	Meets Standard
		X

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

- 5(a) The teacher recognizes that student jargon and slang associated with high-risk behaviors is ever changing.

Performance

- 5(b) The teacher identifies and defines student jargon/slang associated with high-risk behaviors and translates this jargon/slang into terminology appropriate to the educational setting.
- 5(c) The teacher facilitates responsible decision making, goal setting, and alternatives to high-risk behaviors that enhance health.
- 5(d) The teacher creates a respectful and safe learning environment that is sensitive to controversial health issues.

Standard 5 Sources of Evidence

- Candidate use of Question Box in the classroom daily
- Assignment on Alcohol, Tobacco, and Other Drugs (ATOD) discussion
- Candidate lesson plan on Philosophical Chairs Communicable Disease

Standard 5 Analysis

Provided evidence indicates teacher candidates understand how to connect concepts to differing perspectives to engage learners in creativity or collaborative problem solving related to authentic local and global issues. However, the issues evidenced indicate that there are growth opportunities for candidates to incorporate a greater array of local and, specifically, global issues in their instructional planning and delivery. The evidence presented offers that teacher candidates create a safe and respectful learning environment.

Standard 5 Application of Content	Does Not Meet Standard	Meets Standard
		X

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

- 7(a) The teacher understands how positive evidence based community health values and practices play a role in the planning process.
- 7(b) The teacher understands how to access valid, appropriate health information and health-promoting products and services, as it relates to the planning process.
- 7(c) The teacher understands the influence of culture, media, technology, and other factors on health, as it relates to the planning process.
- 7(d) The teacher knows when and how to access valid health resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).

Performance

- 7(e) The teacher modifies instruction to reflect current health-related research and local health policies.
- 7(f) The teacher accesses valid, appropriate health information and health-promoting products and services.
- 7(g) The teacher analyzes the influence of culture, media, technology, and other factors on health and imbeds them in the planning process.

Standard 7 Sources of Evidence

- KINE 1000 TOTD Ideal Body Image- assessment
- Candidate positive emotional environment discussion board-
- CDC Fact Sheet

Standard 7 Analysis

Formal course assessment, candidate use of appropriate health information, and candidate lesson plan provide evidence that teacher candidates understand how to plan and implement instructional strategies that supports physical education activity and student success. Evidence presented reveals that teacher candidates know how to access valid health resources to advance knowledge of the discipline.

A review of the identity videos indicates they need to be updated to reflect a more current perspective to include multiple identities and the intersectionality of identities.

Standard 7	Does Not Meet Standard	Meets Standard
Planning for Instruction		X

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

- 9(a) The teacher knows the laws and codes specific to health education and health services to minors.

Performance

- 9(b) The teacher uses appropriate interventions following the identification, disclosure, or suspicion of student involvement in a high-risk behavior.

Standard 9 Sources of Evidence

- Candidate learning objectives
- Candidate interviews
- Candidate reflection journal

Standard 9 Analysis

Candidate learning objectives, interviews, and reflection journals offer evidence to support elements of Standard 9, specifically highlighting ongoing professional learning to evaluate practice and including evidence of adapting practice to meet the needs of individual learners.

Standard 9	Does Not Meet Standard	Meets Standard
Professional Learning and Ethical Practice		X

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

- 10(a) The teacher understands methods of advocating for personal, family, and community health (e.g., letters to editor, community service projects, health fairs, health races/walks).

Performance

- 10(b) The teacher advocates for a positive school culture toward health and health education.

Standard 10 Sources of Evidence

- Candidate School Spirit v. Health reflective journal
- Candidate Fit for Fun reflective journal
- KINE 2960 Field experience - NNU Health Fair

Standard 10 Analysis

Candidate reflective journals and field experience point to teacher candidates understanding of leadership roles and opportunities to collaborate with parents, community, and other school professionals. The evidence presented provides that the teacher candidate advocates for a positive school culture toward their discipline.

Standard 10	Does Not Meet Standard	Meets Standard
Leadership and Collaboration		X

Health Standards Summary

Total Number of Standards	Does Not Meet Standard	Meets Standard
6	0	6

Areas for Consideration

-
-
-

Recommended Action on Idaho Standards for Health Teachers

- ☒ Approved
- ☐ Conditionally Approved
 - ☐ Insufficient Evidence
 - ☐ Lack of Completers
 - ☐ New Program
- ☐ Not Approved

IDAHO STANDARDS FOR MATHEMATICS TEACHERS

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

- 1(a) The teacher knows how to recognize students' mathematical development, knowledge, understandings, ways of thinking, mathematical dispositions, interests, and experiences.
- 1(b) The teacher knows of learning progressions and learning trajectories that move students toward more sophisticated mathematical reasoning.

Performance

- 1(c) The teacher encourages students to make connections and develop a cohesive framework for mathematical ideas.
- 1(d) The teacher applies knowledge of learning progressions and trajectories when creating assignments, assessments, and lessons.
- 1(e) The teacher plans and facilitates learning activities that value students' ideas and guide the development of students' ways of thinking, and mathematical dispositions in line with research-based learning progressions.

Standard 1 Sources of Evidence

- Enactive, iconic, and symbolic activities
- Unit grading rubric – Secondary Methods 2021
- Unit sketch, unit plan, and lesson plans –multiple representations and inquiry
- Unpacking standards assignment
- H.A.C.K. Model portfolio

Standard 1 Analysis

The course activities and assignments, unit and lesson plans, and candidate portfolio provide evidence that teacher candidates understand how learners grow and develop and design developmentally appropriate learning experiences.

Standard 1	Does Not Meet Standard	Meets Standard
Learner Development		X

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

- 2(a) The teacher knows how to design lessons at appropriate levels of mathematical development, knowledge, understanding, and experience.
- 2(b) The teacher knows how to use assessment data and appropriate interventions for students.

Performance

- 2(c) The teacher adjusts and modifies instruction while adhering to the content standards, in order to ensure mathematical understanding for all students.

Standard 2 Sources of Evidence

- Methods accommodation plan
- ELP Case Study presentation rubric
- Student learning data directions
- Unit assessment plan and formative assessment analysis
- Lesson plan – Math Accommodations

Standard 2 Analysis

The course assignments, unit and lesson plans, and assessment analyses provide evidence that teacher candidates ensure inclusive learning environments that enable each learner to meet high standards.

Standard 2	Does Not Meet Standard	Meets Standard
Learning Differences		X

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

- 4(a) The teacher knows a variety of problem-solving approaches for investigating and understanding mathematics.
- 4(b) The teacher understands concepts (as recommended by state and national mathematics education organizations) and applications of number and quantity,

algebra, geometry (Euclidean and transformational), statistics (descriptive and infernal) and data analysis, and probability, functions, and trigonometry, and has the specialized and pedagogical content knowledge for teaching necessary for those concepts and applications to be implemented in the 6-12 curriculum.

- 4(c) The teacher knows how to make use of hands-on, visual, and symbolic mathematical models in all domains of mathematics.
- 4(d) The teacher knows how to use mathematical argument and proof to evaluate the legitimacy and efficiency of alternative algorithms, strategies, conceptions, and makes connections between them.
- 4(e) The teacher knows the standards for mathematical practice, how to engage students in the use of those practices, and how they have shaped the discipline.

Performance

- 4(f) The teacher connects the abstract and the concrete and asks useful questions to clarify or improve reasoning.
- 4(g) The teacher uses hands-on, visual, and symbolic mathematical models in all domains of mathematics.
- 4(h) The teacher uses mathematical argument and proof to evaluate the legitimacy and efficiency of alternative algorithms, strategies, and conceptions, and makes connections between them.
- 4(i) The teacher implements the standards for mathematical practice and engages students in the use of those practices.

Standard 4 Sources of Evidence

- Secondary mathematics methods notebook
- Math methods course syllabus
- Modeling with math and math methods session 1
- MATH 331 Exam practice
- Lesson plans and lesson slides

Standard 4 Analysis

The objectives and assignments from program courses, along with candidate lesson plans, provide evidence that teacher candidates understand central concepts, tools of inquiry, and structures of mathematics and create learning experiences that make mathematics accessible and meaningful to learners.

Standard 4 Content Knowledge	Does Not Meet Standard	Meets Standard
		X

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

- 5(a) The teacher knows how to apply mathematics content and practice to other disciplines, including (but not limited to) engineering, science, personal finance, and business.

Performance

- 5(b) The teacher applies mathematics content and practice to other disciplines, including (but not limited to) engineering, science, personal finance, and business.

Standard 5 Sources of Evidence

- College algebra content integration
- Initial unit sketch – Cross-disciplinary goals
- Guided reading lesson plan
- Lesson plans – Compound interest and exponential decay

Standard 5 Analysis

The course assignments and candidate lesson plans provide evidence that teacher candidates understand how to engage learners in critical thinking, creativity, and collaborative problem solving of authentic issues.

Standard 5	Does Not Meet Standard	Meets Standard
Application of Content		X

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

- 6(a) The teacher knows how to assess students' mathematical reasoning.

Performance

- 6(b) The teacher assesses students' mathematical reasoning.

Standard 6 Sources of Evidence

- Unit assessment plan
- Unit exit tickets
- Candidate-created exams
- Student learning data

Standard 6 Analysis

The unit assessment plan, created assessments, and assessment analyses provide evidence that teacher candidates use multiple methods of assessment to engage learners in their own growth, monitor learner progress, and guide decision making.

The evidence shows that teacher candidates analyze assessments to make plans for future lessons. However, the evidence suggests that teacher candidates are not as regularly using assessments to make immediate adaptations to their lesson as they are teaching it.

Standard 6 Assessment	Does Not Meet Standard	Meets Standard
		X

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

- 7(a) The teacher knows content and practice standards for mathematics and understands how to design instruction to help students meet those standards.
- 7(b) The teacher knows how to plan learning activities that help students move from their current understanding through research-based learning progressions.

Performance

- 7(c) The teacher plans and assesses instructional sequences that engage students in learning the formal structure and content of mathematics with and through mathematical practices.

Standard 7 Sources of Evidence

- Unit standards alignment
- Initial unit sketch and unit block plan
- Digital portfolio
- Geometry block plan

Standard 7 Analysis

The course assignments and unit plans provide evidence that teacher candidates plan instruction to support students in meeting rigorous learning goals.

Standard 7 Planning for Instruction	Does Not Meet Standard	Meets Standard
		X

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

- 8(a) The teacher knows how to formulate or access questions and tasks that elicit students' use of mathematical reasoning and problem-solving strategies.
- 8(b) The teacher knows a variety of instructional strategies for investigating and understanding mathematics including inquiry, discourse, and problem-solving approaches.
- 8(c) The teacher knows how to facilitate expression of concepts using various mathematical representations (e.g., symbolic, numeric, graphic, visual, verbal, concrete models) and precise language.
- 8(d) The teacher understands the appropriate use of technology in teaching and learning of mathematics (e.g., graphing calculators, dynamic geometry software, statistical software).
- 8(e) The teacher knows how to use student conceptions and misconceptions to guide and facilitate learning.

Performance

- 8(f) The teacher poses questions and tasks that elicit students' use of mathematical reasoning and problem-solving strategies.
- 8(g) The teacher uses a variety of instructional strategies for investigating and understanding mathematics, including inquiry and problem-solving approaches.
- 8(h) The teacher facilitates exploration of concepts using various mathematical representations (e.g., symbolic, numeric, graphic, visual, verbal, concrete models) and precise language.
- 8(i) The teacher uses technology appropriately in the teaching and learning of (e.g., graphing calculators, dynamic geometry software, statistical software).
- 8(j) The teacher uses student conceptions and misconceptions to guide and facilitate learning.

Standard 8 Sources of Evidence

- Discussion board responses – Useful Questions
- Observation form - Questions
- Student teaching lesson reflection

- Lesson plans – Polynomial vocabulary, multiple representations, conic sections
- Lesson plan technology – Desmos, Nearpod, Jamboard, EdPuzzle
- Digital portfolio
- Student learning data

Standard 8 Analysis

The course assignments, candidate lesson plans, and lesson reflections provide evidence that teacher candidates use a variety of instructional strategies to encourage learners to develop deep understanding of mathematics and apply it in meaningful ways.

The evidence clearly shows teacher candidates using inquiry and discourse pedagogies. The evidence for problem-solving strategies is less clear. The only evidence available shows learners solving story problems according to a prescribed procedure. This suggests that teacher candidates need to acquire additional problem-solving approaches.

Evidence also indicates that teacher candidates use formative assessments to make corrections and interventions. There is less evidence that teacher candidates design formative assessments that allow learners to recognize and resolve their own misconceptions and thus facilitate initial learning.

Standard 8	Does Not Meet Standard	Meets Standard
Instructional Strategies		X

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Mathematics Standards Summary

Total Number of Standards	Does Not Meet Standard	Meets Standard
7	0	7

Areas for Consideration

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-
-

Recommended Action on Idaho Standards for Mathematics Teachers

- ☒ Approved
- ☐ Conditionally Approved
- ☐ Insufficient Evidence
 - ☐ Lack of Completers
 - ☐ New Program
- ☐ Not Approved

IDAHO STANDARDS FOR PHYSICAL EDUCATION TEACHERS

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Performance

- 1(a) The teacher assesses the skillful movement, physical activity, and exercise and fitness levels of students; designs developmentally appropriate instruction; and extends learning through collaboration with communities, colleagues, families and other professionals.

Standard 1 Sources of Evidence

- Candidate partner fitness workout elementary lesson plan
- Cooperative teacher observation
- Course syllabi

Standard 1 Analysis

Supporting evidence such as candidate lesson plan, cooperative teacher observation, and course syllabi reveal that teacher candidates understand how to address and design developmentally appropriate instruction to meet a variety of learning experiences for students across a continuum of physical, social, cognitive, and other abilities. Evidence presented shows teacher candidates gain knowledge and skill in designing developmentally appropriate instruction to advance the profession.

Standard 1	Does Not Meet Standard	Meets Standard
Learner Development		X

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Performance

- 2(a) The teacher provides opportunities that incorporate individual differences (e.g., various physical abilities and limitations, culture, and gender) in skillful movement, physical activity, exercise and fitness to help students gain physical competence and confidence.

Standard 2 Sources of Evidence

- Unit accommodation plan – Candidate 1
- KINE 3630 Field experience objectives
- Dodgeball secondary lesson plan

Standard 2 Analysis

Standard 2 artifacts provide evidence that teacher candidates use their understanding of individual differences and diverse cultures to afford inclusive learning environments and to meet the rigor of academia for all students. However, Indicator 2(a) artifacts revealed limited areas of diversity in the program. Expansion of what diversity and inclusion means in terms of gender, body size, perceptions, etc., would benefit and advance the candidates in the teaching profession.

Standard 2	Does Not Meet Standard	Meets Standard
Learning Differences		X

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

- 3(a) The teacher knows how to help students cultivate responsible personal and social behaviors that promote positive relationships and a productive environment in physical education and physical activity settings.
- 3(b) The teacher knows how to engage students in learning about the use of technology operations, concepts, and applications pertinent to healthy active lifestyles (e.g., heart rate monitors, pedometers, global positioning systems, computer software, social media).
- 3(c) The teacher understands principles of effective management in indoor and outdoor physical education and physical activity settings.

Performance

- 3(d) The teacher implements strategies and activities to promote positive peer relationships (e.g., caring, mutual respect, support, safety, sportsmanship, and cooperation).
- 3(e) The teacher uses strategies to motivate students to participate in physical activity inside and outside the school setting.
- 3(f) The teacher utilizes principles of effective management in indoor and outdoor physical education and physical activity settings.

Standard 3 Sources of Evidence

- KINE 2640 MAL peer lesson evaluation
- KINE 3630 Field experience
- Course syllabi

Standard 3 Analysis

Candidate work samples, peer evaluation, and course syllabi provide evidence that teacher candidates create environments that support positive learning, engaging social interactions, and self-motivation for all students in individual and collaborative situations.

Standard 3	Does Not Meet Standard	Meets Standard
Learning Environments		X

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

- 5(a) The teacher understands the relationship between skillful movement, physical activity, exercise, fitness, health outcomes, well-being and quality of life.
- 5(b) The teacher understands that daily physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.
- 5(c) The teacher understands the scientific foundation of physical activity (e.g., motor behavior and development, human anatomy and physiology, exercise physiology, biomechanics, psychosocial aspects of physical activity).
- 5(d) The teacher knows the appropriate rules, etiquette, instructional cues, tactics (skills and strategies) and techniques for a variety of physical education activities (e.g., aquatics, sports, games, lifetime activities, dance, rhythmical activities, and outdoor/adventure activities).
- 5(e) The teacher understands cultural, historical, and philosophical dimensions of physical education and physical activity.

Performance

- 5(f) The teacher instructs students about the relationship between skillful movement, physical activity, fitness, health outcomes, well-being and quality of life.

- 5(g) The teacher instructs students in the rules, tactics, (skills, and strategies) and techniques of a variety of physical activities (e.g., aquatics, sports, games, lifelong activities, dance, rhythmical activities, and outdoor/adventure activities).
- 5(h) The teacher instructs students in the scientific foundation of physical activity (e.g., motor behavior and development, human anatomy and physiology, exercise philosophy, biomechanics, psychosocial aspects of physical activity).
- 5(i) The teacher fosters student reflection regarding cultural, historical and philosophical dimension of physical education and physical activity.
- 5(j) The teacher demonstrates improvement and maintains a health enhancing level of physical fitness and physical activity throughout the program.
- 5(k) The teacher facilitates technical demonstration and effective performance (tactics and techniques), in a variety of physical education activities (e.g., aquatics, sports, games, lifelong activities, dance, rhythmical activities, and outdoor/adventure activities).

Standard 5 Sources of Evidence

- Course syllabi
- Online learning lesson plan
- Observation form

Standard 5 Analysis

Course syllabi, candidate lesson plan, and observation form provide evidence to support that teacher candidates know how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem-solving. There was, however, limited evidence to support standards expectations for connecting concepts and differing perspectives to authentic local and global issues. Consider strategies for expanding candidates' cultural understanding of physical education and activities to assist them in helping their students reflect on additional cultures and their contributions.

Standard 5	Does Not Meet Standard	Meets Standard
Application of Content		X

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

- 6(a) The teacher understands appropriate assessment protocols sensitive to student needs.

Performance

- 6(b) The teacher demonstrates appropriate assessment protocols sensitive to student needs.

Standard 6 Sources of Evidence

- Candidate Note Catcher chapter 10
- Observation form
- Candidate elementary standards-based grading (SBG) assessment rubric

Standard 6 Analysis

Candidate Note Catcher, observation form, and elementary candidate SBG assessment rubric provide support that teacher candidates understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 6	Does Not Meet Standard	Meets Standard
Assessment		X

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

- 7(a) The teacher knows a variety of management routines (e.g., time transitions, environment, students/staff, equipment) and instructional strategies to maximize physical education activity time and student success.
- 7(b) The teacher knows how to expand the curriculum utilizing a variety of offerings, through the use of family engagement, school activities, and community resources (e.g., family fitness night, parks, golf courses, climbing walls, multi-use facility agreements, and service organizations).

Performance

- 7(c) The teacher applies a variety of management routines (e.g., time, transitions, environment, students/staff, equipment) and curricular/ instructional strategies to maximize physical education activity and student success.

Standard 7 Sources of Evidence

- KINE 4960 Internship
- KINE 2640 Observations evaluation
- Course syllabi

Standard 7 Analysis

Evidence supported through KINE 4960 Internship, KINE 2640 Observation Evaluation, and course syllabi affirm that teacher candidates plan instruction to support each student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. The advocacy presentation provides evidence that teacher candidates know how to seek opportunities to advance their profession.

Standard 7	Does Not Meet Standard	Meets Standard
Planning for Instruction		X

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

- 8(a) The teacher knows multiple curricular/instructional models (e.g., sport education, teaching personal and social responsibility, outdoor education, peer teaching, fitness and wellness education, teaching games for understanding, adventure education, movement education)

Performance

- 8(b) The teacher utilizes multiple curricular/instructional models (e.g., sport education, teaching personal and social responsibility, outdoor education, peer teaching, fitness and wellness education, teaching games for understanding, adventure education, movement education)

Standard 8 Sources of Evidence

- KINE 1310 Study guide
- Note Catcher – Curriculum approaches
- PLC – Teaching with the Brain in Mind

Standard 8 Analysis

PLC, Note Catcher, and the KINE 1310 study guide offer evidence that teacher candidates understand and use a variety of instructional strategies to inspire learners to develop deeper understanding of content areas, to make school and home connections, and to improve skills to apply knowledge in meaningful ways to advance the discipline.

Standard 8	Does Not Meet Standard	Meets Standard
Instructional Strategies		X

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

- 9(a) The teacher knows how one's own personal skillful movement, physical activity, exercise, and fitness competence and understands its impact on teaching and student motivation.

Performance

- 9(b) The teacher reflects on one's own personal skillful movement, physical activity, exercise, and fitness competence and its impact on teaching and student motivation.

Standard 9 Sources of Evidence

- Candidate lesson reflection
- Candidate teaching journal – Scooter
- Course syllabi

Standard 9 Analysis

Evidence offered support that teacher candidates engage in ongoing professional learning and use evidence to continually evaluate their own practice, with attention on the effects of their choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of every learner.

Standard 9 Professional Learning and Ethical Practice	Does Not Meet Standard	Meets Standard
		X

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

- 10(a) The teacher knows how to promote and advocate for healthy active schools involving physical education, physical activity before, during, and after the school day, and staff, family and community involvement.
- 10(b) The teacher knows how to promote and advocate for physical education and physical activity to students, staff, administrators, parents, school boards and community partners.

Performance

- 10(c) The teacher demonstrates a variety of strategies to promote and advocate for healthy active schools.

Standard 10 Sources of Evidence

- Coordinated school physical activity program
- Course syllabi
- Health Education Curriculum Analysis Tool/Physical Education Curriculum Analysis Tool (HECAT/PECAT)

Standard 10 Analysis

Evidence provided reveals that teacher candidates seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth and to advance the profession.

Standard 10	Does Not Meet Standard	Meets Standard
Leadership and Collaboration		X

Standard 11: Safety - The teacher provides a safe physical education learning environment.

Knowledge

- 11(a) The teacher understands the inherent risks involved in physical activity.
- 11(b) The teacher recognizes safety considerations when planning and providing instruction.
- 11(c) The teacher recognizes factors that influence safety in physical activity settings (e.g., skill, fitness, developmental level of students, equipment, attire, facilities, travel, and weather).
- 11(d) The teacher recognizes the level of supervision required for the health and safety of students in all locations (e.g., teaching areas, locker rooms, off-campus).
- 11(e) The teacher understands school policies regarding the emergency action plan, student injury medical treatment, and transportation.
- 11(f) The teacher understands the appropriate steps when responding to safety situations.
- 11(g) The teacher knows cardiopulmonary resuscitation (CPR) and first aid.

Performance

- 11(h) The teacher documents safety issues when planning and implementing instruction to ensure a safe learning environment.
- 11(i) The teacher informs students of the risks associated with physical activity.

- 11(j) The teacher instructs students in appropriate safety procedures for physical activity and corrects inappropriate actions.
- 11(k) The teacher identifies and corrects potential hazards in physical education and physical activity facilities and equipment.
- 11(l) The teacher maintains CPR and first aid certification.

Standard 11 Sources of Evidence

- Liability and safety capstone discussion
- Safety checklist
- Note Catcher chapter 5 reflection

Standard 11 Analysis

Evidence provided through liability and safety capstone discussion, safety checklist, and Note Catcher chapter 5 reflection show that teacher candidates provide a safe physical education learning environment.

Standard 11	Does Not Meet Standard	Meets Standard
Safety		X

Physical Education Standards Summary

Total Number of Standards	Does Not Meet Standard	Meets Standard
10	0	10

Areas for Consideration

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-
-

Recommended Action on Idaho Standards for Physical Education Teachers

- ☒ Approved
- ☐ Conditionally Approved
 - ☐ Insufficient Evidence
 - ☐ Lack of Completers
 - ☐ New Program
- ☐ Not Approved

IDAHO FOUNDATION STANDARDS FOR SCIENCE TEACHERS

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

- 1(a) The teacher knows how students use Science and Engineering Practices and Crosscutting Concepts to develop understanding of the Disciplinary Core Ideas.
- 1(b) The teacher knows common misconceptions and/or partial understandings of scientific disciplinary core ideas and how they develop and affect student learning.

Performance

- 1(c) The teacher addresses common misconceptions and/or partial understandings of scientific disciplinary core ideas as they develop and affect student learning.
- 1(d) The teacher utilizes Science and Engineering Practices and Crosscutting Concepts to develop student understanding of the Disciplinary Core Ideas.

Standard 1 Sources of Evidence

- Skill practice – Making connections and inferences
- Slides – Thinking and doing science
- Formative data analysis – student responses
- Evidence of student learning
- Evidence reflection
- Biology investigation: Bic pens and termite project
- Activity: Fields of science

Standard 1 Analysis

The included lesson plans, activities, and assessments provide evidence that teacher candidates understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 1	Does Not Meet Standard	Meets Standard
Learner Development		X

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

- 4(a) The teacher understands the Idaho State Science Standards within their appropriate certification, including all components.
- 4(b) The teacher is familiar with how history has shaped our current understanding of the nature of science and scientific processes.
- 4(c) The teacher understands the core ideas of their respective discipline (i.e., Disciplinary Core Ideas).
- 4(d) The teacher understands the interconnectedness among the science disciplines (i.e., Crosscutting Concepts).
- 4(e) The teacher understands the processes of science (i.e., Science and Engineering Practices).

Performance

- 4(f) The teacher designs and implements lessons (e.g., activities, demonstrations, laboratory and field activities) that align with Idaho State Science Standards within their appropriate certification.
- 4(g) The teacher uses diverse examples from history to teach how our current understanding of the nature of science and scientific processes has changed.
- 4(h) The teacher uses the core ideas of their respective discipline (i.e., Disciplinary Core Ideas) to design and implement lessons.
- 4(i) The teacher designs and implements lessons (e.g., activities, demonstrations, laboratory and field activities) that align with Idaho State Science Standards within their appropriate certification.
- 4(j) The teacher models and guides students in the use of the processes of science. (i.e., Science and Engineering Practices).

Standard 4 Sources of Evidence

- Middle level candidate summary
- Discussion posts – Two science candidates
- Unpacking standards: Science candidate examples
- Student Fall 2020 online exam
- Lesson plan: Nuclear decay with history of a guest star reading

- Activity – Earth’s early atmosphere
- Protein synthesis escape room
- Activity – Science in the real world
- Biology investigation: Bic pens and termite project
- Lesson plan – Newton’s Second Law
- Genetic modification reading lesson plan
- Candidate standards alignment chart

Standard 4 Analysis

The included lesson plans, activities, and assessments provide evidence that teacher candidates understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 4	Does Not Meet Standard	Meets Standard
Content Knowledge		X

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

- 5(a) The teacher knows how to apply science and engineering practices to propose, investigate, and evaluate possible solutions to problems.

Performance

- 5(b) The teacher designs opportunities to apply science and engineering practices to propose, investigate, and evaluate possible solutions to problems.

Standard 5 Sources of Evidence

- Lesson plan: Light waves
- Protein synthesis escape room
- Communicating results – Photosynthesis lab
- Biology student project

Standard 5 Analysis

The included lesson plans, activities, and assessments provide evidence that teacher candidates understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 5 Application of Content	Does Not Meet Standard	Meets Standard
		X

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

- 8(a) The teacher understands how to implement Science and Engineering Practices in instructional planning.
- 8(b) The teacher understands how to use research based best practices to engage a diverse group of students in learning science (e.g., project-based learning, 5E Instruction, place-based).
- 8(c) The teacher understands how to apply mathematics and technology to analyze, interpret, and display scientific data.
- 8(d) The teacher understands technical writing as a way to communicate science concepts and processes.

Performance

- 8(e) The teacher implements Science and Engineering Practices in instructional planning.
- 8(f) The teacher uses research based practices to engage a diverse group of students in learning science (e.g., project-based learning, 5E Instruction, place-based).
- 8(g) The teacher designs lessons which allow students to utilize mathematics and technology to analyze, interpret, and display scientific data.

Standard 8 Sources of Evidence

- Teacher instruction – Science station set-up
- Writing lesson plan grading rubric
- Lesson plan – genetics close reading
- Lesson plan – buoyancy and writing scientific notation
- Lesson reflection
- Lesson plan – total magnification

- Lesson Plan – Newton’s Second Law
- Biology student project

Standard 8 Analysis

The included lesson plans, activities, and assessments provide evidence that teacher candidates understand how teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 8	Does Not Meet Standard	Meets Standard
Instructional Strategies		X

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

- 9(a) The teacher understands the importance of keeping current on research related to how students learn science.
- 9(b) The teacher understands the importance of keeping current on scientific research findings.

Performance

- 9(c) The teacher incorporates current research related to student learning of science into instructional design.
- 9(d) The teacher incorporates current scientific research findings into instructional design.

Standard 9 Sources of Evidence

- Candidate samples – Journal review articles
- Next Generation Science Standards (NGSS) Best Practices
- Lesson Plan – Buoyancy and writing scientific notation
- Protein synthesis escape room
- Biology investigation - Bic pens and termite project
- Prep slides – Changing atmosphere project

Standard 9 Analysis

The included lesson plans, sample work, and activities provide evidence that teacher candidates engage in ongoing professional learning and use evidence to continually evaluate his/her

practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 9 Professional Learning and Ethical Practice	Does Not Meet Standard	Meets Standard
		X

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Standard 11: Safety - The science teacher demonstrates and maintains chemical safety, safety procedures, and the ethical treatment of living organisms needed in the science classroom appropriate to their area of licensure.

Knowledge

- 11(a) The teacher knows how to design activities that demonstrate the safe and proper techniques for the preparation, storage, dispensing, supervision/inventory, and disposal of all materials used within their subject area science instruction.
- 11(b) The teacher understands how to design activities that demonstrate an ability to implement emergency procedures and the maintenance of safety equipment, policies and procedures that comply with established state and/or national guidelines.
- 11(c) The teacher understands how to ensure safe science activities appropriate for the abilities of all students.
- 11(d) The teacher understands how to design activities that demonstrate ethical decision-making with respect to the treatment of all living organisms in and out of the classroom. They emphasize safe, humane, and ethical treatment of animals and comply with the legal restrictions on the collection, keeping, and use of living organisms.
- 11(e) The teacher knows how to evaluate a facility for compliance with safety regulations.
- 11(f) The teacher knows how to procure and use Material Safety Data Sheets (MSDS).

Performance

- 11(g) The teacher designs activities that demonstrate the safe and proper techniques for the preparation, storage, dispensing, supervision/inventory, and disposal of all materials used within their subject area science instruction.
- 11(h) The teacher designs activities that demonstrate an ability to implement emergency procedures and the maintenance of safety equipment, policies and procedures that comply with established state and/or national guidelines.
- 11(i) The teacher ensures safe science activities appropriate for the abilities of all students.

- 11(j) The teacher designs activities that demonstrate ethical decision-making with respect to the treatment of all living organisms in and out of the classroom. They emphasize safe, humane, and ethical treatment of animals and comply with the legal restrictions on the collection, keeping, and use of living organisms.
- 11(k) The teacher demonstrates the ability to evaluate a facility for compliance to safety regulations.
- 11(l) The teacher demonstrates the ability to procure and use Material Safety Data Sheet (MSDS).

Standard 11 Sources of Evidence

- Lab safety quiz
- Classroom management plan
- Lab safety assessment
- Lesson plan – Needs of living things
- Ecology Internet lab
- News report and accompanying discussion slide
- Lab safety evaluation
- Egg Lab – Diffusion Osmosis and Fetal Alcohol Syndrome (FAS)
- Lesson plan – Combustion lab
- Lesson plan – Trout dissection

Standard 11 Analysis

The included lesson plans, behavior plans, assessments, sample work, and activities provide evidence that the candidate science teacher demonstrates and maintains chemical safety, safety procedures, and the ethical treatment of living organisms needed in the science classroom appropriate to their area of licensure.

Standard 11	Does Not Meet Standard	Meets Standard
Safety		X

Standard 12: Laboratory and Field Activities - The science teacher demonstrates competence in conducting laboratory, and field activities.

Knowledge

- 12(a) The teacher knows a variety of laboratory and field techniques appropriate to their content area.
- 12(b) The teacher knows a variety of strategies to develop students' laboratory and field skills.

Performance

- 12(c) The teacher engages students in a variety of laboratory and field techniques appropriate to their content area.
- 12(d) The teacher uses a variety of instructional strategies in laboratory and field experiences to engage students in developing their understanding of the natural world.

Standard 12 Sources of Evidence

- Microscopy-based assignment
- Lesson plan – Free fall lab
- DNA extraction lab
- Prep slides – Changing atmosphere project
- Student teaching journal
- Chicken wing lab
- Lesson plans – Linear motion Graphs review, Intro to Kinematic equation

Standard 12 Analysis

The included lesson plans, journal entries, slides, sample work, and activities provide evidence that the candidate science teacher demonstrates competence in conducting laboratory and field activities.

Standard 12	Does Not Meet Standard	Meets Standard
Laboratory and Field Activities		X

Science Foundation Standards Summary

Total Number of Standards	Does Not Meet Standard	Meets Standard
7	0	7

Areas for Consideration

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-
-

Recommended Action on Idaho Foundation Standards for Science Teachers

- ☒ Approved
- ☐ Conditionally Approved
 - ☐ Insufficient Evidence
 - ☐ Lack of Completers
 - ☐ New Program
- ☐ Not Approved

IDAHO STANDARDS FOR BIOLOGY TEACHERS

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

- 4(a) The teacher understands the major underlying theories and principles of molecular and organismal biology, including: structure and function, growth and development, and organization for matter and energy flow.
- 4(b) The teacher understands the major underlying theories and principles of ecosystems including: interdependent relationships; cycles of energy and matter transfer; the relationship among dynamics, function, and resilience; and social interactions and group behavior.
- 4(c) The teacher understands the major underlying theories and principles of heredity, including structure and function of DNA, and inheritance and variation of traits.
- 4(d) The teacher understands the major underlying theories and principles of biological adaptation; including evidence of common ancestry and diversity, natural selection, adaptation, and biodiversity and humans.

Performance

- 4(e) The teacher develops lessons based on the major underlying theories and principles of molecular and organismal biology including: structure and function, growth and development, and organization for matter and energy flow.
- 4(f) The teacher develops lessons based on the major underlying theories and principles of ecosystems including: interdependent relationships; cycles of energy and matter transfer; the relationship among dynamics, function, and resilience; and social interactions and group behavior.

- 4(g) The teacher develops lessons based on the major underlying theories and principles of heredity; including structure and function of DNA, and inheritance and variation of traits.
- 4(h) The teacher develops lessons based on the major underlying theories and principles of biological adaptation; including evidence of common ancestry and diversity, natural selection, adaptation, and biodiversity and humans.

Standard 4 Sources of Evidence

- Various example exams created by candidates
- Half the world project
- Student example – Report pedigree
- Phylogeny assignment
- Modeling migration
- Lesson plan – Cell exploration activities
- Lesson plan – Cell transport
- Lesson plan – Specialized cells
- Lesson plan – Making connections on how energy is passed
- Lesson plan – Genetics
- Evidence of student learning entries

Standard 4 Analysis

The included lesson plans, journal entries, slides, sample work, and activities provide evidence candidates understand the central concepts, tools of inquiry, and structures of Biology, and they teach and create learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 4	Does Not Meet Standard	Meets Standard
Content Knowledge		X

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Biology Standards Summary

Total Number of Standards	Does Not Meet Standard	Meets Standard
1	0	1

Areas for Consideration

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-
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Recommended Action on Idaho Standards for Biology Teachers

- ☒ Approved
- ☐ Conditionally Approved
- ☐ Insufficient Evidence
 - ☐ Lack of Completers
 - ☐ New Program
- ☐ Not Approved

IDAHO STANDARDS FOR CHEMISTRY TEACHERS

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

- 4(a) The teacher has a broad knowledge of mathematical principles and is familiar with the connections that exist between mathematics and chemistry.
- 4(b) The teacher understands fundamental structures of atoms and molecules.
- 4(c) The teacher understands basic principles of ionic, covalent, and metallic bonding.
- 4(d) The teacher understands periodicity of physical and chemical properties of elements.
- 4(e) The teacher understands laws of conservation of matter and energy.
- 4(f) The teacher understands fundamentals of chemical kinetics, equilibrium and thermodynamics.
- 4(g) The teacher understands kinetic molecular theory and gas laws.
- 4(h) The teacher understands mole concept, stoichiometry, and laws of composition.
- 4(i) The teacher understands solutions and colligative properties.
- 4(j) The teacher understands acids/base chemistry.
- 4(k) The teacher understands fundamental oxidation-reduction chemistry.
- 4(l) The teacher understands fundamental organic chemistry and biochemistry.
- 4(m) The teacher understands applications of chemistry in personal and community health and environmental quality.
- 4(n) The teacher understands fundamentals of nuclear chemistry.
- 4(o) The teacher understands the importance of accuracy and precision in measurements.

- 4(p) The teacher understands the language and symbols of chemistry, including the symbols of elements and the procedures for naming compounds and determining chemical formulas.
- 4(q) The teacher understands the different types of chemical reactions.
- 4(r) The teacher understands symbolic and particulate models and how they can be used to interpret and explain macroscopic observations.

Performance

- 4(s) The teacher models the application of mathematical principles and the connections that exist between mathematics and chemistry.
- 4(t) The teacher demonstrates their knowledge of fundamental structures of atoms and molecules.
- 4(u) The teacher applies the basic principles of ionic, covalent, and metallic bonding.
- 4(v) The teacher utilizes the periodic table to predict the physical and chemical properties of elements (e.g. ionization energy, atomic radius, types of bonding).
- 4(w) The teacher illustrates the laws of conservation of matter and energy qualitatively and quantitatively (e.g. balancing chemical equations, enthalpy calculations).
- 4(x) The teacher applies the scientific principles and evidence of chemical kinetics, equilibrium and thermodynamics to the behavior of matter.
- 4(y) The teacher is able to use Kinetic Molecular Theory and concepts of intermolecular forces to make predictions about the macroscopic properties of gases, including both ideal and nonideal.
- 4(z) The teacher can apply the mole concept, stoichiometry, and laws of composition (e.g. converting moles to mass).
- 4(aa) The teacher applies the concepts of solution chemistry (e.g. calculate and prepare solutions at precise concentrations, colligative properties).
- 4(bb) The teacher applies the concepts of acids/base chemistry to predict properties and reactions.
- 4(cc) The teacher is able to identify oxidation-reduction reactions and justify the identification in terms of electron transfer.
- 4(dd) The teacher demonstrates an understanding of the fundamental ideas of organic chemistry and how they relate to biochemistry.
- 4(ee) The teacher relates the fundamental principles of chemistry to personal and community health and environmental quality.
- 4(ff) The teacher can develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.

- 4(gg) The teacher applies accuracy and precision to their measurements and calculations.
- 4(hh) The teacher applies the language and symbols of chemistry, including the symbols of elements and the procedures for naming compounds and determining chemical formulas.
- 4(ii) The teacher categorizes and identifies a variety of chemical reaction types.
- 4(jj) The teacher can utilize symbolic and particulate models to interpret and explain macroscopic observations.

Standard 4 Sources of Evidence

- NNU coursework, final exams, and associated worksheets
- Faculty interviews
- Lesson plans and journal entries shared by NNU faculty

Standard 4 Analysis

By completing the NNU coursework, final exams, and associated worksheets to proficiency level, it is apparent that the teacher candidate will understand the central concepts, tools of inquiry, and structures of Chemistry, and he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 4	Does Not Meet Standard	Meets Standard
Content Knowledge		X

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Chemistry Standards Summary

Total Number of Standards	Does Not Meet Standard	Meets Standard
1	0	1

Areas for Consideration

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-
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Recommended Action on Idaho Standards for Chemistry Teachers

- ☒ Approved
- ☐ Conditionally Approved
- ☐ Insufficient Evidence
 - ☐ Lack of Completers
 - ☐ New Program
- ☐ Not Approved

IDAHO STANDARDS FOR PHYSICS TEACHERS

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

- 4(a) The teacher understands electromagnetic and gravitational interactions as well as concepts of matter and energy to formulate a coherent understanding of the natural world.
- 4(b) The teacher understands the major concepts and principles of the basic areas of physics, including classical and quantum mechanics, thermodynamics, waves, optics, electricity, magnetism, and nuclear physics.
- 4(c) The teacher knows how to apply appropriate mathematical and problem solving principles including algebra, geometry, trigonometry, calculus, and statistics in the description of the physical world and is familiar with the connections between mathematics and physics.

Performance

- 4(d) The teacher develops and applies conceptual models to describe the natural world.
- 4(e) The teacher tests and evaluates physical models through direct comparison with the phenomena via laboratory and field activities and demonstrations.
- 4(f) The teacher utilizes the appropriate mathematical principles in examining and describing models for explaining physical phenomena.

Standard 4 Sources of Evidence

- Physics course work and final exams
- Physics students outcomes rubrics
- Lesson plan – Newton's Second Law
- Lesson plan – Work and power

- Lesson plan – Forces simulation
- Lesson plan - Free Fall lab
- Lesson plan – Projectile motion
- Lesson plan – Gravity and air resistance

Standard 4 Analysis

By completing the NNU coursework, final exams, and associated worksheets to proficiency level, along with the shared lesson plans, it is apparent that the teacher candidate understands the central concepts, tools of inquiry, and structures of Physics, and he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 4 Content Knowledge	Does Not Meet Standard	Meets Standard
		X

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Physics Standards Summary

Total Number of Standards	Does Not Meet Standard	Meets Standard
1	0	1

Areas for Consideration

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-
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Recommended Action on Idaho Standards for Physics Teachers

- ☒ Approved
- ☐ Conditionally Approved
- ☐ Insufficient Evidence
 - ☐ Lack of Completers
 - ☐ New Program
- ☐ Not Approved

IDAHO FOUNDATION STANDARDS FOR SOCIAL STUDIES TEACHERS

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

- 1(a) The teacher understands the influences that contribute to intellectual, social, and personal development.
- 1(b) The teacher understands the impact of learner environment on student learning.

Performance

- 1(c) The teacher provides opportunities for learners to engage in civic life, politics, and government.

Standard 1 Sources of Evidence

- EDUC 3920 Culture and emotions discussion board
- UDL unit accommodation plan
- EDUC 3195 development discussion board
- Engaging earnings discussion board
- Lesson plan - Civil rights and liberties
- Take Action projects
- Write to government activity
- Mock Supreme Court cases
- Candidate interviews
- Faculty interviews

Standard 1 Analysis

The evidence demonstrates that teacher candidates understand learner development. Discussion boards, unit and lesson plans, project designs, and faculty and candidate interviews confirm that candidates recognize that patterns of learning vary across cognitive, linguistic, social, emotional, and physical areas. Unit and lesson plans indicate that candidates implement developmentally appropriate and challenging learning experiences.

Standard 1	Does Not Meet Standard	Meets Standard
Learner Development		X

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

- 4(a) The teacher has a broad knowledge base of the social studies and related disciplines (e.g., history, economics, geography, political science, behavioral sciences, humanities).
- 4(b) The teacher understands how and why various governments and societies have changed over time.
- 4(c) The teacher understands how and why independent and interdependent systems of trade and production develop.
- 4(d) The teacher understands the impact that cultures, religions, technologies, social movements, economic systems, and other factors have on civilizations, including their own.
- 4(e) The teacher understands the responsibilities and rights of citizens in the United States of America's political system, and how citizens exercise those rights and participate in the system.
- 4(f) The teacher understands how geography affects relationships between people, and environments over time.
- 4(g) The teacher understands how to identify primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables, statistical data) in interpreting social studies concepts.

Performance

- 4(h) The teacher compares and contrasts various governments and cultures in terms of their diversity, commonalities, and interrelationships.
- 4(i) The teacher incorporates methods of inquiry and scholarly research into the curriculum.

Standard 4 Sources of Evidence

- Praxis® II pass rates
- HIS 1040 Exam
- GEOG/ POLS 3100 Exam
- GEOG 150 Why paper
- Lesson plan - Distribution of resources
- HIS 1030/1040 Exams

- POLS 1010 Paper
- Lesson plan – Civic virtue
- Lesson plan – Forms of government (12th grade)
- Inquiry lesson plan - Imperialism

Standard 4 Analysis

Praxis® II pass rates, course exams and papers, and lesson plans demonstrate that candidates understand the central concepts, tools of inquiry, and structures of the social studies discipline. Lesson plans demonstrate that candidates create learning experiences that make the discipline accessible and meaningful to the learner.

Standard 4	Does Not Meet Standard	Meets Standard
Content Knowledge		X

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

- 5(a) The teacher incorporates current events and historical knowledge, to guide learners as they predict how people from diverse global and cultural perspectives may experience and interpret the world around them.
- 5(b) The teacher understands how to effectively analyze the use of primary and secondary sources in interpreting social studies concepts.

Performance

- 5(c) The teacher demonstrates and applies chronological historical thinking.
- 5(d) The teacher integrates knowledge from the social studies in order to prepare learners to live in a world with limited resources, cultural pluralism, and increasing interdependence.
- 5(e) The teacher uses and interprets primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables) when presenting social studies concepts.

Standard 5 Sources of Evidence

- Lesson plan - CAP
- Lesson plan - Voting trends
- Lesson plan - Trail of Tears
- Lesson plan - Great Plains photo analysis
- HIS 1030/1040 Exams
- Lesson plan - Distribution of resources

- Who Wants to be a Millionaire review game

Standard 5 Analysis

The evidence indicates that candidates understand how to connect concepts and use differing perspectives to engage learners. Lesson plans demonstrate that candidates can engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 5	Does Not Meet Standard	Meets Standard
Application of Content		X

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

- 8(a) The teacher understands strategies for clear and coherent reading, speaking, listening, and writing within the context of social studies, consistent with approved 6-12 standards.

Performance

- 8(b) The teacher fosters clear and coherent learner reading, speaking, listening, and writing skills within the context of social studies, consistent with approved 6-12 standards.

Standard 8 Sources of Evidence

- Teacher Literacy Toolbox
- Content pedagogy paper
- Journal article reviews
- Lesson plan - Women's suffrage

Standard 8 Analysis

The evidence demonstrates that candidates use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and to apply knowledge meaningfully. Lesson plans, journal article reviews, and the teacher Literacy Toolbox demonstrate the application of varied and meaningful instructional strategies.

Standard 8	Does Not Meet Standard	Meets Standard
Instructional Strategies		X

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Social Studies Foundation Standards Summary

Total Number of Standards	Does Not Meet Standard	Meets Standard
4	0	4

Areas for Consideration

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Recommended Action on Idaho Foundation Standards for Social Studies Teachers

- ☒ Approved
- ☐ Conditionally Approved
- ☐ Insufficient Evidence
 - ☐ Lack of Completers
 - ☐ New Program
- ☐ Not Approved

IDAHO STANDARDS FOR AMERICAN GOVERNMENT/POLITICAL SCIENCE TEACHERS

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

- 4(a) The teacher understands the relationships between civic life, politics, and government.
- 4(b) The teacher understands the political spectrum and factors that affect individual political views and behavior.
- 4(c) The teacher understands the purpose and foundations of government and constitutional principles of the United States of America's political system.
- 4(d) The teacher understands the organization of local, state, federal, and tribal governments, how power has evolved, and how responsibilities are organized, distributed, shared, and limited as defined by the Constitution of the United States of America.
- 4(e) The teacher understands the importance of international relations (e.g., evolution of foreign policy, national interests, global perspectives, international involvements, human rights, economic impacts, environmental issues).
- 4(f) The teacher understands the role of elections, political parties, interest groups, media (including social), and public policy (foreign and domestic) in shaping the United States of America's political system.
- 4(g) The teacher understands the civic responsibilities and rights of all individuals in the United States of America (e.g., individual and community responsibilities, participation in the political process, rights and responsibilities of non-citizens, the electoral process).
- 4(h) The teacher understands different forms of government found throughout the world.

Performance

- 4(i) The teacher assists learners in developing an understanding of citizenship and promotes learner engagement in civic life, politics, and government.
- 4(j) The teacher demonstrates comprehension and analysis of the foundations and principles of the United States of America political system and the organization and formation of the United States of America government.
- 4(k) The teacher demonstrates comprehension and analysis of United States of America foreign policy and international relations.
- 4(l) The teacher integrates global perspectives and current events into the study of civics and government.
- 4(m) The teacher engages learners in civil discourse and promotes its use in a democratic society.

Standard 4 Sources of Evidence

- POLS 1030 Policy papers
- POLS 3610 Summary papers
- American government Praxis® II scores
- POLS 1010 Syllabus
- POLS 3610 Syllabus
- POLS 3610 Summary papers
- Lesson plan - Idaho Constitution
- Lesson Plan - Civic virtue
- Lesson Plan - Civil rights and liberties
- Lesson Plan - Student CAP presentations
- Lesson Plan - Forms of government
- Inquiry lesson plan - Imperialism

Standard 4 Analysis

Praxis® II pass rates, course syllabi and papers, and lesson plans demonstrate that candidates understand the central concepts, tools of inquiry, and structures of the American Government/Political Science discipline. Lesson plans demonstrate that candidates create learning experiences that make the discipline accessible and meaningful to the learner.

Standard 4	Does Not Meet Standard	Meets Standard
Content Knowledge		X

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

American Government/Political Science Standards Summary

Total Number of Standards	Does Not Meet Standard	Meets Standard
1	0	1

Areas for Consideration

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-
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Recommended Action on Idaho Standards for American Government/Political Science Teachers

- ☒ Approved
- ☐ Conditionally Approved
- ☐ Insufficient Evidence
 - ☐ Lack of Completers
 - ☐ New Program
- ☐ Not Approved

IDAHO STANDARDS FOR HISTORY TEACHERS

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

- 4(a) The teacher understands themes and concepts in history (e.g., exploration, expansion, migration, immigration).
- 4(b) The teacher understands the political, social, cultural, and economic responses to industrialization and technological innovation.
- 4(c) The teacher understands how international and domestic relations impacted the development of the United States of America.
- 4(d) The teacher understands how significant compromises, conflicts, and events defined and continue to define the United States of America.
- 4(e) The teacher understands the political, social, cultural, and economic development of the United States of America.
- 4(f) The teacher understands the political, social, cultural, and economic development of the peoples of the world.
- 4(g) The teacher understands the impact of gender, race, ethnicity, religion, and national origin on history.
- 4(h) The teacher understands the appropriate use of primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables, statistical data) in interpreting social studies concepts, historical perspectives, and biases.

Performance

- 4(i) The teacher makes chronological and thematic connections between political, social, cultural, and economic concepts.

- 4(j) The teacher incorporates the issues of gender, race, ethnicity, religion, and national origin into the examination of history.
- 4(k) The teacher facilitates student inquiry regarding international relationships.
- 4(l) The teacher relates the role of compromises and conflicts to continuity and change across time.
- 4(m) The teacher demonstrates an ability to research, analyze, evaluate, and interpret historical evidence.
- 4(n) The teacher incorporates the appropriate use of primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables, statistical data) in interpreting social studies concepts, historical perspectives, and biases.

Standard 4 Sources of Evidence

- History Praxis® II scores
- HIST 1030 Syllabus and perfect paragraph assignment
- HIST 1040 Syllabus and exam
- HIST 2040 Syllabus
- HIST 3480 Syllabus and short paper exemplar
- HIST 3390 Syllabus and exam
- Lesson plan - Imperialism
- Lesson plan - Rise of dictators
- Lesson plan – Women’s suffrage
- Inquiry lesson plan - Great Depression as a global event
- Lesson plan - Domino theory
- Lesson plan - Foreign policy
- Lesson plan - Alliance system

Standard 4 Analysis

Praxis® II pass rates, course syllabi, exams, and papers, and lesson plans provided by the EPP demonstrate that candidates understand the central concepts, tools of inquiry, and structures of the History discipline. Lesson plans demonstrate that candidates create learning experiences that make the discipline accessible and meaningful to the learner.

Standard 4	Does Not Meet Standard	Meets Standard
Content Knowledge		X

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

History Standards Summary

Total Number of Standards	Does Not Meet Standard	Meets Standard
1	0	1

Areas for Consideration

-
-
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Recommended Action on Idaho Standards for History Teachers

- ☒ Approved
- ☐ Conditionally Approved
- ☐ Insufficient Evidence
- ☐ Lack of Completers
- ☐ New Program
- ☐ Not Approved

IDAHO FOUNDATION STANDARDS FOR VISUAL AND PERFORMING ARTS TEACHERS

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

- 2(a) The teacher understands the impact of the arts on students with exceptional needs, including those associated with disabilities, giftedness, second language acquisition, and at-risk students.

Standard 2 Sources of Evidence

- Course syllabus with assignment directions
- Methods accommodation plan directions
- ELL case study slides – Candidate presentation
- Candidate interviews
- Cooperating teacher interviews

Standard 2 Analysis

The course syllabus and methods accommodation plan indicate teacher candidates will be able to understand learning needs and use strategies to meet those needs. The ELL slide show demonstrated understanding of SIOP strategies and how to use them in the elementary music ed classroom. There is evidence of knowledge but no evidence of application of accommodations or learning strategies to ensure that every learner has an inclusive learning environment to meet high standards. Interviewed candidates confirmed knowing about exceptional and ELL needs but the opportunities and/or strategies to relate it to the performing arts classroom were limited. Interviewed candidates confirmed they would like more time in the cultural diversity and ELL courses. Cooperating teacher interviews confirmed the teacher candidates understand the needs but demonstrate limited knowledge of application for accommodations and strategies.

Standard 2	Does Not Meet Standard	Meets Standard
Learning Differences		X

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

- 4(a) The teacher understands the history and foundation of arts education.
- 4(b) The teacher understands the processes and content of the arts discipline being taught.
- 4(c) The teacher understands how to observe, describe, interpret, critique, and assess the arts discipline being taught.
- 4(d) The teacher understands the cultural, historical, and contemporary contexts surrounding works of art.
- 4(e) The teacher understands that the arts communicate, challenge, and influence culture and society.
- 4(f) The teacher understands the aesthetic purposes of the arts and that arts involve a variety of perspectives and viewpoints.
- 4(g) The teacher understands how to select and evaluate a range of artistic subject matter and ideas appropriate for students' personal and/or career interests.
- 4(h) The teacher understands connections between art curriculum and vocational opportunities.

Performance

- 4(i) The teacher instructs, demonstrates, and models technical and expressive proficiency in the particular arts discipline being taught.

Standard 4 Sources of Evidence

- Course syllabus with assignment directions – Candidate examples of assignments
- Directions and rubric for content pedagogy essay – Candidate examples of assignment
- Cooperating teacher observations and feedback
- Music history paper rubric – Candidate examples
- Lesson plan template – Candidate examples
- Concert attendance and reflection – Candidate examples
- Various arts essay assignments – Candidate examples
- Candidate recital performance example
- Visual arts project examples

Standard 4 Analysis

The work samples, lesson plans, assignments, and essays provide evidence that teacher candidates understand the concepts, tools, and structures in creating learning experiences that will allow for mastery of content. The artifacts provide evidence of content knowledge specific to

the discipline being taught. The lesson plans provide evidence of interpreting and assessing in the content area. The student recital and visual art project examples models technical and expressive proficiency in their arts discipline. However, artifacts revealed limited areas of diversity and the influence on cultural contexts.

Standard 4	Does Not Meet Standard	Meets Standard
Content Knowledge		X

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

- 5(a) The teacher understands the relationships between the arts and how the arts are vital to all content areas.

Performance

- 5(b) The teacher engages students in identifying relationships between the arts and other content areas.
- 5(c) The teacher instructs students in making observations, interpretations, and judgments about their own artworks and the works of other artists.

Standard 5 Sources of Evidence

- Performing arts paper – Candidate examples
- Secondary methods unit rubric – Unit alignment candidate examples
- Connecting literacy to content assignment and rubric – Candidate lesson plan
- Visual arts project assignments – Candidate examples
- Faculty interviews

Standard 5 Analysis

The writing and music Lesson plan and rubric shows evidence of identifying the arts to other content areas. The visual art portrait assignment and the concert papers showed evidence of teacher candidates in making observations, interpretations, and judgements about their own artwork and the artwork of others. Interviews of EPP teacher leads showed more evidence of the application of content in the classroom in the teacher candidates' portfolios. Relating content to local and global issues lacked in demonstration.

Standard 5	Does Not Meet Standard	Meets Standard
Application of Content		X

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

- 6(a) The teacher understands assessment strategies specific to creating, performing, and responding.
- 6(b) The teacher understands how arts assessments strategies (e.g., portfolio, critique, performance/presentation) specific to the arts enhance evaluation, as well as student knowledge and performance.

Performance

- 6(c) The teacher assesses student work specific to creating, performing, and responding.

Standard 6 Sources of Evidence

- Music methods assessment plan – Candidate examples
- Concert reflection
- Playing test assessment
- Principles of Art project rubric
- Graphic design candidate portfolio

Standard 6 Analysis

Evidence included multiple methods of assessments. The assessment plan on dynamics, tempo, etc., using the 1812 Overture, was most specific to creating, performing, and responding because of the clarity of the connection to the standards. The Music P-12 learning assignment showed clear evidence of using multiple methods of assessments with activities that engaged learners. The reflection piece showed evidence in guiding the teacher candidate to monitor the learner's progress and make changes as necessary.

Standard 6	Does Not Meet Standard	Meets Standard
Assessment		X

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

- 7(a) The teacher understands that instructional planning for the arts teacher includes acquisition and management of materials, technology, equipment, and use of physical space.

Standard 7 Sources of Evidence

- Budget plan for middle school band program
- List of materials and tools needed for the secondary art room
- Classroom management plan

Standard 7 Analysis

Evidence provided indicates the teacher candidate understands management of materials, equipment, and the use of physical space as applied to the visual and performing arts program area.

Standard 7	Does Not Meet Standard	Meets Standard
Planning for Instruction		X

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

- 9(a) The teacher understands regulations regarding copyright laws.

Standard 9 Sources of Evidence

- Presentation slides of copyright laws and corresponding quiz
- Copyright basics assignment – Candidate “take away” example
- Olympic symbol assignment – Candidate example
- Attendance at Idaho Music Educators Association (IMEA) State Conference – Candidate reflection

Standard 9 Analysis

The presentation slides, copyright basics reflection, and Olympic project assessment provide evidence that teacher candidates understand regulations regarding copyright laws in ethical practice. Candidates attending the IMEA conference and writing a reflection on sessions provide evidence in engaging in professional learning and evaluation of practice.

Standard 8	Does Not Meet Standard	Meets Standard
Professional Learning and Ethical Practice		X

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

- 10(a) The teacher understands appropriate administrative, financial, management, and organizational aspects specific to the school/district arts program and its community partners.
- 10(b) The teacher understands the unique relationships between the arts and their audiences.

Performance

- 10(c) The teacher promotes the arts for the enhancement of the school, the community, and society.
- 10(d) The teacher selects and creates art exhibits and performances that are appropriate for different audiences.

Standard 10 Sources of Evidence

- Budget assignment – Candidate example
- Fundraiser assignment – Candidate example
- P-12 learning student teaching
- Fall concert YouTube example
- Studio practice artwork and influences artifact

Standard 10 Analysis

Budget and fundraising assignments provide evidence that the teacher candidate understands the financial management and organization aspects specific to arts programs. The P-12 learning example demonstrates collaboration with learners, colleagues, and the cooperative teacher, in advancing the profession. The fall concert excerpt and the studio project are indicative of art exhibits and performance. The print magazine cover project shows respect for the audience it is intended to reach. The evidence also suggests that the program may need to consider increased exposure to arts advocacy and community engagement to increase the understanding of the promotion and enhancement of the arts, community partnerships, and audiences.

Standard 10	Does Not Meet Standard	Meets Standard
Leadership and Collaboration		X

Standard 11: Safety and Management - The teacher creates a safe, productive physical learning environment, including management of tools, supplies, equipment, and space.

Knowledge

- 11(a) The teacher knows the procedures for safely handling, operating, storing, and maintaining the tools and equipment appropriate to his or her arts discipline.
- 11(b) The teacher understands the use and management of necessary performance and exhibit tools and equipment specific to his or her discipline.

Performance

- 11(c) The teacher established procedures that ensure students have the skills and knowledge necessary to accomplish tasks safely.
- 11(d) The teacher manages the simultaneous activities that take place daily in the arts classroom.

Standard 11 Sources of Evidence

- Art syllabus
- Materials and tools for secondary art room
- Classroom management plan
- Woodshop safety protocols
- Conversation, Help, Activity, Movement, Participation, Success (CHAMPS) classroom management model
- Rhythm stations lesson

Standard 11 Analysis

Work samples, management plans, and safety protocols provide evidence that teacher candidates have planned to create a safe learning environment, including management of tools and supplies. The lesson plan and CHAMPS model provide evidence for the management of simultaneous activities and establishment of procedures.

Standard 11	Does Not Meet Standard	Meets Standard
Safety and Management		X

Visual and Performing Arts Foundation Standards Summary

Total Number of Standards	Does Not Meet Standard	Meets Standard
8	0	8

Areas for Consideration

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Recommended Action on Idaho Foundation Standards for Visual and Performing Arts Teachers

- ☒ Approved
- ☐ Conditionally Approved
- ☐ Insufficient Evidence
 - ☐ Lack of Completers
 - ☐ New Program
- ☐ Not Approved

IDAHO STANDARDS FOR MUSIC TEACHERS

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Performance

- 4(a) The teacher is able to prepare students for musical performance, including:
 - Singing, alone and with others, a varied repertoire of music.
 - Performing on instruments, alone and with others, a varied repertoire of music.
 - Reading and notating music
- 4(b) The teacher is able to teach students how to create music, including:
 - Improvising melodies, variations, and accompaniments.
 - Composing and arranging music within specified guidelines.
- 4(c) The teacher is able to prepare students to respond to musical works, including the following:
 - Listening to, analyzing, and describing music.
 - Evaluating music and music performances.
- 4(d) The teacher is able to prepare students to make musical connections, including:
 - Understanding relationships between music, the other arts, and disciplines outside the arts.
 - Understanding music in relation to history and culture.

Standard 4 Sources of Evidence

- Music course descriptions and syllabi
- Lesson plans

- Concert recordings
- Sample scorings
- *Music connection reflection*
- *Jazz lesson*
- *Los Machetes Folk dance lesson*
- Music theory composition project
- Music history research paper
- Candidate reflections of lesson plans and concert attendance

Standard 4 Analysis

The course descriptions provide a clear learning path for teacher candidates. The work samples, lesson plans, student reflections, music theory projects, and history papers provide evidence that the teacher candidate understands the central concepts needed to prepare students for musical performance, creating music, responding to music, and making those connections. The music connection reflection, jazz lesson, and the Los Machetes Folk dance lesson evidence the connection of music in relation to history, culture, and the arts. The dance, folk music, and combining choir and drama indicates the teacher candidate understands the relationship between music and the other arts.

Standard 4	Does Not Meet Standard	Meets Standard
Content Knowledge		X

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Performance

- 5(a) The teacher is able to demonstrate how to apply music content knowledge in the following settings: general music, music theory, music technology, guitar, keyboard, and performing ensembles.

Standard 5 Sources of Evidence

- Music course descriptions and syllabi
- Music theory final project
- Lesson plans
- Candidate reflection
- Instructional model toolkit
- P-12 student teacher summary

Standard 5 Analysis

The course descriptions and the work samples submitted provide evidence that teacher candidates can apply their music content knowledge in a variety of settings. Participation in performing ensembles is a requirement and the student reflection sample provides evidence of the connection between participation in an ensemble and the routines and execution of a music class.

Standard 5	Does Not Meet Standard	Meets Standard
Application of Content		X

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Summary

Total Number of Standards	Does Not Meet Standard	Meets Standard
2	0	2

Areas for Consideration

-
-
-

Recommended Action on Idaho Standards for Music Teachers

- ☒ Approved
- ☐ Conditionally Approved
 - ☐ Insufficient Evidence
 - ☐ Lack of Completers
 - ☐ New Program
- ☐ Not Approved

IDAHO STANDARDS FOR VISUAL ARTS TEACHERS

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

- 4(a) The teacher understands a variety of media, styles, and techniques in multiple art forms.
- 4(b) The teacher has knowledge of individual artists' styles and understands the historical and contemporary movements and cultural contexts of those works.
- 4(c) The teacher understands the elements and principles of art and how they relate to art making and art criticism.
- 4(d) The teacher understands how to use the creative process (brainstorm, research, rough sketch, final product, and reflection).
- 4(e) The teacher understands the value of visual arts as they relate to everyday experiences.

Performance

- 4(f) The teacher applies a variety of media, styles, and techniques in multiple art forms.
- 4(g) The teacher instructs students in individual artist styles and understands historical and contemporary movements and cultural contexts of those works.
- 4(h) The teacher applies the elements and principles of art and how they relate to art making and art criticism.
- 4(i) The teacher demonstrates how to use the creative process (brainstorm, research, rough sketch, final product).
- 4(j) The teacher provides opportunities for students to collect work over time (portfolio) to reflect on their progress, and to exhibit their work.

Standard 4 Sources of Evidence

- Visual arts course descriptions and syllabi
- Lesson plans
- Final projects
- Candidates' student work samples

Standard 4 Analysis

The course descriptions provide a clear learning path for teacher candidates. The work samples, lesson plans, and final projects provide evidence that teacher candidates understand a variety of media, styles, and techniques in multiple art forms. The art history essay provides understanding of individual artists' styles. The elements and principles of design lesson plan provides evidence for both the understanding of the principles but also how to relate it to the creative process. The student work examples from Fairmont Junior High demonstrate the application in the classroom.

Standard 4	Does Not Meet Standard	Meets Standard
Content Knowledge		X

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Visual Arts Standards Summary

Total Number of Standards	Does Not Meet Standard	Meets Standard
1	0	1

Areas for Consideration

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-
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Recommended Action on Idaho Standards for Visual Arts Teachers

- ☒ Approved
- ☐ Conditionally Approved
- ☐ Insufficient Evidence
 - ☐ Lack of Completers
 - ☐ New Program
- ☐ Not Approved

IDAHO STANDARDS FOR WORLD LANGUAGES TEACHERS

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

- 1(a) The teacher understands that the process of second language acquisition includes a variety of skills within the presentational, interpretive, and interpersonal modes of communication.
- 1(b) The teacher understands that cultural knowledge is essential for the development of second language acquisition.
- 1(c) The teacher knows the methodologies and theories specific to second language acquisition.
- 1(d) The teacher understands the learner development process from novice to advanced levels of language proficiency.

Performance

- 1(e) The teacher uses a variety of skills within the presentational, interpretive, and interpersonal modes of communication.
- 1(f) The teacher integrates cultural knowledge into all language development.
- 1(g) The teacher integrates the language theories for first and second language acquisition related to cognitive development in order to facilitate language growth.

Standard 1 Sources of Evidence

- EDUC 3150 Course syllabus
- Course assignment description: ELP case study, SIOP summary
- Teacher candidate artifacts: SIOP summary, pedagogy paper, Discussion 7 incorporating differentiation

Standard 1 Analysis

Course syllabi, specific course assignments, and teacher candidate artifacts provide evidence that teacher candidates understand how learners grow and develop, that they do recognize patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and that they design and implement developmentally appropriate and challenging learning experiences. The EPP addressed each indicator associated with standard one. The evidence spanned time, included program design, and documented candidate work.

Standard 1	Does Not Meet Standard	Meets Standard
Learner Development		X

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

- 2(a) The teacher understands sociolinguistic factors such as gender, age, socioeconomic background, ethnicity, sexual orientation, religious beliefs that affect how individuals perceive and relate to their own culture and language and that of the second culture and language.
- 2(b) The teacher understands students' individual needs and how they affect the process of second language acquisition.

Performance

- 2(c) The teacher incorporates learning activities that enable students to identify how their perception of the target culture(s) compares with their own.
- 2(d) The teacher differentiates instruction to address the diverse needs of individual students' second language acquisition.

Standard 2 Sources of Evidence

- EDUC 3150 Course syllabus
- Teacher candidate artifacts: Lesson plans with accommodations and differentiation; ELP presentations; Online discussion forums; Discussion 7 making accommodations
- Course rubric: UDL rubric
- Course assignment prompt for online discussions

Standard 2 Analysis

Course syllabus, teacher candidate artifacts, course rubrics, and course assignment descriptions provide evidence that teacher candidates use their understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards in the world language classroom.

Standard 2	Does Not Meet Standard	Meets Standard
Learning Differences		X

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

- 3(a) The teacher understands that students thrive in a low affective filter learning environment.
- 3(b) The teacher knows current practices of classroom management techniques (e.g., comprehensible input and output) that successfully allow for a variety of activities that take place in a world language classroom.

Performance

- 3(c) The teacher implements strategies that encourage a low affective filter, such as group/pair work, focused practice, positive error correction, and classroom management techniques that use current research-based practices to facilitate group/pair interactions and maintain a positive flow of instruction.
- 3(d) The teacher implements current best practices of classroom management techniques (e.g., comprehensible input and output) that successfully allow for a variety of activities that take place in a world language classroom.

Standard 3 Sources of Evidence

- Teacher candidate artifacts: Lesson plans, UDL project, pedagogy paper
- UDL project description

Standard 3 Analysis

Course specific assignments and teacher candidate artifacts demonstrate design and performance evidence that teacher candidates work together with others to create environments that support individual and collaborative learning, and that they work to encourage positive social interaction, active engagement in learning, and self-motivation in their world language classroom.

Standard 3	Does Not Meet Standard	Meets Standard
Learning Environments		X

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

- 4(a) The teacher knows the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency Guidelines for language skills according to interpretive, presentational, and interpersonal modes.
- 4(b) The teacher knows the cultural perspectives as they are reflected in the target language.
- 4(c) The teacher understands key linguistic structures (e.g., phonetics, morphology, semantics, syntax, pragmatics) particular to the target language.
- 4(d) The teacher knows the history, arts, and literature of the target culture(s).
- 4(e) The teacher knows the current social, political, and economic realities of the countries related to the target language.
- 4(f) The teacher understands how the target language and culture perceives and is perceived by other languages and cultures.
- 4(g) The teacher understands the stereotypes held by both the U.S. and target cultures and the impacts of those beliefs.

Performance

- 4(h) The teacher demonstrates advanced level performance according to interpretive, presentational, and interpersonal modes as defined by ACTFL.
- 4(i) The teacher integrates language skills and cultural knowledge in the target language within the presentational, interpretive, and interpersonal modes of communication.
- 4(j) The teacher advocates for the value and benefits of world language learning to education stakeholders.
- 4(k) The teacher uses the target language in presentational, interpretive, and interpersonal modes of communication and provides opportunities for the students to do so.
- 4(l) The teacher provides opportunities to communicate in the target language in meaningful, purposeful activities that simulate real-life situations.
- 4(m) The teacher systematically incorporates culture into instruction.
- 4(n) The teacher incorporates how the target language/culture perceives and is perceived by other languages and cultures.
- 4(o) The teacher demonstrates how culture and language are intrinsically connected.
- 4(p) The teacher demonstrates the way(s) in which key linguistic structures, including phonetics, morphology, semantics, syntax, and pragmatics, particular to the target language, compare to English communication patterns.

Standard 4 Sources of Evidence

- SPAN 1020/2020/3094/3310 and EDUC 3630 Course syllabi

- Course assignment descriptions, cultural competency requirement, la familia description
- Praxis® II pass rates in content area exam; tracking data on candidates
- Teacher candidate artifacts: Lesson plans; course discussions, essay in world languages, language test scores, “Obra Maestra” presentation
- Student teacher evaluations, observations, reflections

Standard 4 Analysis

Course syllabi and course assignment descriptions, Praxis® II pass rates, course exams, papers and projects, lesson plans, and teacher evaluations demonstrate that teacher candidates understand the central concepts, tools of inquiry, and structures of the world language discipline. Lesson plans, reflections, and teacher evaluations demonstrate that candidates create learning experiences that make the discipline accessible and meaningful to the learner.

Standard 4	Does Not Meet Standard	Meets Standard
Content Knowledge		X

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Performance

- 5(a) The teacher uses a variety of techniques to foster proficiency within the target language such as dialogues, songs, open-ended inquiry, non-verbal techniques, guided questions, modeling, role-playing, and storytelling.

Standard 5 Sources of Evidence

- Teacher candidate lesson plans: Spelling changes (interviews and exit tickets), preterit lesson plan (student generated summary; music)
- Teacher candidate lesson slides: Career opportunity rap, buddy pairing dialogue; affirmative skit teaching slides, student teaching slides: affirmative/negative
- Teacher candidate classroom project: Stem Changing Verbs board game

Standard 5 Analysis

Teacher candidate lesson plans, lesson slides, and classroom project offer evidence that teacher candidates understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues as related to teaching world languages. The performance evidence demonstrates that teacher candidates use a variety of techniques to foster proficiency within the target language.

Standard 5	Does Not Meet Standard	Meets Standard
Application of Content		X

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

- 6(a) The teacher knows the NCSSFL-ACTFL Can Do Statements and ACTFL Performance Descriptors according to the interpretive, interpersonal and presentational modes for a variety of skills (e.g., listening, speaking, reading, writing, signing).

Performance

- 6(b) The teacher uses the NCSSFL-ACTFL Can Do Statements and ACTFL Performance Descriptors according to the interpretive, interpersonal and presentational modes for a variety of skills (e.g., listening, speaking, reading, writing, signing) to create proficiency-based to create proficiency-based formative and summative assessments.

Standard 6 Sources of Evidence

- Teacher candidate artifacts:
 - Spanish 6-12 content test
 - French culture lesson plan
 - Secondary instructional unit overview
 - Fiesta de Cumpleanos unit
 - UbD unit sketch
- Course assignment project description and rubric: English Language Proficiency (ELP) case study elementary and secondary

Standard 6 Analysis

Course specific assignment descriptions and rubrics, and multiple teacher candidate classroom artifacts demonstrate design and performance evidence that the teacher candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the world language teacher's and learner's decision making.

Standard 6	Does Not Meet Standard	Meets Standard
Assessment		X

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum,

cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

- 7(a) The teacher understands how to incorporate the ACTFL Standards of communication, cultures, connections, comparisons, and communities into instructional planning.
- 7(b) The teacher knows how to design lesson plans based on ACTFL Standards, research-based practices, and a variety of proficiency guidelines that enhance student understanding of the target language and culture.
- 7(c) The teacher knows how to design lesson plans that incorporate the scaffolding necessary to progress from basic level skills to appropriate critical and higher order thinking skills.
- 7(d) The teacher understands the relationship of a variety of well-articulated, sequential, and developmentally appropriate language outcomes and language program models.
- 7(e) The teacher knows how to create organized and cohesive curriculum towards successful second language acquisition.

Performance

- 7(f) The teacher incorporates the ACTFL Standards of communication, cultures, connections, comparisons, and communities into instructional planning.
- 7(g) The teacher designs lesson plans based on ACTFL Standards, research-based practices, and a variety of proficiency guidelines, which enhance student understanding of the target language and culture.
- 7(h) The teacher designs lesson plans which incorporate the scaffolding necessary to progress from basic level skills to appropriate critical and higher order thinking skills.
- 7(i) The teacher creates organized and cohesive curriculum towards successful second language acquisition.

Standard 7 Sources of Evidence

- Teacher candidate teaching portfolios
- Teacher candidate artifacts: Lesson plans; UBD unit plans/sketches
- Teacher candidate observation journals

Standard 7 Analysis

Teacher candidate summative teaching portfolios, lesson and unit plans, and observation journals indicate performance evidence that the teacher candidate plans instruction that supports students in meeting world language learning goals by drawing upon knowledge of world languages, curriculum, cross-disciplinary skills, and language learning pedagogy, as well as knowledge of the learners and of the community context.

Standard 7	Does Not Meet Standard	Meets Standard
Planning for Instruction		X

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

- 8(a) The teacher understands the need to stay current on world languages methodologies based on emerging research in second language acquisition.
- 8(b) The teacher understands instructional practices that facilitate proficiency-based learning.
- 8(c) The teacher understands the importance of remaining current in second-language pedagogy by means of attending conferences, maintaining memberships in professional organizations, reading professional journals, and/or on-site and on-line professional development opportunities.

Performance

- 8(d) The teacher uses a variety of instructional strategies based on current research to enhance students' understanding of the target language and culture.
- 8(e) The teacher incorporates a variety of instructional tools such as technology, local experts, and on-line resources to encourage higher-level thinking skills.

Standard 8 Sources of Evidence

- Teacher candidate artifacts: Unit plans "activities" section
- Classroom observation/evaluation notes of instructional strategies
- Teacher candidate artifacts: Lesson plans; electronic literacy language domain toolkit
- Teacher candidate artifact: pedagogy paper

Standard 8 Analysis

Teacher candidate lesson plans, unit plans, planning toolkits, papers, and teacher evaluations indicate that the teacher candidates understand the importance of remaining current in second-language pedagogy and second language acquisition. Performance evidence indicates that teacher candidates use a variety of instructional strategies based on current research to enhance students' understanding to encourage learners to develop deep understanding of world language and to build skills to apply that knowledge in meaningful ways.

Standard 8	Does Not Meet Standard	Meets Standard
Instructional Strategies		X

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

- 10(a) The teacher knows about career and other life-enriching opportunities available to students proficient in world languages.
- 10(b) The teacher understands the importance of and how to provide opportunities for students and teachers to communicate with native speakers.
- 10(c) The teacher knows how to communicate to education stakeholders the amount of time and energy needed for students to be successful in acquiring a second language.
- 10(d) The teacher understands the effects of second language acquisition on first language mastery and education in general.

Performance

- 10(e) The teacher informs students and the broader community of career opportunities and personal enrichment that proficiency in a second language provides in the United States and beyond its borders.
- 10(f) The teacher encourages students to participate in community experiences related to the target culture.

Standard 10 Sources of Evidence

- Teacher candidate artifacts: Student teaching journal; lesson slides; parent communication platform
- Course assignment description language immersion paper
- Artifact: Language immersion reflection paper

Standard 10 Analysis

Course specific assignment descriptions, teaching journals, papers, lesson slides, and parent communications demonstrate design and performance evidence that the teacher candidates seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Standard 10	Does Not Meet Standard	Meets Standard
Leadership and Collaboration		X

Summary

Total Number of Standards	Does Not Meet Standard	Meets Standard
9	0	9

Areas for Consideration

-
-
-

Recommended Action on Idaho Standards for World Languages Teachers

- ☒ Approved
- ☐ Conditionally Approved
- ☐ Insufficient Evidence
 - ☐ Lack of Completers
 - ☐ New Program
- ☐ Not Approved

ADMINISTRATOR ENDORSEMENTS

IDAHO STANDARDS FOR SCHOOL PRINCIPALS

Standard 1: Mission, Vision, and Beliefs - Effective school principals develop, advocate, and enact a shared mission, vision, and beliefs of high-quality education and academic success, college and career readiness, and well-being of all students.

Knowledge

- 1(a) The school principal understands how to develop an educational mission for the school to promote the academic success and well-being of all students.
- 1(b) The school principal understands the importance of developing a shared understanding of and commitment to mission, vision, and beliefs within the school and the community.
- 1(c) The school principal understands how to model and pursue the school's mission, vision, and beliefs in all aspects of leadership.

Performance

- 1(d) The school principal participates in the process of using relevant data to develop and promote a vision for the school on the successful learning and development of all students.
- 1(e) The school principal articulates, advocates, and cultivates beliefs that define the school's culture and stress the imperative of child-centered education.
- 1(f) The school principal strategically develops and evaluates actions to achieve the vision for the school.
- 1(g) The school principal reviews the school's mission and vision and makes recommendations to adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.

Standard 1 Sources of Evidence

- EDUC 754 Data-driven decision making
- EDUC 8672 "Five Responsibilities of an Administrator" document
- Elmhurst "Monday Memo"
- Advanced site partner / supervisor interview

Standard 1 Analysis

The courses, course material, and sample memos provide evidence that principal candidates know how to develop, advocate, and enact a shared mission-vision-belief of high quality. Elmhurst's "Monday Memo" serves as an example of advocating their school's mission, vision, and beliefs.

Standard 1	Does Not Meet Standard	Meets Standard
Mission, Vision, and Beliefs		X

Standard 2: Ethics and Professional Norms - Effective school principals act ethically and according to professional norms to promote all students' academic success and well-being.

Knowledge

- 2(a) The school principal understands ethical frameworks and perspectives.
- 2(b) The school principal understands the Code of Ethics for Idaho Professional Educators.
- 2(c) The school principal understands policies and laws related to schools and districts.
- 2(d) The school principal understands how to act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.
- 2(e) The school principal understands the importance of placing children at the center of education and accepting responsibility for each student's academic success and well-being.

Performance

- 2(f) The school principal acts ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.
- 2(g) The school principal leads with interpersonal and communication skills, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.
- 2(h) The school principal models and promotes ethical and professional behavior among teachers and staff in accordance with the Code of Ethics for Idaho Professional Educators.

Standard 2 Sources of Evidence

- Student final paper, "Principal Internship in School – Leading with Ethics"
- EDUC 7596IIIB Administrative internship portfolio binder
- EDUC 7575 Discussion board prompt/thread
- EDUC 7581 Leadership interviews and application presentation
- EDUC 7596III Multicultural assignment
- Advanced site partner/supervisor interview

Standard 2 Analysis

The EPP provides sufficient evidence - task and assessment criteria, written research papers, student interviews with district personnel, and candidate work samples – for all knowledge and

performance indicators. Evidence ensures that candidates have the skill set to employ ethics and professional norms.

Standard 2	Does Not Meet Standard	Meets Standard
Ethics and Professional Norms		X

Standard 3: Equity and Cultural Responsiveness – School principals strive for equity of educational opportunity and culturally responsive practices to promote all students’ academic success and well-being.

Knowledge

- 3(a) The school principal understands how to recognize and respect all students’ strengths, diversity, and culture as assets for teaching and learning.
- 3(b) The school principal understands the need for each student to have equitable access to effective teachers, learning opportunities, and academic and social support.
- 3(c) The school principal understands the importance of preparing students to live productively in and contribute to society.
- 3(d) The school principal understands how to address matters of equity and cultural responsiveness in all aspects of leadership.
- 3(e) The school principal understands how to ensure that all students are treated fairly, respectfully, and with an understanding of each student’s culture and context.

Performance

- 3(f) The school principal develops processes that employ all students’ strengths, diversity, and culture as assets for teaching and learning.
- 3(g) The school principal evaluates student policies that address student misconduct in a positive, fair, and unbiased manner.
- 3(h) The school principal acts with cultural competence and responsiveness in their interactions, decision making, and practice.

Standard 3 Sources of Evidence

- EDUC 7596 assignment analyzing migrant and English Language Learner (ELL) plans
- EDUC 7566 “Education Values” final project
- EDUC 7585 Interview guides

Standard 3 Analysis

The courses outlined, including a brochure providing Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, and Individuals with Disabilities Education Act (IDEA) descriptions show evidence that principal preparation candidates strive for equity of

educational opportunity and culturally responsive practices to promote all students' academic success and well-being.

Standard 3 Equity and Cultural Responsiveness	Does Not Meet Standard	Meets Standard
		X

Standard 4: Curriculum, Instruction, and Assessment - School principals develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote all students' academic success and well-being.

Knowledge

- 4(a) The school principal understands how to implement and align coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and beliefs of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.
- 4(b) The school principal understands how to promote instructional practice that is consistent with knowledge of learning and development, effective teaching, and the needs of each student.
- 4(c) The school principal understands the importance of instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.
- 4(d) The school principal understands how to utilize valid assessments that are consistent with knowledge of learning and development and technical standards of measurement.
- 4(e) The school principal understands how to ensure instruction is aligned to adopted curriculum and Idaho content standards including provisions for time and resources.

Performance

- 4(f) The school principal participates in aligning and focusing systems of curriculum, instruction, and assessment within and across grade levels and programs to promote student academic and career success.
- 4(g) The school principal uses and promotes the effective use of technology in the service of teaching and learning.
- 4(h) The school principal uses assessment data appropriately and effectively, and within technical limitations to monitor student progress and improve instruction.

Standard 4 Sources of Evidence

- EDUC 7553 Curriculum/assessment/collaboration assignment
- EDUC 7554: H.A.C.K. Portfolio
- EDUC 7556 Discussion boards

- Candidate papers: Personal philosophy of leadership, using data to guide practice
- Standards to book connection

Standard 4 Analysis

There are different opportunities for candidates to acquire understanding and competence in Standard 4. Candidate artifacts evidenced knowledge regarding rigorous and coherent systems of curriculum, instruction, and assessment. Additionally, candidates were able to show knowledge in using assessment data to effectively monitor student progress and improve instruction. The final portfolio demonstrated different aspects of implementation, alignment, and promoting instructional practice.

Standard 4 Curriculum, Instruction, and Assessment	Does Not Meet Standard	Meets Standard
		X

Standard 5: Community of Care and Support for Students - School principals cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of all students.

Knowledge

- 5(a) The school principal understands how to build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of all students.
- 5(b) The school principal understands how to promote adult-student, peer-peer, and school-community relationships that value and support academic learning and positive social and emotional development.
- 5(c) The school principal understands the laws and regulations associated with special student populations.
- 5(d) The school principal understands various intervention strategies utilized to close achievement gaps.
- 5(e) The school principal understands essential components in the development and implementation of individual education programs, adhering to state and federal regulations.

Performance

- 5(f) The school principal participates in creating and sustaining a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.
- 5(g) The school principal assists in designing coherent, responsive systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.

- 5(h) The school principal cultivates and reinforces student engagement in school and positive student conduct.

Standard 5 Sources of Evidence

- EDUC 7579 Quiz and discussion board
- EDUC 7551 Lesson plan development
- EDUC 8676 Context paper on special populations

Standard 5 Analysis

Quizzes and a discussion board, lesson plans, and a context paper on special populations indicate that school principals are prepared to cultivate and inclusive, caring, and supportive school community.

Standard 5	Does Not Meet Standard	Meets Standard
Community of Care and Support for Students		X

Standard 6: Professional Capacity of School Personnel - School principals develop the professional capacity and practice of school personnel to promote all students' academic success and well-being.

Knowledge

- 6(a) The school principal understands how to recruit, hire, support, develop, and retain effective and caring teachers and staff.
- 6(b) The school principal understands how to plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.
- 6(c) The school principal understands how to develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.
- 6(d) The school principal understands the importance of the personal and professional health of teachers and staff.
- 6(e) The school principal understands the Idaho adopted framework for teaching.
- 6(f) The school principal understands how to create individualized professional learning plans and encourage staff to incorporate reflective goal setting practices at the beginning of the school year.
- 6(g) The school principal understands how to foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for all students.

- 6(h) The school principal understands how to empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.

Performance

- 6(i) The school principal assists in developing teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.
- 6(j) The school principal delivers actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.
- 6(k) The school principal increases their professional learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.
- 6(l) The school principal utilizes observation and evaluation methods to supervise instructional personnel.

Standard 6 Sources of Evidence

- Student reflection: Screening and job interview process/procedure
- EDUC 7585 Final project
- Self-care presentation
- Professional learning plan (PLP)
- Standards to book connections
- EDUC 7581 Leadership analysis paper
- Observation (Danielson) example
- EDUC 7511 Final paper

Standard 6 Analysis

Sufficient evidence was shared to demonstrate learning and comprehension for Standard 6. Candidates show understanding of professional capacity and practice of school personnel to promote academic success and well-being for all students. Practice with observation and evaluation methods articulate an understanding of supervising instructional personnel.

Standard 6 Professional Capacity of School Personnel	Does Not Meet Standard	Meets Standard
		X

Standard 7: Professional Community for Teachers - School principals foster a professional community of teachers and other professional staff to promote all students' academic success and well-being.

Knowledge

- 7(a) The school principal understands how to develop workplace conditions for teachers and other staff that promote effective professional development, practice, and student learning.
- 7(b) The school principal understands how to establish and sustain a professional culture of trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.
- 7(c) The school principal understands how to promote mutual accountability among teachers and other staff for each student's success and the effectiveness of the school as a whole.
- 7(d) The school principal understands how to encourage staff-initiated improvement of programs and practices.

Performance

- 7(e) The school principal assists in developing and supporting open, productive, caring, and trusting working relationships among teachers and staff to promote professional capacity and the improvement of practice.
- 7(f) The school principal designs and implements job-embedded and other opportunities for professional learning collaboratively with teachers and staff.
- 7(g) The school principal assists with and critiques opportunities provided for collaborative examination of practice, collegial feedback, and collective learning.

Standard 7 Sources of Evidence

- EDUC 7596 Portfolio requirement
- EDUC 7585 Leadership style essay
- EDUC 7585 Course assignment analyzing professional support
- Advanced site partner/supervisor interview

Standard 7 Analysis

The depth of the portfolio assignment, an essay on leadership styles, and an analysis of professional support provided in one school district demonstrate principal candidates foster a community of teachers and other professional staff to promote students' academic success and well-being.

Standard 7 Professional Community for Teachers	Does Not Meet Standard	Meets Standard
		X

Standard 8: Meaningful Engagement of Families and Community – School principals engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote all students' academic success and well-being.

Knowledge

- 8(a) The school principal understands how to create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.
- 8(b) The school principal understands and values the community's cultural, social, and intellectual resources to promote student learning and school improvement.
- 8(c) The school principal understands how to develop and provide the school as a resource for families and the community.
- 8(d) The school principal understands the need to advocate for the school and district and for the importance of education, student needs, and priorities to families and the community.
- 8(e) The school principal understands how to build and sustain productive partnerships with the community to promote school improvement and student learning.
- 8(f) The school principal understands how to create means for the school community to partner with families to support student learning in and out of school.
- 8(g) The school principal understands how to employ the community's cultural, social, and intellectual resources to promote student learning and school improvement.

Performance

- 8(h) The school principal facilitates open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.
- 8(i) The school principal demonstrates a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.
- 8(j) The school principal advocates publicly for the needs and priorities of students, families, and the school community.

Standard 8 Sources of Evidence

- EDUC 8675 Stakeholder letters
- EDUC 8675 Newsletter example
- EDUC 8675 Public relations research
- PTA reflection
- EDUC 7566 Values in education final project
- EDUC 7566 Values in education rubric
- Standards book connection

Standard 8 Analysis

The EPP provides sufficient evidence - research papers, reflections, and final projects – for all knowledge and performance standards for Standard 8. Principal candidates show an understanding and conceptual actions of meaningful engagement of families and community.

Standard 8 Meaningful Engagement of Families and Community	Does Not Meet Standard	Meets Standard
		X

Standard 9: Operations and Management – School principals manage school operations and resources to promote all students’ academic success and well-being.

Knowledge

- 9(a) The school principal understands how to institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.
- 9(b) The school principal understands how to strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address all students’ learning needs.
- 9(c) The school principal understands how to seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; the student learning community; professional capacity and community; and family and community engagement.
- 9(d) The school principal understands the need to be responsible, ethical, and accountable stewards of the school’s monetary and non-monetary resources, engaging in effective budgeting and accounting practices.
- 9(e) The school principal understands how to employ technology to improve the quality and efficiency of operations and management.
- 9(f) The school principal understands how to comply and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.
- 9(g) The school principal understands governance processes and internal and external politics toward achieving the school’s mission and vision
- 9(h) The school principal understands laws and policies regarding school safety and prevention by creating a detailed school safety plan, which addresses potential physical and emotional threats.
- 9(i) The school principal understands the value of transparency regarding decision making and the allocation of resources.
- 9(j) The school principal understands how to institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.

- 9(k) The school principal understands how to protect teachers' and other staff members' work and learning from disruption.
- 9(l) The school principal understands how to develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.
- 9(m) The school principal understands how to develop and manage productive relationships with the district office and school board.
- 9(n) The school principal understands how to develop and administer systems for fair and equitable management of conflict among students, teachers and staff, leaders, families, and community.

Performance

- 9(o) The school principal assists in managing staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.
- 9(p) The school principal assists in seeking, acquiring, and managing fiscal, physical, and other resources to support curriculum, instruction, and assessment; the student learning community; professional capacity and community; and family and community engagement.
- 9(q) The school principal utilizes technology to improve the quality and efficiency of operations and management.
- 9(r) The school principal assists in developing and maintaining data and communication systems to deliver actionable information for classroom and school improvement.
- 9(s) The school principal complies with and helps the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.

Standard 9 Sources of Evidence

- EDUC 7596 Portfolio
- EDUC 8674 Building and safety worksheet and assignment
- EDUC 7575 Legal and financial issues

Standard 9 Analysis

The online portfolio and course content provide evidence that principal candidates know how to manage school operations and resources to promote all students' academic success and well-being.

Standard 9	Does Not Meet Standard	Meets Standard
Operations and Management		X

Standard 10: Continuous School Improvement – School principals act as agents of continuous school improvement to promote all students’ academic success and well-being.

Knowledge

- 10(a) The school principal understands how to make school more effective for all students, teachers, staff, families, and the community.
- 10(b) The school principal understands methods of continuous improvement to achieve the vision, fulfill the mission, and promote the beliefs of the school.
- 10(c) The school principal understands change and change management processes.
- 10(d) The school principal understands a systems approach to promote coherence among improvement efforts and all aspects of school organization, programs, and services.
- 10(e) The school principal understands how to create and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.
- 10(f) The school principal understands how to implement methods of continuous improvement to achieve the vision, fulfill the mission, and promote the beliefs of the school.
- 10(g) The school principal understands how to manage uncertainty, risk, competing initiatives, and politics of change.
- 10(h) The school principal understands how to assess and develop the capacity of staff to evaluate the value and applicability of emerging educational trends and the findings of research for the school and its improvement.
- 10(i) The school principal understands how to promote readiness, instill mutual commitment and accountability, and develop the knowledge, skills, and motivation to succeed in improvement.

Performance

- 10(j) The school principal participates in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.
- 10(k) The school principal analyzes situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.
- 10(l) The school principal assists in developing appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.

Standard 10 Sources of Evidence

- Continuous improvement conversation/interview between candidate and an active principal
- Managing complex change diagram
- Standards to book connections
- Collective commitments example
- EDUC 7575 – Discussion regarding legal and financial issues in education

Standard 10 Analysis

Sufficient evidence demonstrates candidates understand continuous school improvement. Student portfolios show evidence of implementing continuous school improvement.

Standard 10 Continuous School Improvement	Does Not Meet Standard	Meets Standard
		X

School Principal Standards Summary

Total Number of Standards	Does Not Meet Standard	Meets Standard
10	0	10

Areas for Consideration

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Recommended Action on Idaho Standards for School Principals

- ☒ Approved
- ☐ Conditionally Approved
- ☐ Insufficient Evidence
 - ☐ Lack of Completers
 - ☐ New Program
- ☐ Not Approved

IDAHO STANDARDS FOR SUPERINTENDENTS

Standard 1: Mission, Vision, and Beliefs – Effective superintendents develop, advocate, and enact a shared mission, vision, and the beliefs for high-quality education and academic success for all students.

Knowledge

- 1(a) The superintendent understands the principles of developing and implementing strategic plans.

Performance

- 1(b) The superintendent articulates, advocates, and cultivates beliefs that define the district's culture and stress the imperative of child-centered education and continuous improvement.
- 1(c) The superintendent strategically develops, implements, and evaluates actions to achieve the vision for the district.
- 1(d) The superintendent reviews the district's mission and vision and adjusts them to changing expectations and opportunities for the district, and changing needs.
- 1(e) The superintendent develops shared understanding of and commitment to mission, vision, and beliefs within the district and the community.
- 1(f) The superintendent models and pursues the district's mission, vision, and beliefs in all aspects of leadership.

Standard 1 Sources of Evidence

- EDUC 7584 "Data-driven Decision-Making"
- EDUC 8672 "Five Responsibilities of an Administrator"
- EDUC 8674 Facilities

Standard 1 Analysis

Evidence indicates that superintendent candidates develop, advocate, and enact a shared mission, vision, and beliefs for a high-quality education and academic success for all students.

Standard 1	Does Not Meet Standard	Meets Standard
Mission, Vision, and Beliefs		X

Standard 2: Ethics and Professionalism – Effective superintendents act ethically, legally, and with fiscal responsibility in accordance with professional norms and the Code of Ethics for Idaho Professional Educators.

Performance

- 2(a) The superintendent acts in accordance with and promotes the Code of Ethics for Idaho Professional Educators.
- 2(b) The superintendent acts ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the district's resources, and all aspects of district leadership.
- 2(c) The superintendent acts in accordance with and promotes the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.

Standard 2 Sources of Evidence

- EDUC 7584 Personal philosophy of leadership
- EDUC 8673 Advanced school finance – District budget spending
- EDUC 8678B Superintendent standards portfolio
- EDUC 7584 Leadership interviews

Standard 2 Analysis

The superintendent standards portfolio, philosophy of leadership, and advanced school finance provide evidence that superintendent candidates understand ethics and professionalism and can act ethically, legally, and with fiscal responsibility in accordance with professional norms and the Code of Ethics for Idaho Professional Educators. Leadership interviews provide evidence that the candidates have learned and can articulate the importance of integrity, fairness, transparency, and trust.

Standard 2	Does Not Meet Standard	Meets Standard
Ethics and Professionalism		X

Standard 3: Equity and Cultural Responsiveness – Effective superintendents strive for equity of educational opportunity and respect diversity.

Performance

- 3(a) The superintendent ensures that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
- 3(b) The superintendent recognizes and addresses implicit biases of student marginalization and low expectations associated with race, class, culture and language, and disability or special status.
- 3(c) The superintendent safeguards and promotes the values of democracy, individual freedom and responsibility, equity, and diversity.

Standard 3 Sources of Evidence

- EDUC 8673 Final project / Continuous Improvement Plan (CIP)
- EDUC 8671 Metaphorical model (of change)
- EDUC 8678 Portfolio rubric

Standard 3 Analysis

Sufficient evidence evidences that superintendent candidates strive for the equity of educational opportunity and respect diversity.

Standard 3	Does Not Meet Standard	Meets Standard
Equity and Cultural Responsiveness		X

Standard 4: High Expectations for Student Success – Effective superintendents set high expectations for all students and cultivate the conditions for student learning.

Performance

- 4(a) The superintendent implements coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and beliefs of the district, embody high expectations for student learning, align with academic standards, and provide a pathway to college and/or career.
- 4(b) The superintendent aligns and focuses systems of curriculum, instruction, and assessment within and across grade levels and schools to promote student academic success.

Standard 4 Sources of Evidence

- Candidate work / presentations on data and curriculum adoption
- Candidate work / presentation on Idaho Standards Achievement Test (ISAT) and Idaho Reading Indicator (IRI)
- Candidate work submission on mathematics unit and rationale
- EDUC 8673 Final project / CIP Plan

Standard 4 Analysis

Candidates have a solid understanding of setting high expectations for students. Evidence presented through portfolios indicates alignment to the performance standards.

Standard 4	Does Not Meet Standard	Meets Standard
High Expectations for Student Success		X

Standard 5: High Expectations for Professional Practice – Effective superintendents develop the professional capacity and practice of school personnel to promote student success.

Performance

- 5(a) The superintendent recruits, hires, supports, develops, and retains effective and caring educators and staff.
- 5(b) The superintendent develops principals', teachers', and staff members' professional knowledge, skills, and practice.
- 5(c) The superintendent delivers actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of principals', teachers' and staff members' knowledge, skills, and practice.
- 5(d) The superintendent empowers and motivates principals, teachers, and staff to the highest levels of professional practice (individually and collectively) for continuous learning and improvement.
- 5(e) The superintendent develops workplace conditions for principals, teachers and other professional staff that promote effective professional development, practice, and student learning.
- 5(f) The superintendent empowers and entrusts principals, teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and beliefs of the district.
- 5(g) The superintendent establishes and sustains a professional culture of engagement and commitment to shared vision, goals, and objectives.
- 5(h) The superintendent establishes mutual accountability among educators and other professional staff for each student's success and the effectiveness of the district as a whole.
- 5(i) The superintendent supports open, productive, collaborative, trusting working relationships among principals, teachers, and staff to build professional capacity and improve practices.
- 5(j) The superintendent designs and implements job-embedded and other opportunities for professional learning collaboratively with principals, teachers, and staff.

Standard 5 Sources of Evidence

- EDUC 8670 Labor relations
- EDUC 8678 Central office binder
- EDUC 8672: The superintendency: five responsibilities to standards

Standard 5 Analysis

The content and requirements shared evidence that superintendent candidates learn to develop the professional capacity and practice of school personnel to promote student success.

Standard 5 High Expectations for Professional Practice	Does Not Meet Standard	Meets Standard
		X

Standard 6: Advocacy and Communication – Effective superintendents engage with others in meaningful, reciprocal, and mutually beneficial ways to promote student success.

Performance

- 6(a) The superintendent engages in regular and open two-way communication with families, the community, and other stakeholders about the district, students, needs, problems, and accomplishments.
- 6(b) The superintendent creates means for the district community to partner with families to support student learning in and out of schools in the district.
- 6(c) The superintendent advocates for education, the district and school, principals, teachers, parents, and students to engender district support and involvement.
- 6(d) The superintendent works effectively in the political environment at district, local, and state levels.
- 6(e) The superintendent builds and sustains productive partnerships with public and private sectors to promote district improvement and student learning.

Standard 6 Sources of Evidence

- EDUC 8687B Superintendent portfolio
- EDUC 8675 Newsletter examples
- EDUC 8674 School facilities assignment
- EDUC 8678 Portfolio, central binder

Standard 6 Analysis

Evidence for all indicators was sufficient to assure that superintendent candidates engage with others in meaningful, reciprocal, and mutually beneficial ways to promote student success.

Standard 6 Advocacy and Communication	Does Not Meet Standard	Meets Standard
		X

Standard 7: Operations and Management – Effective superintendents manage district operations and resources to promote system success.

Knowledge

- 7(a) The superintendent understands the dynamics of collective bargaining, mediation, arbitration, and contract law.
- 7(b) The superintendent understands the responsibility and need for planning, maintaining, and budgeting for school facilities, personnel, technology, support services, and instructional programs.
- 7(c) The superintendent understands the importance of educating the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.
- 7(d) The superintendent understands and helps the school district community understand local, state, and federal laws, rights, policies, and regulations to promote student success.

Performance

- 7(e) The superintendent institutes, manages, and monitors operations and administrative systems that promote the mission and vision of the district.
- 7(f) The superintendent organizes time and delegates responsibilities to balance administrative/ managerial, educational, and community leadership priorities.
- 7(g) The superintendent strategically manages human resources, assigning and scheduling staff to roles and responsibilities that optimize their professional capacity.
- 7(h) The superintendent is a responsible, ethical, and accountable steward of the district's monetary and non-monetary resources, engaging in effective budgeting and accounting practices.
- 7(i) The superintendent develops and maintains data and communication systems for continuous improvement.
- 7(j) The superintendent develops and administers systems for fair and equitable management of conflict among students, principals, teachers, staff, leaders, families, and community.
- 7(k) The superintendent complies with local, state, and federal laws, rights, policies, and regulations to promote student success.

Standard 7 Sources of Evidence

- EDUC 8672 Compare and contrast leadership responsibilities
- EDUC 8678 Rubric/portfolio
- EDUC 7585 Administering human resources

Standard 7 Analysis

Evidence represented by course requirements demonstrate that superintendent candidates know and can manage district operations and resources to promote system success.

Standard 7	Does Not Meet Standard	Meets Standard
Operations and Management		X

Standard 8: Continuous Improvement – Effective superintendents engage in a process of continuous improvement to ensure student success.

Knowledge

- 8(a) The superintendent understands the responsibility and need to promote strategies for continuous reassessment and improved performance for each student, school, and the district as a whole.

Performance

- 8(b) The superintendent uses methods of continuous improvement to achieve the vision, fulfill the mission, and promote the beliefs of the district.
- 8(c) The superintendent engages principals, teachers and stakeholders in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous district and school improvement.
- 8(d) The superintendent utilizes data to drive improvement.
- 8(e) The superintendent adopts a systems perspective and promotes coherence among improvement efforts and all aspects of district organization, programs, and services.
- 8(f) The superintendent manages change – uncertainty, risks, competing initiatives, and politics.
- 8(g) The superintendent ensures that a clearly articulated district continuous improvement plan is implemented, monitored, evaluated, and revised.

Standard 8 Sources of Evidence

- EDUC 8672 Collaborative goal setting
- EDUC 8676 Special populations final project
- EDUC 8671 Education change, metamorphical model
- EDUC 8673 Final paper
- Candidate example of a district's continuous improvement plan
- Candidate example of a district's strategic plan

Standard 8 Analysis

The EPP provided sufficient evidence to assure that Standard 8 is met. Candidates shared examples of district's continuous improvement plan and strategic plan, indicating their understanding of engaging in a continuous process of improving student success.

Standard 8	Does Not Meet Standard	Meets Standard
Continuous Improvement		X

Standard 9: Governance – Effective superintendents understands how to facilitate processes and activities to establish and maintain an effective and efficient governance structure for school districts.

Knowledge

- 9(a) The superintendent understands and complies with applicable laws, statutes, and regulations.
- 9(b) The superintendent understands the role of and effectively utilizes legal counsel.
- 9(c) The superintendent understands the organizational complexity of school districts, drawing from systems and organizational theory.
- 9(d) The superintendent understands the roles and responsibilities of both the superintendent and the local governing board.

Performance

- 9(e) The superintendent manages governance processes and internal/external politics toward achieving the district's mission and vision.
- 9(f) The superintendent develops and monitors the system for policy development and implementation in all facets of district operations.
- 9(g) The superintendent seeks and implements effective solutions that comply with local, state, and federal laws, rules, and policies.
- 9(h) The superintendent ensures transparency by complying with the requirements of Idaho open meeting and public records laws.
- 9(i) The superintendent develops and fosters a productive relationship with the local governing board.
- 9(j) The superintendent advises the local governing board on legal, ethical, and current educational issues and provide/encourage ongoing professional development.

Standard 9 Sources of Evidence

- EDUC 8678 Portfolio/rubric
- EDUC 7584 Data driven decision making: A personal philosophy of leadership

- EDUC 8673 School finance final budget project

Standard 9 Analysis

Course syllabi and activities provide supporting evidence that superintendent candidates understand how to facilitate process and activities to establish and maintain an effective and efficient governance structure for school districts.

Standard 9 Governance	Does Not Meet Standard	Meets Standard
		X

Superintendent Standards Summary

Total Number of Standards	Does Not Meet Standard	Meets Standard
9	0	9

Areas for Consideration

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Recommended Action on Idaho Standards for Superintendents

- ☒ Approved
- ☐ Conditionally Approved
- ☐ Insufficient Evidence
 - ☐ Lack of Completers
 - ☐ New Program
- ☐ Not Approved

IDAHO STANDARDS FOR SPECIAL EDUCATION DIRECTORS

Standard 1: Mission, Vision, and Beliefs - Effective special education directors develop, advocate, and enact a shared mission, vision, and beliefs of high-quality education and academic success, college and career readiness, and well-being of all students.

Knowledge

- 1(a) The special education director understands the importance of the district's mission and vision to promote academic success and well-being of all students.
- 1(b) The special education director understands the beliefs of the teaching profession that promote high-expectation and student support; equity, inclusiveness, and equal access; openness, caring, and trust; and continuous improvement.
- 1(c) The special education director understands the importance of leading with the district's mission, vision and beliefs.

Performance

- 1(d) The special education director evaluates and assesses the mission of the district to ensure it promotes the academic success and well-being of all students.
- 1(e) The special education director, in collaboration with members of the district and the community, use relevant data to develop and promote a vision for the district on the successful learning and development of all children and on instructional and organizational practices that promote such success.
- 1(f) The special education director articulates, advocates, and cultivates beliefs that define the district's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and equal access; openness, caring, and trust; and continuous improvement.
- 1(g) The special education director reviews the district's mission and vision and adjusts them to changing expectations and opportunities for the district, and changing needs and situations of all students.
- 1(h) The special education director develops shared understanding of and commitment to the mission, vision, and beliefs within the district and the community.
- 1(i) The special education director models and pursues the district's mission, vision, and beliefs in all aspects of leadership.

Standard 1 Sources of Evidence

- EDUC 7595 Goal setting
- EDUC 7596 Individualized Education Plan (IEP) portfolio
- EDUC 7584 Data driven decision making assignment

Standard 1 Analysis

Course syllabi and activities evidence the director of special education candidates' ability to develop, advocate, and enact a shared mission, vision, and beliefs for a high-quality education and academic success for all students.

Standard 1	Does Not Meet Standard	Meets Standard
Mission, Vision, and Beliefs		X

Standard 2: Ethics and Professional Norms - Effective special education directors act ethically and according to professional norms to promote all students' academic success and well-being.

Knowledge

- 2(a) The special education director understands the Code of Ethics for Idaho Professional Educators and its importance to all student success and well-being.

Performance

- 2(b) The special education director acts ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the district's resources, and all aspects of district leadership.
- 2(c) The special education director places children at the center of education and accepts responsibility for all students' general and special education academic success and well-being.
- 2(d) The special education director safeguards and promotes individual freedom and responsibility, equity, equal access, community, and diversity.
- 2(e) The special education director provides direction for ethical and professional behavior among principals, teachers, and staff.

Standard 2 Sources of Evidence

- EDUC 7596III Leading with ethics paper
- EDUC 7585 Leadership style essay
- Brochure developed for IDEA, 504, and ADA differences
- EDUC 7595B Portfolio

Standard 2 Analysis

Evidence for foundational indicators in Standard 2 show that special education director candidates act ethically and according to professional norms to promote all students' academic success and well-being. The portfolio project, specifically, demonstrates that candidates can discern the role of the special education director from an administrator.

Standard 2	Does Not Meet Standard	Meets Standard
Ethics and Professional Norms		X

Standard 3: Equity and Cultural Responsiveness – Special education directors strive for equity of educational opportunity and culturally responsive practices to promote all students’ academic success and well-being.

Knowledge

- 3(a) The special education director understands the importance of student’s equitable access to effective teaching, equal opportunities for academic, social supports, and resources to be successful.
- 3(b) The special education director understands leadership roles when addressing equity and cultural responsiveness to assure district policies and procedures are positive, fair, and unbiased.

Performance

- 3(c) The special education director develops district policies to address student misconduct in a positive, fair, and unbiased manner.
- 3(d) The special education director monitors and addresses institutional biases of student marginalization and low expectations associated with race, class, culture and language, and disability or special status.
- 3(e) The special education director address matters of equity and cultural responsiveness in all aspects of leadership.

Standard 3 Sources of Evidence

- EDUC 7585 Hiring
- EDUC 7551 Lesson plans
- EDUC 7579 Design brochure to describe 504, Special Education, and ADA

Standard 3 Analysis

Sufficient evidence demonstrates that special education director candidates know and can strive for the equity of educational opportunity and model culturally responsive practices to promote all students’ academic success and well-being.

Standard 3	Does Not Meet Standard	Meets Standard
Equity and Cultural Responsiveness		X

Standard 4: Curriculum, Instruction, and Assessment - Special education directors develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote all students' academic success and well-being.

Knowledge

- 4(a) The special education director understands the multi-tiered level of support system of curriculum, instruction, assessment, and technology that embodies high expectation for all students' learning, which is aligned with academic and behavior standards, and is culturally responsive.
- 4(b) The special education director understands child learning and development, effective teaching, and data utilization to increase student academic success.
- 4(c) The special education director understands the importance of assessment and the different types of assessment that drive instruction.

Performance

- 4(d) The special education director aligns and focuses systems of curriculum, instruction, and assessment within and across grade levels, including post-secondary outcomes, to promote all students' academic and career success.
- 4(e) The special education director promotes instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of all students.
- 4(f) The special education director ensures instructional practice that is intellectually challenging, authentic to all student experiences, recognizes student strengths, and is differentiated and personalized.

Standard 4 Sources of Evidence

- Special education project
- MDT notes taken by candidate
- IEP eligibility report complete by candidate
- Data source essay response
- IEP written by candidate
- Candidate interview with a seasoned special education teacher on transitioning students
- District supervision plan

Standard 4 Analysis

There is sufficient evidence to show special education director candidates develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote all students' academic success and well-being. Artifacts demonstrate that candidates have opportunities to learn from special education directors in the field, EPP faculty, and theory within the course work.

Standard 4 Curriculum, Instruction, and Assessment	Does Not Meet Standard	Meets Standard
		X

Standard 5: Community of Care and Support for Students - Special education directors cultivate an inclusive, caring, and supportive district community that promotes the academic success and well-being of all students.

Knowledge

- 5(a) The special education director knows how to create a safe, caring, and healthy district environment that includes all students as members of the district's community that promotes positive learning environments.
- 5(b) The special education director knows how to create an environment of strong engagement and positive conduct to meet the learning needs of all students.

Performance

- 5(c) The special education director promotes adult-student, peer-peer, school, and district-community relationships that value and support academic learning and positive social and emotional development.
- 5(d) The special education director infuses the district's learning environment with the cultures and languages of the district's community.

Standard 5 Sources of Evidence

- EDUC 7595 Special education director portfolio
- EDUC7579 Special education law readings
- EDUC 7551 learning process

Standard 5 Analysis

The portfolio, readings, and related assignments assist special ed directors to cultivate an inclusive, caring, and supportive district community that promotes the academic success and well-being of all students.

Standard 5 Community of Care and Support for Students	Does Not Meet Standard	Meets Standard
		X

Standard 6: Professional Capacity of District and School Personnel - Special education directors develop the professional capacity and practice of district personnel to promote each student's academic success and well-being.

Knowledge

- 6(a) The special education director understands educational employment trends and how they impact the district's ability to recruit, hire, support, develop, and retain effective and caring teachers and other professional staff.
- 6(b) The special education director knows the importance of on-going professional development to ensure opportunities for personal learning and growth, self-reflection, study, and improvement, maintaining a healthy work-life balance.

Performance

- 6(c) The special education director fosters continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.
- 6(d) The special education director develops the capacity, opportunities, and support for special education teacher leadership and leadership from other members of the district community.
- 6(e) The special education director promotes the personal and professional health, well-being, and work-life balance of special education staff.

Standard 6 Sources of Evidence

- EDUC 7579 Special education law module 1
- EDUC 7579 Module 3
- EDUC 7598 Syllabus
- EDUC 7579 Final paper

Standard 6 Analysis

There is sufficient evidence to show the knowledge and performance indicators for this standard have been met. Candidates engage with their colleagues through discussion boards to problem solve and think forward. Additionally, the candidates connect with practitioners in the field to develop the professional capacity and practice of district personnel to promote each student's academic success and well-being.

Standard 6	Does Not Meet Standard	Meets Standard
Professional Capacity of District and School Personnel		X

Standard 7: Professional Community for Teachers - Special education directors foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

Knowledge

- 7(a) The special education director understands the importance of educating the whole child; high expectations for professional work; ethical and equitable practice; trust

and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.

- 7(b) The special education director knows how to promote mutual accountability between special and general education to facilitate all students' educational success pursuant to the mission, vision, and beliefs of the district.

Performance

- 7(c) The special education director develops workplace conditions for special and general education staff that promote effective professional development, practice, and student learning.
- 7(d) The special education director empowers and entrusts special and general education staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and beliefs of the district.
- 7(e) The special education director promotes mutual accountability among special and general education staff for each student's success and the effectiveness of the district as a whole.
- 7(f) The special education director develops and supports open, productive, caring, and trusting working relationships among district and school leaders, teachers, and staff to promote professional capacity and the improvement of practice.
- 7(g) The special education director designs and implements job-embedded and other opportunities for professional learning collaboratively with district and school staff.
- 7(h) The special education director encourages special and general education staff-initiated improvement of programs and practices.

Standard 7 Sources of Evidence

- EDUC7295 IEP notes
- EDUC 7598 Syllabus
- EDUC w7595 "What Great Principals Do Differently" article

Standard 7 Analysis

IEP notes, syllabi, and candidate work provide evidence that special education director candidates foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

Standard 7 Professional Community for Teachers	Does Not Meet Standard	Meets Standard
		X

Standard 8: Meaningful Engagement of Families and Community – Special education directors engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student’s academic success and well-being.

Knowledge

- 8(a) The special education director understands how to facilitate open effective communication with families and communities to promote student learning and achievements.
- 8(b) The special education director understands how to motivate and engage families and communities as partners in increasing student growth, as measured by post-secondary success.

Performance

- 8(c) The special education director is approachable, accessible, and welcoming to families and members of the community.
- 8(d) The special education director creates and sustains positive, collaborative, and productive relationships with families and the community for the benefit of all students.
- 8(e) The special education director engages in regular and open two-way communication with families and the community about the district, schools, students, needs, problems, and accomplishments.
- 8(f) The special education director creates means for the district community to partner with families to support student learning in and out of district.
- 8(g) The special education director understands, values, and employs the community’s cultural, social, and intellectual resources to promote student learning and district improvement.
- 8(h) The special education director develops and provides the district as a resource for families and the community.
- 8(i) The special education director advocates for the district, the importance of education and student needs, priorities to families, and the community.
- 8(j) The special education director advocates publicly for the needs and priorities of students, families, and the community.
- 8(k) The special education director builds and sustains productive partnerships with public and private sectors to promote district improvement and student learning.

Standard 8 Sources of Evidence

- EDUC 8676 Family engagement
- Special education project paper
- PTA reflection
- EDUC 8675 Public relations

- EDUC 7566 Values in education final project/rubric
- Over-identification of certain populations paper
- Superintendent project
- Due process hearing

Standard 8 Analysis

Syllabi, activities in class, required readings, and final projects are evidence that this standard has been sufficiently met. Candidates for the special education director have opportunities to learn about IEPs, due process, over-identification, providing resources to families, and using data for instructional needs. Evidence for these foundational indicators show that special education director candidates know how and can engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

Standard 8	Does Not Meet Standard	Meets Standard
Meaningful Engagement of Families and Community		X

Standard 9: Operations and Management – Special education directors manage district operations and resources to promote all students' academic success and well-being.

Knowledge

- 9(a) The special education director knows sources of funding (e.g., IDEA, General Funds, Medicaid) and how to create and implement budgetary systems aligned with the district's mission and vision.
- 9(b) The special education director knows how to allocate and account for district's monetary and non-monetary resources to assure each student's needs are met.

Performance

- 9(c) The special education director institutes, manages, and monitors operations and administrative systems that promote the mission and vision of the district.
- 9(d) The special education director strategically manages staff resources, assigning and scheduling special education staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.
- 9(e) The special education director is a responsible, ethical, and accountable steward of the district's monetary and non-monetary resources, engaging in effective budgeting and accounting practices.
- 9(f) The special education director develops and maintains data and communication systems to deliver actionable information for classroom, school, and district improvement.

- 9(g) The special education director knows, complies with, and helps the district community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.
- 9(h) The special education director develops and administers systems for fair and equitable management of conflict among students, school and district staff, leaders, families, and community.
- 9(i) The special education director manages governance processes and internal and external politics toward achieving the district's mission and vision.

Standard 9 Sources of Evidence

- EDUC 7598 Special education director syllabus
- EDUC 8678 Rubric/portfolio
- EDUC 7585 Administering human resources syllabus

Standard 9 Analysis

Evidence indicates that special education director candidates know how and can manage district operations and resources to promote all students' academic success and well-being.

Standard 9	Does Not Meet Standard	Meets Standard
Operations and Management		X

Standard 10: Continuous School and District Improvement - Special education directors act as agents of continuous school and district improvement to promote each student's academic success and well-being.

Knowledge

- 10(a) The special education director understands continuous improvement to engage in evidence based planning, implementation, and educational trends to improve outcomes for all students.
- 10(b) The special education director knows how to make schools within the district more effective for all students, teachers, staff, families, and the community.

Performance

- 10(c) The special education director uses methods of continuous improvement to achieve the vision, fulfill the mission, and promote the beliefs of the district.
- 10(d) The special education director assesses and develops the capacity of staff to gauge the value and applicability of emerging special education trends and the findings of research for the district and its improvement.

- 10(e) The special education director adopts a systems perspective and promotes coherence among improvement efforts and all aspects of district organization, programs, and services.
- 10(f) The special education director manages uncertainty, risk, competing initiatives, and the politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.

Standard 10 Sources of Evidence

- Special education project
- Superintendent project
- PLC book review
- Distance learning plan for IEP students
- Notes from attending a special education conference, and Council of Administrators of Special Education (CASE)

Standard 10 Analysis

The EPP has provided sufficient evidence to show the knowledge and performance indicators have been met for this standard. Candidates firmly comprehend the indicators as evidenced by projects, PLC book reviews, and notes from conference attendance. The candidates demonstrate they are aware of how to support staff and families to meet the needs of students with special needs, and that as agents of continuous school and district improvement can promote each student's academic success and well-being.

Standard 10	Does Not Meet Standard	Meets Standard
Continuous School and District Improvement		X

Special Education Director Standards Summary

Total Number of Standards	Does Not Meet Standard	Meets Standard
10	0	10

Areas for Consideration

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-
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Recommended Action on Idaho Standards for Special Education Directors

- ☒ Approved
- ☐ Conditionally Approved
 - ☐ Insufficient Evidence
 - ☐ Lack of Completers
 - ☐ New Program
- ☐ Not Approved

CONSENT
AUGUST 24, 2022

PROFESSIONAL STANDARDS COMMISSION

SUBJECT

Idaho State University - Educator Preparation Program, New: Master of Social Work

REFERENCE

December 2021	Board approved Idaho State University new program leading to a computer science endorsement, grades 6-12.
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APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section 33-114, 33-1254, and 33-1258, Idaho Code
Idaho Administrative Code, IDAPA 08.02.02, Section 100 - Official Vehicle for the Approval of Teacher Preparation Programs

BACKGROUND/DISCUSSION

During the June 2022 meeting of the Professional Standards Commission (PSC), the Standards Committee of the PSC conducted a new program approval desk review of the Master of Social Work program proposed by Idaho State University (ISU), in order to issue an Institutional Recommendation for the Standard Pupil Service Staff Certificate with a School Social Worker Endorsement. The academic program was approved in December 2016 for a Fall 2017 start but does not appear to have been submitted for approval for initial certification. The program was initially accredited by the Council on Social Work Education (CSWE) in June 2021. There appears to be some question as to whether pupil service staff programs are required to be approved for initial certification by the State Board of Education. In the absence of a guiding statute or policy or the knowledge of such, the PSC reviewed the program proposal to ensure compliance with endorsement language and state specific standards in the current Idaho Standards for Initial Certification of Professional School Personnel. Through review of the proposal, the Standards Committee gained a clear understanding that the endorsement language and state specific standards will be met through the proposed program.

On June 17, 2022, the full PSC voted to recommend ISU's proposed Master of Social Work be submitted to the State Board of Education for conditional approval. With this conditionally approved status, ISU may issue institutional recommendations for certification to completers of this program.

IMPACT

Conditional approval of ISU's Master in Social Work will enable ISU to issue institutional recommendations for program completers seeking a pupil service staff certificate with a school social worker endorsement.

CONSENT
AUGUST 24, 2022

ATTACHMENTS

Attachment 1 – New Program Proposal – Master in Social Work
Attachment 2 – Idaho State Board of Education proposal for graduate program
Attachment 3 – CSWE Initial Accreditation Letter dated July 13, 2021

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Section 33-114, Idaho Code, the review and approval of all teacher preparation programs in the state is vested in the State Board of Education. The program reviews are conducted for the Board through the PSC. Recommendations are then brought forward to the Board for consideration. The review process is designed to ensure the programs are meeting the Board-approved standards for Initial Certification of Professional School Personnel (Certification Standards) for the applicable program areas. Certification Standards are designed to ensure that educators are prepared to teach the state content standards for their applicable subject areas and are up-to-date on best practices in various teaching methodologies.

Educator preparation programs consist of two major parts; the core educator preparation required for all administrators, instructional staff, or pupil service staff (as applicable to the certification area) and program/area specific preparation that is tied to the area of endorsement. Full program reviews evaluate the full program (core and endorsements areas) as a whole against the certification core standards and all of the program specific standards. New “program” reviews for new endorsement programs delivered by an educator preparation program that has already been approved are to review the endorsement program against the standards specific to that endorsement area.

Current practice is for the PSC to review new programs and make recommendations to the Board regarding program approval through a “Desk Review” and do not include an on-site review. The PSC review process evaluates whether or not the programs meet or will meet the Board approved certification standards for the applicable program and endorsement area.

The PSC may recommend to the Board that a program be “Approved,” “Not Approved,” or “Conditionally Approved.” Programs conditionally approved are required to have a subsequent focus visit. The focus visit is scheduled three years following the conditional approval, at which time the PSC forwards a new recommendation to the Board regarding approval status of the program.

Once approved by the Board, candidates completing this program will be able to apply for a Standard Instructional Certificate with a school social worker endorsement.

Staff recommends approval.

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BOARD ACTION

I move to accept the recommendation of the Professional Standards Commission and to conditionally approve Idaho State University's Master in Social Work program for certification.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

NEW/REVISED PROGRAM FOR EDUCATOR CERTIFICATION:
REQUEST FORM

Name of Institution	Idaho State University	Date of Submission	June 2, 2022
New Program Name	Master of Social Work	Certification/Endorsement	School Social Work
Form Preparer Name/Title	Fredi Giesler, MSW, Ph.D; MSW Program Director	Form Preparer Email/Phone	ednagiesler@isu.edu

All new educator preparation programs from public institutions require Program Review and Approval by the State Board of Education .	Is this a request from an Idaho public institution? Yes X No <input type="checkbox"/> If yes, on what date was the Proposal Form submitted to the State Board of Education? Click or tap to enter a date. December 19, 2016
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Section I: Program Course Requirements

Directions: Copy the endorsement language from [IDAPA 08.02.02 - Rules Governing Uniformity](#) into the space below, and list the specific course requirements for the new program, including course numbers, titles, and course descriptions. Explain how the program will meet the requirements listed in the IDAPA endorsement language.

Supporting documents may be considered if they clearly support the request. Ensure each supporting document is clearly titled, and combine any supporting documents into one file. Links to outside documents or websites will not be considered.

TITLE 33
EDUCATION
CHAPTER 12
TEACHERS

33-1212. SCHOOL COUNSELORS. (1) In recognition of the diverse and complicated demands upon students, their families and the public school system, the legislature finds that counseling offered at Idaho public schools should be flexible and responsive. For purposes of counselor services, a counselor shall be defined as an individual who meets the requirements of an approved program of graduate study in school guidance and counseling from a college or university approved by the Idaho state board of education and who meets the requirements of rules adopted by the board, or [an individual](#)

licensed as provided by chapter 32, title 54, Idaho Code, as a certified social worker and who meets the requirements of the state board of education.

(2) School counselors spend most of their time in direct service to and contact with students. School counselors' duties are focused on the overall delivery of guidance, individual student planning and responsive services. A small amount of their time is devoted to indirect services called system support.

(3) The state board of education shall adopt rules to implement the provisions of this section, and shall specifically provide that certified social workers meet the requirement for school counselors. A local school district may request a waiver from the state board of education of the counselor/counseling requirements, provided that data is submitted to and annually approved by the state department of education to substantiate that the intent of the board's rules in these areas is being met by an alternative program model.

School Social Worker Endorsement. To be eligible for a school social worker endorsement, a candidate must meet the following requirements: (3-15-22)

i. A master's degree in social work (MSW) from a postsecondary institution accredited by an organization recognized by the State Board of Education. The program must be currently approved by the state educational agency of the state in which the program was completed; and (3-15-22)

ii. An institutional recommendation from a state board approved program; and (3-15-22)

iii. The successful completion of a school social work practicum in a preschool through grade twelve 12 (Pre-K-12) setting. Post-LMSW extensive experience working with children and families may be substituted for the completion of a school social work practicum in a Pre-K-12 setting; and (3-15-22)

iv. A current and valid social work license pursuant to chapter 32, title 54, Idaho Code, and the rules of the State Board of Social Work Examiners. (3-15-22)

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This request for educator certification is for school social work. Students may be admitted to the MSW with Advanced Standing if they have earned an undergraduate degree in Social Work in the prior seven years from a Council on Social Work Education (CSWE) accredited program. Students with Advanced Standing admission complete 35 credits for the MSW degree. Students admitted with Standard Admission complete 59 credits for the MSW degree. MSW students who desire to be certified as school social workers must complete the following coursework and be eligible for the Master of Social Work degree.

Students who are admitted to the MSW with Standard Admission will complete the following courses:

SOWK 5501 Foundations of Social Work, 3 credits; This course covers foundational concepts of the Social Work profession including introduction of frameworks and models to understand human behavior in the social environment and diversity issues. Required for Traditional Two-Year Program students who have not completed an undergraduate degree in social work. PREREQ: Admission to MSW program. Fall semester

SOWK 5515 Research in Social Work, 3 credits; This course introduces the principles and procedures of scientific research and includes a variety of strategies and tools for studying social phenomena. Course also includes a survey of statistical techniques focusing on descriptive statistics, hypothesis testing and correlations. Students work in computer labs and use software for statistical analysis commonly used in the social sciences to produce descriptive and summary statistics for large data sets. PREREQ: Admission to the MSW program. Spring semester

SOWK 5520 Direct Practice w/ Individuals & Families, 3 credits; This course examines micro level systems within the generalist social work framework. Theoretical frameworks for use with individuals and families as well as interviewing and problem-resolution methods will be covered. Students will utilize a generalist skill base in learning to engage, assess, intervene and evaluate individuals and families. PREREQ: Admission to MSW program. Spring semester

SOWK 5550 Direct Practice with Groups, 3 credits; This course focuses on mezzo level systems within the generalist social work framework. Group theory, process, dynamics, and practice applications will be covered. Students will use a generalist skill base in learning to engage, assess, intervene, and evaluate small group systems. PREREQ: Admission to MSW program. Spring semester

SOWK 5571 Social Justice Advocacy & Policy Practice, 3 credits; This course examines social policies created as society's strategy for addressing social concerns such as unemployment, poverty, and mental illness. Students will critically evaluate programs and policies in order to develop skills to advance social and economic justice and to deliver effective social work services. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus. PREREQ: Admission to MSW program. Fall semester

SOWK 5576 Field 1 Practicum (agency internship, 200 hours), 2 credits; Field Practicum 1 and Field Practicum 2 are completed in the same agency/organization and may be completed in a school setting. At least 400 hours of Field Practicum must be completed in a school setting for this certification. Placement within a social service agency under direct supervision of a licensed masters-level social worker for a minimum of 200 hours. Meets CSWE accreditation requirements to provide generalist practice

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for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities.

PREREQ: Admission to the MSW program. Fall semester

SOWK 5577 Field 1 Seminar, 1 credit; Seminar permits discussion and reflection upon field experience gained in SOWK 5576 and serves an integrative function for linking theory to applied practice. PREREQ: Admission to MSW program. COREQ: SOWK 5576. Fall semester

SOWK 5578 Field 2 Practicum (agency internship, 200 hours), 2 credits; Placement within a social service agency under direct supervision of a licensed masters-level social worker for a minimum of 200 hours. Meets CSWE accreditation requirements to provide generalist practice for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities. PREREQ: Admission to the MSW program and satisfactory completion of SOWK 5576, Spring semester

SOWK 5579 Field 2 Seminar, 1 credit; Seminar permits discussion and reflection upon field experience gained in SOWK 5578 and serves an integrative function for linking theory to applied practice. PREREQ: Admission to MSW program. COREQ: SOWK 5578. Spring semester

SOWK 5594 Practice Interventions with Organizations & Communities, 3 credits; This course provides and advanced focus on community and organizational structure and function. Uses the generalist model of social work with macro level systems including building knowledge and skills focusing on social action and social change. Specific attention is given to helping students develop necessary skills to engage, assess, intervene and evaluate with organizations and communities (macro level) effectively. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus. PREREQ: Admission to MSW program. Spring semester

All students in the MSW program complete the following courses for the School Social Work Certification:

SOWK 5510 Human Behavior Theory & Cultural Diversity, 3 credits; This course covers advanced theoretical concepts to prepare students to apply conceptual frameworks and issues for understanding human behavior as a function of bio-psycho-social-spiritual processes and interactions in the environment. Advanced information related to human diversity and at-risk populations, including issues pertaining to racial and ethnic groups, and gender and sexual orientations will be covered. PREREQ: Admission to MSW program. Fall semester

SOWK 6615 Applied Research for Social Work, 3 credits; Students develop a program evaluation proposal to demonstrate competency in utilizing practice-informed research and research-informed practice in the context of direct clinical practice. Students learn to apply a variety of program evaluation methods and approaches, including quantitative and qualitative methods, needs assessment, formative and process evaluation, and summative/outcome evaluation. PREREQ: Completion of SOWK 5578 or Advanced Standing admission to the MSW. Spring semester

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SOWK 6620 Advanced Practice Interventions and Comparative Theories, 3 credits; This course covers advanced interventions and comparative theories in social work with emphasis on utilizing evidence-based practices in counseling with individuals, families, and groups at the clinical level. PREREQ: Admission to MSW program. Fall semester

SOWK 6625 Evaluation of Mental Disorders and Strengths-Based Assessment, 3 credits; This course builds on the generalist practice courses and enhances clinical knowledge and skills regarding best practices in engagement and assessment with clients. Students learn to apply diagnostic procedures from the Diagnostic and Statistical Manual of Mental Disorders, as well as a strengths-based approach to assessment. This course prepares students for advanced clinical practice in mental health. PREREQ: Admission to MSW program. Fall semester

SOWK 6630 Professional Communication, 3 credits; This bridge course prepares students to be competent social work communicators. Course content includes case documentation and report writing, public training and presentations, and application of APA style formatting. PREREQ: Admission to the MSW program. Fall or Summer semester. This course also includes content relevant to Standard 3 (13).

SOWK 6661 Interprofessional Practice with Children and Families: 3 credits; A required elective- Preparation for working in three distinct practice contexts with children and families: schools, health care, and mental health care. Students learn how to competently collaborate with professional colleagues from other service-oriented disciplines to effectively meet the needs of their clients. Students apply evidence-based intervention models in these practice contexts and explore the benefits and challenges of interprofessional practice with children and families. This course can be paired with SOWK 5517 to include a practice lab. Spring semester. This course also includes content relevant to Standard 2 (12).

SOWK 6671 Advanced Policy Practice and Advocacy, 3 credits; This course prepares students to be competent client advocates and policy change agents. Students gain knowledge and skills in the areas of advancing human rights, and social, economic, and environmental justice, as well as advocacy for policy that promotes evidence-based clinical practice. PREREQ: Completion of SOWK 5578 or Advanced Standing admission to the MSW.

SOWK 6676 Field Practicum 3, 3 credits; Continuation of field practicum experience consisting of placement within a social service agency under direct supervision of a licensed social worker for a minimum of 250 hours. Field Practicum 3 & 4 are completed in the same agency/organization. Students will refine and utilize professional values, knowledge and skills. PREREQ: SOWK 5576 and SOWK 5578 and Admission to the MSW program. Fall semester. Students are required to complete this Field Practicum in a school setting if they are admitted as Advanced Standing or if they have not done so in the Field 1 & 2 Practicum.

SOWK 6677 Field Seminar 3, 1 credit; Weekly on-campus seminar permits discussion and reflection upon the field experience in SOWK 6676 and serves an integrative function for linking theory to applied practice. PREREQ: Admission to the Advanced Standing MSW program or completing SOWK 5576 and SOWK 5578 in the two-year MSW program. Fall semester

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SOWK 6678 Field Practicum 4, 3 credits; Continuation of field practicum experience consisting of placement within a social service agency under direct supervision of a licensed social worker for a minimum of 250 hours. Students will refine and utilize professional values, knowledge and skills. PREREQ: SOWK 6676 and Admission to the MSW program. Spring semester.

SOWK 6679 Field Seminar 4, 1 credit; Weekly on-campus seminar permits discussion and reflection upon the field experience in SOWK 6678 and serves an integrative function for linking theory to applied practice. PREREQ: SOWK 6676 and Admission to the MSW program. Spring semester

Elective option 2 (at least 3 credits from this list):

ANTH 5550 Sociolinguistics: 3 credits; Study of the patterned covariation of language and society, social dialects and social styles in language; problems of bilingualism, multilingualism, creoles and language uses. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus. Equivalent to ENGL 5588. PREREQ: ANTH 1107, ENGL 2281, or permission of instructor. This course includes specific content on the native languages and cultures of tribes in Idaho and meets the content for standard 1(11).

OR

ANTH 5589 Indigenous Land, Language, and Cultural Maintenance, 3 credits; Rotating review of topics dealing with issues in American Indian studies. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus. This course covers the interrelated concepts of Indigenous sovereignty, land bases, language and cultural maintenance, focusing on the histories and needs of Idaho Tribes. This course includes specific content on the native languages and cultures of tribes in Idaho and meets the content for standard 1(11).

Elective option 3 (at least 3 credits from this list)

SOWK 5517 Interdisciplinary Evaluation Team, 1 credit; Introduction to the principles and techniques associated with interdisciplinary evaluation. Disciplines emphasized: Audiology, Nursing, Physical Therapy, Psychology, Social Work, Special Education, Speech-Language Pathology. Equivalent to CSD 5517, DHS 5517, PSYC 5517, and NURS 5517. Spring semester

SOWK 5521 Families in Social Context, 3 credits; Examination of the family as a social institution shaped by larger social structures. The course introduces students to basic concepts and theories, historical perspectives, facts, and processes of family formation and dissolution. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus. Equivalent to SOC 5521 Fall or Spring semester

SOWK 5551 Victimology, 3 credits; Introduction to theory and research about individuals and populations that have been victimized by interpersonal, institutional, and state sanctioned violence and abuse. Topics include: intimate partner violence, sexual assault, bias-related crimes, and post-trauma syndrome as a result of war, torture, social, or environmental catastrophes. Students will become acquainted with community services, specialized programs within the criminal justice system, and practitioners who treat "survivors" of violence and abuse. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus. Fall semester

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SOWK 5552 Gang Violence, 3 credits; Introduction to the sociological study of juvenile street gangs, prison gangs, and organized crime syndicates with special attention devoted to violent behavior. Topics include: early development, definitions, immigration, ethnicity, gender, victimization, theories, prison gangs, desistance, American Mafia, Russian organized crime, outlaw motorcycle gangs, and drug trafficking. A central course goal is to better understand gangs in order to prevent their growth and proliferation. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus. Fall semester (Odd years)

SOWK 5556 Substance Abuse: Family and Community, 3 credits; Examination of substance abuse issues and problems within the context of families and communities, paying particular attention to differing theoretical frameworks and value systems. Students will study evidence-based models of prevention and intervention for those affected by addiction. Spring semester

SOWK 5560 Grief and Loss, 3 credits; Prepares students to work with clients experiencing grief and loss issues stemming from a variety of experiences, including death, physical health changes, trauma, and life transitions. The philosophical, cultural, medical, psychological, and spiritual aspects of grieving and loss will be covered. The grief process and factors to consider in working with children, adolescents, and adults will be covered as well as assessment of complicated grief reactions. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus. Summer semester (Even years)

SOWK 5561 Migrant and Refugee Children and Families, 3 credits; Examines the impact of forced migration on children and families-and the impact on hosting communities-in several locations across the globe. Explores the psychological, social, and legal implications of human movement in recent history. This course adopts a social justice framework through considering implications for human rights and individual experiences. Issues of local and international policy and direct and ethical practice are debated. Fall semester (Even years)

SOWK 5566 Rural Sociology and Community Development, 3 credits; Examines the social construction of rurality as well as sociological theories of rural community development and contemporary social processes related to social change and restructuring in rural communities. Overview of the demographic, economic, political, environmental, health, interpersonal, and criminological factors that shape opportunities and barriers to rural community development. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus. Spring semester (Odd years)

SOWK 5587 Children and Families: Practice Perspective and Well-Being, 3 credits; An exploration of the many facets of child welfare, including factors impacting the well-being of children and their families on a local and global level, such as governmental policies and societal values regarding child welfare, social issues that affect children, available services for children, and social work intervention strategies. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus. Fall semester

SOWK 6660 Trauma-Informed Practice, 3 credits; Preparation for working with clients with traumatic life experiences. This course covers neurobiological understandings of trauma and application of clinical perceptions in social work practice. Fall semester

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SOWK 6662 Play Therapy, 3 credits; Develops understanding of the value and function of play in interpersonal relationships and communication. Focuses on the ways that play informs and influences child development and how this approach is used as an effective intervention to assist children with behavioral challenges. Summer semester (Odd years).

School Social Work Endorsement:

- I. MSW students who complete these requirements and maintain a grade point average of 3.0+ (on a 4.0 scale) will be eligible to graduate with an MSW degree from ISU. The ISU MSW program was accredited by the Council on Social Work Education (CSWE) in June, 2021 and is accredited through June, 2025.
- II. MSW graduates who meet the above stated requirements can apply to the MSW Program Director for approval of their request for the School Social Work endorsement.
- III. MSW Students must earn a grade of B or better in all Field Practicum courses. At least 400 hours of Field Practicum must be completed in a preschool through grade twelve 12 (Pre-K-12) setting under the supervision of an MSW social worker.
- IV. Once students have completed the required courses they may request authorization from the Idaho State Board of Licensing to complete the Association of Social Work Boards (ASWB) national licensure exam. This exam confirms that a graduate has achieved minimum practice competency to practice as a social worker. Once the MSW graduate passes the exam they are eligible for the LMSW credential in Idaho State.

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Section II: Program Design – Alignment to Idaho Core Teaching Standards

Directions: The table below includes each of the Idaho Core Teaching Standards in the [Idaho Standards for Initial Certification of Professional School Personnel](#). Complete the table, explaining how the program design and any available evidence align with each of the standards applicable to the program. Pupil Service Staff programs will only need to address Standards 11 - 13. Supporting documents may be considered if they clearly support the request. Ensure each supporting document is clearly titled, and combine any supporting documents into one file. Links to outside documents or websites will not be considered.

STANDARD	How is the standard being met? What coursework from Section I addresses the standard? Is there a plan to address the standard?
Standard 1: Learner Development The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	
Standard 2: Learning Differences The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	
Standard 3: Learning Environments The teacher candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	
Standard 4: Content Knowledge The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.	
Standard 5: Application of Content The teacher candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	

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STANDARD	How is the standard being met? What coursework from Section I addresses the standard? Is there a plan to address the standard?
Standard 6: Assessment The teacher candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	
Standard 7: Planning for Instruction The teacher candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	
Standard 8: Instructional Strategies The teacher candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	
Standard 9: Professional Learning and Ethical Practice The teacher candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	
Standard 10: Leadership and Collaboration The teacher candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	

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STANDARD	How is the standard being met? What coursework from Section I addresses the standard? Is there a plan to address the standard?
Standard 11: American Indian Tribes in Idaho The teacher candidate should be able to distinguish between each of the federally recognized tribes with respect to the retention of their ancestral lands in Idaho: Coeur d'Alene Tribe, Kootenai Tribe of Idaho, Nez Perce Tribe, Shoshone-Bannock Tribes, and the Shoshone-Paiute Tribes. Teacher candidates build capacity in learners to utilize the assets that each learner brings to the learning community based on their backgrounds and experiences.	As noted above, MSW students seeking School Social Worker certification must complete Anthropology 5550 OR Anthropology 5589. These courses are available in alternating years in the fall semester and include specific content on American Indian Tribes from Idaho state. Content focuses on language, culture, and the unique historical backgrounds of these Tribal communities. Students will complete readings, research and assignments relative to Idaho Indian Tribes and develop cultural sensitivity to the lives and experiences of these communities and their way of life. See Attachment A for sample syllabi.
Standard 12: Code of Ethics for Idaho Professional Educators The teacher candidate understands the Code of Ethics for Idaho Professional Educators and its place in supporting the integrity of the profession.	As noted above, MSW students seeking School Social Work certification must complete SOWK 6661, Interprofessional Practice with Children and Families. One third of this course is devoted to social work practice in schools and includes an assignment where students review a variety of professional ethical codes and compare and contrast these ethical codes to that of the National Association of Social Workers. Students are required to read the Code of Ethics for Idaho Professional Educators. See attachment B for a sample syllabi.

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STANDARD	How is the standard being met? What coursework from Section I addresses the standard? Is there a plan to address the standard?
<p>Standard 13: Digital Technology and Online Learning The teacher candidate knows how to use digital technology to create lessons and facilitate instruction and assessment in face-to-face, blended, and online learning environments to engage students and enhance learning.</p>	<p>As noted above, MSW students seeking School Social Work certification must complete SOWK 6630 Professional Communication. This class is taught in a blended asynchronous and synchronous online format. There are two specific assignments that students complete in this course that prepares them to meet this standard:</p> <p>In-service training (10 points; required): Three-member student groups (up to 10 groups) will present a formal in-service training presentation via Zoom on a social work practice topic of your choice. Groups will be determined via group topic sign-up in Moodle. The broad topics include: Trauma/Trauma Informed Practice; Substance Abuse; Criminal Justice; Children and Families; Health Care; Mental Health/Wellness; Self-Care/ Compassion Fatigue; Prevention/Promotion Services Poverty/Homelessness/Housing; Elder Care/Disability Practice</p> <p>The presentation will be no more than 15 minutes, followed by 5 minutes of question and response. Students who are not presenting should be prepared to ask at least one question (1 point of extra credit). Students will use slides and other media to present evidence-based information on a social work practice topic. Handouts are encouraged (pdf's can be posted to Moodle before the presentation). Groups are encouraged to establish group rules, a work plan or a group contribution contract at the beginning of the semester. Students will have to connect outside of class to coordinate this project. There are a number of options available for this, including Zoom, Google Meets, FaceTime, phone, and meeting in person.</p> <p>Agency Presentation (10 points): Students will provide a formal presentation or training (in person or via Zoom) to Field/employment/volunteer agency staff, clients, agency board members, or community partners and video record the presentation. Part of the learning objective is to learn how to record a presentation. This is a valuable contemporary skill for social work practice. Students are encouraged to envision this assignment as a webinar or training session that will be viewed virtually by others. Students will need to explore their options for video recording. Using Zoom is a really efficient way to record a presentation. Students will upload the video in a readable format (mp4) and send it to the instructor via a shared Google doc or a YouTube link. The presentation should be at least 10 minutes. Students will write a 2 or 3-page critique of their strengths and challenges in the presentation. The paper will also include a critical reflection of areas for improvement and strategies to achieve improvement. Students will use best practice literature to justify the critique and improvement strategies. Students should include at least two credible, evidence-based sources. This assignment is designed to help students critically reflect on their presentation skills and to critically examine opportunities for professional development. Students are encouraged to identify a venue and date for the presentation very early in the semester.</p>

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Signature of College Chair/Director/Dean*		Date	6/2/2022
IF APPLICABLE: Signature of Graduate Chair/ Director/Dean, or other official*		Date	6/13/2022

*Form is not complete without signatures and dates

Upon Form Completion: Submit this request with all supporting evidence to the Professional Standards Commission (PSC) Coordinator at least two (2) weeks before the next regularly scheduled meeting of the PSC ([PSC web page](#)). Upon PSC recommendation, this request will be submitted to the State Board of Education for consideration at their next regularly scheduled meeting.

Idaho State Board of Education
Proposal for Graduate and Doctoral Degree Program

Date of Proposal Submission:	
Institution Submitting Proposal:	Idaho State University
Name of College, School, or Division:	College of Arts and Letters
Name of Department(s) or Area(s):	Sociology, Social Work, and Criminology

Program Identification for Proposed New, Modified, or Discontinued Program:

Title:	Master in Social Work Program		
Degree:	MSW		
Method of Delivery:	Face-to-face; some electives might be offered online or hybrid		
CIP code (consult IR /Registrar)	440701		
Proposed Starting Date:	08/15/17		
Indicate if the program is:	Regional Responsibility X	Statewide Responsibility	

Indicate whether this request is either of the following:

- | | |
|--|---|
| <input checked="" type="checkbox"/> New Graduate Program | <input type="checkbox"/> Contract Program/Collaborative |
| <input type="checkbox"/> New Doctoral Program | <input type="checkbox"/> Expansion of an Existing Graduate/Doctoral Program |
| <input type="checkbox"/> New Off-Campus Graduate Program | <input type="checkbox"/> Consolidation of an Existing Graduate/Doctoral Program |
| <input type="checkbox"/> New Off-Campus Doctoral Program | <input type="checkbox"/> Discontinuation of an existing Graduate/Doctoral Program |

<u>Hand to J. J. - Anna 7/3/2015</u>			
College Dean (Institution)	Date	Vice President for Research (as applicable)	Date
<u>[Signature]</u>	<u>9/9/15</u>		
Graduate Dean (as applicable)		Academic Affairs Program Manager	Date
<u>James A. Stecher</u>	<u>6/28/16</u>		
Chief Fiscal Officer (Institution)	Date	Chief Academic Officer, OSBE	Date
<u>Laura Woodworth-Hey</u>	<u>6/20/2016</u>		
Chief Academic Officer (Institution)	Date	SBOE/OSBE Approval	Date
<u>Arthur Vait</u>	<u>6/23/16</u>		
President	Date		

Before completing this form, refer to Board Policy Section III.G., Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program and each program discontinuance. All questions must be answered.

- 1. Describe the nature of the request.** Will this program be related or tied to other programs on campus? Please identify any existing program, option that this program will replace. *If this is request to discontinue an existing program, provide the rationale for the discontinuance. Indicate the year and semester in which the last cohort of students was admitted and the final term the college will offer the program. Describe the teach-out plans for continuing students.*

The Department of Sociology, Social Work, and Criminal Justice at Idaho State University is currently accredited to offer a Bachelor of Arts (BA) degree in social work. We now wish to add a Master of Social Work (MSW) degree. Currently, our BA program prepares graduates for generalist professional practice. A new MSW program would prepare graduates for advanced professional practice in an area of concentration within the field of social work through mastery of a core set of competencies as set forth by the Council on Social Work Education (CSWE), our national accrediting body. MSW level social workers apply knowledge and skills of advanced social work practice. Per CSWE accreditation standards, MSW professionals assess, intervene and evaluate in order to promote human and social well-being in ways that are differentiated, discriminating and self-critical. They apply a wide-range of interdisciplinary and multidisciplinary knowledge and skills. In addition, MSW-educated social workers refine and advance the quality of social work practice through research.

Two options for the MSW degree would be offered: 1) a one-year, advanced standing MSW program which would be an efficient graduate education option for those students who complete their BA degrees in social work at ISU or another CSWE accredited programs; 2) a traditional two-year program for students who have completed non-social work BA degrees.

Given the current state of the profession for employment opportunities, Southeast Idaho (Regions 5 & 6) community need, and ISU student need, an MSW program at ISU is necessary. Our purpose is to develop a quality, primarily seated, MSW program. It is our understanding that Boise State University will be transitioning their MSW program to a fully online program in spring 2016 (telephone communication with Dr. Roy Rodenheiser, Director of Social Work at BSU on February 19, 2015.) BSU has primary statewide responsibility for Social Work Programs in Idaho (Idaho State Board of Education, 2013, Governing Policies and Procedure. Boise, Idaho); however, ISU is given shared responsibility for programs in Region 5 & 6. Given SE Idaho's student base of first generation students and face-to-face learning styles, a fully online program offered to Idaho students will not adequately meet student learning needs within the State or the need for qualified professionals within our profession and community. We are proposing an option for students which will be based on quality, face-to-face interactions with intense faculty supervision and contact.

Given the nature of social work, a student must graduate from an accredited program in order to be eligible for licensure within the state (Idaho Administrative Code IDAPA 24.14.01 - Rules of the State Board Bureau of Occupational Licenses of Social Work Examiners, Section 100, Page 3). We are proposing our program be placed on the 4-year Candidacy Model for accreditation through the Council of Social Work Education. Steps are outlined in which the program works closely with CSWE to meet accreditation standards. Students enrolled in the program through the candidacy process will be considered as graduates from an accredited program only if the program is fully accredited at the end of the candidacy process. Thus, financial commitment for fully staffing the program and providing necessary resources is essential in order to achieve accreditation and offer a quality program. Granted, MSW programs appear to be expensive as the faculty to student ratio needs to meet accreditation standards. However, the program will generate tuition and fees and recent surveys of student and community interest has demonstrated that a MSW Program at ISU has the capacity to be

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filled. Thus, if the program is started, it must be sustained; we cannot jeopardize student ability to be employed and licensed when they start the program while under candidacy for accreditation.

In sum, we are proposing to offer a quality, cost effective educational experience for students in Southeast Idaho. Students will be able to participate in seated practice classes which will enable graduates to effectively work with people in the field. Having face-to-face contact with faculty and fellow students prepares students to practice ethically as social work is a profession which values human relationship and sees the need/strength in human interactions (NASW Code of Ethics).

- 2. List the objectives of the program.** The objectives should address specific needs the program will meet. They should also identify and the expected student learning outcomes and achievements. *This question is not applicable to requests for discontinuance.*

The program will be based on successfully addressing specific social work Core Competencies as required by CSWE in EPAS 2015 (approved by CSWE, March 20, 2015):

1. Demonstrate Ethical and Professional Behavior.
2. Engage Diversity and Difference in Practice.
3. Advance Human Rights and Social, Economic, and Environmental Justice.
4. Engage in Practice-Informed Research and Research-Informed Practice.
5. Engage in Policy Practice.
6. Engage with Individuals, Families, Groups, Organizations, and Communities.
7. Assess Individuals, Families, Groups, Organizations, and Communities.
8. Intervene with Individuals, Families, Groups, Organizations, and Communities.
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

(CSWE, EPAS 2015, <http://www.cswe.org/File.aspx?id=79793>)

Our proposed MSW program will also have an emphasis in three areas, which reflect current department strengths: (a) gender and sexuality, (b) clinical work with children and families including child welfare, and (c) forensic social work. In addition to required courses, students may take elective courses in one of these areas for certificate of specialty.

Social work students are trained as generalists during undergraduate education before building on advanced generalist and more specialized training during their graduate education. Thus, MSW graduates are well-prepared to address a variety of social and community issues at multiple levels. These include substance abuse prevention and treatment, community planning, rural health, mental health, gerontology issues, child and family development, and criminal justice issues.

- 3. Briefly describe how the institution will ensure the quality of the program** (i.e., program review). Will the program require specialized accreditation (it is not necessary to address regional accreditation)? If so, please identify the agency and explain why you do or do not plan to seek accreditation. *This question is not applicable to requests for discontinuance.*

The ISU BA degree in social work is accredited through CSWE. CSWE is also the accrediting body for all MSW programs in the United States. Quality is assured through accreditation as programs are required to meet specific components which are regularly monitored.

Consistent with CSWE accreditation procedure for the BA program, our proposed MSW program goals and outcomes will be established along with measurable objectives and outcomes as required by CSWE.

Faculty members are committed to developing and maintaining a quality program based on core

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ethical principles as outlined by the NASW Code of Ethics. As social work is a profession based on the core principle of the value of human relationships (NASW Code of Ethics), students will have the opportunity to develop relational skills and integrative knowledge through face-to-face practice courses and quality field placements. For social work students, the implicit curriculum is as important as the explicit curriculum (CSWE). Our faculty members are committed to developing a quality program utilizing current research on what social workers need for development of clinical skills. For instance, a recent position paper based on research by the Clinical Social Work Association (September 2013) highlights the critical need for clinical social workers (MSW level) to have the opportunity to develop relational skills and integrative knowledge.

In addition, faculty knowledgeable in required field education will assist in designing and monitoring quality practice courses to ensure that student learning of practice concepts are taught and monitored through face-to-face instruction.

- 4. List new courses that will be added to your curriculum specific for this program.** Indicate number, title, and credit hour value for each course. Please include course descriptions for new and/or changes to courses. *This question is not applicable to requests for discontinuance.*

The following credits will be required for the proposed MSW options at ISU:

60 graduate credits would be required for traditional two-year program.

45 graduate credits (including 12 field credits) would be required for advanced standing program.

Course Requirements for Traditional Two Year Program Total 60 credits

Course numbers and descriptions of new courses to be added to the curriculum (also included in table below).

Foundations of Social Work	3 credits
Advanced HBSE II and Diversity Issues	3 credits
Professional Communication in Practice	3 credits
Advanced Policy, Legislations, and Administration	3 credits
Applied Research for Social Work	3 credits
Evaluation and Treatment of Mental Disorders	3 credits
Advanced Practice Interventions and Comparative Theories	3 credits
Research Seminar	1 credit
Field Practicum I	6 credits
Field Seminar I	1 credit
Field Practicum II	6 credits
Field Seminar II	1 credit
Specialty Area Required Electives	9 credits

Advanced Standing MSW Program (Students are eligible for the Advanced Standing Program if they have graduated from an accredited Bachelor of Social Work Program and meet GPA requirements. CSWE, the accrediting body for social work programs, requires that graduate students not be required to repeat coursework they have already completed as an undergraduate.)

New Course Requirements for Advanced Standing Program: 45 credits

Advanced HBSE II and Diversity Issues	3 credits
Professional Communication in Practice	3 credits
Advanced Policy, Legislations, and Administration	3 credits
Applied Research for Social Work	3 credits
Evaluation and Treatment of Mental Disorders	3 credits

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Advanced Practice Interventions and Comparative Theories	3 credits
Research Seminar	1 credit
Field Practicum I	6 credits
Field Seminar I	1 credit
Field Practicum II	6 credits
Field Seminar II	1 credit
Specialty Area Required Electives	9 credits

Credit numbers required for the proposed MSW program are in line with currently existing programs within the State of Idaho and the Region. The credit hours are comparable to other state and regional MSW programs as follows:

Boise State University is 43 credits for advanced standing (or 37-discrepancy in online materials), and 63 credits for a two-year traditional program.

University of Utah is 45 credits for advanced standing, 60 for two-year traditional.

University of Montana only offers a two-year traditional program at 60 credits.

Utah State University is 36 credits for advanced standing, 60 for two-year traditional.

Northwest Nazarene University offers an advanced standing program although credit hours are not clearly stated online, 60 credits are required for a two-year traditional program.

Walla Walla University (Missoula) is 54 quarter credits for advanced standing, 82 quarter credits for two-year traditional. (NASW, Clinical Social Work Association Position Paper, 2015; CSWE, 2015)

Table of New Courses which will need to be added to curriculum:

Course Number	Title	Course Description	Credits
Additional Courses Required for Traditional Two-Year Program			
SOWK5__ —	Foundations of Social Work	Course will cover foundational concepts of the Social Work profession including introduction of frameworks and models to understand human behavior in the social environment and diversity issues. Required for Traditional Two-Year Program students who have not completed an undergraduate degree in social work.	3
New Course Required for Advanced Standing and Traditional Two-Year Program Students			
SOWK6__ —	Advanced HBSE II and Diversity Issues	Course will cover advanced theoretical concepts to prepare students to apply conceptual frameworks and issues for understanding human behavior as a function of bio-psycho-social-spiritual processes and interactions in the environment. Advanced information related to human diversity and at-risk populations, including issues pertaining to racial and ethnic groups, and gender and sexual orientations will be covered.	3
SOWK6__ —	Professional Communication in Practice	Course will cover written and oral professional communication required for the profession including court testimony and written reports, public speaking, case documentation, training, curriculum development, and grant writing.	3
SOWK6__ —	Advanced Policy, Legislation, Administration	Course will cover knowledge and skills designed to build student competency in the areas of advancing human rights, and social, economic, and environmental justice. Topics will include administrative social work.	3
SOWK6__ —	Applied Research for Social Work	Students will be required to complete a research project to demonstrate competency in utilizing practice-informed research and research-informed practice within their specialty area. The project will contribute to the professional field, i.e., program evaluation, manuscript for submission, etc.	3

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SOWK6	Evaluation and Treatment of Mental Disorders (DSM-V)	Course will cover information contained in the current Diagnostic and Statistical Manual of Mental Disorders to train students on clinical assessment and diagnosis.	3
SOWK6__ —	Advanced Practice Interventions and Comparative Theories	Course will cover advanced interventions and comparative theories in social work with emphasis on utilizing evidence-based practices in counseling with individuals, families, and groups at the clinical level.	3
SOWK6__ —	Research Seminar	Students will have opportunities for mentoring in a small group setting in order to complete research work started in SOWK5 Applied Research for Social Work.	1
SOWK5__	Field Practicum	Placement within a social service agency under direct supervision of a licensed masters-level social worker for a minimum of 450 hours. Meets CSWE accreditation requirements to provide generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities.	6
SOWK6__	Field Practicum	Placement within a social service agency under direct supervision of a licensed masters-level social worker for a minimum of 450 hours. Placement provides specialized practice opportunities for students to demonstrate social work competencies within an area of specialized practice	6
SOWK5__	Field Seminar	Seminar permits discussion and reflection upon field experience gained in SOWK5— and serves an integrative function for linking theory to applied practice.	1
SOWK6__	Field Seminar	Seminar permits discussion and reflection upon field experience gained in SOWK6--- and serves an integrative function for linking theory to applied practice.	1
New Courses Required for Specialty Clinical Track Area			
SOWK6__ —	Clinical Trauma Work in Child Welfare	Course will cover neurobiological understanding of trauma and application of clinical precepts in child welfare work.	3
SOWK6__	Play Therapy	Course will cover foundational concepts of play therapy work with children and across the ages.	3
SOWK6__	Couples and Family Therapy	Course will cover theories and interventions in clinical work with couples and families.	3
New Courses Required for Specialty Gender and Sexuality Area			
SOWK6__ —	Advanced Practice with Gender/Sexuality Emphasis	Course will cover issues specifically related to practice with diverse gender and sexuality issues	3

Additional required courses for MSW Degree which are already offered within the Department:

Course Number	Title	Description	Credits
SOC5508	Statistical Analysis	Emphasizes advanced techniques in research design, data measurement, and multivariate analysis utilizing computer application	3

SOC 5513	Mind, Body, and Society	Symbolic interaction and its relation to selfhood, sympathy, illness, sexuality, and addiction; and to groupings like enemies, communities, and associations	3
SOC 5531	Criminology	Analysis of criminal law, law enforcement, judicial roles and processes, correctional approaches, the criminal offender and societal reactions. Theory and research as applicable to behavior and institutional relationships	3
SOC 5536	Elite Deviance and Crime	Explores the types of criminal behaviors engaged in by the American socioeconomic and corporate elite. The course first explores and identifies who this elite is and then examines their ideological and economic history in American society. Specific examples of elite and corporate crime are presented and discussed in class. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus	3
SOC 5538	Sexual Crimes	Complex relationships of human sexuality to law and crime. A range of sexual attitudes, practices and lifestyles will be discussed in the context of cultural norms, legal parameters and personal expression. Students will be introduced to cultural variations in defining and addressing sexuality and crime. Current theoretical explanations of sexual offending and U.S. social policies and clinical interventions for sexual offenders. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus	3
SOC 5592	Topics in Criminal Justice	Readings, discussion, and preparation of reports on selected topics. May be repeated with different content. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus	3
SOC 6607	Topics in Diversity	A seminar in selected topics of social differentiation such as stratification, minorities, etc. May be repeated for up to 6 credits	3

5. Please provide the program completion requirements to include the following and attach a typical curriculum to this proposal as Appendix A. For discontinuation requests, will courses continue to be taught?

Credit hours required:	60 traditional two-year 45 advanced standing
Credit hours required in support courses:	
Credit hours in required electives:	
Credit hours for thesis or dissertation:	N/A
Total credit hours required for completion:	60 traditional two-year 45 advanced standing

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- 6. Describe additional requirements such as preliminary qualifying examination, comprehensive examination, thesis, dissertation, practicum or internship, some of which may carry credit hours included in the list above. This question is not applicable to requests for discontinuance.**

Accredited MSW programs do not require comprehensive examinations or a thesis. However, CSWE does require 900 hours of supervised field education (practicum) that is part of the curriculum. Field education hours are assigned course numbers with credits, similar to our current BA program (which requires 400 hours of field education per CSWE accreditation). We already have strong working relationships with dozens of social service agencies and field educators across southeast Idaho that are established through our BA program.

Students would be required to contribute to the field of knowledge in the profession through completion of a research project and/or manuscript suitable for submission to a professional journal. Currently there is a dearth of PhD social workers in the profession. Preparing our student for further study at the PhD level would contribute to the profession and the future employability for those students interested in employment within academia.

- 7. Identify similar programs offered within Idaho or in the region by other colleges/universities. If the proposed request is similar to another state program, provide a rationale for the duplication.**

Degrees/Certificates offered by school/college or program(s) within disciplinary area under review

Institution and Degree name	Level	Specializations within the discipline (to reflect a national perspective)	Specializations offered within the degree at the institution
BSU (Boise State University) +any outreach programs (please specify)	B.S.W. M.S.W.		Social Work Offer certificates in Foundation of Refugee Services and Macro Practice for Refugee Services Specializations in Advanced Practice with Individuals and Families and Gerontological Services
CSI (College of Southern Idaho)	A.A.		
CWI (College of Western Idaho)	0	0	0
EITC (Eastern Idaho Technical College)	0	0	0
ISU			

LCSC (Lewis-Clark State College) BSU outreach	B.S.W.	0	0
NIC (Northern Idaho College) BSU outreach	0	0	0
UI (University of Idaho)	0	0	0
NNU (Northwest Nazarene University)	B.S.W. M.S.W.	Focuses on Community Mental Health Practice (Note: this is the only one offered at the Twin Falls site), Medical Social Work Practice with Adults, and Addiction Studies Social Work Practice	Social Work
Walla Walla University (Missoula campus)	M.S.W	Focuses exclusively on institutional and practicum studies for a Masters of Social Work.	" "
USU (Utah State University)	B.S.W. M.S.W. S.S.W.	Focuses on institutional and practicum studies as well as a social service worker degree.	Social Work and Non-Social Work
UU (University of Utah)	B.S.W. M.S.W	Focuses exclusively on institutional and practicum studies for a Masters of Social Work.	Social Work

Notes:

BSU offers both Full-Program MSW and Advanced Standing MSW programs. Programs offered in Twin Falls as well.

NNU offers both Full-Program MSW and Advanced Standing MSW programs.

Walla Walla offers both Full-Program MSW and Advanced Standing MSW programs. The Missoula campus offers advanced clinical practice.

USU offers both Full-Program MSW and Advanced Standing MSW programs.

UU offers both Full-Program MSW and Advanced Standing MSW programs.

8. Describe the methodology for determining enrollment projections. If a survey of student interest was conducted, attach a copy of the survey instrument with a summary of results as **Appendix B**. *This question is not applicable to requests for discontinuance.*

We constructed a survey (attached in Appendix B) to gather information about interest in our potential MSW program. We designed an 8-question survey using Survey Monkey and invited 846 people to participate, using our mailing lists for current students, alumni, and active social workers. We had a response rate of 23%, as 191 people participated. The survey asked about current educational attainment level, interest in an MSW program, type of program interested in, and factors that are

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important in choosing an MSW program.

According to our interest survey, 50 current students and 36 BSW's working in the Social Work field indicated that they would be "extremely likely" to enroll in a MSW program at ISU if one were available. This leads to a projected enrollment of 86 students.

Other relevant information learned from the survey is that funding/cost of program, quality of faculty, geographic location and type of program were rated as the most important factors in choosing an MSW program (in that order). The type of program most desired was Advanced Standing, Full-time MSW program, and combined BSW and MSW program (in that order). Importantly, 84% of survey participants plan to seek employment in Idaho.

9. Enrollment and Graduates. Using the chart below, provide a realistic estimate of enrollment at the time of program implementation and over three year period based on availability of students meeting the criteria referenced above. Include part-time and full-time (i.e., number of majors or other relevant data) by institution for the proposed program, last three years beginning with the current year and the previous two years. Also, indicate the projected number of graduates and graduation rates.

Discontinuations. Using the chart below include part-time and full-time (i.e., number of majors or other relevant data) by institution for the proposed discontinuation, last three years beginning with the current year and previous two years. Indicate how many students are currently enrolled in the program for the previous two years, to include number of graduates and graduation rates.

Institution	Relevant Enrollment Data			Number of Graduates			Graduate Rate
	Current	Year 1 Previous	Year 2 Previous	Current	Year 1 Previous	Year 2 Previous	
BSU							
ISU	0	25	50	0	20	40	80-90%
LCSC							
UI							
CSI							
CWI							
EITC							
NIC							

10. Will this program reduce enrollments in other programs at your institution? If so, please explain.

The enrollment in other programs at Idaho State University will not be impacted. Students who earn a BA in Social Work from ISU typically go on to gain their masters in another area which creates hardship in terms of expense and travel. With a local program, students will be able to concentrate their time on study and remain engaged in the local community while earning their degree. The Masters in Counseling Program at ISU offers BA level students an alternative to traveling for their

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MSW. However, advanced standing is not recognized and the perspective of the social work and counseling professionals is distinct. In the last five years, only 3 social work students have applied for and been admitted to the counseling program.

11. Provide verification of state workforce needs such as job titles requiring this degree. Include State and National Department of Labor research on employment potential.

Using the chart below, indicate the total projected job openings (including growth and replacement demands in your regional area, the state, and nation. Job openings should represent positions which require graduation from a program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old. *This question is not applicable to requests for discontinuance.*

	Year 1	Year 2	Year 3
Local (Regional)	71	71	71
State	704	704	704
Nation	11,410	11,410	11,410

- a. Describe the methodology used to determine the projected job openings. If a survey of employment needs was used, please attach a copy of the survey instrument with a summary of results as **Appendix C**.

Estimates of total projected job openings (including growth and replacement demands) at the state level were determined based on the Idaho Short-Term Occupational and Industry Projection Report (2014). Categories included Social and Community Service Managers, Community and Social Service Occupations, Counselors, Social Workers, and Other Community and Social Service Specialists, Child, Family, and School Social Workers, Healthcare Social Workers, Mental Health and Substance Abuse Social Workers, Social Workers, All Other Social and Human Service Assistants, Community and Social Service Specialists, All Other, Social Work Teachers, Postsecondary.

Source: <http://imi.idaho.gov/Projections/OccupationalProjections.aspx>

Estimates of total projected job openings (including growth and replacement demands) at the regional level (for Southeastern Idaho) were determined based on interpolative methods using the Idaho Short-Term Occupational and Industry Projection Report (2014) in combination with the Idaho Long-Term Occupational and Industry Projections (2012). Categories included Social and Community Service Managers, Community and Social Service Occupations, Counselors, Social Workers, and Other Community and Social Service Specialists, Child, Family, and School Social Workers, Healthcare Social Workers, Mental Health and Substance Abuse Social Workers, Social Workers, All Other Social and Human Service Assistants, Community and Social Service Specialists, All Other, Social Work Teachers, Postsecondary.

Source: <http://imi.idaho.gov/Projections/OccupationalProjections.aspx>

Estimates of total projected job openings (including growth and replacement demands) at the national level were determined based on Bureau of Labor Statistics Occupational Outlook Handbook (2012/2014)

Source: <http://www.bls.gov/ooh/community-and-social-service/social-workers.htm>

- b. Describe how the proposed change will act to stimulate the state economy by advancing the field, providing research results, etc.

The above cited data sources indicate that social work job openings are growing at a local, state,

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and national rate that significantly exceeds other job opportunities. Particularly in Idaho, economic data and forecasts indicate that social work related jobs are likely to be one of the top areas of growth not only in the next few years but likely throughout the next decade. Such growth will form an increasingly important part of Idaho's economy and will also support a range of other economic opportunities connected to both education and research.

- c. Is the program primarily intended to meet needs other than employment needs, if so, please provide a brief rationale.

The program is primarily intended to meet employment needs.

12. Will any type of distance education technology be utilized in the delivery of the program on your main campus or to remote sites? Please describe. *This question is not applicable to requests for discontinuance.*

Some courses may be offered via distance education technology, but practice courses will require students to be in seated classrooms so that students can practice skills in a supervised setting and faculty can observe skill attainment. This is consistent with pedagogy analysis and recommendations recently reported by the Clinical Social Work Association (CSWA). Courses that can be offered in a quality manner via distance education can be offered utilizing technology already available and accessible in the Department.

13. Describe how this request is consistent with the State Board of Education's strategic plan and institution's role and mission. *This question is not applicable to requests for discontinuance.*

SBOE Strategic Plan

The State Board of Education's Strategic Plan for FY 2015-2019 titled "An Idaho Education: High Potential – High Achievement", envisions an "accessible, seamless public education system that results in a highly educated citizenry". Goal 1 of the strategic plan aims for "opportunities for individual advancement". The State Board states under objective B for this goal, "to increase the educational attainment of all Idahoans through participation and retention in Idaho's educational system." One of the benchmarks explicitly targets graduate education with the aim of increasing the percentage of Idahoans with a graduate degree by 8% by 2020. Adding the Master Program in Social Work to the Eastern part of Idaho will help achieve this goal. Many of our current undergraduate students in social work or social workers in our communities cannot leave this area to attain a graduate degree. A graduate program here in Eastern Idaho will provide the opportunity for graduate education, thus increasing the percentage of Idahoans with a graduate degree. As of February 18, 2015, there are a total of 488 social workers holding LSW licenses in SE Idaho (IBOL). The LSW license is attainable with a Bachelor's Degree. Since several agencies within the field are moving towards minimum master degree requirements, many of these social workers will need to obtain an MSW degree in order to be competitive in the job market.

Goal 2 of the strategic plans aims for "provid(ing) an environment for the development of new ideas, and practical and theoretical knowledge to foster the development of individuals who are entrepreneurial, broadminded, think critically, and are creative". Graduate programs by default go beyond teaching fundamental knowledge and foster critical thinking and innovation. Research and teaching are always intertwined in graduate education which not only enhances critical thinking skills, but contributes to research projects and thus development of new ideas and solutions for our society.

Graduate students are vital for faculty research and the ability to conduct research and garner external funding for their projects. A new graduate program will enhance opportunities for garnering external grant money.

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Role of Idaho State University

Idaho State University provides a wide variety of educational, training, research, continuing education and service programs to meet the personal and professional needs of Idaho citizens and Idaho employers and is responsible for planning and determining the best means to deliver Service Region Programs that respond to the educational and workforce needs of its service region. Region IV, V, and VI have been assigned to Idaho State University. While Boise State University has the statewide program responsibility for MSW programs; Idaho State University shares responsibility for assessing and delivering Master programs in Social Work in region V and VI.

Idaho State University Mission

"The mission of Idaho State University is to advance scholarly and creative endeavor through the creation of new knowledge, cutting-edge research, innovative artistic pursuits and high-quality academic instruction; to use these achievements to enhance technical, undergraduate, graduate, and professional education, health care services, and other services provided to the people of Idaho and the nation; and to develop citizens who will learn from the past, think critically about the present, and provide leadership to enrich the future in a diverse, global society.

Idaho State University is a public research institution which serves a diverse population through its broad educational programming and basic, translational, and clinical research. Idaho State University serves and engages its communities with health care clinics and services, professional technical training, early college opportunities, and economic development activities. The University provides leadership in the health professions and related biomedical and pharmaceutical sciences, as well as serving the region and the nation through its environmental science and energy programs." (Idaho State University, 2014).

In a Master Program in Social Work program, teaching, learning, and research are fully intertwined. Faculty incorporates aspects of their research into lectures. Students in the program learn practice and research skills, and creativity and problem solving are encouraged. Students are involved in faculty research projects. Students in the MSW program will come from a variety of backgrounds. Several of the students in our assigned regions are from Hispanic or Native American ethnicities. Some of our students are middle-aged and going back to college after gaining more life experience. Many students are first generation college graduates. We will give students unique opportunities by nurturing their talents. Social work is sometimes formally connected with the Health Sciences. A key purpose of social work as a profession is to increase the quality of life for all people, and this goal is inextricably linked to health sciences. We work with individuals and families, groups, neighborhoods and communities to increase overall health and wellbeing. Medical social work is a well-established and growing area of the field. Social work is extremely involved in the community. Students are required to complete internships in agencies and organizations in our area, and several obtain jobs in those organizations following their graduation.

Reference:

Idaho State Board of Education. 2014. CY2014-2018; FY2015-2019 Strategic Plan. Boise, Idaho: The State Board of Education.

Idaho State Board of Education. 2013. Governing Policies and Procedure. Boise, Idaho: The State Board of Education.

Idaho State University. 2014. Mission Statement. Pocatello, Idaho: Idaho State University.

14. Describe how this request fits with the institution's vision and/or strategic plan. This question is not applicable to requests for discontinuance.

Goals of Institution Strategic Mission	Proposed Program Plans to Achieve the Goal
The mission of Idaho State University is to advance scholarly and creative endeavor through the creation of new knowledge, cutting-edge research, innovative artistic pursuits and high-quality academic instruction; to use these achievements to enhance technical, undergraduate, graduate, and professional education, health care services, and other services provided to the people of Idaho and the nation; and to develop citizens who will learn from the past, think critically about the present, and provide leadership to enrich the future in a diverse, global society.	The Master program in Social Work fits well into the mission of ISU. The program will advance scholarly endeavors; we will involve graduate students in the creation of new knowledge and cutting-edge research, and we will uphold high quality in our instruction. Our program will produce effective social work practitioners, cosmopolitan citizens, critical thinkers, and skilled leaders.
CORE THEME ONE: LEARNING AND DISCOVERY - Idaho State University promotes an environment that supports learning and discovery through the many synergies that can exist among teaching, learning, and scholarly activity.	Teaching and research will go hand-in-hand in the MSW program. The program will combine practice, professional development and research within the social work profession. One of the core competencies of social work as outlined by CSWE is for students to understand and apply the link from research to practice. Our faculty is very active in research and brings cutting-edge knowledge and research experience to the classroom.
CORE THEME TWO: ACCESS AND OPPORTUNITY - Idaho State University provides opportunities for students with a broad range of educational preparation and backgrounds to enter the university and climb the curricular ladder so that they may reach their intellectual potential and achieve their goals and objectives.	We will offer access to students from diverse backgrounds, and embracing human diversity is a key standard of the social work profession. Because social work utilizes a generalist model, which incorporates knowledge from related disciplines (i.e., sociology, psychology, counseling, etc.), we encourage students with diverse backgrounds to apply to our program. Our small student-teacher ratio will enable us to tutor and advise students extensively. We utilize various resources from across campus to support students.
CORE THEME THREE: LEADERSHIP IN THE HEALTH SCIENCES - Idaho State University values its established statewide leadership in the health sciences with primary emphasis in the health professions. We offer a broad spectrum of undergraduate, graduate, and postgraduate training. We deliver health-related services and patient care throughout the State in our clinics and postgraduate residency training sites. We are committed to meeting the health professions workforce needs in Idaho. We support professional development, continuing education, and TeleHealth services. We are active in Health Sciences research.	The MSW program includes content across the curriculum that is directly relevant to Health Sciences. An important area of social work is medical social work, and our program will offer specific electives pertaining to health and medicine. We have community partnerships and field education sites in health and medical settings. The program will teach students the necessary research and theoretical tools to conduct research in the health sciences. Faculty engages in health-related research (e.g. patient support groups, gerontology, trauma) and will involve students in these projects.

CORE THEME FOUR: COMMUNITY ENGAGEMENT AND IMPACT - Idaho State University, including its outreach campuses and centers, is an integral component of the local communities, the State and the intermountain region. It benefits the economic health, business development, environment, and culture in the communities it serves.	The Social Work program will regularly collaborate with community groups and organizations. The curriculum of the MSW includes field practicums and we will employ many field education sites across eastern Idaho which will help provide training for our students. We will also support these organizations by providing seminars and ongoing Continuing Education. Our faculty members serve on planning committees and advisory boards for community agencies. We will involve our students in this community service, too. Community leaders comprise our Social Work Advisory Board. This Board meets with faculty of our undergraduate program in Social Work each year to discuss community needs and to maintain high quality social work education that translates into effective professional practice. The department and the social work program are involved in ongoing efforts to build strategic community-academic partnerships.
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15. Is the proposed program in your institution's Five-Year plan? Indicate below. This question is not applicable to requests for discontinuance.

Yes X No

If not on your institution's Five-Year plan, provide a justification for adding the program.

16. Explain how students are going to learn about this program and where students are going to be recruited from (i.e., within institution, out-of-state, internationally). For requests to discontinue a program, how will continuing students be advised of impending changes and consulted about options or alternatives for attaining their educational goals?

There are several different ways that students will learn about the MSW program. The Bachelors of Social Work program will offer an excellent opportunity to recruit students for the MSW program. Many of these students already plan to go on to attend graduate school in social work, so these students will be recruited to continue their studies at ISU through the MSW program. One unique feature of the program we are proposing is the opportunity for students to apply for conditional acceptance to the MSW program when applying to the BSW program. Because of the Advanced Standing Program option, high-achieving students with promise could be considered for automatic entry into the MSW advanced standing program upon successful completion of their Bachelors in Social Work.

Students will also be recruited from other bachelor level programs such as psychology, anthropology, education etc. As the field of social work becomes increasingly more competitive, many professionals with bachelor's level degrees are returning to school to receive their MSW's. Therefore, professionals in this community and in many other surrounding communities will offer a large pool for recruitment. Due to the nature of the social work program, there is already a relationship between the social work faculty and many of the agencies in the community. This will allow for recruitment of professionals in the field who are interested in increasing their educational level.

Students will also be recruited from out-of-state. The MSW programs emphasis on nationally important fields of study including social work in criminology, trauma based child welfare work and

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gender and sexuality, will be a draw to students from all across the country as no other MSW programs in the nation are currently offering some of these specialties.

17. In accordance with Board Policy III.G., an external peer review is required for any new doctoral program.

N/A

18. Program Resource Requirements. Using the Excel spreadsheet provided by the Office of the State Board of Education indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first three 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 budget explanations below. 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 the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

a. Personnel Costs

Faculty and Staff Expenditures

Project for the first three years of the program the credit hours to be generated by each faculty member (full-time and part-time), graduate assistant, and other instructional personnel. Also indicate salaries. After total student credit hours, convert to an FTE student basis. Please provide totals for each of the three years presented. Salaries and FTE students should reflect amounts shown on budget schedule.

Name, Position & Rank	Annual Salary Rate	FTE Assignment to this Program	Projected Student Credit Hours	FTE Students
Field Director, MSW	51,000	1	1,530	240
Assistant Professor, Director	55,000	1	1,350	450
Assistant Professor	52,000	1	1,350	450

Accreditation requires a total of 6 faculty position whose principal duties are with the MSW program. The majority of the faculty members in a MSW program have to be PhD level faculty. Accreditation for the BA program in Social Work requires at least 2 faculty members whose principal assignments are with the undergraduate program. This means that in order to have a fully accredited MSW program we need at a minimum 8 faculty – 2 faculty in the BA program and 6 faculty positions in the MSW program.

The MSW program can obtain accreditation over a 3 or 4 year period. In year one – at visit one by the accrediting body – we need three full-time faculty dedicated to the MSW program; at year two, we need five faculty, and six faculty in year three or four.

In our program, we will need one additional position in year one which will be the director for the MSW program.

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Over the next three years, we need to add the three additional positions: two PhDs and one MSW (for the field director position dedicated to the BSW program – we need two field directors; one for the BA program and one for the MSW program. Both of these positions can be clinical faculty on a non-tenure track position.)

The estimates of projected credit hours over three years are based on 50 students in the BSW program and 25 students in the MSW program in the first year, 50 MSW students in the second year, and 75 MSW students in the 3rd year. Practicum courses taught by the field directors are offered for 6 credits per section and semester.

Project the need and cost for support personnel and any other personnel expenditures for the first three years of the program.

Administrative Expenditures

Describe the proposed administrative structure necessary to ensure program success and the cost of that support. Include a statement concerning the involvement of other departments, colleges, or other institutions and the estimated cost of their involvement in the proposed program

Name, Position & Rank	Annual Salary Rate	FTE Assignment to this Program	Value of FTE Effort to this Program
Administrative Assistant II	26,874	0.25	6,250
Director, MSW Program	55,000	0.50	
Field Director	51,000	0.50	

Per accreditation standards, the MSW program will need a director with 0.50 of his/her workload dedicated to the position and a field director, also with 0.50 of his/her workload dedicated to that position. The director of the MSW program needs to be a tenure-track faculty member with a terminal degree in the field. The field director can be a faculty member with a MSW degree and can be hired as a clinical or non-tenure track faculty member.

The department currently has one administrative assistant assigned to the Social Work program at .75 FTE. 50% of the current workload of this administrative assistant can be reallocated to the new MSW program to cover the necessary administrative tasks associated with the MSW.

Operating Expenditures

Briefly explain the need and cost for operating expenditures (travel, professional services, etc.)

Travel – faculty will need to travel to CSWE conferences once a year. The department does not have a travel budget. Costs to cover the CSWE conference participation come from student professional fees, social work faculty generated funds through offering continuing education units to the community, and competitive travel grants.

Costs: \$ 1,500 for one conference visit per year

Accreditation Fees – we plan to have the program fully accredited by year 4. During year 1, 2 and 3 accreditation visits will take place to check progress towards accreditation (Appendix D). The program will need to pay annual accreditation fees, membership dues, candidacy fees, eligibility fees, and two commissioner site visits, and initial accreditation fees (Appendix E). After year 4, the program will need to pay annual program membership dues/accreditation fees, and every seven years the program will need to cover the costs for accreditation visits. These costs will be covered by professional fees charged to students.

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Candidacy for Accreditation Costs (see attached listing from CSWE):

- | | | |
|-----|---|--|
| 1.) | Letter of Intent and Candidacy Eligibility Fee | \$7,298 |
| 2.) | Commissioner Visit I Fee | \$4,134 |
| 3.) | Commissioner Visit II Fee | \$4,134 |
| 4.) | Commissioner Visit III Fee | \$2,756 |
| 5.) | Initial Accreditation Eligibility Fee | \$1,820 |
| 6.) | Initial Accreditation Fee | \$3,974 |
| 7.) | Commissioner Visit Expenses (3 visits in first three years) | \$3,000 each |
| 8.) | Annual Program Membership/Accreditation Fees (varies depending on number of students in program): | Year 1: \$ 3,435; Year 2: \$ 4,050; Year 3: \$ 6,075 |

Materials and Supplies – photocopies, paper, pens, fees for search ads, conference fees, etc. The department currently has a budget of \$10,631 to cover materials and supplies for four programs, including one graduate program. Adding another graduate program would require additional materials and supplies. Due to already existing cost and expense sharing between the programs in the department, we estimate the need for an additional graduate program to amount to less than one fifth of the current operating budget.

Costs: \$2,000

Communications – will be included in current communications budget in department.

Costs: \$0

Capital Outlay

(1) Library resources

- (a) Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? If not, explain the action necessary to ensure program success.
- (b) Indicate the costs for the proposed program including personnel, space, equipment, monographs, journals, and materials required for the program.
- (c) For off-campus programs, clearly indicate how the library resources are to be provided.

Dept. of Sociology, Social Work & Criminal Justice
February 12, 2015

Dear Dr. Hearn:

I offer the Library's assessment of the proposed Masters in Social Work below. I have not seen the NOI form, and instead basing my response on conversations with you describing the program. From that discussion, I learned that there is an equivalent program currently being offered by Boise State University (BSU), so have based some of this assessment on the holdings of that library. The Library is fairly well-positioned to support this program, and this assessment recommends a modest amount be included with the NOI for library support from new funds outside the Library.

Books

The Library allocated \$6,102.00 during the 2014/2015 fiscal year to books and standing orders in the area of Sociology, Social Work & Criminal Justice. This amount is used to support existing programs within the department of the same name. A liaison within the department, in collaboration with a member of the library staff, works to select materials for entry into the collection.

Many of the core reference works noted in The Walford Guide to Reference Resources are currently held by the Library. These include Reference Sources in Social Work, A Guide to Information Sources for Social Work and the Human Services, The Social Work Dictionary, Social Welfare in America, and Encyclopedia of Social Work. Additionally, the Library holds all seven Reference Works published by the National Association of Social Workers.

Additionally, a comparison with the BSU Library collection reveals that ISU's holdings in this field are

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healthy. Common holdings include: City and County Extra, Encyclopedia of American Social History, Housing Statistics of the United States, Mental Measurement Yearbook, and Statistical Abstract of the United States. Additionally, ISU holds Social Work Research and Abstracts. A keyword search on the phrase "social work" in the BSU Library catalog resulted in 2921 hits. The same search in the ISU Library catalog resulted in 2421 hits based on the 2008 report.

I recommend no increase in the reference books (standing order) budget, and a small increase in the books budget as a result.

Suggested Permanent Increase for Books: \$ 2,000.00

Journals

The Library allocated \$20,081.00 during the 2014/2015 fiscal year to journals in the subject area of Sociology, Social Work & Criminal Justice. Subscription decisions are primarily in the hands of the faculty within that department. Of the five publications of the National Association of Social Workers, the Library currently subscribes to one in print, three online and offers at least 2000 and forward access in electronic version to the remainder via its full text subscription to ten EBSCOhost databases. Of the fourteen commercially produced journals listed on the BSU Library Social Work resources page (<http://guides.boisestate.edu/socialwork>) ISU holds current-year subscriptions to eight and for the remainder two offers online access with an 18 months embargo via its full text subscription to EBSCOhost Education Research Complete and Academic Search Complete databases. The four that ISU lacks are Journal of Community Practice, Journal of Human Behavior in the Social Environment, Journal of Social Work (JSW), and Journal of Teaching in Social Work. After pricing these journals, I concur with Sandra Shropshire recommendation that an increase be made to purchase them.

Suggested Permanent Increase for Journals: \$2,974.00

Indexes

The ISU Library has current access to a number of directly or indirectly relevant indexes, based on sources cited above. The following electronic article indexes are held: Social Work Abstracts, Social Science Abstracts, Socindex, Sociological Collection, Social Sciences Citation Index, Le., Web of Science, CINAHL, Cochrane Library, PsycInfo, Lexis/Nexis Statistical and Academic, and Psychology and Behavioral Sciences Collection. I recommend no increase for Indexes.

Suggested Permanent Increase for Indexes: 0.00

Other Resources

The ISU Library is a selective federal depository, and as such, receives on subscription a broad range of publications from United States agencies. It offers access to additional collections of interest, including publications of the State of Idaho and of the United Nations.

Suggested Permanent Increase for Other Resources: 0.00

Services and Facilities

The ISU Library provides access to materials outside its collection by offering free interlibrary loan services to students and faculty. Other services include reference service, introductory and customized instruction service and both print and electronic course reserve.

Suggested Permanent Increase for Services and Facilities: 0.00

Total Suggested Increase to Permanent Library/Funds to Support M.S.W.: 4,974.00

Please feel free to contact me if you have questions about this assessment.

Sincerely,

Sandra Shropshire

Associate University Librarian for Collections and Technical Services

(2) Equipment/Instruments

Describe the need for any laboratory instruments, computer(s), or other equipment. List equipment, which is presently available and any equipment (and cost) which must be obtained to support the proposed program.

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Currently available equipment and labs:

- Social Work Interaction Lab – social work students are able to practice role playing, observe interactions, and record their practicing interviews to develop practice skills. It includes one laptop computer, projector, mixer, screen, TV monitor, microphone, and camera for interview transmission and taping.
- Smart Room – instructors can use this room for long distance education or video conferencing. It includes a computer, a multimedia projector, and an interactive pen display monitor.
- Social Work Library – social work books
- IFFT Social Science Research Lab in the department (shared with MA program in Sociology) – six computer stations available for graduate students.
- Ten computer labs available on the Pocatello campus; one computer lab is located on the same building where the department is located. Additionally, there are four computer labs on the Idaho Falls campus.

Maintenance: replacement or repair of broken equipment; service calls for malfunctioning equipment
Estimated Costs per year: \$200

Equipment Needed for faculty: each new hired faculty member will need a computer work station. We have no funding for computer needs in our current appropriated budget.
Estimated costs: \$1,200 for three newly hired faculty members = \$3,600

d. Revenue Sources

- (1) 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?

Initially, reallocation of resources within department and the different programs in department.

Impact: some decreased resources in other programs in the department; lower enrollment in BSW program which will be compensated with enrollment in MSW program.

Two faculty members who are currently assigned to the undergraduate program in Social Work will be assigned to the MSW program, thus reducing the fully assigned faculty members for the undergraduate program. The administrative assistant currently assigned to Social Work at 75% time will maintain 25% of his time to support the undergraduate program; 50% of his/her time will be re-assigned to the MSW program. Materials and supplies allotted to the department will be shared with the MSW program thus only necessitating some increase in the materials and supplies budget for the MSW program.

- (2) If the funding is to come from other sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when funding ends? N/A
- (3) If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request.
N/A
- (4) Describe the federal grant, other grant(s), special fee arrangements, or contract(s) to fund the program. What does the institution propose to do with the program upon termination of those funds?
N/A
- (5) Provide estimated fees for any proposed professional or self-support program.
\$ 200 per semester

APPENDIX A CURRICULUM AND COURSES

Courses Required for Traditional Two-Year MSW Program

SOWK 5..	Foundations of Social Work	3 credits
SOWK 5..	Practice with Ind/Fam	3 credits
SOWK 5..	Group Work	3 credits
SOWK 5..	Community Organization	3 credits
SOWK 5..	Social Welfare Policy	3 credits
SOWK 5508	Statistical Analysis	3 credits
SOWK 6..	Advanced HBSE II and Diversity Issues	3 credits
SOWK6..	Professional Communication in Practice	3 credits
SOWK 6..	Advanced Policy, Legislations, and Administration	3 credits
SOWK 6..	Applied Research for Social Work	3 credits
SOWK 6..	Evaluation and Treatment of Mental Disorders	3 credits
SOWK 6..	Advanced Practice Interventions and Comparative Theories	3 credits
SOWK 6..	Research Seminar	1 credit
SOWK 6..	Field Practicum I	6 credits
SOWK 6..	Field Seminar I	1 credit
SOWK 6..	Field Practicum II	6 credits
SOWK 6..	Field Seminar I	1 credit
SOC/SOWK 5/6..	Specialty Area Required Electives	9 credits
Total		60 credits

Courses Required for Advanced Standing MSW Program

SOWK 5..	Advanced HBSE II and Diversity Issues	3 credits
SOC5508	Statistical Analysis	3 credits
SOWK 6..	Professional Communication in Practice	3 credits
SOWK 6..	Advanced Policy, Legislations, and Administration	3 credits
SOWK 6..	Applied Research for Social Work	3 credits
SOWK 6..	Evaluation and Treatment of Mental Disorders	3 credits
SOWK 6..	Advanced Practice Interventions and Comparative Theories	3 credits
SOWK 6..	Research Seminar	1 credit
SOWK 6..	Field Practicum I	6 credits
SOWK 6..	Field Seminar I	1 credit

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SOWK 6..	Field Practicum II	6 credits
SOWK 6..	Field Seminar II	1 credit
SOWK 6..	Specialty Area Required Electives	9 credits
		Total 45 credits

Description of Courses

Course Number	Title	Course Description	Credits
Additional Courses Required for Traditional Two-Year Program			
SOWK5__	Foundations of Social Work	Course will cover foundational concepts of the Social Work profession including introduction of frameworks and models to understand human behavior in the social environment and diversity issues. Required for Traditional Two-Year Program students who have not completed an undergraduate degree in social work.	3
Graduate Sections will need to be added to foundational coursework already included in upper division Social Work courses in the Baccalaureate Program. These courses will be required for students enrolled in the Traditional Two-Year Program who have not completed an undergraduate degree in social work.			
SOWK5__	Practice with Individuals and Families		3
SOWK5__	Group Work		3
SOWK5__	Community Organization		3
SOWK5__	Social Welfare Policy		3
SOWK5__	Social Statistics		3
New Courses Required for Advanced Standing and Traditional Two-Year Program Students			
SOWK5__	Advanced HBSE II and Diversity Issues	Course will cover advanced theoretical concepts to prepare students to apply conceptual frameworks and issues for understanding human behavior as a function of bio-psycho-social-spiritual processes and interactions in the environment. Advanced information related to human diversity and at-risk populations, including issues pertaining to racial and ethnic groups, and gender and sexual orientations will be covered.	3

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SOWK5__	Professional Communication in Practice	Course will cover written and oral professional communication required for the profession including court testimony and written reports, public speaking, case documentation, training, curriculum development, and grant writing.	3
SOWK5__	Advanced Policy, Legislation, Administration	Course will cover knowledge and skills designed to build student competency in the areas of advancing human rights, and social, economic, and environmental justice. Topics will include administrative social work.	3
SOWK5__	Applied Research for Social Work	Students will be required to complete a research project to demonstrate competency in utilizing practice-informed research and research-informed practice within their specialty area. The project will contribute to the professional field, i.e., program evaluation, manuscript for submission, etc.	3
SOWK6	Evaluation and Treatment of Mental Disorders (DSM-V)	Course will cover information contained in the current Diagnostic and Statistical Manual of Mental Disorders to train students on clinical assessment and diagnosis.	3
SOWK6__	Advanced Practice Interventions and Comparative Theories	Course will cover advanced interventions and comparative theories in social work with emphasis on utilizing evidence-based practices in counseling with individuals, families, and groups at the clinical level.	3
SOWK6__	Research Seminar	Students will have opportunities for mentoring in a small group setting in order to complete research work started in SOWK5 Applied Research for Social Work.	1
SOWK5__	Field Practicum	Placement within a social service agency under direct supervision of a licensed masters-level social worker for a minimum of 450 hours. Meets CSWE accreditation requirements to provide generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities.	6

SOWK6__	Field Practicum	Placement within a social service agency under direct supervision of a licensed masters-level social worker for a minimum of 450 hours. Placement provides specialized practice opportunities for students to demonstrate social work competencies within an area of specialized practice	6
SOWK5__	Field Seminar	Seminar permits discussion and reflection upon field experience gained in SOWK5--- and serves an integrative function for linking theory to applied practice.	1
SOWK6__	Field Seminar	Seminar permits discussion and reflection upon field experience gained in SOWK6--- and serves an integrative function for linking theory to applied practice.	1
New Courses Required for Specialty Clinical Track Area			
SOWK6__	Clinical Trauma Work in Child Welfare	Course will cover neurobiological understanding of trauma and application of clinical precepts in child welfare work.	3
SOWK6__	Play Therapy	Course will cover foundational concepts of play therapy work with children and across the ages.	3
SOWK6__	Couples and Family Therapy	Course will cover theories and interventions in clinical work with couples and families.	3
New Courses Required for Specialty Gender and Sexuality Area			
SOWK6__	Advanced Practice with Gender/Sexuality Emphasis	Course will cover issues specifically related to practice with diverse gender and sexuality issues	3

Additional courses for MSW Degree which are already offered within the Department:

Course Number	Title	Description	Credits
SOC5508	Statistical Analysis	Emphasizes advanced techniques in research design, data measurement, and multivariate analysis utilizing computer application	3
Existing Courses which will meet Specialty Area Requirements for Gender and Sexuality and Forensic Social Work			

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SOC 5513	Mind, Body, and Society	Symbolic interaction and its relation to selfhood, sympathy, illness, sexuality, and addiction; and to groupings like enemies, communities, and associations	3
SOC 5531	Criminology	Analysis of criminal law, law enforcement, judicial roles and processes, correctional approaches, the criminal offender and societal reactions. Theory and research as applicable to behavior and institutional relationships	3
SOC 5536	Elite Deviance and Crime	Explores the types of criminal behaviors engaged in by the American socioeconomic and corporate elite. The course first explores and identifies who this elite is and then examines their ideological and economic history in American society. Specific examples of elite and corporate crime are presented and discussed in class. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus	3
SOC 5538	Sexual Crimes	Complex relationships of human sexuality to law and crime. A range of sexual attitudes, practices and lifestyles will be discussed in the context of cultural norms, legal parameters and personal expression. Students will be introduced to cultural variations in defining and addressing sexuality and crime. Current theoretical explanations of sexual offending and U.S. social policies and clinical interventions for sexual offenders. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus	3
SOC 5592	Topics in Criminal Justice	Readings, discussion, and preparation of reports on selected topics. May be repeated with different content. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus	3
SOC 6607	Topics in Diversity	A seminar in selected topics of social differentiation such as stratification, minorities, etc. May be repeated for up to 6 credits	3

Appendix B

MSW Survey Instrument

- 1. What is your current educational attainment status?**
 - a. Current ISU student
 - b. ISU alumni with a BSW
 - c. Highest level of education is a BSW from another institution
 - d. Currently have an MSW
 - e. Other

- 2. How likely are you to seek admission to a Graduate School of Social Work?**
 - a. Extremely likely
 - b. Somewhat likely
 - c. Not sure
 - d. Somewhat unlikely
 - e. Extremely unlikely
 - f. Not applicable: I already have an MSW

- 3. If Idaho State University had an MSW program, how likely would you be to apply for admission?**
 - a. Extremely likely
 - b. Somewhat likely
 - c. Not sure
 - d. Somewhat unlikely
 - e. Extremely unlikely
 - f. Not applicable: I already have an MSW

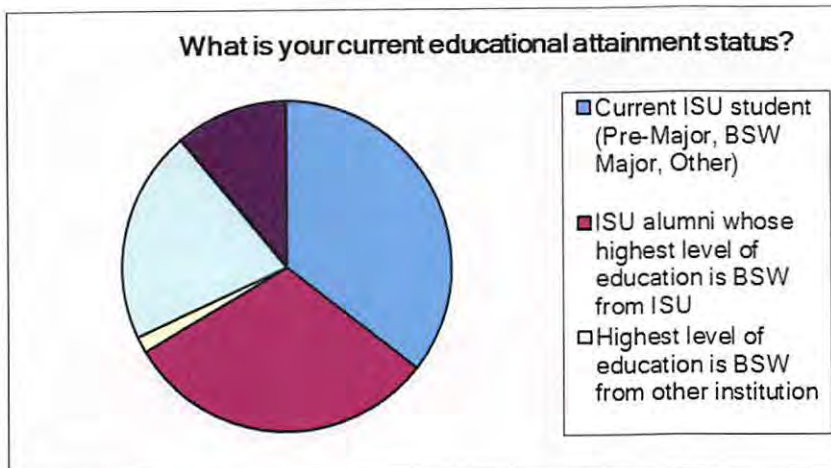
- 4. Rank the following factors in order of importance to you in making a decision of where to earn an MSW (1 is most important, etc.).**
 - a. Availability of student funding/cost of program
 - b. Quality of the faculty
 - c. Geographic location
 - d. Research interests of the faculty
 - e. Potential for desired field practicum placement
 - f. Size of community
 - g. Type of program

- 5. Rank the order of type of MSW program that most interests you.**
 - a. Combined BSW and MSW program (5 total academic years)
 - b. Advanced standing MSW (1 year including summer for those who already have a BSW)
 - c. Full time MSW program (2 academic years)
 - d. Other

- 6. If you earned an MSW at ISU, where would you likely seek employment after earning your degree?**
- a. In the state of Idaho
 - b. In a Northwestern state other than Idaho
 - c. Another region of the country
 - d. International setting
 - e. Other
- 7. If you already have an MSW, how likely would you have been to apply for admission to an MSW program at ISU if one had been available?**
- a. Extremely likely
 - b. Somewhat likely
 - c. Not sure
 - d. Somewhat unlikely
 - e. Extremely unlikely
- 8. If you are currently employed in the social work field, how much do you agree that there is a need for MSW's in your agency?**
- a. Strongly agree
 - b. Agree
 - c. Not sure
 - d. Disagree
 - e. Strongly disagree

Appendix C
Survey Results

What is your current educational attainment status?		
Answer Options	Response Percent	Response Count
Current ISU student (Pre-Major, BSW Major, Other)	35.6%	68
ISU alumni whose highest level of education is BSW from ISU	30.9%	59
Highest level of education is BSW from other institution	1.6%	3
Currently have an MSW	20.9%	40
Other (please specify)	11.0%	21
answered question		191
skipped question		0



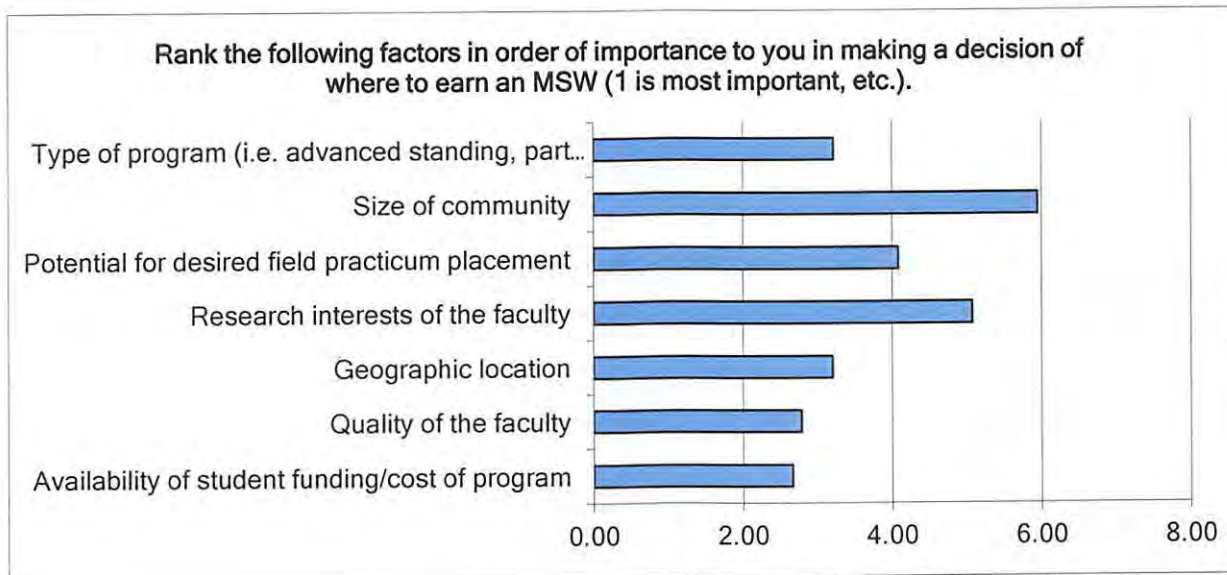
How likely are you to seek admission to a Graduate School of Social Work?		
Answer Options	Response Percent	Response Count
Extremely likely	41.6%	79
Somewhat likely	20.5%	39
Not sure	6.3%	12
Somewhat likely	2.1%	4
Extremely unlikely	4.7%	9
Not applicable: I already have a Graduate Degree in Social Work (e.g. MSW)	24.7%	47
answered question		190
skipped question		1

If Idaho State University had an MSW program, how likely would you be to apply for admission?

Answer Options	Response Percent	Response Count
Extremely likely	50.5%	96
Somewhat likely	13.7%	26
Not sure	4.7%	9
Somewhat unlikely	1.1%	2
Extremely unlikely	5.3%	10
Not Applicable: I already have a Graduate Degree in Social Work (e.g. MSW)	24.7%	47
<i>answered question</i>		190
<i>skipped question</i>		1

Rank the following factors in order of importance to you in making a decision of where to earn an MSW (1 is most important, etc.).									
Answer Options	1	2	3	4	5	6	7	Rating Average	Response Count
Availability of student funding/cost of program	49	33	29	25	10	7	3	2.66	156
Quality of the faculty	22	53	42	27	9	2	3	2.78	158
Geographic location	50	20	19	24	16	24	6	3.20	159
Research interests of the faculty	6	5	20	22	30	47	33	5.07	163
Potential for desired field practicum placement	9	23	29	25	50	22	7	4.08	165
Size of community	3	6	6	10	23	40	91	5.95	179
Type of program (i.e. advanced standing, part time, etc.)	40	36	30	31	20	13	11	3.21	181
<i>answered question</i>									183
<i>skipped question</i>									8

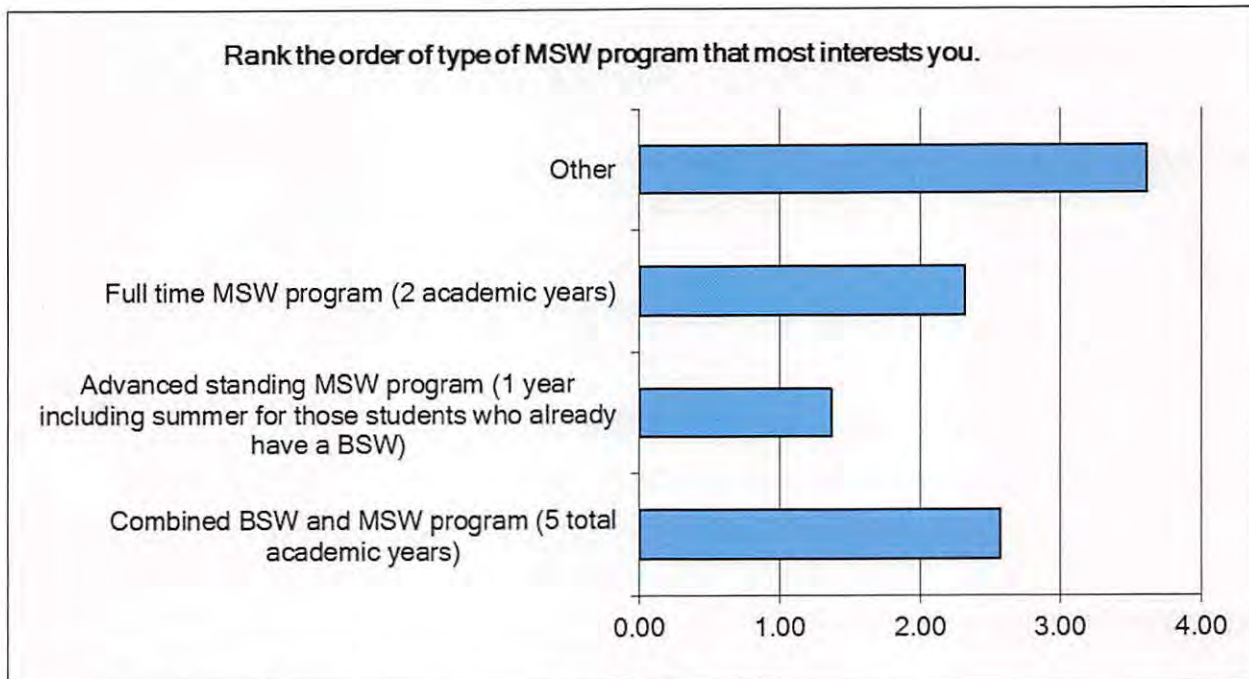
(Low average ranking indicates greater importance.)



(Low average ranking indicates greater importance.)

Rank the order of type of MSW program that most interests you.						
Answer Options	1	2	3	4	Rating Average	Response Count
Combined BSW and MSW program (5 total academic years)	22	43	69	21	2.57	155
Advanced standing MSW program (1 year including summer for those students who already have a BSW)	126	31	7	6	1.37	170
Full time MSW program (2 academic years)	22	82	63	7	2.32	174
Other	6	7	13	90	3.61	116
answered question						180
skipped question						11

(Low average ranking indicates greater importance.)



(Low average ranking indicates greater importance.)

If you earned an MSW at ISU, where would you likely seek employment after earning your degree?

Answer Options	Response Percent	Response Count
In the state of Idaho	83.6%	153
In a Northwestern state other than Idaho	8.2%	15
Another region of the country	5.5%	10
International setting	0.0%	0
Other (please specify)	2.7%	5
answered question		183
skipped question		8

If you already have an MSW, how likely would you have been to apply for admission to an MSW program at ISU if one had been available?

Answer Options	Response Percent	Response Count
Extremely likely	62.0%	80
Somewhat likely	16.3%	21
Not sure	19.4%	25
Somewhat unlikely	0.8%	1
Extremely unlikely	1.6%	2
answered question		129
skipped question		62

If you are currently employed in the social work field, how much do you agree that there is a need for MSW's in your agency?

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Answer Options	Response Percent	Response Count
Strongly agree	58.3%	91
Agree	24.4%	38
Not sure	13.5%	21
Disagree	3.8%	6
Strongly disagree	0.0%	0
<i>answered question</i>		156
<i>skipped question</i>		35

Appendix C

SUMMARY OF SURVEY RESULTS

According to our interest survey, 67% of BSW's in the area are extremely likely to enroll in an MSW program at ISU if one were created. There are a total of 488 licensed BSW's in Southeast Idaho according to the Idaho Bureau of Occupational licenses. A generous estimate of half of the percentage who said they were extremely likely to attend ISU, results in an enrollment projection of 163 students from the community (33.5% of 488); a conservative estimate of 10% results in an enrollment projection of 48 students from the community.*

We have approximately 70 students enrolled in our BSW program now. According to Social Work faculty, about 75% of those students would go on to earn an MSW. Using that percentage as a generous estimate, 52 students could be expected to enroll in our program. A more conservative estimate of 50% would result in a projection estimate of 35 students.

In total, a generous estimate results in a projection of 215 students and a conservative estimate results in a projection of 83 students that we could expect to enroll in our MSW program.

Other relevant information learned from the survey is that funding/cost of program, quality of faculty, geographic location and type of program were rated as the most important factors in choosing an MSW program (in that order). The type of program most desired was Advanced Standing, Full-time MSW program, and combined BSW and MSW program (in that order). Importantly, 84% of survey participants plan to seek employment in Idaho.

* A more conservative estimate was used for potential students in the community because not all of those who hold a BSW in the community participated in our survey.

Appendix D

Timetable for Candidacy -2008 EPAS

June _____ Agenda Council on Social Work Education Commission on Accreditation

Commissioner Visit I		
ACTIVITY or DOCUMENT:	DATE:	COPIES SENT TO:
Submit Letter of Institutional Intent, Candidacy Eligibility Application Form, and Candidacy Eligibility Fee (if not submitted, program will be invoiced)	No later than March 31, _____	The program sends one (1) copy to the Director of OSWA.
Letter of Institutional Intent and Eligibility Application Form approved by Accreditation Specialist	No later than April 30, _____	_____
Draft Benchmark I submitted by program	No later than April 30, _____	The program sends one (1) copy to its Accreditation Specialist/Associate.
Approval of Draft Benchmark I by Accreditation Specialist	No later than July 1, _____	_____
Program invoiced for Commissioner Visit I	July 1, _____	_____
Commissioner Visit I fee due	September 1, _____	_____
Site Visit Coordinator and OSWA Director select Commissioner for Commissioner Visit I	September 15, _____	_____
Program submits Benchmark I	One month before Commissioner Visit I	The program sends three (3) paper copies to their Accreditation Specialist/Associate and one (1) to the commission visitor.
Program submits the Benchmark I Review Brief Form	One month before Commissioner Visit I	The program sends one (1) electronic copy to the commission visitor and one (1) electronic copy to their Accreditation Specialist/Associate.
Commissioner Visit I Occurs	December 1, _____ – February 28, _____	_____
Commission Visitor submits the Benchmark I Review Brief Form	Within 2 weeks of the last day of the Commissioner Visit	The commissioner sends one (1) electronic copy to the program's Accreditation Specialist/Associate.
Program Response to the Benchmark I Review Brief Form Due	Within 2 weeks of receiving the Benchmark I Review Brief Form (FILE COMPLETE)	The program sends one (1) electronic copy and three (3) paper copies to their Accreditation Specialist/Associate.
Commission Review for Candidacy	June _____ Commission Meeting	_____

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Commissioner Visit II		
ACTIVITY or DOCUMENT:	DATE:	COPIES SENT TO:
Program invoiced for Commissioner Visit II	July 1, _____	_____
Commissioner Visit II fee due	September 1, _____	_____
Site Visit Coordinator and OSWA Director select Commissioner for Commissioner Visit II	September 15, _____	_____
Program submits Benchmark II	One month before the Commissioner Visit	The program sends three (3) paper copies to their Accreditation Specialist/Associate and one (1) to the commission visitor.
Program submits the Benchmark II Review Brief Form	One month before the Commissioner Visit	The program sends one (1) electronic copy to the commission visitor and one (1) electronic copy to their Accreditation Specialist/Associate.
Commissioner Visit II Occurs	December 1, _____ – February 28, _____	_____
Commission Visitor submits the Benchmark II Review Brief Form	Within 2 weeks of the last day of the Commissioner Visit	The commissioner sends one (1) electronic copy to their Accreditation Specialist/Associate.
Program Response to the Benchmark II Review Brief Form Due	Within 2 weeks of receiving the Benchmark II Review Brief Form (FILE COMPLETE)	The program sends one (1) electronic copy and three (3) paper copies to their Accreditation Specialist/Associate.
Commission Review for 2 nd Year of Candidacy Status	June _____ Commission Meeting	_____

Commissioner Visit III		
ACTIVITY or DOCUMENT:	DATE:	COPIES SENT TO:
Program invoiced for Commissioner Visit III	July 1, _____	_____
Commissioner Visit III fee due	September 1, _____	_____
Site Visit Coordinator and OSWA Director select Commissioner for Commissioner Visit III	September 15, _____	_____
Program submits Benchmark III	One month before the Commissioner Visit	The program sends three (3) paper copies to their Accreditation Specialist/Associate and one (1) to the commission visitor.
Program submits the Benchmark III Review Brief Form	One month before the Commissioner Visit	The program sends one (1) electronic copy to the commission visitor and one (1) electronic copy to their Accreditation Specialist/Associate.
Commissioner Visit III Occurs	December 1, _____ – February 28, _____	_____
Commission Visitor submits the Benchmark III Review Brief Form	Within 2 weeks of the Commissioner Visit	The commissioner sends one (1) electronic copy to the program's Accreditation Specialist/Associate.
Program Response to the Benchmark III Review Brief Form Due	Within 2 weeks of receiving the Benchmark III Review Brief Form (FILE COMPLETE)	The program sends one (1) electronic copy and three (3) paper copies to their Accreditation Specialist/Associate.
Commission Review for 3 rd Year of Candidacy Status	June _____ Commission Meeting	_____

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Commissioner Visit IV		
ACTIVITY or DOCUMENT:	DATE:	COPIES SENT TO:
Eligibility for Initial Accreditation Form Due	July 1, _____	The program sends one (1) copy to their Accreditation Specialist.
Program invoiced for Initial Accreditation Eligibility fee	July 1, _____	_____
Initial Accreditation Eligibility fee due	July 15, _____	_____
Site Visit Coordinator and OSWA Director select Commissioner for Commissioner Visit IV	September 15, _____	_____
Program invoiced for Initial Accreditation fee	November 1, _____	_____
Initial Accreditation fee due	November 15, _____	_____
Program submits Benchmark IV and Self Study	One month before the Commissioner Visit	The program sends three (3) paper copies to their Accreditation Specialist/Associate and one (1) to the commission visitor.
Program submits the Benchmark IV Review Brief Form and Accreditation Review Brief Form	One month before the Commissioner Visit	The program sends one (1) electronic copy to the commission visitor and one (1) electronic copy to their Accreditation Specialist/Associate.
Commissioner Visit IV Occurs	December 1, _____ – February 28, _____	_____
Commission visitor submits the Benchmark IV Review Brief and Accreditation Review Brief	Within 2 weeks of the last day of the Commission Visit	The commission visitor sends one (1) electronic copy and one (1) paper copy to their Accreditation Specialist/Associate.
Program Response to the Benchmark IV Review Brief and Accreditation Review Brief Form Due	Within 2 weeks of receiving the Accreditation Review Brief Form (FILE COMPLETE)	The program sends one (1) electronic copy and three (3) paper copies to their Accreditation Specialist/Associate.
Commission review for Initial Accreditation	June _____ Commission Meeting	_____

Council on Social Work Education (CSWE). 2015. Candidacy – 2008 EPAS. Timetable for Candidacy.
<http://www.cswe.org/default.aspx?id=57618>; retrieved May 2015

Candidacy Fees and Related Expenses

2008 EPAS

Council on Social Work Education
Commission on Accreditation

There are ten costs associated with the candidacy process. Each is explained below. The Candidacy and Initial Accreditation fees are subject to change by the Board of Directors each Fiscal Year. The fees below are effective from July 1, 2014 to June 30, 2015. Refer to the Timetable for Candidacy to determine program invoice and due dates.

9.) Letter of Intent and Candidacy Eligibility Fee \$7,298

The letter of intent and candidacy eligibility fee covers staff time to work with the program in developing, reviewing, and approving the materials submitted to determine institutional eligibility.

10.) Commissioner Visit I Fee \$4,134

The Commissioner Visit I fee covers the work of the staff in processing and reviewing program documents and that of the Commission on Accreditation in reaching a decision about the program's compliance with the Benchmark I.

11.) Commissioner Visit II Fee \$4,134

The Commissioner Visit II fee covers the work of the staff in processing and reviewing program documents and that of the Commission on Accreditation in reaching a decision about the program's compliance with the Benchmark II.

12.) Additional Commissioner Visit Fee \$2,756

Typically programs do not require more than four Commissioner Visits to complete their development and write their self study. If the program needs further development, however, an additional Commissioner Visit will take place. The additional Commissioner Visit fee covers the work of the staff in processing and reviewing program documents and that of the Commission on Accreditation in reaching a decision about the program's compliance with the Educational Policy and Accreditation Standards (EPAS).

13.) Initial Accreditation Eligibility Fee \$1,820

The initial accreditation eligibility fee covers staff time to review and approve the materials submitted to determine institutional eligibility for the initial accreditation of its social work program.

14.) Initial Accreditation Fee \$3,974

The initial accreditation fee covers staff and commissioner expenses related to processing and assessing the documents associated with determining the program's compliance with the Educational Policy and Accreditation Standards (EPAS).

15.) Benchmark Costs

Benchmark costs will vary by program. Examples of expenses include faculty assigned time, meeting expenses, printing, mailing and other administrative costs.

16.) Commissioner Visit Expenses

Programs pay all expenses of the commission visits. The Commission on Accreditation expects programs to make every effort to minimize commissioner out-of-pocket expenses by providing prepaid airline tickets. Coach fair is expected. In addition, programs should be billed directly by the hotel for the commissioner expenses. Remaining expenses, such as ground transportation and meals not taken at the hotel, should be reimbursed as soon as possible by the program.

17.) Annual Program Membership Dues

All accredited social work programs and those in candidacy for accreditation are required to pay annual membership dues to CSWE. Programs are invoiced each April for the following fiscal year, which begins July 1.

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Invoices are due on July 1. Programs in candidacy are charged the minimum amount. Once the program receives initial accreditation, dues are assessed according to the number of graduates reported by the program in the annual CSWE statistics survey conducted each Fall. For more information on program membership dues send an email to membership@cswe.org or go to <http://www.cswe.org/Membership/27021.aspx>.

Council on Social Work Education (CSWE). 2015. Candidacy – 2008 EPAS. Candidacy Fees and Related Expenses. <http://www.cswe.org/File.aspx?id=14478>; retrieved May 2015

CONSENT
AUGUST 24, 2022

ATTACHMENT 2

Program Resource Requirements. Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first three 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 the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

I. PLANNED STUDENT ENROLLMENT

	FY		FY		FY		Cumulative Total	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	25	25	50	50	75	75	150	150
B. Shifting enrollments	0	0	0	0	0	0	0	0

II. REVENUE

	FY		FY		FY		Cumulative Total	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. Appropriated (Reallocation)	\$9,619.00		\$9,713.00		\$9,867.00		\$29,199.00	\$0.00
2. Appropriated (New)	\$77,100.00		\$71,050.00		\$72,260.00		\$220,410.00	\$0.00
3. Federal							\$0.00	\$0.00
4. Tuition	\$96,675.00		\$193,350.00		\$290,025.00		\$580,050.00	\$0.00
5. Student Fees	\$10,000.00		\$20,000.00		\$30,000.00		\$60,000.00	\$0.00
6. Other (Specify)							\$0.00	\$0.00
Total Revenue	\$193,394.00	\$0.00	\$294,113.00	\$0.00	\$402,152.00	\$0.00	\$889,659.00	\$0.00

Ongoing is defined as ongoing operating budget for the program which will become part of the base.

One-time is defined as one-time funding in a fiscal year and not part of the base.

III. EXPENDITURES

	FY		FY		FY		Cumulative Total	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs								
1. FTE	1.3		1.3		1.3		3.75	0.00
2. Faculty	\$55,000.00		\$51,000.00		\$52,000.00		\$158,000.00	\$0.00

CONSENT- SDE

Program Proposal Budget Template
(Baccalaureate, Graduate, Doctorate)

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3. Administrators							\$0.00	\$0.00
4. Adjunct Faculty							\$0.00	\$0.00
5. Instructional Assistants							\$0.00	\$0.00
6. Research Personnel							\$0.00	\$0.00
7. Support Personnel	6,250		6,375		6,502		\$19,127.00	\$0.00
8. Fringe Benefits	12,919		11,838		12,075		\$36,832.00	\$0.00
9. Other: Health Insurance	10,550		10,550		10,550		\$31,650.00	\$0.00
Total FTE Personnel and Costs	\$84,719.00	\$0.00	\$79,763.00	\$0.00	\$81,127.00	\$0.00	\$245,609.00	\$0.00

	FY		FY		FY		Cumulative Total	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures								
1. Travel	\$3,000.00		\$3,000.00		\$3,000.00		\$9,000.00	\$0.00
2. Professional Services		\$10,733.00		\$9,684.00		\$11,709.00		#REF!
3. Other Services							\$0.00	\$0.00
4. Communications							\$0.00	\$0.00
5. Utilities	n/a						\$0.00	\$0.00
6. Materials and Supplies	\$2,000.00		\$2,000.00		\$2,000.00		\$6,000.00	\$0.00
7. Rentals							\$0.00	\$0.00

CONSENT- SDE

Program Proposal Budget Template
(Baccalaureate, Graduate, Doctorate)

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8. Repairs & Maintenance							<u>\$0.00</u>	<u>\$0.00</u>
9. Materials & Goods for Manufacture & Resale							<u>\$0.00</u>	<u>\$0.00</u>
10. Miscellaneous							<u>\$0.00</u>	<u>\$0.00</u>
Total Operating Expenditures	<u>\$5,000.00</u>	<u>\$10,733.00</u>	<u>\$5,000.00</u>	<u>\$9,684.00</u>	<u>\$5,000.00</u>	<u>\$11,709.00</u>	<u>\$15,000.00</u>	<u>\$32,126.00</u>

	FY		FY		FY		Cumulative Total	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay								
1. Library Resources		<u>\$1,658.00</u>		<u>\$1,658.00</u>		<u>\$1,658.00</u>	<u>\$0.00</u>	<u>\$4,974.00</u>
2. Equipment		<u>\$1,200.00</u>		<u>\$1,200.00</u>		<u>\$1,200.00</u>	<u>\$0.00</u>	<u>\$3,600.00</u>
Total Capital Outlay	<u>\$0.00</u>	<u>\$2,858.00</u>	<u>\$0.00</u>	<u>\$2,858.00</u>	<u>\$0.00</u>	<u>\$2,858.00</u>	<u>\$0.00</u>	<u>\$3,600.00</u>
D. Capital Facilities Construction or Major Renovation	N/A							
E. Indirect Costs (Overhead)								
TOTAL EXPENDITURES:	<u>\$89,719.00</u>	<u>\$13,591.00</u>	<u>\$84,763.00</u>	<u>\$12,542.00</u>	<u>\$86,127.00</u>	<u>\$14,567.00</u>	<u>\$260,609.00</u>	<u>\$35,726.00</u>
Net Income (Deficit)	<u>\$103,675.00</u>	<u>-\$13,591.00</u>	<u>\$209,350.00</u>	<u>-\$12,542.00</u>	<u>\$316,025.00</u>	<u>-\$14,567.00</u>	<u>\$629,050.00</u>	<u>-\$35,726.00</u>

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ACCREDITATION (DOSWA)

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July 13, 2021

Kevin Satterlee, JD
President
Idaho State University (ID)
president@isu.edu

RE: Grant *Initial Accreditation with a Progress Report*
Idaho State University (ID)
Master's Social Work Program (MSW)
2015 Educational Policy and Accreditation Standards (EPAS)

Dear President Satterlee:

At its June 2021 meeting, the Commission on Accreditation (COA) reviewed the social work program's application for *Initial Accreditation*. The COA decided to grant *Initial Accreditation* to the master's social work program through June 2025 with a *Progress Report* to be reviewed by the program's accreditation specialist.

In taking this action, the Commission requests clarifying information on the following standard(s):

Accreditation Standard M2.0.3: *The program provides a matrix that illustrates how its generalist practice content implements the nine required social work competencies and any additional competencies added by the program.*

The program provided its generalist curriculum matrix. However, the program did not clearly illustrate how its curriculum content implements the nine required social work competencies.

The program is asked to provide its revised generalist curriculum matrix that illustrates clear linkages between the competencies and the curriculum content. The program is also asked to provide its syllabi that reflect the content used to implement the nine required social work competencies.

Accreditation Standard M2.1.4: *For each area of specialized practice, the program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.*

The program provided its specialized curriculum matrix. However, the program did not clearly illustrate how its curriculum content implements the nine required social work competencies.

The program is asked to provide its revised specialized curriculum matrix that illustrates clear linkages between the competencies and the curriculum content. The program is also asked to provide its syllabi that reflect the content used to implement the nine required social work competencies.

Accreditation Standard 3.1.9: *The program submits its policies and procedures specifying students' rights and opportunities to participate in formulating and modifying policies affecting academic and student affairs.*

The program described opportunities provided to students to organize in their own interests. However, the program did not provide specific policies and procedures specifying students' rights and opportunities to participate in formulating and modifying policies affecting academic and student affairs.

The program is asked to provide its policies and procedures specifying students' rights and opportunities to participate in formulating and modifying policies affecting academic and student affairs for students in all program options.

COA reaffirmation decision types are described in section 4.6.1 *COA Decisions for Initial Accreditation* in the [EPAS Handbook](#).

The program is asked to submit one (1) electronic copy of the response, no later than April 1, 2022, for review during its June 2022 meeting. The response must align with the formatting and submission requirements detailed in section 1.2.11. *Document Submission Policy* in the [EPAS Handbook](#).

Please be in touch with Marilyn Gentner, LMSW, LICSW, Accreditation Specialist in the Department of Social Work Accreditation, if there are any questions about this letter or the procedures and actions of the Commission on Accreditation.

Sincerely,



Deana F. Morrow, PhD, LICSW, ACSW
Chair, Commission on Accreditation

DFM/MMG

Cc: Fredi Giesler, BSW, MSW, PhD
MSW Program Director
Idaho State University
ednagiesler@isu.edu

**CONSENT
AUGUST 24, 2022**

STATE DEPARTMENT OF EDUCATION

SUBJECT

2022 Curricular Materials Adoption

REFERENCE

June 2016	Board approved the recommendations made by the Curricular Materials Selection Committee of curricular materials for mathematics.
August 2017	Board approved the recommendations made by the Curricular Materials Selection Committee of curricular materials for K-12 arts and humanities, 9-12 computer applications, K-12 health and wellness, K-12 physical education, K-12 social studies, and 6-12 mathematics open educational resources.
October 2018	Board approved the recommendations made by the Curricular Materials Selection Committee of curricular materials for K-12 English language arts & literacy, K-6 handwriting, K-12 English learner, K-12 computer applications, K-12 computer science, and 9-12 mathematics open educational resources.
August 2019	Board approved the recommendations made by the Curricular Materials Selection Committee of curricular materials for K-12 science, K-12 computer applications, and K-12 computer science.
August 2020	Board approved the recommendations made by the Curricular Materials Selection Committee of curricular materials for K-12 science, K-12 computer applications, K-12 computer science, and career technical education.
August 2021	Board approved the recommendations made by the Curricular Materials Selection Committee of curricular materials for K-12 computer science, K-12 English language learner, and driver's education.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section IV.B.9. Section 33-118, Idaho Code – Courses of study – Curricular materials
Section 33-118A, Idaho Code – Curricular materials – Adoption procedures
IDAPA 08.02.03.128 – Rules Governing Thoroughness, Curricular Materials Selection and Online Course Approval

BACKGROUND/DISCUSSION

The curricular materials review and adoption process is established in Sections

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33-118 and 33-118A, Idaho Code, and is further defined in IDAPA 08.02.03.128, Rules Governing Thoroughness. Curricular materials are defined as textbooks and instructional media including software, audio/visual material, and internet-based instructional material (Section 33-118A, Idaho Code). Idaho is a multiple adoption state and adopts a number of materials in a designated subject area from a variety of publishing companies.

The adoption process provides for the continuous review and evaluation of new curricular materials. This process ensures that all Idaho school districts and charter schools have quality products available to purchase at a guaranteed low contract price. This process maintains local control in the choice of instruction materials by providing multiple lists of approved materials. While school districts and charter schools can choose materials from the list of vetted and approved materials, this is not a requirement.

In accordance with IDAPA 08.02.03.128, Idaho adopts materials in the areas of reading, English, spelling, speech, journalism, languages other than English, art, drama, social studies, music, mathematics, business education, career technical education and counseling, science, health, physical education, handwriting, literature, driver education, and limited English proficiency. In addition, computer science and computer applications are adopted annually.

The Curricular Materials Selection Committee (Committee), the members of which are appointed by the State Board of Education (Board) for a five (5)-year term, has the responsibility of overseeing the adoption process for the state. The Executive Secretary of this Committee is an employee of the State Department of Education (Department) and a voting member of the committee.

The Committee consists of not less than ten (10) total members from the following stakeholder groups:

- certified Idaho classroom teachers
- Idaho public school administrators
- Idaho higher education officials
- parents
- trustees
- local board of education members
- members of the Division of Career Technical Education
- State Department of Education personnel

The Committee, assisted by content specialists from throughout the state, meets for approximately one week in June to review and evaluate all materials against Idaho Content Standards and specific course requirements. The Committee votes to recommend materials to the Board, and these recommendations are forwarded to the Board for adoption. All meetings of the Committee are open to the public.

CONSENT
AUGUST 24, 2022

If the Board accepts the recommendation of the Committee and adopts the materials, the Department executes contracts with the publishing companies, and the listing of

newly adopted materials is published in the Department's Curricular Materials Adoption Guide. In accordance with IDAPA 08.02.03.128, a state curriculum depository is maintained at Caxton Printers, Ltd., in Caldwell, Idaho. Curriculum libraries are also maintained at seven (7) regional centers.

The 2022 curricular materials review included K-12 mathematics and K-12 English language learner. Eighty-six (86) content area specialists assisted twelve (12) Committee members in the evaluation of curricular materials and related instructional materials. Recommended curricular materials and related instructional materials are catalogued in Attachment 1.

IMPACT

The curricular review and adoption process help to ensure that all Idaho school districts and charter schools, regardless of size, can purchase quality materials at a guaranteed low price for the length of the adoption cycle while maintaining local control in the choice of instruction materials.

ATTACHMENTS

Attachment 1 – Recommended curricular materials and related instructional materials

Attachment 2 – Curricular Materials Selection Committee

Roster Attachment 3 – Regional Center locations

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Section 118A, Idaho Code, school districts and charter schools may also establish their own local curricular materials committees, these local committees may evaluate and select curriculum that is not on the Board approved list as long as the curriculum is aligned to the applicable subject area content standards.

The state curricular materials lists provides an additional resource to school districts and charter schools for selecting curricular materials. Curricular materials are approved on a rotating calendar for a period of six (6) years or following changes to the subject area content standards. With the legislature's 2022 changes to the content standards for mathematics, the new curricular materials reviewed for mathematics should be based on the new mathematics content standards. Curricular materials should also have been reviewed for English language arts and science.

CONSENT
AUGUST 24, 2022

BOARD ACTION

I move to approve the recommendation of the Curricular Materials Selection Committee to adopt curricular materials and related instructional materials for K-12 mathematics and K-12 English language learner, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

2022 Curricular Materials Review

Content Area	Publisher	Title	Grade Level	Recommendation
Math	Amplify	Amplify Math	6	Comprehensive
Math	Amplify	Amplify Math	7	Comprehensive
Math	Amplify	Amplify Math	8	Comprehensive
Math	Amplify	Amplify Math, Algebra I	9-12	Comprehensive
Math	Big Ideas	Big Ideas Learning Math	K	Comprehensive
Math	Big Ideas	Big Ideas Learning Math	1	Comprehensive
Math	Big Ideas	Big Ideas Learning Math	2	Comprehensive
Math	Big Ideas	Big Ideas Learning Math	3	Comprehensive
Math	Big Ideas	Big Ideas Learning Math	4	Comprehensive
Math	Big Ideas	Big Ideas Learning Math	5	Comprehensive
Math	Big Ideas	Big Ideas Learning Math	6	Comprehensive
Math	Big Ideas	Big Ideas Learning Math	7	Comprehensive
Math	Big Ideas	Big Ideas Learning Math	8	Comprehensive
Math	Big Ideas	Algebra I	9--12	Comprehensive
Math	Big Ideas	Geometry	9--12	Comprehensive
Math	Big Ideas	Algebra II	9--12	Comprehensive
Math	Carnegie Learning	Middle School Math Solutions Course 1	6	Comprehensive
Math	Carnegie Learning	Middle School Math Solutions Course 2	7	Comprehensive
Math	Carnegie Learning	Middle School Math Solutions Course 3	8	Comprehensive
Math	Carnegie Learning	High School Math Solution Integrated Math I	9-12	Comprehensive
Math	Carnegie Learning	High School Math Solution Integrated Math II	9-12	Comprehensive
Math	Carnegie Learning	High School Math Solution Integrated Math III	9-12	Comprehensive
Math	Carnegie Learning	High School Math Solution Algebra I	9-12	Comprehensive
Math	Carnegie Learning	High School Math Solution Algebra II	9-12	Comprehensive
Math	Carnegie Learning	High School Math Solution Geometry	9-12	Comprehensive

English Learner	Carnegie Learning	Fast Forward	K-8	Component
Math	Cengage	College Prep Algebra	9-12	Comprehensive
Math	Cengage	College Algebra	9-12	Comprehensive
Math	Cengage	Financial Algebra Tax Update	9-12	Comprehensive
Math	Cengage	Understanding Statistics	9-12	Comprehensive
Math	Cengage	Precalculus with Limits	9-12	Comprehensive
Math	Cengage	Precalculus with Limits: A Graphing Approach	9-12	Comprehensive
Math	Cengage	Trigonometry	9-12	Comprehensive
Math	CPM	Core Connections I	6	Comprehensive
Math	CPM	Core Connections II	7	Comprehensive
Math	CPM	Core Connections III	8	Comprehensive
Math	CPM	Core Connections Integrated I	9-12	Comprehensive
Math	CPM	Core Connections Integrated II	9-12	Comprehensive
Math	CPM	Core Connections Integrated III	9-12	Comprehensive
Math	CPM	Core Connections Algebra I	9-12	Comprehensive
Math	CPM	Core Connections Algebra II	9-12	Comprehensive
Math	CPM	Core Connections Geometry	9-12	Comprehensive
Math	CPM	Precalculus	9-12	Component
Math	CPM	Calculus	9-12	Component
Math	CPM	Statistics	9-12	Component
Math	Curriculum Associates	i-Ready Classroom Mathematics	K	Comprehensive
Math	Curriculum Associates	i-Ready Classroom Mathematics	1	Comprehensive
Math	Curriculum Associates	i-Ready Classroom Mathematics	2	Comprehensive
Math	Curriculum Associates	i-Ready Classroom Mathematics	3	Comprehensive

Math	Curriculum Associates	i-Ready Classroom Mathematics	4	Comprehensive
Math	Curriculum Associates	i-Ready Classroom Mathematics	5	Comprehensive
Math	Curriculum Associates	i-Ready Classroom Mathematics	6	Comprehensive
Math	Curriculum Associates	i-Ready Classroom Mathematics	7	Comprehensive
Math	Curriculum Associates	i-Ready Classroom Mathematics	8	Comprehensive
Math	Explore Learning	Reflex	2-5	Component
Math	Explore Learning	Reflex	6-8	Component
Math	Explore Learning	Gizmos	3-5	Component
Math	Explore Learning	Gizmos	6-8	Component
Math	Explore Learning	Gizmos	9-12	Component
Math	Explore Learning	Frax Foundations	3-5	Component
Math	Houghton Mifflin Harcourt	Math 180	5-12	Intervention
Math	Houghton Mifflin Harcourt	Into Math	K	Not Recommended
Math	Houghton Mifflin Harcourt	Into Math	1	Not Recommended
Math	Houghton Mifflin Harcourt	Into Math	2	Not Recommended
Math	Houghton Mifflin Harcourt	Into Math	3	Comprehensive
Math	Houghton Mifflin Harcourt	Into Math	4	Comprehensive
Math	Houghton Mifflin Harcourt	Into Math	5	Comprehensive
Math	Houghton Mifflin Harcourt	Into Math	6	Comprehensive

Math	Houghton Mifflin Harcourt	Into Math	7	Comprehensive
Math	Houghton Mifflin Harcourt	Into Math	8	Comprehensive
Math	Houghton Mifflin Harcourt	Into Algebra I	9-12	Comprehensive
Math	Houghton Mifflin Harcourt	Into Algebra II	9-12	Comprehensive
Math	Houghton Mifflin Harcourt	Into Geometry	9-12	Comprehensive
Math	Houghton Mifflin Harcourt	Functions Modeling Change	9-12	Comprehensive
Math	Houghton Mifflin Harcourt	Precalculus	9-12	Comprehensive
Math	Houghton Mifflin Harcourt	Algebra and Trigonometry	9-12	Comprehensive
Math	Houghton Mifflin Harcourt	College Algebra	9-12	Comprehensive
Math	Houghton Mifflin Harcourt	Trigonometry	9-12	Comprehensive
English Learner	Houghton Mifflin Harcourt	English 3D	4-5	Comprehensive
English Learner	Houghton Mifflin Harcourt	English 3D	6-8	Comprehensive
English Learner	Houghton Mifflin Harcourt	English 3D	9-12	Comprehensive
Math	Imagine Learning	Imagine Learning Illustrative Mathematics	K	Comprehensive
Math	Imagine Learning	Imagine Learning Illustrative Mathematics	1	Comprehensive
Math	Imagine Learning	Imagine Learning Illustrative Mathematics	2	Comprehensive
Math	Imagine Learning	Imagine Learning Illustrative Mathematics	3	Comprehensive
Math	Imagine Learning	Imagine Learning Illustrative Mathematics	4	Comprehensive
Math	Imagine Learning	Imagine Learning Illustrative Mathematics	5	Comprehensive

Math	Imagine Learning	Imagine Learning Illustrative Mathematics	6	Comprehensive
Math	Imagine Learning	Imagine Learning Illustrative Mathematics Accelerated	6	Basic
Math	Imagine Learning	Imagine Learning Illustrative Mathematics	7	Comprehensive
Math	Imagine Learning	Imagine Learning Illustrative Mathematics Accelerated	7	Basic
Math	Imagine Learning	Imagine Learning Illustrative Mathematics	8	Comprehensive
Math	Imagine Learning	Imagine Learning Illustrative Mathematics Algebra I	9-12	Comprehensive
Math	Imagine Learning	Imagine Learning Illustrative Mathematics Algebra II	9-12	Comprehensive
Math	Imagine Learning	Imagine Learning Illustrative Mathematics Geometry	9-12	Comprehensive
Math	MacMillan/Bedford, Freeman, & Worth	Statistics and Probability with Applications	9-12	Comprehensive
Math	McGraw Hill	Reveal Math	K	Comprehensive
Math	McGraw Hill	Reveal Math	1	Comprehensive
Math	McGraw Hill	Reveal Math	2	Comprehensive
Math	McGraw Hill	Reveal Math	3	Component
Math	McGraw Hill	Reveal Math	4	Component
Math	McGraw Hill	Reveal Math	5	Component
Math	McGraw Hill	Reveal Math	6	Comprehensive
Math	McGraw Hill	Reveal Math	7	Comprehensive
Math	McGraw Hill	Reveal Math	8	Comprehensive
Math	McGraw Hill	Reveal Math Algebra I	9-12	Comprehensive
Math	McGraw Hill	Reveal Math Algebra II	9-12	Comprehensive
Math	McGraw Hill	Reveal Math Geometry	9-12	Comprehensive
Math	McGraw Hill	Illustrative Mathematics	6	Basic
Math	McGraw Hill	Illustrative Mathematics	7	Basic
Math	McGraw Hill	Illustrative Mathematics	8	Basic
Math	McGraw Hill	Illustrative Mathematics Algebra I	9-12	Basic
Math	McGraw Hill	Illustrative Mathematics Algebra II	9-12	Basic
Math	McGraw Hill	Illustrative Mathematics Geometry	9-12	Basic
Math	Open Up Resources	Math	6	Comprehensive

Math	Open Up Resources	Math	7	Comprehensive
Math	Open Up Resources	Math	8	Comprehensive
Math	Open Up Resources	Algebra I	9-12	Comprehensive
Math	Open Up Resources	Algebra II	9-12	Comprehensive
Math	Open Up Resources	Geometry	9-12	Comprehensive
Math	Open Up Resources	Integrated I	9-12	Comprehensive
Math	Open Up Resources	Integrated II	9-12	Comprehensive
Math	Open Up Resources	Integrated III	9-12	Comprehensive
Math	Savvas	Investigations in Number, Data, and Space	K	Basic
Math	Savvas	Investigations in Number, Data, and Space	1	Comprehensive
Math	Savvas	Investigations in Number, Data, and Space	2	Comprehensive
Math	Savvas	Investigations in Number, Data, and Space	3	Comprehensive
Math	Savvas	Investigations in Number, Data, and Space	4	Comprehensive
Math	Savvas	Investigations in Number, Data, and Space	5	Comprehensive
Math	Savvas	enVision Mathematics	K	Comprehensive
Math	Savvas	enVision Mathematics	1	Comprehensive
Math	Savvas	enVision Mathematics	2	Comprehensive
Math	Savvas	enVision Mathematics	3	Comprehensive
Math	Savvas	enVision Mathematics	4	Comprehensive
Math	Savvas	enVision Mathematics	5	Comprehensive
Math	Savvas	enVision Mathematics	6	Comprehensive
Math	Savvas	enVision Mathematics	7	Comprehensive
Math	Savvas	enVision Mathematics Accelerated	7	Comprehensive
Math	Savvas	enVision Mathematics	8	Comprehensive
Math	Savvas	enVision Mathematics Algebra I	9-12	Comprehensive
Math	Savvas	enVision Mathematics Algebra II	9-12	Comprehensive
Math	Savvas	enVision Mathematics Geometry	9-12	Comprehensive
Math	Savvas	enVision Mathematics Integrated I	9-12	Comprehensive

Math	Savvas	enVision Mathematics Integrated II	9-12	Comprehensive
Math	Savvas	enVision Mathematics Integrated III	9-12	Comprehensive
Math	Savvas	Elementary Statistics	9-12	Comprehensive
Math	Savvas	Elementary Statistics: Picturing the World	9-12	Comprehensive
Math	Savvas	Stats in Your World	9-12	Comprehensive
Math	Savvas	Stats: Modeling the World AP Edition	9-12	Comprehensive
Math	Savvas	Trigonometry	9-12	Comprehensive
Math	Savvas	Precalculus	9-12	Comprehensive
Math	Savvas	Precalculus: Enhanced with Graphing Utilities	9-12	Comprehensive
Math	Savvas	Precalculus: Graphical, Numerical, Algebraic	9-12	Comprehensive
Math	Savvas	Calculus: Graphical, Numerical, Algebraic	9-12	Comprehensive
Math	Walch	CCSS IP: Math I	9-12	Comprehensive
Math	Walch	CCSS IP: Math II	9-12	Comprehensive
Math	Walch	CCSS IP: Math III	9-12	Comprehensive
Math	Walch	CCSS IP: Algebra I	9-12	Not Recommended
Math	Walch	CCSS IP: Algebra II	9-12	Not Recommended
Math	Walch	CCSS IP: Geometry	9-12	Not Recommended
Math	Zaner Bloser	Build Fact Fluency: A Toolkit for Addition & Subtraction	K-2	Component
Math	Zaner Bloser	Build Fact Fluency: A Toolkit for Multiplication & Division	3-5	Component

***LEGEND**

COMPREHENSIVE: A recommended program which meets the focus, coherence, depth, and rigor of the Idaho Content Standards with minimal or no need for supplemental material.

BASIC: A recommended program which meets the focus, coherence, depth, and rigor of the Idaho Content Standards with some need for supplemental material.

COMPONENT: A program designed and intended to be used to supplement a comprehensive or basic program. A component program will support and/or enhance the focus, coherence, depth, and rigor of a comprehensive or basic program.

NOT RECOMMENDED: A program that does not meet the focus, coherence, depth, and rigor of the Idaho Content Standards.



Selection Committee

Curricular Materials

COMMITTEE LISTING

Committee Member	Stakeholder Group
Chrystal Allen	Executive Secretary, Idaho State Department of Education
Kristi Enger Term Expires: April 30, 2024	Idaho Career & Technical Education
Dana Johnson Term Expires: April 30, 2024	Idaho Higher Education Official
Taylor Raney Term Expires: April 30, 2024	Idaho Higher Education Official
M. Michelle Southwick Term Expires: February 28, 2026	Idaho Public School Administrators Madison School District #321
Kelli Schroeder Term Expires: February 28, 2026	Idaho Public School Administrators Filer School District #413
Nathan Tracy Term Expires: February 28, 2026	Parent & Idaho Public School Administrators Jerome School District #261
Laree Jansen Term Expires: September 30, 2026	Parent
Ethan Sims Term Expires May 30, 2026	Parent
Stacey Jensen Term Expires: September 30, 2026	Certified Idaho Classroom Teacher Pocatello/Chubbuck School District #25

Committee Member	Stakeholder Group
Robyn Hill Term Expires: February 28, 2026	Certified Idaho Classroom Teacher Nampa School District #131
Shannon Kelly Term Expires: February 28, 2026	Certified Idaho Classroom Teacher Payette School District #371
Lisa Olsen Term Expires: April 30, 2024	Certified Idaho Classroom Teacher Bonneville Joint School District #93
Darlene Dyer Term Expires: September 30, 2026	Certified Idaho Classroom Teacher Blaine County School District #61
Aaron McKinnon Term Expires: April 30, 2024	State Department of Education Personnel

For Questions Contact

Content & Curriculum – Curricular Materials
Idaho State Department of Education
650 W State Street, Boise, ID 83702
208 332 6800 | www.sde.idaho.gov



Regional Centers

Curricular Materials

The Regional Centers serve as public depositories for curricular materials currently under adoption in the state of Idaho. Publishing companies are required to provide samples of approved materials for public viewing.

REGIONAL CENTER LISTING

Location	Contact
Boise State University Albertson Library 1910 University Blvd Boise, ID 83725-1430	Kelsey Keyes Reference Librarian, Liaison to College of Ed 208-426-1139 kelseykeyes@boisestate.edu Deliveries Contact: Marlena Hooyboer marlenahooyboer@boisestate.edu
Brigham Young University–Idaho David O McKay Library, MCK 306 525 South Center Street (0405) Rexburg, ID 83460-0405	Holly Green 208-496-9539 greenh@byui.edu
College of Idaho Cruzen-Murray Library 2112 Cleveland Blvd Caldwell, ID 83605	Lance McGrath 208-459-5003 lmcgrath@collegeofidaho.edu

Location	Contact
Idaho State University Instructional Materials Center College of Education 638 E. Dunn Street Pocatello, ID 83209-8059	Dr. Shu-Yuan Lin, Ed.D. 208-282-3185 linshu@isu.edu
Lewis Clark State College Curriculum Library 500 8th Avenue Lewiston, ID 83501	Shannon Casteel 208-792-2229 scasteel@lcsc.edu
Northwest Nazarene University John Riley Library 623 S. University Boulevard Nampa, ID 83686-5897	Carol Poe 208-467-8616 cipoe@nnu.edu
University of Idaho Gary Strong Curriculum Center College of Education, Health, and Human Sciences University of Idaho 875 Perimeter Dr. Moscow, ID 83844-3089	Marco Seiferle-Valencia 208-885-2504 marcosv@uidaho.edu curriculumcenter@uidaho.edu **Request shipment boxes to be less than 50 lbs each

For Questions Contact

Content & Curriculum – Curricular Materials
Idaho State Department of Education
650 W State Street, Boise, ID 83702
208 332 6800 | www.sde.idaho.gov

CONSENT
AUGUST 24, 2022

SUBJECT

Emergency Provisional Certificates Recommendations

REFERENCE

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.
April 2022	Board approved nineteen (19) provisional certificates for the 2021-2022 school year.
June 2022	Board approved five (5) provisional certificates for the 2021-2022 school year.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1201 and 33-1203, Idaho Code

BACKGROUND/DISCUSSION

Three (3) complete emergency provisional certificate applications were received by the State Department of Education by July 6, 2022, including two (2) instructional certificate applications and one (1) Pupil Service Staff certificate application from the school districts listed below. These applications for the 2022-23 school year were reviewed by the Certification Department of the State Department of Education using the state board approved Emergency Provisional Certificate Application Process. The Emergency Provisional Certificate allows a school district or charter school to request one-year certification/endorsement in an emergency situation for a candidate who does not hold the required Idaho certificate/endorsement to fill a position. While the candidate is under emergency provisional certification, the school district will be funded as if a fully certified staff person were in the position.

Instructional Applications

Cassia County School District #151

Applicant Name: Jeri Renz

Endorsement(s): All Subjects K-8

College Training: BA

Declared Emergency Date: 7/21/2022

Hire/Assignment Date: 6/20/2022

Summary of Recruitment Efforts: Job was posted on district website and K12JobSpot.com. There were three openings at the school. Seven people were interviewed. Jeri seemed to be the best fit for this position.

**CONSENT
AUGUST 24, 2022**

Heritage Community Charter School #481

Applicant Name: Jesus Cervantes

Endorsement(s): All Subjects K-8

College Training: 65 credits

Declared Emergency Date: 4/7/2022

Hire/Assignment Date: August 1, 2022

Summary of Recruitment Efforts: School posted/advertised for two elementary Spanish teacher positions in Feb. 2022. As of April 7th, only two applications had been received. One candidate was hired for fifth grade Spanish and Mrs. Cervantes was offered the kindergarten position due to her nine years experience as a paraprofessional and her 21-22 kindergarten position. As of June 28th, no additional applications have been received. Completing certification program through Grand Canyon University and is scheduled for student teaching in the Fall of 2023.

IMPACT

If an emergency provisional certificate is not approved, the school district will not have certificated staff to serve in the vacant 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 public 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.

CONSENT
AUGUST 24, 2022

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 State Department of Education for one-year emergency provisional certificates in the endorsement area(s) at the specified school districts as provided herein for the 2022-2023 school year for the following individuals: Jeri Renz and Jesus Cervantes.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

CONSENT
AUGUST 24, 2022

SUBJECT

Appointments to the Assessment Item Review (Bias and Sensitivity) Committee

REFERENCE

November 2014	Board appointed 30 committee members for a two (2) or four (4) year term. A list of 90 additional members were appointed to perform a one-time review.
August 2016	Board approved the appointment of committee members.
August 2017	Board approved the appointment of committee members.
August 2018	Board approved the appointment of committee members.
June 2019	Board approved the appointment of twelve (12) new committee members

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-134, Idaho Code - Assessment Item Review Committee

BACKGROUND/DISCUSSION

In accordance with Section 33-134, Idaho Code, the State Department of Education (Department) recommended and the State Board of Education appointed a review committee to ensure that parents, teachers, administrators, and school board members in Idaho's public education system have the opportunity to review the types and kinds of questions used on state assessments. The law requires a committee of thirty individuals in each of the six (6) educational regions in the state. Each region is represented by two (2) parents, one (1) teacher, one (1) school board member, and one (1) public or charter school administrator. Committee members shall serve a term of four (4) years.

This committee reviews all summative computer adaptive test questions for bias and sensitivity. The committee is authorized to make recommendations to revise or eliminate test questions from the Idaho Standards Assessment Tests in English Language Arts/Literacy, Mathematics, and Science. The new Idaho alternate assessments in English Language Arts/Literacy and Mathematics are also now computer adaptive and subject to review. Content from all of these assessments will be presented to the Assessment Item Review Committee in their next meeting, currently scheduled for October 2022. The Department anticipates sharing the results of the upcoming Assessment Item Review Committee meeting with the Board in December.

The Department recommends the following people named in Attachment 1 to serve 4-year terms on the Bias and Sensitivity Committee, expiring June 30, 2026.

IMPACT

Appointment of Assessment Item Review Committee members ensures statutory

CONSENT
AUGUST 24, 2022

compliance.

ATTACHMENTS

Attachment 1 – New Assessment Item Review Committee Members

Attachment 2 – Complete Assessment Item Review Committee Members

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Section 33-134, Idaho Code, the Assessment Item Review Committee (commonly referred to as the Bias and Sensitivity Committee) is charged with reviewing all summative computer adaptive test questions for bias and sensitivity, this includes the Idaho Standards Achievement Test for English Language Usage and Mathematics. Following the review process the committee may make recommendations to the Board for removal of any test questions that the committee determines may be bias or unfair to any group of test takers, regardless of differences in characteristics, including, but not limited to disability status, ethnic group, gender, regional background, native language or socioeconomic status. Additionally, this section of code established the makeup of the committee. The committee must include:

- (i) Two (2) parents of public school or public charter school students, selected from each of the six (6) education regions in this state;
- (ii) One (1) public school or public charter school teacher, selected from each of the six (6) education regions in this state;
- (iii) One (1) member who is an administrator of a school district or public charter school, selected from each of the six (6) education regions in this state; and
- (iv) One (1) member from the district board of trustees or public charter school board of directors, selected from each of the six (6) education regions in this state.

The Idaho Standards Achievement Test developed by the Smarter Balanced Assessment Consortium is refreshed each year through the addition of new assessment items. As part of Idaho's participation in the consortium we have access to the refreshed assessment and new assessment items. The committee reviews only the new items that are added each year. Items are added in both mathematics and English language usage. In 2015 361 combined items were added, in 2016 798 items were added and in 2017 1,051 items were added.

BOARD ACTION

I move to approve the request by the State Department of Education to appoint the individuals identified in Attachment 1 to the Assessment Item Review Committee.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

New Assessment Item Review Committee Members

REGION	ROLE	FIRST	LAST
Region 1	Parent	David	Brinkman
Region 2	Parent	Joyce	McFarland
Region 2	Parent	Angel	Sobotta
Region 3	Parent	Wendy	Nielson
Region 4	Administrator	Maria	Garcia
Region 5	Administrator	Carmelita	Benitez
Region 5	Teacher	Teresa	Jackman
Region 5	Board Member	Hillary	Radcliffe
Region 6	Parent	Tara	Ruth
Region 6	Administrator	Chad	Angell
Region 6	Board Member	Karen	Pyron

Complete Assessment Item Review Committee Members

REGION	ROLE	FIRST	LAST
Region 1	Parent	Timothy	Hunt
Region 1	Parent	David	Brinkman
Region 1	Teacher	Neko	Wells
Region 1	Administrator	kelly	Leighton
Region 1	Board member	Michelle	Lippert
Region 2	Parent	Joyce	McFarland
Region 2	Parent	Angel	Sobotta
Region 2	Teacher	Bill	Hayne
Region 2	Administrator	James	Doramus
Region 2	Board member	Leslie	Baker
Region 3	Parent	Tanya	Koyle
Region 3	Parent	Wendy	Nielson
Region 3	Teacher	Kim	Arrasmith
Region 3	Administrator	Nicole	Kristensen
Region 3	Board member	Joyce	Thomas
Region 4	Parent	Kathy	Millar
Region 4	Parent	Darlene	Matson Dyer
Region 4	Teacher	Sasha	Anderson
Region 4	Administrator	Maria	Garcia
Region 4	Board member	Bryan	Whitmarsh
Region 5	Parent	Shelly	Humphreys
Region 5	Parent	Raini	Hayden
Region 5	Teacher	Teresa	Jackman
Region 5	Administrator	Carmelita	Benitez
Region 5	Board member	Hillary	Radcliffe
Region 6	Parent	Tara	Ruth
Region 6	Parent	Laura	Wallis
Region 6	Teacher	Bonnie	Warne
Region 6	Administrator	Chad	Angell
Region 6	Board member	Dkaren	Pyron

**WORK SESSION
AUGUST 24, 2022**

TAB	DESCRIPTION	ACTION
A	IRSA – THREE-YEAR PROGRAM PLAN	Information Item
B	IRSA – SEMI-ANNUAL REPORT OF APPROVED PROGRAM REQUESTS	Information Item
C	PPGA – IDAHO READING INDICATOR DATA REVIEW	Information Item

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
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SUBJECT

Three-Year Program Plan

REFERENCE

August 2017	The Board approved the Five-Year Program Plan update to Board Policy III.Z.
February 2018	The Board approved amendments to Policy III.Z. that changed the planning period from five years to three years.
August 2018	The Board approved the first iteration of the Three-Year Program Plan.
August 2019	The Board approved the Three-Year Program Plan update.
June 2020	The Board approved a waiver of Board Policy III.Z.2.a.i., which required the Board review and approve the three-year plan at the August 2020 Board meeting.
August 2021	The Board approved the Three-Year Program Plan update.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.Z. Planning and Delivery of Postsecondary Programs and Courses
Section 33-113, Idaho Code

BACKGROUND/DISCUSSION

Section 33-113, Idaho Code, requires the Board, in the interest of efficiency, to define the limits of instruction at all publicly funded institutions, and to limit wasteful duplication to the extent practicable. Board Policy III.Z. sets the method by which the Board limits duplication or evaluates the need for duplication as well as assigns responsibility for assessing the educational and workforce needs around the state.

Consistent with Board Policy III.Z.2.a.ii, institutions created program plans in alignment with their Statewide and Service Region Program responsibilities that describe proposed programs to be offered over a three-year period starting with the 2023-2024 academic year, including an inventory of programs currently offered. Board staff reviews institution plans for alignment with policy requirements, program responsibilities, and identification of any duplication of programs across institutions.

On April 19, 2022, Board staff coordinated a work session with the provosts to review draft institution plans, statewide needs, and to identify and discuss programs that could potentially be viewed as duplicative or in conflict with Statewide Program responsibilities.

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
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The Three-Year Program Plan represents proposed programs for Academic Years 2023-2024, 2024-2025, and 2025-2026.

IMPACT

The Three-Year Program Plan provide a comprehensive, system-wide picture of anticipated institutional academic program and career technical program development. The Plan is intended to serve as the foundation for guiding the Board in its efforts to coordinate the efficient delivery of educational programs throughout the state and provides the Board with a systemwide look at all the programs that are delivered or plan to be delivered in the next three years. Approval of the Plan will provide the institutions with the option to proceed with the development of program proposals that will be considered by the Board, as applicable to the level of program impact, for approval and implementation over the next three years.

ATTACHMENTS

Attachment 1 – Three-Year Program Plan Institutional Summaries

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Each institution submitted an institution plan representing program projections for Academic Years 2023-2024, 2024-2025, and 2025-2026. Consistent with the planning process, institutions met on April 19, 2022 to review institution plans, discuss areas of concern, and potential collaboration opportunities. The institutions evaluated the plans from the perspective of the institutions' individual strategic plans and budget requests to ensure alignment between program plans, capital project plans, and budget requests. The following represents highlights of those discussions.

- **Medical Laboratory Technician** – Consortium with North Idaho College (NIC), College of Eastern Idaho and College of Southern Idaho (CSI) to expand medical lab technician training in Idaho. Didactic components of the program will be delivered online by NIC. Laboratory, clinical, and supportive classwork will be provided by each individual institution. Memoranda of Understanding in development.
- **Bachelor of Business Administration in Accountancy**
Boise State University (Boise State) discontinued traditional offering of the Bachelor of Business Administration in Accountancy in Region IV-Twin Falls and will be transitioning the program to an online offering. Currently, under Board Policy III.Z, Boise State serves undergraduate and graduate business program needs in Region IV. While Idaho State University (ISU) does not have any current plans to offer an Accounting degree in Twin Falls, they would like to continue discussion with Boise State regarding business degree offerings in Region IV.

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- **Registered Nursing**

Last year, NIC and College of Western Idaho (CWI) identified a need for baccalaureate nursing programs within their respective service regions. The RN to BSN completion program to be offered online was projected by CWI in Region III. Boise State currently offers a traditional BSN offering and RN to BSN online program in Region III. ISU offers an RN to BSN (Hybrid) and LCSC offers an RN to BSN online. Based on research and inquiry, Board staff learned that the healthcare agencies throughout Idaho have indicated additional RN to BSN programs will not contribute to solving critical issues in nursing education in the near term. There does not appear to be a demand for more RN to BSN programs at this time. The role of RN to BSN programs at the community colleges should be addressed as part of long-term strategic planning for nursing education. CWI removed their RN to BSN program from the Three-Year Plan pending further statewide discussion and NIC determined to leave the BSN on their plan to explore options for delivering a generic BSN in the future within the next three-five years.

- **Master of Social Work**

Boise State transitioned their Master of Social Work (MSW) to an online offering. This program was originally offered face-to-face in Lewiston, was discontinued in 2018 and is currently offered in Region I-Coeur d'Alene and Region IV-Twin Falls. Due to the COVID-19 pandemic, Boise State moved MSW course offerings in Region I and IV to online in AY 2020-2021 and anticipates discontinuing the face-to-face offering in Region IV, which will be replaced with BSU's online MSW program. At this time, Boise State will retain the face-to-face offering in Coeur d'Alene and will evaluate whether or not to discontinue the face-to-face option in the future. ISU expressed interest in continuing conversations with Boise State for potential collaboration and increased offerings, including exploring how to address the MSW needs in Regions I and IV given the discontinuation of the traditional offering in those regions.

- **Teacher Education**

CSI identified a need for a baccalaureate Teacher Education program to address a teacher shortage in Region IV. Pending the outcome of the teacher apprenticeship legislation this upcoming session, CSI may remove this program from the plan and redirect focus on apprenticeship efforts.

The following represents applied baccalaureate programs identified by Idaho's community colleges. While there were no specific concerns raised, there was interest in obtaining additional information for the applied baccalaureate programs:

- CEI – Bachelor of Applied Technologies in Technical Supervision
- CSI – Teacher Education, BAS

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The Instruction, Research, and Student Affairs (IRSA) committee reviewed the three-year plan on August 11, 2022 and will be prepared to discuss at the Board's August meeting.

BOARD ACTION

This item is for informational purposes.



UI OVERVIEW OF PLAN

ITALICS = IN PROCESS

RED = DATE CHANGE

BOLD = NEW

Art & Architecture	Agriculture & Life Sciences	Engineering	Business & Econ
M.S. Architecture, 2024	B.S. Precision Agriculture, 2023 M.S. Apparel, Textile and Design, 2023 M.S. Child Development, 2023 M.S. Nutritional Sciences, 2023 Ph.D. Nutritional Sciences, 2023 Ph.D. Plant Pathology, 2023	<i>B.S. Industrial Technology (INDT)</i> , 2022 (approved - to be offered in Coeur d'Alene) Ph.D. Cybersecurity, 2023	B.B.A. Business Administration (Online), 2022 - approved M.S. Accounting (Online), 2024
Letters, Arts, & Social Sciences	Natural Resources	Sciences	WWAMI
B.S. English, (F to F & Online) 2023 M.A. Criminology (F to F & Online) 2023 B.F.A. Creative Writing, 2024	B.S. Ecology and Ecosystem Science, 2022 -approved A.S. Forest Operations & Technology, 2022 - approved A.S. Forest Nursery Management & Technology, 2022 - approved A.S. Wildland Fuel & Fire Technology, 2022 -approved B.S. Natural Resource Enterprise Management, 2023	M.S. Groundwater Hydrology, 2022 Non-Thesis (Online) & Thesis (Face to Face)- approved M.S. Geography (Convert to Online) 2022 M.S. Geological Information Systems (Online) 2023 B.S. Earth & Spatial Sciences, 2023 M.S. Accelerated 4+1, 2023 (COGS)	D.A.S. Anatomical Sciences, 2024 M.S. Medical Science, 2024



Three-Year Plan Overview

Arts & Letters	Business	Education	Science & Engineering
BFA Musical Theatre-2025	BBA Health Care Administration (online)-2024 BBA Supply Chain Management-2025 BBA Information Systems-2025 BBA Data Analytics -2025	MSA Student Affairs-2024	BS Cybersecurity-2024 MS Cybersecurity-2024
Health	Pharmacy	Technology	
Family Nurse Practitioner Specialized Certificate (online)-2024 Nursing Education Graduate Certificate (online)-2024 Lifestyle Medicine for Primary Care Certificate (online)-2024 Radiographic Science MRI, CT, and Mammography Certificates-2025 Audiology Assistant Undergraduate Certificate-2025 Speech Language Pathology Assistant Undergraduate Certificate-2025 BS Health Informatics (online)-2025 OTD Doctor of Occupational Therapy-2025 DNP/PhD Nursing dual degree (online)-2025 PhD Health Innovation Science-2025 Lifestyle Medicine and Healthy Aging Post-Graduate Certificate-2026 MS Advanced Dental Hygiene Practice (online)-2026 DMSc Sports Medicine-2026	BS Pharmaceutical Cosmetic Sciences-2025 Combined PharmD/MPH-2025	Industrial Maintenance Mechanic BTC and ITC-2024 AAS Industrial Cybersecurity Apprenticeship (online)-2024 BAS Health Information Management (online)-2024 Avionics Specialized Certificate-2025 Paralegal Studies Certificate (online)-2025 AAS Pharmacy Technology-2025 AAS Surgical Technology-2025	

OVERVIEW OF PLAN

Interdisciplinary Programs	College of Arts & Sciences (COAS)	College of Business & Economics (COBE)	College of Education (COED)
BA Environmental Humanities, 2023 (COAS & SPS) BA Project Management, 2023 BS Environmental Science, 2023 (COAS & SPS) BS Neuroscience, 2024 (COAS, CID & COHS) MS Computational Science and Engineering, 2023 (COAS & COEN) MS Data Science, 2023 (COAS & COEN) MS Environmental Management, 2023	BA Deaf Studies, 2025 BA Global Humanities and Cultural Studies, 2023 BFA Musical Theatre, 2023 BS Biomolecular Sciences, 2023 MA Interdisciplinary Studies, 2024 MA Sociology, 2024 MS Biochemistry, 2023	BBA Accountancy (Online), 2024 BBA Personal Financial Planning, 2025	PhD Education, 2023
College of Engineering (COEN)	College of Innovation and Design (CID)	College of Health Sciences (COHS)	School of Public Service (SPS)
PhD Engineering, 2024		BS Exercise Science, 2023 BS Sport Management, 2024 BSW Social Work (Nampa), 2023 MN/Family Nurse Practitioner, 2024 MS Cardiac Function and Interventional Technology, 2025 MS Radiologic Sciences, 2024 PhD Health Sciences, 2024 PhD Public and Population Health Leadership, 2023 PhD/DSW Social Work, 2024	



CERTIFICATES AND DISCONTINUATIONS

Interdisciplinary Certificates	College of Arts & Sciences (COAS)	College of Business & Economics (COBE)	College of Education (COED)
Undergraduate Certificate Project Management, 2023 (COBE, COEN & COHS) Undergraduate Certificate Social Media Influence, 2023 (Athletics & COAS)	MA Rhetoric and Composition (discontinuation), 2023 Undergraduate Certificate in Technical Content Writer, 2023	BA Economics, Social Science, and Secondary Education (discontinuation), 2023	
College of Engineering (COEN)	College of Innovation and Design (CID)	College of Health Sciences (COHS)	School of Public Service (SPS)
	eSports Certificate, 2023	Undergraduate Certificate Health Navigation, 2023 Undergraduate Certificate Public Health and Population Science Data Analysis/Analytics, 2023 Graduate Certificate Family Nurse Practitioner (FNP), 2024 Graduate Certificate Collective Impact, 2023 MSW (Social Work) in Twin Falls (discontinuation), 2023	Undergraduate Certificate Planning, 2023



CEI OVERVIEW OF PLAN

CTE (non-healthcare)

- ❖ Energy Systems Year 2 – AAS (2023)
- ❖ Infomatics, AAS (2024)
- ❖ Agribusiness Tech, AAS or ITC (2024)
- ❖ Engineering Tech (mechatronics), AAS or ITC (2024)
- ❖ Industrial Maintenance Tech, BTC (2024)
- ❖ Battery Tech, BTC (2025)
- ❖ BAT Applied Supervision – Industry driven (INL), focus area, contract mgmt. (2024)

GENERAL EDUCATION

- ❖ AA in Business (online & F2F) (2023)

CTE (healthcare)

- ❖ Medical Lab Tech, AAS (2024)
- ❖ Lab Assistant, BTC (2024)
- ❖ Addiction Studies (2024)
- ❖ Health Admin Services, AAS or ITC (2025)
- ❖ Health Physics, AAS (2024)
- ❖ Physical Therapy Tech/Massage Therapy, ITC (2025)
- ❖ Radiography, Technology AAS (2025)
- ❖ MA (go to ITC from AAS) (2023)
- ❖ Medical Coding, BTC (2025)

OVERVIEW OF PLAN



Health Professions	Education	Engineering	Business & Econ
AAS Medical Lab Technician, 2022 AAS Community Emergency Medical Service, 2024 BTC Emergency Dispatch, 2024	BAS Teacher Education, 2024	AAS/ITC/BTC Civil Engineering Technician, 2023 AS Construction Management, 2023 AS/AAS Geospatial Technology, 2023	BAS Operations Management, 2022 (modification)
Sciences	Agriculture	Info Tech	Liberal Arts
AAS/ITC/BTC Chemical Technician, 2023	AAS/ITC/BTC Resource Conservation Management, 2023	AS/AAS Extended Reality (XR) Design, 2023	AA Spanish for Heritage Speakers, 2024

OVERVIEW OF PLAN

Business & Professional Programs	Health Professions	Trades & Industry
ITC Mobile Food Truck Management, 2023 Detention Center Training (POST) – Technical Certificate 8-Week Course, 2023	AS Medical Laboratory Technology, 2023 Radiography Technology: CT Certificate, 2024 AAS, Surgical First Assist, 25-26 (should not have been a certificate so it was removed)	AAS Construction Management (removed ITC), 2023 AAS, ITC, ATC Advanced Manufacturing, 2023 AAS Aviation Maintenance, Airframe, 2024

CWI OVERVIEW OF 3-YEAR PLAN

ARTS & HUMANITIES	HEALTH	INDUSTRY, ENGINEERING & TRADES
AAS Digital Photography (2024)	Specialized Certificate Surgical First Assistant (2023)	AAS Semiconductor Technician (2023) AAS Robotics Technician (2024)
BUSINESS, IT & COMMUNICATIONS	MATH & SCIENCE	SOCIAL SCIENCE & PUBLIC AFFAIRS
Specialized Certificate Data Analytics (2024) AS Artificial Intelligence (2025)		AAS Leadership/Project Management (2023) AAS Wildland Fire (2024) AC eSports Management (2025) AC Professional Sales (2025)



LC State 3 Year Plan Overview

Program	Degree	Year
IT, Paralegal, Diesel tech, Engineering Tech	Advanced AAS	2023
Winery Technology Operations	ITC/ATC/or AAS	2023
Hospitality Management: Casino Floor Management	(Option track under current AAS)	2023
Electronics Engineering Technology	BTC	2023
Medical Diagnostic Imaging: Ultrasound	BA/BS	2024
Computer Science: Software Engineering	BS	2023
Early Childhood Education & Early Childhood Special Education	BA/BS	2023



**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 24, 2022**

SUBJECT

Semi-Annual Report of Approved Program Requests

REFERENCE

August 2020	Board received the semi-annual report
February 2021	Board received the semi-annual report
August 2021	Board received the semi-annual report
February 2022	Board received the semi-annual report

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.G., Postsecondary Program Review and Approval.

BACKGROUND/DISCUSSION

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.

Consistent with Board Policy III.G.9.a., the Board office is providing a semi-annual report of academic and career technical program requests from Idaho's public postsecondary institutions that were approved by the Executive Director or his designee between January 1, 2022, and July 1, 2022. A report of program change requests approved by the full Board for the same time period, as well as a longitudinal view of program approvals and discontinuations over the past several years, are also included for informational and contextual purposes.

ATTACHMENTS

Attachment 1 – Semi-Annual Report of Approved Program Requests
Attachment 2 – Longitudinal View of Program Approvals and Discontinuations

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The report provides a list 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.

Staff note several trends in program requests over the past five fiscal years:

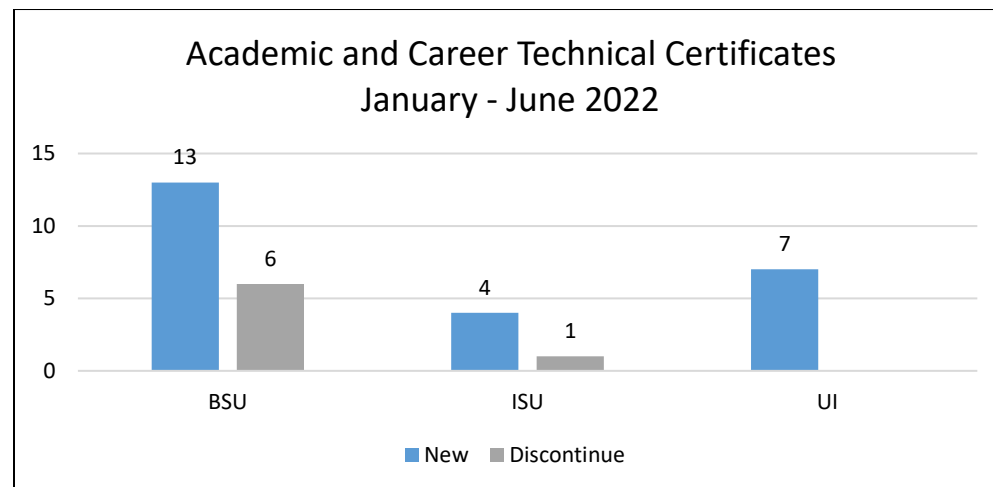
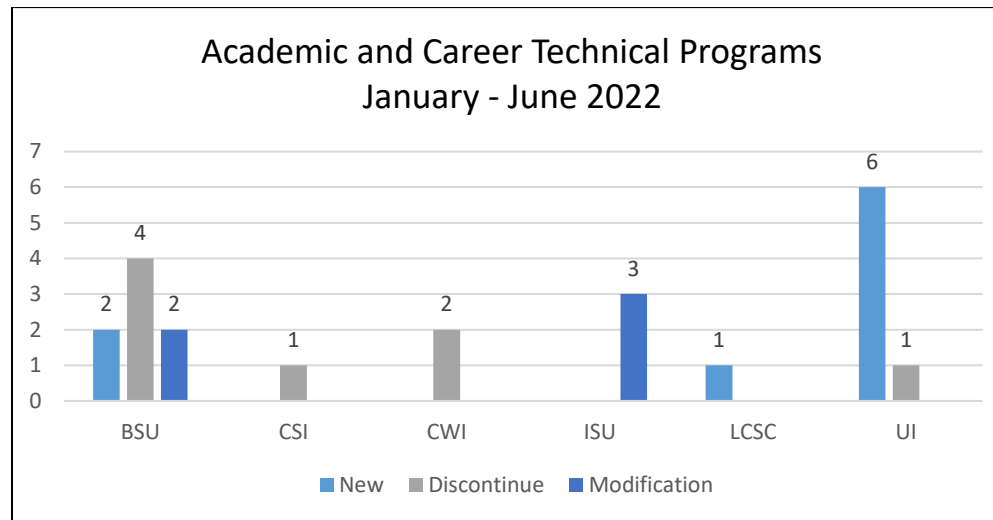
**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
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- Overall the number of new degrees and certificates developed are higher than the number of those discontinued.
- In 2020, there was a spike in the number of new associate degree programs and academic certificates (a total of 71), with a majority of those being new certificates, compared to 29 in 2019 and 23 in 2021. In contrast, there were 11 associate degree programs and certificates discontinued in 2020 compared to 15 in 2019 and 16 in 2021.
- The development of new baccalaureate degrees was steady over the last three years with an average of seven new degrees. The trend dipped in 2021, with only three new programs developed, and increased to 10 in 2022.
- There has been a steady increase in the number of graduate degrees and graduate certificates from 2019 to 2021, with a majority of those being graduate certificates.

BOARD ACTION

This item is for informational purposes.

**Semi-Annual Report of Approved Program Requests
January 2022 through June 2022**



**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 24, 2022**

ATTACHMENT 1

List of Academic Program and Unit Requests Approved by Executive Director or Designee

Instit	Request Type	Program Title	Degree Type	Date
BSU	New	Master of Music in Conducting (Choral)	Master	6/6/2022
BSU	Discontinuance	Dual Blended Early Childhood/Early Childhood Special Ed, Elem Ed	B.A.	3/25/2022
BSU	Discontinuance	Bilingual Education	M.Ed.	4/5/2022
BSU	Discontinuance	Teaching English to Speakers of Other Languages	M.Ed.	4/5/2022
BSU	Discontinuance	Business Operational Excellence	M.B.O.E.	4/12/2022
BSU	Instructional Unit/Modification	Department of English Restructure	N/A	4/14/2022
BSU	Instructional Unit/Modification	School of Public and Population Health	N/A	5/5/2022
BSU	New	School of the Environment	N/A	6/28/2022
CSI	Discontinuance	Library and Information Science	AA	2/23/2022
CWI	Discontinuance	Transportation Management	AS	1/10/2022
CWI	Discontinuance	Public Health	AA	6/1/2022
ISU	New/Modification	Sport and Exercise Science	BS	3/25/2022
ISU	New/Modification	Sport Management	BA	3/25/2022
ISU	New/Modification	Outdoor Education	BS	3/25/2022
LCSC	New	Business Informatics	BA/BS	5/2/2022
UI	New	Groundwater Hydrology	M.S	2/8/2022
UI	New	Ecology and Ecosystems Science	B.S.	2/28/2022
UI	Discontinuance	Crop Management	B.S.	4/12/2022
UI	New	Department of Medical Education	Professional	4/22/2022
UI	New	Department of Clinical Medicine	Professional	4/22/2022

List of Other Academic Program/Unit Changes Notified to Executive Director

The following program changes or additions do not require approval; however, they require notification to OSBE per policy III.G.

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Instit.	Request Type	Program Title	Certificate Type	Date
BSU	Discontinue	History for Secondary Educators	Graduate Certificate	1/31/2022
BSU	Discontinue	School Technology Coordination	Graduate Certificate	1/31/2022
BSU	New	Interventional Radiology/Interventional Cardiology	Undergraduate Certificate	3/8/2022
BSU	New	Digital Media Literacy	Undergraduate Certificate	2/4/2022
BSU	New	Drone Operations for Visualization, Research, and Resource Management	Undergraduate Certificate	2/4/2022
BSU	New	Health Navigator Certificate	Undergraduate Certificate	2/10/2022
BSU	New	Resort Operations and Hospitality Management	Undergraduate Certificate	3/8/2022
BSU	New	Business Prep	Undergraduate Certificate	3/11/2022
BSU	New	Drone Operations for Visualization, Research, and Resource Management	Graduate Certificate	3/11/2022
BSU	New	Project Management for All	Undergraduate Certificate	3/15/2022
BSU	New	IT Support for All	Undergraduate Certificate	3/15/2022
BSU	New	Data Analysis for All	Undergraduate Certificate	3/15/2022
BSU	New	Human-Environment Systems	Graduate Certificate	3/15/2022
BSU	New	Professional Readiness	Undergraduate Certificate	3/15/2022
BSU	Discontinue	Early Childhood Special Education	Graduate Certificate	3/15/2022
BSU	Discontinue	Healthcare Simulation	Graduate Certificate	3/15/2022
BSU	Discontinue	Instructional Interventions and Supports	Graduate Certificate	3/15/2022
BSU	Discontinue	Early Childhood Intervention Services and Supports	Graduate Certificate	3/15/2022
BSU	New	Leadership in Action	Graduate Certificate	5/5/2022
ISU	New	Project Management	Certificate	2/10/2022
ISU	New	Entrepreneurship	Certificate	2/10/2022
ISU	New	Labor Economics	Certificate	2/10/2022
ISU	New	Forensic Sciences	Certificate	2/16/2022
ISU	Discontinue	Community Paramedic	Undergraduate Certificate	5/13/2022
UI	New	Sales Management	Undergraduate Certificate	2/4/2022
UI	New	Promotions and Digital Marketing (online)	Undergraduate Certificate	2/4/2022
UI	New	Applied Finance	Undergraduate Certificate	2/4/2022
UI	New	Technical Program Management	Undergraduate Certificate	2/4/2022

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
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Instit.	Request Type	Program Title	Certificate Type	Date
UI	New	Corporate Social Responsibility	Undergraduate Certificate	2/4/2022
UI	New	Statistics (online)	Undergraduate Certificate	5/16/2022
UI	New	Enterprise Systems Integration (online)	Undergraduate Certificate	5/19/2022

Other Program Changes:

Instit.	Request Type	Program Title	Program Type	Date
BSU	New	Elementary Education option – BA in Blended Early Childhood/Early Childhood Special Education	B.A. option	1/31/2022
BSU	New	Resort Operations and Hospitality Management emphasis – BBA in Management	B.B.A. emphasis	1/31/2022
BSU	Discontinuance	Romance Languages	Minor	1/31/2022
BSU	Discontinuance	Iberian Studies	Minor	1/31/2022
BSU	Modification	Name change: Principles of Grant Writing	Undergraduate Certificate	2/10/2022
BSU	Modification	Name change: Interdisciplinary Professional Studies	B.A.	2/10/2022
BSU	Discontinuance	German for Business	Minor	2/10/2022
BSU	Discontinuance	French for Business	Minor	2/10/2022
BSU	Modification	Name change: K-12 Physical Education and Health	B.S.	2/10/2022
BSU	New	Online emphases under the BA in Interdisciplinary Professional Studies <ul style="list-style-type: none"> • Cyber Operations Management • Community and Social Impact • Design and Media Management 	B.A. emphases	2/10/2022
BSU	Discontinuance	Data Science for Liberal Arts	Minor	2/10/2022
BSU	New	Marketing Leadership emphasis under the online Master of Business Administration	M.B.A emphasis	3/11/2022
BSU	New	Emphases under the B.B.A. in International Business <ul style="list-style-type: none"> • World Languages and Area Studies • Business Functional • Politics, Economics, and History 	B.B.A emphases	3/1/2022
BSU	Name change	Cyber Operations Essentials emphasis under the B.A.S.	B.A.S. emphasis	3/11/2022
BSU	Discontinuance	Three emphases under the M.S. in Kinesiology and Master of Kinesiology <ul style="list-style-type: none"> • Behavioral Studies 	M.S./Master emphases	3/11/2022

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
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Instit.	Request Type	Program Title	Program Type	Date
		<ul style="list-style-type: none"> • Biophysical Studies • Socio-historical Studies 		
BSU	Discontinuance	Educational and Leadership emphasis under the Curriculum and Instruction Ed.D.	Ed.D. emphasis	3/11/2022
BSU	Modification	Name change: Gender/Women's History	Undergraduate Certificate	5/5/2022
BSU	Expansion	Addition of online option to Associate of Arts and Associate of Science degrees	AA/AS	5/4/2022
BSU	Expansion	Addition of online option to Cyber-Physical Systems Security for All	Certificate	5/4/2022
BSU	Expansion	Addition of online option to Innovation and Design	Certificate	5/4/2022
BSU	Expansion	Addition of online option to Plus Business	Certificate	5/4/2022
BSU	Expansion	UX Design	Certificate	5/4/2022
BSU	Name change	Gender/Women's History to Gender History	Undergraduate Certificate	5/4/2022
BSU	New	User Research and Ethnographic Practice emphasis and Cultural Resource Management emphasis under the Master of Applied Anthropology program	Master emphasis	5/4/2022
BSU	Modification	User Experience Research <ul style="list-style-type: none"> • change CIP code from 45.0299 to 30.3101 • change from College of Innovation and Design to College of Arts and Sciences 	Graduate Certificate	6/27/2022
BSU	Modification	User Research: UX Professional Certificate <ul style="list-style-type: none"> • change CIP code from 45.0299 to 30.3101 • change from College of Innovation and Design to College of Arts and Sciences 	Undergraduate Certificate	6/27/2022
BSU	Modification	User Research <ul style="list-style-type: none"> • change CIP code from 45.0299 to 30.3101 • change from College of Innovation and Design to College of Arts and Sciences 	Graduate Certificate	6/27/2022
BSU	Modification	User Experience Research <ul style="list-style-type: none"> • change CIP code from 45.0299 to 30.3101 • change from College of Innovation and Design to College of Arts and Sciences 	Minor	6/27/2022
ISU	New	Social Media	Minor	2/4/2022

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
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Instit.	Request Type	Program Title	Program Type	Date
ISU	New	Communication - Emphasis in Social Media & Digital Communication	B.A. Emphasis	2/4/2022
ISU	Name change	Photo Media track to Photo-Video track under the BA in Communication, Visual Media emphasis	B.A track	2/4/2022
ISU	Discontinuance	Video track under the BA in Communication, Visual Media emphasis	B.A. track	2/4/2022
ISU	Expansion	Clinical Psychopharmacology (online)	M.S.	3/8/2022
ISU	Expansion	Social Work (MSW online)	MSW	6/23/2022
ISU	Name change	Department of Accounting to Department of Accounting and Information Systems	N/A	6/24/2022
ISU	Expansion	Social Work (BA online)	BA	6/23/2022
LCSC	New	Early Childhood Education emphasis under the BA/BS in Education	BA/BS emphasis	3/15/2022
UI	Expansion	Marketing (online)	B.S.Bus.	2/4/2022
UI	Expansion	Operations and Supply Chain Management (online)	B.S.	2/4/2022
UI	Discontinuation	Interdisciplinary Studies	Minor	2/2/2022
UI	Discontinuation	Justice Studies	Minor	2/2/2022
UI	Discontinuation	Natural Resources Ecology option under the B.S. in Ecology and Conservation Biology	Option	2/2/2022
UI	Name change	Department of Geography and Geological Sciences to Department of Earth and Spatial Sciences	N/A	2/2/2022
UI	Name change	Wildlife Sciences Resources to Wildlife Sciences	Minor	2/2/2022
UI	Discontinuation	Emphases under the B.A. in English: Applied Linguistics; English Language and Literature; Professional, Technical, Business, and Scientific Writing; and English/Language Arts Teacher Education	B.A.	2/2/2022
UI	Expansion	Industrial Technology Program to Coeur d'Alene	B.S.	2/2/2022
UI	New	Forest Hydrology and Watershed Management emphasis under the B.S. in Forestry	B.S. emphasis	2/2/2022
UI	Name change	Pre-Physical Therapy to Pre-Physical Therapy and Allied Health emphasis under the B.S. Exercise, Sport and Health Sciences	B.S. emphasis	2/2/2022
UI	Name change	Martin School of Global Studies to School of Global Studies	N/A	2/22/2022

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
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Instit.	Request Type	Program Title	Program Type	Date
UI	Expansion	Online option to B.S. in Management and Human Resources	B.S.	2/22/2022
UI	Name change	Film and Television Studies to Film and Television	B.A.	6/24/2022
UI	New	Entrepreneurship	Minor	6/24/2022
UI	New	Nutrition	Minor	6/24/2022
UI	New	Mathematics	Minor	6/24/2022
UI	Discontinuance	Instrumental and Vocal emphases under Music Education program	Emphases	6/24/2022

New Career Technical Program Requests Approved by State Administrator (by Type)

INST.	Request Type	Program Title	Degree	Date
CEI	Expansion	Entrepreneurship	ITC	1/12/2022
CEI	Expansion	Bookkeeping	BTC	1/12/2022
CSI	Expansion	Medical Laboratory Technology	AAS	5/9/2022
LCSC	Expansion	Fire Service Technology	ITC	5/2/2022
LCSC	Expansion	Medical Assistant	ITC	5/5/2022
LCSC	Expansion	Information Technology	BTC, ATC	6/17/2022

List of Other CTE Program Changes Notified to State Administrator

The following program changes or additions do not require approval; however, they require notification to OSBE per policy III.G.

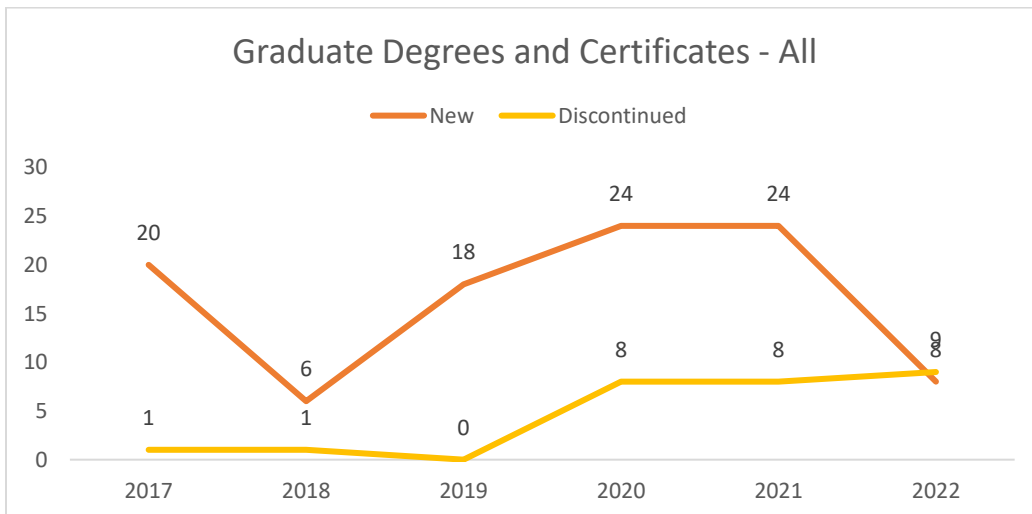
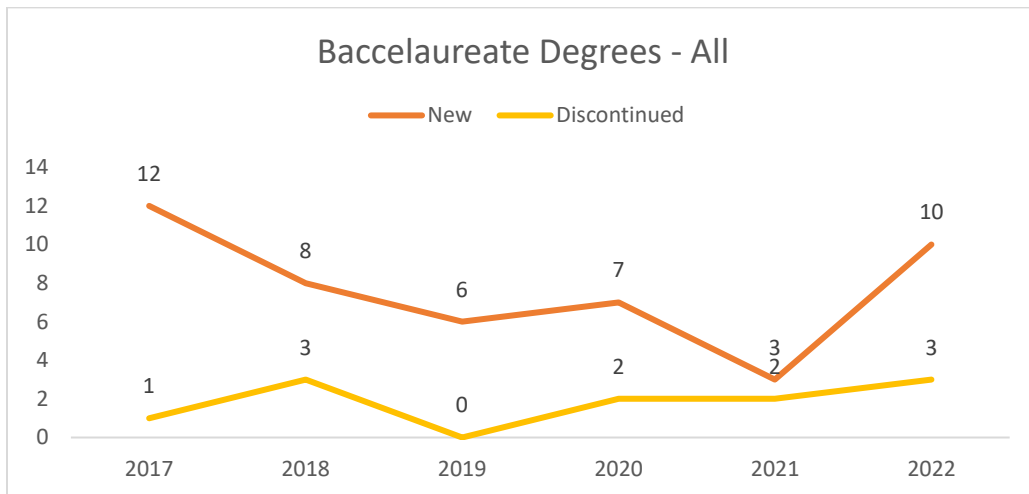
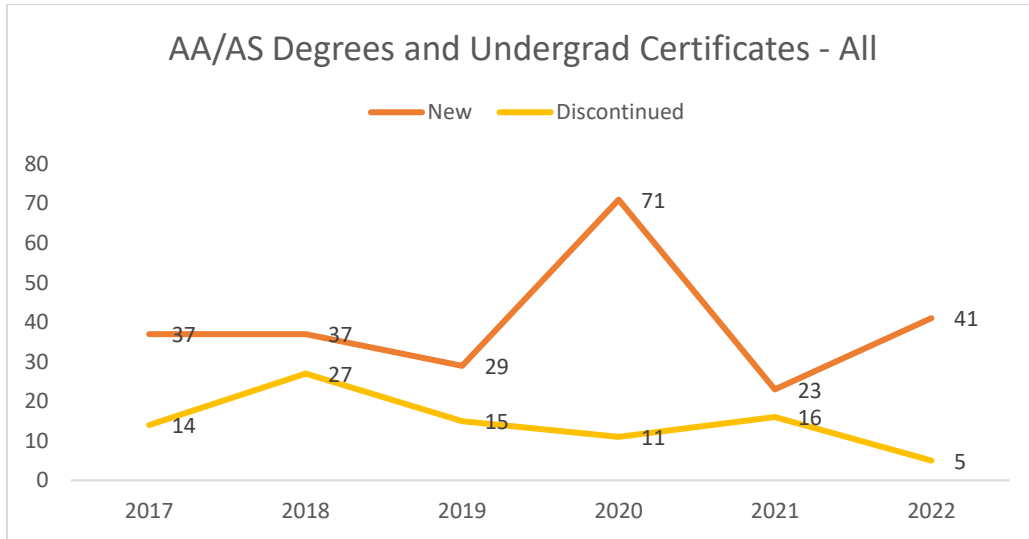
Instit.	Request Type	Program Title	Degree	Date
ISU	New	Energy Systems Nuclear Operations Technology: Licensed Operator track	AAS	4/4/2022
ISU	New	Energy Systems Nuclear Operations Technology: Nuclear Facility Technician track	AAS	4/4/2022
LCSC	Modification	Addition of Hospitality Management emphases:	AAS	3/15/2022
NIC	CIP Code	Change CIP code for Accounting Assistant to 52.0302	AAS, ITC, ATC	2/22/2022

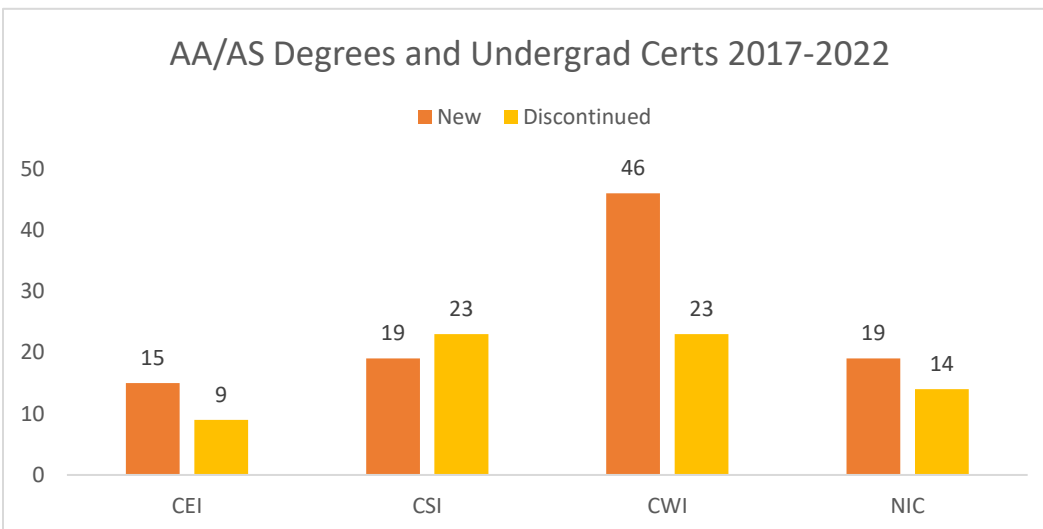
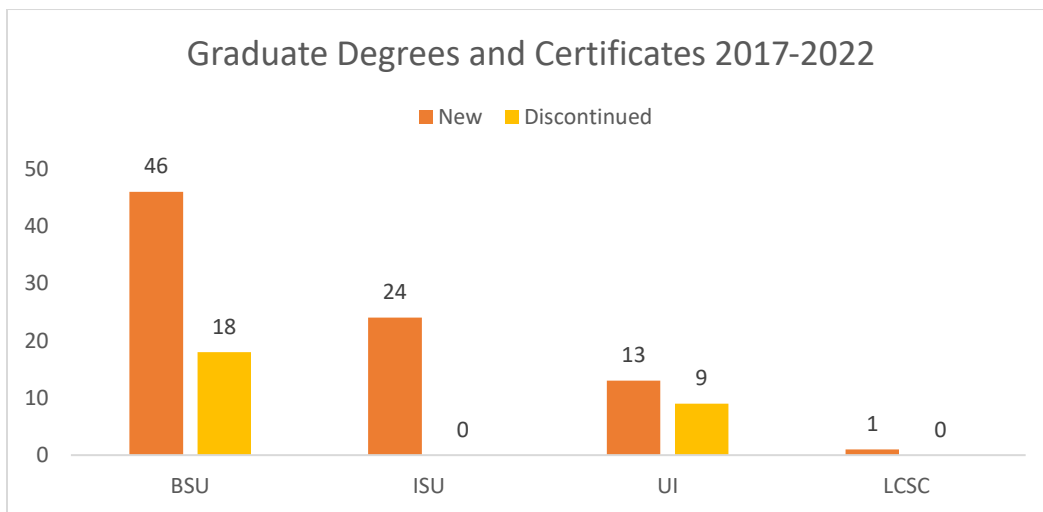
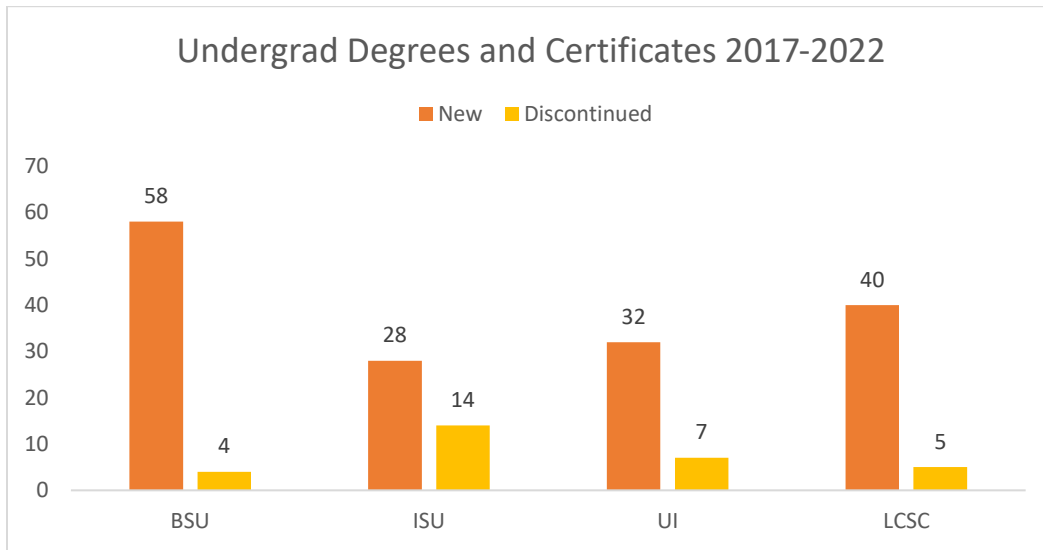
List of Academic Program Requests Approved by the Board

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
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INST.	Request Type	Program Title	Degree	Date
BSU	New	Advanced Medical Imaging (online)	B.S.	4/22/2022
UI	New	Forest Nursery Management and Technology	A.S.	4/22/2022
UI	New	Forest Operations and Technology	A.S.	4/22/2022
UI	New	Wildland Fuel and Fire Technology	A.S.	4/22/2022
UI	Modification	Name change from Fisheries Science	B.S.	4/22/2022
UI	Modification	Name change from Wildlife Resources to Wildlife Sciences	B.S.	4/22/2022
UI	New	Business Administration (online)	B.A.	6/15/2022





**WORK SESSION
AUGUST 24, 2022**

SUBJECT

Idaho Reading Indicator (IRI) Assessment Results

REFERENCE

December 2018	Board reviewed the fall Idaho Reading Indicator (IRI) performance on the new statewide reading assessment.
October 2019	Board reviewed the statewide reading assessment results and discussed literacy growth targets.
October 2019	State Board of Education received an update on literacy growth targets and provided guidance on updating the literacy growth targets using the new assessment.
February 2020	Board discussed setting literacy growth targets and setting targets based on cohorts of students.
October 2020	Board reviewed the statewide reading assessment results as part of the October Work Session
May 2021	Board discussed the important of focusing on K-4 reading/literacy, 5-9 mathematics, and high school credit recovery as Idaho recovers from the COVID-19 pandemic.
June 2021	Board amended the K-20 Education Strategic Plan to better highlight the Board's decision to focus on K-4 Literacy, 5-9 mathematics, and high school credit recovery and completion
October 2021	Board reviewed the statewide reading assessment results, including the fall 2021 administration as part of the Work Session discussion.
December 2021	Board was presented the fall 2021 assessment results.
February 2022	Board set literacy growth targets based on modified student cohorts as part of the K-20 Education Strategic Plan.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section I.M.
Chapter 18, Title 33

BACKGROUND/DISCUSSION

Pursuant to Section 33-1805, Idaho Code, each school district is required to report to the State Department of Education (SDE) by October 1 the number and percentage of students, by grade level, on an individualized reading improvement plan. SDE is then required to compile the information and report it annually to the State Board of Education, the public, the Governor, and the Legislature. Additionally, pursuant to Section 33-1806, Idaho Code, SDE is required to report to the public, the State Board of Education, the Legislature and the Governor the

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Fall and Spring statewide reading assessment results by school and by school district.

The Board has historically reviewed the statewide reading assessment performance at the October Board meeting as part of the overall K-20 Education Performance Measure Reports. In 2019, this review took place as a standalone item at the October Board meeting. Pursuant to Section 33-1809, Idaho Code, the Board is required to set statewide literacy growth targets. The Board originally approved literacy growth targets at the August 2016 Regular Board meeting. Those targets were codified in IDAPA 08.02.01.802. With the statutory changes enacted in 2020 consolidating all of the literacy requirements in Title 33 into a single new chapter, the requirement was changed from meeting the targets identified in administrative code, to requiring the targets be identified in a literacy dashboard. The current literacy targets were set by the Board with the approval of the K-20 Education Strategic Plan.

IMPACT

The data provided is intended to help inform the discussion between Board members and staff around progress made toward increasing student literacy proficiency in early grades.

ATTACHMENTS

Attachment 1 – Idaho Reading Indicator Performance
Attachment 2 – Unfinished Learning Analysis

STAFF COMMENTS AND RECOMMENDATIONS

Attachment 1 provides a breakout of the overall score distribution of students taking the Idaho Reading Indicator over the previous seven years. The following pages look at student performance focusing on the growth of student proficiency using a modified cohort methodology. The modified cohort of students looks at students that were enrolled and assessed in the previous grade level. A modified cohort methodology was necessary due to the small number of students that remained enrolled and are tested in the fall and spring assessment from kindergarten through grade 3.

In general terms, Idaho students have experienced greater growth towards grade level proficiency coming out of the pandemic than was observed prior to the pandemic. This is a preliminary indicator of the efforts made by public schools to have all students reading at grade level by the time they leave third grade. While these results are promising it will be necessary to closely monitor progress and the importance of staying focused on this critical performance indicator.

The Spring 2022 Idaho Standards Achievement Test data is not available at this time. These data will be presented to the Board at the October Board member as part of the annual October K-20 Education performance measure reporting.

BOARD ACTION

This item is for informational purposes only.

The table below represents the distribution of students by attainment level within each test and assessment year. In order to evaluate the entire population, students who were not continuously enrolled in a district have not been excluded from reporting.

Score Distribution by Grade and Assessment Level

Percentage of students at Assessment Level within Grade and Testing Year

Score Distribution	2016	2017	2018	2019	2020	2021	2022
Fall IRI							
Grade KG							
Well Below Grade Level	21.1%	22.1%	23.3%	28.2%	27.4%	27.4%	29.7%
Near/Below Grade Level	26.8%	26.5%	26.9%	26.9%	30.2%	29.1%	29.5%
At Grade Level	52.2%	51.4%	49.8%	44.9%	42.4%	43.5%	40.8%
Grade 1							
Well Below Grade Level	15.8%	16.6%	16.1%	27.1%	21.8%	28.1%	25.9%
Near/Below Grade Level	21.6%	21.0%	20.6%	30.0%	29.2%	30.2%	28.2%
At Grade Level	62.6%	62.4%	63.2%	42.8%	48.9%	41.7%	46.0%
Grade 2							
Well Below Grade Level	20.9%	20.8%	22.5%	21.0%	17.0%	23.8%	22.3%
Near/Below Grade Level	23.7%	23.3%	23.4%	18.7%	20.2%	21.9%	20.3%
At Grade Level	55.4%	55.9%	54.2%	60.3%	62.8%	54.3%	57.3%
Grade 3							
Well Below Grade Level	14.7%	14.4%	14.5%	17.9%	15.4%	18.8%	19.4%
Near/Below Grade Level	21.4%	21.0%	20.0%	21.0%	20.6%	23.0%	21.3%
At Grade Level	63.9%	64.6%	65.5%	61.1%	64.0%	58.3%	59.3%
Spring IRI							
Grade KG							
Well Below Grade Level	7.8%	7.4%	7.2%	16.3%		17.1%	15.3%
Near/Below Grade Level	13.9%	12.5%	12.9%	20.5%		21.6%	19.5%
At Grade Level	78.3%	80.1%	80.0%	63.1%		61.2%	65.2%
Grade 1							
Well Below Grade Level	14.2%	15.1%	15.5%	13.8%		17.7%	14.7%
Near/Below Grade Level	17.7%	17.8%	17.6%	19.6%		22.8%	21.2%
At Grade Level	68.1%	67.1%	66.9%	66.6%		59.5%	64.1%
Grade 2							
Well Below Grade Level	16.0%	15.4%	17.0%	11.2%		14.7%	13.2%
Near/Below Grade Level	15.1%	14.8%	14.5%	13.6%		16.1%	14.1%
At Grade Level	68.9%	69.8%	68.5%	75.2%		69.2%	72.7%
Grade 3							
Well Below Grade Level	12.5%	11.9%	12.1%	11.6%		12.9%	13.1%
Near/Below Grade Level	14.5%	13.4%	13.2%	15.2%		17.0%	14.8%
At Grade Level	73.0%	74.7%	74.6%	73.2%		70.0%	72.0%

The left side of table below represents the distribution of students by attainment level within each test and reported grade. The testing years are rolled into a composite output and population of the report is constrained by students who have test presence in both the initial year and three years out. The average modified score quintile (modified to show deciles for the top and bottom of each quintile) and the absolute average increase or decrease in average student level score.

The right side of table below illustrates the testing distribution three years after the initial test, with the distribution displayed within the same row context as the initial test.

In example, KG Fall IRI show 20.81% of student had an assessment level of 1, 26.83% at level 2, and 52.36% at 3 (grade level); totaling 100% of the population in the report for that grade and test type. Of those who tested at level 1, the right side of the report displays 39.5% remained at level 1 when tested three years later, 29.5% improved to level 2, and 31% attained grade level performance (assessment level 3).

Score Distribution by Grade and Assessment Level

Growth from Initial Attainment Level on Subsequent Distribution by Assessment Level

Initial Attainment Level by Grade				Attainment Level After 3 Years				
Initial Grade and Level	Assesment Distribution	Avg Score wQuintile	3 Year Gain or Loss		Level 1	Level 2	Level 3	Level 4
Fall 2021 IRI								
Grade KG				Grade KG				
1	22.39%	1.00	0.91	Growth Distr ->	39.9%	29.1%	31.0%	
2	26.91%	2.00	0.32	->	19.8%	28.9%	51.3%	
3	50.70%	3.00	-0.26	->	5.4%	15.0%	79.7%	
Spring 2022 IRI								
Grade KG				Grade KG				
1	9.05%	1.00	0.85	Growth Distr ->	45.8%	23.8%	30.4%	
2	15.42%	2.00	0.32	->	21.2%	25.2%	53.7%	
3	75.53%	3.00	-0.25	->	5.8%	13.1%	81.1%	

Assessment Scores by Modified Score Quintile*, Growth from Comp Year Individual Student Progress to Prior Year where both years in common

*Score range broken into five even quintiles, top and bottom range w additional split

to Prior Year	Students	Avg Score wQuintile	Avg Growth wQuintile	Growth Rate wQuintile
Fall IRI				
Grade 1	115,357	2.30	0.06	2.85%
2017	19,085	2.48	0.15	6.49%
2018	19,117	2.50	0.19	8.34%
2019	19,266	2.16	(0.12)	-5.41%
2020	19,782	2.30	0.12	5.28%
2021	19,223	2.15	(0.02)	-0.87%
2022	18,884	2.24	0.07	3.09%
Grade 2	122,204	2.38	0.03	1.39%
2017	20,535	2.36	(0.13)	-5.37%
2018	20,384	2.33	(0.15)	-6.00%
2019	20,365	2.40	(0.09)	-3.47%
2020	20,656	2.48	0.31	14.07%
2021	20,267	2.32	0.03	1.41%
2022	19,997	2.37	0.23	10.61%
Grade 3	125,925	2.47	0.10	4.13%
2017	21,488	2.51	0.16	6.73%
2018	21,124	2.52	0.16	6.93%
2019	20,898	2.44	0.12	5.03%
2020	21,292	2.50	0.10	4.21%
2021	20,485	2.41	(0.06)	-2.53%
2022	20,638	2.42	0.10	4.50%
Spring IRI				
Grade 1	76,454	2.52	(0.15)	-5.58%
2017	18,831	2.53	(0.20)	-7.42%
2018	18,790	2.52	(0.23)	-8.29%
2019	19,423	2.53	(0.21)	-7.67%
2022	19,410	2.50	0.04	1.68%
Grade 2	80,986	2.59	0.07	2.66%
2017	20,121	2.56	(0.01)	-0.45%
2018	19,827	2.53	(0.01)	-0.50%
2019	20,603	2.65	0.12	4.75%
2022	20,435	2.60	0.17	6.91%
Grade 3	83,392	2.62	0.08	3.13%
2017	21,055	2.64	0.09	3.71%
2018	20,508	2.64	0.08	3.24%
2019	20,900	2.63	0.10	3.99%
2022	20,929	2.60	0.04	1.60%

Three Year Sp	Students	Avg Score wQuintile	Avg Growth wQuintile	Growth Rate wQuintile
Fall IRI				
2019				
Grade Grade 3	17,848	2.45	0.11	4.65%
At or above grade	10,983	3.00	0.41	15.95%
Below Grade	6,865	1.56	(0.38)	-19.52%
2020				
Grade Grade 3	18,086	2.50	0.19	8.12%
At or above grade	11,679	3.00	0.45	17.42%
Below Grade	6,407	1.59	(0.28)	-15.04%
2021				
Grade Grade 3	17,424	2.40	0.11	4.73%
At or above grade	10,183	3.00	0.43	16.90%
Below Grade	7,241	1.56	(0.35)	-18.23%

2022				
Grade Grade 3	18,128	2.42	0.23	10.40%
At or above grade	10,876	3.00	0.52	21.01%
Below Grade	7,252	1.54	(0.21)	-12.08%
Spring IRI				
2019				
Grade Grade 3	18,113	2.63	(0.11)	-3.98%
At or above grade	13,401	3.00	0.14	4.91%
Below Grade	4,712	1.59	(0.82)	-33.98%
2021				
Grade Grade 3	17,565	2.58	(0.18)	-6.51%
At or above grade	12,355	3.00	0.12	4.20%
Below Grade	5,210	1.58	(0.89)	-36.08%
2022				
Grade Grade 3	18,295	2.60	0.10	4.13%
At or above grade	13,261	3.00	0.31	11.38%
Below Grade	5,034	1.55	(0.43)	-21.81%

to Prior Year	Students	Avg Score wQuintile	Avg Growth wQuintile	Growth Rate wQuintile
Fall IRI				
Grade Grade 1	115,323	2.30	0.06	2.86%
Dist Cont' Enroll				
2017	19,085	2.48	0.15	6.49%
2018	19,117	2.50	0.19	8.34%
2019	19,266	2.16	(0.12)	-5.41%
2020	19,782	2.30	0.12	5.28%
2021	19,223	2.15	(0.02)	-0.87%
2022	18,850	2.24	0.07	3.11%
Grade Grade 2	122,170	2.38	0.03	1.39%
Dist Cont' Enroll				
2017	20,535	2.36	(0.13)	-5.37%
2018	20,384	2.33	(0.15)	-6.00%
2019	20,365	2.40	(0.09)	-3.47%
2020	20,656	2.48	0.31	14.07%
2021	20,267	2.32	0.03	1.41%
2022	19,963	2.37	0.23	10.60%
Grade Grade 3	125,892	2.47	0.10	4.13%
Dist Cont' Enroll				
2017	21,488	2.51	0.16	6.73%
2018	21,124	2.52	0.16	6.93%
2019	20,898	2.44	0.12	5.03%
2020	21,292	2.50	0.10	4.21%
2021	20,485	2.41	(0.06)	-2.53%
2022	20,605	2.42	0.10	4.50%
Spring IRI				
Grade Grade 1	73,546	2.53	(0.14)	-5.41%
Dist Cont' Enroll				
2017	18,075	2.54	(0.20)	-7.24%
2018	18,107	2.53	(0.22)	-8.09%
2019	18,729	2.54	(0.21)	-7.47%
2022	18,635	2.51	0.04	1.76%
Grade Grade 2	77,988	2.59	0.07	2.65%
Dist Cont' Enroll				
2017	19,306	2.57	(0.01)	-0.43%
2018	19,113	2.54	(0.01)	-0.51%
2019	19,886	2.66	0.12	4.72%
2022	19,683	2.61	0.17	6.87%
Grade Grade 3	80,498	2.63	0.08	3.14%
Dist Cont' Enroll				
2017	20,366	2.65	0.09	3.68%
2018	19,768	2.64	0.08	3.20%

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2019	20,213	2.63	0.10	3.97%
2022	20,151	2.61	0.04	1.69%

Assessment Scores by Socio-Economic Identifier w Modified Score Quintile*

Individual Student Progress to Prior Year where both years in common

*Score range broken into five even quintiles, top and bottom range w additional split

Breakouts by Economically Disadvantaged Indictors

Row Labels	Students	Avg Score wQuintile	Avg Growth wQuintile	Growth Rate wQuintile
Fall IRI				
Grade 1	115,347	2.30	0.06	2.85%
Not Disadv				
2017	8,209	2.64	0.04	1.55%
2018	9,105	2.65	0.08	3.00%
2019	9,885	2.35	(0.16)	-6.47%
2020	11,068	2.47	0.07	3.00%
2021	12,180	2.29	(0.04)	-1.58%
2022	12,972	2.35	0.07	3.29%
Econ Disadv				
2017	10,875	2.36	0.24	11.06%
2018	10,010	2.36	0.30	14.37%
2019	9,376	1.95	(0.08)	-4.03%
2020	8,714	2.08	0.17	8.91%
2021	7,042	1.90	0.01	0.64%
2022	5,911	2.00	0.05	2.58%
Grade 2	122,192	2.38	0.03	1.39%
Not Disadv				
2017	8,968	2.55	(0.10)	-3.77%
2018	9,566	2.52	(0.09)	-3.60%
2019	10,839	2.57	(0.04)	-1.47%
2020	11,584	2.62	0.26	11.24%
2021	12,985	2.45	0.03	1.41%
2022	13,753	2.47	0.23	10.40%
Econ Disadv				
2017	11,564	2.21	(0.16)	-6.75%
2018	10,818	2.16	(0.20)	-8.36%
2019	9,523	2.21	(0.14)	-6.00%
2020	9,071	2.30	0.36	18.46%
2021	7,279	2.08	0.03	1.43%
2022	6,242	2.15	0.22	11.13%
Grade 3	125,913	2.47	0.10	4.13%
Not Disadv				
2017	9,474	2.67	0.13	5.18%

Breakouts by Special Education Participation

Participation in Any Year Triggers Breakout thru All Years

Row Labels	Students	Avg Score wQuintile	Avg Growth wQuintile	Growth Rate wQuintile
Fall IRI				
Grade 1	115,347	2.30	0.06	2.85%
Not SpEd				
2017	15,359	2.60	0.19	7.95%
2018	15,497	2.61	0.23	9.75%
2019	15,821	2.28	(0.07)	-3.11%
2020	16,552	2.40	0.14	6.11%
2021	16,471	2.23	(0.00)	-0.18%
2022	16,504	2.31	0.08	3.63%
Ever_SpEd				
2017	3,725	1.97	(0.02)	-0.77%
2018	3,618	2.01	0.02	1.08%
2019	3,440	1.61	(0.36)	-18.10%
2020	3,230	1.75	(0.00)	-0.23%
2021	2,751	1.68	(0.11)	-5.99%
2022	2,379	1.75	(0.03)	-1.58%
Grade 2	122,193	2.38	0.03	1.39%
Not SpEd				
2017	16,573	2.49	(0.11)	-4.26%
2018	16,434	2.47	(0.13)	-4.85%
2019	16,511	2.55	(0.05)	-2.00%
2020	16,990	2.60	0.32	13.82%
2021	16,959	2.42	0.03	1.43%
2022	17,054	2.46	0.23	10.52%
Ever_SpEd				
2017	3,959	1.79	(0.23)	-11.36%
2018	3,950	1.75	(0.24)	-12.25%
2019	3,851	1.78	(0.23)	-11.59%
2020	3,666	1.89	0.26	15.71%
2021	3,305	1.78	0.02	1.34%
2022	2,941	1.86	0.19	11.30%
Grade 3	125,914	2.47	0.10	4.13%
Not SpEd				
2017	17,481	2.65	0.16	6.35%

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2018	9,960	2.68	0.14	5.48%
2019	10,910	2.61	0.11	4.24%
2020	12,089	2.64	0.08	3.25%
2021	13,117	2.52	(0.06)	-2.38%
2022	14,344	2.52	0.10	4.05%
Econ Disadv				
2017	12,013	2.39	0.18	8.13%
2018	11,160	2.38	0.19	8.42%
2019	9,984	2.27	0.13	6.04%
2020	9,203	2.32	0.12	5.68%
2021	7,366	2.21	(0.06)	-2.83%
2022	6,293	2.19	0.12	5.71%
Spring IRI				
Grade 1	76,412	2.52	(0.15)	-5.58%
Not Disadv				
2017	8,140	2.69	(0.13)	-4.73%
2018	9,016	2.68	(0.15)	-5.18%
2019	9,918	2.68	(0.14)	-4.91%
2022	13,308	2.60	0.04	1.73%
Econ Disadv				
2017	10,690	2.41	(0.26)	-9.60%
2018	9,773	2.37	(0.30)	-11.33%
2019	9,505	2.38	(0.29)	-10.73%
2022	6,062	2.30	0.04	1.58%
Grade 2	80,931	2.59	0.07	2.66%
Not Disadv				
2017	8,832	2.71	(0.02)	-0.65%
2018	9,344	2.69	(0.01)	-0.32%
2019	10,879	2.78	0.10	3.83%
2022	14,102	2.69	0.15	5.89%
Econ Disadv				
2017	11,286	2.44	(0.01)	-0.26%
2018	10,482	2.39	(0.02)	-0.68%
2019	9,724	2.51	0.14	5.92%
2022	6,282	2.42	0.21	9.53%
Grade 3	83,356	2.62	0.08	3.14%
Not Disadv				
2017	9,420	2.78	0.08	2.96%
2018	9,736	2.77	0.06	2.26%
2019	10,926	2.76	0.09	3.25%
2022	14,567	2.69	0.04	1.33%
Econ Disadv				
2017	11,634	2.52	0.11	4.39%
2018	10,768	2.51	0.10	4.23%
2019	9,974	2.48	0.12	4.92%

2018	17,090	2.66	0.16	6.58%
2019	16,845	2.59	0.13	5.17%
2020	17,261	2.65	0.10	3.94%
2021	16,904	2.53	(0.06)	-2.38%
2022	17,195	2.53	0.11	4.39%
Ever_SpEd				
2017	4,006	1.91	0.16	9.03%
2018	4,030	1.96	0.16	8.96%
2019	4,049	1.82	0.07	4.23%
2020	4,031	1.88	0.10	5.86%
2021	3,579	1.82	(0.07)	-3.53%
2022	3,443	1.87	0.09	5.27%
Spring IRI				
Grade 1	76,412	2.52	(0.15)	-5.58%
Not SpEd				
2017	15,145	2.67	(0.14)	-5.12%
2018	15,244	2.66	(0.17)	-6.09%
2019	15,947	2.66	(0.16)	-5.84%
2022	16,935	2.57	0.05	1.89%
Ever_SpEd				
2017	3,685	1.93	(0.44)	-18.66%
2018	3,545	1.93	(0.47)	-19.49%
2019	3,476	1.96	(0.42)	-17.62%
2022	2,435	2.03	(0.00)	-0.10%
Grade 2	80,931	2.59	0.07	2.66%
Not SpEd				
2017	16,258	2.70	(0.00)	-0.09%
2018	15,956	2.68	(0.00)	-0.16%
2019	16,703	2.79	0.12	4.56%
2022	17,393	2.69	0.17	6.55%
Ever_SpEd				
2017	3,860	1.94	(0.05)	-2.50%
2018	3,870	1.90	(0.05)	-2.41%
2019	3,900	2.06	0.11	5.89%
2022	2,991	2.11	0.18	9.60%
Grade 3	83,356	2.62	0.08	3.14%
Not SpEd				
2017	17,161	2.78	0.09	3.24%
2018	16,577	2.77	0.07	2.75%
2019	16,861	2.77	0.09	3.49%
2022	17,477	2.70	0.04	1.37%
Ever_SpEd				
2017	3,893	2.02	0.13	6.67%
2018	3,927	2.06	0.12	6.11%
2019	4,039	2.04	0.13	6.96%

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2022	6,331	2.39	0.05	2.34%
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2022	3,421	2.07	0.06	3.21%
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Row Labels	Students	Avg Score wQuintile	Avg Growth wQuintile	Grow Rate
Spring IRI (over Fall)				
Grade KG	120,041	2.61	0.38	17.19%
Not Disadv				
2016	9,320	2.80	0.23	8.94%
2017	9,319	2.82	0.27	10.71%
2018	9,922	2.82	0.31	12.52%
2019	11,133	2.62	0.24	10.14%
2021	12,782	2.56	0.25	10.62%
2022	16,635	2.56	0.36	16.63%
Econ Disadv				
2016	10,574	2.64	0.55	26.00%
2017	10,109	2.66	0.59	28.57%
2018	9,953	2.65	0.62	30.23%
2019	9,330	2.32	0.39	20.22%
2021	6,855	2.27	0.38	20.42%
2022	4,109	2.31	0.49	27.08%
Grade 1	126,822	2.51	0.19	8.13%
Not Disadv				
2016	9,370	2.71	0.08	2.99%
2017	8,988	2.69	0.07	2.78%
2018	10,028	2.68	0.06	2.17%
2019	11,041	2.69	0.33	13.99%
2021	13,248	2.55	0.27	11.64%
2022	15,368	2.59	0.29	12.38%
Econ Disadv				
2016	11,982	2.42	0.06	2.59%
2017	11,559	2.40	0.05	2.00%
2018	10,951	2.37	0.03	1.15%
2019	10,334	2.38	0.42	21.49%
2021	7,445	2.23	0.34	17.90%
2022	6,508	2.28	0.30	15.41%
Grade 2	129,564	2.57	0.22	9.30%
Not Disadv				
2016	9,891	2.70	0.16	6.26%
2017	9,286	2.71	0.16	6.30%
2018	9,968	2.69	0.17	6.63%
2019	11,528	2.78	0.20	7.90%
2021	13,669	2.66	0.21	8.76%

Row Labels	Students	Avg Score wQuintile	Avg Growth wQuintile	Grow Rate
Spring IRI (over Fall)				
Grade KG	120,041	2.61	0.38	17.19%
Not SpEd				
2016	15,963	2.81	0.41	16.86%
2017	15,704	2.83	0.45	18.95%
2018	16,298	2.82	0.48	20.32%
2019	17,085	2.58	0.32	14.16%
2021	17,232	2.52	0.30	13.51%
2022	18,759	2.56	0.40	18.58%
Ever_SpEd				
2016	3,931	2.33	0.37	18.58%
2017	3,724	2.36	0.39	19.77%
2018	3,577	2.36	0.42	21.30%
2019	3,378	2.00	0.25	14.52%
2021	2,405	2.02	0.25	14.34%
2022	1,985	2.08	0.29	16.38%
Grade 1	126,822	2.51	0.19	8.13%
Not SpEd				
2016	17,161	2.69	0.10	3.68%
2017	16,523	2.68	0.08	3.19%
2018	16,971	2.66	0.07	2.64%
2019	17,571	2.67	0.38	16.77%
2021	17,722	2.52	0.30	13.41%
2022	19,176	2.57	0.29	12.83%
Ever_SpEd				
2016	4,191	1.96	-0.04	-2.03%
2017	4,024	1.94	-0.04	-2.12%
2018	4,008	1.94	-0.07	-3.62%
2019	3,804	1.96	0.33	20.53%
2021	2,971	1.92	0.26	15.36%
2022	2,700	2.02	0.29	16.55%
Grade 2	129,564	2.57	0.22	9.30%
Not SpEd				
2016	17,980	2.69	0.20	7.95%
2017	17,045	2.70	0.20	8.19%
2018	17,195	2.67	0.21	8.48%
2019	17,691	2.79	0.24	9.51%
2021	17,739	2.66	0.24	10.13%

2022	15,458	2.68	0.23	9.28%
Econ Disadv				
2016	12,227	2.41	0.21	9.60%
2017	11,794	2.43	0.22	9.90%
2018	11,379	2.37	0.23	10.52%
2019	10,266	2.50	0.30	13.46%
2021	7,515	2.36	0.29	14.15%
2022	6,583	2.42	0.28	12.89%
Grade 3	131,854	2.61	0.15	6.11%
Not Disadv				
2016	9,945	2.76	0.09	3.49%
2017	9,837	2.78	0.11	4.28%
2018	10,435	2.77	0.09	3.42%
2019	11,512	2.76	0.16	6.02%
2021	13,683	2.68	0.16	6.40%
2022	15,768	2.68	0.18	7.14%
Econ Disadv				
2016	12,281	2.50	0.13	5.66%
2017	12,098	2.52	0.14	5.71%
2018	11,627	2.51	0.14	5.77%
2019	10,559	2.48	0.21	9.42%
2021	7,533	2.40	0.20	9.31%
2022	6,576	2.39	0.21	9.41%

2022	18,854	2.69	0.24	9.82%
Ever_SpEd				
2016	4,138	1.89	0.14	8.24%
2017	4,035	1.94	0.15	8.16%
2018	4,152	1.90	0.16	8.94%
2019	4,103	2.04	0.27	15.20%
2021	3,445	2.01	0.23	12.84%
2022	3,187	2.10	0.25	13.75%
Grade 3	131,854	2.61	0.15	6.11%
Not SpEd				
2016	18,300	2.75	0.12	4.53%
2017	17,912	2.78	0.13	4.91%
2018	17,864	2.77	0.12	4.44%
2019	17,830	2.77	0.18	6.84%
2021	17,558	2.70	0.17	6.87%
2022	18,728	2.70	0.18	7.26%
Ever_SpEd				
2016	3,926	1.98	0.10	5.25%
2017	4,023	2.02	0.11	5.78%
2018	4,198	2.06	0.11	5.46%
2019	4,241	2.03	0.21	11.66%
2021	3,658	2.00	0.19	10.49%
2022	3,616	2.06	0.21	11.12%

**Breakouts by English Language Learners
Participation**

Participation in Any Year Triggers Breakout thru All Years

Row Labels	Students	Avg Score wQuintile	Avg Growth wQuintile	Growth Rate wQuintile
Fall IRI				
Grade 1	115,347	2.30	0.06	2.85%
Not ELL				
2017	16,867	2.52	0.10	4.33%
2018	16,934	2.53	0.14	6.00%
2019	17,265	2.22	(0.14)	-5.79%
2020	17,827	2.36	0.09	4.05%
2021	17,406	2.22	(0.03)	-1.52%
2022	17,253	2.30	0.06	2.52%
Ever ELL				
2017	2,217	2.21	0.51	29.88%
2018	2,181	2.24	0.57	34.36%
2019	1,996	1.61	(0.01)	-0.71%
2020	1,955	1.72	0.33	23.47%

**Breakouts by Grade Level Attainment
No Demographic Indicators**

Row Labels	Students	Avg Score wQuintile	Avg Growth wQuintile	Growth Rate wQuintile
Fall IRI				
Grade Grade 1	115,357	2.30	0.06	2.85%
At or above grade				
2017	12,142	3.00	0.45	17.66%
2018	12,384	3.00	0.48	18.84%
2019	8,217	3.00	0.30	11.16%
2020	9,943	3.00	0.36	13.85%
2021	8,130	3.00	0.33	12.27%
2022	9,045	3.00	0.40	15.23%
Below Grade				
2017	6,943	1.57	(0.37)	-19.17%
2018	6,733	1.58	(0.33)	-17.26%
2019	11,049	1.53	(0.44)	-22.29%
2020	9,839	1.58	(0.14)	-7.98%

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2021	1,816	1.51	0.13	9.32%	2021	11,093	1.53	(0.27)	-15.18%
2022	1,630	1.59	0.18	12.61%	2022	9,839	1.54	(0.24)	-13.28%
Grade 2	122,193	2.38	0.03	1.39%	Grade Grade 2	122,204	2.38	0.03	1.39%
Not ELL					At or above grade				
2017	18,367	2.40	(0.12)	-4.84%	2017	11,532	3.00	0.21	7.71%
2018	18,022	2.37	(0.14)	-5.65%	2018	11,151	3.00	0.21	7.42%
2019	18,099	2.45	(0.07)	-2.78%	2019	12,365	3.00	0.25	9.08%
2020	18,547	2.52	0.29	12.87%	2020	13,146	3.00	0.46	18.33%
2021	18,218	2.37	0.02	0.88%	2021	11,135	3.00	0.29	10.87%
2022	18,159	2.42	0.21	9.63%	2022	11,702	3.00	0.45	17.66%
Ever ELL					Below Grade				
2017	2,165	2.01	(0.23)	-10.40%	2017	9,003	1.54	(0.58)	-27.40%
2018	2,362	1.99	(0.20)	-9.13%	2018	9,233	1.52	(0.58)	-27.57%
2019	2,263	2.00	(0.22)	-9.77%	2019	8,000	1.48	(0.61)	-29.08%
2020	2,109	2.08	0.46	28.69%	2020	7,510	1.56	0.03	1.76%
2021	2,046	1.84	0.14	8.05%	2021	9,132	1.49	(0.29)	-16.17%
2022	1,836	1.88	0.37	24.71%	2022	8,295	1.49	(0.09)	-5.47%
Grade 3	125,914	2.47	0.10	4.13%	Grade Grade 3	125,925	2.47	0.10	4.13%
Not ELL					At or above grade				
2017	19,005	2.55	0.15	6.16%	2017	13,972	3.00	0.20	7.19%
2018	18,868	2.56	0.15	6.44%	2018	13,982	3.00	0.20	7.29%
2019	18,448	2.49	0.11	4.80%	2019	12,886	3.00	0.24	8.70%
2020	18,962	2.54	0.09	3.59%	2020	13,782	3.00	0.20	6.98%
2021	18,324	2.45	(0.07)	-2.88%	2021	12,064	3.00	0.12	4.04%
2022	18,576	2.46	0.09	3.86%	2022	12,459	3.00	0.24	8.52%
Ever ELL					Below Grade				
2017	2,482	2.25	0.24	11.87%	2017	7,516	1.60	0.08	5.13%
2018	2,252	2.24	0.24	11.79%	2018	7,142	1.59	0.08	5.62%
2019	2,446	2.11	0.14	7.13%	2019	8,012	1.55	(0.08)	-4.95%
2020	2,330	2.18	0.21	10.51%	2020	7,510	1.58	(0.07)	-4.39%
2021	2,159	2.06	0.02	1.16%	2021	8,421	1.56	(0.32)	-16.96%
2022	2,062	2.05	0.22	12.02%	2022	8,179	1.53	(0.10)	-5.87%
Spring IRI					Spring IRI				
Grade 1	76,412	2.52	(0.15)	-5.58%	Grade Grade 1	76,454	2.52	(0.15)	-5.58%
Not ELL					At or above grade				
2017	16,648	2.57	(0.18)	-6.57%	2017	12,715	3.00	0.09	3.10%
2018	16,674	2.56	(0.21)	-7.61%	2018	12,635	3.00	0.08	2.91%
2019	17,369	2.59	(0.18)	-6.34%	2019	12,960	3.00	0.10	3.45%
2022	17,666	2.55	0.02	0.95%	2022	12,532	3.00	0.24	8.82%
Ever ELL					Below Grade				
2017	2,182	2.22	(0.37)	-14.31%	2017	6,116	1.55	(0.81)	-34.39%
2018	2,115	2.25	(0.36)	-13.97%	2018	6,155	1.54	(0.87)	-36.13%
2019	2,054	2.10	(0.51)	-19.52%	2019	6,463	1.60	(0.83)	-34.23%
2022	1,704	2.03	0.22	12.31%	2022	6,878	1.60	(0.33)	-16.95%
Grade 2	80,931	2.59	0.07	2.66%	Grade Grade 2	80,986	2.59	0.07	2.66%

Not ELL					At or above grade				
2017	18,004	2.59	(0.01)	-0.56%	2017	14,170	3.00	0.11	3.89%
2018	17,540	2.57	(0.02)	-0.73%	2018	13,730	3.00	0.12	4.03%
2019	18,302	2.69	0.12	4.77%	2019	15,609	3.00	0.20	7.17%
2022	18,541	2.64	0.15	6.10%	2022	14,966	3.00	0.27	9.77%
Ever ELL					Below Grade				
2017	2,114	2.27	0.02	0.67%	2017	5,951	1.50	(0.31)	-16.94%
2018	2,286	2.24	0.03	1.56%	2018	6,097	1.47	(0.30)	-17.06%
2019	2,301	2.33	0.10	4.63%	2019	4,994	1.56	(0.13)	-7.75%
2022	1,843	2.25	0.33	17.52%	2022	5,469	1.52	(0.10)	-6.27%
Grade 3					Grade Grade 3				
Not ELL					At or above grade				
2017	18,672	2.67	0.09	3.52%	2017	15,850	3.00	0.13	4.38%
2018	18,325	2.67	0.08	2.94%	2018	15,412	3.00	0.12	4.10%
2019	18,439	2.67	0.10	3.94%	2019	15,412	3.00	0.18	6.22%
2022	18,828	2.63	0.04	1.37%	2022	15,150	3.00	0.13	4.70%
Ever ELL					Below Grade				
2017	2,382	2.40	0.12	5.37%	2017	5,205	1.54	0.00	-0.10%
2018	2,179	2.39	0.14	6.09%	2018	5,096	1.53	(0.02)	-1.56%
2019	2,461	2.32	0.10	4.49%	2019	5,488	1.58	(0.11)	-6.45%
2022	2,070	2.26	0.09	4.19%	2022	5,779	1.54	(0.21)	-11.77%

Row Labels	Students	Avg Score wQuintile	Avg Growth wQuintile	Grow Rate
Spring IRI (over Fall)				
Grade KG	120,041	2.61	0.38	17.19%
Not ELL				
2016	17,594	2.74	0.34	13.95%
2017	17,279	2.75	0.38	15.78%
2018	17,793	2.75	0.40	17.20%
2019	18,458	2.55	0.29	12.87%
2021	17,943	2.52	0.28	12.73%
2022	19,334	2.56	0.38	17.64%
Ever ELL				
2016	2,300	2.56	0.88	51.89%
2017	2,149	2.61	0.95	57.13%
2018	2,082	2.61	0.99	61.12%
2019	2,005	1.87	0.48	34.27%
2021	1,694	1.81	0.40	28.14%
2022	1,410	1.80	0.47	35.58%
Grade 1	126,822	2.51	0.19	8.13%
Not ELL				
2016	19,105	2.59	0.08	3.02%
2017	18,207	2.57	0.06	2.53%
2018	18,634	2.56	0.04	1.77%

2019	19,204	2.59	0.36	16.21%
2021	18,815	2.49	0.28	12.74%
2022	20,055	2.54	0.28	12.23%
Ever ELL				
2016	2,247	2.22	0.01	0.40%
2017	2,340	2.21	0.02	0.90%
2018	2,345	2.23	0.02	0.75%
2019	2,171	2.10	0.49	30.27%
2021	1,878	1.91	0.40	26.69%
2022	1,821	2.02	0.45	28.39%
Grade 2	129,564	2.57	0.22	9.30%
Not ELL				
2016	19,589	2.57	0.18	7.41%
2017	18,862	2.59	0.19	7.75%
2018	18,872	2.56	0.19	8.05%
2019	19,422	2.69	0.24	9.63%
2021	19,078	2.60	0.23	9.74%
2022	20,127	2.64	0.23	9.53%
Ever ELL				
2016	2,529	2.27	0.27	13.32%
2017	2,218	2.26	0.25	12.63%
2018	2,475	2.23	0.26	13.11%
2019	2,372	2.32	0.34	17.12%
2021	2,106	2.17	0.35	19.03%
2022	1,914	2.23	0.38	20.25%
Grade 3	131,854	2.61	0.15	6.11%
Not ELL				
2016	19,740	2.65	0.11	4.36%
2017	19,470	2.67	0.12	4.84%
2018	19,722	2.66	0.11	4.34%
2019	19,540	2.67	0.18	7.23%
2021	19,032	2.62	0.18	7.16%
2022	20,185	2.63	0.18	7.46%
Ever ELL				
2016	2,486	2.32	0.15	7.09%
2017	2,465	2.38	0.15	6.74%
2018	2,340	2.37	0.16	7.02%
2019	2,531	2.31	0.21	10.26%
2021	2,184	2.23	0.19	9.20%
2022	2,159	2.24	0.22	10.89%

BUSINESS AFFAIRS AND HUMAN RESOURCES
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TAB	DESCRIPTION	ACTION
1	FY 2024 BUDGET REQUEST	Action Item
2	FY 2024 CAPITAL BUDGET REQUESTS AND SIX YEAR CAPITAL PLANS	Action Item
3	BOARD POLICY ADDITION – SECTION V.Z. – MEDICAL EDUCATION REIMBURSEMENT PROGRAM – FIRST READING	Action Item
4	IDAHO STATE UNIVERSITY 2022A General Revenue Bonds Authorization	Action Item

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 24, 2022

AGENCIES AND INSTITUTIONS OF THE STATE BOARD

SUBJECT

FY2024 Line Item Budget Requests

REFERENCE

April 2022

Directed 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 and occupancy costs.

June 2022

Directed the Business Affairs and Human Resources Committee to review the FY 2024 budget line items, and to bring final recommendations back to the Board for its consideration at the regular August 2022 Board meeting.

APPLICABLE STATUTE, RULE, OR POLICY

Title 67, Chapter 35, Idaho Code

Idaho State Board of Education Governing Policies & Procedures, Section V.B.1.

BACKGROUND/ DISCUSSION

At the April meeting, the Board directed the college and universities to request FY 2024 budget items that maintain current operations, including inflationary adjustments and a Change in Employee Compensation fund shift, as well as systemwide line items and occupancy costs.

Subsequently, DFM issued guidelines to institutions and agencies to prepare their FY 2024 budget with a total General Fund request not to exceed its FY 2023 original ongoing General Fund appropriation by an amount more than 3.0%. This 3.0% growth factor is inclusive of all Maintenance Items such as Enrollment Workload Adjustment, 1% CEC, replacement capital, and inflation.

Following Board approval, the budget requests will be submitted to the Legislative Services Office (LSO) and Division of Financial Management (DFM) by September 1, 2022.

IMPACT

The approved Line Items will be included with the FY2024 budget requests and submitted to DFM and LSO for consideration by the Governor for his FY2024 Budget recommendations and by the Joint-Finance Appropriations Committee for funding.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 24, 2022

ATTACHMENTS

Attachment 1 - Line Items Summary
Attachment 2 - Occupancy Costs
Attachment 3 - 44: Individual Line Items

STAFF COMMENTS AND RECOMMENDATIONS

Each proposed line item set forth has been discussed in consultation with the Division of Financial Management and meets the specific criteria set forth in the June 2, 2022 memo from DFM.

Attachment 1 shows the line items for each institution and agency. It also displays the FY 2023 General Fund Appropriation and the total request for line items. Staff did not provide a percentage of the line items to General Fund in order to compare to the 3.0% limit because the full amount of General Fund requests (i.e. replacement capital, inflation, etc.) is unknown at this time.

Board staff acknowledge the very difficult work that has been done at each of the agencies and institutions in preparing these budget line item requests. Staff recommends approval.

BOARD ACTION

I move to approve the Line Items for the agencies and institutions as listed in Attachments 1 and 2, and to authorize the Executive Director to approve the maintenance of current operations and Line Item budget requests for agencies and institutions due to the Division of Financial Management and Legislative Services Office on September 1, 2022.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

STATE BOARD OF EDUCATION
FY 2024 Line Items - College and Universities

By Institution/Agency		Attachment	FY 2023 Total Ongoing General Fund Appropriation	Priority	Institution Specific Initiatives	Total
1	Higher Education Collaborative					
2	Health Care Workforce Expansion Initiative	3			7,089,450	
3	Cybersecurity	4			9,462,700	
4	Retention Degree Completion	5			6,595,633	
5	Joint Nuclear Engineering Program - Phase II	6			3,178,500	
6	System-wide Needs		\$ 6,242,700			\$ 244,000
7	Higher Education Research Council Coordinator Po	7		1	50,000	
8	Academic Technologist Position	8		2	102,000	
9	Apply Idaho Project Manager Position	9		3	92,000	
10	Boise State University		120,502,400			245,900
11	Occupancy Costs	2		1	245,900	
12	Audit Staff Transfer	33		2	(406,400)	
13	Idaho State University		90,068,200			346,400
14	Occupancy Costs	2		2	346,400	0
15	Audit Staff Transfer	33		2	(377,700)	
16	University of Idaho		99,868,100			675,800
17	Occupancy Costs	2		1	675,800	0
18	Audit Staff Transfer	33		2	(381,800)	
19	Lewis-Clark State College		20,389,900			419,000
20	Occupancy Costs	2		1	160,700	0
21	CyberSecurity Framework Support	10		2	115,000	
22	Employee Compensation	11		3	143,300	0
			<u>\$ 337,071,300</u>		<u>\$ 765,200</u>	<u>\$ 1,931,100</u>
23						
24	Percentage of FY23 Appropriation excluding		0.2%			
25	Occupancy Costs					

STATE BOARD OF EDUCATION
FY 2023 Line Items - Community Colleges and Agencies

		FY 2023			FY 2024	Comments
Priority	By Institution/Agency	Total Ongoing General Fund Appropriation	Attachment	Priority	Request	
1	Career Technical Education	73,084,300			1,292,300	
2	Administration	2,301,800			(68,000)	
3	Personnel		12	1	302,000	
4	Personnel Cost Realignment		16	5	(370,000)	
5	Secondary and General Programs	16,163,800			251,700	
6	Program Added-Cost Maintenance		14	3	131,700	
7	Personnel Cost Realignment		16	5	120,000	
8	Postsecondary Programs	50,652,400			569,700	
9	Postsecondary Operating Support		13	2	569,700	
10	Educator Services	1,231,500			283,300	
11	Personnel		12	1	83,300	
12	Personnel Cost Realignment		16	5	200,000	
13	Related Programs	2,734,800			255,600	
14	Personnel		12	1	205,600	
15	Apprenticeship Grant		15	4		\$906,100 federal funds
16	Personnel Cost Realignment		16	5	50,000	
17	Community Colleges	56,928,900			1,490,700	
18	System-wide Needs	39,200				0 No Line Items
19	College of Eastern Idaho	6,082,400			(284,400)	
20	Compensation Equalization		17	1	38,500	
21	Increase in Enrollment, Reduction per 3% limit		18	2	(322,900)	
20	College of Southern Idaho	17,146,200			261,000	
21	Compensation Equalization		19	1	261,000	
22	Increase in Enrollment, Reduction per 3% limit		20	2	(353,700)	
23	College of Western Idaho	19,095,000			1,064,600	
24	Address Current Nursing Workforce Challenges		21	1	308,300	
25	Increase Focus on STEM		22	2	464,700	
26	Hispanic Serving Institution (HSI)/Military students		23	3	291,600	
27	North Idaho College	14,566,100			449,500	
28	First Year Experience Director		24	1	130,000	
29	Dean of Students		25	2	141,200	
30	Support of Remote Collaboration		26	3	178,300	

STATE BOARD OF EDUCATION
FY 2023 Line Items - Community Colleges and Agencies

		FY 2023			FY 2024	Comments
Priority	By Institution/Agency	Total Ongoing General Fund Appropriation	Attachment	Priority	Request	
31	Agricultural Research/Extension	34,989,800			394,000	
32	Sustainability of Idaho Farms and Families Cluster Hire		27	1	394,000	
33	Occupancy Costs		2	2	0	
34	Health Education Programs	24,833,300			776,950	
35	WIMU Veterinary Education	2,251,300			No Line Items	
36	WWAMI Medical Education	6,973,400			No Line Items	
37	IDEP	1,825,100			No Line Items	
38	Univ. of Utah Med. Ed.	2,626,600	28	1	32,500	FY 2023 contract inflation
39	Family Medicine Residencies	6,719,100			478,575	
40	Idaho State University FMR	2,639,100	29	1	106,350	2 Pocatello Family Medicine at \$53,175 each
41	Family Medicine Residency of Idaho (Boise)	3,160,000			319,050	
42			29	1	212,700	Boise Pediatrics: 4 residents @ \$53,175 each
43			29	2	53,175	Rural Medicine Fellowship - Boise
44			29	3	53,175	Behavioral Health Fellowship - Nampa
45	Kootenai Health FMR	920,000			53,175	
46			29	1	53,175	CDL Family Medicine Resident
47	Psychiatry Residency	837,800			0	No Line Items
48	Boise Internal Medicine Residency	1,075,000		1	53,175	Internal Medicine Resident
49	Eastern Idaho Regional Medical Center	2,525,000	29	1	212,700	Add 4 new Psychiatry residents at \$53,175 each
50	Special Programs	27,620,000			1,690,100	
51	Forest Utilization Research	1,526,900	30	1	18,200	Wildland Fire Center
52	Geological Survey	1,230,200	31	1	12,400	Salary Adjustments
53	Scholarships and Grants	23,014,300	32	1	1,625,000	Rural Educator Incentive Program
54	Museum of Natural History	682,900			No Line Items	
55	Small Business Development Centers	770,300	33	1	22,800	Business Consultants
56	TechHelp	395,400	34	1	11,700	studio/Blu, Design Prototype Center
57	State Board of Education	9,428,100			66,518,000	
58	Office of the State Board of Education	5,864,600				
59	Audit Staff Transfer		38	4	1,165,900	
60	Financial Specialist Position		37	3	72,500	
61	College and Career Advising Platform		39	5	120,000	
62	COVID Relief Federal Fund Spending Authority		41	7	65,000,000	
63	IT and Data Management	3,027,300				
64	Idaho System for Educational Excellence Coordinator		36	2	108,200	
65	Office of School Safety and Security	536,200				
66	Central Idaho School Safety and Security Analyst Position		35	1	51,400	
67	Resource Officer		40	6		\$75,000 federal funds

STATE BOARD OF EDUCATION
FY 2023 Line Items - Community Colleges and Agencies

		FY 2023				FY 2024		Comments
Priority	By Institution/Agency	Total Ongoing General Fund Appropriation	Attachment	Priority		Request		
68	Public Charter Commission	182,400				5,500		
69	Technical Records Specialist II & Program Manager		42	1		5,500		Includes \$193,700 dedicated funds
70	Idaho Public Television	2,817,400				0		
71	No line items							
72	Vocational Rehabilitation	4,981,600				78,700		
73	Vocational Rehabilitation	4,477,600						
74	Business Engagement		43	1		46,800		
75	General Fund Match Request		44	2		31,900		
76	Council for the Deaf/Hard of Hearing	504,000						
77	Grand Total	\$ 234,683,400				\$ 72,240,750		

STATE BOARD OF EDUCATION
FY 2024 Budget Request
Colleges & Universities
Calculation of Occupancy Costs

Institution/Project	Projected Date of Occupancy	% of Use for Non-Aux. Education	Gross Sq Footage	Non-Aux. Sq Footage	(1) Custodial Costs				(3) Utility Estimate	(4) Maintenance Costs		(5) Other	Total Occ Cost	% qtrs used in FY24	Revised FY24
					FTE	Sal & Ben	Supplies	Total		Repl Value	Cost@1.5%				
BOISE STATE UNIVERSITY															
University Plaza	April-20	32%	107,479	34,621	1.33	55,900	3,500	59,400	60,600	21,979,318	106,200	32,300	258,500	100%	258,500
IDAHO STATE UNIVERSITY															
Davis Field Outbuildings	November-20	100%	1,152	1,152	0.04	1,700	100	1,800	2,000	50,000	800	900	5,500	100%	5,500
Remodel Arts & Letters - Frazier Hall	August-20	100%	150	150	0.01	400	0	400	300	18,000	300	100	1,100	100%	1,100
Eames Phase III - On Site Power	December-22	100%	12,040	12,040	0.46	19,300	1,200	20,500	21,100	4,951,813	74,300	13,200	129,100	100%	129,100
Pharmacy Dean Suite - Meridian	June-23	100%	3,987	3,987	0.15	6,300	400	6,700	7,000	1,058,390	15,900	3,900	33,500	100%	33,500
Alumni Center - Non-Auxiliary Space	December-22	63%	26,281	16,473	0.63	26,400	1,600	28,000	28,800	10,880,000	102,300	18,100	177,200	100%	177,200
					1.29	54,100	3,300	57,400	59,200		193,600	36,200	346,400		346,400
UNIVERSITY OF IDAHO															
ICCU Arena	September-21	20%	67,130	13,426	0.52	22,000	1,300	23,300	23,500	51,000,000	153,000	18,500	218,300	100%	218,300
Idaho Water Center (IWC)	January-19	45%	225,227	101,352	3.90	164,900	10,100	175,000	177,400	77,822,149	525,300	106,100	983,800	100%	983,800
Less previous allocations					(2.36)	(99,900)	(6,100)	(106,000)	(107,500)		(318,100)	(64,300)	(595,900)		(595,900)
					1.54	65,000	4,000	69,000	69,900		207,200	41,800	387,900		387,900
CNR Seedling Production Greenhouses	November-22	100%	7,780	7,780	0.30	12,700	800	13,500	13,600	950,000	14,300	6,800	48,200	100%	48,200
6th Street Greenhouses Expansion, Ph. 1	July-23	100%	1,875	1,875	0.07	3,000	200	3,200	3,300	851,200	12,800	2,100	21,400	100%	21,400
					2.43	102,700	6,300	109,000	110,300		387,300	69,200	675,800		675,800
AG RESEARCH & EXTENSION															
Idaho Ctr for Plant & Soil Health, Parma	November-23	100%	9,600	9,600	0.37	15,600	1,000	16,600	16,600	9,500,000	142,500	14,900	190,600	75%	143,000
CAFE Research Dairy, Ph. 1, Rupert	November-23	100%	22,122	22,122	0.85	35,900	2,200	38,100	38,700	12,000,000	180,000	26,600	283,400	75%	212,600
					4.22	51,500	3,200	54,700	55,300		322,500	41,500	474,000		355,600
LEWIS-CLARK STATE COLLEGE															
Schweitzer Career & Technical Education Building	January-21	100%	86,169	86,169	3.31	139,500	8,600	148,100	150,800	16,307,207	244,600	79,400	622,900	100%	622,900
Less FY21 allocation					-1.66	-65,000	-4,300	-69,300	-75,400		-122,300	(39,700)	-306,700	100%	(306,700)
Less FY22 allocation					-0.50	-25,500	-2,150	-27,650	-37,700		-61,150	(28,950)	-155,450	100%	(155,500)
					1.15	49,000	2,150	51,150	37,700		61,150	10,750	160,750		160,700
<p>(1) FTE for the first 13,000 gross square footage and in 13,000 GSF increments thereafter, .5 Custodial FTE will be provided.</p> <p>(2) Salary for custodians will be 80% of Policy for pay grade "E" as prepared by the Division of Human Resources.</p> <p>Benefit rates as stated in the annual Budget Development Manual; workers comp rates reflect institution's rate for custodial category</p> <p>Salary CU: \$23,447.55 CC: \$22,331.00</p>										<p>(3) Annual utility costs will be projected at \$1.75 per sq ft 1.75</p> <p>(4) Building maintenance funds will be based on 1.5% of the construction cost (excluding architectural/engineering fees, site work, movable equipment, etc.) for new buildings or 1.5% of the replacement value for existing buildings.</p> <p>(5) Other:</p> <p>IT Maintenance 1.5000 GSF</p> <p>Security 0.2200 GSF</p> <p>General Safety 0.0900 GSF</p> <p>Research & Scientific Safety Costs 0.5000 GSF</p> <p>Total 2.3100</p> <p>Too High - Used 1/3 0.7700 GSF</p> <p>Landscape Greenscape 0.0003 CRV</p> <p>Insurance Costs 0.0005 CRV</p> <p>Total 0.00080 CRV</p>					
Benefits															
FICA															
SSDI salary to \$110,100	6.2000%	x salary													
SSHI	1.4500%	x salary													
Unemployment Insurance	0.0000%	x salary													
Life Insurance	0.7210%	x salary													
Retirement: PERSI	11.1800%	x salary													
Workmans Comp		x salary													
Sick Leave	0.0000%	x salary													
Human Resources															
	19.5510%	per position													
Health Insurance	\$13,750.00														
Supplies	0.10														

FY 2024 Line Item Proposal

Collaborative Health Care Workforce Expansion Initiative



**Collaborative Health Care
Workforce Expansion Initiative**

FY2024

Idaho State University
Lewis-Clark State College
University of Idaho
Boise State University

North Idaho College
College of Southern Idaho
College of Western Idaho
College of Eastern Idaho

Problem Statement

The State of Idaho has a shortage of health care professionals.

Nationwide, Idaho ranks near the bottom for the number of currently practicing primary care physicians, and 49th for currently practicing physicians overall. According to the Idaho Department of Health and Welfare, 98% of the state has a shortage of primary care physicians, and every county has a shortage of mental health care professionals. Further, the Idaho Center for Nursing reports that Idaho is below the national average of 10.6 registered nurses (RNs) for every 1,000 people. In comparison, Idaho has a rate of RNs at 9.97 per 1,000 residents, which yields an immediate shortage of 1,119 nurses. This shortage in nurses does not take into account Idaho's growing population.

The shortage of health care professionals in Idaho is an issue that can be jointly addressed by the higher education institutions in the state. There is an immediate and rising demand for registered nurses, physician assistants, nurse practitioners, physical, occupational, and speech therapists and other professionals. Idaho's higher education institutions can build and strengthen the state's workforce pipeline at all levels; a critical need articulated by every health care system in Idaho. Enhancing the health care workforce in Idaho includes developing innovative educational models with a collective commitment from the public four-year institutions and community colleges. Immediate collaborative mitigation strategies are necessary to increase enrollment in health care education programs to address this pressing and critical need.

Idaho's need for health care professionals will only intensify and grow in the coming years. Idaho's population is seeing significant growth, as well as an increase in individuals aging out of the workforce. Since Idaho is a large and mostly rural state, geography and distance impact the health and safety of Idahoans. The residents of Idaho's rural communities tend to be older, experience higher rates of poverty and lower per capita income, and have higher uninsured rates, as compared to their urban counterparts.

In the past two years, the COVID-19 pandemic has spurred an exodus of professionals leaving the health care field in record numbers, exacerbating the overall workforce shortage. Idaho's higher education institutions are uniquely positioned to work with clinical partners to implement innovative models that are focused on preparing qualified professionals to alleviate the workforce gap. Without intervention, the supply of health care workers will continue to fall below demand and industry standards. This will result in decreased access to care, poor outcomes for patients, and rising costs for all citizens and the State of Idaho.

Working collectively as higher education institutions to achieve these goals promotes a unified and stronger voice in the present and future health care workforce in Idaho.

Tiered Request Description

This request represents a systemwide approach among all the educational institutions to address the nursing, health care, and mental health worker shortage. Our academic and clinical educational leaders have demonstrated solution-focused collaboration, which will be strengthened and galvanized by this funding.

The requests are leveled based on best practices, state objectives, and institutional goals. Request items within each area are prioritized into three tiers:

1. **BASE:** *foundational elements to meet the most pressing gaps in Idaho's health care industry*
2. **QUALITY:** *second-level elements identified as necessary to drive health care student recruitment and workforce needs forward aggressively*
3. **ASPIRATIONAL:** *top-tier programs that are nationally recognized*

Base Tier

- 1. Systemwide Nursing Education Expansion**
- 2. Mental Health Expansion**
- 3. Create an Idaho Health Care Workforce Development Center**
- 4. Increase the Number of Nurse Practitioners Graduating Each Year**

1. Systemwide Nursing Education Expansion

Overview and Outcomes

The demand for nurses continues to rise exponentially, and it is expected to intensify. As baby boomers retire and the need for health care continues to increase, due in part to an aging population and rise in chronic illness, this need is becoming even more critical. In June 2022, the vacancy numbers statewide for registered nurses exceeded 2,000. According to the Idaho Center for Nursing, travel nurse utilization statewide in health care organizations average more than 1,500 weekly, with a heavy financial impact in both rural and urban areas. The significant cost of travel nurses is unsustainable for our health care institutions, and it does not address the need for training an adequate nursing workforce for Idaho.

Idaho nursing programs graduate 750-825 students annually. This number is insufficient to meet the rising demand for RNs. Hospitals in the state are experiencing a significant shortage of registered nurses, with only 41% of RNs currently employed in this setting in 2022, compared to 60% in 2018 (Idaho Center for Nursing, 2022). Nursing leaders of Idaho health care organizations describe the nursing shortage at “crisis level,” with significant impact on patient outcomes, recruitment and retention, and health of individuals, families, and communities. The need to train the future nursing workforce is complicated and further exacerbated by the expected decrease in current licensed nurses in Idaho by a third due to a retiring workforce. Schools of nursing in the state are prepared to increase enrollment capacity and educate registered nurses through expanded partnerships and implementing innovative approaches to clinical education.

This base request will expand nursing programs systemwide, increasing nursing seats by approximately 184 at the four-year institutions and 80 at the two-year institutions. The request also creates the collaborative, inter-institutional Idaho Healthcare Workforce Development Center to increase and develop the nursing and health care workforce across the state in concert with industry needs.

Idaho State University

This base request will increase the number of accelerated and traditional nursing students at the Idaho State University School of Nursing by a total of 38 students. The request also includes four full-time faculty positions and a simulation coordinator to increase student clinical training and reduce clinical education burden, as well as ongoing operating costs (summer salaries to expand the faculty workforce, preceptor funding to offset facility-related costs for clinical education). The Accelerated Baccalaureate in nursing program (ABSN) will increase enrollment from 60 to 90 students annually, and there will be an increase in the traditional BSN program from 42 to 50, admitted twice a year. Idaho State has a long history of preparing registered nurses at the baccalaureate level for nursing practice. The ABSN program, with 50 students enrolled each year on the Meridian campus, and 10 students currently enrolled on the Pocatello campus, admits students holding a baccalaureate degree in another discipline, and it prepares the student for the registered nursing role in one year. ISU has worked closely with clinical partners across the state to plan for expanded enrollment capacity in the ABSN program with implementation of innovative and timely models for integrated nursing clinical education.

At Kootenai Medical Center, new methods are being explored, collaborating with properly credentialed hospital staff to support expanding clinical placements for ABSN students and addressing local workforce needs, recruitment and retention. The decreased timeline for matriculation in the nursing program (reduced from two years to one year of education in the nursing curriculum) significantly accelerates the production of bedside nurses. Recognizing Lewis-Clark State College and North Idaho College’s long-standing relationship with Kootenai Medical Center, these efforts will be done collaboratively. The medical center has communicated that an adequate number of clinical placements are available to support all three clinical partners, and that the demand for new nursing graduates necessitates additional training

models. Combined efforts of all three institutions will better position Idaho's institutions to address the critical nursing shortage in the rapidly growing northern region of the state.

The Idaho Board of Nursing requires a faculty-to-student ratio not to exceed 1:10 in clinical organizations where learning takes place (Rules of the Idaho Board of Nursing, p. 39). Qualified faculty are needed to support increased student enrollment and to design and implement a curriculum that prepares the registered nurse for an increasingly complex health care environment. To support clinical learning, simulation can be used to supplement clinical education and reduce the burden on our health care facilities, especially during this time of nursing shortages.

The Idaho Board of Nursing also requires the same faculty-to-student ratio in simulation teaching. High quality simulation experiences can be substituted for on-site clinical experiences up to 50% of the time in each clinical course (IBON, 2021). A Simulation Coordinator is needed to expand use of simulation and support increased capacity in ISU's programs. ISU is also requesting four new faculty positions to support increased enrollment and meet Idaho Board of Nursing requirements and accrediting body requirements for quality education (IBON, 2021). Resources are requested for salary adjustments to enhance recruitment and retention. Faculty recruitment and retention are significantly impacted across the state due to strong competition for talent, limited pools of faculty, and non-competitive salaries. Programs are increasingly competing for candidates nationally and have even expanded their searches to include international candidates.

Idaho State filled every available seat in its undergraduate nursing programs in 2021 and 2022, and has been planning for expansion. Marketing strategies are needed to continue to recruit students into the nursing profession given the challenges faced in the pandemic, and to build a sustainable nursing workforce. Resources are requested to realize increased capacity, prepare competent and compassionate nursing graduates, and to work in partnership with health system organizations to build an Idaho nursing workforce. More than 90% of ISU's baccalaureate nursing graduates remain in Idaho to practice. Nursing leaders at in-state institutions have worked collaboratively and cooperatively to evaluate resources needed to build the nursing workforce.

Idaho State University					
Title	Cost	FTE	Benefit Eligible	Date of Hire	Term Service
Nursing Faculty	\$140,000	1.0 FTE	Yes	July 2023	12-month
Nursing Faculty	\$140,000	1.0 FTE	Yes	July 2023	12-month
Nursing Faculty	\$140,000	1.0 FTE	Yes	July 2023	12-month
Nursing Faculty	\$140,000	1.0 FTE	Yes	July 2023	12-month
14 Salary Adjustments	287,700	1.0 FTE	Yes	July 2023	12-month
Simulation Lab Coordinator	\$102,750	1.0 FTE	Yes	July 2023	12-month
Preceptor Development/Support	\$150,000	0.5 FTE	No	July 2023	Semester
Summer Salaries	\$50,000	0.5 FTE	No	July 2023	Semester
Nursing Start Up / Operating Funds	\$50,000	NA	NA	NA	NA
TOTAL: \$1,200,450					

Boise State University

Boise State requests three additional faculty and start-up funds, simulation professional, preceptor development and summer salary. With these investments, Boise State will add an additional 75 nursing students to the face-to-face bachelors of nursing program, translating to an additional 30 graduates each year who will be eligible to become

registered nurses. This request, in addition to Boise State's recent increase of 40 students a year, will bring the total number of RN graduates to 70 a year. Boise State currently has qualified applicants each semester who can fill these additional seats and has deep partnerships with a host of providers to provide clinical rotations for the additional students. By having students conduct their didactic education and most of their clinical rotations in an area of the state that is experiencing tremendous growth, it will allow nurses to be placed in areas of Idaho that have significant growth and need.

Boise State University					
Title	Cost	FTE	Benefit Eligible	Date of Hire	Term Service
Nursing Faculty	\$140,000	1.0 FTE	Yes	July 2023	12 month
Nursing Faculty	\$140,000	1.0 FTE	Yes	July 2023	12-month
Nursing Faculty	\$140,000	1.0 FTE	Yes	July 2023	12-month
Preceptor Development and Support	\$150,000	NA	No	July 2023	12-month
Summer Salary	\$50,000	NA	NA	NA	NA
Simulation Specialist	\$75,000	1.0 FTE	Yes	July 2023	12-month
TOTAL: \$695,000					

Lewis-Clark State College

Nursing faculty salaries at Lewis-Clark State College are lower than peer institutions and not competitive with salaries in professional practice. According to the most recent *Idaho Nursing Workforce Report*, the number one barrier to hiring qualified nursing faculty is salaries that are not competitive with industry. LCSC's bachelor of science in nursing program has experienced increased attrition of faculty over the past few years, and it is challenging to recruit new, diversely qualified faculty to fill open positions. LCSC requests funding to increase current salaries to recruit and retain qualified faculty.

To annually increase traditional BSN enrollment capacity from 96 to 140, additional faculty and support staff are needed. LCSC requests one dedicated professional staff clinical coordinator and two simulation specialists. To build on our successful collaboration with community colleges in Idaho, LCSC desires to expand the fully online community college to BSN pathways, which allows for concurrent enrollment of students in an Idaho associate degree nursing program at community colleges around Idaho. This pathway allows students to graduate with a BSN typically one semester following graduation from the associate degree nursing program. With the majority of CC-BSN courses taken during summer sessions, this request is made to provide extended faculty contracts to include summer teaching.

Hybrid LPN-BSN track: This request includes a hybrid LPN-BSN track, with a cohort of up to 20 students, to provide educational opportunities for LPNs to pursue BSN education while living and working in their home community. Didactic courses are offered online with practicum experiences arranged in their home or nearby communities. The request includes 1 faculty, preceptor stipends, and support funds such as travel for oversight.

Lewis-Clark State College					
Title	Cost	FTE	Benefit Eligible	Date of Hire	Term Service
Salary Adjustments	\$160,000	NA	Yes	NA	NA

Nursing Clinical Coordinator	\$75,000	1.0 FTE	Yes	July 2023	12-month
Simulation Specialist	\$75,000	1.0 FTE	Yes	July 2023	9-month
Simulation Specialist	\$75,000	1.0 FTE	Yes	July 2023	9-month
Faculty Summer Funding	\$40,000	NA	Yes	NA	NA
Nursing Faculty	\$140,000	1.0 FTE	Yes	July 2023	12-month
Preceptor Stipends	\$20,000	NA	NA	NA	NA
TOTAL: \$585,000					

Community Colleges

This request will support expansion of associate degree nursing programs and licensed practical nursing programs at the community colleges. Articulation agreements are in place to provide concurrent enrollment of students in associate-level programs at community colleges with the nursing programs at four-year state institutions for completion of the baccalaureate degree in nursing. Students can complete the baccalaureate degree from state institutions including Idaho State, LCSC, and Boise State in a minimum of one semester after earning the associate degree in nursing from an Idaho community college.

Funding in this request will support expansion of nursing programs through the hiring and retention of faculty and a clinical coordinator to support health profession students. The clinical coordinator ensures documents for the clinical passport are in order, and the position works with facilities to ensure there is adequate space available for placement of students.

Community Colleges						
Institution	Title	Cost	FTE	Benefit Eligible	Date of Hire	Term Service
CWI	Nursing Expansion	\$100,000	1.0 FTE	Yes	July 2023	12 Month
CWI	Nursing Expansion	\$100,000	1.0 FTE	Yes	July 2023	12 Month
CWI	Accelerated Nursing Faculty/Program Development	\$100,000	1.0 FTE	Yes	July 2023	12 Month
CWI	Accelerated Nursing Faculty/Program Development	\$100,000	1.0 FTE	Yes	July 2023	12 Month
CWI	Accelerated Nursing Faculty/Program Development	\$100,000	1.0 FTE	Yes	July 2023	12 Month
CEI	Nursing Lead Positions	\$100,000	1.0 FTE	Yes	July 2023	12 Month
CEI	Nursing Lead Positions	\$100,000	1.0 FTE	Yes	July 2023	12 month
CEI	Rural Outreach Stipends for Clinical Rotation Expansion (Instructors and Travel Expenses)	\$215,000	NA	NA	NA	NA
CEI	Assistant Simulation Coordinator/Instructor	\$85,000	1.0 FTE	Yes	July 2023	12 month
CSI	Nursing Expansion - LPN	\$200,000	NA	NA	NA	NA
CSI	Expansion Nurses prerequisite and pathways	\$300,000	NA	NA	NA	NA
NIC	Salary Adjustments	\$175,000	NA	NA	July 2023	NA
NIC	PN Adjunct in Sandpoint	\$25,000	0.5 FTE	No	July 2023	9 month
NIC	Spring PN Cohort - 2 FT faculty	\$150,000	1.0 FTE	Yes	July 2023	11 month
NIC	Simulation Coordinator	\$75,000	.75 FTE	Yes	July 2023	9 month
NIC	Clinical Coordinator	\$75,000	1.0 FTE	Yes	July 2023	12 month
TOTAL: \$2,000,000						

2. Mental Health Expansion

Overview and Outcomes

Mental health providers support people from early childhood through cognitive decline and other conditions associated with aging. Idaho currently lacks mental health resources to support the existing and growing needs of the state. The entire state of Idaho is a mental health care shortage area and Idaho has the lowest number of psychiatrists per capita, lowest number of child and adolescent psychiatrists, lowest number of geriatric psychiatrists and no addiction psychiatrists. Considering overall mental health care needs more broadly, including providers such as clinical psychologists, Mental Health America ranks Idaho 49th in adult care, 45th in youth care, while ranking 50th (second highest) in the prevalence of mental illness. This request addresses mental health needs through the creation of a new psychology doctoral program with the capacity to enroll 20 students annually.

University of Idaho

The University of Idaho currently has a foundation that can be built upon to address mental health workforce deficiencies by developing a doctorate in clinical psychology program. UI currently has a strong undergraduate psychology program with over 500 students, the University's largest major, non-clinical graduate psychology Master's and Ph.D programs. University of Idaho also has teaching expertise in pharmacology, neuroscience and psychiatry in the WWAMI medical education program, and houses one of only two American Psychological Association (APA) accredited clinical psychology internship programs in Idaho. This internship program is a requisite for graduation with a clinical doctoral or Ph.D degree, the other being housed at the Boise Veterans Affairs.

To support the state's growing needs, University of Idaho will leverage existing resources to develop and accredit a clinical psychology doctorate (Psy.D) program. The state does not currently have a Psy.D program and Idaho is an attractive state for practice by holders of this degree because Idaho is one of only five states where holders of this degree can apply for prescribing privileges upon obtainment of a postdoctoral psychopharmacology master's degree such as the one offered at ISU, and thereby help fill the gap in care created by the limited number of psychiatrists and psychiatric nurse practitioners (NPs) in the state. The PsyD program will broadly cover all life stages, with the opportunity for students to focus further in three core training track areas:

- Early childhood development needs, such as assessment for autism.
- Adolescent and young adult care needs, such as suicide prevention, substance use disorder and mental health counseling.
- Geriatric care, such as dementia diagnosis and care.

While considerable resources exist to develop such a degree at University of Idaho, modest investment will be necessary to build on existing resources to develop this program. Accreditation will be facilitated by the existing internship program on campus and the University strengths in psychology and medicine. We will target an anticipated start date for a first class in FY24.

University of Idaho					
Title	Cost	FTE	Benefit Eligible	Date of Hire	Term Service
Program Director	\$200,000	1.0 FTE	Yes	July 2023	12-month
Program Coordinator	\$50,000	1.0 FTE	Yes	July 2023	12-month
Clinical Placement Coordinator	\$50,000	1.0 FTE	Yes	July 2024	12-month
Psychology Faculty	\$120,000	1.0 FTE	Yes	July 2024	12-month

Psychology Faculty	\$120,000	1.0 FTE	Yes	July 2024	12-month
Insurance	\$60,000	NA	NA	NA	NA
TOTAL: \$600,000					

3. Create an Idaho Health Care Workforce Center

Overview and Outcomes

With the critical shortage of healthcare workers, combined with the critical shortage of healthcare workers, combined with the emerging shortfall of clinical rotation sites due to the pressures of additional out-of-state institutions competing for these sites, it has become necessary to develop an office specifically responsible for the continued development and alignment of efforts across all of the public higher education health science programs in the state to produce more trained healthcare workers. An Idaho Health Care Workforce Center housed with ISU but specifically chartered to collaborate, coordinate, partner, and serve all eight public colleges and universities, will focus on expanding models for academic partnerships, expanding and creating new clinical training opportunities, marketing and recruitment strategies to support the education of students, and to develop the nursing and health care workforce for the health care system in Idaho. The center may also play a role in interprofessional education.

The training of new health care professionals should be shaped by workforce demand and skills needed by industry. This proposed office will support health programs at Idaho State University, Boise State University, Lewis-Clark State College, University of Idaho, and the community colleges.

The center leverages the existing Area Health Education Center activities and allows for coordination of outreach efforts to grow the health care professional pipeline and promote interprofessional education. In the past the Governor's office has convened a Health Professions Education Council. Similarly, this new center can serve as a liaison, collaborator, and advisor to other governmental entities such as the Department of Health and Welfare, Department of Labor, the Workforce Development Council and the Governor's office. In addition, the center will work with the healthcare industry to support their needs.

This center will focus on five main goals:

1. Prioritize nursing and other health programs' capacity and support with mitigation strategies including:
 - Media campaign to recruit students to pursue nursing and health care careers.
 - Shared website for highlighting nursing and allied health programs in state-supported institutions.
 - Identifying strategies to share nursing student applications so all seats are filled statewide.
 - Collaborative effort for other health care pre-professional student advising and information sharing amongst state supported institutions.
 - Coordinate recruitment with Area Health Education Centers in middle and high schools while promoting interprofessional education in rural areas.
2. Identifying and promoting innovative new models for clinical/academic partnerships across the state, particularly rural areas, including:
 - Actively identify and train community clinical preceptor-educators in all health care disciplines.
3. Identify and adapt programmatic and clinical pedagogy to better meet the needs of the health care industry by improving efficiencies by developing clinical teaching models that integrate clinical organizational and academic

institutional resources to support nursing recruitment, training and retention as well as other health professionals.

- Share innovation and identify best practices.
- 4. Track health care workforce issues and advocate for initiatives with a collaborative and inter-institutional research and analytical team.
 - Track outcomes of these programs and implement data-driven enhancements for future planning.
 - Develop and implement an outcome evaluation plan including workforce analysis and strategies for long term sustainability.
 - Collaborate with existing professional organizations such as Nurse Leaders of Idaho, Idaho Hospital Association, Idaho Primary Care Association, Idaho Center for Nursing, etc.
- 5. Develop clinical partnerships and models to expand clinical learning opportunities to prepare present and future workforce and provide faculty, student, and preceptor incentives/stipends.
 - Work with legislators/staff to promote health care workforce initiatives, particularly nursing. For example, representatives could work with the Idaho Hospital Association, Idaho Primary Care Association, and other trade organizations on issues related to the health care workforce including initiatives like loan repayment programs, incentive programs, and scholarship initiatives, etc.
 - Gather data on workforce issues and share best clinical education practices.
 - Seek funding opportunities for demonstration projects and research.

Additional professional and administrative staff are necessary to develop and sustain sites for students needing clinical training, and to work with industry to ensure workforce needs are being met and that programs are scaled properly. The office will provide ongoing training for preceptors (community-based, volunteer practitioner educators). A HIPAA-compliant program ensures privacy policies and training are such that protections exist related to the integrity of health information. Students are trained in a manner so that HIPAA is enforced; ongoing training and risk assessments will be performed.

Systemwide					
Title	Cost	FTE	Benefit Eligible	Date of Hire	Term Service
Program Director	\$145,000	1.0 FTE	Yes	July 2023	12-month
Workforce Analyst	\$70,000	1.0 FTE	Yes	July 2023	12-month
Clinical Integration Coordinator	\$110,000	1.0 FTE	Yes	July 2022	12-month
Clinical Integration Coordinator	\$110,000	1.0 FTE	Yes	July 2022	12-month
Administrative Support Staff	\$40,000	1.0 FTE	Yes	July 2023	12-month
HIPAA Compliance Officer	\$110,000	1.0 FTE	Yes	NA	12-month
AHEC Support	\$150,000	0.5 FTE	Yes	NA	12-month
Start Up / Operating	\$81,000	NA	NA	NA	NA
Website Development	\$30,000*	NA	NA	NA	NA
Marketing	\$200,000	NA	NA	NA	NA
Recruitment Events	\$150,000	NA	NA	NA	NA
TOTAL: \$1,196,000					

*one-time

4. Increase the Number of Nurse Practitioners Graduating Each Year

Overview and Outcomes

Family Nurse Practitioners currently provide approximately 45% of primary care in Idaho. An advantage of the NP license is that NP's have full independent practice authority and provide care across the lifespan. Additionally, there is a significant shortage of mental health care professionals to meet the needs of the 37% of the American population living in mental health professional shortage areas (HRSA). More psychiatric mental health nurse practitioners are needed to assess, diagnose, and meet increasing mental health care treatment needs in Idaho worsened by the pandemic.

Idaho State University

This request will double the number of students in the family nurse practitioner (FNP) program at ISU from 16 to 32 each year and double the number of psychiatric mental health nurse practitioners (PMHNP's) from 16-32 each year. Three full-time faculty positions, two part-time faculty positions, and one staff position are requested to increase enrollment in ISU Family (FNP) and Psych-Mental Health Nurse Practitioner (PMHNP) Programs

Institution	Title	Cost	FTE	Benefit Eligible	Date of Hire	Term Service
ISU	NP Clinical Faculty	\$110,000	1.0 FTE	Yes	Aug 2023	9-month
ISU	NP Faculty/Clinic Coordinator	\$150,000	1.0 FTE	Yes	July 2023	12-month
ISU	NP Clinical Faculty	\$75,000	1.0 FTE	Yes	July 2023	12-month
ISU	NP Clinical Faculty	\$75,000	1.0 FTE	Yes	July 2023	12-month
ISU	Administrative Support Staff	\$40,000	1.0 FTE	Yes	July 2022	12-month
ISU	Adjunct Faculty	\$58,000	NA	NA	July 2022	NA
TOTAL: \$508,000						

Boise State University

The entire state of Idaho is designated as either a geographic or population primary care health professional shortage area (HPSAs) and most of the counties are designated as Medically Underserved Areas/Populations (MUA/Ps) areas. MUAPs are designated by Health Resources and Services Administration (HRSA) as having too few primary care providers, high infant mortality, high poverty, and/or high elderly population. Based upon 2020 data, Idaho ranks 43rd (inclusive of NP's and PA's) in the nation for number of primary care providers per capita. With Idaho's recent population increase, the health care shortages are only going to worsen and rural Idaho is likely to continue to have the least access to care.

This request will improve the affordability of nurse practitioner degrees at Boise State. t. The Boise State School of Nursing requests scholarships to generate another eight NP graduates a year. The purpose of the request is to remove financial barriers for students in Idaho.

Institution	Title	Cost	FTE	Benefit Eligible	Date of Hire	Term Service
BSU	NP Scholarships	\$305,000	NA	NA	NA	12-month
TOTAL: \$305,000						

Base Tier Summary

1. Systemwide Nursing Education Expansion	\$ 4,480,450
2. Mental Health Expansion	\$ 600,000
3. Create an Idaho Healthcare Workforce Development Center	\$ 1,196,000
4. Increase the Number of Nurse Practitioners Graduating Each Year	\$ 813,000
TOTAL REQUEST – BASE TIER	\$ 7,089,450

Quality Tier

- 1. Systemwide Nursing Education Expansion (Base)**
- 2. Mental Health Expansion (Base)**
- 3. Create an Idaho Health Care Workforce Development Center (Base)**
- 4. Increase the Number of Nurse Practitioners Graduating Each Year (Base)**
- 5. Rapid Enhancement of Nursing Education and Workforce**
- 6. Expand Mental Health Internship Placements**

5. Rapid Enhancement of Nursing Education and Workforce

Overview and Outcomes

This request is derived from the joint SBOE-Nursing Education Task Force proposal developed in winter 2022. In addition to enhancing nursing education, it will increase capacity in the physician assistant program at ISU.

This request will develop and pilot innovative new models for clinical and academic partnerships across the state, particularly in rural areas, to better meet the needs of the health care industry. It also provides for the placement of students by cohort in rural critical access hospitals and urban settings with stipend support.

This request will implement student learning experiences during non-traditional time periods including evening, night, and weekend shifts, as well as in expanded areas of practice including ambulatory and rural settings to help expand student enrollment in existing nursing programs.

Idaho State University, Boise State University, and Lewis-Clark State College:

- Rural Nursing Experiences stipends for 90 nursing students to complete clinical rotations in rural areas; \$300,000 per institution. This funding will support travel and lodging while students are in rural locations for clinical training. The goal is to improve rural nurse retention in these areas of the state. Training nurses in rural communities functions as an audition rotation and allows for some on-boarding at facilities.
- Shift differential for faculty to increase night and weekend clinical placements, \$100,000 per institution. This shift differential funding will provide lump sum one-time stipends as faculty incentives for innovative models of student clinical experiences such as utilizing evenings, weekends, and rural sites, as well as funding for standardized patients to support clinical efforts. Day shift tends to be the busiest time in a hospital so having some learning experiences available “after hours” will allow for more supervision and teaching by practicing nurses. However, these work times are less desirable and incentive payments are necessary for those nurses supervising students.
- Preceptor incentives equaling \$200,000 per institution. This funding will provide grants to health care agencies for a measured commitment to support preceptor availability and opportunities (e.g., extra day off, monetary stipend, or other monetary recognition such as temporary extra differential, gift, meal tickets, etc.). Because teaching is frequently done by the most experienced and committed nurses, these individuals are often the most busy. Incentive payments will allow for a “buy-out” of nurse time so that they can be committed to teaching. Additional preference for rural sites should be considered, with instructors paid by practice site at industry standards for clinical practice.
- Simulation expansion totaling \$175,000 per institution and lab materials and supplies equaling \$7,000 per institution to accommodate increased student numbers. Simulation allows for greater curricular efficiency by replacing some clinical time and allowing for larger class sizes.
- NCLEX Prep \$30,000 per institution. The National Council Licensure Exam is the board examination for RNs. As programs expand their numbers, support for test taking will be necessary.

ATTACHMENT 3

Institution	Title	Total Cost	FTE	Benefit Eligible	Date of Hire	Term Service
ISU	Rural Nursing Stipend	\$300,000	NA	NA	NA	NA
ISU	Nursing Faculty Shift Differential	\$100,000	NA	NA	NA	NA
ISU	Preceptor Incentives	\$200,000	NA	NA	NA	NA
ISU	Simulation Expansion	\$175,000*	NA	NA	NA	NA
ISU	Lab Materials and Supplies	\$7,000	NA	NA	NA	NA
ISU	NCLEX Prep	\$30,000	NA	NA	NA	NA
ISU Total: \$812,000						
BSU	Rural Nursing Stipend	\$300,000	NA	NA	NA	NA
BSU	Nursing Faculty Shift Differential	\$100,000	NA	NA	NA	NA
BSU	Preceptor Incentives	\$200,000	NA	NA	NA	NA
BSU	Simulation Expansion	\$175,000*	NA	NA	NA	NA
BSU	Lab Materials and Supplies	\$7,000	NA	NA	NA	NA
BSU	NCLEX Prep	\$30,000	NA	NA	NA	NA
BSU Total: \$812,000						
LCSC	Rural Nursing Stipend	\$300,000	NA	NA	NA	NA
LCSC	Nursing Faculty Shift Differential	\$100,000	NA	NA	NA	NA
LCSC	Preceptor Incentives	\$200,000	NA	NA	NA	NA
LCSC	Simulation Expansion	\$175,000*	NA	NA	NA	NA
LCSC	Lab Materials and Supplies	\$7,000	NA	NA	NA	NA
LCSC	NCLEX Prep	\$30,000	NA	NA	NA	NA
LCSC Total: \$812,000						
Total Request: \$2,436,000						

*one-time

6. Expand Mental Health Internship Placements

Overview and Outcomes

Clinical psychology practitioners must match into and complete an American Psychological Association (APA) accredited internship through a competitive national residency program to complete their degree.

University of Idaho

The one-year internship typically takes students away from home institutions and often outside the state. Idaho currently only has two fully accredited APA residency sites— located at the University of Idaho Counseling and Testing Center and the Boise VA Medical Center. With this request, University of Idaho will double the size of the current University of Idaho APA-accredited residency programs and develop a framework to develop additional sites across Greater Northern Idaho to attract and retain students in Idaho. This will be supported by a 0.5 FTE support for intern mentors and support for two additional interns, with an expectation of program or University matching for an additional two interns.

Institution	Title	Total Cost	FTE	Benefit Eligible	Date of Hire	Term Service
UI	PsyD Intern Mentor	\$25,000	0.125 FTE	Yes	July 2023	12-month
UI	PsyD Intern Mentor	\$25,000	0.125 FTE	Yes	July 2023	12-month
UI	PsyD Intern Mentor	\$25,000	0.125 FTE	Yes	July 2023	12-month
UI	PsyD Intern Mentor	\$25,000	0.125 FTE	Yes	July 2023	12-month
UI	PsyD Intern	\$50,000	1.0 FTE	Yes	July 2023	12-month
UI	PsyD Intern	\$50,000	1.0 FTE	Yes	July 2023	12-month
Total Request:\$200,000						

Quality Tier Summary

Base	1. Systemwide Nursing Education Expansion	\$ 4,480,450
Base	2. Mental Health Expansion	\$ 600,000
Base	3. Create an Idaho Healthcare Workforce Development Center	\$ 1,196,000
Base	4. Increase the Number of Nurse Practitioners Graduating Each Year	\$ 813,000
Quality	5. Rapid Enhancement of Nursing Education and Workforce	\$ 2,436,000
Quality	6. Expand Mental Health Internship Placements	\$ 200,000
TOTAL REQUEST – QUALITY TIER		\$ 9,725,450

Aspirational Tier

- 1. Systemwide Nursing Education Expansion (Base)**
- 2. Mental Health Expansion (Base)**
- 3. Create an Idaho Health Care Workforce Development Center (Base)**
- 4. Increase the Number of Nurse Practitioners Graduating Each Year (Base)**
- 5. Rapid Enhancement of Nursing Education and Workforce (Quality)**
- 6. Expand Mental Health Internship Placements (Quality)**
- 7. Increase Critical Health Care Programs**

8. Increase Critical Health Care Programs

University of Idaho

The University of Idaho's psychology PhD degree is a research-focused degree, the holder of which conducts investigations in a targeted area. Clinical psychologists with a PhD have a higher rate of placement and command a higher starting salary. The PhD option will support faculty research and the training of clinical psychology PhD students with a focus on rural and underserved care relevant to Idaho. An additional five clinical psychology PhD students would be supported by the addition of two research active 0.5 FTE faculty jointly hired with the WWAMI medical education program and the psychology department, and one graduate research assistantship. ISU currently has a clinical psychology PhD, but the program is very competitive, accepting five students per year and turning away over 95% of applicants, reflecting the faculty intensive nature of mentoring PhD students. The addition of a clinical PhD track at University of Idaho will complement the UI psychology human factors PhD and take advantage of the current clinical psychology faculty in place at University of Idaho, augmented by the addition of two assistant professors hired jointly with the WWAMI medical education program and psychology department.

Idaho State University

The cost of the clinical placements for PA's is increasing and funds are needed to maintain the existing number of graduates. Additionally, this request will expand the PA program enrollment at Idaho State University by 16 seats per year, a 20% increase. This request builds on the base request to allow us to grow the PA program to meet industry demand.

To address rural access to care, ISU proposes the creation of a Physician Assistant Rural Health Track (PA-RHT). The PA-RHT would focus its recruitment and curriculum efforts on evidence-based factors that would increase the likelihood of a PA staying in rural Idaho long term. Such factors would include increased recruitment of rural Idaho students, teaching an elective rural curriculum that increases the student's self-efficacy for autonomy, and partnership with rural Idaho communities in the development of four clinical training sites where the majority of the clinical training will occur.

In order to increase the number of PAs who choose to go into primary rural Idaho health care and stay there long-term, there are challenges. The number one barrier to increasing PA enrollment nationally and locally is clinical site placement. Over the past 10 to 15 years medical schools, advanced practice programs, and physician assistant programs have been required to pay clinical sites to remain competitive. The emerging shortfall of clinical rotation sites and the increased pressure from outside organizations paying for these clinical sites has made it necessary for the PA program to compensate clinical sites and preceptors in order to ensure it can meet accreditation standards, maintain current enrollment, and grow enrollment.

Idaho State University is requesting three faculty positions, one staff position, and ongoing operating costs to expand the number of seats available for students in the Physician Assistant Studies program. In addition, ongoing operating costs are needed to cover a portion of preceptor payments to secure new, and maintain existing, clinical sites for the existing 80 PA students. The cost of the clinical placements for PAs is increasing and the operating request is needed just to maintain the existing number of graduates.

Boise State University

The Boise State University College of Health Sciences has one of the strongest respiratory therapy (RT) training programs in the United States. COVID has shown us that Idaho and the entire country needs more respiratory therapists at the undergraduate and graduate levels. In order to meet the increased demand Boise State is requesting one tenure-eligible

faculty position at a cost of \$100,000 (including benefits). To increase student education and clinical practice, Respiratory Care would expand its simulation with support from this line.

There is a need for qualified imaging specialists across Idaho, especially in rural areas. This request will help Boise State University create an online advanced medical imaging curriculum so students throughout Idaho and beyond can get advanced training in areas such as interventional cardiology, sonography, computed tomography and magnetic resonance imaging. The online platform will allow students to obtain their education anywhere at any time. To oversee this initiative, an additional tenure-eligible faculty line will be needed at a cost of \$100,000.

Social workers currently provide more behavioral health services than any other discipline in our country, and the demand for these clinical services is increasing rapidly. Social workers are critical care providers in health clinic and hospital settings and in high demand in local communities. Boise State's School of Social Work would like to develop and offer more innovative and flexible clinical programming to increase the number of trained clinicians in Idaho who can fill open positions in health care settings. Plans include developing part-time programs for both the face-to-face BSW and MSW programs to increase flexibility. To implement these new curricular options, expand enrollment and increase student credit hours, three new tenure eligible faculty will be needed. Total funding requested: \$300,000 in permanent appropriated funds.

Lewis-Clark State College

In Idaho and nationwide, a barrier to increasing nursing program enrollment is the lack of qualified nurse educators. Additionally, clinical agencies in the north and north central Idaho regions are requesting clinical nurse educator programs. To address the demand for higher education nurse educators and clinical nurse educators, LCSC is seeking to offer an online Masters in Nursing Education degree that would provide a core foundation of coursework with separate tracks for nurse educator (higher education) and clinical nurse educator – evidence-based practice emphasis. LCSC would need to hire two extended-contract faculty and one support staff for this program.

Radiographers and imaging specialists are in high demand throughout Idaho. To meet the needs of clinical agencies in north and north central Idaho, to support expansion of the LCSC Radiography AS program, and to allow for initiation of additional imaging modalities education (diagnostic medical sonography [DMS]), two faculty positions are needed. One-time purchase of equipment is necessary to support implementation of a new DMS program plus annual license fees for POCUS (Point of Care Ultrasound) equipment.

Institution	Title	Total Cost	FT or PT	Benefit Eligible	Date of Hire	Term Service
UI	Assistant Faculty	\$75,000	0.5 FTE	Yes	July 2024	12 month
UI	Assistant Faculty	\$75,000	0.5 FTE	Yes	July 2024	12 month
UI	Research Assistant	\$40,000	0.5 FTE	Yes	July 2024	12 month
UI Total: \$ 190,000						
ISU	PA Clinical Faculty	\$150,000	1.0 FTE	Yes	July 2023	12-month
ISU	PA Clinical Faculty	\$150,000	1.0 FTE	Yes	July 2023	12-month
ISU	PA Clinical Faculty	\$150,000	1.0 FTE	Yes	July 2023	12-month
ISU	Administrative Support	\$40,000	1.0 FTE	Yes	July 2023	12-month
ISU	Start Up / Operating Funds	\$10,000	NA	NA	NA	NA

ISU Total: \$500,000						
BSU	Respiratory Care Faculty	\$100,000	1.0 FTE	Yes	July 2023	9-month
BSU	Imaging Specialist Faculty	\$100,000	1.0 FTE	Yes	July 2023	9-month
BSU	SW Faculty	\$100,000	1.0 FTE	Yes	July 2023	9-month
BSU	SW Faculty	\$100,000	1.0 FTE	Yes	July 2023	9-month
BSU	SW Faculty	\$100,000	1.0 FTE	Yes	July 2023	9-month
BSU Total: \$500,000						
LCSC	MS Nursing Faculty	\$140,000	1.0 FTE	Yes	July 2023	12-month
LCSC	MS Nursing Faculty	\$140,000	1.0 FTE	Yes	July 2023	12-month
LCSC	Radiography Faculty	\$110,000	1.0 FTE	Yes	July 2023	9-month
LCSC	Radiography Faculty	\$110,000	1.0 FTE	Yes	July 2023	9-month
LCSC	DMS Annual License Fee	\$24,000	NA	NA	NA	NA
LCSC	Start Up / Operating Funds	\$25,000	NA	NA	NA	NA
LCSC Total: \$549,000						
Total Request:\$ 1,739,000						

Aspirational Tier Summary

<i>Base</i>	1. Systemwide Nursing Education Expansion	\$ 4,480,450
<i>Base</i>	2. Mental Health Expansion	\$ 600,000
<i>Base</i>	3. Create an Idaho Healthcare Workforce Development Center	\$ 1,196,000
<i>Base</i>	4. Increase the Number of Nurse Practitioners Graduating Each Year	\$ 813,000
<i>Quality</i>	5. Rapid Enhancement of Nursing Education and Workforce	\$ 2,436,000
<i>Quality</i>	6. Expand Mental Health Internship Placements	\$ 200,000
<i>Aspirational</i>	7. Increase Critical Health Care Programs	\$ 1,739,000
TOTAL REQUEST – ASPIRATIONAL TIER		\$ 11,464,450

FY 2024 Line Item Proposal

Cybersecurity Collaboration



**Cybersecurity Collaborative
Line-Item Budget Proposal**

FY 2024

University of Idaho
Lewis-Clark State College
Idaho State University
Boise State University

North Idaho College
College of Southern Idaho
College of Western Idaho
College of Eastern Idaho

Problem Statement

Serious attacks against our nation's critical infrastructure originating in cyberspace have gone from possible to eventual to actual. On an alarmingly regular basis, bad actors can disrupt our daily lives.

The Governor's March 2022 Cybersecurity Task Force Report asserts that small businesses, school districts and counties across Idaho have experienced major disruptions in business operations due to cyberattacks. Madison, Bannock and Twin Falls counties have reported significant cyber attacks in the last four years. These attacks had major effects on citizens who depend on their local governments to protect their privacy and serve their needs. The effect on citizens has ranged from a loss of financial information to delayed essential county court proceedings.

The national shortage of skilled and trained cybersecurity professionals is near crisis levels. As part of the 2022 report, Governor Brad Little requested that the institutions of higher education come together to address the increasing threat from cybersecurity and seek investments in cybersecurity education. Our charge is to leverage the state's resources, and the expertise in our higher education institutions, to ensure a pipeline of educated cybersecurity professionals ready to meet the needs of industry and the protection of our state's assets. Together, we stand ready for this challenge.

The State's initial investment in cybersecurity already has shown significant returns. Over the past two years, Idaho's public institutions of higher education have created a dozen new certificate and degree options in cybersecurity. Boise State's cybersecurity programs are the fastest growing in the state, and U of I's bachelor's program is growing 50 percent faster than anticipated. Almost two dozen high school teachers have been trained to offer cybersecurity to Idaho's high school students, with dozens more in the pipeline. All of Idaho's public institutions of higher education have agreed to a charter creating the Idaho Cyber Range with the goal to "sustain collaborative infrastructures and instructional technologies that empower our institutions of higher education to meet their program objectives and prepare world-class cybersecurity professionals."

This unprecedented growth is producing the cybersecurity professionals that Idaho needs to both secure its own cyber resources and become a nationwide leader in cybersecurity, one of the fastest growing industries in the world. However, with this growth comes a need for additional and sustaining resources.

Request Description

The Governor's Cybersecurity Task Force recommends five strategic objectives to create a safer Idaho; two of them directly relate to higher education.

- 1) Safeguard Idaho's Infrastructure and Provide Active Cyber Deterrence, and
- 2) Increase Investments for Cybersecurity Professionals in Workforce and Education.

This joint funding request is directly mapped to recommendations from the Governor's Cyber Security Task Force Report, and based on best practices, as well as state and institutional goals.

Request items within each area are prioritized into three tiers - base, quality and aspirational - starting with the most basic needs to respond to the governor's directives, and progressing to a funding level that would **set Idaho apart as a national hub for cybersecurity.**

Tiered Request Approach

This request represents a systemwide approach among all the educational institutions to address the cybersecurity challenges in Idaho.

The requests are leveled based on best practices, state objectives, and institutional goals. Request items within each area are prioritized into three tiers:

1. **BASE:** *coordinated strategy, educational offerings, additional faculty, and infrastructure*
2. **QUALITY:** *base tier plus building a pipeline of cyber students and supercharging research*
3. **ASPIRATIONAL:** *base tier, quality tier plus securing Idaho's place as the nation's most prestigious HUB of cybersecurity activity*

Base Tier Request

Deliver on a Statewide Cybersecurity Strategy, Roadmap, Coordination of Educational Offerings, and Workforce Development Plan

Overview and Outcomes

The Governor's Task Force recommends that the Governor develop a statewide cybersecurity strategy and road map laying out a clear vision and set of actions to improve Idaho's cybersecurity posture. Specifically, the Task Force advocates that the strategy and road map include detailed information to implement the state's vision for workforce development and education, as well as cyber literacy. Our budget request specifically addresses this recommendation.

In coordination with the Governor's Office, State Board of Education, and the Presidents Leadership Council, all eight public institutions are prepared to lead and coordinate efforts to develop a statewide cybersecurity strategy, roadmap, workforce development plan, and educational coordination, with an investment of a cybersecurity program director at each institution, and the continued funding of the PLC education liaison. This position is necessary to make sure the programs run efficiently and include coordinated curriculum that doesn't duplicate across institutions but offers broad opportunities for students at many levels across geographic regions. The liaison also will ensure research efforts support industry needs.

This request includes eight academic cyber liaisons and one Statewide Educational Liaison, and includes fringe.

Institution	Title	Total Cost	FT or PT	Benefit Elig	Date of Hire	Term Service
NIC	Academic Cyber Liaison	\$126,700	1.0 FTE	Yes	July 2023	12-month
CWI	Academic Cyber Liaison	\$126,700	1.0 FTE	Yes	July 2023	12 month
CSI	Academic Cyber Liaison	\$126,700	1.0 FTE	Yes	July 2023	12-month
CEI	Academic Cyber Liaison	\$126,700	1.0 FTE	Yes	July 2023	12-month
UI	Academic Cyber Liaison	\$192,800	1.0 FTE	Yes	July 2023	12-month
LCSC	Academic Cyber Liaison	\$192,800	1.0 FTE	Yes	July 2023	12-month
ISU	Academic Cyber Liaison	\$192,800	1.0 FTE	Yes	July 2023	12-month
Boise State	Academic Cyber Liaison	\$192,800	1.0 FTE	Yes	July 2023	12-month
System Position	Statewide Educational Liaison	\$210,800	1.0 FTE	Yes	July 2023	12-month
#1 Total Request						\$1,488,800

Note: funds for expanding the Technical programs at the two-year institutions: NIC, CWI, CEI, CSI, and at ISU-Tech should go through Idaho Division of Career and Technical Education (IDCTE) rather than directly from general funds in order to maintain the integrity of the Career and Technical Education (CTE) programs in this initiative.

Fund Additional Cybersecurity Faculty, Instructors, and Infrastructure

Overview and Outcomes

The task force recommends that the Idaho State Board of Education and higher education institutions actively recruit and hire additional cybersecurity instructors and invest in infrastructure to meet the ever-growing demand of industry. The report states, “funding must be available to hire additional faculty to instruct new courses.” Because a comprehensive state-wide cybersecurity curriculum is currently limited by a shortage of instructional faculty and facilities to meet hands-on and immersive learning needs, the eight institutions request an investment in faculty and infrastructure needs.

Each institution of higher education in Idaho has a unique programmatic and/or geographic focus in the field of cybersecurity. Boise State University has focused on emphasis options and certificates to quickly add cybersecurity skills training in support of industry’s current needs. The University of Idaho has focused on full-fledged BS, MS, and PhD programs and research to train cybersecurity professionals with the depth of technical skills necessary to make Idaho industry a leader in next generation cybersecurity. Idaho State University has focused on the cyber-physical, business and management aspects of cybersecurity, making sure that all of Idaho’s cybersecurity needs are covered. The two-year public institutions are generating the broad base of employees with critical cybersecurity skills required by Idaho Industry and feeding the pipeline for students with more advanced degrees. The request outlined below provides the critical faculty resources and related operating expenses to open additional seats in cybersecurity programs to provide the essential workforce pipeline.

Given current enrollment trends, it is anticipated that the additional faculty and resources listed below will allow Idaho’s higher education institutions to annually provide:

- 60 additional graduates with AA degrees in cybersecurity,
- 60 additional graduates with BS degrees in cybersecurity,
- 100 additional graduates with BS degrees in varying fields and emphases and/or certificates in cybersecurity (these hybrid degrees are critical to weaving cybersecurity into the fabric of Idaho industry),
- 30 additional graduates with MS degrees in cybersecurity,
- 10 additional graduates with PhD degrees in cybersecurity.

These graduates will help meet the current need of making sure that Idaho’s industry, government and infrastructure is secure from cyber threats. It also will support the needs of existing Idaho companies that work in the area of cybersecurity. For some of these degrees, notably the AA and hybrid degrees, the increase will be almost immediate. For degrees with a longer lag time, i.e. four year degrees like a BS or PhD, it will be 2-3 years before we see the full increase.

Joint programs

Members of all of Idaho’s Public institutions of higher education have been meeting biweekly through the Cybersecurity Curriculum task force for the past two years. This has led to the creation of improved curriculum transitions between institutions, including additional course articulations and agreements, and shared courses.

The resulting educational programs are some of the fastest growing that the state has ever seen. For example, Boise State’s cybersecurity offerings have grown faster than any previous program at Boise State. These efforts also have helped push Idaho towards the forefront of Nationwide Cybersecurity Education, with the University of Idaho being named the Academic Lead for the entire Department of Defense Cybersecurity Consortium.

Equally importantly this collaborative effort has led to creation of a statewide Idaho Cyber Range Charter. “The mission of the Idaho Cyber Range is to sustain collaborative infrastructures and instructional technologies that

empower our institutions of higher education to meet their program objectives and prepare world-class cybersecurity professionals.” Each public institution of higher education in Idaho has a site director that will be active in the Cyber Range processes. Thus providing a long-term mechanism for the maintenance of mutually supporting and collaborative educational offerings in cybersecurity across Idaho.

The faculty and other resources requested below are required to successfully manage the Cyber Range, offer the courses that support these programs, maintain the current level of growth in cybersecurity, and move the state further into the national spotlight in cybersecurity.

University of Idaho

- **Cybersecurity faculty positions.** The University of Idaho’s long standing focus on core cybersecurity technical skills and cybersecurity research led to UI being awarded over \$5.2 million in new, external (from outside of Idaho) cybersecurity funding in the last year, representing a significant influx of money to the state. UI’s Bachelor’s program in Cybersecurity represents one of the largest and fastest growing in the state. UI’s BS, MS, and the proposed PhD degrees along with our extensive research programs are critical to creating graduates with the depth of technical knowledge required to keep Idaho at the forefront of the cybersecurity field. The requested funding will allow us to support existing programs, expand our programs to our Coeur d’Alene and Idaho Falls campuses, and significantly increase research activities. In order to make sure that Idaho remains at the forefront of cybersecurity University of Idaho requests permanent state general fund support for five faculty and two clinical to support the University of Idaho’s undergraduate and graduate cybersecurity programs.
 - Two TT Faculty to support the rapid growth in our existing BS and MS programs in Cybersecurity;
 - Two TT Faculty to support the creation of a new PhD program in Cybersecurity and expand our research programs;
 - One Clinical Faculty to support expanding our BS in Cybersecurity to Coeur d’Alene;
 - One Clinical Faculty to support expanding our BS in Cybersecurity to Idaho Falls;
 - One (1) technical staff member and one (1) departmental staff member to support the rapid growth in both our educational and research programs.
 - Infrastructure: Baseline funding for cybersecurity labs in Coeur d’Alene and Idaho Falls (~\$20,000/year each). This would support both the U of I PhD in cybersecurity and expanding the undergraduate program to Coeur d’Alene and Idaho Falls. \$40,000 (ongoing).

Idaho State University

- **Computer science faculty.** ISU has the smallest Computer Science program of the Idaho universities with seven current faculty members. ISU has dedicated significant resources to growing Computer Science, investing in four additional faculty lines since 2019. This request will continue to grow high-demand programs and build a robust cybersecurity curriculum. ISU implemented an undergraduate certificate in cybersecurity in the fall semester of 2021. Within six months 32 students had enrolled in this certificate program, demonstrating a growing demand for formal cybersecurity education. To best meet market demand, ISU will recruit faculty that have expertise in both cybersecurity and computer science. This diverse pool of faculty will contribute directly to the education of cyber professionals in Idaho and will enable ISU to offer degrees in cybersecurity.
 - ISU requests faculty to support ISU’s expertise - cybersecurity for cyber physical systems - in the following areas: (a) Secure Coding, (b) Cyber Secure Engineering, and (c) Cyber Threat Intelligence. 4.0 FTE Faculty (TT), 2.0 Faculty (clinical) and 2.0 TA (using same rates as U of I)

Boise State University

- **Cybersecurity faculty.** The Boise State overall undergraduate/graduate cybersecurity degree and certificate programs represent the largest and fastest growing such programs in the state. Boise State has developed multiple cyber pathways for students to support the diverse and growing employer ecosystem throughout Idaho. The CyberOperations and Resilience (COPRe) program supports rural students to stay within their respective communities and learn critically needed cybersecurity skills for their employers, communities, and the state. The requested faculty will enable scale to grow all such programs well beyond the current 300 cyber-specific students (as of Spring 2022). The cyber emphasis in CS is now full with 10% of the 700 students in this option and the PhD in Computing now has 80+ students. In order to grow the workforce to meet the needs of Idaho's multi-faceted employer base statewide and expand its research in the PhD in Computing, Boise State requests permanent state general fund support for the following:
 - Six (6) Faculty (TT) to support the Boise State undergraduate and graduate cybersecurity programs across a range of colleges and departments. The recommended faculty will enhance current programs while enabling scale to meet workforce and industry needs. Examples include:
 - One TT Faculty for College of Business & Economics' Information Technology / Supply Chain Management (IT/SCM) to assist in meeting the growing IT/SCM cyber-specific needs (e.g. risk management, governance, and compliance) of our employer community;
 - One TT Faculty for College of Arts & Sciences' Cryptoanalysis and Mathematics to assist with furthering multi-disciplinary cybersecurity opportunities throughout Arts & Sciences;
 - Two TT Faculty for College of Engineering's Computer Science (with cybersecurity emphasis), which currently supports over 700 Computer Science students, with 10% of those students in the cybersecurity emphasis program and 80+ PhD students; and
 - Two TT Faculty for College of Engineering's CyberOperations & Resilience (COPRe), which grew from zero to 180 enrolled students in the first two semesters of the program's offering.
 - Two (2) Clinical Faculty members represent an additional level of industry-specific knowledge to be enabled into both Boise State's Computer Science (1 faculty) and COPRe (1 faculty) programs.
 - Boise State expansion of the cybersecurity programs will require additional space for faculty and staff (including labs) which is currently being rented. \$150,000 (ongoing).

Lewis Clark State College

LCSC is launching a new cybersecurity management degree starting FA22. All sections of our cyber courses are filled so additional sections are being added. The faculty requests will allow this program to launch with adequate program seats to meet initial regional needs. In addition, funding for lab and equipment is needed to support these new degree offerings.

Community Colleges

Idaho's community colleges have unique regional needs that typically involve a sector focus in the cybersecurity field. Addition of faculty will provide increased seat access in current cybersecurity programs and create a critical pipeline of career technical cybersecurity graduates to Idaho's workforce and transfer students to Idaho's baccalaureate and graduate cybersecurity programs.

All Institutions

- Start-up/operations packages are essential to recruit and hire the tenure track faculty at the four-year research institutions. Start-up/Operations funds include the costs to establish research labs and hire research assistants. This funding serves as seed funding for research. It allows faculty to set up research labs and recruit the first round of graduate students. This generates the preliminary research results necessary to secure outside research funding.
- Collaboration Bootcamp: As the field of cybersecurity will constantly evolve, annual training and collaboration opportunities for faculty across all institutions is essential on an annual basis to ensure consistent teaching and learning at every institution. Each institution would receive funding for faculty to attend an annual in-person training and collaboration planning bootcamp.
- Classrooms to support sharing live delivery of on-line synchronous classes between all institutions and to remote/online students, including seating, cameras, monitors, teaching stations, and power ports for laptops. This request includes outfitting 19 rooms across all the institutions. This investment is critical to build joint-degree programs where students from across the state can gain access to programs regardless of host institution.

Institution	Title	Total Cost	FT or PT	Benefit Elig	Date of Hire	Term Service
UI	Under/Grad Cyber Faculty	\$198,800	1.0 FTE	Yes	July 2023	9-month
UI	Under/Grad Cyber Faculty	\$198,800	1.0 FTE	Yes	July 2023	9-month
UI	Under/Grad Cyber Faculty	\$198,800	1.0 FTE	Yes	July 2023	9-month
UI	Under/Grad Cyber Faculty	\$198,800	1.0 FTE	Yes	July 2023	9-month
UI	Clinical Faculty - CdA	\$162,800	1.0 FTE	Yes	July 2023	9-month
UI	Clinical Faculty - Idaho Falls	\$162,800	1.0 FTE	Yes	July 2023	9-month
UI	Technical Staff	\$85,000	1.0 FTE	Yes	July 2023	12-month
UI	Office Staff	\$50,000	1.0 FTE	Yes	July 2023	12-month
UI	Infrastructure - Lab CdA	\$20,000	NA	NA	NA	NA
UI	Infrastructure - Lab Idaho Falls	\$20,000	NA	NA	NA	NA
UI	Operating / Start Up	\$450,000	NA	NA	NA	NA
UI	Annual Collaboration Bootcamp	\$21,000	NA	NA	NA	NA
UI	2 Cyber Ready Classrooms	\$170,000*	NA	NA	NA	NA
UI	3 Teaching Assistants	\$104,600	NA	NA	NA	NA
UI Total	\$2,041,400					
ISU	Under/Grad Cyber Faculty	198,800	1.0 FTE	Yes	July 2023	9-month
ISU	Under/Grad Cyber Faculty	198,800	1.0 FTE	Yes	July 2023	9-month
ISU	Clinical Faculty	\$154,845	1.0 FTE	Yes	July 2023	9-month
ISU	Clinical Faculty	\$154,845	1.0 FTE	Yes	July 2023	9-month
ISU	Operating / Start Up	\$137,010	NA	NA	NA	NA
ISU	Annual Collaboration Bootcamp	\$18,000	NA	NA	NA	NA
ISU	4 Cyber Ready Classrooms	\$340,000*	NA	NA	NA	NA
ISU Total	\$1,202,300					
Boise State	Under/Grad Cyber Faculty	\$198,800	1.0 FTE	Yes	July 2023	9-month

Boise State	Under/Grad Cyber Faculty	\$198,800	1.0 FTE	Yes	July 2023	9-month
Boise State	Under/Grad Cyber Faculty	\$198,800	1.0 FTE	Yes	July 2023	9-month
Boise State	Under/Grad Cyber Faculty	\$198,800	1.0 FTE	Yes	July 2023	9-month
Boise State	Under/Grad Cyber Faculty	\$198,800	1.0 FTE	Yes	July 2023	9-month
Boise State	Under/Grad Cyber Faculty	\$198,800	1.0 FTE	Yes	July 2023	9-month
Boise State	Clinical Faculty - Comp Sci	\$162,800	1.0 FTE	Yes	July 2023	9-month
Boise State	Clinical Faculty - CORE	\$162,800	1.0 FTE	Yes	July 2023	9-month
Boise State	Infrastructure - Lab	\$150,000	NA	NA	NA	NA
Boise State	Operating / Start Up	\$441,400	NA	NA	NA	NA
Boise State	Annual Collaboration Bootcamp	\$24,000	NA	NA	NA	NA
Boise State	3 Cyber Ready Classrooms	\$255,000*	NA	NA	NA	NA
Boise State	3 Teaching Assistants	\$146,400	NA	NA	NA	NA
BSU Total		\$2,535,200				
LCSC	Undergraduate Cyber Faculty	\$162,800	1.00 FTE	Yes	July 2023	9 month
LCSC	Cyber Support	\$65,200				
LCSC	Cyber Lab Maintenance	\$5,000	NA	NA	NA	NA
LCSC	Annual Collaboration Bootcamp	\$6,000	NA	NA	NA	NA
LCSC	4 Cyber Ready Classrooms	\$340,000*	NA	NA	NA	NA
LCSC Total		\$579,000				
CWI	Cyber Faculty	\$160,300	1.0 FTE	Yes	July 2023	12-month
CWI	Cyber Network Support	\$67,700	.50 FTE	Yes	July 2023	12 Month
CWI	Annual Collaboration Bootcamp	\$6,000	NA	NA	NA	NA
CWI	2 Cyber Ready Classrooms	\$170,000*	NA	NA	NA	NA
CWI Total		\$404,000				
CEI	Cyber Faculty	\$160,300	1.0 FTE	Yes	July 2023	11-month
CEI	Cyber Faculty	\$160,300	1.0 FTE	Yes	July 2023	11-month
CEI	Cyber Support	\$77,400	NA	NA	NA	NA
CEI	Annual Collaboration Bootcamp	\$6,000	NA	NA	NA	NA
CEI Total		\$404,000				
CSI	Cyber Faculty	\$160,300	1.0 FTE	Yes	July 2023	12-month
CSI	Cyber Support	67,700	NA	NA	NA	NA
CSI	Annual Collaboration Bootcamp	\$6,000	NA	NA	NA	NA
CSI	2 Cyber Ready Classrooms	\$170,000*	NA	NA	NA	NA
CSI Total		\$404,000				
NIC	Cyber Faculty	\$160,300	1.0 FTE	Yes	July 2023	9 month
NIC	Lab Support	\$67,700	NA	NA	NA	12-month
NIC	Annual Collaboration Bootcamp	\$6,000	NA	NA	NA	NA
NIC	2 Cyber Ready Classrooms	\$170,000*	NA	NA	NA	NA
NIC Total		\$404,000				
#2 Total Request		\$7,973,900				

*One-Time

Base Tier Summary

<i>Base</i>	Deliver on a statewide cybersecurity strategy, roadmap, coordination of educational offerings, and workforce development plan	\$ 1,488,800
<i>Base</i>	Fund additional cybersecurity faculty, instructors, and infrastructure	\$ 7,973,900
TOTAL REQUEST – BASE TIER		\$ 9,462,700

Quality Tier Request

Student Ecosystem – Build the Pipeline of Students and Supercharge Research

Overview and Outcomes

Funding at this tier supports the build out of a student ecosystem, an interconnected education environment that is strategically designed to encourage students to enroll in and complete cybersecurity degrees, and leverages resources from all higher education institutions. The student-focused ecosystem will encompass synergistic components at each institution as well as the state's high schools. The request will finance the training of high school cybersecurity teachers, meaningful scholarships for students, the development of an apprenticeship program, additional state of the art classrooms to support increased cohort sizes, advisors and success coaches, and a collaborative state-wide research expansion, including a shared research information management system. This phase also includes funding Boise State's Cyberdome workforce development platform.

The funding requested below will increase the number of students and graduates with expertise in cybersecurity by 50% over the number of students listed in the base proposal. This increase in the number of trained cybersecurity professionals in Idaho is necessary to support the growth of additional companies and industry focused on cybersecurity. The funding in this tier will also keep Idaho at the forefront of cybersecurity research. It will give Idaho companies a competitive edge by making sure that they are aware of, and through university-industry partnerships, are creating the next generation of cybersecurity tools.

University of Idaho

- An expanded dual credit cybersecurity program will encourage high school students to start learning about cybersecurity early, leading to a larger pipeline of students into college and university cybersecurity programs. This request includes high school teacher training incentives and high school club outreach. An additional faculty member will teach high school teachers, maintain quality in the program, and serve as a community outreach liaison to the high schools. Start-up funds for this dual credit outreach program are also included to be spent on materials to bring into the classroom, (e.g., computer carts, marketing materials, travel to schools.)
- Scholarships will support and encourage college enrollment into cybersecurity degree programs in traditional settings, continuing education, and apprenticeship programs. We will include a focus on recruiting and supporting retired military personnel.
- This request builds a cybersecurity apprenticeship program based on our very successful co-op program in which students serve in seven month internships during their undergraduate education. To accomplish this a request for a Statewide Apprenticeship Program director, Clinical faculty to teach apprenticeship Related Technical Instruction (RTI) courses, and one advisor and one student success coach to support growth in student enrollment and program opportunities is sought. As with the scholarships we will include a focus on retired military personnel. Apprenticeship programs serve the dual purposes of supporting Idaho's needs even before students graduate and making sure that Idaho employers are getting employees with the practical, hands-on experience critical to success.
- Two additional state of the art classrooms to support increased student cohort sizes. Administrative and IT support to ensure smooth processes and platforms for students, faculty, and HS teachers
- Operating funds, standing funds for Idaho cyber clubs to travel and compete, and course release funds for faculty advisors.

Idaho State University

- Idaho State University will build on strengths developed in Tier I to build a world class education and research program in Cybersecurity for Cyber-Physical Systems. Cyber-physical systems (CPS) are intelligent computer systems controlled or monitored by computer-based algorithms and machine-sensed data. Cyber-physical systems control the critical infrastructure of the modern world such as industrial control systems, power systems, water distribution systems and ground and air traffic control systems. By their very nature these systems are vulnerable to cyberattack that can have potentially devastating consequences. A recent example is the Colonial Pipeline cyber attack of 2021 which led to fuel shortages across the eastern United States.
- Cybersecurity for CPS is the key aspect of Idaho National Laboratory's research, development and threat assessment. By developing a world class education and research program in CPS, ISU can help INL meet critical workforce needs and contribute to research essential to national security. The demand for a skilled CPS workforce and scientists and engineers who can build resilient, survivable and robust CPS systems will be multi-generational.
- To accomplish these goals, ISU requests additional tenure track (3), clinical (2), and tenured (2) faculty. Additionally, ISU is requesting staff lines to build out laboratory needs with a lab manager and an outreach and intern specialists to support community outreach, K-12 outreach, and summer camps. Administrative support staff (1) and an operating budget will also be necessary.

Boise State University

- Scholarships will support and encourage college enrollment into cybersecurity degree programs in traditional settings, continuing education, and apprenticeship programs.
- Boise State launched the statewide Cyberdome workforce development platform in January 2022 and has seen significant success in a short period of time. This platform enables Idaho students with a 6 mos paid internship – *irrespective of home-institution* – to work in a real-world environment. Building on this initial success, Boise State requests permanent state general fund support for the following: Four (4) dedicated staff and support to provide on-going mentoring and career enablement for Cyberdome students. The Cyberdome platform enables service to up to 18 rural communities and provides the real-world workplace for cybersecurity students. This platform leverages cloud-based infrastructure and has the dual benefit of enabling students across Idaho to work / learn in a cloud-based platform while enabling critical research on cyber adversary attacks impacting rural communities. This fund enables a real-world, "ready to work" cyber workforce that differentiates Idaho students from all others in the nation. The Cyberdome is *open to all Idaho cybersecurity 2-year / 4-year students*, led by Boise State via the Institute for Pervasive Cybersecurity.

Lewis-Clark State College

A dual credit cybersecurity program will encourage high school students to start learning about cybersecurity early, leading to a larger pipeline of students into college and university cybersecurity programs. This request includes high school teacher training incentives and high school club outreach. This would be focused on our six talent search high schools (Orofino, Timberline, Clearwater Valley, Grangeville, Kamiah, Nez Perce) and Lewiston.

All Four-Year Institutions

- Statewide Research Information Management (RIM) System : As research into cybersecurity and other areas of national security, and economic importance increase, data about research production at Idaho's four-year institutions becomes more important. Basic productivity measures such as number of publications and grants and associated impact factors are stored in dispersed and unconnected systems that make querying this data unwieldy at best and impossible at worst. This severely limits the ability of decision makers at both the institutional and state level to make informed decisions based on known areas of strength, build collaborative teams across institutions, and fully demonstrate the impact of research and higher education to our stakeholders across the state and region.
- With the incentive for faculty across the four-year institutions to collaborate on research and student involvement in research, an investment in a statewide interconnected system of platforms, services, and personnel to establish a research information infrastructure for the four four-year public institutions is essential. This request includes:
 - Esploro - a "people-centric" research information management system offered by Clarivate/Ex Libris that harvests internal and external data to enable real-time collection, analysis, and promotion of research and creative activities.
 - InCites - offered by Clarivate, is a web-based research evaluation tool that analyzes institutional productivity, monitors collaboration activity, and identifies influential researchers and areas of opportunity.
 - Research Impact Librarian position at each institution to spearhead these implementations including training, communications and marketing, oversight of the systems, and coordination between institutions.

Institution	Title	Total Cost	FT or PT	Benefit Elig	Date of Hire	Term Service
UI	HS Teacher Training/Incentives	\$15,000	NA	NA	NA	NA
UI	HS Club Outreach	\$20,000	NA	NA	NA	NA
UI	Dual Credit - Faculty Outreach	\$46,300	NA	NA	NA	NA
UI	Dual Credit Program Start Up	\$25,000	NA	NA	NA	NA
UI	Cyber Scholarships	\$160,000	NA	NA	NA	NA
UI	Cyber Apprenticeship Director	\$162,800	1.0 FTE	Yes	July 2023	12-month
UI	Clinical Apprenticeship Faculty	\$162,800	1.0 FTE	Yes	July 2023	12-month
UI	Apprenticeship Student Success Coach	\$67,300	1.0 FTE	Yes	July 2023	12-month
UI	2 Cyber Ready Classrooms	\$85,000*	NA	NA	NA	NA
UI	Cyber IT Classroom Support	\$96,600	1.0 FTE	Yes	July 2023	12-month
UI	Cyber Admin Classroom Support	\$67,300	1.0 FTE	Yes	July 2023	12-month
UI	Cyber Club Operating Funds	\$19,500	NA	NA	NA	NA
UI	Cyber Faculty Course Release	\$14,500	NA	NA	NA	NA
UI	Prominent Cyber Faculty	\$373,000	1.0 FTE	Yes	July 2023	9-month
UI	Prominent Cyber Faculty	\$373,000	1.0 FTE	Yes	July 2023	9-month
UI	Research Impact Librarian	\$162,800	1.0 FTE	Yes	July 2023	12-month
UI	Librarian Operating / Start Up	\$20,000	NA	NA	NA	NA
UI Total		\$1,870,900				

ISU	Under/Grad Cyber Faculty	\$198,800	1.0 FTE	Yes	July 2023	9-month1
ISU	Under/Grad Cyber Faculty	\$198,800	1.0 FTE	Yes	July 2023	9-month1
ISU	Under/Grad Cyber Faculty	\$198,800	1.0 FTE	Yes	July 2023	9-month1
ISU	Clinical Faculty	\$154,845	1.0 FTE	Yes	July 2023	9-month1
ISU	Clinical Faculty	\$154,845	1.0 FTE	Yes	July 2023	9-month1
ISU	Prominent Cyber Faculty	\$373,100	1.0 FTE	Yes	July 2023	9-month
ISU	Lab Manager	\$132,700	1.0 FTE	Yes	July 2023	12-month
ISU	4 Teaching Assistants/Adjuncts	\$192,210	NA	NA	NA	NA
ISU	Outreach Specialist (K-12)	\$96,600	1.0 FTE	Yes	July 2023	12-month
ISU	Outreach Support (K-16)	\$50,000	NA	NA	NA	NA
ISU	Cyber Scholarships	\$100,000	NA	NA	NA	NA
ISU	Cyber Admin Support AAll	\$61,200	1.0 FTE	Yes	July 2023	12-month
ISU	Research Impact Librarian	\$114,700	1.0 FTE	Yes	July 2023	12-month
ISU	Librarian Operating / Start Up	\$20,000	NA	NA	NA	NA
ISU Total						\$2,046,600
Boise State	Cyber Scholarships	\$100,000	NA	NA	NA	NA
Boise State	Cyberdome Support Staff	\$147,100	1.0 FTE	Yes	July 2023	12-month
Boise State	Cyberdome Support Staff	\$147,100	1.0 FTE	Yes	July 2023	12-month
Boise State	Cyberdome Support Staff	\$147,100	1.0 FTE	Yes	July 2023	12-month
Boise State	Cyberdome Support Staff	\$147,100	1.0 FTE	Yes	July 2023	12-month
Boise State	Cyberdome Rural Outreach	\$324,000	NA	NA	NA	NA
Boise State	Cyberdome - Scholarships	\$647,350	NA	NA	NA	NA
Boise State	Research Impact Librarian	\$114,700	1.0 FTE	Yes	July 2023	12-month
Boise State	Librarian Operating / Start Up	\$20,000	NA	NA	NA	NA
BSU Total						\$1,794,450
LCSC	HS Teacher Training/Incentives	\$5,000	NA	NA	NA	NA
LCSC	HS Club Outreach	\$10,000	NA	NA	NA	NA
LCSC	Web of Science	\$18,600	NA	NA	NA	NA
LCSC	Research Impact Librarian	\$114,700	1.0 FTE	Yes	July 2023	12-month
LCSC	Librarian Operating / Start Up	\$20,000	NA	NA	NA	NA
LCSC Total						\$168,300
All 4-Year	Esploro Advanced - Start Up	\$261,600*	NA	NA	NA	NA
All 4-Year	Esploro Advanced - Annual	\$165,700	NA	NA	NA	NA
All 4-Year	InCites Analytics	\$115,300	NA	NA	NA	NA
Joint Total						\$542,600
#3 Total Request						\$6,422,850

*One-time

Quality Tier Summary

<i>Base</i>	Deliver on a statewide cybersecurity strategy, roadmap, coordination of educational offerings, and workforce development plan	\$ 1,488,800
<i>Base</i>	Fund additional cybersecurity faculty, instructors, and infrastructure	\$ 7,973,900
<i>Quality</i>	Student Ecosystem: build the pipeline of students and supercharge research	\$ 6,422,850
TOTAL REQUEST – QUALITY TIER		\$ 15,885,550

Aspirational Tier Request

Leading the Nation: Ensure Idaho's Place as the Most Prestigious HUB of Cybersecurity Activity

Overview and Outcomes

This request includes the base requests and builds upon those foundational elements by adding key elements to funnel high-school students to institutions of higher education. Additionally, this request builds in key expansion of cyber research.

The funding requested below will allow Idaho to become a *magnet state* in cybersecurity, attracting students, employees, and companies to Idaho from the entire nation. The enhanced access to cybersecurity training through rural locations, additional scholarships to attract more of our best students into cybersecurity, and increased research in critical areas will create a statewide awareness of and focus on cybersecurity that can make Idaho a nationwide leader in the field.

University of Idaho

- Additional scholarships will support and encourage college enrollment into cybersecurity degree programs in traditional settings, continuing education and apprenticeship programs. This request builds on base and quality by tripling the support for scholarships from \$2000 a student to \$6000 a student. This request will allow UI I to host cybersecurity competitions in Idaho for teams from across the United States.
- To enhance rural access, this request will upgrade five rural offices into high-performing cybersecurity training centers across the state of Idaho to ensure even the most rurally located student has access to the highest quality cybersecurity education. This request ensures that every high school student who has an interest in cybersecurity can participate.
- Three additional faculty lines will support the rural offices and their training programs which in turn will attract innovative students, and grant dollars to the State of Idaho. This will ensure a critical mass of cybersecurity experts in the state who are committed to state-wide research collaboration. Creating the capacity to resist cyber-attacks, as well as deep resilience and timely recovery from cyber events. Research portfolios will depend on the rapidly evolving needs of industry and government partners.

Idaho State University

- Idaho State University will augment capabilities developed in tier 2 by focusing on 5G and the Internet of Things. 5G and next generation (XG) networking allows for robust, high speed communication between CPS devices. Such communication is not feasible with 4G networks and allows machines to talk to one another in real time. This constant communication greatly increases the exposure of these devices to cyber attack and new approaches are required to thwart those attacks. As in tier 2, the high speed networking of CPS devices is an area of research and development interest at INL. Building out Phase III provides additional opportunities to partner with INL in workforce development and research. ISU requests 2 tenure track assistant professors, one clinical professor, support for scholarships and support for teaching assistantships.

Boise State University-

- Cybersecurity research expansion will allow Boise State to scale student enrollment and industry support. Boise State will enable critically needed, dedicated cybersecurity research collaborating with University of Idaho and Idaho State University and that aligns with Idaho National Laboratory and other national requirements to protect our critical assets and data. These researchers will examine multi-disciplinary methods to detect, prevent, and respond to cyber-adversaries. This work will underpin the expansion of the School of Computing and the PhD in Computing program. As such, the request includes a Director of the School of Computing, 3 research faculty, 3 post-docs, and additional student scholarships. The scholarships will support and encourage college enrollment into cybersecurity degree programs in traditional settings, continuing education, and apprenticeship programs.

Institution	Title	Total Cost	FT or PT	Benefit Elig	Date of Hire	Term Service
UI	Cyber Scholarships	\$160,000	NA	NA	NA	NA
UI	Cyber Competition	\$64,500	NA	NA	NA	NA
UI	Rural Access	\$653,600	NA	NA	NA	NA
UI	Under/Grad Cyber Faculty	\$198,800	1.0 FTE	Yes	July 2023	9-month
UI	Under/Grad Cyber Faculty	\$198,800	1.0 FTE	Yes	July 2023	9-month
UI	Under/Grad Cyber Faculty	\$198,800	1.0 FTE	Yes	July 2023	9-month
UI Total		\$1,474,500				
ISU	Under/Grad Cyber Faculty	\$198,800	1.0 FTE	Yes	July 2023	9-month1
ISU	Under/Grad Cyber Faculty	\$198,800	1.0 FTE	Yes	July 2023	9-month1
ISU	Clinical Faculty	\$154,845	1.0 FTE	Yes	July 2023	9-month
ISU	Grant Specialist	\$60,000	1.0 FTE	Yes	July 2023	12-month
ISU	Clinical Faculty	\$154,845	1.0 FTE	Yes	July 2023	9-month
ISU	2 Teaching Assistants/Adjuncts	\$82,310	NA	NA	NA	NA
ISU	Cyber Scholarships	\$100,000	NA	NA	NA	NA
ISU Total		\$949,600				
Boise State	Under/Grad Cyber Faculty	\$198,800	1.0 FTE	Yes	July 2023	9-month
Boise State	Under/Grad Cyber Faculty	\$198,800	1.0 FTE	Yes	July 2023	9-month
Boise State	Under/Grad Cyber Faculty	\$198,800	1.0 FTE	Yes	July 2023	9-month
Boise State	Post-Doctoral Fellows	\$90,650	1.0 FTE	Yes	July 2023	12-month
Boise State	Post-Doctoral Fellows	\$90,650	1.0 FTE	Yes	July 2023	12-month
Boise State	Post-Doctoral Fellows	\$90,650	1.0 FTE	Yes	July 2023	12-month
Boise State	Director School of Computing	\$264,900	1.0 FTE	Yes	July 2023	12-month
Boise State	Cyber Scholarships	\$144,900	NA	NA	NA	NA
BSU Total		\$1,278,150				
#4 Total Request		\$3,702,250				

Aspirational Tier Summary

<i>Base</i>	Deliver on a statewide cybersecurity strategy, roadmap, coordination of educational offerings, and workforce development plan	\$ 1,488,800
<i>Base</i>	Fund additional cybersecurity faculty, instructors, and infrastructure	\$ 7,973,900
<i>Quality</i>	Student Ecosystem: build the pipeline of students and supercharge research	\$ 6,422,850
<i>Aspirational</i>	Leading the Nation: Ensure Idaho's place as the most prestigious HUB of cybersecurity activity	\$ 3,702,250
TOTAL REQUEST – ASPIRATIONAL TIER		\$ 19,587,800

FY 2024 Line Item Proposal

Retention and Degree Completion



**Retention and Degree Completion
Collaborative Line-Item Budget Proposal
2024**

Idaho State University
Lewis-Clark State College
University of Idaho
Boise State University

North Idaho College
College of Southern Idaho
College of Western Idaho
College of Eastern Idaho

Problem Statement

Too many students are hitting barriers that prevent them from completing college. We are leaving too much talent behind.

Idaho's public institutions have been successful at improving retention and graduation rates. Idaho students, however, face more hurdles than students in other states: many are the first in their families to attend college; many face steep financial challenges (our citizens are hardworking people in a world where their dollar doesn't go as far); and many of them have taken non-traditional pathways to college. These factors don't have to herald failures. We are committed to ensuring our students achieve, whatever their circumstances. There are new data-driven ways to help them develop their talents so they can give back to their home state and enhance its well-being when we are facing unprecedented economic pressures. We need *all of them* to succeed, to graduate, and to join our workforce.

Unlike other states that saw drastic drops in post-secondary attendance during the pandemic, Idaho's colleges and universities experienced either enrollment growth or only modest declines. We found ways to stay open when others closed their campuses, and coming out of the pandemic our enrollment continues strong.

Now more than ever, it is vital that we enhance support structures for students that build on both SBOE priorities and the Governor's 2017 Higher Education Taskforce recommendations. The time is right to act in this critical area so that we can continue to produce the talent our state needs to thrive.

Request Description

This joint request from all Idaho public institutions seeks funding in three areas known to improve student success:

- 1. Academic Advising and Career Guidance**
- 2. Academic Support**
- 3. Student Support**

Idaho's public colleges and universities, and career technical education programs, fuel a strong workforce pipeline for Idaho, as evidenced through a greater number of students completing certificates and/or degrees (State Board of Education strategic plan, 2023-2018, Goal 3). The State Board of Education has called upon Idaho's higher education institutions to eliminate barriers students face in achieving their academic and career goals after they enroll so that we may close the achievement gap, boost graduation rates and increase on-time degree completion. Moreover, this year the SBOE identified three postsecondary priority areas for all higher education institutions to align their strategic plans and show progress. These high priority areas are: Recruitment and Access; Retention; and Transfer and Completion.

The Governor's 2017 Higher Education Taskforce also developed a 12-point list of recommendations for improving higher education. Among them was improving "postsecondary completion through research-based effective programs that lead to on-time completion ... Early interventions and targeted services will lead to greater retention and completion..."

Best practices in supporting student success include providing quality, accurate academic advising and career guidance; academic support that includes opportunities for early intervention when students struggle in their classes; and Student services that help them address fundamental needs, such as financial struggles and mental health.

We can change the outcomes for our students, who represent great potential for our state, with a timely investment in supportive services that make a difference.

Overview and Outcomes

Idaho's public institutions are committed to addressing these problems in tandem, with evidence-based support and intervention efforts. Please read on to see how funding would be utilized at each college or university to meet the specific needs of students in our varied service areas.

1. Academic Advising and Career Guidance

University of Idaho

- **College-embedded advisors.** Smooth onboarding and support of students through their entire academic career leads to stronger retention and graduation rates. Currently, professional advisors work with students for the first two years of their academic career and then they are handed off to a faculty advisor

for the last two years. Six advisors will allow us to assign all students a professional advisor as well as a faculty mentor for all four years.

- **Cooperative education coordinators/career advisors and a director for the Cooperative Education Program** Cooperative education coordinators will prepare students for experiential learning and ensure they are able to compete for career opportunities and meet workforce community demands in the state and region. Career advisors, embedded in colleges, assist students as they prepare for meaningful careers, by providing one-on-one career counseling and job search advising.

Idaho State University

- **Academic advisors.** Advisors are the critical component to fully integrate our student success platform, ISU Navigate. They provide academic advising to all newly admitted and current undergraduate students, including regular communication, outreach, personalized assistance, program and career advising.
- **Quality student success specialists.** These special academic advisors will develop individualized success plans with students who have an academic standing of warning or probation and conduct regular check-in meetings to ensure student progress.

Boise State University

- **College-embedded advisors.** Focused on both academic and career advising, these specialists will support individual colleges and/or high priority cross-cutting initiatives, such as support for the first-year experience and for first-generation and commuter students. This embedded model will create needed capacity for required milestone academic advising and for the integration of classroom learning, experiential learning, and career and community readiness. Boise State's advising capacity benefited substantially from past Line Item funding of Complete College Idaho. This initiative would continue to strengthen Boise State's advising capacity by funding additional advising positions in the colleges, and build on innovations and best practices to establish a cutting-edge and effective student success system that connects each incoming student with a career counselor and an academic advisor. It also will help establish sophisticated career advising and targeted stacked skills and competency credentials for non-traditional and online students, mid-career Idahoans seeking to switch career paths or move up, and more.
- **Career ladder for academic advisors.** This advisor-to-senior-advisor approach will promote retention and enhance professionalization, which will allow continuous improvement of our advising to students. Students should not just earn degrees, but find jobs that enriches their lives and the wellbeing of their communities. Turnover in this position, when there are no opportunities for growth, can be high. Keeping well-trained advisors and giving them the opportunity to enhance what they offer to students is better for our students and better for student success in every part of their academic experience and beyond.

Lewis-Clark State College

- **FTE advisor/tutor.** This position will support the college's academic coaching model by providing academic advising services and direct tutorial assistance in targeted subject areas.
- **Academic advisors/success coaches/peer mentors.** Embedded dedicated academic advisors guide students transitioning from freshman advising into second-year or upper-division coursework and engage in prospective student outreach, support new students and work with academic advisors and student success seminar instructors to help students overcome challenges they encounter during their

first year. Peer mentors will help new students access services to help them manage their educational and personal challenges.

North Idaho College

- **Career advisor/FYE academic coach.** This full-time position embedded in the Cardinal Learning Commons will support first-year students by integrating career exploration and promoting early academic pathway identification and providing academic coaching to students identified through the FYE program and early alert systems.

College of Southern Idaho

- **Academic and career service advisors.** Two additional full-time academic advisors and two full-time career service advisors will allow current advisors to have manageable caseloads (closer to 350 students each) and enhance the focus on transfer coordination and career readiness for all students. Our current advising load ranges from 450 to over 600 students per caseload.

College of Western Idaho

- **Academic coaches.** These staff members support, advise and retain students by building relationships to understand their goals and unique life situations, developing an approved plan of study to complete said goals, and engaging with students throughout their time in college. They are embedded in individual colleges to maximize connections with faculty as well as students. Our model is intrusive, in line with national best practices.

College of Eastern Idaho

- **Admissions counselor, academic advisor.** Our new community college is growing and we need counselors to match that growth, as well as improve retention. We hope to add two admissions counselors and an academic advisor. The academic advisor will be assigned to Special Populations (students 25+ in age), but will assist in supporting all students. We are also asking for budgetary funds to support departmental needs with additional staff members (professional development, recruitment travel, current capital and travel needs).

#1 Academic Advising and Career Guidance						
Institution	Title	Total Cost	FT or PT	Benefit Elig	Date of Hire	Term Service
UI	Academic Advisors	\$67,680	1.0 FTE	Yes	July 2023	12-month
UI	Academic Advisors	\$67,680	1.0 FTE	Yes	July 2023	12-month
UI	Academic Advisors	\$67,680	1.0 FTE	Yes	July 2023	12-month
UI	Academic Advisors	\$67,680	1.0 FTE	Yes	July 2023	12-month
UI	Academic Advisors	\$67,680	1.0 FTE	Yes	July 2023	12-month
UI	Academic Advisors	\$67,680	1.0 FTE	Yes	July 2023	12-month
UI	Director Cooperative Ed	\$91,650	1.0 FTE	Yes	July 2023	12-month
UI	Cooperative Ed Coordinators	\$67,680	1.0 FTE	Yes	July 2023	12-month
UI	Cooperative Ed Coordinators	\$67,680	1.0 FTE	Yes	July 2023	12-month
UI Total		\$633,090				

ISU	Academic Advisor	\$59,598	1.0 FTE	Yes	July 2023	12-month
ISU	Academic Advisor	\$59,598	1.0 FTE	Yes	July 2023	12-month
ISU	Academic Advisor	\$59,598	1.0 FTE	Yes	July 2023	12-month
ISU	Academic Advisor	\$59,598	1.0 FTE	Yes	July 2023	12-month
ISU	Academic Advisor Operating Funds	\$30,000	NA	NA	NA	NA
ISU	Student Success Specialist	\$59,598	1.0 FTE	Yes	July 2023	12-month
ISU	Student Success Specialist	\$59,598	1.0 FTE	Yes	July 2023	12-month
ISU	Student Success Operating Funds	\$15,000	NA	NA	NA	NA
ISU Total		\$402,588				
Boise State	Academic/Career Advisor	\$75,400	1.0 FTE	Yes	July 2023	12-month
Boise State	Academic/Career Advisor	\$75,400	1.0 FTE	Yes	July 2023	12-month
Boise State	Academic/Career Advisor	\$75,400	1.0 FTE	Yes	July 2023	12-month
Boise State	Academic/Career Advisor	\$75,400	1.0 FTE	Yes	July 2023	12-month
Boise State	Academic/Career Advisor	\$75,400	1.0 FTE	Yes	July 2023	12-month
Boise State	Academic/Career Advisor	\$75,400	1.0 FTE	Yes	July 2023	12-month
Boise State	Academic/Career Advisor	\$75,400	1.0 FTE	Yes	July 2023	12-month
Boise State	Academic/Career Advisor	\$75,400	1.0 FTE	Yes	July 2023	12-month
Boise State	Advising Promotion Pathway	\$303,000	NA	NA	NA	NA
BSU Total		\$906,200				
LCSC	Advisor/Tutor	\$78,600	1.0 FTE	Yes	July 2023	12-month
LCSC	Advisor/Tutor - Operating Funds	\$6,000	NA	NA	NA	NA
LCSC	Academic Advisor / Success Coach	\$72,600	1.0 FTE	Yes	July 2023	12-month
LCSC	Academic Advisor / Success Coach	\$72,600	1.0 FTE	Yes	July 2023	12-month
LCSC	Academic Advisor / Success Coach	\$72,600	1.0 FTE	Yes	July 2023	12-month
LCSC	Academic Advisor / Success Coach	\$72,600	1.0 FTE	Yes	July 2023	12-month
LCSC	Academic Advisor / Success Coach	\$72,600	1.0 FTE	Yes	July 2023	12-month
LCSC	Advising Operating Funds	\$50,000	NA	NA	NA	NA
LCSC	Peer Mentoring	\$43,400	NA	NA	NA	NA
LCSC Total		\$541,000				
CWI	Academic Coach	\$75,400	1.0 FTE	Yes	July 2023	12-month
CWI	Academic Coach	\$75,400	1.0 FTE	Yes	July 2023	12-month
CWI	Academic Coach	\$75,400	1.0 FTE	Yes	July 2023	12-month
CWI	Academic Coach	\$75,400	1.0 FTE	Yes	July 2023	12-month
CWI Total		\$301,600				
CEI	Academic Advisor	\$64,990	1.0 FTE	Yes	July 2023	12-month
CEI	Admissions Counselor	\$64,990	1.0 FTE	Yes	July 2023	12-month
CEI	Admissions Counselor	\$64,990	1.0 FTE	Yes	July 2023	12-month
CEI	Admissions/Advising Dept. fund	\$5,000	NA	NA	NA	NA
CEI Total		\$199,970				
CSI	Academic Advisor	\$62,600	1.0 FTE	YES	July 2023	12-Month
CSI	Academic Advisor	\$62,600	1.0 FTE	YES	July 2023	12-Month

CSI	Career and Transfer Advisor	\$73,550	1.0 FTE	Yes	July 2023	12-Month
CSI	Career and Transfer Advisor	\$73,550	1.0 FTE	Yes	July 2023	12-Month
CSI Total		\$272,300				
NIC	Career Advisor/FYE Coach	\$70,000	1.0 FTE	Yes	July 2023	12 month
NIC Total		\$70,000				
Sub-Total		\$3,326,748				

2. Academic Support

University of Idaho

- **Vandal Engagement program coordinator.** The new Vandal Engagement program has shown success working with students who struggle to meet academic standards. The program connects students with experiences that help them build academic, mental, physical, and/or social development skills, depending on the needs of the student. The high level of connectedness for students in this program, with one-on-one mentoring through the semester, ensures students can grow their own resources and engage in their college experience in different, more positive and productive ways. However, this trial-program is not sustainable without added resources.

Idaho State University

- **Academic support coordinator.** This position will oversee the University Tutoring department, managing day-to-day operations, hiring, training and supervising tutors and coordinating tutoring efforts with academic departments and advising.
- **Part-time tutors and academic support staff.** These team members will provide expanded tutoring and academic support resources to students.
- **Supplemental instruction coordinator.** This position will oversee the Supplemental Instruction Program, providing comprehensive support and encouraging student achievement through individualized instructional plans.
- **Part-time supplemental instruction staff.** These positions will design and implement Supplemental Instruction sessions based on individual courses and student needs.
- **Administrative assistant.** This position will provide administrative support for all employees of the Academic Support Department, enabling them to focus solely on academic support services.
- **Renovation of the Math and Writing Center.** This project will align with best practices and innovation in academic support spaces.
- **TESOL Credentialed Position.** This person will work in tandem with University Tutoring, Bengal Bridge, and the intensive English Institute to provide ESL/ESOL student academic and cultural support. This position would also provide training in inter-cultural competence for tutors and academic support staff to address achievement gaps.

Boise State University

- **Math Learning Center expansion.** Much of Boise State's success in increasing retention and graduation rates is a result of a focus on increasing early academic success in courses with traditionally low pass rates, including gateway mathematics courses. Boise State's Math Learning Center has developed a remarkably effective structure for facilitating the success of students in early mathematics courses for students in every major. This funding will allow us to increase early academic success in math courses with historically low pass rates, and support successful progression in math. The operational expenses will allow for a significant reduction in student course fees associated with student progress in math.

- **First Year Writing Program.** Similarly, Boise State's First Year Writing Program has developed a highly successful co-requisite model for English 101. Students who complete ENGL 101P have equivalent or higher success rates in the follow-on course (English 102) than students who placed into English 101. Requested funds will build critical capacity for enrollment in First Year Writing, expanding support to students through online and in-person tutoring.

Lewis-Clark State College

- **Tutoring Center coordinator.** This position will streamline and coordinate tutoring services offered throughout the campus. It is essential as the college seeks to co-locate tutoring centers. The Tutoring Center coordinator will be tasked with standardizing tutoring training, recruiting tutors to meet dynamic academic needs, and offering tutoring at optimal days and times.

North Idaho College

- Academic Support Coordinator/FYE Academic Coach to support first-year students and promote student retention. This full-time academic coach will lead and supervise the academic coaches housed in the Cardinal Learning Commons. In addition, this position will coordinate regular collaboration amongst all NIC learning centers including the Writing Center, the Math Education Center, the Cardinal Learning Commons, and the Natural Science, Nursing and Health Professions Center. This integrated model will promote consistency and best practices in academic support campus wide and across disciplines.
- Case Manager/FYE Academic Coach to support first-year student retention. This full-time position embedded in the Cardinal Learning Commons will provide academic coaching to students identified through the FYE program and early alert systems. In addition, staff hired will have special training and expertise related to challenges and barriers faced by first-generation, limited income and non-traditional students. This position will be well versed in campus and community resources to support food and housing insecurity, mental health resources as well as other social services.
- The operational expenses below will support student success in discipline specific classes with particular attention and resources devoted to traditionally low pass rate courses and gatekeeper courses including STEM and General Education coursework: \$49,900 for Natural Science consultants (part-time positions), \$37,000 for General Education consultants (part-time positions), \$25,000 for operational expenses.

College of Southern Idaho

- **Peer mentor coordinator and tutoring services coordinator.** These full-time positions will help develop a peer mentoring model for students utilizing our Bridge to Success Program, and provide a second tutoring services coordinator (for a total of two on our campus) to work closely with advisors and academic faculty to support student retention and participation in academic supports.
- **Part-time student tutors/mentors.** These part-time positions will help us build up the peer mentoring program to meet the needs of our students.

College of Eastern Idaho

- **Tutoring center coordinator, staff members.** From 2017 to 2022, College of Eastern Idaho grew from less than 600 to more than 3,000 credit-based students. This has created an immense need to grow tutoring services in all academic areas. We are currently funding tutoring with a Perkins grant but must refocus that funding on Career-Technical needs. This new full-time coordinator and two part-time staff members will ensure students receive tutoring as needed.

College of Western Idaho

- **Math coaches.** Two full-time math coaches will provide mathematics guidance and coaching to students from math placement through completion of the GEM 3, Mathematical Ways of Knowing course. Students entering college (particularly those who are first-generation college students, English Language

Learners, or who come from lower socio-economic backgrounds) are typically overwhelmed by their own mathematical insecurities, as well as understanding their college mathematics course and remediation options. Research indicates that persistence and retention rates are directly linked to successful completion of math requirements related to the students' programs. Having one-on-one access to a trained CWI Math Coach during the assessment of current skills completed at the start of a student's academic journey provides the most effective opportunity to help students better understand how to choose the right math course and/or remediation option based on the student's skill sets, previous experiences, mathematical self-confidence, and degree requirements.

#2 Academic Support						
Institution	Title	Total Cost	FT or PT	Benefit Elig	Date of Hire	Term Service
UI	Engagement Coordinator	\$63,900	1.0 FTE	Yes	July 2023	12-month
UI Total	\$63,900					
ISU	Academic Support Coordinator	\$69,300	1.0 FTE	Yes	July 2023	12-month
ISU	Academic Support Operating	\$7,500	NA	NA	NA	NA
ISU	Tutors - Irregular Help	\$45,250	NA	NA	NA	NA
ISU	Supplemental Instruction Coordinator	\$69,300	1.0 FTE	Yes	July 2023	12-month
ISU	Supplemental Instruction - Irregular	\$70,000	NA	NA	NA	NA
ISU	Supp Instruction Operating	\$7,500	NA	NA	NA	NA
ISU	Administrative Assistant	\$57,456	1.0 FTE	Yes	July 2023	12-month
ISU	AA - Operating	\$7,500	NA	NA	NA	NA
ISU Total	\$333,806					
Boise State	Math Center - Director	\$79,750	1.0 FTE	Yes	July 2023	12-month
Boise State	Math Center - Lecturer	\$79,500	1.0 FTE	Yes	July 2023	12-month
Boise State	Math Center - Lecturer	\$79,500	1.0 FTE	Yes	July 2023	12-month
Boise State	Math Center - Irregular Help	\$42,350	NA	NA	NA	NA
Boise State	Math Center - Operating	\$120,000	NA	NA	NA	NA
Boise State	Math Center - Tutors	\$42,350	NA	NA	NA	NA
Boise State	1st Year Writing - Lecturer	\$72,500	1.0 FTE	Yes	July 2023	12-month
Boise State	1st Year Writing - Lecturer	\$72,500	1.0 FTE	Yes	July 2023	12-month
Boise State	1st Year Writing - Irregular Help	\$42,350	NA	NA	NA	NA
Boise State	Tutors	\$42,350	NA	NA	NA	NA
BSU Total	\$673,150					
LCSC	Tutoring Center Coordinator	\$78,600	1.0 FTE	Yes	July 2023	12-month
LCSC	Tutoring Center Operating	\$10,000	NA	NA	NA	NA
LCSC	Tutors - Irregular Help	\$55,000	NA	NA	NA	NA
LCSC Total	\$143,600					
CWI	Math Coaches	\$50,500	1.0 FTE	Yes	July 2023	12-month
CWI	Math Coaches	\$50,500	1.0 FTE	Yes	July 2023	12-month
CWI Total	\$101,000					
CEI	Tutoring Center Coordinator	\$63,120	1.0 FTE	Yes	July 2023	12-month
CEI	Tutoring PT Staff	\$33,560	NA	NA	NA	NA

CEI	Tutoring Dept. Funds	\$5,000	NA	NA	NA	NA
CEI Total	\$101,680					
CSI	Tutoring Services Coordinator	\$62,600	1.0 FTE	Yes	July 2023	12-Month
CSI	Peer Mentor Coordinator	\$62,600	1.0 FTE	Yes	July 2023	12-Month
CSI	Peer Tutors	\$22,000	NA	NA	NA	NA
CSI Total	\$147,200					
NIC	Support Coordinator/FYE Coach	\$75,000	1.0 FTE	Yes	July 2023	12 month
NIC	Case Manager/FYE Coach	\$70,000	1.0 FTE	Yes	July 2023	12 month
NIC	Natural Science Consultants	\$49,900	NA	NA	NA	NA
NIC	General Education Consultants	\$37,000	NA	NA	NA	NA
NIC	CLC Operational Expenses	\$25,000	NA	NA	NA	NA
NIC Total	\$256,900					
Sub-Total	\$1,821,236					

3. Student Support

University of Idaho

- **Student support case manager.** UI has tracked an increase of reporting of behaviors of concern through our CARE program (setting yearly records). Moreover, National College Health Assessment data demonstrates the high need of support for students from a mental health perspective. Case Managers allow the university to intervene, at lower levels of concern, positively impacting retention numbers for students. It also frees up critical space in Counseling Services for more urgent student needs/assistance. Since 2015, we have hired 3 case managers, and will benefit from two additional positions.
- **Counselor.** Student use of counseling services remains in high demand, with wait times for students up to two weeks. Suicide is the No. 2 cause of death for students at the University of Idaho. The pandemic has exacerbated mental health issues for students. By creating consistent access to a mental health counselor, students will receive the support they need to stay in school and graduate.
- **Access Coordinator in Disability Services (Center for Disability, Access, & Resources).** Students seeking accommodations for disabilities has increased significantly. The broad scope of the University of Idaho in the state also necessitates that UI support requests outside of the Moscow campus. Identifying and providing accommodations requires knowledge of law, academic standards, and the ability to identify appropriate accommodations for each student. Increased demand is straining levels of current staff and delaying accommodations for students to succeed.

Idaho State University

- **Mental health counselors.** The demand for mental health support for ISU students has increased substantially prior to and during the pandemic. These counselors will have the capacity to provide remote and in-person counseling services.
- **Associate director for first year success.** This position will manage several broad and impactful first year academic initiatives, such as the Bengal Connect mentoring program, intervention programming for first year students on academic probation, and conducting interventions for students identified as at-risk. These programs are proven to improve the success and persistence of first-year students, who are the most vulnerable to stopping out.
- **Testing coordinator.** This position will oversee the Disability Services Testing Center to meet the needs of students with disabilities.

- **Financial solutions specialists.** These positions will proactively work with students who have an outstanding balance or who have missed a payment on their payment plan to set up a financial plan. These staff will also work with students facing financial difficulties and do financial education. Students who do not persist at ISU cite financial reasons as one of their top reasons for pausing their education.

Boise State University

- **Student case manager.** Located in the Dean of Students office, this position will coordinate processes and relationships needed to provide timely, holistic interventions for students navigating academic disruptions and help students stay on track toward their degree.
- **Connecting/mentoring coordinator.** This position will provide support for student mentoring to help students find connections, with a special focus on commuter, adult/non-traditional, and transfer students. Additionally, we are requesting funds for operating expenses to ensure these staff members have the basic, necessary tools to do their jobs, including computers, professional training that keeps them up to date, and travel to meet students where they are, so we can drive up the student success rate.

Lewis-Clark State College

- **Associate Dean for Student Success.** This position will report to the Vice President for Student Affairs, overseeing academic advising, campus tutoring, development grants (e.g., TRIO and CAMP), student employment, and other administrative units focused on promoting student success, retention and completion. It is integral in the college's comprehensive retention efforts.
- **Mental health counseling.** These funds will secure remote services and support software (therapy assisted online self-help) to continue to meet the growing demand for mental health support.

North Idaho College

- **Mental health counselor.** This full-time position will help meet the growing demand for mental health support, which has increased substantially prior to and during the pandemic, and provide remote and in-person counseling services.
- **Student case manager.** This position will support student retention by supporting early interventions at a lower level of concern and may coordinate awareness training, peer-to-peer support and other prevention-related activities.

College of Southern Idaho

- **Mental health counselor.** This full-time position will provide counseling in both face-to-face and telehealth modalities. This position would join two other full-time mental health counselors on the CSI main campus. We currently rely on part-time help to fill student needs.

College of Western Idaho

- **Mental health counselor.** We are unfortunately behind the national average for mental health counselors for a campus our size. This position will provide tremendous support for our students, though the need will not yet be fully satisfied. In addition to providing direct support to students with counseling services, our Counseling and Wellness Services department supports outreach and retention events, facilitates group therapy, and works to support a spectrum of other student wellness needs.

College of Eastern Idaho

- **Mental health counselor.** We currently have one counselor and this does not allow for our significant growth. We began offering mental health services to students in January 2020. As students learn of services, demand has increased significantly.
- **Financial aid support.** CEI's Financial Aid department is woefully understaffed to meet our student needs and has needed an additional counselor for several years to better support students with concerns, federal processing and compliance.

Armed Forces/Veterans Center coordinator. CEI needs to better support our large contingency of Veteran students in our service region and has been unable to do so on a full-time basis. We are seeking this full-time position; we are currently staffed part-time by ISU's TRIO Veterans grant.

#3 Student Support						
Institution	Title	Total Cost	FT or PT	Benefit Elig	Date of Hire	Term Service
UI	Support Case Manager	\$71,000	1.0 FTE	Yes	July 2023	12-month
UI	Support Case Manager	\$71,000	1.0 FTE	Yes	July 2023	12-month
UI	Counselor	\$95,880	1.0 FTE	Yes	July 2023	12-month
UI	Access Coordinator (Disability Services)	\$63,900	1.0 FTE	Yes	July 2023	12-month
UI Total		\$301,780				
ISU	Mental Health Counselor	\$97,020	1.0 FTE	Yes	July 2023	12-month
ISU	Counseling - Operating	\$7,500	NA	NA	NA	NA
ISU	Associate Director - Student Success	\$86,160	1.0 FTE	Yes	July 2023	12-month
ISU	Associate Director - Operating	\$7,500	NA	NA	NA	NA
ISU	Testing Coordinator	\$57,519	1.0 FTE	Yes	July 2023	12-month
ISU	Testing Operating	\$7,500	NA	NA	NA	NA
ISU Total		\$263,199				
Boise State	Student Case Manager	\$80,500	1.0 FTE	Yes	July 2023	12-month
Boise State	Connecting/Mentoring Coordinator	\$75,400	1.0 FTE	Yes	July 2023	12-month
Boise	Student Affairs Staff - Operating	\$15,000	NA	NA	NA	NA
BSU Total		\$170,900				
LCSC	Associate Dean - Student Success	\$123,700	1.0 FTE	Yes	July 2023	12-month
LCSC	AD Student Success - Operating	\$20,000	NA	NA	NA	NA
LCSC	Mental Health Counseling	\$30,000	NA	NA	NA	NA
LCSC Total		\$173,700				
CWI	Mental Health Counselor	\$97,020	1.0 FTE	Yes	July 2023	12-month
CWI Total		\$97,020				
CEI	Financial Aid Counselor	\$63,120	1.0 FTE	YesYes	July 2023	12-month
CEI	Veterans Support Coordinator	\$52,740	1.0 FTE	YesYes	July 2023	12-month
CEI	Mental Health Counselor	\$74,990	1.0 FTE	YesYes	July 2023	12-month
CEI	Financial Aid Dept. Fund	\$2,500	NA	NA	NA	NA
CEI	Counseling Dept. Fund	\$2,500	NA	NA	NA	NA
CEI	Veterans/Armed Forces Dept. Fund	\$2,500	NA	NA	NA	NA
CEI Total		\$198,350				
CSI	Mental Health Counselor	\$79,600	1.0 FTE	Yes	July 2023	12-month
CSI Total		\$79,600				
NIC	Mental Health Counselor	\$82,600	1.0 FTE	Yes	July 2023	12 month
NIC	Student Case Manager	\$80,500	1.0 FTE	Yes	July 2023	12 month
NIC Total		\$163,100				
Sub-Total		\$1,447,649				

Request Summary

1.Academic Advising and Career Guidance	\$3,326,748
2. Academic Support	\$1,821,236
3. Student Support	\$1,447,649
TOTAL REQUEST	\$6,595,633

FY 2024 Line Item Proposal

Joint Nuclear Program Phase II



Idaho State
University



University
of Idaho

**Joint Nuclear Program
Phase II
FY2024**

Idaho State University

University of Idaho

Problem Statement

This joint line item request is to support on-going programs from Idaho State University and the University of Idaho that focuses on Nuclear initiatives on the Idaho Falls Campus.

This joint line item request is to support on-going programs from Idaho State University (ISU) and the University of Idaho (UI) that focuses on Nuclear initiatives on the Idaho Falls Campus. In FY22, a 1-million-dollar Joint Nuclear request from ISU and UI was approved to support faculty in Engineering and Radiation Safety. This is the second phase of this joint nuclear request which focuses on engineering faculty and facilities.

Specifically, this request is to support on-going programs from Idaho State University (ISU) and the University of Idaho (UI) to focus on Nuclear initiatives on the Idaho Falls Campus. With this request, we endeavor for ISU and UI to be the partner institutions of choice for the Idaho National Laboratory (INL) as they move forward with new and expanding research, development, and demonstration of innovative advanced Nuclear Reactor research and design. This funding would provide valuable resources to help create more robust, stable, and sustainable partnerships between Idaho institutions and the INL; provide enhanced opportunities for faculty to partner with the INL; and establish more pathways for Idaho students to become involved in INL activities in research and development, as well as advanced reactor technologies. Finally, this would also help provide Idaho's students with the skills needed to fill workforce positions within the in-demand area of nuclear energy and development.

In recent years Idaho National Laboratory has rededicated its efforts to the development of innovative, safe reactor designs in support of new public and private investments in nuclear energy generation. Nuclear power is now widely seen as a carbon neutral energy source that can provide a stable backbone to renewable energy sources such as solar and wind and also provides high-temperature head that can be used for industrial processes. The focus of INL's innovation has shifted from traditional gigawatt-scale reactors to smaller reactors that fall into two categories known as Small Modular Reactors (SMRs) and Microreactors, and possibly other special reactor applications. SMRs have power production in the up to 300 megawatts, occupy a small footprint and can be sited more easily than traditional larger reactors and can be based on Light Water Reactor (LWR) technology (such as NuScale) or other advanced reactor technologies (such as gas or sodium coolant). In addition, it is hoped that common SMR designs can be mass produced to reduce overall reactor full cost. Microreactors produce electricity up to 20 megawatts and are designed to be transportable via traditional existing means. These small reactors are envisioned to supply power to remote locations and provide a source of distributed energy. The vision for reactor development and deployment in Idaho includes the UAMPS NuScale SMR to be operational by 2029 and multiple Microreactor demonstrations on the INL site within the next five years. Demonstrations of gas-cooled and sodium-cooled reactors are being planned for Washington state.

Tiered Request Description

The requests are leveled based on academic expertise, resources, facilities, and equipment needed to support continued growth of the Nuclear Engineering programs at both ISU and UI and to facilitate meaningful and robust partnerships between institutions and with the Idaho National Laboratory (INL).

1. **BASE:** *foundational elements to synthesize and strengthen the collaborative relationship between University of Idaho, Idaho State University, and INL.*
2. **QUALITY:** *Base tier plus critical elements that create educational offerings and establish pathways for Idaho faculty and students to become involved in INL activities in research and development.*
3. **ASPIRATIONAL:** *Base tier and Quality tier plus aspirational elements with the potential to create a nationally recognized HUB for Nuclear Engineering education and productivity.*

Tier 1: Base Level Request

Faculty Lines

To support INL's efforts ISU/UI must enhance existing faculty and facilities with dedicated faculty, staff, and space. We request two Nationally Ranked Full Professor full-time faculty lines (one at ISU and one at UI) to be hired FY25 spanning the disciplines of Computer Science, Chemical, Civil, Electrical, Mechanical and Nuclear Engineering, and Power Engineering with expertise that is complementary to the nuclear energy industry and the mission of INL.

We also request two staff positions, to include a Technical Records Specialist and a Research Engineer (both to be hired FY24). These positions are needed to support additional efforts within the area of nuclear energy and development, to maintain and enhance training and safety procedures, and ensure industry best practices and compliance.

Facilities and Equipment

Building sustainable partnerships between Idaho institutions and the INL, including training Idaho students with the skills needed to fill workforce positions at the INL and within nuclear energy and development, necessitates a facility that can provide needed space and accommodate the proper equipment.

Tier 1: Base Level Request						
Institution	Title	Total Cost	FTE	Benefit Eligible	Date of Hire	Term Service
ISU	Nationally Ranked Joint Nuclear Faculty	\$405,000	1.0 FTE	Yes	Fall 2023	9-Month
ISU	Start-Up Funding	\$600,000*	NA	NA	NA	NA
ISU Total: \$1,005,000						
UI	Nationally Ranked Joint Nuclear Faculty	\$405,000	1.0 FTE	Yes	Fall 2023	9-Month
UI	Start-Up Funding	\$600,000*	NA	NA	NA	NA
UI Total: \$1,005,000						
Joint	Technical Records Specialist	\$47,000	1.0 FTE	Yes	Fall 2023	12-month
Joint	Research Engineer	\$121,500	1.0 FTE	Yes	Fall 2023	12-month
Joint	Building maintenance and operation	\$500,000	NA	NA	NA	NA
Joint	Equipment and Supplies	\$500,000	NA	NA	NA	NA
Joint Total: \$1,168,500						
TOTAL: \$3,178,500						

*One-Time Funding

Tier 2: Quality Level Request

Faculty Lines

To support INL's efforts ISU/UI must enhance existing faculty and facilities with dedicated faculty, staff, and space. We request two Nationally Ranked Full Professor full-time faculty lines (one at ISU and one at UI) and two (one at ISU and one at UI) Associate Professor full-time faculty lines to be hired FY25 spanning the disciplines of Computer Science, Chemical, Civil, Electrical, Mechanical and Nuclear Engineering, and Power Engineering with expertise that is complementary to the nuclear energy industry and the mission of INL. We also request four (two at ISU and two at UI) GA positions.

We also request two staff positions – a Technical Records Specialist and a Research Engineer (both to be hired FY24). These positions are needed to support additional efforts within the area of nuclear energy and development, to maintain and enhance training and safety procedures, and ensure industry best practices and compliance.

Facilities and Equipment

Building sustainable partnerships between Idaho institutions and the INL, including training Idaho students with the skills needed to fill workforce positions at the INL and within nuclear energy and development, necessitates a facility that can provide needed space and accommodate the proper equipment.

Tier 2: Quality Level Request						
Institution	Title	Total Cost	FTE	Benefit Eligible	Date of Hire	Term Service
ISU	Nationally Ranked Joint Nuclear Faculty	\$405,000	1.0 FTE	Yes	Fall 2023	9-Month
ISU	Start-Up Funding	\$600,000*	NA	NA	NA	NA
ISU	Joint Nuclear Faculty (Associate)	\$202,500	1.0 FTE	Yes	Fall 2023	9-Month
ISU	Start-Up Funding	\$350,000*	NA	NA	NA	NA
ISU	Graduate Assistant (Masters)	\$23,793	NA	NA	NA	NA
ISU	Graduate Assistant (Doctoral)	\$27,228	NA	NA	NA	NA
ISU Total: \$1,608,251						
UI	Joint Nuclear Faculty (Full)	\$405,000	1.0 FTE	Yes	Fall 2023	9-Month
UI	Start-Up Funding	\$600,000*	NA	NA	NA	NA
UI	Joint Nuclear Faculty (Associate)	\$202,500	1.0 FTE	Yes	Fall 2023	9-Month
UI	Start-Up Funding	\$350,000*	NA	NA	NA	NA
UI	Graduate Assistant (Masters)	\$23,793	NA	NA	NA	NA
UI	Graduate Assistant (Doctoral)	\$27,228	NA	NA	NA	NA
UI Total: \$1,608,521						
Joint	Technical Records Specialist	\$47,000	1.0 FTE	Yes	Fall 2023	12-month

Joint	Research Engineer	\$121,500	1.0 FTE	Yes	Fall 2023	12-month
Joint	Building maintenance and operation	\$500,000	NA	NA	NA	NA
Joint	Equipment and Supplies	\$500,000*	NA	NA	NA	NA
Joint Total: \$1,168,500						
QUALITY SUB-TOTAL: \$4,385,542						

*One-Time Funding

Tier 3: Aspirational Level Request

Faculty Lines

To support INL's efforts ISU/UI must enhance existing faculty and facilities with dedicated faculty, staff, and space. We request two Assistant Professor (one at ISU and one at UI), two (one at ISU and one at UI) Associate Professor, and two (one at ISU and one at UI) Nationally Ranked Full Professor full-time faculty lines to be hired FY25 spanning the disciplines of Computer Science, Chemical, Civil, Electrical, Mechanical and Nuclear Engineering, and Power Engineering with expertise that is complementary to the nuclear energy industry and the mission of INL. We also request eight (four at ISU and four at UI) GA positions.

We also request two staff positions – a Technical Records Specialist and a Research Engineer (both to be hired FY24). These positions are needed to support additional efforts within the area of nuclear energy and development, to maintain and enhance training and safety procedures, and ensure industry best practices and compliance.

Facilities and Equipment

Building sustainable partnerships between Idaho institutions and the INL, including training Idaho students with the skills needed to fill workforce positions at the INL and within nuclear energy and development, necessitates a facility that can provide needed space and accommodate the proper equipment.

Tier 3: Aspirational Level Request						
Institution	Title	Total Cost	FTE	Benefit Eligible	Date of Hire	Term Service
ISU	Joint Nuclear Faculty (Assistant)	\$169,125	1.0 FTE	Yes	Fall 2023	9-Month
ISU	Start-Up Funding	\$250,000*	NA	NA	NA	NA
ISU	Joint Nuclear Faculty (Associate)	\$202,500	1.0 FTE	Yes	Fall 2023	9-Month
ISU	Start-Up Funding	\$350,000*	NA	NA	NA	NA
ISU	Nationally Ranked Joint Nuclear Faculty	\$405,000	1.0 FTE	Yes	Fall 2023	9-Month
ISU	Start-Up Funding	\$600,000*	NA	NA	NA	NA
ISU	Graduate Assistant (Masters)	\$23,793	NA	NA	NA	NA
ISU	Graduate Assistant (Masters)	\$23,793	NA	NA	NA	NA
ISU	Graduate Assistant (Doctoral)	\$27,228	NA	NA	NA	NA
ISU	Graduate Assistant (Doctoral)	\$27,228	NA	NA	NA	NA
ISU Total: \$2,078,667						

UI	Joint Nuclear Faculty (Assistant)	\$169,125	1.0 FTE	Yes	Fall 2023	9-Month
UI	Start-Up Funding	\$250,000*	NA	NA	NA	NA
UI	Joint Nuclear Faculty (Associate)	\$202,500	1.0 FTE	Yes	Fall 2023	9-Month
UI	Start-Up Funding	\$350,000*	NA	NA	NA	NA
UI	Joint Nuclear Faculty (Full)	\$405,000	1.0 FTE	Yes	Fall 2023	9-Month
UI	Start-Up Funding	\$600,000*	NA	NA	NA	NA
UI	Graduate Assistant (Masters)	\$23,793	NA	NA	NA	NA
UI	Graduate Assistant (Masters)	\$23,793	NA	NA	NA	NA
UI	Graduate Assistant (Doctoral)	\$27,228	NA	NA	NA	NA
UI	Graduate Assistant (Doctoral)	\$27,228	NA	NA	NA	NA
UI Total: \$2,078,667						
Joint	Technical Records Specialist	\$47,000	1.0	Yes	Fall 2023	12-month
Joint	Research Engineer	\$121,500	1.0	Yes	Fall 2023	12-month
Joint	Building maintenance and operation	\$500,000	NA	NA	NA	NA
Joint	Equipment and Supplies	\$500,000*	NA	NA	NA	NA
Joint Total: \$1,168,500						
ASPIRATIONAL SUB-TOTAL: \$5,325,834						

*One Time Funding

Request Summary

<i>Base</i>	Joint Nuclear Faculty Facilities and Equipment	\$ 3,178,500
<i>Quality</i>	Joint Nuclear Faculty Facilities and Equipment	\$ 4,385,542
<i>Aspirational</i>	Joint Nuclear Faculty Facilities and Equipment	\$ 5,325,834
TOTAL REQUEST – ASPIRATIONAL TIER		\$ 12,889,876

AGENCY: College and Universities

FUNCTION: Systemwide Needs

ACTIVITY: Adult Learner Services

Agency No.: 511

Function No.: 05

Activity No.:

FY 2024 Request

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Original Submission X or

Revision No. ____

Higher Education Research Council Coordinator Position					
A: Decision Unit No: 12.01	Title:		Priority Ranking 1 of 1		
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	0.5				0.5
PERSONNEL COSTS:					
1. Salaries	\$34,800				\$34,800
2. Benefits	11,200				11,200
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$46,000				\$46,000
OPERATING EXPENDITURES by summary object:					
1. Travel	\$1,000				\$1,000
TOTAL OPERATING EXPENDITURES:	\$1,000				\$1,000
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	\$50,000				\$50,000

Request Narrative

1. Explain the request and provide justification for the need.

The Higher Education Research Council (HERC) manages and distributes \$4 million annually to support higher education research and economic development through Idaho's IGEM and EPSCoR programs. The Council has no dedicated staff support to ensure accountability of these expenditures. Minimal administrative support has been provided by various OSBE staff over the years, but dedicated support is needed. The Board authorized the expenditure of a small fraction of the ongoing OSBE systemwide budget to support a contractor during FY 2022 and 2023 to determine the amount of support needed in an ongoing basis. This contractor has provided a report that indicates 0.5 FTP will be sufficient to support HERC going forward.

2. If a supplemental, what emergency is being addressed? N/A
3. Specify the authority in statute or rule that supports this request. N/A
4. Indicate existing base of PC, OE, and/or CO by source for this request. \$50,000 repurposed from existing funds
5. What resources are necessary to implement this request? 0.5 FTE and computer. Position will be fully remote, so no office space allocation needed.
6. List positions, pay grades, full/part-time status, benefits, terms of service.

Title	Salary	FT or PT	Benefit Elig	Date of Hire	Term Service
HERC Program Coordinator	\$37	PT 0.5 FTE	Yes	July 1, 2023	12-month

7. Will staff be re-directed? If so, describe impact and show changes on org chart. Existing systemwide budget will be reallocated for this position.
8. Detail any current one-time or ongoing OE or CO and any other future costs. The request is for ongoing OE repurposed from existing funding.
9. Describe method of calculation (RFI, market cost, etc.) and contingencies. Rate is based on current consultant rate and informal RFI process conducted to hire current consultant.
10. Provide detail about the revenue assumptions supporting this request. There are no revenue assumptions supporting this request.
11. Who is being served by this request and what is the impact if not funded? The Higher Education Research Council determined that there are two significant risks associated with the \$4M in research funding allocated under its purview: 1. That money is spent on projects that do not lead to economic development for the state, and 2. That money is spent inappropriately with potential political and legal consequences. The HERC Coordinator Position will allow HERC to improve its strategic activities (to address risk 1) and to improve its accountability processes (to address risk 2). This position will benefit all HERC members, the researchers funded by HERC, and the industries impacted by the research funded. Ultimately, the position will benefit the economic development of the State of Idaho.

IT Narrative (If applicable)

1. How does this request conform with your agency's IT plan?
2. Is your IT plan approved by the Office of Information Tech. Services?
3. Does the request align with the state's IT plan standards?
4. Attach any supporting documents from ITS or the Idaho Tech. Authority.
5. What is the project **timeline**?

AGENCY: College and Universities

FUNCTION: Systemwide Needs

ACTIVITY: Adult Learner Services

Agency No.: 511

Function No.: 05

Activity No.:

FY 2024 Request

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Original Submission X or

Revision No. ____

A: Decision Unit No: 12.01		Title: Academic Technologist Position			Priority Ranking 1 of 1
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	1.00				1.00
PERSONNEL COSTS:					
1. Salaries	\$74,200				\$74,200
2. Benefits	23,800				23,800
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$98,000				\$98,000
OPERATING EXPENDITURES by summary object:					
1. Travel	\$1,000				\$1,000
TOTAL OPERATING EXPENDITURES:	\$1,000				\$1,000
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	\$102,000				\$102,000

Request Narrative

1. Explain the request and provide justification for the need.
Over the past several years, and particularly since the COVID-19 pandemic, the need for expertise in the area of academic technology at the Office of the State Board of Education has increased significantly. The development of a statewide digital campus, which includes Online Idaho, a statewide learning management system, and other technology-related supports for teaching and learning, have all contributed to this staffing need.
2. If a supplemental, what emergency is being addressed? N/A
3. Specify the authority in statute or rule that supports this request. N/A
4. Indicate existing base of PC, OE, and/or CO by source for this request. N/A
5. What resources are necessary to implement this request? Salary and benefits for 1.0 FTE Academic Technologist position, plus computer and travel costs.

6. List positions, pay grades, full/part-time status, benefits, terms of service.

Title	Salary	FT or PT	Benefit Elig	Date of Hire	Term Service
Academic Technologist	\$74,242	FT 1.00 FTE	Yes	July 1, 2023	12-month

7. Will staff be re-directed? If so, describe impact and show changes on org chart. No resources will be reallocated for this request.
8. Detail any current one-time or ongoing OE or CO and any other future costs. The request is for ongoing OE of \$102,000 with no one-time OE or CO.
9. Describe method of calculation (RFI, market cost, etc.) and contingencies. The request was calculated using market cost projections based on similar positions at Idaho public postsecondary institutions.
10. Provide detail about the revenue assumptions supporting this request. There are no revenue assumptions supporting this request.
11. Who is being served by this request and what is the impact if not funded? The Academic Technologist will support statewide initiatives like Online Idaho, Learning Management Systems, and tools for teaching and learning. The ultimate beneficiaries of this request are postsecondary students who need more flexibility in their higher education experience. Other beneficiaries will include faculty and staff at the institutions working on online education and rural/remote citizens of the state who may find a better path to postsecondary education through efforts like Online Idaho.

IT Narrative (If applicable)

1. How does this request conform with your agency's IT plan?
2. Is your IT plan approved by the Office of Information Tech. Services?
3. Does the request align with the state's IT plan standards?
4. Attach any supporting documents from ITS or the Idaho Tech. Authority.
5. What is the project **timeline**?

AGENCY: COLLEGE AND UNIVERSITIES

Agency No.: 510

FY 2024 Request

FUNCTION: Systemwide Needs

Function No.: 05

Page ____ of ____ Pages

ACTIVITY: General Education

Activity No.:

Original Submission X or

Revision No. ____

A: Decision Unit No: 12.03		Title: Apply Idaho Project Manager			Priority Ranking 3 of 3
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	1.0				1.0
PERSONNEL COSTS:					
1. Salaries	\$64,200				\$64,200
2. Benefits	23,800				23,800
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$88,000				\$88,000
OPERATING EXPENDITURES by summary object:					
1. Travel	\$1,000				\$1,000
TOTAL OPERATING EXPENDITURES:	\$1,000				\$1,000
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	\$92,000				\$92,000

Request Narrative

1. Explain the request and provide justification for the need.

APPLY IDAHO: Open year-round to Idaho high school seniors and Idaho high school graduates

Declining go-on rates continue to indicate that the decision to attend college/university is being delayed (at best) and dismissed (at worst). As the ranks of students abandoning 2- and 4-year degrees grows, the sense of those diplomas' worth diminishes and the opportunity to engage with these would-be-students—either to change their minds or to adopt programs that better answer their needs—evaporates. Non-traditional students who consider attending college years after they enter the workforce have a more difficult time navigating the college or university onramp. Most never realize it is still a viable option.

Currently, Apply Idaho is open October 1 through June 30 and is only available to Idaho high school seniors. This does not meet the needs of young people:

- who are returning from religious service
- who have delayed a postsecondary decision because of the pandemic uncertainty, cost, or other reasons
- who have completed military service
- who are seeking to enhance or change careers
- who have some college and no degree especially those with 15 or more dual credits taken in high school

We know the further away from high school graduation, the less likely Idahoans are to engage with postsecondary education, even part time.

Issues that Year-Round Apply Idaho could Solve:

- Decreased in-state enrollment
- Decreased go-on rates of young men
- Decreased transfer rates from community college to four-year institutions
- Increased demand for “skilled workers”
- Increased variety and scope of “new” industries

Benefits that Year-Round Apply Idaho would Offer:

- Statewide, institution-agnostic, common messaging and marketing
- Statewide, institution-agnostic, common Idaho application process
- Guaranteed no fees
- Expanded, consistent visibility for all Idaho institutions with more prospective students
- Make the option to go to college a life-long possibility; not the exclusive (or perceived) domain of adolescents.
- Demonstrate greater (and more deliberate) legislative, economic, workforce support for continuing education via Idaho institutions.

Apply Idaho was implemented to support the promise of Direct Admissions; the promise that postsecondary options exist for ALL high school seniors. Apply Idaho has proven the value of a short, digital, no-frills college application for Idaho high school **current-year** seniors and, today, makes the actual submission process instantaneous. *(College representatives are expected to respond within ten days.)*

Apply Idaho has a tremendous opportunity to become available **year-round** and to **ALL Idaho high school graduates**.

2. If a supplemental, what emergency is being addressed? N/A
3. Specify the authority in statute or rule that supports this request. [NA if not supplemental] N/A
4. Indicate existing base of PC, OE, and/or CO by source for this request. [indicate if this is an increase in an existing program/service, do not necessarily need \$, but can state it is a 10% increase or an increase from 3.00 FTE to 4.00 FTE etc.]

N/A

5. What resources are necessary to implement this request? [personnel (how many positions), operating (what for such as advertising, office supplies, etc.), capital outlay (computer, desk etc. if new position), program startup (new software, training, etc.)]

We are requesting a full-time permanent Project Manager 1 position to manage the evolution of Apply Idaho to a year-round process open to all Idaho high school graduates as well as manage the annual release and oversight of the Apply Idaho application and Direct Admissions program.

6. List positions, pay grades, full/part-time status, benefits, terms of service.

Title	Salary	FT or PT	Benefit Elig	Date of Hire	Term Service
Project Manager 1	\$64,242	FT 1.00 FTE	Yes	July 1, XXXX	12-month

7. Will staff be re-directed? If so, describe impact and show changes on org chart.[are we reallocating any resources?]

No resources will be reallocated for this request.

8. Detail any current one-time or ongoing OE or CO and any other future costs.[detail the request is for ongoing OE and one-time CO from the general fund and any other future costs that may be requested later]

This request is for ongoing support of \$92,000 for 1 FTE = PE (\$88,000 in salary and benefits), on-going OE (\$1,000) and one-time CO (\$3,000).

9. Describe method of calculation (RFI, market cost, etc.) and contingencies.[what did you base your costs off of, CUPA median for salaries, estimates using a RFI, etc.]

Continued costs for this program are based on the providing access to 1,000 Idaho users annually and is based on the current year's pilot contract costs.

10. Provide detail about the revenue assumptions supporting this request.[ex: whether there is a new customer base, fee structure changes, or anticipated grant awards]

There are no revenue assumptions supporting this request.

11. Who is being served by this request and what is the impact if not funded?[who are the target customers, etc.]

The Apply Idaho Program Manager 1 will manage the evolution of Apply Idaho to a year-round process open to all Idaho high school graduates as well as manage the annual release and oversight of the Apply Idaho application and Direct Admissions program.

Benefits of having a position fully committed to reducing barriers to postsecondary enrolment and attainment via Apply Idaho include:

Helping solve:

- Decreased in-state enrollment
- Decreased go-on rates of young men
- Decreased transfer rates from community college to four-year institutions
- Increased demand for “skilled workers”
- Increased variety and scope of “new” industries

Would Offer:

- Statewide, institution-agnostic, common messaging and marketing
- Statewide, institution-agnostic, common Idaho application process
- Guaranteed no fees
- Expanded, consistent visibility for all Idaho institutions with more prospective students
- Make the option to go to college a life-long possibility; not the exclusive (or perceived) domain of adolescents.
- Demonstrate greater (and more deliberate) legislative, economic, workforce support for continuing education via Idaho institutions.

Without funding for this position OSBE does not have the resources to evolve Apply Idaho to serve all Idaho graduates so those:

- who are returning from religious service
- who have delayed a postsecondary decision because of the pandemic uncertainty, cost, or other reasons

- who have completed military service
- who are seeking to enhance or change careers
- who have some college and no degree especially those with 15 or more dual credits taken in high school

Will have to continue to pay application fees and struggle navigating the college application process when they are ready to reengage with our postsecondary institutions.

IT Narrative (If applicable)

1. How does this request conform with your agency's IT plan?
2. Is your IT plan approved by the Office of Information Tech. Services?
3. Does the request align with the state's IT plan standards?
4. Attach any supporting documents from ITS or the Idaho Tech. Authority.
5. What is the project **timeline**?

AGENCY: Lewis-Clark State College

FUNCTION: General Education

ACTIVITY: CyberSecurity Framework
Support

Agency No.: 511

Function No.: 05

Activity No.:

FY 2024 Request

Page ____ of ____ Pages

Original Submission X or

Revision No. ____

A: Decision Unit No: 12.02		Title: CyberSecurity Framework Support			Priority Ranking 2 of 3
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by summary object:					
1. Operating Expenses	\$115,000				\$115,000
TOTAL OPERATING EXPENDITURES:	\$115,000				\$115,000
CAPITAL OUTLAY by summary object:					
1. PC and workstation					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$115,000				\$115,000

Description:

Cybersecurity hardware is requested to fully implement the Governor's Cybersecurity Executive Order 2017-02, and to address critical and increasing security controls and needs included in the Order.

Cybersecurity tools are critical in managing a sustainable, secure technology environment. A breach is expensive and includes mitigation costs, system restoration, and reputational harm as those attacking the systems get better at misleading people and circumventing security systems. New and more complete cybersecurity technology systems are required to maintain the security necessary to protect an organization against these increasing attacks. The request is for hardware-based physical systems. This request differs from the FY 2023 cybersecurity request as it supports physical systems focused on keeping locally stored and managed data secure, as opposed to the previously requested software systems, which will focus on cloud-hosted systems and data transfers.) Please

note that “locally stored” means data stored on a computer or server that is physically located at the college.

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?

An annual operating budget in the amount of \$115,000 is being requested to purchase and maintain cybersecurity systems that will be used to secure locally stored and managed data. This includes additional storage for the SIEM system as it has to store and analyze far more data than was needed two years ago; a Unified Threat Management (UTM) tool to use in alignment with our next-generation firewall; complete disk encryption systems that will remotely manage disk encryption for all locally stored data; an improved Network Access Control (NAC) system to allow the college to implement security policies on devices and users attempting to access the network; and the server hardware necessary for virtual desktop implementation to provide ultra-secure desktop environments where protected Personally Identifiable Information is frequently processed.

- a. If a supplemental request, explain how this request arises to the level of being an emergency for the agency.

N/A

2. Indicate the specific source of authority, whether in statute or rule, that supports this request.

The Governor's Cybersecurity Task Force Recommendations from 2021 and the new GLBA audit rules updated in January 2022 require increased cybersecurity and accountability.

3. What is the agency staffing level, OE, or CO for this activity currently and how much funding, by source, is in the Base?

LC State will reallocate internal resources for an Information Security Engineer position to manage all new systems.

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.

N/A

- 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.

LC State will reallocate internal resources for an Information Security Engineer position to manage all new systems.

- c. List any additional operating funds and capital items needed and note onetime versus ongoing costs.

LC State will be requesting \$318,000 in one-time capital outlay through a maintenance request to replace existing hardware and provide the technology base necessary to support the college and the new cybersecurity systems. The \$115,000 will be used to cover ongoing and annual expenses. There is no revenue increase projected to offset the costs. The costs will assist with cybersecurity improvements and compliance with audit requirements.

- 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)?

Hardware was estimated through vendors to determine the costs.

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.

One-time requests are projected at \$318,000 and are needed to replace existing equipment to form a base for the minimum requirements necessary to support the college with the new cybersecurity systems. The \$115,000 will be used to cover ongoing and annual expenses. There is no revenue increase projected to offset the costs. The costs will assist with cybersecurity improvements and compliance with audit requirements.

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?

The students and employees of Lewis Clark State College, both past and present, will be served by funding this request and minimizing the possibility and impact of a cybersecurity incident or breach. Given the increased attacks on state agencies and higher education institutions, the likelihood of an extensive criminal cybersecurity attack against LC State is very high. The impact of a successful attack will almost certainly cost several hundred thousand dollars or more.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

N/A

AGENCY: Lewis-Clark State College

FUNCTION: General Education

ACTIVITY: Employee Compensation

Agency No.: 511

Function No.: 05

Activity No.:

FY 2024 Request

Page ____ of ____ Pages

Original Submission X or

Revision No. ____

A: Decision Unit No: 12.03		Title: Employee Compensation			Priority Ranking 3 of 3
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries	\$ 119,000				\$ 119,000
2. Benefits	\$24,300				\$24,300
TOTAL PERSONNEL COSTS:	\$143,300				\$143,300
OPERATING EXPENDITURES by summary object:					
1. Operating Expenses					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
1. PC and workstation					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$143,300				\$143,300

Description:

Employee compensation, as an institution, is the overall top priority for Lewis-Clark State College. Employee compensation assists with recruiting and retaining high quality employees. This request aligns with LC's strategic goal to address compensation for employees and the State's recommendation to hire in at 80% of the respective median.

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?

LC State is struggling with recruiting and retaining faculty and staff. Being competitive with salary will help LC to compete in the scarce regional and national

market. The request is to bring all employees up to 80% of their respective median comparators and to bring employees with 15 or more years of service to 90% (based on FY 2023 salaries and comparators).

- a. If a supplemental request, explain how this request arises to the level of being an emergency for the agency.

N/A

2. Indicate the specific source of authority, whether in statute or rule, that supports this request.

The Division of Human Resources' annual "FY 2023 Change in Employee Compensation and Benefits Report" (p.10) references the legislature funding new full-time positions at 80% of the policy or median rate. This request is asking to fund all positions, new and existing, at 80% of the median.

3. What is the agency staffing level, OE, or CO for this activity currently and how much funding, by source, is in the Base?

N/A

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.

The request is not for new positions but for \$119,000 in salary and \$24,300 in fringe benefits to fund an 80% of median increase for three classified, five professionals, and six faculty positions and a 90% of median increase for one professional and one faculty member with 15 or more years 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.

N/A

- c. List any additional operating funds and capital items needed

and note onetime versus ongoing costs.

N/A

- 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)?

CUPA and the State Classified pay scale are the basis for the request.

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.

The anticipated impact is employee retention, no new revenue is expected.

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?

The impact if not funded is the loss of high-quality employees and lack of recruitment ability for new employees.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

N/A

AGENCY: Division of Career Technical Education

Agency No.: 503

FY 2024 Request

FUNCTION: Multiple

Function No.: Multiple

Page ____ of ____ Pages

ACTIVITY:

Activity No.:

Original Submission X or

Revision No. ____

A: Decision Unit No: 12.01		Title: Personnel			Priority Ranking 1 of 5
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	6.00				6.00
PERSONNEL COSTS:					
1. Salaries	398,800				398,800
2. Benefits	162,300				162,300
3. Group					
TOTAL PERSONNEL COSTS:	561,100				561,100
OPERATING EXPENDITURES by summary object:					
1. Travel	7,000				7,000
TOTAL OPERATING EXPENDITURES:	7,000				7,000
CAPITAL OUTLAY by summary object:					
1. Computers & Equipment	13,800				13,800
2. Furniture	9,000				9,000
TOTAL CAPITAL OUTLAY:	22,800				22,800
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	590,900				590,900

Request Narrative**1. Explain the request and provide justification for the need.**

See attached narrative.

2. If a supplemental, what emergency is being addressed?

N/A

a. Specify the authority in statute or rule that supports this request.

N/A

3. Indicate existing base of PC, OE, and/or CO by source for this request.

None

4. What resources are necessary to implement this request?

Computer and workstation furnishings (see attached schedule)

5. List positions, pay grades, full/part-time status, benefits, terms of service.

See attached schedule.

6. Will staff be re-directed? If so, describe impact and show changes on org chart.

No.

7. Detail any current one-time or ongoing OE or CO and any other future costs.

Ongoing OE = \$7,000; one-time CO = \$22,800

See attached schedule.

8. Describe method of calculation (RFI, market cost, etc.) and contingencies.

Calculated per budget manual. See attached schedule.

9. Provide detail about the revenue assumptions supporting this request.

No revenue is anticipated related to this request.

10. Who is being served by this request and what is the impact if not funded?

This request supports the agency staffing level by adding labor hours with specialized skills required by the growing demands of facilitating career technical education (CTE) in Idaho. Without the additional personnel, the agency will lag in timeliness of information and support of educational partners and other stakeholders across the state.

IT Narrative (If applicable)

1. How does this request conform with your agency's IT plan?
2. Is your IT plan approved by the Office of Information Tech. Services?
3. Does the request align with the state's IT plan standards?
4. Attach any supporting documents from ITS or the Idaho Tech. Authority.
5. What is the project timeline?

Attach supporting documentation sufficient to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

Line-Item Request – FY 2024

Personnel Narrative

The Idaho Division of Career Technical Education (IDCTE) requests the following personnel positions starting in fiscal year 2024.

Chief Deputy/Chief of Staff

The Administrator currently has 11 direct reports along with internal operations. In an effort to allow for additional engagement with stakeholders and provide additional support for the operations of the office, this position is being requested.

Assistant Director of Federal and Related Programs

Adult education programs and GED, Perkins and Methods of Administration, Apprenticeships, and Fire Services Training continue to see growth. Additionally, the Division completed a restructure in the Spring of 2020 and divided program services into three units. While originally planned to have this position be a dual role of a program director overseeing their portfolio and the FRP team, it has been identified the number of staff to supervise and lead creates the need to be separated from one of the portfolios.

Buyer, Senior

This position would perform or manage all procurement and asset management functions including contract review, purchase orders/requisitions, inventory management and surplus property. They would also ensure compliance with all agency, state and federal grant requirements. This position would report to the Financial Specialist, Senior.

The addition of this position would alleviate the over-extension of the two existing core fiscal employees as well as the workload of the Chief Fiscal Officer to enable more timely information and agency support. This position would also improve segregation of duty and improve other internal controls.

Coordinator – Professional Development

The Division brought new CTE Educator training in house beginning in FY21. Since then, our enrollments have grown to over 200 individuals being supported and serviced through our InSpIRE Ready! Program. With the anticipation of continued growth of new teachers and the desire from educators for additional on-going training, this position would support the professional development needs of CTE educators.

Technical Records Specialist 2 – Performance Management

With the increased growth of programs, the performance management team has experienced significant growth in the demands of data reporting and analysis, assessment administration, and SkillStack® use. With continued growth and demand of secondary, postsecondary and adult programs, additional staffing is needed to deliver the level of customer service desired by stakeholders.

Coordinator – Fire Service Training

Fire Service Training (FST) in Idaho continues to see increased demand for training and industry-recognized testing. Currently, FST has a coordinator assigned to training. This position would increase support and services for testing coordination and processing of IFSAC certifications and certificates.

Line-Item Request — FY 2024 ATTACHMENT 12

Personnel Schedule

Personnel Costs	FTP	Class	Pay Grade	FLSA	80% of Policy	Rate Rqstd	Salary	Benefits			Total Personnel
								Health	Variable	Total	
EDEA - Administration											
Chief of Staff	1.0		00	Q	N/A	55.29	115,000	13,750	22,955	36,700	151,700
Buyer, Senior	1.0	01538	K	Q	23.31	24.10	50,100	13,750	10,006	23,800	73,900
Tech Rec Spcl 2 (PM)	1.0	01103	I	C	18.46	18.46	38,400	13,750	7,879	21,600	60,000
Total EDEA	3.0						203,500	41,250	40,840	82,100	285,600
EDED - Educator Services											
Coordinator (PD)	1.0	34018	L	Q	26.33	26.33	54,800	13,750	10,931	24,700	79,500
Total EDED	1.0						54,800	13,750	10,931	24,700	79,500
EDEJ - Related Programs											
Asst Dir Related Prgms	1.0	41008	N	Q	32.88	38.69	80,500	13,750	16,063	29,800	110,300
Coordinator (FST)	1.0	34018	L	Q	26.33	28.85	60,000	13,750	11,978	25,700	85,700
Total EDEJ	2.0						140,500	27,500	28,041	55,500	196,000
Total Personnel	6.0						398,800	82,500	79,812	162,300	561,100

Operating Expenditures

	Total
Travel - Chief of Staff (EDEA)	5,000
Travel - Asst Director (EDEJ)	2,000
Total Operating	7,000

Capital Outlay (One-Time)

	Qty	Cost	Extended
Computers and Equipment	6	2,300	13,800
Furniture	6	1,500	9,000
Total Capital			22,800

AU allocation: EDEA \$11,400; EDED \$3,800; EDEJ \$7,600

Total Request

590,900

Summary by Appropriation Unit

	PC (50)	OE (55)	CO (70)	Total
EDEA - Administration	285,600	5,000	11,400	302,000
EDED - Educator Services	79,500		3,800	83,300
EDEJ - Related Programs	196,000	2,000	7,600	205,600
Total General Fund	561,100	7,000	22,800	590,900

AGENCY: Idaho Division of Career Technical Ed

Agency No.: 503

FY 2024 Request

FUNCTION: Postsecondary

Function No.: EDEC

Page ____ of ____ Pages

ACTIVITY:

Activity No.:

Original Submission X or

Revision No. ____

A: Decision Unit No: 12.02		Title: Postsecondary Operating Support			Priority Ranking 2 of 5
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	5.12				5.12
PERSONNEL COSTS:					
1. Salaries	332,000				332,000
2. Benefits	129,700				129,700
3. Group Position Funding	0				0
TOTAL PERSONNEL COSTS:	461,700				461,700
OPERATING EXPENDITURES					
by summary object:					
1. Employee Development	0				0
2. Repair and Maintenance Services	0				0
3. Administrative Services	0				0
4. Computer Services	0				0
5. Employee Travel	0				0
6. Administrative Supplies	0				0
7. Computer Supplies	0				0
8. Institutional Supplies	0				0
9. Specific Use Supplies	65,700				65,700
10. Miscellaneous	0				0
TOTAL OPERATING EXPENSE:	65,700				65,700
CAPITAL OUTLAY					
by summary object:					
1. Computer Equipment	42,300				42,300
TOTAL CAPITAL OUTLAY:	42,300				42,300
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	569,700				569,700

Description:

Summary page for the following 22 pages of support.

Postsecondary Line-Item Request Summary - FY 2024

ATTACHMENT 13

		Radiology Technology Assistant Professor	Marketing and Communications	Personnel Market Rate Adjustments	Lab Equipment	Automation Engineering Technology	Occupational Therapy Faculty	Clinical Instructor	Medical Lab Technician	
Priority	1	1	1	2	1	1	2	1		All
General Fund (10000)	R1 - NIC	R2 - LCSC	R3 - CWI		R4 - CSI	R5 - ISU		R6 - CEI		Total
Personnel Costs										
Salaries	68,000		50,000		47,000	65,500	32,800	68,700		332,000
Benefits	20,200		18,200		23,200	27,500	13,800	26,800		129,700
Total Personnel Costs	88,200	0	68,200		70,200	93,000	46,600	95,500		461,700
FTP	1.00		0.62		1.00	1.00	0.50	1.00		5.12
Operating Expenditures										
5701 - Specific Use Supplies		55,700			10,000					65,700
Total Operating Expense	0	55,700	0		10,000	0	0	0		65,700
Capital Outlay (One-Time)										
6501 - Educ - Material/Equip			42,300							42,300
Total Capital Outlay	0	0	0	42,300	0	0	0	0		42,300
Total Request	88,200	55,700	68,200	42,300	80,200	93,000	46,600	95,500		569,700
	88,200	55,700	110,500		80,200	139,600		95,500		569,700
3% Cap	88,200	55,700	110,500		92,200	140,900		95,500		583,000
Balance	0	0	0		12,000	1,300		0		13,300

FY 2024 Line Item Proposal

1. Agency name(s): North Idaho College – Health Professions Division
2. Line item title: Radiology Technology Program Assistant Professor
3. Problem statement: The Radiology Technology Program is planning to move to admitting a new cohort of 10 students on an annual basis. Currently a new cohort of 10 students is admitted every other year. There is a workforce shortage of radiology technologists and the advisory board has requested NIC increase the number of students we admit. In order to add the additional students, it will be a requirement of the JCERT accrediting body that we hire a second full time faculty member.
4. Request description: It will be necessary to hire a full time faculty member with the credentials to teach radiology technology courses and oversee students in the clinical settings. The individual will need to have to be at least bachelor's prepared and preparation at the master's degree level is preferred. The position will be on a 211 day contract.
5. Estimated total cost \$88,200 and 1 FTP:
 - Salary: \$68,000
 - Benefits: \$20,200

Lewis-Clark State College

Line-Item Request - FY 2024

Priority: 1

Line Item Title: Marketing & Communications

If this request includes personnel, complete the following:

Ongoing or One-Time	Hourly Rate*	FTP	Position Title	Pay Grade	Terms of Service
------------------------	-----------------	-----	----------------	--------------	---------------------

0.00	0.000				
------	-------	--	--	--	--

	Ongoing	One-Time	Account
Personnel Costs			
Salaries	0		
Benefits	0		
Group			
Total	0	0	0

Operating Expenditures (by Summary Account)

5001	55,700	Communications
------	--------	----------------

Total	55,700	0	55,700
-------	--------	---	--------

Capital Outlay (by Summary Account)

Total	0	0	0
-------	---	---	---

Total Request	55,700	0	55,700
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Lewis-Clark State College

Line-Item Questions - FY 2024

Priority 1 - Marketing & Communications

Supports institution and SBE strategic plans, describe.

This support will help increase marketing and visibility of the LC State CTE programs. We anticipate using this amount to assist our current marketing plan and expanding to reach more potential students.

1) Explain the request and provide justification for the need.

This request is for general marketing and communications funds to help supplement the current LC State marketing and communications budget.

2) If a supplemental, what emergency is being address?

[N/A if not a supplemental request]

N/A

3) Indicate existing base of PC, OE and/or CO by source for this request.

[Increase in an existing program/service; if you don't need \$ then state % increase in FTP from X to X, etc.]

This is an increase in OE to help supplement marketing and advertising expenses

4) What resources are necessary to implement this request?

[# of FTP, types of operating expenses, types of capital, program start-up such as new software or training, etc.]

N/A

5) [Completed within "Budget" sheet]

6) Will staff be redirected? If so, describe impact and show changes on organizational chart.

[Reallocating any resources?]

No

7) Detail any current one-time or ongoing OE or CO and any future costs.

[Describe any future obligations.]

This amount will help the visibility of the CTE programs with marketing and advertising

8) Describe method of calculation (RFI, market cost, etc.) and any contingencies.

[Basis for your costs: CUPA median for salaries, estimates using RFI, etc.]

9) Provide detail about the revenue assumptions supporting this request.

[For instance, is there a new customer base, fee structure, anticipated grant, etc.]

10) Who is being served by this request and what is the impact if not funded?

[Who are the target customers, etc.]

This request will serve students and industry in the region and the state. It will help expand the programs to reach additional industries including serving local reservations

IT Narrative (only if applicable for significant IT requests)

1. How does this request conform with your agency's IT plan?
2. Is your IT plan approved by the Office of Information Technology Services?
3. Does the request align with the state's IT plan standard?
4. Attach any supporting documents from ITS or the ITA.
5. What is the project timeline?

N/A

College of Western Idaho

Line-Item Request - FY 2024

Priority: 1

Line Item Title: Market Adjustments

If this request includes personnel, complete the following:

Ongoing or One-Time	Hourly Rate*	FTP	Position Title	Pay Grade	Terms of Service
Ongoing	40.00	0.470	IT Market wage adjustment		
Ongoing	35.00	0.150	Law Enforcement POST instructors and part-time		

 75.00 0.620

	Ongoing	One-Time	Account
Personnel Costs			
Salaries	50,000		
Benefits	18,200		
Group			
Total	68,200	0	68,200

Operating Expenditures (by Summary Account)

 Total 0 0 0
Capital Outlay (by Summary Account)

 Total 0 0 0

Total Request 68,200 0 68,200

College of Western Idaho

Line-Item Questions - FY 2024

Priority 1 - Market Adjustments

Supports institution and SBE strategic plans, describe.

SBE strategic plan Goal 3 states: Idaho public colleges and universities and Career Technical programs fuel a strong workforce pipeline evidenced through a greater number of students completing certificates and/or degrees, including workforce credentials. Additionally, under Goal 4: Workforce Readiness, Objective A, it states: Prepare student to efficiently and effectively enter and succeed in the workforce.

CWI has an Idaho POST certified Law Enforcement program that meets both of the needs stated above. The job openings in the geographical area we serve are drastically unmet and expected to get more dire in the coming years as law enforcement officers are retiring at record numbers. Idaho POST and the local law enforcement agencies partner with CWI to provide a pipeline of trained, credentialed professionals ready to enter the workforce. As a POST certified program, we must also meet the teaching standards and match the teaching wages of POST. Therefore, when CWI was notified of the POST wage change, we must also comply to keep our program certified.

CWI is also struggling to keep up with market salaries for our IT programs. The ability to retain and hire talented faculty members to teach in CWI's IT programs is essential for CWI to fuel a strong workforce pipeline into Idaho's IT industry and provide the students with the practical and theoretical knowledge for their career readiness.

This request also addresses the strategic plans of CWI to continue to evolve into an economic catalyst for our region by focusing on student success, instructional excellence, community connections, organizational stewardship, and inclusive excellence through affordable education. To this end, CWI has allocated \$800,000 of general fund dollars to address compression for our Non-CTE funded positions, and we need to be able to do match that for our CTE funded positions as well.

1) Explain the request and provide justification for the need.

CWI's Law Enforcement program is certified by Idaho POST. POST is increasing the teacher wages to \$35/hour by FY24. In order for CWI to hold these courses, we need to align with POST teaching rates. Another area where CWI is facing a challenge is in IT Instruction. Aiming at retaining current instructors and due to the challenges that CWI has experienced in recruiting IT instructors, this line item also includes a salary increase for instructors in IT programs based on data from national base salary surveys for IT professionals.

2) If a supplemental, what emergency is being address?

[N/A if not a supplemental request]

N/A

3) Indicate existing base of PC, OE and/or CO by source for this request.

[Increase in an existing program/service; if you don't need \$ then state % increase in FTP from X to X, etc.]

The Law Enforcement teachers are currently reflected in the Irregular Help - Instruction section of the B6, but this increase will allow CWI to retain enough teachers at the current rate to support current and ongoing enrollment. CWI currently has the FTP in place for IT instructors, but this request will provide the necessary fund to recruit and retain qualified faculty. Both requests will increase the ongoing base through wage adjustments.

4) What resources are necessary to implement this request?

[# of FTP, types of operating expenses, types of capital, program start-up such as new software or training, etc.]

No new resources are needed.

5) [Completed within "Budget" sheet]

6) Will staff be redirected? If so, describe impact and show changes on organizational chart.

[Reallocating any resources?]

No staff will be redirected.

7) Detail any current one-time or ongoing OE or CO and any future costs.

[Describe any future obligations.]

No ongoing OE or CO are required to accomodate this request.

8) Describe method of calculation (RFI, market cost, etc.) and any contingencies.

[Basis for your costs: CUPA median for salaries, estimates using RFI, etc.]

Idaho POST has notified CWI of the increase in teacher wages.

According to data from national surveys and the years of experience of CWI's IT faculty, to reach salary ranges between the median and 75% percentile of national base salaries for IT professionals, CWI must spend an additional \$86,000 (32,000 has already been addressed by the CEEC as outlined by the state, however that still doesn't meet the CUPA median for IT salaries. An additional \$54,000 is requested to reach this targeted salary range).

9) Provide detail about the revenue assumptions supporting this request.

[For instance, is there a new customer base, fee structure, anticipated grant, etc.]

Without this funding we risk reducing revenue due to a lack of qualified faculty and staff to support programs.

10) Who is being served by this request and what is the impact if not funded?

[Who are the target customers, etc.]

CWI's students are the target customer for this request. CWI needs to be able to provide adequate wages and salaries in order to retain highly qualified teachers and instructors to provide a quality education to our current and future students. This will also help ensure that we are able to provide a career pathway for our students to meet current industry needs.

College of Western Idaho

Line-Item Request - FY 2024

Priority: 2

Line Item Title: Equipment

If this request includes personnel, complete the following:

Ongoing or One-Time	Hourly Rate*	FTP	Position Title	Pay Grade	Terms of Service
------------------------	-----------------	-----	----------------	--------------	---------------------

 0.00 0.000

	Ongoing	One-Time	Account
Personnel Costs			
Salaries	0		
Benefits	0		
Group			
Total	0	0	0

Operating Expenditures (by Summary Account)

 Total 0 0 0

Capital Outlay (by Summary Account)

6501 42,300 Educ - Material/Equip

 Total 0 42,300 42,300

Total Request 0 42,300 42,300

College of Western Idaho

Line-Item Questions - FY 2024

Priority 2 - Equipment

Supports institution and SBE strategic plans, describe.

SBE's strategic plan goal # 4 addresses workforce readiness. The provision of individualized virtual lab environments that are always accessible to students facilitates their acquisition of practical knowledge to efficiently and effectively enter and succeed in the workforce.

This request also address the strategic plans of CWI to continue to evolve into an economic catalyst for our region by focusing on student success, instructional excellence, community connections, organizational stewardship, and inclusive excellence through affordable education.

1) Explain the request and provide justification for the need.

This request is for 2 new blade servers, 6 drives, and a chassis - CWI needs to improve its virtual lab environment to provide all IT students with enough storage and computing capacity to build virtual machines and access them 24/7. Due to the current server capacity, students in some programs must create virtual machines in their classroom computers, which are only accessible during class time.

2) If a supplemental, what emergency is being address?

[N/A if not a supplemental request]

N/A

3) Indicate existing base of PC, OE and/or CO by source for this request.

[Increase in an existing program/service; if you don't need \$ then state % increase in FTP from X to X, etc.]

This request is to increase the capacity of the IT Programs.

4) What resources are necessary to implement this request?

[# of FTP, types of operating expenses, types of capital, program start-up such as new software or training, etc.]

2 Blade Servers, 6 drives and an additonal chassis

5) [Completed within "Budget" sheet]

6) Will staff be redirected? If so, describe impact and show chanes on organizational chart.

[Reallocating any resources?]

N/A

7) Detail any current one-time or ongoing OE or CO and any future costs.

[Describe any future obligations.]

These requests are for one-time CO needs. There will be no future ongoing costs associated with this request.

8) Describe method of calculation (RFI, market cost, etc.) and any contingencies.

[Basis for your costs: CUPA median for salaries, estimates using RFI, etc.]

To expand the storage and computing capacity for its virtual lab environment, CWI plans to purchase six drives, two blade servers, and a chassis as the current chassis is complete. Last Spring, CWI purchased six drives for \$15,858. In 2017, CWI paid \$75,815 for the chassis and four blade servers. Therefore, we estimate the cost this request to be around \$45,000. These numbers were confirmed by searching current market prices for these items.

9) Provide detail about the revenue assumptions supporting this request.

[For instance, is there a new customer base, fee structure, anticipated grant, etc.]

CWI anticipates an increase in overall enrollment with the expansion of the IT programs.

10) Who is being served by this request and what is the impact if not funded?

[Who are the target customers, etc.]

Our future IT students as well as prospective employers will be impacted by this request as it provides the equipment necessary to teach students the required skills to be employable upon program completion. The lack of equipment means that students will not receive the required training to make them valued employees in their industry.

IT Narrative (only if applicable for significant IT requests)

1. How does this request conform with your agency's IT plan?
2. Is your IT plan approved by the Office of Information Technology Services?
3. Does the request align with the state's IT plan standard?
4. Attach any supporting documents from ITS or the ITA.
5. What is the project timeline?

Likely N/A

College of Southern Idaho

Line-Item Request - FY 2024

Priority: 1

Line Item Title: Automation Engineering Technology Expansion

If this request includes personnel, complete the following:

Ongoing or One-Time	Hourly Rate*	FTP	Position Title	Pay Grade	Terms of Service
Ongoing	22.60	1.000	Automation Engineering Technology Fac		10

 22.60 1.000

	Ongoing	One-Time	Account
Personnel Costs			
Salaries	47,000		
Benefits	23,200		
Group			
Total	70,200	0	70,200

Operating Expenditures (by Summary Account)

5701	10,000	Specific Use Supplies
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 Total 10,000 0 10,000

Capital Outlay (by Summary Account)

 Total 0 0 0

Total Request 80,200 0 80,200

College of Southern Idaho

Line-Item Questions - FY 2024

Priority 1 - Automation Engineering Technology Expansion

Supports institution and SBE strategic plans, describe.

Operators and technicians in the manufacturing field are in high demand, especially those who work in automaton and controls. Our current program enrolls about 35 students each year, the majority of whom are working full-time in a manufacturing facility. Most of the emphasis in this program is preparing individuals for employment in food manufacturing facilities, but significant automation is occurring in other industry sectors in our region, including agriculture, retail, and transportation. Employees in these areas are in high demand, based on our past and current Comprehensive Local Needs Assessment. This proosal will allow us to expand the number of students served, as well as to increase the number of industry sectors we service, with particular emphasis on agricultural data collection, interpretation, and automation.

1) Explain the request and provide justification for the need.

Our current program has sufficient equipment and reasonable facilities. We are requesting one additional FTE with expertise in logic controllers, robotics, mechatronics, applied to a variety of industry sectors. This FTE will allow us to expand our student numbers, as well as meet critical needs for technicians with skills and understanding of various applications beyond our current ability.

2) If a supplemental, what emergency is being address?

[N/A if not a supplemental request]

N/A

3) Indicate existing base of PC, OE and/or CO by source for this request.

[Increase in an existing program/service; if you don't need \$ then state % increase in FTP from X to X, etc.]

Current PC - \$134,458 (1 FTE Faculty, 1FTE Lab Aide) and OE -\$21,000, Increase to PC - \$250,458 (3 FTE) and OE - \$31,000

4) What resources are necessary to implement this request?

[# of FTP, types of operating expenses, types of capital, program start-up such as new software or training, etc.]

1 FTE, and various kits, tools, trainers, consumable supplies. We currently have lab and classroom space and significant related equipment. We have partnerships with many local and regional companies interested in working with this program and hiring completers.

5) [Completed within "Budget" sheet]

6) Will staff be redirected? If so, describe impact and show chanes on organizational chart.

[Reallocating any resources?]

N/A

7) Detail any current one-time or ongoing OE or CO and any future costs.

[Describe any future obligations.]

nothing beyond what has been described above

8) Describe method of calculation (RFI, market cost, etc.) and any contingencies.

[Basis for your costs: CUPA median for salaries, estimates using RFI, etc.]

salary is based on CSI hiring and pay scale policies

9) Provide detail about the revenue assumptions supporting this request.

[For instance, is there a new customer base, fee structure, anticipated grant, etc.]

Expansion of student enrollment by 20 students each year, increased tuition revenue of approximately \$42,000

10) Who is being served by this request and what is the impact if not funded?

[Who are the target customers, etc.]

This request will serve manufacturers, processors, and other producers and service providers who are implementing automation as a result of technological advances and changes in the labor force. Active students are almost always full-time employees in related work. This addition will allow us to offer more courses at alternative times and using alternative delivery methods (online, hybrid, etc) to reach more interested individuals. If not funded, we will continue to serve those we can, but numbers will be limited to current levels.

ISU College of Technology

Line-Item Request - FY 2024

Priority: 1

Line Item Title: Occupational Therapy Faculty Position

If this request includes personnel, complete the following:

Ongoing or One-Time	Hourly Rate*	FTP	Position Title	Pay Grade	Terms of Service
Ongoing	31.50	1.000	Clinical Instructor	M	9

 31.50 1.000

	Ongoing	One-Time	Account
Personnel Costs			
Salaries	65,500		
Benefits	27,500		
Group			
Total	93,000	0	93,000

Operating Expenditures (by Summary Account)

 Total 0 0 0
Capital Outlay (by Summary Account)

 Total 0 0 0

Total Request 93,000 0 93,000

ISU College of Technology

Line-Item Questions - FY 2024

Priority 1 - Occupational Therapy Faculty Position

Supports institution and SBE strategic plans, describe.

The Occupational Therapy faculty position supports the following strategic goals: Strengthen programmatic excellence (ISU Goal 2) - to attract, support and retain outstanding faculty and staff; Expand research, clinical, and creative abilities (Goal 4)- the occupational therapy faculty is a clinical faculty position that engages in clinical teaching and training of the students, and incorporates innovative and/or creative ideas on how to take care of patients who are being retrained in alternative occupations. The position also supports the SBE strategic goals: Workforce Resadiness (Goal 4)- to prepare students to efficiently and effectively enter and succeed in the workforce.

1) Explain the request and provide justification for the need.

We are requesting a faculty position to teach in the occupational therapy assistant program and in the health occupations classes. The Accreditation Council for Occupational Therapy Education (ACOTE) mandates that there be a "maximum instructor to student ratio of 1:10." Classes in OTA have a laboratory component that requires at least 2 instructors to conduct training and evaluation of clinical skills of students prior to their deployment in actual clinical sites dealing with real patients. This position will ensure that students are trained properly not only in their clinical skills but also in patient safety.

2) If a supplemental, what emergency is being address?

[N/A if not a supplemental request]

N/A

3) Indicate existing base of PC, OE and/or CO by source for this request.

[Increase in an existing program/service; if you don't need \$ then state % increase in FTP from X to X, etc.]

This change will allow the OTA program to increase enrollment and offer more placements in the OTA field. This request is for an increase of PC in \$92,300 and one additional FTP.

4) What resources are necessary to implement this request?

[# of FTP, types of operating expenses, types of capital, program start-up such as new software or training, etc.]

One fulltime personnel.

5) [Completed within "Budget" sheet]

6) Will staff be redirected? If so, describe impact and show chanes on organizational chart.

[Reallocating any resources?]

No.

7) Detail any current one-time or ongoing OE or CO and any future costs.

[Describe any future obligations.]

This is a ongoing cost with additional PC expenses in the future with increases in benefits and salary raises.

8) Describe method of calculation (RFI, market cost, etc.) and any contingencies.

[Basis for your costs: CUPA median for salaries, estimates using RFI, etc.]

According to the US Bureau of Labor Statistics the median annual wage for a Occupational Therapists working 9 months is \$64,177 in 2021.

9) Provide detail about the revenue assumptions supporting this request.

[For instance, is there a new customer base, fee structure, anticipated grant, etc.]

Based on an increasing number of students the combined program will gain 10 students.

10) Who is being served by this request and what is the impact if not funded?

[Who are the target customers, etc.]

Demand in Occupational Therapy has only increased in recent years, this request serves our students and the health services in need of more professionals.

IT Narrative (only if applicable for significant IT requests)

1. How does this request conform with your agency's IT plan?
2. Is your IT plan approved by the Office of Information Technology Services?
3. Does the request align with the state's IT plan standard?
4. Attach any supporting documents from ITS or the ITA.
5. What is the project timeline?

Likely N/A

ISU College of Technology

Line-Item Request - FY 2024

Priority: 2

Line Item Title: Occupational Therapy Faculty Position

If this request includes personnel, complete the following:

Ongoing or One-Time	Hourly Rate*	FTP	Position Title	Pay Grade	Terms of Service
Ongoing	31.50	0.500	Clinical Instructor	M	9

 31.50 0.500

	Ongoing	One-Time	Account
Personnel Costs			
Salaries	32,800		
Benefits	13,800		
Group			
Total	46,600	0	46,600

Operating Expenditures (by Summary Account)

 Total 0 0 0
Capital Outlay (by Summary Account)

 Total 0 0 0

Total Request 46,600 0 46,600

ISU College of Technology

Line-Item Questions - FY 2024

Priority 2 - Occupational Therapy Faculty Position

Supports institution and SBE strategic plans, describe.

The Occupational Therapy faculty position supports the following strategic goals: Strengthen programmatic excellence (ISU Goal 2) - to attract, support and retain outstanding faculty and staff; Expand research, clinical, and creative abilities (Goal 4)- the occupational therapy faculty is a clinical faculty position that engages in clinical teaching and training of the students, and incorporates innovative and/or creative ideas on how to take care of patients who are being retrained in alternative occupations. The position also supports the SBE strategic goals: Workforce Resadiness (Goal 4)- to prepare students to efficiently and effectively enter and succeed in the workforce.

1) Explain the request and provide justification for the need.

We are requesting a faculty position to teach in the occupational therapy assistant program and in the health occupations classes. The Accreditation Council for Occupational Therapy Education (ACOTE) mandates that there be a "maximum instructor to student ratio of 1:10." Classes in OTA have a laboratory component that requires at least 2 instructors to conduct training and evaluation of clinical skills of students prior to their deployment in actual clinical sites dealing with real patients. This position will ensure that students are trained properly not only in their clinical skills but also in patient safety.

2) If a supplemental, what emergency is being address?

[N/A if not a supplemental request]

N/A

3) Indicate existing base of PC, OE and/or CO by source for this request.

[Increase in an existing program/service; if you don't need \$ then state % increase in FTP from X to X, etc.]

This change will allow the OTA program to increase enrollment and offer more placements in the OTA field. This request is for an increase of PC in \$46,200 and half of an additional FTP.

4) What resources are necessary to implement this request?

[# of FTP, types of operating expenses, types of capital, program start-up such as new software or training, etc.]

One halftime personnel.

5) [Completed within "Budget" sheet]

6) Will staff be redirected? If so, describe impact and show chanes on organizational chart.

[Reallocating any resources?]

No.

7) Detail any current one-time or ongoing OE or CO and any future costs.

[Describe any future obligations.]

This is a ongoing cost with additional PC expenses in the future with increases in benefits and salary raises.

8) Describe method of calculation (RFI, market cost, etc.) and any contingencies.

[Basis for your costs: CUPA median for salaries, estimates using RFI, etc.]

According to the US Bureau of Labor Statistics the median annual wage for a Occupational Therapists working 9 months is \$64,177 in 2021.

9) Provide detail about the revenue assumptions supporting this request.

[For instance, is there a new customer base, fee structure, anticipated grant, etc.]

Based on an increasing number of students the combined program will gain 10 students.

10) Who is being served by this request and what is the impact if not funded?

[Who are the target customers, etc.]

Demand in Occupational Therapy has only increased in recent years, this request serves our students and the health services in need of more professionals.

IT Narrative (only if applicable for significant IT requests)

1. How does this request conform with your agency's IT plan?
2. Is your IT plan approved by the Office of Information Technology Services?
3. Does the request align with the state's IT plan standard?
4. Attach any supporting documents from ITS or the ITA.
5. What is the project timeline?

Likely N/A

College of Eastern Idaho

Line-Item Request - FY 2024

Priority: 1

Line Item Title: Medical Lab Technician

If this request includes personnel, complete the following:

Ongoing or One-Time	Hourly Rate*	FTP	Position Title	Pay Grade	Terms of Service
Ongoing	33.03	1.000			

 33.03 1.000

	Ongoing	One-Time	Account
Personnel Costs			
Salaries	68,700		
Benefits	26,800		
Group			
Total	95,500	0	95,500

Operating Expenditures (by Summary Account)

 Total 0 0 0
Capital Outlay (by Summary Account)

 Total 0 0 0

Total Request 95,500 0 95,500

College of Eastern Idaho

Line-Item Questions - FY 2024

Priority 1 - Medical Lab Technician

1) Explain the request and provide justification for the need.

Medical Lab Technician – This is a program that is and has been on CEI's 3-year plan. This request will help fill a need for regional employers; graduates of this type of program are in high demand. The projected growth in this industry in Eastern Idaho is 26%. Meetings with local employers indicate that there is an immediate need for 20+ Medical Lab Technicians. Apprenticeship options are already being explored by Workforce Training to get workers into their facilities sooner.

2) If a supplemental, what emergency is being address?

[N/A if not a supplemental request]

N/A

3) Indicate existing base of PC, OE and/or CO by source for this request.

[Increase in an existing program/service; if you don't need \$ then state % increase in FTP from X to X, etc.]

This a completely new position to accommodate a new program. This would be an increase in 0.00 FTE to 1.00 FTE.

4) What resources are necessary to implement this request?

[# of FTP, types of operating expenses, types of capital, program start-up such as new software or training, etc.]

CEI will be supplying operating resources such as office supplies and capital outlay resources in a computer and workstation. Funding for these items will come from a different part the current budget.

5) [Completed within "Budget" sheet]

6) Will staff be redirected? If so, describe impact and show changes on organizational chart.

[Reallocating any resources?]

All the positions requested are new positions or are already partially funded. There will not be any redirection of staff; additions will be made to the org chart under 'Faculty.'

7) Detail any current one-time or ongoing OE or CO and any future costs.

[Describe any future obligations.]

There are no current CTE line-item requests for ongoing funds for operating expenses or capital outlay.

8) Describe method of calculation (RFI, market cost, etc.) and any contingencies.

[Basis for your costs: CUPA median for salaries, estimates using RFI, etc.]

Cost estimates are based on College average pay scales which are based on market costs.

9) Provide detail about the revenue assumptions supporting this request.

[For instance, is there a new customer base, fee structure, anticipated grant, etc.]

The College is anticipating a growth in CTE classes under the indicated positions. Expansion of class offerings with additional programs and expanded schedule opportunities along with online learning supports the need for additional positions.

10) Who is being served by this request and what is the impact if not funded?

[Who are the target customers, etc.]

The students at College of Eastern Idaho are the ones being served by this request.

AGENCY: Division of Career Technical Education

Agency No.: 503

FY 2024 Request

FUNCTION: Secondary Support

Function No.: EDEB

Page ____ of ____ Pages

ACTIVITY:

Activity No.:

Original Submission X or

Revision No. ____

A: Decision Unit No: 12.03		Title: Program Added-Cost			Priority Ranking 3 of 5
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	0.00				0.00
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group					
TOTAL PERSONNEL COSTS:	0				0
OPERATING EXPENDITURES by summary object:					
1.					
TOTAL OPERATING EXPENDITURES:	0				0
CAPITAL OUTLAY by summary object:					
1.					
TOTAL CAPITAL OUTLAY:	0				0
T/B PAYMENTS:	131,700				131,700
LUMP SUM:					
GRAND TOTAL	131,700				131,700

Request Narrative**1. Explain the request and provide justification for the need.**

The Division currently has a list of roughly \$1.4M worth of new secondary CTE programs unable to receive funding based on limitation of ongoing secondary program added-cost funds.

2. If a supplemental, what emergency is being addressed?

N/A

a. Specify the authority in statute or rule that supports this request.

N/A

3. Indicate existing base of PC, OE, and/or CO by source for this request.

TB base of \$8,820,000 of General Fund

4. What resources are necessary to implement this request?

None

5. List positions, pay grades, full/part-time status, benefits, terms of service.

None

6. Will staff be re-directed? If so, describe impact and show changes on org chart.

No

7. Detail any current one-time or ongoing OE or CO and any other future costs.

N/A (ongoing TB only)

8. Describe method of calculation (RFI, market cost, etc.) and contingencies.

Based on unfunded requests from secondary education

9. Provide detail about the revenue assumptions supporting this request.

No revenue is expected from this program

10. Who is being served by this request and what is the impact if not funded?

Program added-cost funds collectively benefits students, teachers and faculty, and industry through increased participation, training and collaboration.

If this request is not funded, the Division will not be able to financially support the enrollment growth of new and existing secondary CTE programs in Idaho.

IT Narrative (If applicable)

1. How does this request conform with your agency's IT plan?
2. Is your IT plan approved by the Office of Information Tech. Services?
3. Does the request align with the state's IT plan standards?
4. Attach any supporting documents from ITS or the Idaho Tech. Authority.
5. What is the project timeline?

Attach supporting documentation sufficient to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

AGENCY: Division of Career Technical Education

Agency No.: 503

FY 2024 Request

FUNCTION: Related Programs

Function No.: EDEJ

Page ____ of ____ Pages

ACTIVITY:

Activity No.:

Original Submission X or

Revision No. ____

A: Decision Unit No: 12.04		Title: Apprenticeship Grant		Priority Ranking 4 of 5	
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)			1.00		1.00
PERSONNEL COSTS:					
1. Salaries			49,000		49,000
2. Benefits			19,200		19,200
3. Group					
TOTAL PERSONNEL COSTS:			68,200		68,200
OPERATING EXPENDITURES by summary object:					
1. Travel			900		900
2. Supplies			14,600		14,600
TOTAL OPERATING EXPENDITURES:			15,500		15,500
CAPITAL OUTLAY by summary object:					
1.					
TOTAL CAPITAL OUTLAY:			0		0
T/B PAYMENTS:			822,400		822,400
LUMP SUM:					
GRAND TOTAL			906,100		906,100

Request Narrative**1. Explain the request and provide justification for the need.**

This request supports a federal grant from the U.S. Department of Labor for Apprenticeships: Closing the Skills Gaps. The Division is the grant administrator and works with the Idaho Apprenticeship Partnership to provide opportunities across all six educational regions of the state. The partnership includes the Workforce Development Council, postsecondary institutions in each region, and industry partners in information technology, advanced manufacturing, and health care. The grant provides for apprenticeship opportunities within these industries.

The grant provides \$1,998,139 in federal funding through February of 2024 with \$899,163 in match from the partnership members via existing personnel support.

The Division has requested and received one-time funding each year through FY 2023. This current request for FY 2024 is the final year of the federal grant.

2. If a supplemental, what emergency is being addressed?

N/A

a. Specify the authority in statute or rule that supports this request.

N/A

3. Indicate existing base of PC, OE, and/or CO by source for this request.

None

4. What resources are necessary to implement this request?

None

5. List positions, pay grades, full/part-time status, benefits, terms of service.

Federal Grant Coordinator, pay grade L, full-time, benefit eligible, hired August 24, 2020 with limited service through the grant period ending in fiscal year 2024.

6. Will staff be re-directed? If so, describe impact and show changes on org chart.

No

7. Detail any current one-time or ongoing OE or CO and any other future costs.

This request is a continuation of the onetime funding for the current fiscal year, 2023.

8. Describe method of calculation (RFI, market cost, etc.) and contingencies.

Per federal grant application and subsequent award.

9. Provide detail about the revenue assumptions supporting this request.

No revenue is anticipated for this request.

10. Who is being served by this request and what is the impact if not funded?

This grant provides apprenticeships for postsecondary students in all six educational regions of Idaho.

If the request is not funded, the State will not be able to fulfill the requirements of the federal grant award or provide the related apprenticeship opportunities.

IT Narrative (If applicable)

1. How does this request conform with your agency's IT plan?
2. Is your IT plan approved by the Office of Information Tech. Services?
3. Does the request align with the state's IT plan standards?
4. Attach any supporting documents from ITS or the Idaho Tech. Authority.
5. What is the project timeline?

Attach supporting documentation sufficient to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

AGENCY: Division of Career Technical Education

Agency No.: 503

FY 2024 Request

FUNCTION: Multiple

Function No.: Multiple

Page ____ of ____ Pages

ACTIVITY:

Activity No.:

Original Submission X or

Revision No. ____

A: Decision Unit No: 12.05		Title: Personnel Cost Realignment			Priority Ranking 5 of 5
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	0.00				
PERSONNEL COSTS:					
1. Salaries	0				0
2. Benefits	0				0
3. Group					
TOTAL PERSONNEL COSTS:	0				0
OPERATING EXPENDITURES by summary object:					
1.					
TOTAL OPERATING EXPENDITURES:	0				0
CAPITAL OUTLAY by summary object:					
1.					
TOTAL CAPITAL OUTLAY:	0				0
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	0				0

Request Narrative**1. Explain the request and provide justification for the need.**

This request is the result of a Luma crosswalk process to align STARS and Luma between the two structures to enable cross-platform reporting during the transition. The following table summarizes the transfers between appropriation units.

Appropriation Unit (PC 50)	Amount
EDEA - Administration	(370,000)
EDEB - Secondary and General	120,000
EDED - Educator Services	200,000
EDEJ - Related Programs	50,000
	0

2. If a supplemental, what emergency is being addressed?

N/A

a. Specify the authority in statute or rule that supports this request.

N/A

3. Indicate existing base of PC, OE, and/or CO by source for this request.

N/A

4. What resources are necessary to implement this request?

None

5. List positions, pay grades, full/part-time status, benefits, terms of service.

None

6. Will staff be re-directed? If so, describe impact and show changes on org chart.

No

7. Detail any current one-time or ongoing OE or CO and any other future costs.

None

8. Describe method of calculation (RFI, market cost, etc.) and contingencies.

N/A

9. Provide detail about the revenue assumptions supporting this request.

No revenues are included in this request

10. Who is being served by this request and what is the impact if not funded?

This request removes the need to perform object transfers each fiscal year and saves labor hours for the agency and the Division of Financial Management. If not approved, the agency will continue to request annual object transfers.

IT Narrative (If applicable)

1. How does this request conform with your agency's IT plan?
2. Is your IT plan approved by the Office of Information Tech. Services?
3. Does the request align with the state's IT plan standards?
4. Attach any supporting documents from ITS or the Idaho Tech. Authority.
5. What is the project timeline?

Attach supporting documentation sufficient to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

AGENCY: College of Eastern Idaho

FUNCTION: Community College

ACTIVITY: Compensation Equalization

Agency No.: 509

Function No.: 05

Activity No.:

FY 2024 Request

Page ____ of ____ Pages

Original Submission X or

Revision No. ____

A: Decision Unit No: 12.01		Title: COMPENSATION EQUALIZATION			Priority Ranking 1 of 2
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding	\$38,500				\$38,500
TOTAL PERSONNEL COSTS:	\$38,500				\$38,500
OPERATING EXPENDITURES by summary object:					
1. Travel					
2. Supplies					
3. Services (incl. marketing)					
4. Software Subscription					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$38,500				\$38,500

Request Narrative

1. Explain the request and provide justification for the need. Employee compensation has become the most pressing threat to the sustainability of quality and student success at CEI. As inflation, fuel prices, and in particular housing costs have escalated, the buying power of our employees is diminishing by the day. We are experiencing increased turnover as well as difficulty hiring the caliber of faculty and staff that is required to maintain excellence. In many cases, our top candidates turn down the position once housing and other costs are considered. Any change in compensation will be welcomed and may increase our ability to attract and retain quality employees. We are not currently competitive in the market.

2. If a supplemental, what emergency is being addressed?
NA
3. Indicate existing base of PC, OE, and/or CO by source for this request.
This request is for increase in PC. We are not requesting additional FTP.
4. What resources are necessary to implement this request?

This request is to provide additional compensation for selected positions in order to bring them closer to market rate.

5. List positions, pay grades, full/part-time status, benefits, terms of service.

Title	Salary	FT or PT	Benefit Elig.	Date Hire	of Term Service

6. Will staff be re-directed? If so, describe impact and show changes on org chart.
No
7. Detail any current one-time or ongoing OE or CO and any other future costs
No one time funding requested
8. Describe method of calculation (RFI, market cost, etc.) and contingencies.
Funding this request will assist CEI in employee attraction and retention. Replacement costs of employees is a consideration as turnover results in increased training and retraining requirements as well as lost productivity.
9. Provide detail about the revenue assumptions supporting this request.
NA
10. Who is being served by this request and what is the impact if not funded?
If not funded, CEI will continue to struggle with attracting and retaining qualified staff.

IT Narrative (If applicable)

[not applicable]

1. How does this request conform with your agency's IT plan?
2. Is your IT plan approved by the Office of Information Tech. Services?
3. Does the request align with the state's IT plan standards?
4. Attach any supporting documents from ITS or the Idaho Tech. Authority.

5. What is the project timeline??

AGENCY: College of Eastern Idaho
FUNCTION: Community College
ACTIVITY: EWA-Increase in enrollment
 reduction due to 3% limitation

Agency No.: 509
 Function No.: 05
 Activity No.:

FY 2024 Request
 Page ____ of ____ Pages
 Original Submission X or
 Revision No. ____

A: Decision Unit No: 12.02		Title: EWA 3% Limitation			Priority Ranking 2 of 2
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding	(\$322,900)				(\$322,900)
TOTAL PERSONNEL COSTS:	(\$322,900)				(\$322,900)
OPERATING EXPENDITURES by summary object:					
1. Travel					
2. Supplies					
3. Services (incl. marketing)					
4. Software Subscription					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	(\$322,900)				(\$322,900)

Request Narrative

1. Explain the request and provide justification for the need.
 This request is to adjust down the FY24 full budget request to achieve the 3% maximum request. Over the past three years CEI has been growing in credits produced. Our three-year average increased by 1,986 credits.
2. If a supplemental, what emergency is being addressed?

3. Indicate existing base of PC, OE, and/or CO by source for this request.
4. What resources are necessary to implement this request?
5. List positions, pay grades, full/part-time status, benefits, terms of service.

Title	Salary	FT or PT	Benefit Elig.	Date of Hire	Term Service

6. Will staff be re-directed? If so, describe impact and show changes on org chart.
7. Detail any current one-time or ongoing OE or CO and any other future costs
8. Describe method of calculation (RFI, market cost, etc.) and contingencies.
9. Provide detail about the revenue assumptions supporting this request.
10. Who is being served by this request and what is the impact if not funded?

IT Narrative (If applicable)
[not applicable]

1. How does this request conform with your agency's IT plan?
2. Is your IT plan approved by the Office of Information Tech. Services?
3. Does the request align with the state's IT plan standards?
4. Attach any supporting documents from ITS or the Idaho Tech. Authority.
5. What is the project timeline??

AGENCY: College of Southern Idaho

FUNCTION: Community College

ACTIVITY: Compensation Equalization

Agency No.: 505

Function No.: 05

Activity No.:

FY 2024 Request

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Original Submission X or

Revision No. ____

A: Decision Unit No: 12.10		Title: COMPENSATION EQUALIZATION			Priority Ranking 1 of 2
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding	\$261,000				\$261,000
TOTAL PERSONNEL COSTS:	\$261,000				\$261,000
OPERATING EXPENDITURES by summary object:					
1. Travel					
2. Supplies					
3. Services (incl. marketing)					
4. Software Subscription					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$261,000				\$261,000

Request Narrative

1. Explain the request and provide justification for the need. Employee compensation has become the most pressing threat to the sustainability of quality and student success at CSI. As inflation, fuel prices, and in particular housing costs have escalated, the buying power of our employees is diminishing by the day. We are experiencing increased turnover as well as difficulty hiring the caliber of faculty and staff that is required to maintain excellence. In many cases, our top candidates turn down the position once housing and other costs are considered. Any change in compensation will be welcomed and may increase our ability to attract and retain quality employees. We are not currently competitive in the market.

2. If a supplemental, what emergency is being addressed?

NA

3. Indicate existing base of PC, OE, and/or CO by source for this request.
This request is for increase in PC. We are not requesting additional FTP.

4. What resources are necessary to implement this request?
This request is to provide additional compensation for selected positions in order to bring them closer to market rate.

5. List positions, pay grades, full/part-time status, benefits, terms of service.

Title	Salary	FT or PT	Benefit Elig.	Date of Hire	Term Service

6. Will staff be re-directed? If so, describe impact and show changes on org chart.
No

7. Detail any current one-time or ongoing OE or CO and any other future costs
No one time funding requested

8. Describe method of calculation (RFI, market cost, etc.) and contingencies.
Funding this request will assist CSI in employee attraction and retention. Replacement costs of employees is a consideration as turnover results in increased training and retraining requirements as well as lost productivity.

9. Provide detail about the revenue assumptions supporting this request.
NA

10. Who is being served by this request and what is the impact if not funded?
If not funded, CSI will continue to struggle with attracting and retaining qualified staff.

IT Narrative (If applicable)

[not applicable]

- How does this request conform with your agency's IT plan?
- Is your IT plan approved by the Office of Information Tech. Services?
- Does the request align with the state's IT plan standards?
- Attach any supporting documents from ITS or the Idaho Tech. Authority.
- What is the project timeline??

AGENCY: College of Southern Idaho
FUNCTION: Community College
ACTIVITY: EWA-Increase in enrollment
reduction due to 3% limitation

Agency No.: 505
 Function No.: 05
 Activity No.:

FY 2024 Request
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 Original Submission X or
 Revision No. ____

A: Decision Unit No: 12.20		Title: EWA – 3% Limitation			Priority Ranking 2 of 2
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding	(353,700)				(353,700)
TOTAL PERSONNEL COSTS:	(353,700)				(353,700)
OPERATING EXPENDITURES by summary object:					
1. Travel					
2. Supplies					
3. Services (incl. marketing)					
4. Software Subscription					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	(373,200)				(373,200)

Request Narrative

1. Explain the request and provide justification for the need.
 This request is to adjust down the FY24 full budget request to achieve the 3% maximum request. Over the past three years CSI has been growing in credits produced. Our three-year average increased by 3,247 credits.
2. If a supplemental, what emergency is being addressed?

3. Indicate existing base of PC, OE, and/or CO by source for this request.
4. What resources are necessary to implement this request?
5. List positions, pay grades, full/part-time status, benefits, terms of service.

Title	Salary	FT or PT	Benefit Elig.	Date of Hire	Term Service

6. Will staff be re-directed? If so, describe impact and show changes on org chart.
7. Detail any current one-time or ongoing OE or CO and any other future costs
8. Describe method of calculation (RFI, market cost, etc.) and contingencies.
9. Provide detail about the revenue assumptions supporting this request.
10. Who is being served by this request and what is the impact if not funded?

IT Narrative (If applicable)
[not applicable]

1. How does this request conform with your agency's IT plan?
2. Is your IT plan approved by the Office of Information Tech. Services?
3. Does the request align with the state's IT plan standards?
4. Attach any supporting documents from ITS or the Idaho Tech. Authority.
5. What is the project timeline??

AGENCY: Community Colleges
FUNCTION: College of Western Idaho
ACTIVITY:

Agency No.: 505
 Function No.: 07
 Activity No.:

FY 2024 Request
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 Original Submission X or
 Revision No. 3

Address Current Nursing Workforce Challenges in Idaho					
A: Decision Unit No: 12.01	Title: Address Current Nursing Workforce Challenges in Idaho			Priority Ranking 1 of 3	
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	3				3
PERSONNEL COSTS:					
1. Salaries	\$216,000				\$216,000
2. Benefits	86,300				86,300
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$302,300				\$302,300
OPERATING EXPENDITURES by summary object:					
1. Travel					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
1. PC and workstation	\$6,000				\$6,000
TOTAL CAPITAL OUTLAY:	\$6,000				\$6,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$308,300				\$308,300

Request Narrative

Explain the request and provide justification for the need. The state of Idaho is experiencing an ongoing shortage of qualified nurses. A report by the Idaho Center for Nursing (ICN, 2020) highlighted the need for Idaho nursing schools to expand enrollment to address a severe shortfall currently estimated at more than 1,000 nurses. It is expected that demand for skilled nurses will continue and will even grow worse. CWI is launching a new Medical and Sciences building that will increase our capacity to deliver certificated and degreed nurses. We currently have a wait list of 75 students for the nursing program. To help mitigate the current and increasing shortfall statewide CWI seeks targeted funding to increase our capacity to produce nursing graduates by staffing up to implement year-round programs with staggered start cohorts. We anticipate that this will almost immediately lead an additional 40 Associate degrees for RN candidates and 20 additional LPNs per year. We will also build into existing

programs a bridge system that will naturally move students from LPN to RN and RN to BSN.

1. If a supplemental, what emergency is being addressed? N/A
2. Specify the authority in statute or rule that supports this request. N/A
3. Indicate existing base of PC, OE, and/or CO by source for this request.
This request funds an increase to our existing RN and LPN programs. At the same time we will also put in place the structure to create a "Bridge" program taking students from LPN to RN and RN to BSN
4. What resources are necessary to implement this request?
Three permanent full-time personnel and computers for each
5. List positions, pay grades, full/part-time status, benefits, terms of service.

Title	Salary	FT or PT	Benefit Eligible	Date of Hire	Term Service
RN Nursing Instructors	72,000	3	Yes	July 1, 2024	9 month

6. Will staff be re-directed? If so, describe impact and show changes on org chart.
No
7. Detail any current one-time or ongoing OE or CO and any other future costs.
This is a request for ongoing funding for personnel and one time for computers
8. Describe method of calculation (RFI, market cost, etc.) and contingencies.
Projected growth in current salary ranges for nursing instructors
9. Provide detail about the revenue assumptions supporting this request.
Assume an additional \$250,000 revenue from up to 60 full time students per year
10. Who is being served by this request and what is the impact if not funded?
This serves hospitals and care facilities throughout Idaho who are desperate for Nurses. Failure to expand the CWI nursing program will exacerbate the ongoing nursing shortage throughout the state and negatively impact healthcare standards.

AGENCY: Community Colleges
FUNCTION: College of Western Idaho
ACTIVITY:

Agency No.: 505
 Function No.: 07
 Activity No.:

FY 2024 Request
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 Original Submission X or
 Revision No. 3

A: Decision Unit No: 12.01		Title: Increase focus on STEM			Priority Ranking 2 of 3
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	5				5
PERSONNEL COSTS:					
1. Salaries	\$325,000				\$325,000
2. Benefits	135,700				135,700
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$460,700				\$460,700
OPERATING EXPENDITURES by summary object:					
1. Travel					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
1. PC and workstation	\$4,000				\$4,000
TOTAL CAPITAL OUTLAY:	\$4,000				\$4,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$464,700				\$464,700

Request Narrative

1. Explain the request and provide justification for the need.
Idaho continues to struggle with adequate STEM graduations. In addition, shortages in the nursing and other medical related fields show no sign of decreasing due to the increasing population within the state. The addition of these instructors will allow CWI to move an increased number of students through STEM programs with the intent of them finishing at the state's 4-year universities. Additionally, the added instructors in the "life" sciences related fields will allow us to advance more students through a variety of medical programs, including Nursing.
2. If a supplemental, what emergency is being addressed? N/A
3. Specify the authority in statute or rule that supports this request. N/A

4. Indicate existing base of PC, OE, and/or CO by source for this request.
Programs currently exist within CWI for all these fields of study. The additional teaching faculty positions broaden the reach of these existing programs.
5. What resources are necessary to implement this request?
Ongoing funding for Five full time teaching faculty. Partial funding for personal computers for each will come from ongoing operations
6. List positions, pay grades, full/part-time status, benefits, terms of service.

Title	Salary	FT or PT	Benefit Eligible	Date of Hire	Term Service
Bio Science Instructor	65,000	FT 2.0	Yes	08/01/2024	9 month
Chemistry Instructor	65,000	FT 2.0	Yes	08/01/2024	9 month
Physics Instructor	65,000	FT 1.0	Yes	08/01/2024	9 month

7. Will staff be re-directed? If so, describe impact and show changes on org chart.
No
8. Detail any current one-time or ongoing OE or CO and any other future costs.
Personnel costs are ongoing. Computer equipment will be partially funded from ongoing operations
9. Describe method of calculation (RFI, market cost, etc.) and contingencies.
Current salary ranges, adjusted for anticipated increases
10. Provide detail about the revenue assumptions supporting this request.
TBD
11. Who is being served by this request and what is the impact if not funded?
This request specifically addresses those students who are entering fields of study where the state has a high demand for college graduates. Not funding this will directly impact the number of graduates and thus reduce the labor pool upon which employers can draw. The state's economic future and ability to attract new business will be negatively impacted.

AGENCY: Community Colleges
FUNCTION: College of Western Idaho
ACTIVITY:

Agency No.: 505
 Function No.: 07
 Activity No.:

FY 2024 Request
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 Original Submission X or
 Revision No. 0

A: Decision Unit No: 12.01		Title: Become a designated Hispanic Serving Institution (HSI) & to more effectively serve Military students			Priority Ranking 3 of 3
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	4				4
PERSONNEL COSTS:					
1. Salaries	\$194,000				\$194,000
2. Benefits	95,600				95,600
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$289,600				\$289,600
OPERATING EXPENDITURES by summary object:					
1. Travel					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
1. PC and workstation	\$6,000				\$6,000
TOTAL CAPITAL OUTLAY:	\$6,000				\$6,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$291,600				\$291,600

Request Narrative

1. Explain the request and provide justification for the need.
 - a) In accordance with the White House Initiative on Advancing Educational Equity, Excellence, and Economic Opportunity for Hispanics, CWI is seeking to become an HSI designated school. We find that many of our minority community students are first generation college attendees. Student retention and completion are negatively impacted by the uncertainty surrounding the college experience for first generation college attendees. Additionally, many potential higher education students do not consider college as an alternative early enough in their public-school experience. Reaching these students early enough will lead to higher college enrollment rates. The addition of student coaches who can communicate to students in their own language and “hold their hand” as they progress through their college experience will result in higher continuation and completion rates,

yielding graduating students entering the workforce able to fill higher skilled, higher paying jobs.

- b) CWI has recently entered into an agreement to deliver classes to Mountain Home AFB and are working on the same with Gowan Field. We are now an “ACE” provider, meaning that existing credits are transferrable to CWI. CWI serves approximately 1200 military students currently, with 1 advisor. The Military Liaison will focus on growing existing relationships and creating pathways for additional military students to attend CWI. Existing student advisors will focus on assisting military students to enroll, get funded, and plan their path to graduation.
2. If a supplemental, what emergency is being addressed? N/A
 3. Specify the authority in statute or rule that supports this request. N/A
 4. Indicate existing base of PC, OE, and/or CO by source for this request. This is an increase to and realignment of our existing student services department.
 - We plan to realign existing “advisers” into the “coaching” role and add capacity (2) since the coaching approach takes a more dedicated and focused commitment.
 - We will add one dual credit advisor to focus on students at an earlier stage of public education to help prepare them for college.
 - We will add one military focused personnel (preferably with military background) to meet the needs of airmen at Gowen Field and Mountain Home Air Force base.
 5. What resources are necessary to implement this request?
Four personnel with specific skills and a computer workstation for each.
 6. List positions, pay grades, full/part-time status, benefits, terms of service.

Title	Salary	FT or PT	Benefit Eligible	Date of Hire	Term Service
Hispanic Speaking Student Coach	48,000	FT 2.0	Yes	July 1 2024	12 month
Military Liaison	50,000	FT 1.0	Yes	July 1 2024	12 month
Dual Credit advisor	48,000	FT 1.0	Yes	Aug 1 2024	12 month

7. Will staff be re-directed? If so, describe impact and show changes on org chart.
No, TBD
8. Detail any current one-time or ongoing OE or CO and any other future costs. This request is for ongoing expenditures for personnel and one time for personal computers.
9. Describe method of calculation (RFI, market cost, etc.) and contingencies.
Estimate based on current pay scales

10. Provide detail about the revenue assumptions supporting this request.

TBD

11. Who is being served by this request and what is the impact if not funded?

Two Communities are being served:

a) the Hispanic community for whom education will be key for a better economic future. Not funding this will directly impact the number of graduates and the labor pool entering the workforce,

b) The military community who will be able to obtain a degree in leadership through this program. Failure to serve this community results in airmen either not graduating or looking elsewhere for education, thus diverting their educational dollars out of the state of Idaho.

AGENCY: Office of the State Board of Education

Agency No.: 501

FY 2024 Request

FUNCTION: North Idaho College

Function No.: 02

Page 1 of 2 Pages

ACTIVITY: Board approved category

Activity No.:

Original Submission X or

Revision No. ____

A: Decision Unit No: 12.01		Title: First Year Experience Director			Priority Ranking 1 of 3
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	1.0				1.0
PERSONNEL COSTS:					
1. Salaries	\$95,000				\$95,000
2. Benefits	25,000				25,000
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$120,000				\$120,000
OPERATING EXPENDITURES by summary object:					
1. Travel	\$5,000				\$5,000
2. Operating	5,000				5,000
TOTAL OPERATING EXPENDITURES:	\$10,000				\$10,000
CAPITAL OUTLAY by summary object:					
1. PC and workstation					
2. Small Size SUV					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$130,000				\$130,000

Request Narrative

During the pandemic, students lost a sense of connection to the institution and to each other. It was especially difficult for new students who were not part of a cohort program. In addition, studies show that increased student connection and engagement lead to higher success and completion rates.

As part of ongoing efforts to recruit, retain and help students successfully complete their programs, North Idaho College has established a first-year experience program that provides connection and engagement through educational seminars, establishing learning communities, intensive advising, and coordinated faculty support.

The First Year Experience focuses on building relationships between students, faculty, and support services. Learning communities provide support and guidance through educational pathways. FYE includes orientation and courses that teach skills students use throughout their educational career to be successful.

The pilot of this program, supported by CARES funding, has proven to increase student retention and academic success.

1. Explain the request and provide justification for the need. This request is for 1 FTE to serve as Coordinator of First Year Experience. The Coordinator will be focused on continuing the efforts started under the pilot program and lead the effort to help students prepare for the transition from high school to college. The pilot was paid for through CARES funds and needs permanent funding to continue.
2. If a supplemental, what emergency is being addressed? N/A
3. Indicate existing base of PC, OE, and/or CO by source for this request. N/A
4. What resources are necessary to implement this request?
 - a. First Year Experience Coordinator: 1 FTE Benefited. Anticipated hire date: July 1, 2024.
 - b. There will be no existing human resources that will be redirected to this new effort. Existing operations will be impacted to follow-up, enroll and provide assistance to students in the program.
 - c. There is no capital included in the request. Operating expenses of \$10,000.
5. List positions, pay grades, full/part-time status, benefits, terms of service.

Title	Salary	FT or PT	Benefit Elig	Date of Hire	Term Service
Coordinator of First Year Experience	\$95,000	FT 1.00 FTE	Yes	July 1, 2024	12-month

6. Will staff be re-directed? If so, describe impact and show changes on org chart. N/A
7. Detail any current one-time or ongoing OE or CO and any other future costs. This request is for on-going funding of the coordinator position. \$10,000 for ongoing operating expenses.
8. Describe method of calculation (RFI, market cost, etc.) and contingencies. Salary costs are based on current NIC Salary Structure.
9. Provide detail about the revenue assumptions supporting this request. There are no assumptions on revenue related to this request at this time.
10. Who is being served by this request and what is the impact if not funded? Students with 15 credits or less (typically students transitioning from high school) who are not in a cohort program.

IT Narrative (If applicable) N/A

1. How does this request conform with your agency's IT plan?
2. Is your IT plan approved by the Office of Information Tech. Services?
3. Does the request align with the state's IT plan standards?
4. Attach any supporting documents from ITS or the Idaho Tech. Authority.
5. What is the project timeline?

AGENCY: Office of the State Board of Education

Agency No.: 501

FY 2024 Request

FUNCTION: North Idaho College

Function No.: 02

Page 1 of 2 Pages

ACTIVITY: Board approved category

Activity No.:

Original Submission X or

Revision No. ____

A: Decision Unit No: 12.02		Title: Dean of Students			Priority Ranking 2 of 3
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	1.0				1.0
PERSONNEL COSTS:					
1. Salaries	\$105,000				\$105,000
2. Benefits	26,200				26,200
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$131,200				\$131,200
OPERATING EXPENDITURES by summary object:					
1. Travel	\$5,000				\$5,000
2. Operating	5,000				5,000
TOTAL OPERATING EXPENDITURES:	\$10,000				\$10,000
CAPITAL OUTLAY by summary object:					
1. PC and workstation					
2. Small Size SUV					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$141,200				\$141,200

Request Narrative

The Dean of Students position provides direction and coordination of various important student support services. This position provides leadership, vision, and strategic direction to the Division for Student Life, Disability Services, and student conduct, while also serving as the college's Title IX Officer, campus safety, emergency response, and threat assessment. Since the start of the pandemic, we have seen the need to provide students with significantly more support to help them persist on their educational path. Retention and recruitment have become more complex and the need to support the student outside the classroom is stronger than ever.

Studies have shown that a large number of today's college students have mental health concerns, physical health concerns, and challenges finding affordable and convenient childcare. The Dean of Students would oversee all of these critical elements through the oversight of campus services that support and meet the needs of our students inside and outside the classroom.

Our student health and wellness, recreation, activities, and engagement form a web of support for students to help keep them supported so that they can continue and complete their courses of study.

This position will oversee programs that provide student-centered support.

1. Explain the request and provide justification for the need. This request is for 1 FTE to serve as Dean of Students. The Dean will focus on overseeing, coordinating and ensuring that appropriate and needed student-centered supports and activities are available.
2. If a supplemental, what emergency is being addressed? N/A
3. Indicate existing base of PC, OE, and/or CO by source for this request. N/A
4. What resources are necessary to implement this request?
 - a. Dean of Students: 1 FTE Benefited. Anticipated hire date: July 1, 2024.
 - b. There will be no existing human resources that will be redirected to this new effort.
 - c. There are no capital funds requested. Operating and travel expenses of \$5,000 each are requested

5. List positions, pay grades, full/part-time status, benefits, terms of service.

Title	Salary	FT or PT	Benefit Elig	Date of Hire	Term Service
Dean of Students	\$105,000	FT 1.00 FTE	Yes	July 1, 2024	12-month

6. Will staff be re-directed? If so, describe impact and show changes on org chart. N/A
7. Detail any current one-time or ongoing OE or CO and any other future costs. This request is for on-going funding of the Dean position. \$10,000 for ongoing operating expenses.
8. Describe method of calculation (RFI, market cost, etc.) and contingencies. Salary costs are based on current NIC Salary Structure.
9. Provide detail about the revenue assumptions supporting this request. There are no assumptions on revenue related to this request at this time.
10. Who is being served by this request and what is the impact if not funded? Students of the five northern counties served by North Idaho College will be supported during

their education so that they can better and more quickly complete their educational goals.

IT Narrative (If applicable) N/A

1. How does this request conform with your agency's IT plan?
2. Is your IT plan approved by the Office of Information Tech. Services?
3. Does the request align with the state's IT plan standards?
4. Attach any supporting documents from ITS or the Idaho Tech. Authority.
5. What is the project timeline?

AGENCY: Office of the State Board of Education

Agency No.: 501

FY 2024 Request

FUNCTION: North Idaho College

Function No.: 02

Page 1 of 2 Pages

ACTIVITY: Board approved category

Activity No.:

Original Submission X or

Revision No. ____

A: Decision Unit No: 12.03		Title: Support for Remote Collaboration			Priority Ranking 3 of 3
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	1.0				1.0
PERSONNEL COSTS:					
1. Salaries	\$60,000				\$60,000
2. Benefits	20,900				20,900
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$80,900				\$80,900
OPERATING EXPENDITURES by summary object:					
1. Training	\$10,000				\$10,000
2. Operating Expenses	72,400				72,400
TOTAL OPERATING EXPENDITURES:	\$82,400				\$82,400
CAPITAL OUTLAY by summary object:					
1. Remote Support Equipment	\$15,000				\$15,000
TOTAL CAPITAL OUTLAY:	\$15,000				\$15,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$178,300				\$178,300

Request Narrative

The pandemic has required innovation in the areas of instruction, collaboration, and meetings (both internal to the college and with external entities). Zoom and Microsoft teams have been valuable tools to facilitate those activities and connections. As we work to settle into this new post-pandemic era, the requirement for the ability to collaborate remotely has grown and requires stewardship and expertise.

This request is for a dedicated staff member who will coordinate, facilitate, train and quality assure North Idaho College's remote collaboration activities. These activities can be instructional in nature, such as course recordings, instructional presentations, and conferencing as well as items in nursing and other health professions where familiarity

with telehealth has become an expected program outcome. They can also be used for our Board of Trustee Meetings, allowing for transparency and communication within our region. This technology also allows our Faculty and Staff to participate in and conduct training and collaborative meetings with other institutions in the state while saving travel time and money.

1. Explain the request and provide justification for the need. This request is for 1 FTE to serve as Coordinator for remote collaboration and recording. The coordinator will be focused on assisting the campus with enabling remote video services for instruction, meetings, and other campus efforts.
2. If a supplemental, what emergency is being addressed? N/A
3. Indicate existing base of PC, OE, and/or CO by source for this request. N/A
4. What resources are necessary to implement this request?
 - a. Coordinator for Remote Collaboration: 1 FTE Benefited. Anticipated hire date: July 1, 2024.
 - b. There will be no existing human resources that will be redirected to this new effort. This request relieves staff pressures from managing video services and collaboration in addition to pre-pandemic responsibilities.
 - c. One-time capital expenditures include equipment to support remote activities. Operating expenses of \$82,400 include training, software licensing, travel and supplies.

5. List positions, pay grades, full/part-time status, benefits, terms of service.

Title	Salary	FT or PT	Benefit Elig	Date of Hire	Term Service
Coordinator of Remote Collaboration	\$60,000	FT 1.00 FTE	Yes	July 1, 2024	12-month

6. Will staff be re-directed? If so, describe impact and show changes on org chart. N/A
7. Detail any current one-time or ongoing OE or CO and any other future costs. This request is for on-going funding of the Coordinator position. \$82,400 for ongoing operating expenses and one-time capital expenses of \$15,000 for initial equipment needs.
8. Describe method of calculation (RFI, market cost, etc.) and contingencies. Salary costs are based on current NIC Salary Structure.
9. Provide detail about the revenue assumptions supporting this request. There are no assumptions on revenue related to this request at this time.
10. Who is being served by this request and what is the impact if not funded? The internal and external NIC community is served by this request. If not funded, quality and innovation in areas of remote video, collaboration, and instruction will be limited.

IT Narrative (If applicable) N/A

1. How does this request conform with your agency's IT plan?
2. Is your IT plan approved by the Office of Information Tech. Services?
3. Does the request align with the state's IT plan standards?
4. Attach any supporting documents from ITS or the Idaho Tech. Authority.
5. What is the project timeline?

AGENCY: Agricultural Research & Extension

Agency No.: 501

FY 2024 Request

FUNCTION:

Function No.: 02

Page ____ of ____ Pages

ACTIVITY:

Activity No.:

Original Submission X or

Revision No. ____

Sustainability of Idaho Farms and Families Cluster Hire					
A: Decision Unit No: 12.01	Title: Sustainability of Idaho Farms and Families Cluster Hire			Priority Ranking 1 of 1	
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	2.00				2.00
PERSONNEL COSTS:					
1. Salaries	\$205,000				\$205,000
2. Benefits	68,000				68,000
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$273,000				\$273,000
OPERATING EXPENDITURES by summary object:					
1. Travel					
2. Operating expenses					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
1. equipment: Workstations & startup					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$273,000				\$273,000

Description:**“Sustainability of Idaho Farms and Families”**

The Agricultural Research and Extension Service (ARES) in the College of Agricultural and Life Sciences (CALS) at the University of Idaho serves the citizens of Idaho in many ways and has enjoyed overwhelming support and resources from Idaho's legislature for many years. The most publicly visible activities relate to Idaho's agricultural production, processing, and marketing. The important agricultural industry is supported by many agribusinesses that contribute inputs (e.g., chemicals, pharmaceuticals, fuel, financing, and equipment) and feeds an ever growing food and beverage processing sector. In aggregate Idaho's agricultural economy is the largest sector of Idaho's state economy, and provides vital economic and social support to its citizens, families and communities.

CALS faculty and staff provide state-of-the-art research brought to Idaho's public through Extension programs to promote the environmental, economic and social sustainability of the many and varied commodities produced in Idaho. Important programs include but are not limited to promoting the health of

the soil nurturing the plants (and thus the animals consuming them); efficiency of water use and quality of the water in various environments; management of financial and production risks from diseases of plants and animals; and impacts of environmental temperature and water availability on the well-being of Idaho agriculture – the state's principle economic entity.

Yet changing regulatory environments affecting agricultural production and farm labor, uncertain domestic and international markets for agricultural inputs and outputs, increasingly variable weather conditions, loss of pollinators and increase in invasive species of plants, insect and animals are among the factors stressing Idaho's agricultural production, its profitability, and the well-being of families and communities dependent upon the agricultural industry. In addition, growing populations throughout urban and rural communities in Idaho, rapidly changing demographics, increasing financial uncertainties, changing availability of food quantity and nutritional quality, and rapidly advancing home technologies are creating ever greater opportunities and stressors for Idaho's children, families and communities.

While CALS is committed to providing holistic expertise related to sustaining Idaho's farms, families and communities to meet the challenges described above, the college currently faces a serious dearth of faculty in these key areas of need that will better position Idaho for the future -- as identified by stakeholders.

Thus, CALS seeks to improve its ability to meet these future challenges through hiring a highly integrated set of faculty and staff positions with expertise not currently present in CALS yet vital to help Idaho meet the need to create a more sustainable, regenerative agricultural sector that produces healthy and nutritious foods while sustaining Idaho's resilient family and rural economies.

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?

Our goals are consistent with and a critical component of the goals of the larger umbrella Sustainability Initiative at U of I, which seeks to address a reorganization of life support systems that include food, consumerism, consumption, climate, energy, biodiversity, waste, transportation, and the built environment. To meet CALS' goals, we propose a well-integrated and strategic cluster hire of faculty that will meet the challenges and opportunities described above, as thoughtfully informed by our stakeholders. Not surprisingly, this cluster hire is also critical to the future success to address sustainable and regenerative agriculture at our Idaho Center for Agriculture, Food and the Environment (CAFE).

We request consideration for the hiring of the first of our priority needs, two critical faculty positions that will kick off this initiative and ensure we meet our mission of conducting research that matters, benefit families, and engage with community stakeholders to invigorate rural and urban communities.

Research/Extension Faculty

The public's significant investment in the CAFE dairy at Rupert has clearly shown the need for research on sustainable livestock and cropping practices. These first two hires address the most critical needs of forage crop production and livestock practices in Idaho. The positions will allow an integrated team of faculty to address issues at a state and national level. The proposed work location is in parentheses.

Faculty

Ruminant Nutritionists – This faculty member in the Department of Animal, Veterinary and Food Sciences (AVFS) will address reducing the impact of cattle on the environment. The role of nutrition on greenhouse gas emissions and the efficiency of phosphorus use within the animal will be studied and knowledge transmitted via outreach to producers. (Rupert).

Forage Production – A faculty position in the Department of Plant Sciences (PS) will study issues related to sustainably increasing Idaho's alfalfa and corn production needed to support the dairy and livestock industries in Idaho (Rupert).

- a. If a supplemental request, explain how this request arises to the level of being an emergency for the agency.

This is not a supplemental request.

2. Indicate the specific source of authority, whether in statute or rule, that supports this request.

University is the land-grant university in the state of Idaho, as authorized by the Federal Morrill Acts of 1862 (7 U.S.C. §§301-308 and U.S.C. §§321-329), and the State of Idaho approved that Act, specifically:

The assent of the legislature of the state of Idaho is hereby given to all the provisions of an act of Congress, approved July 2, 1862, entitled, "An act donating public lands to the several states which may provide colleges for the benefit of agriculture and the mechanic arts," and the acts amendatory thereof and supplementary thereto. (I.C. § 33-2901)

The Federal Smith-Lever Act of 1914 (7 U.S.C. §§341-349) established Extension Services, a collaboration of the U.S. Department of Agriculture and the land-grant universities, and the State of Idaho approved that Act, specifically:

The State Board of Education and Board of Regents of the University of Idaho are authorized and empowered to receive the grants of money appropriated under such act, and to organize and conduct agricultural extension work which shall be carried on in connection with the terms and conditions expressed in the act of Congress aforesaid; and the treasurer of the state board of education and board of regents of the University of Idaho is hereby designated as the officer to whom all moneys granted to the state of Idaho under said act shall be paid. (I.C. § 33-2904)

The Idaho Legislature has established an extension service and has enabled Idaho's various counties to become a cooperative collaborator in promoting Extension Services, specifically:

The board of county commissioners of the several counties within the state of Idaho are hereby authorized and empowered to provide funds for demonstration work in agriculture and home economics within said counties and for the employment of extension agents in agriculture and home economics in cooperation with the University of Idaho and the United States department of agriculture; and board of regents of the University of Idaho to receive the grants of money appropriated under said act and to organize and conduct agricultural extension work which shall be carried on in connection with the college of agriculture of the state university in accordance with the terms and conditions expressed in the said act of Congress. (IC §31-839)

3. What is the agency staffing level, OE, or CO for this activity currently and how much funding, by source, is in the Base?

This request is for continued funding of the Sustainable initiative at CAFE, located in Rupert. This initiative is tied to our recent capital projects and the larger Sustainability Initiative at U of I – areas that are critical to the efficient and effective use of Idaho's natural resources, in support of Idaho's vibrant dairy and livestock industry, and Idaho's large crops and food processing industry.

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.

1) **Animal Scientist** Research Faculty-Extension Specialist, Assistant Professor. CIP 0109, fiscal year full time, benefit eligible, date of hire 1/1/2024. {Ruminant Nutrition}

2) **Plant Science** Research Faculty-Extension Specialist, Assistant Professor, CIP 0111, fiscal year full time, benefit eligible, date of hire 1/1/2024. {forage production}

- 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.

Faculty and staff will not be re-directed.

- c. List any additional operating funds and capital items needed and note onetime versus ongoing costs.

No additional operating funds and capital items are included in this request.

- 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)?

All costs are based on market data and costs for comparable positions as per the University of Idaho's Market-based Compensation model.

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.

This request is for on-going salary and fringe support in addition to operating funds and capital outlay to support these new faculty and staff positions.

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?

This request is designed to serve the citizenry of the State of Idaho as it addresses key societal issues related to Idaho families and the economic and environmental sustainability of Idaho's agriculture industry.

Agriculture is one of the biggest industries in Idaho providing a strong economic foundation for the state's success. In Idaho in 2019, agribusiness contributed over 17% of Idaho's total economic output, 129,500 Idaho jobs or approximately 1 in every 8 jobs in the state and \$10.5 billion in value added or over 12.5% of total Idaho GSP. CAFE provides a base to study the effects of dairies on both crop- and livestock-based agriculture, food-processing and surrounding communities.

CAFE research will also address the economic, social and cultural sustainability of rural communities and diverse populations as well as the quality and sustainability of air, land and water resources of the rural communities impacted by the dairy industry.

If the funding is not provided, coordinated research and educational activity will be limited leading to a lack of objective, science-based answers to publicly important questions that would educate Idaho's families and aid Idaho's producers and agricultural industry in adopting practices critical to the industry's sustainability for generations.

AGENCY: Health Programs

FUNCTION: University of Utah

ACTIVITY:

Agency No.: 515

Function No.: 04

Activity No.:

FY 2024 Request

Page ____ of ____ Pages

Original Submission X or

Revision No. ____

A: Decision Unit No: 12.01		Title: FY2023 Contract Inflation			Priority Ranking 1 of 1
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by summary object:					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
1. PC and workstation					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:	\$32,500				\$32,500
LUMP SUM:					
GRAND TOTAL	\$32,500				\$32,500

Request Narrative

The contract with the University of Utah includes contract inflation which has been appropriated by the Legislature each year. In FY 2023, the requests were limited to an increase of 3.1% of the FY 2022 ongoing general funds. The Graduate Medical Education requests for line items focused on expanding residences throughout Idaho, but the FY 2023 requests did not include contract inflation for the University of Utah contract.

The attached contract inflation worksheet shows how the contract inflation is calculated and would normally be requested at DU 10.23.

A: Decision Unit No: 10.23		Descriptive Title: Increase in Student Support Fees		Agency Priority Ranking of	
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	0				0
OPERATING EXPENDITURES by subobject:					
1.					
2.					
AL OPERATING EXPENDITURES:	0				0
CAPITAL OUTLAY by subobject:					
1.					
2.					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:	32,500				32,500
LUMP SUM:					
GRAND TOTAL	32,500				32,500
1. The state of Idaho does not have a medical education program. Each year since 1976, Idaho has had a bilateral contract with the University of Utah School of Medicine to provide medical education opportunities for Idaho residents in a four-year program. Historically, the contract stated the annual support fee per Idaho resident student increased by the Consumer Price Index plus 20% for the two years preceding the academic year. Starting in FY 2013, the fee increases by an amount which is equal to the increase in the Higher Education Cost Adjustment (HECA) index. The index used shall be the published HECA index for the most recently available preceding academic year. Starting in FY 2020, the index used shall be the published CPI index for the most recently available year preceding academic year.					
This DU allows the state to continue to participate in the agreement.					
2. The program objective is to provide access to medical education to Idaho students. Idaho Code Section 33-107.					
3. 'Idaho – University of Utah Medical Program Costs for FY 2022 and FY 2023					
FY 2022					
10 – 4th year @ 47,600	476,000				
10 – 3rd year @ 47,600	476,000				
10 – 2nd year @ 47,600	476,000				
10 – 1st year @ 47,600	476,000				
40 Students	\$1,904,000				
Preceptor Fee	32,600				
Total Appropriation	\$1,936,600				
Unrequested contract inflation					
	\$1,936,600				
	\$510,000	Psyche			
	\$2,446,600	Total Approp			
FY 2023					
10 10 -- 4th year @ 48,400					484,000
10 10 – 3rd year @ 48,400					484,000
10 10 – 2nd year @ 48,400					484,000
10 10 – 1st year @ 48,400					484,000
40 Students					\$1,936,000
Preceptor Fee: prior year plus inflation					33,100
					\$1,969,100
				Prior Year	\$1,936,600
				Total Increase	\$32,500
				3 Psych Residents	\$690,000
				Total UofU Funding	\$2,659,100
Index Used	Year	Support Fee	CPI	CPI Plus 20%	HECA
	FY 2008		0.001	0.0012	
	FY 2009		0.027	0.0324	
CPI	FY 2010	\$ 37,496	0.015	0.018	0.013582
CPI	FY 2011	\$ 37,541	0.03	0.036	0.0208
CPI	FY 2012	\$ 38,758	0.017	0.0204	0.0176
HECA	FY 2013	\$ 39,284	0.015	0.018	0.0174
HECA	FY 2014	\$ 40,100	0.008	0.0096	0.0194
HECA	FY 2015	\$ 40,800	0.007	0.0084	0.0163
HECA	FY 2016	\$ 41,500	0.021	0.0252	0.0178
HECA	FY 2017	\$ 42,300	0.021	0.0252	0.0354
HECA	FY 2018	\$ 43,000	0.019	0.0228	0.0208
HECA	FY 2019	\$ 43,800	0.023	0.0276	
HECA	FY 2020	\$ 45,400	0.014	0.0168	
HECA	FY 2021	\$ 46,300			
CPI	FY 2022	\$ 47,600			
CPI	FY 2023	\$ 48,400			

TAB 1 P

AGENCY: Health Education ProgramsFUNCTION: Graduate Medical
Education

ACTIVITY: Strategic Initiative

Agency No.: 515

Function No.: 04

Activity No.:

FY 2024 Request

Page 1_ of _3 Pages
Original Submission X or
Revision No. ____

A: Decision Unit No: 12.01		Title: Graduate Medical Education			Priority Ranking 1 of 1
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	2.0				2.0
PERSONNEL COSTS:					
1. Salaries	\$75,200				\$75,200
2. Benefits	31,200				31,200
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$106,400				\$106,400
OPERATING EXPENDITURES by summary object:					
1. Operating Expenses					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
1.					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:	\$638,100				\$638,100
LUMP SUM:					
GRAND TOTAL	\$744,500				\$744,500

Description:

- Family Medicine Residencies: \$319,000
 - \$212,700 for four new Boise Pediatrics residents at \$53,175 each
 - \$53,175 for a Rural Medicine Fellowship in Boise
 - \$53,175 for a Behavioral Health Fellowship in Nampa
- Idaho State University: \$106,400 for two new residents at \$53,175 each
- Kootenai: \$53,175 for one new resident
- Boise Internal Medicine: \$53,175 for one new resident
- Eastern Idaho Regional Medical Center: \$212,700 for four psychiatry residents at \$53,175 each
- Total FY 24 request: \$744,500

Attachment Four- Idaho Graduate Medical Education / SBOE FY 2024 Budget Request of the Ten Year GME Plan at 3% Funding Cap (June 2022)

Ten Year GME FY 2024 Budget Increase Request

Program	Current Funding per FTE	Existing Residents/Fellows (FY2023)		New Residents / Fellows (FY 2024)		Other		Total FY 2024 Requested Funding Increase
		FTEs		FTEs	Funding at \$53,175	FTEs		
Family Medicine Residency of Idaho	\$ 40,000							
Boise Family Medicine		36		1*	THCGME		\$ -	
Caldwell FM Rural Training Track		9		1*	THCGME		-	
Magic Valley FM Rural Training Track		6			-		-	-
Nampa Family Medicine		18						
Boise Pediatrics				4	212,700			212,700
Fellowships (SM, HIV, GER, OB, AM)		5						
Rural Medicine Fellowship - Boise				1	53,175			53,175
Behavioral Health Fellowship - Nampa				1	53,175			53,175
Total		74	\$ -	6	\$ 319,050			\$ 319,050
Idaho State University	\$ 40,000							
Pocatello Family Medicine		24		2	\$ 106,350		\$ -	\$ 106,350
RTT Rexburg Resident		3			-		-	-
Total		27		2	\$ 106,350		\$ -	\$ 106,350
Kootenai	\$ 40,000							
Coeur d'Alene Family Medicine		19		1	\$ 53,175		\$ -	\$ 53,175
FM/Behavioral Health Fellowship		1						
Rural Fellowship		1						
Total		21		1	\$ 53,175		\$ -	\$ 53,175
Boise Internal Medicine	\$ 20,000							
Boise Internal Medicine		30		1	\$ 53,175			\$ 53,175
Preliminary Year Intern Program		4					-	-
IM Chief Resident		3						
Addiction Medicine Fellowship		2					-	
Palliative Medicine Fellowship								
Total		39		1	\$ 53,175		\$ -	\$ 53,175
Western Idaho Psychiatry	\$ 49,725							
Boise Core Program		16	(Already funded above \$45K)				\$ -	
Total		16	\$ -				\$ -	\$ -
Eastern Idaho Regional Medical Center	\$ 40,000							
Internal Medicine		30						
Family Medicine		18						
Psychiatry				4	\$ 212,700			\$ 212,700
Total		48		4	\$ 212,700		\$ -	\$ 212,700
Eastern Idaho / ISU/Psychiatry	\$ 60,000							
UU/ISU Psychiatry		12			\$ -		\$ -	\$ -
Total		12			\$ -		\$ -	\$ -
Grand Total		237	\$ -	16**	\$ 744,450			\$ 744,450

* Funded through Teaching Health Center - GME

**16 new FTE's but only 14 will be funded in the FY2024 budget

AGENCY: Special Programs

APP UNIT: Forest Utilization Research

ACTIVITY:

Agency No.: 516

Approp Unit.: EDJA

Activity No.:

FY 2024 Request

Page 1 of 4 PagesOriginal Submission X or

Revision No. ____

A: Decision Unit No: 12.01		Title: FUR – Wildland Fire Center			Priority Ranking 1 of 1
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries	\$7,500				\$7,500
2. Benefits	2,900				2,900
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$10,400				\$10,400
OPERATING EXPENDITURES by summary object:					
1. Travel					
2. OE	\$7,800				\$7,800
TOTAL OPERATING EXPENDITURES:	\$7,800				\$7,800
CAPITAL OUTLAY by summary object:					
1.					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$18,200				\$18,200

Description:**University of Idaho Wildland Fire Center**

Wildfire seasons are becoming longer in Idaho and are affecting more people and areas once thought impervious to catastrophic events. Firefighting costs, property damage and risk to communities and state endowment lands continue to escalate. Expansion of the wildland-urban interface, uneven resource management practices across ownerships, drought, and more people recreating outdoors all contribute to increasing costs. Coordinated agency, community and landowner actions are necessary before, during and after fire events to reduce disruptions to local economies and livelihoods.

We request establishment of a Wildland Fire Center at the University of Idaho to facilitate coordination of fire research and dissemination of information to assist forest and rangeland practitioners and landowners in Idaho. State and local resources are largely focused on fire suppression during a fire event, and less on helping landowners avoid fires or on post-fire recovery. The Wildland Fire Center will coordinate pre- and post-fire research and outreach to provide a more comprehensive approach for living with fire in Idaho. Wildland Fire Center research and outreach activities would complement Idaho Department of Lands suppression responsibilities by augmenting preparedness planning on public and private lands, and helping

to establish landowner assistance for post-fire mitigation. Wildland Fire Center activities would be synergistic with wildland fire training and workforce development in the College of Natural Resources as part of its Bachelor of Science (B.S.) in Fire Ecology and Management, and the newly established Associates of Science (A.S.) degree in Wildland Fuels and Fire Technology. As funding becomes available for outreach coordinator positions, the Wildland Fire Center would serve as a hub for coordinating landowner efforts across ownerships to increase the pace and scale of activities. These outreach coordinators would be University of Idaho employees collocated with Idaho Department of Lands offices in areas having high fire risk, critical endowment land assets, and vulnerable communities.

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?

Requested funding supports the administrative stipend for one faculty member to coordinate research and outreach in a newly established Wildland Fire Center. The faculty coordinator is responsible for establishing the Wildland Fire Center for the purpose of prioritizing the research needs of practitioners and landowners, facilitating research through funding partnerships, and synthesizing and disseminating the best available fire science to assist forest and rangeland practitioners and landowners.

Access to this information is currently limited. State agency and local resources are largely focused on fire suppression, and less on avoiding fires and post-fire recovery and rehabilitation. Yet to ensure Idaho has healthy and resilient forests and rangelands that support local economies, efforts are desperately needed to facilitate pre- and post-fire activities like establishing fire protection associations, aiding prescribed burn planning and smoke management, developing communication strategies for adoption of best practices, facilitating landowner hazard assessments and fuels reduction, conducting post-fire hazard assessments, and mobilizing resources for post-fire recovery.

The University of Idaho is uniquely qualified to provide research and outreach assistance in this capacity. For more than 40 years the College of Natural Resources has partnered with state and local agencies to provide education, workforce training, research and landowner assistance to inform decisions affecting use and management of wildfire on our public and private forests and rangelands.

- a. If a supplemental request, explain how this request arises to the level of being an emergency for the agency.

N/A

2. Indicate the specific source of authority, whether in statute or rule, that supports this request.

The College of Natural Resources, Forest Utilization Research Program, University of Idaho is authorized under Idaho Statute Title 38 Forestry, Forest Products and Stumpage Districts, Chapter 7 Forest, Wildlife and Range Experiment Station

3. What is the agency staffing level, OE, or CO for this activity currently and how much funding, by source, is in the Base?

This is a request to increase base funding for annual maintenance of an administrative stipend and operations for a director of the Wildland Fire Center.

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.

(1) Wildland Fire Center director, administrative salary appointment of 10% (approximately \$10,400) paid on 9-month academic year base salary, benefits eligible. Anticipated hire date will be upon approved funding at the beginning of the fiscal year (typically on or around July 1).

- 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.

Existing operations will be minimally impacted as functions are currently in place to support the Forest Utilization Research program. Fiscal specialists will support Wildland Fire Center operations to process related travel and purchases. Human Resources will support hiring of personnel. Operations staff will support vehicle and related field needs. Communications staff will support information dissemination and promotion of related activities. Director level oversight will ensure adherence to all university policies and procedures.

- c. List any additional operating funds and capital items needed and note onetime versus ongoing costs.

Operating funds of \$7,800 for annual maintenance funding requested to cover travel, supplies and outreach efforts.

- 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)?

Personnel Costs are based upon the current University of Idaho market-based compensation system, and market costs as compared to similar positions regionally and nationally. Operating Expense is based on current market costs of similar units within the Forest Utilization Research program.

No other contingency funding mechanisms have been identified.

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.

The College of Natural Resources is a nationally recognized leader in wildland fire training and research, with faculty and staff expertise in areas of forest and rangeland management, fire ecology, policy and economics, and related areas. College faculty and staff work closely with local, state and federal authorities to inform land management activities. Establishing a Wildland Fire Center at the University of Idaho would facilitate exchange of ideas that would increase the pace and scale of activity to combat catastrophic events through the coordination of pre- and post-fire agency and landowner activities. In partnering with the Idaho Department of Lands, research dissemination and outreach efforts can better prepare residents to live with fire and to protect the economic vitality of our endowments, and other public and private forests and rangelands. Establishment of the Wildland Fire Center increases potential for competitive federal research awards to augment these activities.

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?

State endowment beneficiaries and local communities most benefit from this investment. Wildfires result in disruption to local economies, lost timber receipts and range forage, destruction of private property, threats to public and firefighter safety, and damage to critical wildlife habitat and water resources. Reducing those impacts helps preserve an estimated \$4 billion contributed annually to Idaho's economy from forests and rangelands, and as much as \$3 billion from outdoor recreation. Reducing fire impacts to endowment lands will increase financial return to beneficiaries while supporting rural economies and livelihoods. Coordinating research and outreach with practitioners and landowners throughout the state would facilitate localized planning for non-suppression activities.

AGENCY: Special Programs

APP UNIT: Idaho Geological Survey

ACTIVITY:

Agency No.: 516

Approp Unit: EDJB

Activity No.:

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A: Decision Unit No: 12.01		Title: Salary Adjustments			Priority Ranking 1 of 1
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries	\$10,400				\$10,400
2. Benefits	2,000				2,000
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$12,400				\$12,400
OPERATING EXPENDITURES by summary object:					
1. Ongoing operating expenses					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$12,400				\$12,400

Request Narrative

The legislative mandate of the Idaho Geological Survey (IGS) is to collect, interpret and publicly distribute geologic data for the state of Idaho.

IGS is requesting funds to implement salary adjustments for up to five (5) staff members. The positions most in need to receive salary increases are: Senior Researcher, Geologic Hazard Geologist, Hydrogeologist, Senior Petroleum Geologist, and Finance and Operations Manager. All these positions have not been awarded any career progression since the time of employment, yet their respective responsibilities have grown considerably, and justify a salary adjustment. For all scientific staff, responsibilities now include managerial duties to oversee temporary project related staff. This is a very high priority request, which is needed to retain expertise crucial to the IGS mission, at a time where the industry market is aggressively recruiting technical and financial positions.

1. Explain the request and provide justification for the need.

The request is trying to support retention of competent staff being actively recruited by private companies in the mineral and exploration sectors. At the current allowed level of funding, this request is minimal and should be considered an emergency measure.

2. If a supplemental, what emergency is being addressed?

This is not a supplemental request.

3. Specify the authority in statute or rule that supports this request.

IGS is created under Idaho Statutes 47-201 to be the lead state agency for the collection, interpretation, and dissemination of geologic and mineral data for Idaho.

4. Indicate existing base of PC, OE, and/or CO by source for this request.

IGS currently has 12.28 FTE appropriated of which 11.625 are allocated under the FY23 projection.

5. What resources are necessary to implement this request?

This request is for salary adjustment for existing IGS staff and conforms with the maximum allowable request for FY24.

6. List positions, pay grades, full/part-time status, benefits, terms of service.

Title	Salary	FT or PT	Benefit Elig	Date of Hire	Term Service
Career progression and promotions	\$10,380	N/A	Yes	N/A	12-month

7. Will staff be re-directed? If so, describe impact and show changes on org chart.

No

8. Detail any current one-time or ongoing OE or CO and any other future costs

N/A

9. Describe method of calculation (RFI, market cost, etc.) and contingencies.

All costs for FTE are based on market data and costs for comparable positions at similar state geological surveys.

10. Provide detail about the revenue assumptions supporting this request.

We do not anticipate increases in revenue for IGS.

11. Who is being served by this request and what is the impact if not funded?

This request is designed to serve the constituents of the State of Idaho as it addresses key scientific, economic, and public safety issues related to the stewardship of natural and mineral resources and the understanding and mitigation of natural hazards.

As the leading state agency for geological data, IGS' collective knowledge provides critical information to numerous prospective and current companies that are attracted by Idaho's natural resources, with direct impact on the economy of local communities, especially in rural areas, which provide a source of revenue for private businesses and municipalities.

If funding is not provided, the ability of IGS to retain part of its technical staff and expertise will be compromised, with potential negative impact and limitation to the IGS mandate mission. In addition, the IGS' priorities, and ability to operate across the state will be dictated by contractual obligations from external funding sources, leading to a lack of objective, science-based answers to publicly important questions.

IT Narrative (If applicable)

1. How does this request conform with your agency's IT plan?

All IT purchases at the University of Idaho are made in compliance with both IT and Purchasing protocols.

2. Is your IT plan approved by the Office of Information Tech. Services?

No.

3. Does the request align with the state's IT plan standards?

N/A

4. Attach any supporting documents from ITS or the Idaho Tech. Authority.

N/A

5. What is the project timeline?

N/A

AGENCY: Special Programs
FUNCTION: Scholarships and Grants
ACTIVITY: Rural Educator Incentive

Agency No.: 516
 Function No.:
 Activity No.:

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Rural Educator Incentive Program					
A: Decision Unit No: 12.01	Title: Year 2		Priority Ranking 1 of 1		
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by summary object:					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:	\$1,625,000				\$1,625,000
LUMP SUM:					
GRAND TOTAL	\$1,625,000				\$1,625,000

Request Narrative

1. Explain the request and provide justification for the need.

Senate Bill 1290 (FY 2023) established a rural educator incentive program for educators who work in high-need or rural school districts or charter schools. Unlike other programs that provide the same amount of funding or reimbursement over a fixed number of years, this program would provide a maximum amount of eligible funding that gradually increases for each year the educator stays in the high-need school district or charter school up to the maximum number of years of eligibility. The funds could be used for educator loan repayments, additional degrees, advanced degrees, or other educational costs.

2. If a supplemental, what emergency is being addressed?

N/A

3. Specify the authority in statute or rule that supports this request.

N/A

4. Indicate existing base of PC, OE, and/or CO by source for this request.

\$775,000 ongoing General Fund were appropriated in FY 2023, which included \$25,000 for Personnel Costs and \$750,000 Trustee/Benefit payments for 500 teachers at \$1,500 per teacher.

5. What resources are necessary to implement this request?

Trustee/Benefit payment funding for second year of program.

6. List positions, pay grades, full/part-time status, benefits, terms of service.

N/A

7. Will staff be re-directed? If so, describe impact and show changes on org chart.

No.

8. Detail any current one-time or ongoing OE or CO and any other future costs.

N/A

9. Describe method of calculation (RFI, market cost, etc.) and contingencies.

Based on passed legislation.

10. Provide detail about the revenue assumptions supporting this request.

This budget request assumes a General Fund appropriation to support it.

11. Who is being served by this request and what is the impact if not funded?

Teachers and schools across the state are served by this request. If it is not funded, the current base appropriation will continue to be used to support the program at a more limited level.

IT Narrative (If applicable)

1. How does this request conform with your agency's IT plan?
2. Is your IT plan approved by the Office of Information Tech. Services?
3. Does the request align with the state's IT plan standards?
4. Attach any supporting documents from ITS or the Idaho Tech. Authority.
5. What is the project **timeline**?

AGENCY: Colleges and Universities

FUNCTION: Boise State University
 ACTIVITY: Small Business
 Development Center

Agency No.: 516

Function No.: 05

Activity No.:

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A: Decision Unit No: 12.01		Title: Business Consultants			Priority Ranking of 1
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	.5				.5
PERSONNEL COSTS:					
1. Salaries	\$13,800				\$13,800
2. Benefits	9,000				9,000
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$22,800				\$22,800
OPERATING EXPENDITURES by summary object:					
1. Travel					
2. Operating					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$22,800				\$22,800

*.5 FTP reflects the *total* of what is being requested (under General column) and the *existing* FTPs that serve the mission of this line item request that are funded through outside sources (under Federal and Other).

1. Explain the request and provide justification for the need.

Supports institution/agency and Board strategic plans:

This request to add additional business consultants at the Idaho Small Business Development Center supports:

- Governor Little's initiatives around economic development in rural areas of Idaho
- The State Board of Education's objectives around innovation and economic development, and the increase of access to education for all Idahoans regardless of socioeconomic status, age, or geographic location.
- Boise State University's core theme for community commitment.
- The Boise State College of Business and Economics' goal to support economic development through collaboration with public and private organizations.

- The host college and university goals for outreach to communities and support of economic development.

Description:

The Idaho Small Business Development Center (SBDC) has been providing no-cost consulting and coaching to Idaho's small businesses and entrepreneurs since 1986 through a network of 6 offices hosted by Idaho's colleges and universities that service all 44 counties in the state. The Procurement Technical Assistance Center (PTAC) has also been providing assistance to businesses on government procurement since 1986. In 2015, the PTAC transitioned from the Idaho Department of Commerce to the Idaho SBDC to complement the services being provided to small businesses.

The COVID-19 Pandemic and ensuing economic crisis affected every part of Idaho. The Idaho SBDC network responded to this crisis by being on the front lines of the economic recovery. Critical information was relayed to Idaho Businesses looking to keep their doors open, Agency partners like Labor and Commerce, and the Financial Management leveraged the SBDC network as a trusted voice to deliver information about unemployment, funding opportunities, and grants for Idaho businesses.

Demand for the Idaho SBDC's professional consultants increased by 62% in 2020 over 2019, and in 2021 it was still up 56% over 2019. This significant and sustained increase in demand requires our network to expand to meet this need, particularly in Rural areas of Idaho.

This request is part of a larger initiative to significantly increase the availability of business consultants and services to rural parts of Idaho.

Rural Impact

On average over the past three years, 20% of Idaho SBDC clients have been located in rural areas. The time spent with these clients has resulted in rural Idaho accounting for; 26% of all new business starts, 32% of all capital raised, 21% of all jobs created, and 19% of all sales in the past six years (from SBDC clients).

Historical Data for SBDC Rural Client Impact:

	2019	2020	2021
<i>% of Rural Clients</i>	17.53%	21.25%	21.14%
% of Total Rural Impact from all SBDC Clients			
<i>Business Starts</i>	25.00%	20.00%	16.60%

<i>Capital Raised</i>	11.22%	22.85%	18.39%
<i>Jobs Created</i>	26.61%	19.16%	18.39%
<i>Sales Growth</i>	42.27%	25.61%	29.86%

While these statistics are encouraging, there is need and opportunity for improvement. Even with its strong track record of performance, under the current resources, the Idaho SBDC has not been able to significantly increase these measures. The Idaho SBDC conducted a rural awareness study in 2018 that found 47% of the businesses in the study were aware of the SBDC, but only 27% specifically knew about, and utilized its services. To effectively reach rural business owners with one-one-one consulting and high-quality training, the SBDC needs to expand its presence and awareness in rural Idaho.

The request focuses on increasing “on-the-ground” rural development support with remotely located consultants servicing rural communities in North Central Idaho as well as virtual services based out of Pocatello for companies in rural areas in order to get their businesses working websites to increase their reach and revenue.

The Idaho SBDC has a proven track record of utilizing state and federal funds to deliver solid results for Idaho’s economy. (see table below) We have currently optimized our regional offices across the state, and have the opportunity to focus on the rural need and opportunity, which needs additional resources to effectively reach Idaho’s rural areas. The targeted area for this request is the Driggs/Victor region of Eastern Idaho.

Idaho SBDC Impact Data	2019	2020	2021
Jobs Created	808	586	710
Clients Served	1,845	2,179	2036
Businesses Started	99	67	95
Sales Growth	\$61M	\$40M	\$56M
Capital Raised	\$48M	\$71M	\$53M
Training Hours	9,368	10,4109	6,578
Consulting Hours	20,436	27,070	23,048

Current Percent of Rural Clients Served	26%	27%	21%

2. If a supplemental, what emergency is being addressed?

N/A

3. Indicate existing base of PC, OE, and/or CO by source:

Ongoing funding is requested to increase the available hours for one part-time position (\$23109) in Eastern Idaho, this increase in funding will have a direct and meaningful impact on rural areas.

Rural outreach is not something that needs one-time or short-term funding. Our staff need to have a sustained footprint within the rural parts of each region to host training, build relationships, increase our awareness and be available for one-on-one consulting in order to most effectively provide the Idaho SBDC services needed to assist rural businesses succeed.

Two SBDC regional offices have tested a distributed staffing model, whereby business consultants are remotely located in rural areas. This approach has allowed the SBDC consultants to be more responsive to needs of local companies, has built stronger community relationships, and delivered quality consulting. The Idaho SBDC is seeking to expand this approach in additional rural parts of Idaho.

4. What resources are necessary to implement this request?

One office will receive funding to increase hours of one part-time remote rural consultant position. The long term plan is to increase our statewide rural reach by adding new part-time positions to three of our six regions. However, this request is focused on Eastern Idaho as it is our most immediate opportunity.

- Personnel: One new remotely located part-time positions
 - Region II: Rural SBDC Consultant for Eastern Idaho

5. List positions, pay grades, full/part-time, benefits, terms of service

Location	<i>Victor/Driggs</i>
FTP	<i>.5 FTP</i>
Title	<i>Rural Service Consultant</i>

Role Description	<i>New position dedicated to a rural location</i>
Personnel	13,800
Fringe	8,967
Travel	\$0.00
Total	\$22,800.00

6. Will staff be redirected? If so, describe impact and show changes on org chart

N/A

7. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

\$22,800 is being requested to increase .5 FTP to the SBDC network to increase hours of rural consulting in areas around Lewiston.

The request is for ongoing funding that would be added to the base.

8. Describe method of calculation

This request used market rates based on current consultant salaries.

9. Provide detail about the revenue assumptions supporting this request

Every dollar invested into the SBDC provides a sizable return to the state of Idaho in tax revenue based on new jobs created in the state. Additionally, each State dollar invested into the SBDC network can be leveraged to increase Federal grants that support the economic development of Idaho. In 2020, the SBDC created a **25:1 return on investment** for Idaho State funds put into the network. We expect this return ratio to continue upon this increase in base funding.

10. 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?

The request is designed to primarily serve businesses located in Rural parts of Idaho, which accounts for roughly 25% of the total clients served by the Idaho SBDC. Last year

the SBDC helped create 710 jobs in the state of Idaho. Of those jobs created, 126 were located in rural parts of Idaho (17% of jobs created). The SBDC also helped rural businesses retain an additional 96 jobs. Those rural businesses accessed \$15.7 million in capital and had sales growth of \$11 million. There is opportunity and need to increase assistance and the economic impact to rural Idaho.

If this request is not funded, the Idaho SBDC will continue serving businesses in the more rural parts of the state in a limited capacity. However, without additional funding, we expect to deliver only a fraction of the impact to small businesses we believe possible in the rural communities; thus not realizing the potential for increased growth of Idaho's businesses.

AGENCY: **BSU Special Programs**

FUNCTION: General Education

ACTIVITY: TechHelp

Agency No.: 516

Function No.: 08

Activity No.:

FY 2024 Request

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studio\Blu, Design Prototype Center					
A: Decision Unit No: 12.01	Title: Center			Priority Ranking 1 of 1	
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	.1		.9		1
PERSONNEL COSTS:					
1. Salaries	\$8,700		\$116,200		\$124,900
2. Benefits	\$3,000		\$23,800		\$26,800
TOTAL PERSONNEL COSTS:	\$11,700		\$140,000		\$151,700
OPERATING EXPENDITURES by summary object:					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$11,700		\$140,000		\$151,700

1. Explain the request and provide justification for the need.

In an effort to meet the 3% Cap and still meet the funding request to support a new key staff positions to provide "studio\Blu" center leadership. studio\Blu is a consortium between the Boise State Colleges of Engineering, Business & Economics, TechHelp, the Idaho Manufacturing Alliance and Industry partners. Its goal is to connect Idaho industry and entrepreneurs to advanced technology and workforce. Services include technical assistance and training to help our customers in all the stages from concept idea through design, prototype, teste, initial manufacture, funding, and go to market.

This new position is foundational to leading the center, which provides employment for 30 Boise State engineering and business students and three (3) professional staff working on design, prototyping, marketing, and business development projects for industry, research faculty and students. The Center is used by over 300 students, 20 faculty and approximately 70 industry and entrepreneurial clients annually.

This request to add studio\Blu staff at TechHelp at Boise State supports:

- Governor Little's strategic investments supporting technical education and workforce development, including his initiative to diversify Idaho's economy in rural areas.
- The State Board of Education's objectives around innovation and economic development, and the increase of access to education for all Idahoans.

- Boise State University's strategic goals for: 1) Innovation and Institutional Impact, 2) Improve Educational Access and Student Success, 3) Advance Research and Creative Activity, and 4) Trailblaze Programs and Partnerships.
- The Boise State College of Business and Economics' goal to support economic development through collaboration with public and private organizations.

About TechHelp - From Boise State's College of Business and Economics (COBE) and the College of Engineering (COEN), TechHelp works in partnership with Boise State, the University of Idaho, Idaho State University and the Idaho Manufacturing Alliance. We provide technical assistance and training to Idaho manufacturers, food and dairy processors, engineering service companies and entrepreneurs to grow revenue, to increase productivity and performance, and to strengthen global competitiveness.

With customers we use a team-based network of industry-experienced staff, proven partners and student employees. TechHelp and studio\Blu currently has 14 full-time professional staff, 28 p/t staff, plus we contract with experts from private industry, Idaho's universities and the MEP National network to develop lasting, trusted-adviser relationships with leaders in Idaho manufacturing companies and communities.

studio\Blu houses TechHelp's New Product Development (NPD) client services, COEN's Engineering Innovation Studio (EIS) and Engineering Research Support (ERS), and the COBE Funding Accelerator. studio\Blu teams work from COEN to provide design, prototype and go to market services to entrepreneurial manufacturers, engineering firms, faculty and students developing new products and research activities. TechHelp and studio\Blu staff and students have been integral to the success of Idaho-founded companies such as Rekluse Motorsports, In the Ditch Towing Products, House of Design Robotics, Lovevery and SGW Designworks. These companies' successes and the associated investments in new products and processes, growing and retaining customer revenue, creating and retaining jobs – this is why TechHelp and studio\Blu exist. Numerous Boise State COBE, COEN TechHelp and studio\Blu alumni have worked at these companies and are critical to their talent pipeline.

Funding for professional staff will provide key leadership for studio\Blu customer and partner relations, business development, and center operations. The combined product development, student and research support, and go to market capabilities are co-located in a facility that is fast becoming a Boise State showcase for donors, sponsors, and prospective students and their parents. The center is expanding the scope of client project work and student staff roles to include new engineering and business disciplines. It is adding new advanced manufacturing technologies, student staff and services are being diversified. The center will be operated by both students and professional staff. We envision studio\Blu becoming "as big as the Blue" at Boise State.

The center's students are mentored by staff employees as they work on client projects, with real budgets and real deadlines, projects that assist clients pursue their product development and research objectives. The projects lead to new products, new companies and research that support Idaho economic development, including new investment, new revenues, and new jobs in Idaho. Center customers include private industry, university faculty and researchers, and students. It serves all of Idaho, and includes rural students and rural industry partners. studio\Blu partners emphasize experiential learning both for student employees and a broader user group of Boise State students, with the goal of providing a near-term pipeline of workplace-ready talent for entrepreneurial and technology companies across Idaho. studio\Blu is run like a business and will be supported by multiple funding streams, much like TechHelp.

studio\Blu supports Idaho STEM workforce needs and will support current and projected labor shortfalls. Its experiential learning component is key to improving student graduation rates and retention of graduates from Idaho universities.

Focus and Results - The request focuses on two major areas: 1. Increasing an entrepreneurial and advanced technology workforce talent pipeline to Idaho, including rural student participation in studio\Blu and rural industry partner/employee participation; and 2. Increasing capacity and velocity of projects supporting industry product development, university research, and student projects, furthering TechHelp's and Boise State's positive economic impact on Idaho's economy, including companies' sales, savings, investment and jobs.

TechHelp has a long history of leveraging state and federal funds to deliver impactful results for Idaho's economy. As the Idaho's center for Manufacturing Extension Partnership and Economic Development Administration – University Center TechHelp has a long history of successfully deploying experienced manufacturing specialists from regional offices across the state, to address the needs of Idaho's manufacturers and entrepreneurs. This funding request furthers this mission and is key to addressing critical workforce shortages with Idaho companies.

2. If a supplemental, what emergency is being addressed?

a. NA

3. Indicate existing base of PC, OE, and/or CO by source for this request.

- Ongoing funding is requested for salary and fringe for a new full-time position.
- studio\Blu's sustainability plan includes securing ongoing funding from multiple sources including client fees and industry sponsorship. This center will have an on-going, sustained impact on industry and workforce development via student real world experiences and successful client project outcomes. Sustained funding will allow us to increase our market penetration with industry and allow the center to continue to build its student employee and leadership programs with adequate professional staff mentoring, leadership, and strategic growth of the center.
- Currently studio\Blu is primarily supported with an EDA Venture award for the next fiscal year. However, this award does not have the necessary funding to cover the costs of a director over time. It is the objective of the EDA, TechHelp and Boise State that the state will support the success of the center by contributing to the costs for these necessary positions.

4. What resources are necessary to implement this request?

TechHelp offices at Boise State's COBE and COEN request funding for a new full-time studio\Blu leadership position with statewide responsibilities. Other TechHelp appropriation, client fee revenue and federal resources will support additional costs for operating expenses, including student employees, professional staff, advertising, office supplies, computers, and training.

5. List positions, pay grades, full/part-time status, benefits, and terms of service.

FTP Level	.1 FTP	Role Description	Personnel	Fringe	Travel	Expenses	Total
Title	Center Director	New position dedicated to studio/Blu	\$8,700	\$3,000	\$0	\$0	\$11,700

6. Will staff be redirected? If so, describe impact and show changes on org chart.

- No. The existing staff will remain in current positions and expand duties to meet the needs of this new Center. New leadership duties will be completed by the new positions requested above.

7. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

- a. Ongoing salary and benefit costs is requested to add staffing to TechHelp program studio\Blu Center. This position is necessary to add leadership, operation, financial, and capacity capabilities to the center.

Although much more state funding is necessary to fully support this position for Studio\Blu, this funding at the capped amount does help in the support of position that is necessary to allow for the center to function as it is intended. TechHelp and COEN do not have the funding to fully support the center, they can assist with expenses with existing state funding, and federal funding from the NIST MEP and EDA University Center base grants, as well as anticipated future grant funding.

8. Describe method of calculation (RFI, market cost, etc.) and contingencies.

- a. Costs were calculated based on a market analysis of equivalent positions both from industry and other higher education institutions.

9. Provide detail about the revenue assumptions supporting this request.

- a. Like other TechHelp programs this Center will provide services to clients on a for fee basis. This revenue will be utilized for all costs not funded by appropriated and other funds. TechHelp will also pursue grant funding and corporate sponsorship as additional means to offset Center costs.

10. Who is being served by this request and what is the impact if not funded?

- a. Boise State students are being served by this request as both the primary delivery personnel as well as the customers for many projects.
 - i. Without funding for a studio\Blu Center Director, this center would likely operate at a fraction of capacity and decrease the number of students served
 - ii. Without funding, expansion of the center capabilities by way of a) integrating state-of-the-art product development and manufacturing practices, and b) creating employment opportunities for students in multi-disciplinary areas (e.g., business and diverse engineering majors) will be severely constrained.
- b. Idaho entrepreneurs, manufacturers, and engineering businesses will be served by this center via new product development projects completed by students both at the center and in embedded positions working projects at client companies that will allow for real-world experience and a workforce ready for hire after graduation.
 - i. Without this funding significantly fewer clients would have access to studio\Blu resources, including embedded students in their companies resulting in workforce hiring challenges.
 - ii. Without funding, center capacity would be greatly decreased and projects from potential clients would be turned down.
- c. Research faculty will be served by gaining access to design, prototyping, and advanced manufacturing capabilities on campus supported by center staff, students, and equipment.
 - i. Without funding, the center would have less staff and students and would have less capacity to meet the needs of research faculty who seek design and prototype assistance via access to the capabilities of studio\Blu.

AGENCY: Office of the State Board of Education

Agency No.: 501

FY 2024 Request

FUNCTION: School Safety and
Security

Function No.:

Page ____ of ____ Pages

ACTIVITY:

Activity No.:

Original Submission X or
Revision No. ____

Central Idaho Analyst Position and Federal Grant Reallocation					
A: Decision Unit No: 12.01		Title: Federal Grant Reallocation		Priority Ranking 1 of 7	
	General Fund				
DESCRIPTION	Reallocation	Dedicated	Federal Elimination	Other	Total
FULL TIME POSITIONS (FTP)	0	0	0		0
PERSONNEL COSTS:					
1. Salaries	\$37,600	\$69,800	-107,400		
2. Benefits	13,800	25,400	-39,200		
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$51,400	\$95,200	-146,600		
OPERATING EXPENDITURES by summary object:					
Operating Costs					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
Vehicle replacement					
Computer equipment					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$51,400	\$95,200	-146,600		

Request Narrative**Reallocate existing three federal grants to general and dedicated funds.**

1. Explain the request and provide justification for the need.

The School Safety and Security program has been partially funded with federal grants that are expiring. This request is to finish out a transfer that was begun in the FY 23 budget cycle to move federally funded employees onto other fund sources. Three-fourths of the Central Idaho analyst position costs were moved to the General Fund in the FY 23 budget; this \$51,400 in general funds and \$95,200 in dedicated funds are the remaining one-fourth.

2. If a supplemental, what emergency is being addressed?

N/A

3. Specify the authority in statute or rule that supports this request.

N/A

4. Indicate existing base of PC, OE, and/or CO by source for this request.

\$51,400 General Fund Personnel Costs
\$95,200 Dedicate Fund Personnel Costs

5. What resources are necessary to implement this request?

Additional General and Dedicated Fund Personnel Costs.

An FTP transfer is also requested as follows:

General Fund	.53
Dedicated Fund	.85
Federal Fund	<u>(1.38)</u>
Net	0

6. List positions, pay grades, full/part-time status, benefits, terms of service.

School Security Analyst, Pay Grad N, full-time

7. Will staff be re-directed? If so, describe impact and show changes on org chart.

No.

8. Detail any current one-time or ongoing OE or CO and any other future costs.

9. Describe method of calculation (RFI, market cost, etc.) and contingencies.

Based on current employee salary.

10. Provide detail about the revenue assumptions supporting this request.

This budget request assumes a General Fund appropriation to support it.

11. Who is being served by this request and what is the impact if not funded?

The School Safety and Security program and the entities it serves will benefit from this request. If it is not funded, hours and service-level will be scaled back to meet the current budget of a three-quarter-time FTP.

Primary impact will be in the Magic Valley/Central Idaho schools and districts resulting in a low level of support for school safety initiatives and improvements.

IT Narrative (If applicable)

1. How does this request conform with your agency's IT plan?
2. Is your IT plan approved by the Office of Information Tech. Services?
3. Does the request align with the state's IT plan standards?
4. Attach any supporting documents from ITS or the Idaho Tech. Authority.
5. What is the project **timeline**?

AGENCY: Office of the State Board of Education
FUNCTION: Technology Services

Agency No.: 501
 Function No.: 04

FY 2024 Request
 Page 1 of 5 Pages

ACTIVITY: IT and Data Management

Activity No.:

Original Submission X or
 Revision No. ____

A: Decision Unit No: 12.02		Title: ISEE Coordinator		Priority Ranking 2 of 7	
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	1.00				1.0
PERSONNEL COSTS:					
1. Salaries	\$75,000				\$75,000
2. Benefits	27,200				27,200
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$102,200				\$102,200
OPERATING EXPENDITURES by summary object:					
1. Travel to support LEAs (ongoing)	\$3,000				\$3,000
TOTAL OPERATING EXPENDITURES:	\$3,000				\$3,000
CAPITAL OUTLAY by summary object:					
1. PC, workstation and equipment	\$3,000				\$3,000
TOTAL CAPITAL OUTLAY:	\$3,000				\$ 3,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$108,200				\$108,200

Request Narrative

1. Explain the request and provide justification for the need.

OSBE is requesting an ongoing FTP to add an ISEE Coordinator to provide assistance to LEAs with required state reporting. The current IT and Data Management team workload is unsustainable, and additional staff support is needed.

The Idaho System for Educational Excellence (ISEE) is the comprehensive K-12 data system that houses all of the data used by the Office of the State Board of Education (OSBE) and the State Department of Education (SDE) to meet state and federal reporting and accountability requirements. In addition, this system holds and processes the data that is used to determine K-12 funding, which accounts for approximately half of Idaho's annual general fund expenditure, in addition to federal funding.

When ISEE was first implemented, the SDE assigned four ISEE Coordinators to assist Local Education Agencies (LEAs) with their reporting. These Coordinators worked directly with LEA staff to provide professional development, reporting assistance, and to help identify reporting issues that require correction. Over the years, the number of Charter Schools, Cooperative Service Agencies, and Career Technical Schools has grown rapidly, resulting in an increase from 154 reporting entities in 2010, to 191 reporting entities in 2022 – an increase of 24%. These additional reporting entities are primarily brand new, with new staff that require additional support and training beyond what existing LEA staff require. This growth, coupled with a reduction in ISEE Coordinator staffing over the years that ISEE was under the SDE, leaves only two ISEE Coordinators to support these 191 reporting entities. Additionally, LEA staff turnover over the last few years has resulted in increased demand from LEAs for training and assistance. This workload is unsustainable for the existing ISEE team.

2. If a supplemental, what emergency is being addressed?

N/A

3. Specify the authority in statute or rule that supports this request.

N/A

4. Indicate existing base of PC, OE, and/or CO by source for this request.

N/A

5. What resources are necessary to implement this request?

This request is for one FTP for an ISEE Coordinator to support the ISEE team and LEAs with required reporting. In addition to the FTP, we will need \$3,000 in one-time CO for computer workstation and equipment to support the position in addition to \$3,000 in ongoing OE to cover travel to support LEAs. Depending on the location of the individual hired, they may be eligible to work from home, or may utilize an existing space in our current office that already has a desk and chair available. Training will be done in-house by our ISEE team and will not result in additional expense.

6. List positions, pay grades, full/part-time status, benefits, terms of service.

Position Title: ISEE Coordinator

Pay Grade: O

Status: Full-time

Benefit Eligibility: Eligible

Anticipated Hire Date: July 2023

Terms of Service: Permanent

7. Will staff be re-directed? If so, describe impact and show changes on org chart.

No existing staff will be re-directed, but the Education Data Systems Reporting Manager will be able to dedicate more of his time to improving the data system rather than providing support coverage when the ISEE Coordinators are unable to keep up. The ISEE Coordinator will be an essential member of the ISEE team, working closely with the Education Data Systems Reporting Manager, the two existing ISEE Coordinators, CTO, Application Developers, and numerous program staff from SDE and OSBE. This individual will report to the Education Data Systems Reporting Manager.

8. Detail any current one-time or ongoing OE or CO and any other future costs.

\$3,000 in one-time CO for a computer and workstation.

\$3,000 in ongoing OE for travel to support LEAs.

9. Describe method of calculation (RFI, market cost, etc.) and contingencies.

PC is based on the median salaries of the two existing ISEE Coordinators.

OE was based on an estimate of anticipated travel based on the current travel of the existing ISEE Coordinators.

10. Provide detail about the revenue assumptions supporting this request.

This request is for an ongoing, permanent FTP and ongoing OE to support travel for this FTP. One-time CO is being requested to provide for a computer, workstation, and equipment for this new position. ISEE supports the needs of Idaho's education stakeholders including state agencies, LEAs, and Idaho's legislature. The rapidly increasing number of ISEE reporting entities considerably increases the demand for support resources at the same time that increased state and federal funding to LEAs

have required additional accountability and reporting requirements without a corresponding increase in support staff to assist LEAs with this effort.

11. Who is being served by this request and what is the impact if not funded?

The ISEE system provides essential information to agencies including OSBE, SDE, the Idaho Public Charter School Commission (IPCSC), the Division of Career and Technical Education (CTE), and additional agencies including the Department of Juvenile Corrections and the Department of Health and Welfare. This data is used to provide the calculations for the K-12 funding formula which accounts for approximately 50% of Idaho's annual general fund appropriation. Additionally, this information is used to provide the required accountability data for both federal and state requirements. Virtually all reports and estimates of K-12 funding or accountability that are provided to policy makers are sourced from this system.

The data that are used for funding calculations and reporting are only as good as the data that enter the ISEE system from the LEAs. In order to improve data quality and ensure that what is reported is appropriate, LEAs need training and professional development to understand state and federal requirements as well as how their data systems interact with the state system. ISEE Coordinators are essential to ensuring that LEAs are adequately trained and able to provide data to the state. These Coordinators don't simply provide LEA training, but they are a valuable resource to the state program staff as well.

The current workload is more than two ISEE Coordinators can support. If this position is not funded, LEAs will not receive the necessary training that they require, which will disproportionately impact new Charter Schools and any LEAs that have experienced recent staff turnover. With the amount of turnover experienced by LEAs during the pandemic, new LEA staff are deficient in their ability to report appropriate data to the state and are desperate for assistance. We have seen a decrease in data quality over the last two years as staff turnover has increased.

Without an additional Coordinator, existing Coordinators will not only be unable to meet the demands for LEA support, but will be unable to spend an adequate amount of time working on Data Quality and compliance. This will impact the quality of the data in the system that is available to support calculations and provide reports to policy makers. Additionally, it is these individuals that catch the vast majority of reporting errors that can result in overpayment to LEAs. These individuals have directly impacted improved data quality and have saved the state millions of dollars over the last few years.

IT Narrative (If applicable)

1. How does this request conform with your agency's IT plan?
2. Is your IT plan approved by the Office of Information Tech. Services?
3. Does the request align with the state's IT plan standards?
4. Attach any supporting documents from ITS or the Idaho Tech. Authority.
5. What is the project [timeline](#)?

AGENCY: Office of the State Board of Education

Agency No.: 501

FY 2024 Request

FUNCTION: Administration

Function No.:

Page ____ of ____ Pages

ACTIVITY:

Activity No.:

Original Submission X or

Revision No. ____

A: Decision Unit No: 12.03		Title: Financial Specialist Position			Priority Ranking 3 of 7
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	1.00				1.0
PERSONNEL COSTS:					
1. Salaries	\$48,500				\$48,500
2. Benefits	24,000				24,000
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$72,500				\$72,500
OPERATING EXPENDITURES by summary object:	0				
TOTAL OPERATING EXPENDITURES:	0				0
CAPITAL OUTLAY by summary object:	0				0
TOTAL CAPITAL OUTLAY:	0				0
T/B PAYMENTS:	0				0
LUMP SUM:	0				0
GRAND TOTAL	\$72,500				\$72,500

Request Narrative

1. Explain the request and provide justification for the need.

The OSBE financial team consists of four staff who handle all financial and human resources responsibilities. One of those four—the Human Resource Specialist—splits her time between OSBE and CTE. The OSBE staff has doubled in the last few years with no additional support for the financial and human resources functions. The workload is unsustainable and an additional staff member is needed to process the day-to-day financial transactions, assist with budget tracking and reporting, as well as other financial and human resources support.

2. If a supplemental, what emergency is being addressed?

N/A

3. Specify the authority in statute or rule that supports this request.

N/A

4. Indicate existing base of PC, OE, and/or CO by source for this request.

There is no existing funding in the base for this position. The financial team consists of the Chief Financial Officer, Financial Manager, Financial Unit Supervisor, and Human Resource Specialist.

5. What resources are necessary to implement this request?

Personnel Costs and an additional FTP.

6. List positions, pay grades, full/part-time status, benefits, terms of service.

Title	Pay Grade	Salary	Benefits	FT or PT	Benefit Elig	Date of Hire
Financial Specialist	K	\$48,500	\$24,000	FT	Yes	07/01/23

7. Will staff be re-directed? If so, describe impact and show changes on org chart.

The Financial Specialist will take on some of the work currently done by the other financial team members, which will provide a more manageable workload for existing team members and allow them to focus on responsibilities within their assigned job duties rather than day-to-day transactions.

8. Detail any current one-time or ongoing OE or CO and any other future costs.

Capital Outlay: OSBE will need to provide computer equipment for this positions, but due to the 3% budget cap, OSBE will come up with that funding internally.

9. Describe method of calculation (RFI, market cost, etc.) and contingencies.

To determine the appropriate job descriptions necessary to staff the agency, we evaluated workload across the agency and matched it to a Division of Human Resources job description. We used the Budget Development Manual to identify 80% of the policy of that paygrade.

10. Provide detail about the revenue assumptions supporting this request.

This budget request assumes a General Fund appropriation to support it.

11. Who is being served by this request and what is the impact if not funded?

The Office of the State Board of Education and the entities it serves will be served by this request. Those entities include the four-year and two-year institutions, the Public Charter School Commission, Idaho Public Television, Division of Vocational Rehabilitation, Division of Career Technical Education, Special Education Programs, Health Education Programs, and the Department of Education. If this request is not funded, the OSBE financial operations will continue to operate at a strained level and efficiency and effectiveness will continue to suffer while the staff manages an unsustainable workload.

IT Narrative (If applicable)

1. How does this request conform with your agency's IT plan?
2. Is your IT plan approved by the Office of Information Tech. Services?
3. Does the request align with the state's IT plan standards?
4. Attach any supporting documents from ITS or the Idaho Tech. Authority.
5. What is the project **timeline**?

AGENCY: Office of the State Board of Education

Agency No.: 501

FY 2024 Request

FUNCTION: Audit (new program)

Function No.:

Page ____ of ____ Pages

ACTIVITY:

Activity No.:

Original Submission X or

Revision No. ____

A: Decision Unit No: 12.01		Title: Audit Staff Transfer			Priority Ranking 4 of 7
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	10.00				10.0
PERSONNEL COSTS:					
1. Salaries	\$814,900				\$814,900
2. Benefits	284,800				284,800
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$1,099,700				\$1,099,700
OPERATING EXPENDITURES by summary object:					
1. Travel	\$66,300				\$66,300
TOTAL OPERATING EXPENDITURES:	\$66,300				\$66,300
CAPITAL OUTLAY by summary object:					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$1,166,000				\$1,166,000

Request Narrative

1. Explain the request and provide justification for the need.

One of the 2017 Task Force for Higher Education recommendations was to create efficiencies and provide a higher level of service in back-office functions by migrating from the current federated institutions system to a more integrated, centralized, and student-centric system. Audit is one of those back-office functions. A chief audit executive position was appropriated in FY 2023, and this request includes the rest of the audit team—moving them from the four-year institutions to the Office of the State Board of Education in a budget-neutral transfer.

2. If a supplemental, what emergency is being addressed?

N/A

3. Specify the authority in statute or rule that supports this request.

N/A

4. Indicate existing base of PC, OE, and/or CO by source for this request.

1.0 FTP and \$177,500 in General Fund Personnel Costs for a Chief Audit Executive position as well as \$15,000 in ongoing General Fund Operating Expenditures that were appropriated in the FY 2023 budget.

5. What resources are necessary to implement this request?

The following positions with their accompanying salaries and benefits are necessary to implement this request:

	<u>BSU</u>	<u>Uofl</u>	<u>ISU</u>	<u>Total</u>
Managers	95,000.00	125,000.00	127,000.00	347,000.00
Senior Auditor II	-	80,000.00	-	80,000.00
Senior Auditor	70,000.00	-	-	70,000.00
IT Auditor	-	-	80,000.00	80,000.00
Staff Auditor	52,000.00	-	-	52,000.00
Staff Auditor	-	-	54,000.00	54,000.00
Staff Auditor	-	53,000.00	-	53,000.00
Staff Auditor	52,000.00	-	-	52,000.00
Total Salaries	269,000.00	258,000.00	261,000.00	788,000.00
Fringe	97,400.00	93,100.00	94,200.00	284,756.00
Irregular (Students)	13,500.00	6,700.00	6,700.00	26,900.00
Total Salaries	379,900.00	357,800.00	361,900.00	1,099,656.00
Operating Expense	26,500.00	19,900.00	19,900.00	66,300.00
Total Budget	406,400.00	377,700.00	381,800.00	1,165,956.00

OSBE requests that this be added as a new program in the budget, brining the total to four: Administration, IT and Data Management, School Safety and Security, and Audit.

6. List positions, pay grades, full/part-time status, benefits, terms of service.

Title	Salary	FT or PT	Benefit Elig	Date of Hire
Audit Manager	\$95,000	FT	Yes	07/01/23
Audit Manager	\$125,000	FT	Yes	07/01/23
Audit Manager	\$127,000	FT	Yes	07/01/23
Senior Auditor II	\$80,000	FT	Yes	07/01/23
Senior Auditor	\$70,000	FT	Yes	07/01/23
IT Auditor	\$80,000	FT	Yes	07/01/23
Staff Auditor	\$52,000	FT	Yes	07/01/23
Staff Auditor	\$54,000	FT	Yes	07/01/23
Staff Auditor	\$53,000	FT	Yes	07/01/23
Staff Auditor	\$52,000	FT	Yes	07/01/23
Group Positions (Student Staff)	\$26,900	PT	No	07/01/23

7. Will staff be re-directed? If so, describe impact and show changes on org chart.

The 10.0 FTP will stay on their respective campuses but will become OSBE staff.

8. Detail any current one-time or ongoing OE or CO and any other future costs.

Operating Expenditures: travel costs, computer software, and training

Capital Outlay: The 10.0 employees are currently using institution computer equipment. That equipment will be returned to the institutions when the employees come under OSBE, and OSBE will need to provide computer equipment. It was not deemed appropriate to ask the institutions to cover the costs of the new equipment, and due to the 3% budget cap, OSBE will come up with that funding internally.

9. Describe method of calculation (RFI, market cost, etc.) and contingencies.

These are the current rounded salaries of the 10.0 FTP.

10. Provide detail about the revenue assumptions supporting this request.

This is a budget-neutral General Fund transfer from the four-year institutions' budgets.

11. Who is being served by this request and what is the impact if not funded?

The higher education system and State of Idaho are being served by this request. If it is not funded, the current federated system of audit management will continue and the state will not benefit from the efficiencies of a coordinated system.

IT Narrative (If applicable)

1. How does this request conform with your agency's IT plan?
2. Is your IT plan approved by the Office of Information Tech. Services?
3. Does the request align with the state's IT plan standards?
4. Attach any supporting documents from ITS or the Idaho Tech. Authority.
5. What is the project **timeline**?

AGENCY: OSBE

FUNCTION: General Education

ACTIVITY: Professional Development

Agency No.: 501

Function No.: 05

Activity No.:

FY 2024 Request

Page ____ of ____ Pages

Original Submission X or

Revision No. ____

College & Career Advising Professional Development Platform					
A: Decision Unit No: 12.04	Title:	Priority Ranking 5 of 7			
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by summary object:					
1. Annual License fee for 1,000 Idaho users	\$120,000				\$120,000
TOTAL OPERATING EXPENDITURES:	\$120,000				\$120,000
CAPITAL OUTLAY by summary object:					
1. PC and workstation					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$120,000				\$120,000

Request Narrative

1. Explain the request and provide justification for the need.

The Office of the Idaho State Board of Education (OSBE), working through the [Next Steps Idaho Ambassador program](#), continues to receive indications of inconsistent or limited professional development opportunities provided to career counselors/advisors contributing to gaps in career exploration for Idaho students.

Additionally, these positions are often notoriously isolating, as career counselors/advisors are often the only person in a school or district who does what they do. Meaning, there is no peer-network of similarly-tasked professionals who can provide informal support.

Career counselors/advisors need assistance. Which is why OSBE recommends Idaho implement Texas OnCourse's college and career advising professional development curriculum – Texas Academy. This curriculum comes in a ready-made online interface.

The accessibility and 24/7 availability of a structured, online professional development platform proactively solves any transportation, time zone, and scheduling obstacles that would have made in-person PD events challenging and costly. This at-your-own-pace opportunity empowers the career counselors/advisors to gain competencies in tandem to regularly scheduled on-boarding tasks.

Texas Academy offers over 20 hours of continuing professional education (CPE) credit for completing the training modules. Users can earn badges to signify their advancement through the material and mastery of the opportunities described therein. Community chat boards can serve as impromptu Professional Learning Communities (PLC).

Following is an outline of the curriculum offered:

Career Pathways

Career Pathways: Foundational Knowledge
Career Exploration – Assessments
Academic Planning
Career Planning
Career Learning Experience – Work Based Learning

Financial Aid

Foundational Knowledge
Financial Aid Application Process
Scholarship Application Process
College Costs

Postsecondary Pathways

Advising Foundational Knowledge
Admissions and Application Process
Entrance & Placement Exams
Postsecondary Research

Specialties

Advising Highly Mobile Populations
Transitions Advising for Students with Disabilities
Middle School College & Career

Success in Higher Education

College Finances & Beyond
Holistic College Ready Advising

Texas has successfully implemented this resource to unify staff from hundreds of schools across a wildly diverse geographic footprint and has also shared this tool with Delaware and Michigan to use in support of their career counselors/advisors. Idaho, too, can leverage this approach to professional development and formally introduce all career counselors/advisors to the entire continuing education and career landscape.

2. If a supplemental, what emergency is being addressed? N/A
3. Specify the authority in statute or rule that supports this request. [NA if not supplemental] N/A
4. Indicate existing base of PC, OE, and/or CO by source for this request. [indicate if this is an increase in an existing program/service, do not necessarily need \$, but can state it is a 10% increase or an increase from 3.00 FTE to 4.00 FTE etc.]

Repurpose \$120,000 on-going in administrator training funds for renewing Texas OnCourse Academy – an online professional development tool for college and career advisors in Idaho.

5. What resources are necessary to implement this request? [personnel (how many positions), operating (what for such as advertising, office supplies, etc.), capital outlay (computer, desk etc. if new position), program startup (new software, training, etc.)]

Repurpose \$120,000 on-going in administrator training funds for renewing Texas OnCourse Academy – an online professional development tool for college and career advisors in Idaho.

6. List positions, pay grades, full/part-time status, benefits, terms of service.

Title	Salary	FT or PT	Benefit Elig	Date of Hire	Term Service
Ex: Professor	\$50,000	FT 1.00 FTE	Yes	July 1, XXXX	9-month

Repurpose \$120,000 on-going in administrator training funds for renewing annual license of Texas OnCourse Academy – an online professional development tool for up to 1,000 college and career advisors in Idaho.

7. Will staff be re-directed? If so, describe impact and show changes on org chart.[\[are we reallocating any resources?\]](#)

As with the current pilot, current College & Career Access staff will continue to use a portion of their time promote and provide training to counselors and career advisors on the benefits and uses of this college and career advising professional development platform.

8. Detail any current one-time or ongoing OE or CO and any other future costs.[\[detail the request is for ongoing OE and one-time CO from the general fund and any other future costs that may be requested later\]](#)

\$120,000 in on-going reallocation of administrator training funds.

9. Describe method of calculation (RFI, market cost, etc.) and contingencies.[\[what did you base your costs off of, CUPA median for salaries, estimates using a RFI, etc.\]](#)

Continued costs for this program are based on the providing access to 1,000 Idaho users annually and is based on the current year's pilot contract costs.

10. Provide detail about the revenue assumptions supporting this request.[\[ex: whether there is a new customer base, fee structure changes, or anticipated grant awards\]](#)

This is a budget neutral request as the \$120,000 would be a reallocation of administrator training funds.

11. Who is being served by this request and what is the impact if not funded?[\[who are the target customers, etc.\]](#)

The Office of the Idaho State Board of Education (OSBE), working through the [Next Steps Idaho Ambassador program](#), continues to receive indications of inconsistent or limited professional development opportunities provided to career counselors/advisors contributing to gaps in career exploration for Idaho students.

Additionally, these positions are often notoriously isolating, as career counselors/advisors are often the only person in a school or district who does what they do. Meaning, there is no peer-network of similarly-tasked professionals who can provide informal support.

Career counselors/advisors need assistance. Which is why OSBE recommends Idaho implement Texas OnCourse's college and career advising professional development curriculum – Texas Academy. This curriculum comes in a ready-made online interface

and would provide 1,000 college and career advisors in both secondary and postsecondary with: accessibility and 24/7 availability of a structured, online professional development platform proactively solves any transportation, time zone, and scheduling obstacles that would have made in-person PD events challenging and costly.

This at-your-own-pace opportunity empowers the career counselors/advisors to gain competencies in tandem to regularly scheduled on-boarding tasks.

Without funding Idaho students will continue to receive inconsistent college and career advising and staff employed in these positions will continue to experience decreased job satisfaction as they struggle to advise students with little to few professional development training opportunities available to them.

IT Narrative (If applicable)

1. How does this request conform with your agency's IT plan?
2. Is your IT plan approved by the Office of Information Tech. Services?
3. Does the request align with the state's IT plan standards?
4. Attach any supporting documents from ITS or the Idaho Tech. Authority.
5. What is the project **timeline**?

AGENCY: Office of the State Board of Education
FUNCTION: School Safety and Security

Agency No.: 501

FY 2024 Request

Function No.:

Page ____ of ____ Pages
 Original Submission X or
 Revision No. ____

ACTIVITY:

Activity No.:

School Resource Officer Program					
A: Decision Unit No: 12.06	Title: Coordinator		Priority Ranking 6 of 7		
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)			0.5		0.5
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:					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL			\$75,000		\$75,000

Request Narrative

1. Explain the request and provide justification for the need.

The Department of Juvenile Corrections received a grant to fund a School Resource Officer Program Coordinator position that will be housed in the Office of the State Board of Education under the School Safety and Security program. This request includes \$75,000 for a .5 FTP.

When the Schools Safety and Security program was transferred from Building Safety to the Office of the State Board of Education (OSBE), assumptions were made regarding the future of the three existing federal grants. It is uncertain whether these federal grants will be renewed. The amount of funding transferred

to OSBE is insufficient if the federal funds are removed permanently. This line item also requests \$51,400 in general funds to cover the elimination of those federal grants.

2. If a supplemental, what emergency is being addressed?

N/A

3. Specify the authority in statute or rule that supports this request.

N/A

4. Indicate existing base of PC, OE, and/or CO by source for this request.

\$75,000 federal fund spending authority Personnel Costs

5. What resources are necessary to implement this request?

0.5 FTP and federal fund spending authority.

6. List positions, pay grades, full/part-time status, benefits, terms of service.

School Resource Officer Program Coordinator, part-time status (19.5 hours/week), pro-rated benefits

7. Will staff be re-directed? If so, describe impact and show changes on org chart.

No.

8. Detail any current one-time or ongoing OE or CO and any other future costs.

Travel and training hosting costs.

9. Describe method of calculation (RFI, market cost, etc.) and contingencies.

Based on available federal funding.

10. Provide detail about the revenue assumptions supporting this request.

This budget request assumes a federal grant to support it.

11. Who is being served by this request and what is the impact if not funded?

The School Safety and Security program and the entities it serves will benefit from this request.

IT Narrative (If applicable)

1. How does this request conform with your agency's IT plan?
2. Is your IT plan approved by the Office of Information Tech. Services?
3. Does the request align with the state's IT plan standards?
4. Attach any supporting documents from ITS or the Idaho Tech. Authority.
5. What is the project **timeline**?

AGENCY: Office of the State Board of Education

Agency No.: 501

FY 2024 Request

FUNCTION: Administration

Function No.:

Page ____ of ____ Pages

ACTIVITY:

Activity No.:

Original Submission X or

Revision No. ____

COVID Relief Funding Spending Authority					
A: Decision Unit No: 12.08	Title:	Priority Ranking 7 of 7			
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by summary object:					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:			\$65,000,000		\$65,000,000
LUMP SUM:					
GRAND TOTAL			\$65,000,000		\$65,000,000

Request Narrative

1. Explain the request and provide justification for the need.

This request is for federal fund spending authority for three buckets of COVID relief funding:

- Leftover Education Assistance for Non-Public Schools (EANS) I funding, which rolled into the Governor's Emergency Education Relief (GEER) II bucket: \$13,000,000 in fund 34500
- Projected leftover EANS II funding, which will also roll into the GEER II bucket: \$22,000,000 in fund 34500
- Elementary and Secondary School Education Relief (ESSER) III State Set Aside funding: \$30,000,000 in fund 34400

Leftover EANS I and II/GEER II funding has been allocated to revamp the Idaho System for Educational Excellence (ISEE), and that project is underway.

ESSER III State Set Aside funding has been allocated to various projects such as an accelerated math learning collaborative, dyslexia handbook, summer and after school programs, and additional funding for the ISEE project.

These requested spending authority levels may be lowered as projects move forward and funding is spent.

2. If a supplemental, what emergency is being addressed?

N/A

3. Specify the authority in statute or rule that supports this request.

N/A

4. Indicate existing base of PC, OE, and/or CO by source for this request.

N/A

5. What resources are necessary to implement this request?

Trustee/Benefit payment funding for continued use of COVID relief funding.

6. List positions, pay grades, full/part-time status, benefits, terms of service.

N/A

7. Will staff be re-directed? If so, describe impact and show changes on org chart.

No.

8. Detail any current one-time or ongoing OE or CO and any other future costs.

N/A

9. Describe method of calculation (RFI, market cost, etc.) and contingencies.

Based on federal award amounts and projected use.

10. Provide detail about the revenue assumptions supporting this request.

This budget request assumes a spending authority appropriation to use federally awarded funding.

11. Who is being served by this request and what is the impact if not funded?

Public Schools and the state are served by this request. If spending authority is not appropriated, the Office of the State Board of Education will not be able to continue to spend the federal funding on the state's behalf.

IT Narrative (If applicable)

1. How does this request conform with your agency's IT plan?
2. Is your IT plan approved by the Office of Information Tech. Services?
3. Does the request align with the state's IT plan standards?
4. Attach any supporting documents from ITS or the Idaho Tech. Authority.
5. What is the project **timeline**?

AGENCY: Public Charter School Commission

Agency No.: 525

FY 2024 Request

FUNCTION: EDAB

Function No.: 01

Page 1 Of 4 Pages

ACTIVITY:

Activity No.:

Original Submission X or

Revision No. ____

A: Decision Unit No: 12.01		Title: Technical Records Specialist 2 and Program Manager		Priority Ranking 1 of 1	
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	.5	1.5			2.0
PERSONNEL COSTS:					
1. Salaries	5,472	111,704			117,176
2. Benefits	0	42,378			42,378
TOTAL PERSONNEL COSTS:	5,472	154,082			159,554
OPERATING EXPENDITURES by summary object:					
1. Technology software		3,000			3,000
2. Office equipment and computer		8,000			8,000
3. Professional Development		3,000			3,000
4. Travel		10,000			10,000
5. Administrative Overhead	0	15,626			15,626
TOTAL OPERATING EXPENDITURES:	0	39,626			39,626
CAPITAL OUTLAY by summary object:					
	0	0			0
TOTAL CAPITAL OUTLAY:	0	0			0
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	5,472	193,708	0	0	199,180

Request Narrative

1. Explain the request and provide justification for the need.

The IPCSC is requesting a 3% increase over the agency's FY23 general fund appropriation (\$5,472). Additionally, the agency is requesting an increase over the FY23 dedicated fund appropriation of approximately \$194,000. The agency is also requesting an increase of 2FTP. Specifically, an increase of .5FTP in the general fund and an increase of 1.5 in the dedicated fund.

This request is made to address three significant problems.

First, the agency is understaffed for the size of its portfolio of schools. This means that we have sacrificed quality for quantity and there is a significant need to conduct more fieldwork to ensure we are performing our statutory duties effectively.

Second, the charter sector in Idaho has grown sharply over the past five years. It is likely to continue at this rate based on population growth, and the rate of growth will increase if additional federal dollars are granted to our state. It is imperative that we scale oversight to accommodate for the anticipate growth.

Third, funding requests over the past few years have not been directly related to the actual costs of monitoring, evaluation, and oversight as statute requires. There is need to re-evaluate the data that drives the request.

2. If a supplemental, what emergency is being addressed?

This is not a supplemental request.

3. Specify the authority in statute or rule that supports this request. [NA if not supplemental]

NA

4. Indicate existing base of PC, OE, and/or CO by source for this request.

Existing general fund appropriation would receive a 3% increase as per the DFM cap for FY24. This increase will allow for an additional .5 FTE. (currently 1.5 FTE).

Existing dedicated fund appropriation for PE would increase \$154,082 (39%) and OE would increase \$39,626 (39%). This increase will allow for operational support for an additional 1.5 FTE (currently 3 FTE).

This request supports the mission of the agency as outlined in Question 11.

5. What resources are necessary to implement this request?

In order to implement this request, the agency needs funding for salaries and benefits for two positions, as well as operating expenses to account for the additional personnel.

6. List positions, pay grades, full/part-time status, benefits, terms of service.

Technical Records Specialist 2 – Full-Time, Class J, Code 01103, non-exempt., FY23 Policy Rate \$26.03; \$43,314 annual salary at 80% Policy; Benefits: \$16,460

Program Manager – Full-Time, Class Equivalent N, Code 09047, exempt. FY23 Policy Rate \$41.10; \$68,390 annual salary at 80% Policy; Benefits: \$25,988

7. Will staff be re-directed? If so, describe impact and show changes on org chart.

A Technical Records Specialist will shift contract management and paperwork away from Program Managers, freeing them to engage in more fieldwork. This shift also allows the Finance Manager to focus on escalated issues, training, and agency management.

Adding an additional Program Manager will allow the agency to strike the right balance between protecting a charter school's right to make autonomous decisions and the authorizer's responsibility to hold the school accountable.

8. Detail any current one-time or ongoing OE or CO and any other future costs.

If this request is granted, facility costs will be an ongoing OE increase.
The agency is not requesting any OE or CO funds for one-time expenses.

9. Describe method of calculation (RFI, market cost, etc.) and contingencies.

To determine the appropriate job descriptions necessary to staff the agency, we evaluated workload across the agency and matched it to existing DHR job descriptions. Once identified, we used DHR's Classification Data spreadsheet to crosswalk the necessary positions to class code, pay grade, and exemption status. Finally, DHR's FY23 pay schedule was used to identify the policy rate by class. 80% of policy was used in calculating the final numbers. Benefits calculations were made based on data from ADM.

10. Provide detail about the revenue assumptions supporting this request.

This request creates a foundational baseline for the agency to meet current needs and establishes a model in which the agency can grow depending on the continued increase of charter schools in the State. Additionally, this funding stabilizes the annual membership fees required of our charter schools and allows them to budget and operate with increased financial projections.

11. Who is being served by this request and what is the impact if not funded?

Funding this request would serve taxpayers by equipping the agency to appropriately monitor and protect the State of Idaho's financial investment in charter schools. It would also allow the agency to help school boards and school leaders course correct when necessary to ensure that teachers, families, and students are not faced with the trauma of school closure.

If not funded, the agency will continue providing the best monitoring and oversight we are capable of but, it is likely that the agency would continue on a path of reacting to crises rather than preventing them.

Additionally, if this request is not funded, current resources limit the agency's ability to conduct board meeting observations to once every 3-5 years. As this is where charter schools determine direction on spending their state funding, increased agency oversight will hold the school boards more accountable in a more timely manner. With funding, the frequency of board meeting observation can increase significantly.

IT Narrative (If applicable)

1. How does this request conform with your agency's IT plan?
2. Is your IT plan approved by the Office of Information Tech. Services?
3. Does the request align with the state's IT plan standards?
4. Attach any supporting documents from ITS or the Idaho Tech. Authority.
5. What is the project **timeline**?

AGENCY: Vocational Rehabilitation

Agency No.: 523

FY 2024 Request

FUNCTION:

Function No.:

Page ____ of ____ Pages

ACTIVITY:

Activity No.:

Original Submission X or

Revision No. ____

A: Decision Unit No: 12.01		Title: Business Engagement			Priority Ranking 1 of 2
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	.60		2.4		3.0
PERSONNEL COSTS:					
1. Salaries	\$29,100		\$116,400		\$145,500
2. Benefits	13,800		55,200		69,000
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$42,900		\$171,600		\$214,500
OPERATING EXPENDITURES by summary object:					
1. Travel	\$900		\$3,600		\$4,500
2. Phones	500		1,700		2,200
TOTAL OPERATING EXPENDITURES:	\$1,400		\$5,300		\$6,700
CAPITAL OUTLAY by summary object:					
1. PC and desk phone	\$1,300		\$ 5,400		\$6,700
2. Office furniture	1,200		4,800		6,000
TOTAL CAPITAL OUTLAY:	\$2,500		\$10,200		\$12,700
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$46,800		\$187,100		\$233,900

Description:

IDVR is requesting 3 Regional Business Relations Coordinators, personnel and support needs.

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?

The Workforce Innovations Opportunity Act (WIOA), 2014 made a significant shift in the requirements of Vocational Rehabilitation (VR) programs to serve businesses as an equal customer alongside individuals with disabilities. 34 CFR 361 indicates that state VR programs are an integral part of the state workforce system and under 34 CFR 361.24 requires that state VR agencies will coordinate with employers to identify competitive integrated employment opportunities and career exploration opportunities to facilitate the provision of vocational rehabilitation services and transition services for youth and students with disabilities. Additionally, 34 CFR 361.32 indicates that state agencies will provide training and services for employers to include:

- a) training and technical assistance to employers regarding the employment of individuals with disabilities, including disability awareness, and the requirements of the ADA of 1990 and other employment related laws;
- b) working with employers to:
 - provide opportunities for work-based learning experiences (including internships, short-term employment, apprenticeships, and fellowships);
 - provide opportunities for students with disabilities (Pre-Employment Transition Services) in accordance with the requirements under 361.48(a);
 - recruit qualified applicants who are individuals with disabilities;
 - train employees who are individuals with disabilities; and
 - promote awareness of disability related obstacles to continued employment;
- c) provide consultation, technical assistance, and support to employers on workplace accommodations, assistive technology, and facilities and workplace access through collaborations with community partners and employers across states and nationally, to enable employers to recruit, job match, hire, and retain qualified individuals with disabilities who are recipients of vocational rehabilitation services; and
- d) assist employers with utilizing available financial support for hiring or accommodating individuals with disabilities.

In response to these changes, Idaho Division of Vocational Rehabilitation (IDVR) hired a business liaison in 2015 to implement these new federal requirements. The business liaison was the statewide contact for businesses for the Division. Additionally, IDVR staff across the state were also tasked to implement business engagement activities. The Division has attempted several different approaches to implement business engagement services with limited success. Counselors are at capacity in their current VR tasks and business services are distinct skills and forms. Therefore, having three positions dedicated to this purpose would allow IDVR to meet the business need in a more robust and effective manner across the state while allowing the VR counselors to focus on their primary tasks.

This model will allow for greater engagement with employers across Idaho. Additionally, this meets one of the Governor's and the Workforce Development Council's objectives in meeting workforce needs in the State of Idaho.

2. Indicate the specific source of authority, whether in statute or rule, that supports this request.

- Rehabilitation Act of 1973, as amended by title IV of the Workforce Innovation and Opportunity Act (WIOA)
- Code of Federal Regulations – 34 CFR 361, 363, 397
- Code of Federal Regulations – 20 CFR 361, 463
- Title 33, Chapter 23 Vocational Rehabilitation
- Temporary Rules 47.01.01

3. What is the agency staffing level, OE, or CO for this activity currently and how much funding, by source, is in the Base?

There is no funding in the base for this request. These are new positions.

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.

- 3 Area Business Relations Coordinators – Program Specialists
 - Pay Grade K
 - FTE with benefits 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.
- No staff will be redirected
- c. List any additional operating funds and capital items needed and note onetime versus ongoing costs.
- Operating expenses for travel and telephones is included in the request and will be needed on-going. Capital Outlay to set up three offices is included but will only be needed one-time.
- 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)?
- PC expenditures were projected based on 80% of a paygrade K position and benefits at FY23 rates. OE expenditures were estimated based on expected travel, cell phone and desk phone costs. CO expenditures include estimates for laptops (including all peripheral equipment) plus desk phones, and office furniture estimated at \$2,000 per person.
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.**
- Personnel Costs and Operating Expenses will be on-going. Capital Outlay is one time. General Fund is approximately 20% of this request and Federal for 80%. IDVR has sufficient Federal grant award to support this request. Additional match will be required and is included in the General Fund request of \$46,800.
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?**

Dual customers will be served by meeting the talent pipeline for employers and increasing individuals with disabilities in the workforce, as is prescribed by WIOA 2014. WIOA also requires identification of a performance measure to determine the effectiveness in serving employers specifically around business engagement activities as a shared measure across all workforce programs. This performance measure is designed to gauge three critical workforce needs of the business community and may be one of the following three,

1. Providing skilled workers
2. Providing quality engagement and services to employers and sectors and establishing productive relationships with employers and sectors over extended periods of time; and
3. Providing quality engagement and services to all employers and sectors within a State and local economy.

The three positions requested are critical to meeting this performance measure requirement and will be crucial in supporting the increased emphasis on business engagement in VR. If the positions are not funded, it would erode the Division's ability to expand business engagement services to

businesses. Additionally, this will lead to missed opportunities for businesses to recruit qualified talent from the VR pipeline. Employers are still experiencing employee shortages that impact supply chain issues, hours of business, and the overall operation of businesses. Furthermore, while unemployment is low, the employment rate of individuals with disabilities continues to also remain low, indicating this is a target demographic that Idaho businesses need to utilize to meet their labor shortage needs.

In summary, if these positions are not funded, it will be an increased challenge to meet employer needs in a timely manner across the state. In the event of a failure to meet performance measures, sanctions may be imposed. In addition, further administrative actions are possible. (34 CFR § 361.195)

AGENCY: Vocational Rehabilitation

FUNCTION: VR

ACTIVITY:

Agency No.: 523

Function No.:

Activity No.:

FY 2024 Request

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Original Submission X or

Revision No. ____

A: Decision Unit No: 12.02		Title: General Fund Match Request			Priority Ranking 2 of 2
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by summary object:					
1. Operating	\$19,000				\$19,000
TOTAL OPERATING EXPENDITURES:	\$19,000				\$19,000
CAPITAL OUTLAY by summary object:					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:	\$12,900				\$12,900
LUMP SUM:					
GRAND TOTAL	\$31,900				\$31,900

Request Narrative

IDVR is requesting an increase in General Fund appropriation of \$31,900. The purpose of this request is a step approach towards meeting match requirements for federal grant award.

IDVR is a dedicated workforce program and part of the Governor's initiative on workforce development. However, IDVR's federal grant is a formula award that continues to increase approximately 3% each year and match funds have not kept pace. This additional request for general funds will,

- Replace lost revenue
- Increase stability for source of nonfederal match

1. If a supplemental, what emergency is being addressed? N/A
2. Specify the authority in statute or rule that supports this request. [NA if not supplemental]
 - Rehabilitation Act of 1973, as amended by title IV of the Workforce Innovation and Opportunity Act (WIOA).
 - Code of Federal Regulations – 34 CFR 361, 363, 397
 - Code of Federal Regulations – 20 CFR 361, 463
 - Title 33, Chapter 23 Vocational Rehabilitation
 - Temporary Rules 47.01.01
3. Indicate existing base of PC, OE, and/or CO by source for this request.

The current General Fund budget is \$4.4 million and is used for meeting the federal grant match. Additionally, Misc. Revenue is budgeted for \$974,500 but annual revenue is only \$291,900. For an estimated \$4.7 million available for match.

IDVR's latest federal grant award is \$18.9 million which requires a match of \$5.1 million. The federal grant is a formula based on factors such as population increases, and this causes the award to increase approximately 3% per year.

This request is for a \$31,900 increase in General Fund appropriation for SF24 budget as an incremental approach to meeting the full federal match requirement.

4. What resources are necessary to implement this request?

IDVR is requesting \$31,900 increase in General Fund appropriation to meet the federal match requirement.

5. List positions, pay grades, full/part-time status, benefits, terms of service.

N/A

- 3 Will staff be re-directed? If so, describe impact and show changes on org chart.

No staff will be re-directed.

- 4 Detail any current one-time or ongoing OE or CO and any other future costs.

IDVR is requesting ongoing OE of \$19,000 and T&B of \$12,900 for a total increase in General Fund appropriation of \$31,900 to meet the federal match requirement.

- 5 Describe method of calculation (RFI, market cost, etc.) and contingencies.

An analysis of the loss of revenue in the dedicated funds was completed including trends in revenue to determine projections. This is part of the catalyst for requesting the increase to the General Fund appropriation.

- 6 Provide detail about the revenue assumptions supporting this request.

This is a request for an increase in General Fund appropriation to meet match and better utilize the federal grant aware.

- 7 Who is being served by this request and what is the impact if not funded?

All students and adults eligible for VR services are positively impacted when the agency can capture all federal funds consistently through the use of general fund appropriations to provide match. State general funds appropriations creates a steady and consistent source for the nonfederal portion required for the formula VR grant.

- Replaces previously lost revenue when partners pulled out of agreements as their need to refocus their own financial resources changed.
- Provides greater stability for IDVR to plan and deliver services.

IT Narrative (If applicable) N/A

1. How does this request conform with your agency's IT plan?
2. Is your IT plan approved by the Office of Information Tech. Services?
3. Does the request align with the state's IT plan standards?
4. Attach any supporting documents from ITS or the Idaho Tech. Authority.
5. What is the project timeline?

BUSINESS AFFAIRS AND HUMAN RESOURCES

AUGUST 24, 2022

SUBJECT

FY 2024 Capital Budget Requests

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.B.8. and Section V.K.

BACKGROUND/DISCUSSION

The capital projects request process is separate from the line item budget request process. The Permanent Building Fund Advisory Council (PBFAC), which is supported by the staff of the Division of Public Works (DPW), has three major areas of focus when it considers and develops recommendations on institutional and agency requests for fiscal year construction projects: a) major new construction or remodeling projects, typically costing well over \$1M (referred to as “Capital” or “Part A” projects); b) smaller alteration and repair projects (referred to as “A&R” or “Part B” projects); and c) projects to comply with the Americans with Disabilities Act (“ADA” projects). The institutions must provide their detailed requests to DPW by August 1, accompanied by updates to the institutions’ rolling six-year capital project budget (“Part C”) plans. The PBFAC will hear agency/institution capital project, A&R, and ADA requests in October. Subsequently, DPW and the PBFAC will review all requests for projects involving Permanent Building Fund (PBF) dollars and will develop a list of recommended projects for all state entities to fit the projected available Permanent Building Funds for the upcoming legislative cycle. DPW will work with the Division of Financial Management (DFM) and the Legislative Services Office (LSO) to develop, in turn, the Governor’s recommendation and the Legislature’s appropriation for capital, A&R, and ADA projects. The construction and maintenance needs of the higher education institutions (with deferred maintenance needs estimated in hundreds of millions of dollars) far exceed the Permanent Building Funds available for rationing by the PBFAC, Governor, and Legislature.

This agenda item deals with Board approval only for the capital project (Part A) requests and projected six-year capital project plans (Part C) from the four-year institutions. Summaries of the community colleges’ capital project requests are provided for information only—those requests are vetted by the community colleges’ local boards of trustees prior to submission to PBFAC. This agenda item does not deal with A&R and ADA requests. Projects shown have been prioritized by each institution. A number of these projects were also included in the FY 2021 institution request lists previously approved by the Board. The project descriptions provided below were prepared by the institutions.

In addition to A&R projects, the following capital requests were appropriated in the FY 2023 PBF budget (H779, H791):

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

BUSINESS AFFAIRS AND HUMAN RESOURCES

AUGUST 24, 2022

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

FY2024 Capital Project Requests:

Boise State University's (BSU) major capital project is a new Science Research Building at approximately 90,000-110,000 square feet at a cost of \$110M. In addition to providing state of the art research space, a new Science Research building will alleviate the instructional burden and will enable the university to offer more sections during the week at normal hours. This new building will be designed to contain comprehensive laboratory systems with ample capacity, and with spaces designed with flexibility in mind to accommodate changing research and instructional needs.

Idaho State University's (ISU) major capital project is investment in its Meridian property development on the 22.024 acres of land that is located at 785 S. Locust Grove Road in Meridian. The vision for future expansion of the Idaho State University Health Sciences campus includes the preparation for campus expansion on this property. ISU wishes to proceed in developing the site infrastructure, including costs in engineering inspections, soil testing, water and sewer infrastructure, utilities, earthwork, landscaping, paving and roadways at a cost of \$6M.

University of Idaho (UI) has five major capital projects.

UI's first priority is for the McCall Field Campus improvements. This request of the Permanent Building Fund will provide a \$6 million dining lodge and kitchen facility to serve up to 150 students and staff. Parallel to this effort, the University of Idaho will fund a separate, coordinated \$5.3 million effort for a new Teaching and Learning Center Facility. These two new facilities will work together as part of a greater, coordinated \$11.3 million initiative to support the residential academic programming and research initiatives offered by the College of Natural Resources and, more broadly, academic programming provided by the University of Idaho at the McCall Field Campus.

UI's second priority is for the Meat Science and Innovation Center. The university seeks to design and construct a new meat production and processing facility, combined with educational, research, event, and retail spaces which will drive collaboration between the university, the private sector, and the State of Idaho meat production industry. The facility will be approximately 10,500 square feet using \$4M in PBF funds, \$2.5M in federal funds and \$6.9M in university funds.

UI's third priority is for the renovation of Targhee Hall to create a Joint Reserve Officer Training Corps (ROTC) Military Studies Facility. The intent and desire is to bring components of the university's Navy and Air Force ROTC detachments

BUSINESS AFFAIRS AND HUMAN RESOURCES

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together in a single facility allowing greater opportunities for academic, program, and training synergies, which will raise the profile and visibility of these detachments on campus. A new, renovated, combined, and more aesthetically desirable facility will anchor the university's investment in the Nez Perce neighborhood, provide opportunities for ROTC program expansion, and enhance recruitment and retention efforts. Total budget includes \$6M in PBF funds and \$1M in university funds.

UI's fourth priority is for the Southwest Campus utility improvements which will provide Steam Distribution and Chilled Water Distribution systems to serve existing facilities in the southwest neighborhood of the core of the main campus of the university. Total budget includes \$2.5M in PBF funds.

UI's fifth priority is for the West Campus Neighborhood improvements which consists of two fully developed and landscaped surface parking facilities west of the ASUI Kibbie Activity Center, the ICCU Idaho Arena, and Lot 34. Total budget includes \$5M in PBF funds of which \$3M are being requested for FY 2024.

Lewis-Clark State College (LCSC) has five major capital projects.

LCSC's first priority is the Clearwater Hall First Floor buildout. The build-out will provide offices, classrooms, and a computer lab for Workforce Training (WFT), which will allow LCSC to relocate WFT from leased space, at an estimated cost savings of \$35,000 annually. WFT will service debt on an internal loan. Total budget includes \$1.3M in PBF funds and \$150K in institution funds.

LCSC's second priority is for the Music Building/Living & Learning Community. This request is for a living learning center. The project requests to update and repurpose the Music building for this center. The updates necessary are a new roof, renovation of the basement and egress windows, replacement of the flooring, expansion of bathroom facilities, and updates to the kitchen and laundry areas. Total budget includes \$1.852M in PBF funds and \$500K institution funds.

LCSC's third priority is for the Wittman Complex/Mechanical Technical Building system updates. Existing projects include upgrading restrooms for ADA accessibility, addressing facility programmatic needs, and fixing scuppers in the Wittman Complex. Similarly, a recently completed project addressed fire sprinkler system replacement and minor program needs such as carpet and ADA accessibility in the Mechanical Technical Building (MTB). This request is to finish the necessary updates to these facilities; bringing them up to acceptable safety standards (particularly important given the programs housed include diesel, welding, collision repair, etc.). Total budget includes \$4.892M in PBF funds.

LCSC's fourth priority is for the Sam Glenn Complex remodel. The Sam Glenn Complex remodel will replace the failing ceiling tile structure, install new flooring/carpeting, window replacement, enlargement, and additions, and address other minor repairs and needed painting. The ceiling tiles have a flaw in the design

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with the fixture method and need to be repaired as tiles are currently dislodging and falling at random times. Total budget includes \$3.528M in PBF funds.

LCSC's fifth priority is for the Meriwether Lewis Hall remodel. The Hall is due for fire alarm and sprinkler replacement, plumbing upgrades (failures are becoming more prevalent) and flooring upgrades. The electrical service was also identified as a high priority system that is past life expectancy and strongly recommended to be replaced according to the deferred maintenance study. The building has recently received a new roof and LED lighting. Total budget includes \$21.021M in PBF funds.

The College of Eastern Idaho's (CEI) request is for campus infrastructure improvements. Infrastructure improvements throughout the CEI campus will support the expansion of the northern area around the upcoming Future Tech building, including expanded parking, a campus ring road, additional access to the campus from Ashment Drive, additional sidewalks, asphalt replacement, and safety improvements to traffic patterns and pathways. Total budget includes \$5M in PBF funds.

College of Southern Idaho (CSI) has two major capital projects.

CSI's first priority is Emergency Generator and Data Center improvements. This project consists of installing an emergency electrical generator and relocating vital technology equipment and devices. The project will require installing a transfer switch, modifying existing secondary electrical gear, improving the HVAC system in the proposed server room, and installing a fire suppression system. The emergency generator will be installed outdoors, and all other improvements will occur in existing electrical and utility spaces. Total budget includes \$2.53M in PBF funds.

CSI's second priority is for the Evergreen Building, Physical Science remodel. This project consists of remodeling two spaces, the West Wing (approximately 20,000 sf) and East Wing (approximately 10,000sf) in a phased project. The project will correct ADA accessibility problems, improve fire and chemical storage safety, replace deteriorated building elements, provide flexible classrooms, add student workspace, incorporate remote learning technology, and replace aging electrical and mechanical infrastructure. Total budget includes \$9M in PBF funds and \$600K in institution funds.

College of Western Idaho (CWI) has two major capital projects.

CWI's first priority is for the Student Learning Center. The College of Western Idaho's Board of Trustees are committed to the development of the Nampa Campus. Due to increased enrollment and additional class offerings, some campus support functions have been removed from the main campus building into other offsite locations. CWI desires to bring these support functions back to the Main Campus, including the Library, One Stop Student Services, Career Services, Tutoring Services, and the bookstore. This project will construct an initial first

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phase building, approximately 35,000 square feet, near the Nampa Campus Academic Building. Total budget includes \$10M in PBF funds and \$12M in institution funds.

CWI's second priority is for the relocation of the Horticulture program. CWI was allocated \$5 million from PBFAC in FY23 for the relocation of the Horticulture program to the main Nampa Campus. CWI is requesting an additional \$5M to assist with Phase 2 development which will support an expanded Agricultural Science program that directly relates to the Horticulture program. Total budget includes \$5M in PBF funds and \$3M in institution funds.

IMPACT

Only Board-approved major capital projects can be forwarded to the PBFAC. Following Board approval, DPW, PBFAC, DFM, and LSO will be informed of the Board's recommendations. A Board representative will brief the PBFAC on the Board's decision and any comments at the October PBFAC meeting, prior to agency presentations of their FY 2024 requests.

Board Policy V.K. requires institutions to bring their six-year capital project plans to the Board for review and approval at its regularly scheduled August meeting. These plans span six fiscal years going forward, starting with the upcoming fiscal year (FY 2024). Board approval of a six-year plan constitutes advance notice to the Board that an institution or agency may bring a request at a later date for approval for planning and design for one or more of the projects in the institution plan. The institutions can, and very frequently do, update the years two through six components of their six-year plans, based on the approved funding and outcomes of their year one requests. Board approval of the six-year plans also allows the institutions to solicit and accept gifts in support of the projects listed in the approved plans.

ATTACHMENTS

Attachment 1-FY 2024 Major Capital Request Summary
Attachment 2-Boise State University Six-year Plan
Attachment 3-Idaho State University Six-year Plan
Attachment 4-University of Idaho Six-year Plan
Attachment 5-Lewis-Clark State College Six-year Plan
Attachments 6-22-Capital Project Summaries for agencies & institutions

STAFF COMMENTS AND RECOMMENDATIONS

Although current levels of funding from the PBF and other sources are not sufficient to meet the facility needs of the institutions, it is appropriate for the institutions and the Board to highlight the most urgent infrastructure needs in the system. An effective review and rationing system is in place to allocate available dollars to the highest need projects for the FY 2024 budget cycle. The FY 2024 capital project requests from the institutions are reasonable, and they reflect continuity with previous capital planning efforts. The longer-term wish lists in the rolling six-year capital plans, while largely hypothetical, are a useful advance planning tool.

BUSINESS AFFAIRS AND HUMAN RESOURCES
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The attached six-year capital project plans include new projects as well as updated cost estimates.

Staff recommends approval of the institutions' FY 2024 capital project requests and their six-year capital project plans.

BOARD ACTION

I move to approve the capital projects listed in the table in Attachment 1 from Boise State University, Idaho State University, University of Idaho, and Lewis-Clark State College and to submit projects requesting Permanent Building Funds to the Permanent Building Fund Advisory Council for the FY 2024 budget cycle.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve the Six-Year Capital Improvement Plans for FY 2024 through FY 2029 for Boise State University, Idaho State University, the University of Idaho, and Lewis-Clark State College, as provided in attachments 2-5.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

State Board of Education
FY24 Major Capital Request Summary
(\$ in thousands)

Board Priority	Institution/Agency & Project	Attachment	Total Project Cost		FY 2024 Request
			Perm. Building Fund	Total Funds	
1	Boise State University				
2	1 Science Research Building	6	30,000.0	110,000.0	30,000.0
3	Idaho State University				
4	1 Investment in Meridian Property Development	7	6,000.0	6,000.0	6,000.0
5	University of Idaho				
6	1 McCall Field Campus Improvements	8	6,000.0	6,000.0	6,000.0
7	2 Meat Science and Innovation Center	9	4,000.0	13,400.0	4,000.0
8	3 Joint ROTC Military Studies Facility	10	6,000.0	7,000.0	3,000.0
9	4 Southwest Campus Utility Improvements	11	2,500.0	2,500.0	2,500.0
10	5 West Campus Neighborhood Improvements	12	5,000.0	5,000.0	2,000.0
11	Lewis-Clark State College				
12	1 Clearwater Hall First Floor Buildout	13	1,300.0	1,450.0	1,300.0
13	2 Music Building/Living & Learning Community	14	1,852.0	2,352.0	2,352.0
14	3 Wittman Complex/Mechanical Technical Building System Updat	15	4,892.0	4,892.0	4,892.0
15	4 Sam Glenn Complex Remodel	16	3,528.0	3,528.0	3,528.0
16	5 Meriwether Lewis Hall Remodel	17	21,021.0	21,021.0	21,021.0
17	College of Eastern Idaho				
18	1 Campus Infrastructure Improvements	18	5,000.0	5,000.0	5,000.0
19	College of Southern Idaho				
20	1 Emergency Generator and Data Center Improvements	19	2,530.0	2,530.0	2,530.0
21	2 Evergreen Building, Physical Science Remodel	20	9,000.0	9,600.0	9,000.0
22	College of Western Idaho				
23	1 Student Learning Center - Phase 1	21	10,000.0	22,000.0	10,000.0
24	2 Nampa Campus - Horticulture / Ag. Science - Phase 2	22	5,000.0	8,000.0	5,000.0
25	North Idaho College				
26	No major capital projects requested				
27					
28	Total		\$ 123,623.0	\$ 230,273.0	\$ 118,123.0

SIX-YEAR CAPITAL IMPROVEMENT PLAN FY 2024 THROUGH FY 2029								
Institution: Boise State University								
Project Title	Est. Cost	Prev. Fund.	<u>FY2024</u> Total	<u>FY2025</u> Total	<u>FY2026</u> Total	<u>FY2027</u> Total	<u>FY2028</u> Total	<u>FY2029</u> Total
Construction Management Building*	6,000,000		6,000,000					
Faculty and Staff Housing Development*	10,000,000		4,000,000		6,000,000			
First Year Student Housing	60,000,000	4,500,000	55,500,000					
Athletic Facilities and Title IX Upgrades	6,500,000		6,500,000					
Housing*	60,000,000		30,000,000	30,000,000				
Lusk Area Development*	10,000,000			10,000,000				
Science Building	110,000,000		30,000,000	80,000,000				
University Drive Improvements	4,800,000			2,550,000	2,250,000			
Albertsons Stadium East and North Expansion and Improvemen	27,000,000			27,000,000				
Graduate Program Expansion	1,500,000			1,500,000				
Parking Structure	50,000,000			25,000,000		25,000,000		
Student Academic and Welcome Center	90,000,000			40,000,000		50,000,000		
Kinesiology Annex Pool Removal	3,000,000				3,000,000			
Upper Grade Level Student Housing*	10,000,000					10,000,000		
Hemingway Building - Remodel and Renewal	5,800,000					5,800,000		
Campus Operations Building - Phase 2	8,600,000						8,600,000	
Riverfront Hall - Remodel and Renewal	20,500,000						20,500,000	
Morrison Center Improvements	45,000,000						45,000,000	
Health Sciences Building	55,000,000							55,000,000
Total	583,700,000	4,500,000	132,000,000	216,050,000	11,250,000	90,800,000	74,100,000	55,000,000
*Project may entail a non-State Entity and/or public-private partnership delivery model.								

Other Projects to Consider
 Athletics Master Village Projects

FY 2024

ISU Six Year Capital Improvement Budget

5/31/2022

Description	FY2024	FY 2025	FY 2026	FY 2027	FY 2028	FY 2029
Investment in Meridian Property Development	\$6,000,000					
Life Science Complex	\$133,380,000					
University Place Polytechnic Building	\$64,285,000					
ISU Health and Wellness Center (Clinic Consolidation)	\$52,488,000					
Remodel RFC for KDHS Nursing, PAS, Rad Tech, and other KDHS	\$25,000,000					
Leonard Hall Research Lab Renovation Phase 2 and 3		\$7,000,000				
Campus Deferred Maintenance - Frazier Hall, Etc.		\$12,100,000				
Upgrade HVAC, Ceilings, & Lighting, Eli Oboler Library		\$13,170,850				
Greenhouse Addition, Plant Sciences			\$3,690,830			
Remodel Basement Space, Eli Oboler Library			\$2,860,000			
Phase 2 HVAC Upgrades, Administration			\$1,760,000			
Research Lab Renovations, College of Pharmacy, Meridian				\$5,940,000		
Meridian Dental Hygiene Expansion				\$4,400,000		
Holt Arena Phase 2 and 3: Spine and Basketball Arena*				\$84,700,000		
Gravelly Hall - Upgrade the heating and cooling system					\$3,162,500	
Beckley Nursing – Asbestos mitigation, ceiling system and lights					\$1,870,000	
Vocarts - Replace, HVAC, Fire Alarm & ADA restrooms					\$1,920,426	
Campus Housing Renovations & Remodeling					\$11,000,000	
Academic Building						\$27,500,000
Six Year Capital Improvement Plan Total	\$462,227,606	\$281,153,000	\$32,270,850	\$8,310,830	\$95,040,000	\$27,500,000

* Agency or Donor Funded

 New Capital Projects

SET C: SIX YEAR CAPITAL IMPROVEMENT PLAN
(Major Capital Projects greater than \$1 mil Total Project Cost)
FY 2024 THROUGH FY 2029
(\$ in 000's)

Institution: University of Idaho

FY2024 FINAL Submittal 1 Jul 22

Project Title	Est. Cost	Prev. Fund.	FY 2024			FY 2025			FY 2026			FY 2027			FY 2028			FY 2029		
			PBF	Other	Total	PBF	Other	Total	PBF	Other	Total	PBF	Other	Total	PBF	Other	Total	PBF	Other	Total
1 Energy Plant Micro Turbine Installation CP190056	3,550	3,550	In Punch List and Project Close-out Status as of 1 Jul 22																	
2 LHSOM & Ridenbaugh Acoustic Mitigation and Deferred Maintenance Improvements CP190038, DPW 19-263	4,875	4,875	In Construction Status as of 1 Jul 22																	
3 Idaho Avenue Extension Repairs and Repaving; Replace ACM Domestic Water Mains, Ph. 1 CP210000, DPW 21-250	2,480	2,480	In Construction Status as of 1 Jul 22																	
4 Administration Building Exterior Masonry Repairs, Ph. 1, CP210006, DPW 21-256	1,242	1,242	In Construction Status as of 1 Jul 22																	
5 Idaho Center for Plant and Soil Health, Parma CP210009, DPW 21-272	12,150	12,150	In Construction Status as of 1 Jul 22																	
6 Moscow Campus HVAC Network Controls Revisions and Improvements, CP210043, DPW 21-259	1,336	1,336	In Construction Status as of 1 Jul 22																	
7 6th Street Greenhouses Addition, Ph. 1 CP190096	1,430	1,430	In Award Status as of 1 Jul 22																	
8 Idaho Center for Agriculture, Food, and Environment (CAFE) Research Dairy, Rupert, Ph. 1 CP200007, DPW 18-257	25,000	25,000	In Bid Status as of 1 Jul 22																	
9 Ag Science HVAC, Phase 1 CP200001, DPW 20-251	4,299	4,299	In Design Status as of 1 Jul 22																	
10 J.W. Martin Lab Building Systems Improvements	1,500	0	In Planning Status as of 1 Jul 22																	
11 Energy Plant Water Treatment Improvements, Ph.1 UI CP TBD, MIED1/SPUPI FY2023 CapEx 23/1-006	1,400	0	In Planning Status as of 1 Jul 22																	
12 Energy Plant Wood Fuel Handling System Upgrades UI CP TBD, MIED1/SPUPI FY2023 CapEx 23/1-007	2,340	0	In Planning Status as of 1 Jul 22																	
13 FY2023 Deferred Maintenance Funds, UI Allocation of \$40 mil per DPW. Note: Distributions to specific projects to be determined over the course of summer and fall 2022.	40,000	40,000	In Planning Status as of 1 Jul 22																	
14 Meat Science and Innovation Center, FY2024 Maj Cap Request Priority 02 CP200032 Note: In Design Status as of 1 Jul 22. Requesting \$4 mil PBF funds (FY2024 Major Capital Category) to supplement existing funds. In addition, UI is contributing add'l funds.	13,400	7,650	4,000	9,400	13,400															
15 Campus Drive Repairs, Phase 2, FY2024 A & R Request Priority 00 (Inserted Request) CP210048, DPW 21-268 Note: In Design Status as of 1 Jul 22. Requesting additional \$797,000 PBF funds (FY2024 A&R Category) to supplement existing funds.	1,535	738	797	738	1,535															
16 McCall Field Campus Improvements, Dining Lodge and Kitchen, FY2024 Maj Cap Request Priority 01	6,000	0	6,000	0	6,000															
17 Joint ROTC Military Studies Facility, FY2024 Maj Cap Request Priority 03	7,000	0	3,000	1,000	4,000	3,000	0	3,000												
18 Southwest Campus Utility Improvements, FY2024 Maj Cap Request Priority 04	2,500	0	2,500	0	2,500															

SET C: SIX YEAR CAPITAL IMPROVEMENT PLAN
(Major Capital Projects greater than \$1 mil Total Project Cost)
FY 2024 THROUGH FY 2029
(\$ in 000's)

Institution: University of Idaho

FY2024 FINAL Submittal 1 Jul 22

Project Title	Est. Cost	Prev. Fund.	FY 2024			FY 2025			FY 2026			FY 2027			FY 2028			FY 2029		
			PBF	Other	Total	PBF	Other	Total	PBF	Other	Total	PBF	Other	Total	PBF	Other	Total	PBF	Other	Total
19 West Campus Neighborhood Improvements, FY2024 Maj Cap Request Priority 05	5,000	0	2,500	0	2,500	2,500	0	2,500												
20 West Nez Perce Drive Reconfiguration and Rebuild (PBF FY2024 A&R #06)	1,107	0	1,107	0	1,107															
21 Idaho Center for Agriculture, Food, and Environment (CAFE), Discovery Center, Jerome	20,000	0				5,000	10,000	15,000	0	5,000	5,000									
22 Life Sciences South HVAC Upgrades, Ph. 3 (PBF FY2024 A&R #08)	1,428	0				1,428	0	1,428												
23 Facilities Services Main & OCS Repair & Replace Roofs (FS Ph. 1) (PBF FY2024 A&R #10)	1,115	0				1,115	0	1,115												
24 Idaho Center for Agriculture, Food, and Environment (CAFE), Food Processing Pilot Facility at CSI, Twin Falls	5,000	0							0	2,500	2,500		2,500	2,500						
25 LHSOM HVAC Upgrades, Ph. 1 (PBF FY2024 A&R #13)	1,076	0							1,076	0	1,076									
26 Gibb Hall HVAC Upgrades, Ph. 2 (PBF FY2024 A&R #16)	1,426	0							1,426	0	1,426									
27 Perimeter Dr. Replace Paradise Creek Undercrossing (PBF FY2024 A&R #17)	1,280	0										1,280	0	1,280						
28 Administration Building HVAC, Phase 2 (PBF FY2024 A&R #18)	1,429	0										1,429	0	1,429						
29 Gibb Hall HVAC Upgrades, Ph. 3 (PBF FY2024 A&R #22)	1,429	0													1,429	0	1,429			
30 Administration Building Replace Windows, Phase 1 (PBF FY2024 A&R #27)	1,250	0																1,250	0	1,250
31 McCall Field Campus Improvements Teaching and Learning Center #	5,300	0																		
32 McCall Field Campus Improvements Student Lodging #	1,000	0																		
33 Engineering/STEM Education/Classroom Facility #	40,000	0																		
34 Community Center Facility #	7,500	0																		
35 New Undergraduate Housing, Phase 1 #	36,000	0																		
Totals:	263,376	104,749	19,904	11,138	31,042	13,043	10,000	23,043	2,501	7,500	10,001	2,709	2,500	5,209	1,429	0	1,429	1,250	0	1,250

**CAPITAL BUDGET REQUEST
SIX-YEAR PLAN FY 2024 THROUGH FY 2029
CAPITAL IMPROVEMENTS**

AGENCY: **Lewis-Clark State College**

PROJECT DESCRIPTION/LOCATION	FY 2024 \$	FY 2025 \$	FY 2026 \$	FY 2027 \$	FY 2028 \$	FY 2029 \$
Clearwater Hall – First Floor Buildout	\$1,450,000					
Music Building/Living & Learning Center	\$2,352,000					
Wittman Complex/MTB System Updates	\$4,892,200					
Sam Glenn Complex Remodel	\$3,528,000					
Meriwether Lewis Hall Updates	\$21,021,000					
Talkington Hall Remodel		\$14,112,000				
Administration Building Updates		\$4,468,800				
Reid Centennial Hall Remodel			\$14,112,000			
Central Heat Plant				\$35,280,000		
Living/Learning Center & General-Purpose Facility					\$29,400,000	
CTE/WFT						\$29,400,000
TOTAL	\$33,243,200	\$18,580,800	\$14,112,000	\$35,280,000	\$29,400,000	\$29,400,000

Agency Head Signature: Cynthia Pemberton
 Date: 07/07/2022

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 Cynthia Pemberton
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**MAJOR CAPITAL BUDGET REQUEST
FY 2024
CAPITAL IMPROVEMENT PROJECT DESCRIPTION
(New Buildings, Additions or Major Renovations)**

Project Title: New Science Research Building

Institution/Agency: Boise State University

Brief Description:

Boise State continues to experience increased demand for facilities that support laboratory-based instruction and research. The requested funds will aid in constructing a new science research building, to provide teaching and/or research labs focused on chemistry and biological sciences.

As the university continues to experience growth in the student population, we also experience growth in our research mission. Boise State University is committed to “fostering an environment where research and creative activity thrive” and creating a “vibrant research community where all undergraduate students can engage in high impact research and creative experiences”. This emphasis on STEM education and research stretches the limits of our campus facilities, which, in turn, highlights deficiencies in buildings that we attempt to transform from undergraduate teaching facilities to high-tech, state of the art research facilities. The existing Science Building (072) houses Chemistry and Biology. This 1970’s era building is currently at its maximum occupancy and is unable to accommodate additional research labs or teaching labs. This is true in terms of actual space as well as in terms of the facility’s mechanical and infrastructure systems, which are unable to support additional specialized laboratory equipment such as hoods.

From a facilities standpoint, University resources would be best invested in creating true “state of the art” research facilities that will allow recruitment of top researchers, attract new grant funding, and preserve needed academic space. The challenges and limitations the University has encountered in Building 072 have made it very apparent that the needs created by the research mission are best designed into a new science research building. Science is a core curriculum required for all majors and current teaching lab space is maxed out, with labs operating up to 12 hours a day, seven days a week to accommodate student demand. In addition to providing state of the art research space, a new Science Research building will alleviate the instructional burden and will enable the university to offer more sections during the week at normal hours. This new building will be designed to contain comprehensive laboratory systems with ample capacity, and with spaces designed with flexibility in mind to accommodate changing research and instructional needs

The anticipated total budget of \$110 million reflects the cost of constructing a complex building at a scale large enough to accommodate growth needs for STEM programming at Boise State.

Project Scope:

Construction of New Science Research and Academic Building

Estimated Building Size: 90,000 - 110, 000 GSF

Project and Building Components:

Site Preparation and improvements

Construction of multi-story research and academic building to include:

- Research labs with hoods and utilities
- Computational labs
- Teaching labs and Active Learning Classrooms
- Faculty offices and Graduate student spaces
- Informal learning areas and break-out study rooms

Estimated Project Cost:

Total Project Cost

<u>Fund Source</u>	<u>Amount</u>
Permanent Building Fund	\$30,000,000
Bond, Donor and other University Funds	\$80,000,000
Total Estimated Cost	\$110,000,000

I. Project Description and Justification

Boise State's undergraduate STEM and health programs, which rely on science teaching labs, continue to grow: the number of graduates in those fields has increased by more than 90% since the 2012-2013 academic year. Enrollments in doctoral programs in the sciences are witnessing rapid growth and have more than tripled since 2013-14, primarily a result of new PhD programs in Biomolecular Sciences and in Ecology, Evolution & Behavior.

Existing buildings hosting these programs struggle to maintain modern pedagogical needs, both for teaching and research. For example, Building 072 is frequently modified to respond to research needs, and the building's infrastructure has been pushed to the limit. These retroactive projects on aging buildings are extremely costly and often come with multiple compromises due to facility limitations.

With the construction of a new Science Research facility, Building 072 can more easily fulfill the needs for less-intensive classroom and lab instruction. The new multi-story building is envisioned to house interdisciplinary research and programs which will likely include Chemistry, Biochemistry, Biology, and Physics, as well as other programs overlapping with these areas of research. Research labs will be designed to be flexible, modular and ideally suited to support collaborative research. In addition to research labs, offices and graduate spaces, this building may also house some instructional and informal learning areas.

This new facility is a direct response to Boise State Strategic Plan, *Blueprint for Success 2021-2026*. Various goals and strategies direct the institution to continue its focus on STEM-related fields. However, Goal 3 to “Advance Research and Creativity Activity” is closest aligned. The strategies supporting that goal are:

1. Provide the physical space, policies, information systems, technology, budgetary and human resources to sustain and grow research and creative activities.
2. Develop an integrated, transdisciplinary, and accessible research ecosystem dedicated to student excellence and success.
3. Invest in a Grand Challenges initiative¹ to propel a transdisciplinary model for research and creative activity.

A new Science Research building will have a transformative impact on the University’s ability to accomplish this goal.

2. Project Components

A comprehensive programming study will be conducted, but at this time it is anticipated this new building will serve primarily as an interdisciplinary research and academic building for chemistry, biology and/or physics. In addition to providing state of the art research labs, the building will house faculty offices, graduate student spaces and informal learning areas. The building may also house teaching labs and active learning classrooms.

3. Alternatives

The current and future shortage of quality research spaces impinges the University’s ability to attract and retain new faculty and grant funding. If the University is not able to construct this facility, continued growth in science programs is not sustainable. The shortfall of additional suitable research and teaching lab space will necessitate that science departments manage the growth of faculty and student enrollment, which is counter to the stated goals of the University. A current and future shortage of science teaching facilities will not only affect the growth of Biology and Chemistry but will also negatively impact growth in other disciplines such as Nursing and Engineering.

4. Vacated Space

A recent space utilization study indicated a significant shortfall in research spaces at Boise State University based on the number of active researchers and as compared to peer universities. In addition, the study showed a need for additional science teaching labs, especially for Biology and Chemistry. Following occupancy of a new science building and the relocation of research labs into that new building, it is anticipated the vacated research labs in Building 072 will be repurposed as teaching labs. This will allow Biology and other science teaching labs that are currently scattered around campus to be co-located with the other teaching labs in Building 072 and will also increase the number of available teaching labs. In turn the teaching labs in the other buildings will be repurposed as standard classrooms. Any vacated offices will be reviewed and reassigned to academic groups and some spaces may be repurposed as informal learning areas and student spaces.

¹ Link to Grand Challenges: <https://www.boisestate.edu/crca/grand-challenges-overview/>

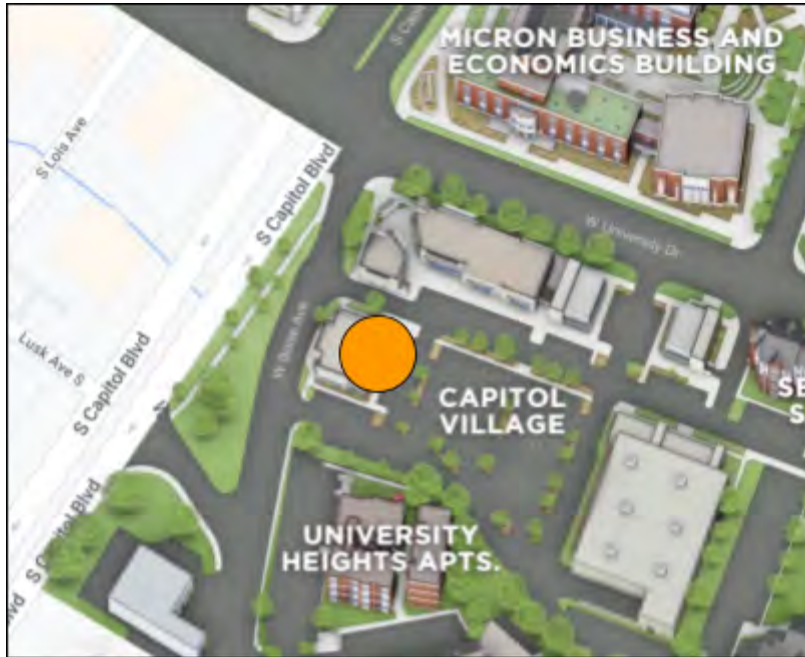
5. Images/Site Study



The new building will be designed to incorporate existing campus design standards and materials and will include a combination of brick, concrete, metal panels and glass. Pedestrian access and visibility into the building will be carefully considered. The rendering above is a conceptual representation only, the actual building will be designed to respond to the final program and site.



There are three different areas of campus that are being considered to house this new building - the SE corner of Capitol Blvd. and University Drive; the center of campus; and the southeast portion of the campus. Drawings showing these three locations are included. The University will be evaluating these locations and determining a final site over the next few months.



Capitol Boulevard

The Capitol Boulevard/University Drive site includes a portion of the existing “Capitol Village” facilities. This area currently accommodates a myriad of uses, ranging from research to Human Resources and the Office of Information Technology. There is less flexibility in this location, but it does offer a premier location on one of Boise’s signature corridors. To construct a new science building here, there would inevitably be impacts to existing uses and those would need to be accounted for in the project.

The design of Capital Boulevard is currently under review by ACHD and several stakeholders, including Boise State to improve pedestrian and bicycle infrastructure on the corridor. One potential outcome is a realignment of the Boise Avenue “spur,” which in turn would expand the developable area at Capitol Village. If ACHD selects this alternative, it strengthens the site as an opportunity for a signature building.



Central Campus

Central Campus opportunities include three separate sites. One is the surface parking lot adjacent to Building 030, the second is the grass lawn north of the Honors College/Sawtooth Hall (Buildings 380/382), and the third would occupy a portion of the field north of the Student Union. Immediate proximity to other STEM-related facilities is less present in this area, but a central location could benefit cross-campus collaboration. There would be little to no impact on existing facilities if any of these sites are selected.

Southeast Campus



Southeast Campus provides the most extensive site options. Clustered around existing STEM facilities, this area of campus includes the NORCO Building, the Micron Center for Materials Research, the Charles P. Ruch Engineering Building, and the Environmental Research Building. Natural synergies with those facilities could be created through a new science research building. At


present, potential sites are currently occupied by either parking, temporary modular facilities, or facilities identified for replacement in the 2015 Campus Master Plan.

The only development-sensitive area in this portion of the campus is along the Beacon Street corridor. Due to the residential nature of uses to the south, the intensity of campus buildout needs to respond accordingly. The site south of NORCO carries this consideration, but all other locations come with very flexible design opportunities.

Agency Head Signature: _____

Date: _____

CAPITAL BUDGET REQUEST
FY 2024
CAPITAL IMPROVEMENT PROJECT DESCRIPTION
(New Buildings, Additions or Major Renovations)

AGENCY: Idaho State University	AGENCY PROJECT PRIORITY: 1
PROJECT DESCRIPTION/LOCATION: Investment in Meridian Property Development	
CONTACT PERSON: Cheryl Hanson	TELEPHONE: (208) 282-4086
<p>PROJECT JUSTIFICATION:</p> <p>(A) Concisely describe what the project is.</p> <p>Idaho State University proposes investing in the development of 22.024 acres of land that is located at 785 S. Locust Grove Road in Meridian, Idaho, (pictured below). The property is owned by Idaho State University with the vision for future expansion of the Idaho State University Health Sciences campus. In preparation for campus expansion on this property, ISU wishes to proceed in developing the site infrastructure, including costs in engineering inspections, soil testing, water and sewer infrastructure, utilities, earthwork, landscaping, paving and roadways. Currently ISU is engaged with an architecture firm in master planning for the use of this property in conjunction with the existing ISU facilities that is shared with the West Ada School District. Once the site development has been completed and a master plan has been produced, ISU will be ready to move forward with future campus expansion and construction proposals.</p>	
	

(B) What is the existing program and how will it be improved?

Development of this property will lead to the future expansion of ISU's Health Sciences programs, which is core to the mission of Idaho State University. Current space constraints on the existing ISU Meridian campus limit the opportunity for expanding health sciences education. Site development efforts will lead to the needed growth of educational opportunities for Idaho's next generation of health care professionals. Faculty and students will have increased access for interdisciplinary research and collaboration with health care providers throughout the Treasure Valley and will allow ISU to meet the increasing enrollment demand for education in the health sciences.

Additionally, there is limited housing available for members of the ISU community in the Treasure Valley. This campus acreage would accommodate not only planned research and learning programs for faculty and students, but also housing and a collegiate campus life environment for retaining students in a more immersive living and learning atmosphere.

(C) What will be the impact on your operating budget?

The expansion of the Health Sciences Center in Meridian will provide for future increases in enrollment and for the education of needed medical professionals, as well as clinical experiences for students and faculty in the Treasure Valley. Aside from the increase in enrollment opportunities, the expansion of the Meridian Health Science campus will also allow for increased interdisciplinary research and grant writing opportunities, along with the ability to expand clinical operations.

(D) What are the consequences if this project is not funded?

If this capital project is not approved, the parcel of ISU property in Meridian will remain undeveloped, delaying any future expansion efforts for Health Sciences programs in the population center of Idaho. Currently, ISU does not have the capacity to support additional enrollment of health sciences students due to limited infrastructure, classroom and laboratory space, particularly in the Treasure Valley. Until ISU can expand educational offerings in this portion of the state, and leverage the expanded network of health care providers for clinical rotations, our state will continue to be challenged in producing the necessary number of health care professionals for the workforce.

Expansion of the ISU Meridian campus is an investment in Idaho's need for more healthcare professionals and is core to the mission of Idaho State University. The expansion of the physical infrastructure in Meridian will allow ISU to efficiently grow educational programs with the State's lead institution in health professions education.

ESTIMATED BUDGET: \$6m		FUNDING: Agency funding of \$TBD	
Land	N/A	PBF	\$ \$6M
A/E fees	\$	General Account	
Construction	\$	Agency Funds	\$
5% Contingency	\$	Federal Funds	
F F & E	\$	Other	
Other			
Total	\$ <u>6M</u>	Total	\$ <u>6M</u>

OFFICE OF THE STATE BOARD OF EDUCATION**SET A****PROJECT SUMMARY**

Project Title: McCall Field Campus Improvements
Dining Lodge and Kitchen

Institution/Agency: University of Idaho

Brief Description:

In 2014, the University of Idaho completed a Master Plan for the future of the McCall Field Campus (MFC) on the shore of Payette Lake in McCall, Idaho. The MFC is a residential education facility owned and operated by the University of Idaho College of Natural Resources (CNR). The campus is 14-acres, features 600 feet of lakefront beach and borders Ponderosa State Park. CNR provides a variety of academic programming and research initiatives at the McCall Field campus. One of the main programmatic offerings is the McCall Outdoor Science School (MOSS), a one-week residential curriculum offered to more than 3,000 5th and 6th grade elementary school children from across Idaho aimed at providing an engaging introduction to STEM education and hands-on learning experiences. Idaho's economy must have more STEM-educated employees who can take on complex challenges and the MFC is tackling this head on in a stimulating Idaho-based learning environment for K-12 students.



University of Idaho McCall Field Campus, McCall, Idaho

Since completing the 2014 Master Plan, the University of Idaho and CNR have completed initial project efforts cited in the plan, chief among them is the completion of a new restroom and shower house facility. In addition, there have been two new cabins constructed and improvements to wayfinding signage for the campus.

Currently, the University of Idaho is working with the State of Idaho Division of Public Works on a basic infrastructure improvement effort that was funded during the CY2022 Legislative session in the amount of \$900,000. This effort is just underway and early in the design phase and will make improvements to electrical and water distribution systems , as well as to perimeter fencing.

In addition, CNR is self-funding an Architectural Pre-design and Programming effort aimed at refining the concepts of the 2014 Master Plan. Specifically, this effort will focus on options for the Dining Lodge and Kitchen Facility which is the subject of this request of the Permanent Building Fund, and a separate, University of Idaho funded effort for new Teaching and Learning Center Facility to replace the existing, dilapidated classrooms. The intent is to develop a thoughtful, concise Project Planning Guide (PPG) for these two, desired facilities, including refined cost estimates. The PPG will outline goals and aspirations for the new facilities and will serve as the basis of design and foundation document for the design team selected to implement this project.

The intent of this project request is to build on existing and future privately funded efforts to expand education access on the McCall Field Campus. This request of the Permanent Building Fund will provide a \$6 million Dining Lodge and Kitchen Facility to serve up to 150 students and staff. In parallel to this effort, the University of Idaho will fund a separate, coordinated \$5.3 million effort for a new Teaching and Learning Center Facility. These two new facilities will work together as part of a greater, coordinated \$11.3 million initiative to support the residential academic programming and research initiatives offered by the College of Natural Resources, and more broadly academic programming provided by the University of Idaho, at the McCall Field Campus.

The McCall Field Campus has served a critical role in elementary education delivery and education recovery when most needed for the McCall-Donnelly School District. Expanded dining and kitchen facilities would simultaneously serve more students for the MOSS program while expanding education opportunities such as with local school districts and charter schools. Importantly, the facility would also serve the surrounding community by serving as a meeting place for community groups, and delivery of continuing education courses.

This project aligns with the goals and objectives of the current FY2023-2028 State Board of Education Strategic Plan by creating new facilities and environments which support engaging educational programs aimed at preparing students for post-secondary and workforce opportunities and promoting further interest in STEM education and academic careers.

Project Scope:

**Construction of a Dining Lodge
And Kitchen Facility**

GSF

Building size:

8,900

Dining Lodge and Kitchen facility
To accommodate 150 students and staff,
Indoor and outdoor dining areas,
Flexible meeting space,
Food preparation kitchen and storage,
Site and utility infrastructure as required,
Fixtures and equipment
All project fees and related expenses,
For a complete and functional
facility as needed by programmatic
requirements

Estimated Total Cost:

Source of Project Funds (by fund source and amount):

Total Project Cost

Fund Source

Amount

Permanent Building Fund

\$ 6,000,000

Federal Funds

\$ 0

Bond Funds

\$ 0

Other (UI)

\$ 0

Total: \$ 6,000,000

Previous Appropriations

Fund Source

Amount

All Sources Secured to Date

\$ 0

Total: \$ 0

Budget Year Request (FY2024)

Fund Source

Amount

Permanent Building Fund

\$ 6,000,000

Date Approved by State Board of Education:

Inclusion on the University of Idaho 6 Year Plan, FY2023, submitted July 1, 2021.

FY2023 represents the second year of request to the Permanent Building Fund for this project effort.

Greater Initiative:

As mentioned in the brief description above, it is the intent of the University of Idaho that this request of other Permanent Building Fund for \$ 6 million is part of a greater, coordinated \$11.3 million initiative to improve the McCall Field Campus. In addition to the Dining Lodge and Kitchen facility, the university is engaged in a separate effort to fund, design, and construct a Teaching and Learning Facility, also estimated at \$5.3 million and is aimed at improving classroom and learning facilities at the Field Campus for the educational purposes discussed. This companion project is to be funded by the university through private gifts and donations including from corporate partners in the state. The two projects will work hand-in-glove as part of the overall \$11.3 million capital improvements effort as described in the attached Case Statement, and as envisioned in the Master Plan.

The scope of the Teaching and Learning Facility is:

Construction of a Teaching and Learning Center Facility

GSF

Building size:

7,200

New Classroom and academic instruction facility, Classrooms, Meeting rooms
Laboratories, Lab support spaces, Site and utility infrastructure as required, Fixtures and equipment
All project fees and related expenses,
For a complete and functional facility as needed by programmatic requirements



1. PROJECT DESCRIPTION AND JUSTIFICATION

Dining Lodge and Kitchen Facility

The existing Dining facility at the McCall Field campus predates the acquisition of the site by the University of Idaho. While the structure is a part of the memories of the McCall Field Campus for many, the reality is that it is too small, aged, beyond service life, and in need of replacement. The 2014 Master Plan effort began with an assumption that saving, renovating, and restoring the existing Dining facility was a viable option. However, the study concluded that replacement is more efficient and a better value for the investment, especially for the desired commercial grade kitchen facilities. The Master Plan concluded that, given the size and condition of the building, the existing Dining facility is better suited for renovation as a gathering and meeting space.

The intent of this project is to remove and replace the existing Dining facility with a new, state-of-the-art Dining Lodge and Kitchen that will seat up to 150 students and staff at one time. The vision, and the proposal, is for an 8,900 square foot Dining Lodge and commercial grade kitchen designed to unite people with one another—and with the iconic

surroundings of this special place in Idaho. More than simply a place to eat, this new gathering area will be a hub for students, faculty, and staff to come together for intentional and impromptu learning opportunities. The current facility capacity is constrained to about 30 students. The new Dining Lodge and Kitchen will eliminate dining and cooking capacity issues, as well as address safety considerations inherent in the older structure. Inside and outside dining areas will reflect the theme of nature-based hands-on learning and recognize the importance of place in education and experience.

For more than 80 years, the college and university has provided hands-on learning at the McCall Field Campus. Given the affinity for the existing facility in the memory of so many who have attended programs at the McCall Field Campus over the years, the vision is that elements of the existing facility be preserved, repurposed, and incorporated into the fabric the new facility.

Importantly, the new facility will serve the city of McCall and surrounding areas by serving as a meeting place for community groups, continuing education course delivery, and expand educational programming in partnership with the McCall-Donnelly School District. It is notable that the McCall Field Campus served a critical role in elementary education delivery and education recovery during the pandemic that we endeavor to continue with expanded facilities and improved access for learners of all types.

2. PROJECT COMPONENTS

Dining Lodge and Kitchen Facility

The Dining Lodge and Kitchen Facility will consist of the following components:

- Kitchen and kitchen support (storage, coolers, freezers, food preparation area, washroom).
- Dining
 - Indoor, main dining area
 - Outdoor dining area / patio
 - Private and guest dining area
- Building support spaces (mechanical room, electrical room, restrooms)

The Dining Lodge and Kitchen facility is envisioned to reflect the natural surroundings of the McCall Field campus and make use of Idaho Forest products, including the possible use of mass timber structural elements.



Main Indoor Dining Area, University of Idaho McCall Field Campus, McCall, Idaho

As noted, the \$ 6 million Dining Lodge and Kitchen facility detailed in this request will be matched by a separate effort funded by the University of Idaho to design and construct a \$5.3 million Teaching and Learning Center facility. The two projects will together form a \$11.3 million investment in the McCall Field campus.

3. ALTERNATIVES

Three alternatives have been studied to date.

Alternative 1: No Action

This alternative provides for no further investment beyond remedial maintenance activities to the facilities at the McCall Field campus. However, these facilities are in dire need of repair and investment. At times, the magnitude of repair investment is significant given the age of the facilities, and the facilities are beyond the point at which maintenance of the existing elements and systems is sufficient. The current state of the facilities is impacting

the ability of the College of Natural Resources to offer meaningful academic programming in a safe environment.

For these reasons, the university rejected this alternative.

Alternative 2: Renovations of the Existing Facilities

As noted above, renovation and restoration of the existing Dining facility was the assumed final, best outcome when the 2014 Master Plan effort was initiated. However, the study concluded that replacement is more efficient and better value for the investment. This is especially true for the Kitchen facilities which are becoming increasingly more difficult to maintain to current Health Code standards. Additionally, as the academic and research programming has expanded at the McCall Field Campus, the capacities of the existing Dining and Kitchen facilities are proving to be a significant limiting factor in the ability to serve increasing numbers of guests and program participants.

Similarly, renovations of existing academic and meeting spaces were considered by the 2014 Master Plan. However, these spaces are small and insufficient to the need. Construction of new spaces and facilities quickly rose to the top as being the far better value.

For these reasons, the university rejected this alternative.

Alternative 3: Construction of a new Dining Lodge and Kitchen Facility and a new Teaching and Learning Center Facility

The construction of a new, modern, Dining Lodge and Kitchen facility emerged from the work of the 2014 Master Plan as the preferred alternative, as did the construction of a new Teaching and Learning Center Facility.

The planning, design and construction of a new Dining Lodge and Kitchen facility will best allow the University of Idaho and the College of Natural resources to develop a clean, useful, safe, efficient, code-compliant facility tailored to the programmatic needs of the McCall Field campus and the academic and research initiatives offered thereon. The new facility will be tailored to reflect the natural surroundings of the McCall Field campus, and the analysis indicates this is the most economical investment in the campus.

The planning, design and construction of a new Teaching and Learning Center facility allows the university to tailor the academic and learning environments to the current programs and pedagogies. The new teaching and Learning Center may be a single structure, or it may be a grouping of structures to best take advantage of the site opportunities. A new facility promises to be more flexible and adaptable and to make best use of the outdoor learning environment.

For these reasons, this is the university's preferred alternative.

4. VACATED SPACE

There are no vacated spaces created as a result of this project to report.

5. IMAGES

The following conceptual images were prepared as part of the 2014 Master Plan effort for the McCall Field campus.



DINING LODGE

UNIVERSITY OF IDAHO • McCALL FIELD CAMPUS



Main Indoor Dining Area, University of Idaho McCall Field Campus, McCall, Idaho

6. **ATTACHEMENTS**

1. Case Statement, June 2022
2. Letters of Support

SET A
PROJECT APPROVAL FORM

CAPITAL PROJECT COST AND FUNDING SOURCE SUMMARY

Project Title: 01 McCall Field Campus Improvements
Dining Lodge and Kitchen Facility

Building Statistics:

NASF: TBD
GSF: 16,100
Net to Gross 85% Targeted

	Estimated Total Cost	Prior to Budget Year	1st Year FY24	2nd Year FY25	3rd Year FY26	4th Year FY27	5th Year FY28	6th Year FY29
PROJECT SUMMARY:								
A. Arch. & Engr.								
Project Planning & Pre-Design	54,360	0	54,360	0	0	0	0	0
Schematic Design	54,360	0	54,360	0	0	0	0	0
Design Development	108,720	0	108,720	0	0	0	0	0
Construction Documents*	190,260	0	127,474	62,786	0	0	0	0
Bid & Award Phase*	27,180	0	0	27,180	0	0	0	0
Construction Supervision**	108,720	0	0	35,878	72,842	0	0	0
B. Asbestos Abatement Arch/Eng./Hygienist Fees	25,000	0	0	25,000	0	0	0	0
C. Tests, Permits, Fees, Etc.	25,000	0	6,250	17,500	1,250	0	0	0
SUBTOTAL ARCH. & ENGR.	593,600	0	351,164	168,343	74,092	0	0	0
D. Moving, Administration	7,500	0	1,500	2,250	3,750	0	0	0
E. Asbestos Abatement	25,000	0	0	25,000	0	0	0	0
F. Construction*** (Inc. Const. Cont.)	4,530,400	0	0	1,495,032	3,035,368	0	0	0
G. Owner Construction Costs	123,000	0	18,450	98,400	6,150	0	0	0
H. Furnishings/Moveable Equipment	175,000	0	0	26,250	148,750	0	0	0
I. Contingency (Project)	545,500	0	109,100	327,300	109,100	0	0	0
TOTAL PROJECT REQUEST	6,000,000	0	480,214	2,142,575	3,377,210	0	0	0

SOURCE OF FUNDS:

Permanent Building Fund	6,000,000	0	6,000,000	0	0	0	0	0
General Education	0	0	0	0	0	0	0	0
Federal	0	0	0	0	0	0	0	0
Bond Sale	0	0	0	0	0	0	0	0
Bond Reserve	0	0	0	0	0	0	0	0
Parking Funds	0	0	0	0	0	0	0	0
Other Funds, including Gifts (UI Funds)	0	0	0	0	0	0	0	0
TOTAL	6,000,000	0	6,000,000	0	0	0	0	0

Utilities TBD
Custodial TBD
Repairs & Maintenance TBD

PROPOSED SOURCE OF OPERATING FUNDS (If more than one source, please show relative percentages.): CNR McCall Field Campus Operating Funds.

* Includes Reimbursable Expenses

** Includes Fees for On-Site Observation

*** Inc. Const Contingency



UNIVERSITY OF IDAHO

McCALL FIELD CAMPUS

***Connecting people, place
and science to transform
the lives of individuals
and communities***

BAHR
uidaho.edu/chr/mccall-field-campus

The world-class programs, research and outreach at the McCall Field Campus immerse learners of all ages in discovery, exploration and experience. It is now time to invest in facilities and programming so that more learners can access Idaho's first residential outdoor science school.

DENNIS BECKER, DEAN, COLLEGE OF NATURAL RESOURCES

TAB 2 Page 12

The McCALL FIELD CAMPUS

Advancing our facilities and programs on the shores of Payette Lake

OVERALL FUNDRAISING GOAL:

\$14 Million by 2025

To achieve our vision for the McCall Field Campus, we need to raise \$14 million by 2025. Thanks to the generosity of private donors, corporate partners and U of I itself, we are more than \$3 million closer to that goal. Now we need donors like you who understand the educational value and transformational impact of this one-of-a-kind campus.

“I can honestly say attending MOSS was the best decision I ever made. It was a life-changing experience.”

LAKYSHA HARRIS '15

BAHR

Growing the Future of Natural Resources Research and Education

The University of Idaho’s McCall Field Campus (MFC) has delivered place-based learning experiences to thousands who leave inspired, curious and empowered to do more. Home to the McCall Outdoor Science School (MOSS), the MFC serves K-12 students, undergraduates and graduates, and organizational and professional groups. After 81 years, Idaho’s first residential outdoor science school is straining under the effects of time, evolving needs and rapidly increasing demand. Like many of our treasured outdoor spaces, the MFC requires care and investment to serve current and future learners and communities.

Our Vision for the Future

The MFC sparks curiosity and forges a connection with all who visit, regardless of age, providing countless ways to experience nature, up close and all around. Our vision is to build on the MFC’s rich legacy by expanding programming and learning opportunities, and by making the campus accessible to all. It’s ambitious – and achievable – with your help.

It’s Closer than You Think

Thanks to generous donors, the vision for our campus is already taking shape. Private investment from donors has brought immediate impact through \$1.5 million in infrastructure improvements and new facilities.

- Two new educational support buildings
- New shower facilities
- Safety upgrades to residential cabins
- New boat dock system and research canoes

Idaho Needs the MFC

To continue growing and thriving, Idaho’s economy must have more STEM-educated, diverse employees who can take on complex challenges related to changing landscapes. The MCF must grow to meet this urgent need, especially in the high-demand fields of STEM education and science communication. You can build a stronger Idaho by supporting the MFC.

MORE IS NEEDED NOW FOR THE GENERATIONS TO COME

With your help, we can offer outdoor educational opportunities to match the dreams of those who aspire to solve the grand challenges of our world.

STUDENT SCHOLARSHIPS

GOAL: \$1 MILLION

With your support of scholarships, you create opportunities for more students to start and finish their journey to becoming leaders and innovators. You also help the College of Natural Resources attract and retain top-notch students from all backgrounds.

“When I found out I was accepted into the (Environmental Education & Science Communication) program, the first and major obstacle I faced was financial. To put it simply, I would not be a graduate student had it not been for scholarships.”

CHRISTINA UH '19

PROGRAM ENDOWMENT

GOAL: \$1 MILLION

The program endowment provides the MFC with the flexibility to take advantage of limited-time opportunities and make investments in the future. From additional resources for research, lab equipment, graduate assistantships and faculty salaries, your support for the program endowment drives visible results in Idaho and across the country.

“I am so impressed by how many people these programs impact. It is more than I could have ever dreamed.”

CLARA BLEAK '46,
WHOSE DONATIONS SUPPORT K-12 AND GRADUATE STUDENT PROGRAMS

TEACHING AND LEARNING CENTER

GOAL: \$5.3 MILLION

With increased demand, the MFC needs a central operations hub and welcoming entry point for visitors. The 7,200-square-foot Teaching and Learning Center will offer collaborative workspace for graduate students, office space for 15 employees, and spaces available for community organizations for training and retreats.

DINING LODGE

GOAL: \$6 MILLION

The new 8,900 square foot Dining Lodge will bring students, faculty and staff together for connection and learning, increase commercial food prep capacity and address safety concerns inherent in older structures. As part of this, the historic dining lodge will be converted to additional meeting and collaboration space.

“The McCall Field Campus is becoming a place where local food is served, where we support local growers and talk about why this matters for the social and ecological systems that we’re part of.”

KARLA EITEL
ASSOCIATE RESEARCH PROFESSOR AND DIRECTOR OF EDUCATION

ADDITIONAL CABINS FOR HOUSING

GOAL: \$400,000

These four cabins will expand capacity to host more students, faculty, staff and visitors using the MFC for K-12 education, hosting research or teacher training.

CAMPUS ELECTRICAL SYSTEM AND SIGNAGE UPGRADES

GOAL: \$300,000

Critical infrastructure upgrades will enhance safety and accessibility across the MFC. Planned improvements include moving utilities underground, creating a power “smart grid” and increasing signage.



How can I learn more?

You are welcome to contact:

Dennis Becker

Dean, College of Natural Resources
drbecker@uidaho.edu | 208-885-6442

Mary Ellen Brewick

Development Director
mebrewick@uidaho.edu | 208-885-5145

BUILDING MOMENTUM FOR LASTING IMPACT

With only a portion of the MFC vision realized, we need your help to ensure our outdoor educational opportunities match the dreams of those who aspire to solve the grand challenges of our world.

We invite you to invest in the McCall Field Campus – where people, place and science come together.

Thank you.



Ernest Hemingway STEAM School

111 8th Street West
Ketchum, ID 83340

(208) 578-5050
Fax (208) 578-5150

Tish Short, Principal • Sarah Stavros, Secretary

To Whom It May Concern,

I am writing in support of any and all financial support that you and your organization can offer to the McCall Outdoor Science School (MOSS). Anything short of full support would be insufficient, as their programs reach countless corners of our region.

My experience with the McCall Outdoor Science School started in 2013, when I was accepted as a graduate student in the College of Natural Resources at the University of Idaho-McCall Field Campus. Simply put, my time spent as a graduate student showed me that teaching is the best career I could ever have. MOSS's positive mindset on children, science education, and environmental stewardship was a keystone experience in my time as a graduate student.

As a current 6th grade science teacher at Ernest Hemingway STEAM School in Ketchum, Idaho, I am fortunate enough to bring 50 students to MOSS each year. It is the "highlight of the year", as most families would say. For me, it is like coming home. Now as a teacher, I am always impressed at the dedication that MOSS staff has towards students' education and social/emotional well-being. Any upgrade to MOSS' facilities would only improve the quality of education that these fine individuals can deliver to my students.

If you have any questions, please feel free to contact me via email or phone.

Thank you,

Ross Parsons
rparsons@blaineschools.org
208-720-9740

To Whom It May Concern:

MOSS has been an important part of the education to students in the Boise School District for over 15 years! Thousands of students have had the opportunity to learn science in a place-based atmosphere while building leadership and collaboration skills. The Boise District has appreciated the partnership and flexibility that MOSS has provided our many schools. Schools have had the opportunity to choose either a residential experience on the McCall campus or an outreach program designed by MOSS instructors to come to the school's community to learn about the Boise watershed and its environmental impacts. A former 6th grade student from Liberty Elementary, Ethan Tolman, who participated in a week of outreach activities had this to say: "The week we had MOSS at Liberty has truly changed my life. I was more of an introvert in elementary school and was just getting interested in science, but after participating in the MOSS outreach conducting snow science at Bogus and then doing water testing in the Boise River, I was able to get out of my shell, enjoy the outdoors, and see the human impacts of the environment in my neighborhood.. Currently I am working on completing my graduate research at Utah State and headed for my PhD in New York city on the dragonfly population and the effects of eDNA ([link](#)) on these insects in the Boise River. This would have never happened without the MOSS experience in 6th grade!"

As a former classroom teacher and current science supervisor for Boise, I have been impressed with the professionalism and enthusiasm of all the field instructors I have interacted with. The MOSS experience cannot be replicated in the classroom because of the quality of the instructors and curriculum. When I ask graduating seniors what has been the most impactful experience in their K-12 experience, many students mention their week-long experience with MOSS.

I have also been privileged working with many former MOSS instructors who are now teachers in the schools or community partners with environmental organizations. Working together, these individuals help continue to develop a passion for environmental education for all students. The McCall campus has also been a summer location I have used to conduct professional development for teachers on both inquiry and place-based science! After every training the teachers rave not only about what they have learned, but also about the experience they had at MOSS with the facilities and staff.

As the student's testimony above, MOSS has impacted me personally. I have taken students to the McCall campus, have developed with the MOSS instructors an outreach program for students, and have worked with the instructors to continue to reflect and improve the experience of MOSS for the students in our district. One specific memory I have is during a week of outreach programs for my students when I was teaching at Liberty. The Moss instructors stayed with our student's families home and every night the instructors and teachers would have barbecues, play games, and talk science. The relationships I built with those field instructors have truly lasted over 15 years!

Thank you everyone at MOSS for the partnership of supporting environmental education for students in the Boise School District! We hope to continue our partnership as we look at developing a new model to support teachers and students in not only learning but also developing a love for the outdoors.

--

Chris Taylor
Science and Sustainability Supervisor
Boise School District



EVERYTHING'S
possible



McCall-Donnelly Joint School District No. 421
120 Idaho Street, McCall, ID 83638
Phone: (208) 634-2161 Fax: (208) 634-4075

October 1, 2021

To Whom it May Concern:

My fifth-grade students and I have been incredibly fortunate to have had the opportunity to work with the McCall Outdoor Science School (MOSS), annually, since 2009. In the 25 years I have worked for MDSD, this partnership has helped me to offer much more enriching experiences to my students as we meet content standards in the most authentic way! With the help of MOSS, my students have gained experience with inquiry-based learning, locally driven project-based learning, and putting the scientific method to practical use in our community.

MOSS has helped our class study/collect data on an impaired creek next to our school for years and has helped facilitate the creation of several presentations of our data to our local city council by our students.

One year, MOSS helped my students to use DEQ grant funds to plan and carry out a streambank restoration project. Students learned to work within a budget, manage tools, measure and design a log-grid to facilitate vegetation growth, and to create a before/after presentation of our work.

Another year, MOSS grad students facilitated a project with my students to design and implement a pollinator garden to assist declining numbers of Monarchs and bees in our area. Students carried out research of native pollinator-friendly plants, met with a landscape architect to learn about and create a design, build it, and create "insect hotels" for pollinators to be able to over-winter in the garden.

A few years ago, we worked with MOSS to investigate whether livestock contributed to poor water quality on a local creek. They helped us to plan the investigation to set up water troughs with water pumped from the creek to the troughs adjacent to the creek. There, we employed a remote "trail cam" which delivered photos every time a cow drank from the trough or the creek, showing cattle-preferred drinking from the trough 100% of the time when given the choice! Miss then assisted my students to give a presentation of the results to local ranchers and to offer our services in getting self-watering troughs set up next to unfenced creek areas.

These are just a few of the projects that our school's students have benefitted from because of the expertise of the McCall Outdoor Science School's staff. I would never be able to carry out these authentic learning opportunities by myself. So many schools have had the same incredible experiences with the help of MOSS, and I know many more schools and students would like access to this incredible resource.

Students of this era require an education steeped in 21st century learning techniques in order to solve the problems of tomorrow. Because of this, the increasingly valuable MOSS field campus, with high-quality instructors, is in great demand...yet aging and in need of improved facilities to benefit an increased number of students. I urge anyone who is in the position to give financial support to MOSS to add a new Teaching and Learning Center and Dining Facility to do so. This would increase capacity so that more kids could have the amazing opportunities that my students have had and would provide even better services in an updated facility that is incredibly needed.

Sincerely,

Deirdre Abrams
5th Grade Teacher
Donnelly Elementary

Barbara H. Morgan Elementary School Donnelly Elementary School Payette Lakes Middle School Heartland High School McCall-Donnelly High School

OFFICE OF THE STATE BOARD OF EDUCATION**SET A****PROJECT SUMMARY**

Project Title: Meat Science and Innovation Center

Institution/Agency: University of Idaho

Brief Description:

The intent of this project request is to design and construct a modern, state of the art facility centered on meat science and production and connecting stakeholders to the concept of understanding where the food they consume comes from.

In a state where cattle outnumber people, the vision is for a facility to provide food safe spaces where students and industry personnel are trained on innovative equipment, is an academic learning center that places high value on experiential, hands-on learning opportunities, expresses the notion of farm to plate, and fosters collaboration between the university, the private sector, and local ranchers. This vision will drive economic development and opportunities around the beef industry in the state of Idaho, while also providing an added benefit of revenue generation through the retail operation contained in the structure.



University of Idaho Meat Science and Innovation Center, Moscow, Idaho

This project aligns with the goals and objectives of the current FY2023-2028 State Board of Education Strategic Plan by creating new facilities and environments which support engaging educational programs aimed at preparing students for workforce opportunities and promoting collaboration with Idaho industry partners.

Project Scope:

Construction of a New Meat Science And Innovation Center Facility (MSIC)	GSF
Building size:	10,500
New USDA certified meat production and processing facility, educational spaces, Retail store and event support facilities, Program offices storage, Building systems and support spaces, Associated parking facilities, Site and utility infrastructure as required, Fixtures and equipment All project fees and related expenses, For a complete and functional facility as needed by programmatic requirements	

Estimated Total Cost:

Source of Project Funds (by fund source and amount):

Total Project Cost	
<u>Fund Source</u>	<u>Amount</u>
Permanent Building Fund	\$ 4,000,000
Federal Funds	\$ 2,500,000
Bond Funds	\$ 0
Other (UI)	<u>\$ 6,900,000</u>

Total: \$ 13,400,000

Previous Appropriations

There are no previous State of Idaho appropriations for this project effort. The University of Idaho has experienced significant success in terms of fund raising for this project. To date, the university has raised over \$5.6 mil towards this project.

Budget Year Request (FY2024)

<u>Fund Source</u>	<u>Amount</u>
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Permanent Building Fund

\$ 4,000,000

Date Approved by State Board of Education:

Initial inclusion on the University of Idaho Revised FY2020 6 Year Plan, submitted April 2019.

FY2024 represents the initial year of request to the Permanent Building Fund for this project effort.

1. PROJECT DESCRIPTION AND JUSTIFICATION

Meat Science and Innovation Center Facility

The University of Idaho seeks to design and construct a new meat production and processing facility, combined with educational, research, event, and retail spaces which will drive collaboration between the university, the private sector, and the State of Idaho meat production industry. Planning and early design for this new facility is already underway, and early programming efforts produced a strong vision and set of goals for the new facility. The goals for the new facility include:

Educational Goals: The new facility will provide spaces where students and industry partners are trained on innovative equipment and processes enabling them to easily transition to processing plants throughout the country with the relevant experience that they need. The building should be an academic learning center that places high value on experiential learning opportunities.

Collaboration Goals: This building should express the notion of farm to plate, and cater to the needs of producers, meat processors, and retailers. The building should help foster collaboration between the university, the private sector, and ranchers, while building on Idaho's innovation and entrepreneurial network, thus serving to drive economic development and opportunities.

Processing Bandwidth: The spaces within the MSIC will allow multiple, distinct activities to occur in parallel. The flow of the meat processing spaces is critical to ensure that this is a functional space for teaching and research meeting food safety requirements with the ability to adapt over time. The program should support innovation, become a testing ground for innovative technologies, and promote artisan producer participation.

Public Engagement: The public space should engage and inspire community members, as public involvement is critical to the long-term success of the program. The building should provide an educational experience that illustrates the story of progressive, humane processes utilized in the meat production industry. The message should be crafted to capture the interest of a younger audience to foster the future of the industry.

Campus Presence: The building should inspire pride in the program and fit within the rich campus context, including a strong connection to adjacent the recently completed Seed Potato building and the nearby athletics and events neighborhood in support of game day and other events. The building should also visually express the branding of the University of Idaho campus and the relationship with Vandal Brand Meats.

The capital strategy for this project effort is to combine State of Idaho Permanent Building Fund allocation with funds raised from industry partners and donors to generate an overall project budget in sufficient amount to complete the vision. The current estimate of funding required is \$13,400,000. The university is seeking \$4 million from the Permanent Building Fund and will combine this with \$9.4 million comprised of college funds, grants, and gifted and developed funds.

The project is currently underway. Based on early fundraising success, the university selected an architectural design team in August of 2020 via a competitive Request for Qualifications (RFQ) process. The selected team consists of Castellaw Kom Architects of Lewiston, Idaho and Anderson Mason Dale Architects of Denver, Colorado. The CKA/AMD team has completed early steps of the overall design process through the completion of Schematic Design.



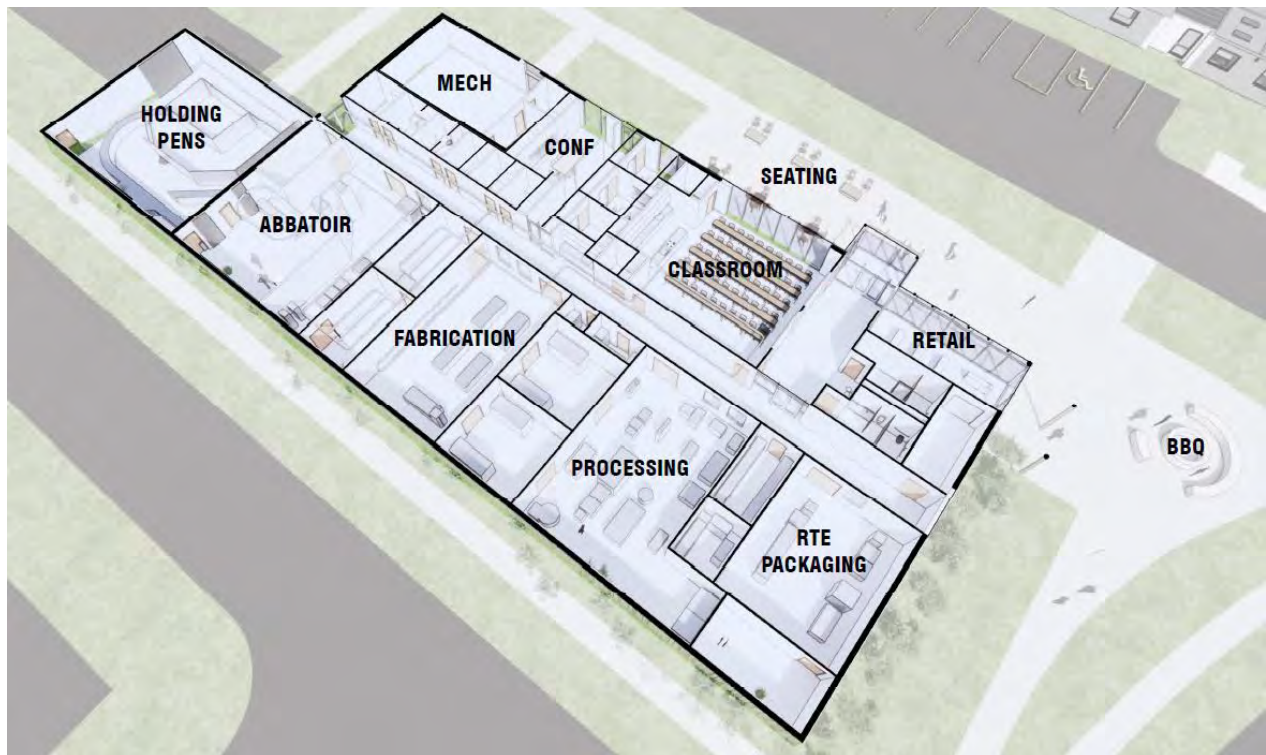
South Elevation, University of Idaho Meat Science and Innovation Center, Moscow, Idaho

2. PROJECT COMPONENTS

The new Meat Science and Innovation Facility will consist of the following components:

- Full scale and complete meat processing facilities and spaces that support meat processing from start to finish. This includes:
 - Holding Pens
 - Abattoir

- Fabrication spaces
- Processing spaces
- Packaging spaces
- Process support spaces (such as Laundry)
- Public retail space and store
- Outdoor seating and event support space
- Classroom
- Conference and meeting space
- Offices
- Building support spaces (mechanical room, electrical room, restrooms)



Schematic Design Layout, University of Idaho Meat Science and Innovation Center, Moscow, Idaho

3. ALTERNATIVES

Three alternatives have been studied to date.

Alternative 1: No Action

This alternative provides for no further investment beyond remedial maintenance activities to the existing facility which houses the programs to be located with the new Meat Science and Innovation Center. However, this facility, the existing Animal Pavilion and Meat Lab needs major repair and reinvestment. It dates to 1965, is not very flexible or easily modified and has significant deferred maintenance issues. Repurposing the facility as a state of the

current art Meat Science facility requires capital reinvestment. The current state of the facility is impacting the ability of the College of Agricultural and Life Sciences to offer meaningful academic programming in a safe environment.

For these reasons, the university rejected this alternative.

Alternative 2: Renovations of the Existing Facilities

As noted in Alternative 1, the existing Animal Pavilion and Meat Lab dates to 1965 and is not very flexible or easily modified as it is of concrete masonry unit (CMU) construction. The existing facility has significant deferred maintenance issues which would require significant capital reinvestment as part of any effort to repurpose it for new or expanded use.

In addition, the existing facility is located within the West Farm of the University of Idaho which makes access to the facility by large vehicles delivering livestock challenging. This also places the retail component of the Vandal Meats program in a location which does not have visibility to public.

Construction of new spaces and facilities quickly rose to the top as being the far better investment and value.

For these reasons, the university rejected this alternative.

Alternative 3: Construction of a new Meat Science and Innovation Center

The construction of a new, modern Meat Science and Innovation Center allows the university to overcome the obstacles presented by the current facility in the current location.

The planning, design, and construction of a new MSIC facility allows the university the opportunity to tailor the academic and learning environments to the current programs and pedagogies. The handling and processing portions of the facility will be optimized to current best practices, will allow for clean, sanitary processing spaces which meet current health standards, and will allow the university to attain USDA Certification of the facility and products.

A new facility promises to be more flexible and adaptable. Significantly, it allows the retail Vandal Meats component to be located with frontage on a major thoroughfare in the Moscow community, promising greater visibility and retail sales.

For these reasons, this is the university's preferred alternative.

4. VACATED SPACE

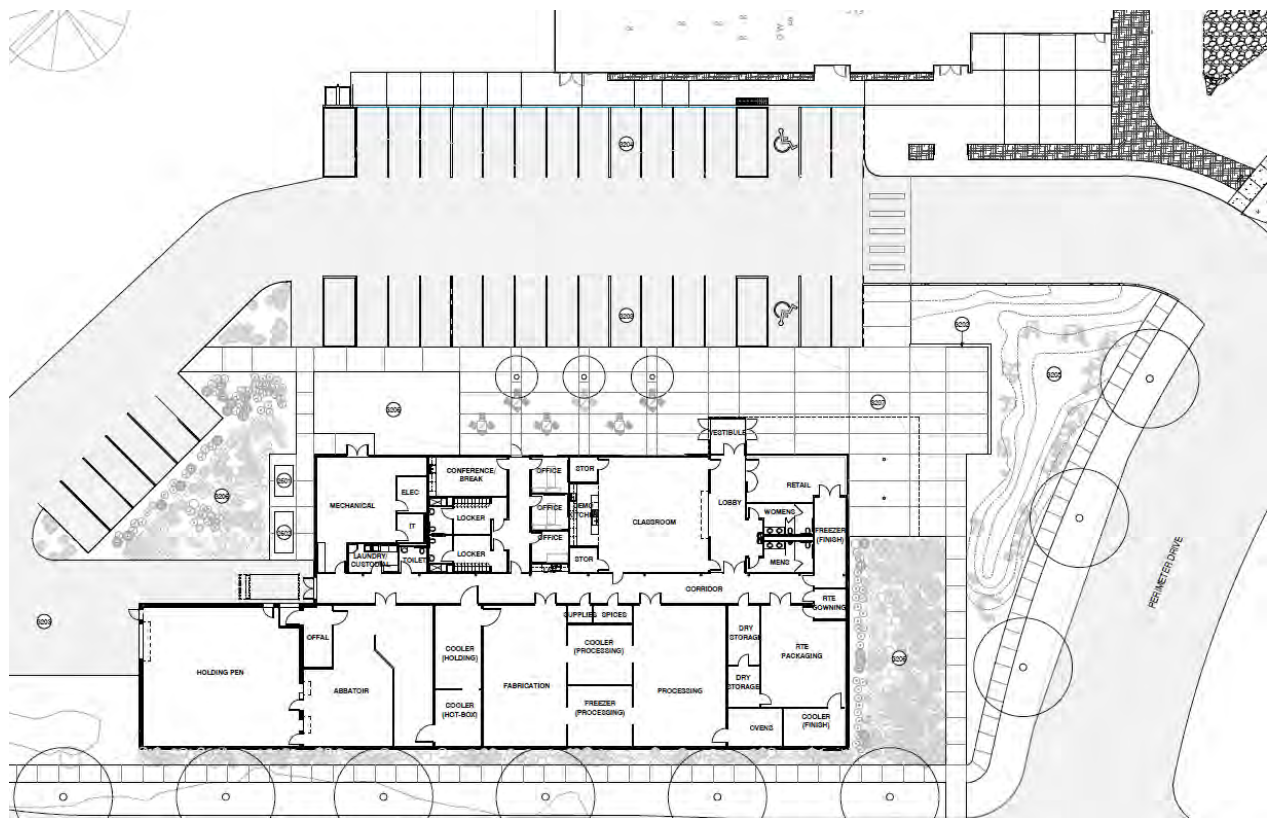
The programs which will occupy the new Meat Science and Innovation Center are currently housed in the existing Animal Pavilion and Meat Lab facility on the main campus of the University of Idaho. The existing facility was constructed in 1965 and is currently in poor repair, with a significant amount of deferred maintenance. A final determination has not yet been made regarding the disposition of this facility once the new MSIC facility is completed and the programs relocate to their new home. Conversations are on-going with in the College of Agricultural and Life Sciences and several options are being discussed. Options include the possibility of repurposing the existing Animal Pavilion and Meat Lab facility for some programmatic need yet to be defined, but also include the possibility of demolition should repurposing not prove feasible within limits of a rational investment of resources.

5. IMAGES

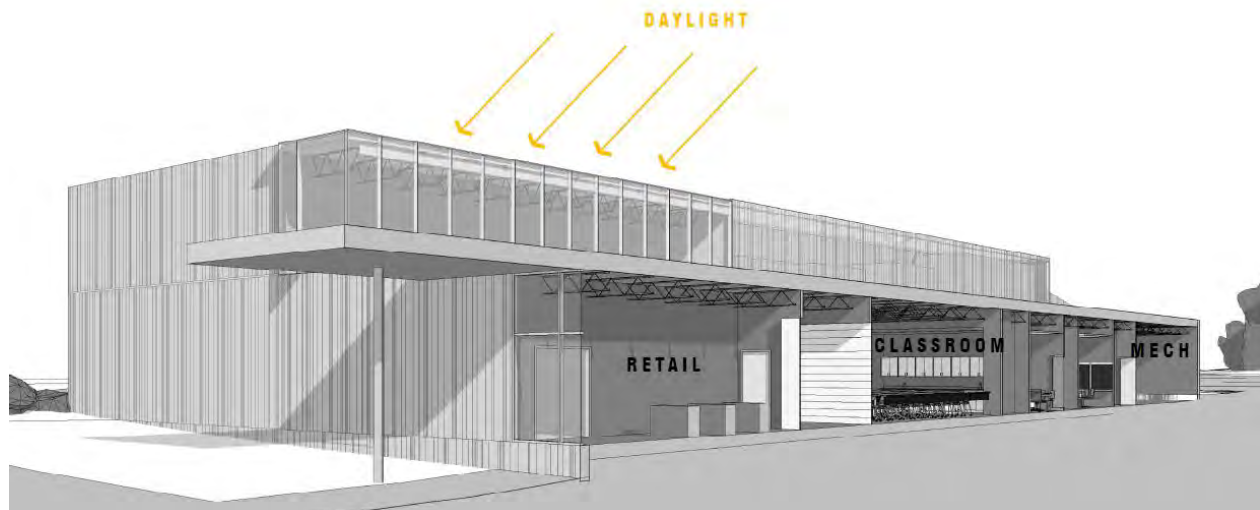
The following conceptual images were prepared as part of the design process to date:



Retail Store for Vandal Brand Meats, University of Idaho Meat Science and Innovation Center, Moscow, Idaho



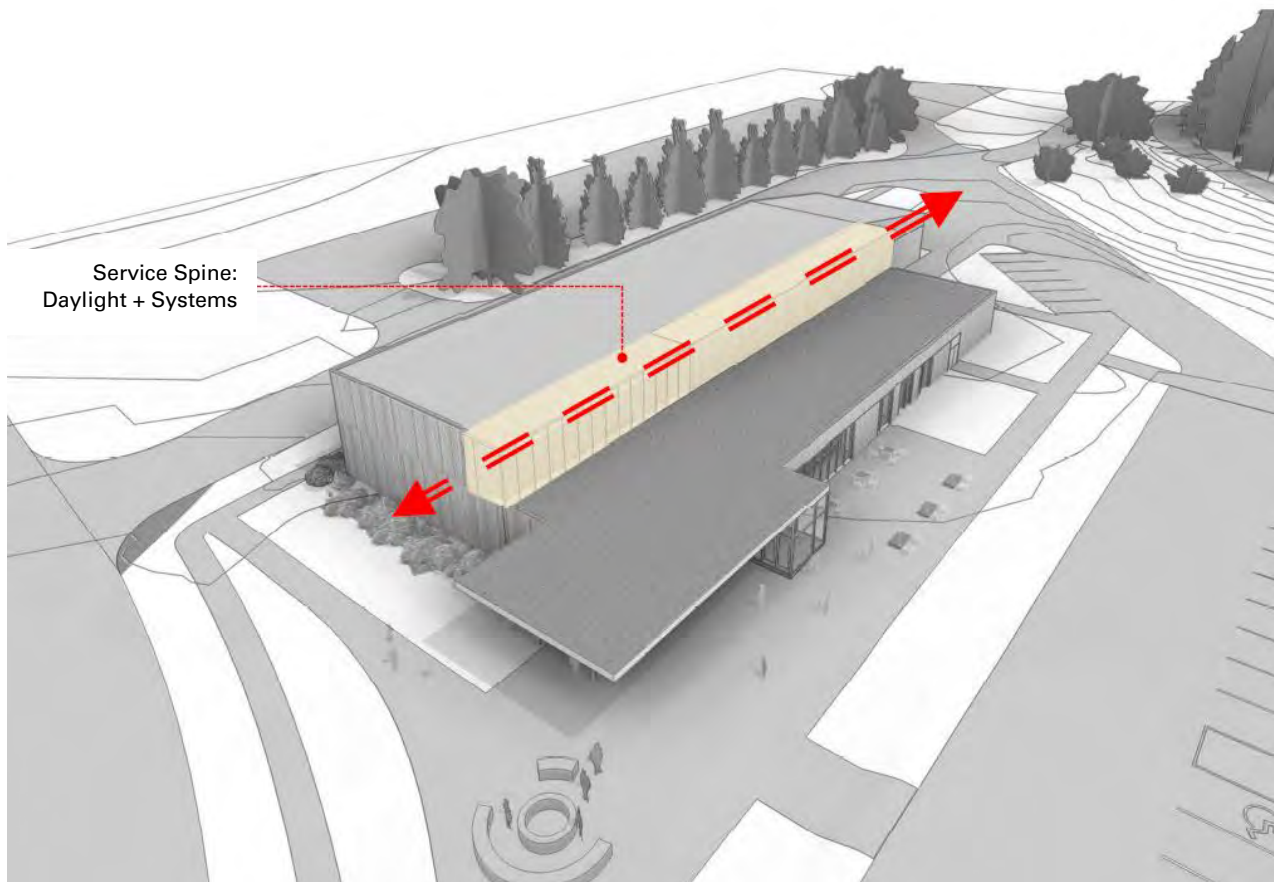
Site and Floor Plan, University of Idaho Meat Science and Innovation Center, Moscow, Idaho



Longitudinal Section, University of Idaho Meat Science and Innovation Center, Moscow, Idaho



Transverse Section, University of Idaho Meat Science and Innovation Center, Moscow, Idaho



Aerial Schematic, University of Idaho Meat Science and Innovation Center, Moscow, Idaho

SET A
PROJECT APPROVAL FORM

CAPITAL PROJECT COST AND FUNDING SOURCE SUMMARY

Project Title: 02 Meat Science and Innovation Center

Building Statistics:

NASF: TBD
GSF: 10,500
Net to Gross 85% Targeted

	Estimated Total Cost	Prior to Budget Year	1st Year FY24	2nd Year FY25	3rd Year FY26	4th Year FY27	5th Year FY28	6th Year FY29
PROJECT SUMMARY:								
A. Arch. & Engr.								
Project Planning & Pre-Design	121,410	0	121,410	0	0	0	0	0
Schematic Design	121,410	0	121,410	0	0	0	0	0
Design Development	242,820	0	242,820	0	0	0	0	0
Construction Documents*	424,935	0	284,706	140,229	0	0	0	0
Bid & Award Phase*	60,705	0	0	60,705	0	0	0	0
Construction Supervision**	242,820	0	0	162,689	80,131	0	0	0
B. Asbestos Abatement Arch/Eng./Hygienist Fees	0	0	0	0	0	0	0	0
C. Tests, Permits, Fees, Etc.	65,000	0	16,250	45,500	3,250	0	0	0
SUBTOTAL ARCH. & ENGR.	1,279,100	0	786,596	409,123	83,381	0	0	0
D. Moving, Administration	7,500	0	1,500	2,250	3,750	0	0	0
E. Asbestos Abatement	0	0	0	0	0	0	0	0
F. Construction*** (Inc. Const. Cont.)	10,117,800	0	0	6,778,926	3,338,874	0	0	0
G. Owner Construction Costs	27,400	0	4,110	21,920	1,370	0	0	0
H. Furnishings/Moveable Equipment	750,000	0	0	112,500	637,500	0	0	0
I. Contingency (Project)	1,218,200	0	243,640	730,920	243,640	0	0	0
TOTAL PROJECT REQUEST	13,400,000	0	1,035,846	8,055,639	4,308,515	0	0	0
SOURCE OF FUNDS:								
Permanent Building Fund	4,000,000	0	4,000,000	0	0	0	0	0
General Education	0	0	0	0	0	0	0	0
Federal	2,500,000	0	2,500,000	0	0	0	0	0
Bond Sale	0	0	0	0	0	0	0	0
Bond Reserve	0	0	0	0	0	0	0	0
Parking Funds	0	0	0	0	0	0	0	0
Other Funds, including Gifts (UI Funds)	6,900,000	0	5,600,000	1,300,000	0	0	0	0
TOTAL	13,400,000	0	12,100,000	1,300,000	0	0	0	0
Utilities	TBD							
Custodial	TBD							
Repairs & Maintenance	TBD							

PROPOSED SOURCE OF OPERATING FUNDS (If more than one source, please show relative percentages.): CALS / ARES Operating Funds.

* Includes Reimbursable Expenses

** Includes Fees for On-Site Observation

*** Inc. Const Contingency

OFFICE OF THE STATE BOARD OF EDUCATION

SET A

PROJECT SUMMARY

Project Title: 03 Joint ROTC Military Studies Facility

Institution/Agency: University of Idaho

Brief Description:

This project seeks to create a Joint Reserve Officer Training Corps (ROTC) facility to better serve the needs and requirements of the existing ROTC detachments of the various branches of the U.S. Armed Forces which are currently hosted at the University of Idaho. Such a joint Reserve Officer Training Corps facility will provide opportunities for academic, educational, and training synergy and will raise the profile of the university's ROTC programs.

This project aligns with the goals and objectives of the FY2023-2028 State Board of Education Strategic Plan by creating a new facility and a campus environment which will support educational programs which will prepare students to gain skills for future success.

Project Scope:

**Renovation of the existing Targhee Hall
to develop a Joint ROTC Facility**

Building size:

Renovations and improvements
Building Systems replacement and
improvements, Site and utility
infrastructure as required,
Fixtures and equipment
All project fees and related expenses,
complete, to include the potential of minor
additions as needed by programmatic
requirements

GSF

13,500
(existing)

Estimated Total Cost:

Source of Project Funds (by fund source and amount):

Total Project Cost

<u>Fund Source</u>	<u>Amount</u>
Permanent Building Fund	\$ 6,000,000
Federal Funds	\$ 0
Bond Funds	\$ 0
Other (UI)	
University Funds	<u>\$ 1,000,000</u>
Total:	\$ 7,000,000

Previous Appropriations

<u>Fund Source</u>	<u>Amount</u>
All Sources Secured to Date	
University Funds	<u>\$ 1,000,000</u>
Total:	\$ 1,000,000

Budget Year Request (FY2024)

<u>Fund Source</u>	<u>Amount</u>
Permanent Building Fund	\$ 3,000,000

It is the intent of the university to request a second iteration of \$3,000,000 in FY2025, thus making the cumulative total request of the Permanent Building Fund \$6,000,000, spread equally over two years.

Date Approved by State Board of Education:

Inclusion on the University of Idaho 6 Year Plan, FY2023, submitted July 1, 2021.

FY2024 represents the second year of request to the Permanent Building Fund for this project effort.

1. PROJECT DESCRIPTION AND JUSTIFICATION

There are several drivers behind this project request as the university seeks to address multiple long-identified academic and campus planning issues and concerns in a strategic and integrated manner.

First, the university seeks to combine and integrate the existing Reserve Officer Training Corps (ROTC) detachments of two branches of the U.S. Armed Forces that currently exist at the University of Idaho. The university currently hosts detachments of the U.S. Army, U.S. Air Force, and U.S. Navy/Marines. These Reserve Officer Training Corps programs train students to become commissioned officers in the United States Armed Forces. Classroom instruction, physical fitness, and practical exercises are used to develop college students into leaders, capable of leading their fellow Americans efficiently and effectively. College students enrolled in ROTC programs learn leadership, resource management and communication skills which prepare them for success in any competitive environment. These programs carry on a long-standing legacy and history of support of the U.S. military services at the University of Idaho.

Currently, the Air Force and Navy/Marines ROTC programs are scattered in various disparate offices across campus amongst unrelated departments, and opportunities for academic and program synergy are difficult. The Navy/Marines ROTC have been displaced since a fire took place damaging their small facility beyond repair. The university desires to co-locate these functions in a single facility giving them the respect they deserve while providing greater opportunity, synergy, and visibility, which will result in enhanced recruitment and retention.

Second, the university seeks to develop this new joint ROTC facility in such a manner that it better anchors the southeast corner of the Nez Perce neighborhood and ties this neighborhood to the academic core of campus. In terms of straight-line distance, the Nez Perce neighborhood is immediately adjacent to the Administration Lawn, the heart of the Moscow Campus of the University of Idaho. Yet, in terms of perceptions, it feels remote. The intent of this project effort is to invest in this neighborhood in a manner resulting in increased student activities and general education use, providing life and energy to the neighborhood.

Third, the university seeks to upgrade and improve the aesthetics and environment within the greater Nez Perce neighborhood by investing in improved landscape and grounds, creating better connections to campus, providing improved parking, recreational and court sport opportunities, and improving service functions. This project is a key component of the greater, overall initiative to improve the Nez Perce neighborhood, and it coordinates with other complementary project efforts in the area.

2. PROJECT COMPONENTS

Renovation of Targhee Hall to create a Joint Reserve Officer Training Corps (ROTC) Military Studies Facility

Targhee Hall was constructed in 1958 as a residential facility. It is of concrete frame construction with infill of concrete masonry unit (CMU) partitions. It consists of a two story residential wing with a single story space which served as dining hall and commons space. There is a full height basement under approximately half of the residential wing.

University Residences left the building in the late-2000's and it has largely remained unoccupied since that time. Most recently, Targhee Hall was pressed into service as an isolation facility as part of the university's response to the Covid Pandemic.

The facility is structurally sound and the university's campus master plan, the LRCDP, identifies it as a facility to be kept, and worthy of investment. However, many of its building systems are in needs of repair or replacement. Because of the structural concrete frame, the structure supports removing some of the CMU partitions to allow for the creation of more open spaces as required.

Targhee Hall is approximately 13,500 gsf, and approximately 11,000 nsf.

The project anticipates improvements and upgrades to Targhee Hall necessary to allow it to function as a Joint Reserve Officer Training Corps facility. The intent and desire is to bring components of the university's Navy, and Air Force ROTC detachments together in a single facility allowing greater opportunities for academic, program, and training synergies, which will raise the profile and visibility of these detachments on campus. A new, renovated, combined, and more aesthetically desirable will anchor the university's investment in the Nez Perce neighborhood, provide opportunities for ROTC program expansion, and enhance recruitment and retention efforts.

The exact mix of programmatic elements to be housed in the new facility is yet to be determined. It is anticipated that an early architectural programming activity will be needed to as a prerequisite to the design phase to seek out and determine the proper mix of services, classrooms, offices, administrative suites, cadet areas support areas, and supply functions best supported at Targhee Hall. These may be either fully within the existing footprint or with a small scope addition.

3. ALTERNATIVES

Four alternatives have been studied to date.

Alternative 1: No Action

This alternative provides no investment in either the ROTC facilities nor the greater Nez

Perce neighborhood. The ROTC detachments would remain in their existing facilities, scattered across campus. These facilities need repair and investment for any kind of long term occupancy, While in crisis, they could be used for a few days at a time occupancy, they are not suitable for normal operations.

Additionally, there would be no investment in the environment of the Nez Perce neighborhood. The Nez Perce neighborhood currently suffers in perception compared to the Elm Street Greek neighborhood, and this investment is important to improve the desirability of the Nez Perce neighborhood. Not making an investment in the Nez Perce neighborhood limits the opportunity for recruitment of new Greek organizations. The university seeks to improve the Nez Perce neighborhood overall, and the desired renovation of Targhee Hall is a key component of the greater initiative.

For these reasons, the university rejected this alternative.

Alternative 2: Renovations of the Existing ROTC Facilities

This alternative consists of an attempt to design and construct meaningful renovations of the existing spaces currently occupied by the ROTC detachments. While this is technically feasible, it leads to increased costs as the entirety of the existing facilities would require renovations, not just the spaces occupied by the ROTC unit, lest a resulting disparity of condition of spaces within these facilities. Plus, the detachments don't reside in spaces they control, and the space they are taking up is needed for other mission goals in other departments.

Further, all opportunity for synergy amongst and between the service detachments would be lost, and the overall profile of the combined ROTC program would not be raised.

For these reasons, the university rejected this alternative.

Alternative 3: Construction of a new Joint ROTC facility

While the construction of a completely new, purpose-built Joint Reserve Officer Training Corps facility might be attractive, it would be much more costly than renovation of the existing Targhee Hall. The opportunity to take advantage of the existing structure, and the existing investment in that structure would be lost. Additionally, demolition costs of Targhee Hall would need to be factored into the project costs.

For these reasons, the university rejected this alternative.

Alternative 4: Renovation and Conversion of the existing Targhee Hall to create a Joint Reserve Officer Training Corps (ROTC) Military Studies Facility

This option entails renovating Targhee Hall to serve as the Joint Reserve Officer Training Corps facility as described herein.

The overall project expenses are anticipated to be less under this approach and the expectation is that it will result in a set of improvements that will support the needs and functions of the ROTC detachments, contribute to the desired greater initiative to improve the character and nature of the Nez Perce neighborhood, conform with the goals and objectives of the Long Range campus Development Plan, and support improved recruitment and retention efforts of the university.

For these reasons, this is the university's preferred alternative.

4. VACATED SPACE

Depending upon the programmatic mix of units selected to be housed within the proposed Joint ROTC Facility in the current Targhee Hall building, there is the potential of creation of vacated spaces in various facilities across campus. These spaces tend to be office spaces and suites within older facilities which might be suitably repurposed for use by other campus units who currently occupy them.

As noted herein, Air Force ROTC currently occupies approximately 1,200 nsf in Shoup Hall and Navy ROTC currently occupies approximately 6,000 nsf in Hays Hall.

Specific uses and potential tenants for these spaces have yet to be identified.

5. IMAGES

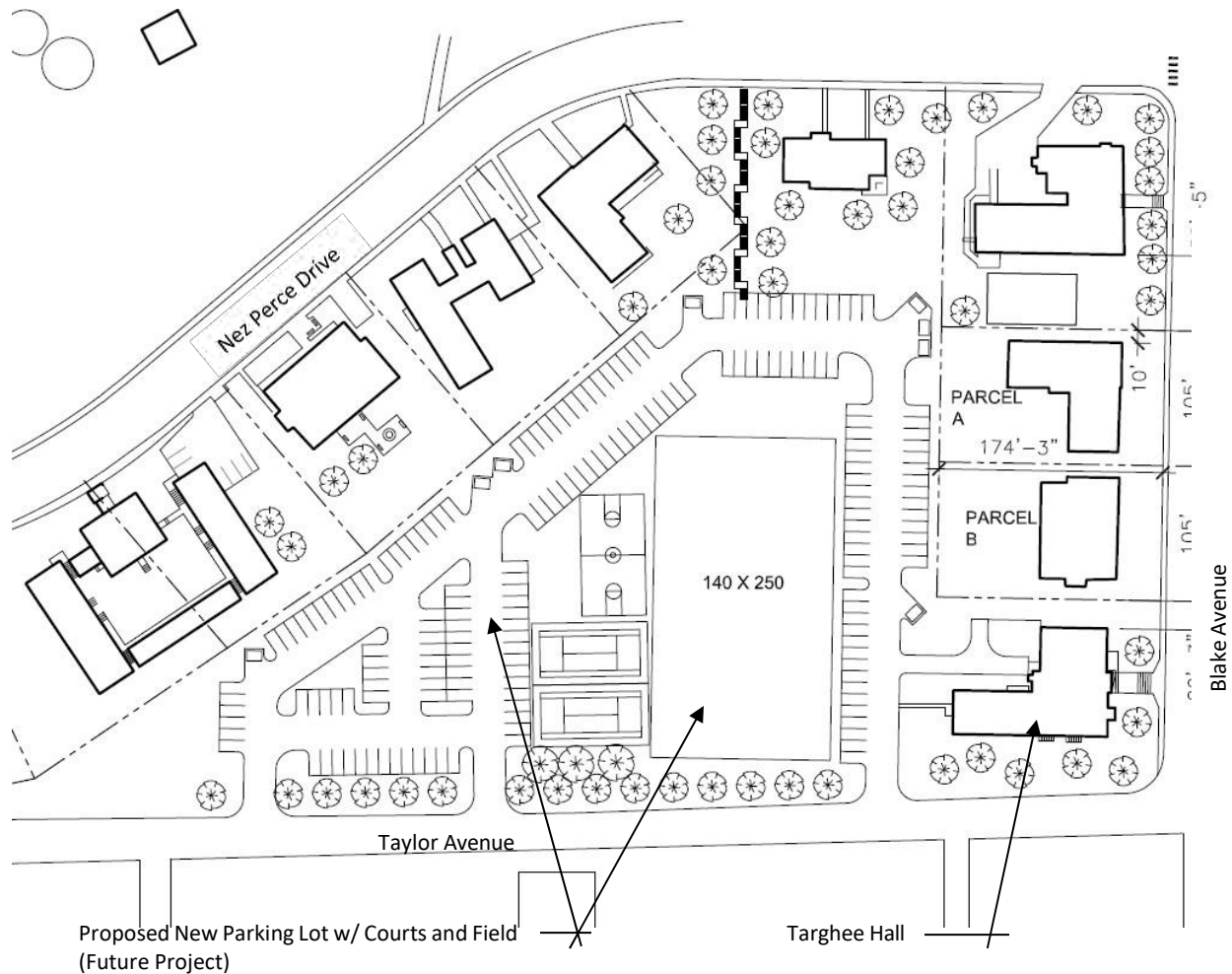
Existing Condition, Targhee Hall:



Existing conditions, Nez Perce neighborhood:



The following conceptual images of the proposed development of the Nez Perce neighborhood were prepared in support of the University of Idaho Long Range Campus Development Plan (LRCDP). The renovation and improvement of Targhee is a key component of the greater initiative to improve this neighborhood.



Conceptual Plan of the proposed new Parking and Court Sports facilities in the Nez Perce neighborhood.



Conceptual renderings of the proposed future, new Parking and Court Sports facilities in the Nez Perce neighborhood.

SET A
PROJECT APPROVAL FORM

CAPITAL PROJECT COST AND FUNDING SOURCE SUMMARY

Project Title: 03 Joint ROTC Military Studies Facility

Building Statistics:

NASF: TBD
GSF: 13,500
Net to Gross 70% Targeted
Stalls, Target: 200

	Estimated Total Cost	Prior to Budget Year	1st Year FY24	2nd Year FY25	3rd Year FY26	4th Year FY27	5th Year FY28	6th Year FY29
PROJECT SUMMARY:								
A. Arch. & Engr.								
Project Planning & Pre-Design	63,420	0	63,420	0	0	0	0	0
Schematic Design	63,420	0	63,420	0	0	0	0	0
Design Development	126,840	0	126,840	0	0	0	0	0
Construction Documents*	221,970	0	148,720	73,250	0	0	0	0
Bid & Award Phase*	31,710	0	0	31,710	0	0	0	0
Construction Supervision**	126,840	0	0	41,857	84,983	0	0	0
B. Asbestos Abatement Arch/Eng/Hygienist Fees	15,000	0	0	15,000	0	0	0	0
C. Tests, Permits, Fees, Etc.	35,000	0	8,750	24,500	1,750	0	0	0
SUBTOTAL ARCH. & ENGR.	684,200	0	411,150	186,317	86,733	0	0	0
D. Moving, Administration	10,000	0	2,000	3,000	5,000	0	0	0
E. Asbestos Abatement	25,000	0	0	25,000	0	0	0	0
F. Construction*** (Inc. Const. Cont.)	5,285,400	0	0	1,744,182	3,541,218	0	0	0
G. Owner Construction Costs	209,000	0	31,350	167,200	10,450	0	0	0
H. Furnishings/Moveable Equipment	150,000	0	0	22,500	127,500	0	0	0
I. Contingency (Project)	636,400	0	127,280	381,840	127,280	0	0	0
TOTAL PROJECT REQUEST	7,000,000	0	571,780	2,530,039	3,898,181	0	0	0
SOURCE OF FUNDS:								
Permanent Building Fund	6,000,000	0	3,000,000	3,000,000	0	0	0	0
General Education	0	0	0	0	0	0	0	0
Federal	0	0	0	0	0	0	0	0
Bond Sale	0	0	0	0	0	0	0	0
Bond Reserve	0	0	0	0	0	0	0	0
Parking Funds	0	0	0	0	0	0	0	0
Other Funds, including Gifts (UI Funds)	0	0	0	0	0	0	0	0
Dedicated Insurance Settlement Proceeds	1,000,000	0	1,000,000	0	0	0	0	0
TOTAL	7,000,000	0	4,000,000	3,000,000	0	0	0	0

Utilities TBD

Custodial TBD

Repairs & Maintenance TBD

PROPOSED SOURCE OF OPERATING FUNDS (If more than one source, please show relative per centages.): Joint ROTC Facility, General Education Funds

* Includes Reimbursable Expenses

** Includes Fees for On-Site Observation

*** Inc. Const Contingency

OFFICE OF THE STATE BOARD OF EDUCATION**SET A****PROJECT SUMMARY**

Project Title: 04 Southwest Campus Utility Improvements

Institution/Agency: University of Idaho

Brief Description:

The intent of this project request is to design and construct improvements to the Steam and Chilled Water Distribution systems in the Southwest neighborhood of the main campus of the University of Idaho. The vision is to execute the final phase in the development of our comprehensive utility infrastructure which will complete the loop to support both adding existing facilities to the central Steam and Chilled Water Production and Distribution systems and providing future capacity for future campus facilities.

The project builds upon the principles and concepts codified in the university's Long Range Campus Development Plan (LRCDP), as well as more recent utilities and infrastructure planning efforts. Having adequate chilled water supply infrastructure to connect with the internal building systems is critical to the health and well being of the animals and research on campus, eliminating mold and mildew in interior spaces and meeting other health and life safety needs. Having redundancy in the system with a fully connected loop positions the university to be more responsive in crisis situations involving the chilled water supply as well.

This project aligns with the goals and objectives of the FY2023-2028 State Board of Education Strategic Plan by providing the necessary campus infrastructure to support facilities that support the overall goals of the university to provide educational, research, and outreach programs which will prepare students to gain skills and experiences supportive of their future success.

Idaho Avenue (DPW 21

Project Scope:

Project Components:

Steam Supply Distribution and Condensate Return System

New System

Creation of new, fully developed
6" Steam Supply Distribution and
Condensate Return system, Complete with
associated valves and tees, necessary controls,
Points of connection for future
connections, Located in precast
concrete utilidor (no direct-bury),
complete with access lids and
drainpipes/systems as required. All
surface repair as necessary and
required,
All project fees, and related expenses
for a complete and functional
installation.

Chilled Water Supply Distribution and Return System

New System

Creation of new, fully developed
6" Chilled Water Supply and Return
Distribution system, Complete with
associated valves and tees, necessary controls,
Points of connection for future
Connections, Direct-bury, All surface
repair as necessary and required,
All project fees, and related expenses
for a complete and functional
installation.

Estimated Total Cost:

Source of Project Funds (by fund source and amount):

Total Project Cost

Fund Source

Amount

Permanent Building Fund

\$ 2,500,000

Federal Funds

\$ 0

Bond Funds

\$ 0

Other (UI)

\$ 0

Total: \$ 2,500,000

Previous Appropriations

<u>Fund Source</u>	<u>Amount</u>
All Sources Secured to Date	\$ 0
Total:	\$ 0

Budget Year Request (FY2024)

<u>Fund Source</u>	<u>Amount</u>
Permanent Building Fund	\$ 2,500,000

Date Approved by State Board of Education:

Initial inclusion on the University of Idaho 6 Year Plan, FY2024, submitted July 1, 2022.

FY2024 represents the first year of request to the Permanent Building Fund for this infrastructure improvement.

1. PROJECT DESCRIPTION AND JUSTIFICATION

Project Planning Background:

The University of Idaho completed a comprehensive Long Range Campus Development Plan (LRCDP) in 1997 as the result of the "Campus Vision 2020" planning initiative. Far from being a staid, document lacking flexibility, the LRCDP has received numerous updates and revision over time in response to a wide variety of planning drivers and studies. Chief among these are multiple Utilities and Infrastructure studies aimed at ensuring that campus infrastructure is sufficient to support the anticipated growth and development of the University of Idaho.

In 2018, the university funded an analysis of the Steam Distribution and Chilled Water Distribution systems serving the west edge of the core of the main campus of the university. This study recommended a series of phased improvements

- West Campus Neighborhood Utilities Improvements – centered on the Idaho Avenue corridor.
- Southwest Campus Neighborhood Utilities Improvements for the region of campus south of the Idaho Avenue corridor.
- Northwest Campus Neighborhood Utilities Improvements for the region of campus north of the Idaho Avenue corridor.

These three, phase efforts focused on providing sufficient steam and chilled water service to both existing facilities not currently served by central systems and to future building footprints identified in the LRCDP.

In 2018 and 2019, the university funded and competed the West Campus Neighborhood Utilities Improvements in advance of the new ICCU Idaho Arena. This West Campus Utilities effort allowed the new ICCU Idaho Arena to be served by central utilities production and distribution systems. Such central utilities production and distribution systems are more efficient in terms of production costs, diversity of load, and maintenance and operations. Thus, they are critical to the university's goals related to sustainability.

Having funded the planning and feasibility studies and funded the installation of the first phase of the recommended systems, the university now looks to the State of Idaho Permanent Building Fund (PBF) to continue the overall effort.

Project Description:

The project is consistent with the strategic goals and objectives of UI. The project is fully consistent with UI's strategic plan, specifically:

- In concert with the West Campus and Northwest Campus Neighborhood Utilities Improvements effort, this project provides Steam Distribution and Chilled Water Distribution systems to serve existing facilities in the southwest neighborhood of the core of the main campus of the university.
- This project is fully consistent with the principles, goals, and objectives related to outreach and extension within the University of Idaho's Long Range Campus Development Plan (LRCDP).
- This project is fully consistent with the stated principles, goals, and objectives related to sustainability for the university.
- This project is part of a three phased implantation effort. Full completion of all three phases is necessary to provide enough capacity in the Steam Distribution System to support the anticipated steam loads required by the facilities anticipated to be served by this effort.

2. PROJECT COMPONENTS

Specific scope elements of this project include, but are not limited to:

- **Steam Supply and Condensate Return:** The 2018 Feasibility Analysis recommends a 6- inch steam distribution spur and 2-1/2-inch condensate return line located in the access drive on the east side of the ASUI Kibbie Activity Center. This spur would connect to existing points of connection installed in the Idaho Avenue steam distribution mains under the recently completed West Campus Utilities effort.

The steam supply and condensate return is proposed to be located within a precast utilidor that has an inside dimension of 3'x4' and is traffic rated. Drainage of the utilidor will be provided to limit the potential for groundwater or stormwater influx within the

structure. This drainage would extend the length of the utilidor and will consist of perforated pipe beneath the utilidor that is connected to an existing hard-piped storm system downstream.

- **Chilled Water Supply and Return:** There are existing 20-inch chilled water mains located in close proximity to the southeast corner of the ASUI Kibbie Activity Center in Rayburn Street. The project scope includes direct-bury 6-inch chilled water supply and return lines from the southeast corner of the ASUI Kibbie Activity Center to points of connection on the existing 20 inch mains.

3. ALTERNATIVES

Two alternatives have been studied to date.

Alternative 1: No Action

This alternative provides for no further investment in utilities and infrastructure systems located on the west edge of the core of the Moscow campus. This will severely limit the ability of the university to connect new facilities to the central campus production and distribution systems as they are planned, constructed, and come online in the future. This will also limit the ability of the university to connect existing, stand-alone, and isolated facilities with failing systems to be added to the central campus production and distribution systems.

Both actions severely impact the university goals regarding sustainability and efficiency in maintenance and operations in a negative manner.

For these reasons, the university rejected this alternative.

Alternative 2: Provide the Utilities Infrastructure as Described Herein

This alternative consists of a capital construction project to design and construct the central utilities distribution infrastructure as described in this request. This will result in increased efficiencies in operations and maintenance of connected buildings and facilities and will support and enhance the university's sustainability profile. Future utilities costs will be dramatically decreased.

Alternative 2 is the university's preferred alternative.

As noted herein, all three phases of implementation are required. The university funded and completed the first phase, the West Campus Neighborhood Utilities Improvements. This request for the Southwest Campus Neighborhood Utilities Improvements represents the second phase. The third phase of the overall initiative, Northwest Campus

Neighborhood Utilities Improvements, will be the subject of future requests of the Permanent Building Fund.

4. VACATED SPACE

There are no vacated spaces created as a result of this project to report.

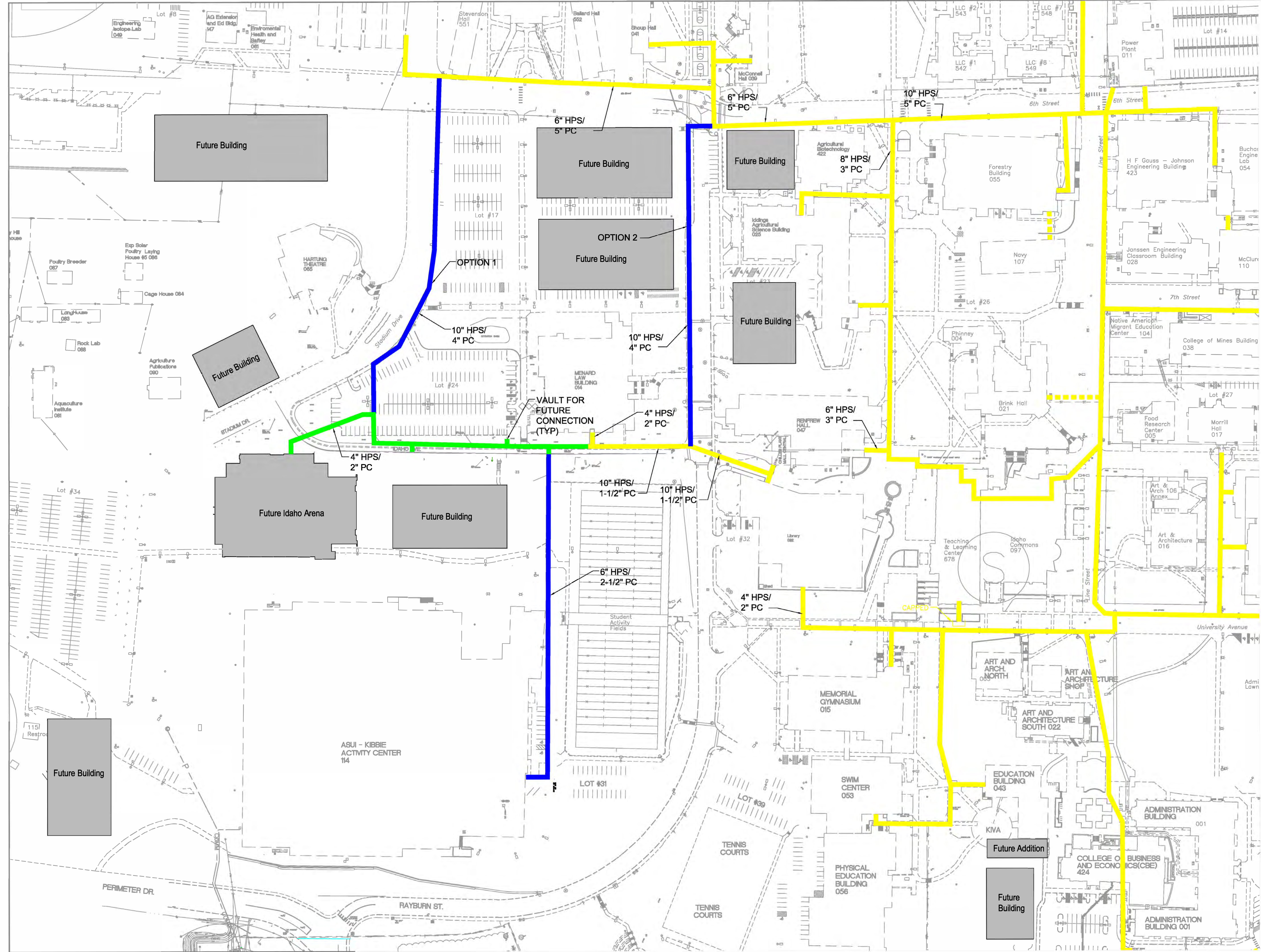
5. IMAGES

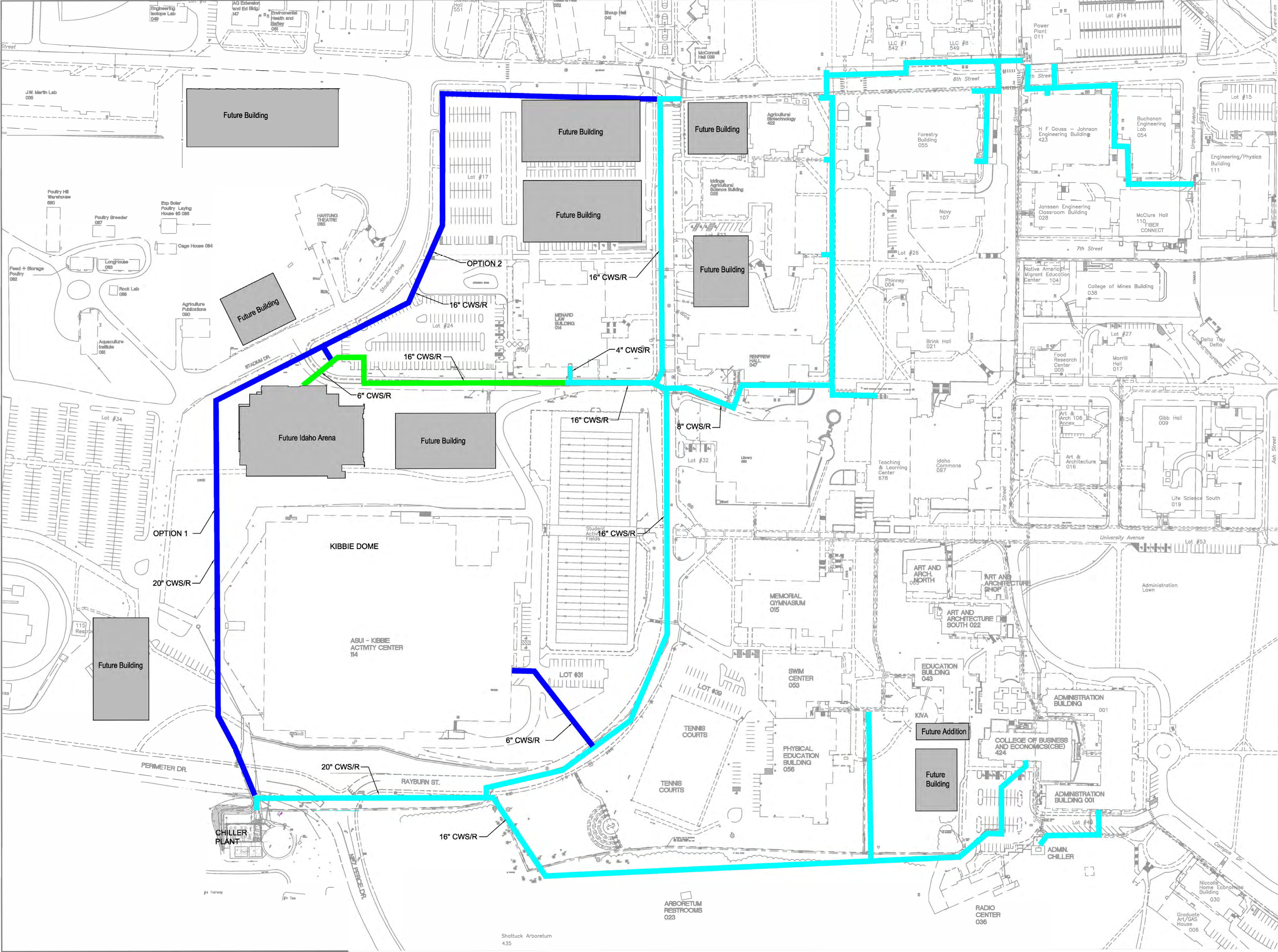
The following are the Steam and Chilled Water Maps from the 2018 Study.

UNIVERSITY
OF
IDAHO

CAMPUS
UNDERGROUND
UTILITIES -
CHILLED WATER

- EXISTING
STEAM
- ARENA STEAM
(Completed)
- FUTURE STEAM





UNIVERSITY
OF
IDAHO

CAMPUS
UNDERGROUND
UTILITIES -
CHILLED WATER

- EXISTING
CHILLED WATER
- ARENA CHILLED
WATER
- FUTURE
CHILLED WATER



SET A
PROJECT APPROVAL FORM

CAPITAL PROJECT COST AND FUNDING SOURCE SUMMARY

Project Title: 04 Southwest Campus Utility Improvements

Building Statistics:

NASF: N/A
GSF: N/A
Net to Gross N/A

	Estimated Total Cost	Prior to Budget Year	1st Year FY24	2nd Year FY25	3rd Year FY26	4th Year FY27	5th Year FY28	6th Year FY29
PROJECT SUMMARY:								
A. Arch. & Engr.								
Project Planning & Pre-Design	22,650	0	22,650	0	0	0	0	0
Schematic Design	22,650	0	22,650	0	0	0	0	0
Design Development	45,300	0	45,300	0	0	0	0	0
Construction Documents*	79,275	0	79,275	0	0	0	0	0
Bid & Award Phase*	11,325	0	0	11,325	0	0	0	0
Construction Supervision**	45,300	0	0	45,300	0	0	0	0
B. Asbestos Abatement Arch/Eng/Hygienist Fees	0	0	0	0	0	0	0	0
C. Tests, Permits, Fees, Etc.	15,000	0	3,750	11,250	0	0	0	0
SUBTOTAL ARCH. & ENGR.	241,500	0	173,625	67,875	0	0	0	0
D. Moving, Administration	7,500	0	1,500	6,000	0	0	0	0
E. Asbestos Abatement	0	0	0	0	0	0	0	0
F. Construction*** (Inc. Const. Cont.)	1,998,700	0	0	1,998,700	0	0	0	0
G. Owner Construction Costs	25,000	0	3,750	21,250	0	0	0	0
H. Furnishings/Moveable Equipment	0	0	0	0	0	0	0	0
I. Contingency (Project)	227,300	0	90,920	136,380	0	0	0	0
TOTAL PROJECT REQUEST	2,500,000	0	269,795	2,230,205	0	0	0	0
SOURCE OF FUNDS:								
Permanent Building Fund	2,500,000	0	2,500,000	0	0	0	0	0
General Education	0	0	0	0	0	0	0	0
Federal	0	0	0	0	0	0	0	0
Bond Sale	0	0	0	0	0	0	0	0
Bond Reserve	0	0	0	0	0	0	0	0
Parking Funds	0	0	0	0	0	0	0	0
Other Funds, including Gifts (UI Funds)	0	0	0	0	0	0	0	0
TOTAL	2,500,000	0	2,500,000	0	0	0	0	0
Utilities	TBD							
Custodial	TBD							
Repairs & Maintenance	TBD							

PROPOSED SOURCE OF OPERATING FUNDS (If more than one source, please show relative percentages.): Central Utilities.

* Includes Reimbursable Expenses

** Includes Fees for On-Site Observation

*** Inc. Const Contingency

OFFICE OF THE STATE BOARD OF EDUCATION SET A

PROJECT SUMMARY

Project Title: 05 West Campus Neighborhood Improvements

Institution/Agency: University of Idaho

Brief Description:

This project request seeks to begin the final phase of the formation of the entertainment district for the University of Idaho with \$2 million in FY24. This revitalization of the west campus quadrant of campus will be complete with the design and construction of a fully developed, landscaped and paved area including wayfinding signage and other functional necessities to increase traffic and revenue generating activities. The project is anchored with an enhanced paved surface that can be used for events, parking and temporary structures to support revenue generations.



Existing Conditions, West Campus Parking Facilities

The purpose and intent of the proposed project is to serve the entire district which includes the new Seed Potato Germplasm facility, the newly constructed ICCU Idaho Arena, the recently improved Hartung Theatre, Dan O'Brien Track, the future Meat Science and Innovation Center,

the ASUI Kibbie Activity Center and access to the campus frisbee golf course. The university has significant financial investment in this district and with the help of PBF we can complete the revitalization and bring it to life. The desire for such a developed paved area for activities, events and parking is long-standing and appears as a component of campus planning studies, illustrative plans and master plans dating back to the 1970's.

This project request seeks to work in a coordinated and integrated manner with a current Permanent Building Fund project to improve Idaho Avenue between Perimeter Drive and Stadium Drive. DPW project 21-250 was funded in FY2021 via the Alterations and Repair Category, was bid in spring 2022 and is currently in the construction phase, with a projected completion date in the fall of 2022. These projects will work together to improve the overall environment of the west campus neighborhood in alignment with the residential campus, transportation, and overall goals of the university's Long Range Campus Development Plan (LRCDP).

This project aligns with the goals and objectives of the FY2023-2028 State Board of Education Strategic Plan by creating and developing a campus environment which will support the overall goals of the university to provide educational and outreach programs which will prepare students to gain skills and experiences supportive of their future success.

Project Scope:

New Parking and Event Support Facility

Lot size:

Creation of new, fully developed and
Landscaped, paved parking facility,
Includes all requisite and necessary
Access pathways, walks and ramps,
Safety and security lighting, Landscape
islands and buffers, Signage, and all necessary
appurtenances for safe and functional operation.
In addition, provision for power distribution
and data distribution throughout the lot
to strategic locations for event support.
All project fees, and related expenses
for a complete and functional
installation.

Stalls

approx. 650 +/-
(target, lots
57 and 110
combined)

Estimated Total Cost:

Source of Project Funds (by fund source and amount):

Total Project Cost

<u>Fund Source</u>	<u>Amount</u>
Permanent Building Fund	\$ 5,000,000
Federal Funds	\$ 0
Bond Funds	\$ 0
Other (UI)	\$ 0

Total: \$ 5,000,000

Previous Appropriations

<u>Fund Source</u>	<u>Amount</u>
All Sources Secured to Date	\$ 0

Total: \$ 0

Budget Year Request (FY2024)

<u>Fund Source</u>	<u>Amount</u>
Permanent Building Fund	\$ 2,000,000

It is the intent of the university to request a second iteration of \$3,000,000 in FY2025, thus making the cumulative total request of the Permanent Building Fund \$5,000,000, spread over two years.

Date Approved by State Board of Education:

Inclusion on the University of Idaho 6 Year Plan, FY2023, submitted July 1, 2021.

FY2024 represents the second year of request to the Permanent Building Fund for this facility.

1. PROJECT DESCRIPTION AND JUSTIFICATION

Project Planning Background:

With this project request the university seeks to upgrade and improve the aesthetics and environment for revenue generating external events and experiences within the west campus neighborhood. by investing in improved landscape and grounds, creating better

connections to campus in general, providing improved parking opportunities, and improving the support and facilitation of safely convening large groups in the entertainment district at the university.

The 1971 illustrative plan indicates a major parking resource to the west of the then proposed ASUI Kibbie Activity Center, and a fully developed and landscaped parking facility between the ASUI Kibbie Activity Center and Perimeter Drive is a key component of the current Long Range Campus Development Plan (LRCDP). Such a project plays a key role in supporting the residential campus, pedestrian-centric core of campus, and transportation goals of the LRCDP.

Upon completion of the ASUI Kibbie Activity Center, a gravel surface parking resource west of the Kibbie Dome was created, currently known as Lot 57. Subsequently, the existing gravel parking resource was expanded to the north in 2001, creating Lot 110. While this gravel parking resource has been expanded over the years, it retains to a considerable extent an “ad hoc” character and feel to this day. Portions of the lots are not lighted, and those that are lighted are done so with surplus cobra head fixtures on temporary wood poles. The lot is open, barren, and unsuitable in its role as a first impression of the university for many communities and first-time visitors to the university.



Existing Conditions and Arrival Experience, West Campus Parking Facilities, Approach from Perimeter Drive



Concept Study, West Campus Parking Facilities, April 2000

Currently, the university is working with the Division of Public Works (DPW) on a project effort to design and construct a new east/west roadway in the alignment of the accessway provided by the 1989 project. This project was funded by the Permanent Building Fund (PBF) in FY2021 via the Alterations and Repair Category. It was bid in spring 2022 and is currently in the construction phase, with a projected completion date in the fall of 2022. The current DPW project will create a fully developed street complete with curb, gutters, sidewalks, lighting, and street trees, and it will define access drives into Lot 57 to the south and Lot 110 to the north. In addition, the project scope includes a gateway to Idaho Avenue at the intersection with Perimeter Drive. (See the Plans in Section 5, Images)

Overall, the current PBF and DPW project regarding Idaho Avenue, the improvements installed by the recently completed ICCU Idaho Arena project, and this project request will all work in integrated, coordinated fashion to provide the developed, landscaped commuter and event parking facility envisioned by the university's Long Range Campus Development Plan.

Project Description:

The west campus entertainment district supports general academic uses and events such as academic coursework, Convocation and Commencement ceremonies, academic lectures, seminars, etc. in addition to hosting university and community events and cultural activities. The scope of this project is to provide the facilities and resources to support both daily commuter parking and these events and activities.

The project consists of two fully developed and landscaped surface parking facilities west of the ASUI Kibbie Activity Center, The ICCU Idaho Arena, and Lot 34. These new parking facilities will be located at the site of the existing gravel surface lots, Lot 57 and Lot 110. Lot 57, south of the new Idaho Avenue, is anticipated to be approximately 450 parking stalls. Lot 110, north of the new Idaho Avenue, is anticipated to be approximately 175 parking stalls. Lot 110 should also be designed with consideration for accommodation of Recreational Vehicles.

The vision is that the new lots should be designed to integrate with existing Lot 34 and existing Idaho Avenue. This includes the possible extension of the east/west pedestrian pathway and spine which currently exists in Lot 34, and/or some other suitable measures, walkways and pathways to accommodate safe and efficient pedestrian circulation. The new parking lots should be fully developed with landscape islands and peninsulas sufficient to accommodate suitable street trees and other softscape materials, lighting, and signage. The design of the new lots should also include distribution of power and data infrastructure throughout both lots to strategic locations, complete with appropriate panels and pedestals, for the support of a variety of event set-ups and needs.

The project is consistent with the strategic goals and objectives of UI. The project is fully consistent with UI's strategic plan, specifically:

- This project carries specific intent to support events and cultural activities which engage with the university's stakeholders, students, staff, alumni, and the greater community of the state of Idaho. The ASUI Kibbie Activity Center and the ICCU Idaho Arena host and support a variety of academic and cultural outreach events which enrich the collegiate experiences and careers of the students of the University of Idaho.
- These anticipated education, outreach, extension, and cultural activities have the power to engage the community and transform the lives of students and community members alike, and they have the potential to cultivate relationships and improve communication and collaboration between the university and the greater community.

This project, and the resultant parking facilities, is fully consistent with the principles, goals, and objectives related to outreach and extension within the University of Idaho's Long Range Campus Development Plan (LRCDP).

2. PROJECT COMPONENTS

Specific scope elements of this project include, but are not limited to:

- Two fully developed and landscaped surface parking facilities west of the ASUI Kibbie Activity Center, The ICCU Idaho Arena and Lot 34. These new parking facilities will be located at the site of the existing gravel surface lots, Lot 57 and Lot 110.
 - Lot 57 south of the new Idaho Avenue, approximately 450 parking stalls (+/-).
 - Lot 110 north of the new Idaho Avenue, approximately 175 parking stalls (+/-). This lot should also be designed with consideration for accommodation of Recreational Vehicles.
- The new lots should be designed to integrate with existing Lot 34 and existing Idaho Avenue. This includes the possible extension of the east/west pedestrian pathway and spine which currently exists in Lot 34, and/or other suitable measures, walkways, and pathways to accommodate safe and efficient pedestrian circulation.
- Landscape Islands and peninsulas sufficient to accommodate suitable street trees and other softscape materials.
- Landscaped street frontage on Perimeter Drive.
- Irrigation systems as required to support the landscape materials.
- Safety and security lighting meeting University of Idaho design and construction standards.
- Regulatory, wayfinding, identification, and directional signage meeting University of Idaho design and construction standards.
- Distribution of power and data infrastructure throughout both lots to strategic locations, complete with appropriate panels and pedestals, for the support of a variety of event set-ups and needs.
- Repairs and improvements to Lot 34 as identified and as necessary to successfully integrate and tie these two, new lots in with existing Lot 34.
- All other necessary appurtenances and miscellaneous items necessary for safe and efficient operations.

3. ALTERNATIVES

Two alternatives have been studied to date.

Alternative 1: No Action

This alternative provides for no further investment beyond remedial maintenance activities to the existing gravel surface parking facilities west campus neighborhood. This will continue to present a poor image to the visitors and campus stakeholders of the university, negatively impacting recruitment and retention activities. This represents a tremendous lost opportunity cost to the university and its stakeholders.

For these reasons, the university rejected this alternative.

Alternative 2: Provide the Support Facilities as Described Herein

This alternative consists of a capital construction project to design and construct the project as described in this request. This will result in better support of the university's commuter students, faculty, and staff. It will provide for more efficient and flexible support of a variety of university academic, outreach, extension, and cultural events and activities. Importantly, it will provide an enhanced first impression of the university, its grounds and its environment which will reflect a high degree of intention and care in providing for a rich academic student experience. Such first impressions are vital to the university's recruitment efforts.

Alternative 2 is the university's preferred alternative.

4. VACATED SPACE

There are no vacated spaces created as a result of this project to report.

5. IMAGES



Concept Study of the Arrival Experience, Idaho Avenue Improvements, DPW 21-250, September 2020



SET A
PROJECT APPROVAL FORM

CAPITAL PROJECT COST AND FUNDING SOURCE SUMMARY

Project Title: 05 West Campus Neighborhood Improvements

Building Statistics:

NASF: N/A
GSF: N/A
Net to Gross: N/A
Stalls, Target: 650

	Estimated Total Cost	Prior to Budget Year	1st Year FY24	2nd Year FY25	3rd Year FY26	4th Year FY27	5th Year FY28	6th Year FY29
PROJECT SUMMARY:								
A. Arch. & Engr.								
Project Planning & Pre-Design	45,300	0	45,300	0	0	0	0	0
Schematic Design	45,300	0	45,300	0	0	0	0	0
Design Development	90,600	0	90,600	0	0	0	0	0
Construction Documents*	158,550	0	158,550	0	0	0	0	0
Bid & Award Phase*	22,650	0	0	22,650	0	0	0	0
Construction Supervision**	90,600	0	0	90,600	0	0	0	0
B. Asbestos Abatement Arch/Eng/Hygienist Fees	0	0	0	0	0	0	0	0
C. Tests, Permits, Fees, Etc.	45,000	0	11,250	33,750	0	0	0	0
SUBTOTAL ARCH. & ENGR.	498,000	0	351,000	147,000	0	0	0	0
D. Moving, Administration	7,500	0	1,500	6,000	0	0	0	0
E. Asbestos Abatement	0	0	0	0	0	0	0	0
F. Construction*** (Inc. Const. Cont.)	3,975,400	0	0	3,975,400	0	0	0	0
G. Owner Construction Costs	64,600	0	9,690	54,910	0	0	0	0
H. Furnishings/Moveable Equipment	0	0	0	0	0	0	0	0
I. Contingency (Project)	454,500	0	181,800	272,700	0	0	0	0
TOTAL PROJECT REQUEST	5,000,000	0	543,990	4,456,010	0	0	0	0
SOURCE OF FUNDS:								
Permanent Building Fund	5,000,000	0	2,000,000	3,000,000	0	0	0	0
General Education	0	0	0	0	0	0	0	0
Federal	0	0	0	0	0	0	0	0
Bond Sale	0	0	0	0	0	0	0	0
Bond Reserve	0	0	0	0	0	0	0	0
Parking Funds	0	0	0	0	0	0	0	0
Other Funds, including Gifts (UI Funds)	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0
TOTAL	5,000,000	0	2,000,000	3,000,000	0	0	0	0

Utilities TBD
Custodial TBD
Repairs & Maintenance TBD

PROPOSED SOURCE OF OPERATING FUNDS (If more than one source, please show relative percentages.): Parking Permit and Enforcement Revenues 85% / Event Operation Funds 15%.

* Includes Reimbursable Expenses

** Includes Fees for On-Site Observation

*** Inc. Const Contingency

**CAPITAL BUDGET REQUEST
FY 2024
CAPITAL IMPROVEMENT PROJECT DESCRIPTION**
(New Buildings, Additions or Major Renovations)

AGENCY: Lewis-Clark State College

AGENCY PROJECT PRIORITY: 1

PROJECT DESCRIPTION/LOCATION: Clearwater Hall – First Floor Build-out

CONTACT PERSON: Julie Crea

TELEPHONE: (208) 792-2240

PROJECT JUSTIFICATION:

This project was approved as an FY 2020 project, but construction prices exceeded the estimates made the previous year, and those funds were diverted to be able to complete the Division of Movement and Sport Sciences build-out. LC State would like to build-out the Clearwater Hall first floor to house offices, classrooms, and a computer lab for Workforce Training (WFT), and for campus overflow classes as needed (e.g., often last-minute additions of general education classes are needed to accommodate enrollment ebbs and flows). This project would include adding restrooms and HVAC capacity.

- Prior funding request (project #19152) was closed and reallocated to allow project #19153 to be completed (Project Account Change confirmation email from Margie Kennedy December 5, 2018).

(A) Concisely describe what the project is.

LC seeks to build out the first floor for WFT's use and relocate the operation from a leased site. The relocation will create synergies with two other centers located at Clearwater Hall: The Adult Learning Center (ALC) and the Idaho Small Business Development Center (ISBDC) as well as an additional center adjacent to this location, the Center for Arts and History (CAH). The request to build-out this facility, includes HVAC, restrooms, nine offices, and four classrooms totaling 6,400 square feet.

(B) What is the existing program and how will it be improved?

Workforce Training (WFT) provides short term, non-credit, affordable classes for persons looking to upgrade their training and employability skills. Course offerings include business, industry, and computer classes. Customized training for business and industry and related instruction for apprenticeships and health occupations. LC State WFT classes and programs ladder into certificate and degree-seeking two- and four-year programs.

As students achieve their educational goals such as a General Education Diploma (GED) through the Adult Learning Center, the co-location of Workforce Training creates an easy transition into certificate programs offered by WFT. Additionally, ISBDC assists existing and new businesses to be successful, including providing workforce training. As ISBDC identifies training needs for new businesses, the path to connect with these needs will be more seamless for the customer. Having each of these centers co-located will create ease of access for customers, businesses, and non-traditional students seeking entry into higher education. Additionally, being located downtown puts WFT closer to businesses that have training requests. The build-out of the WFT/Clearwater Hall area will also allow the other centers and businesses to host events within this space; as well as provide after-hours instructional space to better meeting the needs of adult-learner/non-traditional students.

Relocating WFT to this space will foster synergies to help to create a one-stop shop for adult learners and small businesses (GED to certificate; business development to business success; and personal development for the needs in-between).

(C) What will be the impact on your operating budget?

The need for LC to relocate the WFT program and terminate a lease agreement dictated a more immediate request for this new project and LC State requested to open a project in FY 2023. The build-out of Clearwater Hall will allow LC State to terminate the current north Lewiston WFT space lease, which is estimated at \$35,000 per year. WFT will incur an internal loan that will put debt pressure on this operation.

(D) What are the consequences if this project is not funded?

With PBFAC's support, the internal debt burden can be alleviated, thereby making it possible for LC State to provide better workforce training services and support for local, regional, and state business/industry partners; as well as expanded space for after-hours adult-learner courses and programs.

PLEASE INCLUDE ANY ANTICIPATED ASBESTOS COSTS IN THE OVERALL BUDGET.

ESTIMATED BUDGET:		FUNDING:	
Land		PBF	\$ 1,300,000
A/E fees	\$ 148,000	General Account	
Construction	1,232,900	Agency Funds	150,000
5% Contingency	69,100	Federal Funds	
F F & E		Other	
Total	\$ 1,450,000	Total	\$ 1,450,000

AGENCY: Lewis-Clark State College

AGENCY PROJECT PRIORITY: 2

PROJECT DESCRIPTION/LOCATION: Music Building/Living & Learning Community

CONTACT PERSON: Julie Crea

TELEPHONE: (208) 792-2240

PROJECT JUSTIFICATION:**(A) Concisely describe what the project is.**

LC State has historically maintained only modest on-campus housing capacities. As enrollment stabilizes and rebounds, LC State needs additional facilities to accommodate residents within a high-quality living and learning environment. This request is for a living learning center. The project requests to update and repurpose the Music building for this center. The updates necessary are a new roof, renovation of the basement and egress windows, replacement of the flooring, expansion of bathroom facilities, and updates to the kitchen and laundry areas. The living-learning center concept has been part of LC State's master plan since FY 2017. This renovation, will allow the college to actualize the plan without incurring the costs and enrollment-relate risks of an entirely new building.

(B) What is the existing program and how will it be improved?

When living and learning are connected, retention and on time graduation are improved. LC anticipates targeting health care students seeking on-campus housing. With the rising cost of housing in the region, LC State needs more facilities to house students and seeks to create a living-learning cohort for future health care professionals (enrolled students). LC is addressing immediate needs to temporarily house students in the facility, but additional updates are necessary to fully convert the building to sustain long-term use, and to house a potential of 30 students post remodel.

(C) What will be the impact on your operating budget?

This project will positively impact the institution's operating budget by increasing enrollment and will assist students who struggle to attend college due to a lack of affordable and available regional housing.

(D) What are the consequences if this project is not funded?

Lost enrollment and potentially a lack of health care professionals to serve an aging population. Nursing education employs a cohort model. Creating a living-learning environment within which nursing student cohorts can be recruited and supported will improve student retention and completion outcomes.

PLEASE INCLUDE ANY ANTICIPATED ASBESTOS COSTS IN THE OVERALL BUDGET.

ESTIMATED BUDGET:		FUNDING:	
Land		PBF	\$ 1,852,000
A/E fees	\$ 240,000	General Account	
Construction	2,000,000	Agency Funds	\$500,000
5% Contingency	112,000	Federal Funds	
F F & E		Other	
Total	\$ 2,352,000	Total	\$ 2,352,000

AGENCY: Lewis-Clark State College

AGENCY PROJECT PRIORITY: 3

PROJECT DESCRIPTION/LOCATION: Wittman Complex/Mechanical Technical Building System Updates

CONTACT PERSON: Julie Crea

TELEPHONE: (208) 792-2240

PROJECT JUSTIFICATION:**(A) Concisely describe what the project is.**

Existing projects include upgrading restrooms for ADA accessibility, addressing facility programmatic needs, and fixing scuppers in the Wittman Complex. Similarly, a recently completed project addressed fire sprinkler system replacement and minor program needs such as carpet and ADA accessibility in the Mechanical Technical Building (MTB). This request is to finish the necessary updates to these facilities; bringing them up to acceptable safety standards (particularly important given the programs housed – diesel, welding, collision repair, etc.).

- The HVAC systems for both buildings have been identified as end-of-life by an independent deferred maintenance study.
- Both buildings have dated fire alarms systems, and panels and devices are due for replacement.
- Wittman Complex needs to have the fire sprinkler system expanded to cover the entire building. The current system only covers the paint booth.

(B) What is the existing program and how will it be improved?

These two-facilities house Career and Technical Education and Academic programs. The facilities are used heavily for classroom/lab instruction. These system upgrades will assure continuity in operations and instruction.

(C) What will be the impact on your operating budget?

This project will positively impact the institution's operating budget by increasing energy efficiency and lowering costs.

(D) What are the consequences if this project is not funded?

Lost energy efficiencies, ongoing cost escalation and gaps in the ability to move the overall campus deferred maintenance plan forward to improve capital asset/building efficiencies and lifespan. Continuity in operations may be a challenge if there are HVAC system failures and life safety could be compromised with failures in alarm and fire safety systems.

PLEASE INCLUDE ANY ANTICIPATED ASBESTOS COSTS IN THE OVERALL BUDGET.

ESTIMATED BUDGET:		FUNDING:	
Land		PBF	\$ 4,892,000
A/E fees	\$ 499,200	General Account	
Construction	4,160,000	Agency Funds	
5% Contingency	233,000	Federal Funds	
F F & E		Other	
Total	\$ 4,892,200	Total	\$ 4,892,000

AGENCY: Lewis-Clark State College

AGENCY PROJECT PRIORITY: 4

PROJECT DESCRIPTION/LOCATION: Sam Glenn Complex Remodel

CONTACT PERSON: Julie Crea

TELEPHONE: (208) 792-2240

PROJECT JUSTIFICATION:

(A) Concisely describe what the project is.

The Sam Glenn Complex remodel will replace the failing ceiling tile structure, install new flooring/carpeting, window replacement, enlargement, and additions, and address other minor repairs and needed painting. The ceiling tiles have a flaw in the design with the fixture method and need to be repaired as tiles are currently dislodging and falling at random times.

(B) What is the existing program and how will it be improved?

The Sam Glenn Complex is primarily an instructional facility for Career and Technical Education programs and houses important student support services such as a CTE tutoring center, Student Health, Student Counseling, and e-Learning Services (online learning management system). The updates will provide a safer environment. This facility has not had major non-system/structural updates since 1996. The lower level was built to be a storage area and lacks sufficient natural light. The basement houses the mail room, IT department, campus print, and classrooms.

(C) What will be the impact on your operating budget?

There is no anticipated impact on the operating budget.

(D) What are the consequences if this project is not funded?

There are potential safety issues with a faulty ceiling structure and ceiling tiles falling.

PLEASE INCLUDE ANY ANTICIPATED ASBESTOS COSTS IN THE OVERALL BUDGET.

ESTIMATED BUDGET:		FUNDING:	
Land		PBF	\$ 3,528,000
A/E fees	\$ 360,000	General Account	
Construction	3,000,000	Agency Funds	
5% Contingency	168,000	Federal Funds	
F F & E		Other	
Other			
Total	\$ 3,528,000	Total	\$ 3,528,000

AGENCY: Lewis-Clark State College

AGENCY PROJECT PRIORITY: 5

PROJECT DESCRIPTION/LOCATION: Meriwether Lewis Hall Remodel

CONTACT PERSON: Julie Crea

TELEPHONE: (208) 792-2240

PROJECT JUSTIFICATION:

(A) Concisely describe what the project is.

Meriwether Lewis Hall (MLH) was built in four phases, with the first constructed in 1970 and remaining phases completed in 1981. MLH is due for fire alarm and sprinkler replacement, plumbing upgrades (failures are becoming more prevalent) and flooring upgrades. The electrical service was also identified as a high priority system that is past life expectancy and strongly recommended to be replaced by the deferred maintenance study. The building has recently received a new roof and LED lighting.

(B) What is the existing program and how will it be improved?

MLH is primarily an instructional building and houses classrooms and labs. Updating these systems will assure continuity in instructional operations.

(C) What will be the impact on your operating budget?

This project will positively impact the institution's operating budget by increasing energy efficiency and lowering costs.

(D) What are the consequences if this project is not funded?

Lost energy efficiencies, ongoing cost escalation and gap in ability to move the overall campus deferred maintenance plan forward to improve capital asset/building efficiencies and lifespan.

PLEASE INCLUDE ANY ANTICIPATED ASBESTOS COSTS IN THE OVERALL BUDGET.

ESTIMATED BUDGET:		FUNDING:	
Land		PBF	\$ 21,021,000
A/E fees	\$ 2,145,000	General Account	
Construction	17,875,000	Agency Funds	

5% Contingency	1,001,000	Federal Funds	
F F & E		Other	
Other (certification)			
Total	\$ 21,021,000	Total	\$ 21,021,000

Agency Head Signature: _____

Date: _____

**CAPITAL BUDGET REQUEST
FY 2024
CAPITAL IMPROVEMENT PROJECT DESCRIPTION**
(New Buildings, Additions or Major Renovations)

AGENCY: College of Eastern Idaho

AGENCY PROJECT PRIORITY: 1

PROJECT DESCRIPTION/LOCATION: Campus Infrastructure Improvements

CONTACT PERSON: Greg Horton

TELEPHONE: 208-535-5636

PROJECT JUSTIFICATION:

(A) Concisely describe what the project is.

Infrastructure Improvements throughout the CEI campus to support the expansion of the northern area around the upcoming Future Tech building, including expanded parking, a campus ring road, additional access to the campus from Ashment Drive, additional sidewalks, asphalt replacement, and safety improvements to traffic patterns and pathways.

(B) What is the existing program and how will it be improved?

Many of the existing parking lots also serve as the campus roadways, which increases safety concerns. Local non-college traffic patterns pass through the campus as a quicker access to adjacent retail areas. Traffic could be re-directed to make the campus safer.

(C) What will be the impact on your operating budget?

Operating budgets would increase slightly due to additional areas for maintenance and snow removal.

(D) What are the consequences if this project is not funded?

Reduced safety for vehicle and pedestrian traffic as the college grows. Completing this project now will improve future safety.

PLEASE INCLUDE ANY ANTICIPATED ASBESTOS COSTS IN THE OVERALL BUDGET.

ESTIMATED BUDGET:

Land \$
A/E fees
Construction
5% Contingency
F F & E
Other

FUNDING:

PBF \$ 5,000,000
General Account
Agency Funds
Federal Funds
Other

Total	\$	Total	\$ 5,000,000
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Agency Head Signature: Byron SMiles

Date: 6/2/2022

**CAPITAL BUDGET REQUEST
FY 2024
CAPITAL IMPROVEMENT PROJECT DESCRIPTION**
(New Buildings, Additions or Major Renovations)

AGENCY: College of Southern Idaho AGENCY PROJECT PRIORITY: 1

PROJECT DESCRIPTION/LOCATION:

Emergency Generator and Data Center Improvements – Canyon Building

CONTACT PERSON: Jeffrey Harmon

TELEPHONE: 208-732-6210

PROJECT JUSTIFICATION:

(A) This project will strengthen CSI's technology infrastructure, enhance cyber security, protect student information, and fortify continuity of operations. The importance of digital services to our educational mission has been well known by the College; however, the COVID pandemic and electrical grid failures have highlighted deficiencies in our standby operations.

This project consists of installing an emergency electrical generator and relocating vital technology equipment and devices. The project will require installing a transfer switch, modifying existing secondary electrical gear, improving the HVAC system in the proposed server room, and installing a fire suppression system. The emergency generator will be installed outdoors and all other improvements will occur in existing electrical and utility spaces.

Once completed, this project will allow I.T. personnel to maintain online instruction and services even if power from the electrical utility company is lost on campus. Furthermore, this will prevent data loss and expensive startup procedures caused by an unplanned shutdown.

The College is requesting \$2,530,000 for this project.

(B) CSI's existing on-premise data servers are located in two separate locations, and they are operated by I.T. personnel in work stations at yet a third location. CSI utilizes many cloud-based solutions, but on-premise infrastructure is still a necessary component to provide education services and protect student information.

This project will relocate data servers and equipment from data closets far away from I.T. work stations to an existing room near I.T. personnel. This new location is conveniently located to allow the installation of an emergency backup generator.

(C) There will be no increase to CSI's operating budget. Future savings may be realized because power failures cause unplanned shutdowns of servers and the recovery operations are time consuming and costly.

(D) Failure to fund this project will leave the college exposed to greater risks of disruption of service and expensive recovery costs during electrical grid failures. Network connectivity and on-premise servers are vital to the College's modern operations. Power failures disrupt many of our technology services. Additionally, unplanned shutdowns risk data loss, equipment damage, and cause extended startup procedures to be undertaken. In recent years, the College has experienced electrical power losses due to a variety of causes including: a utility company equipment failure, a power pole struck by a vehicle, extreme weather, and wildlife short circuiting an overhead line.

PLEASE INCLUDE ANY ANTICIPATED ASBESTOS COSTS IN THE OVERALL BUDGET.

ESTIMATED BUDGET:		FUNDING:	
Land	\$ 0	PBF	\$ 2,530,000
A/E fees	\$ 220,000	General Account	
Construction	\$ 2,200,000	Agency Funds	
5% Contingency	\$ 110,000	Federal Funds	
F F & E	\$ 0	Other	
Other	\$ 0		
Total	\$ 2,530,000	Total	\$ 2,530,000

Agency Head Signature: Jeffrey M Harmon

Date: 7-27-2022

**CAPITAL BUDGET REQUEST
FY 2024
CAPITAL IMPROVEMENT PROJECT DESCRIPTION
(New Buildings, Additions or Major Renovations)**

AGENCY: College of Southern Idaho AGENCY PROJECT PRIORITY: 2

PROJECT DESCRIPTION/LOCATION: Evergreen Building Physical Science Remodel

CONTACT PERSON: Jeffrey Harmon TELEPHONE: 208-732-6210

PROJECT JUSTIFICATION:

(A) This project consists of remodeling two spaces, the West Wing (approximately 20,000 sf) and East Wing (approximately 10,000sf) in a phased project. The project will correct ADA accessibility problems, improve fire and chemical storage safety, replace deteriorated building elements, provide flexible classrooms, add student work space, incorporate remote learning technology, and replace aging electrical and mechanical infrastructure.

Project includes: interior demolition; reframing walls; all new electrical, HVAC, and DDC controls; new ceiling, wall, and floor finishes; and new I.T. infrastructure. No structural or exterior envelope work is anticipated. Hazardous abatement is not expected.

The College is requesting PBF funding with an agency match. CSI is requesting \$9,000,000 from PBF and CSI will match \$600,000 (this includes \$500,000 towards construction, \$100,000 for new FF&E and CSI will reuse some existing FF&E).

(B) The West Wing houses labs, classrooms, storage, and faculty offices for CSI's agriculture, chemistry, and geology departments. The East Wing previously housed small business and economic development offices. These were moved off campus so the area can be repurposed as student and academic space. Remodeling this space will benefit multiple academic departments including Physical Sciences, Agriculture, Art, and other academic programs. Examples of desired spaces are 1) flexible lab space for biology and physical science programs 2) a STEM study lab and 3) classroom space that better supports a blend of face-to-face, hybrid, and remote online instruction.

(C) There will be no increase to CSI's operating budget. There is potential to realize deferred maintenance savings. Energy efficiency and long term durability will be central design considerations.

(D) Failure to fund this project will hinder CSI's ability to make the most efficient use of existing space, adapt to evolving instructional methods and technology, and meet Americans with Disability Act requirements. Additionally, future deferred maintenance costs may increase if the project is not completed now.

PLEASE INCLUDE ANY ANTICIPATED ASBESTOS COSTS IN THE OVERALL BUDGET.

ESTIMATED BUDGET:		FUNDING:	
Land	\$ 0	PBF	\$ 9,000,000
A/E fees	\$ 1,000,000	General Account	
Construction	\$ 7,420,000	Agency Funds	\$ 600,000
5% Contingency	\$ 480,000	Federal Funds	
F F & E	\$ 700,000	Other	
Other	\$ 00,000		
Total	\$ 9,600,000	Total	\$ 9,600,000

Agency Head Signature: _____

Date: _____

**Capitol Budget Request
FY-2024 Capital Set A Project
Capital Improvement - Remodel and Expansion**

Agency:	College of Western Idaho	Agency Project Priority:	1
Project Description/Location:	New Building	Student Learning Center	
Contact Person	Craig Brown	208-562-3412 ph.	

Project Justification

(A) Concisely describe the Project

The College of Western Idaho's Board of Trustees are committed to the development of the Nampa Campus. Due to increased enrollment and additional class offerings, some campus support functions have been removed from the main campus building into other offsite locations. CWI desires to bring these support functions back to the Main Campus, including the Library, One Stop Student Services, Career Services, Tutoring Services and the bookstore. This project will construct an initial first phase building, approximately 35,000 square feet, near the Nampa Campus Academic Building.

(B) What is the existing program and how will it be improved?

Existing student support facilities, i.e. Library, One Stop and Career Services will be relocated to the new building. Placing these services on our main campus, central to where our largest student populations reside which is critical to our focus on student success.

(C) What will be the impact on your operating budget?

Additional operating costs will be incurred related to utilities and maintenance, however a portion of these costs will be offset through the consolidation and relocation of some services and programs which are currently under leases. Auxiliary revenue will also be considered to support operations of the facility.

(D) What are the consequences if this project is not funded?

The college would be required to continue to operate with these essential functions in separate locations, which will continue to impact access to these necessary student resources.

Estimated Budget:		Funding:	
Land		PBF	\$ 10,000,000
A / E Fees	\$ 1,750,000	General Account	
Construction	\$ 17,500,000	Agency Funds	\$ 12,000,000
10% Contingency	\$ 1,750,000	Federal Funds	
FF&E	\$ 1,000,000	Other	
Other			
Total	\$ 22,000,000	Total	\$ 22,000,000

Agency Head Signature: _____

Date: _____

**Capitol Budget Request
FY-2024 Capital Set A Project
Capital Improvement**

Agency:	College of Western Idaho	Agency Project Priority:	2
Project Description/Location:	Relocation/New Building	Phase 2 Horticulture / Ag Sciences	
Contact Person	Craig Brown	208-562-3412 ph.	

Project Justification

(A) Concisely describe the Project

CWI was awarded \$5 million from PBFAC in FY23 for the relocation of the Horticulture program to the main Nampa Campus. CWI is requesting an additional \$5 million to assist with Phase 2 development which will support an expanded Agricultural -Science program that directly relates to the Horticulture program.

(B) What is the existing program and how will it be improved?

Additional barns, greenhouses and animal stalls will be developed to assist in the growth of the Agri-Science programs. In addition to these elements; pastures, orchards, growing fields, pathways, landscaping and other site improvements that connect these programs to main campus, will be provided.

(C) What will be the impact on your operating budget?

There will be some minor impact to the operating budget, as additional power, maintenance and operational budgets will grow.

(D) What are the consequences if this project is not funded?

If not funded expansion of the Agri-Science program will need to wait for further funding.

Estimated Budget:		Funding:	
Land		PBF	\$ 5,000,000
A / E Fees	\$ 625,000	General Account	
Construction	\$ 6,250,000	Agency Funds	\$ 3,000,000
10% Contingency	\$ 625,000	Federal Funds	
FF&E	\$ 500,000	Other	
Other			
Total	\$ 8,000,000	Total	\$ 8,000,000

Agency Head Signature: _____

Date: _____

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 24, 2022

SUBJECT

Board Policy V.Z., Medical Education Reimbursement Program – First Reading

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-3731, Idaho Code

BACKGROUND/DISCUSSION

This policy is in response to a new law passed during the 2022 legislative session. Section 33-3731, Idaho Code, requires medical students in the WWAMI or University of Utah School of Medicine programs who receive a subsidized seat to reimburse the State of Idaho for the state subsidy if the students do not practice in Idaho for four years following degree completion.

The statute requires students to enter into a contract with the State Board of Education prior to confirming enrollment into either program. The contracts must specify that the individual will commit to entering active full-time professional practice in Idaho for a period of four years within one year of obtaining a license to practice medicine, finishing a residency or subspecialty residency, or finishing a medical education fellowship. Individuals who do not meet the contract requirements are required to reimburse the state for the state's subsidy. Interest will not accrue on repayment obligations.

The reimbursement program is required to start with students enrolling in the fall of 2023.

IMPACT

The policy includes delegation of authority to the University of Idaho to administer the reimbursement program, definitions of terms, calculation of repayments, and uses of reimbursed funding.

Before beginning medical education through the University of Utah or WWAMI programs, students will be required to sign a "Return to Practice Medicine in Idaho" agreement acknowledging the provisions of Idaho Code § 33-3731 and committing to reimburse the state if they fail to meet the stated requirements. The University of Idaho will keep track of students and request repayment if need be.

ATTACHMENTS

- Attachment 1 – Board Policy V.Z., Medical Education Reimbursement Program
- Attachment 2 – Return to Practice Medicine in Idaho Agreement for Idaho Students—University of Utah Program
- Attachment 3 – Return to Practice Medicine in Idaho Agreement for Idaho Students—WWAMI Program

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff, University of Idaho staff, WWAMI staff and University of Utah staff have worked on program implementation and on the terms of the agreement to be

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 24, 2022

signed by students. The agreement requires students to consent to the sharing of information by medical training programs and employers to assist the University of Idaho in administration of the program. The policy details how the amount of the repayment obligation will be calculated. Funds received from those students who do not return to Idaho to practice will be used for reimbursement of costs of the program and for incentive grants for physicians practicing in high need areas.

BOARD ACTION

I move to approve the first reading of Board Policy V.Z., Medical Education Reimbursement Program as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: V. FINANCIAL AFFAIRS
SUBSECTION: Z. Medical Education Reimbursement Program

October 2022

1. General

Except as otherwise provided in this policy, the Board of Education delegates responsibility to the University of Idaho to administer the program authorized in Section 33-3731, Idaho Code.

2. Medical education fellowship means a planned learning experience for the graduate of a residency or a board-certified physician in a focused area of clinical practice, education, or research.
3. For repayment purposes, the Office of the State Board of Education ("OSBE") shall be responsible for determining the state's financial obligation in supporting students' medical education, and shall establish an amortized repayment schedule.

The state's financial obligation shall be calculated as follows. The four-year average of the state General Fund appropriation for Trustee and Benefit Payments for the four (4) years the graduate attended the program, divided by the average number of total seats funded during those same four (4) years. The quotient of this equation is multiplied by four (4). The product of that equation equals the total repayment obligation. For example, if the four-year average appropriation for WWAMI was \$4.8 million and the average number of seats funded during that same time was 160, then the state's financial obligation would be \$30,000. The graduate's repayment amount would be \$120,000.

4. Reimbursed funds will be used by OSBE for the costs of administering and enforcing Section 33-3731, Idaho Code, and for incentive grants to be awarded to licensed physicians who practice medicine in Idaho. These funds will be deposited in a medical education reimbursement fund, which is separate and apart from the rural physician incentive fund established in Section 33-3723, Idaho Code.
 - a. Incentive grants shall be awarded by OSBE based on the following criteria:
 - i. Practice in a mental or primary care Health Professional Shortage Area as designated by the Idaho Department of Health and Welfare; and
 - ii. Practice in the areas of family medicine, general surgery, obstetrics and gynecology, pediatrics, or psychiatry.

**Return to Practice Medicine in Idaho Agreement for Idaho Students
WWAMI Medical Education Program**

This Agreement is entered into by and between the Regents of the University of Idaho ("U of I") and _____ (print full legal name) ("Recipient"), an Idaho resident accepted for admission into the University of Utah School of Medicine in a slot reserved for Idaho residents.

Idaho Code § 33-3731 requires individuals who have been accepted into the University of Utah School of Medicine in a slot reserved for an Idaho student to enter into a contract committing to enter active full-time professional practice in the State of Idaho for a period of four (4) years within one (1) year of the following (referred to herein as "obtaining professional status"):

- (1) Obtaining a license to practice medicine; or
- (2) Finishing a residency or subspecialty residency; or
- (3) Finishing a medical education fellowship as defined by the State Board of Education or the Board's designee.

Consistent with Idaho Code § 33-3731, each year of Recipient's residency served in Idaho, up to four (4) years, will be credited as one-half (1/2) year of the practice requirement. No credit shall be given for any additional residency years after the Recipient's fourth residency year.

Based on the consideration of Recipient's admission into and enrollment in the University of Utah School of Medicine in a slot reserved for an Idaho resident, Recipient hereby expressly agrees to enter full-time professional practice in Idaho for four consecutive years within one year of obtaining professional status as referenced above.

The Recipient acknowledges and understands that if the Recipient fails to abide by Recipient's commitment to enter active full-time professional practice within the State of Idaho within one year of obtaining professional status, Recipient shall reimburse the State of Idaho for the State's financial obligation in supporting the Recipient's medical education. Recipient may obtain information on how much the State of Idaho currently pays for Recipient's medical education by contacting the Office of the Idaho State Board of Education. The reimbursement must begin within one year of obtaining professional status, and must be repaid within 8 years of beginning payments. The reimbursement obligation shall not accrue any interest. The reimbursement obligation may be suspended if reimbursement is temporarily impossible or would create extreme hardship for a temporary period. The reimbursement obligation may be waived if reimbursement is permanently impossible or would create extreme hardship or the Recipient is participating in a program of the federal government or the United States armed forces that has a service requirement.

The Recipient agrees to advise the U of I of any name, address, phone, or email address changes or any change in medical training status as they occur.

The Recipient authorizes the Recipient's employers and medical training programs, and their employees and agents to share and verify information with the U of I orally or in writing about the Recipient's current employment or education status, contact information, and any other information necessary to enforce this Agreement.

The parties agree that this Agreement is governed by the laws of the State of Idaho.

The Recipient acknowledges and attests that by signing this Agreement the Recipient has read and fully understands the terms of this Agreement and has had the opportunity to seek advice from legal counsel or other advisors before signing.

This is a final and binding agreement.

Signature of Recipient: _____

Recipient's Name (print full legal name): _____

Date Signed: _____

Regents of the University of Idaho:

Signature: _____

Brian Foisy, Vice-President for Finance and Administration

Date Signed: _____

Applicable Authority:

Idaho Code § 33-3731

Idaho Board of Education Governing Policy and Procedures V.Z.

**Return to Practice Medicine in Idaho Agreement for Idaho Students
WWAMI Medical Education Program**

This Agreement is entered into by and between the Regents of the University of Idaho ("U of I") and _____ (print full legal name)("Recipient"), an Idaho resident accepted for admission through the University of Idaho into the Washington, Wyoming, Alaska, Montana and Idaho regional medical education program ("WWAMI Program").

Idaho Code § 33-3731 requires individuals who have been accepted into the WWAMI Medical Program in a slot reserved for an Idaho student to enter into a contract committing to enter active full-time professional practice in the State of Idaho for a period of four (4) years within one (1) year of the following (referred to herein as "obtaining professional status"):

- (1) Obtaining a license to practice medicine; or
- (2) Finishing a residency or subspecialty residency; or
- (3) Finishing a medical education fellowship as defined by the State Board of Education or the Board's designee.

Consistent with Idaho Code § 33-3731, each year of Recipient's residency served in Idaho, up to four (4) years, will be credited as one-half (1/2) year of the practice requirement. No credit shall be given for any additional residency years after the Recipient's fourth residency year.

Based on the consideration of Recipient's admission into and enrollment in the WWAMI program, Recipient hereby expressly agrees to enter full-time professional practice in Idaho for four consecutive years within one year of obtaining professional status as referenced above.

The Recipient acknowledges and understands that if the Recipient fails to abide by Recipient's commitment to enter active full-time professional practice within the State of Idaho within one year of obtaining professional status, Recipient shall reimburse the State of Idaho for the State's financial obligation in supporting the Recipient's medical education. Recipient may obtain information on how much the State of Idaho currently pays for Recipient's medical education by contacting the Office of the Idaho State Board of Education. The reimbursement must begin within one year of obtaining professional status, and must be repaid within 8 years of beginning payments. The reimbursement obligation shall not accrue any interest. The reimbursement obligation may be suspended if reimbursement is temporarily impossible or would create extreme hardship for a temporary period. The reimbursement obligation may be waived if reimbursement is permanently impossible or would create extreme hardship or the Recipient is participating in a program of the federal government or the United States armed forces that has a service requirement.

The Recipient agrees to advise the U of I of any name, address, phone, or email address changes or any change in medical training status as they occur.

The Recipient authorizes the Recipient's employers and medical training programs, and their employees and agents to share and verify information with the U of I orally or in writing about the Recipient's current employment or education status, contact information, and any other information necessary to enforce this Agreement.

The parties agree that this Agreement is governed by the laws of the State of Idaho.

The Recipient acknowledges and attests that by signing this Agreement the Recipient has read and fully understands the terms of this Agreement and has had the opportunity to seek advice from legal counsel or other advisors before signing.

This is a final and binding agreement.

Signature of Recipient: _____

Recipient's Name (print full legal name): _____

Date Signed: _____

Regents of the University of Idaho:

Signature: _____

Brian Foisy, Vice-President for Finance and Administration

Date Signed: _____

Applicable Authority:

Idaho Code § 33-3731

Idaho Board of Education Governing Policy and Procedures V.Z.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 24, 2022

IDAHO STATE UNIVERSITY

SUBJECT

Authorization for issuance of Series 2022A General Revenue Bonds

REFERENCE

June 2018	Idaho State Board of Education (Board) approved the ISU 6-Year Capital Project and planning and design for the Holt Arena renovation project.
August 2021	The Board approved bidding and construction of the Holt Arena renovation project for a total cost not to exceed \$1 million above the amount fundraised for the Holt Project.
April 2022	The Board approved additional improvements and renovations to the Holt Arena in an amount not to exceed \$9,785,000 (collectively, the "Holt Project").
June 2022	The Board approved a Reimbursement Resolution related to the Holt Project and the potential issuance of the Series 2022A Bonds, thereby allowing ISU to reimburse itself for certain expenses from the tax-exempt proceeds.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.F,
Idaho Code Title 33, Chapter 38

BACKGROUND/DISCUSSION

Idaho State University (ISU) has been funding the additional Holt Project improvement with institutional reserves, but as previously discussed with the Board in June 2022, it has been determined that issuance of a series of revenue bonds to finance a portion of the expenditures related to the Holt Project is in the best interest of ISU.

Pursuant to a Supplemental Resolution, ISU requests the Board's approval to issue its Series 2022A Bonds in an aggregate principal amount not to exceed \$10,000,000, which principal amount includes the previously approved costs of the Holt Project in the amount of \$9,785,000, plus any costs related to issuance.

A. Maturities and Amortization Plan

Maturities and debt amortization of the Series 2022A Bonds will be determined on the day of pricing.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 24, 2022

B. Interest Rates

Interest rates for the Series 2022A Bonds will be determined on the day of pricing.

C. Source of Security

The bonds are secured by a general revenue pledge of ISU, excluding general account appropriated funds, or restricted grants, contract revenues, gifts and scholarships.

D. Ratings

ISU's current rating by Moody's Investors Service is A1.

Rating agency reviews on this issuance will be conducted in August, in anticipation of the September issuance.

IMPACT

The debt service on the Series 2022A Bonds is expected to be approximately \$612,000 per year. However, ISU's existing annual debt service will decline by \$3.4 million in Fiscal Year 2024.

ATTACHMENTS

Attachment 1 - Draft Preliminary Official Statement
Attachment 2 - Draft Supplemental Bond Resolution
Attachment 3 - Debt Service Projection
Attachment 4 - Debt Burden Ratio

STAFF COMMENTS AND RECOMMENDATIONS

This is the next step of the Holt Arena renovation project. At its August 2021 meeting, the Board approved ISU to move forward with bidding and construction for the project, which was funded through donations. At its April 2022 meeting, the Board approved ISU to use institutional reserves to fund seismic bracing and additional renovations to Holt Arena. At its June 2022 meeting, the Board approved a reimbursement resolution, which allows institution reserves to be reimbursed through revenue bonds. ISU is now requesting Board approval of revenue bond issuance.

The Board has established a limit of overall debt using a debt burden ratio (debt service to expenditures) not to exceed 8%. ISU's debt burden ratio for FY 2021 was 2.7% as compared to ISU's benchmark of 7.0%, and the debt coverage ratio (excess income over adjusted expenses to cover annual debt service payments) was 3.59 as compared to ISU benchmark of 2, as shown as shown in Attachment 4, page 2.

Staff recommends approval.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 24, 2022

BOARD ACTION

I move to approve the request by Idaho State University to issue one series of tax exempt general revenue bonds and to find that this project is necessary for the proper operation of Idaho State University and is economically feasible.

AND

I move to approve the request from Idaho State University to issue the Series 2022A Bonds in the principal amount not to exceed \$10,000,000 and to approve a Supplemental Resolution for the Series 2022A Bonds, the title of which is as follows:

Supplemental Resolution of the Board of Trustees of Idaho State University authorizing the issuance of General Revenue Bonds, in one or more series, of Idaho State University; delegating authority to approve the terms and provisions of the bonds and the principal amount of the bonds up to \$10,000,000; authorizing the execution and delivery of a Bond Purchase Agreement upon sale of the bonds, and providing for other matters relating to the authorization, issuance, sale and payment of the bonds, including amendment to Pledged Revenues.

Roll call vote is required

Moved by _____ Seconded by _____ Carried Yes _____ No _____

New Issue—Book Entry Only

MOODY'S RATING: ____

In the opinion of Hawley Troxell Ennis & Hawley LLP, Bond Counsel, assuming continuous compliance with certain covenants described herein: (i) interest on the 2022A Bonds is excluded from gross income under federal income tax laws pursuant to Section 103 of the Internal Revenue Code of 1986, as amended to the date of delivery of the 2022A Bonds (the "Tax Code"); (ii) interest on the 2022A Bonds is not an item of tax preference for purposes of the federal alternative minimum tax imposed on individuals; and (iii) interest on the 2022A Bonds is excluded from gross income for purposes of income taxation by the State of Idaho. See "TAX MATTERS."



\$ _____ *

IDAHO STATE UNIVERSITY
GENERAL REVENUE BONDS, SERIES 2022A

Dated: Date of Delivery**Due: April 1, as shown on the inside cover**

The above captioned Idaho State University General Revenue Bonds, Series 2022A in the aggregate principal amount of \$ _____* (the "2022A Bonds"), will be issued by Idaho 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 _____, 2022 (collectively the "Resolution").

The proceeds of the 2022A Bonds will be used to (i) finance certain renovations and improvements to the University's Holt Arena, 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 April 1, 2023. The 2022A Bonds are subject to redemption prior to maturity as described herein. The 2022A Bonds are payable solely from and secured solely by the Pledged Revenues, which include certain student fees, enterprise revenues, interest earnings on University funds and accounts, and certain other revenues. 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 REGISTERED OWNERS 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 special 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 [delivery date], 2022. This cover page contains certain information for quick reference only. It is not a summary. Investors must read the entire Official Statement to obtain information essential to the making of an informed investment decision.

[INSERT Piper Sandler Logo]

IDAHO STATE UNIVERSITY

\$ _____ *

GENERAL REVENUE BONDS,

SERIES 2022A

<u>DUE APRIL 1</u>	<u>PRINCIPAL AMOUNT</u>	<u>INTEREST RATE</u>	<u>YIELD</u>	<u>CUSIP No.** 451470</u>
2023	\$	%	%	
2024				
2025				
2026				
2027				
2028				
2029				
2030				
2031				
2032				
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2052				

THE IDAHO STATE BOARD OF EDUCATION

AND BOARD OF TRUSTEES OF IDAHO STATE UNIVERSITY

Kurt Liebich, President
Linda Clark, Secretary
Shawn Keough
Cindy Siddoway

David Hill, Vice President
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William G. Gilbert, Jr.

Matt Freeman—Executive Director

UNIVERSITY OFFICIALS

Kevin Satterlee—President

Valerie Martin Conley –Vice President and
Provost

Rex Force – Vice President for
Health Sciences and Executive Vice Provost

Martin Blair – Vice President for
Research

Craig Chatriand – Vice President for
Student Affairs & Enrollment Management

Pauline Thiros – Interim Vice President for
University Advancement & Athletic Director

Brian Sagendorf – Interim Vice President for
Campus Operations

Jennifer Steele – Senior Associate Vice
President and Chief Fiscal Officer/Bursar

Jenn Forshee – Chief of Staff

Stuart Summers, Associate Vice President of
Marketing and Communications

Blake Christensen – General Counsel
and Chief Compliance Officer

UNDERWRITER

Piper Sandler & Co.
101 S. Capitol Blvd.
Boise, ID 83702
(208) 344-8561

UNDERWRITER’S COUNSEL

Foster Garvey, PC
1111 Third Avenue, Suite 3000
Seattle, WA, 98101
(206) 447-4400

TRUSTEE, PAYING AND ESCROW AGENT

U.S. Bank Trust Company, National
Association
170 S. Main St., Suite 200
Salt Lake City, UT 84101
(801) 534-6051

BOND AND DISCLOSURE COUNSEL

Hawley Troxell Ennis & Hawley LLP
877 Main Street, Suite 1000
Boise, Idaho 83701-1617
(208) 344-6000

MUNICIPAL ADVISOR

Zions Public Finance, Inc.
800 W. Main St., Suite 700
Boise, ID 83702
(208) 501-7533

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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 Piper Sandler & Co. (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 persons to make such offer, solicitation or sale.

The information set forth herein has been furnished by the University, the Board, DTC and certain other sources that the University believes to be reliable, but is not guaranteed as to accuracy or completeness by, and is not to be construed as a representation by, the Underwriter. The information and expressions of opinion contained herein are subject to change without notice, and neither the delivery of this Official Statement nor any sale made hereunder shall, under any circumstances, create any implication that there has been no change in the affairs of the University or any other person or entity discussed herein since the date hereof.

In connection with this offering, the Underwriter may over-allot or effect transactions that stabilize or maintain the market price of the 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.

This 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 Rule 15c2-12.

The information available at websites referenced in this Official Statement, including the University’s website, has not been reviewed for accuracy and completeness. Such information has not been provided in connection with the offering of the 2022A Bonds and is not a part of this Official Statement.

PRELIMINARY OFFICIAL STATEMENT
IDAHO STATE UNIVERSITY
\$ _____*
GENERAL REVENUE BONDS, SERIES 2022A

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 \$ _____* Idaho State University General Revenue Bonds, Series 2022A (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.”

IDAHO STATE UNIVERSITY

Idaho State University (the “*University*”) is a publicly supported, multi-disciplinary institution of higher education located in Pocatello, Idaho. It has served the citizens of the State of Idaho (the “*State*”) since 1901, when it was first established as the Academy of Idaho. It was renamed the Idaho Technical Institute in 1915, and reorganized as the Southern Branch of the University of Idaho in 1927. It became Idaho State College in 1947, and was established as Idaho State University in 1963. The University is governed by the Idaho State Board of Education, whose members serve as the Board of Trustees for the University (the “*Board*”). In addition to the University’s main campus in Pocatello, the University operates a campus focused on medical education in Meridian, as well as facilities in Twin Falls and Idaho Falls.

AUTHORIZATION FOR AND PURPOSE OF THE 2022A BONDS

The 2022A Bonds are being issued pursuant to and in compliance with the Constitution of the State of Idaho and Title 33, Chapter 38, Idaho Code, as amended, and a resolution adopted by the Board on September 17, 1992, as previously supplemented and amended (the “*Master Resolution*”), and as further supplemented by a resolution adopted by the Board on August [25/26], 2022 authorizing the issuance of the 2022A Bonds (the “*2022 Supplemental Resolution*” and together with the Master Resolution, collectively, the “*Resolution*”).

Pursuant to the Resolution, the Board has previously authorized the issuance of various series of General Revenue Bonds (the “*Outstanding Bonds*”), which as of June 30, 2022, were outstanding in the principal amount of \$34,805,000. The 2022A Bonds, the Outstanding Bonds, and any Additional Bonds hereafter issued under the Resolution are referred to herein as the “*Bonds*.” See “DEBT SERVICE REQUIREMENTS” and “FINANCIAL INFORMATION REGARDING THE UNIVERSITY— Outstanding Debt.”

The proceeds of the 2022A Bonds will be used to (i) finance certain renovations and improvements to Holt Arena (the “*Series 2022 Project*”) 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 [April 1, 2023]. The 2022A Bonds are subject to redemption prior to maturity as described 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 (as defined below); (ii) Sales and Services Revenues (as defined below); (iii) various revenues generated from miscellaneous sources, including non-auxiliary advertising, vending in non-auxiliary buildings, postage, and printing, but excluding general account appropriated funds (the “Other Operating Revenues”); (iv) income generated on investment of moneys in all funds and accounts of the University (the “Investment Income”); (v) proceeds from the sale of a series of Bonds and money and investment earnings thereon except as otherwise provided in the Resolution or a Supplemental Resolution; and (vi) such other revenues as the Board shall designate as Pledged Revenues, but excluding State appropriations and any other restricted revenues.

Under the Resolution, the University has covenanted to establish and maintain Pledged Revenues sufficient, together with other revenues available or to be available in the Debt Service Account to pay Debt Service for the Fiscal Year, to produce Revenues Available for Debt Service (as defined below) in each Fiscal Year equal to not less than 110% of Debt Service on the Outstanding Bonds for each such Fiscal Year. See “SECURITY FOR THE 2022A BONDS – Rate Covenant” and “SECURITY FOR THE 2022A BONDS – Additional Bonds.”

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, assuming continuous compliance with certain covenants described herein: (i) interest on the 2022A Bonds is excluded from gross income under federal income tax laws pursuant to Section 103 of the Internal Revenue Code of 1986, as amended to the date of delivery of the 2022A Bonds (the “*Tax Code*”); (ii) interest on the 2022A Bonds is not an item of tax preference for purposes of the federal alternative minimum tax imposed on individuals; and (iii) interest on the 2022A Bonds is excluded from gross income for purposes of income taxation by the State of Idaho. See “TAX MATTERS” below.

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 April 1, 2023. Interest on the 2022A Bonds shall be computed on the basis of a 360-day year of twelve 30-day months. U.S. Bank Trust Company, National Association 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. See “APPENDIX G— BOOK ENTRY ONLY SYSTEM” for additional information. *As indicated therein, certain information in Appendix G has been provided by DTC. The University and the Underwriter make 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 PURCHASES

Optional Redemption. The 2022A Bonds maturing on or after April 1, _____ are subject to redemption at the election of the University at any time on or after _____, in whole or in part, from such maturities as may be selected by the University. Such optional redemption of the 2022A Bonds shall be at a price of 100% of the principal amount of the 2022A Bonds to be so redeemed, plus accrued interest, if any, to the date fixed for redemption.

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, if any, to the date fixed for redemption, on April 1 of the years, and in the amounts, shown below:

<u>APRIL 1 OF THE YEAR</u>	<u>MANDATORY REDEMPTION AMOUNT</u>
	\$
*	

* 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 Bond Register kept by the Trustee.

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 of that particular maturity 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.

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 purchases 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 purchased 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 pursuant to the Resolution on a parity with all Outstanding Bonds. Pledged Revenues includes: (i) Student Fees (as defined below); (ii) Sales and Services Revenues (as defined below); (iii) various revenues generated from miscellaneous sources, including non-auxiliary advertising, vending in non-auxiliary buildings, postage, and printing, but excluding general account appropriated funds (the “Other Operating Revenues”); (iv) income generated on investment of moneys in all funds and accounts of the University (the “Investment Income”); (v) proceeds from the sale of a Series of Bonds and money and investment earnings thereon except as otherwise provided in the Resolution or a Supplemental Resolution; and (vi) such other revenues as the Board shall designate as Pledged Revenues.

Such a general pledge under the Resolution results in a pledge of all revenues of the University except (i) general account appropriated funds of the State of Idaho (the “State”), which by law cannot be pledged; and (ii) restricted gift and grant revenues. See “APPENDIX A – AUDITED FINANCIAL STATEMENTS OF THE UNIVERSITY FOR THE FISCAL YEARS ENDED JUNE 30, 2021 AND JUNE 30, 2020.”

The various student fees and revenue sources are described below.

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, among others, (i) Tuition Fees, (ii) Consolidated Mandatory Fees (previously reported as Facilities Fees, Technology Fees, and Activities Fees), (iii) Graduate Fees, (iv) Professional Fees, and (v) Non-Resident Tuition Fees, as more fully described in the attached “Schedule of Student Fees” for Fiscal Year 2022. See “APPENDIX B – SCHEDULE OF STUDENT FEES.”

The revenues derived from Student Fees for Fiscal Year 2021 and 2020 were approximately \$79,404,000 and \$72,791,000, 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. In April 2022, the Board voted to increase resident undergraduate student fees by 1.1%, undergraduate non-resident student fees by 2.4%, and graduate resident and non-resident student fees by 3%.

For Fiscal Year 2023, the annual tuition and student fees assessed against full-time undergraduate students are \$7,957 (Idaho residents) and \$28,608 (non-Idaho residents).

SALES AND SERVICES REVENUES.

Sales and Services Revenues include revenues generated through educational activities and operations of auxiliary enterprises. The majority of the auxiliary enterprise revenues are generated through housing and student union operations; bookstore sales; ticket and event sales from the Stephens Performing Arts Center and other facilities; parking charges; and recreation center activity charges (collectively, the “Auxiliary Enterprises”). Sales and Services Revenues also include revenues generated incidentally to the conduct of instruction, research and public service activities, including unrestricted revenues generated by 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 2021 and 2020 impacting Sales and Services Revenues, which generated approximately \$3,511,000 million and \$2,488,000 million less Sales and Services Revenues for Fiscal Year 2021 and Fiscal Year 2020, respectively, as compared to Fiscal Year 2019. However, cancelled events and services also resulted in fewer expenses to the University and therefore did not significantly decrease the University’s overall Revenues Available for Debt Service. See “CORONAVIRUS DISEASE 2019 – Budget and Revenue Effects” below for further discussion.

Sales and Services Revenues for Fiscal Year 2021 and 2020 were approximately \$17,199,000 and \$18,222,000, respectively. See “APPENDIX A– AUDITED FINANCIAL STATEMENTS OF THE UNIVERSITY FOR THE FISCAL YEARS ENDED JUNE 30, 2021 AND JUNE 30, 2020.”

OTHER OPERATING REVENUES.

The University receives other miscellaneous revenues in the course of its operations. Examples of Other Operating Revenues include revenues generated through certain non-auxiliary advertising, vending machines in non-auxiliary facilities, and postage and printing services. In Fiscal Year 2021 and Fiscal Year 2020, the University generated Other Operating Revenues of \$3,895,000 and \$3,514,000, respectively. See “APPENDIX A– AUDITED FINANCIAL STATEMENTS OF THE UNIVERSITY FOR THE FISCAL YEARS ENDED JUNE 30, 2021 AND JUNE 30, 2020.”

INVESTMENT INCOME.

Investment Income included in Pledged Revenues includes all unrestricted investment income of the University. For Fiscal Year 2021 and Fiscal Year 2020, Investment Income included in Pledged Revenues was \$144,000 and \$1,005,000, respectively. The decrease in investment income for Fiscal Year 2021 resulted from market conditions. See “APPENDIX A– AUDITED FINANCIAL STATEMENTS OF THE UNIVERSITY FOR THE FISCAL YEARS ENDED JUNE 30, 2021 AND JUNE 30, 2020.”

LIMITED OBLIGATION

The 2022A Bonds are limited obligations of the University and do not constitute a debt or liability of the State of Idaho, its Legislature, or any of its political subdivisions or agencies other than the University and then only to the extent herein described. The University is not authorized to levy or collect any taxes or assessments other than the revenues and fees described herein to pay the Bonds. The University has no taxing power.

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. “Revenues Available for Debt Service” includes (i) Student Fees, (ii) Other Operating Revenues, (iii) Investment Income, (iv) proceeds from the sale of a series of Bonds and moneys and investment earnings thereon except as otherwise provided in the Resolution or a Supplemental Resolution, and (v) such other revenues of University enterprises or sources of funds as shall be designated by the Board as Pledged Revenues, along with (vi) Sales and Services Revenues less operations and maintenance expenses of Auxiliary Enterprises. As described under “DEBT SERVICE REQUIREMENTS,” the University estimates that the maximum annual debt service on the Bonds upon the issuance of the 2022A Bond will be approximately \$ _____.*

Historical Revenues Available for Debt Service

	FY 2017	FY 2018	FY 2019	FY 2020 ⁽²⁾	FY 2021 ⁽²⁾
Student Fees (Net Tuition & Fees)	\$79,831,468	\$75,161,993	\$74,278,308	\$72,791,000	\$79,404,000
Sales and Services Revenues ⁽¹⁾	19,348,584	18,991,258	20,709,783	18,222,000	17,199,000
Other Operating Income	3,728,134	4,556,937	4,712,646	3,514,000	3,895,000
Investment Income	126,422	234,814	908,464	1,005,000	144,000
<u>TOTAL PLEDGED REVENUES</u>	<u>\$103,034,608</u>	<u>\$98,945,002</u>	<u>\$100,609,201</u>	<u>\$95,532,000</u>	<u>\$100,642,000</u>
Less Operation and Maintenance Expenses of Auxiliary Enterprises	(27,277,832)	(25,864,251)	(29,374,172)	(24,006,000)	(27,371,000)
<u>Revenues Available for Debt Service</u>	<u>\$75,756,776</u>	<u>\$73,080,751</u>	<u>\$71,235,029</u>	<u>\$68,161,000</u>	<u>\$76,636,000</u>

- 1 The decline in Fiscal Year 2021 and Fiscal Year 2020 was due to the impacts of COVID-19. See “CORONAVIRUS DISEASE 2019 – BUDGET AND REVENUE EFFECTS.”
- 2 In Fiscal Year 2020 the University’s auditors incorporated a table providing “Revenues Available for Debt Service” into the University’s audited financial statements, which are displayed in thousands. Moving forward, for consistency, the University will report in thousands in its ongoing disclosure obligations. See “APPENDIX A– AUDITED FINANCIAL STATEMENTS OF THE UNIVERSITY FOR THE FISCAL YEARS ENDED JUNE 30, 2021 AND JUNE 30, 2020, Note 7.”

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, created by the Resolution and held by the Trustee, for payment of interest, principal, and redemption premium, if any, coming due on the Bonds.

Amounts remaining in the Revenue Fund may be applied, free and clear of the lien of the Resolution, for any lawful purpose of the University, as provided in the Resolution. The University has historically used, and intends to continue to use, any excess money in the Revenue Fund primarily to pay for operation and maintenance expenses and capital improvements.

RATE COVENANT

Under the Resolution, the University has covenanted to establish and maintain Pledged Revenues sufficient, together with other revenues available or to be available in the Debt Service Account to pay Debt Service 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 Outstanding Bonds for each such Fiscal Year.

ADDITIONAL BONDS

The Resolution currently provides that Additional Bonds (such as the 2022A Bonds) secured by Pledged Revenues may be issued by the University upon the satisfaction of various conditions specified therein. The amount of Additional Bonds that may be issued is not limited by law.

The Resolution provides for the issuance of Additional Bonds to finance Projects (as defined in the Resolution) or to refund the Bonds or Additional Bonds issued under the Resolution upon satisfaction of certain conditions.

In connection with the issuance of Additional Bonds to finance Projects, the University is required to file, among other things, the following documents with the Trustee:

1. A copy of the Supplemental Resolution authorizing such Additional Bonds;
2. A 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 of the Outstanding Bonds;
3. A Written Certificate of the University signed by an Authorized Officer of the University, setting forth the then estimated completion date and the then estimated cost of construction of the Project(s), if any, being financed by the Additional Bonds; and
4. Either (a) an Accountant's Certificate which demonstrates that, for any twelve-month period in the preceding twenty-four months, Revenues Available for Debt Service shall have equaled at least 110% of the Maximum Annual Debt Service for all Bonds then Outstanding and any Additional Bonds proposed to be issued; or (b) a Written Certificate of the University showing that Estimated Revenues Available for Debt Service (assuming completion of the proposed Project on its then estimated Completion Date) will equal at least 110% of the Maximum Annual Debt Service on all Bonds then Outstanding and the Additional Bonds proposed to be issued for (i) each of the Fiscal Years of the University during which any of the 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 (ii) the University's current Fiscal Year and any succeeding Fiscal Year during which any of the Bonds will be Outstanding, if interest during construction of the Project being financed by the Additional Bonds is not capitalized.

In addition to Additional Bonds issued to finance Projects as described above, the University may issue Additional Bonds for the purpose of refunding any Outstanding Bonds, provided that the Debt Service in each year on the refunding bonds does not exceed by more than \$25,000 the Debt Service on the Bonds to be refunded.

The University will satisfy the requirements of the Resolution for issuance of Additional Bonds for the 2022A Bonds prior to closing.

NO DEBT SERVICE RESERVE

There is no debt service reserve requirement with respect to the 2022A Bonds or the Outstanding Bonds.

SERIES 2022A PROJECT

HOLT ARENA PROJECT

Holt Arena, the United States' oldest covered football field, is located on the University's main campus in Pocatello. For over 50 years it has housed graduations, football games and community events. A portion of the proceeds of the 2022A Bonds will be used to address seismic and safety issues and to install translucent ceiling panels to improve the participant experience. Such improvements and renovations are currently underway, and are scheduled to occur in various phases, with final completion expected in 2023.

The University also received donations to help with certain costs of the Holt Arena renovations, including but not limited to a donation from Idaho Central Credit Union. These donations will be used to replace seating and enhance viewer experiences.

SOURCES AND USES OF FUNDS

The sources and uses of funds with respect to the 2022A Bonds are estimated to be as follows:

Sources of Funds	
Par Amount of Bonds	\$
Original Issue Premium/Discount	
Total Sources of Funds	<u>\$</u>
Uses of Funds	
Project Deposit	\$
Underwriting and Costs of Issuance*	
Total Uses of Funds	<u>\$</u>

* 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 <u>6/30</u>	OUTSTANDING BONDS	<u>2022A BONDS</u>		
		<u>PRINCIPAL</u> *	<u>INTEREST</u>	<u>TOTAL</u>
2022	\$	\$	\$	\$
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				
2048				
2049				
2050				
2051				
2052				
TOTAL	\$	\$	\$	\$

* Preliminary, subject to change.

THE UNIVERSITY

Idaho State University, a Carnegie-classified doctoral research and teaching institution founded in 1901, attracts students from around the world to its Idaho campuses. At the main campus in Pocatello and at locations in Meridian, Idaho Falls and Twin Falls, the University offers access to high-quality education and training in more than 280 programs. The University is housed in approximately 102 buildings on 1,280 acres in the city of Pocatello, which serves as an economic center for the southeastern part of the State.

The University serves a diverse population that includes traditional students entering the University directly from high school, non-traditional students who have delayed their university education, working professionals and senior citizens. The University provides both general education and specialized programs in the arts, humanities, sciences, the professions and technologies. Bachelors and Masters degrees are awarded in a variety of fields by the Colleges of Arts and Letters, Business, Education, Science and Engineering, Technology, as well as the Graduate School and the Division of Health Professions. Terminal degrees offered include: Master of Business Administration; Master of Fine Arts; Doctor of Pharmacy; Doctor of Philosophy; Doctor of Arts; Doctor of Education, and Doctor of Physical Therapy. Through its programs in pharmacy, health professions and the Family Practice Medical Residency, the University is a center for education in the health professions. The University also has the first Dental Residency Program and the first and only Dentistry Degree Program in the State.

UNIVERSITY GOVERNANCE AND ADMINISTRATION

The responsibility for overall management and determination of University policy and standards is vested in 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 Boise State University in Boise, 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 K-12 education and certain aspects of the four two-year community colleges that operate under the governance of five-person elected boards in community college districts encompassing one or more counties in separate regions of the state. 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.

The State Board of Education has a full-time professional staff of 33 headed by Executive Director, Matt Freeman, whose appointment became effective in 2015.

BOARD OF TRUSTEES OF IDAHO 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's current four-year term ends January 1, 2023.

University Officers. The President of the University and his staff are responsible for the operation of the University and the fulfillment of its academic mission. The President is selected by and serves at the pleasure of the Board. Members of the President's management team are appointed by the President and serve at his pleasure. The President and his principal staff are listed below, with brief biographical information concerning each.

Kevin D. Satterlee, President. Mr. Satterlee was named the University's thirteenth President in 2018. Prior to serving as President, Mr. Satterlee served as Chief Operating Officer, Vice President and Special Counsel of Boise State University. Prior to his appointment as Chief Operating Officer, Mr. Satterlee served Boise State as the Vice President for Campus Operations and General Counsel from 2012-2015, as well as Vice President and General Counsel from 2011 to 2012, Associate Vice President and General Counsel from 2005 to 2011, and Associate Vice President of Planning. Mr. Satterlee also served as Chief Legal Officer for the State Board of Education, Deputy Attorney General for the State representing numerous state agencies including the Office of the Governor, and worked in private practice. Mr. Satterlee received his undergraduate degree in political science magna cum laude from the Boise State University and his Juris Doctor from the University of Idaho, also magna cum laude.

Valerie Martin Conley, Vice President and Provost. Dr. Martin Conley was appointed as Vice President and Provost in June 2022. She oversees all academic aspects of the University, working with University leadership and the State Board of Education to advance academic and strategic initiatives to further academic excellence and mission fulfillment. Dr. Martin Conley came to the University with more than 30 years' experience in higher education, most recently serving as Dean of the College of Education at University of Colorado Colorado Springs. Dr. Martin Conley earned her bachelor and master degrees from the University of Virginia and her doctorate in Educational Leadership and Policy Studies from Virginia Tech.

Rex Force, Vice President for Health Sciences and Executive Vice Provost. Dr. Force, who joined the University faculty in 1993, assumed his new duties in July 2016 after serving as the Associate Dean for Clinical Research in the Kasiska Division of Health Sciences. He also directed the Idaho Center for Health Research and the Family Medicine Clinical Research Center at the University. Dr. Force has received numerous honors and recognition for his teaching, research, clinical practice and professional service. He has been instrumental in developing the telepharmacy program with Bengal Pharmacy at the University. Dr. Force holds a Bachelor of Science degree in pharmacy from Oregon State University and a Doctor of Pharmacy degree from the University of Texas and the University of Texas Health Science Center in San Antonio.

Craig Chatriand, Vice President for Student Affairs and Enrollment Management. Dr. Chatriand was appointed as Interim Vice President for Student Affairs and Enrollment Management in May 2022 after serving two years as the University's Dean of Students. With over 20 years of experience working with students, Dr. Chatriand provides leadership for units in Student Affairs and Enrollment Management. He holds a Bachelor of Science degree from the University of Montana Western, a Master of Arts from the University of Northern Colorado, and a doctorate in Educational Leadership from Iowa State University.

Martin Blair, Vice President for Research. Dr. Blair was appointed as the Vice President for Research in June 2022. Prior to joining the University, Dr. Blair served as the Executive Director for the Rural Institute for Inclusive Communities at the University of Montana, where he led efforts to secure nearly \$60 million in external funds. Dr. Blair earned his undergraduate, masters, and doctoral degrees from Utah State University.

Pauline Thiros, Athletic Director and Interim Vice President for Advancement. Ms. Thiros was appointed as Athletic Director in August 2018 and Interim Vice President for University Advancement in January 2022. A graduate of the University, she holds an undergraduate degree in Healthcare Administration and a masters in Sports Management. She has 25 years' experience in higher education advancement, coaching, and athletics administration. Ms. Thiros directed the University's \$152 million capital campaign which resulted in the construction of the Stephens Performing Arts Center, and more recently helped secure funding and provided leadership for the completion of Davis Field and the current renovation of Holt Arena. She is currently responsible for leading the Department of Athletics and the Office of University Advancement, and is the current Chair of the NCAA Division I Volleyball Committee.

Brian Sagendorf, Interim Vice President for Campus Operations. Mr. Sagendorf was appointed Interim Vice President for Campus Operations in January 2022 after serving as the University's Chief Human Resource Officer from 2013 through 2021. Sagendorf has fifteen years' experience working in higher education and provides leadership to operations units for the institution including Campus Events, Environmental Health and Safety, Facilities Services, Human Resources, and Public Safety. Mr. Sagendorf's prior roles include serving as the Chief Human Resource Officer for the City of Idaho Falls, Idaho and also as the Senior HR Advisor for the University. Sagendorf earned his bachelors of business administration with an emphasis in human resource management from the University.

Jennifer Steele, Senior Associate Vice President and Chief Fiscal Officer/Bursar. Ms. Steele was appointed as Senior Associate Vice President and Chief Fiscal Officer and Bursar in June 2022 after serving as the University's Associate Vice President for Budget, Planning, and Analysis from 2019 to 2021. Ms. Steele provides leadership for the financial affairs of the University. With more than 25 years' experience in higher education, Ms. Steele's prior roles include Associate Vice President for Planning and Institutional Effectiveness, Strategic Planning and Budget Officer, and Director of Operations. Steele earned her undergraduate degree from California Polytechnic State University and her Master's in Business Administration from the University of Oregon.

Jenn Forshee, Chief of Staff. Ms. Forshee was appointed Chief of Staff in June 2021. In this role, she is responsible for the execution of the President's agenda and high-level priorities. Ms. Forshee provides leadership in institutional planning, policy development, and problem resolution. She also acts as an emissary and liaison to the campus community on behalf of the President. Ms. Forshee earned her undergraduate degree and Master's in Public Administration from the University.

Stuart Summers, Associate Vice President of Marketing and Communications. Mr. Summers was appointed Associate Vice President of Marketing and Communications in 2016. He oversees all internal and external communications, develops the University's annual marketing plan, creates and enforces brand standards, directs top-level University events, coordinates all media inquiries and public relations, and protects the institution's reputation across media platforms. Mr. Summers joined the University in 2011 as the Director of Marketing and Recruitment for the College of Technology. Prior to joining the University, he was a television anchor and reporter for an Idaho-based NBC affiliate. He holds a bachelor's degree in international studies with a communication emphasis. Mr. Summers is currently pursuing a Master of Arts in Communication, with an expected graduation in Spring 2023.

Blake Christensen, General Counsel and Chief Compliance Officer. Mr. Christensen was appointed as General Counsel and Chief Compliance Officer in June 2020 and oversees the University's legal, HIPAA compliance, athletics compliance, workers compensation, and risk management functions. Before coming to the University, he served as Associate General Counsel for Montana State University. Prior to joining Montana State University, he worked in private practice for a large law firm in Virginia. Mr. Christensen earned his undergraduate degree from Brigham Young University and his Juris Doctor *cum laude* from the William & Mary School of Law. He is also a Certified Compliance and Ethics Professional (CCEP).

CAMPUS LOCATIONS

Pocatello Campus. The University's main campus in Pocatello includes approximately 3.6 million square feet of facilities with 102 buildings on 1,280 acres. See "THE UNIVERSITY" above for more information about the Pocatello Campus.

Meridian Campus. The University's presence in the Treasure Valley began in the early 1970s with clinical pharmacy rotations at the Veteran Affairs Medical Center in Boise and the Nampa State School. Since then, the University has built a thriving 38.3-acre satellite campus offering more than 32 graduate and undergraduate degrees to students residing in the Treasure Valley. Most fields of study are in the health professions and sciences. New health care programs at the Meridian Campus include the Doctor of Physical Therapy, MS in Clinical Psychopharmacology, MS in Nutrition and PhD in Rehabilitative and Communication Sciences, as well as an increase in the Accelerated Nursing Program.

The Meridian Campus is currently at its maximum occupancy of approximately 750 students. In 2019, the University purchased two parcels of land to further its strategic plan and provide additional health care education. The first was a one-acre parcel of land for purposes of constructing a parking lot, providing approximately 560 additional parking spaces on the Meridian campus. The University also purchased a 22-acre parcel of property for future program expansion. The plans for this parcel are currently in the early exploratory phase and the University is also evaluating certain opportunities with the Idaho College of Osteopathic Medicine ("ICOM").

In 2017, ICOM, a private, for-profit medical school, began construction of a building near the east entrance of the Meridian Campus and opened for enrollment in the fall of 2018. ICOM leases the land from the University through an

affiliation agreement, whereby the University and ICOM offer dual enrollment opportunities for students. The proximity of ICOM enhances existing University health science programs, as well as provides new research opportunities for University faculty, staff and students in Meridian and Pocatello.

Idaho Falls Campus. The University's campus in Idaho Falls, currently serving approximately 1,000 students, offers a comprehensive general education curriculum as well as 40 University degree programs. The Idaho Falls campus is the largest of the University's statewide network of higher education centers. It provides upper Snake River Valley students the opportunity to complete associate, bachelor, master, and doctoral degrees in Idaho Falls.

Twin Falls Campus. The University has offered courses in Twin Falls since the 1960s. As part of the University's mission to serve southern Idaho residents, a center was officially established in Twin Falls in 1981 and soon after relocated to the campus of the College of Southern Idaho. As of 2018, residents of the Magic Valley are able to choose from 30 University degree programs available to them through a hybrid of face-to-face, video conferencing and web courses, or fully online. They include associate through doctoral degrees and a variety of certification programs.

CERTAIN UNIVERSITY FACILITIES

Student Housing. The University operates a dormitory system consisting of six traditional residence halls accommodating up to 856 students, most of whom are undergraduates. The residence halls include traditional dormitory style rooms (556 beds) and suite-style residences (300 beds, grouped in 78 three and four-bedroom units). The residence halls are intended primarily for freshmen and sophomores and offer a strong community atmosphere and student interaction through educational, social, and cultural programming. The University's residency hall charges are adjusted annually to an amount deemed necessary by University officials to pay operation, maintenance and debt amortization expenses.

Meal plans are required for all freshmen and sophomores living in the residence halls. Meal plans are optional for juniors, seniors and graduate students, as well as for all students 21 years and older. Students can use their meal plan at the Garrison-Turner Dining Hall, Rendezvous Food Court, and Pond Student Union. The food service operations are provided through a management contract with Chartwells.

The University currently has six on-campus apartment complexes, with a total of 340 rental units (including approximately 1,300 beds in total). These apartments consist of a mix of efficiency, studio, one- and two-bedroom rental units. Apartments are available to non-traditional students and students who have already completed their first year at the University. Rental charges are collected monthly and continuing students are allowed to remain in the apartments during the summer term, even if the student does not attend summer sessions. Rental rates are reviewed and adjusted at the end of each Fiscal Year.

For fall 2020, occupancy rates were 97.8% and 90.5% for the residence halls and on-campus apartments, respectively, taking into account a reduced number of beds due to COVID-19 social distancing protocols. The University took 275 beds offline for social distancing and 13 apartment units offline for isolation space. See "CORONAVIRUS DISEASE 2019 – University's Campus Plan for 2021-2022" below for further discussion.

For fall 2021, all residence hall beds were returned online, while 13 apartment units remained offline for isolation space. The occupancy rates were 81.4% and 99% for the residence halls and on-campus apartments, respectively, taking into account the still-reduced number of on-campus apartments.

All of the dormitory and apartment facilities of the University are professionally maintained and kept in a sound state of repair. The University's traditional residence style halls, Turner Hall (constructed in 1966) and the Dyer Hall, Nichols Hall, Owen Redfield Hall complex (constructed prior to 1960) were designed to build community through intentional living, learning environments on campus. In 2019, the University invested bond proceeds in updating, refreshing and renovating the University's traditional residence style halls. All the improvements were designed to improve student appeal and better facilitate social gathering spaces, all in a safe and comfortable environment.

Student Unions. The University offers student union services in three locations: The Earl R. Pond Student Union and Hypostyle (Pocatello lower campus), the Samuel H. Bennion Student Union (Idaho Falls), and Student Union facilities in the new Rendezvous Center (Pocatello mid campus). These locations serve the campus as focal points for experiential

education and provide student opportunities for campus employment.

Earl R. Pond Student Union. The Earl R. Pond Student Union provides students with lounges, automatic teller machine, food service, bowling, billiards, movie theater, computer lab, copy service, ballroom, barber shop, bookstore, meeting rooms, guest rooms, and much more. This facility is in constant use by students, organizations, University departments, and community groups.

Samuel H. Bennion Student Union. The Samuel H. Bennion Student Union provides students with lounges, automatic teller machine, food service areas, computer lab, multi-purpose room, bookstore, meeting rooms, the Student Health Center, TRiO Student Services, Parking and Bengal Card Services, Counseling, Testing, Career Services, Early Learning Center, and the offices of Student Services.

Rendezvous Center. The Rendezvous Center on the Pocatello campus offers additional student lounge areas, automatic teller machine, food service areas, computer lab, meetings rooms, and a convenience store.

Spectator and Recreation Facilities. The University's spectator and recreation facilities include the following facilities, all of which are located in Pocatello at the University's main campus.

The Stephens Performing Arts Center. The Stephens Performing Arts Center was completed in 2004 and is located on 16.8 acres, high on a hill on the perimeter of the campus, adjacent to Interstate 15. This 123,000 square foot facility includes a 1,200-seat concert hall, an elegant rotunda, a 446-seat thrust theatre, and a 200-seat black box theatre. The three-level concert hall, the Center's largest venue, incorporates state-of-the-art design and technology to optimize sound. The Center also includes classroom space, offices for the Department of Theatre and Dance, and a conference room.

Holt Arena. Occupied in 1971, Holt Arena was the first enclosed football stadium on any Idaho university campus. The arena is used for collegiate and high school football games and playoffs, collegiate and high school indoor track meets, agricultural, garden, and general interest trade shows, motor events, car shows, as well as state and youth wrestling championships. The Holt Arena is currently undergoing certain renovations and improvements. See "THE SERIES 2022A PROJECT – Holt Arena Project" above.

Reed Gymnasium. Remodeled in 2002, Reed Gymnasium provides a unique and exciting venue for basketball games, volleyball, and other sporting events. A world-class climbing wall is located in the Recreation Center along with racquetball courts, a running track, weight rooms, and other sports equipment as well as an Olympic-size swimming pool. The Recreation Center was expanded in 1996. A \$7.7 million expansion, completed in April 2010, includes weight, cardio-training and fitness areas, dance/multipurpose rooms, offices, and lobby.

Davis Field. Historic Davis Field provides a multi-use field and outdoor running track where the University hosts a variety of events including soccer and track tournaments and Special Olympics. The University completed significant upgrades and improvements to Davis Field in 2020. The improvements, including a widened soccer field, new bleachers, track enhancements, lighting, and a new video scoreboard, have elevated the facility to meet NCAA standards, allowing the University to host competitions and championships, including the Big Sky Conference and NCAA regional and national events.

STUDENT BODY

The University admits all Idaho residents who graduate from accredited high schools in the State with an overall grade point average of at least 2.5, and who have successfully met all Idaho Core Requirements and statewide admission standards established by the Board. Approximately 88% of the University's fall 2021 student body were residents of Idaho. The table below sets out certain statistics concerning the University's enrollment for the fall terms of the years indicated. The majority of the University's students attend its main campus in Pocatello; approximately 65% of fall 2021 enrollment, measured by head count, was located on the Pocatello campus. The remaining 35% are spread amongst the Idaho Falls Campus, Meridian Campus, and Twin Falls Campus, plus students taught at high school campuses through the University's Early College Program.

The University's Early College Program offers academic enrichment opportunities for qualified high school students. Dual or concurrent enrollment allows high school students to enroll in college level courses while continuing their high school courses and activities.

While the University's main campus serves students with a wide variety of programs through a variety of traditional and technological strategies, the University provides educational services to students in communities throughout the State. Many students take courses in more than one location; for example, they might complete general education requirements with the University in Idaho Falls or Meridian, before completing a program on the main campus in Pocatello. Most off-site students are traditional, full-time undergraduate students, but many are mid-career professionals seeking new skills or other educational fulfillment by taking individual courses.

ENROLLMENT AND GRADUATION STATISTICS
(Fall Semester)

	2018	2019	2020	2021	2022 ¹
ENROLLMENT					
Headcount	12,387	12,425	11,786	12,157	11,759
Full Time Equivalent (FTE)	9,690	9,573	9,208	9,312	8,936
UNDERGRADUATE STUDENTS					
Headcount	10,416	10,365	9,583	9,831	9,652
FTE	8,074	7,876	7,376	7,406	7,250
GRADUATE STUDENTS					
Headcount	1,971	2,060	2,203	2,326	2,112
FTE	1,616	1,698	1,832	1,906	1,657
STUDENTS FROM IDAHO	10,790	11,029	10,426	10,692	10,374
FIRST YEAR UNDERGRADUATES/TRANSFERS					
Applied	4,005	5,349	5,659	5,236	5,400
Admitted	3,921	5,247	5,635	5,228	5,365
Enrolled	2,025	1,954	1,879	1,956	1,664
ACT Mean Score	21	22	22	22	22
SAT Mean Score	1,030	1,030	1,040	1,030	1,030
DEGREES CONFERRED					
Associate	472	428	420	494	521
Bachelor	1,166	1,233	1,155	1,284	1,073
Master	459	441	472	458	568
Doctorate	154	167	163	193	195
Certificate ²	286	285	252	327	378

¹ Estimated as of now, but still very early and so will likely be updated. Same for the below paragraph—the University will wait to update until further data available. The University eliminated test score requirements and components for admission decisions for Fiscal Year 2021 and Fiscal Year 2022. See “CORONAVIRUS DISEASE 2019 – Budget and Revenue Effects.”

² Includes undergraduate graduate certificates and post-undergraduate certificates.

Based on early fall 2022 enrollment statistics, enrollment has [decreased/increased] __%, and in-person instruction, activities, and events have been restored to pre-COVID levels. Undergraduate enrollment has [increased/decreased] approximately __%, while graduate enrollment has [increased/decreased] approximately __%. The University has seen international student decline in recent years.

The University has implemented several strategies in the last several years designed to capture the growth of the State as a whole. Such strategies include implementation of ongoing enhanced recruitment, retention and student success efforts. Following are brief descriptions of some of the University's most important efforts in this area:

- The University has implemented an “early warning system” that alerts the University’s advisors and faculty when students are academically struggling, which has been successful in retention efforts.
- In April 2019, Enrollment Management was removed from the purview of Academic Affairs and placed in the Division of Student Affairs. This organizational change streamlined the services provided to recruits and has helped connect students through admission, orientation, advising and registration of classes. The University believes this revised organizational structure will continue to help with increased enrollment and retention. Having a dedicated Associate Vice President for Enrollment Management has also created better communication with other divisional Vice Presidents and proven effective in ensuring unilateral efforts.
- Enrollment Management has been executing a series of operational enrollment plans for the past two years and has developed a new strategic enrollment program (the “Support Program”). The Support Program focuses efforts on students who may not have previously considered college as an option without the academic and post-secondary transition support the Support Program aims to provide. The Support Program serves a large percentage of Hispanic/Latinx students (37% of participants versus 13% of overall University-enrolled undergraduates) and a large percentage of first-generation college students (59% of participants versus 27% of overall University-enrolled undergraduates). Since its inception, the University has seen retention rates 1-2% higher than those undergraduate students not enrolled in the Support Program.
- The University contracted with Ruffalo Noel Levitz for a demand builder product and financial aid maximizer product. The demand builder product analyzes data to predict which prospective recruits are more likely to enroll in the University, allowing the University to more narrowly target those recruits most likely to attend the University. The financial aid maximizer program examines the University’s current financial aid awarding practices and provides recommendations to increase enrollment. These initiatives were in place for the fall 2020, 2021, and 2022 recruiting cycles and resulted in increased prospective student inquiries, applications and admissions.
- The University has focused on its Bengal Bridge program, which is a transitional academic program designed to increase college access and opportunity for recently graduation high school seniors. The program is the largest summer bridge program in the State, and consist of a 7-week summer term from Mid-June through the end of July. Each student is placed in a small, faculty-led cohort where students receive individualized information and guidance related to academic success. The program also helps students with financial aid proficiency, planning and selecting courses, and general University life.
- Transfer students are increasingly important to the University’s strategic recruiting plan. On the Idaho Falls Campus, the University has focused its efforts on streamlining the transfer of students from community college partners. Both the College of Eastern Idaho and the College of Southern Idaho have enrollment agreements and transfer programs in place to seamlessly assist students to continue their higher education requirements at the University.
- The Career Path Internship (“CPI”) program provides students with internships that correspond with their field of study. The program has expanded from an initial investment of \$300,000 in Fiscal Year 2011 to \$2.3 million in Fiscal Year 2022, including a \$500,000 annual contribution from the Legislature. Students frequently state that the CPI program is a deciding factor for enrolling at the University, and the University will continue to develop and promote the CPI program.

EMPLOYEES

As of June 30, 2021, the University had 1,846 employees, including faculty, support and professional staff. 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. There are as many as 2,000 students who work part time in various capacities for the University.

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, 2021, 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 \$5.2 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

<u>Member</u>		<u>Employer</u>	
<u>General/ Teacher</u>	<u>Fire/ Police</u>	<u>General/ Teacher</u>	<u>Fire/ Police</u>
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 2021 and Fiscal Year 2020 were each \$2,900,000. 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, 2021 of \$16,900,000, and \$8,600,000 as of June 30, 2020, representing its proportionate share of net pension liability under PERSI, which was .72% and .74%, respectively. At July 1, 2021, PERSI's Base Plan had a net pension asset of \$79 million, a decrease compared to the July 1, 2020 liability of \$2.3 billion. The investment return net of all expenses for 2021 was 27.43% compared to the assumed return of 6.3%. The difference between the assumed rate and the actual rate of return resulted in the decrease in the net pension liability. PERSI's Base Plan returns will be reflected in the University's Fiscal Year 2022 audited financial statements.

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- College Retirement Equities Fund 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 2019 were \$7,588,000 and \$7,805,000 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 11 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 reported \$13,000,000 as its proportionate share of the total OPEB asset. For additional

information concerning post-retirement benefits other than pensions, see Note 12 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, Sales and Services Revenues, federal government appropriations, grants, contracts and related cost recovery, gifts to the University, Investment Income and Other Operating Revenues. The following describes revenue sources that are not included in Pledged Revenues, as well as certain University fiscal policy and process. See “SECURITY FOR THE 2022A BONDS” for a description of Pledged Revenues.

STATE APPROPRIATIONS

Legislatively-approved State appropriations represent approximately 35.82% 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 \$1,644,400 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 \$4,067,500 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 \$500,000 reduction to the University. Although State appropriations are not included in Pledged Revenues, Holdbacks, Reversions or reductions in the amount appropriated to the University could adversely affect the University’s financial and operating position.

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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

	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021⁴</u>	<u>2022</u>
Colleges and Universities ¹	\$287,053,200	\$295,763,200	\$306,030,600	\$306,852,800	\$313,109,200
Idaho State University ^{2,3}	\$ 77,050,300	\$ 79,822,400	\$ 88,220,400	\$81,350,000	\$83,592,000
Percentage Increase (Decrease) over prior year for the University	3.0%	3.6%	10.5%	(7.8)%	2.8%

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 the University's audited financial statements due to adjustments made during the respective fiscal years.

⁴ Does not reflect the Fiscal Year 2021 Holdback described above.

FINANCIAL AID

Direct financial aid to students, primarily in the form of student loans, scholarships, grants, student employment, awards, tuition waivers, fee reductions and waivers, and deferred payments, is available. The University believes that the amount of available financial aid, which totaled approximately \$100,164,159 in Fiscal Year 2021, is adequate to enable students who desire to attend the opportunity to do so. During Fiscal Year 2021, the direct financial aid to students in the form of scholarships and grants was approximately \$48,701,864 and in the form of loans was \$51,462,295. 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.

GRANTS AND CONTRACTS

The United States government and various other public and private sponsoring agencies, through various grant and contract programs, provide a substantial percentage of the University's revenues. In Fiscal Year 2021, grants and contracts accounted for \$25,071,000, or 9.30% of the University's revenue. The use of such funds is usually restricted to specific projects and is not included in the 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 various grants and contracts. Such revenues are not included in Pledged Revenues as security for the Bonds. The University has remained true to its mission to grow technical and clinical programs – including high demand clinical and professional doctorates – while at the same time increasing its research productivity and emerging from a severe recession (2008), loss of federal earmarks and federal budget sequestration. In 2010, the University was classified as Research University-High Research Activity. In 2015, this designation changed to Doctoral Research University. Nationally, out of 3,039 private and public four-year institutions eligible for research classification by Carnegie, only 335, or a little more than 11 percent, are classified as doctoral research universities. In Fiscal Year 2021, the University received \$3,201,030 as reimbursement for facility and administrative costs in conjunction with grants and contracts for research activities conducted by the University.

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 Senior Associate Vice President and Chief Fiscal Officer and Bursar, in collaboration with the departmental faculty and administrative officers. The internal budget process commences 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, followed by an internal process of unit-level planning and budget development, Leadership Council discussion and review and Administrative Council approval.

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 JUNE 30, 2020." Money 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 JUNE 30, 2020" for further information.

NO INTEREST RATE SWAPS

The University has not entered into and does not intend to enter into any interest rate swaps or other derivative products.

IDAHO STATE UNIVERSITY FOUNDATION, INC.

The Idaho State University Foundation, Inc. (the "Foundation") is a nonprofit corporation organized under Idaho 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. A 25-member board of directors manages the Foundation. Valerie Hoybjerg currently serves as Chair of the Foundation.

Financial information concerning the Foundation is contained in Note 17 to the University's financial statements included in "APPENDIX A" hereto. The total fair value of the Foundation's investments at June 30, 2021 was \$103,381,000, of which \$75,190,000 represents the Permanent Endowment portfolio. Other investments of the Foundation include investments held under split interest agreement and donor restricted gifts available for use by the University.

FUTURE CAPITAL PLANS

The University has an on-going capital improvement program of new construction and the renovation of existing facilities. Capital improvement projects are expected to be funded from a variety of sources, including gifts, State appropriations, and University funds. Within the next 18 months, the University anticipates it may issue up to \$20 million of Additional Bonds for projects and improvements in line with its strategic planning.

UNIVERSITY DEBT

Set forth below is the University's schedule of outstanding indebtedness as of June 30, 2022.

<u>Outstanding Bonds</u>	<u>Final Maturity Date</u>	<u>Amount of Original Indebtedness</u>	<u>Amount of Debt Outstanding as of June 30, 2022</u>
General System Revenue Bonds (Federally Taxable), Series 2006	2028	\$10,000,000	\$4,260,000
General Revenue Refunding Bonds, Series 2012	2023	\$27,530,000	\$3,470,000
General Revenue Refunding Bonds, Series 2016	2034	\$12,780,000	\$9,085,000
General Revenue Bonds, Series 2019	2049	\$18,700,000	\$17,990,000
Total Bond Indebtedness			<u>\$34,805,000</u>

LEASES

The University leases building and office facilities under various noncancelable operating leases. Total costs for such leases were \$130,000 and \$160,000 for the years ended June 30, 2021 and 2020, respectively. Future minimum lease payments at June 30, 2021, for all leases are as follows:

<u>Fiscal Years</u>	<u>Payments</u>
2022	\$ 74,000
2023	50,000
2024-2028	131,000
2029-2033	63,000
2034-2038	6,000
Totals	<u>\$ 324,000</u>

CYBERSECURITY AND TECHNOLOGICAL RELIABILITY

The University has a robust, redundant, and scalable 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 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.

FINANCIAL STATEMENTS

The financial statements of the University as of and for the Fiscal Year ended June 30, 2021 included as APPENDIX A to this Official Statement, have been audited by CliftonLarsonAllen LLP, independent auditors, as stated in their report appearing therein. The financial statements of the University as of and for the Fiscal Years ended June 30, 2020 included as APPENDIX A to this Official Statement, were audited by Moss Adams LLP, independent auditors. The financial statements of the University for the Fiscal Year ended June 30, 2022 will be presented to the Board for approval at its December meeting. Neither CliftonLarsonAllen LLP nor Moss Adams LLP has been engaged to perform and neither has performed, since the date of their respective reports, any procedures on the financial statements addressed in their respective

reports. CliftonLarsonAllen LLP 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 thereafter 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 were required to be met before the State advanced 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 the 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.

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.

The University also created a Public Health Office and established a comprehensive list of protocols and procedures to make the University’s main campus as safe as possible. To this end, the University set up campus testing labs and obtained approval to deliver COVID-19 vaccinations on campus. 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 were 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 contact, they needed to temporarily make use of remote instruction. The University offered hybrid courses and continued to offer some 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 allowed for social distancing. The University invested in significant technology upgrades for delivery of remote and hybrid courses.

Vaccination. The University does not currently require students or staff to be vaccinated as a condition of enrollment, participation in campus events or receipt of services. However, the University did provide vaccine incentives to students.

Residence. For fall 2021, all residence hall beds were returned online, while 13 apartment units remained offline to continue to serve as isolation space.

THE CORONAVIRUS AID, RELIEF AND ECONOMIC SECURITY ACT

The federal 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 \$43,021,157. As of September 8, 2021, the University has distributed the full amount of its HEERF I, HEERF II and HEERF III allocations, as further detailed below.

The CARES Act authorized the Higher Education Emergency Relief Funds, from which the University received \$7,097,839 (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. The University distributed \$3,548,920 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 allocated the remaining \$3,548,919 to compliant institutional expenses, including reimbursement of expenses directly related to the disruption from COVID-19.

Coronavirus Response and Relief Supplemental Appropriations Act. The federal Coronavirus Response and Relief Supplemental Appropriations Act (“*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 \$13,094,512 (the “*HEERF II Allocation*”). The University distributed \$3,548,920 of the HEERF II Allocation to Eligible Students, which is the amount required to be disbursed to students pursuant to the CRRSAA requirements. The University allocated the remaining \$9,545,592 to compliant institutional expenses, including reimbursement of lost revenue resulting from COVID-19.

American Rescue Plan Act. The federal American Rescue Plan Act 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 \$22,828,806 (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. The University distributed \$11,582,087 to Eligible Students and allocated the remaining \$11,246,719 to compliant institutional expenses, including lost revenue resulting from COVID-19.

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 2021 and Fiscal Year 2020 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's work to offset declines in revenues, along with increased expenses, through expenditure management in auxiliaries; avoidance of 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 pledge of Pledged 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

In the opinion of Bond Counsel, assuming continuous compliance with certain covenants described below: (i) interest on the 2022A Bonds is excluded from gross income pursuant to Section 103 of the Tax Code; (ii) interest on the 2022A Bonds is not an item of tax preference for purposes of the federal alternative minimum tax imposed on individuals; and (iii) interest on the 2022A Bonds is excluded from gross income for purposes of income taxation by the State of Idaho.

The Tax Code imposes several requirements which must be met with respect to the 2022A Bonds in order for the interest thereon to be excluded from gross income and alternative minimum taxable income. Certain of these requirements must be met on a continuous basis throughout the term of the 2022A Bonds. These requirements include: (a) limitations as to the use of proceeds of the 2022A Bonds; (b) limitations on the extent to which proceeds of the 2022A Bonds may be invested in higher yielding investments; and (c) a provision, subject to certain limited exceptions, that requires all investment earnings on the proceeds of the 2022A Bonds above the yield on the 2022A Bonds to be paid to the United States Treasury. The exclusion of interest on the 2022A Bonds from gross income for Idaho income tax purposes is dependent on the interest on the 2022A Bonds being excluded from gross income for federal income tax purposes. The University will covenant and represent that it will take all steps to comply with the requirements of the Tax Code to the extent necessary to maintain the exclusion of interest on the 2022A Bonds from gross income and alternative minimum taxable income under such federal income tax laws in effect when the 2022A Bonds are delivered. Bond Counsel's opinion as to the exclusion of interest on the 2022A Bonds from gross income (for federal and Idaho income tax purposes) and alternative minimum taxable income is rendered in reliance on these covenants, and assumes continuous compliance therewith. The failure or inability of the University to comply with these requirements could cause the interest on the 2022A Bonds to be included in gross income (for federal and Idaho income tax purposes), alternative minimum taxable income or both from the date of issuance. Bond Counsel's opinion also is rendered in reliance upon certifications of the University and other certifications furnished to Bond Counsel. Bond Counsel has not undertaken to verify such certifications by independent investigation.

The Tax Code contains numerous provisions which may affect an investor's decision to purchase the 2022A Bonds. Owners of the 2022A Bonds should be aware that the ownership of tax-exempt obligations by particular persons and entities, including, without limitation, financial institutions, insurance companies, recipients of Social Security or Railroad Retirement benefits, taxpayers who may be deemed to have incurred or continued indebtedness to purchase or carry tax-exempt obligations, foreign corporations doing business in the United States and certain "subchapter S" corporations may result in adverse federal and state tax consequences. Under Section 3406 of the Tax Code, backup withholding may be imposed on payments on the 2022A Bonds made to any owner who fails to provide certain required information, including an accurate taxpayer identification number, to certain persons required to collect such information pursuant to the Tax Code. Backup withholding may also be applied if the owner underreports "reportable payments" (including interest and dividends) as defined in Section 3406, or fails to provide a certificate that the owner is not subject to backup withholding in circumstances where such a certificate is required by the Tax Code.

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, the exclusion of interest on the 2022A Bonds from gross income (for federal and Idaho income tax purposes) or alternative minimum taxable income or both from the date of issuance of the 2022A Bonds or any other date, the tax value of that exclusion for different classes of taxpayers from time to time, or that could result in other adverse tax consequences. In addition, future court actions or regulatory decisions could affect the tax treatment or market value of the 2022A Bonds. Owners of the 2022A Bonds are advised to consult with their own tax advisors with respect to such matters.

The Internal Revenue Service (the "Service") has an ongoing program of auditing tax-exempt obligations to determine whether, in the view of the Service, interest on such tax-exempt obligations is includable in the gross income of the owners thereof for federal income tax purposes. No assurances can be given as to whether or not the Service will commence an audit of the 2022A Bonds. If an audit is commenced, the market value of the 2022A Bonds may be adversely affected. Under current audit procedures the Service will treat the University as the taxpayer and the 2022A Bond owners may have no right to participate in such procedures. The University has covenanted not to take any action that would cause the interest on the 2022A Bonds to lose its exclusion from gross income for federal income tax purposes or lose its exclusion from alternative minimum taxable income for the owners thereof for federal income tax purposes. None of the University, the Underwriter, or Bond Counsel is responsible for paying or reimbursing any 2022A Bond holder with respect to any audit or litigation costs relating to the 2022A Bonds.

[Premium Bonds. The initial public offering price of certain maturities of the 2022A Bonds (the "Premium Bonds"), as shown on the inside cover page, are issued at original offering prices in excess of their original principal amount. The difference between the amount of the Premium Bonds at the original offering price and the principal amount payable at maturity represents "bond premium" under the Tax Code. As a result of requirements of the Tax Code relating to the amortization of bond premium, under certain circumstances an initial owner of a Premium Bond may realize a taxable gain upon disposition of such a bond, even though such bond is sold or redeemed for an amount equal to the original owner's cost of acquiring such bond. All owners of 2022A Bonds are advised that they should consult with their own tax advisors with respect to the tax consequences of owning and disposing of 2022A Bonds, whether the disposition is pursuant to a sale of the 2022A Bonds or other transfer, or redemption.

Original Issue Discount. The initial public offering price of certain maturities of the 2022A Bonds (the "Discount Bonds"), as shown on the inside cover page hereof, is less than the amount payable on such 2022A Bonds at maturity. The difference between the amount of the Discount Bonds payable at maturity and the initial public offering price of the Discount Bonds will be treated as "original issue discount" for federal income tax purposes. The original issue discount on the Discount Bonds is treated as accruing over the respective terms of such Discount Bonds on the basis of a constant interest rate compounded at the end of each six-month period (or shorter period from the date of original issue) ending on April 1 and October 1 with straight line interpolation between compounding dates. In the case of a purchaser who acquires the Discount Bonds in this offering, the amount of original issue discount accruing each period (calculated as described in the preceding sentence) constitutes interest which is excluded from gross income, alternative minimum taxable income and Idaho taxable income under the conditions and subject to the exceptions described in the preceding paragraphs and will be added to the owner's basis in the Discount Bonds. Such adjusted basis will be used to determine taxable gain or loss upon disposition of the Discount Bonds (including sale or payment at maturity).

Beneficial Owners who purchase Discount Bonds in the initial offering at a price other than the original offering price shown on the inside cover page hereof and owners who purchase Discount Bonds after the initial offering should consult their own tax advisors with respect to the tax consequences of the ownership of the Discount Bonds. Beneficial Owners who are subject to state or local income taxation (other than Idaho state income taxation) should consult their tax advisor with respect to the state and local income tax consequences of ownership of the Discount Bonds. It is possible that, under the applicable provisions governing determination of state and local taxes, accrued original issue discount on the Discount Bonds may be deemed to be received in the year of accrual even though there will not be a corresponding cash payment.]

MUNICIPAL ADVISOR

The University has retained Zions Public Finance, Inc., 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 affiliated with investment banking firms that provide underwriting services to state and local governmental entities. While the Municipal Advisor is under contract to the University these affiliates may not participate in the underwriting of any University debt.

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 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.

The Underwriter has entered into a distribution agreement (“Distribution Agreement”) with Charles Schwab & Co., Inc. (“CS&Co”) for the retail distribution of certain securities offerings at the original issue prices. Pursuant to the Distribution Agreement, CS&Co. will purchase Bonds from Piper Sandler at the original issue price less a negotiated portion of the selling concession applicable to any Bonds that CS&Co. sells.

RATING

Moody’s Investors Service has assigned its municipal rating of “__” to the 2022A Bonds.

The rating reflects only the views of the rating agency. An explanation of the significance of the rating may be obtained from the rating agency. There is no assurance that such rating will continue for any given period of time or that the rating may not be revised, suspended or withdrawn entirely if, in the judgment of the rating agencies, circumstances so warrant. Any downward revision, suspension or withdrawal of such rating 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 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 special 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 send certain information annually and to provide notice of certain events to the Municipal Securities Rulemaking Board pursuant to the requirements of Section (b)(5) of Rule 15c2-12 (the "Rule") adopted by the Securities and Exchange Commission. The information to be provided on an annual basis, the events which will be noticed on an occurrence basis, and a summary of other terms of the Undertaking, including termination, amendment, and remedies, are set forth in the Undertaking, the proposed form of which is included as APPENDIX E to this Official Statement.

The University is required to file annually audited financial statements and certain annual operating data as defined by the University's prior undertakings and pursuant to the Rule. [Except as described hereunder, the University has not failed in the past five years to perform any obligation with respect to any existing undertaking to provide continuing disclosure. The University is in compliance] [HTEH to conduct review of ongoing disclosure compliance.]

A failure by the University to comply with the Undertaking will not constitute a default under the Resolution and the Beneficial Owners of the 2022A Bonds are limited to the remedies described in the Undertaking. A failure by the University to comply with the annual disclosure requirements of 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 marketability and liquidity of the 2022A Bonds and their market price.

IDAHO STATE UNIVERSITY

By _____
Senior Associate Vice President and Chief
Fiscal Officer and Bursar

APPENDIX A
AUDITED FINANCIAL STATEMENTS OF THE UNIVERSITY
FOR THE FISCAL YEARS ENDED JUNE 30, 2021 AND JUNE 30, 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 estimated collections for the 2021-2022 academic year.

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.

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**APPENDIX C
GLOSSARY OF TERMS USED
IN THE RESOLUTION AND OFFICIAL STATEMENT**

APPENDIX D
SUMMARY OF CERTAIN PROVISIONS OF THE RESOLUTION

APPENDIX E
PROPOSED FORM OF CONTINUING DISCLOSURE UNDERTAKING

APPENDIX F
PROPOSED FORM OF OPINION OF BOND COUNSEL

APPENDIX G
BOOK ENTRY ONLY SYSTEM

T H E D E P O S I T O R Y T R U S T C O M P A N Y

SAMPLE OFFERING DOCUMENT LANGUAGE
DESCRIBING BOOK-ENTRY-ONLY ISSUANCE

(Prepared by DTC--bracketed material may apply only to certain issues)

1. The Depository Trust Company (“DTC”), New York, NY, will act as securities depository for the securities (the “Securities”). The Securities will be issued as fully-registered securities registered in the name of Cede & Co. (DTC’s partnership nominee) or such other name as may be requested by an authorized representative of DTC. One fully-registered Security certificate will be issued for [each issue of] the Securities, [each] in the aggregate principal amount of such issue, and will be deposited with DTC. [If, however, the aggregate principal amount of [any] issue exceeds \$500 million, one certificate will be issued with respect to each \$500 million of principal amount, and an additional certificate will be issued with respect to any remaining principal amount of such issue.]

2. DTC, the world’s largest securities depository, is a limited-purpose trust company organized under the New York Banking Law, a “banking organization” within the meaning of the New York Banking Law, a member of the Federal Reserve System, a “clearing corporation” within the meaning of the New York Uniform Commercial Code, and a “clearing agency” registered pursuant to the provisions of Section 17A of the Securities Exchange Act of 1934. DTC holds and provides asset servicing for over 3.6 million issues of U.S. and non-U.S. equity issues, corporate and municipal debt issues, and money market instruments (from over 100 countries) that DTC’s participants (“Direct Participants”) deposit with DTC. DTC also facilitates the post-trade settlement among Direct Participants of sales and other securities transactions in deposited securities, through electronic computerized book-entry transfers and pledges between Direct Participants’ accounts. This eliminates the need for physical movement of securities certificates. Direct Participants include both U.S. and non-U.S. securities brokers and dealers, banks, trust companies, clearing corporations, and certain other organizations. DTC is a wholly-owned subsidiary of The Depository Trust & Clearing Corporation (“DTCC”). DTCC is the holding company for DTC, National Securities Clearing Corporation and Fixed Income Clearing Corporation, all of which are registered clearing agencies. DTCC is owned by the users of its regulated subsidiaries. Access to the DTC system is also available to others such as both U.S. and non-U.S. securities brokers and dealers, banks, trust companies, and clearing corporations that clear through or maintain a custodial relationship with a Direct Participant, either directly or indirectly (“Indirect Participants”). DTC has a Standard & Poor’s rating of: AA+. The DTC Rules applicable to its Participants are on file with the Securities and Exchange Commission. More information about DTC can be found at www.dtcc.com.

3. Purchases of Securities under the DTC system must be made by or through Direct Participants, which will receive a credit for the Securities on DTC’s records. The ownership interest of each actual purchaser of each Security (“Beneficial Owner”) is in turn to be recorded on the Direct and Indirect Participants’ records. Beneficial Owners will not receive written confirmation from DTC of their purchase. Beneficial Owners are, however, expected to receive written confirmations providing details of the transaction, as well as periodic statements of their holdings, from the Direct or Indirect Participant through which the Beneficial Owner entered into the transaction. Transfers of ownership interests in the Securities are to be accomplished by entries made on the books of Direct and Indirect Participants acting on behalf of Beneficial Owners. Beneficial Owners will not receive certificates representing their ownership interests in Securities, except in the event that use of the book-entry system for the Securities is discontinued.

4. To facilitate subsequent transfers, all Securities deposited by Direct Participants with DTC are registered in the name of DTC's partnership nominee, Cede & Co., or such other name as may be requested by an authorized representative of DTC. The deposit of Securities with DTC and their registration in the name of Cede & Co. or such other DTC nominee do not affect any change in beneficial ownership. DTC has no knowledge of the actual Beneficial Owners of the Securities; DTC's records reflect only the identity of the Direct Participants to whose accounts such Securities are credited, which may or may not be the Beneficial Owners. The Direct and Indirect Participants will remain responsible for keeping account of their holdings on behalf of their customers.

5. Conveyance of notices and other communications by DTC to Direct Participants, by Direct Participants to Indirect Participants, and by Direct Participants and Indirect Participants to Beneficial Owners will be governed by arrangements among them, subject to any statutory or regulatory requirements as may be in effect from time to time. [Beneficial Owners of Securities may wish to take certain steps to augment the transmission to them of notices of significant events with respect to the Securities, such as redemptions, tenders, defaults, and proposed amendments to the Security documents. For example, Beneficial Owners of Securities may wish to ascertain that the nominee holding the Securities for their benefit has agreed to obtain and transmit notices to Beneficial Owners. In the alternative, Beneficial Owners may wish to provide their names and addresses to the registrar and request that copies of notices be provided directly to them.]

[6. Redemption notices shall be sent to DTC. If less than all of the Securities within an issue are being redeemed, DTC's practice is to determine by lot the amount of the interest of each Direct Participant in such issue to be redeemed.]

7. Neither DTC nor Cede & Co. (nor any other DTC nominee) will consent or vote with respect to Securities unless authorized by a Direct Participant in accordance with DTC's MMI Procedures. Under its usual procedures, DTC mails an Omnibus Proxy to Issuer as soon as possible after the record date. The Omnibus Proxy assigns Cede & Co.'s consenting or voting rights to those Direct Participants to whose accounts Securities are credited on the record date (identified in a listing attached to the Omnibus Proxy).

8. Redemption proceeds, distributions, and dividend payments on the Securities will be made to Cede & Co., or such other nominee as may be requested by an authorized representative of DTC. DTC's practice is to credit Direct Participants' accounts upon DTC's receipt of funds and corresponding detail information from Issuer or Agent, on payable date in accordance with their respective holdings shown on DTC's records. Payments by Participants to Beneficial Owners will be governed by standing instructions and customary practices, as is the case with securities held for the accounts of customers in bearer form or registered in "street name," and will be the responsibility of such Participant and not of DTC, Agent, or Issuer, subject to any statutory or regulatory requirements as may be in effect from time to time. Payment of redemption proceeds, distributions, and dividend payments to Cede & Co. (or such other nominee as may be requested by an authorized representative of DTC) is the responsibility of Issuer or Agent, disbursement of such payments to Direct Participants will be the responsibility of DTC, and disbursement of such payments to the Beneficial Owners will be the responsibility of Direct and Indirect Participants.

[9. A Beneficial Owner shall give notice to elect to have its Securities purchased or tendered, through its Participant, to [Tender/Remarketing] Agent, and shall effect delivery of such Securities by causing the Direct Participant to transfer the Participant's interest in the Securities, on DTC's records, to [Tender/Remarketing] Agent. The requirement for physical delivery of Securities in connection with an optional tender or a mandatory purchase will be deemed satisfied when the ownership **rights** in the Securities are transferred by Direct Participants on DTC's records and followed by a book-entry credit of tendered Securities to [Tender/Remarketing] Agent's DTC account.]

10. DTC may discontinue providing its services as depository with respect to the Securities at any time by

giving reasonable notice to Issuer or Agent. Under such circumstances, in the event that a successor depository is not obtained, Security certificates are required to be printed and delivered.

11. Issuer may decide to discontinue use of the system of book-entry-only transfers through DTC (or a successor securities depository). In that event, Security certificates will be printed and delivered to DTC.

12. The information in this section concerning DTC and DTC's book-entry system has been obtained from sources that Issuer believes to be reliable, but Issuer takes no responsibility for the accuracy thereof.

BOARD OF TRUSTEES OF IDAHO STATE UNIVERSITY

SUPPLEMENTAL RESOLUTION

Authorizing the Issuance and Providing for the Sale of

**IDAHO STATE UNIVERSITY
GENERAL REVENUE BONDS, SERIES 2022A**

Adopted August 24, 2022

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SUPPLEMENTAL RESOLUTION

SUPPLEMENTAL RESOLUTION of the Board of Trustees of Idaho State University authorizing the issuance of General Revenue Bonds, in one or more series, of Idaho State University; delegating authority to approve the terms and provisions of the bonds and the principal amount of the bonds up to \$10,000,000; authorizing the execution and delivery of a Bond Purchase Agreement upon sale of the bonds, and providing for other matters relating to the authorization, issuance, sale and payment of the bonds, including amendment to Pledged Revenues.

* * * * *

WHEREAS, Idaho State University (the “**University**”) is a state institution of higher education and body politic and corporate organized and existing under and pursuant to the Constitution and laws of the State of Idaho; and

WHEREAS, the Idaho State Board of Education, acting in its capacity as the Board of Trustees of the University (the “**Board**”), is authorized, pursuant to the Constitution of the State of Idaho and title 33, chapter 38, Idaho Code (collectively, the “**Act**”), to issue bonds to finance “projects,” as defined in such Act; and

WHEREAS, on September 17, 1992, the Board adopted a resolution providing for the issuance of revenue bonds thereunder pursuant to supplemental resolutions thereof for future projects or refinancing purposes, which resolution has been amended and supplemented from time to time (as amended, supplemented and from time to time restated, the “**Resolution**”); and

WHEREAS, the University is authorized under the provisions of Article VII of the Resolution to issue Additional Bonds (as defined in the Resolution) upon compliance with the requirements thereof; and

WHEREAS, the Board has determined, pursuant to Section 33-3805, Idaho Code, that it is both necessary and economically feasible for the University to finance certain improvements, renovations and safety upgrades to Holt Arena (the “**2022A Project**”); and

WHEREAS, to provide funds to finance the 2022A Project and to pay the Costs of Issuance thereof, the Board desires to authorize the issuance of its general revenue bonds in one or more series of tax-exempt general revenue bonds (for purposes of this Supplemental Resolution, “**2022A Bonds**”);

WHEREAS, pursuant to Section 57-235, Idaho Code, the Board desires to delegate authority, in accordance with the specific instructions and procedures set forth herein, for determination and approval of certain final terms and provisions of the 2022A Bonds and other matters.

NOW, THEREFORE, be it resolved by the Board of Trustees of Idaho 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 205 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 210 of this Supplemental Resolution.

“Cede & Co.” means Cede & Co., as nominee of DTC.

“Continuing Disclosure Undertaking” means the Continuing Disclosure Undertaking with respect to the 2022A Bonds authorized by Section 205 of this Supplemental Resolution.

“Delegated Officer” means the President or Senior Associate Vice President and Chief Fiscal Officer of the University, each acting solely.

“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.

“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.

“Representation Letter” means the Blanket Representations Letter executed by the University on file with DTC.

“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, and from time to time restated.

“Securities Depository” means DTC or any successor securities depository appointed pursuant to Section 211.

“Supplemental Resolution” means this Supplemental Resolution adopted by the Board on August 24, 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, including amendment to Pledged Revenues.

“Trustee” means U.S. Bank National Association, as bond registrar, authenticating agent, paying agent and transfer agent with respect to the 2022A Bonds, or its successors in functions, as now or hereafter designated.

“2022A Costs of Issuance Fund” means the account created pursuant to Section 301 of this Supplemental Resolution, from which the Costs of Issuance of the 2022A Bonds shall be paid.

“2022A Project Account” means the account created under the Construction Fund pursuant to Section 301 of this Supplemental Resolution from which the Cost of Acquisition and Construction of the Project shall be paid.

“Underwriter” means Piper Sandler & Co.

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 206 hereof. Unless the context clearly indicates otherwise -- for example, the provisions of Section 205(a) through Section 205(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 Amount, Designation, and Confirmation of Pledged Revenues. In order to provide funds for financing the 2022A Project 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, the 2022A Bonds are hereby authorized to be issued in the aggregate principal amount up to \$10,000,000. The 2022A Bonds, in one or more series, shall be designated as follows, as

applicable: “General Revenue Bonds, Series 2022A.” 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 within a maturity.

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 Senior Associate Vice President and Chief Fiscal Officer as the Bursar of the University.

Section 204. Issue Date. The 2022A Bonds shall be dated the date of their original issuance and delivery.

Section 205. 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 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 2022A Bonds, the POS together with such changes, omissions, insertions and revisions to reflect the final terms and provisions of the 2022A Bonds (hereafter referred to as the “**Official Statement**”), shall be approved and signed by the Bursar or President of the University to authorize delivery thereof to the Underwriter for distribution to prospective purchasers of the 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.

Section 206. 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 Delegated Officer the power to make the following determinations on the date(s) 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, provided that the true interest cost of the 2022A Bonds, as certified by the University's municipal advisor and the Underwriter, shall not exceed five and fifty hundredths percent (5.50%).

(ii) The price at which the 2022A Bonds will be sold (including any underwriters discount, original issue premium and original issue discount), provided that the 2022A Bonds shall not be sold at less than the par value thereof.

(iii) The aggregate principal amount of the 2022A Bonds on the sale date(s), provided the proceeds of the 2022A Bonds deposited into the 2022A Project Account shall equal \$9,785,000.

(iv) 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.

(v) The final maturity of the 2022A Bonds, provided that the final maturity date of the 2022A Bonds shall not exceed 30 years from the date of issuance.

(vi) The dates, if any, on which, and the prices at which, the 2022A Bonds will be subject to optional and mandatory sinking fund redemption.

(vii) 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 substantially in the form attached hereto as **Exhibit C** and 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 207. 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 208. 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 of that particular maturity 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.

(b) 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 209. 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 210. 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 Registered 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 Bond certificates (the “**Replacement Bonds**”) to the DTC Participants in principal amounts and maturities corresponding to the identifiable Registered 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 Bond. Upon the issuance of Replacement Bonds, all references herein to obligations imposed upon or to be performed by the Securities Depository shall be deemed to be imposed upon and performed by the Trustee, to the extent applicable with respect to such Replacement Bonds.

(c) With respect to 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 Registered 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 Registered 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 executed and delivered by the University to DTC is for the purpose of effectuating the 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.

Section 211. 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 2022A Bond PROCEEDS**

Section 301. Creation of Accounts.

(i) There is hereby established in the Construction Fund a Project Account designated as the “2022A Project Account,” to be held by the University to finance the cost of the 2022A Project. The University shall invest the moneys on deposit in the 2022A Project Account in Investment Securities.

(ii) There is hereby established a separate fund designated as the “2022A Costs of Issuance Fund.” Moneys in the 2022A Costs of Issuance Fund shall be used for the payment of the Costs of Issuance of the 2022A Bonds. Any moneys remaining in the 2022A Costs of Issuance Fund forty-five (45) days after issuance of the 2022A Bonds shall be transferred promptly to the 2022A Project Account to pay the costs of the 2022A Project.

Section 302. Application of Proceeds of 2022A Bonds Upon Sale Thereof. Pursuant to the Written Certificate(s) 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 of accrued interest on the 2022A Bonds to the date of delivery thereof, if any, shall be deposited in the Debt Service Account under the Bond Fund.

(ii) Proceeds of the 2022A Bonds in the amount reflected in the Written Certificate of the University shall be wired to the University for deposit into the 2022A Project Account, or to others on the University’s behalf, to finance the 2022A Project. Before any payment is made from the 2022A Project Account, the University shall execute a Written Certificate of the University as required by Section 5.4(E) of the Resolution.

(iii) Proceeds of the 2022A Bonds in the amount reflected in the Written Certificate of the University required by Section 5.6 of the Resolution shall be wired to the University for deposit into the 2022A Costs of Issuance Fund to pay Costs of Issuance of the 2022A Bonds.

**ARTICLE IV
MISCELLANEOUS**

Section 401. 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 confirmed. 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 402. Partial Invalidity. If any one or more of the covenants or agreements, or portions thereof, provided in the Resolution or this Supplemental Resolution, should be contrary to law, such covenant or covenants, such agreement or agreements, or such portions thereof shall be null and void and shall be deemed separable from the remaining covenants and agreements or portions thereof and shall in no way affect the validity of the Resolution, this Supplemental Resolution or the 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 403. Conflicting Resolutions. All resolutions or parts thereof in conflict herewith are, to the extent of such conflict, hereby repealed.

[The remainder of this page has been left blank intentionally;

ADOPTED AND APPROVED this [25/26]th day of August, 2022.

BOARD OF TRUSTEES OF IDAHO STATE
UNIVERSITY

President

ATTEST:

Secretary

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

IDAHO STATE UNIVERSITY

GENERAL REVENUE BONDS, SERIES 2022A

INTEREST RATE:	MATURITY DATE	DATED DATE:	CUSIP:
	04/01/20__	__ / __ /2022	451470__

Registered Owner: CEDE & CO.

Principal Amount: _____ DOLLARS

KNOW ALL MEN BY THESE PRESENTS that Idaho 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 hereinafter defined, to the registered owner identified above, or registered assigns, on the maturity date specified above, the principal sum indicated above, and to pay interest thereon from the Bond Fund from the dated date hereof, or the most recent date to which interest has been paid or duly provided for, at the rate per annum specified above, payable on April 1, 2023, and semiannually on each April first and October first thereafter, until the date of maturity or prior redemption of this 2022A Bond, whichever occurs first. Interest shall be calculated on the basis of a 360-day year and twelve 30-day months.

Both principal of and interest on this 2022A 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 Corporate Trust Department of U.S. Bank National Association (the "Trustee"), in St. Paul, Minnesota. Interest shall be paid to the registered owner whose name appears on the Bond Register on the fifteenth day of the calendar month next preceding the interest payment date, at the address appearing on the Bond Register, and shall be paid by check or draft of the Trustee mailed to such registered owner on the due date at the address appearing on the Bond Register or at such other address as may be furnished in writing by such registered owner to the Trustee. Principal shall be paid to the registered owner upon presentation and surrender of this 2022A Bond at the principal corporate trust office of the Trustee on or after the date of maturity or prior redemption.

This 2022A Bond is one of a duly authorized issue of General Revenue Bonds, Series 2022A (the “2022A Bonds”) of like date, tenor, and effect, except for variations required to state numbers, denominations, rates of interest, and dates of maturity, aggregating \$_____ in principal amount. The 2022A Bonds are issued pursuant to and in full compliance with the Constitution and statutes of the State of Idaho, particularly chapter 38 of Title 33, Idaho Code, and proceedings duly adopted and authorized by the Board on behalf of the University, more particularly the Resolution adopted by the Board on September 17, 1992, as previously amended and supplemented, and from time to time restated, and as supplemented by Supplemental Resolution adopted by the Board on August 24, 2022, authorizing the issuance of the 2022A Bonds (collectively, the “Bond Resolution”).

The 2022A Bonds are issued for the purpose of providing funds with which to finance (i) certain improvements, renovations and safety upgrades to Holt Arena and (ii) costs of issuing the 2022A Bonds. The principal of, interest on, and redemption price of the 2022A Bonds is payable solely from the revenues and funds of the University pledged therefor and consisting generally of the University’s Student Fees; Sales and Services Revenues less Operation and Maintenance Expenses of the University’s Auxiliary Enterprises; and certain other fees and revenues, as more particularly set forth in the Bond Resolution.

This 2022A 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 Bond Resolution. Pursuant to the Bond Resolution, sufficient revenues have been pledged and will be set aside into the Bond Fund (as defined in the Bond Resolution) to provide for the prompt payment of the principal of, interest on, and redemption price of the 2022A Bonds of which this 2022A Bond is a part. For a more particular description of the Bond Fund, the revenues to be deposited therein, and the nature and extent of the security afforded thereby, reference is made to the provisions of the Bond Resolution.

[insert final redemption provisions]

The 2022A Bonds are initially issued in the form of a separate single certificated fully registered bond for each maturity, and registered in the name of Cede & Co., as nominee of The Depository Trust Company, New York, New York (“DTC”).

Unless this 2022A 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.

The 2022A Bonds shall not be transferable or exchangeable except as set forth in the Bond Resolution.

Reference is hereby made to the Bond Resolution for the covenants and declarations of the University and other terms and conditions under which this 2022A Bond and the bonds of this issue have been issued. The covenants contained herein and in the Bond Resolution may be discharged by making provisions at any time for the payment of the principal of and interest on this 2022A Bond in the manner provided in the Bond Resolution.

This 2022A Bond shall not be valid or become obligatory for any purpose or be entitled to any security or benefit under the Bond Resolution until the Certificate of Authentication hereon shall have been manually signed by the Trustee.

IT IS HEREBY CERTIFIED AND DECLARED that all acts, conditions, and things required by the Constitution and statutes of the State of Idaho to exist, to have happened, been done, and performed precedent to and in the issuance of this 2022A Bond have happened, been done, and performed, and that the issuance of this 2022A Bond and the bonds of this issue does not violate any constitutional, statutory, or other limitation upon the amount of bonded indebtedness that the University may incur.

IN WITNESS WHEREOF, the Board of Trustees of Idaho State University (the "Board"), has caused this 2022A Bond to be executed by the manual or facsimile signature of the President of the Board and of the Bursar of the University and attested by the manual or facsimile signature of the Secretary of the Board, and a facsimile or original of the official seal of the University to be imprinted hereon, as of this ____ day of _____, 2022.

IDAHO STATE UNIVERSITY

President, Board of Trustees
of Idaho State University

COUNTERSIGNED:

Bursar, Idaho State University

ATTEST:

Secretary, Board of Trustees
of Idaho State University
(SEAL)

* * * * *

CERTIFICATE OF AUTHENTICATION

Date of Authentication: _____

This 2022A Bond is one of the General Revenue Bonds, Series 2022A, of Idaho State University, described in the within-mentioned Bond Resolution.

U.S. BANK NATIONAL ASSOCIATION,
as Trustee

By: _____
Authorized Signature

* * * * *

ASSIGNMENT

FOR VALUE RECEIVED, the undersigned hereby sells, assigns and transfers unto

Name of Transferee: _____

Address: _____

Tax Identification No.: _____

the within 2022A Bond and hereby irrevocably constitutes and appoints _____

of _____

to transfer said 2022A Bond on the books kept for registration thereof with full power of substitution in the premises.

Dated: _____

Registered Owner

NOTE: The signature on this Assignment must correspond with the name of the registered owner as it appears upon the face of the within 2022A Bond in every particular, without alteration or enlargement or any change whatever.

SIGNATURE GUARANTEED:

Bank, Trust Company or Member
Firm of the New York Stock Exchange

Authorized Officer

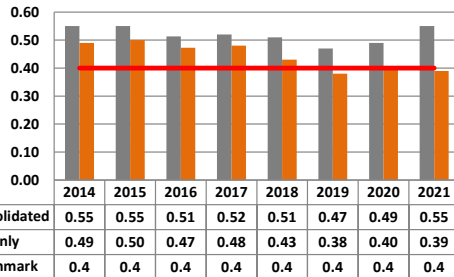
NOTICE: Signature(s) must be guaranteed by an "eligible guarantor institution" that is a member of or a participant in a "signature guarantee program" (e.g., the Securities Transfer Agents Medallion Program, the Stock Exchange Medallion Program or the New York Stock Exchange, Inc. Medallion Signature Program).

Idaho State University

Outstanding Debt Summary

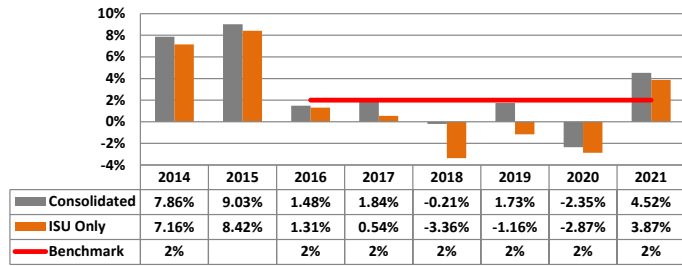
	TOTAL		
Fiscal Year	Principal	Interest	Debt Service
2023	5,300,000	1,447,626	6,747,626
2024	2,135,000	1,219,464	3,354,464
2025	2,245,000	1,114,911	3,359,911
2026	2,350,000	1,004,917	3,354,917
2027	2,455,000	901,782	3,356,782
2028	1,810,000	793,943	2,603,943
2029	1,040,000	719,650	1,759,650
2030	1,080,000	678,050	1,758,050
2031	1,130,000	634,850	1,764,850
2032	1,170,000	595,800	1,765,800
2033	855,000	555,350	1,410,350
2034	890,000	524,150	1,414,150
2035	600,000	491,650	1,091,650
2036	625,000	467,650	1,092,650
2037	650,000	442,650	1,092,650
2038	675,000	416,650	1,091,650
2039	705,000	389,650	1,094,650
2040	740,000	354,400	1,094,400
2041	775,000	317,400	1,092,400
2042	815,000	278,650	1,093,650
2043	855,000	237,900	1,092,900
2044	900,000	195,150	1,095,150
2045	945,000	150,150	1,095,150
2046	970,000	121,800	1,091,800
2047	1,000,000	92,700	1,092,700
2048	1,030,000	62,700	1,092,700
2049	1,060,000	31,800	1,091,800
2050			
2051			
2052			
2053			
	34,805,000	14,241,393	49,046,393

Idaho State University Primary Reserve



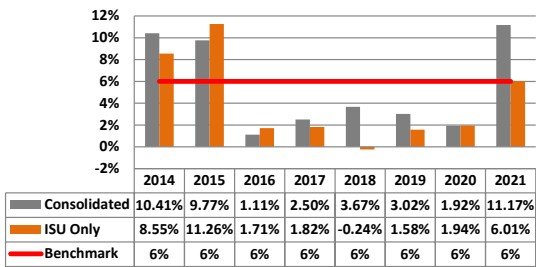
.40 indicates 5 months of operations can be covered by expendable reserves. Trend indicates whether institution has increased net worth in proportion to rate of growth in its operating size.

Idaho State University Net Operating Revenues



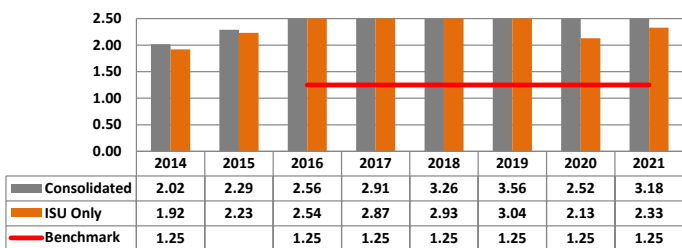
Indicates whether institution is adding or subtracting from net assets. A pattern of deficits is a warning signal that management should focus on restructuring income and expense streams to return to an acceptable level.

Idaho State University Return on Net Position



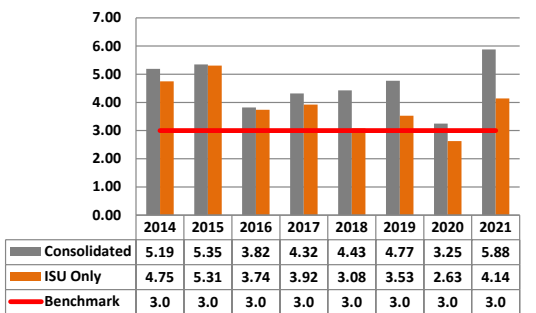
Measures total economic return: higher is better. Lower is okay if it reflects the strategy and mission in setting up for future returns.

Idaho State University Viability



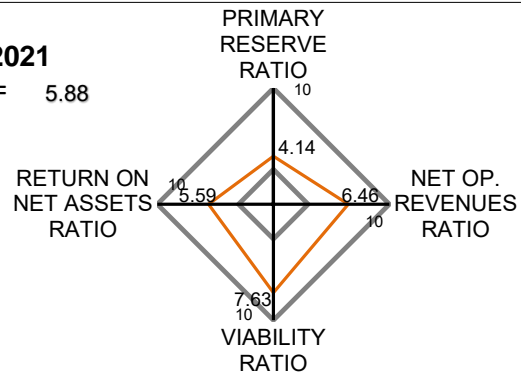
Measures ability to meet entire debt obligation with expendable net assets as of a balance sheet date.

ISU Consolidated Financial Index

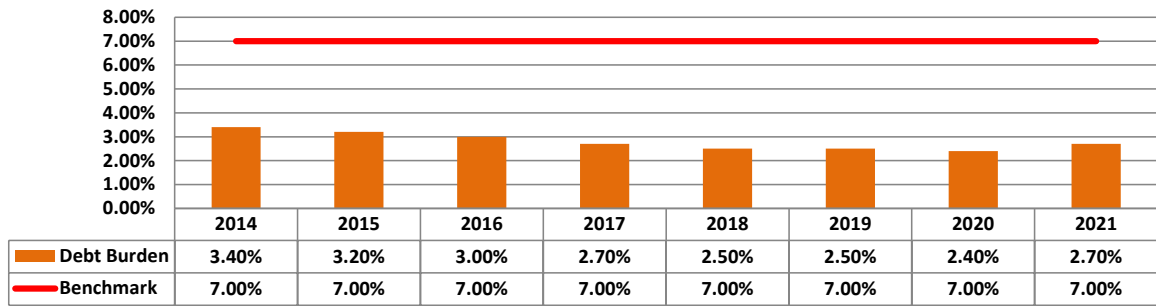


Indicates overall financial health. Ratio range of 3-5 is ideal time to direct resources toward transformation.

FY2021
CFI = 5.88

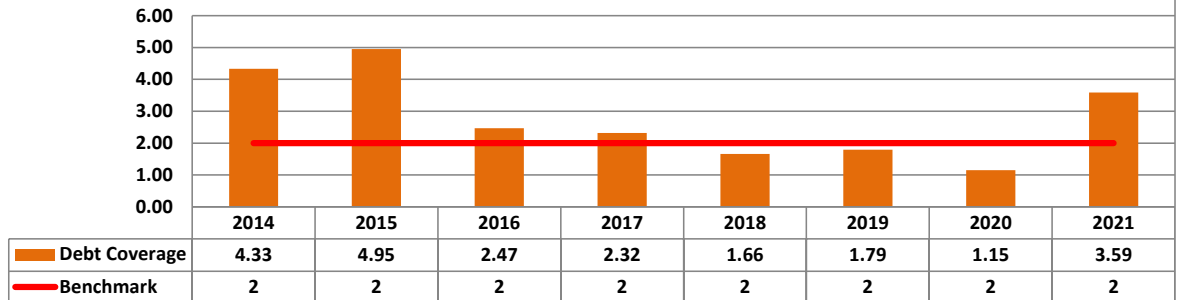


Idaho State University Debt Burden Ratio



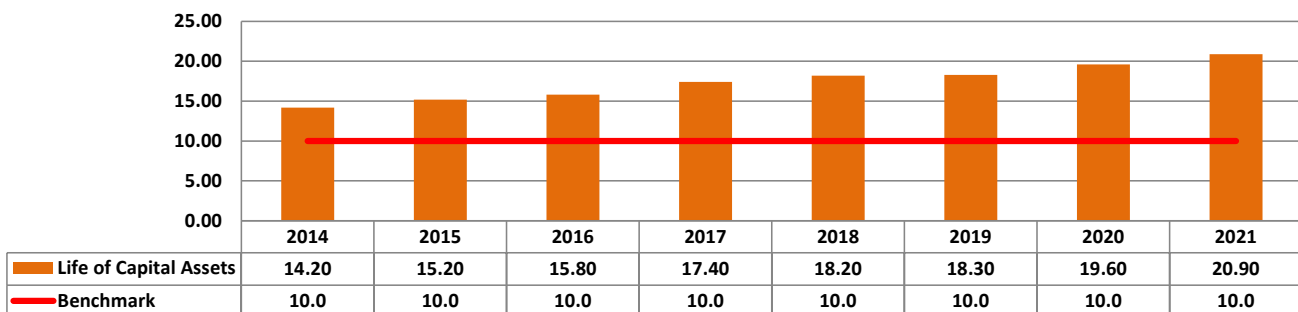
Reflects reliance on borrowed funds as a source of funds.

Idaho State University Debt Coverage Ratio



Reflects ability of excess income over adjusted expenses to cover annual debt service payments.

Idaho State University Life of Capital Assets



Higher ratio indicates more deferred reinvestment in plant facilities in the future.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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TAB	DESCRIPTION	ACTION
1	BOARD POLICY BY-LAWS – FIRST READING AND BOARD POLICY I.U. PRESIDENTS LEADERSHIP COUNCIL – FIRST READING	Action Item
2	BOARD POLICY IV.B. – EDUCATOR CERTIFICATION – ENDORSEMENT REQUIREMENTS – SECOND READING	Action Item
3	BOARD POLICY IV.E. DIVISION OF CAREER TECHNICAL EDUCATION – SECOND READING – PROGRAM CONTENT STANDARDS	Action Item
4	2023 LEGISLATION	Action Item
5	PROPOSED RULE – DOCKET 08-0111-2201 – REGISTRATION OF POSTSECONDARY EDUCATIONAL INSTITUTIONS PROPRIETARY SCHOOLS	Action Item
6	PROPOSED RULE – DOCKET 08-0113-2201 – RULES GOVERNING THE OPPORTUNITY SCHOLARSHIP	Action Item
7	PROPOSED RULE – DOCKET 08-0202-2201 – RULES GOVERNING UNIFORMITY	Action Item
8	PROPOSED RULE – DOCKET 08-0203-2201 – RULES GOVERNING THOROUGHNESS	Action Item
9	PROPOSED RULE – DOCKET 08-0204-2201 – RULES GOVERNING PUBLIC CHARTER SCHOOLS AND DOCKET 08-0301-2201 – RULES OF THE PUBLIC CHARTER SCHOOL COMMISSION	Action Item

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SUBJECT

Board Policy - Bylaws – First 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.
April 2022	Board approved second reading of proposed amendments.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures - Bylaws

BACKGROUND/DISCUSSION

The proposed amendments to the bylaws are twofold, first to move the Presidents Leadership Council into its own section of Board policy and second to update the Audit Committee provisions.

The Board's bylaws establish the Board's operating procedures, including, but not limited to identifying the roles of the Board officers, meeting rules of order, and establishment of Board standing committees and their scope of operations. With the exception of the Audit Committee, all of the Board's standing committees established through the bylaws are made up of only Board members. All other committees of the Board, referred to as "ad hoc" committees, are established through the Board's Governing Policies and Procedures. Committees formed through the Board's Governing Policies and Procedures generally include education community stakeholders and may also include one or two Board members. The one exception to this is the Presidents' Leadership Council, the members of which are the institution presidents, with the Administrator of the Division of Career Technical Education and the Executive Director serving as ex-officio member.

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The Presidents' Leadership Council was originally established in the Board's bylaws as a working unit to the Planning, Policy and Governmental Affairs Committee. Now that the Presidents' Leadership Council is no longer a working unit of the Planning, Policy and Governmental Affairs Committee, it should be moved out into its own section of Board policy. The first amendment to the bylaws would remove the the Presidents' Leadership Council. The Council would be relocated into a new Governing Policy and Procedures section, Section I.U. Other than the creation of the new section of Board policy, there are no additional amendments proposed to the purpose or makeup of the Presidents' Leadership Council.

The other proposed amendments to the Board's bylaws update the Audit Committee provisions by amending the name to include the broader scope of the committee, update terminology, and provide additional provisions around the membership of the committee.

IMPACT

The proposed amendment to the Board bylaws would move the language regarding the Presidents' Leadership Council into a standalone policy consistent with other committees established by the Board and update the existing provision regarding the Audit Committee to align with current auditing standards and the shift in the internal auditing functions.

ATTACHMENTS

Attachment 1 – Bylaws – First Reading

Attachment 2 – Board Policy I.U. Presidents' Leadership Council

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The proposed amendments to the bylaws have been discussed with the Audit Committee and the Committee has had an opportunity to provide feedback. Additional amendments to Board policy V.H. Audit will come forward to the Board at a later meeting, pending Board action on the edits made to the bylaws. Future edits to Board policy V.H. would include aligning the policy with the proposed bylaws changes, incorporating provisions around compliance and repealing Board policy V.Y. compliance.

Staff recommends approval.

BOARD ACTION

I move to approve the first reading of Board policy - Bylaws as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

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I move to approve the first reading of Board policy I.U. Presidents' Leadership Council as submitted in Attachment 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

SECTION: I. BYLAWS (Operational Procedures)

April-October 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. Standing 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 committee is responsible for performing work pursuant to Board policy or delegation. Such committees 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

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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 guidance to the agencies and institutions under the 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 guidance on the implementation of the Board’s planning initiatives and goals. This committee shall also 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 updates to the Board.

c. Responsibilities and Procedures

The Planning, Policy and Governmental Affairs Committee is responsible for providing updates to the Board in the following general areas:

- i. Long range planning and coordination;

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- 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 guidance to the 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 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 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

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Chief Fiscal Officer and the chief financial officers of the institutions and agencies. The chairperson presents all committee 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 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, [Risk and Compliance](#) Committee

a. Purpose

The Audit, [Risk and Compliance](#) Committee is a standing committee of the Board. The Audit, [Risk and Compliance](#) 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

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The Audit, Risk and Compliance 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, Risk and Compliance Committee. Each ~~Audit-Committee~~ 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 ~~C~~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, Risk and Compliance Committee members who are Board members may be compensated for Board service. The Audit, Risk and Compliance 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. Committee appointments will be made in such a way that collectively the committee membership possesses sufficient knowledge of internal audit, external audit, accounting, finance, information technology, compliance, risk management, higher education, and governance concepts. ~~and at least one member of the C~~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, Risk and Compliance 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-external~~ auditors ~~for Board action~~. Evaluate and oversee the work of the ~~independent-external~~ auditors. The Committee must ~~approve-review~~ any services prior to being provided by the ~~independent-external~~ auditor. The ~~independent-external~~ auditing firm shall report directly to the ~~C~~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 as necessary to carry out its duties.
- ii. Evaluate and oversee the work of the Internal Audit and Advisory Services unit (IAAS), located within the Board office.
- iii. Discuss with the ~~independent-external~~ auditors the audit scope, focusing on areas of concern or interest;
- iv. Review the financial statements, adequacy of internal controls and findings with the ~~independent-external~~ auditors. The ~~independent-external~~ auditor's "management letter" shall include management responses and be addressed to the Audit, Risk and Compliance Committee and President of the institution.
- v. Ensure the ~~independent-external~~ auditor presents the financial statements to the Board and provides detail and summary reports as appropriate.
- vi. 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 ~~external~~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-external~~ 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.
- x. xi. Oversee institutional compliance programs.

The Audit, Risk and Compliance Committee will meet ~~as needed~~ at least four times per year. The ~~C~~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.

5. Executive Committee

a. Purpose

The Executive Committee is responsible for assisting the full Board in discharging its responsibilities with respect to the management of the business and affairs of the Board and the Board Office, to consider matters concerning the Board that may arise from time to time, and to provide direction to the executive director on any of such matters.

b. Composition

The Executive Committee is composed of the current Board President, Vice President, and Secretary, and the immediate past Board President. The Board's Executive Director also shall serve on the Executive Committee. The current Board President serves as chairperson of the committee. In the event the past Board President is unable to serve on the Executive Committee, then the Board President may appoint another member of the Board to serve in the place of such former officer.

c. Responsibilities and Procedures

The Executive Committee shall have such duties, responsibilities, and authority as may be delegated from time to time to the Executive Committee by the Board, and in the intervals between meetings of the Board, the Executive Committee shall, in conjunction with the executive director, assist in directing the management of the business and affairs of the Board. However, the Executive Committee may not undertake any action that, pursuant to any applicable law, rule, or policy of the Board, must be performed by another committee of the Board, or which must be acted upon by the whole Board in public session. The Board's executive director, under the direction of the Board President, prepares the agenda for and schedules each meeting of the Executive Committee, which may be conducted telephonically. A written record is not kept of the committee's activities, but it shall be the responsibility of the executive director to promptly communicate to all Board members who are not members of the committee regarding information related to the committee's discussions and activities.

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.~~

**Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES**

SECTION: I. General Policies

SUBSECTION: U. Presidents' Leadership Council

October 2022

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

- 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.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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SUBJECT

Board Policy IV.B. State Department of Education – Instructional Certificate Endorsements – Second Reading

REFERENCE

April 2016	The Board approved the first reading of proposed changes to Board Policy IV.B. cleaning up outdated sections and formalizing the standards review process.
June 2016	The Board approved the second reading of proposed changes to Board Policy IV.B.
August 2021	Board approved proposed rules Dockets 08-0201-2101, 08-0202-2102, and 08-0203-2101. Initiating amendments pursuant to Zero Based Regulation Initiative.
October 2021	Board approved omnibus rule for IDAPA 08, incorporating proposed rule amendments approved at the August 2021 Board meeting.
June 2022	Board approved the first reading of proposed amendments to Board Policy IV.B. moving certificated staff endorsement requirements from IDAPA 08.02.02 to Board policy.

APPLICABLE STATUTE, RULE, OR POLICY

State Board of Education Governing Policies and Procedures IV.B.
Sections 33-1201 through 33-1204, Idaho Code
Idaho Administrative Code, IDAPA 08.02.02
Executive Order 2020-01

BACKGROUND/DISCUSSION

Executive Order 2020-01, Zero Based Regulations, creates an ongoing review process for all existing rules as of June 30, 2020. Each rule chapter is required to be reviewed by the agency that promulgated the rule according to a schedule established by the Division of Financial Management (DFM) no later than legislative adjournment *sine die* in 2026. The Zero Based Regulations process requires the Board review each IDAPA chapter on a schedule set by DFM, over a five-year period. The review should consider the following: remove any unnecessary language that duplicates language or provisions in Idaho Code; remove any unnecessary language (e.g. orphaned definitions, redundant language, etc.); move any agency procedures or provisions that can be established through an agency's internal policies and procedures; and to simplify and streamline where possible. For the 2021-2022 rulemaking cycle IDAPA 08.02.02, Rules Governing Uniformity, was up for review and amendment.

As part of this process, the amendments to IDAPA 08.02.02 that went before the 2022 Legislature included the removal of the subject area certificate endorsements

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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with the understanding that they would be moved into Board policy. The amended rule removing the endorsements took effect March 15, 2022.

IMPACT

This policy amendment is the next step in the process that was started in 2021 to move the certificate endorsements from Administrative Code to Board policy.

ATTACHMENTS

Attachment 1 – Board Policy IV.B. Second Reading

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Section 33-1201, Idaho Code, requires each person employed in any elementary or secondary school in the capacity of teacher, supervisor, administrator, education specialist, school nurse or school librarian to have and to hold a certificate issued under authority of the State Board of Education, valid for the service being rendered. Certificate endorsements identify the subject area and grade range of each certificate. Instructional certificates may include multiple endorsement areas. Chapter 12, Title 33, Idaho Code, includes various provisions requiring the Board to specify the minimum college training requirements or the duration or renewal processes for educator certificates in rule. It does not require the Board to establish the subject area credit requirements for endorsements in rule. By moving these provisions to Board Policy, the Board will be able to be more responsive to requests from public schools to adjust these requirements, if needed, to help with the current teacher shortage.

During the 2022 legislative session, staff received some feedback from a few legislators expressing concern about removing the endorsements from Administrative Code. Staff assured legislators that the process for establishing Board policy, as laid out in Section 33-105, Idaho Code, requires a transparent and open process with multiple opportunities for the public to give input not unlike negotiated rulemaking.

No comments were received between the first and second reading of the proposed policy amendments. No changes have been made. Staff recommends approval.

BOARD ACTION

I move to approve the second reading of Board Policy IV.B., Certificate Endorsements as provided in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: IV. ORGANIZATION SPECIFIC POLICIES AND PROCEDURES

Subsection: B. State Department of Education

June 2016 August 2022

1. Purpose

The State Department of Education is established by Section 33-125, Idaho Code, as an executive agency of the State Board of Education for elementary and secondary school matters.

2. State Superintendent of Public Instruction

The State Superintendent of Public Instruction is an elected public official, serves as the executive secretary of the Board, and is the ~~chief~~-executive officer of the State Department of Education. The State Superintendent of Public Instruction (hereinafter known as the "superintendent") is responsible for carrying out the policies, procedures, and duties authorized by applicable state and federal statutes and the policies and procedures of the Board for the elementary and secondary schools in Idaho.

3. Department Organization

The State Department of Education (hereinafter known as the "department") is organized in a manner as determined by the Board acting on recommendations by the superintendent.

4. General Scope of Department Responsibilities

The department is responsible for public elementary and secondary school matters as provided by Title 33, Idaho Code, or as determined by the State Board of Education.

5. Consultant and Advisory Services

The Board allows payments to be made to staff members of the department for consultative services to agencies or organizations other than the public elementary and secondary schools. Such payments may be in addition to the certified salary of the employee and be made during the periods for which any regular salary is paid, as determined by the superintendent. Consultative services must not interfere with the time or duties of the staff member for the department. Requests to undertake consultative services must be submitted to the superintendent or his or her designee and to the Board for prior approval.

6. Policy Manual for Idaho Public Schools

The superintendent or his or her designee is responsible for the development, establishment, maintenance, and dissemination of the *State Board of Education Rules and Regulations for Public Schools K-12* as approved by the Board. The procedures

used to establish, amend, or otherwise modify the Policy Manual will be in accordance with Board policy and applicable state laws.

7. Internal Policies and Procedures

The superintendent, as the chief executive officer, may establish such additional policies and procedures for the internal management of the department as are necessary and in alignment with the Board policies, Administrative Code, and Idaho ~~code~~[Statute](#).

8. Basic Educational Technology Standards for Continuing Educators

The proliferation of technology in our daily lives makes it essential that all students are provided an opportunity to become technologically literate. The State Board of Education has established a statewide goal that teachers and administrators be trained in the use of technology for education. This policy was created as a plan of action which provides recognition, encouragement and documentation of demonstrated competencies for educators and school districts by certificates of achievement and by school accreditation.

a. Accountability and Recognition

All state approved teacher education institutions or their trained designees (i.e., state department employees, district employees or community college faculty) will issue a State Certificate of Educational Technology Competency to those certificated personnel who have documented mastery of the required basic technology standards.

The State Department of Education will issue annually a State Certificate of a Technology School of Excellence to those schools documenting that at least 90% of the certificated staff have earned the State Certificate of Educational Technology Competency.

The State Department of Education will provide the State Board of Education an annual report on certificated personnel demonstrating mastery of the required basic technology standards by state, by district, and by school beginning with a baseline skill inventory that identifies the number of certificated personnel who have already demonstrated competency by the approved assessments. The results of this baseline will be available for Board review at the September 1998 Board meeting. Reports will continue annually on September 1999 through September of 2001 providing current data from the 1998-1999 school year and continuing through the 2000-2001 school year. The baseline and each annual report will include the following information by state, by district, and by school:

- i. Total certificated personnel
- ii. Total certificated personnel demonstrating technology competency
- iii. Total certificated administrative personnel
- iv. Total certificated administrative personnel demonstrating technology competency

- v. Total certificated instructional personnel
- vi. Total certificated instructional personnel demonstrating technology competency.

Information from the annual reports may be used to inform the citizens of Idaho of the relative standing of each school and each school district. The information will also be used to give proper recognition to schools making excellent progress towards or achieving the Board's goal. The Board staff will evaluate the policy annually.

9. Standards Approval

While maintaining a balance between the local control of school districts and the Idaho constitutional requirement for a uniform and thorough system of public education, the State Board of Education sets minimum standards to provide the framework through which our public school then provide educational opportunities to Idaho students. Prior to any standards being brought forward to the Board the applicable stakeholders and the public shall be provided with an opportunity to provide feedback. All standards being brought to the Board for consideration shall include the standards themselves, a description of how feedback was solicited, and a summary of the feedback that was received. Amendments to existing standards shall also include a redlined version of the standards showing all amendments.

a. Content Standards

The Idaho Content Standards articulate the minimum knowledge a student is expected to know and be able to use within a content (subject) area at specific grade levels. Content standards are reviewed and updated on a rotating basis in relation to the curricular materials adoption schedule, but may be updated more frequently if an area is identified as needing to be updated in advance of that schedule. Content standards review will be scheduled such that the content standard is reviewed in the year prior to the scheduled curricular materials review. At a minimum all content areas, including those without corresponding curricular materials, will be reviewed every six (6) years and notification will be made to the Office of the State Board of Education of the review and if the review will result in amendments to the standard or if it was determined that no amendments are necessary for the review cycle. Career Technical Education (CTE) content standard reviews will be facilitated by the Division of Career Technical Education and must meet the same review requirements as academic content standards.

The content standards review process will include at a minimum:

- i. A review committee consisting of Idaho educators with experience in the applicable content area. The committee shall be made up of elementary and secondary instructional staff and at least one postsecondary faculty member from a four-year institution and at least one from a two-year institution, at least one public school administrator, and at least one parent of school aged children or representative of an organization representing parents with school aged children. Instructional staff and postsecondary faculty members must have experience providing instruction in the

applicable content area. Additional members may be included at the discretion of the Department. To the extent possible, representatives shall be chosen from a combination of large and small schools or districts and provide for regional representation.

- ii. The review committee will make an initial determination regarding the need to update the standards.
 - iii. Based on the review, the committee shall meet to develop initial recommendations for the creation of new content standards or amendments to the existing content standards. The Department will provide multiple opportunities for public input on the draft recommendations including but not limited to the Department website and processes that allow for individuals in each region of the state to participate.
 - iv. Drafts of the recommended amendments will be made available to the public for comment for a period of not less than 20 days. At the close of the comment period the committee will finalize recommendations for Board consideration.
- b. Standards for the Initial Certification of Professional School Personnel
- The Standards for the Initial Certification of Professional School Personnel set the minimum standards certificated school personnel must meet in each certification and endorsement area to be eligible for certification or to receive subject area endorsements. Teacher preparation programs must be in alignment with these standards to be considered for approval or re-approval.

The standards are reviewed and updated based on a five (5) year cycle, where 20% of the standards are reviewed each year. Standards may be identified for review in advance of the five (5) year cycle, however, all standards must be reviewed every five (5) years. Reviews of CTE educator standards will be facilitated by the Division of Career Technical Education. The Professional Standards Commission (PSC) is responsible for reviewing and making recommendations to the Board on amendments or additions to the Standards for the Initial Certification of Professional School Personnel. The PSC will report annually to the Office of the State Board of Education the standards reviewed during the previous year and if that review resulted in recommendations for amendments or if no amendments were recommended during the review cycle.

10. Instructional Staff Certificate Endorsements

Individuals holding an instructional certificate or occupational specialist certificate must have one or more endorsements attached to their certificate. Instructional staff are eligible to teach in the grades and content areas of their endorsements. Occupational specialist certificate endorsements are listed in Board Policy IV.E. Division of Career Technical Education. The following credit requirement must be met to be eligible for each type of endorsement. Credits used for determining eligibility in one endorsement area may also be used to meet the requirements for a corresponding endorsement area where the requirements overlap. Routes for

Alternative Authorization for new endorsement's are established in IDAPA 08.02.02.021.

- a. All Subjects (K-8). Allows one to teach in any educational setting (K-8). Twenty (20) semester credit hours, or thirty (30) quarter credit hours in the philosophical, psychological, methodological foundations, instructional technology, and professional subject matter must be in elementary education including at least six (6) semester credit hours, or nine (9) quarter credit hours, in developmental reading. This endorsement must be accompanied by at a minimum one (1) additional subject area endorsement allowing teaching of that subject through grade 9 or kindergarten through grade 12.
- b. American Government /Political Science (5-9 or 6-12). Twenty (20) semester credit hours to include: a minimum of six (6) semester credit hours in American government, six (6) semester credit hours in U.S. history survey, and a minimum of three (3) semester credit hours in comparative government. Remaining course work must be selected from political science. Course work may include three (3) semester credit hours in world history survey.
- c. Bilingual Education (K-12). Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Bilingual Education Teachers to include all of the following: upper division coursework in one (1) modern language other than English, including writing and literature, and advanced proficiency according to the American Council on the Teaching of Foreign Languages guidelines; cultural diversity; ESL/bilingual methods; linguistics, second language acquisition theory and practice; foundations of ESL/bilingual education, legal foundations of ESL/bilingual education, identification and assessment of English learners, biliteracy; at least one (1) semester credit hour in bilingual clinical field experience.
- d. Biological Science (5-9 or 6-12). Twenty (20) semester credit hours including coursework in each of the following areas: molecular and organismal biology, heredity, ecology and biological adaptation.
- e. Blended Early Childhood Education/Early Childhood Special Education (Birth - Grade 3). The Blended Early Childhood Education/Early Childhood Special Education (Birth - Grade 3) endorsement allows one to teach in any educational setting birth through grade three (3). To be eligible, a candidate must have satisfied the following requirements a minimum of thirty (30) semester credit hours in the philosophical, psychological, and methodological foundations, in instructional technology, and in the professional subject matter of early childhood and early childhood-special education. The professional subject matter shall include course work specific to the child from birth through grade three (3) in the areas of child development and learning; curriculum development and implementation; family and community relationships; assessment and evaluation; professionalism; clinical experience including a combination of general and special education in the

following settings: birth to age three (3), ages three to five (3-5), and grades K-3 general education.

- f. Blended Elementary Education/Elementary Special Education (Grade 4 - Grade 6). The Blended Elementary Education/Elementary Special Education (Grade 4 - Grade 6) endorsement allows one to teach in any grade four (4) through grade six (6) education setting, except in a middle school setting. This endorsement may only be issued in conjunction with the Blended Early Childhood Education/Early Childhood Special Education (Birth - Grade 3) endorsement. To be eligible for a Blended Elementary Education/Elementary Special Education (Grade 4 - Grade 6) endorsement, a candidate must have satisfied the following requirements: Completion of a program of a minimum of twenty (20) semester credit hours in elementary education and special education coursework to include: methodology and content knowledge (mathematics, literacy, science, health, physical education art), technology, assessment, and clinical experiences in grades four (4) through six (6).
- g. Chemistry (5-9 or 6-12). Twenty (20) semester credit hours in the area of chemistry, to include coursework in each of the following areas: inorganic and organic chemistry.
- h. Communication (5-9 or 6-12). Follow one (1) of the following options:
 - i. Option I -- Twenty (20) semester credit hours to include methods of teaching speech/communications plus course work in at least four (4) of the following areas: interpersonal communication/human relations; argumentation/personal persuasion; group communications; nonverbal communication; public speaking; journalism/mass communications; and drama/theater arts.
 - ii. Option II -- Possess an English endorsement plus at least twelve (12) semester credit hours distributed among the following: interpersonal communication/human relations, public speaking, journalism/mass communications, and methods of teaching speech/communication.
- i. Computer Science (5-9 or 6-12).
 - i. Twenty (20) semester credit hours of course work in computer science, including course work in the following areas: data representation and abstraction; design, development, and testing algorithms; software development process; digital devices systems network; and the role of computer science and its impact on the modern world; or
 - ii. Occupational teacher preparation pursuant to Board Policy IV.E.
- j. Deaf/Hard of Hearing (Pre-K-12). Completion of a minimum of thirty-three (33)

semester credit hours in the area of deaf/hard of hearing with an emphasis on instruction for students who use sign language or completion of a minimum thirty-three (33) semester credit hours in the area of deaf/hard of hearing with an emphasis on instruction for students who use listening and spoken language. Coursework to include: American Sign Language, listening and spoken language development, hearing assessment, hearing assistive technology, students with disabilities, pedagogy for teaching students who are deaf or hard of hearing, assessments, and clinical practice.

- k. Early Childhood Special Education (Pre-K-3). The Early Childhood Special Education (Pre-K-3) endorsement is non-categorical and allows one to teach in any Pre-K-3 special education setting. This endorsement may only be added to the Exceptional Child Generalist (K-8 or K-12) endorsement. To be eligible a candidate must have satisfied the following requirements: Completion of a program of a minimum of twenty (20) semester credit hours in the area of early childhood education to include course work in each of the following areas: child development and behavior with emphasis in cognitive-language, physical, social and emotional areas, birth through age eight (8); curriculum and program development for young children ages three to eight (3-8); transitional services; methodology: planning, implementing and evaluating environments and materials for young children ages three to eight (3-8); guiding young children's behavior: observing, assessing and individualizing ages three to eight (3-8); identifying and working with atypical young children ages three to eight (3-8) parent-teacher relations; and clinical practice at the Pre-K - 3 grades.
- l. Earth and Space Science (5-9 or 6-12). Twenty (20) semester credit hours including course work in each of the following areas: earth science, astronomy, and geology.
- m. Economics (5-9 or 6-12). Twenty (20) semester credit hours to include a minimum of three (3) semester credit hours of micro-economics, a minimum of three (3) semester credit hours of macro-economics, and a minimum of six (6) semester credit hours of personal finance/consumer economics/economics methods. Remaining course work may be selected from business, economics, or finance course.
- n. Engineering (5-9 or 6-12). Twenty (20) semester credit hours of engineering course work.
- o. English (5-9 or 6-12). Twenty (20) semester credit hours, including coursework in all of the following areas: grammar, American literature, British literature, multicultural/world literature, young adult literature, and literary theory. Additionally, a course in advanced composition, excluding the introductory sequence designed to meet general education requirements, and a course in secondary English language arts methods are required.

- p. English as a Second Language (ESL) (K-12). Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for ESL Teachers to include all of the following: a modern language other than English; cultural diversity; ESL methods; linguistics; second language acquisition theory and practice; foundations of ESL/bilingual education, legal foundations of ESL/bilingual education, identification and assessment of English learners; and at least one (1) semester credit in ESL clinical field experience.
- q. Exceptional Child Generalist (K-8, 6-12, or K-12). The Exceptional Child Generalist endorsement is non-categorical and allows one to teach in any special education setting, applicable to the grade range of the endorsement. Regardless of prior special education experience, all initial applicants must provide an institutional recommendation that an approved special education program has been completed, with clinical experience to include student teaching in an elementary or secondary special education setting. To be eligible, a candidate must complete thirty (30) semester credit hours in special education, or closely related areas, as part of an approved special education program.
- r. Geography (5-9 or 6-12). Twenty (20) semester credit hours including course work in cultural geography and physical geography, and a maximum of six (6) semester credit hours in world history survey. The remaining semester credit hours must be selected from geography.
- s. Geology (5-9 or 6-12). Twenty (20) semester credit hours in the area of geology.
- t. Gifted and Talented (K-12). Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Teachers of Gifted and Talented Students, to include coursework in the following areas of gifted and talented education: foundations, creative and critical thinking, social and emotional needs, curriculum, instruction, assessment and identification, differentiated instruction, program design, and clinical practice.
- u. Health (5-9, 6-12, or K-12). Twenty (20) semester credit hours to include course work in each of the following areas: organization/administration/planning of a school health program; health, wellness, and behavior change; secondary methods of teaching health, to include field experience in a traditional classroom; mental/emotional health; nutrition; human sexuality; substance use and abuse. Remaining semester credits must be in health-related course work. To obtain a Health K-12 endorsement, applicants must complete an elementary health methods course.
- v. History (5-9 or 6-12). Twenty (20) semester credit hours to include a minimum of six (6) semester credit hours of U.S. history survey and a minimum of six (6) semester credit hours of world history survey. Remaining course work must be in history. Course work may include three (3) semester credit hours in American

government.

w. Humanities (5-9 or 6-12). An endorsement in English, history, music, visual art, drama, or foreign language and twenty (20) semester credit hours in one of the following areas or ten (10) semester credit hours in each of two (2) of the following areas: literature, music, foreign language, humanities survey, history, visual art, philosophy, drama, comparative world religion, architecture, and dance.

x. Journalism (5-9 or 6-12). Follow one (1) of the following options:

i. Option I -- Twenty (20) semester credit hours to include a minimum of fourteen (14) semester credit hours in journalism and six (6) semester credit hours in English and/or mass communication.

ii. Option II -- Possess an English endorsement with a minimum of six (6) semester credit hours in journalism.

y. Literacy (K-12). Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Literacy Teachers to include the following areas: foundations of literacy (including reading, writing, listening, speaking, viewing, and language); development and diversity of literacy learners; literacy in the content area; literature for youth; language development; corrective/diagnostic/remedial reading; writing methods; and reading methods. To obtain a Literacy endorsement, applicants must complete the Idaho Comprehensive Literacy Course or the Idaho Comprehensive Literacy Assessment.

z. Mathematics (6-12). Twenty (20) semester credit hours including course work in each of the following areas: Euclidean and transformational geometry, linear algebra, discrete mathematics, statistical modeling and probabilistic reasoning, and the first two (2) courses in a standard calculus sequence. A minimum of two (2) of these twenty (20) credits must be focused on secondary mathematics pedagogy. Statistics course work may be taken from a department other than the mathematics department.

aa. Mathematics - Middle Level (5-9). Twenty (20) semester credit hours in Mathematics content course work in algebraic thinking, functional reasoning, Euclidean and transformation geometry and statistical modeling and probabilistic reasoning. A minimum of two (2) of these twenty (20) credits must be focused on secondary mathematics pedagogy. Six (6) semester credit hours of computer programming may be substituted for six (6) semester credits in mathematics content.

bb. Music (5-9 or 6-12 or K-12). Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Music Teachers to include course work in the following: theory and harmony; aural skills, music history; conducting; applied music; and piano proficiency (class piano or applied piano), and secondary

music methods/materials. To obtain a Music K-12 endorsement, applicants must complete an elementary music methods course.

cc. Natural Science (5-9 or 6-12). Follow one (1) of the following options:

i. Option I -- Must hold an existing endorsement in one of the following areas: biological science, chemistry, Earth science, geology, or physics; and complete a total of twenty-four (24) semester credit hours as follows:

1) Existing Biological Science Endorsement. Eight (8) semester credit hours in each of the following areas: physics, chemistry, and Earth science or geology.

2) Existing Physics Endorsement. Eight (8) semester credit hours in each of the following areas: biology, chemistry, and Earth science or geology.

3) Existing Chemistry Endorsement. Eight (8) semester credit hours in each of the following areas: biology, physics, and Earth science or geology.

4) Existing Earth science or Geology Endorsement. Eight (8) semester credit hours in each of the following areas: biology, physics, and chemistry.

i. Option II -- Must hold an existing endorsement in Agriculture Science and Technology; and complete twenty-four (24) semester credit hours with at least six (6) semester credit hours in each of the following areas: biology, chemistry, Earth science or geology, and physics.

dd. Online-Teacher (K-12). To be eligible for an Online-Teacher (K-12) endorsement, a candidate must have satisfied the following requirements:

i. Meets the state's professional teaching and/or licensure standards and is qualified to teach in his/her field of study.

ii. Provides evidence of online course time as a student and demonstrates online learning experience.

iii. Has completed an eight (8) week online clinical practice in a K-12 program, or has one (1) year of verifiable and successful experience as a teacher delivering curriculum online in grades K-12 within the past three (3) years.

iv. Provides verification of completion of a state-approved program of at least twenty (20) semester credit hours of study in online teaching and learning at an accredited college or university or a state-approved equivalent.

- v. Demonstrates proficiency in the Idaho Standards for Online Teachers.
- ee. Physical Education (PE) (5-9 or 6-12 or K-12). Twenty (20) semester credit hours to include course work in each of the following areas: personal and teaching competence in sport, movement, physical activity, and outdoor skills; secondary PE methods; administration and curriculum to include field experiences in physical education; student evaluation in PE; safety and prevention of injuries; fitness and wellness; PE for special populations; exercise physiology; kinesiology/biomechanics; motor behavior; and current CPR and first aid certification. To obtain a PE K-12 endorsement, applicants must complete an elementary PE methods course.
- ff. Physical Science (5-9 or 6-12). Twenty (20) semester credit hours in the area of physical science to include a minimum of eight (8) semester credit hours in each of the following: chemistry and physics.
- gg. Physics (5-9 or 6-12). Twenty (20) semester credit hours in the area of physics.
- hh. Psychology (5-9 or 6-12). Twenty (20) semester credit hours in the area of psychology.
- ii. Science – Middle Level (5-9). Twenty-four (24) semester credit hours in science content coursework including at least eight (8) credits in each of the following: biology, earth science, and physical science to include lab components. Science foundation standards must be met.
- jj. Social Studies (6-12). Must have an endorsement in history, American government/political science, economics, or geography plus a minimum of twelve (12) semester credit hours in each of the remaining core endorsements areas: history, geography, economics, and American government/political science.
- kk. Social Studies – Middle Level (5-9). Twenty (20) Semester credit hours in social studies content coursework including at least five (5) credits in each of the following: history, geography, and American government/political science or economics. Social studies foundations must be met.
- ll. Sociology (5-9 or 6-12). Twenty (20) semester credit hours in the area of sociology.
- mm. Sociology/Anthropology (5-9 or 6-12). Twenty (20) semester credit hours including a minimum of six (6) semester credit hours in each of the following: anthropology and sociology.
- nn. Teacher Leader. Teacher leaders provide technical assistance to teachers and other staff in the local education agency with regard to the selection and implementation of appropriate teaching materials, instructional strategies, and procedures to improve the educational outcomes for students. Candidates who

hold this endorsement facilitate the design and implementation of sustained, intensive, and job-embedded professional learning based on identified student and teacher needs.

i. Teacher Leader – Instructional Specialist – Eligibility of Endorsement. To be eligible for a Teacher Leader – Instructional Specialist endorsement on the Standard Instructional Certificate, a candidate must have satisfied the following requirements:

1) Education requirement: Hold a Standard Instructional Certificate. Content within coursework to include clinical supervision, instructional leadership, and advanced pedagogical knowledge, and have demonstrated competencies in the following areas: providing feedback on instructional episodes; engaging in reflective dialogue centered on classroom instruction, management, and/or experience; focused goal-setting and facilitation of individual and collective professional growth; understanding the observation cycle; and knowledge and expertise in data management platforms.

2) Experience: Completion of a minimum of three (3) years' full-time certificated teaching experience while under contract in an accredited school setting.

3) Provides verification of completion of a state-approved program of at least twenty (20) post baccalaureate semester credit hours of study at an accredited college or university or a state-approved equivalent. Program shall include ninety (90) supervised contact hours to include a combination of face-to-face and field-based professional development activities and evidence that knowledge gained and skills acquired are aligned with Idaho Teacher Leader Standards.

ii. Teacher Leader – Literacy – Eligibility for Endorsement. To be eligible for a Teacher Leader – Literacy endorsement on the Standard Instructional Certificate, a candidate must have satisfied the following requirements:

1) Education Requirements: Hold a Standard Instructional Certificate and have demonstrated content competencies in the Idaho Literacy Standards. Coursework and content domains required include foundational literacy concepts; fluency, vocabulary development, and comprehension; literacy assessment concepts; and writing process, which are all centered on the following emphases: specialized knowledge of content and instructional methods; data driven decision making to inform instruction; research-based differentiation strategies; and culturally responsive pedagogy for diverse learners.

2) Experience: Completion of a minimum of three (3) years' full-time

certificated experience while under contract in an accredited school setting.

- 3) Provides verification of completion of a state-approved program of at least twenty (20) post baccalaureate semester credit hours of study at an accredited college or university or a state-approved equivalent. Program shall include ninety (90) supervised contact hours to include a combination of face-to-face and field-based professional development activities and evidence that knowledge gained and skills acquired are aligned with Idaho Teacher Leader Standards. The candidate must meet or exceed the state qualifying score on appropriate state approved literacy content assessment.

iii. Teacher Leader – Mathematics – Eligibility for Endorsement. To be eligible for a Teacher Leader – Mathematics endorsement on the Standard Instructional Certificate, a candidate must have satisfied the following requirements:

- 1) Education Requirements: Hold a Standard Instructional Certificate and have demonstrated content competencies. Coursework and content domains required include number and operation, geometry, algebraic reasoning, measurement and data analysis, and statistics and probability, which are centered on the following emphases: structural components of mathematics; modeling, justification, proof, and generalization; and specialized mathematical knowledge for teaching.
- 2) Experience: Completion of a minimum of three (3) years' full-time certificated teaching experience while under contract in an accredited school setting.
- 3) Provides verification of completion of a state-approved program of at least twenty (20) post baccalaureate semester credit hours of study at an accredited college or university or a state-approved equivalent. Program shall include ninety (90) supervised contact hours to include a combination of face-to-face and field-based professional development activities and evidence that knowledge gained and skills acquired are aligned with Idaho Teacher Leader Standards. The candidate must meet or exceed the state qualifying score on appropriate state approved math content assessment.

iv. Teacher Leader – Special Education – Eligibility for Endorsement. To be eligible for a Teacher Leader – Special Education endorsement on the Standard Instructional Certificate, a candidate must have satisfied the following requirements:

- 1) Education Requirements: Hold a Standard Instructional Certificate

endorsed Generalist K-12, K-8, or 5-9 and have demonstrated content competencies in the following areas: assessment of learning behaviors; individualization of instructional programs based on educational diagnosis; behavioral and/or classroom management techniques; program implementation and supervision; use of current methods, materials, and resources available and management and operation of special education management platforms; identification and utilization of community or agency resources and support services; counseling, guidance, and management of professional staff; and special education law, including case law.

2) Experience: Completion of a minimum of three (3) years' full-time certificated experience, at least two (2) years of which must be in a special education classroom setting, while under contract in an accredited school setting.

3) Provides verification of completion of a state-approved program of at least twenty (20) post baccalaureate semester credit hours of study at an accredited college or university or a state-approved equivalent. Program shall include ninety (90) supervised contact hours to include a combination of face-to-face and field-based professional development activities and evidence that knowledge gained and skills acquired are aligned with Idaho Teacher Leader Standards.

oo. Teacher Librarian (K-12). Twenty (20) semester credit hours of coursework leading toward competency as defined by Idaho Standards for Teacher Librarians to include the following: collection development/materials selection; literature for children and/or young adults; organization of information to include cataloging and classification; school library administration/management; library information technologies; information literacy; and reference and information service.

pp. Theater Arts (5-9 or 6-12). Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Theater Arts Teacher, including coursework in each of the following areas: acting and directing, and a minimum of six (6) semester credits in technical theater/stagecraft. To obtain a Theater Arts (6-12) endorsement, applicants must complete a comprehensive methods course including the pedagogy of acting, directing and technical theater.

qq. Visual Arts (5-9, 6-12, or K-12). Twenty (20) Semester credit hours leading toward competency as defined by Idaho Standards for Visual Arts Teachers to include a minimum of nine (9) semester credit hours in: foundation art and design. Additional course work must include secondary arts methods, 2-dimensional and 3-dimensional studio areas. To obtain a Visual Arts (K-12) endorsement, applicants must complete an elementary art methods course.

rr. Visual Impairment (Pre-K-12). Completion of a program of a minimum of thirty (30)

semester credit hours in the area of visual impairment. An institutional recommendation specific to this endorsement is required. To be eligible for a Visually Impaired endorsement, a candidate must have satisfied the following requirements:

ss. World Language (5-9, 6-12 or K-12). Twenty (20) semester credit hours to include a minimum of twelve (12) intermediate or higher credits in a specific world language. Course work must include two (2) or more of the following areas: grammar, conversation, composition, culture, or literature; and course work in foreign language methods. To obtain an endorsement in a specific foreign language (K-12), applicants must complete an elementary methods course. To obtain an endorsement in a specific foreign language, applicants must complete the following:

- i. Score an intermediate high (as defined by the American Council on the Teaching of Foreign Languages or equivalent) on an oral proficiency assessment conducted by an objective second party; and
- ii. A qualifying score on a state approved specific foreign language content assessment, or if a specific foreign language content assessment is not available, a qualifying score on a state approved world languages pedagogy assessment).

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 24, 2022**

DIVISION OF CAREER TECHNICAL EDUCATION (Division)

SUBJECT

Board Policy IV.E. Division of Career Technical Education – Second Reading

REFERENCE

October 16-17, 2019	Board approved the second reading of proposed changes to Board Policy IV.E and pending rule amending IDAPA 08.02.02 removing language for CTE degree-based endorsements.
April 22, 2020	Board approved first reading of proposed amendments to Board Policy IV.E. grandfathering in certain occupational endorsements.
April 27, 2020	Board approved second reading proposed amendments to Board Policy IV.E.
August 26, 2020	Board approved first reading of proposed amendments to Board Policy IV.E.4.a. clarifying state programs administered by the Division.
October 21, 2020	Board approved second reading of proposed amendments to Board Policy IV.E. Division of Career Technical Education.
August 26, 2021	Board approved first reading of proposed amendments to Board Policy IV.E. updating career technical educator endorsement provisions.
October 21, 2021	Board approved second reading of proposed amendments to Board Policy IV.E.
June 15, 2022	Board approved first reading of proposed changes

APPLICABLE STATUTE, RULE, OR POLICY

State Board of Education Governing Policies and Procedures IV.E.
Sections 33-105, and 33-2202, Idaho Code
IDAPA 08.02.03.004

BACKGROUND/DISCUSSION

To be considered for, or to receive continued approval from the Division, a career technical education program must meet the approved program content standards. These standards had previously been incorporated by reference in IDAPA 08.02.03 along with the academic content standards. As part of the Governor's initiative on Zero Based Regulations and the request to limit or reduce what is included in Administrative Code, the Board started the process of moving these standards from IDAPA 08.02.03 to Board policy. The amended rules took affect when the Legislature adjourned *sine die* in March. Moving the program content standards into Board policy is the next and final step in the yearlong process.

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In addition to moving the program content standards into Board policy, the Division is also requesting the approval to add four program areas to the existing content standards. The career technical education program content standards are grouped in six major categories: Agricultural and Natural Resources; Business and Marketing Education; Engineering and Technology Education; Health Sciences; Family and Consumer Sciences; and Skilled and Technical Sciences. In addition to these six categories, the standards include a seventh area that is incorporated into the specific program categories: Workplace Readiness. Each major category is then made up of several program areas. As an example, Family and Consumer Sciences encompasses Culinary Arts Program Standards, Early Childhood Education Program Standards, Entrepreneurship Program Standards, and Hospitality and Tourism Program Standards. When the original career technical education program content standards were brought forward to the Board for approval they included only a subset of the existing standards. The intent at the time was that additional program standards would be brought forward each year until all of the standards had Board approval. Due to turn over in staff there was a lull in these activities. At this time the Division is requesting approval to add the following program content standards: Cybersecurity Program Content Standards, Electrical Program Content Standards, HVAC Program Content Standards, and Plumbing Program Content Standards. Cybersecurity will be added to Engineering and Technology Education while the remaining three programs will be added to Skilled and Technical Sciences.

The standards have been developed and updated through the Division's process for content standards, including the use of industry advisory boards, and are targeted toward ensuring programmatic quality and consistency across career technical education programs that is not currently being achieved due to varied interpretations of current language in these standards.

IMPACT

This policy amendment is the next step in the process that was started in 2021 to move the career technical education program standards from Administrative Code to Board policy.

ATTACHMENTS

- Attachment 1 – Board Policy IV.E. Second Reading
- Attachment 2 – Cybersecurity Program Content Standards
- Attachment 3 – Electrical Program Content Standards
- Attachment 4 – HVAC Program Content Standards
- Attachment 5 – Plumbing Program Content Standards

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Proposed changes between the first and second reading of the policy include adding the following program standards as provided in Attachments 2 through 5 to the existing program content standards incorporated by reference into the policy and updating the dates for the standards incorporated by reference in the policy.

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Staff recommends approval.

BOARD ACTION

I move to approve the second reading of Board Policy IV.E. Division of Career Technical Education as provided in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve of the Cybersecurity, Electric, HVAC, and Plumbing Program Content Standards as provided in Attachments 2 through 5.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: IV. ORGANIZATION SPECIFIC POLICIES AND PROCEDURES

Subsection: E. Division of Career Technical Education ~~October 2021~~ August 2022

1. Purpose.

The Division of Career Technical Education (Division) provides leadership and coordination for programs in career technical education in various parts of the state. The general purpose of the Division is to carry out the governing policies and procedures of the Board and the applicable provisions of state and federal career technical education regulations assigned to the Division.

2. Delegation of Authority

The Administrator is the chief program and administrative officer of the Division, is appointed by, and serves in this position at the pleasure of the Board. The Administrator of the Division of Career Technical Education serves as the chief executive officer of the statewide career technical education system with the responsibility to supervise and manage career technical education programs in Idaho within the framework of the Board's Governing Policies and Procedures for the organization, management, direction, and supervision of the agency and is held accountable by the Board for the successful functioning of the institution or agency in all of its units, divisions, and services pursuant to Board Policy I.E. Executive Officers. The Administrator shall report to the Board through the Executive Director. The Administrator is responsible for the preparation and submission, through the Executive Director, of any matters related to career technical education for Board review and action.

3. Definitions

- a. Concentrator means a secondary student enrolled in a capstone course.
- b. Local Education Agencies means a public school district or charter school, including specially chartered districts.
- c. Technical College Leadership Council (TCLC) means the career technical education deans of the six regional public technical colleges in Idaho.
- d. Technical Skill Assessment means an assessment given at the culmination of a pathway program during the capstone course and measures a student's understanding of the technical requirements of the occupational pathway.
- e. Workplace Readiness Assessment means an assessment of a career technical education student's understanding of workplace expectations.

4. Functions

The Division provides statewide leadership, administration, supervision, planning, and coordination for career technical education activities in Idaho. The major functions include:

- a. Statewide Administration: maintaining a qualified professional staff to provide statewide leadership and coordination for career technical education and the programs offered in accordance with applicable state and federal regulation, Fire Service Training and STAR Motorcycle Safety Program.
- b. Supervisory and Consultative Services: providing technical assistance to local education agencies to assist in the implementation and maintenance of career technical education programs including support and leadership for student organizations and education equity.
- c. Planning: assisting local education agencies in the development of annual plans and data collection and analyzing services for the establishment of a five-year plan, annual plans, and accountability reports from the local education agencies.
- d. Evaluation: conducting and coordinating career technical education evaluations in accordance with state and federal guidelines to monitor program activities and to determine the status of program quality in relation to established standards and access.
- e. Budget Preparation: preparing annual budgets and maintaining a statewide finance and accountability system.
- f. Program and Professional Improvement: initiating and coordinating research, curriculum development, process improvement, and staff development statewide.
- g. Management Information: collecting, analyzing, evaluating and disseminating data and program information which provides a comprehensive source of accurate, current, and easily accessible information for statewide decision making.
- h. Coordination: providing liaison with related state agencies and organizations, business and industry, and community-based organizations.

5. Organization.

The programs and services of the Division are organized into two (2) broad segments: (a) Regular Occupational Programs and (b) Special Programs and Support Services.

- a. Regular Occupational Programs are programs designed to prepare students at the secondary and postsecondary levels with the skills, knowledge, attitudes, and habits necessary for entry-level employment in recognized occupations in Idaho

regions, and may extend to the Northwest and nationally. These programs also provide the supplemental training to upgrade the skills of those citizens of Idaho who are currently employed. Regular programs include clusters and pathways in the following program areas:

- i. Agriculture, Food and Natural Resources;
- ii. Business and Marketing;
- iii. Engineering and Technology Education;
- iv. Family and Consumer Sciences and Human Services;
- v. Health Professions and Public Safety; and
- vi. Trades and Industry.

A program quality manager is employed in each program area to provide leadership and technical assistance to local education agencies.

- b. Special Programs and Support Services are special programs designed to serve students who are considered special populations, students with special needs, and include other program activities not considered occupational in nature. These programs include Single Parent/Displaced Homemaker, Education Equity, and middle school career technical education.
- c. Through state and federal regulations, or by contract for administration, the Division may supervise and manage other career technical training programs as appropriate.

6. Program Delivery

Career technical education programs are made available at three (3) levels in Idaho -- secondary, postsecondary, and workforce training.

7. Secondary Programs

- a. Secondary Programs are provided through participating local education agencies and career technical schools. Secondary programs are established by the Division and may be categorized as either a cluster program or a pathway program.
- b. Cluster Program: provides introductory and intermediate courses as an introduction to a career technical area and the opportunity to learn workplace readiness expectations. A cluster program must meet the following requirements:
 - i. Consist of a variety of foundation and intermediate courses within a single Career Cluster. The program does not culminate in a capstone course.
 - ii. Offer a program that is three or more semesters (or the equivalent) in length.
 - iii. Demonstrate a strong career/workplace readiness skills alignment.
 - iv. Participate in a related Career Technical Student Organization.

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- v. Maintain an active Technical Advisory Committee to guide program development and foster industry engagement.
 - vi. Require a nationally validated, industry-based Workplace Readiness Assessment created to evaluate skills and attitudes needed for success in the workplace administered by an approved developer as part of the program.
- c. Pathway Program: provides specific career area occupational preparation, the opportunity to learn workplace readiness expectations, and the knowledge and skill development required to transition into a similar postsecondary program. A pathway program must meet the following requirements:
 - i. Consist of a sequence of courses that culminate in a capstone course and aligns with Board approved career technical education content standards.
 - ii. Offer a program that is three or more semesters (or the equivalent) in length.
 - iii. Demonstrate a strong career/workplace readiness skills alignment.
 - iv. Participate in a related Career Technical Student Organization.
 - v. Maintain an active Technical Advisory Committee to guide program development and foster industry engagement.
 - vi. Require the Workplace Readiness Assessment as part of the program.
 - vii. Demonstrate alignment to similar postsecondary program outcomes as well as to relevant industry recognized standards.
 - viii. Offer work-based learning experience opportunities for students (paid or unpaid).
 - ix. Require a pathway-identified Technical Skill Assessment for all students enrolled in the capstone course (concentrators).
 - x. Ensure the program meets the requirements for concentrators to obtain Technical Competency Credit for aligned postsecondary programs.
 - xi. Require a nationally validated, industry-based technical skill assessment administered by an approved developer.
- d. All junior and senior concentrators are required to take the technical skill assessment associated with their program. In the event a senior concentrator is enrolled in a pathway program that does not yet have an approved technical skill assessment, that student will take only the workplace readiness assessment until the pathway program technical skill assessment has been approved.
- e. All seniors enrolled in more than one career technical education course are required to take the workplace readiness assessment.
- f. Secondary Program Approval

The Division accepts applications each year from local education agencies to establish new secondary career technical programs, change a program type or reactivate an inactive program. To be considered in a given fiscal year the application must be received no later than February 15. Only approved programs

are eligible to receive added-cost funds, or additional career technical education funding including, Idaho Program Quality Standards, Program Quality Initiative, Workforce Readiness Incentive Grant, and federal Perkins funding. In order to receive added-cost funds, a program must also be taught by an appropriately certified career technical education teacher. Career technical education teacher certification requirements are established in IDAPA 08.02.02. Applications must be submitted in a format established by the Administrator.

The Division will evaluate applications on standard criteria. Approval of new programs and reactivation of inactive programs will be based on available funding; priority will be given to pathway programs. A local education agency must demonstrate that, as part of its decision for creating, changing, or reactivating a career technical program, the local education agency has considered the recommendations from a local technical advisory committee. If such a committee does not already exist, the local education agency must create a committee for the express purpose of evaluating local and/or regional need for the proposed career technical program and for providing guidance on the application for such program. Applications must indicate if the program is a cluster or a pathway program and will be evaluated according to the specific program type. Denial of applications will be based on failure to meet the application requirements, including but not limited to missing deadlines, information, failure to meet minimum program requirements or failure to respond to any request for additional information within the timeframe specified in the application. Local education agencies will be notified of their application status on or before April 30 of the application year. Prior to receiving added-cost funds, the local education agency must submit the applicable statement of assurances, as outlined in the application approval letter.

- i. Comprehensive high school new cluster programs will be evaluated on the following criteria:
 - 1) Meeting minutes that reflect recommendations from the local technical advisory committee
 - 2) Alignment with one of four approved cluster program areas
 - 3) Provides basic workplace readiness skills
 - 4) Connection to a Career Technical Student Organization (CTSO) supported by the Division
 - 5) Representation on the technical advisory committee in alignment with the program area industry
 - 6) Realistic, applied learning, provided through lab and industry-related activities
 - 7) Facilities to accommodate the program with equipment and space
 - 8) Agreement with the Statement of Assurances, as defined in the application
- ii. Comprehensive high school new pathway programs will be evaluated on the following criteria:

- 1) Meeting minutes that reflect recommendations from the local technical advisory committee
 - 2) Alignment with one of the approved pathway programs established by the Division
 - 3) Provide basic workplace readiness skills
 - 4) Consists of sequential, intermediate and capstone courses that meet the minimum requirements
 - 5) Connection to a Career Technical Student Organization (CTSO) supported by the Division
 - 6) Technical advisory committee that includes representatives from the identified occupational pathway
 - 7) Realistic, applied learning, provided through lab and industry-related activities
 - 8) Work-based learning opportunities
 - 9) Regional need for the program, established through labor market data
 - 10) Alignment with Board-approved program standards
 - 11) Alignment to related postsecondary program
 - 12) Facilities to accommodate a pathway program with the appropriate and relevant equipment and space for the pathway
 - 13) Agreement with the Statement of Assurances, as defined in the application
- iii. Career Technical School (CTS) pathway programs must meet the evaluation criteria for a new pathway program, as well as the criteria outlined in IDAPA 55.01.03.
- g. Allowable Use of Added-Cost Funds

Added-cost funds are distributed to school districts to cover instructor and program expenses beyond those normally encountered by Idaho public schools at the secondary level. Allocations are calculated based on career technical education teacher full-time equivalency (FTE) and must be used to support all career technical education programs in the school districts. Added-cost funds may only be used for expenses directly related to an approved career technical education program in five (5) categories:

- i. Instructional and Program Promotion Materials and Supplies
- 1) Single copy reference materials, including single-user electronic reference materials
 - 2) Consumable student lab and classroom manuals
 - 3) Consumable materials and supplies that support the instructional program
 - 4) Workplace Readiness Assessment (WRA) and Technical Skill Assessment (TSA) exam costs (excluding retakes) for those exams administered outside the Division-funded testing window

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- 5) Web-based licensed products to support program instruction and management
- 6) Materials and supplies used in CTE program promotion
- ii. Equipment
 - 1) Equipment costing \$500 or more per unit cost and having an expected life greater than two years (software is not considered equipment)
 - 2) Computers and peripherals necessary for program instruction above and beyond equipment provided to academic classrooms
- iii. Salaries
 - 1) Time beyond the normal academic year to be defined as the last school session calendar day of the current year and before the first session calendar day of the subsequent year, which should be a documented agreement between the district and the CTE instructor
 - 2) Time during the normal academic year for CTSO advisors who travel and stay in hotels to attend state and national leadership conferences with their students, beyond the normal school week to include one (1) day for a state leadership conference and two (2) days for a national leadership conference
 - 3) For health professions programs only, time beyond the normal school day, i.e., evenings and weekends, for licensed professional teachers delivering required instruction to students at clinical sites
- iv. Contracts
 - 1) Services contracted by the district for maintaining and repairing CTE equipment and for operating and maintaining CTE labs and shops (e.g., equipment service contracts and hazardous waste disposal)
 - 2) Fees and expenses for supplemental specialized instruction (e.g., certified CPR trainer, OSHA certification instructor, short-term specialized instruction from subject matter expert, supplemental staff to supervise students in a clinical environment)
- v. Travel and Professional Expenses
 - 1) Instructor travel costs and fees for CTE-related professional development (e.g., conferences, seminars, workshops, state-sponsored meetings, summer conference, and back-to-industry experiences related to the CTE program)
 - 2) Instructor travel costs and fees related to CTE student activities and CTSO activities (e.g., conference registration fees, mileage, per diem, lodging)

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- 3) Instructor membership dues for professional associations and CTSO affiliations related to program area.
 - 4) Up to ten percent (10%) of the CTE added-cost funding for student transportation within the state to a state-approved CTSO leadership conference or event
- vi. Added-Cost Funds may not be used for:
- 1) Print textbooks, electronic textbooks, and/or other electronic media used as the primary source of content delivery
 - 2) Technology related to general instructional delivery (e.g., projectors, cell phones)
 - 3) Classroom equipment, supplies, and web-based licensed products that are provided to all district teachers and classrooms
 - 4) Fundraising equipment and supplies
 - 5) Equipment not related to program instruction
 - 6) Salaries and benefits for certified employees (i.e., teachers who hold certification) and classified employees (i.e., employees other than certified or professional teachers)
 - 7) Salaries and benefits to replace furlough days
 - 8) Salaries and benefits for district pre-service and/or in-service days
 - 9) Salaries and benefits for substitutes
 - 10) Contracted salaries or benefits to provide the basic instructional program
 - 11) Fees to obtain or renew teaching credentials and/or professional licenses
 - 12) Tuition and transcribed credits, including professional development credits
 - 13) Individual student travel fees and expenses
8. Occupational Specialist Certificate Endorsements, effective July 1, 2020. Pursuant to Section 33-1201, Idaho Code, every person employed in an elementary or secondary school in the capacity of a teacher must have a certificate issued under the authority of the State Board of Education. Certification requirements are established in IDAPA 08.02.02. Each certificate must have one or more endorsements indicating the occupational area the teacher is qualified in to provide instruction. Endorsement eligibility is determined by the Division of Career Technical Education. Career technical education endorsements consist of the following:
- a. Endorsements A-C
 - i. Administrative Services (6-12). Industry experience that indicates applied competence in the majority of the following areas: proficiency in word processing, spreadsheet, database, presentation, and technology media applications; accounting functions; legal and ethical issues that impact business; customer relations; business communication; and business office operations.
 - ii. Agribusiness (6-12). Industry experience that indicates applied competence in the majority of the following areas: plant and animal science; agricultural

- economic principles; business planning and entrepreneurship; agriculture business financial concepts and recordkeeping systems; risk management in agriculture; laws related to agriculture and landowners; marketing and sales plans; and sales.
- iii. Agriculture Food Science and Processing Technologies (6-12). Industry experience that indicates applied competence in the majority of the following areas: properties of food; principles of processing; post-processing operations; safety practices; and equipment and tools used in food processing.
 - iv. Agriculture Leadership and Communications (6-12). Industry experience that indicates applied competence in the majority of the following areas: applied communications and leadership through agricultural education; supervised agricultural experience; career opportunities in agricultural science, communications, and leadership; agriculture's impact on society; agricultural science principles; agricultural communication principles; and agricultural leadership principles.
 - v. Agriculture Mechanics and Power Systems (6-12). Industry experience that indicates applied competence in the majority of the following areas: safety practices; tools and hardware; metal technology; power systems; electricity; mathematical applications; insulation; and careers in agricultural mechanics and powers systems.
 - vi. Animal Science (6-12). Industry experience that indicates applied competence in the majority of the following areas: animal agricultural industries; nutritional requirements for livestock; livestock reproductive systems; principles of evaluation for animal selection; animal welfare, handling, and quality assurance; medication and care; disease transmission and care; harvesting and processing of animal products; and animal science risk management.
 - vii. Apparel/Textiles (6-12). Industry experience that indicates applied competence in the majority of the following areas: fashion trends; design sketches; color and fabric selection; production of clothing and accessories; and enhancement of function and safety.
 - viii. Applied Accounting (6-12). Industry experience that indicates applied competence in the majority of the following areas: accounting functions; accounting ethics; software application packages; financial statements; asset protection and internal controls; inventory records; long-term assets; and payroll procedures.
 - ix. Automated Manufacturing (6-12). Industry experience that indicates applied competence in the majority of the following areas: lab organization and safety practices, blueprint reading, measuring, computer-aided design (CAD); computer-aided manufacturing (CAM), computer numeric control (CNC), fundamental power system principles, manufacturing processes, electronic and instrumentation principles, machining, robotics and materials-handling systems, and additive (3D) printing.
 - x. Automotive Collision Repair (6-12). Industry experience that indicates applied competence in the majority of the following areas: auto body

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- collision-repair practices; tools; trade skills in refinishing, welding, and painting.
- xi. Automotive Maintenance and Light Repair (6-12). Industry experience that indicates applied competence in the majority of the following areas: service, maintenance, and repair practices for a wide variety of vehicles; and diagnosing, adjusting, repairing, and replacing individual vehicle components and systems.
 - xii. Business Digital Communications (6-12). Industry experience that indicates applied competence in the majority of the following areas: elements and principles of design and visual communications; professional communication skills; editing and proofreading; copyright and intellectual property law; portfolio development; content development strategy; branding and corporate identity; graphic communication production; video editing; web page development; web page design and layout; and web-related planning and organizational standards.
 - xiii. Business Management (6-12). Industry experience that indicates applied competence in the majority of the following areas: planning and organizing; directing, controlling and evaluating goals and accomplishments; financial decision-making; competitive analysis and marketing strategies; human resource management; customer relations; technology; project management; operations and inventory; and social responsibility.
 - xiv. Cabinetmaking and Bench Carpentry (6-12). Industry experience that indicates applied competence in the majority of the following areas: cabinetmaking and millwork production; cutting, refinishing, installing, and shaping of various materials; knowledge of industry standards and construction applications; hardware; and blueprint reading.
 - xv. Certified Welding (6-12). Industry experience that indicates applied competence in the majority of the following areas: fundamental print reading; measurement and layout/fit-up techniques; properties of metals; shielded metal arc welding (SMAW); gas metal arc welding (GMAW and GMAW-S); flux cored arc welding (FCAW-G); gas tungsten arc welding (GTAW); thermal cutting processes; welding codes; inspection and testing principles; and fabrication techniques.
 - xvi. Child Development and Services (6-12). Industry experience that indicates applied competence in the majority of the following areas: early childhood-education career paths and opportunities for employment; ethical conduct; advocacy for children; child/human development and learning; family and community relations; child observation, documentation, and assessment; positive relationships and supportive interaction; and approaches, strategies, and tools for early childhood education.
 - xvii. Commercial Photography (6-12). Industry experience that indicates applied competence in the majority of the following areas: ethics in photography, elements and principles of design composition, cameras and lenses, exposure settings, light sources, digital workflow, presentation techniques and portfolios, and production using industry standard software.

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- xviii. Computer Support (6-12). Industry experience that indicates applied competence in the majority of the following areas: basic network technologies, laptop support, PC support, printer support, operating systems, security, mobile device support, troubleshooting techniques, and trends in the industry.
 - xix. Construction Trades Technology (6-12). Industry experience that indicates applied competence in the majority of the following areas: comprehensive knowledge of structural systems and processes, classical and contemporary construction elements, knowledge of industry standards, knowledge of architecture, basic cabinetry and millwork, and blueprint reading.
 - xx. Cosmetology (6-12). Industry experience that indicates applied competence in the majority of the following areas: hair design; skincare; nail care; industry guidelines and procedures; entrepreneurship; and communications. Instructor must hold a current and valid Idaho license or certificate as a cosmetologist.
 - xxi. Culinary Arts (6-12). Industry experience that indicates applied competence in the majority of the following areas: experience as a chef in a full-service restaurant; business operations experience in the culinary/catering industry; communication and organization skills with customers and vendors; industry-recognized food safety and sanitation certification; knowledge of proper food handling, ingredients, food quality and control practices; culinary tools and equipment; cooking methods; meal preparation; menu planning principles and industry trends and career options.
- b. Endorsements D-N
- i. Dental Assisting (6-12). Industry experience that indicates applied competence in the majority of the following areas: dental professions pathways; ethics in dental practice; nutrition as related to oral health; infection control; occupational safety; dental-related anatomy and pathology; dental anesthesia; dental assisting skills; dental materials; and dental radiology. Instructor must hold a current and valid Idaho license or certificate as a dental assistant, dental hygienist, or dentist.
 - ii. Digital Media Production (6-12). Industry experience that indicates applied competence in the majority of the following areas: graphic design industry structure; elements and principles of design composition; visual communication; industry-standard software production; ethics and graphic design; digital portfolios; mathematical skills as related to design; communication skills; editing and proofreading; video editing; digital media and production; dissemination techniques and methods; broadcasting equipment, camera, and lens operations; light sources; presentation techniques; public speaking; and writing skills.
 - iii. Drafting and Design (6-12). Industry experience that indicates applied competence in the majority of the following areas: technical drawings, scale drawings, architectural drafting, mechanical drafting, orthographic

- projection, two- and three-dimensional drawings, manual drafting, and computer aided design.
- iv. Ecology and Natural Resource Management (6-12). Industry experience that indicates applied competence in the majority of the following areas: ecological concepts and scientific principles related to natural resource systems; forest types; forest management components and practices; fire ecology and management; importance and application of GPS/GIS in natural resource management; fish and wildlife ecology; and mineral and energy resources management.
 - v. Electrical Technology (6-12). Industry experience that indicates applied competence in the majority of the following areas: digital and solid-state circuits, DC principles, AC concepts, soldering techniques, circuits, and electrician-associated electronic components and tools. Instructor must hold a current and valid Idaho license or certificate as an electrician.
 - vi. Electronics Technology (6-12). Industry experience that indicates applied competence in the majority of the following areas: digital and solid-state circuits; DC principles; AC principles; soldering techniques; circuits; digital electronics; electronic circuits; electronic devices; and electronic digital circuitry simulations and associated electronic components and tools.
 - vii. Emergency Medical Technician (EMT) (6-12). Industry experience that indicates applied competence in the majority of the following areas: fundamental knowledge of the emergency management services (EMS) system; medical and legal/ethical issues in the provision of emergency care; EMS systems workforce safety and wellness; documentation; EMS system communication; therapeutic communication; anatomy and physiology; medical terminology; pathophysiology; and lifespan development (per the EMR and EMT sections of the Idaho EMS Education Standards located on the Idaho Department of Health and Welfare website). Instructor must have passed the National Registry exam. Instructor must hold a current and valid Idaho EMS license or certificate and be certified as an EMT instructor through Idaho EMS.
 - viii. Firefighting (6-12). Industry experience that indicates applied competence in the majority of the following areas: knowledge of local, state, and federal laws and regulations; firefighting procedures; firefighting tactics; firefighting equipment and vehicles; EMT basic training; first aid and CPR training; and reporting requirements under Idaho criminal code. Instructor must hold a current and valid Idaho license or certificate as an EMT and firefighter.
 - ix. Graphic Design (6-12). Industry experience that indicates applied competence in the majority of the following areas: the graphic design industry; elements and principles of design and visual communication; production using industry standard software; branding and corporate identity; ethical and legal issues related to graphic design; portfolio development and evaluation; mathematics for visual communications; communication; editing and proofreading; graphic design in digital media; and applied art.

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- x. HVAC Technology (6-12). Industry experience that indicates applied competence in technical subjects and skills related to the HVAC trade as approved by the Idaho HVAC Board and the Idaho State Board for Career Technical Education: installing, altering, repairing, and maintaining HVAC systems and equipment including air conditioners, venting or gas supply systems, ductwork, and boilers. Instructor must hold a current and valid Idaho license or certificate as an HVAC Technician.
- xi. Heavy Equipment/Diesel Technology (6-12). Industry experience that indicates applied competence in the majority of the following areas: knowledge of diesel engine service; preliminary inspection; identification and repair of vehicle components; preventative maintenance; and heavy equipment applications.
- xii. Hospitality Management (6-12). Industry experience that indicates applied competence in the majority of the following areas: business structures; economics; human resources; sales and marketing; finance and budgeting; safety and security; legal and ethical considerations; event planning and management; teamwork; communication skills; lodging operations; and food and beverage operations.
- xiii. Hospitality Services (6-12). Industry experience that indicates applied competence in the majority of the following areas: careers in the hospitality and tourism industry; customer service; event planning implementation; procedures applied to safety, security, and environmental issues; practices and skills involved in lodging occupations and travel-related services; and facilities management.
- xiv. Industrial Mechanics (6-12). Industry experience that indicates applied competence in the majority of the following areas: industrial mechanics knowledge; shop skills; diagnostic and repair techniques; welding; hydraulic; electronic systems; and maintenance and preventative maintenance.
- xv. Journalism (6-12). Industry experience that indicates applied competence in the majority of the following areas: legal and ethical issues related to journalism and photojournalism, principles and techniques of media design, design formats, journalistic writing, social media and digital citizenship, and media leadership.
- xvi. Law Enforcement (6-12). Industry experience that indicates applied competence in the majority of the following areas: knowledge of local, state, and federal laws and regulations; defensive strategies; investigative strategies; search principles and strategies; tactical procedures; vehicle operations; knowledge of weapons and use where appropriate; first aid and CPR training; social and psychological sciences; and identification systems.
- xvii. Marketing (6-12). Industry experience that indicates applied competence in the majority of the following areas: economic systems; international marketing and trade; ethics; external factors to business; product/service management; pricing; distribution channels; advertising; sales promotion; public relations; retail management; market research and characteristics; digital marketing; and financing and financial analysis.

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- xviii. Medical Assisting (6-12). Industry experience that indicates applied competence in the majority of the following areas: human anatomy, physiology and pathology, medical terminology, pharmacology, clinical and diagnostic procedures, medication administration, patient relations, medical law and ethics, scheduling, records management, and health insurance. Instructor must hold a current and valid medical assistant certification as evidenced in the national registry.
 - xix. Networking Support (6-12). Industry experience that indicates applied competence in the majority of the following areas: PC hardware configuration, fundamental networking technologies, operating systems, basic networking, basic security, and basic network configurations.
 - xx. Nursing Assistant (6-12). Industry experience that indicates applied competence in the majority of the following areas: scope of practice; ethics and legal issues; communication and interpersonal relationships; documentation; care practices; infection prevention; human anatomy and physiology; medical terminology; personal care procedures; physiological measurements; nutritional requirements and techniques; procedures and processes related to elimination; quality patient environment; patient mobility; admission, transfer, and discharge procedures; care of residents with complex needs; and safety and emergency. Instructor must hold a current and valid Idaho registered nursing license and be approved as a certified CNA primary instructor through Idaho Department of Health and Welfare.
- c. Endorsements O-W
- i. Ornamental Horticulture (6-12). Industry experience that indicates applied competence in the majority of the following areas: safety practices; plant anatomy; plant physiology; plants identification skills; growing media; plant nutrition; integrated pest management; plant propagation; ornamental horticulture crops; business concepts; plant technologies; ornamental design standards; and career opportunities in ornamental horticulture.
 - ii. Pharmacy Technician (6-12). Industry experience that indicates applied competence in the majority of the following areas: patient profile establishment and maintenance; insurance claim preparation; third-party insurance provider correspondence; prescription and over-the-counter medications stocking and inventorying; equipment and supplies maintenance and cleaning; and cash register operation. Instructor must be a pharmacist, registered nurse, or pharmacy technician holding a current and valid Idaho license or certification.
 - iii. Plant and Soil (6-12). Industry experience that indicates applied competence in the majority of the following areas: plant anatomy and identification; plant processes, growth, and development; soil and water; plant nutrition; integrated pest management; careers and technology; and safety.
 - iv. Plumbing Technology (6-12). Industry experience that indicates applied competence in technical subjects and skills related to the plumbing trade as

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- approved by the Idaho Plumbing Board and the Idaho Board for Career Technical Education: repairing, installing, altering, and maintaining plumbing systems and fixtures including interconnecting system pipes and traps, water drainage, water supply systems, and liquid waste/sewer facilities. Instructor must hold a current and valid Idaho license or certificate as a plumber.
- v. Pre-Engineering Technology (6-12). Industry experience that indicates applied competence in the majority of the following areas: lab safety; impacts of engineering; ethics of engineering; design process; documentation; technical drawing; 3D modeling; material science; power systems; basic energy principles; statistics; and kinematic principles.
 - vi. Precision Machining (6-12). Industry experience applied the majority of the following areas: precision machining practices; tools used to shape parts for machines; industrial mechanics; shop skills; safety in practice; blueprint reading; and diagnostic and repair techniques.
 - vii. Programming and Software Development (6-12). Industry experience that indicates applied competence in the majority of the following areas: basic programming principles; problem solving; programming logic; validation; repetition; programming classes, exceptions, events, and functionality; arrays and structure; design principles; system analysis; and implementation and support.
 - viii. Rehabilitation Services (6-12). Industry experience that indicates applied competence in the majority of the following areas: ethical, legal, and professional responsibilities; medical terminology; anatomy and physiology; roles and responsibilities of the rehabilitation team; patient care skills; therapeutic interventions; and common pathologies. Instructor must be a health professional holding a current and valid Idaho license or certificate in his/her field of study.
 - ix. Small Engine Repair/Power Sports (6-12). Industry experience that indicates applied competence in the majority of the following areas: small gasoline engine construction and performance; industry-related resources; equipment used to diagnose and troubleshoot issues; repair; entrepreneurship; and customer service.
 - x. Web Design and Development (6-12). Industry experience that indicates applied competence in the majority of the following areas: web page development, web page design and layout, integration of web pages, web planning and organizational standards, and web marketing.
 - xi. Work-Based Learning Coordinator (6-12). Educators assigned to coordinate approved work-based experiences must hold this endorsement. Applicants must hold an occupational endorsement on the Degree Based Career Technical Certificate or Occupational Specialist Certificate, and complete coursework in coordination of work-based learning programs.
- d. The following career technical education endorsements awarded prior to July 1, 2020 shall be grandfathered and shall not be awarded after July 1, 2020:

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- i. Agricultural Business Management (6-12)
- ii. Agricultural Power Machinery (6-12)
- iii. Agricultural Production (6-12)
- iv. Animal Health and Veterinary Science (6-12)
- v. Aquaculture (6-12)
- vi. Business Management/Finance (6-12)
- vii. Child Development Care and Guidance (6-12)
- viii. Culinary Arts (6-12)
- ix. Dietitian (6-12)
- x. Farm and Ranch Management (6-12)
- xi. Fashion and Interiors (6-12)
- xii. Food Service (6-12)
- xiii. Forestry (6-12)
- xiv. Horticulture (6-12)
- xv. Information/Communication Technology (6-12)
- xvi. Microcomputer Applications (6-12)
- xvii. Natural Resource Management (6-12)
- xviii. Networking and Computer Support (6-12)
- xix. Orientation to Health Professions (6-12)
- xx. Programming and Web Design (6-12)
- e. Degree Based Career Technical Certificate Endorsements:
 - i. Agricultural Science and Technology (6-12). Thirty (30) semester credit hours to include coursework in methods of teaching agricultural science and technology, agriculture education, agriculture mechanics, agriculture business management, soil science, animal science, plant science, and horticulture.
 - ii. Business Technology Education (6-12). Twenty (20) semester credit hours to include coursework in methods of teaching business technology education, accounting, computer and technical applications in business, economics, business communication/writing, finance, marketing, business management, and office procedures. Additional coursework may include entrepreneurship or business law.
 - iii. Computer Science (6-12). Successful attainment of an Institutional Recommendation for the Computer Science (6-12) endorsement on a Standard Instructional Certificate, completion of coursework satisfying Section 04.b above, and related industry experience satisfying Section 4.c above.
 - iv. Engineering (6-12). Successful attainment of an Institutional Recommendation for the Engineering (6-12) endorsement on a Standard Instructional Certificate, completion of coursework satisfying Section 04.b above, and related industry experience satisfying Section 04.c above.
 - v. Family and Consumer Sciences (6-12). Thirty (30) semester credit hours to include coursework in methods of teaching family and consumer sciences; foundations of family and consumer sciences; consumer economics and family resources; child/human development; early childhood laboratory or

practicum teaching experience; family and interpersonal relationships; food safety; the science of food preparation or culinary arts; lifespan nutrition and wellness; living environments and interior design; and apparel and textiles. Additional coursework may include hospitality and tourism, and entrepreneurship.

- vi. Marketing Technology Education (6-12). Twenty (20) semester credit hours to include coursework in methods of teaching marketing technology education, marketing, business management, economics, merchandising/retailing, finance, and accounting. Additional coursework may include entrepreneurship.
- vii. Technology Education (6-12). Twenty (20) semester credit hours to include coursework in methods of teaching technology education; communication technology; computer applications; construction technology; electronics technology; manufacturing technology; power, energy, and transportation; principles of engineering design; and other relevant emerging technologies.

9. Postsecondary Programs

- a. Postsecondary Programs are provided through the state system of six (6) regional technical colleges. Postsecondary programs are defined in Board Policy III.E and are reviewed by the Administrator. In accordance with Board Policy III.G., the Administrator shall meet with the Technical College Leadership Council (TCLC) on a regular basis. The regional technical colleges are:
 - i. College of Western Idaho (Nampa)
 - ii. College of Southern Idaho (Twin Falls)
 - iii. College of Eastern Idaho (Idaho Falls)
 - iv. Idaho State University College of Technology (Pocatello)
 - v. Lewis-Clark State College (Lewiston)
 - vi. North Idaho College (Coeur d'Alene)
- b. Workforce Training Programs are primarily provided through the six (6) regional technical colleges to provide upgrading and retraining programs for persons in the work force and to support regional industry needs. These offerings range from brief seminar classes to intensive courses which normally are fewer than 500 hours of annual instruction.

10. Program Content Standards

Approved career technical education programs must meet the follow program content standards approved by the Board:

- a. Agricultural and Natural Resources, as revised and adopted on August 29, 2019.
- b. Business and Marketing Education, as revised and adopted on August 29, 2019
- c. Engineering and Technology Education, as revised and adopted on August 29, 2019. 24, 2022

- d. Health Sciences, as adopted on August 29, 2019.
- e. Family and Consumer Sciences, as revised and adopted on June 3, 2022.
- f. Skilled and Technical Sciences, as revised and adopted on August ~~29, 2019,~~ 24, 2022.
- g. Workplace Readiness, as adopted on June 16, 2016.

~~40~~11. The Idaho Agricultural Education Quality Program Standards shall be used to evaluate the quality of Agricultural, Food and Natural Resource education programs. The Idaho Agricultural Education Quality Program Standards as approved August 14, 2014, are adopted and incorporated by reference into this policy. The standards may be found on the Division of Career Technical Education website at <http://cte.idaho.gov>.

~~44~~12. Internal Policies and Procedures

The chief executive officer may establish additional policies and procedures for the internal management of the Division of Career Technical Education that complement, but do not supplant, the Governing Policies and Procedures of the Board. Such internal policies and procedures are subject to Board review and action.

~~42~~13. Industry Partner Fund

In an effort to increase the capacity of each of Idaho's six public technical colleges to work with regional industry partners to provide a "rapid response to gaps in skills and abilities," Idaho has established the Industry Partner Fund. The purpose of the fund is to provide funds that give the technical colleges the flexibility to work with Idaho employers to provide "timely access to relevant college credit and non-credit training and support projects."

a. Industry Partner Fund Definitions:

- i. Technical College Leadership Council (TCLC) means the career technical education deans of Idaho's six public technical colleges
- ii. Wage threshold means evidence that training will lead to jobs that provide living wages appropriate to the local labor market or local standard of living.
- iii. Regional means the six defined career technical service regions pursuant to Board Policy III.Z.
- iv. Support project means supplemental items, activities, or components that may enhance program outcomes (such as job analysis, placement services, data collection and follow up, workplace readiness skills training, etc.)
- v. Regional industry partners means employers that operate in Idaho and/or serve as a talent pipeline for Idaho students and employees.
- vi. Impact potential means the extent to which the training or project will increase regional capacity to meet talent pipeline needs. May include number of students or employees affected, associated wages, and long-term regional improvement or sustainability. May also include the timeframe for implementation.

- vii. Demonstrated commitment means the promissory financial commitment made by the partner employer that includes cash or in-kind contribution to the project.

b. Roles and Responsibilities

The Administrator and TCLC are jointly responsible for reviewing and administering the application process for accessing Industry Partner Fund monies.

The TCLC, in accordance with the deadlines outlined in the following section, shall conduct the preliminary review of all proposals to ensure they meet the eligibility requirements and align with legislative intent. Each institution shall have one vote on the TCLC throughout the recommendation process. Deans shall not vote on proposals from their institution. The TCLC shall make recommendations to the division administrator to approve, deny, or modify submitted proposals.

The Administrator shall review all eligible proposals and make the final determination on the award of those proposals.

The Division shall be responsible for management and distribution of all moneys associated with the fund.

c. Submission and Review Process

Proposals will be accepted quarterly, on a schedule set by the Division. The TCLC shall provide the Administrator with recommendations on which proposals to award within 14 calendar days of the closing date of the application period. Pursuant to language outlined in Section 33-2213, Idaho Code, the TCLC and the Administrator will notify the technical college within 30 days of submission of their proposal as to whether their proposal was approved.

Submitted proposals must contain all required supporting documentation, as outlined by the Administrator, the TCLC, and as specified in the application.

Proposals must be signed by the College Dean, Financial Vice President/Chief Fiscal Officer, Provost/Vice President for Instruction, and institution President.

Proposals must outline how the institution and industry partner(s) are unable to meet industry need with existing resources.

d. Eligibility Criteria

Each proposal will be reviewed and evaluated according to the following criteria:

- i. The extent to which the proposal meets regional demand
- ii. Relevant labor market information, which must include, but is not limited to, Idaho Short Term Projections (Idaho Department of Labor)

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- iii. Wage thresholds – low wage program starts should be accompanied with appropriate justification including regional economic demand.
- iv. Impact potential
- v. Degree of employer commitment
- vi. The extent to which the proposal aligns with and/or supports career technical education programs and relevant workforce training
- vii. the anticipated administrative costs
- viii. any special populations that may benefit from the proposed education or training
- ix. sustainability of the program

Preference will be given to proposals that include:

- i. Multiple employers
- ii. Higher number of impacted workers
- iii. Demonstrated commitment (highest consideration will be given to proposals with a matching component)

Each college may submit more than one proposal per quarter. In the event a qualified proposal isn't selected in the quarter in which it was submitted, the proposal may be resubmitted the following quarter. Resubmission of an eligible proposal is not a guarantee of future awards.

e. Distribution and Use of Funds

The Administrator, in awarding funds, shall ensure that funds are available each quarter. As such, the Administrator may adjust or reduce the award amount to an accepted proposal. These adjustments or reductions shall be made in consultation with the TCLC and the technical college impacted and will ensure the original intent of the proposal can still be met.

Funds will be distributed on a one-time basis; renewal proposals may be submitted, based on the nature of the project or training.

Industry Partner Fund moneys may be used for:

- i. Facility improvement/expansion
- ii. Facility leasing
- iii. Curriculum development
- iv. Salaries and benefits (if the training program needs are anticipated to go beyond the initial award, the college must provide additional details on long-term sustainability of the position filled through the fund)
- v. Staff development
- vi. Operating expenses
- vii. Equipment and supplies
- viii. Travel related to the project
- ix. Approved administrative costs, as outlined in the application

Funds may not be used for:

- i. Real property
 - ii. indirect costs
 - iii. the cost of transcribing credits
 - iv. tuition and fees
 - v. materials and equipment normally owned by a student or employee for use in the program or training
- f. Performance Measures and Reporting Requirements
In accordance with the approved proposal, colleges shall provide a quarterly update and closeout report on elements such as:
 - i. Number of affected workers
 - ii. Number of enrolled or participating students
 - iii. Placement rate of training completers
 - iv. Average wages and any wage differential
 - v. Industry match
 - vi. If practicable, Idaho public college credits, certificates, certifications, qualifications or micro certifications of value toward postsecondary certificates or degrees.
 - vii. Funds obligated and expended. Any funds not obligated within 18 months of the initial award shall revert back to the fund.



2022 Cybersecurity

Program Standards

CONTENT STANDARD 1.0: Demonstrate Cybersecurity Career Basics

Performance Standard 1.1: Identify Cybersecurity Career Pathways

- 1.1.1 Identify career pathways in cybersecurity.
- 1.1.2 Identify industry certification options for career pathways.
- 1.1.3 Identify postsecondary options that will advance career pathway goals.

Performance Standard 1.2: Identify the Role of Cybersecurity and Professional Mindsets

- 1.2.1 Describe the objective of cybersecurity in businesses and organizations.
- 1.2.2 Identify the mindsets and traits (e.g., continuous learning, passion, integrity, curiosity) of the cybersecurity professional.

CONTENT STANDARD 2.0: Demonstrate Cybersecurity Fundamentals

Performance Standard 2.1: Identify Cybersecurity Concepts

- 2.1.1 Describe data and data types.
- 2.1.2 Explain the CIA model (confidentiality, integrity, availability).
- 2.1.3 Explain the concepts of authentication, authorization and auditing (AAA).
- 2.1.4 Identify basic cryptography concepts, methods, and uses.
- 2.1.5 Identify the concepts of access control principles.
- 2.1.6 Identify access control models.
- 2.1.7 Explain the principle of least privilege.
- 2.1.8 Describe Zero Trust architecture.
- 2.1.9 Identify techniques to protect data in all three states (i.e., “data in use”, “data at rest” and “data in motion”).
- 2.1.10 Explain types of vulnerabilities, exploits, and cyber threats.
- 2.1.11 Identify the common types of cyber threat actors.
- 2.1.12 Describe the phases of Cyber Kill Chain framework
- 2.1.13 Describe vulnerability management.
- 2.1.14 Explain the importance of asset inventory.
- 2.1.15 Define *risk* and *risk management*.
- 2.1.16 Describe the value of risk assessment.
- 2.1.17 Describe the importance of cybersecurity policies and procedures.

Performance Standard 2.2: Explain Law and Ethics Related to Cybersecurity

- 2.2.1 Explain ethical and legal issues related to cybersecurity.
- 2.2.2 Describe ethical hacking and non-ethical hacking.
- 2.2.3 Identify cyber laws and regulations for individuals and businesses.
- 2.2.4 Explain the importance of protecting intellectual property.

CONTENT STANDARD 3.0: Demonstrate Cybersecurity Skills on Systems and Networks

Performance Standard 3.1: Work with Systems

- 3.1.1 Compare storage media.
- 3.1.2 Describe the architecture of a computer.
- 3.1.3 Compare read-only memory (ROM) and random-access memory (RAM).
- 3.1.4 Describe basic boot methods and boot order.
- 3.1.5 Compare the file structures of Windows and Linux.
- 3.1.6 Describe password policies.
- 3.1.7 Identify programming languages used in cybersecurity.
- 3.1.8 Program with a text-based language (e.g., Python), using version control, unit testing and recommended styles and idioms.



3.1.9 Describe the role of Bash and PowerShell, used by cybersecurity analysts.

Performance Standard 3.2: Work with Networks and the Internet

3.2.1 Describe types of area networks (e.g., LAN, WAN, MAN).

3.2.2 Describe various network communication technologies (e.g., Wi-Fi, mobile data, Ethernet).

3.2.3 Identify networkable devices (i.e., Internet of Things [IoT]), their categories, benefits and security risks.

3.2.4 Compare the Open Systems Interconnection (OSI) model and the TCP/IP model.

3.2.5 Describe tools and techniques available to identify networking interfaces and their settings.

3.2.6 Describe the following network services: Address Resolution Protocol (ARP), Dynamic Host Configuration Protocol (DHCP), and Domain Name System (DNS).

3.2.7 Describe subnetting of Layer 3 addresses.

3.2.8 Identify the common TCP and UDP ports used in networking.

3.2.9 Compare the two transport methods used in Layer 4 of the OSI model within the TCP/IP stack.

3.2.10 Describe the use of an access control list on an interface.

3.2.11 Describe the use of IP tables for access control.

3.2.12 Describe the use of Windows firewall for access control.

3.2.13 Compare communication types: unicast, broadcast, multicast, and anycast.

3.2.14 Describe the purposes and types of virtual access.

3.2.15 Define *Cloud Computing*.

CONTENT STANDARD 4.0: Demonstrate Cybersecurity Operations

Performance Standard 4.1: Manage Systems, Servers, and Network Operations

4.1.1 Install and configure Windows desktop operating system.

4.1.2 Install and configure Linux desktop operating system.

4.1.3 Install and configure server operating system.

4.1.4 Manage a desktop operating system through its lifecycle.

4.1.5 Manage a server operating system through its lifecycle.

4.1.6 Recover a desktop operating system

4.1.7 Recover a server operating system.

4.1.8 Explain reasons and options for segmentation.

4.1.9 Describe the value of logging and monitoring.

4.1.10 Obtain information and navigate an operating system, using command line.

4.1.11 Perform basic configurations for routers and switches.

4.1.12 Implement IP addressing schemes, given an address space.

4.1.13 Map different network layer identifiers for a process.

4.1.14 Describe network device port security and hardening.

4.1.15 Describe operating system hardening.

4.1.16 Apply encryption methods and tools to decipher encrypted data.

4.1.17 Identify different options for redundancy.

4.1.18 Implement redundancy.

4.1.19 Identify important data or systems that need redundancy.

4.1.20 Define *high availability* (HA).

Performance Standard 4.2: Demonstrate Troubleshooting Techniques

4.2.1 Describe basic hardware and software problems, using industry terminology.

4.2.2 Describe troubleshooting techniques used with hardware and software to identify and fix errors.

4.2.3 Implement systematic troubleshooting strategies used with hardware and software to identify and fix errors.

CONTENT STANDARD 5.0: Mitigate Risk and Vulnerability



Performance Standard 5.1: Manage Risk

- 5.1.1 Perform device discovery.
- 5.1.2 Identify types of tools that can be used to monitor, collect, and analyze information across platforms
- 5.1.3 Describe how a security framework is used to assess the security posture of an enterprise environment.
- 5.1.4 Define *defense in depth*.
- 5.1.5 Describe social engineering.

Performance Standard 5.2: Explore Penetration Testing

- 5.2.1 Explain the proper use of penetration testing versus vulnerability scanning.
- 5.2.2 Describe the steps of a penetration test and its role in securing a business.
- 5.2.3 Identify the Open Web Application Security Project (OWASP) Top 10.
- 5.2.4 Identify Common Vulnerability and Exposure (CVE), a list of specific vulnerabilities for specific products.

Performance Standard 5.3: Explore Physical Security

- 5.3.1 Describe the different types of attacks that affect physical security.
- 5.3.2 Describe physical access controls.

CONTENT STANDARD 6.0: Explore Incident Response

Performance Standard 6.1: Explore Incident Response, Digital Forensics, and Recovery

- 6.1.1 Define *incident response*.
- 6.1.2 Describe the steps of incident response.
- 6.1.3 Explain basic forensic concepts and practices including eDiscovery, documentation, chain of custody, and data transport.
- 6.1.4 Describe the importance of policies and procedures in incident response.
- 6.1.5 Define *recovery*.



2022 Electrical Technician

Program Standards

CONTENT STANDARD 1.0: Demonstrate Electrical Technician Career Basics

Performance Standard 1.1: Identify Electrical-Related Career Pathways and Regulations

- 1.1.1 Identify and maintain licensing and industry credentialing requirements.
- 1.1.2 Research postsecondary apprenticeship program opportunities and requirements.
- 1.1.3 Identify residential, commercial, and industrial career opportunities.
- 1.1.4 Identify elements of jobsite timeline coordination for an electrical project.
- 1.1.5 Identify the importance of job site timeline coordination with other trades.

CONTENT STANDARD 2.0: Practice Jobsite and Tool Safety

Performance Standard 2.1: Practice Jobsite Safety

- 2.1.1 Explain the requirements for and information included on safety data sheets (SDS).
- 2.1.2 Don personal protective equipment (PPE) for any electrical hazard identified, in accordance with NFPA 70E (Standard for Electrical Safety).
- 2.1.3 Describe the effects of electrical shock on the human body.
- 2.1.4 Explain how to verify that circuits are de-energized.
- 2.1.5 Demonstrate proper material handling, storage, use, and disposal.
- 2.1.6 Demonstrate precautions for ladder safety.
- 2.1.7 Describe stairway and scaffold hazards and precautions.
- 2.1.8 Describe jobsite energy hazards and proper lockout/tagout procedures.
- 2.1.9 Identify the location and the types of fire extinguishers and other fire equipment.
- 2.1.10 Demonstrate procedures for using fire extinguishers and other fire safety equipment.
- 2.1.11 Earn the OSHA-10 card (Construction).

Performance Standard 2.2: Practice Tool Identification and Safety

- 2.2.1 Demonstrate safe use and maintenance of hand tools and power tools.
- 2.2.2 Match tools to their intended use and purpose.
- 2.2.3 Perform a safety check before using tools.
- 2.2.4 Identify the components of a conduit bender.
- 2.2.5 Identify the methods and tools used in bending metal conduit and tubing.
- 2.2.6 Identify saddle, offset, concentric, and 90-degree bends.
- 2.2.7 Perform conduit bends, using a conduit bender and a given set of parameters.

Performance Standard 2.3: Use Electrical Test Equipment and Meters

- 2.3.1 Describe meters and their applications to include ohmmeter, ammeter, multimeter, and voltmeter.
- 2.3.2 Select the multimeter setting to read the following: volts, ohms, amps, continuity, and temperature.
- 2.3.3 Identify electrical test equipment safety hazards.
- 2.3.4 Identify meters by their applications in Category I through Category IV.
- 2.3.5 Use an ohmmeter to measure resistance in electrical equipment or conductors.
- 2.3.6 Measure voltage between phases and phase-to-ground.
- 2.3.7 Measure voltage across open and closed switch contacts.
- 2.3.8 Measure amperage reading of various residential loads (e.g., microwave, toaster, curling iron, incandescent versus LED light, desktop computer) to identify branch circuit load calculations.
- 2.3.9 Diagram the proper connection of a watt meter.
- 2.3.10 Describe the operational characteristics of analog and digital meters.
- 2.3.11 Identify the wave form on an oscilloscope.



CONTENT STANDARD 3.0: Interpret Blueprints, Drawings, and Diagrams

Performance Standard 3.1: Read Basic Electrical Construction Documents

- 3.1.1 Locate the information found in drawing blocks.
- 3.1.2 Identify the information found on different types of drawings.
- 3.1.3 Interpret common symbols on MEP (mechanical, electrical, plumbing) plans.
- 3.1.4 Interpret common symbols on electrical wiring diagrams.
- 3.1.5 Identify associated schematic symbols for relays.
- 3.1.6 Interpret a set of electrical drawings.
- 3.1.7 Interpret schedules, block diagrams, and schematic diagrams.
- 3.1.8 Interpret drafting lines.
- 3.1.9 Interpret plans, using an architect's scale.
- 3.1.10 Measure components of plans, using an engineer's scale.
- 3.1.11 Measure components of plans, using a metric scale.

CONTENT STANDARD 4.0: Exploring Electrical Theory and Circuits

Performance Standard 4.1: Apply Basic Electrical Theory

- 4.1.1 Explain the structure of an atom.
- 4.1.2 Compare electron flow and conventional current flow.
- 4.1.3 Describe the difference between insulators and conductors.
- 4.1.4 Explain the basic methods of producing electricity.
- 4.1.5 Define *coulomb*.
- 4.1.6 Define *ampere*.
- 4.1.7 Define *ohm*.
- 4.1.8 Define *watt*.
- 4.1.9 Define *volt*.
- 4.1.10 Determine the resistance of a resistor, using the color code or an ohmmeter.
- 4.1.11 Determine the correct power rating of a resistor in a circuit.
- 4.1.12 Select the proper Ohm's law formula from a chart.
- 4.1.13 Select the proper Watt's law formula from a chart.
- 4.1.14 Calculate different electrical values using Ohm's law.
- 4.1.15 Calculate different electrical values using Watt's law.
- 4.1.16 Describe the nature of static electricity.
- 4.1.17 Describe the nature of magnetism and electromagnetism.
- 4.1.18 Describe the theory and operation of a solenoid.
- 4.1.19 Describe the theory and operation of a relay.

Performance Standard 4.2: Explore Circuits

- 4.2.1 Describe series, parallel, and combination circuit characteristics.
- 4.2.2 Calculate values of voltage, current, resistance, and wattage for series circuits.
- 4.2.3 Calculate values of voltage, current, resistance, and wattage for parallel circuits.
- 4.2.4 Calculate total resistance values in a parallel circuit, using the three resistance formulas (i.e., product over sum, reciprocal, identical resistance values).
- 4.2.5 Calculate voltage, amperage, resistance and wattage in combination circuits.
- 4.2.6 Diagram a series circuit.
- 4.2.7 Diagram a parallel circuit.
- 4.2.8 Diagram a combination circuit.

CONTENT STANDARD 5.0: Navigate and Apply Regulations in the National Electrical Code (NEC)®

Performance Standard 5.1: Identify General Definitions and Requirements—NEC Articles 90, 100, and 110

- 5.1.1 Describe how the NEC began and its purpose.
- 5.1.2 Describe navigation of the NEC, including the terminology, and format (e.g., article, part, section, list, tables, informational notes, Fig. 90.3 Code Arrangement).



- 5.1.3 State the roles of nationally recognized testing laboratories, the National Electrical Manufacturers Association (NEMA), and the National Fire Protection Association (NFPA).
- 5.1.4 Evaluate a location as accessible, readily accessible, or not readily accessible.
- 5.1.5 Identify equipment classified as appliances.
- 5.1.6 Describe the four categories of branch circuits.
- 5.1.7 Compare continuous load and a non-continuous load.
- 5.1.8 Calculate voltage-drop.
- 5.1.9 Determine the enforceability of voltage drop, using informational notes in the NEC.
- 5.1.10 Describe the required distance that a cable should be installed from the edge of the wood-framing member, unless a steel plate is installed.
- 5.1.11 Identify the conductors in a cable and how certain conductors can be re-identified, using the NEC.
- 5.1.12 Determine underground installation provisions.
- 5.1.13 Determine the general provisions for any raceway installation.
- 5.1.14 Determine the type of raceways suited for individual installations.
- 5.1.15 Determine the support requirements for various raceways using the NEC.
- 5.1.16 Calculate the electrical trade size conduit required for any circuit or feeder.
- 5.1.17 Define *panelboard*, *enclosure*, and *cutout box*.
- 5.1.18 Determine the proper application and use of circuit breakers and fuses, using the NEC.
- 5.1.19 Describe *assembly occupancies*.

Performance Standard 5.2: Identify NEC General Requirements for Electrical Installations

- 5.2.1 Select the workspace clearance for electrical equipment.
- 5.2.2 Determine the cubic inch capacity of boxes when installing conductors # 6 AWG and smaller.
- 5.2.3 Determine the box size when the number of conductors is known.
- 5.2.4 State the mounting and supporting provisions for boxes and conduit bodies.
- 5.2.5 Determine the type of box needed for various applications.
- 5.2.6 Determine basic conductor properties.
- 5.2.7 Demonstrate the layout of general-purpose receptacles in a dwelling.
- 5.2.8 Determine the requirements for countertop receptacle placement.
- 5.2.9 Describe the minimum number of small appliance branch circuits required and their applications.
- 5.2.10 Describe the specific provisions for GFCI placement.
- 5.2.11 Identify the NEC accessibility requirements for tamper-proof receptacles.



2022 Heating, Ventilation, and Air Conditioning Standards

Program Standards

CONTENT STANDARD 1.0: Demonstrate HVAC Career Basics

Performance Standard 1.1: Identify HVAC-Related Career Pathways and Regulations

- 1.1.1 Identify and maintain licensing (refrigeration), registration, certification, and industry credentialing requirements (e.g., IDAPA rules, EPA regulations, OSHA, L&I).
- 1.1.2 Research postsecondary apprenticeship program opportunities and requirements.
- 1.1.3 Identify residential, commercial, and industrial career opportunities.
- 1.1.4 Identify the roles of other trades represented on the jobsite.
- 1.1.5 Describe opportunities provided by equipment manufacturers.

CONTENT STANDARD 2.0: Practice Jobsite and Tool Safety

Performance Standard 2.1: Practice Jobsite Safety

- 2.1.1 Identify personal protective equipment (PPE) requirements.
- 2.1.2 Demonstrate proper material handling (e.g., sheet metal), storage, use, and disposal.
- 2.1.3 Demonstrate precautions for ladder safety.
- 2.1.4 Describe stairway and scaffold hazards and precautions.
- 2.1.5 Describe jobsite energy hazards and proper lockout/tagout procedures.
- 2.1.6 Describe refrigerant and pressure vessel storage.
- 2.1.7 Describe the importance of safety procedures for brazing and soldering.
- 2.1.8 Identify the location and the types of fire extinguishers and other fire equipment.
- 2.1.9 Demonstrate procedures for using fire extinguishers and other fire safety equipment.
- 2.1.10 Describe the effects of electrical shock on the human body.
- 2.1.11 Explain how to verify that circuits are de-energized.
- 2.1.12 Earn the OSHA-10 card (Construction).
- 2.1.13 Earn the basic EPA 608 certificate.

Performance Standard 2.2: Practice Tool Identification and Safety

- 2.2.1 Demonstrate safe use and maintenance of hand tools and power tools.
- 2.2.2 Match tools to their intended use and purpose.
- 2.2.3 Perform a safety check before using tools.
- 2.2.4 Demonstrate use of refrigerant handling equipment.
- 2.2.5 Demonstrate use and storage of oxy-acetylene torches and tanks.

Performance Standard 2.3: Use Electrical Test Equipment and Meters

- 2.3.1 Describe meters and their applications to include ohmmeter, ammeter, multimeter, and voltmeter.
- 2.3.2 Select the multimeter setting to read the following: volts, ohms, amps, continuity, and temperature.
- 2.3.3 Identify electrical test equipment safety hazards.
- 2.3.4 Use an ohmmeter to measure resistance in electrical equipment or conductors.
- 2.3.5 Measure voltage between phases and phase-to-ground.
- 2.3.6 Measure voltage across open and closed switch contacts.
- 2.3.7 Measure amperage reading of various residential loads (e.g., microwave, toaster, curling iron, incandescent versus LED light, desktop computer).

Performance Standard 2.4: Braze and Solder Tubing and Piping



- 2.4.1 Identify the purpose of the piping, tubing, and fittings used in the heating, air-conditioning, and refrigeration industry.
- 2.4.2 Identify appropriate brazing and soldering alloys and materials.
- 2.4.3 Explain the purposes and procedures for protecting piping materials and fabrication products, such as valves and fittings, from heat.
- 2.4.4 Perform brazing operations.
- 2.4.5 Perform soldering operations.
- 2.4.6 Describe proper use of piping and tubing fabrication tools (e.g., swaging, flaring).

CONTENT STANDARD 3.0: Apply Academic Foundations

Performance Standard 3.1: Apply Trade Mathematics

- 3.1.1 Identify industry standard units of measure.
- 3.1.2 Convert units of measure.
- 3.1.3 Measure and calculate size, area, volume, temperature, and pressure.
- 3.1.4 Convert between fractions and decimals.
- 3.1.5 Identify measuring tools (i.e., tape measure) and how to use and read them.
- 3.1.6 Perform ratio, percentage, and proportion calculations.
- 3.1.7 Demonstrate the use of order of operations.

Performance Standard 3.2: Use Applied Science

- 3.2.1 Perform energy conversion calculations.
- 3.2.2 Perform sensible, latent, and total heat calculations.
- 3.2.3 Differentiate between saturated, superheated, and subcooled refrigerant.
- 3.2.4 Explain atmospheric, absolute, and gauge-pressure relationship.
- 3.2.5 Convert gauge pressure, absolute pressure, and vacuum.
- 3.2.6 Diagram a basic refrigeration cycle, identifying pressure, temperature, and state of refrigerant.
- 3.2.7 List the type and function of the four major refrigeration components.
- 3.2.8 Describe the methods of heat transfer.
- 3.2.9 Describe the three components of the combustion cycle (i.e., heat, fuel, oxygen).

Performance Standard 3.3: Apply Basic Electricity Fundamentals

- 3.3.1 Describe basic electrical theory.
- 3.3.2 Describe series, parallel, and combination circuit characteristics.
- 3.3.3 Apply Ohm's Law to basic electrical measurements.
- 3.3.4 Interpret basic HVAC electrical circuit diagrams.
- 3.3.5 Describe basic motor operations.

CONTENT STANDARD 4.0: Interpret Blueprints, Drawings, and Diagrams

Performance Standard 4.1: Read Blueprints

- 4.1.1 Locate the information found in drawing blocks.
- 4.1.2 Identify the information found on different types of drawings.
- 4.1.3 Interpret common MEP (mechanical, electrical, plumbing) symbols.
- 4.1.4 Interpret schedules, block diagrams, and schematic diagrams.
- 4.1.5 Interpret drafting lines.
- 4.1.6 Measure components of plans, using an architect's scale.
- 4.1.7 Measure components of plans, using a metric scale.

CONTENT STANDARD 5.0: Explore HVAC Systems

Performance Standard 5.1: Describe Basic Systems

- 5.1.1 Describe fossil-fuel and electrical furnace operations.
- 5.1.2 Describe the typical configuration of residential split air conditioning systems.
- 5.1.3 List various types of commercial air conditioning systems and their applications.
- 5.1.4 Describe the configuration of common duct systems.
- 5.1.5 Describe basic control strategies.

Performance Standard 5.2: Explore Energy Sources



- 5.2.1 Explain natural, liquefied petroleum (LP) gas, and fuel oil characteristics.
- 5.2.2 Describe the application of geothermal systems.
- 5.2.3 Describe the application of renewable energy systems.
- 5.2.4 Describe the application of electrical production and transmission systems.

Performance Standard 5.3: Explore Airflow Distribution

- 5.3.1 Describe basic air flow characteristics.
- 5.3.2 Explain duct-system pressures.
- 5.3.3 Lay out basic fittings (e.g., rectangular duct, transition, furnace base).
- 5.3.4 Fabricate basic fittings (e.g., rectangular duct, transition, furnace base).

Performance Standard 5.4: Practice Installation Techniques

- 5.4.1 Describe split and packaged air conditioning system installation, start-up, and checkout procedures.
- 5.4.2 Explain heat pump heating and cooling cycles.
- 5.4.3 Wire a low-voltage circuit (e.g., thermostat).
- 5.4.4 Wire a high-voltage circuit (e.g., supply power source to load).



2022 Plumbing

Program Standards

CONTENT STANDARD 1.0: Demonstrate Career Basics

Performance Standard 1.1: Identify Plumbing-Related Career Pathways

- 1.1.1 Identify and maintain licensing and industry credentialing requirements.
- 1.1.2 Research postsecondary apprenticeship program opportunities and requirements
- 1.1.3 Identify residential, commercial, service plumbing, and industrial career opportunities.
- 1.1.4 Identify the roles of other trades represented on the jobsite.

Performance Standard 1.2: Adhere to Idaho Plumbing Code and Rules

- 1.2.1 Describe the process for modifying legislation governing plumbing code and rules.
- 1.2.2 Describe the Idaho Plumbing Code and Administrative Rules requirements and how to use the reference.

CONTENT STANDARD 2.0: Practice Jobsite and Tool Safety

Performance Standard 2.1: Practice Jobsite Safety

- 2.1.1 Describe the safety precautions associated with work in trenches.
- 2.1.2 Describe the safety precautions associated with confined spaces.
- 2.1.3 Describe jobsite safeguards and emergency response procedures.
- 2.1.4 Identify personal protective equipment (PPE) requirements.
- 2.1.5 Demonstrate material handling, storage, use, and disposal procedures.
- 2.1.6 Demonstrate precautions for ladder safety.
- 2.1.7 Describe stairway and scaffold hazards and precautions.
- 2.1.8 Describe lockout/tagout procedures.
- 2.1.9 Describe the importance of safety procedures for brazing and soldering.
- 2.1.10 Earn an OSHA-10 card.
- 2.1.11 Identify the location and the types of fire extinguishers and other fire equipment.
- 2.1.12 Demonstrate knowledge of the procedures for using fire extinguishers and other fire safety equipment.
- 2.1.13 Describe the effects of electrical shock on the human body.
- 2.1.14 Explain how to verify that circuits are de-energized.

Performance Standard 2.2: Practice Tool Identification and Safety

- 2.2.1 Identify the types of hand tools and power tools used in the plumbing profession.
- 2.2.2 Match tools to their intended use and purpose.
- 2.2.3 Perform a safety check before using tools.
- 2.2.4 Demonstrate safe use and maintenance of hand tools and power tools.
- 2.2.5 Explain storage procedures for torches and tanks.
- 2.2.6 Demonstrate safe use of torches for soldering.

CONTENT STANDARD 3.0: Work with Plumbing Materials

Performance Standard 3.1: Identify Fittings and Valves

- 3.1.1 Identify the proper fittings and valves for specific systems.
- 3.1.2 Identify the parts of a fitting.
- 3.1.3 Apply the various fittings and valves by type, size, material, and application.

Performance Standard 3.2: Identify Types of Pipe

- 3.2.1 Identify the common pipes by type, size, and material.
- 3.2.2 Identify the proper pipes for specific systems.
- 3.2.3 Compare piping and tubing.

CONTENT STANDARD 4.0: Apply Trade Mathematics

Performance Standard 4.1: Apply Mathematics



- 4.1.1 Use technology (i.e., calculator) to solve plumbing math measurement and calculation scenarios.
- 4.1.2 Identify industry standard units of measure.
- 4.1.3 Convert units of measure.
- 4.1.4 Identify basic geometry used in the plumbing profession.
- 4.1.5 Solve basic geometry problems, using formulas.
- 4.1.6 Solve problems relating to area, volume, weight, temperature and pressure.
- 4.1.7 Convert between fractions and decimals.
- 4.1.8 Identify measuring tools (i.e., tape measure) and how to use and read them.
- 4.1.9 Demonstrate the use of order of operations.
- 4.1.10 Define *makeup*.
- 4.1.11 Define *fitting allowance*.
- 4.1.12 Use manufacturer's tables to select pipe and fittings.
- 4.1.13 Measure pipe, using the following methods: end-to-end; end-to-center; center-to-center; end-to-face; face-to-face; and face-to-throat.
- 4.1.14 Determine end-to-end dimensions by including fitting allowances and makeup.

CONTENT STANDARD 5.0: Interpret Drawings and Plans

Performance Standard 5.1: Interpret Isometric Drawings

- 5.1.1 Describe the use of isometric drawings in plumbing.
- 5.1.2 Identify various plumbing symbols and abbreviations on isometric drawings.
- 5.1.3 Identify components and pipe segments in isometric drawings.

Performance Standard 5.2:

- 5.2.1 Describe basic plumbing symbols, abbreviations, and specifications on plans.
- 5.2.2 Identify site plans, floor plans, elevations, sectional views, details, schedules, and specifications.
- 5.2.3 Interpret plans, using an architect's scale.

CONTENT STANDARD 6.0: Reference the Uniform Plumbing Code (UPC)

Performance Standard 6.1: Follow General Procedures

- 6.1.1 Identify general plumbing requirements for hanging and securing piping.
- 6.1.2 Perform water pipe sizing calculations.
- 6.1.3 Perform drain and waste pipe sizing calculations.
- 6.1.4 Describe the use of traps and interceptors.
- 6.1.5 Reference the IDAPA plumbing rules and statutes (Title 54).
- 6.1.6 Perform fuel gas sizing calculations.
- 6.1.7 Associate the official UPC definitions to plumbing applications (e.g., *air break* versus *air gap*).

Performance Standard 6.2: Cut and Join Pipes

- 6.2.1 Join different types of pipes including ABS/PVC, PEX, galvanized, steel, copper, and cast-iron pipes.
- 6.2.2 Measure and mark various pipes.
- 6.2.3 Cut a variety of pipes, using associated pipe cutters and methods.
- 6.2.4 Set up a power-driven pipe-threading machine.
- 6.2.5 Thread a steel pipe with a pipe-threading machine.

Performance Standard 6.3: Describe Plumbing Fixtures

- 6.3.1 Explain the operating principles of water closets.
- 6.3.2 Install plumbing fixtures and faucets.
- 6.3.3 Describe compression and non-compression faucets.
- 6.3.4 Identify appurtenances related to fixtures.
- 6.3.5 Repair fixtures and faucets.

Performance Standard 6.4: Explore Drain, Waste, and Vent (DWV) Systems

- 6.4.1 Describe the components of DWV systems.



- 6.4.2 Explain the requirements for sizing of drains and vents.
- 6.4.3 Identify the types and parts of traps.
- 6.4.4 Describe the ways traps can lose their seals.
- 6.4.5 Identify the types of DWV fittings and their requirements.
- 6.4.6 Explain the importance of grade.
- 6.4.7 Describe the health concerns that may arise from faulty DWV systems

Performance Standard 6.5: Explore Water Distribution Systems

- 6.5.1 Identify water sources.
- 6.5.2 Describe water distribution systems.
- 6.5.3 Describe the purpose of backflow preventers.
- 6.5.4 Describe the health concerns that may arise from faulty water distribution systems.

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SUBJECT

Legislative Proposals – 2023 Legislative Session

REFERENCE

June 2019	Board approved thirteen (13) legislative ideas to be submitted through the Executive Agency Legislative process.
August 2019	Board approved five (5) pieces of legislation move forward through the Executive Agency Legislative process.
June 2020	Board approved nine (9) legislative ideas to be submitted through the Executive Agency Legislative process.
August 2020	Board approved four (4) pieces of legislation move forward through the Executive Agency Legislative process.
June 2021	Board approved seven (7) legislative ideas to be submitted through the Executive Agency Legislative process.

BACKGROUND/ DISCUSSION

The State Board of Education's legislative process starts with the approval of legislative ideas for submittal through the Executive Agency Legislative process. Legislative ideas that are approved by the Board are submitted electronically to the Division of Financial Management (DFM) through the Executive Agency Legislative process for consideration by the Governor. A legislative idea consists of a statement of purpose and a fiscal impact. Legislative ideas approved by the Board and the Governor are then brought back to the Board as legislative proposals for consideration by the Board. Legislative ideas approved to move forward through the Executive Agency Legislative process do not necessarily constitute support of the proposed legislation by the Governor.

Legislative proposals consisting of the actual language that will be included in the legislation are then brought back to the Board for consideration at its regular August meeting. Legislative proposals approved by the Board are then submitted to DFM through the same legislative process and forwarded to the Governor for consideration. Proposals at that stage are then submitted to the Legislative Services Office for processing and routed to the legislature.

In accordance with the Board's Master Planning Calendar, legislative ideas from the institutions and agencies must be submitted for the Board's consideration by the June Board meeting deadlines. No legislative ideas were received from the institutions or agencies this year. The following legislative ideas are a result of recommendations from the Governor's Our Kid's Idaho's Future Task Force recommendations adopted by the Board, and Board staff work after receiving feedback from education stakeholders.

Approved Legislative Proposals

1. Shift to FTE Enrollment to Calculate Support Units (based on Task Force recommendation)
2. Instructional Staff Apprenticeship Program
3. Career Technical School Added Cost Funding Eligibility

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4. Regional Career Technical Charter School
5. Charter School Appeals Process
6. Educator Certification Standards
7. Professional Standards Commission
8. Statewide Confidential Tip Line – School Safety and Security Program
9. Education Data
10. Continuous Improvement Plans
11. Agency Strategic Planning
12. Extended Learner
13. Retirement Options
14. School District Boundaries
15. Education Opportunity Resource Act
16. Rural School Definition

Of the 15 legislative proposals, proposals 1 and 2 (Attachment 2 and 3) are significant policy changes, while the remaining legislative proposals are administrative in nature.

IMPACT

Staff will submit Board-approved legislative proposals through the executive agency legislative process. The Board will be updated as the legislative proposals move through the process and any substantive amendments to the proposals will be brought back to the Board for further discussion.

ATTACHMENTS

- Attachment 1 – Legislative Ideas – Statement of Purpose and Fiscal Impact
- Attachment 2 – Shift to FTE Enrollment to Calculate Support Units (based on Task Force recommendation)
- Attachment 3 – Instructional Staff Apprenticeship Program
- Attachment 4 – Career Technical School Added Cost Funding Eligibility
- Attachment 5 – Regional Career Technical Charter School
- Attachment 6 – Educator Certification Standards
- Attachment 7 – Professional Standards Commission
- Attachment 8 – Statewide Confidential Tip Line – School Safety and Security Program
- Attachment 9 – Education Data
- Attachment 10 – Continuous Improvement Plans
- Attachment 11 – Agency Strategic Planning
- Attachment 12 – Extended Learner
- Attachment 13 – School District Boundaries
- Attachment 14 – Education Opportunity Resource Act
- Attachment 15 – Rural School Definition
- Attachment 16 – Retirement Options

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Legislative ideas are required to be submitted to DFM in July each year with legislative proposal (legislative language) required to be submitted in mid-August

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of each year. The Board has historically authorized the executive director to submit any additional ideas or authorize non-substantive edits to the Board's approved legislative proposal prior to final submittal to the Legislative Services Office for routing to the legislature. Any substantive changes will be brought back to the Board for consideration prior to any approved legislative proposals being assigned a Routing Slip (RS) number.

Attachment 1 provides a brief summary of each piece of legislation, while the subsequent attachments provide the draft language for each piece of legislation. Board staff will be available to walk the Board through any of the legislation they would like to thorough explore and answer questions.

Staff recommends approval of all legislative proposals.

BOARD ACTION

I move to approve the proposed legislation in substantial conformance to Attachments 2 through 16, and to authorize the Executive Director to make additional changes as necessary as the legislation moves forward through the legislative process.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

2023 LEGISLATIVE PROPOSALS

1. Shift to FTE Enrollment to Calculate Support Units

Statement of Purpose

The current calculation for determining support units in public school funding is driven by the number of students determined to be in average daily attendance. Average daily attendance is calculated based on the number of students reported in full or half-day attendance each day the school is in session. How students are reported is established in Administrative Code, IDAPA 08.02.01. For FY 24 this calculation will be based temporarily on FTE student enrollment. This legislation would change the support unit calculation to one based on FTE enrollment rather than one based on daily attendance. The current FTE enrollment calculation also requires students to attend the course(s) they are enrolled in and requires students who have not attended for 11 or more days to be excluded from the FTE enrollment calculations.

Fiscal Impact

FTE enrollment calculations have been used to calculate support units in FY 22 and FY 23. Using this methodology for calculating support units on an ongoing basis will result in no fiscal impact from the past two years other than the year over year increase experienced in the student population. Using the enrollment methodology for funding purposes results in the state funding 100% of the students that schools are educating during the school year. This methodology includes safeguards that exclude students that have more than 11 or more unexcused absences. The previous methodology of using average daily attendance to calculate support units results in approximately 95% of the students that are educated by Idaho Public Schools being funded. A move back to this methodology could result in a reduction in the FY 24 Public Schools budget. By adjusting the support unit value to a value equivalent to approximately 95% of students equivalent to a rate calculated using daily attendance could make an ongoing move to public school funding based on FTE enrollment budget neutral.

2. Instructional Staff Apprenticeship Program

Statement of Purpose

The purpose of this legislation would be to make a few administrative changes in the current certification requirements to allow for individuals who complete an approved registered apprenticeship program to be eligible for certification. Proposed amendments to Section 33-1201, Idaho Code, allow for a student serving in a practicum, internship or student teaching position under the supervision of a certificated staff person to be paid. Proposed amendments to section 33-1203, Idaho Code, would allow for successful completers of an approved registered apprenticeship program to be eligible for standard certification. This added flexibility would allow schools to implement apprenticeship programs that met minimum standards at completion but could be completed in less time than a four-year degree program. This flexibility would create a pathway for school

districts and charter schools to create “grow your own” programs for their paraprofessionals who do not have a baccalaureate degree or other individuals who are interested in becoming instructional staff through a more hands on environment.

Fiscal Impact

These amendments would not result in any additional fiscal impact to the state. Salary based apportionment is limited based on a calculated staff allowance. The staff allowance is determined based on students in average daily attendance. Additional positions do not necessarily create a liability to the state general fund. Individuals participating in an approved apprenticeship program could be paid, at the discretion of the school district or charter school, based on a locally set amount for participants of the apprenticeship program. Participating apprentice students would be able to serve as the teacher of record, but would not be reported as certificated staff. Additionally, various grants are available through the US Department of Labor to help develop or expand registered apprenticeship programs at the state level. School districts could apply for the grants or could use local funding sources to pay participants in an apprenticeship program.

3. Career Technical School Added Cost Funding Eligibility

Statement of Purpose

Currently, Section 33-1002G, Idaho Code, only authorizes school districts and public charter schools to establish career technical schools that qualify for funding appropriated for the specific purpose of supporting the added cost of high quality career technical schools. To be eligible for this added funding, at least 15% of the students attending the career technical school (CTS) must come from a separate high school. In recent years, school districts in rural areas have expressed difficulty in being able to recruit 15% of the CTS students from other high schools during the initial startup years when student enrollments are lower. This limits the ability for rural areas to stand up collaborative programs. The proposed amendments would allow new schools to be eligible with an initial cohort of students with only 5% of the students coming from a separate high school. This amount would increase each year by 5% for the first three years, at which time the school would have the same 15% requirement as established programs. Additional changes would allow for existing programs, with approval from the Division of Career Technical Education, to use a three-year rolling average to calculate the 15% requirement. This flexibility would allow an established program to continue to receive the CTS added cost funding even if they saw a fluctuation in a given year in the 15% student enrollment requirement.

Fiscal Impact

There would be no additional fiscal impact to the state general fund. Currently, career technical school added cost funding is based on an annual appropriation. That annual appropriation is then divided by the eligible career technical schools on a student enrollment basis pursuant to IDAPA 55.01.03.

4. Regional Career Technical Charter School

Statement of Purpose

Section 33-5215, Idaho Code, sets out provisions for the creation of Career Technical Regional Public Charter schools. Over the past two years, Board staff have identified discrepancies in how these schools have reported data and in compliance with requirements set forth in Idaho Code. The proposed amendments would clarify the Division of Career Technical Education's role in approving career technical education programs, the reporting of students when shared between multiple schools, the locations of the career technical education programs and the responsibilities of the school authorizer.

Fiscal Impact

These amendments would not result in any additional fiscal impact to the state.

5. Educator Certification Standards

Statement of Purpose

HB 716 (2022) moved the Idaho Standards for Initial Certification of Professional School Personnel out of IDAPA 08.02.02 where they were incorporated by reference into Section 33-114A, Idaho Code. A portion of these standards is historically updated each year to help keep them up to date and relevant. At the April Board meeting, the Board discussed additional updates to these standards, which would include state specific requirements for incorporating the college and career competencies across content areas. Having these standards incorporated in Idaho Code eliminated the Board's ability to initiate updates to the standards without going through the legislative process and eliminates the ability for the Board to be nimble and make amendments to these standards should an emergency need arise. Additionally, it has been brought to Board staff attention that the removal of all of the content specific standards may have a negative impact on our educator preparation programs' current accreditation. The language in the new standards also results in no state standards for pupil service staff positions, but allows any program accredited by one of the identified accrediting bodies to be considered as meeting the now nonexistent state standards. This proposed legislation would repeal Section 33-114A, Idaho Code, allowing the standards to be approved by the Board and placed back into the negotiated administrative rules process.

Fiscal Impact

These amendments would not result in any additional fiscal impact to the state.

6. Professional Standards Commission

Statement of Purpose

Section 33-1252, Idaho Code, establishes the professional standards commission and the process for the State Board of Education to consider appointments to the Commission. This includes the appointment of a member of the staff of the Department of Education and the Division of Career Technical Education. The proposed amendment

would add one additional member, a staff person from the Office of the State Board of Education.

Fiscal Impact

These amendments would not result in any additional fiscal impact to the state.

7. Statewide Confidential Tip Line – School Safety and Security Program

Statement of Purpose

The Office of School Safety received a federal grant to establish the See-Tell-Now Tip Line. This statewide resource can be accessed through <https://seeetellnow.org>. The federal grant has since ended and in FY 24 the Office of the State Board of Education received general funds for continuing the tip line. The proposed legislation would codify the statewide tip line as a function of the School Safety and Security Program that now resides in the Office of the State Board of Education. By codifying the requirement for a tip line, school districts and charter schools will be provided continued access to a statewide tip line.

Fiscal Impact

The additional responsibility would not result in any additional fiscal impact to the state above what is currently appropriated.

8. Education Data

Statement of Purpose

Section 33-133, Idaho Code, sets out provisions for keeping Idaho student data secure and limiting access to personally identifiable student information. The proposed legislation would clarify reporting requirements on student data use, expand definitions to include educator and student personally identifiable information to assure the protection of educator data and align language with various education record security requirements.

Fiscal Impact

There would be no fiscal impact. Proposed changes would clarify existing requirements and assure consistency in how educational records are handled and kept secure.

9. Continuous Improvement Plans

Statement of Purpose

Section 33-320, Idaho Code, sets out the requirements for school districts and charter schools to develop and make publicly available the local education agencies (LEA) continuous improvement plans. These requirements include a requirement for LEAs to include individual staff performance on various measures. LEAs have been required to include this information for two years now and have struggled with how to meet the requirement in a meaningful way. The proposed legislation would amend the requirement to allow LEAs to report the information at an aggregate level rather than individual staff performance level.

Fiscal Impact

There would be no fiscal impact. The proposed amendments would clarify and streamline an existing regulation.

10. Agency Strategic Planning

Statement of Purpose

Section 67-1904, Idaho Code, requires each state agency to develop and submit to the Division of Financial Management comprehensive strategic plans annually. As used in chapter 19, title 67, Idaho Code, “state agency” includes all of the agencies, institutions, and special programs and health programs under the State Board of Education’s governance and oversight. The proposed legislation would provide clarification allowing the special and health programs’ strategic plans to be incorporated into the sponsoring institution’s strategic plan.

Fiscal Impact

There would be no fiscal impact. The proposed amendments would clarify and streamline an existing regulation.

11. Extended Learner

Statement of Purpose

Section 33-512D, Idaho Code, establishes provisions for Extended Learner programs in Idaho public schools. This program allows school districts and charter schools to identify eligible students as Extended Learners. Extended Learners are allowed to attend school on a flexible schedule and be reported as a full-time student in attendance each instructional day for public school funding purposes. While working through the reporting requirements for these students, Board staff identified an issue with the current program language that would allow part-time dual enrolled students who also met the student eligibility requirements to be reported as a full day of attendance or 1 FTE student enrollment for funding purposes. The proposed amendment would allow only students who attend public school “full-time” to be eligible for the program.

Fiscal Impact

There would be a potential positive fiscal impact to the General Fund. The added clarification would limit eligibility to those students who would be equivalent to full-time students in the public school system if they were not identified as an Extended Learner. This will eliminate the possibility of students who might be enrolled in only one course to be reported as a full-time student for funding purposes.

12. School District Boundaries

Statement of Purpose

The State Board of Education has a responsibility in approving the external boundaries of school districts and the internal boundaries of school district trustee zones. Once there

has been a change in one of these boundaries, the Idaho Tax Commission and the county clerks are notified of the boundary change and provided with the legal description of the amended boundaries. During the recent exercise of equalizing school district trustee zones, due to the decennial census population changes, there were some discrepancies in the school district boundaries' information at the county level. The proposed legislation would add language identifying the Idaho Tax Commission as the official repository of school district boundary information. The Tax Commission has an extensive GIS program that uniquely positions them to provide information to the counties and other parties on school district boundaries, internal and external. Board staff have discussed this proposal with Tax Commission staff, and they are supportive.

Fiscal Impact

There would be no fiscal impact. The Idaho Tax Commission already receives the legal descriptions of the school district boundaries and uses this information to provide electronic maps through their website.

13. Education Opportunity Resource Act

Statement of Purpose

The purpose of the Education Opportunity Resource Act is to establish a resource for Idaho's education and library system in providing broadband, wireless local area network (LAN) and related services to students and establishes a committee in the Department of Education to focus on the broadband, wireless LAN and related services needs of all E-rate eligible entities. This program was established in 2016 along with the Broadband Infrastructure Improvement Grant Program. At the time, the K-12 portion of the state longitudinal data system was housed in the Department of Education and the Chief Information Officer served as the Committee Chair. With the move of the data system to the Office of the State Board of Education there has been some disconnect on which is responsible for staffing this committee. The proposed legislation would clarify and align responsibilities for staffing the committee while at the same time maintaining the distribution of any eligible grant funds or e-rate reimbursement through the current process with the Department of Education.

Fiscal Impact

The proposed amendments would be budget neutral.

14. Rural School Definition

Statement of Purpose

Section 33-319, Idaho Code, establishes the state definition for rural schools. The current definition is so broad it includes approximately 85% of Idaho's public schools. The proposed legislation would create rural subcategories to allow for a more targeted discussion or distribution of resources to rural school districts or schools. The rural subcategories would be based on distance from urban areas as well as population density and would be categorized as rural fringe, rural distant, and rural remote.

Fiscal Impact

The proposed amendments would have no fiscal impact. The refined definition would allow for more targeted discussions around rural schools but would not have impact on current public schools funding.

15. Retirement Options

Statement of Purpose

Currently under Section 33-107A, Idaho Code, all eligible employees, unless vested in PERSI, must participate in the Optional Retirement Plan. Nonclassified staff of the Office of the State Board of Education may only participate in PERSI if they are already vested in PERSI when they come to work for a postsecondary institution or the Office of the State Board of Education ("OSBE"). Under Idaho Code, 67-5303(j), non-classified employees include those who meet the qualifications of "officer." Employees from other state agencies or Idaho institutions or public schools who may not yet be vested in PERSI are thus deterred from employment with OSBE. An employee must have contributed to PERSI for five years or been hired by an elected official to be vested in PERSI. The legislation would amend Section 33-107A, Idaho Code, to allow all new hires with OSBE to make a one-time election to participate in PERSI even if they are not yet vested in PERSI.

Fiscal Impact

Preliminary discussion's indicates the fiscal impact would be minimal. If the Board approves the legislative idea, PERSI would have their actuaries develop a projected fiscal impact, however, do to the small number of employee hired by the Board office the impact is expected to be negligible.

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

SECTION 1: That Section 33-1001, Idaho Code, be, and the same is hereby amended to read as follows:

33-1001. DEFINITIONS. As used in this chapter:

(1) "Administrative schools" means and applies to all elementary schools and kindergartens within a district that are situated ten (10) miles or less from both the other elementary schools and the principal administrative office of the district and all secondary schools within a district that are situated fifteen (15) miles or less from other secondary schools of the district.

(2) "Administrative staff" means those who hold an administrator certificate and are employed as a superintendent, an elementary or secondary school principal, or are assigned administrative duties over and above those commonly assigned to teachers.

(3) "At-risk student" means a student in grades 6 through 12 who:

(a) Meets at least three (3) of the following criteria:

- (i) Has repeated at least one (1) grade;
- (ii) Has absenteeism greater than ten percent (10%) during the preceding semester;
- (iii) Has an overall grade point average less than 1.5 on a 4.0 scale prior to enrolling in an alternative secondary program;
- (iv) Has failed one (1) or more academic subjects in the past year;
- (v) Is below proficient, based on local criteria, standardized tests, or both;
- (vi) Is two (2) or more credits per year behind the rate required to graduate or for grade promotion; or
- (vii) Has attended three (3) or more schools within the previous two (2) years, not including dual enrollment; or

(b) Meets any of the following criteria:

- (i) Has documented substance abuse or a pattern of substance abuse;
- (ii) Is pregnant or a parent;
- (iii) Is an emancipated youth or unaccompanied youth;
- (iv) Is a previous dropout;
- (v) Has a serious personal, emotional, or medical issue or issues;
- (vi) Has a court or agency referral; or
- (vii) Demonstrates behavior detrimental to the student's academic progress.

(4) "Average daily attendance" or "pupils in average daily attendance" means the aggregate number of days enrolled students are present, divided by the number of days of school in the reporting period; provided, however, that students for whom no ~~Idaho school district~~ local education agency is a home ~~district~~ local education agency shall not be considered in such computation.

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(5) "Average full-time equivalent enrollment" means the average number of enrolled students reported pursuant to Section 33-1027, Idaho code, who are receiving instructional and student services from an appropriately qualified individual through the local education agency. To be included in the average the student must be receiving instruction or student services, participating in course work and have regular communication with the instructional staff, pupil service staff, or other local education agency staff as applicable to the course, services, or student individualized education plan.

(56) "Career ladder" means the compensation table used for determining the allocations ~~districts~~ local education agencies receive for instructional staff and pupil service staff based on specific performance criteria and is made up of a residency compensation rung and a professional compensation rung.

(67) "Child with a disability" means a child evaluated as having an intellectual disability, a hearing loss including deafness, a speech or language impairment, a visual impairment including blindness, an emotional behavioral disorder, an orthopedic impairment, autism, a traumatic brain injury, another health impairment, a specific learning disability, deaf-blindness, or multiple disabilities, and who, by reason thereof, needs special education and related services.

(78) "Compensation rung" means the rung on the career ladder that corresponds with the compensation level performance criteria.

(89) "Economically disadvantaged student" means a student who:

(a) Is eligible for a free or reduced-price lunch under the Richard B. Russell national school lunch act, 42 U.S.C. 1751 et seq., excluding students who are only eligible through a school's community eligibility program;

(b) Resides with a family receiving assistance under the program of block grants to states for temporary assistance for needy families (TANF) established under part A of title IV of the social security act, 42 U.S.C. 601 et seq.;

(c) Is eligible to receive medical assistance under the medicaid program under title XIX of the social security act, 42 U.S.C. 1396 et seq.; or

(d) Is considered homeless for purposes of the federal McKinney-Vento homeless assistance act, 42 U.S.C. 11301 et seq.

(910) "Elementary grades" ~~or "elementary average daily attendance"~~ means and applies to students enrolled in grades 1 through 6, inclusive, or any combination thereof.

(1011) "Elementary schools" are schools that serve grades 1 through 6, inclusive, or any combination thereof.

(1112) "Elementary/secondary schools" are schools that serve grades 1 through 12, inclusive, or any combination thereof.

(1213) "English language learner" or "ELL" means a student who does not score proficient on the English language development assessment established by rule of the state board of education.

(1314) "Gifted and talented" shall have the same meaning as provided in section 33-2001(4), Idaho Code.

(1415) "Homebound student" means any student who would normally and regularly attend school, but is confined to home or hospital

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because of an illness or accident for a period of ten (10) or more consecutive days.

(~~15~~16) "Instructional staff" means those who hold an Idaho certificate issued under section 33-1201, Idaho Code, and who are either involved in the direct instruction of a student or group of students or who serve in a mentor or teacher leader position for individuals who hold an Idaho certificate issued under section 33-1201, Idaho Code.

(~~16~~17) "Kindergarten" ~~or "kindergarten average daily attendance"~~ means and applies to all students enrolled in a school year, less than a school year, or summer kindergarten program.

(18) "Local education agency" means an Idaho school district or Idaho public charter school that has been established pursuant to chapter 52, title 33, Idaho code.

(~~17~~19) "Local salary schedule" means a compensation table adopted by a ~~school-district-local~~ education agency or public charter school, which table is used for determining moneys to be distributed for instructional staff and pupil service staff salaries. Minimum compensation provided under a local salary schedule shall be at least equal to thirty-eight thousand five hundred dollars (\$38,500) or, for staff holding a professional endorsement, forty-two thousand five hundred dollars (\$42,500).

(~~18~~20) "Measurable student achievement" means the measurement of student academic achievement or growth within a given interval of instruction for those students who have been enrolled in and attended eighty percent (80%) of the interval of instruction. Measures and targets shall be chosen at the school level in collaboration with the staff member impacted by the measures and applicable ~~district-local~~ education agency staff and approved by the school board. Measures and targets must also align with the performance measures and benchmarks in the continuous improvement plan described in section 33--320, Idaho Code. The most effective measures and targets are those generated as close to the actual work as possible. Targets may be based on grade or department level achievement or growth goals that create collaboration within groups. Individual measurable student achievement targets and the percentage of students meeting individual targets must be reported annually to the state. Assessment tools that may be used for measuring student achievement and growth include:

(a) Idaho standards achievement test (ISAT), including interim ISAT assessments;

(b) Student learning objectives;

(c) Teacher constructed assessments of student growth;

(d) Pre and posttests, including ~~district-local~~ education agency adopted tests;

(e) Performance based assessments;

(f) Idaho reading indicator, which will be one (1) of the required assessment tools for applicable staff;

(g) College entrance exams or preliminary college entrance exams such as PSAT, SAT, PACT, and ACT;

(h) Advanced placement exams;

(i) Career technical exams;

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(j) Number of business or industry certificates or credentials earned by students in an approved career technical education program;

(k) Number of students completing career technical education capstone courses; and

(l) Number of students enrolled in career technical education courses that are part of a program that culminates with business or industry certificates or credentials.

(~~19~~21) "Performance criteria" means the standards specified for instructional staff and pupil service staff to demonstrate teaching proficiency for a given compensation rung. Each element of the professional compensation rung and advanced professional compensation rung performance criteria, as identified in this section and as applicable to a staff member's position, shall be documented, reported, and subject to review for determining movement on the career ladder.

(~~20~~22)(a) "Professional compensation rung performance criteria" means:

(i) An overall rating of proficient or higher, and no components rated as unsatisfactory, on the state framework for teaching evaluation; and

(ii) Demonstrating the majority of students have met measurable student achievement targets or student success indicator targets.

(b) "Advanced professional compensation rung performance criteria" means:

(i) An overall rating of proficient or higher, no components rated as unsatisfactory or basic, and rated as distinguished overall in domain two – classroom environment, or domain three – instruction and use of assessment, on the state framework for teaching evaluation or equivalent for pupil service staff; and

(ii) Demonstrating seventy-five percent (75%) or more of their students have met their measurable student achievement targets or student success indicator targets.

(~~21~~23) "Public school district" or "school district" or "district" means any public school district organized under the laws of this state, including specially chartered school districts.

(~~22~~24) "Pupil service staff" means those who provide services to students but are not involved in direct instruction of those students, and hold a pupil personnel services certificate.

(~~23~~25) "Secondary grades" ~~or "secondary average daily attendance"~~ means and applies to students enrolled in grades 7 through 12, inclusive, or any combination thereof.

(~~24~~26) "Secondary schools" are schools that serve grades 7 through 12, inclusive, or any combination thereof.

(~~25~~27) "Separate elementary school" means an elementary school located more than ten (10) miles on an all-weather road from both the nearest elementary school and elementary/secondary school serving like grades within the same school district and from the location of the office of the superintendent of schools of such district, or from the office of the chief administrative officer of such district if the district employs no superintendent of schools.

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(~~26~~28) "Separate kindergarten" means a kindergarten located more than ten (10) miles on an all-weather road from both the nearest kindergarten school within the same school district and from the location of the office of the superintendent of schools of such district, or from the office of the chief administrative officer of such district if the district employs no superintendent of schools.

(~~27~~29) "Separate secondary school" means any secondary school located more than fifteen (15) miles on an all-weather road from any other secondary school and elementary/secondary school serving like grades operated by the district.

(~~28~~30) "Special education" means specially designed instruction or speech/language therapy at no cost to the parent to meet the unique needs of a student who is a child with a disability, including instruction in the classroom, the home, hospitals, institutions, and other settings; instruction in physical education; speech therapy and language therapy; transition services; travel training; assistive technology services; and vocational education.

(~~29~~31) "Student success indicators" means measurable indicators of student achievement or growth, other than academic, within a predefined interval of time for a specified group of students. Measures and targets shall be chosen at the ~~district~~local education agency or school level in collaboration with the pupil service staff member impacted by the measures and applicable ~~district~~local education agency staff. Individual measurable student achievement targets and the percentage of students meeting each target must be reported annually to the state. Student success indicators include:

- (a) Quantifiable goals stated in a student's 504 plan or individualized education plan.
- (b) Quantifiable goals stated in a student's behavior improvement plan.
- (c) School or ~~district~~local education agency identified measurable student objectives for a specified student group or population.
- (d) The percentage of students who create student learning plans in grade 8 or who annually update their student learning plans thereafter.
- (e) The percentage of students who satisfactorily complete one (1) or more advanced opportunities options as identified in section 33-4602, Idaho Code, or who earn business or industry certificates or credentials. This indicator shall be one (1) of the required indicators for applicable staff.

(~~30~~32) "Support program" means the educational support program as described in section 33-1002, Idaho Code, the transportation support program described in section 33-1006, Idaho Code, and the exceptional education support program as described in section 33-1007, Idaho Code.

(~~31~~33) "Support unit" means a function of average ~~daily attendance~~full-time equivalent enrollment used in the calculations to determine financial support provided to the public school ~~districts~~local education agencies.

(~~32~~34) "Teacher" means any person employed in a teaching, instructional, supervisory, educational administrative or educational

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and scientific capacity in any ~~school district~~ local education agency. In case of doubt, the state board of education shall determine whether any person employed requires certification as a teacher.

33-1002. EDUCATIONAL SUPPORT PROGRAM. The educational support program is calculated as follows:

(1) State Educational Support Funds. Add the state appropriation, including the moneys available in the public school income fund, together with all miscellaneous revenues to determine the total state funds.

(2) From the total state funds subtract the following amounts needed for state support of special programs provided by a ~~school district~~ local education agency:

(a) Pupil tuition-equivalency allowances as provided in section 33-1002B, Idaho Code;

(b) Transportation support program as provided in section 33-1006, Idaho Code;

(c) Feasibility studies allowance as provided in section 33-1007A, Idaho Code;

(d) The approved costs for border district allowance, provided in section 33-1403, Idaho Code, as determined by the state ~~superintendent of public instruction~~ department of education;

(e) The approved costs for exceptional child approved contract allowance, provided in subsection 2. of section 33-2004, Idaho Code, as determined by the state ~~superintendent of public instruction~~ department of education;

(f) Salary-based apportionment calculated as provided in sections 33-1004 through 33-1004F, Idaho Code;

(g) Unemployment insurance benefit payments according to the provisions of section 72-1349A, Idaho Code;

(h) For expenditure as provided by the public school technology program;

(i) For employee severance payments as provided in section 33-521, Idaho Code;

(j) For distributions to the Idaho digital learning academy as provided in section 33-1020, Idaho Code;

(k) For charter school facilities funds and reimbursements paid pursuant to section 33-5208(5), Idaho Code;

(l) For an online course portal as provided for in section 33-1024, Idaho Code;

(m) For advanced opportunities as provided for in chapter 46, title 33, Idaho Code;

(n) For additional math and science courses for high school students as provided in section 33-1021, Idaho Code;

(o) For leadership premiums as provided in section 33-1004J, Idaho Code;

(p) For master teacher premiums as provided in section 33-1004I, Idaho Code;

(q) For the support of provisions that provide a safe environment conducive to student learning and maintain classroom

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discipline, an allocation of three hundred dollars (\$300) per support unit;

(r) An amount specified in the appropriation bill for the public schools educational support program for counseling support as provided for in section 33-1212A, Idaho Code, shall be distributed for grades 8 through 12 as follows:

(i) For ~~school districts and public charter schools~~local education agencies with one hundred (100) or more students enrolled in grades 8 through 12, a pro rata distribution based on students enrolled in grades 8 through 12 or eighteen thousand dollars (\$18,000), whichever is greater;

(ii) For ~~school districts and public charter schools~~local education agencies with fewer than one hundred (100) students enrolled in grades 8 through 12, one hundred eighty dollars (\$180) per student enrolled in grades 8 through 12 or nine thousand dollars (\$9,000), whichever is greater;

(s) An amount specified in the public schools educational support program appropriation bill for literacy intervention pursuant to section 33-1616, Idaho Code, the disbursements made to the ~~school districts and public charter schools~~local education agencies in the aggregate shall not exceed the total amount appropriated for this purpose and shall be based on the actual costs of such intervention programs. ~~School districts and public charter schools~~Local education agencies shall be reimbursed in full or in pro rata based on the average number of students in kindergarten through grade 3 who score basic or below basic on the fall statewide reading assessment in the prior three (3) years;

(t) For mastery-based education as provided for in section 33-1630, Idaho Code;

(u) For pay for success contracting as provided in section 33-125B, Idaho Code; and

(v) Any additional amounts as required by statute to effect administrative adjustments or as specifically required by the provisions of any bill of appropriation;

to secure the total educational support distribution funds.

(3) Average ~~Daily Attendance~~Full-time Equivalent Enrollment. The total state average ~~daily attendance~~full-time equivalent enrollment shall be the sum of the average ~~daily attendance~~full-time equivalent enrollment of all of the ~~school districts~~local education agencies of the state. The state board of education shall establish rules setting forth the procedure to determine average ~~daily attendance~~full-time equivalent enrollment and the time for, and method of, submission of such report. Average ~~daily attendance~~full-time equivalent enrollment calculation shall be carried out to the nearest hundredth. Computation of average ~~daily attendance~~full-time equivalent enrollment shall also be governed by the provisions of section 33-1003A, Idaho Code.

(4) Support Units. The total state support units shall be determined by using the tables set out hereafter called computation of kindergarten support units, computation of elementary support

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units, computation of secondary support units, computation of exceptional education support units, and computation of alternative school support units. The sum of all of the total support units of all ~~school districts~~ local education agencies of the state shall be the total state support units.

COMPUTATION OF KINDERGARTEN SUPPORT UNITS

Average Daily

Attendance <u>Enrollment</u>	Attendance <u>Enrollment</u>	Divisor	Units Allowed
41 or more...		40.....	1 or more as computed
31 - 40.99 ADA <u>FTE</u> ...		-.....	1
26 - 30.99 ADA <u>FTE</u> ...		-.....	.85
21 - 25.99 ADA <u>FTE</u> ...		-.....	.75
16 - 20.99 ADA <u>FTE</u> ...		-.....	.6
8 - 15.99 ADA <u>FTE</u> ...		-.....	.5
1 - 7.99 ADA <u>FTE</u> ...		-.....	count as elementary

COMPUTATION OF ELEMENTARY SUPPORT UNITS

Average Daily Minimum
Units

~~Attendance~~Enrollment ~~Attendance~~Enrollment Divisor Allowed

300 or more
~~ADA~~FTE..... .. 15

..23...grades 4,5 & 6...

~~..22...grades 1,2 & 3...1994-95~~

~~..21...grades 1,2 & 3...1995-96~~

..20...grades 1,2 & 3...~~1996-97~~

~~and each year thereafter.~~

20

160 to 299.99 ~~ADA~~FTE.....8.4

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110 to 159.99	19	ADAFTE...	6.8
71.1 to 109.99	16	ADAFTE...	4.7
51.7 to 71.0	15	ADAFTE...	4.0
33.6 to 51.6	13	ADAFTE...	2.8
16.6 to 33.5	12	ADAFTE...	1.4
1.0 to 16.5	n/a	ADAFTE...	1.0

COMPUTATION OF SECONDARY SUPPORT UNITS

Average Daily Full- time Equivalent	Minimum Units
Attendance Enrollment Attendance Enrollment Divisor	Allow
750 or more....	18.5 47
400 - 749.99 ADAFTE....	16 28
300 - 399.99 ADAFTE....	14.5 22
200 - 299.99 ADAFTE....	13.5 17
100 - 199.99 ADAFTE....	12 9
99.99 or fewer	Units allowed as follows:

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Grades 7-12	8
Grades 9-12	6
Grades 7- 9	1 per 1 ADA <u>FTE</u>
Grades 7- 8	1 per 1 ADA <u>FTE</u>

COMPUTATION OF EXCEPTIONAL EDUCATION SUPPORT UNITS

Average Daily <u>Full-time</u> Equivalent		Minimum Units
Attendance <u>Enrollment</u> Attendance <u>Enrollment</u> Divisor		Allowed
14 or more....	14.5	1 or more as computed
12 - 13.99....	-	1
8 - 11.99....	-75
4 - 7.99....	-5
1 - 3.99....	-25

COMPUTATION OF ALTERNATIVE SCHOOL SUPPORT UNITS

(Computation of alternative school support units shall include grades 6 through 12)

Pupils in Attendance <u>Average</u> <u>Full-time</u> <u>Equivalent</u> <u>Enrollment</u>	Attendance <u>Enrollment</u> Divisor	Minimum Units
		Allowed

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	12	1 or
12 or more.....	more as
		Computed

In applying these tables to any given separate attendance unit, no school district shall receive less total money than it would receive if it had a lesser average ~~daily attendance~~ full-time equivalent enrollment in such separate attendance unit. In applying the kindergarten table to a kindergarten program of fewer days than a full school year, the support unit allowance shall be in ratio to the number of days of a full school year. The attendance or enrollment of students attending an alternative school in a school district reporting fewer than one hundred (100) secondary students in average ~~daily attendance~~ full-time equivalent enrollment shall not be assigned to the alternative table if the student is from a school district reporting fewer than one hundred (100) secondary students in average ~~daily attendance~~ full-time equivalent enrollment, but shall instead be assigned to the secondary table of the school district in which they are attending the alternative school, unless the alternative school in question serves students from multiple districts reporting fewer than one hundred (100) secondary students in average ~~daily attendance~~ full-time equivalent enrollment. The tables for exceptional education and alternative school support units shall be applicable only for programs approved by the state department of education following rules established by the state board of education. Moneys generated from computation of support units for alternative schools shall be utilized for alternative school programs. School district administrative and facility costs may be included as part of the alternative school expenditures.

(5) State Distribution Factor per Support Unit. Divide educational support program distribution funds, after subtracting the amounts necessary to pay the obligations specified in subsection (2) of this section, by the total state support units to secure the state distribution factor per support unit.

(6) District Support Units. The number of support units for each school district in the state shall be determined as follows:

- (a) (i) Divide the actual average ~~daily attendance~~ full-time equivalent enrollment, excluding students approved for inclusion in the exceptional child educational program, for the administrative schools and each of the separate schools and attendance units by the appropriate divisor from the tables of support units in this section, then add the quotients to obtain the district's support units allowance for regular students, kindergarten through grade 12 including alternative school students. Calculations in application of this subsection shall be carried out to the nearest hundredth.

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(ii) Divide the combined totals of the average ~~daily attendance~~full-time equivalent enrollment of all preschool, kindergarten, elementary, secondary, juvenile detention center students and students with disabilities approved for inclusion in the exceptional child program of the district by the appropriate divisor from the table for computation of exceptional education support units to obtain the number of support units allowed for the district's approved exceptional child program. Calculations for this subsection shall be carried out to the nearest hundredth when more than one (1) unit is allowed.

(iii) The total number of support units of the district shall be the sum of the total support units for regular students, subparagraph (i) of this paragraph, and the support units allowance for the approved exceptional child program, subparagraph (ii) of this paragraph.

(b) Total District Allowance Educational Program. Multiply the district's total number of support units, carried out to the nearest hundredth, by the state distribution factor per support unit and to this product add the approved amount of programs of the district provided in subsection (2) of this section to secure the district's total allowance for the educational support program.

(c) District Share. The district's share of state apportionment is the amount of the total district allowance, paragraph (b) of this subsection.

(d) Adjustment of District Share. The contract salary of every noncertificated teacher shall be subtracted from the district's share as calculated from the provisions of paragraph (c) of this subsection.

(7) Property Tax Computation Ratio. In order to receive state funds pursuant to this section, a charter district shall utilize a school maintenance and operation property tax computation ratio for the purpose of calculating its maintenance and operation levy that is no greater than that which it utilized in tax year 1994, less four-tenths of one percent (.4%). As used herein, the term "property tax computation ratio" shall mean a ratio determined by dividing the district's certified property tax maintenance and operation budget by the actual or adjusted market value for assessment purposes as such values existed on December 31, 1993. Such maintenance and operation levy shall be based on the property tax computation ratio multiplied by the actual or adjusted market value for assessment purposes as such values existed on December 31 of the prior calendar year.

SECTION 2: That Section 33-1002B, Idaho Code, be, and the same is hereby amended to read as follows:

33-1002B. PUPIL TUITION-EQUIVALENCY ALLOWANCES. ~~1-(1)~~ Districts which educate pupils placed by Idaho court order in licensed homes, agencies, institutions or juvenile detention facilities shall be eligible for an allowance equivalent to forty-two percent (42%) of the

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previous year's gross per pupil cost calculated on a daily basis. This district allowance shall be in addition to support unit funding and included in district apportionment payments, subject to approval of district applications by the state ~~superintendent of public instruction~~department of education.

2.(2) Districts which educate pupils placed by Idaho court order in a juvenile detention facility with a summer school program shall be eligible for an allowance equivalent to one-half (1/2) of forty-two percent (42%) of the previous year's gross per pupil cost calculated on a daily basis. This district allowance shall be in addition to support unit funding and included in district apportionment payments, subject to approval of district applications by the state ~~superintendent of public instruction~~department of education.

3.(3) Districts which educate school age special education students who, due to the nature and severity of their disabilities, are residing in licensed public or private residential facilities or homes, and whose parents are not patrons of the district, shall be eligible for an allowance equivalent to forty-two percent (42%) of the previous year's gross per pupil cost per child plus the excess cost rate that is annually determined by the state ~~superintendent of public instruction~~department of education. This district allowance shall be in addition to exceptional education support unit funding and included in district apportionment payments, subject to approval of district applications by the state ~~superintendent of public instruction~~department of education.

4.(4) For school age special education students from outside the state of Idaho who, due to the nature and severity of their disabilities, are residing in licensed public or private residential facilities within the state of Idaho, the local school district shall provide education services to such students if requested by the licensed public or private residential facility, provided that the local school district has been given the opportunity to provide input on any federally required education plans for any such students. A local school district providing education services for such students shall sign a contract with any such licensed public or private residential facilities, which contract shall delineate the education services to be provided by the local school district and the amount to be paid by the licensed public or private residential facility. The amount paid shall be equal to the local school district's full cost of providing the education services delineated by the contract, as determined by the local school district. Such students shall be excluded from all average ~~daily attendance~~full-time equivalent enrollment and other reports provided to the state that would result in the distribution of state funding to the local school district.

5.(5) For school age nonspecial education students from outside the state of Idaho who are residing in licensed public or private residential facilities within the state of Idaho, the local school district may provide education services to such students if requested by the licensed public or private residential facility. A local school district providing education services for such students shall sign a contract with any such licensed public or private residential

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facilities, which contract shall delineate the education services to be provided by the local school district and the amount to be paid by the licensed public or private residential facility. The amount paid shall be equal to the local school district's full cost of providing the education services delineated by the contract, as determined by the local school district. Such students shall be excluded from all average ~~daily-attendance~~full-time equivalent enrollment and other reports provided to the state that would result in the distribution of state funding to the local school district.

SECTION 3: That Section 33-1002C, Idaho Code, be, and the same is hereby amended to read as follows:

33-1002C. ALTERNATIVE SUMMER AND ALTERNATIVE NIGHT SCHOOL PROGRAM SUPPORT UNITS - ALTERNATIVE SCHOOL - JUVENILE DETENTION FACILITY. (1) Alternative summer or alternative night school programs of not less than two hundred twenty-five (225) hours of instruction, which shall be included in the educational support units calculated as provided in section 33-1002, Idaho Code, may be established as approved by the state board of education. The average ~~daily-attendance~~full-time equivalent enrollment divided by forty (40) shall determine the number of allowable support units which shall be included in the alternative school support units calculated for the ~~school district~~local education agency for the succeeding school term.

(2) For any alternative school designated pursuant to section 46-805, Idaho Code, full-term average ~~daily-attendance~~full-time equivalent enrollment shall be used to calculate support units for each cohort of students that meets the minimum instructional hours requirement provided for in section 33-512, Idaho Code. The support units so calculated shall be used for all state funding formulas in which support units are used.

(3) Districts that educate pupils placed by court order in a juvenile detention facility may establish a summer or night school program that shall be included in the educational support units calculated as provided in section 33-1002, Idaho Code. The average ~~daily-attendance~~full-time equivalent enrollment divided by forty (40) shall determine the number of allowable support units that shall be included in the exceptional education school support units calculated for the school district for the succeeding school term.

(4) Average ~~daily-attendance~~full-time equivalent enrollment and the support units generated by this section shall not be included in or subject to the provisions of section 33-1003, Idaho Code, and shall be included as an addition to any other support units generated pursuant to Idaho Code.

SECTION 4: That Section 33-1003, Idaho Code, be, and the same is hereby amended to read as follows:

33-1003. SPECIAL APPLICATION OF EDUCATIONAL SUPPORT PROGRAM. (1) Decrease in Average ~~Daily-Attendance~~Full-time Equivalent Enrollment. - For any school district that has a decrease in total

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average ~~daily attendance~~ full-time equivalent enrollment of three percent (3%) or more of its average ~~daily attendance~~ full-time equivalent enrollment in the current school year from the total average ~~daily attendance~~ full-time equivalent enrollment used for determining the allowance in the educational support program for the prior school year, the allowance of funds from the educational support program may be based on the average ~~daily attendance~~ full-time equivalent enrollment of the prior school year, less three percent (3%). When this provision is applied, the decrease in average ~~daily attendance~~ full-time equivalent enrollment shall be proportionately distributed among the various categories of support units that are appropriate for the district. After applying the provisions of this subsection, the state department of education shall calculate the percentage of additional statewide support units to total statewide support units and shall then reduce each school district's support units by this uniform percentage. The provisions of this subsection shall not apply to public charter schools.

(2) Application of Support Program to Separate Schools/Attendance Units in District.

(a) Separate Elementary School. – Any separate elementary school shall be allowed to participate in the educational support program as though the school were the only elementary school operated by the district.

(b) Hardship Elementary School. – Upon application of the board of trustees of a school district, the state board of education is empowered to determine that a given elementary school or elementary schools within the school district, not otherwise qualifying, are entitled to be counted as a separate elementary school as defined in section 33-1001, Idaho Code, when, in the discretion of the state board of education, special conditions exist warranting the retention of the school as a separate attendance unit and the retention results in a substantial increase in cost per pupil in average ~~daily attendance~~ full-time equivalent enrollment above the average cost per pupil in average ~~daily attendance~~ full-time equivalent enrollment of the remainder of the district's elementary grade school pupils. An elementary school operating as a previously approved hardship elementary school shall continue to be considered as a separate attendance unit, unless the hardship status of the elementary school is rescinded by the state board of education.

(c) Separate Secondary School. – Any separate secondary school shall be allowed to participate in the educational support program as though the school were the only secondary school operated by the district.

(d) Elementary/Secondary School Attendance Units. – Elementary grades in an elementary/secondary school will be funded as a separate attendance unit if all elementary grades served are located more than ten (10) miles distance by an all-weather road from both the nearest like elementary grades within the same school district and from the location of the office of the superintendent of schools of such district, or from the office

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of the chief administrative officer of such district if the district employs no superintendent of schools. Secondary grades in an elementary/secondary school will be funded as a separate attendance unit if all secondary grades served are located more than fifteen (15) miles by an all-weather road from the nearest like secondary grades operated by the district.

(e) Hardship Secondary School. – Any district that operated two (2) secondary schools separated by less than fifteen (15) miles, but which district was created through consolidation subsequent to legislative action pursuant to chapter 111, laws of 1947, and which school buildings were constructed prior to 1935, shall be entitled to count the schools as separate attendance units.

(f) Minimum Pupils Required. – Any elementary school having less than ten (10) pupils in average ~~daily—attendance~~full-time equivalent enrollment shall not be allowed to participate in the state or county support program unless the school has been approved for operation by the state board of education.

(3) Remote Schools. – The board of trustees of any Idaho school district that operates and maintains a school that is remote and isolated from the other schools of the state because of geographical or topographical conditions may petition the state board of education to recognize and approve the school as a remote and necessary school. The petition shall be in form and content approved by the state board of education and shall provide such information as the state board of education may require. Petitions for the recognition of a school as a remote and necessary school shall be filed annually at least ninety (90) days prior to the date of the regular June meeting of the board of trustees.

Within forty-five (45) days after the receipt of a petition for the recognition of a remote and necessary school, the state board of education shall either approve or disapprove the petition and notify the board of trustees of its decision. Schools that the state board of education approves as being necessary and remote shall be allowed adequate funding within the support program for an acceptable educational program for the students of the school. In the case of a remote and necessary secondary school, grades 7-12, the educational program shall be deemed acceptable when, in the opinion of the state board of education, the accreditation standard relating to staff size, established in accordance with the provisions of section 33-119, Idaho Code, has been met. The final determination of an acceptable program and adequate funding in the case of a remote and necessary elementary school shall be made by the state board of education.

(4) Support Program When District Boundaries are Changed.

(a) In new districts formed by the division of a district, the support program computed for the district, divided in its last year of operation, shall be apportioned to the new districts created by the division in the proportion that the average ~~daily attendance~~full-time equivalent enrollment of pupils, elementary and secondary combined, residing in the area of each new district so created, is to the average ~~daily—attendance~~full-time equivalent enrollment of all pupils, elementary and secondary

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combined, in the district divided in its last year of operation before the division.

(b) When boundaries of districts are changed by excision or annexation of territory, the support program of any district from which territory is excised for the last year of operation before such excision shall be divided, and apportioned among the districts involved, as prescribed in paragraph (a) of this subsection.

(c) In new districts formed by consolidation of former districts after January 1, 2007, the support program allowance, for a seven (7) year period following the formation of the new district, shall not be less than the combined support program allowances of the component districts in the last year of operation before consolidation. After the expiration of this period, the state department of education shall annually calculate the number of support units that would have been generated had the previous school districts not consolidated. All applicable state funding to the consolidated district shall then be provided based on a support unit number that is halfway between this figure and the actual support units, provided that it cannot be less than the actual support units.

SECTION 5: That Section 33-1003A, Idaho Code, be, and the same is hereby amended to read as follows:

33-1003A. CALCULATION OF AVERAGE ~~DAILY ATTENDANCE~~FULL-TIME EQUIVALENT ENROLLMENT. In computing the average ~~daily attendance~~full-time equivalent enrollment the entire school year shall be used except that the ~~twenty-eight (28) weeks~~three (3) reporting periods having the highest average ~~daily attendance~~full-time equivalent enrollment, not necessarily consecutive, may be used. When a school is closed, or if a school remains open but attendance is significantly reduced because of storm, flood, failure of the heating plant, loss or damage to the school building, quarantine or order of any city, county or state health agency, or for reason believed by the board of trustees to be in the best interests of the health, safety or welfare of the pupils, the board of trustees having certified to the state department of education the cause and duration of such closure or impacted attendance, the average ~~daily attendance~~full-time equivalent enrollment for such ~~day or days of closure or impacted attendance~~reporting periods shall be considered as being the same as for the days when the school actually was in session or when attendance was not impacted. A decision by the state department to disallow such a consideration shall be subject to appeal to the state board of education.

For illness or accident that necessitates an absence from school for more than ten (10) consecutive school days, the ~~school district~~local education agency may include homebound students in its total attendance, provided that academic instruction has been given by appropriate certified professional staff employed by the ~~district~~local education agency.

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SECTION 6: That Section 33-1003C, Idaho Code, be, and the same is hereby amended to read as follows:

33-1003C. SPECIAL APPLICATION - TECHNOLOGICAL INSTRUCTION - BLENDED LEARNING. In order to acquire and maintain technology for individualized computer, ~~and/or~~ distance learning, or blended learning programs, a ~~school-district~~local education agency may use students' documented contact hours on individualized computer education or distance learning programs in determining the ~~district~~local education agency's average ~~daily-attendance~~full-time equivalent enrollment, whether the student is actually in the computer lab or distance learning center, or has logged on to the computer from another location. On-line or distance education courses instructional time shall be based on the identified in-person instructional time when a local education agency offers a course in-person and online or through a distance learning format. A ~~district~~local education agency's technology instruction or blended learning programs shall be subject to the following provisions:

(1) The certification requirements for an alternative school using the individualized computer education or distance learning program may be met by having a properly certificated teacher available on a consultant tutorial basis. The consultant tutors will be available by telephone, fax, e-mail, or in person at the school site on a daily basis.

(2) ~~Districts~~Local education agencies claiming average ~~daily attendance~~full-time equivalent enrollment pursuant to this section shall submit annual evaluations of the program to the state board of education.

(3) ~~Districts~~Local education agencies may offer individualized computer education, ~~or~~ distance learning programs, or blended learning programs on a calendar which may differ from the rest of the ~~district~~local education agency's instruction, but in no case may a ~~district~~local education agency claim more average ~~daily attendance~~full-time equivalent enrollment for a student than the full-time equivalency of a regular term of attendance for a single student.

(4) Nonalternative ~~high~~-school students may participate in a local education agencies online or blended learning program or may receive individualized computer education or distance learning instruction and credit through an alternative school ~~site~~program.

SECTION 7: That Section 33-1006, Idaho Code, be, and the same is hereby amended to read as follows:

33-1006. TRANSPORTATION SUPPORT PROGRAM. (1) 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,

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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.

(2) Any costs associated with the addition of vehicle features that are not part of the basic vehicle shall not be allowable in computing the transportation support program of school districts. A basic vehicle is hereby defined as the cost of the vehicle without optional features, plus the addition of essential safety features and features necessary for the transportation of pupils with disabilities.

(3) Each school district shall maintain records and make reports as are required for the purposes of this section.

(4) The transportation support program of a school district shall be based upon the allowable costs of:

(a) Transporting public school pupils one and one-half (1 1/2) miles or more to school;

(b) Transporting pupils less than one and one-half (1 1/2) miles as provided in section [33-1501](#), Idaho Code, when approved by the state board of education;

(c) Payments when transportation is not furnished, as provided in section [33-1503](#), Idaho Code;

(d) The transportation program for grades 6-12, upon the costs of payments pursuant to a contract with other public or private transportation providers entered into as provided in section [33-1510](#), Idaho Code, if the school district establishes that the reimbursable costs of transportation under the contract are equal to or less than the costs for school buses;

(e) The employer's share of contributions to the public employee retirement system and to social security; and

(f) Providing transportation to and from approved school activities as may be approved by the rules of the state board of education.

(5) The state's share of the transportation support program shall be fifty percent (50%) of reimbursable transportation costs of the district incurred during the immediately preceding state fiscal year, except for the cost of state department of education training and fee assessments and bus depreciation and maintenance, for which the state's share shall be eighty-five percent (85%) of such costs. For school districts that contract for pupil transportation services, the state's share shall be the average state share of costs for district-run operations, based on the statewide total of such costs. Provided however, that the reimbursable costs for any school district shall not exceed one hundred three percent (103%) of the statewide average reimbursable cost per mile or the state average reimbursable cost per student rider, whichever is more advantageous to the school district. If a school district's costs exceed the one hundred three percent (103%) limit when computed by the more advantageous of the two (2) methods, that school district shall be reimbursed at the appropriate percentage designated by this subsection, multiplied by the maximum limit for whichever method is more favorable to the school district. A school district may appeal the application of the one hundred three percent (103%) limit on reimbursable costs to the state

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board of education, which may establish for that district a new percentile limit for reimbursable costs compared to the statewide average, which is higher than one hundred three percent (103%). In doing so, the state board of education may set a new limit that is greater than one hundred three percent (103%), but is less than the percentile limit requested by the school district. However, the percentage increase in the one hundred three percent (103%) cap shall not exceed the percentage of the district's bus runs that qualify as a hardship bus run, pursuant to this subsection. Any costs above the new level established by the state board of education shall not be reimbursed. Such a change shall only be granted by the state board of education for hardship bus runs. To qualify as a hardship bus run, such bus run shall meet at least two (2) of the following criteria:

(a) The number of student riders per mile is less than fifty percent (50%) of the statewide average number of student riders per mile;

(b) Less than a majority of the miles on the bus run are by paved surface, concrete or asphalt road;

(c) Over ten percent (10%) of the miles driven on the bus run are a five percent (5%) slope or greater.

(6) Beginning on July 1, 2005, any eligible home-based public virtual school may claim transportation reimbursement for the prior fiscal year's cost of providing educational services to students. In order to be eligible, such a school shall have at least one (1) average ~~daily attendance~~ full-time equivalent enrollment divisor, pursuant to section 33-1002, Idaho Code, that is greater than the median divisor shown for any category of pupils, among the actual divisors listed. For the purposes of paragraphs (a), (b) and (c) of this subsection (6), "education provider" means the home-based public virtual school or an entity that has legally contracted with the home-based public virtual school to supply education services. Reimbursable costs shall be limited to the costs of:

(a) Providing an internet connection service between the student and the education provider, not including the cost of telephone service;

(b) Providing electronic and computer equipment used by the student to transmit educational material between the student and the education provider;

(c) Providing a toll-free telephone service for students to communicate with the education provider;

(d) Providing education-related, face-to-face visits by representatives of the home-based public virtual school, with such reimbursements limited to the mileage costs set for state employee travel by the state board of examiners; and

(e) Any actual pupil transportation costs that would be reimbursable if claimed by a school district.

The total reimbursement for such home-based public virtual schools shall be exempt from the statewide average cost per mile limitations of this section. The state's share of reimbursable costs shall be eighty-five percent (85%), subject to the statewide cost per student rider provisions of this section. For

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the purposes of such home-based public virtual school, the number of student riders shall be the same as the number of pupils in average ~~daily attendance~~full-time equivalent enrollment.

(7) The state department of education shall calculate the amount of state funds lost in fiscal year 2010 by each school district as a result of the decrease in the state reimbursement from eighty-five percent (85%) to fifty percent (50%) of certain eligible costs, including the reduction calculated for districts that contract for pupil transportation services, and excluding any reductions made due to the limitation on reimbursable expenses, all pursuant to subsection (5) of this section. The amount so calculated shall be distributed to each school district in fiscal year 2010. For each fiscal year thereafter, the amount distributed pursuant to this subsection (7) for each school district shall be determined as follows:

- (a) Divide the amount distributed to the district pursuant to this subsection (7) in fiscal year 2010 by the district's support units for fiscal year 2010;
- (b) Multiply the result of the calculation found in subsection (7)(a) of this section by the number of support units in the current fiscal year;
- (c) Determine the percentage change in statewide transportation reimbursements as provided for in subsection (5) of this section since fiscal year 2010;
- (d) Determine the percentage change in statewide student enrollment since fiscal year 2010;
- (e) Subtract the result of the calculation found in subsection (7)(d) of this section from the result of the calculation found in subsection (7)(c) of this section;
- (f) Adjust the result of the calculation found in subsection (7)(b) of this section by the percentage result from subsection (7)(e) of this section.

For school districts divided after fiscal year 2010, the calculation in subsection (7)(a) of this section shall still be based on the fiscal year 2010 figures for the formerly consolidated district. For public charter schools beginning operations on or after July 1, 2009, all calculations in this subsection (7) that are based on fiscal year 2010 shall instead be based on the public charter school's first fiscal year of operations. For the purposes of this subsection (7), the support units used shall be the number used for calculating salary-based apportionment. Funds distributed pursuant to this subsection (7) shall be used to defray the cost of pupil transportation. If the amount distributed is in excess of a school district's actual pupil transportation costs, less any state reimbursements provided by subsection (5) of this section, the excess funds may be used at the school district's discretion.

(8) The total moneys paid to school districts and public charter schools for eligible transportation costs shall be reduced by a proportionate amount to equal seven million five hundred thousand dollars (\$7,500,000) and shall be used as discretionary spending.

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SECTION 8: That Section 33-1009, Idaho Code, be, and the same is hereby amended to read as follows:

33-1009. PAYMENTS FROM THE PUBLIC SCHOOL INCOME FUND.

~~1.~~(1) ~~a.~~(a) Payments of the state general account appropriation for public school support shall be made each year by the state department of education to the public school districts of the state in four (4) payments. Payments to the districts shall be made not later than the fifteenth day of August, the fifteenth day of November, the fifteenth day of February, and the fifteenth day of May each year. The first payment by the state department of education shall be approximately fifty percent (50%) of the total general account appropriation for the fiscal year, while the second and third payments shall be approximately twenty percent (20%) each, and the fourth payment approximately ten percent (10%) respectively, except as provided for in section 33-5209C, Idaho Code. Amounts apportioned due to a special transfer to the public school income fund to restore or reduce a deficiency in the prior year's transfer pursuant to subsection 4. of this section shall not be subject to this limitation.

~~b.~~(b) Payments of moneys, other than the state general account appropriation, that accrue to the public school income fund shall be made by the state department of education to the school districts of the state on the fifteenth day of November, February, May and July each year. The total amount of such payments shall be determined by the state department of education and shall not exceed the amount of moneys available and on deposit in the public school income fund at the time such payment is made.

~~c.~~(c) Amounts apportioned due to a special transfer to the public school income fund to restore or reduce a deficiency in the prior year's transfer pursuant to subsection 4. of this section shall not be subject to the limitation imposed by paragraphs a. and b. of this subsection.

~~2.~~(2) Payments made to the school districts in August and November are advance payments for the current year and may be based upon payments from the public school income fund for the preceding school year. Each school district may receive its proportionate share of the advance payments in the same ratio that its total payment for the preceding year was to the total payments to all school districts for the preceding year.

~~3.~~(3) No later than the fifteenth day of February in each year, the state department of education shall compute the state distribution factor based on the total average ~~daily attendance~~full-time equivalent enrollment through the first Friday in November. The factor will be used in payments of state funds in February and May. Attendance shall be reported in a format and at a time specified by the state ~~department~~board of education or its delegate.

As of the thirtieth day of June of each year the state department of education shall determine final payments to be made on July fifteenth next succeeding to the several school districts from the public school income fund for the school year ended June 30. The July payments shall take into consideration:

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~~a.~~(a) The average ~~daily—attendance~~full-time equivalent enrollment of the several school districts for the twenty-eight (28) best weeks of the school year completed not later than the thirtieth of June;

~~b.~~(b) All funds available in the public school income fund for the fiscal year ending on the thirtieth of June;

~~e.~~(c) All payments distributed for the current fiscal year to the several school districts;

~~d.~~(d) The adjustment based on the actual amount of discretionary funds per support unit required by the provisions of section 33-1018, Idaho Code;

~~e.~~(e) Payments made or due for the transportation support program and the exceptional education support program. The state department of education shall apportion and direct the payment to the several school districts the moneys in the public school income fund in each year, taking into account the advance made under subsection 2. of this section, in such amounts as will provide in full for each district its support program, and not more than therefor required, and no school district shall receive less than fifty dollars (\$50.00).

~~4.~~(4) If the full amount appropriated to the public school income fund from the general account by the legislature is not transferred to the public school income fund by the end of the fiscal year, the deficiency resulting therefrom shall either be restored or reduced through a special transfer from the general account in the first sixty (60) days of the following fiscal year, or shall be calculated in computing district levies, and any additional levy shall be certified by the state superintendent of public instruction to the board of county commissioners and added to the district's maintenance and operation levy. If the deficiency is restored or reduced by special transfer, the amount so transferred shall be in addition to the amount appropriated to be transferred in such following fiscal year and shall be apportioned to each school district in the same amount as each would have received had the transfer been made in the year the deficiency occurred. The state department of education shall distribute to the school district the full amount of the special transfer as soon as practical after such transfer is made. In making the levy computations required by this subsection the state department of education shall take into account and consider the full amount of money receipted into the public school income fund from all sources for the given fiscal year. Deficits in the transfer of the appropriated amount of general account revenue to the public school income fund shall be reduced by the amount, if any, that the total amount receipted from other sources into the public school income fund exceeds the official estimated amount from those sources. The official estimate of receipts from other sources shall be the total amount stated by the legislature in the appropriation bill. The provisions of this subsection shall not apply to any transfers to or from the public education stabilization fund.

~~5.~~(5) Any apportionments in any year, made to any school district, which may within the succeeding ~~three (3)~~fiscal year ~~period~~

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be found to have been in error either of computation or transmittal, may be corrected during the ~~three (3)~~ fiscal year period by reduction of apportionments to any school district to which over-apportionments may have been made or received, and corresponding additions to apportionments to any school district to which under-apportionments may have been made or received.

SECTION 9: That Section 33-1027, Idaho Code, be, and the same is hereby amended to read as follows:

33-1027. STUDENT ENROLLMENT COUNTS AND RULEMAKING. The state board of education shall promulgate rules that set forth the procedures for determining student enrollment counts by school, school district, and statewide, and the process for reporting such counts. Such rules shall be consistent with the following:

(1) Full-time enrollment (FTE) shall be based on enrollment in any school district or public charter school;

(2) A student shall not exceed a total of one (1.0) unweighted FTE in a single school year, except as provided in subsection (4) of this section;

~~(3) A kindergarten student shall not exceed a total of one half (0.5) unweighted enrollment in a single school year;~~

(4~~3~~) A student attending a summer school or night school program shall not exceed a total of one-fourth (0.25) unweighted enrollment. Such student may be counted pursuant to both this subsection and subsection (2) of this section;

(5~~4~~) A fractional enrollment count schedule shall be specified for any student enrolled less than one (1.0) FTE in a given school district or public charter school;

(6~~5~~) FTE is based on the courses a student is enrolled in at the time of the official count, as specified in board rule, except that a student may be counted as enrolled if the term for which such student is enrolled begins after the time of the official count;

(7~~6~~) Each school district or public charter school shall conduct an official count of enrolled students in the district or school on the first day of October, the first day of December, the first day of February, and the first day of April, or the previous school day if those dates do not fall on a school day; and

(8~~7~~) A school district or public charter school may not count as enrolled any student who has unexcused absences totaling eleven (11) or more consecutive school days immediately prior to and including the official count date.

SECTION 10: 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.

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ATTACHMENT 3

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

SECTION 1: That Section 33-1201, Idaho Code, be, and the same is hereby amended to read as follows:

33-1201. CERTIFICATE REQUIRED. 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 authority of the state board of education, valid for the service being rendered; except that the state board of education may authorize endorsement for use in Idaho, for not more than five (5) years, certificates valid in other states when the qualifications therefor are not lower than those required for an Idaho certificate.

No certificate shall be required of a student attending any teacher-training institution, who shall serve as a practice teacher or apprentice in an state board of education approved registered apprenticeship program in a classroom under the supervision of a certificated teacher, and who is jointly assigned by such teacher-training institution and the governing board of a district or a public institution to perform practice teaching ~~in a non-salaried status. Those students attending a teacher training institution of another state and who serve as a non-salaried practice teacher in an Idaho school district shall be registered by that school district.~~

A student, while serving in a practicum, apprenticeship, internship or student teaching position under the supervision of a person certificated pursuant to this section, shall be accorded the same liability insurance coverage by the school district being served as that accorded such certificated person in the same district, and shall comply with all rules and regulations of the school district or public institution while serving in such a capacity.

SECTION 2: That Section 33-1203, Idaho Code, be, and the same is hereby amended to read as follows:

33-1203. ACCREDITED TEACHER TRAINING REQUIREMENTS. Except in the limited fields of trades and industries, and specialists certificates of school librarians and school nurses, the state board shall not authorize the issuance of any standard certificate premised upon less than four (4) years of accredited college training, including such professional training as the state board may require or the completion of a state board of education approved registered apprenticeship program; but in 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.

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

SECTION 1: That Section 33-1002G, Idaho Code, be, and the same is hereby amended to read as follows:

33-1002G. CAREER TECHNICAL SCHOOL FUNDING AND ELIGIBILITY. (1) School districts, public charter schools, and eligible cooperative service agencies may establish career technical schools or programs that qualify for funding appropriated for the specific purpose of supporting the added cost of career technical schools. These funds will be appropriated to the state board for career technical education, to be expended by the division of career technical education. In order for a school or program to qualify for funding as a career technical school, it must make application to the division of career technical education on or before the fifteenth of April for the following fiscal year. This includes applicants for new schools or programs and renewal applications. Approved public charter schools with career technical education programs will receive the same added cost unit as any other eligible school on an actual approved cost basis not to exceed the per-student cost for a traditional instructional delivery method. All career technical schools must meet all three (3) of the following criteria:

(a) The school serves students from two (2) or more high schools. No one (1) high school can comprise more than eighty-five percent (85%) of the total enrolled career technical school students, except a new school or program in the first or second year of operation. During the first year of operation a new school or program may comprise more than ninety-five (95%) percent of the total enrolled career technical school students and no more than ninety percent (90%) of the total enrolled career technical school students during the second year of operations. In the event a student enrolled in the career technical school is not enrolled in a public high school, the eighty-five percent (85%) will be calculated based on the public high school attendance area where the student resides. This provision does not exclude a public charter school with a statewide boundary from applying for appropriate added cost funds authorized for career technical education, irrespective of the instructional delivery method. In the event an existing career technical school or program that has been in operations for more than three years should have the enrollment of career technical school students increase to more than eighty-five percent (85%) in a single year the division of career technical education may chose, with an approved enrollment plan, to use the school or programs three (3) year rolling average enrollment between participating high schools for determining eligibility.

(b) The majority of the school's program offerings lead to some form of postsecondary credit, such as dual credit or other advanced opportunities, as defined by the state board of education, or include apprenticeship opportunities.

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(c) All school programs offer at least one (1) supervised field experience for all students.

(2) All career technical schools must also meet at least one (1) of the following three (3) requirements:

(a) The school is funded separately from schools that qualify for computation using regular secondary support units.

(b) The school has a separate and distinct governing board.

(c) The majority of the school programs are provided at dedicated facilities that are separate from the regular high school facilities.

(3) An eligible cooperative service agency, formed pursuant to section [33-317](#), Idaho Code, must own or maintain a facility separate from any of the member school districts making up the cooperative service agency.

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

SECTION 1: That Section 33-5215, Idaho Code, be, and the same is hereby amended to read as follows:

33-5215. CAREER TECHNICAL REGIONAL PUBLIC CHARTER SCHOOL. (1) A career technical regional public charter school is hereby declared to be a public charter school and as such, the provisions of chapter 52, title 33, Idaho Code, shall apply to each career technical regional public charter school in the same manner and to the same extent as the provisions of charter school law apply to other public charter schools, with the exception of certain conditions and applications as specifically provided in this section. T-and the provisions of section 33-1002G, Idaho Code, apply to career technical schools.

(2) In addition to the approval provisions of this chapter, approval of a career technical regional public charter school by an authorized chartering entity shall not be final until the petition has also been reviewed and approved by the division of career technical education.

(3) Funding for a career technical regional public charter school shall be the same as provided in section 33-5208, Idaho Code, except that:

(a) The salary-based apportionment for a career technical regional public charter school shall be the statewide average for public charter schools. Such salary-based apportionment may be used for payment of contracted services or for direct hire of staff;

(b) The board of directors may contract for the services of certificated and noncertificated personnel, to procure the use of facilities and equipment, and to purchase materials and equipment, which in the judgment of the board of directors is necessary or desirable for the conduct of the business of the career technical regional public charter school; and

(c) Transportation support shall be paid to the career technical regional public charter school in accordance with the provisions of chapter 15, title 33, Idaho Code.

(4) A career technical regional public charter school shall provide assurances in state attendance reports that it has verified attendance reports, which generate ADA with its participating school districts, to make certain that the districts and the charter school do not duplicate enrollment or ADA claims.

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

SECTION 1: That Section 33-114A, Idaho Code, be, and the same is hereby amended to read as follows:

33-114A. ADOPTION OF STANDARDS FOR THE INITIAL CERTIFICATION OF PROFESSIONAL SCHOOL PERSONNEL. Effective July 1, 2022, the Idaho standards for initial certification of professional school personnel shall be the standards prepared by the 2020-2021 educator standards working group dated February 24, 2022. Professional school personnel standards shall be set by the state board of education, thereafter.

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

SECTION 1: That Section 33-1252, Idaho Code, be, and the same is hereby amended to read as follows:

33-1252. PROFESSIONAL STANDARDS COMMISSION – MEMBERS – APPOINTMENT – TERMS. (1) A professional standards commission is hereby created in the department of education, consisting of ~~eighteen~~nineteen (1~~8~~9) members, one (1) of whom shall be a member of the staff of the state department of education, ~~and~~ one (1) of whom shall be a member of the staff of the division of career technical education, and one (1) of whom shall be a member of the staff of the office of the state board of education to be appointed by the state board of 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 of the state and shall include at least one (1) teacher of exceptional children and at least one (1) teacher in pupil personnel services. Such expansion of membership on the professional standards commission shall not require reaffirmation of the codes and standards of ethics and rules of procedure used by the professional standards commission.

(2) 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, and the member from the staff of the office of the state board of 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.

(3) The state board of education shall appoint or reappoint members of the commission for terms of three (3) years.

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

SECTION 1. That Section 33-5904, Idaho Code, be, and the same is hereby amended to read as follows:

33-5904. SCHOOL SAFETY AND SECURITY PROGRAM. (1) There is hereby established in the office of the state board of education the school safety and security program. The executive director of the office of the state board of education may hire a manager of the school safety and security program who shall be responsible for the performance of the regular administrative functions of the program and other duties as the executive director may direct. The manager of the school safety and security program shall be a nonclassified employee. The executive director of the office of the state board of education may employ persons in addition to the manager in other positions or capacities as necessary to fulfill the responsibilities of the school safety and security program as set forth in this section. The executive director of the state board of education shall provide an office, office equipment, and facilities as may be reasonably necessary for the proper performance of the duties of the program manager and other program personnel.

(2) The executive director of the office of the state board of education and the manager and other personnel of the school safety and security program may enter all public educational facilities in this state at reasonable times to conduct annual assessments for consistency with the school safety and security guidelines developed by the Idaho school safety and security advisory board. To the extent possible, such assessments should occur simultaneously with inspections conducted pursuant to section [39-8008](#), Idaho Code. The school safety and security program shall prepare a written report for each security assessment it conducts. At a minimum, such reports shall include any safety or security vulnerabilities found in the subject school and recommendations for remedying such vulnerabilities. The program shall provide a copy of the report to the local education agency or institution and to the school principal or institution president. The program shall also prepare an annual report, a copy of which shall be submitted to the state board of education and to the Idaho school safety and security advisory board each year.

(3) Upon request of any public educational institution, the school safety and security program shall provide training and technical assistance on best practices and resources for school safety and security as set forth in the guidelines established by the Idaho school safety and security advisory board.

(4) The school safety and security program shall a system for the confidential reporting of student safety concerns.

(45) The office of the state board of education may receive grant moneys on behalf of the school safety and security program to carry out the responsibilities of the program.

(5) On July 1 of each year, or as soon as practicable, the state controller shall transfer three hundred thousand dollars (\$300,000)

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from the public school income fund to the school safety and security program's miscellaneous revenue fund 0349-36 for the purposes of this section.

SECTION 2. That Chapter 59, Title 33, Idaho Code, be, and the same is hereby amended by the addition thereto of a NEW SECTION, to be known and designated as Section 33-5907, Idaho Code, and to read as follows:

33-5907. CONFIDENTIAL TIP LINE. (1) The Idaho school safety and security program within the office of the state board of education shall develop and maintain a system for the confidential reporting of student safety concerns. This system shall be available to all students resident in the state of Idaho.

(2) The confidential reporting system shall include monitored telephone lines and may include other means of electronic communication. The official confidential reporting system shall convey safety concerns to local school officials and to emergency response agencies for investigation.

(3) Information received through the confidential reporting system shall be exempt from public disclosure pursuant to Section 74-104(1), Idaho Code.

(4) Any individual who knowingly reports false information shall be guilty of a misdemeanor.

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

SECTION 1: That Section 33-133, Idaho Code, be, and the same is hereby amended to read as follows:

33-133. DEFINITIONS — ~~STUDENT~~EDUCATION DATA — USE AND LIMITATIONS — PENALTIES. (1) As used in this act, the following terms shall have the following meanings:

(a) "Agency" means each state board, commission, department, office or institution, educational or otherwise, of the state of Idaho. State agency shall also mean any city, county, district or other political subdivision of the state.

(b) "Aggregate data" means data collected and/or reported at the group, cohort or institutional level. Aggregate data shall not include personally identifiable information. The ~~minimum number of students~~aggregation levels necessary for assuring data privacy shall be determined by the state board of education.

(c) "Board" means the state board of education.

(d) "Data system" means the state's elementary, secondary and postsecondary longitudinal data systems.

(e) "Department" means the state department of education.

(f) "District" or "school district" means an Idaho public school district, including chartered school districts, and shall also include Idaho public charter schools, Idaho digital learning academy, or and the Idaho school for the deaf and blind.

(g) "Parent" means parent, parents, legal guardian or legal guardians.

(h) "Personally identifiable data," "personally identifiable student data" or "personally identifiable information" includes, but is not limited to: the student's name; the name of the student's parent or other family members; the address of the student or student's family; a personal identifier, such as the student's social security number, student's education unique identification number or biometric record; other indirect identifiers, such as the student's date of birth, place of birth and mother's maiden name; and other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty or information requested by a person who the educational agency or institution reasonably believes knows the identity of the student to whom the education record relates.

(i) "Provisional student data" means new student data proposed for inclusion in the data system.

(j) "Student data" means data collected and/or reported at the individual student level included in a student's educational record.

~~(i) "Student data" and~~ includes, but is not limited to: ~~(1)~~ state and national assessment results, including information on untested public school students; ~~(2)~~ course taking and completion,

credits earned and other transcript information; ~~(3)~~ course grades and grade point average; ~~(4)~~ date of birth, grade level and expected graduation date/graduation cohort; ~~(5)~~ degree, diploma, credential attainment and other school exit information such as general educational development and drop-out data; ~~(6)~~ attendance and mobility; ~~(7)~~ data required to calculate the federal ~~four~~ ~~(4)~~ year adjusted secondary cohort graduation rate, including sufficient exit information; ~~(8)~~ discipline reports limited to objective information sufficient to produce the federal annual incident reports, children with disabilities disciplinary reports and discipline reports including students involved with firearms; ~~(9)~~ remediation; ~~(10)~~ special education data; ~~(11)~~ demographic data and program participation information; and ~~(12)~~ files, documents, images or data containing a student's educational record that are stored in or transmitted through a cloud computing service.

~~(ii) A student's educational record shall not include: (1) juvenile delinquency records and criminal records unless required in paragraph (k) of this subsection; (2) medical and health records; (3) student social security number; (4) student biometric information; (5) gun ownership records; (6) sexual orientation; (7) religious affiliation; (8) except for special needs and exceptional students, any data collected pursuant to a statewide assessment via affective computing, including analysis of facial expressions, EEG brain wave patterns, skin conductance, galvanic skin response, heart rate variability, pulse, blood volume, posture and eye tracking, any data that measures psychological resources, mind sets, effortful control, attributes, dispositions, social skills, attitudes or intrapersonal resources.~~

(k) "Student educational record" means all information directly related to a student and recorded and kept in the data system as that term is defined in this section. Provided however, that the following shall not be kept as part of a student's permanent educational record: ~~daily assignments, homework, reports, chapter tests or similar assessments or other schoolwork that may be considered daily or weekly work. A student educational record may include information considered to be personally identifiable.~~

(i) A student's educational record shall not include: juvenile delinquency records and criminal records unless required in paragraph (j) of this subsection; medical and health records; student social security number; student biometric information; gun ownership records; sexual orientation; religious affiliation; except for special needs and exceptional students, any data collected pursuant to a statewide assessment via affective computing, including analysis of facial expressions, EEG brain wave patterns, skin conductance, galvanic skin response, heart rate variability, pulse, blood volume, posture and eye tracking, any data that measures psychological resources, mind sets, effortful control, attributes, dispositions, social skills, attitudes or intrapersonal resources.

(1) "~~Student~~ education unique identification number" means the unique ~~student~~-identifier assigned by the state to each student or staff member that shall not be or include the student or staff member's social security number ~~of a student in whole or in part~~.

(m) "Violation" means an act contrary to the provisions of this section that materially compromises the security, confidentiality or integrity of personally identifiable data of one (1) or more students or staff and that results in the unauthorized release or disclosure of such data.

(2) Unless otherwise provided for in this act, the executive office of the state board of education shall be the entity responsible for implementing the provisions of this act. All decisions relating to the collection and safeguarding of student data shall be the responsibility of the executive office of the state board of education.

(3) The state board of education shall:

(a) Create, publish and make publicly available a data inventory and dictionary or index of data elements with definitions of individual student data fields currently in the ~~student~~-education data system including:

(i) Any individual student data required to be reported by state and federal education mandates;

(ii) Any individual student data that has been proposed for inclusion in the student data system with a statement regarding the purpose or reason for the proposed collection; and

(iii) Any individual student data collected or maintained with no current purpose or reason.

No less frequently than annually, the state board of education shall update the data inventory and index of data elements provided for in this subsection.

(b) Develop, publish and make publicly available policies and procedures to comply with the federal family educational rights and privacy act (FERPA) and other relevant privacy laws and policies including, but not limited to the following:

(i) Access to student data in the ~~student~~-data system shall be restricted to: (1) the authorized staff of the state board of education and the state department of education and the board's and the department's vendors who require such access to perform their assigned duties; (2) the district and the district's private vendors who require access to perform their assigned duties and public postsecondary staff who require such access to perform their assigned duties; (3) students and their parents or legal guardians; and (4) the authorized staff of other state agencies in this state as ~~required by law and/or~~ defined by interagency data-sharing agreements. All such data-sharing agreements shall be summarized in a report compiled by the state board of education and submitted no later than January 15 of each year to the senate education committee and the house of representatives education committee;

(ii) Provide that public reports or responses to record requests shall include aggregate data only as that term is defined in subsection (1) of this section;

(iii) Develop criteria for the approval of research and data requests from state and local agencies, the state legislature, researchers and the public: (1) unless otherwise approved by the state board of education, student data maintained shall remain confidential; (2) unless otherwise approved by the state board of education, and released student data in response to research and data requests may include only aggregate data; ~~and (3) any approval of the board to release personally identifiable student data shall be subject to legislative approval prior to the release of such information;~~

(iv) Ensure that any contract entered into by the state board of education or the state department of education includes provisions requiring and governing data destruction dates and specific restrictions on the use of data;

(v) Provide for notification to students and parents regarding their rights under federal and state law; and

(vi) Ensure that all school districts, primary schools, secondary schools and other similar institutions entering into contracts that govern databases, online services, assessments, special education or instructional supports with private vendors shall include in each such contract a provision that private vendors are permitted to use aggregated data; or an individual student's data for secondary uses, but only if the vendor discloses in clear detail the secondary uses and receives written permission from the student's parent or legal guardian. The contract shall also include either of the following: (1) a prohibition on any secondary uses of student data by the private vendor including, but not limited to, sales, marketing or advertising, but permitting the private vendor to process or monitor such data solely to provide and maintain the integrity of the service; or (2) a requirement that the private vendor disclose in detail any secondary uses of student data including, but not limited to, sales, marketing or advertising, and the board shall obtain express parental consent for those secondary uses prior to deployment of the private vendor's services under the contract.

The state board of education and the state department of education shall ensure that any and all private vendors employed or otherwise engaged by the board or the department shall comply with the provisions of this section. Any ~~person~~ vendor determined, in either a civil enforcement action initiated by the board or ~~initiated by the department~~ designee or in a court action initiated by an injured party, to have violated a provision of this section or any rule promulgated pursuant to this section shall be liable for a civil penalty not to exceed fifty thousand dollars (\$50,000) per violation. In the case of an unauthorized release of student data, the vendor shall notify the board or the department as applicable to the contract of any data breach; the ~~state board of education or the state department of education~~ designee shall notify the parent or student of the unauthorized release of student data that includes personally identifiable information in a manner consistent with the provisions of section 28-51-105, Idaho Code.

(c) Unless otherwise approved by the state board of education, any data deemed confidential pursuant to this act shall not be transferred to any federal, state or local agency or other organization or entity outside of the state of Idaho, with the following exceptions:

(i) A student transfers out of state or a school or district seeks help with locating an out-of-state transfer;

(ii) A student leaves the state to attend an out-of-state institution of higher education or training program;

(iii) A student voluntarily participates in a program for which such a data transfer is a condition or requirement of participation;

(iv) The state board of education or the state department of education may share such data with a vendor to the extent it is necessary as part of a contract that governs databases, online services, assessments, special education or instructional supports with a vendor;

(v) Pursuant to a written agreement between the two (2) school districts, where a student transfers from an Idaho district abutting upon another state to the nearest appropriate district in such neighboring state in accordance with the provisions of section 33-1403, Idaho Code; or

(vi) A student is classified as "migrant" for reporting purposes as required by the federal government in order to assure linkage between the various states of migrant students educational records;

(d) Develop a detailed data security plan that includes:

(i) Guidelines for authorizing access to the student data system and to individual student data including guidelines for authentication of authorized access;

(ii) Guidelines relating to administrative safeguards providing for the security of electronic and physical data; such guidelines should include provisions relating to data encryption as well as staff training to better ensure the safety and security of data;

(iii) Privacy compliance standards;

(iv) Privacy and security audits;

(v) Breach planning, notification and procedures; and

(vi) Data retention and disposition policies;

(e) Ensure routine and ongoing compliance with FERPA, other relevant privacy laws and policies, and the privacy and security policies and procedures developed under the authority of this act, including the performance of compliance audits;

(f) Ensure that any contracts that govern databases, online services, assessments or instructional supports that include student data and are outsourced to private vendors, include express provisions that safeguard privacy and security, contain the restrictions on secondary uses of student data described in subsection (3)(b)(vi) of this section, provides for data destruction, including a time frame for data destruction, and includes penalties for noncompliance with this paragraph; and

(g) Notify the governor and the legislature annually of the following:

(i) New student data proposed for inclusion in the state student data system: (1) any new student data collection proposed by the state board of education becomes a provisional requirement to allow districts and their local data system vendors the opportunity to meet the new requirement; ~~and (2) the state board of education must submit any new provisional student data collection to the governor and the legislature for their approval within one (1) year in order to make the new student data a permanent requirement through the administrative rules process. Any provisional student data collection not approved by the governor and the legislature by the end of the next legislative session expires and must be deleted and no longer collected;~~

(ii) Changes to existing data collections required for any reason, including changes to federal reporting requirements made by the U.S. department of education;

(iii) An explanation of any exceptions granted by the state board of education in the past year regarding the release or out-of-state transfer of student data;

(iv) The results of any and all privacy compliance and security audits completed in the past year. Notifications regarding privacy compliance and security audits shall not include any information that would pose a security threat to the state or local student information systems or to the secure transmission of data between state and local systems by exposing vulnerabilities; and

(v) Data collected specific to a grant program where such data is not otherwise included in student data.

(4) The state board of education ~~shall~~ may adopt rules to implement the provisions of this act.

(5) Upon the effective date of this act, any existing collection of student data in the data system shall not be considered a new student data collection in accordance with this section.

(6) Unless otherwise prohibited by law or court order, school districts must provide parents or guardians with copies of all of their child's educational records, upon request, if such child has not attained the age of eighteen (18) years.

(7) The state board of education shall develop a model policy for school districts and public charter schools that will govern data collection, access, security and use of such data. The model policy shall be consistent with the provisions of this act. In order to assure that student educational information is treated safely and securely and in a consistent manner throughout the state, each district and public charter school shall adopt and implement the model policy. The state department of education shall provide outreach and training to the districts and public charter schools to help implement the policy. A current copy of such policy shall be posted to the school district's website. Any district or public charter school that fails to adopt, implement and post the policy where any inappropriate release of data occurs shall be liable for a civil penalty not to exceed fifty thousand dollars (\$50,000). Such civil penalty may be imposed per violation. The method of recovery of the penalty shall be by a civil enforcement action brought by the state board of education, with the assistance

of the office of the state attorney general, in the district court in and for the county where the violation occurred. All civil penalties collected under this section shall be paid into the general fund of the state.

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

SECTION 1: That Section 33-320, Idaho Code, be, and the same is hereby amended to read as follows:

33-320. CONTINUOUS IMPROVEMENT PLANS AND TRAINING. (1) Each school district and public charter school in Idaho shall develop an annual plan that is part of a continuous focus on improving the student performance of the district or public charter school. A public charter school may use its performance certificate in lieu of a separate continuous improvement plan.

(2) (a) The board of trustees and the superintendent shall collaborate on the plan and engage students, parents, educators and the community as appropriate. The board of directors and the administrator of a public charter school shall collaborate on the plan and engage students, parents, educators and the community as appropriate. All continuous improvement plans must be approved by the local governing board.

(b) The annual continuous improvement plan shall:

(i) Be data driven, specifically in student outcomes, and shall include, but not be limited to, analyses of demographic data, student achievement and growth data, graduation rates, and college and career readiness;

(ii) Set clear and measurable targets based on student outcomes;

(iii) Include a clearly developed and articulated vision and mission;

(iv) Include key indicators for monitoring performance;

(v) Include student literacy proficiency goals and targets and how progress toward those outcomes will be measured;

(vi) Include, as applicable to the grade ranges served, trajectory growth targets toward literacy proficiency;

(vii) Include, as applicable to the grade ranges served, college and career advising and mentoring goals and how progress toward those outcomes will be measured;

~~(viii) Include the individual staff performance on each of the performance criteria as defined in section 33-1001, Idaho Code, including measurable student achievement and student success indicator targets and the percentage of students meeting those targets. Data will be aggregated at the grade range, subject, or performance indicator, as determined by the commission and allowed pursuant to section 33-133, Idaho Code;~~

~~(ix) Include, at a minimum, the student achievement and growth metrics for the state accountability framework. Student achievement and growth will be reported on each school and district's report card as required by the state board of education and published by the state department of education; and~~

(x) Include a report of progress toward the previous year's improvement goals.

(c) The annual continuous improvement plan must be reviewed and updated annually no later than October 1 each year.

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(d) The board of trustees or the board of directors shall continuously monitor progress toward the goals by utilizing relevant data to measure growth. The progress shall be included in evaluations of the district superintendent or administrator of a public charter school.

(3) The plan must be made available to the public and shall be posted on the school district or charter school website.

(4) Of the moneys appropriated in the public schools educational support program, up to six thousand six hundred dollars (\$6,600) shall be distributed to each school district and public charter school to be expended for training purposes for district superintendents and boards of trustees, public charter school administrators and boards of directors. Funds shall be distributed on a reimbursement basis based on a process prescribed by the superintendent of public instruction. Qualified training shall include training for continuous improvement processes and planning, strategic planning, finance, superintendent evaluations, public charter administrator evaluations, ethics and governance.

(5) The state board of education shall be granted rulemaking authority to establish appropriate procedures, qualifications and guidelines for qualified training providers and shall prepare a list of qualified training providers within the state of Idaho.

(6)(a) There is hereby established in the office of the state board of education a state commission for education excellence, the purpose of which will be to study and discuss continuous improvement plans established pursuant to this section and measurable student achievement and student success indicators described in section [33-1001](#), Idaho Code, that have been submitted to the state. The members of the commission shall include:

(i) One (1) representative of the state board of education, appointed by such board;

(ii) One (1) representative of the state department of education, appointed by such department;

(iii) One (1) representative of the office of the governor, appointed by the governor;

(iv) One (1) representative of business and industry, appointed by the division of career technical education;

(v) Two (2) members of the majority caucus and one (1) member of the minority caucus in the senate, appointed by the president pro tempore of the senate;

(vi) Two (2) members of the majority caucus and one (1) member of the minority caucus in the house of representatives, appointed by the speaker of the house of representatives;

(vii) One (1) parent of a public school student, appointed by the governor;

(viii) One (1) person who has been recognized as the Idaho teacher of the year, appointed by the governor;

(ix) One (1) representative of the Idaho school boards association, appointed by such association; and

(x) One (1) representative of the Idaho association of school administrators, appointed by such association.

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(b) The commission shall be staffed by the office of the state board of education. Additional staff support from the legislative services office may be provided as needed.

(c) It is the intent of the legislature that the state commission for education excellence analyze the measurable student achievement data and continuous improvement plans in the various districts and public charter schools in Idaho and then discuss and consider changes in statute or rule that could enhance outcomes. The commission shall determine some high-performing schools and districts, work to leverage their best practices to the rest of the state, and listen to ideas regarding defining and celebrating successes in student achievement. The commission shall meet at least twice annually. One (1) meeting shall be held in the fall for the purpose of studying and discussing the continuous improvement plans' performance measures and benchmarks, and one (1) meeting shall be held in the summer, after data for the prior academic year have been compiled and submitted to the commission, to review reports on statewide student success indicator achievement metrics submitted to the commission by the state department of education and to discuss possible ways to improve desired student outcomes. All such data and related statewide reports shall also be provided to all legislators in Idaho not serving on the commission. A school district's or public charter school's continuous improvement plan shall show how the measurable student achievement and student success indicator targets are aligned with the continuous improvement plan described in this section. The continuous improvement plan shall be submitted to the state board of education or the board's designee no later than October 1 of each year.

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ATTACHMENT 11

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

SECTION 1: That Section 67-1902, Idaho Code, be, and the same is hereby amended to read as follows:

67-1902. DEFINITIONS. For purposes of sections 67-1901 through 67-1905, Idaho Code:

(1) "Agency" means each department, board, commission, office and institution, educational or otherwise, except elective offices, in the executive department of state government. "Agency" does not include legislative and judicial branch entities or budgetary divisions or programs funded through a postsecondary educational institution.

(2) "Benchmark" or "performance target" means the agency's expected, planned or intended result for a particular performance measure. This information may come from an accepted industry standard for performance or from an agency's careful study, research and/or analysis of the circumstances impacting performance capabilities.

(3) "Core function" means a group of related activities serving a common end of meeting the main responsibilities of the agency.

(4) "Goal" means a planning element that describes the broad condition, state or outcome an agency or program is trying to achieve.

(5) "Major division" means an organizational group within the agency that focuses on meeting one (1) or more of the agency's primary statutory responsibilities.

(6) "Objective" means a planning element that describes a specific condition, state or outcome that an agency or program is trying to achieve as a step toward fulfilling its goals.

(7) "Performance measure" means a quantifiable indicator of an agency's progress toward achieving its goals.

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ATTACHMENT 12

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

SECTION 1: That Section 33-6401, Idaho Code, be, and the same is hereby amended to read as follows:

33-6401. EXTENDED LEARNING OPPORTUNITIES. Full-time ~~S~~students attending public schools in Idaho shall be eligible for extended learning opportunities outside of the traditional classroom. For the purposes of this chapter, "extended learning opportunity" means an out-of-classroom learning experience that provides a student with:

- (1) Enrichment opportunities outside of a classroom setting;
- (2) Career readiness or employability skills, including internships, pre-apprenticeships, and apprenticeships; or
- (3) Any other type of out-of-classroom educational opportunity approved by the state board of education or the student's school district or public charter school.

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ATTACHMENT 13

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

SECTION 1: That Section 33-306, Idaho Code, be, and the same is hereby amended to read as follows:

33-306. BOUNDARIES OF SCHOOL DISTRICTS. (1) There shall be no part of the area of the state of Idaho not included in the area of some school district and no two school district boundaries shall overlap.

(2) A legal description of the boundaries of each school district, as now or hereafter established, shall be kept by the state board of education, ~~and~~ by the board of county commissioners in each county in which any school district, or any part thereof, shall lie, and the state tax commission.

SECTION 2: That Section 33-307 Idaho Code, be, and the same is hereby amended to read as follows:

33-307. CORRECTING OR ALTERING SCHOOL DISTRICT BOUNDARIES. (1) Whenever the state board of education shall find that school district boundaries should be corrected or altered, because of error in the legal description of the boundaries of any school district, or for any other reason, including, but not limited to:

(a) Any part of the area of the state is not included within the area of a school district or found to overlap with another school district boundary; or

(b) Is included in more than one (1) school district; or

(c) The approval in any school election involving the excision and annexation of territory, or the consolidation of school districts, the division of a school district, or the lapse of a school district; then the superintendent of public instruction shall make an appropriate order including an omitted area into any school district, or districts, or correcting or altering the boundaries of the districts, in such manner as, in his judgment, is just and proper.

(2) A copy of any such order shall be sent by the state department of education to the board of trustees of any school district affected by the order, which shall notify the state tax commission and the county assessor and county recorder in accordance with the provisions of section 63-215, Idaho Code.

(3) Within thirty (30) days of receipt of the order, the state tax commission and the county assessor shall correct or alter the legal description of the school district or districts, as the same may appear in their respective records. The state tax commission shall notify the board of trustees of the affected school district and the state department of education that the county records have been corrected as ordered effective upon such notification. In the case of either the consolidation or division of a school district, the proposal

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shall become effective the first day of July next following the date of the order.

(4) The state board of education may promulgate rules to govern the procedures for correcting or altering school district boundaries.

SECTION 3: That Section 33-308, Idaho Code, be, and the same is hereby amended to read as follows:

33-308. EXCISION AND ANNEXATION OF TERRITORY. (1) A board of trustees of any school district, including a specially chartered school district, or one-fourth (1/4) or more of the school district electors residing in an area of not more than fifty (50) square miles within which there is no schoolhouse or facility necessary for the operation of a school district, may petition in writing proposing the annexation of the area to another and contiguous school district.

(2) Such petition shall be in duplicate, one (1) copy of which shall be presented to the board of trustees of the district from which the area is proposed to be excised, and the other to the board of trustees of the district to which the area is proposed to be annexed. The petition shall contain:

(a) The names and addresses of the petitioners;

(b) A legal description of the area proposed to be excised from one district and annexed to another contiguous district. Such legal description shall be prepared by a licensed attorney, licensed professional land surveyor, or licensed professional engineer professionally trained and experienced in legal descriptions of real property;

(c) Maps showing the boundaries of the districts as they presently appear and as they would appear should the excision and annexation be approved, drafted by a qualified professional as described in (b), and certified as matching the legal descriptions of the boundaries;

(d) The names of the school districts from and to which the area is proposed to be excised and annexed;

(e) A description of reasons for which the petition is being submitted; and

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

(3) The board of trustees of each school district, no later than thirty (30) calendar days after its first regular meeting held subsequent to receipt of the petition, shall transmit the petition, with recommendations, to the state board of education.

(4) The state board of education shall approve the proposal, provided:

(a) The excision and annexation is in the best interests of the children residing in the area described in the petition; and

(b) The excision of the territory, as proposed, would not leave a school district with a bonded debt in excess of the limit then prescribed by law.

If either condition is not met, the state board shall disapprove the proposal. The approval or disapproval shall be expressed in writing to the board of trustees of each school district named in the petition.

(5) If the state board of education approves the proposal, it shall be submitted to the school district electors residing in the district from which the area is proposed to be excised and in the district to which the area is proposed to be annexed, at an election held in the manner provided in [chapter 14, title 34](#), Idaho Code. Such election shall be held on the date authorized in section [34-106](#), Idaho Code, that is nearest to sixty (60) days after the state board approves the proposal.

(6) At the election, there shall be submitted to the electors having the qualifications of electors in a school district bond election:

(a) The question of whether the area described in the petition shall be excised from school district no. () and annexed to contiguous school district no. (); and

(b) The question of assumption of the appropriate proportion of any bonded debt, and the interest thereon, of the proposed annexing school district.

(7) In order for a proposal to excise and annex an area to be approved:

(a) The proposal must be approved by a majority of electors voting in the election in both:

(i) The district from which the area is proposed to be excised; and

(ii) The district to which the area is proposed to be annexed; and

(b) The electors voting on the question of the assumption of bonded debt and interest have approved such assumption by the proportion of votes cast as is required by section 3, article VIII, of the constitution of the state of Idaho.

(8) If the proposal is approved by the electors in the manner prescribed, the board of canvassers shall promptly notify the state department of education and the affected school districts of such results. The superintendent of public instruction shall make an appropriate order for the boundaries of the affected school districts to be altered, and the legal descriptions of the school districts shall be altered as prescribed in section [33-307](#), Idaho Code.

[\(9\) Final official school district boundaries approved by the state board of education shall be kept on file with the Idaho Tax Commission for use by the public and other governmental organizations.](#)

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

SECTION 1: That Section 33-5603, Idaho Code, be, and the same is hereby amended to read as follows:

33-5603. EDUCATION OPPORTUNITY RESOURCE COMMITTEE – MEMBERS AND MEETINGS. (1) There is hereby established in the office of the state department-board of education the education opportunity resource committee. The committee shall consist of the following eight (8) members:

(a) One (1) member shall be the state superintendent of public instruction or the superintendent's designee;

(b) One (1) member shall be ~~appointed by the state board of education;~~

the education data chief information officer or designee;

(c) Three (3) members shall be appointed by the Idaho association of school administrators as follows:

(i) One (1) member who is a superintendent from a school district with fewer than one thousand (1,000) students enrolled, or the superintendent's designee;

(ii) One (1) member who is a superintendent from a school district with between one thousand (1,000) and four thousand nine hundred ninety-nine (4,999) students enrolled, or the superintendent's designee; and

(iii) One (1) member who is a superintendent from a school district with five thousand (5,000) or more students enrolled, or the superintendent's designee;

(d) One (1) member shall be the state librarian or the state librarian's designee; and

(e) Two (2) members shall be school technology personnel appointed by the Idaho education technology association.

(2) The chairperson shall be the education data chief information officer. ~~The~~ committee shall elect ~~a chairperson and a~~ vice chairperson who shall each hold such position for two (2) year terms and who may be reelected. Members of the committee shall serve four (4) year terms. Vacancies shall be filled by the relevant appointing authority for the remaining term.

(3) The committee shall meet at least once quarterly until July 1, 2018, after which date the committee shall meet at least once annually.

(4) All meetings of the committee shall be held in accordance with the state open meetings law set forth in chapter 2, title 74, Idaho Code.

SECTION 2: That Section 33-5604, Idaho Code, be, and the same is hereby amended to read as follows:

33-5604. EDUCATION OPPORTUNITY RESOURCE COMMITTEE – POWERS AND DUTIES. In carrying out its powers and duties set forth in this

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section, the education opportunity resource committee shall focus on the broadband, wireless LAN and related services needs of all E-rate eligible entities. At a minimum, the committee shall:

(1) Make budget and policy recommendations to the state department—office of the state board of education regarding:

(a) Broadband parameters;

(b) Wireless LAN parameters;

(c) Incentives for E-rate eligible entities to obtain the most appropriate service that best fits such entities' broadband needs and that is fiscally responsible;

(d) Incentives for districts to obtain the most appropriate service that best fits their wireless LAN needs and that is fiscally responsible; and

(e) The minimum and maximum service levels, the quality of services and the minimum per student or person internet and wireless LAN levels that contracts must adhere to for E-rate eligible entities to be eligible for state reimbursement.

(2) Establish reimbursement methodology that includes, but is not necessarily limited to, the following components:

(a) Distribution of appropriated moneys to E-rate eligible entities that have received E-rate funding. Distribution of such moneys must be in an amount equal to the non-E-rate reimbursed cost of internet services;

(b) If E-rate funding is not available to an E-rate eligible entity for any reason, other than a failure of the entity to apply in good faith for available E-rate funding, reimburse the entity for its internet service costs;

(c) Distribution of appropriated moneys remaining, after internet services are fully funded, for wide area networks (WANs). If necessary, the committee shall create an equalization formula for WAN distributions; and

(d) Distribution of appropriated moneys for related services, including but not limited to wireless LAN service to districts that either have received E-rate funding or have applied in good faith for E-rate funding.

(3) Compile and analyze broadband utilization statistics from E-rate eligible entities to determine the levels of internet services necessary for such entities and report the statistics to the office of the state department—board of education, and E-rate eligible entities shall cooperate with the committee in carrying out its duty to compile and analyze such information;

(4) Advise and recommend resources to assist the office of the state department—board of education in carrying out its responsibility to provide E-rate application assistance and support to E-rate eligible entities;

(5) Not provide legal advice;

(6) Collaborate with other relevant governmental and nongovernmental entities to ensure best practices in broadband and wireless LAN are used and to recommend the terms of contracts for broadband, wireless LAN and related services; and

(7) Ensure compliance with appropriate purchasing laws.

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SECTION 3: That Section 33-5606, Idaho Code, be, and the same is hereby amended to read as follows:

33-5605. EDUCATION OPPORTUNITY RESOURCE ACT —~~STATE DEPARTMENT OF EDUCATION DUTIES~~—RULEMAKING. (1) The state department of education shall—

~~(a) Distribute appropriated moneys to E-rate-eligible entities~~districts for reimbursement for the cost of internet service and other allowable services in accordance with the methodology established by the education opportunity resource committee;

~~(2) The commission for libraries shall distribute appropriated moneys to the Idaho public libraries for reimbursement for the cost of internet service and other allowable services in accordance with the methodology established by the education opportunity resource committee;~~

~~(a) Provide technical, E-rate, security, contracting and procurement guidance and assistance to Idaho public libraries at any such entity's request.~~

~~(b) Authorize funding increases for internet service levels when an E-rate eligible entity consistently exceeds utilization benchmarks established by the education opportunity resource committee during school or business days and hours, provided adequate funding is available; and~~

~~(c) Provide technical, E-rate, security, contracting and procurement guidance and assistance to E-rate eligible entities at any such entity's request.~~

~~(23)~~ The state board of education may: (a) promulgate rules in compliance with chapter 52, title 67, Idaho Code, to implement the provisions of this chapter. In promulgating such rules, the board shall collaborate with the education opportunity resource committee.

~~(b) Authorize funding increases for internet service levels when an E-rate eligible entity consistently exceeds utilization benchmarks established by the education opportunity resource committee during school or business days and hours, provided adequate funding is available; and~~

~~(c) Provide technical, E-rate, security, contracting and procurement guidance and assistance to districts at any such entity's request.~~

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ATTACHMENT 15

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

SECTION 1: That Section 33-319, Idaho Code, be, and the same is hereby amended to read as follows:

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.

(3) A public school shall be considered a rural school if it meets the criteria of subsection (1)(a) or (b) as applied to the school's attendance zone.

(4) Rural school districts and schools, including public charter schools, may be further classified within three categories; rural remote, rural distant, and rural border.

(a) "Rural remote" school districts and public schools are ones that meet the definition as applied in subsection (1) and are less than or equal to five (5) miles from an urbanized areas, as well as rural territory that is less than or equal to two and one-half (2 ½) miles from an urban cluster.

(b) "Rural distant" school districts and public schools are ones that meet the definition as applied in subsection (1) and are more than five (5) miles but less than or equal to twenty-five (25) miles from an urbanized area, as well as rural territory that is more than two and one-half (2 ½) miles but less than or equal to ten (10) miles from an urban cluster.

(c) "Rural border" school districts and public schools are ones that meet the definition as applied in subsection (1) and are less than or equal to five (5) miles from an urbanized areas, as well as rural territory that is less than or equal to two and one-half (2 ½) miles from an urban cluster.

(d) "Urban cluster" means a defined area at least 2,500 and less than 50,000 people.

(e) "Urbanized area" means a defined area of fifty-thousand people or more.

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ATTACHMENT 16

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

SECTION 1: That Section 33-107A, Idaho Code, be, and the same is hereby amended to read as follows:

STATE BOARD OF EDUCATION

33-107A. BOARD MAY ESTABLISH AN OPTIONAL RETIREMENT PROGRAM. (1) The state board of education may establish an optional retirement program under which contracts providing retirement and death benefits may be purchased for members of the teaching staff and officers of the university of Idaho, Idaho state university, Boise state university, Lewis-Clark state college and the office of the state board of education who are hired on or after July 1, 1993; provided, however, that no such employee shall be eligible to participate in an optional retirement program unless he would otherwise be eligible for membership in the public employee retirement system of Idaho.

(2) The state board of education is hereby authorized to provide for the administration of the optional retirement program and to perform or authorize the performance of such functions as may be necessary for such purposes. The board shall designate the company or companies from which contracts are to be purchased under the optional retirement program and shall approve the form and contents of such contracts. In making the designation and giving approval, the board shall consider:

(a) The nature and extent of the rights and benefits to be provided by such contracts for participants and their beneficiaries;

(b) The relation of such rights and benefits to the amount of contributions to be made;

(c) The suitability of such rights and benefits to the needs of the participants and the interests of the institutions in the recruitment and retention of staff members; and

(d) The ability of the designated company to provide such suitable rights and benefits under such contracts.

(3) Elections to participate in an optional retirement program shall be as follows:

(a) Eligible employees are:

(i) Those faculty and nonclassified staff initially appointed or hired between July 1, 1990, and June 30, 1993; and

(ii) Those ~~teaching staff and officers~~ faculty and nonclassified staff initially appointed or hired on or after July 1, 1993.

(iii) Nonclassified staff of the office of the state board of education.

All eligible employees, except those who are vested members of the public employee retirement system of Idaho or nonclassified employees hired by the office of the state board of education on or after July 1, 2023 or who qualify under section(3)(b), shall participate in the optional retirement program.

(b) Vested members of the public employee retirement system of Idaho or nonclassified employees hired by the office of the state board of education on or after July 1, 2023 may make a one (1) time

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irrevocable election to remain or join, as applicable, the public retirement system of Idaho.~~a member of that retirement system.~~ The election shall be made in writing, within sixty (60) days of the date of initial hire or appointment~~or the effective date of this act, whichever occurs later~~. It shall be filed with the administrative officer of the employing institution.

(c) An election by an eligible employee of the optional retirement program shall be irrevocable and shall be accompanied by an appropriate application, where required, for issuance of a contract or contracts under the program.

(d) The accumulated contributions of employees who make the one (1) time irrevocable election or are required to participate in the optional retirement program may be transferred by the public employee retirement system of Idaho to such qualified plan, maintained under the optional retirement program, as designated in writing by the employee.

(4) (a) Each institution shall contribute on behalf of each participant in its optional retirement program the following:

(i) To the designated company or companies, an amount equal to nine and thirty-five hundredths percent (9.35%) of each participant's salary, reduced by any amount necessary, if any, to provide contributions to a total disability program provided either by the state or by a private insurance carrier licensed and authorized to provide such benefits or any combination thereof, but in no event less than five percent (5%) of each participant's salary; and

(ii) To the public employee retirement system, an amount equal to one and forty-nine hundredths percent (1.49%) of salaries of members who are participants in the optional retirement program. This amount shall be paid until July 1, 2025, and is in lieu of amortization payments and withdrawal contributions required pursuant to chapter 13, title 59, Idaho Code.

(b) Each participant shall contribute an amount equal to six and ninety-seven hundredths percent (6.97%) of the participant's salary. Employee contributions may be made by employer pick-up pursuant to section 59-1332, Idaho Code.

(c) Payment of contributions authorized or required under this subsection shall be made by the financial officer of the employing institution to the designated company or companies for the benefits of each participant.

(5) Any person participating in the optional retirement program shall be ineligible for membership in the public employee retirement system of Idaho as long as he remains continuously employed in any teaching staff position or as an officer with any of the institutions under the jurisdiction of the state board of education.

(6) A retirement, death or other benefit shall not be paid by the state of Idaho or the state board of education for services credited under the optional retirement program. Such benefits are payable to participants or their beneficiaries only by the designated company or companies in accordance with the terms of the contracts.

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SUBJECT

Proposed Rule – Docket No. 08-0111-2201, Registration of Postsecondary Educational Institutions and Proprietary Schools

REFERENCE

August 2017	Board approved proposed rule Docket 08-0111-1701
November 2017	Board approved pending rule Docket 08-0111-1701.
November 2019	Board approved omnibus pending rule, Docket 08-0000-1900 reauthorizing all non-fee administrative rules in IDAPA 08.
June 2021	Board approved omnibus temporary rule, Docket 08-0000-2100 reauthorizing all non-fee administrative rules in IDAPA 08.
October 2021	Board approved proposed Omnibus rule, Docket 08-0000-2100, incorporating proposed rules approved in August 2021.
November 2021	Board approved pending Omnibus rule, Docket 08-0000-2100.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative Code, IDAPA 08.01.11, Registration of Postsecondary Educational Institutions and Proprietary Schools
Executive Order 2020-01
Chapter 24, Title 33, Idaho Code

BACKGROUND/DISCUSSION

Executive Order 2020-01, Zero Based Regulations, creates an ongoing review process for all existing rules as of June 30, 2020. Each rule chapter is required to be reviewed by the agency that promulgated the rule according to a schedule established by the Division of Financial Management (DFM) no later than legislative adjournment *sine die* in 2026. The agency review schedule is required to be staggered across agencies and within agencies with five or more rule chapters. Administrative rules promulgated under the Board's authority include IDAPA 08, IDAPA 55, and IDAPA 47. The Board's administrative rules review schedule may be found at www.dfm.idaho.gov

For the 2022-2023 rulemaking cycle the following rules were identified for review, IDAPA 08.01.11, 08.01.13 and 08.02.03. In addition to these sections of rule being reviewed, DFM and the State Office of Administrative Rules have enacted new procedures requiring any rulemaking within a chapter to be consolidated in a single Docket. In past years the Board could consider multiple rule Dockets from the same IDAPA chapter in different dockets, based on each subject contained in that chapter. As an example, in the past the Board could consider a Docket amending IDAPA 08.02.01.100 and a separate Docket with amendments to IDAPA 08.02.01.800. Now all amendments to IDAPA 08.02.01 must be consolidated in a single Docket for IDAPA 08.02.01.

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The Zero Based Regulations review process requires each agency and board to remove any unnecessary language that duplicates language or provisions in Idaho Code; remove any unnecessary language (e.g. orphaned definitions, redundant language, etc.); move any agency procedures or provisions that can be established through the agencies' policies and procedures; and to simplify and streamline where possible.

IDAPA 08.01.11, Registration of Postsecondary Educational Institutions and Proprietary Schools sets out the processes for degree granting postsecondary institutions and private proprietary schools to register and operate in the State of Idaho. Chapter 24, Title 33 establishes the registration requirements for both types of educational entities while the rule sets out the process for registration and provides additional clarification where necessary.

The processes for both types of education providers are very similar. In compliance with the zero based regulations initiative, the duplicative language has been combined into a single section and provisions established in Chapter 24, Title 33 have been removed. No other changes have been made.

IMPACT

The proposed rule will streamline the language currently established in IDAPA 08.01.11. The approval of this proposed rule will allow the rule to be published in the Administrative Bulletin, at which time the 21-day public comment period will start.

ATTACHMENTS

Attachment 1 – Proposed Rule Docket No. 08-0111-2201

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Administrative rules are made up of three types of rules, temporary rules, proposed rules and pending rules. Temporary and proposed rules may be promulgated jointly with a single docket number or temporary rules may be promulgated as a standalone rule. The Notice of Intent to Promulgate Rules was published in the July 6, 2022 (Vol 22-7) Idaho Administrative Rules Bulletin.

Proposed rules approved by the Board are published in the Idaho Administrative Rules Bulletin. Following publication there is a 21 day comment period. Based on received comments and Board direction, changes may be made to proposed rules prior to entering the pending stage. Pending rules are then brought back to the Board for consideration. Once approved, pending rules will be submitted to the Department of Administration for publication in the Idaho Administrative Rules Bulletin and are then forwarded to the legislature for consideration. Pending rules become effective at the end of the legislative session in which they are submitted, if they are not rejected by the Legislature.

Staff recommends approval.

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BOARD ACTION

I move to approve proposed rule – Docket 08-0111-2201, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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ATTACHMENT 1

**08.01.11 – REGISTRATION OF POSTSECONDARY EDUCATIONAL INSTITUTIONS
AND PROPRIETARY SCHOOLS**

000. LEGAL AUTHORITY.

The following rules are made under authority of Sections 33-105, 33-107, 33-2402, and 33-2403, Idaho Code, to implement the provisions of Chapter 24, Title 33, Idaho Code. (3-15-22)

001. SCOPE.

This rule sets forth the registration requirements for postsecondary educational institutions that are required to register with the Idaho State Board of Education (“Board”) under Section 33-2402, Idaho Code, and for proprietary schools required to register with the Board under Section 33-2403, Idaho Code. In addition, this rule describes the standards and criteria for Board recognition of accreditation organizations, for registration purposes. (3-15-22)

002. 01. DELEGATION.

The Board delegates authority to its Executive Director and the Office of the State Board of Education to administer the registration of postsecondary educational institution and proprietary schools, in accordance with Title 33, Chapter 24, Idaho Code, and this rule.

003 -- 009. (RESERVED)

010. DEFINITIONS.

~~**01. Accredited.** Means that a postsecondary educational institution has been recognized or approved as meeting the standards established by an accrediting organization recognized by the Board. (3-15-22)~~

~~**02. Executive Director.** Defined in Section 33-102A, shall mean the Executive Officer of the Office of the State Board of Education, or his designee. (3-15-22)~~

03. Nonprofit. Means an entity that is recognized under the Internal Revenue Code and applicable regulations as being tax exempt, or an entity such as a nonprofit or not-for-profit organization that possesses the following characteristics that distinguish it from a business enterprise: (a) contribution of significant amounts of resources from resource providers who do not expect commensurate or proportionate pecuniary return, (b) operating purposes other than to provide goods or services at a profit, and (c) absence of ownership interests like those of business enterprises. (3-15-22)

04. Postsecondary Educational Institution. Sometimes referred to in this rule simply as an institution, is defined in Section 33-2401(8), Idaho Code, and means an individual, or educational, business or other entity, whether legally constituted or otherwise, which maintains a presence within, or which operates or purports to operate, from a location within, the state of Idaho, and which provides a course or courses of study that lead to a degree, or which provides, offers or sells degrees. (3-15-22)

05. Proprietary School. Sometimes referred to in this rule simply as a school, is defined in Section 33-2401(9), Idaho Code, and means an individual, or educational, business or other entity, whether legally constituted or otherwise, which maintains a presence within, or which operates or purports to operate, from a location within the state of Idaho and which conducts, provides, offers or sells a course or courses of study, but which does not provide, offer or sell degrees. (3-15-22)

011. -- 099. (RESERVED)

100. RECOGNITION OF ACCREDITATION ORGANIZATIONS.

For purposes of registration of postsecondary educational institutions, the Board recognizes the regional accreditation organizations that are recognized by and in good standing with the United States Department of Education, and which accredit entire colleges or universities, and which do not accredit only courses or courses of study (such as specialized accreditation organizations). Further, the Board may recognize other accreditation organizations on a case-by-case

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basis. A request for recognition of other accreditation organizations for purposes of registration should be made to the Board's Chief Academic Officer, who will review and evaluate the request with the input and advice of the Board's Committee on Academic Affairs and Programs (CAAP). The Board will make a final decision based on such evaluation and review. (3-15-22)

101. REGISTRATION

01. Registration Requirement. Unless exempted by statute or this rule, as provided herein, an institution or school which maintains an Idaho presence, or that operates or purports to operate from a location within the state of Idaho, shall register annually and hold a valid certificate of registration issued by the Board. An institution shall not conduct, provide, offer, or sell a course or courses of study, or degree unless registered. A school shall not solicit students for or on behalf of such school, or advertise in the state unless registered.

a. Renewal of registration shall be for the period beginning on July 1 of any year, and continue through June 30 of the next succeeding year. Registration must be renewed annually. Renewal of registration is not automatic.

b. An institution or school shall be deemed to have a presence in Idaho, or to be operating or purporting to be operating from a location within the state of Idaho, if it owns, rents, leases, or uses any office or other type of physical location in Idaho, including a mailing or shipping center, or if it represents in any way, such as on an electronic or Internet website, to have an Idaho street or mailing address, including a post office box in Idaho, for purposes of conducting, providing, offering or selling a course or courses of study or degrees.

c. An institution or school that is required to register under this rule must submit to the Board office an application for registration (either an application for initial registration or renewal of registration, as applicable), on the form provided by the Board office. The application must include a list of each course, course of study, and degree the applicant institution intends to conduct, provide, offer, or sell in Idaho during the registration year.

d. The annual registration fee for initial registration or renewal of registration must accompany the application for registration, and shall be one-half of one percent (.5%) of the gross Idaho tuition revenue of the school during the previous tax reporting year (Jan 1 - Dec 31), but not less than one hundred dollars (\$100) and not to exceed five thousand dollars (\$5,000). The school shall provide documentation to substantiate the amount of revenue reported. Registration fees are nonrefundable.

e. An initial application for registration may be submitted to the Board at any time. The review process for an initial registration will take approximately three (3) to five (5) months. An application for renewal of registration must be submitted to the Board on or before the first business day of May that precedes the registration year. The renewal will be processed within thirty (30) days. Institutions or schools that do not adhere to this schedule and whose renewals are not processed by July 1st must cease all active operations until approval of registration is received.

102. THE BOARD MAY NOTIFY THE INSTITUTION OR SCHOOL OF ADDITIONAL INFORMATION REQUIRED.

If the Board is unable to determine the nature and activities of an institution or school on the basis of the information provided by the institution or school, then the Board may notify the institution or school of additional information that it will be required to provide in connection with the application for registration. (3-15-22)

01. Verification of Information. The Board may verify the accuracy of submitted information by inspection, visitation, or any other means it considers necessary. The applicant institution shall be responsible for any costs the Board incurs, including travel, associated with this review. (3-15-22)

02. Criteria for Approval of Registration. To be approved for registration, the institution or school must demonstrate that it is in compliance with Chapter 24, Title 33, Idaho Code and this rule. An institution or school must remain in compliance for the registration year. (3-15-22)

03. Public Information. All information submitted to the Board in connection with the application is subject to disclosure as set forth in the Public Records Act, Chapter 1, Title 74, Idaho Code. (3-15-22)

04. Certificate of Registration or Exemption. (3-15-22)

a. A certificate of registration will be issued to an institution or school that has paid its registration fee and has been approved under this rule. A certificate evidencing initial registration will be effective the date it is issued, and continue through June 30 of the next succeeding year. A renewal certificate will be for the period July 1 through June 30 of the next succeeding year. No institution or school that is registered with the Board shall advertise or

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represent in any manner that it is accredited or endorsed by the Board. An institution or school may only represent that it is "Registered with the Idaho State Board of Education." Registration is not an endorsement of the institution or school or any of its courses, courses of study, or degrees. (3-15-22)

b. An institution or school exempt from registration under these rules may request a certificate of exemption. (3-15-22)

c. If an institution or school wishes to offer additional courses, courses of study, or degrees during a registration year that were not included in its annual registration application to the Board, then the institution or school must submit a letter to the Board Office along with documentation of its accrediting agency- or by the applicable professional or trade board, council, or commission's approval of the specific changes.

05. Disapproval and Appeal. If an institution's or school's request for initial registration, or renewal of registration, is disapproved by the Board, then the institution or school may appeal such decision within thirty (30) days of the date the institution or school is notified of the disapproval. (3-15-22)

06. Withdrawal of Approval. (3-15-22)

a. The Board may refuse to renew, or may revoke or suspend approval of, an institution or school's registration by giving written notice and the reasons therefore to the institution or school. The institution or school may request a hearing relating to such decision under IDAPA 04.11.01, "Idaho Rules of Administrative Procedure of the Attorney General." (3-15-22)

b. Withdrawal of approval may be for one (1) or more of the following reasons: (3-15-22)

i. Violation of Chapter 24, Title 33, Idaho Code or this rule; (3-15-22)

ii. Providing false, misleading, deceptive, or incomplete information to the Board; (3-15-22)

iii. Presenting information to prospective or current students which is false, fraudulent, misleading, deceptive, or inaccurate in a material respect; (3-15-22)

iv. Refusing to allow reasonable inspection or to supply reasonable information after a written request by the Board Office has been received; or (3-15-22)

v. Loss of accreditation status. (3-15-22)

c. If any information contained in the application submitted by the institution or school becomes incorrect or incomplete, then the registered institution or school shall notify the Board office of such change within thirty (30) days. An institution or school that ceases operation during the course of a registration year shall immediately inform the Board Office of this event. (3-15-22)

101. -- 199. (RESERVED)

200. REGISTRATION OF POSTSECONDARY EDUCATIONAL INSTITUTIONS.

~~**01. Delegation.** Section 33-2403, Idaho Code, provides that a postsecondary educational institution must hold a valid certificate of registration issued by the Board. The Board delegates authority to its Executive Director and the Office of the State Board of Education to administer the registration of postsecondary educational institution, in accordance with Title 33, Chapter 24, Idaho Code, and this rule.~~ (3-23-22)

021. Registration Requirement. (3-23-22)

~~a. Unless exempted by statute or this rule, as provided herein, a postsecondary educational institution which maintains a presence within the state of Idaho, or that operates or purports to operate from a location within the state of Idaho, shall register and hold a valid certificate of registration issued by the Board. An institution shall not~~

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~~conduct, provide, offer, or sell a course or courses of study, or degree unless registered.~~ (3-23-22)

~~**ba.** Registration shall be for the period beginning on the date a certificate of registration is issued and continue through June 30 of the next succeeding year. A registered postsecondary educational institution must renew its certificate of registration annually, and renewal of registration is not automatic.~~ (3-23-22)

~~**c.** Renewal of registration shall be for the period beginning on July 1 of any year, and continue through June 30 of the next succeeding year.~~ (3-23-22)

db. A new or start-up entity that desires to operate as a postsecondary educational institution in Idaho but which is not yet accredited by an accreditation organization recognized by the Board must register and operate as a proprietary school until accreditation is obtained. A new or start-up entity that is accredited and authorized to operate in another state, and which desires to operate as a postsecondary educational institution in Idaho offering degrees for which specialized program accreditation is required, may be granted approval to operate subject to the successful attainment of such program accreditation within the regular program accreditation cycle required by the accreditor. (3-23-22)

ec. There is no inherent or private right to grant degrees in Idaho. That authority belongs only to institutions properly authorized to operate in Idaho under these rules. (3-23-22)

032. Idaho Presence. (3-23-22)

~~**a.** An institution shall be deemed to have a presence in Idaho, or to be operating or purporting to be operating from a location within the state of Idaho, if it owns, rents, leases, or uses any office or other type of physical location in Idaho, including a mailing or shipping center, or if it represents in any way, such as on an electronic or Internet website, to have an Idaho street or mailing address, including a post office box in Idaho, for purposes of conducting, providing, offering or selling a course or courses of study or degrees.~~ (3-23-22)

ba. Idaho presence shall include medical/osteopathic education clinical instruction occurring in the state of Idaho as part of a course of study leading to a degree pursuant to a formal multi-year arrangement or agreement between such clinic and an institution providing medical/osteopathic education instruction where eleven (11) or more students of the institution are physically present simultaneously at a single field site. (3-23-22)

eb. Idaho presence shall not include: (3-23-22)

i. Distance or online education delivered by an institution located outside of the state of Idaho to students in this state when the institution does not otherwise have physical presence in Idaho, as provided in Subsection 200.03.a. of this rule; (3-23-22)

ii. Medical education instruction occurring in the state of Idaho by an institution pursuant to a medical education program funded by the state of Idaho; (3-23-22)

iii. Internship or cooperative training programs occurring in the state of Idaho where students are employed by or provide services to a business or company in this state and receive course credit from an institution related to such activities; or (3-23-22)

iv. Activities limited to the recruiting or interviewing of applicants or potential students in the state of Idaho, whether conducted by a compensated employee, agent, or representative of an institution, or by volunteer alumnus of an institution, even if such individual is physically located in this state. (3-23-22)

043. Institutions Exempt from Registration. (3-23-22)

~~**a.** Idaho public postsecondary educational institutions. Section 33-2402(1), Idaho Code, provides that a public institution supported primarily by taxation from either the state of Idaho or a local source in Idaho shall not be required to register.~~ (3-23-22)

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ba. ~~Certain Idaho private, nonprofit, postsecondary educational institutions. A~~ Provided that they remain lawfully organized in the state of Idaho with their principal place of business in Idaho, and remain accredited by an accreditation organization recognized by the Board, the following private, nonprofit, postsecondary educational institutions ~~that is already were~~ established and operational as of the date when this rule first went into effect, are exempt from registration: ~~(Brigham Young University - Idaho, College of Idaho, Northwest Nazarene University, New Saint Andrews College, Boise Bible College), and located within the state of Idaho, and that is accredited by an accreditation organization recognized by the Board, as set forth in Section 100 of this rule, shall not be required to register. A private, nonprofit, institution is located within the state of Idaho only if it has been lawfully organized in the state of Idaho and its principal place of business is located within the state of Idaho.~~ An institution exempt under this subsection may voluntarily register by following the procedure for registration provided herein. (3-23-22)

eb. Idaho religious institutions. A religious institution located within the state of Idaho that is owned, controlled, operated, and maintained by a religious organization lawfully operating as a nonprofit religious corporation and that grants only religious degrees shall not be required to register. (3-23-22)

054. **Institutions That Must Register.** Unless exempt under Subsection 200.04-03 of this rule, any entity that desires to operate as a postsecondary educational institution in Idaho must register as provided herein. (3-23-22)

~~**06.** **Application.** A postsecondary educational institution that is required to register under this rule must submit to the Board office an application for registration (either an application for initial registration or renewal of registration, as applicable), on the form provided by the Board office. The application must include a list of each course, course of study, and degree the applicant institution intends to conduct, provide, offer, or sell in Idaho during the registration year. (3-23-22)~~

~~**07.** **Registration Fees.** The Board shall assess an annual registration fee for initial registration or renewal of registration of a postsecondary educational institution. The registration fee must accompany the application for registration, and shall be in the amount of one half of one percent (.5%) of the gross Idaho tuition revenue of the institution during the previous tax reporting year (Jan 1—Dec 31), but not less than one hundred dollars (\$100) and not to exceed five thousand dollars (\$5,000). The institution must provide financial documentation to substantiate the amount of revenue reported. Registration fees are nonrefundable. (3-23-22)~~

~~**08.** **Deadline for Registration.** An initial application for registration may be submitted to the Board at anytime. An institution should expect the Board's review process for an initial registration to take approximately three (3) to five (5) months. An application for renewal of registration must be submitted to the Board on or before the first business day of May that precedes the registration year. The renewal will be processed within thirty (30) days. Institutions that do not adhere to this schedule and whose renewals are not processed by July 1st must cease all active operations until approval of registration is received. (3-23-22)~~

095. **Information Required.** (3-23-22)

a. An application must include all the information requested on the application form, as well as the following information: (3-23-22)

- i.** Copy of most recent accreditation letter showing the period of approval; (3-23-22)
- ii.** Current list of chief officers - e.g. president, board chair, chief academic officer, chief fiscal officer; (3-23-22)
- iii.** Enrollment data for current and past two (2) years; (3-23-22)
- iv.** Copy of annual audited financial statement, or other financial instrument as established by the executive director; (3-23-22)
- v.** Any additional information that the Board may request. (3-23-22)
- vi.** All advertising, pamphlets, and other literature used to solicit students and all contract forms must

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accurately represent the purpose of the school, its courses or courses of study, and other relevant information to assist students in making an informed decision to enroll. Institutions offering courses or courses of study which require clinical, practicum or internship components must provide students in writing information regarding the number of clinical, practicum or internship positions available and the location of said positions. Institutions with courses or courses of study that have not been fully accredited must disclose to prospective students in these courses or courses of study the accreditation status of the program and anticipated date for full accreditation. (3-23-22)

b. The Board may, in connection with a renewal of registration, request that an institution only submit information that documents changes from the previous year, provided that the institution certifies that all information and/or documentation submitted in a previous registration year remains current. The annual registration fee, described in Subsection ~~200-07~~101 of this rule, shall remain applicable. (3-23-22)

~~201. THE BOARD MAY NOTIFY THE POSTSECONDARY EDUCATIONAL INSTITUTION OF ADDITIONAL INFORMATION REQUIRED.~~

~~If the Board is unable to determine the nature and activities of an institution on the basis of the information provided by the institution under this rule, then the Board may notify the institution of additional information that it will be required to provide in connection with the application for registration. (3-15-22)~~

~~01. Verification of Information. The Board may verify the accuracy of submitted information by inspection, visitation, or any other means it considers necessary. The applicant institution shall be responsible for any costs the Board incurs, including travel, associated with this review. (3-15-22)~~

~~02. Criteria for Approval of Registration. To be approved for registration, the institution must demonstrate that it is in compliance with Chapter 24, Title 33, Idaho Code and this rule. An institution must remain in compliance for the registration year. (3-15-22)~~

~~03. Public Information. All information submitted to the Board in connection with the application is subject to disclosure as set forth in the Public Records Act, Title 9, Chapter 3, Idaho Code. (3-15-22)~~

~~04. Certificate of Registration or Exemption. (3-15-22)~~

~~a. A certificate of registration will be issued to a postsecondary educational institution that has paid its registration fee and has been approved under this rule. A certificate evidencing initial registration will be effective the date it is issued, and continue through June 30 of the next succeeding year. A renewal certificate will be for the period July 1 through June 30 of the next succeeding year. No institution that is registered with the Board shall advertise or represent in any manner that it is accredited by the Board. An institution may only represent that it is "Registered with the Idaho State Board of Education." Registration is not an endorsement of the institution or any of its courses, courses of study, or degrees. (3-15-22)~~

~~b. An institution exempt from registration under these rules may request a certificate of exemption. (3-15-22)~~

~~c. If a postsecondary educational institution wishes to offer additional courses, courses of study, or degrees during a registration year that were not included in its annual registration application to the Board, then the institution must submit a letter to the Board Office along with documentation of its accrediting agency's approval of those specific curriculum changes. (3-15-22)~~

~~05. Disapproval and Appeal. If a postsecondary educational institution's request for initial registration, or renewal of registration, is disapproved by the Board, then the institution may appeal such decision by submitting written request. The request must be in writing and made to the Board office within thirty (30) days of the date the institution is notified of the disapproval. (3-15-22)~~

~~06. Withdrawal of Approval. (3-15-22)~~

~~a. The Board may refuse to renew, or may revoke or suspend approval of, an institution's registration by giving written notice and the reasons therefore to the institution. The institution may request a hearing relating to~~

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~~such decision under IDAPA 04.11.01, "Idaho Rules of Administrative Procedure of the Attorney General." (3-15-22)~~

~~b. Withdrawal of approval may be for one (1) or more of the following reasons: (3-15-22)~~

~~i. Violation of Chapter 24, Title 33, Idaho Code or this rule; (3-15-22)~~

~~ii. Providing false, misleading, deceptive, or incomplete information to the Board; (3-15-22)~~

~~iii. Presenting to prospective or current students information about the institution which is false, fraudulent, misleading, deceptive, or inaccurate in a material respect; (3-15-22)~~

~~iv. Refusing to allow reasonable inspection or to supply reasonable information after a written request by the Board Office has been received; or (3-15-22)~~

~~v. Loss of accreditation status. (3-15-22)~~

~~c. If any information contained in the application submitted by the institution becomes incorrect or incomplete, then the registered institution shall notify the Board office of such change within thirty (30) days. An institution that ceases operation during the course of a registration year shall immediately inform the Board Office of this event. (3-15-22)~~

202. -- 299. (RESERVED)

300. REGISTRATION OF PROPRIETARY SCHOOLS.

~~**01. Delegation.** Section 33-2403, Idaho Code, provides that a proprietary school must hold a valid certificate of registration issued by the Board. The Board delegates authority to its Executive Director and the Office of the State Board of Education to administer the registration of proprietary schools, in accordance with Title 33, Chapter 24, Idaho Code, and this rule. (3-23-22)~~

021. Registration Requirement. (3-23-22)

~~a. Unless exempted by statute or this rule, as provided herein, a proprietary school which maintains a presence within the state of Idaho, or which operates or purports to operate from a location within the state of Idaho, shall register annually and hold a valid certificate of registration issued by the Board. A school shall not conduct, provide, offer, or sell a course or courses of study unless registered. A school shall not solicit students for or on behalf of such school, or advertise in this state, unless registered. (3-23-22)~~

~~b. Registration shall be for the period beginning July 1 of any year and continue through June 30 of the next succeeding year. For a school that has not previously registered with the Board, registration shall be for the period beginning on the date of issuance of a certificate of registration and continue through June 30 of the next succeeding year. A registered proprietary school must renew its certificate of registration annually and renewal of registration is not automatic. (3-23-22)~~

~~c. Renewal of registration shall be for the period beginning on July 1 of any year, and continue through June 30 of the next succeeding year. (3-23-22)~~

032. Idaho Presence. (3-23-22)

~~a. A school shall be deemed to have a presence in Idaho, or to be operating or purporting to be operating from a location within the state of Idaho, or if it owns, rents, leases, or uses any office or other type of physical location in Idaho, including a mailing or shipping center, or if it represents in any way, such as on an electronic or Internet website, to have an Idaho street or mailing address, including a post office box in Idaho, for purposes of conducting, providing, offering or selling a course or courses of study or degrees. (3-23-22)~~

~~b. Notwithstanding the provision of section 101 of these rules, Idaho presence shall not include: (3-~~

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23-22)

i. Distance or online education delivered by an institution located outside of the state of Idaho to students in this state when the institution does not otherwise have physical presence in Idaho, as provided in Subsection ~~300.03.a.~~ 101 of this rule; (3-23-22)

ii. Internship or cooperative training programs occurring in the state of Idaho where students are employed by or provide services to a business or company in this state and receive course credit from an institution related to such activities; or (3-23-22)

iii. Activities limited to the recruiting or interviewing of applicants or potential students in the state of Idaho, whether conducted by a compensated employee, agent, or representative of an institution, or by volunteer alumnus of an institution, even if such individual is physically located in this state. (3-23-22)

~~**043. Exemptions from Registration.** In addition to those individuals or entities that are specifically exempt from registration pursuant to Section 33-2403, Idaho Code, the following individuals or entities are specifically exempt from the registration requirements of this rule: (3-23-22)~~

~~a. An individual or entity that offers instruction or training solely avocational or recreational in nature, as determined by the Board. (3-23-22)~~

~~b. An individual or entity that offers courses recognized by the Board which comply in whole or in part with the compulsory education law. (3-23-22)~~

~~c. An individual or entity that offers a course or courses of study sponsored by an employer for the training and preparation of its own employees, and for which no tuition fee is charged to the student. (3-23-22)~~

~~d. An individual or entity which is otherwise regulated, licensed, or registered with another state agency pursuant to Title 54, Idaho Code. (3-23-22)~~

~~e. An individual or entity that offers intensive review courses designed to prepare students for certified public accountancy tests, public accountancy tests, law school aptitude tests, bar examinations or medical college admissions tests, or similar instruction for test preparation. (3-23-22)~~

~~f. An individual or entity offering only workshops or seminars lasting no longer than three (3) calendar days and offered no more than four (4) times per year. (3-23-22)~~

~~g. A parochial or denominational institution providing instruction or training relating solely to religion and for which degrees are not granted. (3-23-22)~~

~~h. An individual or entity that offers postsecondary credit through a consortium of public and private colleges and universities under the auspices of the Western Governors University. (3-23-22)~~

~~ia. An individual or entity that offers flight instruction and that accepts payment for services for such training on a per flight basis after the training occurs, or that accepts advance payment or a deposit for such training in a de minimus amount equal to or less than fifteen (15) percent of the total course or program cost. (3-23-22)~~

~~**05. Application.** A proprietary school that is required to register under this rule must submit to the Board office an application for registration (either an application for initial registration, or renewal of registration, as applicable), on a form provided by the Board office. The application must include a list of each course or courses of study the applicant school intends to conduct, provide, offer or sell in Idaho during the registration year. (3-23-22)~~

~~**06. Registration Fees.** The Board shall assess an annual registration fee for initial registration or renewal of registration. The registration fee must accompany the application for registration, and shall be one half of one percent (.5%) of the gross Idaho tuition revenue of the school during the previous tax reporting year (Jan 1-Dec 31), but not less than one hundred dollars (\$100) and not to exceed five thousand dollars (\$5,000). The school shall~~

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~~provide documentation to substantiate the amount of revenue reported. Registration fees are nonrefundable.~~

~~(3-23-22)~~

~~**07. Deadline for Registration.** An initial application for registration may be submitted to the Board at anytime. A school should expect the Board review process for an initial registration to take approximately three (3) to five (5) months. An application for renewal of registration must be submitted to the Board on or before the first business day of May that precedes the registration year. The renewal will be processed within thirty (30) days. Institutions that do not adhere to this schedule and whose renewals are not processed by July 1st must cease all active operations until approval of registration is received.~~

~~(3-23-22)~~

~~**0843. Application Information Required.** Such application must include all the information requested on the application form. In addition to providing the information requested on the application form, a school must attest by signature of the primary official on the application form that it is in compliance with Standards I through V set forth in Section 301 of this rule and must provide verification of compliance with Standards I through V set forth in Section 301 of this rule upon request. The Board may, in connection with a renewal of registration, request that a school only submit information that documents changes from the previous year, provided that the school certifies that all information and/or documentation submitted in a previous registration year remains current. The annual registration fee, described in Subsection 300.06 of this rule, shall remain applicable.~~

~~(3-23-22)~~

301. APPROVAL STANDARDS FOR REGISTRATION OF PROPRIETARY SCHOOLS.

The Board and its designee accepts the responsibility for setting and maintaining approval standards for proprietary schools that plan to offer courses or a set of related courses in or from Idaho in order to protect consumers and to ensure quality educational programs are provided throughout the state. A school must meet all of the standards prior to issuance of a certificate of registration and the school must provide required evidence to document compliance with the standards as identified in the application form. A certificate of registration may be denied if all of the standards are not met. (3-15-22)

01. Standard I - Legal Status and Administrative Structure. The school must be in compliance with all local, state and federal laws, administrative rules, and other regulations applicable to proprietary schools.

(3-15-22)

a. The school must have a clearly stated educational purpose that is consistent with the courses or a set of related courses under consideration for approval. (3-15-22)

b. The ownership of the school, its agents, and all school officials must be identified by name and title. (3-15-22)

c. Each owner, agent, instructor and/or school official must be appropriately qualified by the trade board (as applicable) to ensure courses are of high quality and the rights of students are protected. (3-15-22)

d. Written policies must be established to govern admissions and re-admission of dismissed students, hiring procedures, and working conditions; evaluation/assessment of all employees and instructional offerings; student and instructor rights and responsibilities; grievance procedures; approval of the curriculum and other academic procedures to ensure the quality of educational offerings. (3-15-22)

e. Procedures for assessing/evaluating the effectiveness of instruction must be established. Evaluation and assessment results must be used to improve courses or courses of study. (3-15-22)

f. All advertising, pamphlets, and other literature used to solicit students and all contract forms must accurately represent the purpose of the school, its courses or courses of study, anticipated job opportunities, and other relevant information to assist students in making an informed decision to enroll. Schools offering courses or courses of study which require clinical, practicum or internship components must provide students in writing information regarding the number of clinical, practicum or internship positions available and the location of said positions. The school must provide to each prospective student, newly-enrolled student, and returning student complete and clearly presented information indicating the school's current completion and job placement rate.

(3-15-22)

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02. Standard II - Courses or Courses of Study. Instruction must be the primary focus of the school. All courses or courses of study must prepare students to enter employment upon completion of the program or prepare them for self-employment. (3-15-22)

a. The requirements for each course or courses of study must be defined clearly including applicable completion requirements or other requirements such as practicums and clinicals. Courses or courses of study must follow applicable trade or occupational board training curriculum standards or be designed using effective learning strategies for students, identifying and organizing all instructional materials and specialized facilities, identifying instructional assessment methods, and evaluating the effectiveness of the course offerings. Applicants must include an attestation that courses or courses of study applicable to occupations, which are otherwise regulated, licensed, or registered with another state agency or state board, meet the regulating state agency or state board standards for licensure or certification at the time of application. The office of the state board of education does not review course or program curriculum. (3-15-22)

b. Written course descriptions must be developed for all courses or courses of study. Written course descriptions must be provided to instructors. Instructors are expected to follow course descriptions. A syllabus must be developed for each course and distributed to students at the beginning of the course. (3-15-22)

c. The school must assure that a course or courses of study will be offered with sufficient frequency to enable students to complete courses or courses of study within the minimum time for completion. (3-15-22)

d. The school must clearly state the cost of each course or courses of study and identify the payment schedule. This information, and the refund policy, must be given to students in writing. (3-15-22)

03. Standard III - Student Support Services. The school must have clearly defined written policies that are readily available to students. Policies must address students rights and responsibilities, grievance procedures, and define what services are available to support students. (3-15-22)

a. The admission of students must be determined through an orderly process established in a written policy using published criteria which must be uniformly applied. Admissions decisions must take into account the capacity of the student to grasp and complete the instructional training program and the ability of the school to handle the unique needs of the students it accepts. (3-15-22)

b. There must be a clearly defined policy to re-evaluate students dismissed from the school and, if appropriate, to readmit them. (3-15-22)

c. The school must establish and adhere to a clear and fair policy regarding due process in disciplinary matters for all students, given to each student upon enrollment in the school. The school must provide the name and contact information for the individual who is responsible for dealing with student grievances and other complaints and for handling due process procedures. (3-15-22)

d. Prior to enrollment, all prospective students must receive the following information in writing: (3-15-22)

- i.** Information describing the purpose, length, and objectives of the courses or courses of study; (3-15-22)
- ii.** Completion requirements for the courses or courses of study; (3-15-22)
- iii.** The schedule of tuition, fees, and all other charges and all expenses necessary for completion of the courses or courses of study; (3-15-22)
- iv.** Cancellation and refund policies; (3-15-22)
- v.** An explanation of satisfactory progress, including an explanation of the grading/assessment system;

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- vi. The calendar of study including registration dates, beginning and ending dates for all courses, and holidays; (3-15-22)
- vii. A complete list of instructors and their qualifications; (3-15-22)
- viii. A listing of available student services; and (3-15-22)
- e. Accurate and secure records must be kept for all aspects of the student record including, at minimum, admissions information, and the courses each student completed. (3-15-22)
- 04. Standard IV - Faculty/Instructor Qualifications and Compensation.** (3-15-22)
 - a. Instructor qualifications (training and experience) must be recorded and available to students. (3-15-22)
 - b. There must be a sufficient number of full-time instructors to maintain the continuity and stability of courses. (3-15-22)
 - c. The ratio of instructors to students in each course must be sufficient to assure effective instruction. (3-15-22)
 - d. Commissions may not be used for any portion of the faculty compensation. (3-15-22)
 - e. Procedures for evaluating instructors must be established. Provisions for student evaluation are recommended. (3-15-22)
- 05. Standard V - Resources, Finance, Facilities, and Instructional Resources.** (3-15-22)
 - a. Adequate financial resources must be provided to accomplish instructional objectives and to effectively support the instructional program, including classroom and training facilities, instructional materials, supplies and equipment, instructors, staff, library, and the physical and instructional technology infrastructure. (3-15-22)
 - b. The school must have sufficient instructional resource materials so that, together with tuition and fees, it is able to complete its educational obligations to currently enrolled students. If the school is unable to fulfill its obligations to students, the school must make arrangements for a comparable teach-out opportunity with another proprietary school or refund one hundred (100) percent of prepaid tuition. (3-15-22)
 - c. School financial/business records and reports must be kept separate and distinct from those of any affiliated or sponsoring person or entity. Financial records and reports at a school shall be kept in accordance recognized financial accounting methods. (3-15-22)
 - d. The school must have adequate instructional resource materials available to students, either on site or through electronic means. These materials must be housed in a designated area and be available for students and instructors with sufficient regularity and at appropriate hours to support achievement of course objectives or to promote effective teaching. (3-15-22)
 - e. If the school relies on other schools or entities to provide library resources or instructional resources, the school must demonstrate how these arrangements effectively meet the needs of students and faculty. These arrangements must be documented through written agreements. Student and faculty use must be documented and frequently evaluated to ensure quality services are being provided. (3-15-22)

~~302. THE BOARD MAY NOTIFY THE PROPRIETARY SCHOOL OF ADDITIONAL INFORMATION REQUIRED.~~

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If the Board is unable to determine the nature and activities of a school on the basis of the information provided by the school under this rule, then the Board may notify the school of additional information that it will be required to provide in connection with the application for registration. (3-15-22)

~~01. Verification of Information.~~ The Board may verify the accuracy of submitted information by inspection, visitation, or any other means it considers necessary. The applicant school shall be responsible for any costs the Board incurs including travel, associated with this review. (3-15-22)

~~02. Criteria for Approval or Denial of Registration.~~ To be approved for registration, the school must demonstrate that it is in compliance with Chapter 24, Title 33, Idaho Code and this rule, including all of the standards described in Section 301 of this rule. A school must remain in compliance for the registration year. (3-15-22)

~~03. Public Information.~~ All information submitted to the Board is subject to disclosure as set forth in the Public Records Act, Title 9, Chapter 3, Idaho Code. (3-15-22)

~~04. Certificate of Registration or Exemption.~~ (3-15-22)

~~a.~~ A certificate of registration will be issued to a proprietary school that has paid its registration fee and been approved under this rule. A certificate evidencing initial registration will be effective the date it is issued, and continue through June 30 of the next succeeding year. A renewal certificate will be for the period July 1 through June 30 of the next succeeding year. No school that is registered with the Board shall advertise or represent in any manner that it is accredited by the Board. An institution may only represent that it is "Registered with Idaho State Board of Education." Registration is not an endorsement of the school. (3-15-22)

~~b.~~ An institution exempt from registration under these rules may request a certificate of exemption. (3-15-22)

~~c.~~ If a school wishes to offer additional courses or courses of study during the course of a registration year that were not included in its application to the Board prior to issuance of the certificate of registration, then the school must submit a letter to the Board Office along with appropriate approval documentation by the applicable professional or trade board, council, or commission. This letter will be added to the school's registration file. (3-15-22)

~~05. Disapproval and Appeal.~~ If a proprietary school's request for initial registration or a renewal of registration is disapproved by the Board, then the school may appeal such decision in accordance with Chapter 52, Title 67, Idaho Code. The request must be in writing and made to the Board within thirty (30) days of the date the school is notified of the disapproval. (3-15-22)

~~06. Withdrawal of Approval.~~ (3-15-22)

~~a.~~ The Board may refuse to renew, or may revoke or suspend approval of a school's registration by giving written notice and the reasons therefore to the school. The school may request a hearing under IDAPA 04.11.01, "Idaho Rules of Administrative Procedure of the Attorney General." (3-15-22)

~~b.~~ Withdrawal of approval may be for one (1) or more of the following reasons: (3-15-22)

~~i.~~ Violation of Chapter 24, Title 33, Idaho Code or this rule. (3-15-22)

~~ii.~~ Providing false, misleading, deceptive, or incomplete information to the Board. (3-15-22)

~~iii.~~ Presenting to prospective or current students information about the school which is false, fraudulent, misleading, deceptive, or inaccurate in a material respect; or (3-15-22)

~~iv.~~ Refusing to allow reasonable inspection or to supply reasonable information after a written request by the Board has been received. (3-15-22)

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~~c. If any information contained in the application submitted by the school becomes incorrect or incomplete, then the registered school shall notify the Board of such change within thirty (30) days. A school that ceases operation during the course of a registration year shall immediately provide written notice to the Board of this event. (3-15-22)~~

302. ADDITIONAL REQUIREMENTS

071. Agent's Certificate of Identification. Each proprietary school shall ensure that its agents have a valid certificate of identification, and that all of its agents are in compliance with Section 33-2404, Idaho Code. The school shall complete a criminal history check that includes, at a minimum, the State Bureau of Identification, and statewide sex offender registry for each agent having unsupervised contact with minors in the minor's home or at secondary schools, prior to making application for the agent's certificate of identification. The criminal history check shall be valid for five (5) years and be kept on file by the school. When an employee returns to any proprietary school after a break in service of six (6) months or more a new criminal history check must be obtained. When an employee changes employment between proprietary schools, a new criminal history check must be obtained by the new employer. (3-15-22)

a. The Board shall revoke any agent's certificate of identification issued or authorized under this Section and shall deny the application for issuance of a new certificate of identification of a person who pleads guilty to, or is found guilty of, notwithstanding the form of the judgment or withheld judgment, any of the following felony offenses against a child: (3-15-22)

i. The aggravated assault of a child, Section 18-905, Idaho Code, or the assault with intent to commit a serious felony against a child, Section 18-909, Idaho Code. (3-15-22)

ii. The aggravated battery of a child, Section 18-907, Idaho Code, or the battery with intent to commit a serious felony against a child, Section 18-911, Idaho Code. (3-15-22)

iii. The injury or death of a child, Section 18-1501, Idaho Code. (3-15-22)

iv. The sexual abuse of a child under sixteen (16) years of age, Section 18-1506, Idaho Code. (3-15-22)

v. The ritualized abuse of a child under eighteen (18) years of age, Section 18-1506A, Idaho Code. (3-15-22)

vi. The sexual exploitation of a child, Section 18-1507, Idaho Code. (3-15-22)

vii. Possession of photographic representations of sexual conduct involving a child, Section 18-1507A, Idaho Code. (3-15-22)

viii. Lewd conduct with a child under the age of sixteen (16) years, Section 18-1508, Idaho Code. (3-15-22)

ix. The sexual battery of a minor child sixteen (16) or seventeen (17) years of age, Section 18-1508A, Idaho Code. (3-15-22)

x. The sale or barter of a child for adoption or other purposes, Section 18-1511, Idaho Code. (3-15-22)

xi. The murder of a child, Section 18-4003, Idaho Code, or the voluntary manslaughter of a child, Section 18-4006 1., Idaho Code. (3-15-22)

xii. The kidnapping of a child, Section 18-4502, Idaho Code. (3-15-22)

xiii. The importation or exportation of a juvenile for immoral purposes, Section 18-5601, Idaho Code. (3-15-22)

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xiv. The abduction of a person under eighteen (18) years of age for prostitution, Section 18-5610, Idaho Code. (3-15-22)

xv. The rape of a child, Section 18-6101 or 18-6108, Idaho Code. (3-15-22)

b. The general classes of felonies listed in Section 302 shall include equivalent laws of federal or other state jurisdictions. For the purpose of Subsection 302.07, “child” means a minor or juvenile as defined by the applicable state or federal law. (3-15-22)

082. Surety Bond. Each proprietary school shall comply with the provisions in Section 33-2406, Idaho Code, relating to a surety bond. (3-15-22)

a. The amount of the surety bond shall be not less than the total tuition and fees to be collected by the school from its students, currently engaged in instructional activities, that covers the period from the beginning through completion of the course of instruction the student has contracted and paid for. This amount shall be based upon the projected tuition and fee revenue for the coming registration year, subject to modification in the event a school experiences significant changes in tuition and fee revenue during the current year. The Executive Director shall determine the appropriate format and method by which this bond value is to be calculated and reported. (3-15-22)

b. Schools must keep a valid bond in force, via periodic renewal as needed, throughout the entire registration year with no lapse in coverage. Schools shall ensure that all bonds include “extended coverage” clauses to remain in effect for one hundred twenty (120) days after the date of a school’s closure. (3-15-22)

c. No party to the surety bond may cancel without one hundred twenty (120) day prior notice to all parties, including the Office of the State Board of Education. (3-15-22)

d. The Board shall be the beneficiary of the bond and shall oversee the distribution of funds to students who file claims. Schools shall provide proof of the required bond and submit said documentation with their registration applications. (3-15-22)

303. -- 399. (RESERVED)

400. ENFORCEMENT.

The Board, acting by and through its Executive Director may initiate on its own initiative any investigation relating to a violation of the state laws or rules relating to the requirement that an institution or school register with the Board pursuant to Title 33, Chapter 24, Idaho Code. (3-15-22)

401. -- 499. (RESERVED)

500. COMPLAINTS.

A complaint concerning an institution or school operating in the State of Idaho (maintaining an Idaho presence) that pertains to a matter described herein shall be reviewed and acted upon as appropriate in accordance with the specific procedures described below: (3-15-22)

01. Violations of State Consumer Protection Laws. A complaint alleging a violation of Idaho consumer protection laws shall be instituted, reviewed, and acted upon in accordance with IDAPA 04.02.01, “Idaho Rules of Consumer Protection, Office of the Attorney General.” (3-15-22)

02. Violations of State Laws or Rules Related to the Registration of Postsecondary Educational Institutions and Proprietary Schools. A complaint alleging violations of state laws or rules related to the requirement that an institution or school register with the Board shall be submitted in writing to the Board’s Executive Director for investigation and appropriate enforcement action, including the remedies specified in Section 33-2408, Idaho Code. (3-15-22)

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03. Complaints Related to Quality of Education, or Other Matters.

(3-15-22)

a. A complaint relating to the quality of education provided by an institution or school or accreditation matters, or any other matter related to the operations or practices of an institution or school other than a state consumer protection matter, shall be submitted on a form provided by the Board to the Executive Director for review and appropriate action. (3-15-22)

b. If after initial review the Executive Director determines that the complaint relates to the quality of education or accreditation matters, the Executive Director may refer the matter to the accreditation organization of the institution or school at issue for review and recommendation. If a matter referred to an accreditation organization results in resolution of the complaint to the satisfaction of the complainant, then the matter shall be considered resolved and there shall be no further action on the matter. If the matter is not successfully resolved, then the Executive Director will review the recommendation of the accreditation organization and follow the procedures for investigations of complaints described in Subsection 500.03.c. of these rules. (3-15-22)

c. If the complaint pertains to any other matter related to the operations or practices of an institution or school, other than a state consumer protection matter, then the Executive Director will review the complaint to determine whether such complaint falls within the regulatory authority of the Board. If it does not, then Board office will notify the complainant in writing of such determination, and may offer referral of such matter to an appropriate agency or entity. If after initial review the Executive Director determines that the complaint falls within the regulatory authority of the Board, then Board staff will notify both the complainant and the respondent institution or school of the complaint resolution process to be utilized and applicable timelines. The review and investigation of a complaint shall occur as expeditiously as possible. The parties may be asked to respond in writing to the complaint, to submit to interviews, and to provide additional records, documents, statements, or other collateral information as necessary. Any request by the investigator for additional information related to such complaint must be provided promptly. The Board's investigator will review the materials submitted by all parties and at the conclusion of the investigation prepare a summary of the allegations, the investigator's findings, and a recommendation for disposition to the Executive Director. If the Executive Director determines that the facts indicate a probable violation of law or rule over which the Board has regulatory authority, then the Executive Director shall issue a written decision on the disposition of such complaint. Within thirty (30) days after a decision is issued a party aggrieved by such decision may file with the Executive Director a request for a hearing. The provisions of the Idaho Administrative Procedure Act, Chapter 52, Title 67, Idaho Code, shall apply to such hearing and to judicial review of such decision. (3-15-22)

d. If the Board office receives a complaint relating to an institution or school that is exempt from registration under Idaho law or these rules, and such institution or school has not elected to voluntarily register, then such institution or school shall be responsible for reimbursing the Board office for the actual costs incurred to process and act on such complaint. (3-15-22)

501. -- 999. (RESERVED)

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SUBJECT

Proposed Rule – Docket No. 08-0113-2201, Rules Governing the Opportunity Scholarship Program

REFERENCE

August 31, 2017	Board approved proposed rule Docket 08-0113-1701, Rules Governing the Opportunity Scholarship, making technical corrections and clarifying that GPAs of more than one decimal place will be rounded up.
November 2017	Board approved pending rule Docket 08-0113-1701.
April 2018	Board approved temporary rule Docket 08-0113-1801, establishing provision for the Opportunity Scholarship to be used for “Adult Learners.”
August 2018	Board approved proposed rule Docket 08-0113-1802 establishing provision for the Opportunity Scholarship for Adult Learners.
November 2018	Board vacated proposed rule Docket 08-0113-1802 and directed staff to bring back a version allowing certificates to be stackable during the 2019-2020 rulemaking cycle.
August 2019	Board approved proposed rule lower the minimum GPA requirement and adding provisions for adult learners, Docket 08-0113-1901.
November 2019	Board approved omnibus pending rule, Docket 08-0000-1900 reauthorizing all non-fee administrative rules in IDAPA 08 incorporating in the proposed amendments from Docket 08-0113-1901.
June 2021	Board approved omnibus temporary rule, Docket 08-0000-2100 reauthorizing all non-fee administrative rules in IDAPA 08.
October 2021	Board approved proposed Omnibus rule, Docket 08-0000-2100, incorporating proposed rules approved in August 2021.
November 2021	Board approved pending Omnibus rule, Docket 08-0000-2100.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-4303, Idaho Code

Idaho Administrative Code, IDAPA 08.01.13, Rules Governing the Opportunity Scholarship

Executive Order 2020-01

BACKGROUND/DISCUSSION

Executive Order 2020-01, Zero Based Regulations, creates an ongoing review process for all existing rules as of June 30, 2020. Each rule chapter is required to be reviewed by the agency that promulgated the rule according to a schedule

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established by the Division of Financial Management (DFM) no later than legislative adjournment *sine die* in 2026. The agency review schedule is required to be staggered across agencies and within agencies with five or more rule chapters. Administrative rules promulgated under the Board's authority include IDAPA 08, IDAPA 55, and IDAPA 47. The Board's administrative rules review schedule may be found at www.dfm.idaho.gov

For the 2022-2023 rulemaking cycle the following rules were identified for review, IDAPA 08.01.11, 08.01.13 and 08.02.03. Additionally, staff were asked to accelerate the review of the two charter school sections of rule and look at how they could be combined into a single section. In addition to these sections of rule being reviewed, DFM and the State Office of Administrative Rules have enacted new procedures requiring any rulemaking within a chapter to be consolidated in a single Docket. In past years the Board could consider multiple rule Dockets from the same IDAPA chapter in different dockets, based on each subject contained in that chapter. As an example, in the past the Board could consider a Docket amending IDAPA 08.02.01.100 and a separate Docket with amendments to IDAPA 08.02.01.800. Now all amendments to IDAPA 08.02.01 must be consolidated in a single Docket for IDAPA 08.02.01.

The Zero Based Regulations review process requires each agency and board to remove any unnecessary language that duplicates language or provisions in Idaho Code; remove any unnecessary language (e.g. orphaned definitions, redundant language, etc.); move any agency procedures or provisions that can be established through the agencies' policies and procedures; and to simplify and streamline where possible.

IDAPA 08.01.13, Rules Governing the Opportunity Scholarship Program sets out the eligibility and application requirements for the Opportunity Scholarship, as authorized by Section 33-4303, Idaho Code. In addition to removing language that is duplicative of provisions established in Section 33-4303, Idaho Code, or can be established through Board policy, proposed amendments incorporate feedback provided to the Board's scholarship program staff from institution staff responsible for administering scholarships. The proposed amendments do not incorporate all of the requested amendments. Additional requested amendments included removing, in its entirety, the requirement for satisfactory academic program for renewal of the scholarship. The primary justification for this amendment was use of this term for federal financial aid purposes when renewal students are not required to resubmit the Free Application for Federal Student Aid (FAFSA). This requirement has been amended to use different terminology and provide additional clarification that it is progress toward earning a credential and not necessarily tied to federal aid. Additional, requests included:

- removing the college entrance exam requirement for students who have taken the GED. This requirement is used to provide GPA equivalency for these students. Without this requirements these students would be forced

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to use their last reported secondary GPA to determine if they meet the merit requirement for eligibility and could disadvantage these students; and

- removing the requirement that the cumulative GPA used for determining continuing eligibility be the GPA earned while receiving the scholarship. The amendment has been incorporated in order to receive feedback during the public comment period. The requirement initially was included so that Adult Learner students would not be disadvantaged based on GPAs that were a result of the circumstances that led to them stopping out of college originally.

IMPACT

The proposed rule will streamline the language currently established in IDAPA 08.01.13. The approval of this proposed rule will allow the rule to be published in the Administrative Bulletin, at which time the 21-day public comment period will start.

ATTACHMENTS

Attachment 1 – Proposed Rule Docket No. 08-0113-2201

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Administrative rules are made up of three types of rules, temporary rules, proposed rules and pending rules. Temporary and proposed rules may be promulgated jointly with a single docket number or temporary rules may be promulgated as a standalone rule. The Notice of Intent to Promulgate Rules was published in the July 6, 2022 (Vol 22-7) Idaho Administrative Rules Bulletin.

Proposed rules approved by the Board are published in the Idaho Administrative Rules Bulletin. Following publication there is a 21 day comment period. Based on received comments and Board direction, changes may be made to proposed rules prior to entering the pending stage. Pending rules are then brought back to the Board for consideration. Once approved, pending rules will be submitted to the Department of Administration for publication in the Idaho Administrative Rules Bulletin and are then forwarded to the legislature for consideration. Pending rules become effective at the end of the legislative session in which they are submitted, if they are not rejected by the Legislature.

Staff recommends approval.

BOARD ACTION

I move to approve proposed rule – Docket 08-0113-2201, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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ATTACHMENT 1

08.01.13 – RULES GOVERNING THE OPPORTUNITY SCHOLARSHIP PROGRAM

000. LEGAL AUTHORITY.

In accordance with Sections 33-105, and 33-4303, Idaho Code, the State Board of Education (Board) shall promulgate rules implementing the provisions of Section 33-4303. (3-15-22)

001. SCOPE.

These rules constitute the requirements for the Opportunity Scholarship Program. (3-15-22)

002. -- 009. (RESERVED)

010. DEFINITIONS.

01. Adult Learner. An individual who: (3-15-22)

a. Is not currently enrolled in a postsecondary institution accredited by a body recognized by the State Board of Education; (3-15-22)

b. Has not attended more than two (2) courses at a postsecondary institution at any time during the twenty-four (24) month period immediately prior to application for the Opportunity Scholarship; and (3-15-22)

c. Has earned twenty-four (24) or more transferable credits from a postsecondary institution accredited by a body recognized by the State Board of Education. (3-15-22)

02. Grade Point Average (GPA). The average grade earned by a student, figured by dividing the grade points earned by the number of credits attempted. (3-15-22)

03. Graduation Plan. A plan developed by the postsecondary student in consultation with the postsecondary institution that identifies the certificate or degree the student is pursuing, the course and credit requirements necessary for earning the certificate or degree, the application of previously earned credits and credits granted through prior learning assessments, the estimated number of terms remaining to complete the certificate or degree and the proposed courses to be taken during each term. (3-15-22)

011. -- 100. (RESERVED)

101. ELIGIBILITY.

Applicants must meet all of the eligibility requirements to be considered for the scholarship award. (3-15-22)

~~**01. Undergraduate Student.** An eligible student must be pursuing their first undergraduate certificate or degree from an institution accredited by a body recognized by the State Board of Education. A student may have received multiple certificates or degrees as part of the natural progression towards a recognized baccalaureate degree program. A student who is enrolled in a graduate program, but who has not yet earned a baccalaureate degree, is not eligible for an opportunity scholarship. A student enrolled in an undergraduate program is eligible for consideration for an opportunity scholarship, even if some of the student's courses are at the graduate level. (3-15-22)~~

012. Academic Eligibility. To be eligible for an opportunity scholarship, an applicant must meet minimum academic eligibility criteria, as follows: (3-15-22)

a. A student who has not yet graduated from [an eligible](#) secondary school or its equivalent in the state of Idaho must have an un-weighted minimum cumulative grade point of average of two point seven (2.7) or better on a scale of four point zero (4.0) to be eligible to apply for an opportunity scholarship. Cumulative grade point averages of more than one (1) decimal place shall be rounded to one (1) place. Home schooled students must provide a transcript of subjects taught and grades received signed by the parent or guardian of the student; or (3-15-22)

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b. A student who has obtained a general equivalency diploma must have taken the ACT assessment and received a minimum composite score of twenty (20) or better, or the equivalent SAT assessment and received a one thousand ten (1,010) or better, to be academically eligible to apply for an opportunity scholarship; or (3-15-22)

c. A student currently enrolled in an eligible Idaho postsecondary educational institution must have a minimum cumulative grade point average of two point seven (2.7) or better on a scale of four point zero (4.0) at such institution in order to be academically eligible to apply for an opportunity scholarship. Cumulative grade point averages of more than one (1) decimal place shall be rounded to one (1) place. (3-15-22)

d. An Adult Learner must have a minimum cumulative grade point average of two point five (2.5) or higher on a scale of four point zero (4.0). Cumulative grade point averages of more than one (1) decimal place shall be rounded to one (1) decimal place. (3-15-22)

03. Financial Eligibility. ~~Applicants for the opportunity scholarship are selected as recipients, in part, based on demonstrated financial need. The tool used to determine financial need is the Free Application for Federal Student Aid (FAFSA), used by the United States Department of Education.~~ The financial need of an applicant for an opportunity scholarship will be based upon the verified expected family contribution, as identified by the [free application for federal student aid \(FAFSA\)](#) Student Aid report. The Student Aid report used to calculate financial need will be the report generated on the [scholarship](#) application deadline. (3-15-22)

04. Additional Eligibility Requirements. (3-15-22)

a. A student must not be in default on a student educational loan, or owe a repayment on a federal grant, and must be in good financial standing with the opportunity scholarship program. (3-15-22)

b. If a student has attempted or completed more than one hundred ~~and twenty~~ [\(100/120\)](#) postsecondary ~~academic~~ credits, then such student must identify ~~his or her~~ [a](#) major, the required number of credits necessary for graduation in such major, and shall submit an academic transcript that contains all courses taken and all postsecondary ~~academic~~ credit received to the Board office. A student shall not be eligible for an opportunity scholarship if: (3-15-22)

~~i. The student is not meeting satisfactory academic progress at the eligible Idaho postsecondary educational institution the student is attending at the time he or she applies for an opportunity scholarship; (3-15-22)~~

ii. The student has completed more than one hundred fifty percent (150%) of the courses and ~~academic~~ credit necessary to graduate in such major; or (3-15-22)

iii. Upon review of the student's academic transcript(s), the student cannot complete ~~their~~ [a](#) degree/certificate in the major ~~they have~~ identified within two (2) semesters based on normal academic course load unless a determination by the executive director or designee has been made that there are extenuating circumstances and the student has a plan approved by the executive director or designee outlining the courses that will be taken and the completion date of the degree or certificate. (3-15-22)

102. -- 201. (RESERVED)

202. APPLICATION PROCESS.

01. Initial Applications. An eligible student must complete and submit the opportunity scholarship program application to the Board electronically on or before the date specified in the application, but not later than the deadline set by the executive director each year ~~if an Adult Learner and not later than March 1 for all other students.~~ Adult Learner applications will be processed and awarded on a monthly basis up to the application deadline. An applicant without electronic capabilities may request a waiver of this requirement and, if granted, submit an application on the form established by the Board through the United States Postal Service that must be postmarked not later than the applicable application deadline. ~~All applicants must complete and submit t~~ The FAFSA [must be completed](#) on or prior to the application deadline. (3-15-22)

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02. Announcement of Award. Announcement of the award of initial scholarships will be made no later than June 1 of each year, with awards to be effective at the beginning of the first full term following July 1 of that year. Announcements must clearly state the award is part of the state's scholarship program and is funded through state appropriated funds. Additional award announcement may be made after this date based on the availability of funds and the acceptance rate of the initial awards. (3-15-22)

03. Communication with State Officials. Applicants must respond by the date specified to any communication from officials of the opportunity scholarship program. Failure to respond within the time period specified will result in cancellation of ~~the application or forfeiture of~~ the scholarship unless extenuating circumstances are involved and approved by the executive director or designee. (3-15-22)

203. -- 299. (RESERVED)

300. SELECTION OF SCHOLARSHIP RECIPIENTS.

01. Selection Process. Scholarship awards will be based on the availability of scholarship program funds. Opportunity scholarships will be awarded to applicants, based on ranking and priority, in accordance with the following criteria: (3-15-22)

a. Eligible students shall be selected based on ranking criteria that assigns seventy percent (70%) to financial eligibility, and thirty percent (30%) to academic eligibility. In the event that this weighted score results in a tie, an eligible student who submitted ~~his~~^{an} application to the Board ~~earliest~~^{earlier} in time will be assigned a higher rank. (3-15-22)

b. Notwithstanding Subsection 300.01.a. of these rules, the priority for the selection of recipients of opportunity scholarship awards shall be to scholarship recipients who received an opportunity scholarship award during the previous fiscal year, and have met all of the continuing eligibility requirements provided in these rules. (3-15-22)

02. Monetary Value of the Opportunity Scholarship. (3-15-22)

~~**a.** The Board will establish annually the educational costs for attending an eligible Idaho postsecondary educational institution for purposes of the opportunity scholarship program. (3-15-22)~~

ba. The monetary value of the opportunity scholarship award to a student shall be based on the educational costs for attending an eligible Idaho postsecondary educational institution, less the following: (3-15-22)

i. The amount of the assigned student responsibility, established by the Board annually; (3-15-22)

ii. The amount of federal grant aid, as identified by the Student Aid Report (SAR) that is known at the time of award determination; (3-15-22)

iii. The amount of other financial aid awarded the student, from private or other sources that is known at the time of award determination. (3-15-22)

iv. The eligible maximum award amount for Adult Learners enrolled in less than twenty-four (24) credit hours or its equivalent in an academic year attending an eligible four-year postsecondary institution, or less than eighteen (18) credit hours or its equivalent in an academic year attending an eligible two-year institution, will be prorated as follows: (3-15-22)

(1) Enrolled in six (6) to eight (8) credits or its equivalent per term - fifty percent (50%) of the maximum; (3-15-22)

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(2) Enrolled in nine (9) to eleven (11) credits or its equivalent per term - seventy-five percent (75%) of the maximum; and (3-15-22)

(3) Enrolled in twelve (12) or more credits or its equivalent per term - one hundred percent (100%) of the maximum. (3-15-22)

eb. The amount of an opportunity scholarship award to an individual student ~~shall not exceed the educational cost established by the Board annually, and~~ shall not exceed the actual cost of tuition and fees at the ~~Idaho public postsecondary educational~~ institution the student attends or will attend, or if the student attends or will attend an Idaho private postsecondary educational institution, the average tuition at Idaho's public four (4) year postsecondary educational institutions. (3-15-22)

301. OPPORTUNITY SCHOLARSHIP AWARD.

01. Payment. Payment of opportunity scholarship awards will be made in the name of the recipient and will be sent to a designated official at the eligible Idaho postsecondary educational institution in which the recipient is enrolled. The official must transmit the payment to the recipient within a reasonable time following receipt of the payment. (3-15-22)

02. Duration. Scholarships will be awarded on an annual basis and payments will correspond to academic terms, semesters, quarters, or equivalent units. In no instance will the entire amount of a scholarship be paid in advance to, or on behalf of, a scholarship recipient. The scholarship may cover up to four (4) educational years, or eight (8) semesters or equivalent for attendance at an eligible Idaho postsecondary educational institution. Awards are contingent on annual appropriations by the legislature and continued eligibility of the student. (3-15-22)

03. Eligibility. If a student receives an opportunity scholarship payment and it is later determined that the student did not meet all of the Opportunity Scholarship Program eligibility requirements, then the student is considered in overpayment status, and must return program funds in accordance with the eligible Idaho postsecondary educational institution's refund policy. (3-15-22)

302. CONTINUING ELIGIBILITY.

To remain eligible for renewal of an opportunity scholarship, the recipient must comply with all of the provisions of the Opportunity Scholarship Program ~~and these rules~~ and accept the renewal award by the date set by the Executive Director: (3-15-22)

01. Credit Hours. To remain eligible for renewal of an opportunity scholarship, the scholarship recipient attending a four (4) year eligible postsecondary institution must have completed a minimum of twenty-four (24) credit hours or its equivalent each academic year that the student received an opportunity scholarship award. A scholarship recipient attending a two (2) year eligible postsecondary institution must have completed a minimum of eighteen (18) credit hours or its equivalent each academic year that the student received an opportunity scholarship award. Notwithstanding these provisions, a scholarship recipient who has received the Opportunity Scholarship as an Adult Learner may retain eligibility by completing twelve (12) or more credit hours or its equivalent each academic year the student received the Opportunity Scholarship award. All students may use the summer term to meet the annual credit accumulation requirements. (3-15-22)

02. ~~Satisfactory Academic Progress.~~ To remain eligible for renewal of an opportunity scholarship, the scholarship recipient must have maintained a minimum cumulative grade point average of two point seven (2.7) on a scale of four point zero (4.0) ~~during the time that the recipient received an opportunity scholarship award at the institutions the student attended while receiving the scholarship,~~ and must be maintaining ~~satisfactory~~ academic progress, ~~consistent within federal financial aid regulations as implemented at the eligible Idaho postsecondary educational institution at which the scholarship recipient was enrolled~~ toward their identified postsecondary credential as determined by the institution they are enrolled in. Students receiving an Opportunity Scholarship award as an Adult Learner must make satisfactory progress on their graduation plan established with the eligible institution at the time of admission. (3-15-22)

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~~03. **Maximum Duration of Scholarship Award.** The award of an opportunity scholarship shall not exceed the equivalent of eight (8) semesters or the equivalent of four (4) academic years. (3-15-22)~~

043. Eligibility Following Interruption of Continuous Enrollment. A scholarship recipient whose continuous enrollment is interrupted for more than four (4) months but less than two (2) years for any reason but who intends to re-enroll in an eligible Idaho postsecondary educational institution must file a letter of intent to withdraw no later than ~~sixty~~ thirty (~~60~~30) days prior to the first day of the academic term of the discontinued attendance to the Office of the State Board of Education. Failure to do so may result in forfeiture of the scholarship. The Board's Executive Director or designee will review each request for interruption and notify the individual of approval or denial of the request. In addition, the individual must file a statement with the Board declaring ~~his~~ intent to re-enroll as a full-time undergraduate student in an academic or career technical program in an eligible Idaho postsecondary educational institution for the succeeding academic year no later than thirty (30) days prior to the first day of the academic term in which the individual intends to re-enroll within two (2) years of the approval of the request to withdraw. Failure to do so will result in forfeiture of the scholarship unless an extension has been granted. An extension of interruption of continuous enrollment period may be granted for eligible students due to military service in the United States armed forces, medical circumstances, or other circumstances approved by the executive director. All requests for extension must be made ~~sixty~~ thirty (~~60~~30) days prior to the start of the succeeding academic year.

(3-15-22)

303. -- 399. (RESERVED)

400. RESPONSIBILITIES OF ELIGIBLE IDAHO POSTSECONDARY EDUCATIONAL INSTITUTIONS.

01. Statements of Continuing Eligibility. An eligible Idaho postsecondary educational institution participating in this Opportunity Scholarship Program must submit statements of continuing student eligibility to the Board by the 30th day after the end of ~~each academic year~~ the spring semester or equivalent term. Such statements must include verification that the scholarship recipient is still enrolled, attending part-time, if an Adult Learner, and full-time for all other scholarship recipients, maintaining satisfactory academic progress, and has not exceeded the award eligibility terms.

(3-15-22)

02. Other Requirements. An eligible Idaho postsecondary educational institution must: (3-15-22)

a. Be eligible to participate in Federal Title IV financial aid programs, and must supply documentation to the Board verifying this eligibility, and prompt notification regarding any changes in this status;

(3-15-22)

b. Have the necessary administrative computing capability to administer the Opportunity Scholarship Program on its campus, and electronically report student data records to the Board;

(3-15-22)

c. Provide data on student enrollment and federal, state, and private financial aid for students to the Board within set timelines, and

(3-15-22)

d. Agree to permit periodic Opportunity Scholarship Program audits to verify compliance with Idaho law and these rules related to the program.

(3-15-22)

03. Adult Learner Evaluation. Upon admission, scholarship recipients receiving an award as an Adult Learner will be administered prior learning assessments to determine eligibility for credit for prior learning, including credit for prior experiential learning. As part of this process an eligible institution will work with the student to develop a graduation plan for the program they are entering that includes estimated completion dates.

(3-15-22)

401. -- 500. (RESERVED)

501. APPEALS.

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An opportunity scholarship applicant or recipient adversely affected by a decision made under provisions of these rules may file a written appeal detailing the basis of the appeal ~~of the decision~~ within thirty (30) days following notice of the decision, ~~and the written statement must include the basis for the appeal.~~ Decisions based on specific requirements established in Idaho Code or these rules may not be appealed. The appeal must be submitted to the executive director of the Board. The office of the board shall acknowledge receipt of the appeal within seven (7) days. The executive director of the Board may or may not agree to review the action, or may appoint a subcommittee of three (3) persons to hear the appeal, including at least one (1) financial aid administrator at an eligible postsecondary educational institution in Idaho. (3-15-22)

~~**01. Transmittal to Subcommittee.** If the appeal is transmitted to the subcommittee, the subcommittee will review the appeal and submit a written recommendation to the executive director of the Board within fifteen (15) days from the time the subcommittee receives the appeal document. The opportunity scholarship applicant or recipient initiating the appeal will be notified by the chairperson of the subcommittee of the time and place when the subcommittee will consider the appeal and will be allowed to appear before the subcommittee to discuss the appeal. (3-15-22)~~

~~**02. Subcommittee Recommendations.** Following the subcommittee's decision, the executive director of the Board will present the subcommittee's recommendation to the full Board at the next regularly scheduled meeting of the Board. The opportunity scholarship applicant or recipient initiating the appeal may, at the discretion of the executive director of the Board, be permitted to make a presentation to the Board. (3-15-22)~~

03. Board Decision. The decision of the Board is final, binding, and ends all administrative remedies, unless otherwise specifically provided by the Board. The Board will inform the opportunity scholarship applicant or recipient in writing of the decision of the Board. (3-15-22)

502. -- 999. (RESERVED)

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SUBJECT

Proposed Rule – Docket No. 08-0202-2201, Rules Governing Uniformity

REFERENCE

March 23, 2020	Board approved partial waiver of IDAPA 08.02.03.105, waiving the college entrance exam, senior project graduation requirements for students graduating in 2020 and administration of the ISAT for the 2020-2021 school year.
October 2020	Board approved partial waiver of IDAPA 08.02.03.105, waiving the senior project graduation requirement for students graduating in 2021.
December 2020	Board approved partial waiver of IDAPA 08.02.03.105, waiving the requirement the college entrance exam requirement for students graduating in 2021.
A June 2021	Board approved temporary omnibus rules, Dockets 08-0000-2100 and 55-0000-2100.
August 2021	Board approved proposed rules Dockets 08-0201-2101, 08-0202-2102, and 08-0203-2101.
October 2021	Board approved proposed Omnibus rule, Docket 08-0000-2100, incorporating proposed rules approved in August 2021.
November 2021	Board approved pending Omnibus rule, Docket 08-0000-2100.
June 2022	Board approved temporary rule, Docket 08-0203-2202, amending the assessment section to account for administering assessments at the high school level using a modified cohort model.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative Code, IDAPA 08.02.02, Rules Governing Uniformity
Executive Order 2020-01

BACKGROUND/DISCUSSION

Executive Order 2020-01, Zero Based Regulations, creates an ongoing review process for all existing rules as of June 30, 2020. Each rule chapter is required to be reviewed by the agency that promulgated the rule according to a schedule established by the Division of Financial Management (DFM) no later than legislative adjournment *sine die* in 2026. The agency review schedule is required to be staggered across agencies and within agencies with five or more rule chapters. Administrative rules promulgated under the Board's authority include IDAPA 08, IDAPA 55, and IDAPA 47. The Board's administrative rules review schedule may be found at www.dfm.idaho.gov

For the 2022-2023 rulemaking cycle the following rules were identified for review, IDAPA 08.01.11, 08.01.13 and 08.02.03. Additionally, staff were asked to

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accelerate the review of the two charter school sections of rule and look at how they could be combined into a single section. In addition to these sections of rule being reviewed, DFM and the State Office of Administrative Rules have enacted new procedures requiring any rulemaking within a chapter to be consolidated in a single Docket. In past years the Board could consider multiple rule Dockets from the same IDAPA chapter in different dockets, based on each subject contained in that chapter. As an example, in the past the Board could consider a Docket amending IDAPA 08.02.01.100 and a separate Docket with amendments to IDAPA 08.02.01.800. Now all amendments to IDAPA 08.02.01 must be consolidated in a single Docket for IDAPA 08.02.01.

The Zero Based Regulations review process requires each agency and board to remove any unnecessary language that duplicates language or provisions in Idaho Code; remove any unnecessary language (e.g. orphaned definitions, redundant language, etc.); move any agency procedures or provisions that can be established through the agencies' policies and procedures; and to simplify and streamline where possible.

IDAPA 08.02.02, Rules Governing Uniformity, sets out provisions for establishing a uniform system of public education. These requirements include, educator certification requirements, educator preparation program requirements, educator ethics requirements, performance evaluation framework, transportation standards, etc. In addition to those amendments identified as part of the Zero Based Regulations process, the following additional amendments are being proposed:

- Amendments to the Standards for Idaho School Bus Operations, incorporated by reference, expanding eligible miles for trips outside of Idaho from 100 miles to 200 miles and requiring school district to evaluate school bus proximity to registered sex offenders residences at least once a year.
- Update career technical education administrator certificate requirements to provide an additional avenue for non-CTE certified administrators to add the CTE administrator endorsement to their credential
- Assure that career technical education certified candidates using alternative authorization have the necessary background to teach career technical programs and provide clarification to the alternative authorization process.

IMPACT

Approval of the proposed amendments will allow the proposed changes to go out for public comment.

ATTACHMENTS

Attachment 1 – Standards for Idaho School Buses and Operations
Attachment 2 – Proposed Rule Docket No. 08-0202-2201

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BOARD STAFF COMMENTS AND RECOMMENDATIONS

Administrative rules are made up of three types of rules, temporary rules, proposed rules and pending rules. Temporary and proposed rules may be promulgated jointly with a single docket number or temporary rules may be promulgated as a standalone rule. The Notice of Intent to Promulgate Rules was published in the July 6, 2022 (Vol 22-7) Idaho Administrative Rules Bulletin.

Proposed rules approved by the Board are published in the Idaho Administrative Rules Bulletin. Following publication there is a 21 day comment period. Based on received comments and Board direction, changes may be made to proposed rules prior to entering the pending stage. Pending rules are then brought back to the Board for consideration. Once approved, pending rules will be submitted to the Department of Administration for publication in the Idaho Administrative Rules Bulletin and are then forwarded to the legislature for consideration. Pending rules become effective at the end of the legislative session in which they are submitted, if they are not rejected by the Legislature.

Staff recommends approval.

BOARD ACTION

I move to approve the Standards for Idaho School Buses and Operations, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve proposed rule – Docket 08-0202-2201, as submitted in Attachment 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

STANDARDS FOR IDAHO SCHOOL BUSES AND OPERATIONS

RULE BY REFERENCE IDAPA 08.02.02.004.02

Approved by the State Board of Education

~~11/15/2017~~ August 24, 2022

STUDENT TRANSPORTATION PROGRAM

650 W STATE STREET, 2ND FLOOR
BOISE, IDAHO 83702
(208) 332-6800 OFFICE
WWW.SDE.IDAHO.GOV

~~EFFECTIVE JULY 1, 2018~~

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ATTACHMENT 1

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Appendix A

SDE Field Trip Flow Chart

I STANDARDS FOR IDAHO SCHOOL BUSES AND OPERATIONS

(IDAPA 08.02.02.004.02)

INTRODUCTION TO SCHOOL BUS CONSTRUCTION STANDARDS

- A. This edition of Standards for Idaho School Buses and Operations – July 1, 2017, is based on the latest report from the Sixteenth National Congress on School Transportation, Des Moines, Iowa, May 2015, (National School Transportation Specifications & Procedures) and Title 33, Chapter 15, Idaho Code.
- B. This portion of Standards for Idaho School Buses and Operations – July 1, 2017, is divided into five sections: Idaho School Bus Standards, Standards for Specially Equipped School Buses, Standards for Alternative Fuel for School Buses, and Removal from Service Criteria and Student Transportation Operations.
- C. For new vehicles, it is the responsibility of the vehicle manufacturers to certify compliance with applicable federal standards by installing a certification plate in the driver's area on each vehicle. However, as the vehicle is maintained over its useful life, it is the responsibility of those who supervise and perform work on the vehicle to assure on-going compliance with all applicable standards. When routine maintenance checks reveal any unsafe condition as defined in these standards, the school district will remove the vehicle from service and will eliminate the deficiency before returning the vehicle to service. For this reason, maintenance personnel training, quality components, quality workmanship and thorough maintenance records are essential.

STATUTORY AUTHORITY

- A. The State Board of Education (SBOE) shall adopt, publish and distribute, and from time to time as need therefore arises, amend minimum standards for the construction of school buses, the basis of which standards shall be those incorporated in the latest report of the National Conference on School Transportation, which report shall be filed with the Idaho State Police (Section 33-1511, Idaho Code).
- B. All school buses shall at all times conform to the standards of construction prescribed therefore by the SBOE. Before any newly acquired school bus is used for transporting students, it shall be inspected by a duly authorized representative of the State Department of Education (SDE). If, upon inspection, it conforms to prescribed standards of construction, or such other standards prescribed by law or regulation, it may be used for transporting students; otherwise, no such school bus shall be used for that purpose. The board of trustees of each school district shall provide for an annual inspection of all school buses by district personnel or upon contract at intervals of not more than twelve (12) months. The district, over the signature of the superintendent, shall file with the SDE its report of inspection of the school buses operated by the authority of the school district. At intervals of not more than sixty (60) days during each school year, the board of trustees shall cause inspection to be made of all school buses operating under the authority of the board. In addition, the SDE shall conduct random spot inspections of school buses throughout the school year. Whenever any school bus is found, upon inspection, to be deficient in any of the prescribed standards, or is found in any way to be unsafe or unfit for the transportation of students, such vehicle shall be withdrawn from service and shall not be returned to service until the district certifies the necessary repairs have been made (Section 33-1506, Idaho Code).
- C. Section 33-1506, Idaho Code, requires the filing of inspections to the SDE of all school buses as defined in Sections 49-120(5) and 33-1504, Idaho Code. School buses shall not be removed from SDE inventory unless the bus is being decommissioned in accordance with Section 49-1422, Idaho Code.
- D. Administrative Rules of the State Board of Education: Idaho Administrative Procedures Act (IDAPA) 08.02.02.004.02, 08.02.02.150 and 08.02.02.160.

RESPONSIBILITIES OF SUPPLIERS

Delivery Requirements: The school bus manufacturer shall provide the following materials to the purchaser of a new school bus at the time the unit is delivered to the purchasing school district or contractor. Also, the new school bus dealer, school district or contractor shall temporarily provide the following materials to the state school bus inspector at the time the unit undergoes its new school bus state inspection:

- A. Line set tickets for each bus built;
- B. A copy of a completed pre-delivery inspection (PDI) form for each individual unit;
- C. Warranty book and statement of warranty for each individual unit

(Note: All warranties shall commence on the day that the purchaser accepts possession of the completed bus);

- D. Service manual (or related resource) for each individual unit or group of identical units;
 - E. Parts manual (or related resource) for each individual unit or group of identical units; and
 - F. A copy of district bid specifications with the dealerships comments.
- A.

DEFINITIONS

A. NATIONAL SCHOOL TRANSPORTATION SPECIFICATIONS & PROCEDURES – SCHOOL BUS TYPES

1. Type A

A Type "A" school bus is a van conversion or bus constructed utilizing a cutaway front-section vehicle with a left side driver's door. The entrance door is behind the front wheels. This definition includes two (2) classifications: Type A-1, with a Gross Vehicle Weight Rating (GVWR) less than or equal to fourteen thousand five hundred (14,500) pounds; and Type A-2, with a GVWR greater than fourteen thousand five hundred (14,500) pounds and less than or equal to twenty-one thousand five hundred (21,500) pounds.

2. Type C

A Type "C" school bus is constructed utilizing a chassis with a hood and front fender assembly. The entrance door is behind the front wheels also known as a conventional style school bus. This type also includes a truck chassis with a GVWR greater than twenty-one thousand five hundred (21,500) pounds.

3. Type D

A Type "D" school bus is constructed utilizing a stripped chassis. The entrance door is ahead of the front wheels also known as a rear engine or front engine transit style school bus.

B. CODE OF FEDERAL REGULATIONS, 49 CFR PART 390.5 - DEFINITIONS

1. **Bus** means any motor vehicle designed, constructed, and/or used for the transportation of passengers, including taxicabs.
2. **School bus** means a passenger motor vehicle, which is designed or used to carry more than ten (10) passengers in addition to the driver, and which the U.S. Secretary of Transportation determines is likely to be significantly used for the purpose of transporting preprimary, primary, or secondary school students to such schools from home or from such schools to home.
3. **School bus operation** means the use of a school bus to transport only school children and/or personnel from home to school and from school to home.

C. SECTION 33-1504, IDAHO CODE - SCHOOL BUSES

A motor vehicle shall be deemed a "school bus" when it has a seating capacity of more than ten (10) persons and meets the current national and state minimum standards for school bus construction, and is owned and operated by a school district or a common carrier and is used exclusively for transporting students, or is owned by a transportation contractor and is used regularly for transporting students.

D. SECTION 49-120 (5), IDAHO CODE – SCHOOL BUSES

"School bus" means every motor vehicle that complies with the color and identification requirements set forth in the most recent edition of "Minimum Standards for School Buses" and is used to transport children to or from school or in connection with school approved activities and includes buses operated by contract carriers.

E. TECHNOLOGY AND EQUIPMENT, NEW

1. It is the intent of these standards to accommodate new technologies and equipment that will better facilitate the transportation of all students. When a new technology, piece of equipment or component is desired to be applied to the school bus and it meets the following criteria, it may be acceptable.
2. The technology, equipment or component shall not compromise the effectiveness or integrity of any major safety system, unless it completely replaces the system. (Examples of safety systems include, but are not limited to, compartmentalization, the eight-lamp warning system, emergency exits, and the yellow color scheme.)
3. The technology, equipment or component shall not diminish the safe environment of the interior of the bus.
4. The technology, equipment or component shall not create additional risk to students

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- who are boarding or exiting the bus or are in or near the school bus loading zone.
5. The technology, equipment or component shall not create undue additional activity and/or responsibility for the driver.
 6. The technology, equipment or component shall generally increase efficiency and/or safety of the bus, or generally provide for a safer or more pleasant experience for the occupants and pedestrians in the vicinity of the bus or generally assist the driver or make his/her many tasks easier to perform.

WAIVERS

The State Board of Education (SBOE) may grant a waiver of any construction standard not required by state or federal law to any school district, school bus manufacturer, or school bus dealer upon written request. Written requests shall be submitted to the State Department of Education Student Transportation staff which shall make an appropriate recommendation to the SBOE. The Board will not grant waivers of any construction standard required by state or federal law. State and federal law includes case law (including consent decrees), statutes, constitutions, and federal regulations (Section 33-1506, Idaho Code, IDAPA 08.02.01.001).

II IDAHO SCHOOL BUS STANDARDS

A. AIR CLEANER

1. A dry element type air cleaner shall be provided.
2. All diesel engine air filters shall include a latch-type restriction indicator that retains the maximum restriction developed during operation of the engine. The indicator should include a reset control so the indicator can be returned to zero when desired. Type A buses are not exempt from this requirement.

B. AIR CONDITIONING (NON-REIMBURSABLE OPTION – SEE EXCEPTION)

1. Air conditioning must meet the requirements cited in the bus body standards under “Heaters and Air Conditioning Systems.”
2. Reimbursement Exception: Air conditioning shall be reimbursable under the student transportation support program when the school district can demonstrate a need subsequent to Individuals with Disabilities Education Act (IDEA) mandated related service and where a cooling vest would not be sufficient.

C. AISLE

All emergency exit doors shall be accessible by a twelve (12) inch minimum aisle. The aisle shall be unobstructed at all times by any type of barrier, seat, wheelchair or tie down. Flip seats are not allowed.

D. AXLES

The front and rear axle and suspension systems shall have gross axle weight rating (GAWR) at ground commensurate with the respective front and rear weight loads of the bus loaded to the rated passenger capacity.

E. BACK-UP WARNING ALARM

An automatic audible alarm shall be installed behind the rear axle, providing a minimum of 112 dBA, and shall comply with the published Backup Alarm Standards [Society of Automotive Engineers (SAE) J994B].

F. BATTERY

Buses may be equipped with a battery shut-off switch. The switch is to be placed in a location not readily accessible to the driver or passengers.

G. BRAKES (GENERAL)

1. The brake system shall conform to the provisions of the Federal Motor Vehicle Safety Standards (FMVSS) No. 105, No. 106 and No. 121 as applicable. All buses shall have either a parking pawl in the transmission or a park brake interlock that requires the service brake to be applied to allow release of the parking brake.
2. The anti-lock brake system (ABS), provided in accordance with FMVSS No. 105 or No. 121, shall provide wheel speed sensors for each front wheel and for each wheel on at least one rear axle. The system shall provide anti-lock braking performance for each wheel equipped with sensors (Four Channel System).
3. All brake systems should be designed to permit visual inspection of brake lining wear without removal of any chassis component(s).
4. The brake lines, booster-assist lines, and control cables shall be protected from excessive heat, vibration and corrosion and installed in a manner which prevents chafing.
5. The parking brake system for either air or hydraulic service brake systems may be of a power assisted design. The power parking brake actuator should be a device located on the instrument panel within seated reach of a 5th percentile female driver (FMVSS No. 208). As an option, the parking brake may be set by placing the automatic transmission shift control mechanism in the "park" position.
6. The power-operated parking brake system may be electronically interlocked to the engine key switch. Once the parking brake has been set and the ignition switch turned to the "off" position, the parking brake cannot be released until the key switch is turned back to the "on" position.

H. BRAKES (HYDRAULIC)

Buses using hydraulic-assist brakes shall meet requirements of FMVSS No.105. Type A buses may be an Original Equipment Manufacturer (OEM) standard.

I. BRAKES (AIR)

The air pressure supply system shall include a desiccant-type air dryer installed according to the manufacturers' recommendations. The air pressure storage tank system may incorporate an automatic drain valve.

1. The manufacturer should provide an accessory outlet for air-operated systems. This outlet shall include a pressure protection valve to prevent loss of air pressure in the service brake reservoir.
2. For air brake systems, an air pressure gauge shall be provided in the instrument panel capable of complying with Idaho Commercial Driver's License (CDL) pre-trip inspection requirements.
3. Air brake-equipped buses may be equipped with a service brake interlock. If so equipped, the parking brake shall not release until the brake pedal is depressed.
4. Air brake systems shall include a system for anti-compounding of the service brakes and parking brakes.
5. Air brakes shall have both a visible and audible warning device whenever the air pressure falls below the level where warnings are required under FMVSS No. 121.

J. BUMPER (FRONT)

1. All school buses shall be equipped with a front bumper.
2. The front bumper shall be of pressed steel channel or equivalent material [except Type A-1 buses having a GVWR of fourteen thousand five hundred (14,500) pounds or less which may be OEM supplied] at least three-sixteenths (3/16) inch thick and not less than eight (8) inches wide (high). It shall extend beyond forward-most part of the body, grille, hood, and fenders and shall extend to outer edges of the fenders at the bumper's top line.
3. Type A buses having a GVWR of fourteen thousand five hundred (14,500) pounds or less may be equipped with an OEM-supplied front bumper. The front bumper shall be of sufficient strength to permit being pushed by another vehicle on a smooth surface with a five (5) degree (8.7 percent) grade, without permanent distortion. The contact point on the front bumper is intended to be between the frame rails, with as wide a contact area as possible if the front bumper is used for lifting, the contact points shall be under the bumper attachments to the frame rail brackets unless the manufacturer specifies different lifting points in the owner's manual. Contact and lifting pressures should be applied simultaneously at both lifting points.
4. Front bumper, except breakaway bumper ends, shall be of sufficient strength to permit pushing a vehicle of equal gross vehicle weight without permanent distortion to the bumper, chassis, or body.
5. A towing device (hooks, eyes, and bar) shall be furnished on all school bus types and attached so as not to project beyond the front bumper. Towing devices attached to the frame chassis shall be furnished by the chassis manufacturer. This installation shall be in accordance with the chassis manufacturer's specifications. Tow hooks or eyes shall have an individual strength rating of thirteen thousand five hundred (13,500) pounds each, for a combined rating of twenty-seven thousand (27,000) pounds. For pulling and lifting purposes, tow hooks are meant to be used simultaneously. For pulling, angularity applied to the tow hooks will decrease the capacities of the tow hooks.

(Note: Type A buses are exempt from this requirement for front tow hooks or eyes due to built-in crush zones.)

6. The bumper shall be designed or reinforced so that it will not deform when the bus is lifted by a chain that is passed under the bumper (or through the bumper if holes are provided for this purpose) and attached to the towing (Type A may be OEM) device(s). For the purpose of meeting this specification, the bus shall be empty and positioned on a level, hard surface and the towing device(s) shall share the load equally.

K. BUMPER (REAR)

1. The bumper on Type A-1 bus shall be a minimum of eight (8) inches wide (high) and Type A-2, C, and D bus bumper shall be a minimum of nine and one-half (9 ½) inches wide (high). The bumper shall be of sufficient strength to permit being pushed by another vehicle of similar size or lifted without permanent distortion.
2. The bumper shall wrap around back corners of the bus. It shall extend forward at least twelve (12) inches, measured from the rear-most point of the body at the floor line, and shall be flush-mounted to body sides or protected with an end panel.
3. The bumper shall be attached to the chassis frame in such a manner that it may be removed. It shall be braced to resist deformation of the bumper resulting from impact from the rear or side. It shall be designed to discourage hitching of rides by an individual.
4. The bumper shall extend at least one (1) inch beyond the rear-most part of the body surface measured at the floor line.
5. The bottom of the rear bumper shall not be more than thirty (30) inches above ground level.

L. CERTIFICATION

The “seller of the new bus”, upon request of the SDE Student Transportation Department, shall certify that its product meets all Idaho minimum construction standards (Standards for Idaho School Buses and Operations) for items not covered by the FMVSS certification requirements of 49 CFR Part 567.

M. COLOR

1. The chassis, including axle hubs and front bumper, shall be black. Body cowl, hood, and fenders shall be in national school bus yellow (NSBY). The flat top surface of the hood may be non-reflective black or non-reflective NSBY, according to School Bus Manufacturers Technical Council publication - 008.
2. The entire rub rail and body exterior paint trim shall be black. Entrance door exterior

- (excluding glass) shall be NSBY or black, or unpainted aluminum. Passenger and driver window frames shall be painted NSBY, black to match body trim, or shall be unpainted aluminum. The area between the passenger and driver window frames shall be NSBY.
3. Optionally, the roof of the bus may be painted white (non-reimbursable) except that the front and rear roof caps shall remain NSBY, according to National School Transportation Specifications & Procedures Placement of Reflective Markings. If required by automated painting processes a maximum three (3) inch black transition strip is allowed between the white roof cap and the NSBY body paint above the windows.
 4. Rims shall be gray or black.
 5. Multi-Function School Activity Buses (MFSABs) shall be exempt from these requirements.

N. COMMUNICATIONS

All school buses used to transport students shall be equipped with two-way voice communication or SDE pre-approved device other than CB radios.

O. CONSTRUCTION

1. **Side Intrusion Test:** The bus body shall be constructed to withstand an intrusion force equal to the curb weight of the vehicle, or exceed twenty thousand (20,000) pounds, whichever is less. Each vehicle shall be capable of meeting this requirement when tested in accordance with the procedures set forth below.
2. The complete body structure, or a representative seven-body section mock up with seats installed, shall be load-tested at a location twenty-four (24) inches plus or minus two (2) inches above the floor line, with a maximum ten (10) inch diameter cylinder, forty-eight (48) inches long, mounted in a horizontal plane.
3. The cylinder shall be placed as close as practical to the mid-point of the tested structure, spanning two (2) internal vertical structural members. The cylinder shall be statically loaded to the required force of curb weight or twenty thousand (20,000) pounds, whichever is less, in a horizontal plane with the load applied from the exterior toward the interior of the test structure. Once the minimum load has been applied, the penetration of the loading cylinder into the passenger compartment shall not exceed a maximum of ten (10) inches from its original point of contact. There can be no separation of lapped panels or construction joints. Punctures, tears or breaks in the external panels are acceptable but are not permitted on any adjacent interior panel.
4. Body companies shall certify compliance with this intrusion requirement, including test results, if requested.
5. Construction shall be reasonably dust-proof and watertight.

P. CROSSING CONTROL ARM (OPTIONAL)

1. Buses may be equipped with a crossing control arm mounted on the right side of the front bumper. This arm when opened shall extend in a line parallel with the body side and positioned on a line with the right side wheels.
2. All components of the crossing control arm and all connections shall be weatherproofed.
3. The crossing control arm shall incorporate system connectors (electrical, vacuum or air) at the gate and shall be easily removable to allow for towing of the bus.
4. The crossing control arm shall be constructed of noncorrosive or nonferrous material or treated in accordance with the body sheet metal specifications (see METAL TREATMENT).
5. There shall be no sharp edges or projections that could cause injury or be a hazard to students. The end of the arm shall be rounded.
6. The crossing control arm shall extend a minimum of seventy (70) inches (measured from the bumper at the arm assembly attachment point) when in the extended position.
7. The crossing control arm shall extend simultaneously with the stop arm(s) by means of the stop arm controls.
8. An automatic recycling interrupt switch should be installed for temporary disabling of the crossing control arm.
9. The assembly shall include a device attached to the bumper near the end of the arm to automatically retain the arm while in the stowed position. That device shall not interfere with normal operations of the crossing control arm.

Q. DEFROSTERS

1. Defrosting and defogging equipment shall direct a sufficient flow of heated air onto the windshield, the window to the left of the driver and the glass in the viewing area directly to the right of the driver to eliminate frost, fog and snow. Exception: The requirement of this standard does not apply to the exterior surfaces of double pane storm windows.
2. The defrosting system shall conform to SAE J381.
3. The defroster and defogging system shall be capable of furnishing heated, outside ambient air, except that the part of the system furnishing additional air to the windshield, entrance door and step well may be of the recirculating air type.
4. Auxiliary fans are not considered defrosting or defogging systems.

R. DOORS, ENTRANCE

1. The entrance door shall be in the driver's control, designed to afford easy release and

- to provide a positive latching device on manual operating doors to prevent accidental opening. When a hand lever is used, no part shall come together that will shear or crush fingers. Manual door controls shall not require more than twenty-five (25) pounds of force to operate at any point throughout the range of operation, as tested on a ten percent (10%) grade both uphill and downhill.
2. The entrance door shall be located on the right side of the bus, opposite and within direct view of driver.
 3. The entrance door shall have a minimum horizontal opening of twenty-four (24) inches and a minimum vertical opening of sixty-eight (68) inches.
 4. The entrance door shall be a split-type door and shall open outward.
 5. All entrance door glass shall be of approved safety glass. The bottom of each lower glass panel shall not be more than ten (10) inches from the top surface of the bottom step. The top of each upper glass panel when viewed from the interior shall not be more than three (3) inches below the interior door control cover or header pad.
 6. Vertical closing edges on entrance doors shall be equipped with flexible material to protect children's fingers.
 7. There shall be no door to left of driver on Type C or D vehicles. All Type A vehicles may be equipped with the chassis manufacturer's standard left-side door.
 8. All doors shall be equipped with padding at the top edge of each door opening. Padding shall be at least three (3) inches wide and one (1) inch thick and extend the full width of the door opening.
 9. On power-operated entrance doors, the emergency release valve, switch or device to release the entrance door must be placed above or to the immediate left or right of the entrance door and must be clearly labeled. The emergency valve, switch or device shall work in the absence of power.

S. DRIVE SHAFT

The drive shaft shall be protected by a metal guard or guards around the circumference of the drive shaft to reduce the possibility of its whipping through the floor or dropping to the ground, if broken.

T. ELECTRICAL SYSTEM

1. Battery
 - a. The manufacturer shall securely attach the battery on a slide-out or swing-out tray in a closed, vented compartment in the body skirt or chassis frame so that the battery is accessible for convenient servicing from the outside. When in the stored position, the tray shall be retained by a securing mechanism capable of holding the tray [with battery(ies)] in position when subjected to a 5g load from any direction. The battery compartment door or cover if separate from the tray shall be hinged at

the front or top. It shall be secured by a positive operated latching system or other type fastener. The door may be an integral part of the battery slide tray. The door or cover must fit tightly to the body, and not present sharp edges or snagging points. Battery cables shall meet SAE requirements. Battery cables shall be of sufficient length to allow the battery tray to fully extend. Any chassis frame mounted batteries shall be relocated to a battery compartment on Type A buses.

- b. If equipped with a battery disconnect switch it shall not interfere with the backup portion of a hydraulic brake system.
- 2. Alternator
 - a. All Type A-2 buses with a GVWR of fifteen thousand (15,000) pounds or less shall have, at a minimum, a one hundred thirty (130) ampere alternator. Buses equipped with an electrically powered wheelchair lift and/or air conditioning shall be equipped with the highest rated capacity available from the chassis OEM.
 - b. Types A-2 buses over fifteen thousand (15,000) pounds GVWR and all Type C and D buses shall be equipped with a heavy-duty truck or bus-type alternator, having a minimum output rating of two hundred (200) amperes or higher, and should produce a minimum current output of fifty percent (50%) of the rating at engine idle speed.
 - c. All other buses than those described in 2.a. equipped with an electrically powered wheelchair lift and/or air conditioning shall have a minimum alternator output of two hundred forty (240) amperes and may be equipped with a device that advances the engine idle speed when the voltage drops to, or below, a pre-set level.
- 3. Wiring
 - a. All wiring shall conform to current Society of Automotive Engineers (SAE) standards.
 - b. All wiring shall use color and at least one other method of identification. The other method shall be either a number code or name code, and each chassis shall be delivered with a wiring diagram that illustrates the wiring of the chassis.
 - c. The chassis manufacturer shall install a readily accessible terminal strip or plug on the body side of the cowl or in an accessible location in the engine compartment of vehicles designed without a cowl. The strip or plug shall contain the following terminals for the body connections:
 - 1) Main 100-ampere body circuit;
 - 2) Tail lamps;
 - 3) Right turn signal;
 - 4) Left turn signal;
 - 5) Stop lamps;
 - 6) Back up lamps; and
 - 7) Instrument panel lamps (rheostat controlled).
 - d. Multiplex wiring is recommended and may exempt manufacturers from some of the above wiring standards.
- 4. Circuits
 - a. An appropriate identifying diagram (color plus a name or number code) for all chassis electrical circuits shall be provided to the body manufacturer for

- distribution to the end user.
- b. The headlamp system must be wired separately from the body-controlled solenoid.
- c. Multiplex wiring is recommended and may exempt manufacturers from some of the above circuitry standards.
- 5. Daytime Running Lamps (DRL)
A daytime running lamps system meeting chassis manufacturer's specifications shall be provided.
- 6. Switches: All control switches shall be labeled to identify their function.

U. EMERGENCY EXITS AND EMERGENCY EXIT ALARM SYSTEMS

1. Any installed emergency exits and all exit alarm systems shall comply with the requirements of FMVSS No. 217 and 49 CFR Part 571.217.
2. The upper portion of the emergency door shall be equipped with approved safety glazing, the exposed area of which shall be at least four hundred (400) square inches. The lower portion of the rear emergency doors on Types A-2, C, and D vehicles shall be equipped with a minimum of three hundred fifty (350) square inches of approved safety glazing.
3. There shall be no steps leading to an emergency door.
4. The words "EMERGENCY EXIT" in letters at least two (2) inches high shall be placed at the top of or directly above the emergency exit, on the panel above the top glass, both inside and outside the bus.
5. The emergency door(s) shall be equipped with padding at the top edge of each door opening. Padding shall be at least three (3) inches wide and one (1) inch thick, and shall extend the full width of the door opening.
6. There shall be no obstruction higher than one-quarter ($\frac{1}{4}$) inch across the bottom of any emergency door opening. Fasteners used within the emergency exit opening, shall be free of sharp edges or burrs.
7. Each school bus shall have the designation "Emergency Door" or "Emergency Exit," as appropriate, in letters at least five (5) centimeters high, of a color that contrasts with its background. For emergency exit doors, the designation shall be located at the top of, or directly above, the emergency exit door on both the inside and outside surfaces of the bus. Concise operating instructions describing the motions necessary to unlatch and open the emergency exit shall be located within (fifteen)15 centimeters of the release mechanism on the inside surface of the bus. These instructions shall be in letters at least one (1) centimeter high and of a color that contrasts with its background. [Examples: (1) Lift to Unlatch, Push to Open; (2) Turn Handle, Push Out to Open.] Outside may consist of a black arrow pointing in direction of handle travel. No other lettering shall obstruct or interfere with the placement of operation instructions mounted on the interior or exterior of the emergency exit door.
8. The rear emergency window shall have a lifting assistance device that will aid in lifting and holding the rear emergency window open.

9. Each emergency exit door of a school bus shall be equipped with a positive door opening device that, after the release mechanism has been operated, bears the weight of the door; keeps the door from closing past the point at which the door is perpendicular to the side of the bus body, regardless of the body's orientation; and provides a means for release or override. The positive door opening device shall perform the functions of this section without the need for additional action beyond opening the door past the point at which the door is perpendicular to the side of the bus body (49 CFR Part 571.217, S.5.4.2.1(a) Emergency Exit Doors).
10. Types A, C, and D vehicles shall be equipped with a total number of emergency exits as follows for the indicated actual passenger capacity of vehicles. Exits required by FMVSS No. 217 may be included to comprise the total number of exits specified.

Number of Passengers	Number of Emergency Exits per Side	Number of Roof Hatches
0 - 42	1	1
43 - 78	2	2
79 - 90	3	2

11. Side emergency exit windows, when installed, may be vertically hinged on the forward side of the window. Operation instructions shall be clearly readable of a contrasting color, and be located within fifteen (15) centimeters of the release mechanism. No side emergency exit window will be located above a stop arm. Emergency exit doors, side emergency exit windows and emergency exit roof hatches shall be strategically located for optimal egress during an emergency evacuation of the bus.
12. Emergency exit doors shall include an alarm system that includes an audible warning device at the emergency door exit and also in the driver's compartment. Emergency exit side windows shall include an alarm system that includes an audible warning device in the driver's compartment. Roof hatches do not require an alarm system, but if so equipped, they must be operable and include an audible warning device in the driver's compartment.
13. Vandal lock may be installed. If applicable, the interlock and vandal lock shall be interconnected.

V. EMERGENCY EQUIPMENT

1. Fire extinguisher:
 - a. The bus shall be equipped with at least one (1) UL-approved pressurized, dry chemical fire extinguisher complete with hose. The extinguisher shall be mounted

and secured in a bracket, located in the driver's compartment and readily accessible to the driver and passengers. A pressure gauge shall be mounted on the extinguisher and be easily read without moving the extinguisher from its mounted position. Fire extinguisher shall be mounted in such a way as to prevent the entanglement of clothing, backpack straps, drawstrings, etc.

- b. The fire extinguisher shall have a total rating of 2A10BC or greater. The operating mechanism shall be sealed with a type of seal (breakable) that will not interfere with the use of the fire extinguisher.
- 2. First aid kit:
 - a. The bus shall have an easily removable, metal moisture-proof and dustproof first aid kit sealed with a breakable type seal and mounted in the driver's compartment in a location that is physically accessible to all drivers. It shall be properly mounted and secured and identified as a first aid kit. . First aid kit shall be mounted in such a way as to prevent the entanglement of clothing, backpack straps, drawstrings, etc.
 - b. Contents shall, at a minimum, include:
 - 1) Two (2) 1 inch x 2 1/2 yards adhesive tape;
 - 2) Twenty-four (24) sterile gauze pads, 3 inches x 3 inches;
 - 3) One-hundred (100) 3/4 inch x 3 inches adhesive bandages;
 - 4) Eight (8) 2 inch bandage compresses;
 - 5) Ten (10) 3 inch bandage compresses;
 - 6) Two (2) 2 inch x 6 feet sterile gauze roller bandages;
 - 7) Two (2) non-sterile triangular bandages approximately 39 inches x 35 inches x 54 inches with two (2) safety pins;
 - 8) Three (3) sterile gauze pads, 36 inches x 36 inches;
 - 9) Three (3) sterile eye pads;
 - 10) One (1) rounded-end scissors;
 - 11) One (1) mouth-to-mouth airway; and
 - 12) One (1) pair medical examination gloves.
- 3. Body fluid clean-up kit:
 - a. Each bus shall have an easily removable metal and moisture-proof body fluid clean-up kit. It shall be sealed with a breakable type seal. It shall be properly mounted in the driver's compartment in a location that is physically accessible to all drivers and identified as a body fluid clean-up kit. Body fluid clean-up kit shall be mounted in such a way as to prevent the entanglement of clothing, backpack straps, drawstrings, etc.
 - b. Contents shall, at a minimum, include:
 - 1) One (1) pair medical examination gloves;
 - 2) Absorbent;
 - 3) One (1) scoop;
 - 4) One (1) scraper or hand broom;
 - 5) Disinfectant; and
 - 6) Two (2) plastic bags.
- 4. Warning devices:

Each school bus shall contain at least three (3) reflectorized triangle road warning devices that meet requirements in FMVSS No.125. The warning device(s) shall be enclosed in an approved box that shall be sealed with a breakable type seal. The warning device(s) and approved box shall be mounted in an accessible place within the driver's compartment of the bus and shall be mounted in such a way as to prevent the entanglement of clothing, backpack straps, drawstrings, etc.

5. Any of the emergency equipment may be mounted in an enclosed compartment, provided the compartment is labeled in not less than one (1) inch letters, identifying each piece of equipment contained therein.
6. Tape(s) and silicone sealants do not meet breakable type seal requirement. Breakable type seal(s) shall be replaced as appropriate and necessary and also during every annual school bus inspection following a thorough inspection for deterioration and required contents.
7. Ignitable flares and axes are not allowed on school buses.

W. EXHAUST SYSTEM

1. The exhaust pipe, muffler, tailpipe, and after treatment system shall be outside the bus body compartment and attached to the chassis so as not to damage any other chassis component.
2. The tailpipe shall be constructed of a corrosion-resistant tubing material at least equal in strength and durability to 16-gauge steel tubing of equal diameter. The tailpipe may be flush with, but shall not extend out more than two (2) inches beyond the perimeter of the body for side-exit pipe or the bumper for rear-exit pipe.
3. The tailpipe shall exit to the left or right of the emergency exit door in the rear of vehicle or to the left side of the bus in front or behind the rear drive axle. The tailpipe exit location on school bus Type A-1 may be according to the manufacturer's standard. The tailpipe shall not exit beneath any fuel filler location or beneath any emergency door. Exhaust may exit through the bumper.
4. Manufacturers shall furnish an exhaust system with tailpipe of sufficient length to exit the rear of the bus or at the left side of the bus body no more than eighteen (18) inches forward of the front edge of the rear wheel house opening. If designed to exit at the rear of the bus, the tailpipe shall extend at least five (5) inches beyond the end of the chassis frame. If designed to exit to the side of the bus, the tailpipe shall extend at least forty-eight and one-half (48½) inches [fifty-one and one-half (51½) inches if the body is to be one hundred two (102) inches wide] outboard from the chassis centerline. The tailpipe may be flush with or shall not extend more than two (2) inches beyond the perimeter of the body for side exit or the bumper for rear exit pipe. The exhaust system shall be designed such that exhaust gas will not be trapped under the body of the bus.
5. Type A may be furnished with the manufacturer's standard tailpipe configuration.
6. The exhaust system shall be adequately insulated from the fuel system.
7. The muffler shall be constructed of corrosion-resistant material.

8. Exceptions to Idaho exhaust system standards may be necessary in order to comply with changing federal emission standards on school buses. School bus manufacturers may submit a written request for an exception to an Idaho exhaust system standard to the SDE Student Transportation. Any exhaust system exception to standard request must be linked to federal emission standards rationale.
9. The design of the after treatment systems shall not allow active (non-manual) regeneration of the particulate filter during the loading and unloading of passengers. Manual regeneration systems will be designed such that unintentional operation will not occur.
10. For after treatment systems that require Diesel Exhaust Fluid (DEF) to meet federally mandated emissions:
 - a. The composition of DEF must comply with International Standard ISO 22241-1. Refer to engine manufacturer for any additional DEF requirements.
 - b. The DEF supply tank shall be sized to meet a minimum ratio of three (3) diesel fills to one (1) DEF fill.

X. FENDERS: FRONT-TYPE C VEHICLES

1. Total spread of outer edges of front fenders, measured at fender line, shall exceed total spread of front tires when front wheels are in straight-ahead position.
2. Front fenders shall be properly braced and shall not require attachment to any part of the body.

Y. FLOORS

1. The floor in the under-seat area, including tops of wheel housing, driver's compartment and toe board, shall be covered with rubber floor covering or equivalent, having a minimum overall thickness of 0.125 inch, and a calculated burn rate of 0.1 mm per minute or less, using the test methods, procedures and formulas listed in FMVSS No. 302. The driver's area on all Type A buses may be manufacturer's standard flooring and floor covering
2. The floor covering in the aisles shall be of aisle-type rubber or equivalent, wear-resistant and ribbed. Minimum overall thickness shall be 0.187 inch measured from tops of ribs.
3. The floor covering must be permanently bonded to the floor and must not crack when subjected to sudden changes in temperature. Bonding or adhesive material shall be waterproof and shall be a type recommended by the manufacturer of floor-covering material. All seams must be sealed with waterproof sealer.
4. On Types C and D buses, a flush-mounted, screw-down plate that is secured and sealed shall be provided to access the diesel or gasoline fuel tank sending unit and /or fuel pump. This plate shall not be installed under flooring material.

Z. FRAME

1. Any secondary manufacturer that modifies the original chassis frame shall provide a warranty at least equal to the warranty offered by the OEM, and shall certify that the modification and other parts or equipment affected by the modification shall be free from defects in material and workmanship under normal use and service intended by the OEM.
2. Frames shall not be modified for the purpose of extending the wheelbase.
3. Holes in top or bottom flanges or side units of the frame, and welding to the frame, shall not be permitted except as provided or accepted by chassis manufacturer.
4. Frame lengths shall be established in accordance with the design criteria for the complete vehicle.

AA. FUEL SYSTEM

1. Fuel tank (or tanks) having a minimum twenty-five (25) gallon capacity shall be provided by the chassis manufacturer. The tank shall be filled and vented to the outside of the body and the fuel filler should be placed in a location where accidental fuel spillage will not drip or drain on any part of the exhaust system.
2. Fuel lines shall be mounted to the chassis frame in such a manner that the frame provides the maximum possible protections from damage.
3. The fuel system shall comply with FMVSS No. 301.
4. Fuel tank(s) may be mounted between the chassis frame rails or outboard of the frame rails on either the left or right side of the vehicle.
5. The actual draw capacity of each fuel tank shall be, at a minimum, eighty-three percent (83%) of the tank capacity.
6. Installation of alternative fuel systems, including fuel tanks and piping from tank to engine, shall comply with all applicable fire codes in effect on the date of manufacture of the bus.
7. Installation of liquefied petroleum gas (LPG) tanks shall comply with the National Fire Protection Association, NFPA 58: Liquefied Petroleum Gas Code, 2014 Edition.
8. Installation of Compressed Natural Gas (CNG) containers shall comply with FMVSS No. 304, Compressed Natural Gas Fuel Container Integrity.
9. The CNG Fuel System shall comply with FMVSS No. 303, Fuel System Integrity of Compressed Natural Gas Vehicles.

BB. GOVERNOR

An electronic engine speed limiter shall be provided and set to limit engine speed, not to exceed the maximum revolutions per minute, as recommended by the engine manufacturer.

CC. HANDRAILS

At least one handrail shall be installed. The handrail shall be a minimum of one (1) inch diameter, and be constructed from corrosion resistant material(s). The handrail(s) shall assist passengers during entry or exit, and be designed to prevent entanglement, as evidenced by the passage of the National Highway Traffic Safety Administration (NHTSA) string and nut test, as defined in National School Transportation Specifications & Procedures School Bus Inspection.

DD. HEATERS AND AIR CONDITIONING SYSTEMS

The engine shall be capable of supplying coolant at a temperature of at least one hundred seventy degrees Fahrenheit (170° F) at the engine cooling thermostat opening temperature. The coolant flow rate shall be fifty (50) pounds per minute at the return end of thirty (30) feet of one (1) inch inside diameter automotive hot water heater hose, according to School Bus Manufacturers Technical Council (SBMTC) Publication - 001.

1. Heating System:

- a. The heater shall be hot water and/or combustion type, electric heating element, or heat pump.
- b. If only one heater is used, it shall be fresh-air or combination fresh-air and recirculation type.
- c. If more than one heater is used, additional heaters may be recirculating air type.
- d. The heating system shall be capable of maintaining bus interior temperatures as specified in SAE test procedure J2233.
- e. Auxiliary fuel-fired heating systems are permitted, provided they comply with the following:
 - 1) The auxiliary heating system fuel shall utilize the same type fuel as specified for the vehicle engine.
 - 2) The heater(s) may be direct hot air or connected to the engine's coolant system.
 - 3) An auxiliary heating system, when connected to the engine's coolant system, may be used to preheat the engine coolant or preheat and add supplementary heat to the bus's heating system.
 - 4) Auxiliary heating systems must be installed pursuant to the manufacturer's recommendations and shall not direct exhaust in such a manner that will endanger bus passengers.
 - 5) Auxiliary heating systems which operate on diesel fuel shall be capable of operating on #1, #2, or blended diesel fuel without the need for system adjustment.
 - 6) The auxiliary heating system shall be low voltage.
 - 7) Auxiliary heating systems shall comply with all applicable FMVSSs, including FMVSS No. 301, as well as with SAE test procedures.

- 8) All forced air heaters installed by body manufacturers shall bear a name plate that indicates the heater rating in accordance with SBMTC-001. Low profile heaters are not allowed within the clear floor area required to accommodate a wheelchair.
 - f. Portable heaters shall not be allowed
 - g. Heater hoses shall be adequately supported to guard against excessive wear due to vibration. The hoses shall not dangle or rub against the chassis or any sharp edges and shall not interfere with or restrict the operation of any engine function. Heater hoses shall conform to SAE J20c. Heater lines, cores and elements on the interior of bus shall be shielded to prevent scalding or burning of the driver or passengers. All heater hose shields shall completely cover all parts of the hose and connectors in such a way as to prevent burning subsequent to significant heat transferring to the shield. They shall not incorporate any openings that would allow a passenger to be injured by sharp edges or hot surfaces.
 - h. Each hot water system installed by a body manufacturer shall include one (1) shut-off valve in the pressure line and one (1) shut-off valve in the return line with both valves at the engine in an accessible location, except that on all Type A buses, the valves may be installed in another accessible location.
 - i. All heaters of hot water type in the passenger compartment shall be equipped with a device, installed in the hot water pressure line, which regulates the water flow to all passenger heaters. The device shall be conveniently operated by the driver while seated. The driver and passenger heaters may operate independently of each other for maximum comfort.
 - j. All combustion heaters shall be in compliance with current Federal Motor Carrier Safety Administration (FMCSA) Regulations.
 - k. Accessible bleeder valves of hot water type shall be installed in an appropriate place in the return lines of body company-installed heaters to remove air from the heater lines.
 - l. Access panels shall be provided to make heater motors, cores, elements, and fans readily accessible for service. An outside access panel may be provided for the driver's heater.
2. Air Conditioning (Non-Reimbursable Option Except When Driven By IEP)
- The following specifications are applicable to all types of school buses that may be equipped with air conditioning. This section is divided into two parts: Part 1 covers performance specifications, and Part 2 covers other requirements applicable to all buses.
- a. Part 1 - Performance Specifications:
The manufacturer shall provide test results that show compliance of standard systems. If the bid specifies, the manufacturer shall provide facilities for the user or user's representative to confirm that a pilot model of each bus design meets the above performance requirements.
 - b. Part 2 - Other Requirements:
 - 1) Evaporator cases, lines and ducting (as equipped) shall be designed in such a

manner that all condensation is effectively drained to the exterior of the bus below the floor level under all conditions of vehicle movement and without leakage on any interior portion of bus.

- 2) Any evaporator or ducting system shall be designed and installed so as to be free of injury-prone projections or sharp edges. Any ductwork shall be installed so that exposed edges face the front of the bus and do not present sharp edges.
- 3) On specially equipped school buses, the evaporator and ducting (if used) shall be placed high enough that they will not obstruct occupant securement shoulder strap upper attachment points. This clearance shall be provided along entire length of the passenger area on both sides of the bus interior to allow for potential retrofitting of new wheelchair positions and occupant securement devices throughout the bus.
- 4) The body may be equipped with insulation, including sidewalls, roof, firewall, rear, inside body bows and plywood or composite floor insulation to aid in heat dissipation and reflection.
- 5) All glass (windshield, entrance and emergency doors, side and rear windows) may be equipped with maximum integral tinting allowed by federal, state (Section 49-944, Idaho Code) or American National Standards Institute standards for the respective locations, except that windows rear of the driver's compartment, if tinted shall have approximately twenty-eight percent (28%) light transmission.
- 6) Electrical generating capacity shall be provided to accommodate the additional electrical demands imposed by the air conditioning system.
- 7) Roofs may be painted white to aid in heat dissipation, according to National School Transportation Specifications & Procedures Placement of Reflective Markings.

EE. HINGES

All exterior metal door hinges which do not have stainless steel, brass or nonmetallic hinge pins or other designs that prevent corrosion shall be designed to allow lubrication to be channeled to the center seventy-five percent (75%) of each hinge loop without disassembly.

FF. HORN

The bus shall be equipped with two (2) horns of standard make with each horn capable of producing a complex sound in bands of audio frequencies between two-hundred fifty (250) and two thousand (2,000) cycles per second and tested in accordance with SAE J-377.

GG. IDENTIFICATION

1. The body shall bear the words "SCHOOL BUS" in black letters at least eight (8) inches high on both front and rear of the body or on signs attached thereto. Lettering shall be placed as high as possible without impairment of its visibility. Letters shall conform to "Series B" of Standard Alphabets for Highway Signs. "SCHOOL BUS" lettering shall have a reflective background, or as an option, may be illuminated by backlighting.
2. MFSABs are exempt from these requirements.
3. Required lettering and numbering shall include:
 - a. School district owned vehicles will be identified with black lettering [minimum four (4) inches high] on both sides of the school bus using the district name and number listed in the Idaho Educational Directory. Contractor-owned school buses under contract with a school district must also comply with the same identification standards as district-owned buses and shall be identified by either the contractor or district name, as decided by the district.
 - b. Each district-owned or contracted school bus will be separately identified with its own number in two (2) places on each side of the bus in the logo panel/belt line using six (6) inch high black numbers. Numbers on the passenger side shall be as close to the first and last passenger windows as possible and on the driver's side as close to the stop arm and last passenger window as possible.
 - c. Unauthorized entry placards shall be displayed in the most visible location when observed by persons approaching the vehicle with the door in the open position. Permanence of the placard should be a consideration when choosing a location for attachment. Placard shall read as follows:

WARNING

IT IS UNLAWFUL TO:

Enter a school bus with the intent to commit a crime

Enter a school bus and disrupt or interfere with the driver

Refuse to disembark after ordered to do so by the driver

(Sections 18-113 and 18-1522, Idaho Code)

State Department of Education Student Transportation Section shall provide unauthorized entry placards.

4. Other lettering, numbering, or symbols, which may be displayed on the exterior of the bus, shall be limited to:
 - a. Bus identification number on the top, front and rear of the bus, in addition to the required numbering on the sides.
 - b. The location of the battery(ies) identified by the word "BATTERY" or "BATTERIES" on the battery compartment door in two (2) inch maximum lettering.
 - c. Symbols or letters not to exceed sixty-four (64) square inches of total display near the entrance door exterior displaying information for identification by the students of the bus or route served. No symbols, letters, or other signage shall be permitted on the first two passenger windows or on entrance door glass which may block or obscure clear visibility.

- d. All other signage must have prior written SDE approval.
- e. Manufacturer, dealer or school identification or logos displayed so as not to distract significantly from school bus body color and lettering specifications.
- f. Symbols identifying the bus as equipped for or transporting students with special needs (see Specially Equipped School Bus section).
- g. Lettering on the rear of the bus relating to school bus flashing signal lamps electronic warning sign or railroad stop procedures. This lettering shall not obscure or interfere with the operation instructions displayed on the exterior portion of the rear emergency exit door.
- h. Identification of fuel type in one (1) inch maximum lettering adjacent to the fuel filler opening.

HH. INSIDE HEIGHT

Inside body height shall be seventy-two (72) inches or more, measured metal to metal, at any point on longitudinal centerline from front vertical bow to rear vertical bow. Inside body height of Type A-1 buses shall be sixty-two (62) inches or more.

II. INSTRUMENTS AND INSTRUMENT PANEL

1. The chassis shall be equipped with the instruments and gauges listed below:

(Note: Telltale warning lamps in lieu of gauges are not acceptable, except as noted.)

- a. Speedometer;
- b. Tachometer

(Note: For Types C and D buses, a tachometer shall be installed so as to be visible to the driver while seated in a normal driving position);

- c. Odometer which will give accrued mileage (to seven digits), including tenths of a mile, unless tenths of a mile are registered on a trip odometer. Odometer shall be available to read without use of the vehicle's key;
- d. Voltmeter

(Note: An ammeter with graduated charge and discharge indications is permitted in lieu of a voltmeter; however, when used, the ammeter wiring must be compatible with the current flow of the system);

- e. Oil pressure gauge;
- f. Water temperature gauge;
- g. Fuel gauge;
- h. Upper beam headlamp indicator;
- i. Brake air pressure gauge (air brakes), brake indicator lamp (vacuum/hydraulic brakes), or brake indicator lamp (hydraulic/hydraulic)

(Note: A warning lamp indicator in lieu of gauge is permitted on a vehicle equipped with a hydraulic-over-hydraulic brake system);

- j. Turn signal indicator; and
- k. Intake heater indicator lamp where appropriate.
- 2. All instruments shall be easily accessible for maintenance and repair.
- 3. The instruments and gauges shall be mounted on the instrument panel so that each is clearly visible to the driver while seated in a normal driving position.
- 4. The instrument panel shall have lamps of sufficient candlepower to illuminate all instruments, gauges and shift selector indicator for the automatic transmission or as required by FMVSS No. 101.
- 5. Multi-function gauge (MFG) (Optional):
 - a. The driver must be able to manually select any displayable function of the gauge on a MFG whenever desired.
 - b. Whenever an out-of-limits condition that would be displayed on one or more functions of a MFG occurs, the MFG controller should automatically display this condition on the instrument cluster. This should be in the form of an illuminated telltale warning lamp as well as having the MFG automatically displays the out-of-limits indications. Should two or more functions displayed on the MFG go out of limits simultaneously, then the MFG should sequence automatically between those functions continuously until the condition(s) are corrected.
 - c. The use of a MFG does not relieve the need for audible warning devices, where required.

JJ. INSULATION (OPTIONAL)

- 1. If thermal insulation is specified, it shall be fire-resistant, UL approved, with minimum R-value of 5.5. Insulation shall be installed so as to prevent sagging.
- 2. If floor insulation is required, it shall be five-ply nominal five-eighths ($\frac{5}{8}$) inch thick plywood, and it shall equal or exceed properties of the exterior-type softwood plywood, C-D Grade, as specified in standard issued by U.S. Department of Commerce. When plywood is used, all exposed edges shall be sealed. Type A-1 buses may be equipped with nominal one-half ($\frac{1}{2}$) inch thick plywood or equivalent material meeting the above requirements. Equivalent material may be used to replace plywood, provided it has an equal or greater insulation R-value, deterioration, sound abatement and moisture resistance properties.

KK. INTERIOR

- 1. The interior of bus shall be free of all unnecessary projections, which include luggage racks and attendant handrails, to minimize the potential for injury. This specification requires inner lining on ceilings and walls. If the ceiling is constructed to contain lapped

- joints, the forward panel shall be lapped by rear panel and exposed edges shall be beaded, hemmed, flanged, or otherwise treated to minimize sharp edges. Buses may be equipped with a storage compartment for tools, tire chains and/or tow chains (see Storage Compartment.)
2. Non-reimbursable interior overhead storage compartments may be provided if they meet the following criteria:
 - a. Meet head protection requirements of FMVSS No. 222, where applicable;
 - b. Have a maximum rated capacity displayed for each compartment;
 - c. Be completely enclosed and equipped with latching doors which must be sufficient to withstand a force of five (5) times the maximum rated capacity of the compartment;
 - d. Have all corners and edges rounded with a minimum radius of one (1) inch or padded equivalent to door header padding;
 - e. Be attached to the bus sufficiently to withstand a force equal to twenty (20) times the maximum rated capacity of the compartment; and
 - f. Have no protrusions greater than one-quarter ($\frac{1}{4}$) inch.
 3. The driver's area forward of the foremost padded barriers will permit the mounting of required safety equipment and vehicle operation equipment. All equipment necessary for the operation of the vehicle shall be properly secured in such a way as to prevent the entanglement of clothing, backpack straps, drawstrings, etc.
 4. Every school bus shall be constructed so that the noise level taken at the ear of the occupant nearest to the primary vehicle noise source shall not exceed 85 dBA when tested according to National School Transportation Specifications & Procedures Noise Test Procedure.

LL. LAMPS AND SIGNALS

1. Illumination Lamps

Interior lamps shall be provided which adequately illuminate the aisle and step well. The step well lamps shall be illuminated by an entrance service door-operated switch, to illuminate only when headlamps and/or clearance lamps are on and the entrance door is open. An additional exterior mounted lamp shall be mounted next to the entrance door to adequately illuminate the outside approach to the door. It shall be actuated simultaneously with the step well lamps.
2. Body Instrument Panel Lamps

Body instrument panel lamps shall be controlled by an independent rheostat switch.
3. School Bus Alternately Flashing Signal Lamps
 - a. The bus shall be equipped with two (2) red lamps at the rear of the vehicle and two (2) red lamps at the front of the vehicle.
 - b. In addition to the four (4) red lamps described above, four (4) amber lamps shall be installed so that one (1) amber lamp is located near each red signal lamp, at the same level, but closer to the vertical centerline of bus. The system of red and amber

signal lamps, when in its operational mode, shall be wired so that amber lamps are energized manually, and red lamps are automatically energized (with amber lamps being automatically de-energized) when stop signal arm is extended or when bus entrance door is opened. An amber pilot lamp and a red pilot lamp shall be installed adjacent to the driver controls for the flashing signal lamp to indicate to the driver which lamp system is activated.

- c. Air and electrically operated doors may be equipped with an override switch that will allow the red lamps to be energized without opening the door, when the alternately flashing signal lamp system is in its operational mode. The use of such a device shall be in conformity with the law and SDE loading/unloading training procedures, as contained in Idaho's school bus driver training curriculum.
 - d. The area around the lenses of alternately flashing signal lamps extending outward from the edge of the lamps approximately three (3) inches to the sides and top and minimum one (1) inch to the bottom, shall be black in color on the body or roof area against which the signal lamp is seen [from a distance of five hundred (500) feet along axis of the vehicle].
 - e. Red lamps shall flash at any time the stop signal arm is extended.
 - f. All flashers for alternately flashing red and amber signal lamps shall be enclosed in the body in a readily accessible location.
4. Turn Signal and Stop/Tail Lamps
- a. Bus body shall be equipped with amber rear turn signal lamps that are at least seven (7) inches in diameter or, if a shape other than round, a minimum thirty-eight (38) square inches of illuminated area and shall meet FMVSS No. 108. These signal lamps must be connected to the chassis hazard-warning switch to cause simultaneous flashing of turn signal lamps when needed as vehicular traffic hazard warning. Turn signal lamps are to be placed as wide apart as practical and their centerline shall be a maximum of twelve (12) inches below the rear window. Type A-1 conversion vehicle front lamps must be at least twenty-one (21) square inches in lens area and must be in the manufacturer's standard color.
 - b. Buses shall be equipped with amber side-mounted turn signal lamps. One turn signal lamp on the left side shall be mounted rearward of the stop signal arm and one turn signal lamp on the right side shall be mounted rearward of the entrance door. Both front side-mounted turn signal lamps shall be mounted forward of the bus center-line. An additional side mounted turn signal lamp may be mounted on each side of the bus to the rear of the bus center-line.
 - c. Buses shall be equipped with four (4) combination red stop/tail lamps:
 - 1) Two (2) combination lamps with a minimum diameter of seven (7) inches, or if a shape other than round, a minimum thirty-eight (38) square inches of illuminated area shall be mounted on the rear of the bus just inside the turn signal lamps.
 - 2) Two (2) combination lamps with a minimum diameter of four (4) inches, or if a shape other than round, a minimum of twelve (12) square inches of illuminated area, shall be placed on the rear of the body between the beltline and the floor

line. The rear license plate lamp may be combined with one (1) lower tail lamp. Stop lamps shall be activated by the service brakes and shall emit a steady light when illuminated. Type A-1 buses with bodies supplied by chassis manufacturer may be equipped with manufacturer's standard stop and tail lamps.

- d. On buses equipped with a monitor for the front and rear lamps of the school bus, the monitor shall be mounted in full view of the driver. If the full circuit current passes through the monitor, each circuit shall be protected by a fuse or circuit breaker or electronic protection device against any short circuit or intermittent shorts.
- e. An optional white flashing strobe lamp may be installed on the roof of a school bus, at a location not closer than twelve (12) inches or more than six (6) feet from the rear of the roof edge. However, if the bus is equipped with a roof hatch, or other roof mounted equipment, falling within the above mentioned measurements, the strobe lamp may be located directly behind that equipment. The lamp shall have a single clear lens emitting light 360 degrees around its vertical axis and may not extend above the roof more than maximum legal height. A manual switch and a pilot lamp shall be included to indicate when lamp is in operation. Operation of the strobe lamp is limited to periods of inclement weather, nighttime driving, emergency situation or whenever students are onboard. Optionally, the strobe lamp may be mounted on the roof in the area directly over the restraining barrier on the driver's side, may be wired to activate with the amber alternately flashing signal lamps, continuing through the full loading or unloading cycle, and may be equipped with an override switch to allow activation of the strobe at any time for use in inclement weather, nighttime driving or emergency situation.
- f. The bus body shall be equipped with two (2) white rear backup lamps that are at least four (4) inches in diameter or, if a shape other than round, a minimum of twelve (12) square inches of illuminated area, meeting FMVSS No. 108 and Section 49-920, Idaho Code. If backup lamps are placed on the same horizontal line as the brake lamps and turn signal lamps, they shall be to the inside.

MM. METAL TREATMENT

- 1. All metal except high-grade stainless steel or aluminum used in construction of the bus body shall be zinc-coated or aluminum-coated or treated by an equivalent process before bus is constructed. Included are such items as structural members, inside and outside panels, door panels and floor sills. Excluded are such items as door handles, grab handles, interior decorative parts and other interior plated parts.
- 2. All metal parts that will be painted, in addition to the above requirements, shall be chemically cleaned, etched, zinc phosphate-coated and zinc chromate-or epoxy-primed, or the metal may be conditioned by an equivalent process. This includes but not limited to such items as crossing arm and stop arm.
- 3. In providing for these requirements, particular attention shall be given to lapped

surfaces, welded connections of structural members, cut edges on punched or drilled hole areas in sheet metal, closed or box sections, unvented or undrained areas and surfaces subjected to abrasion during vehicle operation.

4. As evidence that the above requirements have been met, samples of materials and sections used in the construction of the bus body shall be subjected to a cyclic corrosion testing as outlined in SAE J1563.

NN. MIRRORS

1. The interior mirror shall be either clear view laminated glass or clear view glass bonded to a backing which retains the glass in the event of breakage. The mirror shall have rounded corners and protected edges. All Type A buses shall have a minimum of a six-inch by sixteen-inch (6 x 16 inch) mirror and Types C and D buses shall have a minimum of a six-inch by thirty-inch (6 x 30 inch) mirror.
2. Each school bus shall be equipped with exterior mirrors meeting the requirements of FMVSS No. 111. Mirrors shall be easily adjustable but shall be rigidly braced so as to reduce vibration. The right side rear view mirror shall not be obscured by the un-wiped portion of the windshield.
3. Heated external mirrors may be used.
4. Remote controlled external rear view mirrors may be used.

OO. MOUNTING

1. The chassis frame shall support the rear body cross member. The bus body shall be attached to chassis frame at each main floor sill, except where chassis components interfere, in such a manner as to prevent shifting or separation of the body from the chassis under severe operating conditions.
2. Isolators shall be installed at all contact points between body and chassis frame on Types A-2, C, and D buses, and shall be secured by a positive means to the chassis frame or body to prevent shifting, separation, or displacement of the isolators under severe operating conditions.

PP. MUD FLAPS

Rear vehicle mud flaps shall be required on all school buses, except when not provided as an option by the school bus manufacturer. Front mud flaps are optional

QQ. OIL FILTER

An oil filter with a replaceable element shall be provided and connected by flexible oil lines if it is not a built-in or an engine-mounted design. The oil filter shall have a capacity in accordance with the engine manufacturer's recommendation.

RR. OPENINGS

All openings in the floorboard or firewall between the chassis and passenger compartment (e.g., for gearshift selector and parking brakes lever) shall be sealed.

SS. OVERALL LENGTH

Overall length of bus shall not exceed forty-five (45) feet, excluding accessories.

TT. OVERALL WIDTH

Overall width of bus shall not exceed one-hundred and two (102) inches, excluding accessories.

UU. PASSENGER LOAD

1. Actual gross vehicle weight (GVW) is the sum of the chassis weight, plus the body weight, plus the driver's weight, plus total seated student weight. For purposes of calculation, the driver's weight is one hundred fifty (150) pounds and the student weight is one hundred twenty (120) pounds per student.
2. Actual GVW shall not exceed the chassis manufacturer's GVWR for the chassis, nor shall the actual weight carried on any axle exceed the chassis manufacturer's Gross Axle Weight Rating (GAWR).
3. When requested, the manufacturer's GVWR for a particular school bus shall be furnished by manufacturers in duplicate (unless more copies are requested) to the purchasing school district or contractor.

VV. PUBLIC ADDRESS SYSTEM

1. Buses may be equipped with AM/FM audio and/or public address system having interior and/or exterior speakers.
2. No internal speakers, other than the driver's communication systems, may be installed

within four (4) feet of the driver's seat back in its rearmost upright position.

WW. REFLECTIVE MATERIAL

(Note: See National School Transportation Specifications & Procedures Placement of Reflective Markings)

1. The front and/or rear bumper may be marked diagonally 45 degrees down to centerline of pavement with one and one and three-quarters (1.75) to two and one quarter (2.25) inch wide strips of non-contrasting reflective material.
2. The rear of bus body shall be marked with strips of reflective NSBY material to outline the perimeter of the back of the bus using material which conforms to the requirements of FMVSS No. 131, Table 1. The perimeter marking of rear emergency exits per FMVSS No. 217 and/or the use of reflective "SCHOOL BUS" signs partially accomplish the objective of this requirement. To complete the perimeter marking of the back of the bus, strips of at least one (1) inch reflective NSBY material shall be applied horizontally above the rear windows and above the rear bumper, extending from the rear emergency exit perimeter, marking outward to the left and right rear corners of the bus. Vertical strips of at least one and three-quarters (1¾) inch retroreflective NSBY material shall be applied at the corners connecting these horizontal strips.
3. "SCHOOL BUS" signs, if not of lighted design, shall be marked with retro reflective NSBY material comprising background for lettering of the front and/or rear "SCHOOL BUS" signs.
4. Sides of bus body shall be marked with at least one and three-quarters (1¾) inch retro reflective NSBY material, extending the length of the bus body and located (vertically) between the floor line and the beltline.
5. Signs, if used, placed on the rear of the bus relating to school bus flashing signal lamps or railroad stop procedures may be of retro reflective NSBY material comprising background for lettering.

XX. RETARDER SYSTEM (OPTIONAL EQUIPMENT)

A retarder system, if used, shall limit the speed of a fully loaded school bus to 19.0 mph on a seven percent (7%) grade for 3.6 miles.

YY. ROAD SPEED CONTROL

When it is desired to accurately control vehicle maximum speed, a vehicle speed limiter may be utilized.

ZZ. RUB RAILS

1. There shall be one (1) rub rail located on each side of the bus approximately at seat cushion level which extends from the rear side of the entrance door completely around the bus body (except the emergency door or any maintenance access door) to the point of curvature near the outside cowl on the left side.
2. There shall be one (1) additional rub rail located on each side at, or no more than ten (10) inches above the floor line. The rub rail shall cover the same longitudinal area as upper rub rail, except at the wheel housings, and it shall, at a minimum, extend to radii of the right and left rear corners.
3. Both rub rails shall be attached at each body post and all other upright structural members.
4. Each rub rail shall be four (4) inches or more in width in their finished form, shall be constructed of 16-gauge steel or suitable material of equivalent strength and shall be constructed in corrugated or ribbed fashion. Each entire rub rail shall be black in color.
5. Both rub rails shall be applied outside the body or outside the body posts. Pressed-in or Snap-On rub rails do not satisfy this requirement. For Type A-1 vehicles using the body provided by the chassis manufacturer or for Types A-2, C, and D buses using the rear luggage or the rear engine compartment, rub rails need not extend around the rear corners.
6. There shall be a rub rail or equivalent bracing located horizontally at the bottom edge of the body side skirts.

AAA. SEATS AND RESTRAINING BARRIERS

1. Passenger Seating:
 - a. All seats shall have a minimum cushion depth of fifteen (15) inches, a seat back height of twenty-four (24) inches above the seating reference point, and must comply with all requirements of FMVSS No. 222. School bus design capacities shall be in accordance with 49 CFR Part 571.3 and FMVSS No. 222. In addition to the fastener that forms the pivot for each seat retaining clip, a secondary fastener may be used in each clip to prevent the clip from rotating and releasing the seat cushion unintentionally.
 - b. All restraining barriers and passenger seats may be constructed with non-reimbursable materials that enable them to meet the criteria contained in the School Bus Seat Upholstery Fire Block Test or the American Society for Testing and Materials (ASTM) E2574/E2574M – 12a Standard Test Method for Fire Testing of School Bus Seat Assemblies.
 - c. Each seat leg shall be secured to the floor by bolts, washers, and nuts in order to meet the performance requirements of FMVSS No. 222. Flange-head nuts may be used in lieu of nuts and washers, or seats may be track-mounted in conformance with FMVSS No. 222. If track seating is installed, the manufacturer shall supply

minimum and maximum seat spacing dimensions applicable to the bus, which comply with FMVSS No. 222. This information shall be on a label permanently affixed to the inside passenger compartment of the bus.

- d. All seat frames attached to the seat rail shall be fastened with bolts, washers and nuts or flange-head nuts.
 - e. All school buses (including Type A) shall be equipped with restraining barriers which conform to FMVSS No. 222.
 - f. The use of a "flip seat" adjacent to any side emergency door is prohibited.
2. Pre School Age Seating:
All passenger seats designed to accommodate a child or infant carrier seat shall comply with FMVSS No. 225. These seats shall be in compliance with NHTSA's "Guideline for the Safe Transportation of Pre-school Age Children in School Buses". Child Safety Restraint Systems (CSRSs) shall not be placed in school bus seats adjacent to emergency exits.
3. Driver Seat:
- a. The driver's seat supplied by the body company shall be a high back seat with a minimum seat back adjustable to fifteen (15) degrees, without requiring the use of tools, and a head restraint to accommodate a 5th percentile female to a 95th percentile adult male, as defined in FMVSS No. 208. The driver's seat shall be secured with nuts, bolts and washers or flanged-head nuts.
 - b. Type A buses may use the standard driver's seat provided by the chassis manufacturer.
4. Driver Restraint System:
- a. A Type 2 lap/shoulder belt shall be provided for the driver. On buses where the driver's seat and upper anchorage for the shoulder belt are both attached to the body structure, a driver's seat with an integrated Type 2 lap/shoulder belt may be substituted. On buses where the driver's seat and upper anchorage for the shoulder belt are separately attached to both body and chassis structures (i.e., one attached to the chassis and the other attached to the body), a driver's seat with an integrated Type 2 lap/shoulder belt should be used.
 - b. The assembly shall be equipped with an emergency locking retractor for the continuous belt system. On all buses except Type A equipped with a standard chassis manufacturer's driver's seat, the lap portion of the belt system shall be guided or anchored to prevent the driver from sliding sideways under it. The lap/shoulder belt shall be designed to allow for easy adjustment in order to fit properly and to effectively protect drivers varying in size from 5th percentile adult female to 95th percentile adult male.
 - c. Each bus shall be equipped with durable webbing cutter having a full width handgrip and a protected, replaceable or non-corrodible blade. The required belt cutter shall be mounted in a visible location accessible to the seated driver in an easily detachable manner.

BBB. SHOCK ABSORBERS

The bus shall be equipped with double-action shock absorbers compatible with manufacturer's rated axle capacity at each wheel location. Shock absorbers shall be of sufficient length to allow for adequate travel in all situations without damage to the shock absorber or mounts.

CCC. STEERING GEAR

1. The steering gear shall be approved by the chassis manufacturer and designed to ensure safe and accurate performance when the vehicle is operated with maximum load and at maximum speed.
2. If external adjustments are required, steering mechanism shall be accessible to make adjustments.
3. No changes shall be made in the steering apparatus which are not approved by the chassis manufacturer.
4. There shall be a clearance of at least two (2) inches between the steering wheel and cowl, instrument panel, windshield, or any other surface.
5. Power steering is required and shall be of the integral type with integral valves.
6. The steering system shall be designed to provide a means for lubrication of all wear-points, which are not permanently lubricated.

DDD. STEPS

1. The first step at entrance door shall be not less than ten (10) inches and not more than fourteen (14) inches from the ground when measured from top surface of the step to the ground, based on standard chassis specifications, except that on Type D vehicles, the first step at the entrance door shall be twelve (12) inches to sixteen (16) inches from the ground. On chassis modifications which may result in increased ground clearance (such as four-wheel drive) an auxiliary step shall be provided to compensate for the increase in ground-to-first-step clearance. The auxiliary step is not required to be enclosed.
2. Step risers shall not exceed a height of ten (10) inches. When plywood is used on a steel floor or step, the riser height may be increased by the thickness of the plywood.
3. OEM steps shall be enclosed to prevent accumulation of ice and snow.
4. OEM, retrofit, or after-market steps shall not protrude beyond the side body line, except during the loading or unloading of passengers.

EEE. STEP TREADS

1. All steps, including the floor line platform area, shall be covered with an elastomer floor covering having a minimum overall thickness of 0.187 inch.
2. The step covering shall be permanently bonded to a durable backing material that is resistant to corrosion.
3. Steps, including the floor line platform area, shall have a one and one-half (1½) inch nosing that contrasts in color by at least seventy percent (70%) measured in accordance with the contrasting color specification in 36 CFR, Part 1192, ADA, Accessibility Guidelines for Transportation Vehicles.
4. Step treads shall have the following characteristics:
 - a. Abrasion resistance: Step tread material weight loss shall not exceed 0.40 percent, as tested under ASTM D-4060, Standard Test Method for Abrasion Resistance of Organic Coatings by the Taber Abraser (CS-17 Wheel, 1000 gram, 1000 cycle);
 - b. Weathering resistance: Step treads shall not break, crack, or check after ozone exposure (seven days at 50 phm at 40 degrees C) and Weatherometer exposure (ASTM D-750, Standard Test Method for Rubber Deterioration in Carbon-Arc Weathering Apparatus, seven days);
 - c. Flame Resistance: Step treads shall have a calculated burn rate of 0.01 mm per minute or less using the test methods, procedures and formulas listed in FMVSS No. 302, Flammability of Interior Materials; and
 - d. A spray on application type material may be used in lieu of item 1. that meets the requirements of items 2 through 4. The material shall be applied not only to the interior surfaces of the service door step treads but the exterior as well if not covered by undercoating.

FFF. STIRRUP STEPS

When the windshield and lamps are not easily accessible from the ground, there may be at least one (1) folding stirrup step or recessed foothold and suitably located handles on each side of the front of the body for easy accessibility for cleaning. Steps are permitted in or on the front bumper in lieu of the stirrup steps, if the windshield and lamps are easily accessible for cleaning from that position.

GGG. STOP SIGNAL ARM

The stop signal arm(s) shall comply with the requirements of FMVSS No. 131.

HHH. STORAGE COMPARTMENT (OPTIONAL)

A storage container for tools, tire chains, and/or tow chains may be located either inside or outside the passenger compartment. If inside, it shall have a cover capable of being securely latched and fastened to the floor (the seat cushion may not serve this purpose), convenient to either the entrance door or the emergency door.

III. SUN SHIELD

1. An interior adjustable transparent sun shield, with a finished edge and not less than six inches by thirty inches (6 x 30 inches) for Types C and D vehicles, shall be installed in a position convenient for use by the driver.
2. On all Type A buses, the sun shield (visor) shall be installed according to the manufacturer's standard.

JJJ. SUSPENSION SYSTEMS

1. The capacity of springs or suspension assemblies shall be commensurate with the chassis manufacturer's GVWR.
2. Rear leaf springs shall be of a progressive rate or multi-stage design. Front leaf springs shall have a stationary eye at one end and shall be protected by a wrapped leaf, in addition to the main leaf.

KKK. THROTTLE

The force required to operate the throttle shall not exceed sixteen (16) pounds throughout the full range of accelerator pedal travel.

LLL. TIRES AND RIMS

1. Rims of the proper size and tires of the proper size and load rating commensurate with the chassis manufacturer's gross vehicle weight rating shall be provided. The use of multi-piece rims and/or tube-type tires shall not be permitted on any school bus ordered after December 31, 1995.
2. Dual rear tires shall be provided on Type A-2, Type C and Type D school buses.
3. All tires on a vehicle shall be of the same size, and the load range of the tires shall meet or exceed the GVWR, as required by FMVSS No.120.
4. If the vehicle is equipped with a spare tire and rim assembly, it shall be the same size as those mounted on the vehicle.

5. If a tire carrier is required, it shall be suitably mounted in an accessible location outside the passenger compartment.

MMM. TOW ATTACHMENT POINTS

1. Rear towing devices (i.e. tow hooks, tow eyes, or other designated towing attachment points) shall be furnished to assist in the retrieval of buses that are stuck and/or for towing buses when a wrecker with a "wheel lift" or an "axle lift" is not available or cannot be applied to the towed vehicle.
2. Towing devices shall be attached to the chassis frame either by the chassis manufacturer or in accordance with the chassis manufacturer's specifications.
3. Each rear towing device shall have a strength rating of thirteen thousand five hundred (13,500) pounds with the force applied in the rearward direction, parallel to the ground, and parallel to the longitudinal axis of the chassis frame rail.
4. The towing devices shall be mounted such that they do not project rearward of the rear bumper.

NNN. TRACTION ASSISTING DEVICES (OPTIONAL)

1. Where required or used, sanders shall:
 - a. Be of hopper cartridge-valve type;
 - b. Have a metal hopper with all interior surfaces treated to prevent condensation of moisture;
 - c. Be of at least 100-pound (grit) capacity;
 - d. Have a cover on the filler opening of hopper, which screws into place, thereby sealing the unit airtight;
 - e. Have discharge tubes extending to the front of each rear wheel under the fender;
 - f. Have non-clogging discharge tubes with slush-proof, non-freezing rubber nozzles;
 - g. Be operated by an electric switch with a telltale pilot lamp mounted on the instrument panel;
 - h. Be exclusively driver-controlled; and
 - i. Have a gauge to indicate that the hopper needs refilling when it reaches one-quarter ($\frac{1}{4}$) full.
 - j. Automatic traction chains may be installed.

OOO. TRANSMISSION

1. Automatic transmissions shall have no fewer than three (3) forward speeds and one (1)

reverse speed. Mechanical shift selectors shall provide a detent between each gear position when the gear selector quadrant and shift selector are not steering-column mounted.

2. Automatic transmissions shall have a transmission shifter interlock controlled by the application of the service brake to prohibit accidental engagement of the transmission.

PPP. TRASH CONTAINER AND HOLDING DEVICE (OPTIONAL)

Where requested or used, the trash container shall be secured by a holding device that is designed to prevent movement and to allow easy removal and replacement; and it shall be installed in an accessible location in the driver's compartment, not obstructing passenger use of the entrance door or the entrance grab handle, and in such a way as to prevent the entanglement of clothing, backpack straps, drawstrings, etc. Trash cans shall not be installed in the passenger compartment which includes the back of the bus.

QQQ. TURNING RADIUS

1. A chassis with a wheelbase of two-hundred sixty-four (264) inches or less shall have a right and left turning radius of not more than forty-two and one-half (42½) feet, curb-to-curb measurement.
2. A chassis with a wheelbase of two-hundred sixty-five (265) inches or more shall have a right and left turning radius of not more than forty-four and one-half (44½) feet, curb-to-curb measurement.

RRR. UNDERCOATING

1. The entire underside of the bus body, including floor sections, cross member and below floor line side panels, shall be coated with rust-proofing material for which the material manufacturer has issued a notarized certification of compliance to the bus body builder that materials meet or exceed all performance and qualitative requirements of SAE J1959.
2. The undercoating material shall be applied with suitable airless or conventional spray equipment to the recommended film thickness and shall show no evidence of voids in the cured film. The undercoating material shall not cover any exhaust components of the chassis.

SSS. VENTILATION

1. Auxiliary fans shall meet the following requirements:

- a. Fans shall be placed in a location where they can be adjusted for maximum effectiveness and where they do not obstruct the driver's vision or interfere with the safe operation of necessary equipment;
 - b. Fans shall be of six (6) inch nominal diameter;
 - a. Fan blades shall be covered with a protective cage; and
 - b. Each fan shall be controlled by a separate switch.
3. The bus body shall be equipped with a suitably controlled ventilating system of sufficient capacity to maintain proper quantity of air under operating conditions without having to open windows except in extremely warm weather.
4. Static-type, non-closeable exhaust ventilation shall be installed, preferably in a low-pressure area of the roof.
5. Roof hatches designed to provide ventilation in all types of exterior weather conditions may be provided.

TTT. WHEEL HOUSING

1. The wheel housing opening shall allow for easy tire removal and service.
2. The wheel housings shall be attached to floor sheets in such a manner so as to prevent any dust, water or fumes from entering the body. The wheel housings shall be constructed of at least 16-gauge steel.
3. The inside height of the wheel housing above the floor line shall not exceed twelve (12) inches.
4. The wheel housings shall provide clearance for installation and use of tire chains on single and dual (if so equipped) power-driving wheels.
5. No part of raised wheel housing shall extend into the emergency door opening.

UUU. WINDOWS

1. Each full side window, other than emergency exits designated to comply with FMVSS 217, shall provide an unobstructed opening of at least nine (9) inches but not more than thirteen (13) inches high and at least twenty-two (22) inches wide, obtained by lowering the window. One side window on each side of the bus may be less than twenty-two (22) inches wide. Passenger and driver window frames shall be painted NSBY, black to match body trim, or shall be unpainted aluminum. The area between the passenger and driver window frames shall be NSBY.
2. Tinted and/or frost-free glazing may be installed in all doors, windows, and windshields consistent with federal, state, and local regulations.

vvv. WINDSHIELD WASHERS

A windshield washer system shall be provided.

www.WINDSHIELD WIPERS

1. A two-speed windshield wiping system with an intermittent time delay feature shall be provided.
2. The wipers shall meet the requirements of FMVSS No. 104.

xxx. WIRING

1. All wiring shall conform to current SAE standards.
2. Wiring shall be arranged in circuits, as required, with each circuit protected by a fuse, breaker or electronic protection device.
3. A system of color and number coding shall be used and an appropriate identifying diagram shall be provided to the end user, along with the wiring diagram provided by the chassis manufacturer. The wiring diagrams shall be specific to the bus model supplied and shall include any changes to wiring made by the body manufacturer. Chassis wiring diagrams shall be supplied to the end user. A system of color and number-coding shall be used on buses. The following body interconnecting circuits shall be color-coded as noted:

FUNCTION	COLOR
Left Rear Directional Lamp	Yellow
Right Rear Directional Lamp	Dark Green
Stop Lamps	Red
Back-up Lamps	Blue
Tail Lamps	Brown
Ground	White
Ignition Feed, Primary Feed	Black

4. The color of cables shall correspond to SAE J1128.
5. Wiring shall be arranged in at least six (6) regular circuits as follows:
 - a. Head, tail, stop (brake) and instrument panel lamps;
 - b. Clearance lamps and step well lamps that shall be actuated when the entrance door is open;
 - c. Dome lamps;
 - d. Ignition and emergency door signal;

- e. Turn signal lamps; and
- f. Alternately flashing signal lamps.
- 6. Any of the above combination circuits may be subdivided into additional independent circuits.
- 7. Heaters and defrosters shall be wired on an independent circuit.
- 8. There shall be a manual noise suppression switch installed in the control panel. The switch shall be labeled and alternately colored. This switch shall be an on/off (a momentary or spring loaded switch does not meet this requirement) type that deactivates body equipment that produces noise, including, at least, the AM/FM radio, two-way communications, heaters, air conditioners, fans and defrosters. This switch shall not deactivate safety systems, such as windshield wipers or lighting systems.
- 9. Whenever possible, all other electrical functions (such as Sanders and electric-type windshield wipers) shall be provided with independent and properly protected circuits.
- 10. Each body circuit shall be coded by number or letter on a diagram of circuits and shall be attached to the body in a readily accessible location.
- 11. The entire electrical system of the body shall be designed for the same voltage as the chassis on which the body is mounted.
- 12. All wiring shall have an ampere capacity exceeding the design load by at least twenty-five percent (25%). All wiring splices are to be done at an accessible location and noted as splices on wiring diagram.
- 13. A body wiring diagram of a size that can be easily read shall be furnished with each bus body or affixed in an area convenient to the electrical accessory control panel.
- 14. The body power wire shall be attached to a special terminal on the chassis.
- 15. All wires passing through metal openings shall be protected by a grommet.
- 16. Wires not enclosed within the body shall be fastened securely at intervals of not more than eighteen (18) inches. All joints shall be soldered or joined by equally effective connectors, which shall be water-resistant and corrosion-resistant.
- 17. Multiplex wiring may exempt manufacturers from some of the above wiring standards.
- 18. Buses may be equipped with a 12-volt power port in the driver's area.

III STANDARDS FOR SPECIALLY EQUIPPED SCHOOL BUSES

A. INTRODUCTION

The specifications in this section are intended to be supplementary to specifications in the school bus chassis and body sections. In general, specially equipped buses shall meet all the requirements of the preceding sections plus those listed in this section. It is recognized by the entire industry that the field of special transportation is characterized by varied needs for individual cases and by a rapidly emerging technology for meeting those needs. A flexible, "common-sense" approach to the adoption and enforcement of specifications for these vehicles, therefore, is prudent.

B. DEFINITION

A specially equipped school bus is any school bus that is designed, equipped, or modified to accommodate students with special transportation needs.

C. GENERAL REQUIREMENTS

1. School buses designed for transporting students with special transportation needs shall comply with Standards for Idaho School Buses and Operations and with Federal Motor Vehicle Safety Standards (FMVSS) applicable to their Gross Vehicle Weight Rating (GVWR) category.
2. Any school bus to be used for the transportation of children who utilize a wheelchair or other mobile positioning device, or who require life-support equipment that prohibits use of the regular service entrance, shall be equipped with a power lift.

D. AISLES

All school buses equipped with a power lift shall provide a minimum thirty (30) inch pathway leading from any wheelchair/mobility aid position to at least one thirty (30) inch wide emergency exit door. A wheelchair securement position shall never be located directly in front of (blocking) a power lift door location.

E. COMMUNICATIONS

All school buses used to transport students shall be equipped with two-way voice communication or SDE pre-approved device other than CB radios.

F. GLAZING

Tinted glazing may be installed in all doors, windows, and windshields consistent with federal, state, and local regulations.

G. IDENTIFICATION

Buses with power lifts used for transporting individuals with disabilities shall display below the window line on the lift and rear doors the International Symbol of Accessibility. Such emblems shall be white on blue background, shall not exceed twelve inches by twelve inches (12 x 12 inches) or be less than four inches by four inches (4 x 4 inches) in size, and shall be of a high-intensity reflectorized material meeting Federal Highway Administration (FHWA) FP-85 Standards.

H. PASSENGER CAPACITY RATING

In determining the passenger capacity of a school bus for purposes other than actual passenger load (e.g., vehicle classification or various billing/ reimbursement models), any location in a school bus intended for securement of an occupied wheelchair/mobility aid during vehicle operations are regarded as four (4) designated seating positions. Similarly, each lift area may be regarded as four (4) designated seating positions.

I. POWER LIFTS

The power lift shall be located on the right side of the bus body when not extended. Exception: The lift may be located on the left side of the bus if, and only if, the bus is primarily used to deliver students to the left side of one-way streets.

J. VEHICLE LIFTS & INSTALLATIONS

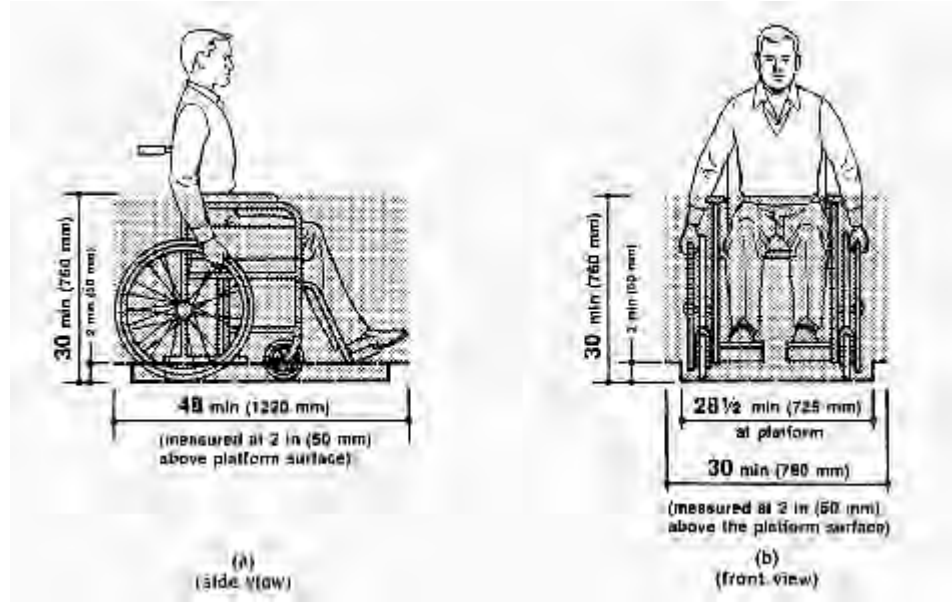
1. Vehicle lifts and installations shall comply with the requirements set forth in FMVSS No. 403, Platform Lift Systems for Motor Vehicles, and FMVSS No. 404, Platform Lift Installations in Motor Vehicles.

2. The design load of the vehicle lift shall be at least eight hundred (800) pounds. Working parts, such as cables, pulleys and shafts, which can be expected to wear, and upon which the vehicle lift depends for support of the load, shall have a safety factor of at least six, based on the ultimate strength of the material. Nonworking parts, such as platform, frame and attachment hardware that would not be expected to wear shall have a safety factor of at least three, based on the ultimate strength of the material.
3. The vehicle lifting mechanism and platform shall be capable of operating effectively with a wheelchair and occupant mass of at least eight hundred (800) pounds.
4. Controls: (See 49 CFR Part 571.403, S6.7, Control Systems).
5. Emergency Operations: (See 49 CFR Part 571.403, S6.9, Backup Operation).
6. Power or Equipment Failures: (See 49 CFR Part 571.403, S6.2.2, Maximum Platform Velocity).
7. Platform Barriers: (See 49 CFR Part 571.403, S6.4.2, S6.4.3, Platform Requirements) (See also "Wheelchair or Mobility Aid Envelope" figure at the end of this section).
8. Platform Surface: (See 49 CFR Part 571.403, S6.4.2, S6.4.3, Platform Requirements) (See also "Wheelchair or Mobility Aid Envelope" figure at the end of this subsection).
9. Platform Gaps and Entrance Ramps: (See 49 CFR Part 571.403, S6.4.4, Gaps, Transitions, and Openings).
10. Platform Deflection: (See 49 CFR Part 571.403, S6.4.5, Platform Deflection).
11. Platform Movement: (See 49 CFR Part 571.403, S6.2.3, Maximum Platform Acceleration).
12. Boarding Direction: The lift shall permit both inboard and outboard facing of wheelchair and mobility aid users.
13. Use by Standees: Lifts shall accommodate persons who are using other aids/devices other than a wheelchair (resulting in other than a seated position) who need to use to the lift. Such persons should use a wheelchair or other wheel-based mobility device for boarding or exiting the bus, and then should be transferred to a bus seat for the ride. During lift operations no one shall be allowed to stand on the lift platform, unless otherwise noted in an Individualized Education Program (IEP) or 504 Plan in accordance with an aid riding with a student on the lift.

(Note: This item refers to equipment specifications.)

14. Handrails: (See 49 CFR Part 571.403, S6.4.9, Handrails)
15. Circuit Breaker: A resettable circuit breaker shall be installed between the power source and the lift motor if electrical power is used.
16. Excessive Pressure: (See 49 CFR Part 571.403, S6.8 Jacking Prevention)
17. Documentation: the following information shall be provided with each vehicle equipped with a lift:
 - a. A phone number where information can be obtained about installation, repair, and parts. Detailed written instructions and a parts list shall be available upon request.
 - b. Detailed instructions regarding use of the lift shall be readily visible when the lift door is open, including a diagram showing the proper placement and positioning of wheelchair/mobility aids on the lift.

18. Training Materials: The lift manufacturer shall make training materials available to ensure the proper use and maintenance of the lift. These may include instructional videos, classroom curriculum, system test results or other related materials.
19. Identification and Certification: Each lift shall be permanently and legibly marked or shall incorporate a non-removable label or tag that states it confirms to all applicable requirements of the current National School Transportation Specifications and Procedures. In addition and upon request of the original titled purchaser, the lift manufacturer or an authorized representative shall provide a notarized Certificate of Conformance, either original or photocopied, which states that the lift system meets all the applicable requirements of the current National School Transportation Specifications and Procedures.



K. REGULAR SERVICE ENTRANCE

1. On power lift-equipped vehicles, the bottom step shall be the full width of the step well, excluding the thickness of the doors in open position.
2. In addition to the handrail required in the School Bus Standards section, an additional handrail may be provided on all specially equipped school buses. This rail shall be located on the opposite side of the entrance door from the rail required in the School Bus Standards section and shall meet the same requirements for handrails.

L. RESTRAINING DEVICES

1. On power lift-equipped vehicles with a GVWR of ten thousand (10,000) pounds or more, seat frames may be equipped with attachment points to which belt assemblies

can be attached for use with child safety restraint systems (CSRSs) that comply with FMVSS No. 213, Child Restraint Systems. Any belt assembly anchorage shall comply with FMVSS No. 210, Seat Belt Assembly Anchorages.

- a. Alternatively, a child restraint anchorage system that complies with FMVSS No. 225, Child Restraint Anchorage Systems, may be installed.
2. Belt assemblies, if installed, shall conform to FMVSS No. 209, Seat Belt Assemblies.
3. Child safety restraint systems, which are used to facilitate the transportation of children who in other modes of transportation would be required to use a child, infant, or booster seat, shall conform to FMVSS No. 213.

M. SEATING ARRANGEMENTS

Flexibility in seat spacing to accommodate special devices shall be permitted to meet passenger requirements. All seating shall be forward-facing, School Bus Passenger Seating and Crash Protection and meet requirements of FMVSS No. 222.

N. SECUREMENT AND RESTRAINT SYSTEM FOR WHEEL CHAIR OCCUPANT AND WHEEL CHAIR SEATED OCCUPANTS

For purposes of understanding the various aspects and components of this section, the term securement and tie down and the phrases securement system or tie down system are used exclusively in reference to the devices that anchor the wheelchair to the vehicle. The term restraint and the phrase restraint system are used exclusively in reference to the equipment that is intended to limit the movement of the wheelchair occupant in a crash or sudden maneuver. The term Wheelchair Tiedown and Occupant Restraint System (WTORS) is used to refer to the total system that secures the wheelchair and restrains the wheelchair occupant.

1. WTORS—General Requirements

- a. A wheelchair tie down and occupant restraint system installed in specially equipped school buses shall be designed, installed, and operated for the use with forward-facing wheelchair-seated passengers and shall comply with all applicable requirements of FMVSS No. 222, School Bus Passenger Seating and Crash Protection, and SAE J2249, Wheelchair Tiedown and Occupant Restraint Systems for use in motor vehicles.
- b. The WTORS, including the anchorage track, floor plates, pockets or other anchorages, shall be provided by the same manufacturer or shall be certified to be compatible by manufacturers of all equipment/systems used.
- c. A device for storage of the WTORS shall be provided. When the system is not in use, the storage device shall allow for clean storage of the system, shall keep the system securely contained within the passenger compartment, shall

provide reasonable protection from vandalism and shall enable the system to be readily accessed for use.

- d. The WTORS, including the storage device, shall meet the flammability standards established in FMVSS No. 302, Flammability of Interior Materials.
 - e. The following information shall be provided with each vehicle equipped with a securement and restraint system:
 - i. A phone number where information can be obtained about installation, repair, and parts. Detailed written instructions and parts list shall be available upon request.
 - ii. Detailed instructions regarding use, including a diagram showing the proper placement of the wheelchair/mobility aids and positioning of securement devices and occupant restraints, including correct belt angles.
 - f. The WTORS manufacturer shall make training materials available to ensure the proper use and maintenance of the WTORS. These may include instructional videos, classroom curriculum, system test results or other related materials.
- 2. Wheelchair Securement/Tie down:** (See 49 CFR Part 571.403, S5.4.1, S5.4.2)
Each wheelchair position in a specially equipped school bus shall have a minimum clear floor area of thirty inches laterally by forty-eight inches (30 x 48 inches) longitudinally. Additional floor area may be required for some wheelchairs. Consultation between the user and the manufacturer is recommended to insure that adequate area is provided.
- 3. Occupant Restraint System:** (See 49 CFR Part 571.403, S5.4.3, S5.4.4)
If the upper torso belt anchorage is higher than forty-four (44) inches, measured from the vehicle floor, an adjustment device, as part of the occupant restraint system, shall be supplied.

O. SPECIAL LIGHT

Doorways in which lifts are installed shall have for use during lift operation a special light(s) providing a minimum of two (2) foot candles of illumination measured on the floor of the bus immediately adjacent to the lift.

P. SPECIAL SERVICE ENTRANCE

1. Power lift-equipped buses shall have a special service entrance to accommodate the power lift.

Exception: If the lift is designed to operate within the regular service entrance, and is capable of stowing such that the regular service entrance is not blocked in any way,

and that persons entering or exiting the bus are not impeded in any way, a special service entrance shall not be required.

2. The special service entrance and door shall be located on the right side of the bus and shall be designed so as not to obstruct the regular service entrance.

Exception: A special service entrance and door may be located on the left side of the bus if, and only if, the bus is used primarily to deliver students to the left side of one-way streets and its use is limited to that function.

3. The opening may extend below the floor through the bottom of the body skirt. If such an opening is used, reinforcements shall be installed at the front and rear of the floor opening to support the floor and give the same strength as other floor openings.
4. A drip molding shall be installed above the opening to effectively divert water from entrance.
5. Door posts and headers at the entrance shall be reinforced sufficiently to provide support and strength equivalent to the areas of the side of the bus not used for the special service entrance.

Q. SPECIAL ENTRANCE DOORS

1. A single door or double doors may be used for the special service entrance. All doors shall have a positive fastening device with a black arrow pointing in the direction of handle travel to open.
2. A single door shall be hinged to the forward side of the entrance unless doing so would obstruct the regular service entrance. If, due to the above condition, the door is hinged to the rearward side of the doorway, the door shall utilize a safety mechanism that will prevent the door from swinging open should the primary door latch fail. If double doors are used, the system shall be designed to prevent the door(s) from being blown open by the wind resistance created by the forward motion of the bus, and/or shall incorporate a safety mechanism to provide secondary protection should the primary latching mechanism(s) fail.
3. All doors shall have positive fastening devices to hold doors in the "open" position.
4. All doors shall be weather sealed.
5. When manually-operated dual doors are provided, the rear door shall have at least a one-point fastening device to the header. The forward-mounted door shall have at least three one-point fastening devices. One shall be to the header, one to the floor line of the body, and the other shall be into the rear door. The door and hinge mechanism shall be of a strength that is greater than or equivalent to the emergency exit door.
6. Door materials, panels and structural strength shall be equivalent to the conventional entrance and emergency doors. Color, rub rail extensions, lettering and other exterior features shall match adjacent sections of the body.
7. Each door shall have windows set in rubber that are visually similar in size and location to adjacent non-door windows. Glazing shall be of same type and tinting (if applicable)

- as standard fixed glass in other body locations.
8. Door(s) shall be equipped with a device that will actuate an audible or flashing signal located in the driver's compartment when door(s) is not securely closed and the ignition is in the "on" position.
 9. A switch shall be installed so that the lifting mechanism will not operate when the lift platform door(s) is closed.
 10. Special service entrance doors shall be equipped with padding at the top edge of the door opening. Padding shall be at least three (3) inches wide and one (1) inch thick and shall extend the full width of the door opening.

R. SUPPORT EQUIPMENT AND ACCESSORIES

1. In addition to the webbing cutter required in the bus standards section, each specially equipped school bus set up to accommodate wheelchairs or other assistive or restraint devices with belts attached shall contain an additional webbing cutter properly secured in a location to be determined by the purchaser. The belt cutter shall meet the requirements listed in the bus standards section.
2. Special equipment or supplies used on the bus for mobility assistance, health support or safety purposes shall meet any local, federal or engineering standards that may apply, including proper identification.
3. Equipment that may be used for these purposes includes, but is not limited to:
 - a. Wheelchairs and other mobile seating devices (see section on Securement and Restraint System for Wheelchair and Wheelchair-seated Occupant);
 - b. Crutches, walkers, canes and other ambulating devices; and/or
 - c. Medical support equipment, which may include respiratory devices such as oxygen bottles [which should be no larger than twenty-two (22) cubic feet for liquid oxygen and thirty-eight (38) cubic feet for compressed gas] or ventilators. Tanks and valves should be located and positioned to protect them from direct sunlight, bus heater vents or other heat sources. Other equipment may include intravenous and fluid drainage apparatus. If transporting oxygen, refer to Ambulance Manufactures Division, Standard 003.
4. All portable equipment and special accessory items, including the equipment listed above, shall be secured at the mounting location to withstand a pulling force of five (5) times the weight of the item or shall be retained in an enclosed, latched compartment. The compartment shall be capable of withstanding forces applied to its interior equal to five (5) times the weight of its contents without failure to the box's integrity and securement to the bus. Exception: If these standards provide specific requirements for securement of a particular type of equipment, the specific standard shall prevail (e.g., wheelchairs).

S. TECHNOLOGY AND EQUIPMENT

1. It is the intent of these specifications to accommodate new technologies and equipment that will better facilitate the transportation of students with special needs. New technology and equipment is acceptable for use in specially equipped vehicles if:
2. It does not compromise the effectiveness or integrity of any major safety system. Examples of safety systems include, but are not limited to, compartmentalization, the eight-lamp warning system, emergency exits and the approved color scheme.
3. It does not diminish the safety of the bus interior.
4. It does not create additional risk to students who are boarding or exiting the bus or are in or near the school bus loading zone.
5. It does not require undue additional activity and/or responsibility for the driver.
6. It generally increases efficiency and/or safety of the bus, generally provides for a safer or more pleasant experience for the occupants and pedestrians in the vicinity of the bus and/or generally assists the driver and makes his/her many tasks easier to perform.

IV STANDARDS FOR ALTERNATIVE FUELS FOR SCHOOL BUSES

A. INTRODUCTION

This section is designed to be used as an overview of the alternative fuels being utilized for student school transportation. It is not designed to replace current applicable federal, state, manufacturing or safety specifications that may exceed requirements within this section. There may be advancements in engineering and improvements in equipment fabrication methods and operating practices that differ from those specifically called for in this section. Such deviations or improvements may provide safety and may meet the intent of, and be compatible with, this section. Entities wishing to purchase alternative fuel school buses should use this section only as a starting point. More detailed specifications, including specific design and performance criteria and safety specifications, should be researched by prospective purchasers of alternative-fuel school buses.

B. GENERAL REQUIREMENTS

Alternative fuel school buses shall meet the following requirements:

1. Chassis shall meet all standards previously mentioned in IDAHO SCHOOL BUS STANDARDS.
2. Chassis shall meet all applicable Federal Motor Vehicle Safety Standards (FMVSS).
3. The fuel system integrity shall meet the specified leakage performance standards when impacted by a moving contoured barrier in accordance with test conditions specified in FMVSS No. 301 or No. 303, or with the Canadian Motor Vehicles Safety Standard 301.1, as applicable.
4. Original equipment manufacturers (OEMs) and conversion systems using compressed natural gas (CNG) shall comply with National Fire Protection Association (NFPA) Specification 2013, "Compressed Natural Gas Vehicular Fuel Systems," in effect at the time of installation. Fuel systems using liquefied petroleum gas (LPG) shall comply with NFPA Specification 2014, "Liquefied Petroleum Gases Engine Fuel Systems".
5. Fuel tank(s) for vehicles of less than fifty-four (54) passenger capacity powered by LPG or CNG shall have a minimum 40-gallon capacity. Fuel tank (s) for vehicles of fifty-four (54) or more passenger capacity powered by LPG or CNG shall have a minimum 60-gallon capacity.
6. Natural gas-powered buses may be equipped with an interior/exterior gas detection system. All natural gas-powered buses may be equipped with an automatic or manual fire detection and suppression system.

7. All materials and assemblies used to transfer or store alternative fuels shall be installed outside the passenger/driver compartment.
8. All Types C and D buses using alternative fuels shall meet the same base requirements of IDAHO SCHOOL BUS STANDARDS for passenger load.
9. The total weight shall not exceed the GVWR when loaded to rated capacity.
10. The manufacturer supplying the alternative fuel equipment must provide the owner and operator with adequate training and certification in fueling procedures, scheduled maintenance, troubleshooting and repair of alternative fuel equipment.
11. All fueling equipment shall be designed specifically for fueling motor vehicles and shall be certified by the manufacturer as meeting all applicable federal, state and industry standards.
12. All on-board fuel supply containers shall meet all appropriate requirements of the American Society for Mechanical Engineering (ASME) code, DOT regulations or applicable FMVSSs and NFPA standards.
13. All safety devices that discharge to the atmosphere shall be vented to the outside of the vehicle. The discharge line from the safety relief valve on all school buses shall be located in a manner appropriate to the characteristics of the alternative fuel. Discharge lines shall not pass through the passenger compartment.
14. CNG buses shall have a positive quick-acting (one quarter turn) shut-off control valve shall be installed in each gaseous fuel supply line, as close as possible to the fuel supply containers. The valve controls shall be placed in a location easily operable from the exterior of the vehicle. The location of the valve control shall be clearly marked on the exterior surface of the bus.
15. An electrical grounding system shall be required for grounding of the fuel system during maintenance-related venting.
16. Fuel systems identified as compatible with bio-diesel must be provided with components compatible with Bio-Diesel conforming to the specifications of ASTM Biodiesel Standards.
17. High voltage-powered school buses utilizing a high voltage propulsion system [more than forty-eight (48) nominal volts] shall meet the requirements of FMVSS 305, except for the following:
 - a. The propulsion power source (batteries, fuel cells, etc.) shall be located outside the passenger compartment.
 - b. The propulsion power source enclosure shall be constructed to conform to the power source manufacturer's requirements and recommendations.
 - c. Due to the much larger size and quantities of the propulsion power sources on large vehicles, buses over ten thousand (10,000) pounds are permitted to exceed the 5.0 liter spillage constraint of 49 CFR Part 571.305, S5.1, electrolyte spillage from propulsion batteries, and the requirements to statically rotate the vehicle on its longitudinal axis post-test.

VI SCHOOL BUS WITHDRAWAL FROM SERVICE STANDARDS

The SDE staff shall develop, maintain and periodically distribute out-of-service criteria (a matrix), the basis of which shall be the latest published document from the most recent National Congress on School Transportation. The Out-of-Service Matrix shall be subsequent to input from the Student Transportation Steering Committee, as needed. These standards are intended to ensure that all Idaho school buses are maintained in a safe manner. When inspection of a bus reveals a maintenance condition that is below an out-of-service standard it shall be the duty of the technician performing the inspection to remove the vehicle from service until the discrepancy has been corrected. These standards shall apply to both new and used buses and shall be the criteria used whenever an Idaho school bus is inspected. These standards are to be used whenever a sixty (60) day, Annual or New School Bus Inspection is being performed by state inspectors or district, contractor, or outside contracted maintenance personnel (Section 33-1506, Idaho Code). The Out-of-Service Matrix is located on the SDE website.

VII STANDARDS FOR STUDENT TRANSPORTATION OPERATIONS

A. INTRODUCTION

The success of any school transportation operation depends largely on the performance and degree of dedication displayed by those involved. The school bus is an extension of the class-room and as such, the ride to school should be safe and efficient in an atmosphere conducive to learning readiness. Open and honest communication between all stakeholders is vital for the success of the transportation program. Transportation is critical to the education process, and the school bus is the safest form of transportation. Therefore, transportation to and from school on a school bus shall be offered to all eligible students. Districts or the governing body responsible for student transportation shall have an eligibility policy, which takes safety into account, addressing distances from school for different age groups. If transportation eligibility is maximized, the result will be more students on buses and therefore, safer access to students' educational opportunities. The sole criterion used to establish transportation eligibility should not be only the distance between a student's home address and the student's school of attendance; rather, travel to and from school must take into account various criteria. Safety must be the primary concern, and criteria should take into account the ages of students and potentially hazardous situations, such as roadway and walk pathway conditions, speed limits, railroad crossings, lighting conditions, etc. The criteria should also take into account students' levels of maturity, grade levels, cognitive and physical abilities. Similar criteria should be used in establishing maximum distances between a student's home and the assigned bus stop per district guidelines.

B. SCHOOL TRAVEL CHOICES

1. Children in the United States travel to and from pre-school, school and related activities by a variety of modes. Administrators, parents and students often choose or encourage the use of modes of travel for reasons other than maximizing safety or minimizing risk (e.g., convenience, flexibility, and budget). **It is recommended that all eligible school students be transported in a school bus.**
2. Each travel mode has its inherent risks, which vary from community to community, school to school and program to program, and any shifts from one mode to another can have a marked effect on the overall safety of travel for a particular community, school or program. The goal is to improve safety for all children traveling to and from pre-school, school and related activities and to provide communities with the

information needed to make informed choices that balance their needs and resources.

C. ADMINISTRATION

In compliance with Section 33-1511, Idaho Code, the SDE shall provide the following:

1. Leadership in the development of a comprehensive student transportation program for statewide application.
2. A state supervisor of school transportation with the staff and resources necessary for optimal job performance.
3. A comprehensive school bus operator and school bus technician training program.
4. Frequent visits to local school districts and charter schools to audit, inspect, review and evaluate student transportation programs and financial systems (including reimbursement claim accuracy) and provide direction as necessary. Adequate frequency shall be defined as, at least once every two (2) years.
5. The Director of Student Transportation, based upon results of program reviews, fiscal audits, and spot inspections as set forth in Section 33-1506, Idaho Code will provide school districts a list of required corrective actions, when necessary (Section 33-1511, Idaho Code).
6. Follow-up visits to ensure implementation of corrective action plans. The Director of Student Transportation shall require school districts to submit progress reports on those corrective actions developed by the Director of Student Transportation to the SDE at prescribed intervals until deficiencies are corrected or the corrective actions no longer apply (Section 33-1511, Idaho Code).
7. The Director of Student Transportation may withhold all or a portion of a district's student transportation reimbursement funding in instances of noncompliance with the requirements of Sections 33-1506 or 33-1511(6), Idaho Code.
8. Managing the state's student transportation program to include planning, budgeting, and forecasting requirements for the operation.
9. Collecting and analyzing statistical and financial data.
10. Developing, preparing and organizing manuals, handbooks and written training programs for student transportation personnel.
11. Providing consulting services and assistance to local districts as necessary.

D. LOCAL SCHOOL DISTRICT OR CHARTER SCHOOL ADMINISTRATION

1. The local district or charter responsible for student transportation shall supervise the overall transportation operation within the respective district.
2. Assign adequately trained staff responsible for implementing and/or supervising a comprehensive student transportation program.
3. Ensure compliance with federal and state student transportation laws, regulations and policies, including drug/alcohol testing programs as required in the Omnibus

Transportation Employee Testing Act of 1991, and in compliance with 49 CFR Parts 40 and 382.

E. WRITTEN POLICIES

In compliance with Sections 33-1501 through 33-1512, Idaho Code, the local board of trustees or the governing body will establish and adopt a set of written policies governing the student transportation system, including policies for disabled students. Contracting school districts or charters shall ensure compliance to written policies by student transportation contractors. The district's or charter's written policies shall, at a minimum, include:

1. Student transportation operations, including participation in training programs for all transportation personnel.
2. The evaluation of school bus routes and the periodic evaluation of student transportation personnel. The transportation supervisor or the district's school bus driver trainer shall evaluate a minimum of once per year each route and each driver for the purpose of assessing driver performance and the safety of routes and bus stops (National School Transportation Specifications & Procedures, Identification and Evaluation of School Bus Route and Hazard Marking Systems). The time schedule for pickup and delivery of children shall be followed as accurately as possible. Documentation of the driver and route evaluation shall be retained in the driver's personnel file. The SDE staff shall develop and maintain model evaluation procedures and forms.
3. The investigation and reporting of accidents and other transportation problems. Drivers shall report all school bus accidents to local school authorities and the appropriate law enforcement agency in accordance with Title 49, Chapter 13 of Idaho Code. Subsequent to the accident or incident, a Uniform School Bus Accident/Injury or appropriate Incident Report Form shall be completed by the driver or transportation supervisor and submitted to the SDE within fifteen (15) days.
4. Providing supervision of loading and unloading areas at or near schools during unloading and loading of school buses. Schools shall provide an adequate number of supervisors for the size of the loading area and number of students present and ensure close, continuous and interactive supervision whenever students and/or buses are present in the loading area (Section 33-512(4), Idaho Code).
5. Each school district that provides activity bus transportation for students shall have comprehensive policies and guidelines regarding activity transportation (IDAPA 08.02.02.180).
6. Ensure that instruction in passenger safety, including student participation in practical emergency evacuation drills, is an integral part of the school curriculum. Instruction should comply with state requirements and/or Federal Highway Safety Guideline 17 and with 45 CFR Part 1310, as may be applicable, and should include, but not be limited

to, the following:

- a. At least once each school semester, provide all passengers transported to and from schools in a school bus with instruction in the location and operation of all emergency exits. Also, provide supervised practical emergency exit drills to each student transported to or from schools in a school bus or school activity bus.
 - 1) Each bus route should have a written emergency evacuation plan. This plan should reflect each student's ability to evacuate or help others. Students with disabilities should participate in required evacuation drills and should only be excluded if their participation would present a health risk. Parents should be notified in advance of such barriers to their child's participation. Every effort should be made to ensure that ALL students have a reasonable understanding of the concept of an emergency and how they will exit the bus.
 - 2) The driver and the attendant must be familiar with any equipment in the bus that would aid in an actual evacuation, (e.g., the use of all emergency exits, emergency/fire blankets, webbing cutters, etc.). It is important to enlist the help of school liaisons, parents and other personnel (e.g., physical therapists) to train and help students and staff understand emergency procedures including how to exit the bus safely without the use of their mobility devices and equipment (wheelchair, etc.). Local emergency personnel should be involved in developing the plans, especially if the students transported have complex medical conditions.
 - b. Before departure on each activity trip, provide all passengers transported in a school bus, instruction on the location of all emergency exits and demonstrations of their operation. Instruction should include a general review of safe riding practices, rules and procedures.
 - c. Limit the amount of carry-on items, especially large items such as luggage, coolers, sports/band equipment, etc., in school buses. Aisles and emergency exits in school buses must be kept clear at all times. Any item that is brought on board must be safely stowed and secured away from any aisle or emergency exit. School districts shall develop policy identifying other perceived unsafe items prohibited from being transported in the passenger compartment of a school bus, such as skis, skateboards, large instruments, etc.
7. Ensure compliance with Electronic device regulations, meeting compliance with Federal Motor Carrier Safety Administration Regulations, 49 CFR Part 392.82.
 8. Student transportation operations shall be included in the district's service animals planning. Related training shall be provided to school bus drivers related to district plans (IEP, 504 Plan, definitions, handling, care, emergency evacuations, health certificates, etc.).
- Transporters of pre-school age and older children in vehicles that use seat belt systems minimally should adhere to the following recommendations;
- establish written policies and procedures for procurement, maintenance, cleaning and inspection of seat belt systems)
 - usage training

- retrofitting school buses with seat belt systems; and
- Emergency procedures.
- Develop training and procedures for personnel in the, use, care and upkeep of seat belt systems, and the use of seat belt cutters.

F. ADDITIONAL REQUIREMENTS NOT COVERED UNDER POLICIES

1. Provide the necessary library of resources to ensure that transportation personnel have the proper tools to operate a safe and efficient program. These resources include, but are not limited to:
 - a. Applicable federal, state and local laws, codes and regulations.
 - b. Applicable manuals and guidelines.
 - c. On-line connectivity for access to all internet and other resources.
 - d. Applicable trade journals and organizations' publications.
2. Provide contract management (if applicable). If a private carrier is utilized in a school transportation operation, it is imperative that a clear partnership is established with all parties. Clear expectations and contract review, along with on-going training, communication and practice/procedure development should be developed with a working partnership in mind.

G. PERSONNEL QUALIFICATIONS AND TRAINING

1. Prerequisite Qualifications and Job Descriptions

In compliance with FMCSA Regulations, 49 CFR Part 383, and Sections 33-130, 33-1508, and 33-1509, Idaho Code, the local board of trustees/administration will establish and adopt a set of written prerequisite qualifications and job descriptions governing student transportation personnel, which shall, at a minimum, include:

 - a. Completion of an application form, which includes a personal and occupational history;
 - b. A satisfactory driving record as revealed through pre-employment and annual checks with the state driver licensing division;
 - c. A satisfactory work history as verified through professional references; and
 - d. The ability to manage resources, students and personnel necessary to achieve a desired objective.
2. Insulin-Treated Diabetes Mellitus

In compliance with Federal Motor Carrier Safety Administration Regulations (Parts 381 and 383) and Section 33-1509, Idaho Code, the SDE Student Transportation staff will establish an exemption process governing student transportation personnel diagnosed with insulin-treated diabetes mellitus (ITDM). In considering exemptions, the Department must ensure that the issuance of diabetes exemptions will not be contrary to the public interest and that the exemption achieves an

acceptable level of safety. Applications must be submitted to the SDE Student Transportation staff using the application form.

3. School Bus Driver Training

- a. All new school bus drivers shall complete a prior-approved school bus training program and pass all knowledge tests contained in the SDE school bus driver classroom curriculum. Each new driver shall also be required ten (10) hours of practical training in a school bus with a minimum of six (6) hours of actual behind the wheel training. Each new driver shall perform an emergency evacuation practical and receive a driver evaluation before being allowed to drive a school bus loaded with students. As a support to school district personnel, the SDE staff shall develop and maintain model classroom and behind-the-wheel training methods and resources (Sections 33-1508, 33-1509, and 33-1511, Idaho Code).
- b. All experienced school bus drivers shall complete at least ten (10) hours refresher school bus driver training each fiscal school year. At least three (3) hours of pre-service training shall be provided before school begins in the fall. In addition, at least three (3) in-service training sessions shall be provided during the school year utilizing, at a minimum, thirty (30) minute, topic specific and documented, training blocks.
- c. School districts/contractors shall request documentation of all previous school bus driver training and driving experience, in accordance with Federal Motor Carrier Safety Administration CDL licensing requirements. Documentation of previous training, similar to SBOE training requirements, may be used to comply with new school bus driver training hours. Regardless of any previous out-of-district training, all newly hired school bus drivers shall have sufficient training provided by the hiring district or contractor, along with accompanying documentation, illustrating proficient school bus driving skills. If the district/contractor is unable to obtain documentation of previous school bus driver training, the individual shall complete the training requirements for new school bus drivers. If the applicant has gaps in excess of four (4) years of ongoing school bus driving experience, the individual shall complete the training requirements for new school bus drivers.

4. Student Transportation Personnel File

Each district that operates or contracts student transportation services shall cause to have filed for each school bus driver, in a secure area with limited access, the following information (Sections 33-1506, 33-1508 and 33-1509, Idaho Code):

- a. Copy of original application to drive school bus.
- b. Copy of Medical Examiner's Certificate, along with any applicable waivers.
- c. Historical training records should contain, at a minimum:
 1. Accurate information certifying attendance and satisfactory completion of all state, or district and or company required training; and
 2. Details about all topic specific school bus drivers training supported by a training program agenda, including the number of hours of instruction, date

- of instruction, instructor and drivers signature.
- d. Copy of SDE/Classroom Curriculum tests (11 total) with score of eighty percent (80%) or better. Plus:
 - 1. Classroom Training;
 - 2. Pre-Service;
 - 3. In-Service; and
 - 4. Behind-the-Wheel Training.
- e. Copy of current commercial driver's license.
- f. Copy of annual driving record check in compliance with CDL licensing requirements. The district shall request each fiscal year a driving record check report from the Idaho (or neighboring state or both states, as applicable) State Transportation Department, Motor Vehicles Division, for those individuals who are going to drive a school bus during the current fiscal school year. District/Contractor shall request a copy of a driver records check between July 1 and the first day of regular school (Section 33-701, Idaho Code).
- g. Copy of all annual driver and route evaluations. New drivers shall have a driver evaluation before being allowed to drive a school bus loaded with students.
- h. Copies of a driver emergency evacuation drills shall be maintained for a period of three (3) years.
- 5. Student Transportation Maintenance and Service Personnel
 - a. Each district that operates or contracts student transportation services shall perform maintenance functions on a timely basis consistent with safe transportation and work environments (Section 33-1506, Idaho Code).
 - b. The SDE Student Transportation staff shall develop and maintain student transportation staffing guidelines designed to promote efficiency and cost containment. These guidelines shall be for informational purposes. School districts shall not be financially penalized when falling outside SDE staffing guidelines.

H. VEHICLE OPERATION

All school districts and school bus drivers must meet all operations and performance requirements in conformity with law and with rules and regulations of the Department of Law Enforcement and the SBOE (Section 33-1508, Idaho Code). The board of trustees or its designee shall be responsible for delineating in writing vehicle operations and the duties of bus drivers, which shall, at a minimum, include:

1. The driver shall ensure the safe condition of the school bus by conducting an initial and thorough daily pre-trip/post trip/child check school bus inspection. The district/contractor shall provide drivers with a pre-trip inspection form. The SDE staff shall develop and maintain a model pre-trip/post trip inspection form using nationally recognized criteria for the school bus pre-trip inspection. Each subsequent trip shall require an additional pre-trip school bus inspection, which at a minimum shall ensure

- that all safety equipment is in working order, i.e. brakes, tires, all lighting systems, steering and horn. During post trip inspections, importance should be placed upon locating any sleeping students, articles left on the bus (Idaho CDL Manual, Section 10.2.6), and all defects which shall be reported by the school bus driver.
2. A school bus shall be backed only as a last resort. Buses shall not back to turn around on a public roadway, unless the local board finds there is no alternative to backing buses on certain roads. The local board then, by official action, may allow backing of school buses on certain public roadways (Section 33-1502, Idaho Code).
 3. No passenger shall be permitted to operate the school bus.
 4. The school bus driver shall not allow guns or inflammable or explosive substances such as gasoline to be carried on a school bus. Students are to only carry objects onto the bus that can fit safely within the seat compartment, preferably on the student's lap. The student shall not carry hazardous materials, objects, or animals (with the exception to IEP and 504 Plan service animals) on the bus.
 5. School bus drivers shall properly wear a seat belt whenever the bus is in motion.
 6. School bus doors shall remain closed while the bus is in motion. No school bus shall start in motion before all passengers have been seated. The driver shall require each passenger on the bus to be seated in a manufacturer's school bus passenger seat. No student shall be allowed to stand while the bus is in motion.
 7. School districts shall establish school bus stops in safe locations with at least one-hundred (100) yards clear visibility in both directions, whenever possible, and at least forty (40) feet from intersections, whenever possible. [No motor vehicle shall block an intersection (Section 49-660, Idaho Code). No bus stop shall be established less than one and one-half (1½) miles from the nearest appropriate school except when, in the judgment of the board of trustees, the age or health or safety of the student warrants (Sections 33-1501 and 33-1502, Idaho Code)]. [School districts shall establish policies and procedures for the review of bus stop locations and proximity to registered sex offenders identified residence. Such policies shall include review of bus stop location at least once per year and a minimum distance from such residences.](#)
 8. All school buses shall stop to load/unload passengers at designated bus stops in accordance with the law (Section 49-915 and 49-1422, Idaho Code). The SDE staff shall maintain model student loading/unloading training curriculum, the basis of which shall be in conformity with nationally recognized procedures (National School Transportation Specifications & Procedures). The student shall not leave or board the bus at locations other than the assigned home stop or assigned school unless arrangements for doing so have been approved by appropriate authority. Appropriate authority and the approval process shall be defined in local district policy.
 9. School bus drivers shall load and unload from the right side of the roadway. School bus drivers shall not allow students to cross roadways having more than three (3) lanes for purposes of loading or unloading and shall only load or unload students who live on the right side of such a roadway, except at locations having easily accessible traffic control signals (Section 49-1422, Idaho Code).
 10. When it is necessary for the student to cross the roadway, the driver shall require the

- student to cross twelve (12) feet in front of the bus in accordance with state loading/unloading training curriculum. SDE endorses the joined fingers, open palm, single arm wave and eye contact with the driver for student crossing. Long steady blast of the horn is to be used as a danger signal.
11. School bus drivers shall report the license number of any vehicle, which violates any law endangering school children to his/her immediate supervisor (Section 33-1509, Idaho Code).
 12. Student transportation operations shall be included in the district's crises planning and related training shall be provided to school bus drivers related to district crises plans. School bus drivers shall remain vigilant and report suspicious behavior or conditions which could become harmful to students or be indicative of impending acts of terror. School bus drivers shall be provided training in homeland security awareness.
 13. A driver on a school bus route shall not leave an occupied bus. In case of a breakdown the driver shall request assistance via two-way communication whenever possible. Otherwise, the driver should ask a passing motorist to make contact with the district, send a school bus aide or at least two (2) responsible students to make contact with the district, or wait for help.
 14. Whenever it is necessary for the school bus driver to leave an unoccupied bus or leave the driver's seat of an occupied bus, he/she should shut off the motor, curb the wheels where appropriate, set the brakes and remove the ignition key.
 15. The school bus driver shall give consideration to engine idling during extended wait times. Consideration should be given to varying climate conditions. All buses equipped with an auxiliary heater shall not be allowed to idle for more than three (3) to five (5) consecutive minutes (**exceptions:** pre-trips, passenger stops.) Heater shall be used to provide pre-heated water in the cooling system for starting cold engines as well as providing heat to the passenger compartment during cold weather without running the engine. Reduced idling will reduce student transportation costs and improve air quality. Allowing engines to idle for more than three (3) minutes may cause districts (including contracted districts) to lose funding for purchasing fuel.
 16. All school and activity buses shall stop at all railroad grade crossings in accordance with the law (Sections 33-1508, 49-648 and 49-649, Idaho Code). The SDE staff shall develop and maintain railroad grade crossing training curriculum, the basis of which shall be in conformity with nationally recognized procedures (National School Transportation Specifications & Procedures).
 17. School districts shall limit on-duty and driving time of school bus drivers similar to the limitations imposed by the Federal Motor Carrier Safety Administration regulations for drivers of similar commercial motor vehicles. Drivers shall use FMCSA over-the-road hours-of-service trip logs, a trip agenda, or other trip documentation validating applicable driving hours on all out-of-district trips in excess of ~~one~~two-hundred (~~100~~200) miles (FMCSA Regulations, Hours of Service of Drivers).
 18. At no time shall a driver exceed sixty-five (65) miles per hour or a lesser posted speed limit.

I. STUDENT MANAGEMENT

1. Student transportation is another component in the school district's overall education program. An effective student transportation management program must have the support of the school district administration, school bus drivers, students, and parents. Each school district should institute a comprehensive student-management program that is designed to share the responsibility for student safety and well-being, as well as protecting the interests of all others involved in the program.
2. Every school district which operates a student transportation system shall have a written policy which sets forth the student's right to "due process" when disciplinary action is taken and defines the duties and responsibilities of students when taking advantage of student transportation. The school district's student transportation student management policy, including the duties and responsibilities of students, teachers and drivers shall be in concert with the district's written classroom policies (Section 33-512, Idaho Code).
3. School bus drivers shall establish proper rapport with students. Drivers should instruct students in appropriate behavior in accordance with the district's student management policy. Drivers should be aware that they represent the school system and present a positive image in dress, language, and manner.
4. The SDE staff shall develop and maintain model student management guidelines, suggested rules and regulations in its school bus driver training curriculum.

J. STUDENT ELIGIBILITY

1. Eligible Students
 - a. Student eligibility for state funded student transportation services is defined in Sections 33-1501, 33-1502, and 33-5208, Idaho Code.
 - b. A student with disabilities who's Individualized Education Plan (IEP) requires transportation is eligible for transportation as a related service (IDEA) under the Student Transportation Support Program regardless of distance from the school.
 - c. It is the aim of the SDE staff, in keeping with the "inclusion" concept, to arrange transportation for the student with disabilities as closely as possible to that of the student without disabilities. Whenever possible, students with disabilities will ride with students without disabilities on regular routes.
 - d. Students who attend school at an alternate location as assigned by the local board of trustees may be expected to walk reasonable distances between schools (Section 33-1501, Idaho Code). Transporting or shuttling students between schools or buildings in conjunction with non-reimbursable programs is a non-reimbursable expense and all such mileage shall be documented and tracked as non-reimbursable shuttle miles.
2. Ineligible Students

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 24, 2022**

ATTACHMENT 1

- a. An ineligible student shall be defined as any properly enrolled public school student who does not otherwise meet ridership eligibility by virtue of school or district boundary, distance, age, health, or safety.
 - b. If a school district allows ineligible but properly enrolled public school students on a bus and their presence does not create an appreciable increase in the cost of the bus run, as determined by the SDE staff (in computing to and from school state allocations), the district shall not be penalized.
 - c. Ineligible students may ride existing bus runs, and to and from an existing bus stop, on a "space available" basis provided that neither time, mileage, or other appreciable cost is added as a result of this service. Ineligible students shall be reported as such on the bus ridership count report and are not eligible for additional rider count funding.
 - d. Properly enrolled students living in district of residence but attending school in a non-resident district, under the provisions of Section 33-1402, Idaho Code, Enrollment options, may be transported; however, all related "yellow school bus" mileage shall be reported as non-reimbursable. Exceptions shall be permitted when transporting student(s) to out-of-district school demonstrates cost effectiveness, as determined by the SDE staff, in which case the related mileage shall be reported as reimbursable. Other exceptions include but are not limited to mileage related to provisions of the McKinney-Vento Homeless Assistance Act. In any event, cooperative written agreements, as detailed in Section 33-1402, Idaho Code, shall be required.
3. Non-Public (Private or Parochial) School Students
- The cost of transporting non-public school students must be deducted when submitting the transportation reimbursement claim. Each school district must recover the full cost of transporting non-public school students, and in no event may that cost be determined to be zero (Section 33-1501, Idaho Code).
4. Non-Student Rider
- A non-student rider shall be defined as any transported person who is not properly enrolled in a pre-K through twelve school program. Each school district must recover the full cost of transporting non-students, except that dependent children of young mothers who are properly enrolled in a public school program, SDE student transportation staff, district supervisory personnel and/or administrators and aides may ride on to and from school bus routes. Other persons and teachers who have officially been appointed as chaperones may be allowed on a school bus for field and extracurricular trips. If the local district policy allows, exceptions may be made for passengers other than properly enrolled school students to ride the bus when special circumstances exist and space is available. An appropriate authority must give prior permission before non-students may ride. No eligible transported student is to be displaced or required to stand in order to make room for an ineligible, nonpublic, or non-student rider.

K. STUDENT TRANSPORTATION SUPPORT PROGRAM – FINANCIAL REPORTING

1. Each school district operates motor vehicles of many sizes and types, such as school buses, small and large trucks, cars for administration and driver education, pickups, delivery vans, and other miscellaneous small motor vehicles. All school district vehicle operating costs must be charged to the appropriate individual account or accounts according to their use. Costs for transporting eligible students to and from school or related activities shall be accounted for separately in accordance with SBOE approved procedures (Section 33-1006, Idaho Code, and IDAPA 08.02.02.004.150-190).
2. Section 33-1506, Idaho Code, requires the filing of inspections to the SDE of all school buses as defined in Section 33-1504 and 49-120 (5), Idaho Code. School buses shall not be removed from inventory to comply with Section 33-1506, Idaho Code, unless the bus is being decommissioned in accordance with Section 49-1422, Idaho Code.
3. Accurate mileage records shall be kept for reimbursable and non-reimbursable programs so eligible and non-eligible miles can be accurately determined. No indirect costs are allowed. Financial supporting documents shall be maintained throughout the fiscal year for each program category for audit purposes.
4. Annual odometer readings (end of day, June 30, or start of day, July 1) on all district owned or contracted “yellow school buses” used to transport students to and from school or related activities shall be annually submitted to the SDE staff upon request. No “yellow school bus” used to transport public school students shall be excluded.
5. School districts shall annually report all miles linked to a “yellow school bus” as reimbursable or non-reimbursable on Schedule C of the Student Transportation Reimbursement Claim Form.
6. Revenues generated from the use or lease of a district owned “yellow school bus” shall be reported as follows:
 - a. When the revenues correlate to reported “reimbursable” miles and their related costs, the revenue shall be reported on the student transportation reimbursement claim form under revenues received.
 - b. When the revenues correlate to reported “non-reimbursable” miles and their related costs, the revenue shall not be reported.
7. Each school district operating a student transportation system will maintain accurate records of operations including runs, run mileage, categorized bus mileage, student rider counts and other related costs on uniform record-keeping forms provided by the SDE staff.
8. The SDE Student Transportation staff shall conduct on-site spot inspections of school district student transportation operations at a frequency adequate to ensure compliance with state law, accuracy of data and reimbursement claims, and safety of school buses. Priority for selecting districts for review and audit shall be given to those districts that exceed both the most recent annual state average reimbursable cost per mile and the state average reimbursable cost per rider as calculated by the Department, unless the Supervisor of Student Transportation determines otherwise (Section 33-1511, Idaho Code). Adequate frequency shall be defined as, at least once

- every two (2) years.
9. The SDE Student Transportation staff shall, subsequent to on-site review and spot inspection, provide school district with a list of required corrective actions, as necessary. School districts shall submit to the SDE written corrective action plans at prescribed intervals until deficiencies are corrected or the corrective action no longer applies (subject to the provisions of Section 33-1511, Idaho Code).
 10. The SDE shall annually review school district student transportation claims and make available analyses of reported and adjusted costs, including specific cost trends, to individual school districts and charter schools in a secure website location or published document.
 11. Information will be made available to the SDE staff for audit purposes upon request. Information will be compiled and retained for a minimum of four (4) years, including the current fiscal year (Section 33-1006, Idaho Code).
 12. Districts will be notified of the outcome of the review. The notification document will include an appeals due date by which, if the district does not agree with the findings of the review, a written appeal may be filed by the district. The appeal shall include (additional) documentation the district wants SDE to consider as part of the appeals review. Upon further review of the appeals documentation, SDE may make adjustments to the review findings.

L. ADMINISTRATIVE AND PROGRAM OPERATION COSTS

1. The school district administrative reimbursement will be seven and one-half percent (7.5%) of all approved reimbursable operation costs for transporting students except administration costs, depreciation, and contracted services, as reported to the SDE staff on the Annual Student Transportation Claim for Reimbursement (Schedule B); or actual administrative costs, program operation costs, operation of plant, maintenance of plant, fixed costs, and other student transportation costs identified in Section 33-1006, Idaho Code, which are directly related, charged and reported as transportation costs to the SDE staff on the Annual Student Transportation Claim for Reimbursement (Schedule A).
2. Districts will be permitted flexibility in scheduling bus routes; however, before-school and after-school activity or other program busing that result in duplicating transportation service to a geographic area is not reimbursable, except that the Idaho Reading Indicator (IRI) shall be reimbursable under the Student Transportation Support Program.
3. All academic summer programs will be non-reimbursable under the Student Transportation Support Program, except transportation costs for Migrant Summer School, IRI and Extended Reading Intervention, Special Needs programs will be reimbursable.

4. The SDE staff shall develop support staffing (supervisor, driver trainer, secretary/dispatcher, etc.) and school bus inventory guidelines for school district student transportation operations.
5. The district will maintain accurate records of all bus routes and runs, including rider counts, mileage and other related operation and vehicle maintenance costs (Section 33-1006, Idaho Code). A “route” is defined as anything one bus does during the morning (a.m. route), midday (noon route), or afternoon (p.m. route) and may be comprised of one or more morning, midday, or afternoon to – from school “run(s).” SDE staff shall require school districts to submit tri-annually a data specific “route report” including but not limited to, number of riders. Additionally, for purposes of equity and accuracy, school districts shall take ridership counts on specific dates and frequency [minimum of ten (10) counts per school year] annually set by SDE staff, which shall be reported and submitted in a format approved by SDE staff.
6. If the local board of trustees authorizes the use of school buses to transport students to and from school-sponsored activities or field trips, the local board will use school buses that are in safe mechanical condition. No school bus shall be operated, loaded, or equipped in such a way as to constitute a hazard to the safety of the students being transported. School bus emergency egress systems shall remain operable and the bus aisle shall remain clear of obstruction while students are being transported (Section 33-1506, Idaho Code).
7. If the local board of trustees authorizes the use of non-conforming vehicles to transport students to and from school-sponsored activities or field trips, the local board will use vehicles that are in safe mechanical condition. No non-conforming vehicle shall be operated, loaded, or equipped in such a way as to constitute a hazard to the safety of the students being transported.

The district shall maintain accurate records of all trips in all school buses and non-conforming vehicles used in the transportation of students and transportation personnel, including the purposes of the trip, mileage and operation and vehicle maintenance costs. An annual odometer reading will be taken at the end of each fiscal school year (June 30) on all district owned vehicles used in the transportation of students. The district shall reconcile annual mileage reports with all recorded reimbursable and non-reimbursable program miles. School districts that contract for student transportation services shall report all reimbursable and non-reimbursable program miles. The district shall maintain accurate mileage records of all trips in all district owned non-conforming vehicles used for shuttling school bus drivers to and from their school buses for purposes of efficiency and cost containment. The district shall maintain accurate mileage records of all trips in all district-owned shop trucks and supervisor/trainer cars used in support of yellow school buses to repair school buses, deliver parts, and check road/route/bus stop conditions. Support mileage will be tracked separately and reimbursed at the State Board of Examiners rate established at the beginning of each school year. Mileage for transportation personnel home-to-work-to-home that is not cost effective in lieu of using a bus for home-to-work-to-home; or mileage in vans or other nonconforming vehicles used to transport students is non-

reimbursable. Field trips will be reimbursable when miles traveled by "yellow school buses" are approved school activities that are an integral part of the total education program, are class-curriculum driven and grade affected, occur during the regular school week and school year and extend not more than ~~one~~^{two} hundred (~~100~~²⁰⁰) miles beyond the boundaries of the state. (See SDE Field Trip Flow Chart and SISBO (Standards For Idaho School Buses & Operations for examples. Ref.

<http://sde.idaho.gov/academic/standards/>) Mileage related to visits to colleges and universities is considered reimbursable field trip mileage if such visits are part of the school district college advising and mentoring plan. Mileage needs to be tracked as such. Field trips that are for non-graded student performance, social, recreational, competition, or reward purposes or incorporate overnight lodging or occur outside the regularly-scheduled (4 or 5 day) school week are not reimbursable, except that a local, non-competitive performance event held within the school district (e.g., musical performance) shall be reimbursable. The costs of transporting athletes or students to and from extracurricular activities are not reimbursable.

For all activities reimbursable under the transportation support program described above, any costs associated with the operation of non-SDE IBUS inventoried vehicles shall be removed from the total costs. Pursuant to Section 33-1006 (1), Idaho Code, non-SDE IBUS inventoried vehicles are not subject to SDE transportation program safety inspections, and therefore cannot be covered under the transportation support program. Costs associated with non-SDE IBUS inventoried vehicles shall be removed by pro-rating the percentage of total student transportation miles on non-SDE IBUS inventoried vehicles to the total student transportation fleet miles.

8. Shuttle trip mileage for educational programs is reimbursable, but shuttle trips between schools for extracurricular activities or at student request are not reimbursable. Activity buses that take students and/ or athletes home after regular school hours are non-reimbursable miles.
9. Maintenance mileage is reimbursable if tracked and identified as such on the claim form. Examples of maintenance mileage are taking buses to and from repair facilities and test drives of buses after repairs.
10. Training mileage is reimbursable if tracked and identified on the claim form. Training mileage pertains to mileage incurred for new and existing drivers' behind the-wheel and in-service training.

M. SAFETY BUSING

All school districts submitting applications for safety busing reimbursement approval shall have established a board policy for evaluating and rating all safety busing requests and shall have on file a completed measuring or rating instrument for all submitted requests (which shall include a break off point and ad hoc committee). The SDE 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 safety busing locations. School districts receiving state reimbursement of costs associated with safety busing will re-evaluate all safety busing sites at intervals of at least every three (3) 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 will be contingent on the application for safety busing being received by the SDE Student Transportation staff on or before March 1 of the school year in which the safety busing began.

N. CONTRACT FOR TRANSPORTATION SERVICES

1. School districts and charter schools that contract for services shall follow Section 33-1510, Idaho Code, and its requirements to obtain services.
2. School districts that contract shall require contractors to accurately track all mileage related to student transportation and said mileage shall not be considered to be proprietary. However, mechanisms and methodologies used in calculating actual costs for purposes of bidding (using district non-proprietary route mileages and route data) may be proprietary (Section 9-340d, Idaho Code).
3. School districts that contract for the provision of student transportation services must report actual contractual costs to SDE for reimbursement on the annual Student Transportation Reimbursement Claim form (Schedule C). In addition, school districts that contract for the provision of student transportation services may also report the costs of employing not more than one transportation contract manager for the administration of multiple transportation contracts for reimbursement on the annual Student Transportation Reimbursement Claim form (Schedule A). Notwithstanding, the total reimbursement to school districts that contract for the provision of student transportation services shall not exceed the limits provided under Idaho law (Section 33-1006(5), Idaho Code).
4. School districts that contract student transportation services and also operate a district-owned student transportation program may submit specific costs related to district salaries benefits, purchased services, supplies, etc. (Schedule A or Schedule B) when the costs can be reconciled to district-owned and operated school buses.
5. Accurate mileage and contract costs (reimbursable and non-reimbursable) must be reported and submitted annually. School districts that contract shall require contractors to accurately track all mileage related to student transportation.
6. Contracting school districts shall be responsible for determining and reporting reimbursable and non-reimbursable trip mileage and shall be able to reconcile all mileage to contractor invoices.

O. LEASING DISTRICT-OWNED BUSES

School districts will develop and use a policy approved by the local board of trustees delineating responsibility and use of rental or leased buses. Any costs to the district will not be reimbursable under the Transportation Support Program. A school district that allows a school bus to be operated by a non-district employee as part of a lease or rental agreement might not be insured under the terms of its insurance policy. Therefore, districts will maintain adequate liability insurance coverage on rented or leased buses and shall notify its insurance carrier when renting or leasing a school bus and shall request written confirmation of continued insurance coverage during the particular circumstances of the rental or lease arrangement. Districts will maintain accurate records on all district-owned leased buses, including mileage, to whom leased and revenues received (Section 33-1512, Idaho Code).

P. INELIGIBLE VEHICLES

Costs incurred when transporting students in any vehicle that does not meet all SBOE, state and federal standards for a school bus will not be reimbursable within the Transportation Support Program, except as permitted in Section 33-1006, Idaho Code.

Q. LIABILITY INSURANCE

1. Every policy or contract of insurance or comprehensive liability plan for each contractor-owned school bus shall provide that the insurance carrier pay on behalf of the insured local school district to a limit of not less than \$500,000 per person limited to \$3,000,000 for bodily or personal injury, death, or property damage or loss as the result of any one occurrence or accident, regardless of the number of persons injured or the number of claimants (Section 33-1507, Idaho Code).
2. Every policy or contract of insurance or comprehensive liability plan for each district-owned school bus will provide that the insurance carrier pay on behalf of the insured local school district to a limit of not less than \$500,000 for bodily or personal injury, death, or property damage or loss as the result of any one occurrence or accident, regardless of the number of persons injured or the number of claimants (Sections 6-924 and 33-1507, Idaho Code).

R. NON-TRADITIONAL EDUCATIONAL PROGRAMS

Costs of transporting students for purposes of accessing alternate, special or unique educational programs outside normal school hours or outside the normal school year are not reimbursable. However, districts will not be financially penalized for incorporating the

transportation of ineligible student riders into a reimbursable educational run when there is no subsequent appreciable increase in the allocation of transportation resources.

S. CAPITAL INVESTMENT

Purchase of school buses with approved reimbursable options and two-way voice communication radios installed in a new bus will be the only capital investment items allowed in the reimbursement program. Reasonable cellular telephone basic service contract costs and reasonable repeater service contract costs are reimbursable. No more than two (2) basic cellular telephone service contracts will be allowed per school district. Reimbursement for basic cellular telephone service contract costs in excess of two (2) must have prior approval. Mobile cellular telephone, additional cellular airtime, roaming and long distance charges are non-reimbursable costs. The cost of a cellular telephone may be reimbursable when the cost is in-lieu of a hard-wired two-way voice radio.

T. DEPRECIATION

1. Buses will be placed on a depreciation schedule after they have been inspected by SDE staff, delivered to the district, mileage reported from the district to SDE and entered into IBUS. When a bus is sold or traded prior to its life expectancy according to the district's SDE generated depreciation schedule, the district shall forfeit an amount equal to total depreciation received, minus depreciation calculated at straight-line method, plus fifty percent (50%) of the projected depreciation amount for the year in which the bus is sold or traded. Emergency circumstances resulting of property loss (school bus) or documented high maintenance costs ("lemon bus") may exempt a school district from this penalty (Section 33-1006, Idaho Code).
2. Before any newly acquired school bus is used for transporting students, it shall be inspected by a duly authorized representative of the SDE (Section 33-1506, Idaho Code).
3. Depreciation Ineligibility
Any used school bus purchased by a district will not be eligible for depreciation if the bus is over five (5) years old, using the body manufacturers and state inspection fiscal year dates. Used school buses new to the state no older than five (5) years will be placed on the district's depreciation schedule, using an accelerated declining balance method of calculating depreciation, which shall include a percentage rate equal to one, divided by the remaining years life expectancy of the bus [according to a life expectancy of ten (10) years], multiplied by two (2). Used bus depreciation maximums will be based on used bus values in the most current Yellow School Bus Book.
4. Depreciation Standards
In order to be eligible for depreciation and operation costs a school bus must meet all federal and Idaho minimum construction standards and SBOE. Further, the bus shall be

assigned and used daily on to/from school routes, except those new buses purchased for spare, activity and field trip purposes may be placed on the district's depreciation schedule if they are also used on to/from school routes.

5. Retrofit Standards

- a. Any vehicle that has been retrofitted to be used as a school bus will meet current Idaho minimum construction standards.
- b. Any school bus that undergoes a partial retrofit will meet current Idaho minimum construction standards applicable to the retrofitted part(s).

6. Size Categories

All school buses will be categorized by actual capacity as follows:

- a. 85 or more students
- b. 73 - 84 students
- c. 59 - 72 students
- d. 47 - 58 students
- e. 35 - 46 students
- f. 20 - 34 students
- g. 01 - 19 students

7. Basic Bus

The SDE Student Transportation staff shall write bid specifications for the purpose of defining Idaho's basic school bus(es) and shall advertise for an indefinite contract, indefinite quantity bid. The bid award shall be used to establish a "depreciation reimbursement benchmark" for statewide district school bus purchases for specific size categories. For purposes of depreciation reimbursement, add-on bus component costs may be allowed specific to school district needs that are in accord with Section 33-1006, Idaho Code (Sections 33-601, 67-2803, and 67-2806, Idaho Code).

8. Life Expectancy

For depreciation purposes, all school buses will be categorized according to size and depreciated according to a twelve (12) year life expectancy or a life expectancy based on use and mileage, whichever is most advantageous to the school district (see SDE "Depreciation Calculator"). Lift-equipped buses will be categorized for purchase and depreciation purposes as if they had full seating capacity. The cost of activity bus options (e.g., air conditioning, athletic passenger seats, interior overhead storage compartments, etc.) will not be included when calculating depreciation.

9. Twelve Year Depreciation

The school bus depreciation schedule within the allowable costs of the Student Transportation Support Program, for school buses with life expectancy of twelve (12) years will be determined by using an accelerated declining balance method of calculating depreciation [declining balance schedule to include a percentage rate of 16.67 percent per year for useful life expectancy of twelve (12) years] (Section 33-1006, Idaho Code).

10. Use and Mileage Depreciation

The school bus use and mileage depreciation schedule within the allowable costs of the Student Transportation Support Program will be determined by using an accelerated

declining balance method of calculating depreciation (use and mileage declining balance schedule to include a variable percentage rate triggered by use and mileage categories as defined by the SDE Student Transportation staff). (See SDE "Depreciation Calculator.")

11. Purchase Price

- a. The purchase price of each bus will include the total chassis, body, special equipment, freight costs, pre-delivery inspection fees and any other costs directly related to acquiring the bus within the constraints of Idaho's basic bus specifications, indefinite contract/quantity bid award and Idaho Code. Costs of non-reimbursable options will be subtracted for purposes of calculating the district's reimbursable bus depreciation, as necessary (Sections 33-1006 and 33-1506, Idaho Code).
- b. Purchasers shall follow best practices for bidding school buses as outlined by SDE and published on the SDE website.
- c. Any or all bid quotations may be rejected by the school district; however, all bid prices will be evaluated and adjusted as necessary by the SDE Student Transportation staff. The lowest responsive and responsible bid will be used in calculating the district's depreciation reimbursement. Verifiable differences in school bus construction quality may be justification for bid rejection (Section 33-601, Idaho Code).
- d. If a school district chooses to purchase from a contract previously bid by the state of Idaho, one of its subdivisions, or an agency of the federal government as outlined above, the original bid solicitation advertisement shall include the public agency clause:

"Public Agency means any city or political subdivision of this state, including but not limited to counties; school districts; highway districts; port authorities; instrumentalities of counties; cities or any political subdivision created under the laws of the State of Idaho."

Terms, conditions, and contract prices shall be extended to State of Idaho agencies, departments, divisions, bureaus, universities, institutions, and so forth as per the specifications of the contract. Contract prices, terms, and conditions may be extended to other public agencies as defined in Section 67-2327 of the Idaho Code. The original bid advertisement shall call for an amount of indefinite buses.

- e. If a school district chooses to purchase from a contract previously bid the state of Idaho, one of its subdivisions, or an agency of the federal government as outlined above, the procurement of the property shall fall under Section 67-2803, Idaho Code which reads:

- 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;

Duplication of the price and substance of a contract for like goods or services shall

mean the purchase of an identical bus for an identical price, with no exceptions to the features of the property and the price of the property.

Modifications made to the features and /or the price of the property will void the contract previously bid by state or its political subdivisions. The date of the subsequent purchase shall not exceed 365 days from the date of the original purchase.

12. School Bus Delivery Costs

- a. The SDE Student Transportation staff may consider (subject to the constraints of Idaho's basic bus specifications, indefinite contract/quantity bid award and Idaho Code) Freight on Board (FOB) district bus delivery costs reflected in school district bid specifications and subsequent vendor invoice to be considered part of the bus purchase price for purposes of depreciation reimbursement.
- b. Districts will not report any new school bus delivery mileage on the Student Transportation Reimbursement Claim form. Districts will record the initial mileage on all new school buses delivered to the district and will track and record all subsequent mileage for purposes of reimbursement.

13. Non-reimbursable Costs

No finance charges, leases, rent, or interest will be included in the purchase price. These are not reimbursable costs on the depreciation schedule. A school district that leases a school bus on a short-term emergency basis must receive prior approval, for purposes of reimbursement.

14. Inoperable Bus

Any school bus that is wrecked, sold, inoperable, or for any other reason does not or cannot meet all federal, state and SBOE construction and operational standards will be removed from the depreciation schedule. Revenues received subsequent to an insurance claim, associated with any district owned vehicle that receives state student transportation reimbursement consideration, shall be reported on the student transportation reimbursement claim form under revenues/reimbursements received or as a credit to the district's parts and supplies budget account.

15. Bus Trade-In

Trade-in values reflected in district bid specifications and subsequent invoicing will not be subtracted from the purchase price of the new bus for purposes of depreciation reimbursement.

U. DEPRECIATION ACCOUNT

1. All school bus depreciation money received by school districts from the state shall be placed into a separate account and used only for the purchase of school buses. Any revenue received by the school district subsequent to the sale of any used school bus will be placed into a separate account and used only for the purchase of school buses. Trade-in values reflected in district bid specifications and subsequent invoicing will not be subtracted from the purchase price of the new bus for purposes of depreciation reimbursement.

2. School districts shifting from district-owned to contracted transportation programs may use the funds previously placed into the bus depreciation account for any expenses pertaining to running a contracted transportation program.

V. PROGRAM SUPPORT

1. The SDE staff shall develop a “best practice” model and cost containment guidelines for school district student transportation operations, which shall include school bus lifecycle costing and school bus replacement models based on mileage, age and use criteria.
2. Purchasers shall follow best practices for bidding procedures as outlined by SDE and published on the SDE website.

W. REIMBURSEMENT/NON-REIMBURSEMENT MATRIX

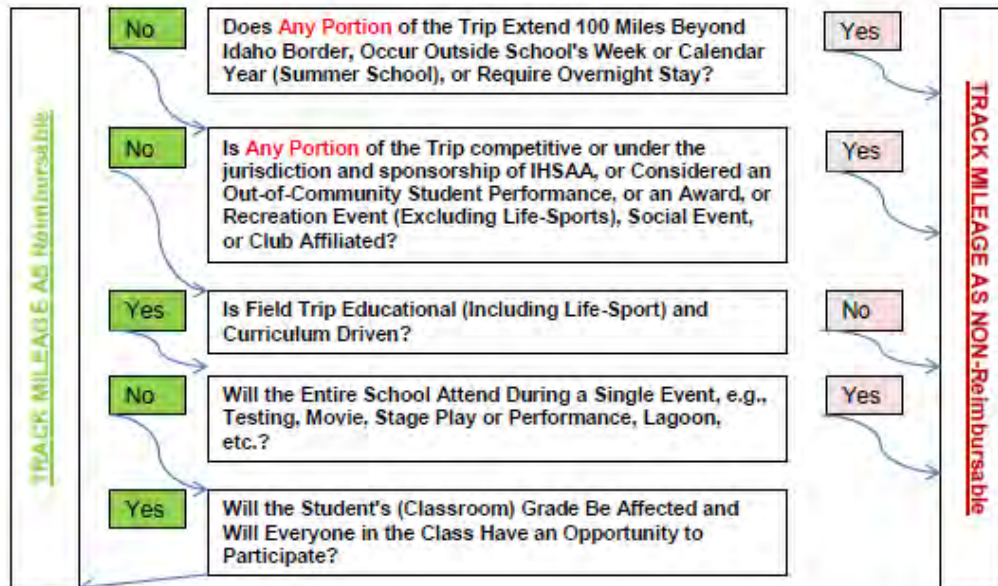
The SDE will, as a matter of policy, periodically publish and distribute a reimbursement matrix [of State Board of Education approved eligible reimbursements and rates of reimbursements](#).

X. APPEALS AND WAIVERS

1. The SBOE may grant a waiver of any rule not required by state or federal law to any school district upon written request, as provided in IDAPA 08.02.01.001. Written requests for such a waiver shall be submitted to the SDE Student Transportation staff using the waiver request form. The SDE staff shall submit the waiver request to the SBOE, along with any appropriate recommendation(s). All waiver requests must include supporting rationale and detailed justification for the request. The Board will not grant waivers of any rule required by state or federal law. State and federal law includes case law (including consent decrees), statutes, constitutions, and federal regulations.
2. A school district may appeal the application of the one hundred three percent (103%) limit on reimbursable costs to the SBOE, as provided in Section 33-1006(5), Idaho Code. Appeals must be submitted to the SDE Student Transportation staff using the appeal application form. The SDE shall submit the appeal to the SBOE, along with any appropriate recommendation(s). All appeals must include supporting documents demonstrating qualifying hardship bus runs (Section 33-1006, Idaho Code).

Appendix A

SDE Field Trip Flow Chart



All allowable costs (salaries, benefits, fuel, etc.) associated with all field trips and activity trips (reimbursable or non-reimbursable) taken on "yellow school buses" should be reported on the Student Transportation Reimbursement Claim Form. Cost associated with **lodging and meals for drivers while on field trips are non-allowable costs** and should be posted to a non-reimbursable account or sub-account (e.g., 100-682410-000 or 100-681410-001) and should NOT be reported on the Student Transportation Reimbursement Claim Form.

Revenues received from non-reimbursable field trips and/or leases should be posted to a plant facility fund for the replacement of school buses. Revenues received from reimbursable field trips should be reported on the Student Transportation Reimbursement Form under "Other Revenues Received."

Mileage related to visits to colleges and universities is considered reimbursable field trip mileage if such visits are part of the school district college and career advising and mentoring plan. Mileage needs to be tracked as such.

Shuttle trip mileages for educational programs are reimbursable miles, but shuttle trips between schools for extracurricular activities or at student request are not reimbursable. Activity buses that take students and/or athletes home after regular school hours are non-reimbursable miles.

Maintenance mileage is reimbursable if tracked and identified as such on the claim form. Examples of maintenance mileage are taking buses to and from repair facilities and test drives of buses after repairs.

Training mileage is reimbursable if tracked and identified on the claim form. Training mileage pertains to mileage incurred for new and existing drivers' behind-the-wheel and in-service training.

Revised October 2017

08.02.02 – RULES GOVERNING UNIFORMITY

000. LEGAL AUTHORITY.

All rules in IDAPA 08.02.02, “Rules Governing Uniformity,” are promulgated pursuant to the authority of the State Board of Education under Article IX, Section 2 of the Idaho Constitution and under Sections 33-105, 33-107, 33-116, and 33-1612, Idaho Code. Specific statutory references for particular rules are also noted as additional authority where appropriate. (3-15-22)

001. SCOPE.

Uniform standards and governance by the State Board of Education pertinent to Teacher Certification, School Facilities, Accreditation, Transportation, School Release Time, Driver’s Education and Juvenile Detention Centers. (3-15-22)

002. -- 003. (RESERVED)

004. INCORPORATION BY REFERENCE.

The State Board of Education adopts and incorporates by reference into its rules: (3-15-22)

01. Standards for Idaho School Buses and Operations as approved on ~~November 15, 2017~~ August 24, 2022. The Standards for Idaho School Buses and Operations are available at the Idaho State Department of Education, 650 W. State St., Boise Idaho, 83702 and can also be accessed electronically at <https://boardofed.idaho.gov>. (3-15-22)

02. Operating Procedures for Idaho Public Driver Education Programs as approved on June 16, 2016. The Operating Procedures for Idaho Public Driver Education Programs are available at the Idaho State Department of Education, 650 W. State St., Boise, Idaho, 83702 and can also be accessed electronically at <https://boardofed.idaho.gov>. (3-15-22)

005. -- 006. (RESERVED)

007. DEFINITIONS.

01. Clinical Experience. Guided, hands-on, practical applications and demonstrations of professional knowledge of theory to practice, skills, and dispositions through collaborative and facilitated learning in field-based assignments, tasks, activities, and assessments across a variety of settings. Clinical experience includes field experience and clinical practice as defined in this section. (3-15-22)

02. Clinical Practice. Student teaching or internship opportunities that provide candidates with an intensive and extensive culminating field-based set of responsibilities, assignments, tasks, activities, and assessments that demonstrate candidates’ progressive development of the professional knowledge, skills, and dispositions to be effective educators. Clinical practice includes student teaching and internship. (3-15-22)

03. Credential. The general term used to denote the document on which all of a person’s educational certificates and endorsements are listed. The holder is entitled to provide educational services in any and/or all areas listed on the credential. (3-15-22)

04. Endorsement. Term used to refer to the content area or specific area of expertise in which a holder is granted permission to provide services. (3-15-22)

05. Field Experience. Early and ongoing practice opportunities to apply content and pedagogical knowledge in Pre-K-12 settings to progressively develop and demonstrate knowledge, skills, and dispositions. (3-15-22)

06. Individualized Professional Learning Plan. An individualized professional development plan

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 24, 2022

ATTACHMENT 2

based on the Idaho framework for teaching evaluation as outlined in Section 120 of these rules to include interventions based on the individual's strengths and areas of needed growth. (3-15-22)

07. Institutional Recommendation. Signed form or written verification from an accredited institution with a state board approved educator preparation program stating that an individual has completed the program, received a basic or higher rating in all components of the approved Idaho framework for teaching evaluation, has an individualized professional learning plan, has demonstrated the ability to produce measurable student achievement or student success, has the ability to create student learning objectives, and is ~~now being~~ recommended for state certification. Institutional recommendations must include statements of identified competency areas and grade ranges. Institutional Recommendation for administrators must additionally include a competency statement indicating proficiency in conducting accurate evaluations of instructional practice based upon the state's framework for evaluation as outlined in Section 120 of these rules. (3-15-22)

08. Internship. Full-time or part-time supervised clinical practice experience in Pre-K-12 settings where candidates progressively develop and demonstrate their knowledge, skills, and dispositions. (3-15-22)

09. Local Education Agency (LEA). An Idaho public school district or charter school pursuant to Section 33-5203(8), Idaho Code. (3-15-22)

10. Paraprofessional. A noncertificated individual who is employed by a local education agency to support educational programming. Paraprofessionals must work under the direct supervision of a properly certificated staff member for the areas they are providing support. Paraprofessionals cannot serve as the teacher of record and may not provide direct instruction to a student unless the paraprofessional is working under the direct supervision of a teacher. (3-15-22)

a. To qualify as a paraprofessional the individual must have a high school diploma or general equivalency diploma (GED) and: (3-15-22)

i. Demonstrate through a state board approved academic assessment knowledge of and the ability to assist in instructing or preparing students to be instructed ~~as applicable to~~ in the academic areas they are providing support in; or (3-15-22)

ii. Have completed at least two (2) years of study at an accredited postsecondary educational institution; or (3-15-22)

iii. Obtained an associate degree or higher level degree; demonstrate through a state board approved academic assessment knowledge of and the ability to assist in instructing or preparing students to be instructed ~~as applicable to~~ in the academic areas they are providing support in. (3-15-22)

b. Individuals who do not meet these requirements will be considered school or classroom aides. (3-15-22)

c. Duties of a paraprofessional include, but are not limited to, one-on-one tutoring; assisting in classroom management; assisting in computer instruction; conducting parent involvement activities; providing instructional support in a library or media center; acting as a translator in instructional matters; and providing instructional support services. Non-instructional duties such as providing technical support for computers, personal care services, and clerical duties are generally performed by classroom or school aides, however, this does not preclude paraprofessionals from also assisting in these non-instructional areas. (3-15-22)

11. Pedagogy. Teaching knowledge and skills. (3-15-22)

12. Portfolio. An organized collection of artifacts that demonstrates an individual's performance, growth, and/or reflection regarding their professional practice, in alignment with the applicable professional standards used for evaluation. (3-15-22)

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13. Practicum. Full-time or part-time supervised, industry-based experience in an area of intended career technical education teaching field to extend understanding of industry standards, career development opportunities, and application of technical skills. (3-15-22)

14. Semester Credit Hours. Two (2) semester credit hours are equivalent to three (3) quarter credit hours. (3-15-22)

15. Student Learning Objective (SLO). A measurable, long-term academic growth target that a teacher sets at the beginning of the year for all student or for subgroups of students. SLOs demonstrate a teacher's impact on student learning within a given interval of instruction based upon baseline data gathered at the beginning of the course. (3-15-22)

16. Student Teaching. Extensive, substantive, and supervised clinical practice in Pre-K-12 schools for candidates preparing to teach. (3-15-22)

17. Teacher Leader. A teacher who facilitates the design and implementation of sustained, intensive, and job-embedded professional learning based on identified student and teacher needs. (3-15-22)

18. Teacher of Record. The teacher who is primarily responsible for planning instruction, delivering or supervising the instruction provided to a class of students, assessing student performance, and designating final grades. (3-15-22)

008. -- 011. (RESERVED)

012. ACCREDITED INSTITUTION.

For purposes of educator certification, an accredited school, college, university, or other educator training institution is considered by the Idaho State Board of Education to be one that is accredited by a regional accrediting association recognized by the State Board of Education or an alternative or non-traditional model approved by the State Board of Education. (3-15-22)

013. CERTIFICATION OF TEACHERS TRAINED IN FOREIGN INSTITUTIONS.

An educator having graduated from a foreign institution educator preparation program shall be considered an out of state applicant for certification purposes and may be issued a nonrenewable, three (3) year interim certificate. The applicant must provide transcripts and/or credentials that have been translated and evaluated by an approved evaluation service. (3-15-22)

014. CERTIFICATES ISSUED TO APPLICANTS FROM REGIONALLY ACCREDITED INSTITUTIONS.

Idaho certificates may be issued to applicants completing educator preparation programs from regionally accredited institutions recognized by the state board of education meeting requirements for certification or equivalent in other states when they substantially meet the requirements for a standard Idaho educator certificate. (3-15-22)

015. IDAHO EDUCATOR CREDENTIAL.

All standard educator certificates are valid for five (5) years and are renewable, subject to the applicable renewal requirements set by the state board of education and any applicable conditions applied to an individual's certificate by the professional standards commission. (3-15-22)

01. Standard Instructional Certificate. A Standard Instructional Certificate makes an individual eligible to teach all grades, subject to the grade ranges and subject areas of the valid endorsement(s) attached to the certificate. A standard instructional certificate may be issued to any person who has a baccalaureate degree or higher from an accredited college or university and who meets the following requirements: (3-15-22)

a. Minimum Credit Hours. Earned a minimum of twenty (20) semester credit hours in the philosophical, psychological, methodological foundations, instructional technology, and in the professional subject matter of education, which shall include demonstration of competencies as specified in the Idaho comprehensive

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literacy plan; and

(3-15-22)

b. Student Teaching. Complete a minimum of ten (10) undergraduate or six (6) graduate semester credit hours, of student teaching; and

(3-15-22)

c. Complete a state board approved educator preparation program and receive an institutional recommendation from the program specifying the grade ranges and subjects for which the applicant is eligible to receive an endorsement;

(3-15-22)

i. To receive endorsement in two (2) fields of teaching, preparation must consist of completion of at least thirty (30) semester credit hours; in one (1) field of teaching, and completion of at least twenty (20) semester credit hours; in a second field of teaching.

(3-15-22)

ii. To receive endorsement in (1) field of teaching, preparation must consist of completion of at least forty-five (45) semester credit hours; in a single subject area;

(3-15-22)

d. Meet or exceeded the state qualifying score on the state board approved content area and pedagogy assessments.

(3-15-22)

02. Standard Pupil Service Staff Certificate. Persons who serve as school counselors, school psychologists, school social workers, and school nurses are required to hold the Standard Pupil Service Staff Certificate; with the respective endorsement(s) for which they qualify. Persons who serve as a speech-language pathologist, school audiologist, occupational therapist, or physical therapist may be required, as determined by the local educational agency, to hold the a Pupil Service Staff Certificate with respective endorsements for which they qualify.

(3-15-22)

a. School Counselor Endorsement. To be eligible for a School Counselor endorsement, a candidate must have satisfied the following requirements.

(3-15-22)

i. Hold a master's degree and provide verification of completion of an approved program of graduate study in school counseling, including sixty (60) semester credits, from a college or university approved by the Idaho State Board of Education or the state educational agency of the state in which the program was completed. The program must include successful completion of seven hundred (700) clock hours of supervised field experience, seventy-five percent (75%) of which must be in a K-12 school setting. This K-12 experience must be in each of the following levels: elementary, middle/junior high, and high school. Previous school counseling experience may be considered to help offset the field experience clock hour requirement; and

(3-15-22)

ii. An institutional recommendation is required for a School Counselor endorsement.

(3-15-22)

b. School Counselor – Basic Endorsement.

(3-15-22)

i. Individuals serving as a school counselor pursuant to Section 33-1212, Idaho Code, shall be granted a School Counselor – Basic endorsement. The endorsement is valid for five (5) years or until such time as the holder no longer meets the eligibility requirements pursuant to Section 33-1212, Idaho Code.

(3-15-22)

ii. Individuals who received their endorsement pursuant to Section 33-1212, Idaho Code, prior to July 1, 2018, will be transitioned into the School Counselor – Basic endorsement. Renewal date will remain the same as the initial credential.

(3-15-22)

c. School Psychologist Endorsement. The renewal credit requirement may be waived if the applicant holds a current and valid National Certification for School Psychologists (NCSP) offered through the National Association of School Psychologists (NASP). To be eligible for a school psychologist endorsement, a candidate must complete a minimum of sixty (60) graduate semester credit hours which must be accomplished through one (1) of the following options:

(3-15-22)

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i. Completion of an approved thirty (30) semester credit hour master's degree in education or psychology and completion of an approved thirty (30) semester credit hour School Psychology Specialist Degree program, and completion of a minimum of twelve hundred (1,200) clock-hour internship within a local education agency under the supervision of the training institution and direct supervision of a certificated school psychologist; (3-15-22)

ii. Completion of an approved sixty (60) semester credit hour, master's degree program in School Psychology, and completion of a minimum of twelve hundred (1,200) clock-hour internship within a local education agency under the supervision of the training institution and direct supervision of a certificated school psychologist; (3-15-22)

iii. Completion of an approved sixty (60) semester credit hour, School Psychology Specialist degree program which did not require a master's degree as a prerequisite, with laboratory experience in a classroom, which may include professional teaching experience, student teaching or special education practicum, and completion of a minimum twelve hundred (1,200) clock-hour internship within a local education agency under the supervision of the training institution and direct supervision of a certificated school psychologist; and (3-15-22)

iv. Earn a current and valid National Certification for School Psychologists (NCSP) issued by the National Association of School Psychologists (NASP). (3-15-22)

d. Interim Certificate – School Psychologist Endorsement. This certificate will be issued to those who do not meet the educational requirements but hold a master's degree or higher in psychology and are working toward a standard pupil service staff certificate with school psychologist endorsement. This certificate will be issued for three (3) years while the applicant is meeting the educational requirements or obtaining the applicable experience leading to certification. If the educational requirements cannot be met within the three (3)-year time frame of the certificate, the employing LEA may request one (1)-time renewal of this interim certificate for the applicant. (3-15-22)

e. School Nurse Endorsement. To be eligible for a school nurse endorsement, a candidate must complete one (1) of the following options: (3-15-22)

i. Possess a valid professional nursing (RN) license issued by the Idaho State Board of Nursing, and a baccalaureate degree in nursing, education, or a health-related field from an accredited institution. (3-15-22)

ii. Possess a valid professional nursing (RN) license issued by the Idaho State Board of Nursing; have two (2) years of full-time (or part-time equivalent) school nursing, community health nursing, or any other area of pediatric, adolescent, or family nursing experience. (3-15-22)

f. Interim Certificate - School Nurse Endorsement. This certificate will be issued to those who do not meet the educational and/or experience requirements but who hold a valid professional nursing (RN) license in Idaho. This non-renewable certificate will be issued for three (3) years while the applicant is meeting the educational or experience requirements. (3-15-22)

g. Speech-Language Pathologist Endorsement. To be eligible for a speech-language pathologist endorsement, a candidate must possess a master's degree from an accredited college or university in a speech/language pathology program approved by the State Board of Education. The renewal credit requirement may be waived if the applicant holds a current and valid Certificate of Clinical Competence in Speech-Language Pathology offered through the American Speech-Language-Hearing Association and/or a current and valid speech-language pathologist license issued by the appropriate Idaho state licensing board. (3-15-22)

h. Interim Certificate - Speech-Language Pathologist Endorsement. This certificate will be issued to those who do not meet the educational requirements but hold a baccalaureate degree in speech-language pathology and are pursuing a master's degree. This certificate will be issued for three (3) years while the applicant is meeting the educational requirements. If the educational requirements cannot be met within the three (3)-year timeframe of the certificate, the employing LEA may request one (1)-time renewal of this interim certificate for the applicant if the

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applicant holds a valid occupational license or is supervised by a speech-language pathologist with a standard pupil service certificate. (3-15-22)

i. Audiology Endorsement. To be eligible for an audiology endorsement, a candidate must possess a master's degree from an accredited college or university in an audiology program approved by the State Board of Education. The renewal credit requirement may be waived if the applicant holds a current and valid Certificate of Clinical Competence in Audiology offered through the American Speech-Language-Hearing Association and/or a current and valid audiologist license issued by the appropriate Idaho state licensing board. (3-15-22)

j. School Social Worker Endorsement. To be eligible for a school social worker endorsement, a candidate must meet the following requirements: (3-15-22)

i. A master's degree in social work (MSW) from a postsecondary institution accredited by an organization recognized by the State Board of Education. The program must be currently approved by the state educational agency of the state in which the program was completed; and (3-15-22)

ii. An institutional recommendation from a state board approved program; and (3-15-22)

iii. The successful completion of a school social work practicum in a preschool through grade twelve 12 (Pre-K-12) setting. Post-LMSW extensive experience working with children and families may be substituted for the completion of a school social work practicum in a Pre-K-12 setting; and (3-15-22)

iv. A current and valid social work license pursuant to chapter 32, title 54, Idaho Code, and the rules of the State Board of Social Work Examiners. (3-15-22)

k. Occupational Therapist Endorsement. To be eligible for an occupational therapist endorsement, a candidate must have a current and valid occupational therapy license issued by the Occupational Therapy Licensure Board of Idaho. The candidate must maintain current and valid occupational therapy licensure for the endorsement to remain valid. (3-15-22)

l. Physical Therapist Endorsement. to be eligible for a physical therapist endorsement a candidate must have a current and valid physical therapy license issued by the Idaho Physical Therapy Licensure Board. The candidate must maintain current and valid physical therapy licensure for the endorsement to remain valid. (3-15-22)

03. Standard Administrator Certificate. Persons who serve as superintendent, director of special education, secondary school principal, or principal of an elementary school with eight (8) or more teachers (including the principal), or are assigned to conduct the summative evaluation of certified staff are required to hold an Administrator Certificate. The certificate may be endorsed for service as school principal, superintendent, or director of special education. Assistant superintendents are required to hold the Superintendent endorsement. Assistant principals or vice-principals are required to hold the School Principal endorsement. Directors of special education are required to hold the Director of Special Education endorsement. Possession of an Administrator Certificate does not entitle the holder to serve as a teacher at a grade level for which the educator is not qualified or certificated. (3-15-22)

a. School Principal Endorsement. To be eligible for the School Principal endorsement, a candidate must meet the following requirements: (3-15-22)

i. Hold a master's degree from an accredited college or university. (3-15-22)

ii. Have four (4) years of full-time certificated experience working with students, while under contract in an accredited school setting. (3-15-22)

iii. Complete an administrative internship in a state-approved program, or have one (1) year of experience as an administrator. (3-15-22)

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iv. Provide verification of completion of a state-approved program of at least thirty (30) semester credit hours of graduate study in school administration for the preparation of school principals at an accredited college or university. This program shall include the demonstration of proficiency in conducting instructional and pupil service staff evaluations based on the statewide framework for evaluation, and competencies in the Idaho Standards for School Principals. (3-15-22)

v. Receive an institutional recommendation for a School Principal endorsement. (3-15-22)

b. Superintendent Endorsement. To be eligible for the Superintendent endorsement, a candidate must meet the following requirements: (3-15-22)

i. Hold an education specialist or doctorate degree or complete a comparable post-master's sixth year program at an accredited college or university. (3-15-22)

ii. Have four (4) years of full-time certificated/licensed experience working with students while under contract in an accredited school setting. (3-15-22)

iii. Complete an administrative internship in a state board approved program for the superintendent endorsement or have one (1) year of out-of-state experience as an assistant superintendent or superintendent. (3-15-22)

iv. Provide verification of completion of an approved program of at least thirty (30) semester credit hours, of post-master's degree graduate study for the preparation of school superintendents at an accredited college or university. This program in school administration must include demonstration of proficiency in conducting instructional and pupil service staff evaluations based on the statewide framework for evaluation, and demonstration of competencies in the Idaho standards for superintendents and the Idaho Standards for School Principals. (3-15-22)

v. Receive an institutional recommendation for a Superintendent endorsement. (3-15-22)

c. Director of Special Education Endorsement. To be eligible for the Director of Special Education endorsement, a candidate must meet the following requirements: (3-15-22)

i. Hold a master's degree from an accredited college or university; (3-15-22)

ii. Have four (4) years of full-time certificated/licensed experience working with students Pre-K-12, while under contract in a school setting; (3-15-22)

iii. Provide verification of a state board approved program of graduate study of school administration for the preparation of directors of special education at an accredited college or university. This program shall include demonstration of proficiency in conducting instructional and pupil service staff evaluations based on the statewide framework for evaluation, and demonstration of competencies in the Idaho Standards for Directors of Special Education and the Idaho Standards for School Principals. Coursework shall include knowledge and competence in understanding the Individuals with Disabilities Education Act, utilizing the Idaho Special Education Manual, special education funding and fiscal accountability, results-driven leadership and accountability in special education, and instructional, behavioral, and management strategies for supporting students in the least restrictive environment. (3-15-22)

iv. Have completed an administrative internship in the area of administration of special education; and (3-15-22)

v. An institutional recommendation is required for Director of Special Education endorsement. (3-15-22)

04. Career Technical Certification Requirements. Teachers of career technical courses or programs in secondary schools must hold an occupational specialist certificate and an endorsement in an appropriate

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occupational discipline. All occupational certificates must be approved by the Division of Career Technical Education regardless of the route an individual is pursuing to receive the certificate. (3-15-22)

a. Standard Degree Based Career Technical Certificate. Persons who hold a degree based career technical certificate are eligible to teach in a career technical area, subject to the grade range(s) and subject area(s) of the valid endorsement(s) attached to the certificate. All degree based career technical certificates require candidates to meet the Idaho Core Teaching Standards. The degree based career technical certificate is valid for five years. A degree based career technical certificate may be issued to any person who has a baccalaureate degree from an accredited college or university and meets the following requirements: (3-15-22)

i. Earned a minimum of twenty (20) semester credit hours in the philosophical, psychological, methodological foundations, instructional technology, and in the professional subject matter of education, which shall include demonstration of competencies as specified in the Idaho Comprehensive Literacy Plan; (3-15-22)

ii. Earned a minimum of twelve (12) semester credit hours in career technical education foundation coursework to include principles and philosophies of career technical education, evaluation and assessment in career technical education, leadership and career technical student organization leadership, career guidance and transition, occupational analysis and curriculum development, and lab safety; (3-15-22)

iii. Accumulated one thousand (1,000) clock hours of related industry experience, or practicum as approved by the higher education institution, in the respective field of specialization; (3-15-22)

iv. Completed a total of at least ten (10) undergraduate semester credit hours or six (6) graduate semester credit hours of student teaching: (3-15-22)

v. Completed a state board approved educator preparation program and received an institutional recommendation specifying the grade ranges and subjects for which the person is eligible to receive an endorsement; (3-15-22)

(1) To receive endorsement in two (2) fields of teaching, preparation must consist of at least thirty (30) semester credit hours in one (1) field of teaching and completion of at least twenty (20) semester credit hours in a second field of teaching. (3-15-22)

(2) To receive endorsement in one (1) field of teaching, preparation must consist of completion of at least forty-five (45) semester credit hours in a single subject area. (3-15-22)

vi. Met or exceeded the state qualifying score on the state board-approved content area and pedagogy assessments. (3-15-22)

vii. Six (6) semester credit hours are required every five (5) years to renew. The renewal credit may be waived if the applicant holds a current, valid certificate from the National Board for Professional Teaching Standards at the time of renewal. Credits must be earned during the validity period of the certificate. (3-15-22)

b. Career Technical Education Program Administrator Certificate. The career technical education program administrator certificate is required for an individual serving as an administrator, director, or manager of career technical education programs in Idaho public schools. Individuals must meet one (1) of the two (2) following prerequisites to qualify for the career technical education program administrator certificate. The certificate is valid for five (5) years. Six (6) semester credit hours are required every five (5) years pursuant to Section 060 of these rules to renew. (3-15-22)

(1). Qualify for or hold an advanced occupational specialist certificate or hold an occupational endorsement on a degree based career technical certificate; provide evidence of a minimum of four (4) years teaching, three (3) of which must be in a career technical education discipline; hold a master's degree; and complete at least fifteen (15) semester credits of administrative course work to include required credits in education finance, administration and supervision of personnel, and legal aspects of education. Remaining coursework may be selected

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from: administration and supervision of occupational programs; instructional supervision; administration internship; curriculum development; curriculum evaluation; research in curriculum; school community relations; communication; teaching the adult learner; coordination of work-based learning programs; and/or measurement and evaluation. (3-15-22)

(2) Hold a superintendent or principal endorsement on a standard administrator certificate and provide evidence of either a minimum of four (4) years teaching, three (3) of which must be in a career technical discipline; or successfully complete on the of a Division of Career Technical Education ~~twenty-seven (27) month Idaho~~ career technical education leadership institute; ~~— or completion of course work including credits in: principles and foundations of career technical education, career technical student organizations, occupational analysis, curriculum design, one or more externships with career technical education industry advisor partners totaling 100 hours, and ongoing participation in technical advisory committee meetings associated with the school's career technical education programs.~~ (3-15-22)

c. Industry-Based Occupational Specialist Certificate. Persons who hold an occupational specialist career technical certificate are eligible to teach in a career technical program pathway(s), subject to the grade range(s) and pathway areas(s) of the valid endorsement(s) attached to the certificate. All occupational specialist career technical certificates require candidates to meet the core teaching standards of the Idaho Standards for Initial Certification of Professional School Personnel. An occupational specialist career technical certificate may be issued to an experienced industry expert entering the teaching profession and meeting the following eligibility requirements: (3-15-22)

i. Possess either a high school diploma or General Educational Development (GED) certificate; meet provisions of Idaho Code; and, verify technical skills through work experience, industry certification or testing as listed below. When applicable, requirements of occupationally related state agencies must also be met. Since educational levels and work experiences vary, applicants may be determined qualified under any one (1) of the following three (3) options: (3-15-22)

(1) Have three (3) years or six thousand (6,000) hours of recent, gainful employment in the occupation for which certification is requested, at least half of which must have been during the immediate previous five (5) years; or (3-15-22)

(2) Have a baccalaureate degree in the specific occupation or related area, plus one (1) year or two thousand (2,000) hours of recent, gainful employment in the occupation for which certification is requested, at least half of which must have been during the immediate previous five (5) years; or (3-15-22)

(3) Hold or have held an industry certification in a field closely related to the content area in which the individual seeks to teach as approved by the Division of Career Technical Education. (3-15-22)

i. Limited Occupational Specialist Certificate. This certificate is issued to individuals who are new to teaching in Idaho public schools or new to teaching in career technical education in Idaho public schools. The certificate is an interim certificate and is valid for three (3) years and is non-renewable. Applicants must meet all of the minimum requirements established in Subsection 015.06.a. of these rules. Individuals on a limited occupational specialist certificate must complete one (1) of the two (2) following pathways during the validity period of the certificate: (3-15-22)

(1) Pathway I - Coursework: Within the three-year period of the Limited Occupational Specialist Certificate, the instructor must satisfactorily complete the pre-service training prescribed by the Division of Career Technical Education and demonstrate competencies in principles/foundations of occupational education and methods of teaching occupational education. Additionally, the instructor must satisfactorily demonstrate competencies in two (2) of the following areas: career pathways and guidance; analysis, integration, and curriculum development; and measurement and evaluation. (3-15-22)

(2) Pathway II – Cohort Training: Within the first twelve (12) months, the holder must enroll in the Division of Career Technical Education sponsored education pedagogy training and complete all requirements within

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the three-year validity period of the interim certificate.

(3-15-22)

ii. Standard Occupational Specialist Certificate.

(3-15-22)

(1) This certificate is issued to individuals who have held a limited occupational specialist certificate and completed one (1) of the pathways for renewable certification.

(3-15-22)

(2) The Standard Occupational Specialist Certificate is valid for five (5) years. Six (6) semester credit hours are required every five (5) years pursuant to Section 060 of these rules to renew. Credit equivalency will be based on verification of forty-five (45) hours of participation at approved technical conferences, institutes, or workshops where participation is prorated at the rate of fifteen (15) hours per credit; or one hundred twenty (120) hours of approved related work experience where hours worked may be prorated at the rate of forty (4) hours per credit; or any equivalent combination thereof.

(3-15-22)

iii. Advanced Occupational Specialist Certificate. This certificate is issued to individuals who are eligible for the Standard Occupational Specialist Certificate; and provide evidence of completion of a teacher training degree program or eighteen (18) semester credits of Division of Career Technical Education approved education or content-related course work in addition to the twelve (12) semester credits required for the Standard Occupational Specialist Certificate (a total of thirty (30) semester credits. The Advanced Occupational Specialist Certificate is valid for five (5) years. Six (6) semester credit hours are required every five (5) years pursuant to Section 060 of these rules to renew.

(3-15-22)

05. Postsecondary Specialist Certificate. A Postsecondary Specialist certificate will be granted to a current academic faculty member whose primary employment is with any accredited Idaho postsecondary institution. To be eligible to teach in the public schools under this postsecondary specialist certificate, the candidate must supply a recommendation from the employing institution (faculty's college dean). The primary use of this state-issued certificate is for distance education, virtual classroom programs, and public and postsecondary partnerships.

(3-15-22)

a. To renew this certificate, the renewal application must be accompanied with a new written recommendation from the postsecondary institution (faculty's college dean level or higher).

(3-15-22)

b. The candidate must meet the following qualifications:

(3-15-22)

i. Hold a baccalaureate degree or higher in the content area being taught;

(3-15-22)

ii. Be currently employed by the postsecondary institution in the content area to be taught; and

(3-15-22)

iii. Complete and pass a criminal history background check as required by Section 33-130, Idaho Code.

(3-15-22)

06. American Indian Tribal Language Certificate. The five (5) federally recognized tribes of Idaho shall provide to the State Department of Education the names of those highly and uniquely qualified individuals who have been designated to teach tribal language(s) in accordance with Section 33-1280, Idaho Code. To be eligible for an American Indian Tribal Languages certificate an applicant designated to teach tribal language(s) shall submit a complete application. If approved the certificate shall be issued for five years and is renewable.

(3-15-22)

07. Junior Reserved Officer Training Corps (Junior ROTC) Instructors.

(3-15-22)

a. To be eligible for a Junior ROTC Instructor certificate, an applicant shall submit a complete application and provide a copy of their certificate(s) or letter of completion of an armed forces Junior ROTC training program.

(3-15-22)

b. If approved the certificate shall be issued for five years and is renewable.

(3-15-22)

08. Additional Renewal Requirements. In addition to specific certificate or endorsement renewal requirements, applicants must meet the following renewal requirements as applicable: (3-15-22)

a. Administrator certificate renewal. In order to recertify, holders of an administrator certificate must complete a course consisting of a minimum of three (3) semester credits in the Idaho framework for teachers' evaluation pursuant to Section 33-1204, Idaho Code. Credits must be earned through an approved educator preparation program and include a laboratory component. The laboratory component must include in-person or video observation and scoring of teacher performance using the statewide framework for teacher's evaluation. The approved course must include the following competencies: (3-15-22)

i. Understanding professional practice in Idaho evaluation requirements, including gathering accurate evidence and artifacts, understanding and using the state framework for evaluation rubric with fidelity, proof of calibration and interrater reliability, ability to provide effective feedback for teacher growth, and understanding and advising teachers on individualized learning plan and portfolio development. (3-15-22)

ii. Understanding student achievement and growth in the Idaho evaluation framework, including understanding how measurable student achievement and growth measures impact summative evaluation ratings and proficiency in assessment literacy. (3-15-22)

016. IDAHO INTERIM CERTIFICATE.

A three (3) year interim certificate may be issued to applicants who hold a valid certificate or license from another state or other entity that participates in the National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement pursuant to Section 33-4104, Idaho Code, or who are engaged in or completed a non-traditional route [or alternative authorization](#) to ~~teacher~~ certification as prescribed herein. An interim certificate gives the holder the same rights and responsibilities as an individual with a standard certificate. (3-15-22)

01. Interim Certificate Not Renewable. Interim certification is only available on a one (1) time basis except under extenuating circumstances approved by the State Department of Education or Division of Career Technical Education. An applicant must meet the requirements of the applicable alternate authorization route or non-traditional route to obtain a standard Idaho Educator Credential during the term of the interim certificate. (3-15-22)

02. Non-Traditional Route to Teacher Certification. An individual may acquire interim certification through a state board approved non-traditional route to teacher certification program. The non-traditional route may be used for first-time certification, subsequent certificates, and additional endorsements. (3-15-22)

a. Individuals who possess a baccalaureate degree or higher from an institution of higher education accredited by an entity recognized by the state board of education may receive an interim instructional certificate. To receive the interim certificate, the individual must: (3-15-22)

i. Complete or enroll in a state board approved program; and (3-15-22)

ii. Pass the state board approved pedagogy and content area assessment. (3-15-22)

b. Standard certification. Upon completion of the non-traditional route the applicant must complete a two (2) year state board approved teacher mentoring program and receive two (2) years of ~~successful~~ [Idaho](#) evaluations ~~pursuant to Section 33-1001, Idaho Code~~ [with a summative rating of proficient or better](#). (3-15-22)

03. Idaho Comprehensive Literacy Course. All Idaho teachers working on an interim certificate (alternate authorizations, nontraditional routes, reinstatement, or coming from out of state), must complete a state board approved Idaho Comprehensive Literacy course or assessment as a one-time requirement for standard instructional certificate. (3-15-22)

04. Teaching For Mathematical Thinking. All Idaho teachers or administrators working on an interim

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certificates (alternate authorizations, nontraditional routes, reinstatements or coming from out of state), with an All Subjects (K-8) endorsement, any mathematics endorsement, Exceptional Child Education endorsement, Blended Early Childhood/Early Childhood Special Education endorsement, or Administrator certificate must complete the state board approved Teaching for Mathematical Thinking, course, as a one-time requirement for full certification. (3-15-22)

05. Reinstatement of Expired Certificate. An individual holding an expired Idaho certificate may be issued an interim certificate. During the validity period of the interim certificate, the applicant must meet the following requirements to obtain standard certification during the term of the interim certificate: (3-15-22)

a. Two (2) years of ~~successful~~ Idaho evaluations ~~as per Section 33-1001, Idaho Code, as applicable to the type of certification, with a summative rating of proficient or better.~~ (3-15-22)

b. Measured annual progress on specific goals identified on the applicant's Individualized Professional Learning Plan. (3-15-22)

c. Completion of six (6) credit renewal requirement. (3-15-22)

d. Completion of the Idaho Comprehensive Literacy Course or Teaching for Mathematical Thinking as provided herein. (3-15-22)

06. Codes of Ethics. All laws and rules governing standard certificated staff with respect to conduct, discipline, and professional standards shall apply to all certified staff serving in an Idaho public school, including those employed under an interim certificate. (3-15-22)

017. CONTENT, PEDAGOGY AND PERFORMANCE ASSESSMENT FOR CERTIFICATION.

01. Assessments. State Board of Education approved content, pedagogy and performance area assessments shall be used to ensure qualified teachers are employed in Idaho's classrooms. The Professional Standards Commission shall recommend assessments and qualifying scores to the State Board of Education for approval. (3-15-22)

02. Idaho Comprehensive Literacy Assessment. All applicants for initial Idaho certification from a state board-approved educator preparation program must demonstrate competency in comprehensive literacy. Areas to be included in the assessment are: phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and assessments and intervention strategies. Each Idaho public higher education institution shall be responsible for the assessment of teacher candidates in its educator preparation program. The assessment must measure teaching skills and knowledge congruent with current research on best literacy practices for elementary students or secondary students (adolescent literacy) dependent upon level of certification and English Language Learners. In addition, the assessment must measure understanding and the ability to apply strategies and beliefs about language, literacy instruction, and assessments based on current research and best practices congruent with International Reading Association/National Council of Teachers of English standards, National English Language Learner's Association professional teaching standards, National Council for Accreditation of Teacher Education standards, and state accreditation standards. (3-15-22)

018. -- 020. (RESERVED)

021. ENDORSEMENTS.

Holders of an Instructional Certificate or Occupational Specialist Certificate must have one (1) or more endorsements attached to their certificate and as applicable to the type of certification. Instructional staff are eligible to teach in the grades and content areas of their endorsements. Idaho preparation programs shall prepare candidates for endorsements in accordance with the Idaho Standards for Initial Certification of Professional School Personnel. An official statement from the college of education of competency in a content area or field is acceptable in lieu of required credits if such statements are created in consultation with the department or division of the accredited college or university in which the competency is established and are approved by the director of teacher education of the recommending college or

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university. Statements must include the number of credits the competency evaluation is equivalent to. To add an endorsement to an existing certificate, an individual shall complete the credit hour requirements as established by the state board of education and meet or exceed the state qualifying score on a state approved content, pedagogy and performance assessments. (3-15-22)

01. Clinical Experience Requirement. All endorsements require supervised clinical experience in the relevant content area, or a State Department of Education or Division of Career Technical Education approved alternative clinical experience as applicable to the area of endorsement. (3-15-22)

02. Alternative Authorization - Teacher to New Endorsement. This alternative authorization allows a local education agency to request additional endorsement for a candidate. This authorization is valid for one (1) year and may be renewed for two (2) additional years with evidence of satisfactory progress. The candidate shall provide evidence of pursuing one of the following options: (3-15-22)

a. Option I -- An official statement of competency in a teaching area or field from the college of education of an accredited college or university is acceptable in lieu of courses if the statement is created in consultation with the department or division in which the competency is established and is approved by the director of teacher education of the recommending college or university. (3-15-22)

b. Option II -- Master's degree or higher. By earning a graduate degree in a content specific area, candidates may add an endorsement in that same content area to a valid instructional certificate. Successful completion of a one (1) year, state board approved mentoring program is required to maintain the endorsement after the first year. (3-15-22)

c. Option III -- Content area assessment and mentoring. A candidate may add an endorsement by successfully completing a state board-approved content areas assessment and a one-year, state board-approved mentoring program within the first year of authorization. (3-15-22)

d. For all candidates moving to an initial certification in a career technical education endorsement area, the candidate will be required to complete or have completed coursework in principles and foundations of career technical education and career technical student organizations, training in occupational analysis and curriculum design, and a minimum of 200 internship/externship hours in career technical education endorsement area.

03. National Board Certification. An applicant holding an instructional certificate and current national board certification may add an endorsement in a corresponding content-specific area. (3-15-22)

022. -- 027. (RESERVED)

028. PROFESSIONAL ENDORSEMENTS.

The professional endorsement is required for movement on the professional compensation rung of the career ladder and the advanced professional endorsement is requirement for movement on the advanced professional rung of the career ladder. Eligibility for the professional and advanced professional endorsement pursuant to Section 33-1201A, Idaho Code, may be established by providing additional evidence demonstrating effective teaching for the purpose of determining proficiency and student achievement in the event required standards for the professional endorsement are not met. (3-15-22)

01. Measurable Student Achievement and Student Success Indicators. Evidence of a majority of the applicable staff person's students meeting measurable student achievement targets, or student success indicator targets, may be demonstrated by the certificated staff member providing evidence that students from an accredited private or out-of-state public school have met targets set by the certificated staff member. The measurable student achievement or student success indicators must be comparable to the measurable student achievement or student success indicator targets established by the hiring school for certificated staff in similar employment areas and similar grade ranges pursuant to Section 33-1001, Idaho Code. (3-15-22)

02. Validity of Evidence. Evidence provided must show that the certificated staff member met each of

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the proficiency and student achievement requirements in each year required.

(3-15-22)

03. Evaluation of Evidence. The local education agency administrator shall be responsible for evaluating the evidence provided and determining alignment with the school district or charter schools measurable student achievement and student success indicators and alignment with the Idaho framework for teaching evaluation standards. The reviewing administrator shall sign an affidavit stating the evidence meets the district and state standards for measurable student achievement and student success indicators and performance criteria. The local education agency shall report the equivalent performance criteria rating the certificated staff member received and indicate if any equivalent components were rated as unsatisfactory and the measurable student achievement or student success indicator used with verification that the majority of their students have met the measurable student achievement targets or student success indicators. Targets must be comparable to targets set for like groups of students at the hiring school. The state board of education or state department of education may request to review the evidence provided for determining proficiency and student achievement.

(3-15-22)

029. -- 041. (RESERVED)

042. ALTERNATIVE AUTHORIZATION.

Alternative authorization allows a local education agency with an area of need to request certification for a candidate. This authorization grants an interim certificate that allows individuals to serve as the teacher of record while pursuing standard certification. Evidence of satisfactory progress toward standard certification must be provided each year. Individuals who hold a current instructional certificate may obtain additional endorsements through an alternative authorization – teacher to new endorsement as prescribed in Subsection 021 of these rules.

(3-15-22)

01. Alternative Authorization -- Teacher ~~To~~to New Certification. This alternative authorization allows a local education agency to request additional certification for a candidate who already holds a current and valid Idaho certificate in a new certification area.

(3-15-22)

a. Prior to application, the candidate must hold a baccalaureate degree or higher and a current and valid Idaho certificate. The local education agency must attest to the candidate's ability to fill the position.

(3-15-22)

b. The candidate must participate in a state board- approved educator preparation program. (3-15-22)

i. The candidate will work toward completion of a state board-approved educator preparation program. The candidate must complete a minimum of nine (9) semester credits annually to maintain eligibility for renewal; and (3-15-22)

ii. The participating educator preparation program shall provide procedures to assess and credit equivalent knowledge, dispositions, and relevant life/work experiences. (3-15-22)

02. Alternative Authorization -- Content Specialist. This alternative authorization allows a local education agency to request an instructional certificate for an individual who possesses distinct content knowledge and skills to teach in a content area. (3-15-22)

a. Initial Qualifications. (3-15-22)

i. A candidate must hold a baccalaureate degree or have completed all of the requirements of a baccalaureate degree except the student teaching portion; and (3-15-22)

ii. Prior to entering the classroom, the local education agency shall ensure the candidate is qualified to teach in the content area. The candidate shall meet or exceed the state qualifying score on the appropriate state board-approved content or pedagogy assessment, including demonstration of content knowledge through a combination of employment, experience, and education. (3-15-22)

b. State Board Approved Educator Preparation Program. (3-15-22)

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i. Prior to authorization, a consortium comprised of a state board-approved educator preparation program representative, a local education agency representative, and the candidate shall determine the preparation needed and develop a plan to meet the Idaho Standards for Initial Certification of Professional School Personnel. The educator preparation program shall provide procedures to assess and credit: equivalent knowledge, dispositions, and relevant life or work experiences. The plan must include a state board-approved mentoring program. While teaching under the alternative authorization, the mentor shall provide a minimum of one (1) classroom observation per month, which will include feedback and reflection. The plan must include annual progress goals that must be met for annual renewal; (3-15-22)

ii. The candidate must complete a minimum of nine (9) semester credit hours or its equivalent of accelerated study in education pedagogy prior to the end of the first year of authorization. The number of required credits will be specified in the consortium developed plan; and (3-15-22)

iii. At the time of authorization the candidate must enroll in and work toward completion of the plan. The candidate must complete a minimum of nine (9) semester credits or equivalent annually to maintain eligibility for renewal. The candidate must complete the plan to receive a certificate of completion. (3-15-22)

c. Career Technical Education Industry-based Route Plan. Local education agencies with candidates seeking a limited occupational specialist certification may request approval, with an approved division of career technical education alternative authorization route plan, to meet the program of study requirements. ()

03. Alternative Authorization - Pupil Service Staff. This alternative authorization allows a local education agency to request certification and endorsement for a candidate when a position requiring the Pupil Service Staff Certificate cannot be filled. (3-15-22)

a. Initial Qualifications. The applicant must complete the following: (3-15-22)

i. Prior to application, a candidate must hold a baccalaureate degree or higher; and (3-15-22)

ii. The local education agency must attest to the ability of the candidate to fill the position. (3-15-22)

b. Educator Preparation Program. (3-15-22)

i. At the time of authorization the candidate must enroll in and work toward completion of a state board approved educator preparation program through a participating college/university and the local education agency. The educator preparation program must include annual progress goals. (3-15-22)

ii. The candidate must complete a minimum of nine (9) semester credits or equivalent annually to maintain eligibility for renewal. (3-15-22)

iii. The participating educator preparation program will provide procedures to assess and credit equivalent knowledge, dispositions, and relevant life/work experiences. (3-15-22)

iv. The candidate must meet all requirements for the endorsement/certificate as provided herein. (3-15-22)

04. Alternative Authorization Renewal. Annual continuation will be based on the school year and satisfactory progress toward completion of the applicable alternate authorization requirements. (3-15-22)

043. -- 059. (RESERVED)

060. APPLICATION PROCEDURES / PROFESSIONAL DEVELOPMENT.

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To obtain a new, renew, or reinstate an Idaho Educator Credential, the applicant must submit an application on a form supplied by the State Department of Education or the Division of Career Technical Education as applicable to the type of certificate. All applications for new, renewed, or reinstated occupational specialist certificates must be submitted to the Division of Career Technical Education. The following requirements must be met to renew or reinstate an Idaho Educator Credential. (3-15-22)

01. State Board of Education Requirements for Professional Development. All certificated personnel must complete at least six (6) semester credit hours or equivalent professional development within the five (5) year validity period of the certificate being renewed. (3-15-22)

02. Credit. Graduate or undergraduate credit will be accepted for renewal. Credit must be transcribed and completed through a college or university accredited by an entity recognized by the state board of education. (3-15-22)

a. At least three (3) semester credits shall be taken for postsecondary credit and verified by official or unofficial transcript. Individuals found to have intentionally altered transcripts used for verification, who would have not otherwise met this renewal requirement, will be investigated for violations of the Code of Ethics for Idaho Professional Educators. Any such violations may result in disciplinary action. (3-15-22)

b. Credits taken for certificate renewal must be related to the individualized professional learning plan or the professional practice of the applicant. (3-15-22)

i. Credits must be specifically tied to content areas and/or an area of any other endorsement; or (3-15-22)

ii. Credits must be specific to pedagogical best practices or for administrative/teacher leadership; or (3-15-22)

iii. Credits must be tied to a specific area of need designated by local education agency administration. (3-15-22)

iv. Credits must be taken during the validity period of the certificate. (3-15-22)

c. All requests for equivalent in-service training to apply toward renewal, except occupational specialist certificates, must be approved by the local education agency. Individuals holding Occupational Specialist Certificates must make requests through the Division of Career Technical Education. Applicants must receive approval for in-service training and course work prior to applying for renewal. All in-service training must be aligned with the applicant's individualized professional learning plan or related to professional practice. Fifteen (15) contact hours are equivalent to one (1) semester credit. (3-15-22)

d. Pupil service staff certificate holders who hold a professional license through the appropriate Idaho state licensing board may use renewal of their professional license toward the renewal of their pupil service staff certificate in lieu of the requirements herein. (3-15-22)

e. Renewal credits may not be carried over from one (1) renewal period to the next. (3-15-22)

03. Professional Development Plans. Local education agencies will have professional development plans. (3-15-22)

061. -- 065. (RESERVED)

066. FEES.

The state Department of Education shall maintain a record of all certificates issued, showing names, dates of issue and renewal, and if revoked, the date thereof and the reason therefor. A nonrefundable fee shall accompany each

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application for a prekindergarten through grade twelve (12) certificate, alternate certificate, change in certificate or replacement as follows: (3-23-22)

01. Initial Certificate. All types, issued for five (5) years -- seventy-five dollars (\$75). (3-23-22)

02. Renewal Certificate. All types, issued for five (5) years -- seventy-five dollars (\$75). (3-23-22)

03. Alternate Route Authorization. All types, issued for one (1) year -- one hundred dollars (\$100). (3-23-22)

04. Additions or Changes During the Life of an Existing Certificate. Twenty-five dollars (\$25). (3-23-22)

05. To Replace an Existing Certificate. Ten dollars (\$10). (3-23-22)

067. -- 074. (RESERVED)

075. FINGERPRINTING AND BACKGROUND INVESTIGATION CHECKS (SECTIONS 33-130 AND 33-512, IDAHO CODE).

All individuals who are required by the provisions of Section 33-130, Idaho Code, must undergo a background investigation check. (3-23-22)

01. Definitions. (3-23-22)

a. Applicant. An individual completing a background investigation check as identified in Subsection 075.02 of these rules. (3-23-22)

b. Background Investigation Check. The submission of a completed applicant fingerprint card or scan by an authorized entity submitted under an enacted state statute/local ordinance or federal law, approved by the Attorney General of the United States allowing a search of the state and federal criminal history indices for non-criminal justice purposes including employment suitability, licensing determinations, immigration and naturalization matters, and national security clearances. (3-23-22)

c. Background Investigation Check Result. The response to a state and federal background investigation check initiated by a fingerprint submission from an authorized entity for non-criminal justice purposes. Results are returned to the submitting authorized entity by the state criminal history repository (Idaho State Police Bureau of Criminal Investigation). (3-23-22)

d. Break-in-Service. A voluntary or involuntary termination in employment, including retirement. (3-23-22)

e. Candidate. An individual attending a postsecondary program. (3-23-22)

f. Contractor. An agency, company/business, or individual that has signed a contract or agreement to provide services to an LEA and private or parochial school. (3-23-22)

g. Employee. A person who is hired for a wage, salary, fee, or payment to perform work for an employer. (3-23-22)

h. Fingerprint Card or Scan. The process for obtaining impressions of an individual's fingerprint images, both ten (10) individual finger impressions rolled from nail to nail and slap or flat impressions taken simultaneously without rolling. Fingerprints may be recorded utilizing either an inked standard fingerprint card or using a livescan device. Standard fingerprint cards may also be scanned for submission to the state repository for background investigation check purposes. (3-23-22)

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i. Rejected Fingerprint Cards or Scans. A fingerprint card or scan that has been returned by the Idaho State Police Bureau of Criminal Identification or Federal Bureau of Investigation for poor quality prints. (3-23-22)

j. Unsupervised Contact. Direct contact or interaction with students not under the direct supervision of an LEA employee in a K-12 setting. This includes contact or interaction with students in scheduled school activities that occur outside of the school or outside of normal school hours. (3-23-22)

02. Individuals Required to Complete a Background Investigation Check. (3-23-22)

a. All applicants for certificates; (3-23-22)

b. Certificated and noncertificated employees; (3-23-22)

c. Substitute teachers; (3-23-22)

d. Contractors who have unsupervised contact with students in a public K-12 setting, including contractors who are providing student services; (3-23-22)

e. Student teachers or any postsecondary candidates who have unsupervised contact with students in a public K-12 setting; (3-23-22)

f. Volunteers who have unsupervised contact with students in a public K-12 setting; (3-23-22)

g. Any individuals who have unsupervised contact with students in a public K-12 setting. (3-23-22)

03. Fee. The State Department of Education shall charge a fee for undergoing a background investigation check pursuant to Section 33-130, Idaho Code. (3-23-22)

04. Rejected Fingerprint Cards or Scans. (3-23-22)

a. When a fingerprint card has been rejected a new completed fingerprint card is required. (3-23-22)

b. The rejected fingerprint card will be sent back to the originating LEA, private or parochial school, contractor, postsecondary program, or individual. (3-23-22)

c. A new fingerprint card must be completed by a law enforcement agency to ensure legible fingerprints. Both the rejected fingerprint card and the new fingerprint card must be returned to the State Department of Education within thirty (30) calendar days. (3-23-22)

d. If the new fingerprint card and rejected fingerprint card are returned after thirty (30) calendar days, a fee, pursuant to Subsection 075.03 of these rules, is required to be paid. (3-23-22)

05. Secured Background Investigation Check Website. The State Department of Education will maintain a background investigation check website listing the background investigation check results for review by the LEA, private or parochial school, contractor or postsecondary program. Each LEA, private or parochial school, contractor and postsecondary program will have access to the background investigation check secure site listing their employees, statewide substitute teacher list, and student teacher list. (3-23-22)

06. Background Investigation Checks for Certification. (3-23-22)

a. The State Department of Education will make the final determination if an applicant is eligible for Idaho certification. (3-23-22)

b. If the State Department of Education makes a determination that the applicant is not eligible for

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Idaho certification, the State Department of Education may deny the applicant Idaho certification. Upon receiving the written denial, the applicant may request a hearing pursuant to Section 33-1209, Idaho Code. (3-23-22)

07. Substitute Teachers. Substitute teachers as defined in Section 33-512(15), Idaho Code, must undergo a background investigation check. The State Department of Education shall maintain a statewide substitute teacher list. To remain on the list a substitute teacher shall undergo a background investigation check every five (5) years in accordance with Section 33-512, Idaho Code. (3-23-22)

08. Break In Service. (3-23-22)

a. When an employee returns to any LEA, private or parochial school, or contractor after a break in service, a new background investigation check must be completed pursuant to Section 33-130, Idaho Code. (3-23-22)

b. When an employee changes employment between LEAs a new background investigation check must be completed pursuant to Section 33-130, Idaho Code. (3-23-22)

09. Postsecondary. (3-23-22)

a. The postsecondary program will submit a completed fingerprint card or scan for all candidates who are applying for unsupervised contact with students in a public K-12 setting including student teaching, internships, or other types of candidate training. (3-23-22)

b. The State Department of Education will make a preliminary determination based on the CHC result if the candidate is eligible for certification in Idaho. This decision will be forwarded to the postsecondary program concerning the eligibility of their candidate. (3-23-22)

076. CODE OF ETHICS FOR IDAHO PROFESSIONAL EDUCATORS (SECTIONS 33-1208 AND 33-1209, IDAHO CODE).

Believing in the worth and dignity of each human being, the professional educator recognizes the supreme importance of pursuing truth, striving toward excellence, nurturing democratic citizenship and safeguarding the freedom to learn and to teach while guaranteeing equal educational opportunity for all. The professional educator accepts the responsibility to practice the profession according to the highest ethical principles. The Code of Ethics for Idaho Professional Educators symbolizes the commitment of all Idaho educators and provides principles by which to judge conduct. (3-15-22)

01. Aspirations and Commitments. (3-15-22)

a. The professional educator aspires to stimulate the spirit of inquiry in students and to provide opportunities in the school setting that will help them acquire viable knowledge, skills, and understanding that will meet their needs now and in the future. (3-15-22)

b. The professional educator provides an environment that is safe to the cognitive, physical and psychological well-being of students and provides opportunities for each student to move toward the realization of his goals and potential as an effective citizen. (3-15-22)

c. The professional educator, recognizing that students need role models, will act, speak and teach in such a manner as to exemplify nondiscriminatory behavior and encourage respect for other cultures and beliefs. (3-15-22)

d. The professional educator is committed to the public good and will help preserve and promote the principles of democracy. He will provide input to the local school board to assist in the board's mission of developing and implementing sound educational policy, while promoting a climate in which the exercise of professional judgment is encouraged. (3-15-22)

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e. The professional educator believes the quality of services rendered by the education profession directly influences the nation and its citizens. He strives, therefore, to establish and maintain the highest set of professional principles of behavior, to improve educational practice, and to achieve conditions that attract highly qualified persons to the profession. (3-15-22)

f. The professional educator regards the employment agreement as a pledge to be executed in a manner consistent with the highest ideals of professional service. He believes that sound professional personal relationships with colleagues, governing boards, and community members are built upon integrity, dignity, and mutual respect. The professional educator encourages the practice of the profession only by qualified persons. (3-15-22)

02. Principle I - Professional Conduct. A professional educator abides by all federal, state, and local education laws and statutes. Unethical conduct shall include the conviction of any felony or misdemeanor offense set forth in Section 33-1208, Idaho Code. (3-15-22)

03. Principle II - Educator/Student Relationship. A professional educator maintains a professional relationship with all students, both inside and outside the physical and virtual classroom. Unethical conduct includes, but is not limited to: (3-15-22)

- a.** Committing any act of child abuse, including physical or emotional abuse; (3-15-22)
- b.** Committing any act of cruelty to children or any act of child endangerment; (3-15-22)
- c.** Committing or soliciting any sexual act from any minor or any student regardless of age; (3-15-22)
- d.** Committing any act of harassment as defined by local education agency policy; (3-15-22)
- e.** Soliciting, encouraging, or consummating a romantic relationship (whether written, verbal, virtual, or physical) with a student, regardless of age; (3-15-22)
- f.** Soliciting or encouraging any form of personal relationship with a student that a reasonable educator would view as undermining the professional boundaries necessary to sustain an effective educator-student relationship; (3-15-22)
- g.** Using inappropriate language including, but not limited to, swearing and improper sexual comments (e.g., sexual innuendos or sexual idiomatic phrases); (3-15-22)
- h.** Taking or possessing images (digital, photographic, or video) of students of a harassing, confidential, or sexual nature; (3-15-22)
- i.** Inappropriate contact with any minor or any student regardless of age using electronic or social media; (3-15-22)
- j.** Furnishing alcohol or illegal or unauthorized drugs to any student or allowing or encouraging a student to consume alcohol or unauthorized drugs except in a medical emergency; (3-15-22)
- k.** Conduct that is detrimental to the health or welfare of students; and (3-15-22)
- l.** Deliberately falsifying information presented to students. (3-15-22)

04. Principle III - Alcohol and Drugs Use or Possession. A professional educator refrains from the abuse of alcohol or drugs during the course of professional practice. Unethical conduct includes, but is not limited to: (3-15-22)

- a.** Being on school premises or at any school-sponsored activity, home or away, involving students

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while possessing, using, or consuming illegal or unauthorized drugs; (3-15-22)

b. Being on school premises or at any school-sponsored activity, home or away, involving students while possessing, using, or consuming alcohol; (3-15-22)

c. Inappropriate or illegal use of prescription medications on school premises or at any school-sponsored events, home or away; (3-15-22)

d. Inappropriate or illegal use of drugs or alcohol that impairs the individual's ability to function; and (3-15-22)

e. Possession of an illegal drug as defined in Chapter 27, Idaho Code, Uniform Controlled Substances. (3-15-22)

05. Principle IV - Professional Integrity. A professional educator exemplifies honesty and integrity in the course of professional practice. Unethical conduct includes, but is not limited to: (3-15-22)

a. Fraudulently altering or preparing materials for licensure or employment; (3-15-22)

b. Falsifying or deliberately misrepresenting professional qualifications, degrees, academic awards, and related employment history when applying for employment or licensure; (3-15-22)

c. Failure to notify the state at the time of application for licensure of past revocations or suspensions of a certificate or license from another state; (3-15-22)

d. Failure to notify the state at the time of application for licensure of past criminal convictions of any crime violating the statutes or rules governing teacher certification; (3-15-22)

e. Falsifying, deliberately misrepresenting, or deliberately omitting information regarding the evaluation of students or personnel, including improper administration of any standardized tests (changing test answers; copying or teaching identified test items; unauthorized reading of the test to students, etc.); (3-15-22)

f. Falsifying, deliberately misrepresenting, or deliberately omitting reasons for absences or leaves; (3-15-22)

g. Falsifying, deliberately misrepresenting, or deliberately omitting information submitted in the course of an official inquiry or investigation; (3-15-22)

h. Falsifying, deliberately misrepresenting, or deliberately omitting material information on an official evaluation of colleagues; and (3-15-22)

i. Failure to notify the state of any criminal conviction of a crime violating the statutes and/or rules governing teacher certification. (3-15-22)

06. Principle V - Funds and Property. A professional educator entrusted with public funds and property honors that trust with a high level of honesty, accuracy, and responsibility. Unethical conduct includes, but is not limited to: (3-15-22)

a. Misuse, or unauthorized use, of public or school-related funds or property; (3-15-22)

b. Failure to account for school funds collected from students, parents, patrons, or other donors from all sources, including online donation platforms; (3-15-22)

c. Submission of fraudulent requests for reimbursement of expenses or for pay; (3-15-22)

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- d.** Co-mingling of public or school-related funds in personal bank account(s); (3-15-22)
- e.** Use of school property for private financial gain; (3-15-22)
- f.** Use of school computers to deliberately view or print pornography; and, (3-15-22)
- g.** Deliberate use of poor budgeting or accounting practices. (3-15-22)

07. Principle VI - Compensation. A professional educator maintains integrity with students, colleagues, parents, patrons, or business personnel when accepting gifts, gratuities, favors, and additional compensation. Unethical conduct includes, but is not limited to: (3-15-22)

a. Unauthorized solicitation of students or parents of students to purchase equipment, supplies, or services from the educator who will directly benefit; (3-15-22)

b. Acceptance of gifts from vendors or potential vendors for personal use or gain where there may be the appearance of a conflict of interest; (3-15-22)

c. Tutoring students assigned to the educator for remuneration unless approved by the local board of education; and, (3-15-22)

d. Soliciting, accepting, or receiving a financial benefit greater than fifty dollars (\$50) as defined in Section 18-1359(b), Idaho Code. (3-15-22)

e. Keeping for oneself donations, whether money or items, that were solicited or accepted for the benefit of a student, class, classroom, or school. (3-15-22)

08. Principle VII - Confidentiality. A professional educator complies with state and federal laws and local school board policies relating to the confidentiality of student and employee records, unless disclosure is required or permitted by law. Unethical conduct includes, but is not limited to: (3-15-22)

a. Sharing of confidential information concerning student academic and disciplinary records, personal confidences, health and medical information, family status or income, and assessment or testing results with inappropriate individuals or entities; and (3-15-22)

b. Sharing of confidential information about colleagues obtained through employment practices with inappropriate individuals or entities. (3-15-22)

09. Principle VIII - Breach of Contract or Abandonment of Employment. A professional educator fulfills all terms and obligations detailed in the contract with the local board of education or education agency for the duration of the contract. Unethical conduct includes, but is not limited to: (3-15-22)

a. Abandoning any contract for professional services without the prior written release from the contract by the employing local education agency; (3-15-22)

b. Willfully refusing to perform the services required by a contract; and, (3-15-22)

c. Abandonment of classroom or failure to provide appropriate supervision of students at school or school-sponsored activities to ensure the safety and well-being of students. (3-15-22)

10. Principle IX - Duty to Report. A professional educator reports breaches of the Code of Ethics for Idaho Professional Educators and submits reports as required by Idaho Code. Unethical conduct includes, but is not limited to: (3-15-22)

a. Failure to comply with Section 33-1208A, Idaho Code, (reporting requirements and immunity);

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(3-15-22)

b. Failure to comply with Section 16-1605, Idaho Code, (reporting of child abuse, abandonment or neglect); (3-15-22)

c. Failure to comply with Section 33-512B, Idaho Code, (suicidal tendencies and duty to warn); and (3-15-22)

d. Having knowledge of a violation of the Code of Ethics for Idaho Professional Educators and failing to report the violation to an appropriate education official. (3-15-22)

11. Principle X - Professionalism. A professional educator ensures just and equitable treatment for all members of the profession in the exercise of academic freedom, professional rights and responsibilities while following generally recognized professional principles. Unethical conduct includes, but is not limited to: (3-15-22)

a. Any conduct that seriously impairs the Certificate holder's ability to teach or perform his professional duties; (3-15-22)

b. Committing any act of harassment toward a colleague; (3-15-22)

c. Failure to cooperate with the Professional Standards Commission in inquiries, investigations, or hearings; (3-15-22)

d. Using institutional privileges for the promotion of political candidates or for political activities, except for local, state or national education association elections; (3-15-22)

e. Willfully interfering with the free participation of colleagues in professional associations; and (3-15-22)

f. Taking, possessing, or sharing images (digital, photographic, or video) of colleagues of a harassing, confidential, or sexual nature. (3-15-22)

077. DEFINITIONS FOR USE WITH THE CODE OF ETHICS FOR IDAHO PROFESSIONAL EDUCATORS (SECTIONS 33-1208 AND 33-1209, IDAHO CODE).

01. Administrative Complaint. A document outlining the specific, purported violations of Section 33-1208, Idaho Code, or the Code of Ethics for Idaho Professional Educators. (3-15-22)

02. Allegation. A purported violation of the Code of Ethics for Idaho Professional Educators or Idaho Code. (3-15-22)

03. Certificate Denial. The refusal of the state to grant a certificate. (3-15-22)

04. Certificate Suspension. A time-certain invalidation of any Idaho certificate. (3-15-22)

05. Conditioned Certificate. Stated Certificate conditions as determined by the Professional Standards Commission (Section 33-1209(02), Idaho Code). (3-15-22)

06. Educator. A person who held, holds, or applies for an Idaho Certificate (Section 33-1201, Idaho Code). (3-15-22)

07. Education Official. An individual identified by local school board policy, including, but not limited to, a superintendent, principal, assistant principal, or school resource officer (SRO). (3-15-22)

08. Executive Committee. A decision-making body comprised of members of the Professional

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Standards Commission, including the chair and/or vice-chair of the Commission. A prime duty of the Committee is to review alleged violations of the Code of Ethics for Idaho Professional Educators to determine probable cause and recommend possible disciplinary action. (3-15-22)

09. Hearing. A formal review proceeding that ensures the respondent due process. The request for a hearing is initiated by the respondent and is conducted by a panel of peers. (3-15-22)

10. Hearing Panel. A minimum of three (3) educators appointed by the chair of the Professional Standards Commission and charged with the responsibility to make a final determination regarding the charges specifically defined in the Administrative Complaint. (3-15-22)

11. Investigation. The process of gathering factual information concerning a valid, written complaint in preparation for review by the Professional Standards Commission Executive Committee, or following review by the Executive Committee at the request of the deputy attorney general assigned to the Professional Standards Commission. (3-15-22)

12. No Probable Cause. A determination by the Executive Committee that there is not sufficient evidence to take action against an educator's certificate. (3-15-22)

13. Principles. Guiding behaviors that reflect what is expected of professional educators in the state of Idaho while performing duties as educators in both the private and public sectors. (3-15-22)

14. Probable Cause. A determination by the Executive Committee that sufficient evidence exists to issue an administrative complaint. (3-15-22)

15. Reprimand. A written letter admonishing the Certificate holder for their conduct. (3-15-22)

16. Respondent. The legal term for the professional educator who is under investigation for a purported violation of the Code of Ethics for Idaho Professional Educators. (3-15-22)

17. Revocation. The invalidation of any Certificate held by the educator. (3-15-22)

18. Stipulated Agreement. A written agreement between the respondent and the Professional Standards Commission to resolve matters arising from an allegation of unethical conduct following a complaint or an investigation. The stipulated agreement is binding to both parties and is enforceable under its own terms. (3-15-22)

078. -- 099. (RESERVED)

100. OFFICIAL VEHICLE FOR APPROVING EDUCATOR PREPARATION PROGRAMS.

01. The Official Vehicle for the Approval of Traditional Educator Preparation Programs. Traditional educator preparation programs will be accredited by an accrediting body that approves educator preparation programs and is recognized by the state board of education and meets the [board](#) approved Idaho Standards for the Initial Certification of Professional School Personnel. The Idaho Standards for the Initial Certification of Professional School Personnel will be posted on the state board of education and state department of education websites. All standards will include an implementation date. (3-15-22)

02. Non-Traditional Educator Preparation Program. To be considered for approval each non-traditional educator preparation program must include the following components: (3-15-22)

a. Assessment of pedagogy and content knowledge; and (3-15-22)

b. Alignment to the Idaho Standards for the Initial Certification of Professional School Personnel. (3-15-22)

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03. Reference Availability. The Idaho Standards for the Initial Certification of Professional School Personnel, are available for inspection on the Office of the State Board of Education's website at www.boardofed.idaho.gov. (3-15-22)

04. Continuing Approval. Approved educator preparation programs will be reviewed for continued approval on a timeline and in a format established by the state board of education. Program reviews will take into consideration the instructional methodology used by the approved program. (3-15-22)

05. Payment Responsibilities for Educator Preparation Program Reviews. The Professional Standards Commission is responsible for Idaho educator preparation program reviews, including assigning responsibility for paying for program reviews. To implement the reviews, it is necessary that: (3-15-22)

a. The Professional Standards Commission pay for all state review team expenses for on-site teacher preparation reviews from its budget. (3-15-22)

b. Requesting institutions pay for all other expenses related to on-site educator preparation program reviews, including all standards review. (3-15-22)

101. -- 109. (RESERVED)

110. PERSONNEL STANDARDS.

The State Board of Education supports the efforts made by the Idaho Legislature to lower class size. Significant progress has been made in grades one through three (1-3). The State Board of Education believes that class sizes in grades four through six (4-6) are too high. Districts are encouraged to lower all class sizes as funds become available. Each district will develop personnel policies and procedures to implement the educational program of the district. The policies and procedures will address representation in each of the following personnel areas, as appropriate to student enrollment and the needs of each attendance area. Districts should strive to achieve ratios consistent with state class size ratio goals.

TEACHERS	STATE GOALS
Kindergarten	20
Grades 1, 2, 3	20
Grades 4, 5, 6	26
Middle School/Jr. High	160 teacher load
High School	160 teacher load
Alternative School (7-12)	18 average daily class load

INSTRUCTIONAL PERSONNEL

Schools are encouraged to explore technological options that provide for credible alternative delivery systems. Present and emerging information transmission technology may provide for greater teacher/pupil class size ratios.

PUPIL PERSONNEL	
(Certificated School Counselors, Social Workers, Psychologists)	400:1 * student/district average

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Secondary Media Generalist and Assistants	500:1 * student/district average
Elementary Media Generalist or Assistants	500:1 * student/district average
Building Administrative Personnel	Not to exceed 500:1 * district average

* The stated pupil to personnel ratio is the goal; each school district will assign personnel as appropriate to student enrollment and the needs of each attendance area.

Classroom Assistants - State Goal: will be provided where the student/teacher ratio is deemed excessive by the district or where other student special needs exist (e.g., limited English proficiency or special education).

Classified Personnel - State Goal: will be employed in each building to support the needs of the staff, students, and community. (3-15-22)

111. BULLYING, HARASSMENT AND INTIMIDATION PREVENTION AND RESPONSE.

01. Dissemination of Information. School districts and charter schools shall make reasonable efforts to ensure that information on harassment, intimidation and bullying of students is disseminated annually to all school personnel, parents and students. (3-15-22)

02. Professional Development. The content of ongoing professional development for school staff related to bullying, harassment and intimidation shall include: (3-15-22)

- a.** School philosophy regarding school climate and student behavior expectations; (3-15-22)
- b.** Definitions of bullying, harassment, and intimidation; (3-15-22)
- c.** School prevention strategies or programs including the identification of materials to be distributed annually to students and parents; (3-15-22)
- d.** Expectations of staff intervention for bullying, harassment, and intimidation; (3-15-22)
- e.** School process for responding to bullying, harassment, and intimidation including the reporting process for students and staff, investigation protocol, the involvement of law enforcement, related student support services and parental involvement; and (3-15-22)
- f.** Other topics as determined appropriate by the school district or charter school. (3-15-22)

03. Graduated Consequences. Graduated consequences for a student who commits acts of bullying, harassment, and intimidation shall include a series of measures proportional to the act(s) committed and appropriate to the severity of the violation as determined by the school board of trustees, school administrators, or designated personnel depending upon the level of discipline. Graduated consequences should be in accordance with the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance. (3-15-22)

- a.** Graduated consequences may include, but are not limited to: (3-15-22)
 - i.** Meeting with the school counselor; (3-15-22)
 - ii.** Meeting with the school principal and student's parents or guardian; (3-15-22)
 - iii.** Detention, suspension or special programs; and (3-15-22)

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iv. Expulsion. (3-15-22)

b. The graduated consequences are not intended to prevent or prohibit the referral of a student who commits acts of harassment, intimidation or bullying to available outside counseling services or to law enforcement, or both, pursuant to Section 18-917A, Idaho Code. (3-15-22)

c. Students with disabilities may be afforded additional protections under the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act; school districts and charter schools shall comply with applicable state and federal law when disciplining students with individualized education programs (IEPs) or 504 plans for committing acts of bullying, harassment, and intimidation. (3-15-22)

04. Intervention. School district and charter school employees are authorized and expected to intervene or facilitate intervention on behalf of students facing harassment, intimidation, and bullying. Intervention shall be reasonably calculated to: (3-15-22)

a. Correct the problem behavior; (3-15-22)

b. Prevent another occurrence of the problem; (3-15-22)

c. Protect and provide support for the victim of the act; and (3-15-22)

d. Take corrective action for documented systemic problems related to harassment, intimidation, or bullying. (3-15-22)

05. Reporting. Annual reporting will occur at the end of the school year through an aggregate report identifying the total number of bullying incidents by school districts and charter schools, grade level, gender, and repeat offenders. The State Department of Education shall provide school districts and charter schools with the guidelines and forms for reporting. (3-15-22)

112. SUICIDE PREVENTION IN SCHOOLS.

As schools offer annual professional development for school staff related to preventing, intervening, and responding to suicide, the content shall include: (3-15-22)

01. Prevention. School philosophy regarding school climate and the promotion of protective factors; data on suicide for the region or state, or both; risk and protective factors for students; suicide myths and facts; and how to develop community partnerships. (3-15-22)

02. Intervention. How to utilize safe and appropriate language and messaging when addressing students; warning signs of suicide ideation for students; local and school-based protocols for aiding a suicidal individual; local protocols for seeking help for self and students; identification of appropriate mental health services and community resources for referring students and their families; information about state statutes on responsibility, liability, and duty to warn; confidentiality issues; and the need to ask others directly if they are suicidal. (3-15-22)

03. Postvention. Evidence-based protocol for responding to a student/staff suicide. (3-15-22)

113. -- 119. (RESERVED)

120. LOCAL DISTRICT EVALUATION POLICY -- INSTRUCTIONAL STAFF AND PUPIL SERVICE STAFF CERTIFICATE HOLDERS.

Each school district board of trustees will develop and adopt policies for certified staff performance evaluation using multiple measures in which criteria and procedures for the evaluation of certificated personnel are research based. For pupil service staff, those standards shall be aligned with the profession's national standards. For instructional staff, those standards shall be aligned to the state evaluation framework, Charlotte Danielson Framework for Teaching Second Edition, domains and components specified in Subsection 120.01 of this rule, and must be determined based

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on professional practice. For all certification personnel, domain or component ratings, or both, may be weighted based on the individual's individualized professional learning plan. If weighting the summative evaluation toward only two or three of the domains, the evaluation must indicate how this aligns with the individualized professional learning plan. The summative evaluation rating must be based on a combination of professional practice and student achievement as specified in Subsections 120.02 and 120.03. The process of developing criteria and procedures for certificated personnel evaluation will allow opportunities for input from those affected by the evaluation; i.e., trustees, administrators, teachers, and parents. The evaluation policy will be a matter of public record and communicated to the certificated personnel for whom it is written. (3-15-22)

01. Standards. Each district evaluation model shall be aligned to state evaluation framework minimum standards that are based on Charlotte Danielson's Framework for Teaching Second Edition domains and components of instruction. Those domains and components include: (3-15-22)

- a.** Domain 1 - Planning and Preparation: (3-15-22)
 - i. Demonstrating Knowledge of Content and Pedagogy; (3-15-22)
 - ii. Demonstrating Knowledge of Students; (3-15-22)
 - iii. Setting Instructional Outcomes; (3-15-22)
 - iv. Demonstrating Knowledge of Resources; (3-15-22)
 - v. Designing Coherent Instruction; and (3-15-22)
 - vi. Designing Student Assessments. (3-15-22)
- b.** Domain 2 - The Classroom Environment: (3-15-22)
 - i. Creating an Environment of Respect and Rapport; (3-15-22)
 - ii. Establishing a Culture for Learning; (3-15-22)
 - iii. Managing Classroom Procedures; (3-15-22)
 - iv. Managing Student Behavior; and (3-15-22)
 - v. Organizing Physical Space. (3-15-22)
- c.** Domain 3 - Instruction and Use of Assessment: (3-15-22)
 - i. Communicating with Students; (3-15-22)
 - ii. Using Questioning and Discussion Techniques; (3-15-22)
 - iii. Engaging Students in Learning; (3-15-22)
 - iv. Using Assessment in Instruction; and (3-15-22)
 - v. Demonstrating Flexibility and Responsiveness. (3-15-22)
- d.** Domain 4 - Professional Responsibilities: (3-15-22)
 - i. Reflecting on Teaching; (3-15-22)

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- ii. Maintaining Accurate Records; (3-15-22)
- iii. Communicating with Families; (3-15-22)
- iv. Participating in a Professional Community; (3-15-22)
- v. Growing and Developing Professionally; and (3-15-22)
- vi. Showing Professionalism. (3-15-22)

02. Professional Practice. All certificated instructional employees must receive an evaluation in which at least a majority of the evaluation ratings must be based on Professional Practice. All measures included within the Professional Practice portion of the evaluation must be aligned to the state evaluation framework domains and components. Professional Practice shall include a minimum of two (2) documented observations annually, with at least one (1) observation being completed by January 1 of each year. In situations where certificated personnel are unavailable for two (2) documented classroom observations, due to situations such as long-term illness, late year hire, etc., one (1) documented classroom observation is acceptable. At least one (1) documented summative evaluation must include a rating for all components within each domain or indicate how the evaluation is weighted toward specific domains and aligned to the individualized professional learning plan of the applicable professional standards used for evaluation of certified personnel. In addition to the domains and components of the state evaluation framework, district evaluation models shall also include at least one (1) of the following as a measure to inform the Professional Practice portion of each certificated instructional employee evaluations: (3-15-22)

- a. Parent/guardian input; (3-15-22)
- b. Student input; and/or (3-15-22)
- c. Portfolios. (3-15-22)

03. Student Achievement. Instructional staff summative evaluation ratings must in part be based on measurable student achievement, as defined in Section 33-1001, Idaho Code, as applicable to the subjects and grade ranges taught by the instructional staff. All other certificated staff evaluations must include measurable student achievement or student success indicators, as defined in Section 33-1001, Idaho Code, as applicable to the position. This portion of the evaluation may be calculated using current and/or the immediate past year's data and may use one (1) year or both years' data. Growth in student achievement may be considered as an optional measure for all other school based and district based staff, as determined by the local board of trustees. (3-15-22)

04. Participants. Each district evaluation policy will include provisions for evaluating all certificated employees identified in Section 33-1001, Idaho Code. Evaluations shall be differentiated for certificated non-instructional employees and Pupil Service Staff Certificate holders in a way that aligns with the state evaluation framework to the extent possible and aligned to the pupil service staff's applicable national standards. Policies for evaluating certificated employees should identify the differences, if any, in the conduct of evaluations for nonrenewable contract personnel and renewable contract personnel. (3-15-22)

05. Evaluation Policy – Content. Local school district policies will include, at a minimum, the following information: (3-15-22)

- a. Evaluation criteria -- statements of the criteria upon which certificated personnel will be evaluated and rated. (3-15-22)
- b. Evaluator -- identification of the individuals responsible for observing or evaluating certificated instructional staff and pupil service staff performance. The individuals assigned this responsibility shall have received training in conducting evaluations based on the statewide framework for evaluations within the immediate previous five (5) years of conducting any evaluations. (3-15-22)

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c. Communication of results -- the method by which certificated personnel are informed of the results of evaluation. (3-15-22)

d. Personnel actions -- the action available to the school district as a result of the evaluation and the procedures for implementing these actions; e.g., job status change. Note: in the event the action taken as a result of evaluation is to not renew an individual's contract or to renew an individual's contract at a reduced rate, school districts should take proper steps to follow the procedures outlined in Sections 33-513 through 33-515, Idaho Code in order to assure the due process rights of all personnel. (3-15-22)

e. Appeal -- the procedure available to the individual for appeal or rebuttal when disagreement exists regarding the results of certificated personnel evaluations. (3-15-22)

f. Individualizing teacher evaluation rating system -- a plan for how evaluations will be used to identify proficiency and record growth over time and be used to develop individualized professional learning plans. Districts shall have an individualized teacher evaluation rating system with a minimum of three (3) ratings used to differentiate performance of teachers and Pupil Service Staff Certificate holders including: (3-15-22)

i. Unsatisfactory being equal to "1"; (3-15-22)

ii. Basic being equal to "2"; and (3-15-22)

iii. Proficient being equal to "3". (3-15-22)

iv. A fourth evaluation rating of Distinguished, being equal to "4," may be used in addition to the three (3) minimum ratings at the discretion of the school district or charter school. (3-15-22)

g. A plan for including all stakeholders including, but not limited to, teachers, board members, administrators, and parents in the development and ongoing review of their teacher evaluation plan. (3-15-22)

06. Evaluation Policy – Frequency of Evaluation. The evaluation policy shall include a provision for evaluating all certificated personnel on a fair and consistent basis. (3-15-22)

07. Evaluation Policy - Personnel Records. Permanent records of each certificated personnel evaluation will be maintained in the employee's personnel file. All evaluation records will be kept confidential within the parameters identified in federal and state regulations regarding the right to privacy (Section 33-518, Idaho Code). Local school districts shall report the ratings of individual certificated personnel evaluations to the State Department of Education annually for State and Federal reporting purposes. The State Department of Education shall ensure that the privacy of all certificated personnel is protected by not releasing statistical data of evaluation ratings in local school districts with fewer than five (5) teachers and by only reporting that information in the aggregate by local school district. (3-15-22)

08. Evaluation System Approval. Each school district board of trustees will develop and adopt policies for teacher and Pupil Service Staff certificated performance evaluation in which criteria and procedures for the evaluation are research based and aligned with the state evaluation framework and national standards for pupil service staff as applicable. By July 1, 2014, an evaluation plan which incorporates all of the above elements shall be submitted to the State Department of Education for approval. Once approved, subsequent changes made in the evaluation system shall be resubmitted for approval. (3-15-22)

121. LOCAL DISTRICT EVALUATION POLICY – SCHOOL ADMINISTRATOR.

All school and school district administrators must receive an annual evaluation. Individuals serving in the role of superintendent or its equivalent shall be evaluated by the local board of trustees. Individuals serving in the capacity of a school district superintendent shall be evaluated based on the school district evaluation policy for superintendents. For principal and other school level administrator evaluations, each school district board of trustees will develop and adopt policies for performance evaluation using multiple measures in which criteria and procedures for the evaluation of administratively certificated personnel serving as school principal or other school level administrators are research

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based and aligned to the standards and requirements outlined in Subsections 121.01 through 121.07 of this rule. For Special Education Directors, standards aligned with the profession's national standards may replace those outlined in Subsection 121.01. The process of developing criteria and procedures for administrator evaluations will allow opportunities for input from those affected by the evaluation; i.e., trustees, administrators, teachers and parents. The evaluation policy will be a matter of public record and communicated to the principal for whom it is written. (3-15-22)

01. Standards. Each district principal and school level administrator evaluation model shall be aligned to state minimum standards based on the Interstate School Leaders Licensure Consortium (ISLLC) standards and include proof of proficiency in conducting teacher evaluations using the state's framework for evaluations, the state evaluation framework. Proof of training in evaluating teacher performance shall be required of all individuals assigned the responsibility for observing or evaluating certificated personnel performance. Principal evaluation standards shall additionally address the following domains and components: (3-15-22)

a. Domain 1: School Climate - An educational leader promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. An educational leader articulates and promotes high expectations for teaching and learning while responding to diverse community interest and needs. (3-15-22)

i. School Culture - Principal establishes a safe, collaborative, and supportive culture ensuring all students are successfully prepared to meet the requirements for tomorrow's careers and life endeavors. (3-15-22)

ii. Communication - Principal is proactive in communicating the vision and goals of the school or district, the plans for the future, and the successes and challenges to all stakeholders. (3-15-22)

iii. Advocacy - Principal advocates for education, the district and school, teachers, parents, and students that engenders school support and involvement. (3-15-22)

b. Domain 2: Collaborative Leadership - An educational leader promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs. The educational leader uses research and/or best practices in improving the education program. (3-15-22)

i. Shared Leadership - Principal fosters shared leadership that takes advantage of individual expertise, strengths, and talents, and cultivates professional growth. (3-15-22)

ii. Priority Management - Principal organizes time and delegates responsibilities to balance administrative/managerial, educational, and community leadership priorities. (3-15-22)

iii. Transparency - Principal seeks input from stakeholders and takes all perspectives into consideration when making decisions. (3-15-22)

iv. Leadership Renewal - Principal strives to continuously improve leadership skills through, professional development, self-reflection, and utilization of input from others. (3-15-22)

v. Accountability - Principal establishes high standards for professional, legal, ethical, and fiscal accountability for self and others. (3-15-22)

c. Domain 3: Instructional Leadership - An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. The educational leader provides leadership for major initiatives and change efforts and uses research and/or best practices in improving the education program. (3-15-22)

i. Innovation - Principal seeks and implements innovative and effective solutions that comply with

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general and special education law.

(3-15-22)

ii. Instructional Vision - Principal insures that instruction is guided by a shared, research-based instructional vision that articulates what students do to effectively learn. (3-15-22)

iii. High Expectations - Principal sets high expectation for all students academically, behaviorally, and in all aspects of student well-being. (3-15-22)

iv. Continuous Improvement of Instruction - Principal has proof of proficiency in assessing teacher performance based upon the state evaluation framework. Aligns resources, policies, and procedures toward continuous improvement of instructional practice guided by the instructional vision. (3-15-22)

v. Evaluation - Principal uses teacher/principal evaluation and other formative feedback mechanisms to continuously improve teacher/principal effectiveness. (3-15-22)

vi. Recruitment and Retention -Principal recruits and maintains a high quality staff. (3-15-22)

02. Professional Practice. All principals must receive an evaluation in which a majority of the summative evaluation results are based on Professional Practice. All measures included within the Professional Practice portion of the evaluation must be aligned to the Domains and Components listed in Subsection 121.01.a. through 121.01.c. of this rule. As a measure to inform the Professional Practice portion of each evaluation, district evaluation models shall also include at least one (1) of the following: (3-15-22)

a. Parent/guardian input; (3-15-22)

b. Teacher input; (3-15-22)

c. Student input; and/or (3-15-22)

d. Portfolios. (3-15-22)

03. Student Achievement. All administrators must receive an evaluation in which part of the summative evaluation results are based in part on objective measures of growth in measurable student achievement, as defined in Section 33-1001, Idaho Code. This portion of the evaluation may be calculated using current and/or the immediate past year's data and may use one (1) or both years data. Growth in student achievement may be considered as an optional measure for all other school based and district based administrators, as determined by the local board of trustees. (3-15-22)

04. Evaluation Policy - Content. For evaluations conducted on or after July 1, 2014, local school district policies will include, at a minimum, the following information: (3-15-22)

a. Evaluation criteria -- statements of the criteria upon which administrators will be evaluated. (3-15-22)

b. Evaluator -- identification of the individuals responsible for observing or evaluating school level administrator performance. The individuals assigned this responsibility shall have received training in administrator evaluations based on the statewide framework for evaluations. (3-15-22)

c. Communication of results -- the method by which principals are informed of the results of evaluation. (3-15-22)

d. Personnel actions -- the action, available to the school district as a result of the evaluation, and the procedures for implementing these actions; e.g., job status change. (3-15-22)

e. Appeal -- the procedure available to the individual for appeal or rebuttal when disagreement exists

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regarding the results of an evaluations.

(3-15-22)

f. Individualizing principal evaluation rating system -- a plan for how evaluations will be used to identify proficiency and record growth over time. Districts shall have an individualized principal evaluation rating system with a minimum of three ratings used to differentiate performance of principals including:

(3-15-22)

i. Unsatisfactory being equal to “1”;

(3-15-22)

ii. Basic being equal to “2”; and

(3-15-22)

iii. Proficient being equal to “3”.

(3-15-22)

iv. A fourth evaluation rating of Distinguished, being equal to “4,” may be used in addition to the three (3) minimum ratings at the discretion of the school district or charter school.

(3-15-22)

g. A plan for including stakeholders including, but not limited to, teachers, board members, administrators, and parents in the development and ongoing review of their principal evaluation plan.

(3-15-22)

05. Evaluation Policy - Frequency of Evaluation. The evaluation policy should include a provision for evaluating all administrators on a fair and consistent basis. All administrators shall be evaluated at least once annually no later than June 1 of each year.

(3-15-22)

06. Evaluation Policy - Personnel Records. Permanent records of each principal evaluation will be maintained in the employee’s personnel file. All evaluation records will be kept confidential within the parameters identified in federal and state regulations regarding the right to privacy (Section 33-518, Idaho Code). Local school districts shall report the ratings of individual certificated personnel evaluations to the State Department of Education annually for State and Federal reporting purposes. The State Department of Education shall ensure that the privacy of all certificated personnel is protected by not releasing statistical data of evaluation ratings in local school districts in accordance with the approved policies of the Idaho State Board of Education Data Management Council.

(3-15-22)

07. Evaluation System Approval. Each school district board of trustees will develop and adopt policies for principal performance evaluation in which criteria and procedures for the evaluation are research based and aligned with state standards. By July 1, 2014, an evaluation plan which incorporates all of the above elements shall be submitted to the State Department of Education for approval. Once approved, subsequent changes made in the evaluation system shall be resubmitted for approval.

(3-15-22)

122. -- 129. (RESERVED)

130. SCHOOL FACILITIES.

Each school facility consists of the site, buildings, equipment, services, and is a critical factor in carrying out educational programs. The focus of concern in each school facility is the provision of a variety of instructional activities and programs, with the health and safety of all persons essential.

(3-15-22)

01. Buildings. All school buildings, including portable or temporary buildings, will be designed and built in conformance with the current edition of the codes specified in the Idaho Building Code Act, Section 39-4109, Idaho Code, including, the National Electrical Code, Uniform Plumbing Code, and Idaho General Safety and Health Standards. All school buildings, including portable or temporary buildings, will meet other more stringent requirements established in applicable local building codes.

(3-15-22)

02. Inspection of Buildings. All school buildings, including portable or temporary buildings, will be inspected as provided in Section 39-4130, Idaho Code, for compliance with applicable codes. Following this inspection, the school district will, within twenty (20) days, (1) correct any deficiencies specified in the inspection report or (2), if the corrective action involves structural modification, file a written plan with the inspecting agency for correction by the beginning of the following school year.

(3-15-22)

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131. -- 139. (RESERVED)

140. ACCREDITATION.

01. Requirement. Accreditation is voluntary for elementary schools, grades K-8, and alternative schools not identified in Subsection 140.02.a. through 140.012.e. of this rule. (3-15-22)

02. Alternative Schools. An alternative school serving any grade(s) 9-12 that meets any three (3) of the criteria in Subsections 140.02.a. through 140.02.e. of this rule, shall be required to be accredited. An alternative school that does not meet three (3) of the following criteria in Subsections 140.02.a. through 140.02.e. is considered as an alternative program by the district board of trustees and shall be included in the accreditation process and reporting of another secondary school within the district for the purposes of meeting the intent of this rule. (3-15-22)

a. School has an Average Daily Attendance greater than or equal to 36 students based on previous year's enrollment; (3-15-22)

b. School enrolls any students full-time for the school year once eligibility determination is made as opposed to schools that enroll students for "make-up" or short periods of time; (3-15-22)

c. School offers an instructional model that is different than that provided by the traditional high school within the district for a majority of the coursework, including but not limited to online/virtual curriculum; (3-15-22)

d. School administers diplomas that come from that alternative school as opposed to students receiving a diploma from the traditional high school within the school district; or (3-15-22)

e. School receives its own accountability rating for federal reporting purposes. (3-15-22)

03. Standards. Schools will meet the accreditation standards of an accrediting body recognized by the state board of education. (3-15-22)

04. Residential Schools. In addition to the academic standards, residential schools must meet the applicable health and safety standards established pursuant to Section 39-1210, Idaho Code, to be considered fully accredited by the State Board of Education. (3-15-22)

05. Reporting. An annual accreditation report will be submitted to the State Board of Education identifying each accredited school and school district in the state and the status of their accreditation. (3-15-22)

141. -- 149. (RESERVED)

150. TRANSPORTATION.

Minimum School Bus Construction Standards. All new school bus chassis and bodies must meet or exceed Standards for Idaho School Buses and Operations as incorporated in Section 004 of these rules and as authorized in Section 33-1511, Idaho Code. (3-15-22)

151. -- 159. (RESERVED)

160. MAINTENANCE STANDARDS AND INSPECTIONS.

01. Safety. School buses will be maintained in a safe operating condition at all times. Certain equipment or parts of a school bus that are critical to its safe operation must be maintained at prescribed standards. When routine maintenance checks reveal any unsafe condition identified in the Standards for Idaho School Buses and Operations as incorporated in Section 004 of these rules the school district will eliminate the deficiency before returning the vehicle to service. (3-15-22)

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02. Annual Inspection. After completion of the annual school bus inspection, and if the school bus is approved for operation, an annual inspection sticker, indicating the year and month of inspection, will be placed in the lower, right-hand corner of the right side front windshield. The date indicated on the inspection sticker shall correlate to State Department of Education's annual school bus inspection certification report signed by pupil transportation maintenance personnel and countersigned by the district superintendent. (Section 33-1506, Idaho Code) (3-15-22)

03. Sixty-Day Inspections. At intervals of not more than sixty (60) calendar days, excluding documented out-of-use periods in excess of thirty (30) days, the board of trustees shall cause inspection to be made of each school bus operating under the authority of the board. Except that, no bus with a documented out-of-use period in excess of sixty (60) days shall be returned to service without first completing a documented sixty (60) day inspection. Annual inspections are considered dual purpose and also meet the sixty (60) day inspection requirement. (Section 33-1506, Idaho Code) (3-15-22)

04. Documentation of Inspection. All inspections will be documented in writing. Annual inspections must be documented in writing on the form provided by the State Department of Education. (3-15-22)

05. Unsafe Vehicle. When a bus has been removed from service during a State Department of Education inspection due to an unsafe condition, the district will notify the State Department of Education on the appropriate form before the bus can be returned to service. When a bus has been found to have deficiencies that are not life-threatening, it will be repaired within thirty (30) days and the State Department of Education notified on the appropriate form. If the deficiencies cannot be repaired within thirty (30) days, the bus must be removed from service until the deficiencies have been corrected or an extension granted. (3-15-22)

06. Withdraw from Service Authority. Subsequent to any federal, national, or state advisory with good cause given therefor, the district shall, under the direction of the State Department of Education, withdraw from service any bus determined to be deficient in any prescribed school bus construction standard intended to safeguard life or minimize injury. No bus withdrawn from service under the provisions of this section shall be returned to service or used to transport students unless the district submits to the State Department of Education a certification of compliance specific to the school bus construction standard in question. (Section 33-1506, Idaho Code) (3-15-22)

161. -- 169. (RESERVED)

170. SCHOOL BUS DRIVERS AND VEHICLE OPERATION.

All school districts and school bus drivers must meet or exceed the training, performance and operation requirements delineated in the Standards for Idaho School Buses and Operations as incorporated in Section 004 of these rules. (3-15-22)

171. -- 179. (RESERVED)

180. WRITTEN POLICY.

The board of trustees will establish and adopt a set of written policies governing the pupil transportation system. Each school district that provides activity bus transportation for pupils shall have comprehensive policies and guidelines regarding activity transportation. (3-15-22)

181. -- 189. (RESERVED)

190. PROGRAM OPERATIONS.

School district fiscal reporting requirements as well as reimbursable and non-reimbursable costs within the Pupil Transportation Support Program, including but not limited to administration, field and activity trips, safety busing, contracting for transportation services, leasing of district-owned buses, insurance, ineligible and non-public school students, ineligible vehicles, capital investments including the purchasing of school buses and equipment, program support and district waiver procedures shall be delineated in Standards for Idaho School Buses and Operations incorporated in Section 004 of these rules. Approved school activities shall include structured college/university visits

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when such visits are part of the school district college and career advising and mentoring plan. (3-15-22)

191. -- 219. (RESERVED)

220. RELEASE TIME PROGRAM FOR ELEMENTARY AND SECONDARY SCHOOLS.

In the view of the State Board of Education, public elementary and secondary school programs that permit the practice of releasing students from school for the purpose of attending classes in religious education or for other purposes should observe certain practices that are in keeping with the present state of the law. These practices are designed to ensure that the public school operation is not adversely affected and that public funds and property are not used for sectarian religious instruction in a way which violates the United States Constitution, the Idaho State Constitution, or state law. These practices should include the following: (3-15-22)

01. Scheduling. The local school board will have reasonable discretion over the scheduling and timing of the release program. Release time programs may not interfere with the scheduling of classes, activities and programs of the public schools. (3-15-22)

02. Voluntary Decision. The decision of a school district to permit release time programs for kindergarten through grade eight (K-8), as well as the decision of individual students to participate, must be purely voluntary. (3-15-22)

03. Time Limit. Release time will be scheduled upon the application of a parent or guardian of a student in grades nine through twelve (9-12), not to exceed five (5) periods per week or one hundred sixty-five (165) hours during any one (1) academic school year. (3-15-22)

04. Location. Release time programs will be conducted away from public school buildings and public school property. (3-15-22)

05. Request by Parent. No student will be permitted to leave the school grounds during the school day to attend release time programs except upon written request from a parent or guardian filed with the school principal. Such written request by the parent will become a part of the student's permanent record. (3-15-22)

06. Record Maintenance. The public school will not be responsible for maintaining attendance records for a student who, upon written request of a parent or guardian, is given permission to leave the school grounds to attend a release time program. The school district will maintain a record of each student's daily schedule that indicates when a student is released for classes in religious education or for other purposes. (3-15-22)

07. Liability. The school district is responsible for ensuring that no public school property, public funds or other public resources are used in any way to operate these programs. The school district is not liable for any injury, act or event occurring while the student participates in such programs. (3-15-22)

08. Course Credit. No credit will be awarded by the school or district for satisfactory completion by a student of a course or courses in release time for religious instruction. Credit may be granted for other purposes, at the discretion of the local school board. (3-15-22)

09. Separation From Public Schools. Public schools will not include schedules of classes for release time programs in school catalogs, registration forms or any other regularly printed public school material. Registration for release time programs must occur off school premises, and must be done on forms and supplies furnished by the group or institution offering the program. Teachers of release time programs are not to be considered members of any public school faculty and should not be asked to participate as faculty members in any school functions or to assume responsibilities for operation of any part of the public school program. (3-15-22)

10. Transportation Liability. Public schools and school districts will not be liable or responsible for the health, safety and welfare of students while they are being transported to and from or participating in release time programs. (3-15-22)

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221. -- 229. (RESERVED)

230. DRIVER EDUCATION.

Public Schools. Pursuant to Section 004 of these rules, all public driver education courses offered in Idaho public schools must be conducted in compliance with all the requirements in the Operating Procedures for Idaho Public Driver Education Programs, as incorporated. (3-15-22)

231. -- 239. (RESERVED)

240. JUVENILE DETENTION CENTERS.

01. Instructional Program. Every public school district in the state within which is located a public or private detention facility housing juvenile offenders pursuant to court order will provide an instructional program. The instructional program will: (3-15-22)

- a.** Provide course work that meets the minimum requirements of Idaho State Board of Education Rules. (3-15-22)
- b.** Provide instruction in core subject areas. (3-15-22)
- c.** Include the following components, where appropriate: self-concept improvement, social adjustment, physical fitness/personal health, vocational/occupational, adult living skills, and counseling. (3-15-22)
- d.** Provide instruction and guidance that may lead to a high school diploma. School districts will accept such instruction for purposes of issuing credit when the detention center certifies to the school that the appropriate work is completed. (3-15-22)
- e.** Be directed by an instructor who holds an appropriate, valid certificate. (3-15-22)
- f.** Be provided to each student not later than two (2) school days after admission and continue until the student is released from the detention center. (3-15-22)
- g.** Be provided to students who have attained "school age" as defined in Idaho Code 33-201. (3-15-22)
- h.** Be provided for a minimum of four (4) hours during each school day. (3-15-22)
- i.** Be based on the needs and abilities of each student. The resident school district will provide pertinent status information as requested by the Juvenile Detention Center. (3-15-22)
- j.** Be coordinated with the instructional program at the school the student attends, where appropriate. (3-15-22)
- k.** Be provided in a facility that is adequate for instruction and study. (3-15-22)
- 02. State Funding of Instructional Programs at Juvenile Detention Centers.** (3-15-22)
 - a.** Every student housed in a juvenile detention center pursuant to court order and participating in an instructional program provided by a public school district will be counted as an exceptional child by the district for purposes of state reimbursement. (3-15-22)
 - b.** Public school districts that educate pupils placed by Idaho court order in juvenile detention centers will be eligible for an allowance equivalent to the previous year's certified local annual tuition rate per pupil. The district allowance will be in addition to support unit funding and included in the district apportionment payment.

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c. To qualify for state funding of instructional programs at Juvenile Detention Centers, school districts must apply for such funding on forms provided by the State Department of Education. Applications are subject to the review and approval of the State Superintendent of Public Instruction. School districts will submit attendance and enrollment reports as required by the State Superintendent of Public Instruction. Juvenile Detention Centers will submit reports to the local school district as required. (3-15-22)

241. -- 999. (RESERVED)

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SUBJECT

Proposed Rule – Docket No. 08-0203-2201, Rules Governing Thoroughness

REFERENCE

March 23, 2020	Board approved partial waiver of IDAPA 08.02.03.105, waiving the college entrance exam, senior project graduation requirements for students graduating in 2020 and administration of the ISAT for the 2020-2021 school year.
October 2020	Board approved partial waiver of IDAPA 08.02.03.105, waiving the senior project graduation requirement for students graduating in 2021.
December 2020	Board approved partial waiver of IDAPA 08.02.03.105, waiving the requirement the college entrance exam requirement for students graduating in 2021.
A June 2021	Board approved temporary omnibus rules, Dockets 08-0000-2100 and 55-0000-2100.
August 2021	Board approved proposed rules Dockets 08-0201-2101, 08-0202-2102, and 08-0203-2101.
October 2021	Board approved proposed Omnibus rule, Docket 08-0000-2100, incorporating proposed rules approved in August 2021.
November 2021	Board approved pending Omnibus rule, Docket 08-0000-2100.
June 2022	Board approved temporary rule, Docket 08-0203-2202, amending the assessment section to account for administering assessments at the high school level using a modified cohort model.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative Code, IDAPA 08.02.03, Rules Governing Thoroughness
Executive Order 2020-01

BACKGROUND/DISCUSSION

Executive Order 2020-01, Zero Based Regulations, creates an ongoing review process for all existing rules as of June 30, 2020. Each rule chapter is required to be reviewed by the agency that promulgated the rule according to a schedule established by the Division of Financial Management (DFM) no later than legislative adjournment *sine die* in 2026. The agency review schedule is required to be staggered across agencies and within agencies with five or more rule chapters. Administrative rules promulgated under the Board's authority include IDAPA 08, IDAPA 55, and IDAPA 47. The Board's administrative rules review schedule may be found at www.dfm.idaho.gov

For the 2022-2023 rulemaking cycle the following rules were identified for review, IDAPA 08.01.11, 08.01.13 and 08.02.03. Additionally, staff were asked to

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accelerate the review of the two charter school sections of rule and look at how they could be combined into a single section. In addition to these sections of rule being reviewed, DFM and the State Office of Administrative Rules have enacted new procedures requiring any rulemaking within a chapter to be consolidated in a single Docket. In past years the Board could consider multiple rule Dockets from the same IDAPA chapter in different dockets, based on each subject contained in that chapter. As an example, in the past the Board could consider a Docket amending IDAPA 08.02.01.100 and a separate Docket with amendments to IDAPA 08.02.01.800. Now all amendments to IDAPA 08.02.01 must be consolidated in a single Docket for IDAPA 08.02.01.

The Zero Based Regulations review process requires each agency and board to remove any unnecessary language that duplicates language or provisions in Idaho Code; remove any unnecessary language (e.g. orphaned definitions, redundant language, etc.); move any agency procedures or provisions that can be established through the agencies' policies and procedures; and to simplify and streamline where possible.

IDAPA 08.02.03, Rules Governing Thoroughness, sets out provisions targeting at ensuring a thorough system of public education. These minimum requirements include, but are not limited to content standards, high school graduation requirements, comprehensive statewide assessment system, and Idaho's state and federal accountability framework. In addition to those amendments identified as part of the Zero Based Regulations process, the following additional amendments are being proposed:

- Incorporation of assessment system amendments approved by the Board at the June 2022 Board meeting tied to the move of the high school assessment from grade 10 to grade 11.
- Removing the assessment achievement level descriptors (cut scores) from administrative rule, allowing the Board more flexibility in the time for when these are set. The ISAT grade 11 and alternate assessment cut scores need to be set starting with the 2023 administration of these assessments. New cut scores were not brought forward in time to be included in administrative rule. There is no statutory requirement that these scores be set in rule. By removing the cut scores from administrative rule, the Board will have more flexibility in when they are set and will negate the need to do a temporary rule for the 2024 administration. A temporary rule after January 1 will still need to be approved for the 2023 administration.
- Add financial literacy to the economics credit requirement for high school graduation.
- Add computer science and digital literacy as required area of instruction at the elementary and middle school levels. Expanding the statutory requirement that went into effect in FY 2020 for all schools serving students in grades 9 through 12 to make available one or more courses in computer science (Section 33-1634, Idaho Code).

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- Phasing in a computer science requirement for high school graduation starting for students entering grade 9 in the fall of 2025.
- Incorporation of accountability framework amendments approved by the Board at the June 2022 Board meeting and restructuring the section to remove duplicative language in compliance with the Zero Based Regulations initiative.

IMPACT

The proposed rule amendments will move the amendments approved by the Board as a temporary rule into the proposed rule phase, incorporate the additional amendments noted above, and allow the proposed changes to go out for public comment.

ATTACHMENTS

Attachment 1 – Physical Education Content Standards, Incorporated by Reference
Attachment 2 – Health Education Content Standards, Incorporated by Reference
Attachment 3 – Proposed Rule Docket No. 08-0203-2201

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Administrative rules are made up of three types of rules, temporary rules, proposed rules and pending rules. Temporary and proposed rules may be promulgated jointly with a single docket number or temporary rules may be promulgated as a standalone rule. The Notice of Intent to Promulgate Rules was published in the July 6, 2022 (Vol 22-7) Idaho Administrative Rules Bulletin.

Proposed rules approved by the Board are published in the Idaho Administrative Rules Bulletin. Following publication there is a 21 day comment period. Based on received comments and Board direction, changes may be made to proposed rules prior to entering the pending stage. Pending rules are then brought back to the Board for consideration. Once approved, pending rules will be submitted to the Department of Administration for publication in the Idaho Administrative Rules Bulletin and are then forwarded to the legislature for consideration. Pending rules become effective at the end of the legislative session in which they are submitted, if they are not rejected by the Legislature.

Staff recommends approval.

BOARD ACTION

I move to approve Physical Education and Health Education Content Standards, as submitted in Attachments 1 and 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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I move to approve proposed rule – Docket 08-0203-2201, as submitted in Attachment 3.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**IDAHO CONTENT STANDARDS
PHYSICAL EDUCATION****Kindergarten-2nd Grade**

Physical literacy: Possessing both the knowledge and ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person.

Standard 1: Skilled Movement

Goal 1.1: The physically literate individual demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Objective(s): By the end of grade 2, students will:

- K-2.PE.1.1.1 Achieve mature forms in the basic locomotor skills (e.g., walking, running, skipping) and vary the manner in which these skills are performed during changing conditions and expectations (e.g., the elements of movement, levels, speeds, pathways, relationships, and effort).
- K-2.PE.1.1.2 Demonstrate smooth transitions between sequential locomotor, non-locomotor, and manipulative skills.
- K-2.PE.1.1.3 Demonstrate emerging form in the less complex manipulative skills (e.g., throwing, catching, rolling) and show progress toward achieving mature form in the more complex manipulative skills (e.g., dribbling, overhand throw, kicking, striking).
- K-2.PE.1.1.4 Demonstrate control in non-locomotor skills (e.g., twisting, bending, weight-transfer) as well as weight-bearing and balancing on a variety of body parts (e.g., symmetrical/asymmetrical, stork stand, partner balances).

Standard 2: Movement Knowledge

Goal 2.1: The physically literate individual demonstrates understanding of concepts, principles, strategies, and tactics related to movement and to the performance of physical activities.

Objective(s): By the end of grade 2, students will:

- K-2.PE.2.1.1 Identify simple biomechanical principles (e.g., opposition, weight transfer, wide base of support for stability).
- K-2.PE.2.1.2 Identify and apply critical cues and concepts of body, space, effort, time, and relationships that vary the quality of movement (e.g., side to target, move in personal space, throw hard for distance, name different pathways).

Standard 3: Health-Enhancing Personal Fitness

Goal 3.1: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical fitness.

Objective(s): By the end of grade 2, students will:

- K-2.PE.3.1.1 Engage in a variety of activities that promote 5 health enhancing physical fitness components (e.g., jumping rope, riding a bicycle, walking like an animal, climbing wall, chasing and fleeing games, tumbling activities, dancing skills, walking/running program,).
- K-2.PE.3.1.2 Know and demonstrate basic knowledge of health-related fitness including cardiorespiratory endurance, muscular strength and muscular endurance, flexibility, and body composition (e.g., identify various activities that demonstrate each health-related component).
- K-2.PE.3.1.3 Recognize physiological signs associated with participation in moderate-to-vigorous physical activity (e.g., sweating, fast heart rate, heavy breathing, muscle fatigue).

Standard 4: Personal and Social Responsibility

Goal 4.1: The physically literate individual exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Objective(s): By the end of grade 2, students will:

- K-2.PE.4.1.1 Apply physical education class rules, procedures, and safe practices (e.g., listen/respond to teacher and peers, respect personal space, follow directions).
- K-2.PE.4.1.2 Interact cooperatively using interpersonal communication during partner and small group activities (e.g., taking turns, sharing equipment, helping others).
- K-2.PE.4.1.3 Work together to problem solve, complete a task, and/or tackle a challenge (e.g., rock/paper/scissors, sharing, partner games).

Standard 5: Valuing a Physically Active Lifestyle

Goal 5.1: The physically literate individual participates daily in physical activity and recognizes its value for health, enjoyment, challenge, self-expression, and/or social interaction.

Objective(s): By the end of grade 2, students will:

- K2.PE.5.1.1 Participate in developmentally appropriate moderate to vigorous physical activity a minimum of 33% of the lesson time (e.g., time assessment, pedometer = 1800 steps in a 30 minute class or 60 steps per minute).

- K-2.PE.5.1.2 Participate daily in moderate to vigorous physical activity during and outside of class as recommended within the public health guidelines of at least 60 minutes or more per day (e.g., activity logs, step count of at least 12,000 steps per day, activity breaks).
- K-2.PE.5.1.3 Express feelings appropriately about participation during physical activity (e.g., use of emoticons like smiley faces and thumb up/down).

**IDAHO CONTENT STANDARDS
PHYSICAL EDUCATION**

Grade 3-5

Physical literacy: Possessing both the knowledge and ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person.

Standard 1: Skilled Movement

Goal 1.1: **The physically literate individual demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.**

Objective(s): By the end of grade 5, students will:

- 3-5.PE.1.1.1 Apply fundamental, non-locomotor, locomotor, and manipulative skills in dynamic and complex movements (e.g., lead-up games, dance, educational gymnastics).
- 3-5.PE.1.1.2 Demonstrate emerging mature movement patterns using varying levels of intensity, relationships, and body and space awareness (e.g., dodging, weight transfer, offensive and defensive tactics and strategies).
- 3-5.PE.1.1.3 Demonstrate a wide variety of specialized skills (e.g., passing a ball, softball fielding, defensive sliding, grapevine dance step, rollerblading heel stop, bicycle signaling).

Standard 2: Movement Knowledge

Goal 2.1: **The physically literate individual demonstrates understanding of concepts, principles, strategies and tactics related to movement and to the performance of physical activities.**

Objective(s): By the end of grade 5, students will:

- 3-5.PE.2.1.1 Demonstrate knowledge of critical cues and simple biomechanical principles to provide feedback to self and others (e.g., speed,

agility, effort, opposition, balance, follow through, self and peer checklist).

- 3-5.PE.2.1.2 Transfer concepts to new skills/games (e.g., offensive and defensive strategies, center of gravity and stability, rhythm and timing, aim adjustment, placement, accuracy, scoring strategy,).
- 3-5.PE.2.1.3 Identify ways to improve performance (e.g., appropriate practice, learn techniques, positive self-talk, visualize performance, positive specific feedback).

Standard 3: Health Enhancing Personal Fitness

Goal 3.1: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical fitness.

Objective(s): By the end of grade 5, students will:

- 3-5.PE.3.1.1 Understand the 5 health-related fitness components (cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition) by improving, meeting, and/or sustaining performance on evidence-based fitness standards (e.g., evidence-based fitness tests, healthy fitness level, activities that demonstrate each health-related component).
- 3-5.PE.3.1.2 Regularly participate in moderate-to-vigorous physical activity that improves and maintains physical fitness (e.g., physical education class, home/school/community programs).
- 3-5.PE.3.1.3 With teacher assistance, interpret the results and significance of information provided by formal measures of physical fitness, set and achieve attainable personal health-related fitness goals (e.g., evidence-based fitness results).

Standard 4: Personal and Social Responsibility

Goal 4.1: The physically literate individual exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Objective(s): By the end of grade 5, students will:

- 3-5.PE.4.1.1 Identify the purposes for and follow safe practices, rules, procedures, and etiquette (e.g., help a peer, use equipment appropriately, accept teacher decision regarding a rule infraction without blaming, show respect, honesty and fairness).
- 3-5.PE.4.1.2 Work independently and cooperatively in groups to complete tasks and challenges (e.g., develop a creative game, practice to improve performance in and out of school, complete team building challenges, create task cards, provide assistance to the teacher and other students).

- 3-5.PE.4.1.3 Appreciate the diversity of other people by cooperating with those of a different gender, race, ethnicity, and ability (e.g. dancing with a peer of a different gender, modifying an activity for inclusion; participating in cultural games, encouraging others).

Standard 5: Valuing a Physically Active Lifestyle

Goal 5.1: The physically literate individual participates daily in physical activity and recognizes its value for health, enjoyment, challenge, self-expression and/or social interaction.

Objective(s): By the end of grade 5, students will:

- 3-5.PE.5.1.1 Participate in developmentally appropriate moderate to vigorous physical activity a minimum of 33% of the lesson time (e.g., time assessment, pedometer = 1800 steps in a 30 minute class or 60 steps per minute).
- 3-5.PE.5.1.2 Participate daily in moderate to vigorous physical activity during and outside of class as recommended by **NASPE SHAPE**, CDC, and USDHHS of at least 60 minutes or more per day within the public health guidelines (e.g., student-initiated involvement, before and after school programs, community fitness events, run/walk programs).
- 3-5.PE.5.1.3 Seek personally challenging experiences in physical activity (e.g., personal fitness goals, attempt new activities, set realistic improvement goals for a greater challenge in existing activity).

**IDAHO CONTENT STANDARDS
PHYSICAL EDUCATION****Grade 6-8**

Physical literacy: Possessing both the knowledge and ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person.

Standard 1: Skilled Movement

Goal 1.1: **The physically literate individual demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.**

Objective(s): By the end of grade 8, students will:

- 6-8.PE.1.1.1 Demonstrate mature form in the basic skills of more specialized activities (e.g., wall/net, invasion, field/striking, target, dance, aquatics, outdoor activities, fitness, resistance training).
- 6-8.PE.1.1.2 Adapt and combine skills successfully in modified games or activities of increasing complexity.
- 6-8.PE.1.1.3 Demonstrate movement tactics and strategies that can be applied to a variety of physical activities (e.g., wall/net, invasion, field/striking, target, dance, aquatics, outdoor activities, fitness, resistance training).

Standard 2: Movement Knowledge

Goal 2.1: **The physically literate individual demonstrates understanding of concepts, principles, strategies and tactics related to movement and to the performance of physical activities.**

Objective(s): By the end of grade 8, students will:

- 6-8.PE.2.1.1 Identify and apply the critical elements, strategies, and tactics of higher level movements in wall/net, invasion, field/striking, target, dance, outdoor activities, outdoor ethics, fitness (e.g., transition from offense to defense, shortest distance, angles of interception).
- 6-8.PE.2.1.2 Identify principles of practice and biomechanics that enhance movement performance (e.g., describe basic principles of training and how they improve fitness, describe the purpose behind the mechanics and range of motion required in various physical activities).
- 6-8.PE.2.1.3 Apply external feedback to guide and improve performance (e.g., use videos to refine skills, utilize verbal feedback to improve performance).

Standard 3: Health Enhancing Personal Fitness

Goal 3.1: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical fitness.

Objective(s): By the end of grade 8, students will:

- 6-8.PE.3.1.1 Know and demonstrate the 5 health-related fitness components (cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition) by improving, meeting and/or sustaining gender and age-related contemporary fitness standards *as defined by evidence-based measures* (e.g., evidence-based fitness tests, healthy fitness level, activities that demonstrate each health-related component).
- 6-8.PE.3.1.2 Know and demonstrate the basic knowledge of skill-related fitness including agility, coordination, balance, power, reaction time, and speed (e.g., ~~resistance~~ training techniques, combatives *training*, sprint starts, vertical/standing jump, *Pilates*, ~~pilates~~, *sports performance*).
- 6-8.PE.3.1.3 Participate in a variety of developmentally appropriate health and skill-related fitness activities in diverse settings including school, home, and community (e.g., hiking, swimming, orienteering, rock climbing, fun runs, social dance).
- 6-8.PE.3.1.4 Assess physiological indicators of exercise during and after physical activity (e.g., target heart rate zone, perceived exertion).
- 6-8.PE.3.1.5 Apply basic principles and types of training to improve fitness goals (e.g., FITT principle, progression, specificity, rest and recovery, overload, regularity, interval training, Fartlek, circuit training, resistance training).

Standard 4: Personal and Social Responsibility

Goal 4.1: The physically literate individual exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Objective(s): By the end of grade 8, students will:

- 6-8.PE.4.1.1 Apply safe practices, ethical behavior, and positive forms of social interaction when participating in physical activities (e.g., participate within the rules of an activity, display good ~~sportsmanship~~ *sportspersonship*, practice self-control).
- 6-8.PE.4.1.2 Solve problems by analyzing potential consequences when confronted with a behavioral choice (e.g., resolve ~~argument~~ *conflicts* between peers, be sensitive of the rights and feelings of others, role play).
- 6-8.PE.4.1.3 Work independently and in groups to achieve goals in competitive and cooperative settings (e.g., identify ways to relieve stress, develop team goals, practice for competition, participate in sport education, adventure activities, and/or challenge activities).

- 6-8.PE.4.1.4 Appreciate **and include** other people of diverse characteristics and backgrounds during physical activity (e.g., invite others with differences to participate in an activity, work cooperatively with peers of diverse skill levels, participate in cultural activities/projects, and/or peer mentoring).
- 6-8.PE.4.1.5 Recognize the role of physical activity in influencing personal and social behavior (e.g., identify positive and negative behaviors of sport figures, develop leadership skills, take responsibility for actions, recognize the importance of individual roles in group activities).

Standard 5: Valuing a Physically Active Lifestyle

Goal 5.1: The physically literate individual participates daily in physical activity and recognizes its value for health, enjoyment, challenge, self-expression, and/or social interaction.

Objective(s): By the end of grade 8, students will:

- 6-8.PE.5.1.1 Participate in developmentally appropriate moderate to vigorous physical activity **achieving target heart rate zone** a minimum of 50% of the lesson time (e.g., **heart rate assessment**, time assessment, pedometer = 3200 steps in a 40 minute lesson or 80 steps per minute).
- 6-8.PE.5.1.2 In combination with the activity acquired in Physical Education class, students should accumulate a total of at least 60 minutes of moderate to vigorous physical activity throughout the day as recommended within the public health guidelines (e.g., activity logs, step count of at least 12000 steps per day, activity breaks).
- 6-8.PE.5.1.3 Explore a variety of challenging physical activities for personal interest, self-expression and social interaction in a variety of settings including school, home, workplace, and community (e.g., bowling, golf, recreational teams, sports camps/lessons, fitness club membership, camping).
- 6-8.PE.5.1.4 ~~Enjoy the challenge of working hard and feel satisfaction when successful in improving skills and developing personal goals (e.g., surveys, tracking, data).~~

(Enjoy and appreciate the challenge of working hard and feeling the satisfaction when successfully improving skills and achieving personal goals (e.g. surveys, tracking data, journaling, reflections, review and revise fitness/physical activity goals).

**IDAHO CONTENT STANDARDS
PHYSICAL EDUCATION****Grade 9-12**

Physical literacy: Possessing both the knowledge and ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person.

Standard 1: Skilled Movement

Goal 1.1: **The physically literate individual demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.**

Objective(s): By the end of grade 12, students will:

9-12.PE.1.1.1 Demonstrate competency in basic and advanced skills and tactics in multiple leisure and lifetime physical activities (e.g., individual/dual/team-related sports, outdoor pursuits, dance, resistance training, fitness, aquatics).

Standard 2: Movement Knowledge

Goal 2.1: **The physically literate individual demonstrates understanding of concepts, principles, strategies, and tactics related to movement and to the performance of physical activities.**

Objective(s): By the end of grade 12, students will:

9-12.PE.2.1.1 Demonstrate the knowledge and understanding necessary to develop scientifically based personal activity plans that include self-selected physical activities (e.g., physical activity goal setting, fitness profiles and assessments).

9-12.PE.2.1.2 Apply internal and external feedback independently to assess and refine skills. Transfer previously learned skills and apply them to the learning of new skills (e.g., video, self-assessments, peer-assessments).

9-12.PE.2.1.3 Evaluate and apply appropriate tactics and strategies in a variety of physical activities (e.g., using trekking poles to improve efficiency, comparing and contrasting various levels of performance, explaining tactical strategies in a game or sport).

Standard 3: Health Enhancing Personal Fitness

Goal 3.1: **The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical fitness.**

Objective(s): By the end of grade 12, students will:

- 9-12.PE.3.1.1 Assume ~~greater~~ self-responsibility for improving, meeting and/or sustaining gender and age-related contemporary fitness standards for the 5 health-related fitness components (cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition). Assessing health-related fitness by improving, meeting and/or sustaining gender and age-related contemporary fitness standards as defined by ~~evidence-based standards~~ measures (e.g., evidence-based fitness tests, log sheets, fitness profiles, task cards, portfolios, and identify/ participate in various activities that demonstrate each health-related component).
- 9-12.PE.3.1.2 Apply knowledge of skill-related fitness components including agility, coordination, balance, power, reaction time, and speed to improve performance (e.g., resistance training technique, combatives ~~training~~, sprint starts, vertical/standing jump, Pilates, ~~sport performance~~).
- 9-12.PE.3.1.3 Interpret and analyze information from fitness tests and physiological indicators of exercise to develop a rationale for a personal fitness plan (e.g., identifying strengths and weaknesses, setting goals, modifying activities, ~~heart rate zones~~, ~~skill analysis~~).
- 9-12.PE.3.1.4 Design individual programs for achieving and maintaining current/lifelong fitness goals that encompass all components of fitness, types of training, and training principles (e.g., FITT principle, overload, progression, specificity, rest and recovery, technology-based tools for lifelong fitness planning).

Standard 4: Personal and Social Responsibility

Goal 4.1: **The physically literate individual exhibits responsible personal and social behavior that respects self and others in physical activity settings.**

Objective(s): By the end of grade 12, students will:

- 9-12.PE.4.1.1 Demonstrate the ability to initiate responsible personal and social behavior, function independently, and positively influence the behavior of others in physical activity settings (e.g., respectful ~~sportsmanship~~ ~~sportspersonship~~, self-control, and role-modeling).
- 9-12.PE.4.1.2 Demonstrate leadership by holding oneself and others responsible for following safe practices, rules, procedures, and etiquette in physical activity settings (e.g., acknowledge a rule infraction, adhere to spotting protocols in a weight room, and assign team/player roles).
- 9-12.PE.4.1.3 Respond appropriately to unacceptable interactions with others in order to mediate and resolve conflict (e.g., communicate in a calm and controlled manner to inflammatory remarks, listen to both sides of an argument and agree on a conclusion, report serious offenses, identify alternatives to negative behaviors).

- 9-12.PE.4.1.4 Accept and **include** other people with different interests, cultural backgrounds, physical characteristics and abilities while engaging in physical activities (e.g., modify physical activities, show compassion for others).
- 9-12.PE.4.1.5 Evaluate personal choices for engaging in physical activity over the life span including the influence of age, ability, gender, race, ethnicity, socioeconomic status, and culture (e.g., recognize barriers and opportunities to participate in physical activity across a lifespan).

Standard 5: Valuing a Physically Active Lifestyle

Goal 5.1: The physically literate individual participates daily in physical activity and recognizes its value for health, enjoyment, challenge, self-expression and/or social interaction.

Objective(s): By the end of grade 12, students will:

- 9-12.PE.5.1.1 Participate in moderate to vigorous physical activity **achieving target heart rate zone** for at least ~~of~~ 50% of the lesson time (e.g., time assessment, **heart rate assessment**, pedometer = 3200 steps in a 40 minute lesson or 80 steps per minute - block or traditional schedule).
- 9-12.PE.5.1.2 In combination with the activity acquired in Physical Education class, students should accumulate a total of at least 60 minutes of moderate to vigorous physical activity throughout the day as recommended within public health guidelines (e.g., activity logs, **bone and muscle strengthening activities**, step count of at least 12000 steps per day, activity breaks).
- 9-12.PE.5.1.3 Actively and independently **identify rationale for physical activity choices** and pursue physical activity opportunities outside of the school **that are** based on personal interests, capabilities, and resources (e.g., outdoor recreational pursuits, fitness club membership, walking/running club, active transportation). ~~-and state~~
- 9-12.PE.5.1.4 Analyze factors that influence personal physical activity patterns over one's lifespan (e.g., reflect on volunteer efforts with populations of various ages and abilities, create a personal profile/ family physical activity tree, create personal activity pyramid).
- 9-12.PE.5.1.5 Enjoy and appreciate the challenge of working hard and feeling the satisfaction ~~when they are~~ **when** successfully **in** improving skills and **achieving** ~~developing~~ personal goals (e.g., journaling reflections, **review and revise fitness/physical activity goals**).

(Enjoy and appreciate the challenge of working hard and feeling the satisfaction when successfully improving skills and achieving personal goals (e.g. surveys, tracking data, journaling, reflections, review and revise fitness/physical activity goals).

Kindergarten to Grade 2**Standard 1: Comprehend Core Concepts**

Core Concepts of Health Education for K-Grade 2 are defined below:

Alcohol, Tobacco, & Other Drugs

The use of alcohol, tobacco, and other drugs has major implications in the lifelong health of individuals. Instruction includes the effects, influences, and prevention of the use of alcohol, tobacco products, and other types of drugs on the body and mind.

Nutrition & Physical Activity

To be ready to learn and to achieve their fullest potential, children need to be well nourished and physically active. In order to enhance physical, mental, emotional, and social wellness, students will acquire the knowledge and skills to make healthy food choices and engage in lifelong physical activity.

Injury Prevention & Safety

Unintentional and intentional injuries rank among the greatest threats to the health of children. Instruction includes prevention through safe living skills and choices, violence prevention, and emergency response and preparedness. Understanding the consequences of one's decisions will help prevent many injuries.

Mental, Emotional, & Social Health

Mental, emotional, and social health are foundations for building wellness. Instruction includes a positive sense of self-image and self-esteem, recognizing emotions and socially appropriate responses ~~of~~ to self and others.

Prevention & Control of Disease

Individuals have a considerable measure of control over their own health and the likelihood of contracting most illnesses. Health-related choices and decisions regarding prevention of communicable and non-communicable diseases can include recognizing risk factors and identifying methods of contraction and transmission.

Consumer & Community Health

Children need to understand the different types of health care professionals and the benefit of health care services. Instruction includes how to identify trusted adults and professionals and how to access reliable product information.

Growth, Development, & Family Life

A healthy family is vital to the well-being and successful development of children and youth. Instruction includes the stages of life and changes in relationships with

others that accompany social development. Information should be factual, medically accurate, and objective.

Environmental Health

Students need to be aware of the impact of environmental issues and hazards on personal health and the impact humans have on the environment. Instruction includes precautions and behaviors to safeguard personal health and practices that will reverse or slow down environmental pollution and related problems.

Goal 1.1: Students will comprehend core concepts related to health promotion and disease prevention to enhance health including: Alcohol, Tobacco and Other Drugs; Nutrition and Physical Activity, Injury Prevention and Safety; Mental, Emotional, and Social Health; Prevention and Control of Disease; Consumer and Community Health; Growth, Development, and Family Life; and Environmental Health.

K-2nd Grade Objectives

Objective(s): By the end of Second Grade, the student will be able to:

- K-2.H.1.1.1 Identify that healthy behaviors affect personal health.
- K-2.H.1.1.2 Recognize that there are multiple dimensions of health (e.g., emotional, mental, physical, and social).
- K-2.H.1.1.3 Describe ways to prevent communicable diseases.
- K-2.H.1.1.4 List ways to prevent common childhood injuries.
- K-2.H.1.1.5 Describe why it is important to seek health care.
- K-2.H.1.1.6 Describe the impact of health behaviors on body systems.

Standard 2: Analyzing Influences

Goal 1.1: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behavior.

K-2nd Grade Objectives

Objective(s): By the end of Second Grade, the student will be able to:

- K-2.H.2.1.1 Identify how the family influences personal health practices and behaviors.
- K-2.H.2.1.2 Identify what the school can do to support personal health practices and behaviors.
- K-2.H.2.1.3 Describe how the media can influence health behaviors.

Standard 3: Accessing Information

Goal 1.1: Students will demonstrate the ability to access valid information, products, and services to enhance health.

K-2nd Grade Objectives

Objective(s): By the end of Second Grade, the student will be able to:

- K-2.H.3.1.1 Identify trusted adults and professionals who can help promote health.
- K-2.H.3.1.2 Identify ways to locate school and community health helpers.

Standard 4: Interpersonal Communication

Goal 1.1: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

K-2nd Grade Objectives

Objective(s): By the end of Second Grade, the student will be able to:

- K-2.H.4.1.1 Demonstrate healthy ways to express needs, wants, and feelings.
- K-2.H.4.1.2 Demonstrate listening skills to enhance health.
- K-2.H.4.1.3 Demonstrate ways to respond to an unwanted, threatening, or dangerous situation.
- K-2.H.4.1.4 Demonstrate ways to tell a trusted adult if threatened or harmed.

Standard 5: Decision Making

Goal 1.1: Students will demonstrate the ability to use decision-making skills to enhance health.

K-2nd Grade Objectives

Objective(s): By the end of Second Grade, the student will be able to:

- K-2.H.5.1.1 Identify situations when a health-related decision is needed.
- K-2.H.5.1.2 Differentiate between situations when a health-related decision can be made individually or when assistance is needed.

Standard 6: Goal Setting

Goal 1.1: Students will demonstrate the ability to use goal-setting skills to enhance health.

K-2nd Grade Objectives

Objective(s): By the end of Second Grade, the student will be able to:

- K-2.H.6.1.1 Identify a short-term personal health goal and take action towards achieving the goal.
- K-2.H.6.1.2 Identify who can help when assistance is needed to achieve a personal health goal.

Standard 7: Practice Healthy Behavior

Goal 1.1: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

K-2nd Grade Objectives

Objective(s): By the end of Second Grade, the student will be able to:

- K-2.H.7.1.1 Demonstrate healthy practices and behaviors to maintain or improve personal health (e.g., reducing spread of germs, encouraging healthy food behavior and physical activity).
- K-2.H.7.1.2 Demonstrate behaviors that avoid or reduce health risks.

Standard 8: Advocacy

Goal 1.1: Students will demonstrate the ability to advocate for personal, family, and community health.

K-2nd Grade Objectives

Objective(s): By the end of Second Grade, the student will be able to:

K-2.H.8.1.1 Make requests to promote personal health.

K-2.H.8.1.2 Encourage peers and family to make positive health choices.

**IDAHO CONTENT STANDARDS
HEALTH EDUCATION****Grades 3-5****Standard 1: Comprehend Core Concepts**

Core Concepts of Health Education for Grades 3-5 are defined below:

Alcohol, Tobacco, & Other Drugs

The use of alcohol, tobacco, and other drugs has major implications in the lifelong health of individuals. Instruction includes the effects, influences, environmental exposure, prevention and treatment of the use of alcohol, tobacco products, and other types of drugs on the body and mind.

Nutrition & Physical Activity

To learn and to achieve their fullest potential, children need to be well nourished and physically active. In order to enhance physical, mental, emotional, and social wellness, students will acquire the knowledge and skills to make healthy food choices and engage in lifelong physical activity.

Injury Prevention & Safety

Unintentional and intentional injuries rank among the greatest threats to the health of youth. Instruction includes prevention through safe living skills and choices, violence prevention, and emergency response and preparedness. Understanding of the consequences of one's decisions will help prevent many injuries.

Mental, Emotional, & Social Health

Mental, emotional and social health are foundations for building wellness. Instruction includes a positive sense of self-image and self-esteem, recognizing emotions and socially appropriate responses to self and others.

Prevention & Control of Disease

Individuals have a considerable measure of control over their own health and the likelihood of contracting most illnesses. Health-related choices and decisions regarding prevention of communicable and non-communicable diseases can include recognizing risk factors and identifying methods of contraction and transmission to include universal precautions. Information should be factual, medically accurate, and objective.

Consumer & Community Health

Youth need to understand how health care services are provided as well as how individuals can take an active role in determining the use of health-related services and products. Community health includes providing valid and appropriate health information, education, services, and products.

Growth, Development, & Family Life

A healthy family is vital to the well-being and successful development of children and youth. Instruction includes the stages of life, changes that occur during puberty, and changes in relationships with others that accompany social development, healthy relationships, and information regarding growth and development. Information should be factual, medically accurate, and objective.

Environmental Health

Students need to be aware of the impact of environmental issues, hazards on personal health, and the impact humans have on the environment. Instruction includes precautions and behaviors to safeguard personal health and practices that will reverse or slow down environmental pollution and related problems.

Goal 1.1: Students will comprehend core concepts related to health promotion and disease prevention to enhance health including: Alcohol, Tobacco and Other Drugs; Nutrition and Physical Activity, Injury Prevention and Safety; Mental, Emotional, and Social Health; Prevention and Control of Disease; Consumer and Community Health; Growth, Development, and Family Life; and Environmental Health.

Grade 3-5 Objectives

Objective(s): By the end of Fifth Grade, the student will be able to:

- 3-5.H.1.1.1 Describe the relationship between healthy behaviors and personal health.
- 3-5.H.1.1.2 Identify examples of emotional, intellectual, physical, and social health.
- 3-5.H.1.1.3 Describe ways in which a safe and healthy school and community environment can promote personal health.
- 3-5.H.1.1.4 Describe ways to prevent common childhood injuries and health problems (e.g., secondhand smoke/vapors from vaping).
- 3-5.H.1.1.5 Describe when it is important to seek health care.
- 3-5.H.1.1.6 Describe the impact of health behaviors on body systems.

Standard 2: Analyzing Influences

Goal 1.1: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behavior.

Grade 3-5 Objectives

Objective(s): By the end of Fifth Grade, the student will be able to:

- 3-5.H.2.1.1 Describe how the family influences personal health practices and behaviors.
- 3-5.H.2.1.2 Identify the influences of culture on health practices and behaviors.
- 3-5.H.2.1.3 Identify how peers can influence healthy and unhealthy behaviors.
- 3-5.H.2.1.4 Describe how the school and community can support personal health practices and behaviors.

- 3-5.H.2.1.5 Explain how media influences thoughts, feelings, and health behaviors.
- 3-5.H.2.1.6 Describe ways that technology can influence personal health.

Standard 3: Accessing Information

Goal 1.1: Students will demonstrate the ability to access valid information, products, and services to enhance health.

Grade 3-5 Grade Objectives

Objective(s): By the end of Fifth Grade, the student will be able to:

- 3-5.H.3.1.1 Identify characteristics of valid health information, products, and services.
- 3-5.H.3.1.2 Locate resources from home, school, and community that provide valid health information.

Standard 4: Interpersonal Communication

Goal 1.1: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Grade 3-5 Objectives

Objective(s): By the end of Fifth Grade, the student will be able to:

- 3-5.H.4.1.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.
- 3-5.H.4.1.2 Demonstrate refusal skills that avoid or reduce health risks.
- 3-5.H.4.1.3 Demonstrate nonviolent strategies to manage or resolve conflict.
- 3-5.H.4.1.4 Demonstrate how to ask for assistance to enhance personal health.

Standard 5: Decision Making

Goal 1.1: Students will demonstrate the ability to use decision-making skills to enhance health.

Grade 3-5 Objectives

Objective(s): By the end of Fifth Grade, the student will be able to:

- 3-5.H.5.1.1 Identify health-related situations that might require a thoughtful and informed decision.
- 3-5.H.5.1.2 Analyze when assistance is needed when making a health-related decision.
- 3-5.H.5.1.3 List healthy options to health-related issues or problems.
- 3-5.H.5.1.4 Predict the potential outcomes of each option when making a health-related decision.
- 3-5.H.5.1.5 Choose a healthy option when making a health-related decision.
- 3-5.H.5.1.6 Describe the outcomes of a health-related decision.

Standard 6: Goal Setting

Goal 1.1: Students will demonstrate the ability to use goal-setting skills to enhance health.

Grades 3-5 Objectives

Objective(s): By the end of Fifth Grade, the student will be able to:

- 3-5.H.6.1.1 Set a personal health goal and track progress toward its achievement; evaluate results of decision.
- 3-5.H.6.1.2 Identify resources to assist in achieving a personal health goal.

Standard 7: Practice Healthy Behavior

Goal 1.1: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Grades 3-5 Objectives

Objective(s): By the end of Fifth Grade, the student will be able to:

- 3-5.H.7.1.1 Identify responsible personal health behaviors.
- 3-5.H.7.1.2 Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.
- 3-5.H.7.1.3 Demonstrate a variety of behaviors that avoid or reduce health risks.

Standard 8: Advocacy

Goal 1.1: Students will demonstrate the ability to advocate for personal, family, and community health.

Grades 3-5 Objectives

Objective(s): By the end of Fifth Grade, the student will be able to:

- 3-5.H.8.1.1 Express opinions and give accurate information about health issues.
- 3-5.H.8.1.2 Encourage others to make positive health choices.

IDAHO CONTENT STANDARDS**HEALTH EDUCATION****Grades 6-8****Standard 1: Comprehend Core Concepts**

Core Concepts of Health Education for Grades 6-8 are defined below:

Alcohol, Tobacco, & Other Drugs

The use of alcohol, tobacco, and other drugs has major implications in the lifelong health of individuals. Instruction includes the effects, influences, environmental exposure, prevention, and treatment of the use of alcohol, tobacco products, and other types of drugs on the body and mind.

Nutrition & Physical Activity

To be ready to learn and achieve their fullest potential, adolescents need to be well nourished and physically active. In order to enhance physical, mental, emotional, and social wellness, students will acquire the knowledge and skills to make healthy food choices and to engage in lifelong physical activity. The benefits include enhanced energy level, academic performance, self-image, and ability to prevent disease.

Injury Prevention & Safety

Unintentional and intentional injuries rank among the greatest threats to the health of adolescents and adults. Instruction includes prevention through safe living skills and choices, violence prevention, and emergency response and preparedness. Understanding of the consequences of one's decisions will help to prevent many injuries. Adolescents need to be aware they are responsible for their own safety and the safety of others.

Mental, Emotional, & Social Health

Mental, emotional, and social health are foundations for building wellness. Instruction includes a positive sense of self-image and self-esteem, recognizing emotions, and socially appropriate responses of self and others. Knowledge and skills include emotional intelligence, stress management, mental illness, suicide prevention, healthy relationships, acceptance of self and others, communication skills, and conflict resolution.

Prevention & Control of Disease

Individuals have a considerable measure of control over their own health and the risk of contracting most illnesses. Health-related choices and decisions regarding prevention of communicable and non-communicable diseases can include recognizing risk factors, identifying methods of contraction and transmission, and using universal precautions. Information and discussion of sexually transmitted diseases and HIV are important components of this content area. Information should be factual, medically accurate, and objective.

Consumer & Community Health

Adolescents need to understand how health care services are provided as well as how individuals can take an active role in determining the use of health-related services and products. Community health may include recognizing and accessing valid and appropriate health information, education, services, and products.

Growth, Development, & Family Life

A healthy family is vital to the well-being and successful development of adolescents. Instruction includes the stages of life, changes that occur during puberty, changes in relationships with others that accompany social development, acceptance of self and others, healthy relationships and sexuality, consequences of sexual activity, encouragement of abstinence from sexual activity, sexually transmitted diseases, and methods of disease and pregnancy prevention. Information should be factual, medically accurate, and objective.

Environmental Health

Students need to be aware of the impact of environmental issues and hazards on personal health and the impact humans have on the environment. Instruction includes precautions and behaviors to safeguard personal health and practices that reverse or slow down environmental pollution and related problems.

Goal 1.1: Students will comprehend core concepts related to health promotion and disease prevention to enhance health including: Alcohol, Tobacco and Other Drugs; Nutrition and Physical Activity, Injury Prevention and Safety; Mental, Emotional, and Social Health; Prevention and Control of Disease; Consumer and Community Health; Growth, Development, and Family Life; and Environmental Health.

Grade 6-8 Objectives

Objective(s): By the end of Eighth Grade, the student will be able to:

- 6-8.H.1.1.1 Analyze the relationship between behaviors, body systems, and wellness.
- 6-8.H.1.1.2 Describe the interrelationships of mental, emotional, physical, and social health in adolescence.
- 6-8.H.1.1.3 Analyze how the environment, environmental exposure (e.g., secondhand smoke/vapors) and personal health are related.
- 6-8.H.1.1.4 Describe how family history can affect personal health.
- 6-8.H.1.1.5 Describe ways to reduce or prevent injuries and adolescent health problems.
- 6-8.H.1.1.6 Explain how appropriate health care can promote wellness.
- 6-8.H.1.1.7 Describe the benefits of and barriers to practicing healthy behaviors.
- 6-8.H.1.1.8 Examine the consequences and the likelihood of injury or illness if engaging in unhealthy behaviors.

Standard 2: Analyzing Influences

Goal 1.1: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behavior.

Grade 6-8 Objectives

Objective(s): By the end of Eighth Grade, the student will be able to:

- 6-8.H.2.1.1 Examine how family, culture, peers, school, and community influence healthy and unhealthy behaviors (e.g., social norms).
- 6-8.H.2.1.2 Analyze the influence of media and technology on personal and family health (e.g., social media and internet safety and responsibility).
- 6-8.H.2.1.3 Explain the influence of personal values and beliefs on individual health practices and behaviors.
- 6-8.H.2.1.4 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors (e.g., using drugs to fit in).
- 6-8.H.2.1.5 Explain how school and public health policies can influence health promotion and disease prevention.

Standard 3: Accessing Information

Goal 1.1: Students will demonstrate the ability to access valid information, products, and services to enhance health.

Grade 6-8 Objectives

Objective(s): By the end of Eighth Grade, the student will be able to:

- 6-8.H.3.1.1 Analyze the validity of healthy information, products, and services.
- 6-8.H.3.1.2 Access valid health information [resources](#) from home, school, and community.
- 6-8.H.3.1.3 Locate reliable and valid health products and services and determine accessibility.
- 6-8.H.3.1.4 Describe situations that may require professional health services.

Standard 4: Interpersonal Communication

Goal 1.1: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Grade 6-8 Objectives

Objective(s): By the end of Eighth Grade, the student will be able to:

- 6-8.H.4.1.1 Apply effective verbal and nonverbal communication skills to enhance health.
- 6-8.H.4.1.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.
- 6-8.H.4.1.3 Demonstrate effective conflict management or resolution strategies.

- 6-8.H.4.1.4 Demonstrate how to request and offer assistance to enhance the health of self and others (e.g., suicide prevention, relationship violence and bullying).

Standard 5: Decision Making

Goal 1.1: Students will demonstrate the ability to use decision-making skills to enhance health.

Grade 6-8 Objectives

Objective(s): By the end of Eighth Grade, the student will be able to:

- 6-8.H.5.1.1 Identify circumstances that can help or hinder healthy decision making.
- 6-8.H.5.1.2 Determine when health-related situations require the application of a thoughtful and informed decision-making process (e.g., alcohol, tobacco and other drug use, and the consequences of a criminal record, recreational safety, texting, social media and general online presence, physical activity, nutritional choices).
- 6-8.H.5.1.3 Distinguish when individual or collaborate decision-making is appropriate.
- 6-8.H.5.1.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.
- 6-8.H.5.1.5 Predict the potential short-term and long-term impact of each alternative on self, others, and the environment.
- 6-8.H.5.1.6 Choose healthy alternatives over unhealthy alternatives when making a health-related decision.
- 6-8.H.5.1.7 Analyze the outcomes of a health-related decision.

Standard 6: Goal Setting

Goal 1.1: Students will demonstrate the ability to use goal-setting skills to enhance health.

Grades 6-8 Objectives

Objective(s): By the end of Eighth Grade, the student will be able to:

- 6-8.H.6.1.1 Assess personal health practices.
- 6-8.H.6.1.2 Develop a goal to adopt, maintain, or improve a personal health practice.
- 6-8.H.6.1.3 Apply effective strategies and skills needed to attain a personal health goal (e.g., S.M.A.R.T. goal setting strategy).

Standard 7: Practice Healthy Behavior

Goal 1.1: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Grades 6-8 Objectives

Objective(s): By the end of Eighth Grade, the student will be able to:

- 6-8.H.7.1.1 Explain the importance of assuming responsibility for personal health behaviors.
- 6-8.H.7.1.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
- 6-8.H.7.1.3 Demonstrate behaviors that avoid or reduce health risks to self and others.
- 6-8 H.7.1.4. Explain the importance of personal hygiene, self-care, food behavior, and physical activity.

Standard 8: Advocacy

Goal 1.1: Students will demonstrate the ability to advocate for personal, family, and community health.

Grades 6-8 Objectives

Objective(s): By the end of Eighth Grade, the student will be able to:

- 6-8.H.8.1.1 State a health-enhancing position on a topic and support it with accurate information.
- 6-8.H.8.1.2 Demonstrate how to influence and support others to make positive health choices.
- 6-8.H.8.1.3 Work cooperatively to advocate for the health of individuals, families, schools, and the community.
- 6-8.H.8.1.4 Identify ways in which health messages and communication techniques can be altered for different audiences.

IDAHO CONTENT STANDARDS HEALTH EDUCATION

Grades 9-12

Standard 1: Comprehend Core Concepts

Core Concepts of Health Education for Grades 9-12 are defined below:

Alcohol, Tobacco, & Other Drugs

The use of alcohol, tobacco, and other drugs has major implications in the lifelong health of individuals. Instruction includes the effects, influences, environmental exposure, prevention and treatment of the use of alcohol, tobacco products, and other drugs on the body and mind.

Nutrition & Physical Activity

To be ready to learn and achieve to their fullest potential adolescents need to acquire knowledge and skills to be well nourished and physically active. The benefits include enhanced energy level, academic performance, self-image, and the ability to prevent disease.

Injury Prevention & Safety

Unintentional and intentional injuries rank among the greatest threats to the health of ~~adolescence~~ adolescents and adults. Instruction includes safe living skills and choices, violence prevention, and emergency response and preparedness. Young adults need to be aware they are responsible for their own safety and the safety of others.

Mental, Emotional, & Social Health

Mental, emotional, and social health are foundations for building wellness. Instruction includes a positive sense of self-image and self-esteem, recognizing emotions and socially appropriate responses ~~of~~ to self and others. Knowledge and skills include emotional intelligence, stress management, recognizing mental illness, suicide prevention, healthy relationships, communication skills, and conflict resolution.

Prevention & Control of Disease

Individuals have a considerable measure of control over their own health and the chance of contracting most illnesses. Health-related choices and decisions regarding prevention of communicable and non-communicable diseases include recognizing risk factors, identifying methods of contraction and transmission, and using universal precautions. Information and discussion of sexually transmitted [infections](#)/diseases and HIV are important components of this content area. Information should be factual, medically accurate, and objective.

Consumer & Community Health

Adolescents need to understand how health care services are provided as well as how individuals can take an active role in determining the use of health-related services and products. Consumer and community health include recognizing and accessing valid and appropriate health information, services, and products. Instruction includes knowledge about health insurance, health related research, advertising, and fraudulent claims.

Growth, Development, & Family Life

A healthy family is vital to the well-being and successful development of adolescents. Instruction includes the stages of life, changes in relationships with others that accompany social development, the acceptance of self and others, healthy relationships and sexuality, consequences of sexual activity (e.g., personal, legal and economic responsibilities of parenthood), encouragement of abstinence from sexual activity, sexually transmitted [infections](#)/diseases (e.g., transmission and prevention), and pregnancy prevention. Information should be factual, medically accurate, and objective.

Environmental Health

Students need to be aware of the impact of environmental issues and hazards on personal health and the impact humans have on the environment. Instruction includes precautions and behaviors to safeguard personal health, and practices that reverse or slow down environmental pollution and related problems.

Goal 1.1: Students will comprehend core concepts related to health promotion and disease prevention to enhance health including: Alcohol, Tobacco and Other Drugs; Nutrition and Physical Activity, Injury Prevention and Safety; Mental, Emotional, and Social Health; Prevention and Control of Disease; Consumer and Community Health; Growth, Development, and Family Life; and Environmental Health.

Grade 9-12 Objectives

Objective(s): By the end of Twelfth Grade, the student will be able to:

- 9-12.H.1.1.1 Predict how behaviors can affect wellness.
- 9-12.H.1.1.2 Describe the interrelationships of emotional, mental, physical, and social health.
- 9-12.H.1.1.3 Analyze how environment and wellness are interrelated (e.g., secondhand smoke/vapors from vaping).
- 9-12.H.1.1.4 Analyze how genetics and family history can affect personal health.
- 9-12.H.1.1.5 Propose ways to reduce health problems.
- 9-12.H.1.1.6 Analyze the relationship between access to health care and health status.
- 9-12.H.1.1.7 Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.
- 9-12.H.1.1.8 Analyze the potential severity of health problems that result from engaging in unhealthy behaviors.

Standard 2: Analyzing Influences

Goal 1.1: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behavior.

Grade 9-12 Objectives

Objective(s): By the end of Twelfth Grade, the student will be able to:

- 9-12.H.2.1.1 Analyze how the family and culture influence health beliefs and behaviors.
- 9-12.H.2.1.2 Analyze how peers influence health beliefs and behaviors (e.g., social norms).
- 9-12.H.2.1.3 Evaluate how the school and community can affect personal health practice and behaviors.
- 9-12.H.2.1.4 Analyze how the media and technology influence health beliefs and behaviors (e.g., social media, internet safety, and responsibility).
- 9-12.H.2.1.5 Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors (e.g., using drugs to fit in).
- 9-12.H.2.1.6 Analyze how public health policies and government regulations can influence health promotion and disease prevention.

Standard 3: Accessing Information

Goal 1.1: Students will demonstrate the ability to access valid information, products, and services to enhance health.

Grade 9-12 Objectives

Objective(s): By the end of Twelfth Grade, the student will be able to:

- 9-12.H.3.1.1 Evaluate the validity of health information, products, and services.
- 9-12.H.3.1.2 Determine the accessibility of health information, products, and services.
- 9-12.H.3.1.3 Access valid and reliable health information, products, and services.
- 9-12.H.3.1.4 Use resources from home, school, and community that provide valid health information.
- 9-12.H.3.1.5 Determine when professional health services may be required.

Standard 4: Interpersonal Communication

Goal 1.1: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Grade 9-12 Objectives

Objective(s): By the end of Twelfth Grade, the student will be able to:

- 9-12.H.4.1.1 Use skills for communicating effectively with family, peers, and others to enhance health.
- 9-12.H.4.1.2 Demonstrate refusal, conflict resolution, and collaboration skills to enhance health and to avoid or reduce health risks.

- 9-12.H.4.1.3 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
- 9-12.H.4.1.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others (e.g., suicide prevention, relationship violence, and bullying).

Standard 5: Decision Making

Goal 1.1: Students will demonstrate the ability to use decision-making skills to enhance health.

Grade 9-12 Objectives

Objective(s): By the end of Twelfth Grade, the student will be able to:

- 9-12.H.5.1.1 Examine barriers that can hinder healthy decision-making.
- 9-12.H.5.1.2 Determine the value of applying a thoughtful decision-making process in health-related situations (e.g., alcohol, tobacco and other drug use, ~~and~~ the consequences of a criminal record, recreational safety, safe driving behaviors, testing, social media and general online presence, food behavior, and physical activity).
- 9-12.H.5.1.3 Justify when individual or collaborative decision-making is appropriate.
- 9-12.H.5.1.4 Generate alternatives to health-related issues or problems.
- 9-12.H.5.1.5 Predict the potential short-term and long-term impact of each alternative on self, others, and the environment.
- 9-12.H.5.1.6 Defend the healthy choice when making decisions.
- 9-12.H.5.1.7 Evaluate the effectiveness of health-related decisions.

Standard 6: Goal Setting

Goal 1.1 Students will demonstrate the ability to use goal-setting skills to enhance health.

Grades 9-12 Objectives

Objective(s): By the end of Twelfth Grade, the student will be able to:

- 9-12.H.6.1.1 Assess personal health practices and overall health status.
- 9-12.H.6.1.2 Develop a plan to attain a personal health goal that addresses strengths, needs, and risks.
- 9-12.H.6.1.3 Implement effective strategies and monitor progress in achieving a personal health goal (e.g., S.M.A.R.T. goal setting strategy).
- 9-12.H.6.1.4 Formulate an effective long-term personal health plan.

Standard 7: Practice Healthy Behavior

Goal 1.1: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Grades 9-12 Objectives

Objective(s): By the end of Twelfth Grade, the student will be able to:

- 9-12.H.7.1.1 Analyze the role of individual responsibility in enhancing health.
- 9-12.H.7.1.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.
- 9-12.H.7.1.3 Explain the importance of personal hygiene, self-care (e.g., self-exams), food behavior, and physical activity.
- 9-12.H.7.1.4 Demonstrate a variety of healthy practices and behaviors that avoid or reduce health risks to self and others.
- 9-12.H.7.1.5 Instruction provided on hands-only CPR training including proper utilization of an AED.

Standard 8: Advocacy

Goal 1.1: Students will demonstrate the ability to advocate for personal, family, and community health.

Grades 9-12 Objectives

Objective(s): By the end of Twelfth Grade, the student will be able to:

- 9-12.H.8.1.1 Use accurate information to formulate a health-enhancing message.
- 9-12.H.8.1.2 Demonstrate how to influence and support others to make positive health choices.
- 9-12.H.8.1.3 Work cooperatively as an advocate for improving personal, family, and community health.
- 9-12.H.8.1.4 Adapt health messages and communication techniques to target a specific audience.

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08.02.03 – RULES GOVERNING THOROUGHNESS

000. LEGAL AUTHORITY.

All rules in this Thoroughness chapter (IDAPA 08.02.03) are promulgated pursuant to the authority of the State Board of Education under Article IX, Section 2 of the Idaho Constitution and under sections 33-116, 33-118, and 33-1612, Idaho Code. Specific statutory references for particular rules are also noted as additional authority where appropriate.
(3-15-22)

001. SCOPE.

These rules govern the thorough education of all public school students in Idaho. (3-15-22)

002. -- 003. (RESERVED)

004. INCORPORATION BY REFERENCE.

The following documents are incorporated into this rule: (3-15-22)

01. The Idaho Content Standards. The Idaho Content Standards as adopted by the State Board of Education. Individual subject content standards are adopted in various years in relation to the curricular materials adoption schedule. Copies of the document can be found on the State Board of Education website at <https://boardofed.idaho.gov>. (3-15-22)

- a.** Arts and Humanities Categories: (3-15-22)
 - i. Dance, as revised and adopted on August 11, 2016; (3-15-22)
 - ii. Interdisciplinary Humanities, as revised and adopted on August 11, 2016; (3-15-22)
 - iii. Media Arts, as adopted on August 11, 2016. (3-15-22)
 - iv. Music, as revised and adopted on August 11, 2016; (3-15-22)
 - v. Theater, as revised and adopted on August 11, 2016; (3-15-22)
 - vi. Visual Arts, as revised and adopted on August 11, 2016; (3-15-22)
 - vii. World languages, as revised and adopted on August 11, 2016. (3-15-22)
- b.** Computer Science, adopted on November 28, 2016. (3-15-22)
- c.** Driver Education, as revised and adopted on August 10, 2017. (3-15-22)
- d.** English Language Arts/Literacy, as revised and adopted on November 28, 2016. (3-15-22)
- e.** Health, as revised and adopted on August ~~11, 2016~~ 24, 2022. (3-15-22)
- f.** Information and Communication Technology, as revised and adopted on August 10, 2017. (3-15-22)
- ~~**g.** Limited English Proficiency, as revised and adopted on August 21, 2008. (3-15-22)~~
- hg.** Mathematics, as revised and adopted on August 11, 2016. (3-15-22)
- ih.** Physical Education, as revised and adopted on August ~~11, 2016~~ 24, 2022. (3-15-22)

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- j.i.** Science, as revised and adopted on August 10, 2017. (3-15-22)
- k.j.** Social Studies, as revised and adopted on November 28, 2016. (3-15-22)
- l.k.** College and Career Readiness Competencies adopted on June 15, 2017. (3-15-22)

~~**02. The English Language Development (ELD) Standards.** The WIDA 2020 English Language Development (ELD) Standards statements as adopted by the State Board of Education on August 26, 2021. Copies of the document can be found at <https://wida.wise.edu>. (3-15-22)~~

~~**03. The Idaho English Language Proficiency Assessment (ELPA) Achievement Standards.** The Idaho English Language Proficiency Assessment (ELPA) Achievement Standards as adopted by the State Board of Education on October 18, 2017. Copies of the document can be found on the State Board of Education website at <https://boardofed.idaho.gov>. (3-15-22)~~

~~**04. The Idaho Standards Achievement Tests (ISAT) Achievement Level Descriptors.** Achievement Level Descriptors as adopted by the State Board of Education on April 14, 2016. Copies of the document can be found on the State Board of Education website at <https://boardofed.idaho.gov>. (3-15-22)~~

~~**05. The Idaho Content Standards Core Content Connectors.** The Idaho Content Standards Core Content Connectors as adopted by the State Board of Education. Copies of the document can be found at the State Board of Education website at <https://boardofed.idaho.gov>. (3-15-22)~~

~~**a.** English Language Arts, as adopted by the State Board of Education on August 10, 2017. (3-15-22)~~

~~**b.** Mathematics, as adopted by the State Board of Education on August 10, 2017. (3-15-22)~~

~~**c.** Science, as adopted by the State Board of Education on June 19, 2019. (3-15-22)~~

~~**06. The Idaho Alternate Assessment Achievement Standards.** Alternate Assessment Achievement Standards as adopted by the State Board of Education on October 18, 2017. Copies of the document can be found on the State Board of Education website at <https://boardofed.idaho.gov>. (3-15-22)~~

072. The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Deaf or Hard of Hearing. As adopted by the State Board of Education on October 11, 2007. Copies of the document can be found on the State Board of Education website at <https://boardofed.idaho.gov>. (3-15-22)

083. The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Blind or Visually Impaired. As adopted by the State Board of Education on October 11, 2007. Copies of the document can be found on the State Board of Education website at <https://boardofed.idaho.gov>. (3-15-22)

094. The Idaho Special Education Manual. The Idaho Special Education Manual as adopted by the State Board of Education on October 17, 2018. Copies of the document can be found on the State Board of Education website at <https://boardofed.idaho.gov>. (3-15-22)

005. -- 006. (RESERVED)

007. DEFINITIONS.

01. Achievement Standards. Define “below basic,” “basic,” “proficient,” and “advanced” achievement levels on the Idaho Standards Achievement Tests (ISAT) and level one (1) through level six (6) on Idaho’s English language assessment by setting scale score cut points. These cut scores are [set by the State Board of Education](#) and paired with descriptions of how well students are mastering the material in the content standards. These descriptions are called performance level descriptors ~~or PLDs~~, and are provided by performance level, by content area, and by grade.

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(3-15-22)

02. Advanced Opportunities. Placement courses, Dual Credit courses, Technical Competency Credit, or International Baccalaureate programs. (3-15-22)

03. Advanced Placement® (AP) - College Board. The Advanced Placement Program is administered by the College Board at <http://www.collegeboard.com>. AP students may take one (1) or more college level courses in a variety of subjects. AP courses are not tied to a specific college curriculum, but rather follow national College Board curricula. While taking the AP exam is optional, students can earn college credit by scoring well on the national exams. It is up to the discretion of the receiving college to accept the scores from the AP exams to award college credit or advanced standing. (3-15-22)

04. All Students. All public school students, grades K-12. (3-15-22)

05. Assessment. The process of quantifying, describing, or gathering information about skills, knowledge or performance. (3-15-22)

06. Assessment Standards. Statements setting forth guidelines for evaluating student work, as in the “Standards for the Assessment of Reading and Writing.” (3-15-22)

07. Career Pathway Plan. The plan that outlines a student’s program of study, which should include a rigorous academic core and a related sequence of electives in academic, career technical education (CTE), or humanities aligned with the student’s post-graduation goals. (3-15-22)

08. Career Technical Education. Formal preparation for semi-skilled, skilled, technical, or paraprofessional occupations, usually below the baccalaureate level. (3-15-22)

09. College and Career Readiness. College and career readiness is the attainment and demonstration of state board adopted competencies that broadly prepare high school graduates for a successful transition into some form of postsecondary education and/or the workplace. (3-15-22)

10. Content Standards. Describe the knowledge, concepts, and skills that students are expected to acquire at each grade level in each content area. (3-15-22)

11. Criteria. Guidelines, rules or principles by which student responses, products, or performances, are judged. What is valued and expected in the student performance, when written down and used in assessment, become rubrics or scoring guides. (3-15-22)

12. Diploma. A document awarded to a student by a secondary school to show the student has successfully completed the state and local education agency graduation requirements. Diplomas may be awarded to individuals who attended a secondary school prior to the year in which the student is requesting issuance of a diploma based on the graduation requirements in existence at the time the student attended. Determination of meeting past graduation requirements may be determined based on proficiency as determined by the local education agency. Each local education agency may determine the format of the diploma, including the recognition of emphasis areas based on a student’s completion of courses or courses or studies in an emphasis area or educational pathways, including but not limited to science, technology, engineering and math (STEM), career technical education, or arts and music. (3-15-22)

13. Dual Credit. Dual credit allows high school students to simultaneously earn credit toward a high school diploma and a postsecondary degree or certificate. Postsecondary institutions work closely with high schools to deliver college courses that are identical to those offered on the college campus. Credits earned in a dual credit class become part of the student’s permanent college record. Students may enroll in dual credit programs taught at the high school or on the college campus. (3-15-22)

14. Idaho Standards Achievement Tests. Statewide assessments aligned to the state content standards

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and used to measure a student's knowledge of the applicable content standards.

(3-15-22)

15. International Baccalaureate (IB). Administered by the International Baccalaureate Organization, the IB program provides a comprehensive liberal arts course of study for students in their junior and senior years of high school. IB students take end-of-course exams that may qualify for college credit. Successful completion of the full course of study leads to an IB diploma.

(3-15-22)

16. Laboratory. A laboratory course is defined as one in which at least one (1) class period each week is devoted to providing students with the opportunity to manipulate equipment, materials, specimens or develop skills in observation and analysis and discover, demonstrate, illustrate or test scientific principles or concepts.

(3-15-22)

17. Portfolio. A collection of materials that documents and demonstrates a student's academic and work-based learning. A portfolio typically includes many forms of information that exhibit the student's knowledge, skills, and interests. By building a portfolio, students can recognize their own growth and learn to take increased responsibility for their education. Teachers, mentors, and employers can use portfolios for assessment purposes and to record educational outcomes.

(3-15-22)

18. Project Based Learning. A hands-on approach to learning that encourages students to create/interpret/communicate an original work or project and assesses quality and success of learning through performance/presentation/production of that work or project.

(3-15-22)

19. Proficiency. Having or demonstrating a high degree of knowledge or skill in a particular area.

(3-15-22)

20. Standards. Statements about what is valued in a given field, such as English language arts, and/or descriptions of what is considered quality work. See content standards, assessment standards, and achievement standards.

(3-15-22)

21. Technical Competency Credit. Technical competency credit is a sequenced program of study that allows secondary students to document proficiency in the skills and abilities they develop in approved high school career technical programs to be evaluated for postsecondary transcription at a later date. Technical Competency Credits are awarded for skills and competencies identified as eligible through an agreement with at least one Idaho postsecondary institution. Eligible skills and competencies are included as part of a high school career technical program and approved by the postsecondary institution through the agreement in advance to student participation. Credits are granted by the postsecondary institution for which the agreement is with and are transcribed at the time the student enrolls at the postsecondary institution.

(3-15-22)

22. Technology Education. A curriculum for elementary, middle, and senior high schools that integrates learning about technology (e.g., transportation, materials, communication, manufacturing, power and energy, and biotechnology) with problem-solving projects that require students to work in teams. Many technology education classrooms and laboratories are well equipped with computers, basic hand tools, simple robots, electronic devices, and other resources found in most communities today.

(3-15-22)

23. Unique Student Identifier. A number issued and assigned by the Board or designee to each student currently enrolled or who will be enrolled in an Idaho local education agency to obtain data.

(3-15-22)

008. – 101. (RESERVED)

102. INSTRUCTIONAL REQUIREMENTS.

01. Instruction and Programs. All schools will deliver a core of instruction and advisement programs (see Section 108, Guidance Programs) for each student in elementary schools, middle schools/junior high and high schools.

(3-15-22)

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02. Standards. All students will meet standards established locally (at a minimum, the standards of the state) through rigorous accountability, which includes challenging examinations, demonstrations of achievement, and other appropriate tests and measures. (3-15-22)

103. INSTRUCTION GRADES 1-12.

01. Instruction. Instruction is inclusive of subject matter, content and course offerings. Patterns of instructional organization are a local school district option. Schools will assure students meet locally developed 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 regular education program. It also includes special learning opportunities for accelerated, learning disabled students and students with other disabilities. (3-15-22)

02. Instructional Courses. At appropriate grade levels, instruction will include but not be limited to the following: (3-15-22)

a. Language Arts and Communication will include instruction in reading, writing, English, literature, technological applications, spelling, speech and listening, and, in elementary schools, cursive writing. (3-15-22)

b. Mathematics will include instruction in addition, subtraction, multiplication, division, percentages, mathematical reasoning and probability. (3-15-22)

c. Science will include instruction in applied sciences, earth and space sciences, physical sciences, life sciences, and computer science. (3-15-22)

d. Social Studies will include instruction in history, government, geography, economics, current world affairs, citizenship, and sociology. (3-15-22)

104. OTHER REQUIRED INSTRUCTION.

Other required instruction for all students and other required offerings of the school are: (3-15-22)

01. Elementary Schools. (3-15-22)

a. The following section outlines other information required for all elementary students, as well as other required offerings of the school:

Fine Arts (art and music)

Health (wellness)

Physical Education (fitness)

[Computational thinking and digital literacy](#) (3-15-22)

b. Additional instructional options as determined by the local school district. For example:

Languages other than English

Career Awareness (3-15-22)

02. Middle Schools/Junior High Schools. (3-15-22)

a. No later than the end of Grade eight (8) each student shall develop parent-approved student career pathway plans for their high school and post-high school options. The career pathway plan shall be developed by students with the assistance of parents or guardians, and with advice and recommendation from school personnel. It shall be reviewed annually and may be revised at any time. The purpose of a parent-approved student career pathway plan is to outline a course of study and learning activities for students to become contributing members of society. A student career pathway plan describes, at a minimum, the list of courses and learning activities in which the student will engage while working toward meeting the state and school district's or LEA's graduation standards in preparation

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for postsecondary goals. The school district or LEA will have met its obligation for parental involvement if it makes a good faith effort to notify the parent or guardian of the responsibility for the development and approval of the career pathway plan. A career pathway plan will not be required if the parent or guardian requests, in writing, that no career pathway plan be developed. (3-15-22)

b. A student must have met the grade eight (8) mathematics standards before the student will be permitted to enter grade nine (9). (3-15-22)

c. Other required instruction for all middle school students:

Career exploration

Health (wellness)

Physical Education (fitness)

[Computational thinking and digital literacy](#) (3-15-22)

d. Other required offerings of the school:

Fine and Performing Arts

Career Technical Education

Advisory Period (middle school only, encouraged in junior high school) (3-15-22)

03. High Schools. (3-15-22)

a. High schools must offer a wide variety of courses to satisfy state and local graduation requirements. High schools are required to provide instructional offerings in Physical Education (fitness) and Career Technical Education and the instruction necessary to assure students are college and career ready at the time of graduation. (3-15-22)

b. High schools will annually review and update with the student the student career pathway plans specified in Subsection 104.02.a. (3-15-22)

105. HIGH SCHOOL GRADUATION REQUIREMENTS.

A student must meet all of the requirements identified in this section before the student will be eligible to graduate from an Idaho high school. The local school district or LEA may establish graduation requirements beyond the state minimum. (3-15-22)

01. Credit Requirements. The State minimum graduation requirement for all Idaho public high schools is forty-six (46) credits and must include twenty-nine (29) credits in core subjects as identified in ~~Paragraphs 105.01.e. through 105.01.h~~ [this section](#). (3-15-22)

a. Credits. One (1) credit shall equal sixty (60) hours of total instruction. School districts or LEA's may request a waiver from this provision by submitting a letter to the State Department of Education for approval, signed by the superintendent and chair of the board of trustees of the district or LEA. The waiver request shall provide information and documentation that substantiates the school district or LEA's reason for not requiring sixty (60) hours of total instruction per credit. (3-15-22)

b. Mastery. Notwithstanding the credit definition of Subsection 105.01.a., a student may also achieve credits by demonstrating mastery of a subject's content standards as defined and approved by the local education agency (LEA.) (3-15-22)

c. Secondary Language Arts and Communication. Nine (9) credits are required. Eight (8) credits of instruction in Language Arts. Each year of Language Arts shall consist of language study, composition, and literature and be aligned to the Idaho Content Standards for the appropriate grade level. One (1) credit of instruction in communications consisting of oral communication and technological applications that includes a course in speech, a course in debate, or a sequence of instructional activities that meet the Idaho Speech Content Standards requirements.

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(3-15-22)

d. Mathematics. Six (6) credits are required. Secondary mathematics includes Integrated Mathematics, Applied Mathematics, Business Mathematics, Algebra, Geometry, Trigonometry, Fundamentals of Calculus, Probability and Statistics, Discrete Mathematics, and courses in mathematical problem solving and quantitative reasoning including mathematics taken through career technical education programs. Dual credit engineering and computer science courses aligned to the state standards for grades nine (9) through (12), including AP Computer Science and dual credit computer Science courses may also be counted as a mathematics credit. Students who choose to take computer science and dual credit engineering courses may not concurrently count such courses as both a mathematics and science credit for the same course. (3-15-22)

i. Students must complete secondary mathematics in the following areas: (3-15-22)

(1) Two (2) credits of Algebra I, Algebra I level equivalent Integrated Mathematics or courses that meet the High School Algebra Content Standards; (3-15-22)

(2) Two (2) credits of Geometry, Geometry level equivalent Integrated Mathematics, or courses that meet the Idaho High School Geometry Content Standards; and (3-15-22)

(3) Two (2) credits of mathematics of the student's choice. (3-15-22)

e. Science. Six (6) credits are required, two (2) of which will be laboratory based. Secondary sciences include instruction in applied sciences, earth and space sciences, physical sciences, life sciences, and computer science. (3-15-22)

i. Secondary sciences include instruction in the following areas: biology, computer science, physical science or chemistry, and earth, space, environment, or approved applied science. (3-15-22)

f. Social Studies. Five (5) credits are required, including government (two (2) credits), United States history (two (2) credits), and economics/[financial literacy](#) (one (1) credit). Courses such as geography, sociology, psychology, and world history may be offered as electives, but are not to be counted as a social studies requirement. (3-15-22)

g. Humanities. Two (2) credits are required. Humanities courses include instruction in visual arts, music, theatre, dance, or world language aligned to the Idaho content standards for those subjects. Other courses such as literature, history, philosophy, architecture, or comparative world religions may satisfy the humanities standards if the course is aligned to the Interdisciplinary Humanities Content Standards. (3-15-22)

h. Health/Wellness. One (1) credit is required. Course must be aligned to the Idaho Health Content Standards. Effective for all public school students who enter grade nine (9) in Fall 2015 or later, each student shall receive a minimum of one (1) class period on psychomotor cardiopulmonary resuscitation (CPR) training as outlined in the American Heart Association (AHA) Guidelines for CPR to include the proper utilization of an automatic external defibrillator (AED) as part of the Health/Wellness course. (3-15-22)

i. Students participating in one (1) season in any sport recognized by the Idaho High School Activities Association or club sport recognized by the local school district, or eighteen (18) weeks of a sport recognized by the local school district may choose to substitute participation up to one (1) credit of physical education. Students must show mastery of the Physical Education Content Standards in a format provided by the school district. (3-15-22)

i. Computer Science. For students entering grade 9 during the fall of 2025 one (1) credit of computer science and computational thinking. For students entering grade 9 during the fall of 2026 two (2) credits of computer science and computational thinking. One (1) credit may be used to meet the computer science credit requirement concurrently with meeting one (1) mathematics or one (1) science credit.

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02. Content Standards. Each student shall meet locally established subject area standards (using state content standards as minimum requirements) demonstrated through various measures of accountability including examinations or other measures. (3-15-22)

03. Senior Project. The senior project is a culminating project to show a student's ability to analyze, synthesize, and evaluate information and communicate that knowledge and understanding. A student must complete a senior project by the end of grade twelve (12). Senior projects may be multi-year projects, group or individual projects, or approved pre-internship or school to work internship programs, at the discretion of the school district or charter school. The project must include elements of research, development of a thesis using experiential learning or integrated project based learning experiences and presentation of the project outcome. Additional requirements for a senior project are at the discretion of the local school district or LEA. Completion of a postsecondary certificate or degree at the time of high school graduation or an approved pre-internship or internship program may be used to meet this requirement. (3-15-22)

04. Civics and Government Proficiency. Pursuant to Section 33-1602, Idaho Code, each LEA may establish an alternate path for determining if a student has met the state civics and government content standards. Alternate paths are open to all students in grades seven (7) through twelve (12.) Any student who has been determined proficient in the state civics and government content standards either through the completion of the civics test or an alternate path shall have it noted on the student's high school transcript. (3-15-22)

05. Middle School. A student will have met the high school content and credit area requirement for any high school course if the requirements outlined in Subsections 105.06.a. through 105.06.c. of this rule are met. (3-15-22)

a. The student completes such course with a grade of C or higher before entering grade nine (9);

(3-15-22)

b. The course meets the same content standards that are required in high school for the same course; and (3-15-22)

c. The course is taught by a teacher properly certified to teach high school content and who meets the federal definition of highly qualified for the course being taught. (3-15-22)

d. The student shall be given a grade for the successful completion of that course and such grade and the number of credit hours assigned to the course will be transferred to the student's high school transcript. Notwithstanding this requirement, the student's parent or guardian shall be notified in advance when credits are going to be transcribed and may elect to not have the credits and grade transferred to the student's high school transcript. Courses taken in middle school appearing in the student's high school transcript, pursuant to this subsection, shall count for the purpose of high school graduation. However, the student must complete the required number of credits in all high school core subjects as identified in Subsections 105.01.c. through 105.01.h. except as provided in 105.01.d.iii. The transcribing high school is required to verify the course meets the requirements specified in Subsections 105.05.a. through 105.05.c. of this rule. (3-15-22)

06. Special Education Students. A student who is eligible for special education services under the Individuals With Disabilities Education Improvement Act may, with the assistance of the student's Individualized Education Program (IEP) team, meet the graduation requirements through to the current Idaho Special Education Manual specifications. (3-15-22)

07. Foreign Exchange Students. A foreign exchange student may be eligible for graduation by completing a comparable program as approved by the LEA. (3-15-22)

106. ADVANCED OPPORTUNITIES.

01. Advanced Opportunities Requirement. All high schools in Idaho shall be required to provide Advanced Opportunities, or provide opportunities for students to take courses at the postsecondary campus.

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02. Advanced Opportunities Early Graduation Scholarship Funding. (3-15-22)

a. Scholarship Calculation. (3-15-22)

i. The statewide average daily attendance-driven funding per enrolled pupil shall be calculated by adding the previous fiscal year's statewide distributions for salary-based apportionment, benefit apportionment and discretionary funds, and dividing the total by the previous year's statewide public school enrollment for all grades. (3-15-22)

ii. The statewide average daily attendance-driven funding per enrolled pupil shall be recalculated each fiscal year. (3-15-22)

iii. All benefits paid for scholarships and to public schools shall be based on the statewide average daily attendance-driven funding per enrolled pupil figure for the fiscal year in which the benefit is paid. (3-15-22)

b. Payments to Idaho Colleges and Universities. (3-15-22)

i. Annual scholarship payments will be made in one (1) installment during the first semester in which the student is enrolled, regardless of the number of years early the student graduated. Proof of enrollment in an Idaho public college or university must be obtained before any scholarship payment is made. (3-15-22)

ii. The State Department of Education will be responsible for making payments to the Idaho public colleges and universities attended by eligible students. The payments must be made no later than August 30 for the fall semester and January 30 for the spring semester. (3-15-22)

c. Payments to Public Schools. (3-15-22)

i. Public schools shall report to the State Department of Education, no later than June 15 of each school year, students who have graduated early. (3-15-22)

ii. The State Department of Education will make a single annual payment to public schools no later than October 1 of each year for all early graduates who are not attending the public school that school year as a result of early graduation. (3-15-22)

107. MIDDLE LEVEL CREDIT SYSTEM.

A school district or LEA must implement a credit system no later than grade seven (7) that includes components that address the credit requirements, credit recovery, alternate mechanisms and attendance. The LEA may establish credit requirements beyond the state minimum. (3-15-22)

01. Credit Requirements. Each LEA credit system shall require a student to attain a portion of the total credits attempted in each area in which credits are attempted except for areas in which instruction is less than a school year before the student will be eligible for promotion to the next grade level. (3-15-22)

02. Credit Recovery. A student who does not meet the minimum requirements of the credit system shall be given an opportunity to recover credits or complete an alternate mechanism in order to become eligible for promotion to next grade level. (3-15-22)

03. Alternate Mechanism. An LEA may establish an alternate mechanism to determine eligibility for grade level promotion. The alternate mechanism shall require a student to demonstrate proficiency of the appropriate content standards. All locally established mechanisms used to demonstrate proficiency will be forwarded to the State Department of Education. Alternate mechanisms must be re-submitted to the Department when changes are made to the mechanism. (3-15-22)

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04. Attendance. Attendance shall be an element included in the credit system, alternate mechanism or both. (3-15-22)

05. Special Education Students. The Individualized Education Program (IEP) team for a student who is eligible for special education services under the Individuals with Disabilities Education Improvement Act may, establish alternate requirements or accommodations to credit requirements as are deemed necessary for the student to become eligible for promotion to the next grade level. (3-15-22)

06. Limited English Proficient (LEP) Students. The Educational Learning Plan (ELP) team for LEP students, as defined in Subsection 112.05.g.iv., may establish alternate requirements or accommodations to credit requirements as deemed necessary for the student to become eligible for promotion to the next grade level. (3-15-22)

108. COLLEGE AND CAREER ADVISING GUIDANCE PROGRAMS.

In each Idaho school, a comprehensive advising program will be provided as an integral part of the educational program. A comprehensive guidance and counseling program includes these elements: (3-15-22)

01. Guidance. A guidance curriculum that identifies knowledge and skills to be attained by all students at various stages of their development and provides appropriate activities for their achievement. (3-15-22)

02. Individual Planning. Individualized planning with students and their parents in each of these domains: personal/social development, educational development, and career development. (3-15-22)

03. Response Services of Counseling, Consultation, and Referral. (3-15-22)

04. System Support Functions That Promote Effective Delivery of Guidance Services. (3-15-22)

109. SPECIAL EDUCATION.

01. Definitions. The following definitions apply only to Section 109 of these rules. (3-15-22)

a. Adult Student. A student who is eligible for special education, is eighteen (18) years of age or older and to whom special education rights have transferred. (3-15-22)

b. Due Process Hearing. An administrative hearing that is conducted to resolve disputes. (3-15-22)

i. Regular due process hearing regarding issues on any matter related to identification, evaluation, placement, or the provision of a free appropriate public education. (3-15-22)

ii. For disputes concerning discipline for which shortened time lines are in effect, an expedited due process hearing may be requested in accordance with the Individuals with Disabilities Education Act. (3-15-22)

c. Education Agency. Each school district and other public agency that is responsible for providing special education and related services to students with disabilities, including the Department of Juvenile Corrections and the Idaho School for the Deaf and Blind. (3-15-22)

d. Idaho Special Education Manual. Policies and procedures, as approved by the State Board of Education, that the State Department of Education is required to adopt to meet the eligibility requirements of 20 U.S.C, Section 1412 and are consistent with state and federal laws, rules, regulations, and legal requirements. (3-15-22)

e. Special Education. Specially designed instruction as defined by the Individuals with Disabilities Education Act or speech-language pathology services to meet the unique needs of a special education student. (3-15-22)

02. Legal Compliance. The State Department of Education and education agencies shall comply with

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all laws governing special education requirements.

(3-15-22)

a. The Board of Trustees or other comparable governing body of each education agency shall adopt policies and procedures for providing special education services and obtain approval from the State Department of Education for the same. Department approval shall be based on current governing special education requirements. Each education agency shall revise its policies and procedures as necessary to conform with changes in governing special education requirements.

(3-15-22)

b. The State Department of Education shall provide education agencies with a sample set of policies and procedures that is consistent with governing special education requirements. The Department shall monitor all education agencies and private agencies who provide special education services to students with disabilities for compliance with governing special education requirements and adopted policies and procedures.

(3-15-22)

c. Each education agency shall ensure that charter schools and alternative schools located in its jurisdiction have nondiscriminatory enrollment practices. Each education agency shall ensure the provision of special education and related services to eligible students enrolled in charter and alternative schools in accordance with governing special education requirements.

(3-15-22)

d. Each education agency contracting with a private school or facility shall ensure that the private school or facility is approved by the State Department of Education to provide special education services. The Department may approve a private school or facility to provide special education services upon application to the Department if it:

(3-15-22)

i. Is an accredited school or a licensed rehabilitation center; and

(3-15-22)

ii. Meets minimum health, fire and safety standards; and

(3-15-22)

iii. Is nonsectarian; and

(3-15-22)

iv. Provides special education services consistent with governing special education requirements.

(3-15-22)

v. Any private school or facility aggrieved by the Department's final decision may appeal that decision to the State Board of Education.

(3-15-22)

e. Education agencies shall employ special education and related services professional personnel using certification standards approved by the State Board of Education or licensing standards adopted by the appropriate Idaho state licensing board. Education agencies shall employ individuals who meet the highest entry-level standard that applies to a specific discipline unless there is a shortage of fully qualified candidates for a specific position. If there is a shortage of fully qualified candidates, the education agency shall hire the most qualified individual available who is making satisfactory progress toward meeting the highest entry-level standard within three (3) years.

(3-15-22)

f. Education agencies may employ paraprofessional personnel to assist in the provision of special education and related services to students with disabilities if they meet standards established by the State Department of Education.

(3-15-22)

g. Education agencies shall collect and report data as necessary to meet state and federal requirements concerning special education services, staff or students. Education agencies shall develop, implement and revise district improvement plans as necessary to improve results as measured by data on goals and indicators for the performance of special education students that are established by the State Department of Education in accordance with the Individuals with Disabilities Education Act.

(3-15-22)

h. Education agencies shall establish a team process to problem solve and plan general education interventions to ensure that referrals to special education are appropriate.

(3-15-22)

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03. Eligibility for Special Education. The State Department of Education shall provide state eligibility criteria for special education services for categorical eligibility consistent with the Individuals with Disabilities Education Act. Education agencies shall consider eligibility under all disability categories set forth in the Idaho Special Education Manual with the exception of developmental delay, which is an optional category. If an education agency elects to use the developmental delay category, it shall consider developmental delay for students ages three (3) through nine (9) using the eligibility criteria adopted by the Department and set forth in the Idaho Special Education Manual. The total timeline from the date of receipt of written parental consent for an initial evaluation to the date of determination of eligibility for special education and related services must not exceed sixty (60) calendar days, excluding periods when regular school is not in session for five (5) or more consecutive school days, unless all parties agree to an extension. (3-15-22)

04. Individualized Education Programs. Each education agency shall develop an individualized education program (IEP) for each student who is eligible for special education. The IEP shall be implemented as soon as possible after it is developed. The total timeline from the determination that the student needs special education and related services to the date of implementation of the initial IEP shall not exceed thirty (30) calendar days. A new IEP shall be developed at least annually, on or before the date the previous IEP was developed. (3-15-22)

a. IEP team meetings shall be convened upon reasonable request of any IEP team member at times other than the annual review. If the education agency refuses to convene an IEP team meeting requested by a parent or adult student, the agency shall provide written notice of the refusal. (3-15-22)

b. Education agencies shall document the attendance of all participants at each IEP team meeting. Any participant who does not agree with an IEP team decision regarding a student's educational program may place a minority report in that student's file. A minority report shall not prevent implementation of an IEP team decision. (3-15-22)

c. The IEP team shall determine the student's placement in the least restrictive environment. (3-15-22)

d. At the discretion of the education agency, an individualized family service plan (IFSP) may be used in place of an IEP if: (3-15-22)

i. The child is ages three (3) through five (5), and (3-15-22)

ii. The child's parents are provided with a detailed explanation of the differences between an IFSP and an IEP, and (3-15-22)

iii. The child's parents provide written consent to use the IFSP, and (3-15-22)

iv. The IFSP is developed in accordance with IDEA Part B policies and procedures. (3-15-22)

v. Nothing in this part requires education agencies to develop IFSPs rather than IEPs for three (3) through five (5) year old nor to implement more than the educational components of the IFSP. (3-15-22)

e. When a student who has been determined eligible for special education, as indicated by a current IEP, transfers from one (1) Idaho education agency to another, the student is entitled to continue to receive special education services. The receiving education agency may accept and implement the existing IEP or may convene an IEP team meeting to develop a new IEP. If a new IEP cannot be developed within five (5) school days, or if the education agency wishes to re-evaluate the child, an interim (short-term) IEP shall be implemented pending development of the standard IEP. (3-15-22)

f. If a student who is eligible for special education in another state transfers to an Idaho education agency, the Idaho education agency shall request a copy of the student's most recent eligibility documentation and IEP within two (2) school days. Within five (5) school days of receipt of the eligibility documentation and IEP, the Idaho education agency shall determine if it will adopt the existing eligibility documentation and IEP. If the education

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agency disagrees with the existing eligibility documentation, or if the documentation is not available within a reasonable time period, consent for an initial assessment shall be sought. While the assessment and evaluation is in process, the education agency may implement an interim IEP if the parent or adult student agrees. If the parent or adult student does not agree to an interim IEP, the student shall be placed in general education. (3-15-22)

05. Procedural Safeguards. Education agencies will use appropriate procedural safeguards consistent with the Individuals with Disabilities Education Act. (3-15-22)

a. If a parent or adult student disagrees with an individualized education program (IEP) team's proposed IEP for the student, the parent or adult student may file a written objection to all or parts of the proposed IEP. If the written objection is emailed, postmarked or hand delivered within ten (10) calendar days of the date the parent or adult student receives written notice of the proposed IEP, the proposed change cannot be implemented for fifteen (15) calendar days, or as extended through mutual agreement by the district and the parent or adult student while the parties work to resolve the dispute. Parties may choose to hold additional IEP team meetings which may be facilitated by the State Department of Education (SDE) or request voluntary mediation through the SDE. If these methods fail or are refused, the proposed IEP shall be implemented after fifteen (15) calendar days unless a due process hearing is filed by the parents or adult student, during which time the student shall remain in the current educational placement during the pendency of any administrative or judicial proceeding, unless the district/adult student agree otherwise. The written objection cannot be used to prevent the education agency from placing a student in an interim alternative educational setting in accordance with IDEA discipline procedures, or to challenge an eligibility/identification determination. (3-15-22)

b. Mediation may be requested by an education agency, parent, or adult student, or offered by the State Department of Education at any time. The Department shall screen all such requests to determine appropriateness. Any time a hearing is requested, the Department shall offer mediation using policies and requirements set forth in the Individuals with Disabilities Education Act regulations. If the Department appoints a mediator, the Department shall be responsible for compensating the mediator. All mediation participants will receive a copy of the Notification of Mediation Confidentiality form. Attorney fees may not be awarded for a mediation that is conducted prior to a request for a due process hearing. (3-15-22)

c. The State Department of Education shall administer a single-tiered due process hearing system to resolve disputes between education agencies and parents or adult students. When a due process hearing is requested, the superintendent, special education director, or other agency administrator shall inform the agency's board of trustees or other governing body of the request. The education agency shall immediately notify the Department's Director of Special Education of any request for a due process hearing. Within ten (10) calendar days of a written request for a regular hearing, or within five (5) business days of a written request for an expedited hearing, an impartial hearing officer shall be assigned by the Department. The Department shall maintain a list of trained hearing officers and their qualifications. (3-15-22)

d. The education agency that is a party to the hearing shall be responsible for compensating the hearing officer and paying for the cost of a verbatim transcript of the hearing. (3-15-22)

e. Due process hearings shall be conducted pursuant to IDAPA 04.11.01, "Idaho Rules of Administrative Procedure of the Attorney General," Individuals with Disabilities Education Act requirements, and the Idaho Special Education Manual, incorporated by reference in Section 004 of this rule. In case of any conflict between the IDAPA 04.11.01, "Idaho Rules of Administrative Procedure of the Attorney General" and the IDEA, the IDEA shall supersede the IDAPA 04.11.01, and IDAPA 04.11.01 shall supersede the Idaho Special Education Manual. (3-15-22)

f. The hearing officer shall issue a written decision that includes findings of fact and conclusions of law within forty-five (45) calendar days of the date a regular hearing is requested, unless a specific extension of this time line is requested by one (1) of the parties and granted by the hearing officer. The hearing officer shall issue a written decision that includes findings of fact and conclusions of law within twenty (20) calendar days of a written request for an expedited hearing, unless a specific extension of this time line has been granted. An extension of the time line for an expedited hearing shall not exceed an additional twenty-five (25) calendar days, and may be granted

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only if requested by one (1) of the parties and agreed to by both parties. The decision shall be sent to the parent or adult student, the education agency administrator, their respective representatives, and the State Department of Education. (3-15-22)

g. The hearing officer's decision shall be binding unless either party appeals the decision by initiating a civil action. The hearing officer's decision shall be implemented not later than fourteen (14) calendar days from the date of issuance unless an appeal is filed by a parent or adult student or the decision specifies a different implementation date. An appeal to civil court must be filed within forty-two (42) calendar days from the date of issuance of the hearing officer's decision. (3-15-22)

h. During the hearing the education agency shall provide reasonable accommodations as required by federal and state regulations. Disputes concerning reasonable accommodations shall be referred to the U.S. Department of Education's Americans with Disabilities Act (ADA) Committee for resolution. (3-15-22)

i. During the pendency of any due process hearing or civil appeal the child's educational placement shall be determined by the Individuals with Disabilities Education Act "stay put" requirements. (3-15-22)

j. A parent or adult student has the right to an independent educational evaluation (IEE) at public expense if the parent or adult student disagrees with an evaluation obtained by the education agency. Whenever an IEE is at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, shall be the same as the criteria the education agency uses when it initiates an evaluation, to the extent those criteria are consistent with the parent or adult student's right to an IEE. If an education agency has cost as one (1) of the criteria the education agency uses when it initiates an evaluation, the education agency may apply that criteria to independent educational evaluations. However, the parent or adult student has the right to demonstrate that unique circumstances justify an IEE that falls outside the education agency's cost criteria, and if so demonstrated, that IEE shall be publicly funded. A due process hearing may be initiated by the education agency to determine if the evaluation conducted by the education agency is appropriate. If the final decision of a hearing officer, or civil court, if the hearing officer's decision is appealed, is that the evaluation conducted by the education agency is appropriate, the parent or adult student still has the right to an independent educational evaluation, but not at the education agency's expense. (3-15-22)

k. Student records shall be managed in accordance with IDEA and Family and Educational Rights and Privacy Act regulations governing security, confidentiality, access, maintenance, destruction, inspection and amendment. (3-15-22)

06. Assistive Technology Devices. Education agencies may hold a parent liable for the replacement or repair of an assistive technology device that is purchased or otherwise procured by the education agency if it is lost, stolen, or damaged due to negligence or misuse at home or in another setting outside of school time. (3-15-22)

07. Diplomas and Graduation. School districts shall use a regular diploma for students who are eligible for special education at the completion of their secondary program. The transcript serves as a record of individual accomplishments, achievements, and courses completed. A modified or differentiated diploma or certificate may not be used for students who are eligible for special education unless the same diploma or certificate is granted to students without disabilities. If a student is not granted a regular high school diploma or if a regular high school diploma is granted for completing requirements that are not comparable to regular graduation requirements, a student who is eligible for special education is entitled to receive a free appropriate public education through the semester in which the student turns twenty-one (21) years of age or until the student completes requirements that are comparable to regular graduation requirements, whichever comes first. (3-15-22)

08. Special Education Advisory Panel. The State Superintendent of Public Instruction shall appoint members to serve on the Special Education Advisory Panel. Panel members shall elect annually an individual to serve a one (1) year term as vice-chair followed by a one (1) year term as chair. (3-15-22)

110. ALTERNATIVE SECONDARY PROGRAMS.

Alternative secondary programs are those that provide special instructional courses and offer special services to

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eligible at-risk youth to enable them to earn a high school diploma. Designated differences must be established between the alternative school programs and the regular secondary school programs. Alternative secondary school programs will include course offerings, teacher/pupil ratios and evidence of teaching strategies that are clearly designed to serve at-risk youth, pursuant to Section 33-1001, Idaho Code. (3-15-22)

01. Instruction. Special instruction courses for at-risk youth enrolled in an alternative secondary program will include: (3-15-22)

- a.** Core academic content that meets or exceeds minimum state standards; (3-15-22)
- b.** A physical fitness and personal health component; (3-15-22)
- c.** Career and technical education component approved by the state division of career technical education; (3-15-22)
- d.** A personal finance, parenting, and child care component; and (3-15-22)
- e.** A personal and career counseling component. (3-15-22)

02. Graduation Credit. Graduation credit may be earned in the following areas: academic subjects, electives, and approved work-based learning experiences. Nonacademic courses, i.e., classroom and office aides do not qualify for credit unless they are approved work-based learning experiences. (3-15-22)

03. Special Services. Special services for at-risk youth enrolled in alternative secondary programs include the following where appropriate: (3-15-22)

- a.** A day care center when enrollees are also parents. This center should be staffed by a qualified child care provider. (3-15-22)
- b.** Direct social services that may include officers of the court, social workers, counselors/psychologists. (3-15-22)
- c.** All services in accordance with the student's Individualized Education Program. (3-15-22)

111. ASSESSMENT IN THE PUBLIC SCHOOLS.

01. Philosophy. Acquiring the basic skills is essential to realization of full educational, vocational and personal/social development. Since Idaho schools are responsible for instruction in the basic scholastic skills, the State Board of Education has a vested interest in regularly surveying student skill acquisition as an index of the effectiveness of the educational program. This information can best be secured through objective assessment of student growth. The State Board of Education will provide oversight for all components of the comprehensive assessment program. (3-15-22)

- 02. Purposes.** The purpose of assessment in the public schools is to: (3-15-22)
 - a.** Measure and improve student achievement; (3-15-22)
 - b.** Assist classroom teachers in designing lessons; (3-15-22)
 - c.** Identify areas needing intervention and remediation, and acceleration; (3-15-22)
 - d.** Assist school districts in evaluating local curriculum and instructional practices in order to make needed curriculum adjustments; (3-15-22)
 - e.** Inform parents and guardians of their child's progress; (3-15-22)

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f. Provide comparative local, state and national data regarding the achievement of students in essential skill areas; (3-15-22)

g. Identify performance trends in student achievement across grade levels tested and student growth over time; and (3-15-22)

h. Help determine technical assistance/consultation priorities for the State Department of Education. (3-15-22)

03. Content. The comprehensive assessment program will consist of multiple assessments, including, the Idaho Reading Indicator (IRI), the National Assessment of Educational Progress (NAEP), the Idaho English Language Assessment, the Idaho Standards Achievement Tests (ISAT), the Idaho Alternate Assessment, and a college entrance exam. (3-15-22)

04. Testing Population. All students in Idaho public schools, grades kindergarten through twelve (K-12), are required to participate in the comprehensive assessment program approved by the State Board of Education and funded. (3-15-22)

a. All students who are eligible for special education shall participate in the statewide assessment program. (3-15-22)

b. Each student's individualized education program team shall determine whether the student shall participate in the regular assessment without accommodations, the regular assessment with accommodations or adaptations, or whether the student qualifies for and shall participate in the alternate assessment. (3-15-22)

c. Limited English Proficient (LEP) students, as defined in Subsection 112.05.g.iv., may receive designated supports or accommodations, or both, for the ISAT assessment if need has been indicated by the LEP student's Educational Learning Plan (ELP) team. The team shall outline the designated supports or accommodations, or both, in an ELP prior to the assessment administration. Designated supports or accommodations, or both, shall be familiar to the student during previous instruction and for other assessments. LEP students who are enrolled in their first year of school in the United States may take Idaho's English language assessment in lieu of the English language ISAT, but will still be required to take the ISAT (Mathematics and Science). Such LEP students will be counted as participants for the ninety-five percent (95%) participation target, as described in Subsection 112.05.e. However, such LEP students are not required to be counted for accountability purposes as described in Subsection 112.05.i. (3-15-22)

05. Scoring and Report Formats. Scores will be provided for each subject area assessed and reported in standard scores, benchmark scores, or holistic scores. Test results will be presented in a class list report of student scores, building/district summaries, content area criterion reports by skill, disaggregated group reports, and pressure sensitive labels as appropriate. Information about the number of students who are eligible for special education who participate in regular and alternate assessments, and their performance results, shall be included in reports to the public if it is statistically sound to do so and would not disclose performance results identifiable to individual students. (3-15-22)

a. All students taking the Idaho Standards Achievement Test (ISAT) must have a unique student identifier. (3-15-22)

b. Districts must send all assessment results and related communication to parents within three (3) weeks of receipt from the state. (3-15-22)

06. Comprehensive Assessment Program. The State approved comprehensive assessment program is outlined in Subsections 111.06.a. through 111.06.n. Each assessment will be comprehensive of and aligned to the Idaho State Content Standards it is intended to assess. In addition, districts are responsible for writing and implementing assessments in those standards not assessed by the state assessment program. (3-15-22)

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- a. Kindergarten - Idaho Reading Indicator, Idaho Alternate Assessment, Idaho English Language Assessment. (3-15-22)
- b. Grade 1 - Idaho Reading Indicator, Idaho Alternate Assessment, Idaho English Language Assessment. (3-15-22)
- c. Grade 2 - Idaho Reading Indicator, Idaho Alternate Assessment, Idaho English Language Assessment. (3-15-22)
- d. Grade 3 - Idaho Reading Indicator, Grade 3 Idaho Standards Achievement Tests in English language usage and mathematics, Idaho Alternate Assessment, Idaho English Language Assessment. (3-15-22)
- e. Grade 4 - National Assessment of Educational Progress, Grade 4 Idaho Standards Achievement Tests in English language usage and mathematics, Idaho Alternate Assessment, Idaho English Language Assessment. (3-15-22)
- f. Grade 5 - Grade 5 Idaho Standards Achievement Tests in English language usage, mathematics, and science; Idaho Alternate Assessment; Idaho English Language Assessment. (3-15-22)
- g. Grade 6 - Grade 6 Idaho Standards Achievement Tests in English language usage and mathematics, Idaho Alternate Assessment, Idaho English Language Assessment. (3-15-22)
- h. Grade 7 - Grade 7 Idaho Standards Achievement Tests in English language usage and mathematics, Idaho Alternate Assessment, Idaho English Language Assessment. (3-15-22)
- i. Grade 8 - National Assessment of Educational Progress; Grade 8 Idaho Standards Achievement Tests in English language usage, mathematics, and science; Idaho Alternate Assessment; Idaho English Language Assessment. (3-15-22)
- j. Grade 9 - High School Idaho Standards Achievement Tests (optional at the discretion of the school district or charter school), Idaho Alternate Assessment, Idaho English Language Assessment. (3-15-22)
- k. Grade 10 - [High School Idaho Standards Achievement Tests \(optional at the discretion of the school district or charter school\)](#), Idaho Alternate Assessment, Idaho English Language Assessment. (3-15-22)
- l. Grade 11 - High School Idaho Standards Achievement Test in English language usage and mathematics, science, Idaho Alternate Assessment, Idaho English Language Assessment, and college entrance exam [\(optional at the discretion of the student's parent\)](#). (3-15-22)
- m. Grade 12 - National Assessment of Educational Progress, Idaho English Language Assessment, and college entrance exam [\(optional at the discretion of the student's parent\)](#). (3-15-22)
- 07. Comprehensive Assessment Program Schedule. (3-15-22)**
 - a. The Idaho Standards Achievement Tests will be administered in the Spring in a time period specified by the State Board of Education. (3-15-22)
 - b. The Idaho Alternate Assessment will be administered in a time period specified by the State Board of Education. (3-15-22)
 - c. Idaho's English Language Assessment will be administered in a time period specified by the State Board of Education. (3-15-22)

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08 Achievement Standards and Performance Level Descriptors. Assessment achievement standards, development standards, and performance level descriptors will be set by the State Board of Education in a schedule and format established by the Board and will be made available through the State Board of Education and Department of Education websites. Achievement standards, development standards, and performance level descriptors include, but are not limited to:

a. The English Language Development (ELD) Standards. The WIDA 2020 English Language Development (ELD) Standards. Copies of the document can be found at <https://wida.wisc.edu>.

b. The Idaho English Language Proficiency Assessment (ELPA) Achievement Standards.

c. The Idaho Standards Achievement Tests (ISAT) Achievement Level Descriptors.

d. The Idaho Content Standards Core Content Connectors.

i. English Language Arts.

ii. Mathematics.

iii. Science.

e. The Idaho Alternate Assessment Achievement Standards.

08. Costs Paid by the State. Costs for the following testing activities will be paid by the state: (3-15-22)

a. All consumable and non-consumable materials needed to conduct the prescribed statewide comprehensive assessment program; (3-15-22)

b. Statewide distribution of all assessment materials; and (3-15-22)

c. Processing and scoring student response forms, distribution of prescribed reports for the statewide comprehensive assessment program. (3-15-22)

09. Costs of Additional Services. Costs for any additional administrations or scoring services not included in the prescribed statewide comprehensive assessment program will be paid by the participating school districts. (3-15-22)

10. Test Security, Validity and Reliability. (3-15-22)

a. Test security is of the utmost importance. To ensure integrity of secure test items and protect validity and reliability of test outcomes, test security must be maintained. School districts will employ security measures in protecting statewide assessment materials from compromise. Each individual who has any opportunity to see test items must sign a state-provided confidentiality agreement, which the district must keep on file in the district for at least two (2) years. Documentation of security safeguards must be available for review by authorized state and federal personnel. (3-15-22)

b. Any assessment used for federal reporting shall be independently reviewed for reliability, validity, and alignment with the Idaho Content Standards. (3-15-22)

11. Demographic Information. Accurate demographic information must be submitted as required for each test to assist in interpreting test results. It may include but is not limited to race, sex, ethnicity, and special programs, (Title I, English proficiency, migrant status, special education status, gifted and talented status, and socio-economic status). (3-15-22)

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12. Dual Enrollment. For the purpose of non-public school student participation in non-academic public school activities as outlined in Section 33-203, Idaho Code, the Idaho State Board of Education recognizes the following: (3-15-22)

a. The Idaho Standards Achievement Tests (grades 3-8 and High School). (3-15-22)

b. A portfolio demonstrating grade level proficiency in at least five (5) of the subject areas listed in Subsections 111.13.b.i. through 111.13.b.vi. Portfolios are to be judged and confirmed by a committee comprised of at least one (1) teacher from each subject area presented in the portfolio and the building principal at the school where dual enrollment is desired. (3-15-22)

i. Language Arts/Communications. (3-15-22)

ii. Math. (3-15-22)

iii. Science. (3-15-22)

iv. Social Studies. (3-15-22)

v. Health. (3-15-22)

vi. Humanities. (3-15-22)

112. ACCOUNTABILITY.

School district, charter district and public charter school accountability will be based on multiple measures aimed at providing meaningful data showing progress toward interim and long-term goals set by the State Board of Education for student achievement and school improvement. The state accountability framework will be used to meet both state and federal school accountability requirements and will be broken up by school category and include measures of student academic achievement and school quality as determined by the State Board of Education. In addition to those measures identified in the state accountability framework, all school categories will administer an annual satisfaction and engagement survey to parents, students, and teachers. (3-15-22)

01. School Category. (3-15-22)

a. Kindergarten through grade eight (K-8): Schools in this category include elementary and middle schools as defined in Subsection 112.05.f. (3-15-22)

b. High Schools, not designated as alternative high schools, as defined in Subsection 112.05.f. (3-15-22)

c. Alternative High Schools. (3-15-22)

02. Academic Measures ~~by School Category.~~ (3-15-22)

a. K-8, High School, and Alternative High School: (3-15-22)

i. Idaho Standards Achievement Tests (ISAT) Proficiency. (3-15-22)

ii. ISAT growth toward proficiency based on a trajectory model approved by the State Board of Education. (3-15-22)

iii. ISAT proficiency gap closure. (3-15-22)

~~iv. Idaho statewide reading assessment proficiency. (3-15-22)~~

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v.	English Learners achieving English language proficiency.	(3-15-22)
vi.	English Learners achieving English language growth toward proficiency.	(3-15-22)
b.	<u>K-8 only:</u>	
i.	<u>Idaho statewide reading assessment proficiency as applicable to the grades served.</u>	
b.	High School <u>and Alternative High School specific:</u>	(3-15-22)
i.	ISAT proficiency.	(3-15-22)
ii.	ISAT proficiency gap closure.	(3-15-22)
iii.	English Learners achieving English language proficiency.	(3-15-22)
iv.	English Learners achieving English language growth toward proficiency.	(3-15-22)
vi.	Four (4) year cohort graduation rate, including students who complete graduation requirements prior to the start of the school district or charter schools next fall term.	(3-15-22)
vii.	Five (5) year cohort graduation rate, including students who complete graduation requirements prior to the start of the school district or charter schools next fall term.	(3-15-22)
c.	Alternative High School:	(3-15-22)
i.	ISAT proficiency.	(3-15-22)
ii.	English learners achieving English language proficiency.	(3-15-22)
iii.	English learners achieving English language growth towards proficiency.	(3-15-22)
iv.	Four (4) year cohort graduation rate, including students who complete graduation requirements prior to the start of the school district or charter schools next fall term.	(3-15-22)
v.	Five (5) year cohort graduation rate, including students who complete graduation requirements prior to the start of the school district or charter schools next fall term.	(3-15-22)
03.	School Quality Measures by School Category.	(3-15-22)
a.	K-8, <u>High School, and Alternative High School:</u>	(3-15-22)
i.	<u>Communication with parents on student achievement</u>	
ii.	<u>Chronic absenteeism</u>	
b.	<u>K-8 Only</u>	
i.	Students in grade 8 enrolled in pre-algebra or higher.	(3-15-22)
ii.	Communication with parents on student achievement (effective starting in the 2018-2019 school year).	(3-15-22)
bc.	High School <u>and Alternative High School:</u>	(3-15-22)

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i. College and career readiness determined through a combination of students participating in advanced opportunities, earning industry recognized certification, and/or participation in recognized high school apprenticeship programs. (3-15-22)

ii. Credit recovery and accumulation.

d. High School only:

ii. Students in grade 9 enrolled in algebra I or higher. (3-15-22)

iii. Communication with parents on student achievement (effective starting in the 2018-2019 school year). (3-15-22)

ee. Alternative High School only: (3-15-22)

~~i. Credit recovery and accumulation. (3-15-22)~~

~~ii. College and career readiness determined through a combination of students participating in advanced opportunities, earning industry recognized certification, and/or participation in recognized high school apprenticeship programs. (3-15-22)~~

~~iii. State satisfaction and engagement survey administered to parents, students, and teachers (effective starting in the 2018-2019 school year). (3-15-22)~~

~~iv. Communication with parents on student achievement (effective starting in the 2018-2019 school year). (3-15-22)~~

04. Reporting. Methodologies for reporting measures and determining performance will be set by the State Board of Education. (3-15-22)

05. Annual Measurable Progress Definitions. For purposes of calculating and reporting progress, the following definitions shall be applied. (3-15-22)

a. Annual Measurable Progress. (3-15-22)

i. The State Department of Education will make determinations for schools and districts each year. Results will be given to the districts at least one (1) month prior to the first day of school. (3-15-22)

ii. The State Board of Education will set long-term goals and measurements of interim progress targets toward those goals. The baseline for determining measurable student progress will be set by the State Board of Education and shall identify the amount of growth (percentage of students reaching proficiency) required for each intermediate period. (3-15-22)

b. Full Academic Year (continuous enrollment). (3-15-22)

i. A student who is enrolled continuously in the same public school from the end of the first eight (8) weeks or fifty-six (56) calendar days of the school year through the state approved spring testing administration period, not including the make-up portion of the test window, will be included in the calculation to determine if the school achieved progress in any statewide assessment used for determining proficiency. A student is continuously enrolled if the student has not transferred or dropped-out of the public school. Students who are serving suspensions are still considered to be enrolled students. (3-15-22)

ii. A student who is enrolled continuously in the school district from the first eight (8) weeks or fifty-six (56) calendar days of the school year through the state approved spring testing administration period, not including the make-up portion of the test window, will be included when determining if the school district has achieved AYP. (3-15-22)

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iii. A student who is enrolled continuously in a public school within Idaho from the end of the first eight (8) weeks or fifty-six (56) calendar days of the school year through the state approved spring testing administration period, not including the make-up portion of the test window, will be included when determining if the state has achieved progress in any statewide assessment used for determining proficiency. (3-15-22)

c. Participation Rate. (3-15-22)

i. Failure to include ninety-five percent (95%) of all students and ninety-five percent (95%) of students in designated subgroups automatically identifies the school as not having achieved measurable progress in ISAT proficiency. The ninety-five percent (95%) determination is made by dividing the number of students assessed on the Spring ISAT by the number of students reported on the class roster file for the Spring ISAT. (3-15-22)

(1) If a school district does not meet the ninety-five percent (95%) participation target for the current year, the participation rate can be calculated by the most current three (3) year average of participation. (3-15-22)

(2) Students who are absent for the entire state-approved testing window because of medical reasons or are homebound are exempt from taking the ISAT if such circumstances prohibit them from participating. Students who drop out, withdraw, or are expelled prior to the beginning of the final makeup portion of the test window are considered exited from the school. (3-15-22)

ii. For groups of ten (10) or more students, absences for the state assessment may not exceed five percent (5%) of the current enrollment or two (2) students, whichever is greater. Groups of less than ten (10) students will not have a participation determination. (3-15-22)

d. Schools. As used in this section, schools refers to any school within a school district or charter district and public charter schools. (3-15-22)

i. An elementary school includes a grade configuration of grades Kindergarten (K) through six (6) inclusive, or any combination thereof. (3-15-22)

ii. A middle school is a school that does not meet the definition of an elementary school and contains grade eight (8) but does not contain grade twelve (12). (3-15-22)

iii. A high school is any school that contains grade twelve (12). (3-15-22)

iv. An alternative high school is any school that contains grade twelve (12) and meets the requirements of Section 110 of these rules. (3-15-22)

v. The accountability of public schools without grades assessed by this system (i.e., K-2 schools) will be based on the third grade test scores of the students who previously attended that feeder school. (3-15-22)

vi. A “new school” for purposes of accountability is a wholly new entity receiving annual measurable progress determinations for the first time, or a school with a significant student population change as a result of schools being combined or geographic boundaries changing, or a result of successful school restructuring sanctioned by the Office of the State Board of Education. (3-15-22)

e. Subgroups. Scores on the ISAT must be disaggregated and reported by the following subgroups: (3-15-22)

i. Race/Ethnicity - Black/African American, Asian, Native Hawaiian/Pacific Islander, White, Hispanic/Latino Ethnicity, American Indian/Alaska Native. (3-15-22)

ii. Economically disadvantaged - identified through the free and reduced lunch program. (3-15-22)

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iii. Students with disabilities - individuals who are eligible to receive special education services through the Individuals with Disabilities Education Act (IDEA). (3-15-22)

iv. Limited English Proficient - individuals who do not score proficient on the state-approved language proficiency test and meet one (1) of the following criteria: (3-15-22)

(1) Individuals whose native language is a language other than English; or (3-15-22)

(2) Individuals who come from environments where a language other than English is dominant; or (3-15-22)

(3) Individuals who are American Indian and Alaskan natives and who come from environments where a language other than English has had a significant impact on their level of English language proficiency, and who, by reason thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language to deny such individuals the opportunity to learn successfully in classrooms, where the language of instruction is English. (3-15-22)

f. Graduation Rate. The graduation rate will be based on the rate of the cohort of students entering grade nine (9) during the same academic year and attending or exiting the school within a four (4) year or five (5) year period as applicable to the measure being determined. In determining the graduation cohort the school year shall include the students who complete graduation requirements prior to the start of the school district or charter schools next fall term. School districts may only report students as having graduated if the student has met, at a minimum, the state graduation requirements, pursuant to Section 105, and will not be returning to the school in following years to complete required academic course work. The State Board of Education will establish a target for graduation. All high schools must meet the target or make sufficient progress toward the target each year, as determined by the State Board of Education. The graduation rate will be disaggregated by the subgroups listed in Subsection 112.05.g. (3-15-22)

g. Additional Academic Indicator. The State Board of Education will establish a target for all additional academic and school quality measures. All schools must maintain or make progress toward the additional academic and school quality measure target each year. The additional academic and school quality measure targets will be disaggregated by the subpopulations listed in Subsection 112.05.g. (3-15-22)

113. (RESERVED)

114. FAILURE TO MEET ANNUAL MEASURABLE PROGRESS.

01. Accountability Measures and Timelines. Accountability measures and timelines will be determined by the state board of education for school districts and schools who fail to meet annual measurable progress. (3-15-22)

02. Compliance with Federal Law. All schools and local educational agencies in this state shall comply with applicable federal laws governing specific federal grants. (3-15-22)

a. With respect to schools and local educational agencies in this state that receive federal grants under title I of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act of 2015 (Title I schools), the State Department of Education shall develop procedures for approval by the State Board of Education, consistent with federal law, that describe actions to be taken by local educational agencies and schools in this state in regard to schools that fail to meet interim and long-term progress goals. (3-15-22)

b. With respect to schools and local educational agencies in this state that do not receive federal grants under Title I of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act of 2015, such non-Title I schools and local educational agencies shall be required to comply with federal law and state requirements with the procedures relating to failure to meet interim and long-term progress goals as provided in Subsection 114.02.a. of this rule, as if they were Title I schools, except that any provisions relating to the use of federal grants to pay for such expenses shall not be applicable to such non-Title I schools and local educational agencies. In

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such event, non-title I schools shall be required to fund such compliance costs from general operating funds. (3-15-22)

115. -- 117. (RESERVED)

118. HOME SCHOOL.

Any student not attending a public or private school within the state of Idaho may, as an alternative, receive educational instruction in a home school setting at the direction of the student's parent or guardian. A home schooled student is required to receive such instruction in subjects commonly and usually taught in the public schools of the state of Idaho. (3-15-22)

119. -- 127. (RESERVED)

128. CURRICULAR MATERIALS SELECTION AND ONLINE COURSE APPROVAL (SECTIONS 33-118; 33-118A, IDAHO CODE).

The State Board of Education will appoint a committee to select curriculum materials. Committee appointments will be for a period of five (5) years. Committee appointments shall consist of not less than ten (10) total members from the following stakeholder groups: certified Idaho classroom teachers, Idaho public school administrators, Idaho higher education officials, parents, trustees, local board of education members, members of the Division of Career Technical Education, and State Department of Education personnel. The Executive Secretary will be an employee of the State Department of Education and will be a voting member of the committee. The State Department of Education shall charge publishers submission fees of sixty dollars (\$60) or equal to the retail price of each, whichever is greater, to defray the costs incurred in the curricular material review and adoption process. (3-23-22)

01. Subject Areas. Curricular materials are adopted by the State Board of Education for a period of six (6) years in the following subject areas: reading, English, spelling, speech, journalism, languages other than English, art, drama, social studies, music, mathematics, business education, career education and counseling, vocational/technical education, science, health, physical education, handwriting, literature, driver education, limited English proficiency. (3-23-22)

02. Multiple Adoptions. Multiple adoptions are Made in Each Subject Area. (3-23-22)

03. Bids. Each publisher must deliver, according to the committee schedule, a sealed bid on all curricular materials presented for adoption. (3-23-22)

04. Depository. The State Board will appoint a depository for the state-adopted curricular materials. Resource materials are a local option. (3-23-22)

05. Local Policies. School districts will follow their own policies for adoption in subject areas offered by a school district for which materials are not covered by the state curriculum materials committee. (3-23-22)

06. Online Course Review and Approval Process. The State Department of Education shall administer the review and approval of online course providers and courses. Reviewers shall be certified Idaho classroom teachers. Online course providers are approved for a period of four (4) years. The State Department of Education shall charge online course providers submission fees based on the number of courses offered, not to exceed the actual costs incurred in the online course and course provider review and approval process. (3-23-22)

129. -- 139. (RESERVED)

140. WORKFORCE SKILLS.

01. Academic Skill Development. All students will be provided the opportunity to develop their academic skills (i.e., reading, language arts and communication, mathematics, science, social studies) and to develop the skills necessary for entering the workforce, including self-management skills (i.e., ability to plan, self-discipline, respect for authority, ongoing skill improvement), individual and teamwork skills (i.e., personal initiative, working

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with others), thinking/information skills (i.e., reasoning, problem solving, acquiring and using information) and vocational-technical skills based on the standards of the industry as approved by the State Board of Vocational Education. (3-15-22)

02. Other Skill Development. Recognizing that students may or may not be active in the workforce, the State Board believes all students should be provided the opportunity to become contributing community and family members. This instruction includes homemaking skills (i.e., nutrition, child development, resource management); balancing work and family responsibilities; and entrepreneurial skills. (3-15-22)

03. Work-Based Learning Experiences. Work-based learning experiences may be provided as part of the instruction in the school. For students to receive credit, these experiences will include: training plans, training agreements, approved work sites, and supervision by appropriately certificated personnel. If work-based learning experiences are selected, they will be included in the Parent Approved Student Career Pathways Plans. Instruction will be organized to facilitate a successful transition into the workforce and further education. (3-15-22)

141. -- 159. (RESERVED)

160. SAFE ENVIRONMENT AND DISCIPLINE.

01. Each school district and public charter school will have a comprehensive district/school wide policy and procedures encompassing the following:

School Climate
Discipline
Student Health
Violence Prevention
Possessing Weapons on Campus
Substance Abuse - Tobacco, Alcohol, and Other Drugs
Suicide Prevention
Student Harassment
Drug-free School Zones
Building Safety including Evacuation Drills
Relationship Abuse and Sexual Assault Prevention and Response

a. Student health policies must include:

i. seizure action plans identifying staff qualified to assist in the instance of a seizure, administration of seizure rescue medication, and any required staff training and timelines for training.

ii. administration of medical inhalers, epinephrine auto-injectors, insulin and blood glucose monitoring, pursuant to Section 33-520, Idaho code.

b. ~~Districts will conduct an annual~~ A review of these policies and procedures will be conducted annually. (See Section 33-1612, Idaho Code)

(3-15-22)

161. -- 170. (RESERVED)

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171. GIFTED AND TALENTED PROGRAMS.

01. Definitions. The following definitions apply only to Section 171 of these rules. (3-15-22)

a. Gifted/talented children. 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 Section 33-2001, Idaho Code. (3-15-22)

02. District Plan. Each school district shall develop and write a plan for its gifted and talented program. The plan shall be submitted to the Department no later than October 15, 2001. The plan shall be updated and submitted every three (3) years thereafter and shall include: (3-15-22)

a. Philosophy statement. (3-15-22)

b. Definition of giftedness. (3-15-22)

c. Program goals. (3-15-22)

d. Program options. (3-15-22)

e. Identification procedures. (3-15-22)

f. Program evaluation. (3-15-22)

03. Screening. The district's process for identifying gifted and talented students shall include the following steps: (3-15-22)

a. The district shall screen all potentially gifted and talented students to ensure they have an opportunity to be considered; and (3-15-22)

b. The district shall assess those students meeting the screening criteria and gather additional information concerning their specific aptitudes and educational needs; and (3-15-22)

c. The district shall match student needs with appropriate program options. (3-15-22)

04. Assessment. Placement decisions shall not be determined by a single criterion (for instance, test scores, other measurement, teacher recommendation, or nomination). The district's identification process shall use multiple indicators of giftedness with information obtained through the following methods and sources: (3-15-22)

a. Procedures for obtaining information about students shall include formal assessment methods, such as group and individual tests of achievement, general ability, specific aptitudes and creativity. (3-15-22)

b. Procedures for obtaining information about students shall also include informal assessment methods, such as checklists, rating scales, pupil product evaluations, observations, nominations, biographical data, questionnaires, interviews and grades. (3-15-22)

c. Information about students shall be obtained from multiple sources, such as teachers, counselors,

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peers, parents, community members, subject area experts, and the students themselves.

(3-15-22)

172. -- 199. (RESERVED)

200. K-12 IDAHO CONTENT STANDARDS.

~~As stated in Subsection 105.02 of these Thoroughness rules,~~ sets forth the minimum graduation requirements for all students graduating from Idaho public high schools, as authorized by Section 33-118, Idaho Code. ~~must meet locally established content standards.~~ The standards set forth in Section 004 ~~of this rule~~ are ~~state content standards that shall be~~ are the minimum standards to be used by every school district in the state in order to establish a level of academic content necessary to graduate from Idaho's public schools. Each school district may set standards more rigorous than these state content standards but no district shall use any standards less rigorous than those set forth in these Thoroughness rules.

(3-15-22)

201. -- 999. (RESERVED)

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SUBJECT

Proposed Rules – Docket No. 08-0204-2201, Rules Governing Public Charter Schools and Docket No. 08-0301-2201, Rules Governing Public Charter School Commission

REFERENCE

August 29, 2019	Board approved proposed rule amendments to IDAPA 08.02.04 pertaining to the renewal of performance certificates.
November 26, 2019	Board approved proposed rule Docket 08-0204-1901.
November 2019	Board approved omnibus pending rule, Docket 08-0000-1900 reauthorizing all non-fee administrative rules in IDAPA 08.
June 2021	Board approved omnibus temporary rule, Docket 08-0000-2100 reauthorizing all non-fee administrative rules in IDAPA 08.
October 2021	Board approved proposed Omnibus rule, Docket 08-0000-2100, incorporating proposed rules approved in August 2021.
November 2021	Board approved pending Omnibus rule, Docket 08-0000-2100.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative Code, IDAPA 08.02.04, Rules Governing Public Charter Schools and IDAPA 08.03.01, Rules Governing Public Charter School Commission
Executive Order 2020-01
Chapter 52, Title 33, Idaho Code

BACKGROUND/DISCUSSION

Executive Order 2020-01, Zero Based Regulations, creates an ongoing review process for all existing rules as of June 30, 2020. Each rule chapter is required to be reviewed by the agency that promulgated the rule according to a schedule established by the Division of Financial Management (DFM) no later than legislative adjournment *sine die* in 2026. The agency review schedule is required to be staggered across agencies and within agencies with five or more rule chapters. Administrative rules promulgated under the Board's authority include IDAPA 08, IDAPA 55, and IDAPA 47. The Board's administrative rules review schedule may be found at www.dfm.idaho.gov

For the 2022-2023 rulemaking cycle the following rules were identified for review, IDAPA 08.01.11, 08.01.13 and 08.02.03. Additionally, staff were asked to accelerate the review of the two charter school sections of rule and look at how they could be combined into a single section. In addition to these sections of rule being reviewed, DFM and the State Office of Administrative Rules have enacted new procedures requiring any rulemaking within a chapter to be consolidated in a

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single Docket. In past years the Board could consider multiple rule Dockets from the same IDAPA chapter in different dockets, based on each subject contained in that chapter. As an example, in the past the Board could consider a Docket amending IDAPA 08.02.01.100 and a separate Docket with amendments to IDAPA 08.02.01.800. Now all amendments to IDAPA 08.02.01 must be consolidated in a single Docket for IDAPA 08.02.01.

The Zero Based Regulations review process requires each agency and board to remove any unnecessary language that duplicates language or provisions in Idaho Code; remove any unnecessary language (e.g. orphaned definitions, redundant language, etc.); move any agency procedures or provisions that can be established through the agencies' policies and procedures; and to simplify and streamline where possible.

IDAPA 08.02.04, Rules Governing Public Charter Schools, establishes general provisions that apply to all public charter schools. These provisions include application requirements, minimum admissions procedures, authorizer responsibilities, and appeals processes along with other procedures. IDAPA 08.03.01, Rules of the Public Charter School Commission, establishes provisions that apply to the authorization of charter schools going before the Public Charter School Commission. Many of these provisions are either duplicative of the processes required by all charter school petitioners or can be established through the Commission's policies.

IMPACT

The proposed rule will combine IDAPA 08.02.04 and IDAPA 08.03.01, consolidating all of the charter school provisions into a single chapter and remove any language duplicative of statute. IDAPA 08.03.01 will be repealed. The approval of this proposed rule will allow the rule to be published in the Administrative Bulletin, at which time the 21-day public comment period will start.

ATTACHMENTS

Attachment 1 – Proposed Rule Docket No. 08-0204-2201

Attachment 2 – Proposed Rule Docket No. 08-0301-2201 – Chapter Repeal

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Administrative rules are made up of three types of rules, temporary rules, proposed rules and pending rules. Temporary and proposed rules may be promulgated jointly with a single docket number or temporary rules may be promulgated as a standalone rule. The Notice of Intent to Promulgate Rules was published in the July 6, 2022 (Vol 22-7) Idaho Administrative Rules Bulletin.

Proposed rules approved by the Board are published in the Idaho Administrative Rules Bulletin. Following publication there is a 21 day comment period. Based on received comments and Board direction, changes may be made to proposed rules prior to entering the pending stage. Pending rules are then brought back to the Board for consideration. Once approved, pending rules will be submitted to the

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Department of Administration for publication in the Idaho Administrative Rules Bulletin and are then forwarded to the legislature for consideration. Pending rules become effective at the end of the legislative session in which they are submitted, if they are not rejected by the Legislature.

Staff recommends approval.

BOARD ACTION

I move to approve proposed rule – Docket 08-0204-2201, as submitted in Attachment 1 and proposed rule – Docket 08-0301-2201 as submitted in Attachment 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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08.02.04 – RULES GOVERNING PUBLIC CHARTER SCHOOLS

000. LEGAL AUTHORITY.

In accordance with Sections 33-105, 33-5203, and 33-5210(4)(e), Idaho Code, the Board is authorized to promulgate rules implementing the provisions of Title 33, Chapter 52, Idaho Code. (3-15-22)

001. SCOPE.

These rules establish a consistent application and review process for the approval and maintenance of public charter schools in Idaho. (3-15-22)

002. (RESERVED)

003. ADMINISTRATIVE APPEALS.

The provisions found in Sections 400 through 404, of these rules, govern administrative appeals of public charter schools. (3-15-22)

004. -- 009. (RESERVED)

010. DEFINITIONS.

01. Authorizer Fee. Fee paid by each public charter school to its authorized chartering entity. (3-15-22)

02. Board. Means the Idaho State Board of Education. (3-15-22)

03. Charter Holder. Means the governing board of the non-profit corporation to which a charter has been granted by an authorized chartering entity, as defined in Section 33-5202A(a), Idaho Code.

034. Commission. Means the Idaho Public Charter School Commission, as provided by Section 33-5213, Idaho Code. (3-15-22)

045. Department. Means the Idaho Department of Education. (3-15-22)

06. District. Means an Idaho public school district.

057. Institution. ~~For the purpose of this section, Institution means~~ Means an Idaho public college, university of community college, or a private, nonprofit Idaho-based, nonsectarian college or university that is accredited by the same organization that accredits Idaho public colleges and universities. (3-15-22)

068. Petitioners. Means the group of persons who submit a petition to establish a new public charter school, or to convert an existing traditional public school to a public charter school, as provided by Section 33-5205, Idaho Code, and the procedures described in Sections 200 through 205 of these rules. (3-15-22)

079. School Year. Means the period beginning on July 1 and ending the next succeeding June 30 of each year. (3-15-22)

0140. -- 099. (RESERVED)

100. LIMITATIONS ON NEW PUBLIC CHARTER SCHOOLS.

01. Responsibilities of Petitioners on Approval of Charter. Upon the approval of a new public charter school by an authorized chartering entity, the petitioners shall provide the Board with written notice of such approval. The authorized chartering entity of the public charter school shall provide the Board with copies of the charter and

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any charter revisions upon request.

(3-15-22)

02. Authorization to Begin Educational Instruction. The public charter schools authorized to begin educational instruction during a given school year shall be those public charter schools that have received approval from their authorized chartering entities to begin educational instruction during such school year. A public charter school that is approved by an authorized chartering entity, but which does not begin educational instruction must confirm with the Board, on or before ~~March~~ June 1 preceding the next succeeding school year, that it is able to begin educational instruction during such school year.

(3-15-22)

101. AUTHORIZED CHARTERING ENTITY.

01. ~~Institution~~ Governing Board. An institution or district shall receive approval from their governing board prior to accepting petitions or authorizing any charter schools.

(3-15-22)

~~a. Petitions shall be submitted to the president of the institution or his designee.~~ (3-15-22)

~~b. An institution may approve or deny a petition.~~ (3-15-22)

ea. Notwithstanding Sections 400 through 404, of these rules, denial of a new petition by an institution is final. A petitioner may submit a petition that has been denied by an institution to any other authorized chartering entity.

(3-15-22)

102. AUTHORIZER FEE.

01. Notification. It is the responsibility of each authorizer to notify the Department if the authorizer fee has not been received by the date specified in Section 33-5208, Idaho Code.

(3-15-22)

a. The authorizer must provide notification of the delinquent fee to the charter school prior to reporting to the Department.

(3-15-22)

b. The authorizer must provide the amount delinquent and proof of notification to the charter school within thirty (30) days of the non-payment of the authorizer fee.

(3-15-22)

c. The Department shall withhold the amount of the delinquent fee from the next scheduled release of funds to the charter school. The funds will be withheld until the Department has received notification from the authorizer that the authorizer fee has been paid in full.

(3-15-22)

103. -- 199. (RESERVED)

200. PROCEDURE FOR FORMATION OF A NEW PUBLIC CHARTER SCHOOL.

~~**01. Assistance with Petitions.** The Department shall, in accordance with Section 33-5211, Idaho Code, provide technical assistance to public charter school petitioners. The Department shall undertake this statutory responsibility by conducting public charter school workshops, as discussed in Subsection 200.02 of this rule.~~

~~(3-15-22)~~

021. Public Charter School Workshops. The purpose of the public charter school workshops shall be to provide public charter school petitioners with a brief overview of a variety of educational and operational issues relating to public charter schools, as well as to answer questions and to provide technical assistance, as may be necessary, to aid petitioners in the preparation of public charter school petitions.

(3-15-22)

032. Petition Submittal. A public charter school petition may be submitted to only one (1) authorized chartering entity at a time. A petitioner may submit a petition that has been denied by an authorized chartering entity to any other authorized chartering entity after an appeal process, if any, is complete and a final decision has been reached.

(3-15-22)

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201. POLICIES AND PROCEDURES ADOPTED BY AN AUTHORIZED CHARTERING ENTITY.

An authorized chartering entity ~~may~~must adopt ~~its own charter school~~ policies and procedures describing the charter school petition process and the procedures that petitioners must comply with in order to form a new public charter school, including a public virtual school. Petitioners must comply with the ~~charter school~~ policies and procedures adopted by the authorized chartering entity with which a petition is submitted. Such charter school policies and procedures must comply with Title 33, Chapter 52, Idaho Code, and the rules promulgated by the Board. If there is any conflict between the charter school policies and procedures adopted by an authorized chartering entity and rules promulgated by the Board, then the Board rules shall govern. (3-15-22)

202. NEW PUBLIC CHARTER SCHOOL APPLICATION REQUIREMENTS.

~~Pursuant to Section 33-5205, Idaho Code, p~~Petitioners seeking to establish a new public charter school must apply to an authorized chartering entity through the submittal of a petition~~complete an application~~ consisting of all of the following elements: (3-15-22)

01. Introduction. Briefly introduce the proposed public charter school by providing the following: (3-15-22)

a. Cover page with the proposed school's name, intended opening year, general location, and the contact information for one (1) petitioner who will serve as liaison with the authorizer during the petition process; (3-15-22)

b. Table of contents; (3-15-22)

c. One-page (1) executive summary describing the proposed school's organizational structure, educational program, and student outcome expectations; and (3-15-22)

d. Mission statement. (3-15-22)

02. Educational Program. Describe the proposed school's educational program by explaining the following: (3-15-22)

a. Educational philosophy; (3-15-22)

b. Student academic achievement standards and any additional goals and methods for measuring achievement; (3-15-22)

c. Key educational design elements, including curricula, tools and instructional methods identified to carry out the educational philosophy and meet the stated academic achievement standards and ~~mission specific~~ goals, which may include evidence demonstrating efficacy of these elements; and (3-15-22)

d. Strategies for meeting the needs of specific student populations, including, but not limited to, students identified as at-risk~~students~~, students who qualify for special education or gifted and talented services, or students identified as, English language learners, ~~and gifted students~~. (3-15-22)

03. Financial and Facilities Plan. Demonstrate a sound understanding of public charter school finances and facilities needs. (3-15-22)

a. State whether the school intends to provide transportation or food service, and provide plans for provision of these services if they will be offered; (3-15-22)

b. Describe how the school's finances will be managed and monitored; (3-15-22)

c. Provide a working draft of the school's prospective facilities plan, including likely facilities needs and estimated costs; (3-15-22)

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d. Provide a description of any potential facilities that have been identified and a timeline and process for securing appropriate space; and (3-15-22)

e. Attach the following to Appendix A: Pre-opening budget and three-year operating budget, including detailed assumptions for all revenue and expenditures for each year; year one (1), break-even budget demonstrating the minimum enrollment needed to achieve a zero (0) or marginal net income balance at the end of the year; cash flow projection for the first operational year, demonstrating an understanding of charter school monetary flow; evidence of existing and anticipated funds; and evidence that projected facilities costs are reasonable within the start-up and three-year budgets. (3-15-22)

04. Board Capacity ~~And~~ and Governance Structure. Provide information about the legal entity and the individuals involved in opening the proposed school. (3-15-22)

a. Attach copies of the nonprofit corporation's Articles of Incorporation and Corporate Bylaws to Appendix B, though note that they will not be incorporated as part of the school's charter; (3-15-22)

b. Provide a description of the governance structure; (3-15-22)

c. List any already identified members of the board of directors, attach their professional resumes to Appendix C, and provide any additional information about their qualifications; (3-15-22)

d. Describe the board's plan for a smooth transition from initial founding members to subsequent members; and (3-15-22)

e. Describe the plan for board member recruitment and training. (3-15-22)

05. Student Demand and Primary Attendance Area. Demonstrate the need and community demand for the proposed public charter school in the selected location. (3-15-22)

a. Describe the primary attendance area and list the public school districts that overlap this area; (3-15-22)

b. Clearly articulate the need and demand for a school in the selected location, including demographics for the intended neighborhood. Need is the reason(s) existing schools are insufficient or inadequate and includes state performance data. Demand is evidence of desire from prospective families to attend the school; (3-15-22)

c. Describe the population of students the proposed school intends to serve and how the selected location supports serving such students; (3-15-22)

d. Provide the target enrollment by grade level and projected growth over the first five-three (53) years of operations and maximum student enrollment capacity if the petitioners do not anticipate reaching capacity by year three (3); (3-15-22)

e. Describe any community partnerships or other local support for the proposed school; and (3-15-22)

f. Describe strategies for informing under-served students and their families about the prospective school and the enrollment process. (3-15-22)

06. School Leadership and Management. Describe the proposed school's administrative leadership structure, and provide information about any potential education service providers. (3-15-22)

a. Attach an organizational chart to Appendix D illustrating the proposed school's leadership structure and indicating the reporting structures of school leaders to the board. If school leaders have already been identified,

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include their names, contact information, resumes, and any additional information about their qualifications in the appendices. (3-15-22)

b. Describe the responsibilities of and relationships among school leadership, the governing board, instructional leaders, and staff, and include a plan for evaluating school leaders. (3-15-22)

c. If the proposed school intends to work with an educational service provider, provide the name of the company, a contact within the company, and specify in detail the extent of the entity's participation in the management and operation of the school. Attach the following to Appendix E: (3-15-22)

i. A term sheet indicating the fees to be paid by the proposed school to the management company, the length of the proposed contract, the terms for the contracts renewal, and provisions for termination; (3-15-22)

ii. Copies of the two (2) most recent contracts that the entity has executed with operating charter schools; and (3-15-22)

iii. A detailed description of the education service provider's relationship to the school's board of directors; (3-15-22)

iv. A detailed description of how and why the management organization or educational service provider was selected, and evidence that the organization provides high-quality service to similarly situated schools, if applicable. (3-15-22)

07. Supporting Documents. (3-15-22)

a. Appendix A – Budgets, cash flow, additional funds. (3-15-22)

b. Appendix B – Articles of Incorporation and Bylaws. (3-15-22)

c. Appendix C – Board of Directors. (3-15-22)

d. Appendix D – School Administration. (3-15-22)

e. Appendix E – Education Service Provider. (3-15-22)

f. Appendix F – Optional additional supporting documents. (3-15-22)

203. ADMISSION PROCEDURES.

01. Model Admission Procedures. ~~All public charter schools must have an admission procedure approved by their authorized chartering entity, which complies with Section 33-5206(11), Idaho Code, and Section 203 of this rule. In order to ensure that public charter schools utilize a fair and equitable selection process for initial admission to and enrollment in a public charter school shall be determined by an equitable selection process, as well as admission to and enrollment in a public charter school during subsequent school years, the Board has approved model admission procedures that may be utilized and adopted by petitioners. The approved model admission procedures are described in Subsections 203.03 through 203.12 of these rules. Petitioners are not required to adopt the Board's model admission procedures, but must demonstrate a reason for varying from the Board's approved procedures. The commission shall make available to all public charter schools a model procedure. The equitable selection process must be held within seven (7) days of the enrollment deadlines as defined in Subsection 203.02 of these rules and must take place in a public setting, the date and time of which must be noticed to the public at least 48 hours in advance.~~ (3-15-22)

02. Enrollment Deadline. A charter holder shall establish an enrollment deadline for each school year and may establish an enrollment capacity below that stated in the public charter school's performance certificate. The deadline shall be established either by annual vote of the charter holder's board of directors or by establishment of

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charter holder policy. The enrollment deadline shall be the date by which all written requests for admission to attend the public charter school for the next school year must be received. Neither the enrollment deadline nor a lowered enrollment capacity may be changed once the enrollment information is disseminated as required by Subsection 203.03.

023. Enrollment Opportunities. ~~A~~ Charter holders shall ensure that citizens in the primary attendance area, as it is defined in the school's performance certificate, ~~shall be~~ made aware of the enrollment opportunities of the public charter school.

a. ~~Such process shall~~ The notice must include the enrollment deadline, the public charter school's total enrollment capacity for the next school year, and an advisory that all prospective students will be given the opportunity to enroll in the public charter school, regardless of race, color, national origin, ethnicity, religion, gender, socioeconomic status, or special needs;

b. ~~dissemination of enrollment information, taking into consideration the language demographics of the attendance 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, petitioners shall ensure that such process includes the dissemination of press release or public service announcements, to media outlets that broadcast within, or disseminate printed publications within, the area of attendance of the public charter school; petitioners must ensure that such announcements are broadcast or published by such media outlets on not less than three (3) occasions, beginning not later than fourteen (14) days prior to the enrollment deadline each year. Finally, such enrollment information shall 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. One (1) or more notices must be publicly disseminated within the primary attendance area by an independent third party. Notices include, but are not limited to, printed publications, technology and social media broadcasts, or signage displayed by community partners outside of the school's physical location.~~ (3-15-22)

~~**03. Enrollment Deadline.** Each year a public charter school shall establish an enrollment admissions deadline, which shall be the date by which all written requests for admission to attend the public charter school for the next school year must be received. The enrollment deadline cannot be changed once the enrollment information is disseminated as required by Subsection 203.02. (3-15-22)~~

04. Requests for Admission. A parent, guardian, or other person with legal authority to make decisions regarding school attendance on behalf of a child residing in this state, ~~may~~ must make a request in writing in electronic or hard-copy format for such child to attend a public charter school.

a. The written request for admission shall contain the name and contact information of a legal guardian of the prospective student; the name of the student, the last grade level completed, and address of the prospective student if different from the legal guardian. Requests must indicate whether the prospective student is a sibling of a currently enrolled student. The request for admission may only request that information that is necessary for determining the student's eligibility for admittance as approved in the charter school performance certificate.

eb. In the case of a family with more than one (1) child seeking to attend a public charter school, a single written request for admission must be submitted on behalf of all siblings. The written request for admission must be submitted to, and received by, the public charter school ~~at which admission is sought~~ on or before the established enrollment deadline ~~established by the public charter~~ school. The written request for admission shall contain the name, grade level, address, and telephone number of each prospective student in a family. If the initial capacity of the public charter school is insufficient to enroll all prospective students, then an equitable selection process, such as a lottery or other random method, shall be utilized to determine which prospective students will be admitted to the public charter school, as described in Subsection 203.09 of this rule. Only those written requests for admission submitted on behalf of prospective students that are received prior to the enrollment deadline established by the public charter school shall be permitted in the equitable selection process. Only written requests for admission shall be considered by the public charter school. Written requests for admission received after the established enrollment deadline will be added to the bottom of the waiting list for the appropriate grade. If there is an opening in one grade, a sibling, if any, from a late submitted application must go to the bottom of the sibling list.

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~~dc.~~ Where a weighted lottery has been approved through the charter school's performance certificate and in compliance with the admission preference requirements established in Section 33-5206, Idaho Code, the charter school may request such data as is necessary to apply the provisions of the weighted lottery. (3-15-22)

~~05. Admission Preferences.~~ A public charter school shall establish an admission preference for students residing in the attendance area of the public charter school, as provided in Section 33-5206, Idaho Code. In addition, a public charter school may establish additional admission preferences, as authorized by Section 33-5206(11), Idaho Code. (3-15-22)

~~06. Proposed Attendance List for Lottery.~~ Each year the public charter school shall create an attendance list containing the names of all prospective students on whose behalf a written request for admission was timely received by the public charter school, separated by grade level. In addition, the proposed attendance list shall contain columns next to the name of each student, in which the public charter school will designate admission preferences applicable to each prospective student. The columns shall be designated "A" for returning student preference; "B" for founders preference; "C" for sibling preference, with a corresponding cross reference to each of the siblings of the prospective student; and "D" for attendance area preference. (3-15-22)

~~07. Equitable Selection Process.~~ If the initial capacity of a public charter school is insufficient to enroll all prospective students, or if capacity is insufficient to enroll all prospective students in subsequent school years, then the public charter school shall determine the students who will be offered admission to the public charter school by conducting a fair and equitable selection process. The selection procedure shall be conducted as follows: (3-15-22)

~~a.~~ The name of each prospective student on the proposed attendance list shall be individually affixed to or written on a three by five (3 x 5) inch index card. The index cards shall be separated by grade. The selection procedure shall be conducted one (1) grade level at a time, with the order for each grade level selected randomly. The index cards containing the names of the prospective students for the grade level being selected shall be placed into a single container. (3-15-22)

~~b.~~ A neutral, third party shall draw the grade level to be completed first and then draw each index card from the container for that grade level, and such person shall write the selection number on each index card as drawn, beginning with the numeral "1" and continuing sequentially thereafter. In addition, after selecting each index card, the name of the person selected will be compared to the proposed attendance list to determine whether any preferences are applicable to such person. (3-15-22)

~~c.~~ If the name of the person selected is a returning student, then the letter "A" shall be written on such index card. If the name of the person selected is the child of a founder, the letter "B" shall be written on such index card. If the name of the person selected is the sibling of another student that has already been selected for admission to the public charter school, then the letter "C" shall be written on such index card. If the name of the person selected resides in the attendance area of the public charter school, then the letter "D" shall be written on such index card. (3-15-22)

~~d.~~ With regard to the sibling preference, if the name of the person selected has a sibling who has already been selected, but the person previously selected did not have the letter "C" written on his or her index card (because a sibling had not been selected for admission prior to the selection of the index card of that person), then the letter "C" shall now be written on that person's index card at this time. (3-15-22)

~~e.~~ With regard to the founder's preference, a running tally shall be kept during the course of the selection procedure of the number of index cards, in the aggregate, that have been marked with the letter "B." When the number of index cards marked with the letter "B" equals ten percent (10%) of the proposed capacity of the public charter school for the school year at issue, then no additional index cards shall be marked with the letter "B," even if such person selected would otherwise be eligible for the founders preference. (3-15-22)

~~f.~~ After all index cards have been selected for each grade, then the index cards shall be sorted for each grade level in accordance with the following procedure. All index cards with the letter "A" shall be sorted first, based

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~~on the chronological order of the selection number written on each index card; followed by all index cards with the letter "B," based on the chronological order of the selection number written on each index card; followed by all index cards with the letter "C," based on the chronological order of the selection number written on each index card; followed by all index cards with the letter "D," based on the chronological order of the selection number written on each index card; followed, finally, by all index cards containing no letters, based on the chronological order of the selection number written on each index card.~~ (3-15-22)

~~g. After the index cards have been drawn and sorted for all grade levels, the names shall be transferred by grade level, and in such order as preferences apply, to the final selection list.~~ (3-15-22)

085. Final Selection List. The names of the persons in highest order on the final selection list shall have the highest priority for admission to the public charter school in that grade, and shall be offered admission to the public charter school in such grade until all seats for that grade are filled. A waitlist of prospective students shall be compiled each year after the equitable selection process has been completed. The waitlist shall consist of students for whom no open seat is currently available and shall prioritize first, prospective students for whom a request for admission was received before the enrollment deadline in the order in which the students were selected during the equitable selection process, and second, prospective students for whom a written request for admission was received after the enrollment deadline in the order in which the request was received. (3-15-22)

096. Notification and Acceptance Process. (3-15-22)

~~a.~~ With respect to students selected for admission to the public charter school, within seven (7) days after conducting the equitable selection process, the public charter school shall send an offer letter to the parent, legal guardian,~~or other person~~ who submitted a written request for admission on behalf of a student, advising such person that the student has been selected for admission to the public charter school. The offer letter must be signed by such student's parent, or guardian, and returned to the public charter school by the date designated in such offer letter by the public charter school. (3-15-22)

ba. With respect to a prospective student not eligible for admission to the public charter school, within seven (7) days after conducting the selection process, the public charter school shall send a letter to the parent, legal guardian,~~or other person~~ who submitted a request for admission on behalf of such student, advising such person that the prospective student is not eligible for admission, but will be placed on a waiting list and may be eligible for admission at a later date if a seat becomes available. (3-15-22)

eb. If a parent, legal guardian,~~or other person~~ receives an offer letter on behalf of a student and declines admission, or fails to timely sign and return such offer by the date designated in such offer letter by the public charter school, then the name of such student will be stricken from the final selection list, and the seat that opens in that grade will be made available to the next eligible student on the final selection list. (3-15-22)

dc. If a student withdraws from the public charter school 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 final selection list. (3-15-22)

107. Subsequent School Years. The final selection list for a given school year shall not roll over to the next subsequent school year. The legal guardian of a student who remains on the waitlist when the next enrollment deadline is noticed to the public must be notified that a new written request for admission must be completed prior to the new enrollment deadline in order for the student to be added to the prospective student list. If the capacity of the public charter school is insufficient to enroll all prospective students during the next subsequent school year, then a new equitable selection process shall be conducted by the public charter school for such school year. (3-15-22)

204. (RESERVED)

205. ~~REVIEW OF PETITIONS~~NEW CHARTER SCHOOL PETITIONS.

01. Approval of a New Charter School Petition.

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a. If a petition is approved, then the authorized chartering entity and the petitioners must execute a performance certificate within seventy-five (75) days of the approval.

b. The authorized chartering entity shall provide the Board with written notice of approval of a new public charter school. The authorized chartering entity of the public charter school shall provide the Board with copies of the charter and any charter revisions upon request.

012. ~~If Denied, Petitioners May Appeal~~ Denial of a New Charter School Petition. (3-15-22)

a. If a petition is denied, then the authorized chartering entity must promptly prepare ~~for petitioners~~ a written notice of its decision to deny the charter. The written decision shall include all of the reasons for the denial, and shall also include a reasoned statement ~~that states or explain~~ings the criteria and standards considered relevant by the authorized chartering entity, the relevant contested facts relied upon, and the rationale for the decision based on the applicable statutory provisions and factual information presented to the authorized chartering entity. (3-15-22)

b. Only ~~P~~petitions submitted to a local board of trustees of a school district or the public charter school commission may be appealed. The petitioners may appeal the decision of the authorized chartering entity, in accordance with the procedures described in Sections 401 through 402 of these rules. (3-15-22)

206. -- 299. (RESERVED)

300. ~~PUBLIC-CHARTER SCHOOL-HOLDER~~ RESPONSIBILITIES.

01. General. The ~~governing board~~charter holder of a public charter school shall be responsible for ensuring that the public charter school is adequately staffed, and that such staff provides sufficient oversight over all ~~public charter school~~ operational and educational activities. In addition, the governing board ~~of a public charter school~~ shall be responsible for ensuring that the school complies with all applicable federal and state education standards, as well as all applicable state and federal laws, rules and regulations, and policies. (3-15-22)

02. Compliance with Terms of Performance Certificate. The governing board of a public charter school shall be responsible for ensuring that the school is in compliance with the terms and conditions of the performance certificate approved executed in accordance with Section 33-5205B(1), Idaho Code. Intentional failure to operate a charter school within the terms and conditions of the executed performance certificate are grounds to initiate a review by the authorized chartering entity and may result in the addition of stipulations on the performance certificate or revocation of the charter. (3-15-22)

03. Annual Reports. ~~The governing board of a public charter school must submit an annual audit of the fiscal operations as required in Section 33-5206(7), Idaho Code.~~ An authorized chartering entity may ~~reasonably~~ request that a public charter school provide additional information to ensure that the public charter school is meeting the terms of its performance certificate. (3-15-22)

04. Operational Issues. The ~~governing board of the public charter school~~charter holder shall be responsible for promptly notifying its authorized chartering entity if it becomes aware that the ~~public charter~~ school is not operating in compliance with the terms and conditions of its performance certificate. Thereafter, the ~~governing board of the public charter school~~charter holder shall also be responsible for advising its authorized chartering entity with follow-up information as to when, and how, such operational issues are finally resolved and corrected. (3-15-22)

05. Articles of Incorporation and Bylaws. The ~~governing board of the public charter school~~charter holder shall be responsible for promptly notifying its authorized chartering entity of any revisions or amendments to the articles of incorporation or bylaws. (3-15-22)

06. Required Documentation. Public charter schools shall ensure that the following documentation is up to date and on file with the school's authorized chartering entity: a copy of the lease agreement for leased building(s)

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at which students will be taught; a copy of any notice from the school's accrediting body that the school has failed to meet or maintain full accreditation requirements; copies of any complaints filed against the school including, but not limited to, lawsuits and complaints filed with the Idaho professional standards commission relating to school employees; a current list of all school board members, including full name, address, telephone number, and resume must be on file with the Commission within five (5) business days of any changes; and any additional proof of compliance as reasonably requested by the authorizer.

301. AUTHORIZED CHARTERING ENTITY RESPONSIBILITIES.

01. Monitoring. Notwithstanding Section 300 of these rules, the authorized chartering entity of a public charter school shall be responsible for monitoring the public charter school's operations in accordance with all of the terms and conditions of the performance certificate, including compliance with all applicable federal and state education standards and all applicable state and federal laws, regulations, and policies. (3-15-22)

02. Pre-opening Site Visit. Authorized chartering entity's may conduct site visits to the physical location of the public charter school to verify the facility meets all state, local, and federal requirements for operating a public school.

023. Performance Certificate Review. Pursuant to Section 33-5209B, Idaho Code, an authorized chartering entity may renew ~~or nonrenew~~ a charter for a term of five (5) years or may nonrenew a charter following the initial ~~three-year~~ operating term. Should an authorized chartering entity take no action to renew or nonrenew the charter, and the charter school has met all of the existing performance certificate targets, the charter school shall be provisionally renewed until such time as the chartering entity takes action. The five-year term of the renewed charter shall be based on the provisional renewal date. (3-15-22)

302. CHARTER REVISIONS.

~~The governing board of a public charter school may reasonably request revisions to an approved charter or performance certificate, as authorized by Section 33-5206(8), Idaho Code.~~ (3-15-22)

01. Request for Revision of Charter or Performance Certificate. The governing board of a public charter school that desires to revise its charter or performance certificate must submit a written request and the proposed revisions to the public charter school's authorized chartering entity. (3-15-22)

02. Procedure for Reviewing Request for Charter or Performance Certificate Revision. The authorized chartering entity shall have seventy-five (75) days from the date of receipt of the written request and proposed revisions in which to issue its decision on the request for charter or performance certificate revision. The authorized chartering entity shall consider the request for charter or performance certificate revision at its next regular meeting following the date of receipt of the written request and proposed revisions, provided that the request and proposed revisions are submitted no fewer than thirty (30) days in advance of that meeting. If permitted by applicable policies and procedures adopted by the authorized chartering entity, the review of a request for a charter or performance certificate revision may be delegated to appropriate staff employed by the authorized chartering entity. An authorized chartering entity may, but is not required to, conduct a public hearing to consider the request for charter or performance certificate revision. (3-15-22)

03. Approval of Proposed Charter or Performance Certificate Revision. If the authorized chartering entity approves the proposed charter or performance certificate revision, a copy of such revision shall be executed by each of the parties to the charter or performance certificate and shall be treated as either a supplement to, or amendment of, the final approved charter or performance certificate, whatever the case may be. (3-15-22)

04. Denial of Proposed Charter or Performance Certificate Revision. If the proposed charter or performance certificate revision is denied, then the authorized chartering entity must prepare a written notice of its decision ~~denying the request for charter or performance certificate revision. The decision to deny a request for a charter or performance certificate revision~~ which shall contain all of the reasons for the decision. The public charter school may appeal the decision ~~denying the request for charter or performance certificate revision~~ to the Board. The provisions of Section 403 ~~of these~~ rules shall govern the appeal. (3-15-22)

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303. REVOCATION.

An authorized chartering entity may revoke a charter in accordance with the procedure described in this Section 303 ~~of this rule~~ if a public charter school has failed to meet any of the specific, written conditions for necessary improvements established pursuant to the provisions of Section 33-5209B(1), Idaho Code, by the dates specified.

(3-15-22)

01. Written Notice of Intention to Revoke Charter. The authorized chartering entity must provide the public charter school with reasonable written notice of the ~~authorized chartering entity's~~ intent to revoke the charter, which ~~shall be in writing and~~ must include all of the reasons for such proposed action. In addition, such notice shall provide the public charter school with a reasonable opportunity to reply, which shall not be less than thirty (30) days after the date of such notice.

(3-15-22)

02. Public Hearing. The authorized chartering entity shall conduct a public hearing with respect to its intent to revoke a charter. Such hearing shall be held no later than thirty (30) days after receipt of such written reply. If the public charter school does not reply by the date set in the notice, then such hearing shall be held no later than sixty (60) days after the date the notice was sent by the authorized chartering entity.

(3-15-22)

a. Written notification of the hearing shall be sent to the public charter school at least ten (10) days in advance of the hearing.

(3-15-22)

b. The public hearing shall be conducted by the authorized chartering entity, or such other person or persons appointed by the authorized chartering entity to conduct public hearings, and receive evidence as a contested case in accordance with Section 67-5242, Idaho Code.

(3-15-22)

03. Charter Revocation. If the authorized chartering entity determines that the public charter school has failed to meet any of the specific written conditions for necessary improvements established pursuant to the provisions of Section 33-5209B(1), Idaho Code, by the dates specified, then the authorized chartering entity may revoke the charter. Such decision may be appealed to the Board. The provisions of Section 403 of these rules shall govern the appeal.

(3-15-22)

304. -- ~~399~~400. (RESERVED)

~~400. APPEALS.~~

~~The following actions relating to public charter schools may be appealed to the Department or to the Board, as applicable, in accordance with the procedures described in Sections 401 through 403 of these rules:~~

~~(3-15-22)~~

~~**01. Denial of New Petition.** The denial by an authorized chartering entity of a petition to form a new public charter school, as authorized by Section 33-5207, Idaho Code.~~

~~(3-15-22)~~

~~**02. Approval of Conversion Petition.** The approval of a petition by an authorized chartering entity to convert a traditional public school to a public charter school over the objection of thirty (30) or more persons or employees of the local school district, as authorized by Section 33-5207, Idaho Code.~~

~~(3-15-22)~~

~~**03. Denial of Charter or Performance Certificate Revision.** The denial by the authorized chartering entity of a public charter school of a request to revise a charter or performance certificate, as authorized by Section 33-5206(8), Idaho Code.~~

~~(3-15-22)~~

~~**04. Revocation.** A decision of an authorized chartering entity to revoke a charter, as authorized by Section 33-5209C(7), Idaho Code.~~

~~(3-15-22)~~

401. APPEAL TO THE DEPARTMENT OF A DECISION RELATING TO THE FORMATION OF A NEW PUBLIC CHARTER SCHOOL OR CONVERSION OF A PUBLIC SCHOOL ~~OR CONVERSION PUBLIC CHARTER SCHOOL.~~

~~The denial of a petition to form a new public charter school, or the granting of a petition to form a conversion public~~

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~~charter school over the objection of thirty (30) or more persons or employees of the local school district, may be appealed to the Department, as provided by Section 33-5207(1), Idaho Code.~~ The following procedures ~~shall~~ govern such appeals pursuant to Section 33-5207(1), Idaho Code. (3-15-22)

01. Submission of Appeal. To institute an appeal, the petitioners/appellants shall submit a notice of appeal and request for public hearing in writing to the Department that describes, in detail, all of the grounds for the appeal, and the remedy requested, within thirty (30) days from the date of the written decision of the authorized chartering entity that reviewed the petition. A copy of the notice of appeal shall be submitted to the authorized chartering entity, and with the Board. In addition, contemporaneous with the submission of the notice of appeal, the petitioners/appellants shall also submit to the Department ~~two (2)~~ copies of the complete record of all actions taken with respect to the consideration of the public charter school petition. The record must be in chronological order and must be appropriately tabbed and indexed. The record must contain, at a minimum, all of the following documents: (3-15-22)

a. The name, address, and telephone number of the person or persons submitting the appeal on behalf of petitioners/appellants, as well as the authorized chartering entity that issued the decision being appealed. (3-15-22)

b. The complete petition that was submitted to the authorized chartering entity, including any amendments thereto or supplements thereof. (3-15-22)

c. Copies of audio or video recordings, if any, and the minutes from all meeting(s) where the petition was considered or discussed. (3-15-22)

d. All correspondence between the petitioners/appellants and the authorized chartering entity relating to the petition from the date the original petition was submitted until the date the authorized chartering entity issued the decision being appealed. (3-15-22)

e. The written decision provided by the authorized chartering entity to the petitioner. A copy of such notice of appeal shall be submitted to the authorized chartering entity whose decision is being appealed, and to the Board. (3-15-22)

02. Hearing Officer. The Department shall hire a hearing officer to review the action of the authorized chartering entity and to conduct a public hearing, pursuant to Section 67-5242, Idaho Code. The Department shall forward to the hearing officer one (1) copy of the record provided by petitioners/appellants and attached to the notice of appeal within ten (10) business days of receipt. (3-15-22)

03. Public Hearing. A public hearing to review the decision of the authorized chartering entity shall be conducted within thirty (30) days after the hearing officer receives the notice of appeal and request for a public hearing submitted to the Department. (3-15-22)

04. Notice of Hearing. All parties in an appeal shall be notified of a public hearing at least ten (10) days in advance, or within such time period as may be mandated by law. The notice shall identify the time, place, and nature of the hearing; a statement of the legal authority under which the hearing is to be held; the particular sections of the statutes and any rules involved; the issues involved; and the right to be represented. The notice shall identify how and when documents for the hearing will be provided to all parties. (3-15-22)

05. Prehearing Conference. The hearing officer may, upon written or other sufficient notice to all interested parties, hold a prehearing conference to formulate or simplify the issues; obtain admissions or stipulations of fact and documents; identify whether there is any additional information that had not been presented to the authorized chartering entity; arrange for exchange of any proposed exhibits or prepared expert testimony; limit the number of witnesses; determine the procedure at the hearing; and to determine any other matters which may expedite the orderly conduct and disposition of the proceeding. (3-15-22)

06. Hearing Record. The hearing shall be recorded unless a party requests a stenographic recording by a certified court reporter, in writing, at least seven (7) days prior to the date of the hearing. Any party requesting a

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stenographic recording by a certified court reporter shall be responsible for the costs of same. Any party may request that a transcript of the recorded hearing be prepared, at the expense of the party requesting such transcript, and prepayment or guarantee of payment may be required. Once a transcript is requested, any party may obtain a copy at the party's own expense. (3-15-22)

07. Hearing Officer's Recommendation. The hearing officer shall issue a recommendation within ten (10) days after the date of the hearing. The recommendation 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 hearing officer; and a recommendation affirming or reversing the decision of the authorized chartering entity. The hearing officer shall mail or deliver a copy of the recommendation to the Department, the petitioners/appellants, and the authorized chartering entity. (3-15-22)

08. Review of Recommendation by Authorized Chartering Entity. (3-15-22)

a. The authorized chartering entity shall hold a public hearing to review the recommendation of the hearing officer within thirty (30) days of receipt of the recommendation. (3-15-22)

b. Written notification of the scheduled public hearing shall be sent by the authorized chartering entity to the petitioners/appellants at least ten (10) days prior to the scheduled hearing date. (3-15-22)

c. The authorized chartering entity shall make a final decision to affirm or reverse its initial decision within ten (10) days after the date the public hearing is conducted. (3-15-22)

09. Reversal of Initial Decision. (3-15-22)

a. If the authorized chartering entity reverses its initial decision and denies the conversion of a traditional public school to a public charter school, then that decision is final and there shall be no further appeal. (3-15-22)

b. If the authorized chartering entity reverses its initial decision and approves the new public charter school, then the charter shall be granted and there shall be no further appeal. (3-15-22)

10. Affirmation of Initial Decision. (3-15-22)

a. If the authorized chartering entity affirms its initial decision to authorize the conversion of a traditional public school to a public charter school, then the charter shall be granted and there shall be no further appeal. (3-15-22)

b. If the authorized chartering entity affirms its initial decision and denies the grant of a new public charter school, then the petitioners/appellants may appeal such final decision further to the Board in accordance with the procedure described in Section 402 of these rules. (3-15-22)

402. APPEAL TO THE BOARD RELATING TO THE DENIAL OF A REQUEST TO FORM A NEW PUBLIC CHARTER SCHOOL.

~~The following procedures shall govern an appeal to the Board of the final decision of an authorized chartering entity relating to the denial of a petition to form a new public charter school. (3-15-22)~~

01. Submission of Appeal. The petitioners/appellants shall submit a notice of appeal in writing with the Board that describes, in detail, all of the grounds for the appeal, and the remedy requested, within ~~twenty-one~~^{thirty} (21~~30~~) days from the date the authorized chartering entity issues its final decision to deny a petition to form a new public charter school. A copy of the notice of appeal shall be submitted to the authorized chartering entity. In addition, contemporaneous with the submission of the notice of appeal, the petitioners/appellants shall also submit to the Board, ~~two (2) copies of~~ a complete record of all actions taken with respect to the consideration of the public charter school petition. The record must be in chronological order, must be tabbed and indexed, and must contain, at a minimum, the

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following documents:

(3-15-22)

a. The complete record submitted to the Department, as provided in Subsection 401.01.a. through 401.01.e. of these rules. (3-15-22)

b. A transcript, prepared by a neutral person whose interests are not affiliated with a party to the appeal, of the recorded public hearing conducted by the hearing officer, as described in Subsection 401.06 of these rules. (3-15-22)

c. A copy of the hearing officer's recommendation. (3-15-22)

d. Copies of audio or video recordings, if any, and the minutes of the public hearing conducted by the authorized chartering entity to consider the recommendation of the hearing officer, as described in Subsection 401.08.a. through 401.08.c. of these rules. (3-15-22)

e. Copies of any additional correspondence between the petitioners/appellants and the authorized chartering entity relating to the petition subsequent to the public hearing conducted by the Department. (3-15-22)

f. The final written decision provided by the authorized chartering entity to the petitioners/appellants. (3-15-22)

g. No new evidence is permitted on appeal to the Board.

02. Public Hearing. A public hearing to review the final decision of the authorized chartering entity shall be conducted within a reasonable time from the date that the Board receives the notice of appeal, but not later than sixty (60) calendar days from such date. The public hearing shall be for the purpose of considering all of the materials in the record that were presented at prior proceedings. ~~However, new evidence, testimony, documents, or materials that were not previously considered at prior hearings on the matter may be accepted or considered, in the sole reasonable discretion of the Board, or of the charter appeal committee or public hearing officer, as described in Subsection 402.04 of this rule.~~ (3-15-22)

03. Notice of Hearing. All parties in an appeal shall be notified of a public hearing at least ten (10) days in advance, or within such time period as may be mandated by law. The notice shall identify the time and place of the hearing; a statement of the legal authority under which the hearing is to be held; the particular sections of the statutes and any rules involved; the issues involved; and the right to be represented. The notice shall identify how and when documents for the hearing will be provided to all parties. (3-15-22)

04. Appointment of Charter Appeal Committee or Public Hearing Officer. 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. (3-15-22)

05. Recommended Findings. If the public hearing is conducted by a charter appeal committee or appointed public hearing officer, then such committee or appointed 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 decision of the authorized chartering entity, or such other action recommended by the charter appeal committee or public hearing officer, such as remanding the matter back to the authorized chartering entity, or redirecting the petition to another authorized chartering entity. A copy of the recommended findings shall be mailed or delivered to all the parties. (3-15-22)

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06. Final Decision and Order by the Board. The Board shall consider the materials forwarded by the entity conducting the public hearing, including any recommended findings of the charter appeal committee or appointed public hearing officer, as may be applicable, in a meeting open to the public at the next regularly scheduled meeting of the Board that occurs after the public hearing. If the public hearing was not conducted by the Board, then the Board may allow representatives for both the petitioner/appellant and the authorized chartering entity an opportunity to deliver oral arguments to the Board advocating their respective positions, limited to thirty (30) minutes for each party. Whether the public hearing is conducted by the Board or by a charter appeal committee, the Board shall issue a final written decision on such appeal within sixty (60) days from the date of the public hearing. The final decision and order of the Board shall be sent to both the petitioners/appellants and the authorized chartering entity, and will not be subject to reconsideration. With respect to such written decision, the Board may take any of the following actions: (3-15-22)

a. Approve the charter, if the Board determines that the authorized chartering entity failed to appropriately consider the charter petition, or if it acted in an arbitrary manner in denying the request. In the event the Board approves the charter, the charter shall operate under the jurisdiction of the Commission, as provided by Section 33-5207(6), Idaho Code. (3-15-22)

b. Remand the petition back to the authorized chartering entity for further consideration with directions or instructions relating to such further review. If the authorized chartering entity further considers the matter and again denies the petition, then that decision is final and there shall be no further appeal. (3-15-22)

c. Redirect the petition for consideration by the Commission, if the appeal is regarding a denial decision made by the board of trustees of a local school district. (3-15-22)

d. Deny the appeal submitted by the petitioners/appellants. (3-15-22)

403. APPEAL RELATING TO THE DENIAL OF A REQUEST TO REVISE A CHARTER OR PERFORMANCE CERTIFICATE OR A CHARTER NON-RENEWAL OR REVOCATION DECISION.

The following procedures shall govern an appeal relating to the denial of a request to revise a charter or a charter non-renewal or revocation decision. (3-15-22)

01. Submission of Appeal. The public charter school shall submit a notice of appeal in writing to the Board that describes, in detail, all of the grounds for the appeal, and the remedy requested, within thirty (30) days from the date of the written decision of the authorized chartering entity to non-renew or revoke a charter or to deny a charter or performance certificate revision. A copy of the notice of appeal shall be submitted to the authorized chartering entity. In addition, contemporaneous with the submission of the notice of appeal, the appellant charter school shall also submit to the Board one (1) hard copy and one (1) electronic copy of the complete record of all actions taken with respect to the matter being appealed. The record must be in chronological order and must be appropriately tabbed and indexed. The record must contain, at a minimum, all of the following documents: (3-15-22)

a. The name, address, and telephone number of the appellant public charter school and the authorized chartering entity that issued the decision being appealed. (3-15-22)

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. (3-15-22)

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. (3-15-22)

d. The written decision provided by the authorized chartering entity to the appellant public charter school. (3-15-22)

e. No new evidence will be considered on appeal to the Board.

02. Public Hearing. A public hearing to review the decision of the authorized chartering entity shall be

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conducted within thirty (30) days after the date of the filing of the notice of appeal.

(3-15-22)

03. Notice of Hearing. All parties in an appeal shall be notified of a public hearing at least ten (10) days in advance, or within such time period as may be mandated by law. The notice shall identify the time and place of the hearing; a statement of the legal authority under which the hearing is to be held; the particular sections of the statutes and any rules involved; the issues involved; and the right to be represented. The notice shall identify how and when documents for the hearing will be provided to all parties.

(3-15-22)

04. Appointment of Charter Appeal Committee or Public Hearing Officer. 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.

(3-15-22)

05. Prehearing Conference. The entity conducting the public hearing may, upon written or other sufficient notice to all interested parties, hold a prehearing conference to formulate or simplify the issues; obtain admissions or stipulations of fact and documents; identify whether there is any additional information that had not been presented to the authorized chartering entity; arrange for exchange of any proposed exhibits or prepared expert testimony; limit the number of witnesses; determine the procedure at the hearing; and to determine any other matters which may expedite the orderly conduct and disposition of the proceeding.

(3-15-22)

06. Hearing Record. The hearing shall be recorded unless a party requests a stenographic recording by a certified court reporter, in writing, at least seven (7) days prior to the date of the hearing. Any party requesting a stenographic recording by a certified court reporter shall be responsible for the costs of same. The record shall be transcribed at the expense of the party requesting a transcript, and prepayment or guarantee of payment may be required. Once a transcript is requested, any party may obtain a copy at the party's own expense.

(3-15-22)

07. Recommended Findings. If the public hearing is conducted by a charter appeal committee or appointed public 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. A copy of the recommended findings shall be mailed or delivered to all the parties.

(3-15-22)

08. Final Decision and Order by the Board. The Board shall consider the materials forwarded by the entity conducting the public hearing, including any recommended findings of the charter appeal committee or appointed public hearing officer, as may be applicable, in a meeting open to the public at the next regularly scheduled meeting of the Board that occurs after the public hearing. If the public hearing was not conducted by the Board, then the Board may allow representatives for both the appellant public charter school and the authorized chartering entity an opportunity to deliver oral arguments to the Board advocating their respective positions, limited to thirty (30) minutes for each party. Whether the public hearing is conducted by the Board, or by a charter appeal committee or appointed public hearing officer, the Board shall issue a final written decision on such appeal within sixty (60) days from the date of the public hearing. The decision shall be sent to both the appellant public charter school and the authorized chartering entity. With respect to such written decision, the Board may take any of the following actions:

(3-15-22)

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 revocation of the charter, or the request to revise the charter or performance certificate, or that the authorized chartering authority acted in an arbitrary manner in determining to non-renew or revoke the charter, or in denying the request to revise the charter or performance certificate.

(3-15-22)

b. Deny the appeal filed by the appellants.

(3-15-22)

404. EX PARTE COMMUNICATIONS.

Unless required for the disposition of a matter specifically authorized by statute to be done ex parte, no party to the appeal nor any representative of any such party to the appeal, nor any person or entity interested in such appeal, may communicate, directly or indirectly, regarding any substantive issue in the appeal with the Board or the charter appeal committee or any hearing officer appointed to hear or preside over the appeal hearing, except upon notice and opportunity for all parties to participate in the communication. (3-15-22)

405. -- 499. (RESERVED)

500. MISCELLANEOUS.

01. LEA Designations. Section 33-5203(7), Idaho Code, provides that the board of trustees of a school district may designate a public charter school it authorizes as an LEA, with the concurrence of the public charter school board of directors. In order to designate a public charter school as an LEA, the board of trustees of the school district must submit to the Department the following no later than February 1 in order for any such designation to be effective for the following school year: (3-15-22)

a. Verification that the board of trustees is the authorized chartering entity of the public charter school it wishes to designate as an LEA. (3-15-22)

b. Written documentation that the board of trustees of the school district and the board of trustees of the public charter school have agreed to the designation of the public charter school as an LEA. Such documentation shall be signed by representatives of both parties. (3-15-22)

501. PROCEEDINGS BEFORE THE COMMISSION.

01. Communications with Commission. All written communications and documents intended to be part of an official record of decision in any proceeding before the Commission or any hearing officer appointed by the Commission must be filed with the individual designated by the Commission. Unless otherwise provided by statute, rule, order, or notice, documents are considered filed when received by the officer designated to receive them, not when mailed or otherwise transmitted.

501.2. -- 999. (RESERVED)

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 24, 2022**

ATTACHMENT 1

~~08.03.01 – RULES OF THE PUBLIC CHARTER SCHOOL COMMISSION~~

~~000. – LEGAL AUTHORITY.~~

~~The Public Charter School Commission, in accordance with Section 33-5213, Idaho Code, adopts these rules.~~

~~(3-15-22)~~

~~001. – SCOPE.~~

~~These rules provide the requirements for the governance and administration of the Public Charter School Commission.~~

~~(3-15-22)~~

~~002. – (RESERVED)~~

~~003. – ADMINISTRATIVE APPEALS.~~

~~The provisions of Title 33, Chapter 52, Idaho Code, and IDAPA 08.02.04, “Rules Governing Public Charter Schools,” govern appeals from decisions of the Commission.~~

~~(3-15-22)~~

~~004. – 099. – (RESERVED)~~

~~100. – DEFINITIONS.~~

~~01. Board. The Idaho State Board of Education or its designee.~~

~~(3-15-22)~~

~~02. Commission. The Public Charter School Commission or its designee.~~

~~(3-15-22)~~

~~101. – 199. – (RESERVED)~~

~~200. – PROCEEDINGS BEFORE THE COMMISSION.~~

~~Proceedings or other matters before the Commission or its duly appointed hearing officer are governed by the provisions of Title 33, Chapter 52, Idaho Code, IDAPA 08.02.04, and these rules.~~

~~(3-15-22)~~

~~201. – COMMUNICATIONS WITH COMMISSION.~~

~~All written communications and documents intended to be part of an official record of decision in any proceeding before the Commission or any hearing officer appointed by the Commission must be filed with the individual designated by the agency. Unless otherwise provided by statute, rule, order, or notice, documents are considered filed when received by the officer designated to receive them, not when mailed or otherwise transmitted.~~

~~(3-15-22)~~

~~202. – COMPUTATIONS OF TIME.~~

~~Whenever statute, these or other rules, order, or notice requires an act be done within a certain number of days of a given day, the given day is not included in the count, but the last day of the period so computed is included in the count. If the day the act must be done is Saturday, Sunday, or a legal holiday, the act may be done on the first day following that is not a Saturday, Sunday, or legal holiday.~~

~~(3-15-22)~~

~~203. – MEETINGS – MAJORITY – CHAIRMAN.~~

~~01. Majority. A simple majority of members voting shall be sufficient to decide any matter pending before the Commission.~~

~~(3-15-22)~~

~~02. Chairman Vote. The chairman shall vote only when necessary to break a tie.~~

~~(3-15-22)~~

~~204. – 299. – (RESERVED)~~

~~300. – COMPLIANCE MONITORING.~~

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 24, 2022**

ATTACHMENT 1

~~The Commission shall be responsible for monitoring the public charter school's operations in accordance with all of the terms and conditions of the performance certificate, including compliance with all applicable federal and state education standards and all applicable state and federal laws, rules and regulations, and policies. See IDAPA 08.02.04, "Rules Governing Public Charter Schools," Subsection 301.01. Commission staff will make a site visit and verify the existence of the following documents after the charter is granted:~~ (3-15-22)

~~01. Certificate of Occupancy. Certificate of Occupancy for the public charter school site;~~ (3-15-22)

~~02. Building Inspection Reports. A copy of the inspection report from the Idaho Division of Building Safety;~~ (3-15-22)

~~03. Fire Marshal Report. A fire marshal report for the public charter school site;~~ (3-15-22)

~~04. Insurance Binders. Copies of insurance binders from a company authorized to do business in Idaho for a liability policy, a property loss policy, worker's compensation insurance, unemployment insurance, and health insurance;~~ (3-15-22)

~~05. Health District Inspection Certificate. A copy of the health certificate issued by the health district for each site at which students will be taught;~~ (3-15-22)

~~06. Instructional Staff Certification. Proof of certification for all instructional staff employed by the public charter school; and~~ (3-15-22)

~~**301. REQUIRED DOCUMENTS PUBLIC CHARTER SCHOOLS AUTHORIZED BY THE COMMISSION MUST SUBMIT TO THE COMMISSION.**~~

~~01. Lease Agreement. If school structures are leased, a copy of the lease agreement for the building(s) at which students will be taught;~~ (3-15-22)

~~02. Financial Statements. Audited financial statements from an independent auditor must be submitted as required by Section 33-701, Idaho Code;~~ (3-15-22)

~~03. Accreditation Reports. A copy of any notice from the public charter school's accrediting body that the public charter school has failed to meet or maintain full accreditation requirements must be submitted within five (5) business days of receipt;~~ (3-15-22)

~~04. Complaints. Copies of any complaints filed against the public charter school including, but not limited to, lawsuits and complaints filed with the Idaho Professional Standards Commission relating to school employees, within five (5) business days of receipt;~~ (3-15-22)

~~05. Board Members. A current list of all public charter school board members, including full name, address, telephone number, and resume must be on file with the Commission within five (5) business days of any changes;~~ (3-15-22)

~~06. Proof of Compliance. Additional proof of compliance as reasonably requested by the Commission.~~ (3-15-22)

~~**302. 399. (RESERVED)**~~

~~**400. PETITION -- PUBLIC HEARING.**~~

~~A public hearing, as required by Section 33-5205(2), Idaho Code, for consideration of a petition on its merits shall be conducted by the Commission. Citizens intending to testify must notify the Commission the day of the meeting. Public comment will be limited to ten (10) minutes, unless otherwise determined by the Commission chairman.~~

~~(3-15-22)~~

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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ATTACHMENT 1

| ~~401. -- 999. (RESERVED)~~

**STATE DEPARTMENT OF EDUCATION
AUGUST 24, 2022**

TAB	DESCRIPTION	ACTION
1	DEVELOPMENTS IN K-12 EDUCATION	Information Item
2	FEDERAL CORONAVIRUS RELIEF K-12 FUNDING UPDATE	Action Item
3	IDAHO CONTENT STANDARDS - PHYSICAL EDUCATION AND HEALTH	Information Item

**STATE DEPARTMENT OF EDUCATION
AUGUST 24, 2022**

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:

- New Superintendents Orientation
- Dyslexia Resources and Professional Development Opportunities
- Teacher of the Year for 2023
- Student Advisory Council for Fall 2023

BOARD ACTION

This item is for informational purposes only.

**STATE DEPARTMENT OF EDUCATION
AUGUST 24, 2022**

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 \$11,851,341 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. 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.

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June 16, 2021	The Board was provided an update on the Coronavirus Relief, CFAC Funds and ESSERF, 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 and LEA distribution amounts of 2.5% of the 10% ARP ESSER SEA Set-Aside funds, up to \$10,998,551 for non-Title and low-Title I schools.
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.
January 6, 2022	The Board approved the use of up to \$26.1M of the ARP ESSER State Set-Aside funds to implement requirements.
February 17, 2022	The Board amended the meeting agenda to allow for the Department's Information Item on Coronavirus Relief funding to be changed to an action item. The Board approved an amount not to exceed \$6,800,000 for the STEM Action Center, Commission for Libraries, and an Out-of-School Network collaborative proposal addressing learning loss and received a high level update from the Department on the use of federal coronavirus relief funds and approved 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.
April 20, 2022	The Board received a high-level update on ESSER expenditures, CRRSA EANS, and ARPA State Fiscal Recovery Funds, S1404 and H793.
June 14, 2022	The Board received an update on ESSER expenditures, ARPA State Fiscal Recovery Funds-Premium Pay, ESSER Data Annual Report, and information on the allocation for ARP ESSER State Set-Aside 2.5% to Non/Low Title I-A LEAs.

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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 local education agencies (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. 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 (updated September 2021) for K-12 education. Of this amount, 90% was to 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

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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 (\$11,003,298), 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. Between the time the materials were submitted and the October 21, 2021 Board meeting, USED allocated Idaho an additional \$189,881,000 which changed the set-aside allocations from \$10,998,550 to \$11,003,298 resulting in a difference of \$4,748.

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.

During the 2022 legislative session, Senate Bill No. 1404 was signed into law, providing \$1,506,400 premium pay for administrators, \$23,075,900 premium pay for instructional and pupil services staff, and \$12,123,500 premium pay for classified staff. The intent of these ARPA State Fiscal Recovery funds is to provide

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a gross amount of \$1,000 plus 19.59% for employer-obligated benefits for each full-time equivalent position using the February 15, 2022 data upload. The performance period for these funds expires June 30, 2022.

IMPACT

This agenda item provides the Board with a high-level update on the most recent information on the COVID-19 ESSER funds and requests approval to revise the ARP ESSER State Set-Aside fund allocation amount for non/low Title I-A LEAs. The Action Item serves to align the ARP ESSER State Set-Aside 2.5% actual allocation to Non/Low Title I-A LEAs with the motion approved October 21, 2021.

In addition, the Department is asking to redistribute previously allocated CRRSA Set Aside funds. These balances currently amount to a total of \$141,304. Authorization would allow the Department to redistribute CRSSA funds previously allocated to non-Title I and low-Title I schools that were not utilized and returned by the local education agencies,. The Department is requesting authorization to redistribute up to \$350,000 CRRSA funds.

ATTACHMENTS

Attachment 1 --Federal Coronavirus Relief K-12 Funding Update Presentation

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

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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.

Total ARPA ESSER award: \$440,131,922*

- LEA discretionary funding (70% of total amount): \$316,894,984
- LEA learning loss funding (20% of total amount): \$79,223,746
- State set aside amount (10% of total amount): \$44,013,192

10% state set aside	\$44,013,192	Allocation	\$ Remaining
5%: learning loss	\$22,006,596	\$100,000 Accountability Oversight Committee learning loss consultant \$3,500,000 math accelerated learning collaborative \$100,000 dyslexia handbook \$16,400,000 ISEE enhancements \$1,600,000 statewide PD and mentoring platform \$21,700,000 total	\$306,596
1%: summer enrichment	\$4,401,319	\$1,000,000 ISEE enhancements \$3,401,319 summer programs \$4,401,319 total	\$0
1%: after school programs	\$4,401,319	\$1,000,000 ISEE enhancements \$3,398,101 after school programs \$4,398,101 total	\$3,218

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3%: emergency needs	\$13,203,958	\$10,998,551 non-Title I and low-Title I schools \$2,200,660 ½ of 1% admin costs \$4,748 over allocated \$13,199,211 total	(\$1.00)
Remaining funds to be allocated			\$309,813

*federal award was updated from the original \$439,942,041 to \$440,131,922 (\$189,881 in additional funding)

At the February 2022 Regular Board meeting, the \$189,881 in additional federal funding was taken into consideration in the total amount available for from the ARP ESSER SEA Set-Aside for the Board to allocate. As of the February 2022, Regular Board meeting, all but \$314,561 of the ARP ESSER SEA Set Aside was obligated. The approximately \$314,000 is being reserved as contingency for those projects the Board has already approved until such time as the procurement process has been completed.

The Department reported at the June 2022 Regular Board Meeting that they had distributed an additional \$4,748 over the amount originally allocated by the Board to low Title I and non-Title I schools and is requesting the Board increase the amount available for this distribution.

Additionally, the Department is requesting the Board give authorization for the reallocation of CRRSA funds originally allocated non-Title I and low-Title I schools that were unspent or returned by the schools to which the funds were originally allocated.

BOARD ACTION

I move to approve the an additional \$4,748 of the 3% emergency needs portion of the ARP ESSER SEA Set Aside funds to be distributed to non-Title I and low-Title I schools using the same methodology approved by the Board at the October 21, 2021 Regular Board meeting.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve the reallocation of unused CRRSA funds previously allocated to low-Title I and non-Title I schools to the remaining low-Title I and non-Title I schools using the methodology approved by the Board at the October 21, 2021 Regular Board meeting.

Moved by _____ Seconded by _____ Carried Yes _____ No _____



ESSER and ESEA Update

State Board Meeting, August 24, 2022

Supporting Schools and Students to Achieve

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

8.24.2022

ESSER Data as of April 12, 2022



ESSER FUND		Percentage Expended	Grant Amount	Performance Period End Date
CARES Act	Flow-through	98.58%	\$43,069,226	9.30.2022
	Blended Learning	77.88%	\$ 3,785,469	
	SEL	75.16%	\$ 1,000,000	
CRRSA Act	Flow-through	49.97%	\$176,301,372	9.30.2023
	State Set-Aside	60.04%	\$ 19,589,041	
ARP ESSER (does not include SEA State Set-Aside prescribed amounts by USED)	Flow-through (Discretionary)	5.08%	\$316,894,984	9.30.2024
	Learning Los (Flow-through)	12.51%	\$ 79,223,746	
	State Set-Aside to Non/Low-Title	.04%	\$ 11,003,298	
ARP HCY	Homeless I	7.51%	\$ 720,464	9.30.2024
	Homeless II	2.65%	\$1,509,909	

State Board Meeting | 2

Emergency Assistance for Non-Public Schools



- CRRSA EANS
 - Of the \$19,581,608 allocation, \$13.8m unobligated funds reverted to the Governor's office
 - 53 % of funds expended as of July 6, 2022.
 - Inventory monitoring through on-site visits began in May and continues through the summer.
- ARP EANS (\$21,961,960)
 - Eight (8) schools applied – four are eligible
 - Remaining dollars will revert to the Governor's office

State Board Meeting | 3

ARPA State Fiscal Recovery Funds



Premium Pay

- \$1404 for FY22
- \$36,705,800
- \$1000 + 19.59% benefits
- ALL FTE Instructional & Pupil Service Staff
- ALL FTE Classified Staff
- ALL FTE Administrators
- \$ 36,653,375 distributed to LEAs through June 15, 2022

Additional Compensation

- H793- for FY23
- \$36,473,700
- Late summer
- ALL FTE Instructional & Pupil Service Staff
- Expires June 15, 2023

State Board Meeting | 4

Elementary and Secondary Education Act



- Action Item
 - ARP ESSER State Set-Aside

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Kathy Gauby | Interim Director, Federal Programs
Idaho State Department of Education
650 W State Street, Boise, ID 83702
208.332.6800
kgauby@sde.idaho.gov
<https://www.sde.idaho.gov/federal-programs/index.html>
<https://www.sde.idaho.gov/federal-programs/prf/>



Supporting Schools and Students to Achieve

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

State Board Meeting | 6

**STATE DEPARTMENT OF EDUCATION
AUGUST 24, 2022**

SUBJECT

Physical Education and Health Content Standards

REFERENCE

August 2016

Board approved updated content standards in Physical Education and Health.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section IV.B. Section 33-1612, Idaho Code.

IDAPA 08.02.03.004.01, Rules Governing Thoroughness – Idaho Content Standards

BACKGROUND/DISCUSSION

The Idaho Content Standards reflect statements of what students should know and do in various content disciplines and grades. Content standards are adopted statewide and reviewed every six (6) years by teams of educators and stakeholders. These standards provide a consistent foundational level of minimum academic content needed to be successful at each grade level and to graduate from Idaho's public schools. During the 2022 review cycle the following standards were reviewed:

Physical Education Content Standards

A committee of physical education educators reviewed the Physical Education Content Standards this June and July. The committee recommended the standards as they are now with a few small changes to include: grammar corrections, updated language and names, and clarifying words.

Health Education Content Standards

A committee of health educators reviewed the Health Content Standards this June. The committee recommended the standards as they are now with a few small changes to include: grammar corrections, updated language and names, and clarifying words.

IMPACT

Districts may experience some fiscal impact in the form of new curriculum to align with revised content standards. The cost would likely be cyclical.

ATTACHMENTS

Attachment 1 – Proposed Changes to Physical Education Content Standards

Attachment 2 – Proposed Changes to Health Education Content Standards

Attachment 3 – PE and Health Proposed Content Standards 2022 Presentation

**STATE DEPARTMENT OF EDUCATION
AUGUST 24, 2022**

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Board Policy IV.B.9.a., Idaho content standards must be reviewed at least on a six (6) year cycle and the process for reviewing and updating the content standards will include at a minimum:

- i. A review committee consisting of Idaho educators with experience in the applicable content area. The committee shall be made up of elementary and secondary instructional staff and at least one postsecondary faculty member from a four-year institution and at least one from a two-year institution, at least one public school administrator, and at least one parent of school-aged children or representative of an organization representing parents with school aged children. Instructional staff and postsecondary faculty members must have experience providing instruction in the applicable content area. Additional members may be included at the discretion of the Department. To the extent possible, representatives shall be chosen from a combination of large and small schools or districts and provide for regional representation.
- ii. The review committee will make an initial determination regarding the need to update the standards.
- iii. Based on the review, the committee shall meet to develop initial recommendations for the creation of new content standards or amendments to the existing content standards. The Department will provide multiple opportunities for public input on the draft recommendations including but not limited to the Department website and processes that allow for individuals in each region of the state to participate.
- iv. Drafts of the recommended amendments will be made available to the public for comment for a period of not less than 20 days. At the close of the comment period, the committee will finalize recommendations for Board consideration.

In addition to these requirements set in Board policy, because the content standards are incorporated by reference into Administrative Code, they must also go through the negotiated rulemaking process before they can be amended. This process allows the public to provide input prior to the Board approving the content standards incorporating them by reference into IDAPA 08.02.03. Amendments to the content standards take effect when the administrative rule incorporating them by reference takes effect.

Prior to any amendments to the content standards going into effect they will have to go through the negotiated rulemaking process. The proposed Physical Education and Health standards amendments have been incorporated into the proposed rule, Docket 08-0203-2301, so they can be incorporated by reference into IDAPA 08.02.03.

BOARD ACTION

This item is for informational purposes only.

IDAHO CONTENT STANDARDS
PHYSICAL EDUCATION

Kindergarten-2nd Grade

Physical literacy: Possessing both the knowledge and ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person.

Standard 1: Skilled Movement

Goal 1.1: The physically literate individual demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Objective(s): By the end of grade 2, students will:

- K-2.PE.1.1.1 Achieve mature forms in the basic locomotor skills (e.g., walking, running, skipping) and vary the manner in which these skills are performed during changing conditions and expectations (e.g., the elements of movement, levels, speeds, pathways, relationships, and effort).
- K-2.PE.1.1.2 Demonstrate smooth transitions between sequential locomotor, non-locomotor, and manipulative skills.
- K-2.PE.1.1.3 Demonstrate emerging form in the less complex manipulative skills (e.g., throwing, catching, rolling) and show progress toward achieving mature form in the more complex manipulative skills (e.g., dribbling, overhand throw, kicking, striking).
- K-2.PE.1.1.4 Demonstrate control in non-locomotor skills (e.g., twisting, bending, weight-transfer) as well as weight-bearing and balancing on a variety of body parts (e.g., symmetrical/asymmetrical, stork stand, partner balances).

Standard 2: Movement Knowledge

Goal 2.1: The physically literate individual demonstrates understanding of concepts, principles, strategies, and tactics related to movement and to the performance of physical activities.

Objective(s): By the end of grade 2, students will:

- K-2.PE.2.1.1 Identify simple biomechanical principles (e.g., opposition, weight transfer, wide base of support for stability).
- K-2.PE.2.1.2 Identify and apply critical cues and concepts of body, space, effort, time, and relationships that vary the quality of movement (e.g., side to target, move in personal space, throw hard for distance, name different pathways).

Standard 3: Health-Enhancing Personal Fitness

Goal 3.1: **The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical fitness.**

Objective(s): By the end of grade 2, students will:

- K-2.PE.3.1.1 Engage in a variety of activities that promote 5 health enhancing physical fitness components (e.g., jumping rope, riding a bicycle, walking like an animal, climbing wall, chasing and fleeing games, tumbling activities, dancing skills, walking/running program,).
- K-2.PE.3.1.2 Know and demonstrate basic knowledge of health-related fitness including cardiorespiratory endurance, muscular strength and muscular endurance, flexibility, and body composition (e.g., identify various activities that demonstrate each health-related component).
- K-2.PE.3.1.3 Recognize physiological signs associated with participation in moderate-to-vigorous physical activity (e.g., sweating, fast heart rate, heavy breathing, muscle fatigue).

Standard 4: Personal and Social Responsibility

Goal 4.1: **The physically literate individual exhibits responsible personal and social behavior that respects self and others in physical activity settings.**

Objective(s): By the end of grade 2, students will:

- K-2.PE.4.1.1 Apply physical education class rules, procedures, and safe practices (e.g., listen/respond to teacher and peers, respect personal space, follow directions).
- K-2.PE.4.1.2 Interact cooperatively using interpersonal communication during partner and small group activities (e.g., taking turns, sharing equipment, helping others).
- K-2.PE.4.1.3 Work together to problem solve, complete a task, and/or tackle a challenge (e.g., rock/paper/scissors, sharing, partner games).

Standard 5: Valuing a Physically Active Lifestyle

Goal 5.1: **The physically literate individual participates daily in physical activity and recognizes its value for health, enjoyment, challenge, self-expression, and/or social interaction.**

Objective(s): By the end of grade 2, students will:

- K2.PE.5.1.1 Participate in developmentally appropriate moderate to vigorous physical activity a minimum of 33% of the lesson time (e.g., time assessment, pedometer = 1800 steps in a 30 minute class or 60 steps per minute).

- K-2.PE.5.1.2 Participate daily in moderate to vigorous physical activity during and outside of class as recommended within the public health guidelines of at least 60 minutes or more per day (e.g., activity logs, step count of at least 12,000 steps per day, activity breaks).
- K-2.PE.5.1.3 Express feelings appropriately about participation during physical activity (e.g., use of emoticons like smiley faces and thumb up/down).

**IDAHO CONTENT STANDARDS
PHYSICAL EDUCATION**

Grade 3-5

Physical literacy: Possessing both the knowledge and ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person.

Standard 1: Skilled Movement

Goal 1.1: **The physically literate individual demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.**

Objective(s): By the end of grade 5, students will:

- 3-5.PE.1.1.1 Apply fundamental, non-locomotor, locomotor, and manipulative skills in dynamic and complex movements (e.g., lead-up games, dance, educational gymnastics).
- 3-5.PE.1.1.2 Demonstrate emerging mature movement patterns using varying levels of intensity, relationships, and body and space awareness (e.g., dodging, weight transfer, offensive and defensive tactics and strategies).
- 3-5.PE.1.1.3 Demonstrate a wide variety of specialized skills (e.g., passing a ball, softball fielding, defensive sliding, grapevine dance step, rollerblading heel stop, bicycle signaling).

Standard 2: Movement Knowledge

Goal 2.1: **The physically literate individual demonstrates understanding of concepts, principles, strategies and tactics related to movement and to the performance of physical activities.**

Objective(s): By the end of grade 5, students will:

- 3-5.PE.2.1.1 Demonstrate knowledge of critical cues and simple biomechanical principles to provide feedback to self and others (e.g., speed,

agility, effort, opposition, balance, follow through, self and peer checklist).

- 3-5.PE.2.1.2 Transfer concepts to new skills/games (e.g., offensive and defensive strategies, center of gravity and stability, rhythm and timing, aim adjustment, placement, accuracy, scoring strategy,).
- 3-5.PE.2.1.3 Identify ways to improve performance (e.g., appropriate practice, learn techniques, positive self-talk, visualize performance, positive specific feedback).

Standard 3: Health Enhancing Personal Fitness

Goal 3.1: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical fitness.

Objective(s): By the end of grade 5, students will:

- 3-5.PE.3.1.1 Understand the 5 health-related fitness components (cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition) by improving, meeting, and/or sustaining performance on evidence-based fitness standards (e.g., evidence-based fitness tests, healthy fitness level, activities that demonstrate each health-related component).
- 3-5.PE.3.1.2 Regularly participate in moderate-to-vigorous physical activity that improves and maintains physical fitness (e.g., physical education class, home/school/community programs).
- 3-5.PE.3.1.3 With teacher assistance, interpret the results and significance of information provided by formal measures of physical fitness, set and achieve attainable personal health-related fitness goals (e.g., evidence-based fitness results).

Standard 4: Personal and Social Responsibility

Goal 4.1: The physically literate individual exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Objective(s): By the end of grade 5, students will:

- 3-5.PE.4.1.1 Identify the purposes for and follow safe practices, rules, procedures, and etiquette (e.g., help a peer, use equipment appropriately, accept teacher decision regarding a rule infraction without blaming, show respect, honesty and fairness).
- 3-5.PE.4.1.2 Work independently and cooperatively in groups to complete tasks and challenges (e.g., develop a creative game, practice to improve performance in and out of school, complete team building challenges, create task cards, provide assistance to the teacher and other students).

- 3-5.PE.4.1.3 Appreciate the diversity of other people by cooperating with those of a different gender, race, ethnicity, and ability (e.g. dancing with a peer of a different gender, modifying an activity for inclusion; participating in cultural games, encouraging others).

Standard 5: Valuing a Physically Active Lifestyle

Goal 5.1: The physically literate individual participates daily in physical activity and recognizes its value for health, enjoyment, challenge, self-expression and/or social interaction.

Objective(s): By the end of grade 5, students will:

- 3-5.PE.5.1.1 Participate in developmentally appropriate moderate to vigorous physical activity a minimum of 33% of the lesson time (e.g., time assessment, pedometer = 1800 steps in a 30 minute class or 60 steps per minute).
- 3-5.PE.5.1.2 Participate daily in moderate to vigorous physical activity during and outside of class as recommended by ~~NASPE~~ SHAPE, CDC, and USDHHS of at least 60 minutes or more per day within the public health guidelines (e.g., student-initiated involvement, before and after school programs, community fitness events, run/walk programs).
- 3-5.PE.5.1.3 Seek personally challenging experiences in physical activity (e.g., personal fitness goals, attempt new activities, set realistic improvement goals for a greater challenge in existing activity).

IDAHO CONTENT STANDARDS
PHYSICAL EDUCATION

Grade 6-8

Physical literacy: Possessing both the knowledge and ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person.

Standard 1: Skilled Movement

Goal 1.1: The physically literate individual demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Objective(s): By the end of grade 8, students will:

- 6-8.PE.1.1.1 Demonstrate mature form in the basic skills of more specialized activities (e.g., wall/net, invasion, field/striking, target, dance, aquatics, outdoor activities, fitness, resistance training).
- 6-8.PE.1.1.2 Adapt and combine skills successfully in modified games or activities of increasing complexity.
- 6-8.PE.1.1.3 Demonstrate movement tactics and strategies that can be applied to a variety of physical activities (e.g., wall/net, invasion, field/striking, target, dance, aquatics, outdoor activities, fitness, resistance training).

Standard 2: Movement Knowledge

Goal 2.1: The physically literate individual demonstrates understanding of concepts, principles, strategies and tactics related to movement and to the performance of physical activities.

Objective(s): By the end of grade 8, students will:

- 6-8.PE.2.1.1 Identify and apply the critical elements, strategies, and tactics of higher level movements in wall/net, invasion, field/striking, target, dance, outdoor activities, outdoor ethics, fitness (e.g., transition from offense to defense, shortest distance, angles of interception).
- 6-8.PE.2.1.2 Identify principles of practice and biomechanics that enhance movement performance (e.g., describe basic principles of training and how they improve fitness, describe the purpose behind the mechanics and range of motion required in various physical activities).
- 6-8.PE.2.1.3 Apply external feedback to guide and improve performance (e.g., use videos to refine skills, utilize verbal feedback to improve performance).

Standard 3: Health Enhancing Personal Fitness

Goal 3.1: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical fitness.

Objective(s): By the end of grade 8, students will:

- 6-8.PE.3.1.1 Know and demonstrate the 5 health-related fitness components (cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition) by improving, meeting and/or sustaining gender and age-related contemporary fitness standards *as defined by evidence-based measures* (e.g., evidence-based fitness tests, healthy fitness level, activities that demonstrate each health-related component).
- 6-8.PE.3.1.2 Know and demonstrate the basic knowledge of skill-related fitness including agility, coordination, balance, power, reaction time, and speed (e.g., ~~resistance~~ training techniques, combatives *training*, sprint starts, vertical/standing jump, *Pilates*, ~~pilates~~, *sports performance*).
- 6-8.PE.3.1.3 Participate in a variety of developmentally appropriate health and skill-related fitness activities in diverse settings including school, home, and community (e.g., hiking, swimming, orienteering, rock climbing, fun runs, social dance).
- 6-8.PE.3.1.4 Assess physiological indicators of exercise during and after physical activity (e.g., target heart rate zone, perceived exertion).
- 6-8.PE.3.1.5 Apply basic principles and types of training to improve fitness goals (e.g., FITT principle, progression, specificity, rest and recovery, overload, regularity, interval training, Fartlek, circuit training, resistance training).

Standard 4: Personal and Social Responsibility

Goal 4.1: The physically literate individual exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Objective(s): By the end of grade 8, students will:

- 6-8.PE.4.1.1 Apply safe practices, ethical behavior, and positive forms of social interaction when participating in physical activities (e.g., participate within the rules of an activity, display good ~~sportsmanship~~ *sportspersonship*, practice self-control).
- 6-8.PE.4.1.2 Solve problems by analyzing potential consequences when confronted with a behavioral choice (e.g., resolve ~~argument~~ *conflicts* between peers, be sensitive of the rights and feelings of others, role play).
- 6-8.PE.4.1.3 Work independently and in groups to achieve goals in competitive and cooperative settings (e.g., identify ways to relieve stress, develop team goals, practice for competition, participate in sport education, adventure activities, and/or challenge activities).

- 6-8.PE.4.1.4 Appreciate **and include** other people of diverse characteristics and backgrounds during physical activity (e.g., invite others with differences to participate in an activity, work cooperatively with peers of diverse skill levels, participate in cultural activities/projects, and/or peer mentoring).
- 6-8.PE.4.1.5 Recognize the role of physical activity in influencing personal and social behavior (e.g., identify positive and negative behaviors of sport figures, develop leadership skills, take responsibility for actions, recognize the importance of individual roles in group activities).

Standard 5: Valuing a Physically Active Lifestyle

Goal 5.1: The physically literate individual participates daily in physical activity and recognizes its value for health, enjoyment, challenge, self-expression, and/or social interaction.

Objective(s): By the end of grade 8, students will:

- 6-8.PE.5.1.1 Participate in developmentally appropriate moderate to vigorous physical activity **achieving target heart rate zone** a minimum of 50% of the lesson time (e.g., **heart rate assessment**, time assessment, pedometer = 3200 steps in a 40 minute lesson or 80 steps per minute).
- 6-8.PE.5.1.2 In combination with the activity acquired in Physical Education class, students should accumulate a total of at least 60 minutes of moderate to vigorous physical activity throughout the day as recommended within the public health guidelines (e.g., activity logs, step count of at least 12000 steps per day, activity breaks).
- 6-8.PE.5.1.3 Explore a variety of challenging physical activities for personal interest, self-expression and social interaction in a variety of settings including school, home, workplace, and community (e.g., bowling, golf, recreational teams, sports camps/lessons, fitness club membership, camping).
- 6-8.PE.5.1.4 ~~Enjoy the challenge of working hard and feel satisfaction when successful in improving skills and developing personal goals (e.g., surveys, tracking, data).~~

(Enjoy and appreciate the challenge of working hard and feeling the satisfaction when successfully improving skills and achieving personal goals (e.g. surveys, tracking data, journaling, reflections, review and revise fitness/physical activity goals).

IDAHO CONTENT STANDARDS
PHYSICAL EDUCATION

Grade 9-12

Physical literacy: Possessing both the knowledge and ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person.

Standard 1: Skilled Movement

Goal 1.1: **The physically literate individual demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.**

Objective(s): By the end of grade 12, students will:

9-12.PE.1.1.1 Demonstrate competency in basic and advanced skills and tactics in multiple leisure and lifetime physical activities (e.g., individual/dual/team-related sports, outdoor pursuits, dance, resistance training, fitness, aquatics).

Standard 2: Movement Knowledge

Goal 2.1: **The physically literate individual demonstrates understanding of concepts, principles, strategies, and tactics related to movement and to the performance of physical activities.**

Objective(s): By the end of grade 12, students will:

9-12.PE.2.1.1 Demonstrate the knowledge and understanding necessary to develop scientifically based personal activity plans that include self-selected physical activities (e.g., physical activity goal setting, fitness profiles and assessments).

9-12.PE.2.1.2 Apply internal and external feedback independently to assess and refine skills. Transfer previously learned skills and apply them to the learning of new skills (e.g., video, self-assessments, peer-assessments).

9-12.PE.2.1.3 Evaluate and apply appropriate tactics and strategies in a variety of physical activities (e.g., using trekking poles to improve efficiency, comparing and contrasting various levels of performance, explaining tactical strategies in a game or sport).

Standard 3: Health Enhancing Personal Fitness

Goal 3.1: **The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical fitness.**

Objective(s): By the end of grade 12, students will:

- 9-12.PE.3.1.1 Assume ~~greater~~ self-responsibility for improving, meeting and/or sustaining gender and age-related contemporary fitness standards for the 5 health-related fitness components (cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition). Assessing health-related fitness by improving, meeting and/or sustaining gender and age-related contemporary fitness standards as defined by ~~evidence-based standards~~ measures (e.g., evidence-based fitness tests, log sheets, fitness profiles, task cards, portfolios, and identify/ participate in various activities that demonstrate each health-related component).
- 9-12.PE.3.1.2 Apply knowledge of skill-related fitness components including agility, coordination, balance, power, reaction time, and speed to improve performance (e.g., resistance training technique, combatives ~~training~~, sprint starts, vertical/standing jump, Pilates, ~~sport performance~~).
- 9-12.PE.3.1.3 Interpret and analyze information from fitness tests and physiological indicators of exercise to develop a rationale for a personal fitness plan (e.g., identifying strengths and weaknesses, setting goals, modifying activities, ~~heart rate zones~~, ~~skill analysis~~).
- 9-12.PE.3.1.4 Design individual programs for achieving and maintaining current/lifelong fitness goals that encompass all components of fitness, types of training, and training principles (e.g., FITT principle, overload, progression, specificity, rest and recovery, technology-based tools for lifelong fitness planning).

Standard 4: Personal and Social Responsibility

Goal 4.1: **The physically literate individual exhibits responsible personal and social behavior that respects self and others in physical activity settings.**

Objective(s): By the end of grade 12, students will:

- 9-12.PE.4.1.1 Demonstrate the ability to initiate responsible personal and social behavior, function independently, and positively influence the behavior of others in physical activity settings (e.g., respectful ~~sportsmanship~~ ~~sportspersonship~~, self-control, and role-modeling).
- 9-12.PE.4.1.2 Demonstrate leadership by holding oneself and others responsible for following safe practices, rules, procedures, and etiquette in physical activity settings (e.g., acknowledge a rule infraction, adhere to spotting protocols in a weight room, and assign team/player roles).
- 9-12.PE.4.1.3 Respond appropriately to unacceptable interactions with others in order to mediate and resolve conflict (e.g., communicate in a calm and controlled manner to inflammatory remarks, listen to both sides of an argument and agree on a conclusion, report serious offenses, identify alternatives ~~to~~ negative behaviors).

- 9-12.PE.4.1.4 Accept and **include** other people with different interests, cultural backgrounds, physical characteristics and abilities while engaging in physical activities (e.g., modify physical activities, show compassion for others).
- 9-12.PE.4.1.5 Evaluate personal choices for engaging in physical activity over the life span including the influence of age, ability, gender, race, ethnicity, socioeconomic status, and culture (e.g., recognize barriers and opportunities to participate in physical activity across a lifespan).

Standard 5: Valuing a Physically Active Lifestyle

Goal 5.1: The physically literate individual participates daily in physical activity and recognizes its value for health, enjoyment, challenge, self-expression and/or social interaction.

Objective(s): By the end of grade 12, students will:

- 9-12.PE.5.1.1 Participate in moderate to vigorous physical activity **achieving target heart rate zone** for at least ~~of~~ 50% of the lesson time (e.g., time assessment, **heart rate assessment**, pedometer = 3200 steps in a 40 minute lesson or 80 steps per minute - block or traditional schedule).
- 9-12.PE.5.1.2 In combination with the activity acquired in Physical Education class, students should accumulate a total of at least 60 minutes of moderate to vigorous physical activity throughout the day as recommended within public health guidelines (e.g., activity logs, **bone and muscle strengthening activities**, step count of at least 12000 steps per day, activity breaks).
- 9-12.PE.5.1.3 Actively and independently **identify rationale for physical activity choices** and pursue physical activity opportunities outside of the school **that are** based on personal interests, capabilities, and resources (e.g., outdoor recreational pursuits, fitness club membership, walking/running club, active transportation). ~~-and state~~
- 9-12.PE.5.1.4 Analyze factors that influence personal physical activity patterns over one's lifespan (e.g., reflect on volunteer efforts with populations of various ages and abilities, create a personal profile/ family physical activity tree, create personal activity pyramid).
- 9-12.PE.5.1.5 Enjoy and appreciate the challenge of working hard and feeling the satisfaction ~~when they are~~ **when** successfully **in** improving skills and **achieving** ~~developing~~ personal goals (e.g., journaling reflections, **review and revise fitness/physical activity goals**).

(Enjoy and appreciate the challenge of working hard and feeling the satisfaction when successfully improving skills and achieving personal goals (e.g. surveys, tracking data, journaling, reflections, review and revise fitness/physical activity goals).

IDAHO CONTENT STANDARDS
HEALTH EDUCATION

Kindergarten to Grade 2

Standard 1: Comprehend Core Concepts

Core Concepts of Health Education for K-Grade 2 are defined below:

Alcohol, Tobacco, & Other Drugs

The use of alcohol, tobacco, and other drugs has major implications in the lifelong health of individuals. Instruction includes the effects, influences, and prevention of the use of alcohol, tobacco products, and other types of drugs on the body and mind.

Nutrition & Physical Activity

To be ready to learn and to achieve their fullest potential, children need to be well nourished and physically active. In order to enhance physical, mental, emotional, and social wellness, students will acquire the knowledge and skills to make healthy food choices and engage in lifelong physical activity.

Injury Prevention & Safety

Unintentional and intentional injuries rank among the greatest threats to the health of children. Instruction includes prevention through safe living skills and choices, violence prevention, and emergency response and preparedness. Understanding the consequences of one's decisions will help prevent many injuries.

Mental, Emotional, & Social Health

Mental, emotional, and social health are foundations for building wellness. Instruction includes a positive sense of self-image and self-esteem, recognizing emotions and socially appropriate responses ~~of~~ to self and others.

Prevention & Control of Disease

Individuals have a considerable measure of control over their own health and the likelihood of contracting most illnesses. Health-related choices and decisions regarding prevention of communicable and non-communicable diseases can include recognizing risk factors and identifying methods of contraction and transmission.

Consumer & Community Health

Children need to understand the different types of health care professionals and the benefit of health care services. Instruction includes how to identify trusted adults and professionals and how to access reliable product information.

Growth, Development, & Family Life

A healthy family is vital to the well-being and successful development of children and youth. Instruction includes the stages of life and changes in relationships with

others that accompany social development. Information should be factual, medically accurate, and objective.

Environmental Health

Students need to be aware of the impact of environmental issues and hazards on personal health and the impact humans have on the environment. Instruction includes precautions and behaviors to safeguard personal health and practices that will reverse or slow down environmental pollution and related problems.

Goal 1.1: Students will comprehend core concepts related to health promotion and disease prevention to enhance health including: Alcohol, Tobacco and Other Drugs; Nutrition and Physical Activity, Injury Prevention and Safety; Mental, Emotional, and Social Health; Prevention and Control of Disease; Consumer and Community Health; Growth, Development, and Family Life; and Environmental Health.

K-2nd Grade Objectives

Objective(s): By the end of Second Grade, the student will be able to:

- K-2.H.1.1.1 Identify that healthy behaviors affect personal health.
- K-2.H.1.1.2 Recognize that there are multiple dimensions of health (e.g., emotional, mental, physical, and social).
- K-2.H.1.1.3 Describe ways to prevent communicable diseases.
- K-2.H.1.1.4 List ways to prevent common childhood injuries.
- K-2.H.1.1.5 Describe why it is important to seek health care.
- K-2.H.1.1.6 Describe the impact of health behaviors on body systems.

Standard 2: Analyzing Influences

Goal 1.1: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behavior.

K-2nd Grade Objectives

Objective(s): By the end of Second Grade, the student will be able to:

- K-2.H.2.1.1 Identify how the family influences personal health practices and behaviors.
- K-2.H.2.1.2 Identify what the school can do to support personal health practices and behaviors.
- K-2.H.2.1.3 Describe how the media can influence health behaviors.

Standard 3: Accessing Information

Goal 1.1: Students will demonstrate the ability to access valid information, products, and services to enhance health.

K-2nd Grade Objectives

Objective(s): By the end of Second Grade, the student will be able to:

- K-2.H.3.1.1 Identify trusted adults and professionals who can help promote health.
- K-2.H.3.1.2 Identify ways to locate school and community health helpers.

Standard 4: Interpersonal Communication

Goal 1.1: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

K-2nd Grade Objectives

Objective(s): By the end of Second Grade, the student will be able to:

- K-2.H.4.1.1 Demonstrate healthy ways to express needs, wants, and feelings.
- K-2.H.4.1.2 Demonstrate listening skills to enhance health.
- K-2.H.4.1.3 Demonstrate ways to respond to an unwanted, threatening, or dangerous situation.
- K-2.H.4.1.4 Demonstrate ways to tell a trusted adult if threatened or harmed.

Standard 5: Decision Making

Goal 1.1: Students will demonstrate the ability to use decision-making skills to enhance health.

K-2nd Grade Objectives

Objective(s): By the end of Second Grade, the student will be able to:

- K-2.H.5.1.1 Identify situations when a health-related decision is needed.
- K-2.H.5.1.2 Differentiate between situations when a health-related decision can be made individually or when assistance is needed.

Standard 6: Goal Setting

Goal 1.1: Students will demonstrate the ability to use goal-setting skills to enhance health.

K-2nd Grade Objectives

Objective(s): By the end of Second Grade, the student will be able to:

- K-2.H.6.1.1 Identify a short-term personal health goal and take action towards achieving the goal.
- K-2.H.6.1.2 Identify who can help when assistance is needed to achieve a personal health goal.

Standard 7: Practice Healthy Behavior

Goal 1.1: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

K-2nd Grade Objectives

Objective(s): By the end of Second Grade, the student will be able to:

- K-2.H.7.1.1 Demonstrate healthy practices and behaviors to maintain or improve personal health (e.g., reducing spread of germs, encouraging healthy food behavior and physical activity).
- K-2.H.7.1.2 Demonstrate behaviors that avoid or reduce health risks.

Standard 8: Advocacy

Goal 1.1: Students will demonstrate the ability to advocate for personal, family, and community health.

K-2nd Grade Objectives

Objective(s): By the end of Second Grade, the student will be able to:

K-2.H.8.1.1 Make requests to promote personal health.

K-2.H.8.1.2 Encourage peers and family to make positive health choices.

IDAHO CONTENT STANDARDS
HEALTH EDUCATION

Grades 3-5

Standard 1: Comprehend Core Concepts

Core Concepts of Health Education for Grades 3-5 are defined below:

Alcohol, Tobacco, & Other Drugs

The use of alcohol, tobacco, and other drugs has major implications in the lifelong health of individuals. Instruction includes the effects, influences, environmental exposure, prevention and treatment of the use of alcohol, tobacco products, and other types of drugs on the body and mind.

Nutrition & Physical Activity

To learn and to achieve their fullest potential, children need to be well nourished and physically active. In order to enhance physical, mental, emotional, and social wellness, students will acquire the knowledge and skills to make healthy food choices and engage in lifelong physical activity.

Injury Prevention & Safety

Unintentional and intentional injuries rank among the greatest threats to the health of youth. Instruction includes prevention through safe living skills and choices, violence prevention, and emergency response and preparedness. Understanding of the consequences of one's decisions will help prevent many injuries.

Mental, Emotional, & Social Health

Mental, emotional and social health are foundations for building wellness. Instruction includes a positive sense of self-image and self-esteem, recognizing emotions and socially appropriate responses to self and others.

Prevention & Control of Disease

Individuals have a considerable measure of control over their own health and the likelihood of contracting most illnesses. Health-related choices and decisions regarding prevention of communicable and non-communicable diseases can include recognizing risk factors and identifying methods of contraction and transmission to include universal precautions. Information should be factual, medically accurate, and objective.

Consumer & Community Health

Youth need to understand how health care services are provided as well as how individuals can take an active role in determining the use of health-related services and products. Community health includes providing valid and appropriate health information, education, services, and products.

Growth, Development, & Family Life

A healthy family is vital to the well-being and successful development of children and youth. Instruction includes the stages of life, changes that occur during puberty, and changes in relationships with others that accompany social development, healthy relationships, and information regarding growth and development. Information should be factual, medically accurate, and objective.

Environmental Health

Students need to be aware of the impact of environmental issues, hazards on personal health, and the impact humans have on the environment. Instruction includes precautions and behaviors to safeguard personal health and practices that will reverse or slow down environmental pollution and related problems.

Goal 1.1: Students will comprehend core concepts related to health promotion and disease prevention to enhance health including: Alcohol, Tobacco and Other Drugs; Nutrition and Physical Activity, Injury Prevention and Safety; Mental, Emotional, and Social Health; Prevention and Control of Disease; Consumer and Community Health; Growth, Development, and Family Life; and Environmental Health.

Grade 3-5 Objectives

Objective(s): By the end of Fifth Grade, the student will be able to:

- 3-5.H.1.1.1 Describe the relationship between healthy behaviors and personal health.
- 3-5.H.1.1.2 Identify examples of emotional, intellectual, physical, and social health.
- 3-5.H.1.1.3 Describe ways in which a safe and healthy school and community environment can promote personal health.
- 3-5.H.1.1.4 Describe ways to prevent common childhood injuries and health problems (e.g., secondhand smoke/vapors from vaping).
- 3-5.H.1.1.5 Describe when it is important to seek health care.
- 3-5.H.1.1.6 Describe the impact of health behaviors on body systems.

Standard 2: Analyzing Influences

Goal 1.1: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behavior.

Grade 3-5 Objectives

Objective(s): By the end of Fifth Grade, the student will be able to:

- 3-5.H.2.1.1 Describe how the family influences personal health practices and behaviors.
- 3-5.H.2.1.2 Identify the influences of culture on health practices and behaviors.
- 3-5.H.2.1.3 Identify how peers can influence healthy and unhealthy behaviors.
- 3-5.H.2.1.4 Describe how the school and community can support personal health practices and behaviors.

- 3-5.H.2.1.5 Explain how media influences thoughts, feelings, and health behaviors.
- 3-5.H.2.1.6 Describe ways that technology can influence personal health.

Standard 3: Accessing Information

Goal 1.1: Students will demonstrate the ability to access valid information, products, and services to enhance health.

Grade 3-5 Grade Objectives

Objective(s): By the end of Fifth Grade, the student will be able to:

- 3-5.H.3.1.1 Identify characteristics of valid health information, products, and services.
- 3-5.H.3.1.2 Locate resources from home, school, and community that provide valid health information.

Standard 4: Interpersonal Communication

Goal 1.1: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Grade 3-5 Objectives

Objective(s): By the end of Fifth Grade, the student will be able to:

- 3-5.H.4.1.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.
- 3-5.H.4.1.2 Demonstrate refusal skills that avoid or reduce health risks.
- 3-5.H.4.1.3 Demonstrate nonviolent strategies to manage or resolve conflict.
- 3-5.H.4.1.4 Demonstrate how to ask for assistance to enhance personal health.

Standard 5: Decision Making

Goal 1.1: Students will demonstrate the ability to use decision-making skills to enhance health.

Grade 3-5 Objectives

Objective(s): By the end of Fifth Grade, the student will be able to:

- 3-5.H.5.1.1 Identify health-related situations that might require a thoughtful and informed decision.
- 3-5.H.5.1.2 Analyze when assistance is needed when making a health-related decision.
- 3-5.H.5.1.3 List healthy options to health-related issues or problems.
- 3-5.H.5.1.4 Predict the potential outcomes of each option when making a health-related decision.
- 3-5.H.5.1.5 Choose a healthy option when making a health-related decision.
- 3-5.H.5.1.6 Describe the outcomes of a health-related decision.

Standard 6: Goal Setting

Goal 1.1: Students will demonstrate the ability to use goal-setting skills to enhance health.

Grades 3-5 Objectives

Objective(s): By the end of Fifth Grade, the student will be able to:

- 3-5.H.6.1.1 Set a personal health goal and track progress toward its achievement; evaluate results of decision.
- 3-5.H.6.1.2 Identify resources to assist in achieving a personal health goal.

Standard 7: Practice Healthy Behavior

Goal 1.1: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Grades 3-5 Objectives

Objective(s): By the end of Fifth Grade, the student will be able to:

- 3-5.H.7.1.1 Identify responsible personal health behaviors.
- 3-5.H.7.1.2 Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.
- 3-5.H.7.1.3 Demonstrate a variety of behaviors that avoid or reduce health risks.

Standard 8: Advocacy

Goal 1.1: Students will demonstrate the ability to advocate for personal, family, and community health.

Grades 3-5 Objectives

Objective(s): By the end of Fifth Grade, the student will be able to:

- 3-5.H.8.1.1 Express opinions and give accurate information about health issues.
- 3-5.H.8.1.2 Encourage others to make positive health choices.

**IDAHO CONTENT STANDARDS
HEALTH EDUCATION**

Grades 6-8

Standard 1: Comprehend Core Concepts

Core Concepts of Health Education for Grades 6-8 are defined below:

Alcohol, Tobacco, & Other Drugs

The use of alcohol, tobacco, and other drugs has major implications in the lifelong health of individuals. Instruction includes the effects, influences, environmental exposure, prevention, and treatment of the use of alcohol, tobacco products, and other types of drugs on the body and mind.

Nutrition & Physical Activity

To be ready to learn and achieve their fullest potential, adolescents need to be well nourished and physically active. In order to enhance physical, mental, emotional, and social wellness, students will acquire the knowledge and skills to make healthy food choices and to engage in lifelong physical activity. The benefits include enhanced energy level, academic performance, self-image, and ability to prevent disease.

Injury Prevention & Safety

Unintentional and intentional injuries rank among the greatest threats to the health of adolescents and adults. Instruction includes prevention through safe living skills and choices, violence prevention, and emergency response and preparedness. Understanding of the consequences of one's decisions will help to prevent many injuries. Adolescents need to be aware they are responsible for their own safety and the safety of others.

Mental, Emotional, & Social Health

Mental, emotional, and social health are foundations for building wellness. Instruction includes a positive sense of self-image and self-esteem, recognizing emotions, and socially appropriate responses of self and others. Knowledge and skills include emotional intelligence, stress management, mental illness, suicide prevention, healthy relationships, acceptance of self and others, communication skills, and conflict resolution.

Prevention & Control of Disease

Individuals have a considerable measure of control over their own health and the risk of contracting most illnesses. Health-related choices and decisions regarding prevention of communicable and non-communicable diseases can include recognizing risk factors, identifying methods of contraction and transmission, and using universal precautions. Information and discussion of sexually transmitted diseases and HIV are important components of this content area. Information should be factual, medically accurate, and objective.

Consumer & Community Health

Adolescents need to understand how health care services are provided as well as how individuals can take an active role in determining the use of health-related services and products. Community health may include recognizing and accessing valid and appropriate health information, education, services, and products.

Growth, Development, & Family Life

A healthy family is vital to the well-being and successful development of adolescents. Instruction includes the stages of life, changes that occur during puberty, changes in relationships with others that accompany social development, acceptance of self and others, healthy relationships and sexuality, consequences of sexual activity, encouragement of abstinence from sexual activity, sexually transmitted diseases, and methods of disease and pregnancy prevention. Information should be factual, medically accurate, and objective.

Environmental Health

Students need to be aware of the impact of environmental issues and hazards on personal health and the impact humans have on the environment. Instruction includes precautions and behaviors to safeguard personal health and practices that reverse or slow down environmental pollution and related problems.

Goal 1.1: Students will comprehend core concepts related to health promotion and disease prevention to enhance health including: Alcohol, Tobacco and Other Drugs; Nutrition and Physical Activity, Injury Prevention and Safety; Mental, Emotional, and Social Health; Prevention and Control of Disease; Consumer and Community Health; Growth, Development, and Family Life; and Environmental Health.

Grade 6-8 Objectives

Objective(s): By the end of Eighth Grade, the student will be able to:

- 6-8.H.1.1.1 Analyze the relationship between behaviors, body systems, and wellness.
- 6-8.H.1.1.2 Describe the interrelationships of mental, emotional, physical, and social health in adolescence.
- 6-8.H.1.1.3 Analyze how the environment, environmental exposure (e.g., secondhand smoke/vapors) and personal health are related.
- 6-8.H.1.1.4 Describe how family history can affect personal health.
- 6-8.H.1.1.5 Describe ways to reduce or prevent injuries and adolescent health problems.
- 6-8.H.1.1.6 Explain how appropriate health care can promote wellness.
- 6-8.H.1.1.7 Describe the benefits of and barriers to practicing healthy behaviors.
- 6-8.H.1.1.8 Examine the consequences and the likelihood of injury or illness if engaging in unhealthy behaviors.

Standard 2: Analyzing Influences

Goal 1.1: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behavior.

Grade 6-8 Objectives

Objective(s): By the end of Eighth Grade, the student will be able to:

- 6-8.H.2.1.1 Examine how family, culture, peers, school, and community influence healthy and unhealthy behaviors (e.g., social norms).
- 6-8.H.2.1.2 Analyze the influence of media and technology on personal and family health (e.g., social media and internet safety and responsibility).
- 6-8.H.2.1.3 Explain the influence of personal values and beliefs on individual health practices and behaviors.
- 6-8.H.2.1.4 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors (e.g., using drugs to fit in).
- 6-8.H.2.1.5 Explain how school and public health policies can influence health promotion and disease prevention.

Standard 3: Accessing Information

Goal 1.1: Students will demonstrate the ability to access valid information, products, and services to enhance health.

Grade 6-8 Objectives

Objective(s): By the end of Eighth Grade, the student will be able to:

- 6-8.H.3.1.1 Analyze the validity of healthy information, products, and services.
- 6-8.H.3.1.2 Access valid health information [resources](#) from home, school, and community.
- 6-8.H.3.1.3 Locate reliable and valid health products and services and determine accessibility.
- 6-8.H.3.1.4 Describe situations that may require professional health services.

Standard 4: Interpersonal Communication

Goal 1.1: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Grade 6-8 Objectives

Objective(s): By the end of Eighth Grade, the student will be able to:

- 6-8.H.4.1.1 Apply effective verbal and nonverbal communication skills to enhance health.
- 6-8.H.4.1.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.
- 6-8.H.4.1.3 Demonstrate effective conflict management or resolution strategies.

- 6-8.H.4.1.4 Demonstrate how to request and offer assistance to enhance the health of self and others (e.g., suicide prevention, relationship violence and bullying).

Standard 5: Decision Making

Goal 1.1: Students will demonstrate the ability to use decision-making skills to enhance health.

Grade 6-8 Objectives

Objective(s): By the end of Eighth Grade, the student will be able to:

- 6-8.H.5.1.1 Identify circumstances that can help or hinder healthy decision making.
- 6-8.H.5.1.2 Determine when health-related situations require the application of a thoughtful and informed decision-making process (e.g., alcohol, tobacco and other drug use, and the consequences of a criminal record, recreational safety, texting, social media and general online presence, physical activity, nutritional choices).
- 6-8.H.5.1.3 Distinguish when individual or collaborate decision-making is appropriate.
- 6-8.H.5.1.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.
- 6-8.H.5.1.5 Predict the potential short-term and long-term impact of each alternative on self, others, and the environment.
- 6-8.H.5.1.6 Choose healthy alternatives over unhealthy alternatives when making a health-related decision.
- 6-8.H.5.1.7 Analyze the outcomes of a health-related decision.

Standard 6: Goal Setting

Goal 1.1: Students will demonstrate the ability to use goal-setting skills to enhance health.

Grades 6-8 Objectives

Objective(s): By the end of Eighth Grade, the student will be able to:

- 6-8.H.6.1.1 Assess personal health practices.
- 6-8.H.6.1.2 Develop a goal to adopt, maintain, or improve a personal health practice.
- 6-8.H.6.1.3 Apply effective strategies and skills needed to attain a personal health goal (e.g., S.M.A.R.T. goal setting strategy).

Standard 7: Practice Healthy Behavior

Goal 1.1: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Grades 6-8 Objectives

Objective(s): By the end of Eighth Grade, the student will be able to:

- 6-8.H.7.1.1 Explain the importance of assuming responsibility for personal health behaviors.
- 6-8.H.7.1.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
- 6-8.H.7.1.3 Demonstrate behaviors that avoid or reduce health risks to self and others.
- 6-8 H.7.1.4. Explain the importance of personal hygiene, self-care, food behavior, and physical activity.

Standard 8: Advocacy

Goal 1.1: Students will demonstrate the ability to advocate for personal, family, and community health.

Grades 6-8 Objectives

Objective(s): By the end of Eighth Grade, the student will be able to:

- 6-8.H.8.1.1 State a health-enhancing position on a topic and support it with accurate information.
- 6-8.H.8.1.2 Demonstrate how to influence and support others to make positive health choices.
- 6-8.H.8.1.3 Work cooperatively to advocate for the health of individuals, families, schools, and the community.
- 6-8.H.8.1.4 Identify ways in which health messages and communication techniques can be altered for different audiences.

IDAHO CONTENT STANDARDS
HEALTH EDUCATION

Grades 9-12

Standard 1: Comprehend Core Concepts

Core Concepts of Health Education for Grades 9-12 are defined below:

Alcohol, Tobacco, & Other Drugs

The use of alcohol, tobacco, and other drugs has major implications in the lifelong health of individuals. Instruction includes the effects, influences, environmental exposure, prevention and treatment of the use of alcohol, tobacco products, and other drugs on the body and mind.

Nutrition & Physical Activity

To be ready to learn and achieve to their fullest potential adolescents need to acquire knowledge and skills to be well nourished and physically active. The benefits include enhanced energy level, academic performance, self-image, and the ability to prevent disease.

Injury Prevention & Safety

Unintentional and intentional injuries rank among the greatest threats to the health of ~~adolescence~~ adolescents and adults. Instruction includes safe living skills and choices, violence prevention, and emergency response and preparedness. Young adults need to be aware they are responsible for their own safety and the safety of others.

Mental, Emotional, & Social Health

Mental, emotional, and social health are foundations for building wellness. Instruction includes a positive sense of self-image and self-esteem, recognizing emotions and socially appropriate responses ~~of~~ to self and others. Knowledge and skills include emotional intelligence, stress management, recognizing mental illness, suicide prevention, healthy relationships, communication skills, and conflict resolution.

Prevention & Control of Disease

Individuals have a considerable measure of control over their own health and the chance of contracting most illnesses. Health-related choices and decisions regarding prevention of communicable and non-communicable diseases include recognizing risk factors, identifying methods of contraction and transmission, and using universal precautions. Information and discussion of sexually transmitted [infections](#)/diseases and HIV are important components of this content area. Information should be factual, medically accurate, and objective.

Consumer & Community Health

Adolescents need to understand how health care services are provided as well as how individuals can take an active role in determining the use of health-related services and products. Consumer and community health include recognizing and accessing valid and appropriate health information, services, and products. Instruction includes knowledge about health insurance, health related research, advertising, and fraudulent claims.

Growth, Development, & Family Life

A healthy family is vital to the well-being and successful development of adolescents. Instruction includes the stages of life, changes in relationships with others that accompany social development, the acceptance of self and others, healthy relationships and sexuality, consequences of sexual activity (e.g., personal, legal and economic responsibilities of parenthood), encouragement of abstinence from sexual activity, sexually transmitted [infections](#)/diseases (e.g., transmission and prevention), and pregnancy prevention. Information should be factual, medically accurate, and objective.

Environmental Health

Students need to be aware of the impact of environmental issues and hazards on personal health and the impact humans have on the environment. Instruction includes precautions and behaviors to safeguard personal health, and practices that reverse or slow down environmental pollution and related problems.

Goal 1.1: Students will comprehend core concepts related to health promotion and disease prevention to enhance health including: Alcohol, Tobacco and Other Drugs; Nutrition and Physical Activity, Injury Prevention and Safety; Mental, Emotional, and Social Health; Prevention and Control of Disease; Consumer and Community Health; Growth, Development, and Family Life; and Environmental Health.

Grade 9-12 Objectives

Objective(s): By the end of Twelfth Grade, the student will be able to:

- 9-12.H.1.1.1 Predict how behaviors can affect wellness.
- 9-12.H.1.1.2 Describe the interrelationships of emotional, mental, physical, and social health.
- 9-12.H.1.1.3 Analyze how environment and wellness are interrelated (e.g., secondhand smoke/vapors from vaping).
- 9-12.H.1.1.4 Analyze how genetics and family history can affect personal health.
- 9-12.H.1.1.5 Propose ways to reduce health problems.
- 9-12.H.1.1.6 Analyze the relationship between access to health care and health status.
- 9-12.H.1.1.7 Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.
- 9-12.H.1.1.8 Analyze the potential severity of health problems that result from engaging in unhealthy behaviors.

Standard 2: Analyzing Influences

Goal 1.1: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behavior.

Grade 9-12 Objectives

Objective(s): By the end of Twelfth Grade, the student will be able to:

- 9-12.H.2.1.1 Analyze how the family and culture influence health beliefs and behaviors.
- 9-12.H.2.1.2 Analyze how peers influence health beliefs and behaviors (e.g., social norms).
- 9-12.H.2.1.3 Evaluate how the school and community can affect personal health practice and behaviors.
- 9-12.H.2.1.4 Analyze how the media and technology influence health beliefs and behaviors (e.g., social media, internet safety, and responsibility).
- 9-12.H.2.1.5 Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors (e.g., using drugs to fit in).
- 9-12.H.2.1.6 Analyze how public health policies and government regulations can influence health promotion and disease prevention.

Standard 3: Accessing Information

Goal 1.1: Students will demonstrate the ability to access valid information, products, and services to enhance health.

Grade 9-12 Objectives

Objective(s): By the end of Twelfth Grade, the student will be able to:

- 9-12.H.3.1.1 Evaluate the validity of health information, products, and services.
- 9-12.H.3.1.2 Determine the accessibility of health information, products, and services.
- 9-12.H.3.1.3 Access valid and reliable health information, products, and services.
- 9-12.H.3.1.4 Use resources from home, school, and community that provide valid health information.
- 9-12.H.3.1.5 Determine when professional health services may be required.

Standard 4: Interpersonal Communication

Goal 1.1: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Grade 9-12 Objectives

Objective(s): By the end of Twelfth Grade, the student will be able to:

- 9-12.H.4.1.1 Use skills for communicating effectively with family, peers, and others to enhance health.
- 9-12.H.4.1.2 Demonstrate refusal, conflict resolution, and collaboration skills to enhance health and to avoid or reduce health risks.

- 9-12.H.4.1.3 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
- 9-12.H.4.1.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others (e.g., suicide prevention, relationship violence, and bullying).

Standard 5: Decision Making

Goal 1.1: Students will demonstrate the ability to use decision-making skills to enhance health.

Grade 9-12 Objectives

Objective(s): By the end of Twelfth Grade, the student will be able to:

- 9-12.H.5.1.1 Examine barriers that can hinder healthy decision-making.
- 9-12.H.5.1.2 Determine the value of applying a thoughtful decision-making process in health-related situations (e.g., alcohol, tobacco and other drug use, ~~and~~ the consequences of a criminal record, recreational safety, safe driving behaviors, testing, social media and general online presence, food behavior, and physical activity).
- 9-12.H.5.1.3 Justify when individual or collaborative decision-making is appropriate.
- 9-12.H.5.1.4 Generate alternatives to health-related issues or problems.
- 9-12.H.5.1.5 Predict the potential short-term and long-term impact of each alternative on self, others, and the environment.
- 9-12.H.5.1.6 Defend the healthy choice when making decisions.
- 9-12.H.5.1.7 Evaluate the effectiveness of health-related decisions.

Standard 6: Goal Setting

Goal 1.1 Students will demonstrate the ability to use goal-setting skills to enhance health.

Grades 9-12 Objectives

Objective(s): By the end of Twelfth Grade, the student will be able to:

- 9-12.H.6.1.1 Assess personal health practices and overall health status.
- 9-12.H.6.1.2 Develop a plan to attain a personal health goal that addresses strengths, needs, and risks.
- 9-12.H.6.1.3 Implement effective strategies and monitor progress in achieving a personal health goal (e.g., S.M.A.R.T. goal setting strategy).
- 9-12.H.6.1.4 Formulate an effective long-term personal health plan.

Standard 7: Practice Healthy Behavior

Goal 1.1: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Grades 9-12 Objectives

Objective(s): By the end of Twelfth Grade, the student will be able to:

- 9-12.H.7.1.1 Analyze the role of individual responsibility in enhancing health.
- 9-12.H.7.1.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.
- 9-12.H.7.1.3 Explain the importance of personal hygiene, self-care (e.g., self-exams), food behavior, and physical activity.
- 9-12.H.7.1.4 Demonstrate a variety of healthy practices and behaviors that avoid or reduce health risks to self and others.
- 9-12.H.7.1.5 Instruction provided on hands-only CPR training including proper utilization of an AED.

Standard 8: Advocacy

Goal 1.1: Students will demonstrate the ability to advocate for personal, family, and community health.

Grades 9-12 Objectives

Objective(s): By the end of Twelfth Grade, the student will be able to:

- 9-12.H.8.1.1 Use accurate information to formulate a health-enhancing message.
- 9-12.H.8.1.2 Demonstrate how to influence and support others to make positive health choices.
- 9-12.H.8.1.3 Work cooperatively as an advocate for improving personal, family, and community health.
- 9-12.H.8.1.4 Adapt health messages and communication techniques to target a specific audience.



Idaho Content Standards

Supporting Schools and Students to Achieve

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



Physical Education & Health

Proposed Content Standards

Content Standards | 2

Committee Formation and Kickoff



- Nomination process
- Broad diverse stakeholder representation
- Processes and norms were agreed upon
- Review was conducted and recommendations made

Content Standards | 3

Timeline and Process



June 29th: Kickoff Meeting
June 30th: Health Standards Review
July 1st: Physical Education Standards Review
July 5th: Final Document Review

- Dr. Lauralee Zimmerly – Meeting Facilitator

Presentation Title | 4

Timeline and Process



- **Panelists:**

- K-5 Grade Group**

- Melissa Barham

- Endy De La Cruz

- Franklin Dea

- Lauralee Zimmerly

- 6-8 Grade Group**

- Daren Korf

- Jane Shimon

- Brook Bessler

- Lauralee Zimmerly

- 9-12 Grade Group**

- Christi Meyer

- Markie Jo Murphy

- Cate Loiacano

- Lauralee Zimmerly

- Each Panel member participated in their age group review and all panel members participated in the Final Document Review.

Presentation Title | 5

Timeline and Process



- Each team of panelists had a designated:

- Coordinator
 - Reader
 - Scribe

- The instructions were for the reader to read aloud each standard, for the coordinator to call for discussion and then call for votes, for the scribe to make the changes to the document.

- Changes to the current document were made as follows:

- ~~Cross out the old text in RED~~
 - Replace with new text in BLUE

Presentation Title | 6



Physical Education



Content Standards | 7

PE Standards Document Walk Through



3-5.PE.5.1.2 Participate daily in moderate to vigorous physical activity during and outside of class as recommended by **NASPE SHAPE**, CDC, and USDHHS of at least 60 minutes or more per day within the public health guidelines ...

6-8.PE.3.1.1 Know and demonstrate the 5 health-related fitness components (cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition) by improving, meeting and/or sustaining gender and age-related contemporary fitness standards **as defined by evidence-based measures** (e.g., evidence-based fitness tests, healthy fitness level, activities that demonstrate each health-related component).

6-8.PE.3.1.2 Know and demonstrate the basic knowledge of skill-related fitness including agility, coordination, balance, power, reaction time, and speed (e.g., **resistance training techniques, combatives training, sprint starts, vertical/standing jump, Pilates, pilates, sports performance**).

6-8.PE.4.1.1 Apply safe practices, ethical behavior, and positive forms of social interaction when participating in physical activities (e.g., participate within the rules of an activity, display good **sportsmanship sportspersonship**, practice self-control).

6-8.PE.4.1.2 Solve problems by analyzing potential consequences when confronted with a behavioral choice (e.g., resolve **argument conflicts** between peers, be sensitive of the rights and feelings of others, role play).

PE Standards Document Walk Through



6-8.PE.4.1.4 Appreciate **and include** ...

6-8.PE.5.1.1 Participate in developmentally appropriate moderate to vigorous physical activity **achieving target heart rate zone** a minimum of 50% of the lesson time (e.g., **heart rate assessment**, ...

6-8.PE.5.1.4 ~~Enjoy the challenge of working hard and feel satisfaction when successful in improving skills and developing personal goals (e.g., surveys, tracking, data).~~

Enjoy and appreciate the challenge of working hard and feeling the satisfaction when successfully improving skills and achieving personal goals (e.g. surveys, tracking data, journaling, reflections, review and revise fitness/physical activity goals).



Health



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Proposed Health Standards

Summary of Proposed Changes



- **Kindergarten to Grade 2**

- **Standard 1: Injury Prevention & Safety**

Unintentional and intentional injuries rank among the greatest threats to the health of children. Instruction includes prevention through safe living skills and choices, violence prevention, and emergency response and preparedness. Understanding the consequences of one's decisions will help prevent **many** injuries.

Proposed Health Standards

Summary of Proposed Changes



- **Kindergarten to Grade 2**

- **Standard 1: Mental, Emotional, & Social Health**

Mental, emotional, and social health are foundations for building wellness. Instruction includes a positive sense of self-image and self-esteem, recognizing emotions and socially appropriate responses **of** **to** self and others.

Proposed Health Standards

Summary of Proposed Changes



- **Grade 3-5 Objectives**
- **Objective(s): By the end of Fifth Grade, the student will be able to:**
- 3-5.H.5.1.1 Identify health-related situations that might require a thoughtful **and informed** decision.
- 3-5.H.5.1.2 Analyze when assistance is needed when making a health-related decision.
- 3-5.H.5.1.3 List healthy options to health-related issues or problems.
- 3-5.H.5.1.4 Predict the potential outcomes of each option when making a health-related decision.
- 3-5.H.5.1.5 Choose a healthy option when making a **health-related** decision.
- 3-5.H.5.1.6 Describe the outcomes of a health-related decision.

Proposed Health Standards

Summary of Proposed Changes



- 6-8.H.5.1.2 Determine when health-related situations require the application of a thoughtful **and informed** decision-making process (e.g., alcohol, tobacco and other drug use, ~~and~~ **the** consequences of a criminal record, recreational ...
- 6-8.H.5.1.6 Choose healthy alternatives over unhealthy alternatives when making a **health-related** decision.

- **Injury Prevention & Safety**

Unintentional and intentional injuries rank among the greatest threats to the health of ~~adolescence~~ **adolescents** and adults.

- **Mental, Emotional, & Social Health**

Mental, emotional, and social health are foundations for building wellness. Instruction includes a positive sense of self-image and self-esteem, recognizing emotions and socially appropriate responses ~~of~~ **to** self and others.

- **Prevention & Control of Disease**

... of sexually transmitted **infections**/diseases and HIV are important components of ...

Questions



Todd Driver | Director Content & Curriculum
tdriver@sde.idaho.gov



Idaho State Department of Education
650 W State Street, Boise, ID 83702
208.332.6800
<https://www.sde.idaho.gov/>

Supporting Schools and Students to Achieve

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

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**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 24, 2022**

TAB	DESCRIPTION	ACTION
1	BOARD POLICY III.M., PUBLIC POSTSECONDARY ACCREDITATION – SECOND READING	Action Item
2	THREE-YEAR PROGRAM PLAN	Action Item

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 24, 2022

SUBJECT

Board Policy III.M., Public Postsecondary Accreditation – Second Reading

REFERENCE

June 22, 2011	First Reading, Board Policy III.M., Public Postsecondary Accreditation approved.
August 11, 2011	Second Reading, Board Policy III.M., Public Postsecondary Accreditation approved by the Board.
June 15, 2022	The Board approved a first reading of Board Policy III.M., clarifying that all eight public postsecondary institutions shall be accredited by NWCCU.

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.M.
Public Postsecondary Accreditation
Section 33-107, Idaho Code

BACKGROUND/DISCUSSION

Board Policy III.M. Public Postsecondary Accreditation identifies the Northwest Commission on Colleges and Universities (NWCCU) as the Board-recognized accrediting body for public postsecondary institutions in Idaho. The policy also contains reporting requirements related to the accreditation process.

The current policy does not state that it applies to community colleges. The proposed changes clarify that all eight public postsecondary institutions in Idaho, including the community colleges, shall be accredited by the Northwest Commission on Colleges and Universities (NWCCU).

Other proposed amendments clarify Board member participation in the accreditation evaluation process at the four-year institutions.

IMPACT

The proposed amendments will update Board policy to clarify that all eight public postsecondary institutions, including the community colleges, shall be accredited by NWCCU.

ATTACHMENTS

Attachment 1 – Board Policy III.M. Public Postsecondary Accreditation

STAFF COMMENTS AND RECOMMENDATIONS

It is the statutory responsibility of the Board to ensure transferability of credit to state institutions of higher education. Seamless credit transfer between all eight public postsecondary institutions is of paramount importance to a uniform system of education in Idaho. Section 33-3729, Idaho Code, sets out the requirements

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 24, 2022

for the transfer of credits to and between our public postsecondary institutions, including the requirement that transferring credits must be earned at an institution accredited by a regional accrediting body recognized by the Board. This policy identifies the accrediting body recognized by the Board.

A few minor proposed amendments were made between first and second readings. These amendments would change the requirement of the four-year institutions to share a draft copy of the year one self-evaluation report with the full Board at a regular Board meeting prior to submitting to the NWCCU. The policy would instead require institutions to share a draft copy of this report with the Board's Executive Director. The amendments also generalize the Board's participation in NWCCU site visits, removing the requirement to change Board policy if NWCCU changes the frequency or format of their visits.

BOARD ACTION

I move to approve the second reading of Board Policy III.M., Public Postsecondary Accreditation as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: M. Public Postsecondary Accreditation

August ~~2011~~2022

~~Institutions under the governance of the Board are Boise State University, Idaho State University, Lewis-Clark State College, University of Idaho, College of Eastern Idaho, College of Southern Idaho, College of Western Idaho, and North Idaho College shall be~~ evaluated by the Northwest Commission on Colleges and Universities (NWCCU) based on a seven-year accreditation cycle. Evaluations are conducted in progressive stages that build on previous findings and regular feedback from peer evaluators and the NWCCU Board of Commissioners. ~~All eight institutions shall~~ follow the process prescribed by NWCCU. ~~The universities and Lewis-Clark State College –and shall update the Board, and the community colleges shall update their local boards of trustees,~~ as to the content and status of their self–evaluation at each stage of the reporting cycle.

1. For Boise State University, Idaho State University, Lewis-Clark State College, and University of Idaho:

- a. Board members shall be provided with opportunities to participate in the evaluation process. Prior to ~~a~~ formal NWCCU accreditation ~~visitations~~ visits to an institution (~~Three-Year and Seven-Year visits~~), the institution president will notify the Board's Executive Director of such ~~visits~~ and schedule a time and place for Board representation during ~~the each~~ visit. ~~At a minimum, t~~The Board's Executive Director (or designee) and ~~three~~ Board member(s) shall visit the NWCCU self-study team ~~during each seven-year visitation to an institution Board member participation for the Three-year visits will be as~~ determined by the Board's Executive Director upon consultation with the NWCCU review team.
- b. Copies of the NWCCU ~~seven-year accreditation self-study reports~~ completed by an institution ~~under the governance of the Board~~ shall be submitted to the Board's Executive Director at the same time the report is forwarded to the NWCCU. A draft copy of the NWCCU year one self-evaluation report completed by an institution shall be shared with the Board's Executive Director at a regularly scheduled meeting prior to its submission to the NWCCU. A copy of each corrective action progress report submitted to NWCCU by an institution will also be forwarded to the Board's Executive Director at the same time the report is sent to the NWCCU.

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 24, 2022

SUBJECT

Three-Year Program Plan

REFERENCE

August 2017	The Board approved the Five-Year Program Plan update to Board Policy III.Z.
February 2018	The Board amendments to Policy III.Z. that changed the planning period from five years to three years.
August 2018	The Board approved the first iteration of the Three-Year Program Plan.
August 2019	The Board approved the Three-Year Program Plan update.
June 2020	The Board approved a waiver of Board Policy III.Z.2.a.i., which required the Board review and approve the three-year plan at the August 2020 Board meeting.
August 2021	The Board approved the Three-Year Program Plan update.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.Z. Planning and Delivery of Postsecondary Programs and Courses
Idaho State Board of Education Governing Policies and Procedures, Section III.G. Postsecondary Program Review and Approval
Section 33-113, Idaho Code

BACKGROUND/DISCUSSION

Section 33-113, Idaho Code, requires the Board, in the interest of efficiency, to define the limits of instruction at all publicly funded institutions, and to limit wasteful duplication to the extent practicable. Board Policy III.Z. sets the method by which the Board limits duplication or evaluates the need for duplication, as well as assigns responsibility for assessing the educational and workforce needs around the state.

Consistent with Board Policy III.Z.2.a.ii, institutions created program plans in alignment with their Statewide and Service Region Program responsibilities that describe proposed programs to be offered over a three-year period. The Three-Year Program Plan represents proposed programs for Academic Years 2023-2024, 2024-2025, and 2025-2026 to an inventory of programs currently offered.

In addition, the plan also includes a name change to the statewide program list for the University of Idaho. 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 of the name change by the Board.

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 24, 2022

University of Idaho proposes to change the name of their existing Bachelor of Science in Landscape Architecture listed under the statewide program responsibilities assigned by the Board.

IMPACT

The Three-Year Program Plan provides a comprehensive, system-wide picture of anticipated institutional academic and career technical program development. Approval of the Three-Year Program Plan will provide the institutions with the option to proceed with the development of program proposals that will be considered by the Board, as applicable to the level of program impact, for approval and implementation over the next three years. Approval of the Plan will also update the program name for the University of Idaho's Landscape Architecture program.

ATTACHMENTS

Attachment 1 – Three-Year Program Plan Update 2022

Attachment 2 – UI Landscape Architecture Name Change – Short Proposal

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Each institution submitted an institution plan representing proposed programs for Academic Years 2023-2024, 2024-2025, and 2025-2026. Consistent with the planning process and Board Policy III.Z, an overview of institution plans and potential collaboration opportunities was provided to the Board during its work session at the August 2022 regular Board meeting.

As part of its three-year plan update, the University of Idaho submitted a short proposal to change the name of its existing Bachelor of Science in Landscape Architecture to Bachelor of Science in Environmental Design. The proposed name change will comply with changes to 2021 Landscape Architectural Accreditation Board standards, which requires that all degree programs utilizing the term "landscape architecture" be accredited. As it currently stands, the university's master's program is an accredited professional program and the baccalaureate program is not accredited. 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.

The Council on Academic Affairs and Programs reviewed the Three-Year Program Plan in April 2022. The Instruction, Research, and Student Affairs (IRSA) committee reviewed the Three-Year Program Plan and the proposed name change on August 11, 2022.

BOARD ACTION

I move to approve the Three-Year Program Plan as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 24, 2022

I move to approve the proposed amendment to the Three-Year Program Plan, Statewide Program Responsibilities, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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



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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.

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

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 Environmental Design	B.S. LAED. , M. LAED.
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: <ul style="list-style-type: none"> • Forestry • Renewable Materials • Wildlife Resources • Fishery Resources • Natural Resource Conservation • Rangeland Ecology & Management • Fire Ecology & Management 	M.S., M.N.R., Ph.D.

* Updated and approved by the Board April 2022

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THREE-YEAR PLAN
Proposed Regional and Statewide Programs

Institution Name: University of Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
				Note: The University of Idaho has an ambitious schedule for new programs, as such, some of these proposed programs may be delayed to the Summer of 2024 as needed due to procedural timing or approval issues.				
Program offerings commencing 2022-2023								
Forest Nursery Management and Technology	A.S.	Region II	Regional	Summer 2022	This degree will deliver an experiential commercial forest nursery program focused on practices, technology, and operations unique to the North American nursery industry. Students will focus on the propagation and production of trees, shrubs, and native plants using advanced technologies at the environmentally controlled modern greenhouses located at the University of Idaho’s Pitkin Forest Nursery in Moscow. Students will also engage in both business-related coursework and applied practices so as to gain the skills necessary to manage a commercial nursery. There is potential to engage with both private enterprises and public nurseries to fill a workforce need throughout North America. (Hybrid)	College/Department Reallocation		Board approved April 2022
Forest Operations and Technology	A.S.	Region II	Regional	Summer 2022	Students pursuing this degree will develop their knowledge and skill set in timber harvesting technology and forest operations (e.g., forest road layout and construction, supply chain management). Students will be exposed to hands-on training using forest harvesting equipment and technology to meet industry workforce needs on the University of Idaho’s Experimental Forest near Moscow. The program is expected to partner with industry (e.g., harvesting simulators from Caterpillar, John Deere, Komatsu, Tigercat for classroom use) so that students are trained in the operation of newest harvesting technologies commercially available. The college will also leverage its strength in offering the nationally acclaimed Idaho’s Logger Education and Advance Professionalism program and relationship with groups such as the Association of Logging Contractors of Idaho to develop allied courses focused on working more effectively with forestry companies and family forest owners. (Hybrid)	College / Department Reallocation		Board approved April 2022

Institution Name: University of Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Wildland Fuel and Fire Technology	A.S.	Region II	Regional	Summer 2022	This degree will be designed for online delivery and targeted to current and former wildland firefighters actively engaged in wildland fire technology and operations. The A.A.S. degree will leverage the College of Natural Resources' current instructional efforts with the National Wildfire Coordination Group (NWCG) and other related organizations to develop new online content for fire professionals so as to deliver a much-needed pathway for professionals seeking to complete the Office of Personnel Management Federal Series certification. (Online)	College/department Reallocation		Board approved April 2022
Business Administration	B.B.A.	Region II	Regional	Summer 2022	Program offered fully online only. General business management degree that will provide broad business education to non-traditional students, adult learners, or place-bound students that are not able to complete a degree on campus. (Online)	Institutional or college reallocation.	We plan on creating MOUs with NIC, CWI, CSI, CEI	Board approved June 2022
Program offerings commencing 2023-2024								
Accelerated 4+1 Masters	MS	Region II	Regional	Summer 2023	The 4+1 program will allow students to complete a non-thesis master's degree with up to 12 credits reserved from their undergraduate work. Six undergraduate credits can be counted on both undergraduate and graduate transcripts if they are 400 level or above and earned with a B or better. (Face to Face)			
Apparel, Textiles & Design	M.S.	Region II	Regional	Summer 2023	The purpose of creating a M.S. degree in Apparel, Textiles, and Design is to specifically delineate a specialization in apparel and textiles as a graduate degree, while maintaining the rigor of the current program the M.S. in Family and Consumer Sciences (FCS). (Hybrid)	College/department Reallocation		
Biomedical Engineering	M.S.	Region II	Regional	Summer 2023	Provide masters students with the knowledge of engineering principles combined with design and research methods to solve problems in the medical field to advance health care diagnosis and treatment. (Face to Face)	College/department reallocation		

Institution Name: University of Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Child Development	M.S.	Region II	Regional	Summer 2023	Program focused on early childhood development; historical and contemporary family structures and dynamics; adolescent and young adult behaviors, acute and chronic health and wellbeing; the impact of poverty on individuals, families, and communities (particularly those living in Idaho); and interdisciplinary approaches to enhancing health-promoting behaviors within the context of families and social networks. (Hybrid)	College/department reallocation		
Criminology	M.A.	Region II	Regional	Summer 2023	A thesis option program that studies the causes and consequences of crime, as well as the social response to crime and crime control. Courses will focus on explanations of crime, the methods used to understand crime, and an exploration of various types of crime. (75% face-to face/online hyflex, 25% distance for thesis option)	College/dept. reallocation		
Cybersecurity	Ph.D.	Region I, II, IV	Regional	Summer 2023	Provide PhD students with a broad education in Cybersecurity and the opportunity to engage in research that expands the field of Cybersecurity. (Face to Face)	College/department reallocation.	NIC and CEI for 2+2 arrangement	
Earth and Spatial Sciences	B.S.	Region II	Regional	Summer 2023	The degree will offer emphasis tracks in Geological Sciences, Global Sustainability and Geography, and Hydrology and Climate. The degree is intended for students who have interests in geology and geography but also those students who wish to pursue an education and training in the disciplines of climate, hydrology, and sustainability. (Face to Face)			
Emerging Digital Media	M.A.	Region II	Regional	Summer 2023	Online master's degree that will prepare graduates to plan, implement and assess emerging media for the purposes of branding, marketing and engaging audiences. Combination of online coursework, hands-on learning and workplace practicum. (Online)	College/department reallocation		
English	B.S.	Region II	Regional	Summer 2023	The BS in English utilizes existing resources/faculty. Students will choose a concentration in science, technical, or environmental writing or complete a STEM minor to fulfill requirements. It may be take in-person courses only, combine in-person with online, or be fully online. The degree will help fill projected state/national workforce needs. (Hybrid)	College/dept. reallocation		

Institution Name: University of Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Geographic Information Systems (GIS)	M.S.	Region II	Regional	Summer 2023	The College of Science has provided over 25 years of leadership in geographic information systems research and education. The Master of Science degree in Geographic Information Systems (GIS) can be taken either as a fully online non-thesis degree or an on campus thesis degree. The graduate degree program is focused on providing students with transferable and advanced skills to solve problems using geospatial datasets. The curriculum provides students with a core set of spatial analysis skill courses with the option to explore one of seven broad application areas. These areas include Remote Sensing, GIS Programming, Natural Hazards and Emergency Planning, Sustainable Planning, Geotechnical, Habitat Assessment, and Geospatial intelligence. With its emphasis on spatial data analysis applied to a broad range of application areas, the program prepares Idaho's students for success in wider variety of highly skilled positions relevant to the University of Idaho's land grant mission that require spatial understanding. (Online) .			
Geography	M.S.	Region II	Regional	Fall 2023	This on-line (non-thesis only) program is designed for individuals who wish to place less emphasis upon research in their plan of study, but want to gain experience in applying their knowledge to a substantial project of an applied nature. Projects may be aligned with internships or other work experiences. The student's advisory committee will consist of two faculty members from the Department of Geography. Projects must be documented and presented according to guidelines in the department handbook and approved by the student's committee. (Online)			
Hospitality	Certificate	Region II	Regional	Summer 2023	An interdisciplinary certificate designed to accompany a general degree as an opportunity for students and professionals to focus on the application of skills well-suited to the hospitality industry. Courses will include selections in Communications, Organizational Science, Social Sciences, Humanities, Marketing and Accounting. (Hybrid)	College / Department Reallocation		

Institution Name: University of Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Natural Resources Enterprise Management	B.S.	Region II	Regional	Summer 2023	Graduates of the B.S. in Natural Resources Enterprise Management will be sought to manage and operate client-focused, natural resources-based, for profit businesses such as outfitters, guide services, hunting and fishing resorts, ranches, among others. It is also expected that many graduates will use the knowledge obtained from earning their degree to establish new natural resource-based enterprises in Idaho and throughout the United States. Students in the degree program will complete a cross-disciplinary set of courses in the College of Natural Resources and the College of Business of Economics to gain the necessary knowledge and skill set required by this industry and to position them for a multitude of career opportunities. (Hybrid)	College / Department Reallocation		
Nutritional Sciences	M.S.	Region II	Regional	Summer 2023	Program incorporating science-based interdisciplinary studies and research regarding micronutrient and macronutrient digestion, absorption, and metabolism; changing nutrient requirements across the human lifespan; impact of nutrient intake on human health; "functional foods," health, and wellbeing; sports nutrition; and physiology and behaviors related to dietary choices and health. (Face to Face)	College/department reallocation		
Nutritional Sciences	Ph.D.	Region II	Regional	Summer 2023	Students with this interdisciplinary doctoral degree will have expertise related to the complex interrelationships among nutrition, health, and disease. Graduates will develop theoretical and methodological skills in selected areas of nutrition research; acquire robust written and oral communication skills to disseminate scientific information related to nutrition and health; and begin to contribute to the betterment of human nutrition regionally, nationally, and/or globally. (Face to Face)	College/department reallocation		
Plant Pathology	Ph.D.	Region II	Regional	Summer 2023	These degrees existed previously in CALS prior to the consolidation of Plant Pathology and Entomology into Plant, Soil and Entomological Sciences (PSES) in 1982. Traditionally in PSES, the graduate students working with Plant Pathology faculty received M.S. and Ph. D. degrees in Plant Sciences. Since faculty who complete Plant Pathology research will now be members of EPPN department (summer 2017) and will continue to train graduate students, their students will require a M. S. and Ph. D. Degree program that reflects their department and the discipline which they study. (Face to Face)	College/dept. reallocation		

Institution Name: University of Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Precision Agriculture	B.S.	Region II	Regional	Summer 2023	Provide undergraduate students with the educational background to lead agricultural businesses in cutting-edge technology in precision agriculture. Students will learn how to use new technologies and research to respond to some of the greatest challenges facing agriculture today. (Hybrid)	College/department reallocation		
Program offerings commencing 2024-2025								
Accounting	M.S.	Region II	Regional	Summer 2024	The online Master of Accounting will serve working professionals upgrading their careers and students that cannot enroll in Moscow. The degree will consist of certificates in management accounting and accounting and MIS analytics as well as a common core. (Online)			
Anatomical Sciences	D.A.S.	Region II	Regional	Summer 2024	The Doctorate in Anatomical Sciences will provide an advanced degree in anatomical sciences. Course work will include anatomy, neuroanatomy, embryology, histology, radiology, physiology, curriculum design, learning theory, research design and analysis and pathology. The degree is designed for educators currently teaching with remote learning options during the spring and fall semester and an in-depth anatomy course in person over two summers. (2/3 face to face, 1/3 online) .			
Creative Writing	B.F.A.	Region II	Regional	Summer 2024	The BFA in Creative Writing will be a residential degree utilizing existing courses and faculty. Our nationally-recognized MFA program enhances our ability to provide UI students a top-notch and unique BFA experience. Students who would otherwise attend regional out-of-state schools will also be attracted to a BFA at UI. (Face to Face)	College/dept. reallocation		
Medical Science	M.S.	Region II	Regional	Summer 2024	Matriculation through medical school requires completion of the board Step exams and rigorous clinical training. Some students are not able to complete these for a variety of health and other reasons and leave a modest number of students with two years of extensive medical education but lacking a degree. The M.A. in Science will build on this foundation to provide these students a degree option, drawing on students from the 5 state WWAMI region. (Hybrid)	College/department reallocation followed by revenue generation through tuition	An MOU will be established with UWSOM WWAMI affiliated schools to provide this option to their students.	
Program offerings commencing 2025-2026								
No proposed programs at this time								

THREE-YEAR PLAN

Proposed Regional and Statewide Programs

Institution Name: **Idaho State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Program offerings commencing 2023-2024								
Cybersecurity	BS	Regions V, VI	Regional	2023-2024	Statewide discussion pending.	Existing faculty in CoSE will contribute.		
Cybersecurity	MS	Regions V, VI	Regional	2023-2024	Statewide discussion pending.	Existing faculty in CoSE will contribute.		
Didactic Program in Dietetics (DPD) (<i>expansion to Treasure Valley</i>)	BS	Region III	Regional	2023-2024	The DPD is currently only in Pocatello. Extending into the Treasure Valley will meet a significant need as no undergraduate program is available in that area and we frequently receive questions from residents who are unable to move regarding options to complete a nutrition and dietetics degree. Students can complete prerequisites from ISU or local institutions then apply for admission into the DPD. We anticipate offering the courses synchronously on the Meridian campus. Students who graduate from the DPD are then eligible to apply for a supervised practice program. MOD: online/hybrid	This will require two new faculty positions to implement offering courses on both campuses. This will bring additional students who will cover the increased costs through tuition charges. Some courses have an associated course fee which covers course costs.	Articulation agreements with BSU and CWI need to be put in place.	
Family Nurse Practitioner (FNP)	Specialized Certificate GRADUATE	Region V/Online	Regional	2023-2024	Delivered fully on-line ; the program will allow current licensed Nurse Practitioners in other specialties to complete FNP requirements for taking the FNP national board certification exam which is required for licensure. MOD: online.	Adjunct Clinical faculty (no online program fee)		
Health Information Management	BAS	Online	Regional	2023-2024	Information technology has become essential in managing hospital records and patient data and it is key to the effective and efficient delivery of modern healthcare. There is a high demand for qualified professionals to take managerial positions, and the current trends in the industry indicate that people will need to have a bachelor's degree to stay competitive. This program will continue to build on the skills obtained in our AAS degree program by adding more emphasis in leadership, business management, system analysis, and interdisciplinary professional relationships. Online Program Fees will be implemented to support the program. MOD: fully online	Additional budget requested for 1 FTE, nation-wide travel for practicum supervision budget, and software/ equipment for online delivery.		

Institution Name: **Idaho State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Industrial Cybersecurity Apprenticeship	AAS	Region V	Regional	2023-2024	This four year apprenticeship program that leads to an AAS that prepares industrial cybersecurity professionals through a combination of hands-on laboratory, classroom, and on-the-job learning experiences, Cybersecurity is a market with growing impacts in all industries, technologies, and practices of today's digital world. As digitization impacts gas pipelines, manufacturing facilities, and electric grids, the need for new highly trained and specialized cybersecurity specialists is increasingly apparent. Program fees will be implemented to help support the program. MOD: online	1 FTE.		A Good Jobs Challenge Grant has been submitted to fund 1FTE
Industrial Maintenance Mechanic	BTC	Region V	Regional	2023-2024	The BTC is designed to meet industry needs by providing entry level skills for Industrial Maintenance Mechanics. The theory will be delivered in an online weekly asynchronous format. There will be weekly laboratory exercises that support the didactic content. Upon completion of the required courses for the BTC, students will have experience and knowledge in: Industry safety and regulations, tools of the trade, craft-related mathematics, construction drawings, fasteners and anchors, bearings, power transmission, drive systems, pumps and drivers, valves, introduction to test instruments, material handling and hand rigging, mobile and support equipment, and lubrication. MOD: online and face-to-face	Adjunct or Teaching Assistant to Cover labs		
Industrial Maintenance Mechanic	ITC	Region V	Regional	2023-2024	The ITC is designed to build upon the BTC and advance students' knowledge, skills and abilities as Industrial Maintenance Mechanics, while allowing students to increase the breadth of their knowledge in ancillary disciplines. Upon completion of the required courses for the ITC, student will have experience and knowledge in: Advanced rigging and hoists, friction and brakes, linear and rotational dynamics, torque, advanced lubrication, gaskets and seals, prime movers, machinery installation, alignment, vibration, stress and strain, project management, introduction to structural welding, oxy-fuel and plasma cutting, introduction to piping components, copper and plastic piping practices, introduction to ferrous metal piping practices, valve identification and maintenance, introduction to	Adjunct or Teaching Assistant to Cover labs		

Institution Name: **Idaho State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
					hydraulics and pneumatics. MOD: online and face-to-face			
Lifestyle Medicine for Primary Care (LMPC)	Certificate	Region V/Online	Regional	2023-2024	A 12-credit curricular alternative to the American Board of Lifestyle Medicine's "Foundations of Lifestyle Medicine: Lifestyle Medicine Board Review Course (with 30 CME credits)" required for healthcare professionals to sit for the American College of Lifestyle Medicine's Board Exam. The PA Program has 6 Certified Lifestyle Medicine Health Professionals and has partnered with the ACLM to create the curriculum, which includes training in helping patients with healthy nutrition, physical activity, improving sleep, managing stress, forming and maintaining relationships, and cessation of adverse substance use; and portions of the LMPC training offered as CME. The certificate would prove cost-effective for interested students and preceptors, saving them the cost of the 42 total ACLM CME (32 online hours and 10 live hours). MOD: online	Cost of ACLM certification for PA faculty to provide teaching. Online Program Fees will be implemented to support the program.		
Nursing Education	Graduate Certificate	Region V/Online	Regional	2023-2024	The School of Nursing certificate in nursing education is designed to prepare the nurse for the educator role in the clinical or academic setting. Students will complete online coursework with a teaching practicum at the end of the program. Students completing the program will be eligible for national certification as a nurse educator in the clinical or academic setting. MOD: online	Use existing resources; course fees		
Student Affairs	MSA	Region V	Regional	2023-2024	Through a comprehensive curriculum with an emphasis on experiential learning, the Master of Student Affairs program seeks to prepare practitioners to empower the holistic development of students at higher educational institutions. Core values of the program: competency based curriculum; personal and professional ownership; campus partnership; inclusive education. MOD: traditional face-to-face and online/remote	One new tenure track faculty line would be ideal, but could be taught with adjuncts and current faculty particularly at the start. In the case of adjuncts, budget allocation for them would be needed.	NA	NA
DISCONTINUE - Advanced Automation and Manufacturing Technology	ITC, AAS	NA	NA	2023-2024	NA	NA		

Institution Name: Idaho State University

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
DISCONTINUE: Basic and Advanced Language Proficiency Certificates in German	Undergraduate Certificates	Region V	Regional	2023-2024	Program was identified in Program Health review as slated for discontinuance.			
DISCONTINUE: Business Administration	Post-Bacc Certificate	Region V	Regional	2023-2024	Program was identified in Program Health review as slated for discontinuance.			
DISCONTINUE: Business Informatics	BBA	Region	Regional	2023-2024	The College of Business is discontinuing the BBA in Informatics. This program has seen declining numbers for the past 3 years. Future plans for STEM within the college will come at a later date.	None. This program will be absorbed into the college and help with our mission		
DISCONTINUE: Community Paramedic	Academic Certificate	Online	Regional	2023-2024	The Community Paramedic Academic Certificate was developed to support the State Health Improvement Plan (SHIP) grant. Since the completion of the grant, support for the program from the State has significantly decreased.	None. The program was run through an online program fee and was self-sustaining.	Contract for instruction was not renewed.	
DISCONTINUE: Dietetics	Master's	Region III, V	Regional	2023-2024	Program was identified in Program Health review as slated for discontinuance.			
DISCONTINUE: Early Childhood Education	M Ed	Region IV, V	Regional	2023-2024	Program was identified in Program Health review as slated for discontinuance.			
DISCONTINUE: Electrical Engineering Technology	BS	Region V	Regional	2023-2024	This degree was set up in 2017 to offer a 4-year degree to working technicians with a 2-year degree and 5+ years of experience in the field. Since 2017, there have been less than 10 graduates. Although we had a couple of legitimate students who met the qualifications, over half of the graduates were international students from the Middle East who directly transferred from College of Technology after finishing their 2-year AAS degrees.	None. The BSEET has had very low enrollment in the past 5 years. It currently has only 1 student who is graduating in May of 2022.		
DISCONTINUE: Math	AS	Region V, VI	Regional	2023-2024	Program was identified in Program Health review as slated for discontinuance.			
DISCONTINUE: Nuclear Engineering and Health Physics	Graduate Certificate	N/A	N/A	2023-2024	Discontinue Nuclear Engineering and Health Physics Graduate Certificate Program in Applied Nuclear Energy	None	None	
DISCONTINUE: Master of Taxation	MTax	Region V	Regional	2023-2024	Low enrollment, has been replaced by MBA Emphasis in Taxation			

Institution Name: **Idaho State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Program offerings commencing 2024-2025								
Audiology Assistant Certificate Program	Undergraduate Certificate	Region V	Regional	2024-2025	Certificate will prepare students to be employed in hearing aid dispensing practices, assisting Audiologists in client care. This will be a hybrid program of online and onsite classes with supervised clinical observations and experiences in local hearing aid practices. MOD: hybrid	Use existing resources.		
Avionics	Specialized Certificate	Region V	Regional	2024-2025	This certificate will be an add-on for students completing the airframe curriculum. It includes one full semester of higher level electronics for employment in the avionics area in modern aircraft maintenance. MOD: face-to-face	Reallocation of funding for 1FTE		
Data Analytics	BBA	Region V	Regional	2024-2025	Data analytics is a growing field. The flexible BBA in Data analytics will help prepare students with the skills to look for data, identify trends within large data, and present data driven solutions. MOD: face-to-face/hybrid			
Health Informatics	BS	Online	Regional	2024-2025	This program will prepare individuals to enter a career in Health Informatics with the skills and competencies necessary to manage and operationalize the acquisition, processing, storage, distribution and use of healthcare data using appropriate technologies. Students will be introduced to key healthcare and information technology concepts to support the various aspects of the healthcare delivery and operations. Online Program Fees will be implemented to support the program. MOD: online	Reallocation of existing resources (one full-time faculty member). New budget for Adjunct pool and two full-time Health Informatics faculty dedicated to supporting Health Informatics. Online Program Fee financial model		
Health Innovation Science	PhD	All regions	Regional	2024-2025	ISU plans to offer a doctorate degree in Health Innovation Science that promotes solutions to public health issues across the state and region. This program plans to leverage existing resources within the Kasiska Division of Health Sciences and Department of Community and Public Health to bolster research and evaluation capacity of health professionals. MOD: online/hybrid	No additional resources needed.	This was previously presented as a collaboration between ISU and BSU, however BSU has plans for their own traditional Doctor of Public and Population Health.	

Institution Name: **Idaho State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Information Systems	BBA	Region V	Regional	2024-2025	This degree replaces the BBA in Informatics. This new degree follows the COB Flexible BBA pattern. Students will learn about Information Systems in business environments. The knowledge of cloud computing, systems, and design will help future information technology professionals throughout their career. MOD: face-to-face/hybrid	None as this is the replacement for the previous BBA in Informatics. The faculty needed to teach the program are already in place		
Musical Theatre	BFA	Regions V, VI	Regional	2024-2025	This interdisciplinary program combines courses from theatre, dance, and music. The program prepares students for employment in the most popular field in theatre, which is musical theatre. MOD: face-to-face with some portion online/remote	Primarily a combination of existing courses in these three areas. Reallocation of existing resources will occur, as needed.		
Doctor of Nursing Practice (DNP)/Doctor of Philosophy (PhD) in a Nursing dual degree	DNP/PHD	Region V Online	Statewide	2024-2025	The dual degree of DNP/Ph.D. will encompass an integrated curriculum of existing DNP and Ph.D. programs for an advanced clinical and research program of study. The graduate will be prepared as an expert and leader in primary care practice, and to contribute to the development of scientific knowledge for advancing the discipline. The dual degree program will be delivered online; students could enroll from across the U.S (KN 05-22-15). MOD: online.	No additional resources requested. Professional fees would be assessed as currently established for graduate programs each semester the student is enrolled.		
Occupational Therapy	OTD, professional entry level doctorate	Regions III and V	Regional	2024-2025	Transition Master of Occupational Therapy to a Doctor of Occupational Therapy. There will be a transition period where students enrolled in the Master's program will have the choice to complete the Masters or to apply credits to the Doctoral program. The Master's program would eventually be discontinued, although the timing of that discontinuation is not clear. We will consider current student needs, market demand, and the accreditor's response to the upgrade to the doctoral program before closing the Master's program. The new Doctoral Program will continue the same entry level criteria, with added requirements as specified by the accreditor and as need based on ongoing program evaluation. We anticipate an increase of about 16 to 20 credits and one semester (i.e., small increase in credits for the current 8 semester program plus an additional summer semester.) MOD: face-to-face and synchronous online.	Combination of new funds, grants, and student professional fees will support the program upgrade. Students will continue to pay Graduate tuition and fees plus program Professional Fee. Upgrade from Masters to Doctorate will require tuition and professional fees for one extra semester.		3 FTE faculty positions will be requested. Estimated enrollment of 40 students per year, starting in summer 2025. ACOTE is accrediting body for the profession. ACOTE has a stated intention of seeing all programs convert to clinical doctorate as the entry level degree.

Institution Name: **Idaho State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Paralegal Studies	Microcertificate	Online	Regional	2024-2025	These-microcertificates are for non-degreed legal professionals and degreed paralegals who are interested in qualifying to work as licensed paralegal practitioners, a trend seen regionally. Core curriculum will include topics such as Ethics, Debt Collection, and Landlord/Tenant law. Students will take specialty classes to increase their capabilities in specific areas of the market. Online program fees will be implemented to help support the program. MOD: online	No additional resources needed. Online program fees will be implemented to help support the program.		
Combined PharmD/MPH	PharmD/MPH	Hybrid/All Regions	Statewide	2024-2025	The combined PharmD/MPH program is intended to provide graduates with special expertise in public health as related to pharmacotherapy and health promotion, disease prevention, and medication safety. There are many areas where public health and pharmacy have interests and commitments in common, including pharmacoepidemiology and drug-induced disease, community health, bioterrorism preparedness, insurance and managed care, and protection of vulnerable populations. Graduates of the PharmD/MPH program will be able to serve as public health professionals having strong preparation and competency to deal with pharmacotherapy and drug-related morbidity, serve as pharmacists specializing in public health related issues, serve in management positions in industry, serve as leaders in disaster preparedness programs requiring pharmacotherapeutic intervention, and community-based prevention programs in local pharmacy settings. MOD: online/hybrid	Part time program coordinator, potential new resources		
Pharmaceutical and Cosmetic Sciences	BS	Region V	Regional	2024-2025	The B.S. in Pharmaceutical and Cosmetic Sciences would focus on pharmacology, physiology and formulation of drugs and cosmetics. This four-year program would prepare students for careers in the pharmaceutical, cosmetics and related industries. This would be a unique program in Idaho. Housed in the ISU College of Pharmacy, the program would support pre-pharmacy students, Pharmaceutical Science Graduate Programs, and small business development in Idaho. The broad scope of the program is expected to expand our ability to recruit students beyond those normally attracted to health and science programs. The program would thus	Recruitment assistance; Faculty: 3-4 FTE are anticipated (~\$300K-\$400K/year); Research Laboratory space for new faculty; Startup funding for faculty: \$400-600K (for 3-4 faculty); CPI funding for industrial internships (~\$2000/year / internship offered) 3-5 anticipated (\$10K total/year)		

Institution Name: **Idaho State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
					create new student admissions, not simply divert students from other science programs (ex. Chemistry and Biology), to a new program. The combination of pharmacology, pharmaceuticals and cosmetics would be a unique program in the U.S. as well. MOD: online/hybrid			
Pharmacy Technology	AAS	Region V	Regional	2024-2025	This program currently offers a BTC and an ITC. Working in collaboration with the College of Pharmacy, an AAS will be added to the Pharmacy Technology career ladder that may serve two purposes: 1) allow Pharmacy Technology students to be eligible to obtain a bachelor's degree and thus prepare for management level responsibilities in a pharmacy or work for a pharmaceutical company, or 2) prepare students to be in a stronger position to apply to the Doctor of Pharmacy program or other graduate degrees in the pharmaceutical sciences. MOD: hybrid	New budget request for 1 FTE		
Radiographic Science Computed Tomography (CT) Alternate Modality Program	Certificate	Region V	Regional	2024-2025	This certificate program would provide classes in CT education, allowing students complete the didactic and clinical requirements necessary to take the ARRT exam. The program would be 1-2 concurrent semesters depending on the student's progression through clinical experiences. MOD: online/hybrid	New Budget Request with potential collaboration with community partners		
Radiographic Science Magnetic Resonance Imaging (MRI) Alternate Modality Program	Certificate	Region V	Regional	2024-2025	This certificate program would provide classes in MRI education, allowing students complete the didactic and clinical requirements necessary to take the ARRT exam. The program would be 2 concurrent semesters. MOD: online/hybrid	New Budget Request with potential collaboration with corporate partners		
Radiographic Science Mammography Alternate Modality Program	Certificate	Region V	Regional	2024-2025	This certificate program would provide classes in Mammography education, allowing students complete the didactic and clinical requirements necessary to take the ARRT exam. The program would be 1-2 concurrent semesters (depending on the student's progression through clinical experiences) and meet MQSA standard. MOD: online/hybrid	New Budget Request with potential collaboration with community partners		

Institution Name: **Idaho State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Speech Language Pathology Assistant Program	Undergraduate Certificate	Region V	Regional	2024-2025	Program would be in close cooperation with our existing Bachelor's degree in Communication Sciences and Disorders, Pre-SLP track. The program would address those students earning a BS who do not have immediate plans to enter a Master's program. If we help these students address recommended competencies from our professional association and requirements for an Idaho license as Speech Language Pathology Assistant, the graduates would be better prepared for jobs at the end of the Bachelor's program. This may be an add-on certificate to our existing program, or a separate track for the BS, or a new degree offering, as yet to be determined. Professional Program Fees may be implemented. MOD: traditional face-to-face with some portion online/remote	Reallocation of existing resources with some additional professional program fees.		
Supply Chain Management	BBA	Region V	Regional	2024-2025	The ISU supply chain management degree will teach students how to source, track, purchase, monitor, and move products and services with innovative technologies and methods. The knowledge base acquired throughout the degree will develop professionals with the skill set and knowledge base to enable organizations to operate more efficiently, deliver market offerings myriad ways, and expand organizational reach. Our experiential supply chain program allows students to learn and apply competencies in procurement, transportation, and logistics while also teaching students how to align these competencies with firm strategies. Graduates will be able to leverage theoretical and applied competencies to help regional firm's adapt and perfect supply chain management procedures needed to compete in a dynamic economy. MOD: face-to-face/hybrid	No new faculty are needed. We have been anticipating this new degree offering by hiring MGT faculty with extra training in Supply Chain Management		

Institution Name: **Idaho State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Surgical Technology	AAS	Region V	Regional	2024-2025	Surgical Technologists are the only members of the healthcare team who are specifically trained to prepare and maintain the sterile field, equipment, and specimens during surgical interventions. This program will prepare students to take and pass the national certification exam required for the Certified Surgical Technologist credential. These students will be prepared to pursue a career in this high-demand healthcare field right after graduation, or they may wish to further their education through a BSHS, OLP, or similar degree. Graduation from a CAAHEP Accredited institution will pave the way for students to earn additional specialized certifications and credentials in the industry. MOD: face-to-face.	New CTE budget requested for 2.0 FTE, facilities, and equipment.		
DISCONTINUE: Nutrition	MS	Online	Regional	2024-2025	Offering an online MS in Nutrition with preference for dietitians faces the challenge of all students being required to have a graduate degree for eligibility to take the RDN exam effective 1.1.2024. Our MS in Nutrition-Dietetic Internship meets the needs of our profession and is the better avenue to focus our resources toward.	None.		
Program offerings commencing 2025-2026								
Advanced Dental Hygiene Practice	BS/MS	Region III	Regional	2025-2026	An expansion of the baccalaureate program to include an additional option for an advanced dental hygiene practitioner in Dental Therapy. (ADT) The dental therapist who provides direct access to oral healthcare will address the needs of rural and frontier communities with minimal or no access to oral care. Idaho has significant unmet oral health needs, and this program will help meet that demand. ADT is being discussed in the State of Idaho and across the U.S. ISU could be the leader in offering the first ADT option in Idaho. MOD: online, laboratory and clinical.			[Option to be added to MS only, per dept.]

Institution Name: **Idaho State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Post-Graduate Residency in Lifestyle Medicine and Healthy Aging for Athletic Trainers and Physician Assistants	Certificate	Region V	Regional	2025-2026	A 23-credit program providing 3 semesters of formal training in a clinical setting to AT-Cs and PA-Cs in Lifestyle Medicine (LM), as a first in Idaho and first of its kind in the nation. Those who complete the program would be trained to support patients in using lifestyle modifications to improve their health by establishing healthy behavioral habits; creating school, work, and home environments conducive to healthy behaviors; and through lifestyle prescriptions such as whole foods and plant-based diet, physical activity, sleep, emotional wellbeing, and avoiding risky substances. The curriculum marries the already existing Graduate Certificate in Geriatrics and the American College of Lifestyle Medicine's nationally standardized Lifestyle Medicine Residency Curriculum. This proposal also ties in a Lifestyle Medicine clinic, of which there is only one other in Idaho. MOD: in-person	Creation or renovation of clinic location. New faculty hire of residency director. New administrative hire for clinic manager.		
Medical Science in Sports Medicine	DMSc	Region V	Regional	2025-2026	This new Doctorate of Medical Science (DMSc) program will train physician assistants in sports medicine and the care of athletes. Sports Medicine focuses on the prevention, diagnosis, and treatment of non-operative sports-related injuries. Sports medicine PAs will be trained in anatomy and physiology of sports; non-surgical musculoskeletal evaluation and treatments; the evaluation and management of concussions; and prevention and treatment of activity-related injuries, illnesses, and nutrition. DMSc participants would be NCCPA board-certified PAs going on to complete one or more years of additional training in Sports Medicine. The program positions PAs as strong candidates for positions in orthopedics, physical medicine and rehabilitation, rural family medicine, or pediatrics. MOD: hybrid online and face-to-face	New faculty hire of experienced sports medicine physician or PA as program director. New faculty hire for teaching. Students will need to pay graduate tuition and fees.		

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THREE-YEAR PLAN
Proposed Regional Programs

Institution Name: **Boise State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Program change commencing 2022-2023								
Social Work	MSW	Twin Falls/Region II	Regional	Fall 2022	Possible discontinuation of MSW in Twin Falls			Discontinuation.
Program offerings commencing 2023-2024								
Biochemistry	MS	Boise/Region III	Regional	Fall 2023	The MS in Biochemistry is the application of chemistry to the study of biological processes at the cellular and molecular level. Face-to-face delivery	Reallocation if resources are necessary		
Biomolecular Sciences	BS	Boise/Region III	Regional	Fall 2023	The BS in Biomolecular Sciences will prepare students to understand the properties of macromolecules and cellular activities, as well as the relationship between cellular activities and biological responses. Traditional Method of Delivery	Reallocation if resources are necessary		
Collective Impact	Certificate	Boise/Region III	Regional	Fall 2023	The Graduate Certificate in Collective Impact program includes courses from the three Master of Public Health concentrations that emphasize collaboration and how to effectively build and lead consortia across organizational sectors, which are essential as public health, healthcare, and other sectors move toward developing community models that share accountability for addressing factors that impact public and population health. Online	Likely to use online fee model		
Computational Science and Engineering	MS	Boise/Region III	Regional	Fall 2023	The Computational Science and Engineering program focuses on construction of mathematical models and quantitative analysis techniques and use of computers to analyze and solve scientific and engineering problems. Traditional Method of Delivery	No additional cost to offer the program		

Institution Name: **Boise State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Data Science	MS	Boise/Region III	Regional	Fall 2023	A program that focuses on the application of statistical modeling, data warehousing, data mining, programming, forecasting and operations research techniques to the analysis of problems of business organization and performance. Includes instruction in optimization theory and mathematical techniques, data mining, data warehousing, stochastic and dynamic modeling, operations analysis, and the design and testing of prototype systems and evaluation models. Traditional Method of Delivery	Reallocation if resources are necessary		
Economics, Social Science, Secondary Education	BA	Boise/Region III	Regional	Fall 2023	Possible Discontinuation			Possible Discontinuation
Education	PhD	Boise/Region III	Regional	Fall 2023	This PhD program would serve students conducting dissertation level research and studies at the level of PhD while also allowing candidates pursuing more practical applications of their research to stay in the EdD program. Face-to-face, or hybrid delivery	No additional cost to offer the program		
Environmental Management	MS	Boise/Region III	Regional	Fall 2023	The MS in Environmental Management provides students with a foundation in human and environmental systems. Face-to-face and/or hybrid delivery	Reallocation if resources are necessary.		
Environmental Humanities	BA	Boise/Region III	Regional	Fall 2023	The BA in Environmental Humanities will provide students with an interdisciplinary approach to environmental challenges both contemporary and historical. Students will have the option to learn about the interplay of culture, communication, politics, philosophy, and other areas in how our society can address the major environmental challenges facing our society. Face-to-face delivery.	Reallocation if resources are necessary.		
Environmental Science	BS	Boise/Region III	Regional	Fall 2023	The BS in Environmental Science provides students with a strong foundation of knowledge and understanding of the complex interface between society and the natural environment. Students are engaged in an innovative education that encompasses the fields of biology, anthropology, geosciences, and public policy. Traditional Method of Delivery.	Reallocation if resources are necessary		

Institution Name: **Boise State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Exercise Science	BA	Boise/Region III	Regional	Fall 2023	The Department of Kinesiology plans to launch an applied program in Exercise Science that will encompass Exercise, Physical Activity Science and Health. Online	Likely to use online fee model		
Global Humanities and Cultural Studies	BA	Boise/Region III	Regional	Fall 2023	A new program focusing on humanities and cultural studies coming out of a group in the College of Arts and Sciences. Face-to-face	Reallocation if resources are necessary		
Health Navigation	Certificate	Boise/Region III	Regional	Fall 2023	The Undergraduate Certificate in Health Navigation provides introductory education for frontline health workers to assist individuals and communities in navigating U.S. community health, health care, and health insurance systems. Courses include the concepts of prevention and community health, health care, and accessing and analyzing health information. Online	Likely will use online fee model		
Leadership in Action	Graduate Certificate	Boise/Region III	Regional	Fall 2023	The Graduate Certificate in Leadership will serve working professionals and active community members by providing them an advanced foundation in which to work effectively with others and solve problems. Hybrid			
Musical Theatre	BFA	Boise/Region III	Regional	Fall 2023	This program will focus on the principles and techniques for integrating theatre, music, and dance into a unified production. Includes instruction in acting, dance, voice, technical theater, musical genres, piano, and history of musical theater. Traditional Method of Delivery	Reallocation if resources are necessary		
Master of Nursing	MN/FNP	Boise/Region III	Regional	Fall 2023	The Master's in Nursing will respond to the national need for master's level nurses to teach in undergraduate associate degrees and in higher education clinical tracks as well as the need to provide advanced training that will allow nurses to move into leadership positions in the healthcare field. Boise State University is part of the Rural Public Academic Nursing Network consortium (9 Universities) who are working to model and combine resources to provide an online MN. Online	Likely will use online fee model.		

Institution Name: Boise State University

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Planning	Certificate	Boise/Region III	Regional	Fall 2023	The Planning undergraduate certificate is based on community demand for specialized planning coursework. The certificate would be appropriate for majors within the School of Public Service and beyond. Online	Likely will use online fee model		
Project Management	Certificate	Boise/Region III	Regional	Fall 2023	This program is being developed as a fully online program that could provide project management skills for industry professionals as well as enhance employability of students in professional programs across the university. Online	Likely will use online fee model		
Public and Population Health Leadership	PhD	Boise/Region III	Regional	Fall 2023	This will be a career-oriented degree that emphasizes leadership in public health and medical organizations; dissertations tend to focus on the practical application of theory in public health practice and on leadership in public health. Likely face-to-face or hybrid delivery	To Be Determined	MOU with ISU	
Public Health and Population Science Data Analysis/Analytics	Certificate	Boise/Region III	Regional	Fall 2023	Public Health and Population Science Data Analysis/Analytics increases research activity in general, undergraduate research, grant applications, and interdisciplinary work. The certificate is aligned with industry needs and further develops the pipeline necessary to keep Idaho students in Idaho. Online	Likely will use online fee model		
Rhetoric and Composition	MA	Boise/Region III	Regional	Fall 2023	Possible Discontinuation. The program is exploring the merging with the MA in Technical Communication			Possible Discontinuation
Social Media Influence	Certificate	Boise/Region III	Regional	Fall 2023	The Social Media Certificate teaches students the theory and applied skills of online social engagement and related interactive web features. They will learn healthy and safe social media habits and practices that will help them use their online brand to solve problems and make a difference in their life, their community, and our world. Online	Likely to use online fee model		
Social Work	BSW	Nampa/Region III	Regional	Fall 2023	The BSW in Social Work will prepare students to work with individuals, families, households, groups, organizations, and communities to address issues of coping and emotional support and also deal with broader challenges such as violence and social inequality that effect people. Traditional Method of Delivery	Reallocation if resources are necessary		

Institution Name: **Boise State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Technical Content Writer	Certificate	Boise/Region III	Regional	Fall 2023	The Technical Content Writer certificate builds a foundation in writing and editing clear and concise content, including integrating text and graphics to tell data stories. Online delivery method	Online fee model		
Program offerings commencing 2024-2025								
Accountancy	BBA	Twin Falls/Region II	Regional	Fall 2024	The BBA in Accountancy is an online degree completion program that will allow students in Twin Falls to continue to benefit from the ability to obtain an Accountancy degree. The BBA in Accountancy will provide students with the necessary knowledge and skills required for entry-level positions in the accounting profession. Online	Likely will use online fee model		
Engineering	PhD	Boise/Region III	Regional	Fall 2024	This program will provide additional opportunities for engineering faculty to advance a nationally recognized research program through providing more accessibility to PhD students. The tracks in this program will address significant society challenges in Idaho. Face-to-face	Reallocation if resources are necessary		
Family Nurse Practitioner	Certificate	Boise/Region III	Regional	Fall 2024	The Family Nurse Practitioner (FNP) certificate will be offered to our Adult-Gerontology Nurse Practitioner (AGNP) students. The certificate will allow graduates to provide care for patients of all ages in urgent care, outpatient clinics, specialty areas, home-based care and in rural Idaho as the community healthcare provider. Online	Likely to use online fee model		
Health Sciences	PhD	Boise/Region III	Regional	Fall 2024	The PhD in Health Sciences will prepare students for careers as researchers and will likely be employed in academia, federal or state health agencies, research institutes or hospitals, or private industries that serve the health professions. The PhD program will also be designed to bolster the institution's infrastructure that is necessary to support the research and development needs of the state and region. Likely online and/or hybrid delivery format	Likely will use online fee model		

Institution Name: **Boise State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Interdisciplinary Studies	MA	Boise/Region III	Regional	Fall 2024	The program is a "hub and spoke" MA degree for professionals. The Department of Media would be organizing this degree and has been in consultation with other departments (e.g. Multidisciplinary Studies) so that we could create an interdisciplinary graduate degree for working professionals. The focus for Department of Media courses would be strategic communications, but the spokes available to students would allow for specialization in areas such as business, science, sport, etc. Hybrid	Reallocation if resources are necessary		
Neuroscience	BS	Boise/Region III	Regional	Fall 2024	The School of Allied Health along with the departments of Biology, Psychology, and Special education, and with interests from other departments including business, computer science, art and theater are in the process of developing a BS in Neuroscience that would have two or three areas of focus such as cellular and molecular neurobiology, Biobehavioral neuroscience, and Neurodiversity. Neuroscience is one of the fastest growing academic fields and one of the most heavily funded fields in NIH and NSF. This interdisciplinary degree will offer students opportunities to pursue careers in many fields from human resource management and special education to biomedical research and medical school. Face-to-face	Reallocation of resources are necessary		
Radiologic Sciences	MS	Boise/Region III	Regional	Fall 2024	The MS in Radiologic Sciences will provide students with a deeper understanding of the theory and application of a variety of imaging techniques that are currently in use or under development for use in clinical practice. Graduates will likely pursue positions in the healthcare industry and/or may go on to PhD programs in any variety of fields, including biomolecular research and biomedical engineering such as are offered here at Boise State University. Face-to-face delivery format	Reallocation if resources are necessary.		

Institution Name: **Boise State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Social Work	PhD/DSW	Boise/Region III	Regional	Fall 2024	The PhD or DSW in Social Work is designed for experienced master's degree candidates who are interested in conducting research and/or may be interested in becoming faculty. Students will be prepared to enter a variety of roles in the field of social work or social work policy. Online.	Likely use online fee model		
Sociology	MA	Boise/Region III	Regional	Fall 2024	The program will provide training in the application of sociological theory and methodology to community research in the public interest. Students will complete the program prepared for careers in research, education and administration for the private, public and nonprofit sectors. Traditional Method of Delivery or possible Online.	Reallocation if resources are necessary		
Sport Management	BS	Boise/Region III	Regional	Fall 2024	Sport management is a growing field of interest, and at the undergraduate level the degree prepares students for careers and/or advanced degrees in athletic administration, sports production, sports marketing, sport analytics, and so on. While the field is blossoming across the nation, Washington State appears to be the only institution that offers a Bachelor's degree in the Pacific Northwest, and theirs is not an online program. We anticipate that this will be a high enrollment online program. The program is at the feasibility stage and so we are open to either a BA or BS option for this program. Online	Likely to use online fee model		
Program offerings commencing 2025-2026								
Cardiac Function and Interventional Technology	MS	Boise/Region III	Regional	Fall 2025	The Master of Science in Cardia Function and Interventional Technology focuses on cardiac rhythm management and electrophysiology and introduces students to additional related technologies. Online	Reallocation if resources are necessary		

Institution Name: **Boise State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Deaf Studies	BA	Boise/Region III	Regional	Fall 2025	The BA in American Sign Language (ASL) and Deaf Studies will provide an opportunity for students to acquire advanced proficiency in ASL as well as an in-depth understanding of the characteristics and distinctiveness of ASL as a language. The program will cover historical, sociological, and cultural aspects of the deaf community and will help prepare students to work in various fields related to deafness, deaf education, linguistics, sociology, social work and more. Hybrid.	Reallocation of resources		
Personal Financial Planning	BBA	Boise/Region III	Regional	Fall 2025	The College of Business and Economics, Department of Finance will lead the development of this program, responding to the regional and national demand. Face-to-face	To Be Determined		

THREE-YEAR PLAN
Proposed Regional Programs**Institution Name: Lewis-Clark State College**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Casino Floor Management. Not yet proposed for approval - pending discussion with tribes		Region II	Regional	TBD	There is no casino floor management program in the Lewis-Clark Valley. There is a shortage of those trained in resort and casino floor management. MOD: Face-to-Face and online.			
Program offerings commencing 2022-2023								
Electronics Engineering Technology	ITC	Region II	Regional	Fall 2022	This program is set to launch when the new Lewiston high school and the new LCSC CTE Center open in fall 2020, potentially allow students at the high school to earn a basic technical certificate during the last year of high school. MOD: Face-to-Face	No new resources	N/A	N/A
Program offerings commencing 2023-2024								
DISCONTINUE: Administrative Assistant, Administrative Medical Assistant, Applied Accounting, Applied Technology, Auto Mechanics Technology, Business Management & Marketing, CNC Machining, Collision Repair, Diesel Technology, Early Childhood Development, Engineering Technology, Fire Service Technology, Graphic Communications, HVACR Technology, Hospitality Management, Industrial Electronics Technology, Industrial Maintenance Millwright Technology, Legal Administrative Assistant, Medical Assistant, Paramedic, Web Design and Development	BAS degrees			Fall 2023 or later				Discontinue all

Institution Name: Lewis-Clark State College

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Computer Science: software engineering	BS	Region II	Regional	Fall 2023	LCSC's Business & Computer Science Division is proposing a buildable degree. This degree takes the AAS Web Design & Development program and the BS Computer Science program and combines it. This degree program will utilize existing courses in CS and CITPT, as well as cybersecurity and business courses to prepare students for working in a software development and engineering environment. MOD: Face-to-Face	This program makes use entirely of existing courses, faculty, campus recourses and local facilities. There would be a small, ongoing increase in funds/vouchers provided to sites that host clinical internships.	N/A	N/A
Early Childhood Education and Early Childhood Special Education	BA/BS	Region I and II	Regional	Fall 2023	The Blended Early Childhood Education and Early Childhood Special Education program will qualify completers for Idaho teaching certification with an endorsement in Blended Early Childhood Education and Early Childhood Special Education (Birth-Grade 3). MOD: Face-to-Face and online	This program makes use of existing facilities and resources.	none anticipated	
Information Technology, Paralegal, Engineering Technology, Diesel Technology	Advanced AAS	Region II	Regional	Fall 2023	Awaiting clarification of Board Policy			
Medical Diagnostic Imaging: Ultrasound	BA/BS	Region II	Regional	Fall 2023	The Bachelor of Arts/Science in Medical Diagnostic Imaging: Ultrasound is designed for individuals who have completed an A.S. degree in Radiographic Science and aspire to develop additional skills required to demonstrate an advanced understanding in Ultrasonography. MOD: Face-to-Face/hybrid	1.0 FTE Faculty Member; Portable Ultrasound equipment and supplies	N/A	N/A
Winery Technology/ Operations	ITC/ ATC/ or AAS	Region II	Regional	Fall 2023	This program would prepare students for work in the wine industry and would include training in the science of wine, diesel engines, welding, and business. The LC Valley wine alliance support this program and is helping design the integrated curriculum. MOD: Face-to-Face.	TBD	Links with WWCC and possibly other Idaho schools	
Program offerings commencing 2024-2025								
No proposed programs at this time								
Program offerings commencing 2025-2026								
No proposed programs at this time								

THREE-YEAR PLAN
Proposed Regional Programs

Institution Name: College of Eastern Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Program offerings commencing 2023-2024								
Business	AA	Region VI	Regional	Fall 2023	The real-world curriculum offers the opportunity to build a solid foundation of knowledge, concentrated in liberal arts, and areas such as accounting, marketing, economics, and effective business writing and speaking skills. Student can also explore technology, including computer systems and applications used in today's workplaces. Face-to-face and online	New funding by the State through a line-item request		
Certified Nursing Assistant (CNA) Program	BTC	Region VI	Regional	Fall 2023	This program will provide an introduction to the health care field to students interested in working in skilled nursing facilities. CNA at CEI is non-credit, with the exception of high school offerings. High schools have specifically requested this certificate for two reasons. This will allow students to continue using their fast forward funding for the CNA class without changing the current process. Students will also receive a certificate that can be used as a springboard into several other health related programs at CEI and around the state. This program will be offered specifically to high school students in a face-to-face and online format .	No additional funding required.	This program is proposed in response to direct requests from local high school districts.	
Program offerings commencing 2024-2025								
Addiction Studies	AAS or ITC	Region VI	Regional	Fall 2024	This program would provide preparatory coursework required to become a licensed addiction counselor. It would prepare students to receive the CADC license and open a pathway to further education.	This program would require line item funding for one FTE position.	Because of the close relationship to other behavioral health degrees and the added upward mobility in the job market, we would like to work with other four-year institutions to create a pathway into bachelor's or master's degrees leading to ACADC licensing.	

Institution Name: College of Eastern Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Agribusiness Technologies	AAS, ITC	Region VI	Regional	Fall 2024	The Agribusiness AAS and ITC will teach entry level skills in a broad range of subjects related to Agribusiness. This will include both plant and animal science. An introduction to GPS and the art of selling agricultural products. Agricultural management will also be included. Delivery will be face-to-face with online possible in the future .	This program will be possible by seeking new funding from a line item request.		
Bachelor of Applied Technologies in Technical Supervision	BAT	Region VI	Regional	Fall 2024	This degree is in direct response to employers located in CEI's service area that are seeking to provide mid-career technicians with greater upward career mobility. It is designed to take credit for prior learning from a variety of technical fields. Delivery will be face-to-face and online .			
Energy Systems year 2	AAS	Region VI	Regional	Fall 2024	Energy Systems prepares students to pursue a career in the installation, operation, adjustment, routine maintenance, inspection, test and repair of power generation equipment. This will add year two which will focus on Cyber Security and PLC's. Graduates work in all fields of electrical generation with companies who design, build, operate, and maintain electrical generation systems. The delivery will be lecture and laboratory .	This program will require reallocation funds of \$78,000.00 or a line-item request.		
Engineering Technology (Mechatronics)	ITC or AAS	Region VI	Regional	Fall 2024	The program would utilize courses from the Energy Systems, Welding and Machine Tool programs to meet growing regional needs in the manufacturing sector. Instruction will be face-to-face .	This program would require line item funding for one FTE position.	N/A	
Health Physics	AAS	Region VI	Regional	Fall 2024	This program would be an expansion of CEI's Radiation Safety ITC. It would seek to prepare students with a broader skillset for employability across a wider range of facilities.	This program would initially be supported through the use of adjunct support. Additional line item funding for faculty may be required based upon demand.		

Institution Name: College of Eastern Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Industrial Maintenance Mechanic	BTC	Region VI	Regional	Fall 2024	This is a shared program with the ISU College of Technology to meet the needs of local employers. Face-to-face.		Shared curriculum with ISU, but taught at CEI.	
Informatics	AAS	Region VI	Regional	Fall 2024	This degree track is designed to integrate "hard" and "soft skills" through "micro-certifications" in industry-specific areas--and articulate with four-year degrees in a variety of STEM-related fields. These certifications are designed to prepare graduates to manage information systems, and specialize in the interactions between humans and machines, through the collection of data and the development of programs that organize information. When studying informatics, a student may specialize in applications that involve health care, manufacturing, data centers, development of websites, social media networks or online security. Course delivery will be face-to-face initially and then Hyflex or Online.	Line item funding will be required		
Medical Laboratory Technician	AAS	Region VI	Regional	Fall 2024	The medical technician program will prepare students to work in the area of medical technician in a lab or doctor's office environment. They will perform diagnostic work on lab samples and help identify growth cultures. The will also be able to identify classifications of microbes and families they belong to. They will also be able to identify medications that can control growth of these organisms. This will be a lecture/laboratory program with some online instruction.	Funding for this program will be from new funds from a line item request.		
Nuclear Technician	AAS	Region VI	Regional	Fall 2024	Nuclear technicians assist physicists, engineers, and other professionals in nuclear research and nuclear energy production. This program would share some resources with the current radiation safety and proposed radiography programs and fill the needs of the INL as well as the healthcare industry in the area with an AAS degree. Instruction will be face-to-face.	This program will be possible by seeking new funding from a line item request and a one-time fund for equipment not available through the other programs.	NA	

Institution Name: College of Eastern Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Pharm Tech	ITC	Region VI	Regional	Fall 2024	The Pharm Tech Program at College of Eastern Idaho will prepare students to be registered with the Board of Pharmacy and to work with a licensed pharmacist. They will perform all functions required such as preparing, compounding and distributing/ dispensing of medications. This new program will be taught on campus in a lecture/lab delivery with an on-line component. The delivery will be a hybrid between face to face lecture/lab and online.	This program will be possible by seeking new funding from a line item request.		
Physical Therapy Asst.	AAS	Region VI	Regional	Fall 2024	College of Eastern Idaho would seek to join the Idaho Consortium for Physical Therapist Assistant Education.			
Program offerings commencing 2025-2026								
Battery Technician	BTC	Region VI	Regional	Fall 2025	A battery technician installs, maintains, and inspects batteries in equipment like electric vehicles. This may provide a primary or backup source of power for the equipment, and requires a working knowledge of electricity, the equipment it powers, and appropriate safety procedures. Face-to-face.			
Health Administrative Services	AAS, ITC	Region VI	Regional	Fall 2025	This program would provide students with the skills to provide excellent service to patients during the various levels of patient flow within a medical office. Students would have the option to specialize through earning a specific ITC in claims service, information coding, or reception.	This program would require line item funding for one FTE position. It would also be support through the use of adjuncts in various fields.		
Massage Therapy	ITC	Region VI	Regional	Fall 2025	Face-to-face, didactic could be online.		Private massage school in town. Affiliated with national certifications already. Graduating classes are average of 5-6 students. More research needs to be done to determine viability.	

Institution Name: College of Eastern Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Medical Coding	BTC (maybe as an add on for current or prior MA students to enable them to be certified) More likely an ITC	Region VI	Regional	Fall 2025	The Medical Coding Technical Certificate program prepares graduates to work in a variety of health care settings. Opportunities exist in working remotely and in other related health care settings like insurance companies, medical clinics, computer software vendors, and health maintenance organizations, software companies, and law firms. Face-to-face, didactic could be online.	This program would cross over slightly into Medical Assisting, so some resources could be used from that program. It is likely that to begin we would need at least an adjunct who is certified as an AHIMA Coding Specialist to teach most of the coding curriculum.		Already ITC program at ISU College of Technology. Data from their website suggests demand: 96% placement rate.
Physical Therapy Tech	ITC	Region VI	Regional	Fall 2025	College of Eastern Idaho would develop a program to train students as Physical Therapy Technicians. This would meet our community needs as physical therapists are struggling to fill these entry level positions. We envision this program giving students broad skills that could also help them with securing entry level positions in medical, chiropractic, occupational therapy, and physical therapy offices. Face-to-face, didactic could be online.	This program would require line item funding for one FTE position. It would also be support through the use of adjuncts in various fields. It is likely that there would be resources from the already existing MA program that could support this certificate. It is likely we would have equipment in other healthcare programs that could be used for this certificate. There would likely be minimal equipment needs for courses. There might be a need for space to do labs for Kinesiology and Biomechanics courses. .		

Institution Name: College of Eastern Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Radiography	AAS	Region VI	Regional	Fall 2025	The radiography program would offer students the knowledge and skills for utilizing radiation in the diagnosis of disease under the direction of a physician. Accreditation would be sought from Joint Review Committee on Education in Radiological Technology.	One time fund for equipment would be needed. Programmatic funding would be provided through the phase out of low enrolled CTE programs.	NA	
Ultrasound Technician	AAS (shorter certificate program could be offered for those already with an Allied Health AAS degree)	Region VI	Regional	Fall 2025	Ultrasound technicians, sonographers, and ultrasound technologists are interchangeable terms used to describe a highly specialized and trained allied health professional. Often, an ultrasound technologist is associated with performing pregnancy ultrasounds, though career opportunities extend beyond obstetrics, into cardiology, vascular health, pediatrics, musculoskeletal, breast and abdominal examinations. Face-to-face, didactic could be online.	This program would require line item funding for one FTE position. It would also be supported through the use of adjuncts in various fields. Funding would also be needed to secure equipment to train students on.		We need to continue to discuss the options to offer this certificate/degree.

THREE-YEAR PLAN

Proposed Regional Programs

Institution Name: College of Southern Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Program offerings commencing 2022-2023								
Medical Lab Technician	AAS	Region IV	Regional	Fall 2022	CSI will enter into a consortium program with NIC and CEI to expand medical lab technician training in Idaho. Didactic components of the program will be delivered online by NIC. Laboratory, clinical, and supportive classwork (e.g. microbiology, chemistry) will be provided by each individual institution. Courses will be delivered in a traditional manner with some available online.	New funds	Consortium members will enter an MOU outlining responsibilities and commitments of each institution. Each institution may enter MOU's with local health care providers for access to clinical experiences.	
Program offerings commencing 2023-2024								
Chemical Technician	AAS/ ITC/ BTC	Region IV	Regional	Fall 2023	The Chemical Technician program teaches students to operate laboratory equipment, conduct sophisticated experiments, set up apparatuses for chemical reactions, handle materials, prepare compounds, collect samples, and conduct analyses that evaluate product quality and consistency. Graduates of the program will be prepared to work in research and development laboratories and/or analytical laboratories. Emphasis is given to chemical, biological, and agricultural laboratories to support food and dairy processing. Traditional with some portion available online	Existing transfer and CTE courses, organized into terminal degree/ certificate	N/A	

Institution Name: College of Southern Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Civil Engineering Technician	AAS/ ITC/ BTC	Region IV		Fall 2023	The Civil Engineering Technology program responds to employer needs for graduates who can function effectively in the areas of design and maintenance of highway infrastructure, as well as structural, civil, environmental, sustainability, and an array of other construction jobs requiring specific training and education in the area of civil engineering. This program would be of interest to individuals considering jobs in the civil engineering, civil engineering technology, surveying, and environmental engineering fields. In addition, the program provides a solid background for students seeking to transfer into baccalaureate institutions with civil engineering, civil engineering technology, environmental engineering technology, and surveying. Please note: The department plans to seek the ETAC of ABET's accreditation as soon as it is prepared to do so. Traditional with some portion available online	Existing transfer and CTE courses, organized into terminal degree/ certificate, new surveying course series	N/A	
Construction Management	AS	Region IV	Regional	Fall 2023	The Construction Management Program teaches students working knowledge of the design and construction process and skills to effectively manage projects. Construction managers plan, coordinate, budget, and supervise construction projects from start to finish. This entails understanding both the engineering process and the management process for any project. Construction Management AS graduates are prepared to transfer to a 4-year institution to complete their baccalaureate degree. Traditional with some portion available online	Existing transfer and CTE courses, organized into terminal degree/ certificate	N/A	

Institution Name: College of Southern Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Extended Reality (XR) Design	AS/AAS	Region IV	Regional	Fall 2023	Extended Reality (XR) or cross reality, is a general name for various augmented reality (AR), virtual reality (VR) and mixed reality (MR) technologies. XR technology is applied to education and training, gaming, retail, medicine, engineering, and design. AR/VR/XR software engineers and developers are in high demand, and job growth projections are high. Traditional with some portion available online	Based on a combination of existing transfer and CTE courses, including coding, UAV, cybersecurity, and digital media, with some new course development, new surveying course series	N/A	
Geospatial Technology	AS/AAS	Region IV	Regional	Fall 2023	The Geospatial Technology program is designed for students who are interested in obtaining digital mapmaking skills desirable in an increasing number of fields. Students will learn the collection of spatial data through the use of global positioning systems (GPS), unmanned aerial systems (UAS), and the creation of maps with geographical information systems (GIS). This program is also designed to be complementary to students studying in agriculture, biology, anthropology, natural resource management, geology, social sciences, and other disciplines concerned with spatial information or currently employed individuals from those fields. Graduates of the AAS – GIS degree will be able to be employed directly in industry upon completion of the program. Graduates of the AS – GIS degree will be prepared to continue toward a baccalaureate degree at a 4-year institution in Geotechnology, Geology, and Earth and Environmental Systems. Traditional with some portion available online	Existing transfer and CTE courses, organized into terminal degree/ certificate, new surveying course series, new applied programming course (for scientists and engineers)	N/A	continuation and expansion of current BTC
Resource Conservation Management	AAS/ ITC/ BTC	Region IV	Regional	Fall 2023	Traditional with some portion available online	Existing transfer courses, organized into terminal degree/ certificate	N/A	

Institution Name: College of Southern Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Program offerings commencing 2024-2025								
Community Emergency Medical Service	AAS	Region IV	Regional	Fall 2024	EMS (EMT and Paramedic) may be trained to provide community health services. Community Health EMS work as part of a health care team to extend care to patient households. Community Health EMS coordinate the patient's primary care to provide transitional care, vaccinations, medication inventories, resource coordination, basic medical therapeutics, etc. Courses will be delivered in a traditional manner with some available online.	New funds	N/A	
Emergency Dispatch	BTC	Region IV	Regional	Fall 2024	County or city municipalities employ emergency dispatchers to coordinate response to emergency needs. Traditional with some portion available online	New funds		
Spanish for Heritage Speakers	AA	Region IV	Regional	Fall 2024	Designed to meet the needs of students who have grown up in an environment in which Spanish is spoken or who have acquired their language skills in a non-academic environment focused on informal communication. Traditional with some portion available online	New faculty member	N/A	
Teacher Education	BAS	Region IV	Regional	Fall 2024	Exploring possibility/feasibility and need for program which may have specific application for CTE instructor certification. Traditional with some portion available online	Must be self-support as per Idaho Code	N/A	
Program offerings commencing 2025-2026								
No proposed programs at this time								

THREE-YEAR PLAN
Proposed Regional Programs

Institution Name: College of Western Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other: Student Cost
Program offerings commencing 2023-2024								
Certified Surgical First Assistant	Specialized Certificate	Region III	Regional	Fall 2023	This is a new enhanced post certification (credential) for surgical technologists. It expands their role in the operating room and enables them to increase their scope of practice. Surgical Technologists with this credential are either employed by hospitals, or by surgeons in the first assist role. MOD: in person; some online didactic National accreditation (ARC/STSA), (ASA)	New (launch) Limited Expanded State Funding Needed or internal reallocation Personnel: adjunct		tuition and fees; special course fees TBD
Leadership/ Project Management	AAS	Region III	Regional	Fall 2023	Focused on students with prior experience in management, government, nonprofit, military or other industry leadership. Provide opportunity to customize trainings to enhance skills and fill gaps. Graduates will be able to transfer to BSU (Interdisciplinary Professional Studies) or other BAS programs. MOD: didactic online; skills in person State and federal accreditation	Expansion Reallocation of institutional resources		tuition and fees; special course fees TBD
Semi-Conductor Technician	AAS	Region III	Regional	Fall 2023	Train students to work on the manufacturing of semi-conductors. MOD: didactic online: skills in person State and federal accreditation	Expansion Outside grants/New state funding or reallocation of institutional resources Personnel: Coordinator and admin support		tuition and fees; special course fees TBD

Institution Name: College of Western Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other: Student Cost
Software Development	Specialized Certificate	Region III	Regional	Fall 2023	This is an expansion of the existing program in response to industry needs for advanced administrators. Students will be able to develop applications including VR and software in or on computer, android or IOS platforms. MOD: Hybrid	Expanding and strengthening Leveraging existing resources		Tuition and course fees
Program offerings commencing 2024-2025								
Cyber-Security Infrastructure	Specialized Certificate	Region III	Regional	Fall 2024	Expanding Cyber-Security Training to include more thorough training in legality around cyber issues and incident response training. MOD: didactic online; skills in person Program Accreditation (CAE)	Expanded State Funding Needed or internal reallocation Personnel: 1 FTE		tuition and fees; special course fees TBD
Data Analytics	Specialized Certificate	Region III	Regional	Fall 2024	The analysis of data through inspecting, cleansing, and modeling data with the goal of discovering useful information conclusions that support business decision-making. MOD: Online	Expansion New state funding or reallocation of institutional resources Personnel: adjunct		tuition and fees; special course fees TBD
Digital Photography	AAS or AS	Region III	Regional	Fall 2024	Digital photography and digital photo editing, Adobe Lightroom and Photoshop software. This will align with local high school CTE programs in digital photography. MOD: didactic online; skills in person State and federal accreditation	Expansion New state funding/reallocation of institutional resources Personnel: 1 FTE		tuition and fees; special course fees TBD
Robotics Technician	AAS	Region III	Regional	Fall 2024	The focus of this program would be the Maintenance and repair of robots, welding and repairing broken and run down parts, and programming logic controllers (PLC) Assists engineers in design and developing applications for robots. MOD: didactic online: skills in person State and federal accreditation	Outside grants/New state funding or reallocation of institutional resources Personnel: 1 FTE, Admin support		tuition and fees; special course fees TBD

Institution Name: College of Western Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other: Student Cost
Wildland Fire	AAS	Region III	Regional	Fall 2024	Degree currently exists as an AAS but was inactive to do research and revision. A wildland fire course offering was established within the Natural Resources degree to allow transfer to UI. Continue to monitor changes within the wildland fire industry and will revisit the AAS degree if the new 301 job series warrants as such. A current challenge is U or I does not have a bachelor pathway that accepts AAS credits. MOD: didactic online; skills in person State and federal accreditation	Expansion Reallocation of institutional resources Personnel: admin support		tuition and fees; special course fees TBD
Program offerings commencing 2025-2026								
Artificial Intelligence	AS	Region III	Regional	Fall 2025	The Associate in Applied Science (AAS) in Artificial Intelligence and Machine Learning focuses on building machine learning models that can be used for predicting, making decisions and enhancing human capabilities. The program prepares students for entry level positions in a variety of fields using artificial intelligence, including: information technology, automotive, healthcare, aerospace, industrial, and manufacturing industries. Program content includes an introduction to artificial intelligence and machine learning, natural language processing, computer vision, and artificial intelligence for business solutions and other applications. The curriculum also includes coursework in computer programming, math, engineering, and statistics. MOD: didactic online; skills in person State and federal accreditation	New Outside grants/New state funding or reallocation of institutional resources Personnel: 1 FTE		tuition and fees; special course fees TBD

Institution Name: College of Western Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other: Student Cost
e-Sports Management	Academic Certificate	Region III	Regional	Fall 2025	This certificate program provides knowledge and skills to enter the e-sports industry including introduction to e-sports, e-sports coaching, e-sports branding and marketing, e-sports communications, and e-sports operations. MOD: didactic online; skills in person State and federal accreditation	New Outside grants/New state funding or reallocation of institutional resources Personnel: 1 FTE		tuition and fees; special course fees TBD
Professional Sales: Account Manager/Technical Sales/Retail Management	Academic Certificate	Region III	Regional	Fall 2025	Manages client accounts for a company. Develops and maintains communication with company clients, promotes sales and services, and works to resolve problems. Accounts may be for product sales, advertising or marketing services or financial services such as banking. MOD: didactic online; skills in person State and federal accreditation	Expansion New state funding or reallocation of institutional resources		tuition and fees; special course fees TBD

THREE-YEAR PLAN
Proposed Regional Programs**Institution Name: North Idaho College**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Program offerings commencing 2022-2023								
Detention Center Training - POST	Technical Certificate-8 week course.	Region I Post Falls Training Center - POST	Regional	Spring 2023	Detention Center prepares officers to supervise and control inmate behavior during the operation of the detention center; communicate effectively and coherently with other staff or inmates; perform searches of people, vehicles, mail items; transport or escort inmates using handcuffs and other approved restraints; read and comprehend legal and non-legal documents; maintain weapons, equipment and uniforms in functional condition as prescribed for by departmental policy; collect, resolve and/or direct to appropriate individual or division, inmate complaints, grievances or requests; prepare investigative reports; observe and control visitors and inmates prior to, during and after visits.	Room at the WFTC/Zoom option needed. Will use some space and resources at POST in collaboration with the Patrol Academy.	MOU is being processed in collaboration with the local agencies.	
Program offerings commencing 2023-2024								
Advanced Manufacturing	Intermediate Technical Certificate Advanced Technical Certificate Associate of Applied Science	Coeur d'Alene/Region I	Regional	Fall 2023	Advanced Manufacturing is a multifaceted field that utilizes many areas of studying including electrical, automation, computers, Computer Aided Design, Materials, basic machining concepts, basic welding, composites, blueprint reading, fabrication, quality assurance, and mechanical systems. The Advanced Manufacturing program is designed to prepare students for employment as entry-level technicians, and emphasizes extensive practical experience in both theory and laboratory setting using mock-up equipment and assemblies similar to those found in industry. Method of Delivery: Hybrid	No additional resources		

Institution Name: North Idaho College

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Construction Management	Associate of Science	Coeur d'Alene/Region I	Regional	Fall 2023	The Construction Management program is designed to prepare students for entry-level employment in the residential and commercial construction trades as well as offer the opportunity to transfer to a 4 year institution or progress to the proposed 4 year degree that NIC will offer in 2021. The program will emphasize extensive practical experience in both theory and laboratory settings as well as cooperative education opportunities. Method of delivery: Face-to-Face theory and lab	None, the program will draw on existing faculty and resources.		ITC and AAS is in place; waiting on articulation agreement from BSU
Medical Laboratory Technology	Associate of Science	Coeur d'Alene/Region I LCSC/Region II CWI/Region III CSI/Region IV ISU/Region V CEI/Region VI	Regional	Fall 2023	Many opportunities await those choosing careers in medicine and science. One of the most rewarding is medical laboratory technology. As members of the medical team, technicians work side by side with medical technologists and pathologists and have relatively less contact with patients. Medical laboratory technicians (MLTs) perform a great variety of scientific laboratory procedures, utilizing automated computerized instrumentation, all of which aid in the detection, diagnosis and treatment of disease. Method of delivery: hybrid.	No additional resources	MOUs developed as/if requested by institutions	
Mobile Food Truck Management	Intermediate Technical Certificate (CC1)	Coeur d'Alene/Region 1	Regional	Fall 2023	The Mobile Food Truck Management certificate provides specific training required to prepare students to assume positions in catering and food trucks. Students will learn the fundamentals of kitchen equipment, tools, basic cooking, menu prep, teamwork, sanitation and safety, to meet the growing demand for trained professionals in the food truck industry. This program will help guide one through the steps of planning, starting and maintaining a food truck or food cart. Graduates should qualify for ownership of a food truck. Method of Delivery: Hybrid	May seek state funding for 1 FTE faculty member		

Institution Name: North Idaho College

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Program offerings commencing 2024-2025								
Aviation Maintenance, Airframe	AAS	Coeur d'Alene/Region I	Regional	Fall 2024	The Federal Aviation Administration (FAA) rating for "Airframe" authorizes mechanics to work on the overall aircraft, except the powerplant (engine). A mechanic holding the FAA's <i>Airframe</i> endorsement can perform maintenance independently and sign for their work. NIC is considering resuming training in this field and maintaining <i>Aviation Maintenance Training School certification FAA 4NIT612K. Method of Delivery: Face-to-face</i>	Seek institutional, state and grant support to equip, man and house the program so training can be resumed. A.A.S. pathway is currently not active and is withheld from catalog.		
Radiography Technology: CT	Certificate	Coeur d'Alene/Region I	Regional	Fall 2024	The Computed Tomography (CT) technical certificate program provides educational opportunities to the post-graduate registered Radiologic Technologist, registered Radiation Therapist, and registered Nuclear Medicine Technologist in good standing. It provides students with the knowledge needed to perform CT exams and to sit for the Post-Primary Computed Tomography Certification Examination. The academic component is designed to meet competency requirements of the American Registry of Radiologic Technologists (ARRT) exam in Computed Tomography. Method of Delivery: Face-to-Face	Use of additional adjuncts		First priority is to increase enrollment cycle annually for AAS Rad Tech program. Then will look to add this certification.

Institution Name: North Idaho College

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Registered Nursing	Bachelor of Science in Nursing	Coeur d'Alene/Region I	Regional	Fall 2024	At the recent Idaho Nursing Workforce Summit in Boise, a call to action was presented to each school of nursing to increase graduate #s by 30 between now and 2025. Even at this, Idaho will have 1000 vacancies in 2025. Moreover, of significance to NIC, the need for bachelor prepared nurses is paramount. With NIC's commitment to excellence in nursing education by developing distinguished graduate nurses who are prepared to meet the health care needs of the community and seek to advance the profession, partners are requesting NIC seek approval for a BSN. Method of Delivery: Hybrid	N/A		
Potential Program offerings 2025-2026								
Surgical First Assist	AAS	Coeur d'Alene/Region I	Regional	2025-2026	Advanced training for students who are already Certified Surgical Technologists to achieve a higher level of performance in the operating room. The role of the first assistant is to assist surgeon by performing advanced technical skills during surgical procedures. Method of Delivery: Hybrid	Use of additional adjuncts		Looking at implementation 2025-2026. Advisory Committee stated not a priority at this time.

Idaho State Board of Education
Program Inventory

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/ Regional	Delivery Methods
BSU	Hazard and Climate Resiliency Institute	00.0000	N/A		Arts and Sciences	Geosciences	Boise	Regional	
BSU	Institute for Advancing American Values	00.0000	N/A		Office of the President		Boise	Regional	Traditional (face-to-face)
BSU	Institute for Pervasive Cybersecurity	00.0000	A.A.		Engineering		Boise	Regional	
BSU	Institute for Pervasive Cybersecurity	00.0000	N/A		Engineering		Boise	Regional	
BSU	Intermediate Basque	00.0000	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	Policy Research	00.0000	Graduate Certificate		School of Public Service		Boise	Regional	Traditional (face-to-face)
BSU	Redfish Environmental Data Institute	00.0000	N/A		Arts and Sciences		Boise	Regional	
BSU	School of the Environment	00.0000	N/A		Arts and Sciences		Boise	Regional	
CSI	Agriculture	00.0000	AAS		Agriculture		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	IT Development and Security	00.0000	AAS		Business and Information Systems		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	Honors Program	00.0000	AA		School of Arts and Humanities	Visual and Performing Arts	Boise Nampa	Regional	
ISU	Community and Public Health	00.0000	BA		Health Sciences/Health Professions	Community and Public Health	Meridian Pocatello	Regional	Hybrid Traditional (face-to-face)
ISU	Community and Public Health	00.0000	BS		Health Sciences/Health Professions	Community and Public Health	Meridian Pocatello	Regional	Hybrid Traditional (face-to-face)
ISU	Department of Physics	00.0000	AA		Science and Engineering	Physics	Idaho Falls Pocatello	Regional	
ISU	Didactic Program in Dietetics Required Courses	00.0000	BS		Health Sciences/Health Professions	Nutrition and Dietetics	Pocatello	Regional	Traditional (face-to-face)
ISU	Earth Sciences	00.0000	BA		Education		Pocatello	Regional	Online
ISU	English as a Second Language	00.0000	M Ed		Education	Teaching and Educational Studies	Pocatello	Regional	Traditional (face-to-face)
ISU	Idaho State Dept. of Education Administrator Certificate with Superintendent Endorsement	00.0000	Undergraduate Certificate		Education	Teaching and Educational Studies	Pocatello	Regional	Traditional (face-to-face)
ISU	Instructional unit: Dept. of Human Performance and Sport Studies	00.0000	BA		Education	Human Performance and Sports Studies		Regional	
ISU	Pharmaceutical Sciences (PSCI): Pharmaceutics	00.0000	MS		Health Sciences/Pharmacy	Biomedical and Pharmaceutical Sciences	Pocatello	Statewide	Hybrid
ISU	Pharmaceutical Sciences (PSCI): Pharmaceutics	00.0000	Ph.D.		Health Sciences/Pharmacy	Biomedical and Pharmaceutical Sciences	Pocatello	Statewide	Hybrid
ISU	Pre-Audiology	00.0000	Professional Certificate		Health Sciences/Rehabilitation and Communication Sciences	Communication Sciences and Disorders	Pocatello	Regional	Traditional (face-to-face)
ISU	Pre-Speech-Language Pathology	00.0000	Professional Certificate		Health Sciences/Rehabilitation and Communication Sciences	Communication Sciences and Disorders	Pocatello	Regional	Traditional (face-to-face)
ISU	Requirements for Elementary Education Standard Certification Only	00.0000	BA		Education	Teaching and Educational Studies	Pocatello	Regional	Traditional (face-to-face)

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/Regional	Delivery Methods
ISU	Small Business Technology	00.0000	AAS		Technology	Business and Support Services	Pocatello	Regional	Traditional (face-to-face)
ISU	Small Business Technology	00.0000	BTC		Technology	Business and Support Services	Pocatello	Regional	Traditional (face-to-face)
LCSC	Accounting	00.0000	BS		Professional Studies	Business	Lewiston	Regional	Traditional (face-to-face)
LCSC	Bioinformatics	00.0000	BA		Liberal Arts and Sciences	Movement and Sports Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Bioinformatics	00.0000	BS		Liberal Arts and Sciences	Movement and Sports Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Computed Tomography	00.0000	BA		Professional Studies	Nursing and Health Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Computed Tomography	00.0000	BS		Professional Studies	Nursing and Health Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Cyber Management	00.0000	BA/BS		Professional Studies	Business	Lewiston	Regional	Online Traditional (face-to-face)
LCSC	Division of Movement and Sports Science	00.0000	NA		Liberal Arts and Sciences	Movement and Sports Sciences		Regional	
LCSC	Electronics Engineering Technology	00.0000	AAS		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Electronics Engineering Technology	00.0000	BAS		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Fitness	00.0000	Undergraduate Certificate		Liberal Arts and Sciences	Movement and Sports Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Human Resource Management	00.0000	Undergraduate Certificate		Professional Studies	Business	Lewiston	Regional	Traditional (face-to-face)
LCSC	Interdisciplinary Studies	00.0000	AAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Leadership	00.0000	Undergraduate Certificate		Professional Studies	Business	Lewiston	Regional	Traditional (face-to-face)
LCSC	Management with Human Resource Emphasis	00.0000	BA		Professional Studies	Business	Lewiston	Regional	Traditional (face-to-face)
LCSC	Management with Human Resource Emphasis	00.0000	BS		Professional Studies	Business	Lewiston	Regional	Traditional (face-to-face)
LCSC	Marketing	00.0000	AS		Professional Studies	Business	Lewiston	Regional	Traditional (face-to-face)
LCSC	Marketing Management	00.0000	Undergraduate Certificate		Professional Studies	Business	Lewiston	Regional	Traditional (face-to-face)
LCSC	Movement Psychology	00.0000	Undergraduate Certificate		Liberal Arts and Sciences	Movement and Sports Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Nursing Management and Leadership	00.0000	Undergraduate Certificate		Professional Studies	Nursing and Health Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Professional Writing	00.0000	Undergraduate Certificate		Liberal Arts and Sciences	Humanities	Lewiston	Regional	Traditional (face-to-face)
LCSC	Secondary Education: Communication Arts	00.0000	BA		Professional Studies	Teacher Education	Lewiston	Regional	Traditional (face-to-face)
LCSC	Secondary Education: Communication Arts	00.0000	BS		Professional Studies	Teacher Education	Lewiston	Regional	Traditional (face-to-face)
LCSC	Sports Marketing	00.0000	Undergraduate Certificate		Liberal Arts and Sciences	Movement and Sports Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Sports Media Studies	00.0000	BA		Professional Studies/Liberal Arts	Teacher Education/Humanities	Lewiston	Regional	Traditional (face-to-face)
LCSC	Sports Media Studies	00.0000	BS		Professional Studies/Liberal Arts	Teacher Education/Humanities	Lewiston	Regional	Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/ Regional	Delivery Methods
LCSC	Sports Nutrition	00.0000	Undergraduate Certificate		Liberal Arts and Sciences	Movement and Sports Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Web Design	00.0000	ITC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Web Design and Social Media	00.0000	Undergraduate Certificate		Liberal Arts and Sciences	Humanities	Lewiston	Regional	Traditional (face-to-face)
UI	Department of Clinical Medicine	00.0000	Professional		WWAMI			Regional	
UI	Department of Medical Education	00.0000	Professional		WWAMI			Regional	
CSI	Agriculture	01.0000	AA		Agriculture		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Agribusiness	01.0101	AA		Agriculture		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Agribusiness	01.0101	ITC		Agriculture		Twin Falls	Regional	Hybrid Traditional (face-to-face)
UI	Agribusiness	01.0101	Minor		College of Agriculture and Life Sciences	Agricultural Economics and Rural Sociology	Moscow	Regional	Traditional (face-to-face)
UI	Agricultural Economics	01.0103	B.S.	Emphasis: 1) Applied Economics - 01.0103 2) Agribusiness - 01.0102	College of Agriculture and Life Sciences	Agricultural Economics and Rural Sociology	Moscow	Statewide	Traditional (face-to-face)
UI	Agriculture Commodity and Risk Management	01.0103	Certificate-UG		College of Agriculture and Life Sciences	Agricultural Economics and Rural Sociology	Moscow	Regional	Traditional (face-to-face)
UI	Applied Economics	01.0103	M.S.	Emphasis: 1) Applied Economics 2) Agribusiness 3) Natural Resources	College of Agriculture and Life Sciences	Agricultural Economics and Rural Sociology	Moscow	Statewide	Traditional (face-to-face)
CSI	Geospatial Technology	01.0106	BTC		Agriculture		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	Agriculture Business, Leadership and Education	01.0199	AA		School of Math and Science	Physical and Agricultural Sciences	Nampa	Regional	Hybrid Traditional (face-to-face)
UI	Agricultural Systems Management	01.0201	B.S.		College of Agriculture and Life Sciences	Soil and Water Systems	Moscow	Regional	Online Traditional (face-to-face)
UI	Agricultural Systems Management	01.0201	Minor		College of Agriculture and Life Sciences	Soil and Water Systems	Moscow	Regional	Online Traditional (face-to-face)
UI	Precision Agriculture	01.0299	Certificate-UG		College of Agriculture and Life Sciences	Soil and Water Systems	Moscow	Regional	Online Traditional (face-to-face)
CSI	Animal Science Livestock Technician	01.0302	ITC		Agriculture		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Aquaculture	01.0303	AAS		Agriculture		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Aquaculture	01.0303	ITC		Agriculture		Twin Falls	Regional	Hybrid Traditional (face-to-face)
UI	Aquaculture	01.0303	Minor		College of Natural Resources	Fish and Wildlife Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Crop Management	01.0304	Minor		College of Agriculture and Life Sciences	Plant Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Sustainable Food Systems	01.0308	B.S.		College of Agriculture and Life Sciences	Soil and Water Systems	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
CWI	Horticulture Technology, Horticulturist	01.0601	AAS		School of Math and Science	Physical and Agricultural Sciences	Nampa	Regional	Traditional (face-to-face)
CWI	Horticulture Technology, Horticulturist	01.0601	ATC		School of Math and Science	Physical and Agricultural Sciences	Nampa	Regional	Traditional (face-to-face)
CWI	Horticulture Technology, Horticulturist	01.0601	ITC		School of Math and Science	Physical and Agricultural Sciences	Nampa	Regional	Traditional (face-to-face)
UI	Forest Nursery Management and Technology	01.0606	A.S.		College of Natural Resources	Forest, Rangeland and Fire Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Agricultural Extension Education	01.0801	Minor		College of Agriculture and Life Sciences	Agricultural and Extension Education	Moscow	Regional	Traditional (face-to-face)

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Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/Regional	Delivery Methods
UI	Agricultural Communications and Leadership	01.0802	Minor		College of Agriculture and Life Sciences	Agricultural and Extension Education	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Agricultural Science, Communication and Leadership	01.0802	B.S.		College of Agriculture and Life Sciences	Agricultural and Extension Education	Boise Coeur d'Alene Moscow	Regional	Online Traditional (face-to-face)
CSI	Animal Science	01.0901	AAS		Agriculture		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Animal Science	01.0901	AS		Agriculture		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	Animal and Veterinary Science	01.0901	AS		School of Math and Science	Physical and Agricultural Sciences	Nampa	Regional	Traditional (face-to-face)
UI	Animal and Veterinary Science	01.0901	B.S.	Options: 1) Business 2) Dairy Science 3) Production 4) Science/Pre-veterinary	College of Agriculture and Life Sciences	Animal, Veterinary Science, and Food Sciences	Moscow	Statewide	Traditional (face-to-face)
UI	Animal Science	01.0901	M.S.		College of Agriculture and Life Sciences	Animal, Veterinary Science, and Food Sciences	Moscow	Statewide	Traditional (face-to-face)
UI	Animal Science	01.0901	Minor		College of Agriculture and Life Sciences	Animal, Veterinary Science, and Food Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Food Science	01.1001	B.S.		College of Agriculture and Life Sciences	Food Sciences	Moscow	Statewide	Traditional (face-to-face)
UI	Food Science	01.1001	M.S.		College of Agriculture and Life Sciences	Food Sciences	Moscow	Statewide	Traditional (face-to-face)
UI	Food Science	01.1001	Minor		College of Agriculture and Life Sciences	Food Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Food Science	01.1001	Ph.D.		College of Agriculture and Life Sciences	Food Sciences	Moscow	Statewide	Traditional (face-to-face)
CSI	Food Processing Technology	01.1002	AAS		Agriculture		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Food Processing Technology	01.1002	BTC		Agriculture		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Food Processing Technology	01.1002	ITC		Agriculture		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	Fermentation Science	01.1099	Undergraduate Certificate		School of Math and Science	Physical and Agricultural Sciences	Nampa	Regional	Online Traditional (face-to-face)
UI	Plant Science	01.1101	M.S.		College of Agriculture and Life Sciences	Plant Sciences	Coeur d'Alene Moscow	Statewide	Online Traditional (face-to-face)
UI	Plant Science	01.1101	Ph.D.		College of Agriculture and Life Sciences	Plant Sciences	Coeur d'Alene Moscow	Statewide	Online Traditional (face-to-face)
UI	Crop Science	01.1102	B.S.		College of Agriculture and Life Sciences	Plant Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Crop Science	01.1102	Minor		College of Agriculture and Life Sciences	Plant Sciences	Moscow	Regional	Traditional (face-to-face) Web/video
UI	Horticulture	01.1103	Minor		College of Agriculture and Life Sciences	Plant Sciences	Moscow	Regional	Traditional (face-to-face) Web/video
UI	Horticulture and Urban Agriculture	01.1103	B.S.		College of Agriculture and Life Sciences	Plant Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Plant Protection	01.1105	Minor		College of Agriculture and Life Sciences	Entomology, Plant Pathology and Nemotology	Coeur d'Alene Moscow	Regional	Traditional (face-to-face) Web/video
UI	Rangeland Conservation	01.1106	B.S.		College of Natural Resources	Forest, Rangeland and Fire Sciences	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Rangeland Ecology and Management	01.1106	Minor		College of Natural Resources	Forest, Rangeland and Fire Sciences	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)

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Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/Regional	Delivery Methods
UI	Soil and Land Resources	01.1201	M.S.		College of Agriculture and Life Sciences	Soil and Water Systems	Coeur d'Alene Moscow	Regional	Online Traditional (face-to-face)
UI	Soil and Land Resources	01.1201	Ph.D.		College of Agriculture and Life Sciences	Soil and Water Systems	Coeur d'Alene Moscow	Regional	Online Traditional (face-to-face)
UI	Soil Science	01.1201	Minor		College of Agriculture and Life Sciences	Soil and Water Systems	Coeur d'Alene Moscow	Regional	Traditional (face-to-face) Web/video
UI	Environmental Soil Science	01.1299	B.S.		College of Agriculture and Life Sciences	Soil and Water Systems	Moscow	Regional	Traditional (face-to-face)
BSU	Pre-Veterinary Studies Medicine	01.1302	B.S.		Health Sciences		Boise	Regional	Traditional (face-to-face)
NIC	Pre-Veterinary Medicine	01.1302	AS		Natural Sciences Division	Biology	Coeur d'Alene	Regional	Hybrid Traditional (face-to-face)
CSI	Veterinary Technology/Assistant	01.8301	AAS		Agriculture			Regional	Hybrid Traditional (face-to-face)
CSI	Veterinary Technology/Assistant	01.8301	ITC		Agriculture		Twin Falls	Regional	Hybrid Traditional (face-to-face)
BSU	Human-Environment Systems	03.0101	Graduate Certificate		Innovation and Design		Boise	Regional	Traditional (face-to-face)
CWI	Biology, Natural Resource emphasis	03.0101	AS		School of Math and Science	Biological Sciences	Nampa	Regional	Hybrid Traditional (face-to-face)
NIC	Forestry/Wildlife/Range Management	03.0101	AS		Natural Sciences Division	Biology	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
UI	Tribal Natural Res Stewardship	03.0101	Certificate-UG		College of Natural Resources	Fish and Wildlife Sciences	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
BSU	Environmental Education	03.0103	Undergraduate Certificate		School of Public Service		Boise	Regional	Traditional (face-to-face)
BSU	Environmental Studies	03.0103	B.A.		School of Public Service	Environmental Studies	Boise	Regional	Traditional (face-to-face)
ISU	Environmental Science and Management	03.0104	MS		Science and Engineering	Civil and Environmental Engineering	Pocatello	Regional	Traditional (face-to-face)
NIC	Environmental Sciences	03.0104	AS		Natural Sciences Division	Biology	Post Falls	Regional	Hybrid Online Traditional (face-to-face)
UI	Environmental Science	03.0104	B.S.	Options: 1) Biological Science 2) Physical Science 3) Physical Science 2 4) Social Science 5) Biophysical Science	College of Natural Resources	Environmental Science	Moscow	Regional	Hybrid Online Traditional (face-to-face)
UI	Environmental Science	03.0104	M.S.	Options: 1) Biological Science 2) Physical Science 3) Physical Science 2 4) Social Science 5) Biophysical Science	College of Natural Resources	Environmental Science	Moscow	Regional	Hybrid Online Traditional (face-to-face)
UI	Environmental Science	03.0104	Ph.D.	Options: 1) Biological Science 2) Physical Science 3) Physical Science 2 4) Social Science 5) Biophysical Science	College of Natural Resources	Environmental Science	Moscow	Regional	Hybrid Online Traditional (face-to-face)
UI	Natural Resources and Environmental Science	03.0104	P.S.M.	Options: 1) Water Resources Management	College of Natural Resources	Environmental Science	Moscow	Regional	Hybrid Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/ Regional	Delivery Methods
				2) Environmental Contamination 3) Sustainability Science 4) Climate Change Science 5) Management of Regulated River Systems 6) Ecohydrology Science and Management					
UI	Remote Sensing of Environment	03.0104	Certificate-UG		College of Natural Resources	Natural Resources and Society	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Remote Sensing of the Environment	03.0104	Certificate-GR		College of Natural Resources	Natural Resources and Society	Moscow	Regional	Hybrid
UI	Natural Resource Management	03.0199	Certificate-UG		College of Natural Resources	Forest, Rangeland and Fire Sciences	Moscow	Regional	Online Traditional (face-to-face)
UI	Environmental Communication	03.0201	Minor		College of Natural Resources	Natural Resources and Society	Moscow	Regional	Traditional (face-to-face)
UI	Natural Resources	03.0201	M.N.R.	Options: 1) Integrated Natural Resources - 03.0201 2) Fire Ecology and Management - 03.0201 3) Environmental Education and Science Communication - 13.1338	College of Natural Resources	Natural Resources and Society	Moscow	Statewide	Online
UI	Natural Resources	03.0201	M.S.		College of Natural Resources	Natural Resources and Society	Moscow	Statewide	Traditional (face-to-face)
UI	Natural Resources	03.0201	Minor		College of Natural Resources	Natural Resources and Society	Moscow	Regional	Traditional (face-to-face)
UI	Natural Resources	03.0201	Ph.D.		College of Natural Resources	Natural Resources and Society	Moscow	Statewide	Traditional (face-to-face)
UI	Natural Resources and Conservation	03.0201	Minor		College of Natural Resources	Natural Resources and Society	Moscow	Regional	Traditional (face-to-face)
UI	Natural Resources and Environmental Law	03.0201	Certificate-GR		College of Law		Moscow	Regional	Traditional (face-to-face)
UI	Natural Resource Economics	03.0204	Minor		College of Agriculture and Life Sciences	Agricultural Economics and Rural Sociology	Moscow	Regional	Traditional (face-to-face)
UI	Fisheries Science (B.S.)	03.0301	B.S.		College of Natural Resources	Fish and Wildlife Sciences	Moscow	Statewide	Traditional (face-to-face)
UI	Fishery Resources	03.0301	Minor		College of Natural Resources	Fish and Wildlife Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Forestry	03.0501	B.S.		College of Natural Resources	Forest, Rangeland and Fire Sciences	Moscow	Statewide	Traditional (face-to-face)
UI	Forestry Resources	03.0502	Minor		College of Natural Resources	Forest, Rangeland and Fire Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Fire Ecology and Management	03.0506	B.S.		College of Natural Resources	Forest, Rangeland and Fire Sciences	Moscow	Statewide	Traditional (face-to-face)
UI	Fire Ecology, Management and Technology	03.0506	Certificate-GR		College of Natural Resources	Forest, Rangeland and Fire Sciences	Moscow	Regional	Online Traditional (face-to-face)
UI	Fire, Ecology & Management	03.0506	Minor		College of Natural Resources	Forest, Rangeland and Fire Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Forest and Sustainable Products	03.0509	B.S.		College of Natural Resources	Forest, Rangeland and Fire Sciences	Coeur d'Alene Moscow	Statewide	Traditional (face-to-face)

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Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/Regional	Delivery Methods
UI	Renewable Materials	03.0509	Minor		College of Natural Resources	Forest, Rangeland and Fire Sciences	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Forest Operations	03.0510	Minor		College of Natural Resources	Forest, Rangeland and Fire Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Forest Operations and Technology	03.0511	A.S.		College of Natural Resources	Forest, Rangeland and Fire Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Wildland Fuel and Fire Technology	03.0511	A.S.		College of Natural Resources	Forest, Rangeland and Fire Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Parks, Protected Areas and Wilderness Conservation	03.0601	Minor		College of Natural Resources	Natural Resources and Society	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Wildlife Sciences	03.0601	B.S.		College of Natural Resources	Fish and Wildlife Sciences	Coeur d'Alene Moscow	Statewide	Online Traditional (face-to-face)
UI	Wildlife Sciences	03.0601	Minor		College of Natural Resources	Fish and Wildlife Sciences	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Architecture	04.0201	M.		College of Art and Architecture	Architecture	Boise Moscow	Statewide	Hybrid Online Traditional (face-to-face)
UI	Architecture	04.0201	Minor		College of Art and Architecture	Architecture	Boise Moscow	Regional	Online Traditional (face-to-face) Web/video
UI	Architecture (Region III-First 2 years)	04.0201	B.S.		College of Art and Architecture	Architecture	Boise Moscow	Statewide	Hybrid Online Traditional (face-to-face)
UI	Integrated Architecture and Design	04.0201	M.S.		College of Art and Architecture	Architecture	Moscow	Regional	Traditional (face-to-face)
UI	Interior Architecture and Design	04.0501	B.I.A.D.		College of Art and Architecture	Interior Design	Boise Moscow	Statewide	Traditional (face-to-face)
UI	Landscape Architecture	04.0601	B.S.		College of Art and Architecture	Landscape Architecture	Boise Moscow	Statewide	Traditional (face-to-face)
UI	Landscape Architecture	04.0601	M.L.A.		College of Art and Architecture	Landscape Architecture	Boise Moscow	Statewide	Traditional (face-to-face)
UI	Landscape Architecture	04.0601	Minor		College of Art and Architecture	Landscape Architecture	Moscow	Regional	Traditional (face-to-face)
UI	American Studies	05.0102	Minor		College of Letters, Arts and Social Sciences		Moscow	Regional	Traditional (face-to-face)
UI	Asian Studies	05.0103	Minor		College of Letters, Arts and Social Sciences	Modern Languages and Cultures	Moscow	Regional	Traditional (face-to-face)
BSU	Basque Cultural Studies	05.0106	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
UI	Latin-American Studies	05.0107	B.A.		College of Letters, Arts and Social Sciences		Moscow	Regional	Traditional (face-to-face)
UI	Africana Studies	05.0201	Minor		College of Letters, Arts and Social Sciences		Moscow	Regional	Traditional (face-to-face)
NIC	American Indian Studies	05.0202	AA		Social and Behavioral Sciences Division	American Indian Studies	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
NIC	American Indian Studies	05.0202	Undergraduate Certificate		Social and Behavioral Sciences Division	American Indian Studies	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
UI	American Indian Studies	05.0202	Minor		College of Letters, Arts and Social Sciences		Moscow	Regional	Hybrid
BSU	Latinx Community Engagement	05.0203	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Online

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/ Regional	Delivery Methods
UI	Women's and Gender Studies	05.0207	Minor		College of Letters, Arts and Social Sciences		Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
ISU	Gender and Sexuality Studies (online)	05.0299	Minor		Arts and Letters	Sociology, Social Work, and Criminology		Regional	Online Web/video
BSU	Communication Management	09.0100	Undergraduate Certificate		Arts and Sciences	Communication and Media	Boise	Regional	Online
ISU	Communication	09.0100	BA		Arts and Letters	Communication, Media and Persuasion	Pocatello	Regional	Hybrid
ISU	Communication	09.0100	MA		Arts and Letters	Communication, Media and Persuasion	Pocatello	Regional	Traditional (face-to-face)
ISU	Communication (online)	09.0100	MA		Arts and Letters	Communication, Media and Persuasion		Regional	Online Web/video
BSU	Communication	09.0101	B.A.		Arts and Sciences	Communication and Media	Boise	Regional	Traditional (face-to-face)
BSU	Communication	09.0101	M.A.		Arts and Sciences	Communication and Media	Boise	Regional	Traditional (face-to-face)
CSI	Communication	09.0101	AA		Social Science and Communication		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	Communication	09.0101	AA		School of Communication and Information Technologies	Communication, Marketing, and Media Arts	Nampa	Regional	Hybrid Traditional (face-to-face)
LCSC	Communication Arts	09.0101	BA		Liberal Arts and Sciences	Humanities	Lewiston	Regional	Online Traditional (face-to-face)
LCSC	Communication Arts	09.0101	BS		Liberal Arts and Sciences	Humanities	Lewiston	Regional	Online Traditional (face-to-face)
NIC	Communication	09.0101	AA		Communication, Fine Arts Division	Communications	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
NIC	Communication	09.0101	Undergraduate Certificate		Communication, Fine Arts Division	Communications	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
UI	Communication	09.0101	B.A.		College of Letters, Arts and Social Sciences	Psychology and Communications Studies	Moscow	Regional	Online
UI	Communication	09.0101	B.S.		College of Letters, Arts and Social Sciences	Psychology and Communications Studies	Moscow	Regional	Online
UI	Communication	09.0101	Minor		College of Letters, Arts and Social Sciences	Psychology and Communications Studies	Moscow	Regional	Hybrid
BSU	Digital Media Literacy	09.0102	Undergraduate Certificate		Arts and Sciences	Communication and Media	Boise	Regional	Traditional (face-to-face)
ISU	Communication - Emphasis in Social Media & Digital Communication	09.0102	BA		Arts and Letters	Communication, Media and Persuasion	Pocatello Pocatello	Regional	Traditional (face-to-face) Traditional (face-to-face)
ISU	Communication - Emphasis in Social Media & Digital Communication	09.0102	Emphasis		Arts and Letters	Communication, Media and Persuasion	Pocatello Pocatello	Regional	Traditional (face-to-face) Traditional (face-to-face)
ISU	Social Media	09.0102	Minor		Arts and Letters	Communication, Media and Persuasion	Pocatello	Regional	Traditional (face-to-face)
BSU	Media Arts	09.0199	B.A.		Arts and Sciences	Communication and Media	Boise	Regional	Traditional (face-to-face)
BSU	Media Content Management	09.0199	Undergraduate Certificate		Arts and Sciences	Communication and Media	Boise	Regional	Traditional (face-to-face)
BSU	Sport Innovation and Culture	09.0199	Undergraduate Certificate		Arts and Sciences	Communication and Media	Boise	Regional	Traditional (face-to-face)
CWI	Media Arts	09.0199	AA		School of Communication and Information Technologies	Computer Science and Information Technology	Nampa	Regional	Traditional (face-to-face)
NIC	Journalism	09.0401	AA		Communication, Fine Arts Division	Communications	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
UI	Journalism	09.0401	B.A.		College of Letters, Arts and Social Sciences	School of Journalism and Mass Media	Moscow	Regional	Traditional (face-to-face)

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Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/Regional	Delivery Methods
UI	Journalism	09.0401	B.S.		College of Letters, Arts and Social Sciences	School of Journalism and Mass Media	Moscow	Regional	Traditional (face-to-face)
UI	Journalism	09.0401	Minor		College of Letters, Arts and Social Sciences	School of Journalism and Mass Media	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
LCSC	Writing for the Web & Social Media	09.0702	Undergraduate Certificate		Liberal Arts and Sciences	Humanities	Lewiston	Regional	Hybrid
UI	Broadcasting and Digital Media	09.0702	B.A.		College of Letters, Arts and Social Sciences	School of Journalism and Mass Media	Moscow	Regional	Traditional (face-to-face)
UI	Broadcasting and Digital Media	09.0702	B.S.		College of Letters, Arts and Social Sciences	School of Journalism and Mass Media	Moscow	Regional	Traditional (face-to-face)
UI	Broadcasting and Digital Media	09.0702	Minor		College of Letters, Arts and Social Sciences	School of Journalism and Mass Media	Moscow	Regional	Traditional (face-to-face)
UI	Organizational Dynamics	09.0901	Certificate-UG		College of Letters, Arts and Social Sciences	Psychology and Communications Studies	Moscow	Regional	Hybrid
UI	Organizational Sciences	09.0901	B.S.		College of Letters, Arts and Social Sciences	Psychology and Communications Studies	Coeur d'Alene Moscow	Regional	Online Traditional (face-to-face)
BSU	Public Relations	09.0902	B.A.		Arts and Sciences	Communication and Media	Boise	Regional	Online
BSU	Public Relations	09.0902	Undergraduate Certificate		Arts and Sciences	Communication and Media	Boise	Regional	Traditional (face-to-face)
UI	Public Relations	09.0902	B.A.		College of Letters, Arts and Social Sciences	School of Journalism and Mass Media	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Public Relations	09.0902	B.S.		College of Letters, Arts and Social Sciences	School of Journalism and Mass Media	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Public Relations	09.0902	Minor		College of Letters, Arts and Social Sciences	School of Journalism and Mass Media	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Advertising	09.0903	B.A.		College of Letters, Arts and Social Sciences	School of Journalism and Mass Media	Moscow	Regional	Traditional (face-to-face)
UI	Advertising	09.0903	B.S.		College of Letters, Arts and Social Sciences	School of Journalism and Mass Media	Moscow	Regional	Traditional (face-to-face)
UI	Advertising	09.0903	Minor		College of Letters, Arts and Social Sciences	School of Journalism and Mass Media	Moscow	Regional	Traditional (face-to-face)
BSU	Conflict Management	09.9999	Graduate Certificate		School of Public Service		Boise	Regional	Traditional (face-to-face)
BSU	Conflict Management	09.9999	Undergraduate Certificate		School of Public Service		Boise	Regional	Traditional (face-to-face)
LCSC	Graphic Communications	10.0301	AAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Graphic Communications	10.0301	BAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
UI	Virtual Technologies	10.0304	Certificate-UG		College of Art and Architecture	Virtual Technology and Design	Boise Coeur d'Alene Moscow	Regional	Online
UI	Virtual Technology and Design	10.0304	B.S.		College of Art and Architecture	Virtual Technology and Design	Boise Coeur d'Alene Moscow	Regional	Hybrid Traditional (face-to-face)
CSI	Computer Science	11.0101	AS		Engineering, Physical, and Computer Sciences		Twin Falls	Regional	Hybrid Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/ Regional	Delivery Methods
CWI	Computer Science	11.0101	AS		School of Communication and Information Technologies	Computer Science and Information Technology	Boise Nampa	Regional	Traditional (face-to-face)
LCSC	Computer Science	11.0101	BA		Liberal Arts and Sciences	Natural Sciences and Mathematics	Lewiston	Regional	Online Traditional (face-to-face)
LCSC	Computer Science	11.0101	Minor		Liberal Arts and Sciences	Natural Sciences and Mathematics		Regional	Online Traditional (face-to-face)
BSU	Information Technology Mgmt	11.0103	B.B.A.		Business and Economics	Information Technology and Supply Chain Management	Boise	Regional	Traditional (face-to-face)
BSU	Information Technology Mgmt	11.0103	Minor		Business and Economics	Information Technology and Supply Chain Management		Regional	Traditional (face-to-face)
LCSC	Information Technology ATC	11.0103	ATC		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Information Technology BTC	11.0103	BTC		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
ISU	Data Analytics Emphasis (BBA) for all BBA majors	11.0104	Emphasis		Business	Informatics	Idaho Falls Pocatello	Regional	Some portion online Traditional (face-to-face)
LCSC	Business Informatics	11.0104	BA/BS		Professional Studies	Business	Lewiston	Regional	Traditional (face-to-face)
NIC	Computer Information Tech	11.0202	AAS		Business and Professional Programs	Computer Information Tech.	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
NIC	Computer Information Tech	11.0202	ATC		Business and Professional Programs	Computer Information Tech.	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
NIC	Computer Information Tech	11.0202	ITC		Business and Professional Programs	Computer Information Tech.	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
CWI	Swift Programming	11.0203	Undergraduate Certificate		School of Communication and Information Technologies	Computer Science and Information Technology	Boise	Regional	Traditional (face-to-face)
BSU	Computational Science	11.0701	Graduate Certificate		Arts and Sciences	Mathematics	Boise	Regional	Traditional (face-to-face)
BSU	Computer Science	11.0701	B.S.		Engineering	Computer Science	Boise	Regional	Traditional (face-to-face)
BSU	Computer Science	11.0701	M.S.		Engineering	Computer Science	Boise	Regional	Traditional (face-to-face)
BSU	Computer Science	11.0701	Minor		Engineering	Computer Science		Regional	Traditional (face-to-face)
BSU	Computer Science Teaching Endorsement	11.0701	Endorsement		Engineering	Computer Science		Regional	
BSU	Computing	11.0701	Ph.D		Engineering	Computer Science	Boise	Regional	Traditional (face-to-face)
BSU	Cybersecurity	11.0701	Graduate Certificate		Arts and Sciences	Mathematics	Boise	Regional	Traditional (face-to-face)
BSU	Cybersecurity	11.0701	Minor		Engineering	Computer Science		Regional	Traditional (face-to-face)
BSU	Data Science	11.0701	Undergraduate Certificate		Engineering	Computer Science	Boise	Regional	Traditional (face-to-face)
BSU	Machine Learning	11.0701	Graduate Certificate		Engineering	Computer Science	Boise	Regional	Traditional (face-to-face)
BSU	Machine Learning emphasis	11.0701	Emphasis		Engineering	Computer Science	Boise	Regional	Traditional (face-to-face)
ISU	Computer Science	11.0701	BS		Science and Engineering	Computer Science	Idaho Falls Pocatello	Regional	Hybrid
ISU	Computer Science	11.0701	MS		Science and Engineering	Computer Science	Idaho Falls Pocatello	Regional	Online
ISU	Earth and Environmental Systems	11.0701	BA		Science and Engineering	Geosciences	Pocatello	Regional	Hybrid
ISU	Earth and Environmental Systems	11.0701	BS		Science and Engineering	Geosciences	Pocatello	Regional	Hybrid
NIC	Computer Science	11.0701	AS		Math, Computer Science and Engineering Division	Computer Science	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/ Regional	Delivery Methods
UI	Computer Science	11.0701	B.S.		College of Engineering	Computer Science	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Computer Science	11.0701	M.S.		College of Engineering	Computer Science	Coeur d'Alene Moscow	Regional	Online
UI	Computer Science	11.0701	Minor		College of Engineering	Computer Science	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Computer Science	11.0701	Ph.D.		College of Engineering	Computer Science	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Secure & Depend Computing System	11.0701	Certificate-GR		College of Engineering	Computer Science	Coeur d'Alene Moscow	Regional	Online
CEI	Web and Application Development	11.0801	AAS		Business, Office, and Technology	Web Development Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Web and Application Development	11.0801	ITC		Business, Office, and Technology	Web Development Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Web Development Specialist	11.0801	AAS		Business, Office, and Technology	Web Development Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Web Development Specialist	11.0801	ATC		Business, Office, and Technology	Web Development Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Web Development Specialist	11.0801	ITC		Business, Office, and Technology	Web Development Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CSI	Digital Media	11.0801	AAS		Visual and Performing Arts		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Digital Media	11.0801	ITC		Visual and Performing Arts		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	Software Development	11.0801	AAS		School of Communication and Information Technologies	Computer Science and Information Technology	Boise	Regional	Traditional (face-to-face)
CWI	Software Development	11.0801	ATC		School of Communication and Information Technologies	Computer Science and Information Technology	Boise	Regional	Traditional (face-to-face)
CWI	Software Development	11.0801	BTC		School of Communication and Information Technologies	Computer Science and Information Technology	Boise	Regional	Traditional (face-to-face)
CWI	Software Development	11.0801	ITC		School of Communication and Information Technologies	Computer Science and Information Technology	Boise	Regional	Traditional (face-to-face)
LCSC	Web Design and Development	11.0801	AAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Online Traditional (face-to-face)
LCSC	Web Design and Development	11.0801	BAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Online Traditional (face-to-face)
CEI	Information Technology Services	11.0901	AAS		Business, Office, and Technology	Computer Networking Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Information Technology Services	11.0901	ITC		Business, Office, and Technology	Computer Networking Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	MS Computer Networking Technologies	11.0901	AAS			Computer Networking Technologies		Regional	Traditional (face-to-face)
CEI	MS Computer Networking Technologies	11.0901	ITC			Computer Networking Technologies		Regional	Traditional (face-to-face)
CSI	Computer Support Technician	11.0901	ITC		Business and Information Systems		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Cybersecurity and Programming	11.0901	AAS		Business and Information Systems		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Introduction to Cybersecurity	11.0901	BTC		Business and Information Systems		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Network Systems Technician	11.0901	AAS		Business and Information Systems		Twin Falls	Regional	Hybrid Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/Regional	Delivery Methods
CWI	Cisco Networking and Security Technology	11.0901	AAS		School of Communication and Information Technologies	Computer Science and Information Technology	Boise	Regional	Traditional (face-to-face)
CWI	Cisco Networking and Security Technology	11.0901	ATC		School of Communication and Information Technologies	Computer Science and Information Technology	Boise	Regional	Traditional (face-to-face)
CWI	Cisco Networking and Security Technology	11.0901	BTC		School of Communication and Information Technologies	Computer Science and Information Technology	Boise	Regional	Traditional (face-to-face)
ISU	Computer Network Technician	11.0901	ATC		Technology	Technical	Pocatello	Regional	Traditional (face-to-face)
ISU	Computer Network Technician	11.0901	BTC		Technology	Technical	Pocatello	Regional	Traditional (face-to-face)
ISU	Information Technology Systems	11.0901	AAS		Technology	Technical	Pocatello	Regional	Traditional (face-to-face)
CWI	Network and System Administration/Cloud Computing	11.0902	Specialized Certificate		School of Communication and Information Technologies	Computer Science and Information Technology		Regional	Online
ISU	Cloud Computing (online)	11.0902	BTC		Technology	Business and Support Services		Regional	Online Web/video
CWI	Network and Systems Administration	11.1001	AAS		School of Communication and Information Technologies	Computer Science and Information Technology	Boise	Regional	Traditional (face-to-face)
CWI	Network and Systems Administration	11.1001	ATC		School of Communication and Information Technologies	Computer Science and Information Technology	Boise	Regional	Traditional (face-to-face)
CWI	Network and Systems Administration	11.1001	ITC		School of Communication and Information Technologies	Computer Science and Information Technology	Boise	Regional	Traditional (face-to-face)
LCSC	Information Technology	11.1002	AAS		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Information Technology	11.1002	BAS		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Information Technology	11.1002	ITC		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
BSU	Cryptology Security Analyst	11.1003	Graduate Certificate		Arts and Sciences	Mathematics	Boise	Regional	Online
BSU	Cybersecurity	11.1003	M.S.		Arts and Sciences	Mathematics	Boise	Regional	Some portion online
CEI	Information Assurance and Cybersecurity	11.1003	AAS		Business, Office, and Technology	Computer Networking Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Information Assurance and Cybersecurity	11.1003	BTC		Business, Office, and Technology	Computer Networking Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Information Assurance and Cybersecurity	11.1003	ITC		Business, Office, and Technology	Computer Networking Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CWI	Cybersecurity	11.1003	AAS		School of Communication and Information Technologies	Computer Science and Information Technology	Boise	Regional	Traditional (face-to-face)
CWI	Cybersecurity	11.1003	ATC		School of Communication and Information Technologies	Computer Science and Information Technology	Boise	Regional	Traditional (face-to-face)
NIC	Cybersecurity and Networking	11.1003	BTC		Business and Professional Programs	Computer Information Tech.	Coeur d'Alene	Regional	Traditional (face-to-face)
NIC	Network Security Administration	11.1003	AAS		Business and Professional Programs	Computer Information Tech.	Coeur d'Alene	Regional	Traditional (face-to-face)
NIC	Network Security Administration	11.1003	ATC		Business and Professional Programs	Computer Information Tech.	Coeur d'Alene	Regional	Traditional (face-to-face)
NIC	Network Security Administration	11.1003	ITC		Business and Professional Programs	Computer Information Tech.	Coeur d'Alene	Regional	Traditional (face-to-face)
UI	Cybersecurity	11.1003	B.S.		College of Engineering	Computer Science	Moscow	Regional	Traditional (face-to-face)
UI	Cybersecurity	11.1003	Certificate-UG		College of Engineering	Computer Science	Moscow	Regional	Traditional (face-to-face)
UI	Cybersecurity	11.1003	M.S		College of Engineering	Computer Science	Coeur d'Alene Idaho Falls Moscow	Regional	Traditional (face-to-face)

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/ Regional	Delivery Methods
CEI	MS Certified Solutions Associate	11.1006	BTC		Business, Office, and Technology	Computer Networking Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CWI	Computer Support Specialist	11.1006	AAS		School of Communication and Information Technologies	Computer Science and Information Technology	Boise	Regional	Traditional (face-to-face)
CWI	Computer Support Specialist	11.1006	ATC		School of Communication and Information Technologies	Computer Science and Information Technology	Boise	Regional	Traditional (face-to-face)
CWI	Computer Support Specialist	11.1006	ITC		School of Communication and Information Technologies	Computer Science and Information Technology	Boise	Regional	Traditional (face-to-face)
ISU	Cosmetology	12.0401	ATC		Technology	Business and Support Services	Pocatello	Regional	Traditional (face-to-face)
ISU	Barbering	12.0402	Specialized Certificate		Technology	Business and Support Services	Pocatello	Regional	Traditional (face-to-face)
ISU	Cosmetology - Nail Technology	12.0410	BTC		Technology	Business and Support Services	Pocatello	Regional	Traditional (face-to-face)
CSI	Baking and Pastry Arts	12.0501	AAS		Business and Information Systems		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Baking and Pastry Arts	12.0501	BTC		Business and Information Systems		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Baking and Pastry Arts	12.0501	ITC		Business and Information Systems		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Culinary Arts	12.0503	AAS		Business and Information Systems		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Culinary Arts	12.0503	BTC		Business and Information Systems		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Culinary Arts	12.0503	ITC		Business and Information Systems		Twin Falls	Regional	Hybrid Traditional (face-to-face)
NIC	Culinary Arts	12.0503	AAS		Business and Professional Programs	Culinary Arts	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
NIC	Culinary Arts	12.0503	ATC		Business and Professional Programs	Culinary Arts	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
NIC	Culinary Arts	12.0503	ITC		Business and Professional Programs	Culinary Arts	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
BSU	Educational Studies	13.0101	B.A.		Education	Curriculum, Instruction, and Foundational Studies	Boise	Regional	Traditional (face-to-face)
ISU	Education, General (K-12 Education)	13.0101	M Ed Emp.			Education		Regional	Hybrid
ISU	Teaching (K-12)	13.0101	MA		Education	Teaching and Educational Studies	Pocatello	Regional	Online
NIC	Education	13.0101	AA		Trades and Industry	Education		Regional	Hybrid Online Traditional (face-to-face) Web/video
UI	Education	13.0101	Ed.D		College of Education, Health and Human Sciences	Curriculum and Instruction	Rexburg	Regional	Hybrid Online Traditional (face-to-face)
UI	Education	13.0101	Ph.D.		College of Education, Health and Human Sciences	Curriculum and Instruction	Rexburg	Regional	Hybrid Online Traditional (face-to-face)
BSU	Bilingual Education, K12	13.0201	Graduate Certificate		Education	Literacy, Language and Culture	Boise	Regional	Online
BSU	Bilingual Spanish Education (K-12) Teaching Endorsement	13.0201	Minor		Education	Literacy, Language and Culture		Regional	Traditional (face-to-face)
BSU	Elementary Education - TESOL	13.0201	B.A.		Education	Literacy, Language and Culture	Boise	Regional	Traditional (face-to-face)
BSU	English Language Development Pre-K12	13.0201	Graduate Certificate		Education	Literacy, Language and Culture	Boise	Regional	Traditional (face-to-face)
BSU	Teaching English to Speakers of Other Languages, K12	13.0201	Graduate Certificate		Education	Literacy, Language and Culture	Boise	Regional	Online
CSI	Education, Bilingual Elementary	13.0201	AA		Education		Twin Falls	Regional	Hybrid Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/ Regional	Delivery Methods
UI	Culturally Responsive Pedagogy and Universal Design for Learning	13.0202	Certificate-UG		College of Education, Health and Human Sciences	Curriculum and Instruction	Moscow	Regional	Online
BSU	Curriculum & Instruction	13.0301	Ed.D.		Education	Curriculum, Instruction, and Foundational Studies	Boise	Regional	Traditional (face-to-face)
BSU	Curriculum & Instruction	13.0301	M.A.		Education	Curriculum, Instruction, and Foundational Studies	Boise	Regional	Traditional (face-to-face)
BSU	Education, Curriculum and Instruction	13.0301	M.A.		Education	Curriculum, Instruction, and Foundational Studies	Boise	Regional	Traditional (face-to-face)
BSU	English as a New Language (ENL)	13.0301	M.Ed.		Arts and Sciences	English		Regional	Traditional (face-to-face)
BSU	English as a Second Language (K-12) Teaching Endorsement	13.0301	Endorsement		Education	Literacy, Language and Culture		Regional	Traditional (face-to-face)
BSU	K-12 Physical Education and Health	13.0301	B.S.		Health Sciences	School of Allied Health	Boise	Regional	Traditional (face-to-face)
CSI	Education Leadership	13.0301	Ed. D.		Education			Regional	
UI	Curriculum and Instruction	13.0301	Ed.S.	Emphasis: 1) Career & Technical Education - 13.1319 2) Teacher certification - 13.0301	College of Education, Health and Human Sciences	Curriculum and Instruction	Boise	Regional	Traditional (face-to-face)
UI	Curriculum and Instruction	13.0301	M.Ed.	Emphasis: 1) Career & Technical Education - 13.1319 2) Teacher certification - 13.0301	College of Education, Health and Human Sciences	Curriculum and Instruction	Boise Coeur d'Alene Moscow	Regional	Online
BSU	Educational Leadership	13.0401	M.Ed.		Education	Curriculum, Instruction, and Foundational Studies	Boise	Regional	Traditional (face-to-face)
BSU	Educational Leadership, Executive	13.0401	Ed.S		Education	Curriculum, Instruction, and Foundational Studies	Boise	Regional	Traditional (face-to-face)
ISU	Educational Leadership	13.0401	Ed D		Education	Education	Pocatello	Regional	Hybrid
ISU	Educational Leadership	13.0401	M Ed		Education	Education	Pocatello	Regional	Hybrid
ISU	Educational Leadership (Higher Ed. Admin.)	13.0401	Ed D Emp.		Education	School of Psychology and Educational Leadership		Regional	Hybrid
ISU	Educational Leadership (Higher Education Administration emphasis) (online)	13.0401	AA		Education	School of Psychology and Educational Leadership		Regional	Online Some portion online Web/video
ISU	Educational Leadership (Higher Education Administration emphasis) (online)	13.0401	Ed D Emp.		Education	School of Psychology and Educational Leadership		Regional	Online Some portion online Web/video
ISU	Educational Leadership (P-12 Ed. School Admin.)	13.0401	Ed D Emp.		Education	School of Psychology and Educational Leadership		Regional	Hybrid
ISU	Educational Leadership (P-12 Education Administration) (online)	13.0401	Ed D Emp.		Education	School of Psychology and Educational Leadership		Regional	Online Some portion online Web/video
UI	Educational Leadership	13.0401	Ed.S.		College of Education, Health and Human Sciences	Leadership and Counseling	Moscow	Regional	Online
UI	Educational Leadership	13.0401	M.Ed.		College of Education, Health and Human Sciences	Leadership and Counseling	Boise Coeur d'Alene Moscow	Regional	Online
ISU	Special Education Director Endorsement	13.0402	Graduate Certificate		Education	School of Psychology and Educational Leadership	Idaho Falls Meridian	Regional	Online

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/ Regional	Delivery Methods
							Pocatello Twin Falls		
ISU	Idaho K-12 Principal Endorsement Certificate	13.0408	Graduate Certificate		Education	School of Psychology and Educational Leadership	Idaho Falls Meridian Pocatello Twin Falls	Regional	Online
ISU	Education Administration	13.0499	Ed S		Education	Education	Pocatello	Regional	Hybrid
ISU	Education Administration (online)	13.0499	Ed S		Education	Education		Regional	Online Some portion online Web/video
BSU	Designing Accessible and Inclusive Online Education	13.0501	Graduate Certificate		Education	Educational Technology	Boise	Regional	Online
BSU	Educational Games and Simulation	13.0501	Graduate Certificate		Education	Educational Technology	Boise	Regional	Online
BSU	Educational Technology	13.0501	Ed.D.		Education	Educational Technology	Boise	Regional	Online
BSU	Educational Technology	13.0501	Ed.S		Education	Educational Technology	Boise	Regional	Online
BSU	Educational Technology	13.0501	M.E.T.		Education	Educational Technology	Boise	Regional	Online
BSU	Educational Technology	13.0501	M.S.		Education	Educational Technology	Boise	Regional	Online
BSU	Instructional Technology Coaching	13.0501	Graduate Certificate		Education	Educational Technology	Boise	Regional	Online
BSU	Organizational Performance and Workplace Learning	13.0501	M.S.		Engineering	Organizational Performance and Workplace Learning	Boise	Regional	Online
ISU	Instructional Design	13.0501	Ph.D.		Education	Organizational Learning and Performance	Pocatello	Regional	Hybrid
ISU	Instructional Design and Technology	13.0501	Ed D		Education	Organizational Learning and Performance		Regional	Hybrid
ISU	Instructional Design and Technology	13.0501	M Ed		Education	Organizational Learning and Performance	Pocatello	Regional	Hybrid
ISU	Instructional Design and Technology (online)	13.0501	Ed D Emp.		Education	Organizational Learning and Performance		Regional	Online Some portion online Web/video
ISU	Instructional Design and Technology (online)	13.0501	M Ed		Education	Organizational Learning and Performance		Regional	Online Some portion online Web/video
UI	Technology Integration Specialist	13.0501	Certificate-GR		College of Education, Health and Human Sciences	Curriculum and Instruction	Moscow	Regional	Online
BSU	Program Evaluation, Measurement and Statistics	13.0601	M.S.		Education	Curriculum, Instruction, and Foundational Studies	Boise	Regional	Traditional (face-to-face)
BSU	Assistive Technology	13.1001	Graduate Certificate		Education	Early and Special Education	Boise	Regional	Online
BSU	Behavioral Interventions and Supports	13.1001	Graduate Certificate		Education	Early and Special Education	Boise	Regional	Traditional (face-to-face)
BSU	Habilitative Services	13.1001	Undergraduate Certificate		Education	Early and Special Education	Boise	Regional	Traditional (face-to-face)
BSU	Special Education	13.1001	B.A.		Education	Early and Special Education	Boise	Regional	Traditional (face-to-face)
BSU	Special Education	13.1001	M.I.T.		Education	Early and Special Education	Boise	Regional	Traditional (face-to-face)
ISU	Special Education	13.1001	BA		Education	Teaching and Educational Studies	Pocatello	Regional	Hybrid
ISU	Special Education	13.1001	BS		Education	Teaching and Educational Studies	Pocatello	Regional	Hybrid

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Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/Regional	Delivery Methods
ISU	Special Education	13.1001	Ed S		Education	Teaching and Educational Studies	Pocatello	Regional	Hybrid
ISU	Special Education	13.1001	M Ed		Education	Teaching and Educational Studies	Pocatello	Regional	Hybrid
LCSC	Special Education	13.1001	Undergraduate Certificate		Professional Studies	Teacher Education	Lewiston	Regional	Traditional (face-to-face)
UI	Special Education	13.1001	M.Ed.		College of Education, Health and Human Sciences	Curriculum and Instruction	Boise Coeur d'Alene Moscow	Regional	Online
ISU	Deaf Education	13.1003	MS		Education	Teaching and Educational Studies	Pocatello	Statewide	Online
BSU	Counseling	13.1101	M.A.		Education	Counselor Education	Boise	Regional	Traditional (face-to-face)
BSU	Counselor Education and Supervision	13.1101	Ph.D		Education	Counselor Education	Boise	Regional	Traditional (face-to-face)
ISU	School Counseling	13.1101	M Coun		Health Sciences/Health Professions	Counseling	Meridian Pocatello	Regional	Hybrid
ISU	Student Affairs Counseling	13.1101	M Coun		Health Sciences/Health Professions	Counseling	Meridian Pocatello	Regional	Hybrid
UI	Adult/Organizational Learning and Leadership	13.1201	M.S.		College of Education, Health and Human Sciences	Leadership and Counseling	Moscow	Regional	Online
BSU	Elementary Education	13.1202	B.A.		Education	Curriculum, Instruction, and Foundational Studies	Boise	Regional	Traditional (face-to-face)
BSU	Elementary Education	13.1202	M.I.T.		Education	Curriculum, Instruction, and Foundational Studies	Boise	Regional	
BSU	Elementary Education (Masters)	13.1202	M.I.T.		Education	Curriculum, Instruction, and Foundational Studies	Boise	Regional	Traditional (face-to-face)
CSI	Education	13.1202	AA		Education		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Education, Elementary	13.1202	AA		Education		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	Education-Elementary	13.1202	AA		School of Social Sciences and Public Affairs	Education	Nampa	Regional	Hybrid Traditional (face-to-face)
ISU	Elementary Ed.	13.1202	M Ed		Education	Teaching and Educational Studies		Regional	Hybrid
ISU	Elementary Education	13.1202	BA		Education	Teaching and Educational Studies	Pocatello	Regional	Hybrid
ISU	Elementary Education	13.1202	BS		Education	Teaching and Educational Studies	Idaho Falls Pocatello	Regional	Hybrid
ISU	Elementary Education (online)	13.1202	M Ed		Education	Teaching and Educational Studies		Regional	Online Some portion online Web/video
LCSC	Elementary Education	13.1202	BA		Professional Studies	Teacher Education	Lewiston	Regional	Online Traditional (face-to-face)
LCSC	Elementary Education	13.1202	BS		Professional Studies	Teacher Education	Lewiston	Regional	Online Traditional (face-to-face)
LCSC	Elementary Education	13.1202	Undergraduate Certificate		Professional Studies	Teacher Education	Lewiston	Regional	Online Traditional (face-to-face)
UI	Elementary Education	13.1202	B.S.		College of Education, Health and Human Sciences	Curriculum and Instruction	Coeur d'Alene Moscow	Regional	Hybrid Online Traditional (face-to-face)
BSU	Second Education	13.1205	M.I.T.		Education	Curriculum, Instruction, and Foundational Studies	Boise	Regional	Traditional (face-to-face)
BSU	Secondary Education	13.1205	M.I.T.		Education	Curriculum, Instruction, and Foundational Studies	Boise	Regional	Traditional (face-to-face)
CSI	Education, Secondary	13.1205	AA		Education		Twin Falls	Regional	Hybrid Traditional (face-to-face)

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Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/Regional	Delivery Methods
CSI	Education, Special	13.1205	AA		Education		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	Education-Secondary	13.1205	AA		School of Social Sciences and Public Affairs	Education	Nampa	Regional	Hybrid Traditional (face-to-face)
CWI	Secondary Education STEM	13.1205	AS		School of Social Sciences and Public Affairs	Mathematics	Nampa	Regional	Traditional (face-to-face)
ISU	Education, General (Secondary Education)	13.1205	M Ed Emp.			Education		Regional	Hybrid
ISU	Secondary Education	13.1205	BA		Education	Teaching and Educational Studies	Idaho Falls Pocatello Twin Falls	Regional	Hybrid
ISU	Secondary Education	13.1205	BS		Education	Teaching and Educational Studies	Idaho Falls Pocatello Twin Falls	Regional	Hybrid
ISU	Secondary Education	13.1205	CERT		Education	Teaching and Educational Studies	Pocatello	Regional	Hybrid
ISU	Secondary Education	13.1205	M Ed		Education	Teaching and Educational Studies	Pocatello	Regional	Hybrid
ISU	Secondary Education (online)	13.1205	M Ed		Education	Teaching and Educational Studies		Regional	Online Some portion online Web/video
UI	Secondary Education	13.1205	B.S.	Endorsement: Special Education 13.1001	College of Education, Health and Human Sciences	Curriculum and Instruction	Coeur d'Alene Moscow	Regional	Hybrid Online Traditional (face-to-face)
UI	Teaching: Secondary Education	13.1205	B.A.		College of Education, Health and Human Sciences	Curriculum and Instruction	Moscow	Regional	Online
UI	Teaching: Secondary Education	13.1205	M.A.T.		College of Education, Health and Human Sciences	Curriculum and Instruction	Moscow	Regional	Online
ISU	Teacher Education - Post-baccalaureate Certificate (TE-PbC)	13.1206	PB Cert		Education	Teaching and Educational Studies	Idaho Falls Pocatello Twin Falls	Regional	Hybrid Traditional (face-to-face)
BSU	Early and Special Education	13.1210	B.A.		Education	Early and Special Education	Boise	Regional	Traditional (face-to-face)
BSU	Early and Special Education	13.1210	M.Ed.		Education	Early and Special Education	Boise	Regional	Traditional (face-to-face)
BSU	Early Childhood Intervention	13.1210	B.A.		Education	Early and Special Education	Boise	Regional	Traditional (face-to-face)
BSU	Inclusive Early Childhood Education	13.1210	B.A.		Education	Early and Special Education	Boise	Regional	Some portion online
BSU	Inquiry-Based Early Childhood Education	13.1210	Undergraduate Certificate		Education	Early and Special Education	Boise	Regional	Traditional (face-to-face)
ISU	Blended Early Childhood Education	13.1210	BA		Education	Teaching and Educational Studies	Pocatello	Regional	Hybrid
ISU	Early Childhood Education	13.1210	M Ed		Education	Teaching and Educational Studies		Regional	Hybrid
LCSC	Early Childhood Development	13.1210	AAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Online Traditional (face-to-face)
LCSC	Early Childhood Development	13.1210	ATC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Online Traditional (face-to-face)
LCSC	Early Childhood Development	13.1210	BAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Online Traditional (face-to-face)
LCSC	Early Childhood Development	13.1210	BTC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Online Traditional (face-to-face)
LCSC	Early Childhood Development	13.1210	ITC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Online Traditional (face-to-face)
LCSC	Early Childhood Development	13.1210	Undergraduate Certificate		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/ Regional	Delivery Methods
BSU	College Teaching	13.1299	Graduate Certificate		Graduate College		Boise	Regional	Traditional (face-to-face)
UI	Agricultural Education	13.1301	B.S.		College of Agriculture and Life Sciences	Agricultural Economics and Rural Sociology	Moscow	Regional	Traditional (face-to-face)
UI	Agricultural Education	13.1301	M.S.		College of Agriculture and Life Sciences	Agricultural Economics and Rural Sociology	Moscow	Regional	Traditional (face-to-face)
BSU	Art Education	13.1302	BFA		Arts and Sciences	Art, Design and Visual Studies	Boise	Regional	Traditional (face-to-face)
BSU	Art Education	13.1302	M.A.		Arts and Sciences	Art, Design and Visual Studies	Boise	Regional	Traditional (face-to-face)
BSU	Art Teaching Endorsement	13.1302	Endorsement		Arts and Sciences	Art, Design and Visual Studies		Regional	
BSU	Narrative Arts	13.1302	Undergraduate Certificate		Arts and Sciences	Theatre, Film and Creative Writing	Boise	Regional	Traditional (face-to-face)
NIC	Business Teacher Education	13.1303	AS		Business and Professional Programs		Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
BSU	Consulting Literacy Teacher--suspended 2/10/2022	13.1305	Graduate Certificate		Education	Literacy, Language and Culture	Boise	Regional	Traditional (face-to-face)
BSU	English Teaching Endorsement	13.1305	Endorsement		Arts and Sciences	English		Regional	Traditional (face-to-face)
BSU	Literacy Instruction	13.1305	Graduate Certificate		Education	Literacy, Language and Culture	Boise	Regional	Traditional (face-to-face)
BSU	Literacy Partnership	13.1305	Graduate Certificate		Education	Literacy, Language and Culture	Boise	Regional	Traditional (face-to-face)
LCSC	Secondary Education: English	13.1305	BA		Liberal Arts and Sciences	Humanities	Lewiston	Regional	Traditional (face-to-face)
LCSC	Secondary Education: English	13.1305	Undergraduate Certificate		Liberal Arts and Sciences	Humanities	Lewiston	Regional	Traditional (face-to-face)
BSU	Foreign Language Teaching Endorsement	13.1306	Endorsement		Arts and Sciences	World Languages		Regional	Traditional (face-to-face)
LCSC	Secondary Education: Kinesiology	13.1307	BA		Professional Studies	Teacher Education	Lewiston	Regional	Traditional (face-to-face)
LCSC	Secondary Education: Kinesiology	13.1307	BS		Professional Studies	Teacher Education	Lewiston	Regional	Traditional (face-to-face)
ISU	Family and Consumer Sciences	13.1308	BS		Education	Organizational Learning and Performance	Pocatello	Regional	Traditional (face-to-face)
BSU	Online Teaching	13.1309	Graduate Certificate		Education	Educational Technology	Boise	Regional	Online
BSU	Technology Integration Specialist	13.1309	Graduate Certificate		Education	Educational Technology	Boise	Regional	Online
UI	Technical Workforce Training	13.1309	Certificate-UG		College of Education, Health and Human Sciences	Curriculum and Instruction	Boise Coeur d'Alene Moscow	Regional	Hybrid Online Traditional (face-to-face)
BSU	Mathematical Thinking for Instruction	13.1311	Graduate Certificate		Education	Curriculum, Instruction, and Foundational Studies	Boise	Regional	Traditional (face-to-face)
BSU	Mathematics Education	13.1311	M.S.		Arts and Sciences	Mathematics	Boise	Regional	Traditional (face-to-face)
BSU	Mathematics Teaching Endorsement	13.1311	Minor		Arts and Sciences	Mathematics		Regional	Traditional (face-to-face)
ISU	Mathematics for Secondary Teachers	13.1311	MA		Science and Engineering	Mathematics and Statistics		Regional	Traditional (face-to-face)
LCSC	Secondary Education: Mathematics	13.1311	BA		Liberal Arts and Sciences	Natural Sciences and Mathematics	Lewiston	Regional	Traditional (face-to-face)
LCSC	Secondary Education: Mathematics	13.1311	BS		Liberal Arts and Sciences	Natural Sciences and Mathematics	Lewiston	Regional	Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/ Regional	Delivery Methods
LCSC	Secondary Education: Mathematics	13.1311	Undergraduate Certificate		Liberal Arts and Sciences	Natural Sciences and Mathematics	Lewiston	Regional	Traditional (face-to-face)
BSU	Music Education	13.1312	B.M.		Arts and Sciences	Music	Boise	Regional	Traditional (face-to-face)
BSU	Music Education	13.1312	M.M.		Arts and Sciences	Music	Boise	Regional	Traditional (face-to-face)
ISU	Music Education	13.1312	BME		Education	Teaching and Educational Studies		Regional	Hybrid
UI	Music Education	13.1312	B.Mus.	Emphasis: 1) Instrumental 2) Vocal	College of Letters, Arts and Social Sciences	School of Music	Moscow	Regional	Traditional (face-to-face)
UI	Vocal-Instrumental Music Education	13.1312	Minor		College of Letters, Arts and Social Sciences	School of Music	Boise Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
CSI	Outdoor Recreation Leadership	13.1314	AA		General and Liberal Studies		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Outdoor Recreation Leadership	13.1314	BTC		General and Liberal Studies		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Outdoor Recreation Leadership	13.1314	ITC		General and Liberal Studies		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Physical Education - Athletic Training	13.1314	AA		Health Science and Human Services		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Physical Education - Exercise Science	13.1314	AA		Health Science and Human Services		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Physical Education K-12	13.1314	AA		Health Science and Human Services		Twin Falls	Regional	Hybrid Traditional (face-to-face)
ISU	Business Admin. (Athletic Administration Emph.)	13.1314	MBA Emph.		Business	Business Administration	Idaho Falls Meridian Pocatello Twin Falls	Regional	Hybrid Online Traditional (face-to-face)
ISU	Physical Education	13.1314	BA		Education	Human Performance and Sport Studies	Pocatello	Regional	Traditional (face-to-face)
ISU	Physical Education	13.1314	BS		Education	Human Performance and Sport Studies	Pocatello	Regional	Traditional (face-to-face)
ISU	Physical Education/Athletic Administration	13.1314	MPE		Education	Human Performance and Sport Studies	Pocatello Twin Falls	Regional	Hybrid
NIC	Physical Education	13.1314	AS		Physical Education, Dance, and Resort Recreation	Physical Education	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
UI	Physical Education	13.1314	M.Ed.		College of Education, Health and Human Sciences	Movement Sciences	Moscow	Regional	Online Traditional (face-to-face)
BSU	Digital Literacies Instruction	13.1315	Graduate Certificate		Education	Literacy, Language and Culture	Boise	Regional	Some portion online
BSU	Literacy	13.1315	M.A.		Education	Literacy, Language and Culture	Boise	Regional	Traditional (face-to-face)
BSU	Literacy (K-12) Teaching Endorsement	13.1315	Minor		Education	Literacy, Language and Culture		Regional	Traditional (face-to-face)
BSU	Literacy (Weekends Only)	13.1315	M.A.		Education	Literacy, Language and Culture	Boise	Regional	Traditional (face-to-face)
BSU	Literacy Endorsement: K-12	13.1315	Endorsement		Education	Literacy, Language and Culture		Regional	Traditional (face-to-face)
BSU	Literacy Instruction for Students with Exceptional Needs	13.1315	Graduate Certificate		Education	Literacy, Language and Culture	Boise	Regional	Some portion online
BSU	Middle Level (5-9) Science Teaching Endorsement	13.1316	Endorsement		Education	STEM Education	Boise	Regional	Traditional (face-to-face)
BSU	Natural Science Teaching Endorsement	13.1316	Endorsement		Arts and Sciences	Geosciences		Regional	Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/Regional	Delivery Methods
BSU	STEM Education	13.1316	M.S.		Education	Curriculum, Instruction, and Foundational Studies	Boise	Regional	Traditional (face-to-face)
LCSC	Secondary Education: Earth Science	13.1316	BA		Liberal Arts and Sciences	Natural Sciences and Mathematics	Lewiston	Regional	Traditional (face-to-face)
LCSC	Secondary Education: Earth Science	13.1316	BS		Liberal Arts and Sciences	Natural Sciences and Mathematics	Lewiston	Regional	Traditional (face-to-face)
LCSC	Secondary Education: Earth Science	13.1316	Undergraduate Certificate		Liberal Arts and Sciences	Natural Sciences and Mathematics	Lewiston	Regional	Traditional (face-to-face)
LCSC	Secondary Education: Natural Science	13.1316	BA		Liberal Arts and Sciences	Natural Sciences and Mathematics	Lewiston	Regional	Traditional (face-to-face)
LCSC	Secondary Education: Natural Science	13.1316	BS		Liberal Arts and Sciences	Natural Sciences and Mathematics	Lewiston	Regional	Traditional (face-to-face)
LCSC	Secondary Education: Natural Science	13.1316	Undergraduate Certificate		Liberal Arts and Sciences	Natural Sciences and Mathematics	Lewiston	Regional	Traditional (face-to-face)
BSU	Economics, Social Science, Secondary Ed	13.1317	B.A.		Business and Economics	Economics	Boise	Regional	Traditional (face-to-face)
BSU	Political Science, Social Science, Sec.Ed.	13.1317	B.S.		School of Public Service	Political Science	Boise	Regional	Traditional (face-to-face)
BSU	Sociology, Social Science, Sec Ed	13.1317	B.A.		Arts and Sciences	Sociology	Boise	Regional	Traditional (face-to-face)
BSU	Sociology/Anthropology Teaching Endorsement	13.1317	Endorsement		Arts and Sciences	Sociology		Regional	Traditional (face-to-face)
LCSC	Secondary Education: Social Science	13.1317	BA		Liberal Arts and Sciences	Social Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Secondary Education: Social Science	13.1317	BS		Liberal Arts and Sciences	Social Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Secondary Education: Social Science	13.1317	Undergraduate Certificate		Liberal Arts and Sciences	Social Sciences	Lewiston	Regional	Traditional (face-to-face)
BSU	Middle Level (5-9) Social Studies Teaching Endorsement	13.1318	Endorsement		Arts and Sciences	History	Boise	Regional	Traditional (face-to-face)
ISU	Career and Technical Education	13.1319	Undergraduate Certificate		Education	Organizational Learning and Performance	Pocatello	Regional	Online
NIC	Engineering & Technology Teacher Education	13.1319	AS		Trades and Industry		Coeur d'Alene	Regional	Traditional (face-to-face)
UI	Career and Technical Education	13.1319	B.S.	Options: 1) Business & Marketing Education - 13.1319 2) Workforce Training & Development - 13.1319 3) Engineering & Technology Education - 13.1319 4) Family and Consumer Science Teacher Certification - 13.1308	College of Education, Health and Human Sciences	Curriculum and Instruction	Moscow	Regional	Hybrid Online Traditional (face-to-face)
BSU	Biological Science Teaching Endorsement	13.1322	Minor		Arts and Sciences	Biological Sciences		Regional	Traditional (face-to-face)
LCSC	Secondary Education: Biology	13.1322	BA		Liberal Arts and Sciences	Natural Sciences and Mathematics	Lewiston	Regional	Traditional (face-to-face)
LCSC	Secondary Education: Biology	13.1322	BS		Liberal Arts and Sciences	Natural Sciences and Mathematics	Lewiston	Regional	Traditional (face-to-face)
LCSC	Secondary Education: Biology	13.1322	Undergraduate Certificate		Liberal Arts and Sciences	Natural Sciences and Mathematics	Lewiston	Regional	Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/ Regional	Delivery Methods
BSU	Chemistry Teaching Endorsement	13.1323	Minor		Arts and Sciences	Chemistry and Biochemistry		Regional	Traditional (face-to-face)
LCSC	Secondary Education: Chemistry	13.1323	BA		Liberal Arts and Sciences	Natural Sciences and Mathematics	Lewiston	Regional	Traditional (face-to-face)
LCSC	Secondary Education: Chemistry	13.1323	BS		Liberal Arts and Sciences	Natural Sciences and Mathematics	Lewiston	Regional	Traditional (face-to-face)
LCSC	Secondary Education: Chemistry	13.1323	Undergraduate Certificate		Liberal Arts and Sciences	Natural Sciences and Mathematics	Lewiston	Regional	Traditional (face-to-face)
BSU	Drama Teaching Endorsement	13.1324	Endorsement		Arts and Sciences	Theatre, Film and Creative Writing		Regional	Traditional (face-to-face)
BSU	Theatre Arts, Sec. Ed.	13.1324	B.A.		Arts and Sciences	Theatre, Film and Creative Writing	Boise	Regional	Traditional (face-to-face)
BSU	French, Secondary Education	13.1325	B.A.		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	German, Secondary Education	13.1326	B.A.		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	History Teaching Endorsement	13.1328	Endorsement		Arts and Sciences	History		Regional	Traditional (face-to-face)
BSU	History, Multidisciplinary, Secondary Education	13.1328	B.A.		Arts and Sciences	History	Boise	Regional	Traditional (face-to-face)
BSU	History, Secondary Education	13.1328	B.A.		Arts and Sciences	History	Boise	Regional	Traditional (face-to-face)
BSU	History, Social Studies, Secondary Education	13.1328	B.A.		Arts and Sciences	History		Regional	Traditional (face-to-face)
BSU	Physical Science Teaching Endorsement	13.1329	Minor		Arts and Sciences	Physics		Regional	Traditional (face-to-face)
BSU	Physics Teaching Endorsement	13.1329	Minor		Arts and Sciences	Physics		Regional	Traditional (face-to-face)
BSU	Spanish, Secondary Education	13.1330	B.A.		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	Psychology Teaching Endorsement	13.1335	Endorsement		Arts and Sciences	Psychological Science		Regional	Traditional (face-to-face)
LCSC	Secondary Education: Psychology	13.1335	BA		Professional Studies	Teacher Education	Lewiston	Regional	Traditional (face-to-face)
LCSC	Secondary Education: Psychology	13.1335	BS		Professional Studies	Teacher Education	Lewiston	Regional	Traditional (face-to-face)
BSU	Earth Science Teaching Endorsement	13.1337	Minor		Arts and Sciences	Geosciences		Regional	Traditional (face-to-face)
UI	Environmental Education and Science Communication	13.1338	Certificate-GR		College of Natural Resources	Natural Resources and Society	McCall	Regional	Online
BSU	Economics Teaching Endorsement	13.1399	Endorsement		Business and Economics	Economics		Regional	Traditional (face-to-face)
BSU	Engineering Teacher	13.1399	Endorsement		Engineering			Regional	Traditional (face-to-face)
ISU	Teaching English to Speakers of Other Languages (TESOL)	13.1401	Graduate Certificate		Arts and Letters	English and Philosophy	Pocatello	Regional	Hybrid
UI	Teaching English as a Second Language	13.1401	Minor		College of Letters, Arts and Social Sciences	English	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Teaching English to Speakers of Other Languages	13.1401	M.A.		College of Education, Health and Human Sciences	Curriculum and Instruction	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
LCSC	Paraprofessional Education	13.1501	AA		Professional Studies	Teacher Education	Lewiston	Regional	Traditional (face-to-face)
ISU	Literacy	13.1502	M Ed		Education	Teaching and Educational Studies		Regional	Hybrid
CSI	Ed Assistant, Generalist	13.1599	AAS		Business and Information Systems		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Ed Assistant, Generalist	13.1599	ITC		Business and Information Systems		Twin Falls	Regional	Hybrid Traditional (face-to-face)
BSU	Engineering	14.0101	B.S.		Engineering		Boise	Regional	Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/ Regional	Delivery Methods
BSU	Engineering Design	14.0101	Undergraduate Certificate		Engineering		Boise	Regional	Traditional (face-to-face)
BSU	General Engineering	14.0101	B.S.		Engineering			Regional	Traditional (face-to-face)
CSI	Engineering	14.0101	AS		Engineering, Physical, and Computer Sciences		Twin Falls	Regional	Some portion online
CWI	Engineering	14.0101	AS		School of Industry, Engineering, and Trades	Engineering	Nampa	Regional	Traditional (face-to-face)
NIC	Engineering	14.0102	AS		Math, Computer Science and Engineering Division	Engineering	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
BSU	Biomedical Engineering	14.0501	Minor		Engineering	Mechanical and Biomedical Engineering		Regional	Traditional (face-to-face)
BSU	Biomedical Engineering	14.0501	Ph.D		Engineering	Mechanical and Biomedical Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Biomedical Engineering	14.0501	Undergraduate Certificate		Engineering	Mechanical and Biomedical Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Biomedical Instrumentation	14.0501	Undergraduate Certificate		Engineering	Electrical and Computer Engineering	Boise	Regional	Traditional (face-to-face)
UI	Chemical Engineering	14.0701	B.S.		College of Engineering	Chemical and Materials Engineering	Coeur d'Alene Moscow	Regional	Online Traditional (face-to-face)
UI	Chemical Engineering	14.0701	M.Engr.		College of Engineering	Chemical and Materials Engineering	Coeur d'Alene Moscow	Regional	Online Traditional (face-to-face)
UI	Chemical Engineering	14.0701	M.S.		College of Engineering	Chemical and Materials Engineering	Coeur d'Alene Moscow	Regional	Online Traditional (face-to-face)
UI	Chemical Engineering	14.0701	Ph.D.		College of Engineering	Chemical and Materials Engineering	Coeur d'Alene Moscow	Regional	Online Traditional (face-to-face)
BSU	Civil Engineering	14.0801	B.S.		Engineering	Civil Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Civil Engineering	14.0801	M.Engr.		Engineering	Civil Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Civil Engineering	14.0801	M.S.		Engineering	Civil Engineering	Boise	Regional	Traditional (face-to-face)
ISU	Civil Engineering	14.0801	BS		Science and Engineering	Civil and Environmental Engineering	Pocatello	Regional	Hybrid
ISU	Civil Engineering	14.0801	MS		Science and Engineering	Civil and Environmental Engineering	Pocatello	Regional	Hybrid
UI	Civil Engineering	14.0801	B.S.		College of Engineering	Civil and Environmental Engineering	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Civil Engineering	14.0801	M.Engr.		College of Engineering	Civil and Environmental Engineering	Coeur d'Alene Moscow	Regional	Online
UI	Civil Engineering	14.0801	M.S.		College of Engineering	Civil and Environmental Engineering	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Civil Engineering	14.0801	Ph.D.		College of Engineering	Civil and Environmental Engineering	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Water Resources	14.0805	M.S.		College of Agriculture and Life Sciences		Boise Coeur d'Alene	Regional	Hybrid Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/ Regional	Delivery Methods
							Idaho Falls Moscow		
UI	Water Resources	14.0805	Ph.D.		College of Agriculture and Life Sciences		Boise Coeur d'Alene Idaho Falls Moscow	Regional	Hybrid Traditional (face-to-face)
BSU	Computer Systems Engineering	14.0901	B.S.		Engineering	Electrical and Computer Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Cyber for All	14.0901	Undergraduate Certificate		Engineering		Boise	Regional	Online Traditional (face-to-face)
BSU	Cyber Operations	14.0901	Undergraduate Certificate		Engineering		Boise	Regional	Online
BSU	Mechanical Engineering	14.0901	B.S.		Engineering	Mechanical and Biomedical Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Mechanical Engineering	14.0901	M.Engr.		Engineering	Mechanical and Biomedical Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Mechanical Engineering	14.0901	M.S.		Engineering	Mechanical and Biomedical Engineering	Boise	Regional	Traditional (face-to-face)
ISU	Computer Engineering	14.0901	BS		Science and Engineering	Electrical Engineering	Idaho Falls Pocatello	Regional	Traditional (face-to-face) Web/video
ISU	Electrical & Computer Engineering: Computer Engineering concentration	14.0901	MS		Science and Engineering	Electrical Engineering	Idaho Falls Pocatello	Regional	Traditional (face-to-face) Web/video
UI	Computer Engineering	14.0901	B.S.		College of Engineering	Electrical and Computer Engineering	Moscow	Regional	Traditional (face-to-face)
UI	Computer Engineering	14.0901	M.Engr.		College of Engineering	Electrical and Computer Engineering	Moscow	Regional	Online
UI	Computer Engineering	14.0901	M.S.		College of Engineering	Electrical and Computer Engineering	Moscow	Regional	Online
BSU	Security in Cyber-Physical Systems: Hardware and Firmware Focus	14.0999	Undergraduate Certificate		Engineering	Electrical and Computer Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Security in Cyber-Physical Systems: Industrial Control Focus	14.0999	Undergraduate Certificate		Engineering	Electrical and Computer Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Security in Cyber-Physical Systems: Power Systems Focus	14.0999	Undergraduate Certificate		Engineering	Electrical and Computer Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Security in Cyber-Physical Systems: Software Focus	14.0999	Undergraduate Certificate		Engineering	Electrical and Computer Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Electrical & Computer Engineering	14.1001	Ph.D		Engineering	Electrical and Computer Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Electrical and Computer Engineering	14.1001	M.Engr.		Engineering	Electrical and Computer Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Electrical and Computer Engineering	14.1001	M.S.		Engineering	Electrical and Computer Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Electrical Engineering	14.1001	B.S.		Engineering	Electrical and Computer Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Electrical Engineering	14.1001	Minor		Engineering	Electrical and Computer Engineering		Regional	Traditional (face-to-face)
BSU	Electrical Engineering	14.1001	Undergraduate Certificate		Engineering	Electrical and Computer Engineering	Boise	Regional	Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/ Regional	Delivery Methods
ISU	Electrical & Computer Engineering: Electrical Engineering concentration	14.1001	MS		Science and Engineering	Electrical Engineering	Idaho Falls Pocatello	Regional	Traditional (face-to-face) Web/video
ISU	Electrical Engineering	14.1001	BS		Science and Engineering	Electrical Engineering	Pocatello	Regional	Hybrid
NIC	Apprenticeship - Electrical	14.1001	AAS		Workforce Training Center	NIC General Education	Post Falls	Regional	Hybrid Online Traditional (face-to-face)
UI	Electrical Engineering	14.1001	B.S.		College of Engineering	Electrical and Computer Engineering	Moscow	Regional	Traditional (face-to-face)
UI	Electrical Engineering	14.1001	M.Engr.		College of Engineering	Electrical and Computer Engineering	Moscow	Regional	Online
UI	Electrical Engineering	14.1001	M.S.		College of Engineering	Electrical and Computer Engineering	Moscow	Regional	Traditional (face-to-face)
UI	Electrical Engineering	14.1001	Ph.D.		College of Engineering	Electrical and Computer Engineering	Moscow	Regional	Traditional (face-to-face)
UI	Power Syst Protection & Relay	14.1001	Certificate-GR		College of Engineering	Electrical and Computer Engineering	Coeur d'Alene Moscow	Regional	Online
ISU	Engineering and Applied Science	14.1301	Ph.D.		Science and Engineering	Biological Sciences	Pocatello	Regional	Hybrid
ISU	Environmental Engineering	14.1401	MS		Science and Engineering	Civil and Environmental Engineering	Idaho Falls Pocatello	Regional	Hybrid
BSU	Computational Materials Science and Engineering	14.1801	Graduate Certificate		Engineering	Mechanical and Biomedical Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Foundations in Materials Science and Engineering	14.1801	Graduate Certificate		Engineering	Micron School of Materials Science and Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Materials Science and Engineering	14.1801	B.S.		Engineering	Micron School of Materials Science and Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Materials Science and Engineering	14.1801	M.Engr.		Engineering	Micron School of Materials Science and Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Materials Science and Engineering	14.1801	M.S.		Engineering	Micron School of Materials Science and Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Materials Science and Engineering	14.1801	Minor		Engineering	Micron School of Materials Science and Engineering		Regional	Traditional (face-to-face)
BSU	Materials Science and Engineering	14.1801	Ph.D		Engineering	Micron School of Materials Science and Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Nanomaterials Science and Engineering	14.1801	Graduate Certificate		Engineering	Micron School of Materials Science and Engineering	Boise	Regional	Traditional (face-to-face)
UI	Adv Materials Technology	14.1801	Certificate-GR		College of Engineering	Chemical and Materials Engineering	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
BSU	Energy/Environment certificate	14.1901	Undergraduate Certificate		Engineering	Mechanical and Biomedical Engineering	Boise	Regional	Traditional (face-to-face)
BSU	HVAC/Building Systems	14.1901	Undergraduate Certificate		Engineering	Mechanical and Biomedical Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Industrial Processes	14.1901	Undergraduate Certificate		Engineering	Mechanical and Biomedical Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Materials certificate	14.1901	Undergraduate Certificate		Engineering	Mechanical and Biomedical Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Mechanical Design	14.1901	Undergraduate Certificate		Engineering	Mechanical and Biomedical Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Mechatronics	14.1901	Undergraduate Certificate		Engineering	Mechanical and Biomedical Engineering	Boise	Regional	Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/ Regional	Delivery Methods
BSU	Solid Mechanics	14.1901	Undergraduate Certificate		Engineering	Mechanical and Biomedical Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Thermal-Fluids certificate	14.1901	Undergraduate Certificate		Engineering	Mechanical and Biomedical Engineering	Boise	Regional	Traditional (face-to-face)
ISU	Mechanical Engineering	14.1901	BS		Science and Engineering	Mechanical Engineering		Regional	Hybrid
ISU	Mechanical Engineering	14.1901	MS		Science and Engineering	Mechanical Engineering		Regional	Hybrid
UI	Mechanical Engineering	14.1901	B.S.		College of Engineering	Mechanical Engineering	Moscow	Regional	Traditional (face-to-face)
UI	Mechanical Engineering	14.1901	M.Engr.		College of Engineering	Mechanical Engineering	Moscow	Regional	Online
UI	Mechanical Engineering	14.1901	Ph.D.		College of Engineering	Mechanical Engineering	Moscow	Regional	Traditional (face-to-face)
UI	Metallurgical Engineering	14.2001	M.S.		College of Engineering	Chemical and Materials Engineering	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Metallurgical Engineering	14.2001	Minor		College of Engineering	Chemical and Materials Engineering	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
ISU	Nuclear Engineering	14.2301	BS		Science and Engineering	Nuclear Engineering	Pocatello	Regional	Hybrid
ISU	Nuclear Science and Engineering	14.2301	MS		Science and Engineering	Nuclear Engineering	Idaho Falls Pocatello	Regional	Hybrid
ISU	Nuclear Science and Engineering	14.2301	Ph.D.		Science and Engineering	Nuclear Engineering	Idaho Falls Pocatello	Regional	Hybrid
ISU	Nuclear Science and Engineering / Applied Nuclear Energy	14.2301	PB Cert		Science and Engineering	Nuclear Engineering	Idaho Falls	Regional	Hybrid
UI	Nuclear Criticality Safety	14.2301	Certificate-GR		College of Engineering	Mechanical Engineering	Idaho Falls	Regional	Online Traditional (face-to-face)
UI	Nuclear Decommissioning and Used Fuel Management	14.2301	Certificate-GR		College of Engineering	Mechanical Engineering	Idaho Falls	Regional	Online
UI	Nuclear Engineering	14.2301	M.Engr.		College of Engineering	Mechanical Engineering	Idaho Falls Moscow	Regional	Online Traditional (face-to-face)
UI	Nuclear Engineering	14.2301	M.S.		College of Engineering	Mechanical Engineering	Coeur d'Alene Idaho Falls Moscow	Regional	Online Traditional (face-to-face)
UI	Nuclear Engineering	14.2301	Ph.D.		College of Engineering	Mechanical Engineering	Coeur d'Alene Idaho Falls Moscow	Regional	Online Traditional (face-to-face)
UI	Nuclear Technology Management	14.2301	Certificate-GR		College of Engineering		Idaho Falls	Regional	Online
ISU	Measurement and Control Engineering	14.2701	MS		Science and Engineering	Mechanical Engineering		Regional	Traditional (face-to-face)
BSU	Industrial Engineering	14.3501	Minor		Business and Economics			Regional	Traditional (face-to-face)
UI	Geological and Mining Engineering	14.3901	Minor		College of Engineering	Civil and Environmental Engineering	Moscow	Regional	
UI	Geological Engineering	14.3901	M.S.		College of Engineering	Civil and Environmental Engineering	Moscow	Regional	Online
UI	Biological Engineering	14.4501	B.S.		College of Engineering	Chemical and Biological Engineering	Moscow	Regional	Online Traditional (face-to-face)
UI	Biological Engineering	14.4501	M.Engr.		College of Engineering	Chemical and Biological Engineering	Moscow	Regional	Online Traditional (face-to-face)
UI	Biological Engineering	14.4501	M.S.		College of Engineering	Chemical and Biological Engineering	Moscow	Regional	Online Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/ Regional	Delivery Methods
UI	Biological Engineering	14.4501	Ph.D.		College of Engineering	Chemical and Biological Engineering	Moscow	Regional	Online Traditional (face-to-face)
UI	Engineering Management	14.9999	M.Engr.		College of Engineering		Moscow	Regional	Online
ISU	Civil Engineering Technician	15.0201	ATC		Technology	Technical	Pocatello	Regional	Hybrid
ISU	Civil Engineering Technology	15.0201	AAS		Technology	Technical	Pocatello	Regional	Hybrid
ISU	Civil Engineering Technology	15.0201	BAS			Business and Support Services		Regional	Hybrid
ISU	Civil Engineering Technology- Materials Testing and Specification	15.0201	BTC		Technology	Technical	Pocatello	Regional	Hybrid
CWI	Advanced Mechatronics Engineering Technology	15.0303	AAS		School of Industry, Engineering, and Trades	Engineering	Nampa	Regional	Traditional (face-to-face)
CWI	Advanced Mechatronics Engineering Technology	15.0303	BTC		School of Industry, Engineering, and Trades	Engineering	Nampa	Regional	Traditional (face-to-face)
CWI	Electronics Technology (renamed fall 2016 Advanced Mechatronics Engineering Technology)	15.0303	AAS			Engineering		Regional	Traditional (face-to-face)
CWI	Electronics Technology (renamed fall 2016 Advanced Mechatronics Engineering Technology)	15.0303	BTC			Engineering		Regional	Traditional (face-to-face)
ISU	Basic Electronics (RCET Robotics)	15.0303	ITC		Technology	Technical	Pocatello	Regional	Traditional (face-to-face)
ISU	Electrical Engineering Technology	15.0303	BS		Science and Engineering	Electrical Engineering	Pocatello	Regional	Hybrid
ISU	Energy Systems Technology	15.0303	ITC		Technology	Energy Systems Technology and Education Center	Pocatello	Regional	Hybrid
ISU	Robotics and Communications Systems Engineering	15.0303	AAS		Technology	Technical	Pocatello	Regional	Hybrid
ISU	Robotics and Communications Systems Engineering	15.0303	ATC		Technology	Technical	Pocatello	Regional	Hybrid
ISU	Robotics and Communications Systems Engineering: Laser/Electro-Optics	15.0303	ATC		Technology	Technical	Pocatello	Regional	Hybrid
ISU	Robotics Engineering Technology	15.0303	BAS		Technology	Technical	Idaho Falls Pocatello Twin Falls	Regional	Traditional (face-to-face)
ISU	Laser/Electro-Optics Technology	15.0304	ATC		Technology	Business and Support Services	Pocatello	Regional	Hybrid
ISU	Energy Systems Instrumentation Engineering Technology	15.0404	AAS		Technology	Energy Systems Technology and Education Center	Pocatello	Regional	Hybrid
ISU	Industrial Controls (Under Energy Systems)	15.0404	AAS		Technology	Energy Systems Technology and Education Center	Pocatello	Regional	Hybrid
ISU	Instrumentation and System Automation Asst.	15.0404	BTC		Technology	Energy Systems Technology and Education Center	Pocatello	Regional	Hybrid
CSI	Automation Engineering Technology	15.0406	AAS		Trade and Industry		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Automation Engineering Technology	15.0406	BTC		Trade and Industry		Twin Falls	Regional	Hybrid Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/ Regional	Delivery Methods
CSI	Automation Engineering Technology	15.0406	ITC		Trade and Industry		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	Applied Technology and Apprenticeship - HVAC Emphasis	15.0501	AAS		School of Industry, Engineering, and Trades	Manufacturing and Welding	Nampa	Regional	Traditional (face-to-face)
CSI	Water Resource Mgmt	15.0506	AAS		Agriculture		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Water Resource Mgmt	15.0506	BTC		Agriculture		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Water Resource Mgmt	15.0506	ITC		Agriculture		Twin Falls	Regional	Hybrid Traditional (face-to-face)
NIC	Wastewater Treatment Plant Technician	15.0506	AAS		Trades and Industry		Coeur d'Alene	Regional	Traditional (face-to-face)
CSI	Environmental Technology	15.0507	AAS		Trade and Industry		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Environmental Technology	15.0507	ITC		Trade and Industry		Twin Falls	Regional	Hybrid Traditional (face-to-face)
UI	Industrial Technology	15.0612	B.S.Tech.		College of Engineering		Coeur d'Alene Idaho Falls	Regional	Traditional (face-to-face)
UI	Technology Management	15.0612	M.S.		College of Engineering		Boise Coeur d'Alene Idaho Falls Moscow	Regional	Online
CSI	Machining and Manufacturing Technology	15.0613	AAS		Trade and Industry		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Machining and Manufacturing Technology	15.0613	BTC		Trade and Industry		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Machining and Manufacturing Technology	15.0613	ITC		Trade and Industry		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Manufacturing Technology	15.0613	AAS		Trade and Industry			Regional	Some portion online Traditional (face-to-face)
CSI	Manufacturing Technology	15.0613	ITC		Trade and Industry			Regional	Some portion online Traditional (face-to-face)
ISU	Advanced Automation and Manufacturing Technology	15.0613	AAS		Technology	Energy Systems Technology and Education Center	Pocatello	Regional	Traditional (face-to-face)
ISU	Advanced Automation and Manufacturing Technology	15.0613	ITC		Technology	Energy Systems Technology and Education Center	Pocatello	Regional	Traditional (face-to-face)
LCSC	CNC Machining Technology	15.0613	AAS		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	CNC Machining Technology	15.0613	ATC		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	CNC Machining Technology	15.0613	BAS		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	CNC Machining Technology	15.0613	ITC		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
UI	Human Safety Performance	15.0703	Certificate-UG		College of Engineering		Idaho Falls	Regional	Online Traditional (face-to-face)
ISU	Unmanned Aerial Systems	15.0801	AAS		Technology	Technical	Pocatello	Regional	Online Traditional (face-to-face)
ISU	Unmanned Aerial Systems	15.0801	BAS		Technology	Technical	Pocatello	Regional	Online Traditional (face-to-face)
ISU	Unmanned Aerial Systems	15.0801	BTC		Technology	Technical	Pocatello	Regional	Online Traditional (face-to-face)
ISU	Unmanned Aerial Systems	15.0801	ITC		Technology	Technical	Pocatello	Regional	Online Traditional (face-to-face)
NIC	Aerospace Technology	15.0801	AAS		Aerospace	Aerospace	Coeur d'Alene	Regional	Hybrid Traditional (face-to-face)
NIC	Aerospace Technology	15.0801	ATC		Aerospace	Aerospace	Coeur d'Alene	Regional	Hybrid Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/ Regional	Delivery Methods
NIC	Aerospace Technology	15.0801	BTC		Aerospace	Aerospace	Coeur d'Alene	Regional	Hybrid Traditional (face-to-face)
NIC	Aerospace Technology	15.0801	ITC		Aerospace	Aerospace	Coeur d'Alene	Regional	Hybrid Traditional (face-to-face)
ISU	Energy Systems Mechanical Engineering Technology	15.0805	AAS		Technology	Energy Systems Technology and Education Center	Pocatello	Regional	Hybrid
ISU	Land Surveying	15.1102	Academic Certificate		Technology	Technical	Boise Caldwell Coeur d'Alene Idaho Falls Lewiston Meridian Moscow Nampa Pocatello Post Falls Twin Falls	Regional	Online
ISU	Surveying and Geomatics Engineering Technology	15.1102	BS		Technology	Technical	Pocatello	Regional	Hybrid
ISU	Surveying Technician	15.1102	BTC		Technology	Technical	Pocatello	Regional	Online
ISU	Surveying: Land Surveying	15.1102	Undergraduate Certificate		Technology	Technical	Pocatello	Regional	Online
CSI	Drafting Technology	15.1302	AAS		Trade and Industry		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Drafting Technology	15.1302	ITC		Trade and Industry		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	Drafting Technology	15.1302	AAS		School of Industry, Engineering, and Trades	Engineering	Nampa	Regional	Traditional (face-to-face)
CWI	Drafting Technology	15.1302	ATC		School of Industry, Engineering, and Trades	Engineering	Nampa	Regional	Traditional (face-to-face)
CWI	Drafting Technology	15.1302	ITC		School of Industry, Engineering, and Trades	Engineering	Nampa	Regional	Traditional (face-to-face)
ISU	Computer Aided Design Drafting	15.1302	ATC		Technology	Technical	Pocatello	Regional	Traditional (face-to-face)
ISU	Computer Aided Design Drafting Technology	15.1302	AAS		Technology	Technical	Pocatello	Regional	Traditional (face-to-face)
ISU	Computer Aided Design Drafting Technology	15.1302	BAS		Technology	Business and Support Services		Regional	Traditional (face-to-face)
NIC	Computer Aided Design Tech-Architectural Design	15.1303	ITC		Trades and Industry	Computer Aided Design	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
LCSC	Engineering Technology	15.1304	AAS		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Engineering Technology	15.1304	BAS		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
ISU	Drafting, Mechanical Drafting	15.1306	ITC		Technology	Technical	Pocatello	Regional	Traditional (face-to-face)
ISU	Mechanical Drafting	15.1306	ITC		Technology	Business and Support Services		Regional	Traditional (face-to-face)
NIC	Computer Aided Design Tech - Mechanical	15.1306	AAS		Trades and Industry	Computer Aided Design	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
NIC	Computer Aided Design Tech - Mechanical	15.1306	ITC		Trades and Industry	Computer Aided Design	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
NIC	Mechanical Design Engineering Technology	15.1306	ATC		Trades and Industry	Computer Aided Design	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/ Regional	Delivery Methods
ISU	Energy Systems Nuclear Operations Technology	15.1401	AAS		Technology	Energy Systems Technology and Education Center	Pocatello	Regional	Hybrid
CEI	Energy Systems Technology	15.1701	ITC		Trades and Industry	Energy Systems Technology	Idaho Falls	Regional	Traditional (face-to-face)
CSI	Renewable Energy Systems Technology	15.1701	AAS		Trade and Industry		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Wind Energy Technology	15.1701	AAS		Trade and Industry		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Wind Energy Technology	15.1701	ITC		Trade and Industry		Twin Falls	Regional	Hybrid Traditional (face-to-face)
ISU	Drafting, Architectural Drafting	15.1701	ITC		Technology	Technical	Pocatello	Regional	Traditional (face-to-face)
ISU	Energy Systems Electrical Engineering Technology	15.1701	AAS		Technology	Energy Systems Technology and Education Center	Pocatello	Regional	Hybrid
BSU	Computer Assisted Language Learning	16.0101	Graduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Online
CSI	Language, Spanish	16.0101	AA		English, Languages and Philosophy		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Spanish	16.0101	AA		English, Languages and Philosophy		Twin Falls	Regional	Hybrid Traditional (face-to-face)
NIC	Modern Languages	16.0101	AA		English and Humanities Division	Modern Languages	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
UI	Modern Language Business	16.0101	B.A.		College of Letters, Arts and Social Sciences	Modern Languages and Cultures	Moscow	Regional	Traditional (face-to-face)
BSU	Spanish Interpretation	16.0103	Minor		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	Chinese Studies	16.0301	Minor		Arts and Sciences	World Languages		Regional	Traditional (face-to-face)
BSU	Elementary Mandarin Chinese	16.0301	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	Intermediate Mandarin Chinese	16.0301	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	Elementary Japanese	16.0302	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	Intermediate Japanese	16.0302	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	Japanese Studies	16.0302	Minor		Arts and Sciences	World Languages		Regional	Traditional (face-to-face)
ISU	Advanced Japanese Language Proficiency	16.0302	Undergraduate Certificate			Anthropology		Regional	Traditional (face-to-face)
ISU	Advanced Japanese Language Proficiency (online)	16.0302	Undergraduate Certificate		Arts and Letters	Global Studies and Languages		Regional	Online Web/video
ISU	Basic Japanese Language Proficiency	16.0302	Undergraduate Certificate			Anthropology		Regional	Traditional (face-to-face)
ISU	Basic Japanese Language Proficiency (online)	16.0302	Undergraduate Certificate		Arts and Letters	Global Studies and Languages		Regional	Online Web/video
ISU	Japanese (online)	16.0302	Minor		Arts and Letters	Global Studies and Languages		Regional	Online Web/video
ISU	Japanese Advanced Language Proficiency	16.0302	Undergraduate Certificate		Arts and Letters	Global Studies and Languages	Pocatello	Regional	Traditional (face-to-face)
ISU	Japanese Basic Language Proficiency	16.0302	Undergraduate Certificate		Arts and Letters	Global Studies and Languages	Pocatello	Regional	Traditional (face-to-face)
BSU	Elementary Korean	16.0303	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	Intermediate Korean	16.0303	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/ Regional	Delivery Methods
BSU	Elementary German	16.0501	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	German	16.0501	B.A.		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	German	16.0501	Minor		Arts and Sciences	World Languages		Regional	Traditional (face-to-face)
BSU	Intermediate German	16.0501	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
ISU	Advanced German Language Proficiency	16.0501	Undergraduate Certificate			Anthropology		Regional	Traditional (face-to-face)
ISU	Basic German Language Proficiency	16.0501	Undergraduate Certificate			Anthropology		Regional	Traditional (face-to-face)
ISU	German Advanced Language Proficiency	16.0501	Undergraduate Certificate		Arts and Letters	Global Studies and Languages	Pocatello	Regional	
ISU	German Basic Language Proficiency	16.0501	Undergraduate Certificate		Arts and Letters	Global Studies and Languages	Pocatello	Regional	Traditional (face-to-face)
UI	German	16.0501	Minor		College of Letters, Arts and Social Sciences	Modern Languages and Cultures	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
BSU	Romance Languages	16.0900	Minor		Arts and Sciences	World Languages		Regional	Traditional (face-to-face)
BSU	Elementary French	16.0901	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	French	16.0901	B.A.		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	French	16.0901	Minor		Arts and Sciences	World Languages		Regional	Traditional (face-to-face)
BSU	Intermediate French	16.0901	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
ISU	Advanced French Language Proficiency	16.0901	Undergraduate Certificate			Anthropology		Regional	Traditional (face-to-face)
ISU	Basic French Language Proficiency	16.0901	Undergraduate Certificate			Anthropology		Regional	Traditional (face-to-face)
ISU	French Advanced Language Proficiency	16.0901	Undergraduate Certificate		Arts and Letters	Global Studies and Languages	Pocatello	Regional	Traditional (face-to-face)
ISU	French Basic Language Proficiency	16.0901	Undergraduate Certificate		Arts and Letters	Global Studies and Languages	Pocatello	Regional	Traditional (face-to-face)
UI	French	16.0901	B.A.		College of Letters, Arts and Social Sciences	Modern Languages and Cultures	Moscow	Regional	Traditional (face-to-face)
UI	French	16.0901	Minor		College of Letters, Arts and Social Sciences	Modern Languages and Cultures	Moscow	Regional	Traditional (face-to-face)
BSU	Elementary Portuguese	16.0904	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	
BSU	Intermediate Portuguese	16.0904	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	Elementary Spanish	16.0905	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	Intermediate Spanish	16.0905	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	Spanish	16.0905	B.A.		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	Spanish	16.0905	Minor		Arts and Sciences	World Languages		Regional	Traditional (face-to-face)
BSU	Spanish Certificate	16.0905	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	Spanish for Business	16.0905	Minor		Arts and Sciences	World Languages		Regional	Traditional (face-to-face)
CWI	Spanish	16.0905	AA		School of Arts and Humanities	Modern Languages	Nampa	Regional	Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/Regional	Delivery Methods
ISU	Advanced Spanish Language Proficiency	16.0905	Undergraduate Certificate			Anthropology		Regional	Traditional (face-to-face)
ISU	Advanced Spanish Language Proficiency (online)	16.0905	Undergraduate Certificate		Arts and Letters	Global Studies and Languages		Regional	Online Web/video
ISU	Basic Spanish Language Proficiency	16.0905	Undergraduate Certificate			Anthropology		Regional	Traditional (face-to-face)
ISU	Spanish	16.0905	BA		Arts and Letters	Global Studies and Languages	Pocatello	Regional	Hybrid
ISU	Spanish	16.0905	MA		Arts and Letters	Global Studies and Languages	Pocatello	Regional	Online
ISU	Spanish (online)	16.0905	BA		Arts and Letters	Global Studies and Languages		Regional	Online Web/video
ISU	Spanish Advanced Language Proficiency	16.0905	Undergraduate Certificate		Arts and Letters	Global Studies and Languages	Pocatello	Regional	Traditional (face-to-face)
ISU	Spanish Basic Language Proficiency	16.0905	Undergraduate Certificate		Arts and Letters	Global Studies and Languages	Pocatello	Regional	Traditional (face-to-face)
ISU	Spanish for Health Professions	16.0905	BA		Arts and Letters	Global Studies and Languages	Pocatello	Regional	Traditional (face-to-face)
ISU	Spanish for Health Professions	16.0905	Graduate Certificate		Arts and Letters	Global Studies and Languages	Pocatello	Regional	Traditional (face-to-face)
ISU	Spanish for Health Professions (online)	16.0905	BA		Arts and Letters	Global Studies and Languages		Regional	Online Web/video
ISU	Spanish for Health Professions (online)	16.0905	Graduate Certificate		Arts and Letters	Global Studies and Languages		Regional	Online Web/video
UI	Spanish	16.0905	B.A.		College of Letters, Arts and Social Sciences	Modern Languages and Cultures	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Spanish	16.0905	Minor		College of Letters, Arts and Social Sciences	Modern Languages and Cultures	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
ISU	Shoshoni	16.1001	AA		Arts and Letters	Anthropology	Pocatello	Regional	Traditional (face-to-face)
BSU	Arabic Studies	16.1101	Minor		Arts and Sciences	World Languages		Regional	
BSU	Elementary Arabic Studies	16.1101	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	Intermediate Arabic	16.1101	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	Elementary Latin	16.1203	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	Intermediate Latin	16.1203	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	Latin	16.1203	Minor		Arts and Sciences	World Languages		Regional	Traditional (face-to-face)
BSU	American Sign Language	16.1601	Minor		Arts and Sciences	World Languages		Regional	
BSU	Elementary American Sign Language	16.1601	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	Intermediate American Sign Language	16.1601	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
CWI	Sign Language Studies	16.1601	AA		School of Arts and Humanities	Modern Languages	Nampa	Regional	Traditional (face-to-face)
NIC	American Sign Language	16.1601	AA		English and Humanities Division	Modern Languages	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
ISU	Sign Language Interpreting	16.1603	BS		Health Sciences/Rehabilitation and Communication Sciences	Communication Sciences and Disorders	Meridian Pocatello	Statewide	Hybrid

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ATTACHMENT 1

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/Regional	Delivery Methods
ISU	Sign Language Studies	16.1603	AS		Health Sciences/Rehabilitation and Communication Sciences	Communication Sciences and Disorders	Pocatello	Regional	Hybrid
ISU	Sign Language Studies	16.1603	Minor		Health Sciences/Rehabilitation and Communication Sciences	Communication Sciences and Disorders		Regional	Hybrid
BSU	Basque Studies	16.9999	Minor		Arts and Sciences	World Languages		Regional	Traditional (face-to-face)
CSI	American Sign Language	16.9999	AA		English, Languages and Philosophy		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Language, American Sign Language	16.9999	AA		English, Languages and Philosophy		Twin Falls	Regional	Hybrid Traditional (face-to-face)
UI	Family and Consumer Sciences	19.0101	M.S.		College of Agriculture and Life Sciences	Family and Consumer Sciences	Moscow	Regional	Hybrid Online Traditional (face-to-face)
NIC	Pre-Nutrition	19.0501	AS		Natural Sciences Division	Biology	Coeur d'Alene	Regional	Hybrid Traditional (face-to-face)
UI	Food and Nutrition	19.0501	B.S.		College of Agriculture and Life Sciences	Family and Consumer Sciences	Moscow	Regional	Hybrid Traditional (face-to-face)
UI	Nutrition	19.0599	Minor		College of Agriculture and Life Sciences	Family and Consumer Sciences		Regional	
UI	Early Childhood Development and Education	19.0701	B.S.		College of Agriculture and Life Sciences	Family and Consumer Sciences	Coeur d'Alene Moscow	Regional	Hybrid Traditional (face-to-face)
UI	Family and Consumer Sciences	19.0701	B.S.	Emphasis 1) Child Development and Family Relations 2) Family Development Across the Lifespan 3) Personal and Family Finance	College of Agriculture and Life Sciences	Family and Consumer Sciences	Coeur d'Alene Moscow	Regional	Hybrid Traditional (face-to-face)
ISU	Healthy Aging	19.0702	Minor		Health Sciences/Health Professions	Community and Public Health	Idaho Falls Meridian Pocatello	Regional	Hybrid Some portion online Traditional (face-to-face) Web/video
UI	Aging Studies	19.0702	Minor		College of Letters, Arts and Social Sciences		Moscow	Regional	Traditional (face-to-face)
BSU	Family Studies	19.0704	Minor		Arts and Sciences	Psychological Science		Regional	Traditional (face-to-face)
NIC	Child Development	19.0706	AS		Social and Behavioral Sciences Division	Child Development	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
NIC	Child Development	19.0706	Associate Cert.		Social and Behavioral Sciences Division	Child Development	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
CSI	Early Childhood Education Child Development Associate	19.0708	AA		Education		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Early Childhood Education Child Development Associate	19.0708	AAS		Education		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Early Childhood Education Child Development Associate	19.0708	BTC		Education		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Early Childhood Education Child Development Associate	19.0708	ITC		Education		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Early Childhood/Blended	19.0708	BA		Education		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Education, Early Childhood Education	19.0708	AA		Education			Regional	Online Some portion online Traditional (face-to-face)
CSI	Education, Early Childhood Education	19.0708	AAS		Education			Regional	Online Some portion online Traditional (face-to-face)
CSI	Education, Early Childhood Education	19.0708	BTC		Education			Regional	Online Some portion online Traditional (face-to-face)

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 24, 2022**

ATTACHMENT 1

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/ Regional	Delivery Methods
CSI	Education, Early Childhood Education	19.0708	ITC		Education			Regional	Online Some portion online Traditional (face-to-face)
CSI	Education, Early Childhood Education - Child Development Associate	19.0708	BTC CDA		Education			Regional	Online Some portion online Traditional (face-to-face)
CWI	Early Childhood Education	19.0708	AAS		School of Social Sciences and Public Affairs	Education	Nampa	Regional	Traditional (face-to-face)
CWI	Early Childhood Education	19.0708	ATC		School of Social Sciences and Public Affairs	Education	Nampa	Regional	Traditional (face-to-face)
CWI	Early Childhood Education	19.0708	BTC		School of Social Sciences and Public Affairs	Education	Nampa	Regional	Traditional (face-to-face)
CWI	Early Childhood Education	19.0708	ITC		School of Social Sciences and Public Affairs	Education	Nampa	Regional	Traditional (face-to-face)
ISU	Early Childhood Care and Education	19.0708	AAS		Technology	Business and Support Services	Pocatello	Regional	Traditional (face-to-face)
ISU	Early Childhood Care and Education	19.0708	BTC		Technology	Business and Support Services	Pocatello	Regional	Traditional (face-to-face)
ISU	Early Childhood Care and Education	19.0708	ITC		Technology	Business and Support Services	Pocatello	Regional	Traditional (face-to-face)
NIC	Child Development	19.0709	Undergraduate Certificate		Social and Behavioral Sciences Division	Child Development	Coeur d'Alene	Regional	Traditional (face-to-face)
UI	Apparel, Textiles and Design	19.0901	B.S.		College of Agriculture and Life Sciences	Family and Consumer Sciences	Moscow	Regional	Online Traditional (face-to-face)
UI	Law	22.0101	J.D.		College of Law		Boise Coeur d'Alene Moscow	Statewide	Hybrid Traditional (face-to-face)
LCSC	Legal Administrative Assistant	22.0301	AAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Legal Administrative Assistant	22.0301	ATC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Legal Administrative Assistant	22.0301	BAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Legal Office Technology	22.0301	ITC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Legal Practice Assistant	22.0301	AAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Legal Practice Assistant	22.0301	ATC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Legal Practice Assistant	22.0301	BAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
CEI	Legal Studies and Paralegal Training	22.0302	AAS		Business, Office, and Technology	Legal Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Legal Studies and Paralegal Training	22.0302	ITC		Business, Office, and Technology	Legal Technologies	Idaho Falls	Regional	Traditional (face-to-face)
ISU	Paralegal Studies	22.0302	AAS		Technology	Business and Support Services	Pocatello	Regional	Hybrid
ISU	Paralegal Studies	22.0302	BAS		Technology	Business and Support Services	Pocatello	Regional	Hybrid
LCSC	Paralegal	22.0302	AAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Paralegal	22.0302	BAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Paralegal	22.0302	ITC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
NIC	Paralegal	22.0302	AAS		Business and Professional Programs	Paralegal	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
BSU	Department of English Restructure	23.0101	N/A		Arts and Sciences	English	Boise	Regional	Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/Regional	Delivery Methods
BSU	English	23.0101	B.A.		Arts and Sciences	English	Boise	Regional	Traditional (face-to-face)
BSU	English	23.0101	M.A.		Arts and Sciences	English	Boise	Regional	Traditional (face-to-face)
BSU	English	23.0101	Minor		Arts and Sciences	English		Regional	Traditional (face-to-face)
BSU	English, Literature: Thesis/Project Option	23.0101	M.A.		Arts and Sciences	English		Regional	Traditional (face-to-face)
BSU	Linguistics	23.0101	Minor		Arts and Sciences	English		Regional	Traditional (face-to-face)
CSI	English	23.0101	AA		English, Languages and Philosophy		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	English	23.0101	AA		School of Arts and Humanities	English	Nampa	Regional	Hybrid Online Traditional (face-to-face)
ISU	English	23.0101	BA		Arts and Letters	English and Philosophy	Pocatello	Regional	Hybrid
ISU	English	23.0101	CERT		Arts and Letters	Anthropology		Regional	Traditional (face-to-face)
ISU	English	23.0101	MA		Arts and Letters	English and Philosophy	Pocatello	Regional	Traditional (face-to-face)
ISU	English and the Teaching of English	23.0101	Ph.D.		Arts and Letters	English and Philosophy	Pocatello	Regional	Traditional (face-to-face)
LCSC	English	23.0101	BA		Liberal Arts and Sciences	Humanities	Lewiston	Regional	Traditional (face-to-face)
LCSC	English: Publishing Arts	23.0101	BA		Liberal Arts and Sciences	Humanities	Lewiston	Regional	Traditional (face-to-face)
NIC	English	23.0101	AA		English and Humanities Division	English	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
UI	English	23.0101	B.A.	Emphasis: 1) Literature - 23.0101 2) Creative Writing - 23.1302 3) Professional Writing - 23.1303 4) Teaching - 13.1305 5) Linguistics and Literacy -16.0105	College of Letters, Arts and Social Sciences	English	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	English	23.0101	M.A.	Emphasis: 1) Literature - 23.0101 2) Creative Writing - 23.1302 3) Professional Writing - 23.1303 4) Teaching - 13.1305 5) Linguistics and Literacy -16.0105	College of Letters, Arts and Social Sciences	English	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	English	23.0101	Minor		College of Letters, Arts and Social Sciences	English	Moscow	Regional	Traditional (face-to-face)
BSU	English, Technical Communication	23.1301	Undergraduate Certificate		Arts and Sciences	English	Boise	Regional	Traditional (face-to-face)
BSU	Technical Communication	23.1301	Graduate Certificate		Arts and Sciences	English	Boise	Regional	Traditional (face-to-face)
BSU	Technical Communication	23.1301	M.A.		Arts and Sciences	English	Boise	Regional	Traditional (face-to-face)
BSU	Technical Communication	23.1301	Undergraduate Certificate		Arts and Sciences	English	Boise	Regional	Traditional (face-to-face)
BSU	Writing for Change	23.1301	Minor		Arts and Sciences	English	Boise	Regional	Traditional (face-to-face)
BSU	Creative Writing	23.1302	B.A.		Arts and Sciences	Theatre, Film and Creative Writing	Boise	Regional	Traditional (face-to-face)
BSU	Creative Writing	23.1302	BFA		Arts and Sciences	Theatre, Film and Creative Writing	Boise	Regional	Traditional (face-to-face)
BSU	Creative Writing	23.1302	M.F.A.		Arts and Sciences	Theatre, Film and Creative Writing	Boise	Regional	Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/ Regional	Delivery Methods
BSU	Narrative Arts	23.1302	BFA		Arts and Sciences	Theatre, Film and Creative Writing	Boise	Regional	Traditional (face-to-face)
LCSC	Creative Writing	23.1302	BFA		Liberal Arts and Sciences	Humanities	Lewiston	Regional	Traditional (face-to-face)
UI	Creative Writing	23.1302	M.F.A.		College of Letters, Arts and Social Sciences	English	Moscow	Regional	Traditional (face-to-face)
UI	Creative Writing	23.1302	Minor		College of Letters, Arts and Social Sciences	English	Moscow	Regional	Traditional (face-to-face)
BSU	Principles of Grant Writing	23.1303	Undergraduate Certificate		Health Sciences	Community and Environmental Health	Boise	Regional	Traditional (face-to-face)
UI	Professional Writing	23.1303	Minor		College of Letters, Arts and Social Sciences	English	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
ISU	Communication - Emphasis in Rhetoric, Media, and Social Change	23.1399	BA		Arts and Letters	Communication, Media and Persuasion	Pocatello	Regional	Traditional (face-to-face)
BSU	Associate of Arts, General	24.0101	A.A.		Arts and Sciences		Boise	Regional	Traditional (face-to-face)
BSU	Associate of Science, General	24.0101	A.S.		Arts and Sciences		Boise	Regional	Traditional (face-to-face)
CEI	Associate of Science, General	24.0101	AS		General Education		Idaho Falls	Regional	Traditional (face-to-face)
CEI	General Education Academic Certificate	24.0101	Undergraduate Certificate		General Education		Idaho Falls	Regional	Traditional (face-to-face)
CSI	Liberal Arts	24.0101	AA		General and Liberal Studies		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	Liberal Arts	24.0101	AA		School of Arts and Humanities	Integrated Studies	Nampa	Regional	Hybrid Online Traditional (face-to-face)
ISU	Bachelor of Applied Science	24.0101	BAS		Technology		Idaho Falls	Regional	Traditional (face-to-face)
LCSC	Liberal Arts	24.0101	AA		Professional Studies/Liberal Arts	Humanities/Natural Sciences/Social Sciences	Lewiston	Regional	Online Traditional (face-to-face)
BSU	Interdisciplinary Professional Studies	24.0102	B.A.		Arts and Sciences	Multidisciplinary Studies	Boise	Regional	Online Traditional (face-to-face)
CWI	General Education	24.0102	Undergraduate Certificate		School of Arts and Humanities	Integrated Studies	Nampa	Regional	Hybrid Traditional (face-to-face)
ISU	University Studies	24.0102	AA		Arts and Letters		Idaho Falls	Regional	Hybrid
ISU	University Studies	24.0102	BA		Arts and Letters		Pocatello	Regional	Hybrid
ISU	University Studies (online)	24.0102	AA		Arts and Letters			Regional	Online Web/video
ISU	University Studies (online)	24.0102	BA		Arts and Letters			Regional	Online Web/video
LCSC	Applied Technology	24.0102	BAS		Professional Studies	Business	Lewiston	Regional	Traditional (face-to-face)
LCSC	General Studies: Business	24.0102	BA		Professional Studies	Business	Lewiston	Regional	Online Traditional (face-to-face)
LCSC	General Studies: Business	24.0102	BS		Professional Studies	Business	Lewiston	Regional	Online Traditional (face-to-face)
LCSC	General Studies: Education	24.0102	BA		Professional Studies	Teacher Education	Lewiston	Regional	Traditional (face-to-face)
LCSC	General Studies: Education	24.0102	BS		Professional Studies	Teacher Education	Lewiston	Regional	Traditional (face-to-face)
LCSC	General Studies: Humanities	24.0102	BA		Liberal Arts and Sciences	Humanities	Lewiston	Regional	Online Traditional (face-to-face)
LCSC	General Studies: Humanities	24.0102	BS		Liberal Arts and Sciences	Humanities	Lewiston	Regional	Online Traditional (face-to-face)
LCSC	General Studies: Natural Science & Math	24.0102	BA		Liberal Arts and Sciences	Natural Sciences and Mathematics	Lewiston	Regional	Traditional (face-to-face)
LCSC	General Studies: Natural Science & Math	24.0102	BS		Liberal Arts and Sciences	Natural Sciences and Mathematics	Lewiston	Regional	Traditional (face-to-face)
LCSC	General Studies: Social Sciences	24.0102	BA		Liberal Arts and Sciences	Social Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	General Studies: Social Sciences	24.0102	BS		Liberal Arts and Sciences	Social Sciences	Lewiston	Regional	Traditional (face-to-face)

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Insttit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/ Regional	Delivery Methods
NIC	General Studies	24.0102	AA		English and Humanities Division		Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
NIC	General Studies	24.0102	Undergraduate Certificate		English and Humanities Division		Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
UI	General Studies	24.0102	B.G.S.		College of Letters, Arts and Social Sciences		Moscow	Regional	Online Traditional (face-to-face)
NIC	Humanities	24.0103	AA		English and Humanities Division	Humanities	Coeur d'Alene	Regional	Hybrid Traditional (face-to-face)
CEI	Liberal Arts	24.0199	AA		General Education		Idaho Falls	Regional	Traditional (face-to-face)
BSU	Biology	26.0101	B.S.		Arts and Sciences	Biological Sciences	Boise	Regional	Traditional (face-to-face)
BSU	Biology	26.0101	M.A.		Arts and Sciences	Biological Sciences	Boise	Regional	Traditional (face-to-face)
BSU	Biology	26.0101	M.S.		Arts and Sciences	Biological Sciences	Boise	Regional	Traditional (face-to-face)
BSU	Biology	26.0101	Minor		Arts and Sciences	Biological Sciences		Regional	Traditional (face-to-face)
CSI	Biology	26.0101	AS		Biology		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Biology - Health Care	26.0101	AS		Biology		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Biology-Natural Resources	26.0101	AS		Biology		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Natural Resources Management	26.0101	AS		Agriculture		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	Biology - General	26.0101	AS		School of Math and Science	Biological Sciences	Nampa	Regional	Hybrid Traditional (face-to-face)
ISU	Biology	26.0101	BA		Science and Engineering	Biological Sciences	Pocatello	Regional	Hybrid
ISU	Biology	26.0101	BS		Science and Engineering	Biological Sciences	Pocatello	Regional	Hybrid
ISU	Biology	26.0101	DA		Science and Engineering	Biological Sciences	Pocatello	Regional	Traditional (face-to-face)
ISU	Biology	26.0101	MS		Science and Engineering	Biological Sciences	Pocatello	Regional	Hybrid
ISU	Biology	26.0101	Ph.D.		Science and Engineering	Biological Sciences	Pocatello	Regional	Traditional (face-to-face)
LCSC	Biology	26.0101	BS		Liberal Arts and Sciences	Natural Sciences and Mathematics	Lewiston	Regional	Traditional (face-to-face)
LCSC	Biology	26.0101	Minor		Liberal Arts and Sciences	Natural Sciences and Mathematics		Regional	Traditional (face-to-face)
NIC	Biology	26.0101	AS		Natural Sciences Division	Biology	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
UI	Biology	26.0101	B.A.		College of Science	Biological Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Biology	26.0101	B.S.		College of Science	Biological Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Biology	26.0101	M.S.		College of Science	Biological Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Biology	26.0101	Minor		College of Science	Biological Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Biology	26.0101	Ph.D.		College of Science	Biological Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Biochemistry	26.0202	B.S.		College of Science	Biological Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Biochemistry	26.0202	Minor		College of Science	Biological Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Microbiology, Molecular Biology and Biochemistry	26.0204	Ph.D.		College of Science	Biological Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Molecular Biology and Biochemistry	26.0204	Minor		College of Science	Biological Sciences	Moscow	Regional	Traditional (face-to-face)
BSU	Biomolecular Sciences	26.0210	M.S.		Arts and Sciences		Boise	Regional	Traditional (face-to-face)
BSU	Biomolecular Sciences	26.0210	Ph.D		Arts and Sciences		Boise	Regional	Traditional (face-to-face)
ISU	Biochemistry	26.0210	BS		Science and Engineering	Biological Sciences	Pocatello	Regional	Hybrid
NIC	Botany	26.0301	AS		Natural Sciences Division	Biology	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/ Regional	Delivery Methods
UI	Plant Pathology	26.0305	M.S		College of Agriculture and Life Sciences	Entomology, Plant Pathology and Nemotology	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
CWI	Biology - Microbiological, Molecular, and Biomedical Sciences emphasis	26.0406	AS		School of Math and Science	Biological Sciences	Nampa	Regional	Traditional (face-to-face)
ISU	Microbiology	26.0502	BS		Science and Engineering	Biological Sciences		Regional	Hybrid
ISU	Microbiology	26.0502	MS		Science and Engineering	Biological Sciences		Regional	Hybrid
ISU	Microbiology	26.0502	Ph.D.		Science and Engineering	Biological Sciences		Regional	Traditional (face-to-face)
NIC	Pre-Microbiology/Medical Tech	26.0502	AS		Natural Sciences Division	Biology	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
UI	Microbiology	26.0502	B.S.		College of Science	Biological Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Microbiology	26.0502	Minor		College of Science	Biological Sciences	Moscow	Regional	Traditional (face-to-face)
NIC	Zoology	26.0701	AS		Natural Sciences Division	Biology	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
UI	Entomology	26.0702	B.S.		College of Agriculture and Life Sciences	Entomology, Plant Pathology and Nemotology	Moscow	Regional	Online Traditional (face-to-face)
UI	Entomology	26.0702	M.S.		College of Agriculture and Life Sciences	Entomology, Plant Pathology and Nemotology	Moscow	Regional	Online Traditional (face-to-face)
UI	Entomology	26.0702	Minor		College of Agriculture and Life Sciences	Entomology, Plant Pathology and Nemotology	Moscow	Regional	Traditional (face-to-face) Web/video
UI	Entomology	26.0702	Ph.D.		College of Agriculture and Life Sciences	Entomology, Plant Pathology and Nemotology	Moscow	Regional	Online Traditional (face-to-face)
UI	Animal Physiology	26.0707	Ph.D.		College of Agriculture and Life Sciences	Animal, Veterinary Science, and Food Sciences	Moscow	Regional	Traditional (face-to-face)
BSU	Raptor Biology	26.0799	M.S.		Arts and Sciences	Biological Sciences	Boise	Regional	Traditional (face-to-face)
UI	Bioinformatics and Computational Biology	26.1103	Certificate-GR		College of Science	Biological Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Bioinformatics and Computational Biology	26.1103	M.S.		College of Science	Biological Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Bioinformatics and Computational Biology	26.1103	Ph.D.		College of Science	Biological Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Biotechnology and Plant Genomics	26.1201	B.S.		College of Agriculture and Life Sciences	Plant Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Biotechnology and Plant Genomics	26.1201	Minor		College of Agriculture and Life Sciences	Plant Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Ecology and Ecosystems Science	26.1301	B.S.		College of Natural Resources	Forest, Rangeland and Fire Sciences	Moscow	Regional	Traditional (face-to-face)
BSU	Ecology, Evolution, and Behavior	26.1307	Ph.D		Arts and Sciences	Biological Sciences	Boise	Regional	Traditional (face-to-face)
UI	Ecology	26.1307	Minor		College of Natural Resources	Forest, Rangeland and Fire Sciences	Moscow	Regional	Hybrid Traditional (face-to-face)
UI	Ecology and Conservation Biology	26.1307	B.S.	Options: 1) Natural Resources Ecology 2) Conservation Biology	College of Natural Resources	Natural Resources and Society	Moscow	Regional	Traditional (face-to-face)
UI	Restoration Ecology	26.1307	Certificate-UG		College of Natural Resources	Forest, Rangeland and Fire Sciences	Moscow	Regional	Online
UI	B.S. in Global Disease Ecology	26.1310	B.S.		College of Agriculture and Life Sciences	Entomology, Plant Pathology and Nemotology	Moscow	Regional	Traditional (face-to-face)
UI	Neuroscience	26.1501	M.S.		College of Science	Biological Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Neuroscience	26.1501	Ph.D.		College of Science	Biological Sciences	Moscow	Regional	Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/ Regional	Delivery Methods
BSU	Mathematics	27.0101	B.S.		Arts and Sciences	Mathematics	Boise	Regional	Traditional (face-to-face)
BSU	Mathematics	27.0101	M.S.		Arts and Sciences	Mathematics	Boise	Regional	Traditional (face-to-face)
BSU	Mathematics	27.0101	Minor		Arts and Sciences	Mathematics		Regional	Traditional (face-to-face)
CSI	Mathematics	27.0101	AS		Mathematics		Twin Falls	Regional	Hybrid Traditional (face-to-face)
ISU	Mathematics	27.0101	AS		Science and Engineering	Mathematics and Statistics		Regional	Traditional (face-to-face)
ISU	Mathematics	27.0101	BS		Science and Engineering	Mathematics and Statistics		Regional	Traditional (face-to-face)
ISU	Mathematics	27.0101	DA		Science and Engineering	Mathematics and Statistics		Regional	Traditional (face-to-face)
ISU	Mathematics	27.0101	MS		Science and Engineering	Mathematics and Statistics		Regional	Traditional (face-to-face)
LCSC	Mathematics	27.0101	BA		Liberal Arts and Sciences	Natural Sciences and Mathematics	Lewiston	Regional	Traditional (face-to-face)
LCSC	Mathematics	27.0101	BS		Liberal Arts and Sciences	Natural Sciences and Mathematics	Lewiston	Regional	Traditional (face-to-face)
NIC	Mathematics	27.0101	AS		Math, Computer Science and Engineering Division	Mathematics	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
UI	Mathematics	27.0101	B.S.		College of Science	Mathematical and Statistical Sciences	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Mathematics	27.0101	M.A.T.		College of Science	Mathematical and Statistical Sciences	Coeur d'Alene Moscow	Regional	Online
UI	Mathematics	27.0101	M.S.		College of Science	Mathematical and Statistical Sciences	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Mathematics	27.0101	Minor		College of Science	Mathematical and Statistical Sciences	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Mathematics	27.0101	Ph.D.		College of Science	Mathematical and Statistical Sciences	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Mathematics (online)	27.0101	Minor		College of Science	Mathematical and Statistical Sciences		Regional	
BSU	Applied Mathematics	27.0301	B.S.		Arts and Sciences	Mathematics	Boise	Regional	Traditional (face-to-face)
BSU	Applied Mathematics	27.0301	Minor		Arts and Sciences	Mathematics		Regional	
BSU	Cryptography and Cryptanalysis	27.0301	Undergraduate Certificate		Arts and Sciences	Mathematics	Boise	Regional	Online
ISU	Applied Mathematics	27.0301	BS		Science and Engineering	Mathematics and Statistics	Idaho Falls Pocatello Twin Falls	Regional	Traditional (face-to-face)
ISU	Mathematics, Applied	27.0301	BS		Science and Engineering	Mathematics and Statistics		Regional	Traditional (face-to-face)
BSU	Computational	27.0304	Undergraduate Certificate		Engineering	Mechanical and Biomedical Engineering	Boise	Regional	Traditional (face-to-face)
ISU	Statistics	27.0501	BS		Science and Engineering	Mathematics and Statistics	Pocatello	Regional	Traditional (face-to-face)
UI	Statistical Science	27.0501	M.S.		College of Science	Mathematical and Statistical Sciences	Coeur d'Alene Moscow	Regional	Hybrid Online Traditional (face-to-face)
UI	Statistics	27.0501	B.S.	Emphasis: 1) General Statistics 2) Actuarial Science	College of Science	Mathematical and Statistical Sciences	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/Regional	Delivery Methods
UI	Statistics	27.0501	Certificate-GR		College of Science	Mathematical and Statistical Sciences	Coeur d'Alene Moscow	Regional	Online Traditional (face-to-face)
UI	Statistics	27.0501	Minor		College of Science	Mathematical and Statistical Sciences	Coeur d'Alene Moscow	Regional	Hybrid Traditional (face-to-face)
UI	Statistics (online)	27.0501	Certificate-UG		College of Science	Mathematical and Statistical Sciences	Coeur d'Alene Moscow	Regional	Online Traditional (face-to-face)
UI	Aerospace Studies	28.0101	Minor		College of Letters, Arts and Social Sciences	Military Science	Moscow	Regional	Traditional (face-to-face)
UI	Naval Science	28.0401	Minor		College of Letters, Arts and Social Sciences	Military Science	Moscow	Regional	Traditional (face-to-face)
UI	Military Science	28.0503	Minor		College of Letters, Arts and Social Sciences	Military Science	Moscow	Regional	Traditional (face-to-face)
BSU	Military Science	29.0101	Minor		School of Public Service	Military Science (ROTC)		Regional	Traditional (face-to-face)
CWI	Unmanned Aerial Systems	29.0402	ITC		School of Industry, Engineering, and Trades	Engineering	Nampa	Regional	Traditional (face-to-face)
BSU	Community Impact	30.0000	Undergraduate Certificate		Arts and Sciences	Multidisciplinary Studies	Boise	Regional	Some portion online
BSU	Drone Operations for Visualization, Research, and Resource Management	30.0000	Graduate Certificate		Innovation and Design		Boise	Regional	Hybrid
BSU	Drone Operations for Visualization, Research, and Resource Management	30.0000	Undergraduate Certificate		Innovation and Design	Games, Interactive Media and Mobile Technology	Boise	Regional	Hybrid
CSI	STEM	30.0000	AS		Engineering, Physical, and Computer Sciences		Twin Falls	Regional	Hybrid Traditional (face-to-face)
ISU	Interdisciplinary Studies	30.0000	M Ed		Technology		Pocatello	Regional	Hybrid
ISU	Interdisciplinary Studies	30.0000	MA		Arts and Letters		Pocatello	Regional	Hybrid
ISU	Interdisciplinary Studies	30.0000	MS		Science and Engineering		Idaho Falls	Regional	Hybrid
BSU	Computational Science and Engineering	30.1001	Minor		Arts and Sciences			Regional	
BSU	Gerontology	30.1101	Minor		Health Sciences	Community and Environmental Health		Regional	Traditional (face-to-face)
ISU	Interprofessional Geriatric	30.1101	PB Cert		Health Sciences/Health Professions		Pocatello	Regional	Traditional (face-to-face)
LCSC	Behavioral Science	30.1701	AA		Liberal Arts and Sciences	Social Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Behavioral Science	30.1701	Minor		Liberal Arts and Sciences	Social Sciences		Regional	Traditional (face-to-face)
BSU	Global Studies	30.2001	B.A.		School of Public Service	Global Studies	Boise	Regional	Traditional (face-to-face)
ISU	Global Studies	30.2001	BA		Arts and Letters	Global Studies and Languages	Pocatello	Regional	Traditional (face-to-face)
ISU	Global Studies (online)	30.2001	BA		Arts and Letters	Global Studies and Languages		Regional	Online Web/video
ISU	Global Studies (online)	30.2001	Minor		Arts and Letters	Global Studies and Languages		Regional	Online Web/video
ISU	International Studies	30.2001	BA		Arts and Letters	Anthropology	Pocatello	Regional	Traditional (face-to-face)
NIC	Diversity	30.2301	Undergraduate Certificate		English and Humanities Division		Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/ Regional	Delivery Methods
UI	Diversity & Stratification	30.2301	Certificate-UG		College of Letters, Arts and Social Sciences	Sociology and Anthropology	Coeur d'Alene Moscow	Regional	Online Traditional (face-to-face)
BSU	Rhetoric and Advocacy	30.2601	Minor		Arts and Sciences	Philosophy	Boise	Regional	Traditional (face-to-face)
BSU	Conflict Management (online)	30.2801	Graduate Certificate		School of Public Service		Boise	Regional	Online
BSU	Conflict Management undergraduate certificate (online)	30.2801	Undergraduate Certificate		School of Public Service		Boise	Regional	Online
BSU	User Experience Research	30.3101	Minor		Arts and Sciences	Anthropology		Regional	
BSU	User Experience Research	30.3101	Undergraduate Certificate		Arts and Sciences	Anthropology	Boise	Regional	Traditional (face-to-face)
BSU	User Research	30.3101	Graduate Certificate		Arts and Sciences	Anthropology	Boise	Regional	Traditional (face-to-face)
BSU	User Research: UX Professional Certificate	30.3101	Undergraduate Certificate		Arts and Sciences	Anthropology	Boise	Regional	Online
BSU	Content Production	30.5202	Undergraduate Certificate		Innovation and Design		Boise	Regional	Online
BSU	Creative Influence	30.5202	Undergraduate Certificate		Innovation and Design		Boise	Regional	Online
BSU	Digital Innovation and Design	30.5202	B.A.		Innovation and Design		Boise	Regional	Online
BSU	Leadership in Action	30.5202	Graduate Certificate		School of Public Service		Boise	Regional	Hybrid
BSU	Applied Data Science	30.7001	Minor		Arts and Sciences		Boise	Regional	Traditional (face-to-face)
BSU	Data Science	30.7001	Graduate Certificate		Arts and Sciences	Mathematics	Boise	Regional	Traditional (face-to-face)
BSU	Data Science for the Sciences	30.7001	Undergraduate Certificate		Arts and Sciences		Boise	Regional	Traditional (face-to-face)
BSU	Data Analysis for All certificate	30.7102	Undergraduate Certificate		Innovation and Design		Boise	Regional	Online
BSU	Bachelor of Applied Science	30.9999	B.A.S.		Arts and Sciences		Boise	Regional	Online Traditional (face-to-face)
BSU	Interdisciplinary Studies	30.9999	B.A.		Arts and Sciences		Boise	Regional	Traditional (face-to-face)
BSU	Interdisciplinary Studies	30.9999	B.S.		Arts and Sciences		Boise	Regional	Traditional (face-to-face)
BSU	Interdisciplinary Studies	30.9999	M.A.		Arts and Sciences		Boise	Regional	Traditional (face-to-face)
BSU	Interdisciplinary Studies	30.9999	M.S.		Arts and Sciences		Boise	Regional	Traditional (face-to-face)
LCSC	Interdisciplinary Studies	30.9999	BA		Professional Studies/Liberal Arts	Business/Humanities/Social Sciences/Natural Sciences	Lewiston	Regional	Online Traditional (face-to-face)
LCSC	Interdisciplinary Studies	30.9999	BS		Professional Studies/Liberal Arts	Business/Humanities/Social Sciences/Natural Sciences	Lewiston	Regional	Online Traditional (face-to-face)
NIC	Interdisciplinary Studies	30.9999	AA		English and Humanities Division	Interdisciplinary Studies	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
UI	Interdisciplinary Studies	30.9999	B.A.		College of Letters, Arts and Social Sciences		Moscow	Regional	Traditional (face-to-face)
UI	Interdisciplinary Studies	30.9999	B.S.		College of Letters, Arts and Social Sciences		Moscow	Regional	Traditional (face-to-face)
UI	Interdisciplinary Studies	30.9999	M.A.		College of Letters, Arts and Social Sciences		Moscow	Regional	Traditional (face-to-face)
UI	Interdisciplinary Studies	30.9999	M.S.		College of Letters, Arts and Social Sciences		Moscow	Regional	Traditional (face-to-face)
UI	Interdisciplinary Studies	30.9999	Minor		College of Letters, Arts and Social Sciences		Moscow	Regional	Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/Regional	Delivery Methods
UI	Movement and Leisure Sciences	31.0301	M.S.		College of Education, Health and Human Sciences	Movement Sciences	Moscow	Regional	Online Traditional (face-to-face)
UI	Outdoor Recreation Leadership	31.0301	Minor		College of Education, Health and Human Sciences	Movement Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Recreation, Sport, and Tourism Management	31.0301	B.S.		College of Education, Health and Human Sciences	Movement Sciences	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Sustainable Tourism and Leisure Enterprises	31.0301	Minor		College of Education, Health and Human Sciences	Movement Sciences	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
BSU	Health Coaching	31.0501	Undergraduate Certificate		Health Sciences	School of Allied Health	Boise	Regional	Traditional (face-to-face)
BSU	Sport Coaching	31.0501	Undergraduate Certificate		Health Sciences	School of Allied Health	Boise	Regional	Traditional (face-to-face)
UI	Athletic Leadership	31.0501	Certificate-UG		College of Education, Health and Human Sciences	Movement Sciences	Moscow	Regional	Traditional (face-to-face)
BSU	Athletic Leadership, Master of	31.0504	M.A.L.		Health Sciences	School of Allied Health	Boise	Regional	Traditional (face-to-face)
ISU	Sport Management	31.0504	BA		Education	Human Performance and Sports Studies	Pocatello	Regional	Some portion online Traditional (face-to-face) Web/video
LCSC	Sport Administration	31.0504	BA		Liberal Arts and Sciences	Movement and Sports Sciences	Lewiston	Regional	Online Traditional (face-to-face)
LCSC	Sport Administration	31.0504	BS		Liberal Arts and Sciences	Movement and Sports Sciences	Lewiston	Regional	Online Traditional (face-to-face)
BSU	Kinesiology	31.0505	B.S.		Health Sciences	School of Allied Health	Boise	Regional	Traditional (face-to-face)
BSU	Kinesiology	31.0505	M.K.		Health Sciences	School of Allied Health	Boise	Regional	Traditional (face-to-face)
BSU	Kinesiology	31.0505	M.S.		Health Sciences	School of Allied Health	Boise	Regional	Traditional (face-to-face)
BSU	Physical Activity and Health	31.0505	Undergraduate Certificate		Health Sciences	School of Allied Health	Boise	Regional	Traditional (face-to-face)
CWI	Exercise Science	31.0505	AA		School of Health	Health Science	Nampa	Regional	Hybrid Traditional (face-to-face)
CWI	Exercise Science	31.0505	AS		School of Health	Health Science	Nampa	Regional	Hybrid Traditional (face-to-face)
ISU	Sport and Exercise Science	31.0505	BS		Education	Human Performance and Sports Studies	Pocatello	Regional	Traditional (face-to-face) Web/video
LCSC	Exercise Science	31.0505	BA		Liberal Arts and Sciences	Movement and Sports Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Exercise Science	31.0505	BS		Liberal Arts and Sciences	Movement and Sports Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Kinesiology	31.0505	BA		Liberal Arts and Sciences	Social Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Kinesiology	31.0505	BS		Liberal Arts and Sciences	Social Sciences	Lewiston	Regional	Traditional (face-to-face)
UI	Exercise, Sport, and Health Sciences	31.0505	B.S.	Program Tracks: 1) Pre-Physical Therapy 26.0908 2) Fitness, Health, and Human Performance 26.0908 3) Pre-Athletic Training 31.0505 4) Physical Education Teacher 13.1314 5) Community Health Education and Promotion 51.0001	College of Education, Health and Human Sciences	Movement Sciences	Moscow	Regional	Traditional (face-to-face)

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Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/ Regional	Delivery Methods
CSI	Physical Education - Sport Management	31.0601	AA		Health Science and Human Services		Twin Falls	Regional	Hybrid Traditional (face-to-face)
ISU	Outdoor Education	31.0601	BS		Education	Human Performance and Sports Studies	Pocatello	Regional	Some portion online Traditional (face-to-face) Web/video
NIC	Outdoor Recreation Leadership	31.0601	AAS		Physical Education, Dance, and Resort Recreation	Physical Education	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
NIC	Outdoor Recreation Leadership	31.0601	ATC		Physical Education, Dance, and Resort Recreation	Physical Education	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
NIC	Outdoor Recreation Leadership	31.0601	ITC		Physical Education, Dance, and Resort Recreation	Physical Education	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
NIC	Outdoor Recreation Management	31.0601	AAS		Physical Education, Dance, and Resort Recreation	Resort/Recreation Management	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
NIC	Outdoor Recreation Management	31.0601	ATC		Physical Education, Dance, and Resort Recreation	Resort/Recreation Management		Regional	Hybrid Online Traditional (face-to-face) Web/video
NIC	Resort/Recreation Management	31.0601	AAS			Resort/Recreation Management		Regional	Hybrid Online Traditional (face-to-face) Web/video
NIC	Non-Degree Seeking Students	32.0101	N/A					Regional	
BSU	Community and Career Readiness Studies	32.0107	Undergraduate Certificate		Education	Curriculum, Instruction, and Foundational Studies	Boise	Regional	Traditional (face-to-face)
BSU	Professional Readiness	32.0107	Undergraduate Certificate		Arts and Sciences	Communication and Media	Boise	Regional	Hybrid
CSI	Fire Science	33.0106	AAS		Health Science and Human Services		Twin Falls	Regional	Hybrid Traditional (face-to-face)
UI	Corporate Social Responsibility	35.0103	Certificate-UG		College of Letters, Arts and Social Sciences		Moscow	Regional	Online Traditional (face-to-face)
BSU	Ethics and Argument emphasis	38.0101	Emphasis		Arts and Sciences	Philosophy	Boise	Regional	Traditional (face-to-face)
BSU	Ethics and Argument minor	38.0101	Minor		Arts and Sciences	Philosophy	Boise	Regional	Traditional (face-to-face)
BSU	Philosophy	38.0101	B.A.		Arts and Sciences	Philosophy	Boise	Regional	Traditional (face-to-face)
BSU	Philosophy	38.0101	Minor		Arts and Sciences	Philosophy		Regional	Traditional (face-to-face)
CWI	Philosophy	38.0101	AA		School of Arts and Humanities	Integrated Studies	Nampa	Regional	Hybrid Online Traditional (face-to-face)
ISU	Philosophy	38.0101	BA		Arts and Letters	English and Philosophy	Pocatello	Regional	Hybrid
ISU	Philosophy and Religion	38.0101	Minor		Arts and Letters	English and Philosophy		Regional	Hybrid
NIC	Philosophy	38.0101	AA		English and Humanities Division	Philosophy	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
UI	Bioethics	38.0101	Minor		College of Letters, Arts and Social Sciences	Politics and Philosophy	Moscow	Regional	Traditional (face-to-face)
UI	Philosophy	38.0101	B.A.		College of Letters, Arts and Social Sciences	Politics and Philosophy	Moscow	Regional	Hybrid
UI	Philosophy	38.0101	B.S.		College of Letters, Arts and Social Sciences	Politics and Philosophy	Moscow	Regional	Hybrid
UI	Philosophy	38.0101	Minor		College of Letters, Arts and Social Sciences	Politics and Philosophy	Moscow	Regional	Hybrid
UI	Religious Studies	38.0201	Minor		College of Letters, Arts and Social Sciences		Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
BSU	Astronomy	40.0201	Minor		Arts and Sciences	Physics	Boise	Regional	Traditional (face-to-face)
BSU	Chemistry	40.0401	Minor		Arts and Sciences	Chemistry and Biochemistry		Regional	Traditional (face-to-face)
BSU	Chemistry	40.0501	B.S.		Arts and Sciences	Chemistry and Biochemistry	Boise	Regional	Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/ Regional	Delivery Methods
BSU	Chemistry	40.0501	M.S.		Arts and Sciences	Chemistry and Biochemistry	Boise	Regional	Traditional (face-to-face)
CSI	Chemistry	40.0501	AS		Engineering, Physical, and Computer Sciences		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	Chemistry	40.0501	AS		School of Math and Science	Physical and Agricultural Sciences	Nampa	Regional	Traditional (face-to-face)
ISU	Chemistry	40.0501	BA		Science and Engineering	Chemistry	Pocatello	Regional	Hybrid
ISU	Chemistry	40.0501	BS		Science and Engineering	Chemistry	Pocatello	Regional	Hybrid
ISU	Chemistry	40.0501	MS		Science and Engineering	Chemistry	Pocatello	Regional	Hybrid
LCSC	Chemistry	40.0501	BA		Liberal Arts and Sciences	Natural Sciences and Mathematics	Lewiston	Regional	Traditional (face-to-face)
LCSC	Chemistry	40.0501	BS		Liberal Arts and Sciences	Natural Sciences and Mathematics	Lewiston	Regional	Traditional (face-to-face)
LCSC	Chemistry	40.0501	Minor		Liberal Arts and Sciences	Natural Sciences and Mathematics		Regional	Traditional (face-to-face)
LCSC	Chemistry: Secondary Education-Teacher Education	40.0501	BA/BS		Professional Studies	Teacher Education		Regional	Traditional (face-to-face)
LCSC	Chemistry: Secondary Education: NS and M	40.0501	BA/BS		Professional Studies	Teacher Education		Regional	Traditional (face-to-face)
NIC	Chemistry	40.0501	AS		Natural Sciences Division	Chemistry	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
UI	Chemistry	40.0501	B.S.	Options: 1) General 2) Professional 3) Premedical 4) Forensics	College of Science	Chemistry	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Chemistry	40.0501	M.S.	Options: 1) General 2) Professional 3) Premedical 4) Forensics	College of Science	Chemistry	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Chemistry	40.0501	Minor		College of Science	Chemistry	Moscow	Regional	Traditional (face-to-face)
UI	Chemistry	40.0501	Ph.D.	Options: 1) General 2) Professional 3) Premedical 4) Forensics	College of Science	Chemistry	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
BSU	Earth Sciences	40.0601	M.ESci.		Arts and Sciences	Geosciences	Boise	Regional	Traditional (face-to-face)
BSU	Geosciences	40.0601	B.S.		Arts and Sciences	Geosciences	Boise	Regional	Traditional (face-to-face)
BSU	Geosciences	40.0601	M.S.		Arts and Sciences	Geosciences	Boise	Regional	Traditional (face-to-face)
BSU	Geosciences	40.0601	Ph.D		Arts and Sciences	Geosciences	Boise	Regional	Traditional (face-to-face)
CSI	Geology	40.0601	AS		Engineering, Physical, and Computer Sciences		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	Geosciences	40.0601	AS		School of Math and Science	Physical and Agricultural Sciences	Nampa	Regional	Traditional (face-to-face)
ISU	Geology	40.0601	BA		Science and Engineering	Geosciences	Pocatello	Regional	Hybrid
ISU	Geology	40.0601	BS		Science and Engineering	Geosciences	Pocatello	Regional	Hybrid
ISU	Geology	40.0601	MS		Science and Engineering	Geosciences	Pocatello	Regional	Hybrid
ISU	Geosciences	40.0601	Ph.D.		Science and Engineering	Geosciences	Pocatello	Regional	Hybrid
LCSC	Earth Science	40.0601	BA		Liberal Arts and Sciences	Natural Sciences and Mathematics	Lewiston	Regional	Traditional (face-to-face)
LCSC	Earth Science	40.0601	BS		Liberal Arts and Sciences	Natural Sciences and Mathematics	Lewiston	Regional	Traditional (face-to-face)
LCSC	Earth Science: Secondary Education- NSandM	40.0601	BA/BS		Professional Studies	Teacher Education		Regional	Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/ Regional	Delivery Methods
LCSC	Earth Science: Secondary Education- Teacher	40.0601	BA/BS		Professional Studies	Teacher Education		Regional	Traditional (face-to-face)
NIC	Geology	40.0601	AS		Natural Sciences Division	Geology	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
UI	Geological Sciences	40.0601	B.S.	Options: 1) Physical Geology - 40.0601 2) Environmental Hydrogeology - 40.0605	College of Science	Geological Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Geology	40.0601	M.S		College of Science	Geological Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Geology	40.0601	Minor		College of Science	Geological Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Geology	40.0601	Ph.D.		College of Science	Geological Sciences	Moscow	Regional	Traditional (face-to-face)
BSU	Geophysics	40.0603	M.S.		Arts and Sciences	Geosciences	Boise	Regional	Traditional (face-to-face)
BSU	Geophysics	40.0603	Ph.D		Arts and Sciences	Geosciences	Boise	Regional	Traditional (face-to-face)
ISU	Hydrology	40.0603	MS		Science and Engineering	Biological Sciences	Pocatello	Regional	Hybrid
BSU	Hydrologic Sciences	40.0605	M.S.		Arts and Sciences	Geosciences	Boise	Regional	Traditional (face-to-face)
UI	Groundwater Hydrology	40.0605	M.S		College of Science	Geography and Geological Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Water Science and Management	40.0605	B.S.		College of Agriculture and Life Sciences	Soil and Water Systems	Moscow	Regional	Traditional (face-to-face)
BSU	Geographic Information Analysis	40.0699	Graduate Certificate		Arts and Sciences	Geosciences	Boise	Regional	Traditional (face-to-face)
BSU	Geospatial Information Analysis	40.0699	Minor		Arts and Sciences	Geosciences		Regional	Traditional (face-to-face)
BSU	Physics	40.0801	B.S.		Arts and Sciences	Physics	Boise	Regional	Traditional (face-to-face)
BSU	Physics	40.0801	Minor		Arts and Sciences	Physics		Regional	Traditional (face-to-face)
CSI	Physics	40.0801	AS		Engineering, Physical, and Computer Sciences		Twin Falls	Regional	Hybrid Traditional (face-to-face)
ISU	Physics	40.0801	AS		Science and Engineering	Physics	Pocatello	Regional	Traditional (face-to-face)
ISU	Physics	40.0801	BA		Science and Engineering	Physics	Pocatello	Regional	Traditional (face-to-face)
ISU	Physics	40.0801	BS		Science and Engineering	Physics	Pocatello	Regional	Traditional (face-to-face)
ISU	Physics	40.0801	Minor		Science and Engineering	Physics		Regional	Traditional (face-to-face)
ISU	Physics	40.0801	MS		Science and Engineering	Physics	Pocatello	Regional	Traditional (face-to-face)
ISU	Physics, Applied	40.0801	Ph.D.		Science and Engineering	Physics	Pocatello	Regional	Traditional (face-to-face)
NIC	Physics/Astronomy	40.0801	AS		Natural Sciences Division	Physics	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
UI	Physics	40.0801	B.A.		College of Science	Plant Sciences	Moscow	Regional	Online Traditional (face-to-face)
UI	Physics	40.0801	B.S.		College of Science	Plant Sciences	Moscow	Regional	Online Traditional (face-to-face)
UI	Physics	40.0801	M.S.		College of Science	Plant Sciences	Moscow	Regional	Online Traditional (face-to-face)
UI	Physics	40.0801	Minor		College of Science	Plant Sciences	Moscow	Regional	Traditional (face-to-face) Web/video
UI	Physics	40.0801	Ph.D.		College of Science	Plant Sciences	Moscow	Regional	Online Traditional (face-to-face)
ISU	Health Physics	40.0899	AS		Science and Engineering	Physics	Idaho Falls Pocatello	Regional	Traditional (face-to-face)
ISU	Health Physics	40.0899	BS		Science and Engineering	Physics	Pocatello	Regional	Traditional (face-to-face)
ISU	Health Physics	40.0899	MS		Science and Engineering	Physics	Idaho Falls Pocatello	Regional	Hybrid Traditional (face-to-face)
CWI	Science, Technology, Engineering, and Math (STEM)	41.0000	AS		School of Math and Science	Multiple	Boise Nampa	Regional	Traditional (face-to-face)

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Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/ Regional	Delivery Methods
CWI	Biotechnology Laboratory Assistant	41.0101	Undergraduate Certificate		School of Math and Science	Physical and Agricultural Sciences	Boise Nampa	Regional	Traditional (face-to-face)
ISU	Energy Systems Nuclear Operations Technology: Licensed Operator track	41.0205	AAS		Technology	Energy Systems Technology and Education Center	Pocatello	Regional	Traditional (face-to-face)
ISU	Energy Systems Nuclear Operations Technology: Nuclear Facility Technician track	41.0205	AAS		Technology	Energy Systems Technology and Education Center	Pocatello	Regional	Traditional (face-to-face)
BSU	Psychology	42.0101	B.S.		Arts and Sciences	Psychological Science	Boise	Regional	Traditional (face-to-face)
BSU	Psychology	42.0101	Minor		Arts and Sciences	Psychological Science		Regional	Traditional (face-to-face)
CSI	Psychology	42.0101	AA		Social Science and Communication		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	Psychology	42.0101	AA		School of Social Sciences and Public Affairs	Social Sciences	Nampa	Regional	Hybrid Traditional (face-to-face)
ISU	Psychology	42.0101	BA		Arts and Letters	Psychology	Pocatello	Regional	Hybrid
ISU	Psychology	42.0101	BS		Arts and Letters	Psychology	Pocatello	Regional	Hybrid
ISU	Psychology	42.0101	Minor		Arts and Letters	Psychology		Regional	Hybrid
ISU	Psychology	42.0101	MS		Arts and Letters	Psychology	Pocatello	Regional	Traditional (face-to-face)
ISU	Psychology (online)	42.0101	BA		Arts and Letters	Psychology		Regional	Online Web/video
ISU	Psychology (online)	42.0101	BS		Arts and Letters	Psychology		Regional	Online Web/video
ISU	Psychology (online)	42.0101	Minor		Arts and Letters	Psychology		Regional	Online Web/video
ISU	Psychology- Clinical Psychology	42.0101	Ph.D.		Arts and Letters	Psychology	Pocatello	Regional	Hybrid
ISU	Psychology- Experimental Psychology	42.0101	Ph.D.		Arts and Letters	Psychology	Pocatello	Regional	Hybrid
LCSC	Psychology	42.0101	BA		Liberal Arts and Sciences	Social Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Psychology	42.0101	BS		Liberal Arts and Sciences	Social Sciences	Lewiston	Regional	Traditional (face-to-face)
NIC	Psychology	42.0101	AS		Social and Behavioral Sciences Division	Psychology	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
UI	Addictions	42.0101	Minor		College of Letters, Arts and Social Sciences	Psychology and Communications Studies	Moscow	Regional	Hybrid
UI	Psychology	42.0101	B.A.		College of Letters, Arts and Social Sciences	Psychology and Communications Studies	Coeur d'Alene Moscow	Regional	Hybrid Online
UI	Psychology	42.0101	B.S.		College of Letters, Arts and Social Sciences	Psychology and Communications Studies	Coeur d'Alene Moscow	Regional	Hybrid Online
UI	Psychology	42.0101	M.S.		College of Letters, Arts and Social Sciences	Psychology and Communications Studies	Coeur d'Alene Moscow	Regional	Hybrid Online
UI	Psychology	42.0101	Minor		College of Letters, Arts and Social Sciences	Psychology and Communications Studies	Coeur d'Alene Moscow	Regional	Hybrid Online
ISU	Experimental Psychology	42.2704	Ph.D.			Anthropology		Regional	Traditional (face-to-face)
UI	Experimental Psychology	42.2704	Ph.D.		College of Letters, Arts and Social Sciences	Psychology and Communications Studies	Moscow	Regional	Hybrid Traditional (face-to-face)
ISU	Clinical Psychology	42.2801	Ph.D.			Anthropology		Regional	Traditional (face-to-face)
ISU	Clinical Psychopharmacology	42.2801	MS		Health Sciences/Pharmacy	Pharmacy Practice and Administrative Sciences	Pocatello	Regional	Traditional (face-to-face)

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ISU	Clinical Psychopharmacology (online)	42.2801	MS		Health Sciences/Pharmacy	Pharmacy Practice and Administrative Sciences	Pocatello	Regional	Hybrid Online
ISU	Ed Admin with Athletic Admin Emphasis	42.2805	M Ed		Education	School of Psychology and Educational Leadership		Regional	Hybrid
ISU	Ed Admin with Athletic Admin Emphasis (online)	42.2805	M.Ed.		Education	School of Psychology and Educational Leadership		Regional	Online Some portion online Web/video
ISU	Ed Admin: P-12 Ed Admin Emphasis	42.2805	M Ed		Education	School of Psychology and Educational Leadership		Regional	Hybrid
ISU	Education Administration with P-12 Education Administration emphasis (online)	42.2805	M Ed		Education	School of Psychology and Educational Leadership		Regional	Online Some portion online Web/video
ISU	School Psychological Examiner	42.2805	M Ed		Education	School of Psychology and Educational Leadership	Pocatello	Regional	Hybrid
ISU	School Psychological Examiner (online)	42.2805	M Ed		Education	School of Psychology and Educational Leadership		Regional	Online Some portion online Web/video
ISU	School Psychology	42.2805	Ed S		Education	School of Psychology and Educational Leadership	Pocatello	Regional	Hybrid
ISU	School Psychology (online)	42.2805	Ed S		Education	School of Psychology and Educational Leadership		Regional	Online Some portion online Web/video
ISU	School Psychology- Education Administration	42.2805	Ed S		Education	Education	Pocatello	Regional	Hybrid
ISU	School Psychology- Educational Leadership	42.2805	Ed D		Education	Education	Pocatello	Regional	Hybrid
ISU	School Psychology- Educational Leadership	42.2805	M Ed		Education	Education	Pocatello	Regional	Hybrid
ISU	Psychology: Applied Behavior Analysis	42.2814	Minor		Arts and Letters	Psychology	Pocatello	Regional	Hybrid Traditional (face-to-face)
ISU	Psychology: Applied Behavior Analysis (online)	42.2814	Minor		Arts and Letters	Psychology		Regional	Online Web/video
ISU	Sociology: Criminology (online)	43.0100	BA		Arts and Letters	Sociology, Social Work, and Criminology		Regional	Online Web/video
BSU	Criminal Justice	43.0103	A.S.		School of Public Service	Criminal Justice		Regional	Traditional (face-to-face)
BSU	Criminal Justice	43.0103	B.S.		School of Public Service	Criminal Justice	Boise Twin Falls	Regional	Traditional (face-to-face)
BSU	Criminal Justice	43.0103	M.A.		School of Public Service	Criminal Justice	Boise	Regional	Traditional (face-to-face)
BSU	Criminal Justice	43.0103	Minor		School of Public Service			Regional	Traditional (face-to-face)
CWI	Law Enforcement	43.0103	AAS		School of Social Sciences and Public Affairs	Public Safety	Nampa	Regional	Traditional (face-to-face)
CWI	Law Enforcement	43.0103	BTC		School of Social Sciences and Public Affairs	Public Safety	Nampa	Regional	Traditional (face-to-face)
CWI	Law Enforcement	43.0103	ITC		School of Social Sciences and Public Affairs	Public Safety	Nampa	Regional	Traditional (face-to-face)
CSI	Criminal Justice Administration	43.0104	AA		Social Science and Communication		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	Criminal Justice	43.0104	AA		School of Social Sciences and Public Affairs	Public Safety	Nampa	Regional	Hybrid Online Traditional (face-to-face)
ISU	Criminology	43.0104	AA		Arts and Letters	Sociology, Social Work, and Criminology	Pocatello	Regional	Hybrid
ISU	Criminology (online)	43.0104	AA		Arts and Letters	Sociology, Social Work, and Criminology		Regional	Online Web/video
LCSC	Justice Studies	43.0104	AA		Liberal Arts and Sciences	Social Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Justice Studies	43.0104	BA		Liberal Arts and Sciences	Social Sciences	Lewiston	Regional	Traditional (face-to-face)

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Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/Regional	Delivery Methods
LCSC	Justice Studies	43.0104	BS		Liberal Arts and Sciences	Social Sciences	Lewiston	Regional	Traditional (face-to-face)
NIC	Criminal Justice	43.0104	AA		Social and Behavioral Sciences Division	Criminal Justice	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
UI	Justice Studies	43.0104	Minor		College of Letters, Arts and Social Sciences	Sociology and Anthropology	Moscow	Regional	Traditional (face-to-face)
CSI	Law Enforcement	43.0107	AAS		Social Science and Communication		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Law Enforcement	43.0107	BTC		Social Science and Communication		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Law Enforcement	43.0107	ITC		Social Science and Communication		Twin Falls	Regional	Hybrid Traditional (face-to-face)
ISU	Law Enforcement	43.0107	AAS		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
ISU	Law Enforcement	43.0107	BTC		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
ISU	Law Enforcement	43.0107	ITC		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
NIC	Administration of Justice	43.0107	AAS		Social and Behavioral Sciences Division	Criminal Justice	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
NIC	Law Enforcement	43.0107	AAS		Business and Professional Programs	Law Enforcement	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
NIC	Law Enforcement	43.0107	BTC		Business and Professional Programs	Law Enforcement	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
NIC	Law Enforcement	43.0107	ITC		Business and Professional Programs	Law Enforcement	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
CSI	Fire Service Technology	43.0201	AAS		Trade and Industry		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	Fire Service Technology 1	43.0201	BTC		School of Social Sciences and Public Affairs	Public Safety		Regional	
UI	Fire Safety	43.0201	Certificate-UG		College of Engineering		Idaho Falls	Regional	Online Traditional (face-to-face)
CWI	Fire Service Management	43.0202	AA		School of Social Sciences and Public Affairs	Public Safety	Nampa	Regional	Traditional (face-to-face)
CWI	Fire Service Management	43.0202	BTC		School of Social Sciences and Public Affairs	Public Safety	Nampa	Regional	Traditional (face-to-face)
CEI	Fire Service Technology	43.0203	AAS		Workforce Training	Fire Service Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Wildland Fire Management	43.0203	AAS		Workforce Training	Fire Service Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CSI	Fire Science	43.0203	ITC		Health Science and Human Services		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	Fire Service Technology	43.0203	AA		School of Social Sciences and Public Affairs	Public Safety	Nampa	Regional	Traditional (face-to-face)
CWI	Fire Service Technology	43.0203	AAS		School of Social Sciences and Public Affairs	Public Safety	Nampa	Regional	Traditional (face-to-face)
CWI	Fire Service Technology	43.0203	BTC		School of Social Sciences and Public Affairs	Public Safety	Nampa	Regional	Traditional (face-to-face)
CWI	Fire Service Technology	43.0203	ITC		School of Social Sciences and Public Affairs	Public Safety	Nampa	Regional	Traditional (face-to-face)
CWI	Wildland Fire Management	43.0203	AAS		School of Social Sciences and Public Affairs	Public Safety	Nampa	Regional	Traditional (face-to-face)
ISU	Fire Services Administration	43.0203	AS		Health Sciences/Health Professions	Emergency Services	Pocatello	Regional	Online
ISU	Fire Services Administration	43.0203	BS		Health Sciences/Health Professions	Emergency Services	Pocatello	Regional	Online
LCSC	Fire Service Technology	43.0203	AAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Fire Service Technology	43.0203	BAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Fire Service Technology	43.0203	ITC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Fire Service Technology ATC	43.0203	AAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)

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NIC	Fire Fighter 1	43.0203	BTC		Business and Professional Programs	Fire Service	Coeur d'Alene Coeur d'Alene Post Falls	Regional	
NIC	Fire Service Technology	43.0203	AAS		Business and Professional Programs	Fire Service	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
ISU	Homeland Security and Emergency Management	43.0301	MS		Health Sciences/Health Professions	Emergency Services		Regional	Online Web/video
ISU	Homeland Security and Emergency Management	43.0302	AS		Health Sciences/Health Professions	Emergency Services	Pocatello	Regional	Online
ISU	Homeland Security and Emergency Management	43.0302	BS		Health Sciences/Health Professions	Emergency Services	Pocatello	Regional	Online
UI	Emergency Planning & Mgmt	43.0302	Certificate-GR		College of Engineering		Idaho Falls	Regional	Online Traditional (face-to-face)
ISU	Computer Science Cybersecurity	43.0303	Certificate		Science and Engineering	Computer Science	Idaho Falls Pocatello	Regional	Hybrid Online Some portion online Traditional (face-to-face) Web/video
ISU	Cyber-Physical Systems Engineering Technology	43.0303	BAS		Technology	Energy Systems Technology and Education Center	Pocatello	Regional	Hybrid Hybrid
ISU	Industrial Cyber-physical Security	43.0303	AAS		Technology	Energy Systems Technology and Education Center	Pocatello	Regional	Hybrid
ISU	Industrial Cyber-physical Security	43.0303	ITC		Technology	Energy Systems Technology and Education Center	Idaho Falls	Regional	Hybrid
ISU	Secure Cyber Operations	43.0303	Graduate Certificate		Science and Engineering	Computer Science	Idaho Falls Pocatello	Regional	Hybrid Online Traditional (face-to-face) Web/video
UI	Critical Infrastructure Resilience	43.0303	Certificate-GR		College of Engineering		Idaho Falls	Regional	Online Traditional (face-to-face)
LCSC	Cyber Security	43.0403	Undergraduate Certificate		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Hybrid
BSU	Analyst and Threat Intelligence	43.0404	Graduate Certificate		Engineering		Boise	Regional	Online
BSU	Cyber Operations and Resilience	43.0404	B.A.S.		Engineering		Boise	Regional	Online
BSU	Cyber Operations and Resilience (BS)	43.0404	B.S.		Engineering		Boise	Regional	Online
BSU	Cyber Operations and Resilience (MS)	43.0404	M.S.		Engineering		Boise	Regional	Online
BSU	Governance Policy Administration	43.0404	Graduate Certificate		Engineering		Boise	Regional	Online
BSU	Resilience Engineering	43.0404	Graduate Certificate		Engineering		Boise	Regional	Online
ISU	Forensic Sciences	43.0406	Certificate		Arts and Letters	Anthropology	Pocatello	Regional	Some portion online Traditional (face-to-face) Web/video
ISU	Advocacy	44.0201	Minor		Arts and Letters	Communication, Media and Persuasion	Pocatello	Regional	Traditional (face-to-face)
ISU	Advocacy (online)	44.0201	Minor		Arts and Letters	Communication, Media and Persuasion		Regional	Online Web/video
BSU	Environmental Governance	44.0401	Graduate Certificate		School of Public Service	Environmental Studies	Boise	Regional	Traditional (face-to-face)
BSU	Public Administration with emphasis in Environmental,	44.0401	M.P.A.		School of Public Service		Boise	Statewide	Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/ Regional	Delivery Methods
	Natural Resource, and Energy Policy and Administration								
BSU	Public Administration with emphasis in State and Local Government Policy and Administration	44.0401	M.P.A.		School of Public Service		Boise	Statewide	Traditional (face-to-face)
BSU	Public Policy and Administration	44.0401	Ph.D		School of Public Service		Boise	Regional	Traditional (face-to-face)
BSU	State, Local and Regional Governance	44.0401	A.A.		School of Public Service		Boise	Regional	Traditional (face-to-face)
BSU	State, Local and Regional Governance	44.0401	Graduate Certificate		School of Public Service		Boise	Regional	Traditional (face-to-face)
UI	Public Administration	44.0401	M.P.A.		College of Letters, Arts and Social Sciences	Politics and Philosophy	Coeur d'Alene Moscow	Regional	Online Traditional (face-to-face)
BSU	Social Work	44.0701	B.A.		Health Sciences	School of Social Work	Twin Falls	Regional	Traditional (face-to-face)
BSU	Social Work	44.0701	M.S.W.		Health Sciences	School of Social Work	Boise Coeur d'Alene Twin Falls	Statewide	Online Traditional (face-to-face)
BSU	Workflow Test 2	44.0701	A.A.					Regional	
BSU	Workflow Test 2	44.0701	B.A.					Regional	
CSI	Social Work	44.0701	AA		Social Science and Communication		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	Social Work	44.0701	AA		School of Social Sciences and Public Affairs	Social Sciences	Nampa	Regional	Traditional (face-to-face)
ISU	Social Work	44.0701	BA		Arts and Letters	Sociology, Social Work, and Criminology	Pocatello	Regional	Hybrid
ISU	Social Work	44.0701	MSW		Arts and Letters	Sociology, Social Work, and Criminology	Pocatello	Regional	Hybrid Traditional (face-to-face)
ISU	Social Work (online)	44.0701	BA		Arts and Letters	Sociology, Social Work, and Criminology		Regional	Online
ISU	Social Work (online)	44.0701	MSW		Arts and Letters	Sociology, Social Work, and Criminology		Regional	Online
LCSC	Social Work	44.0701	BSW		Liberal Arts and Sciences	Social Sciences	Lewiston	Regional	Traditional (face-to-face)
NIC	Social Work	44.0701	AA		Social and Behavioral Sciences Division	Sociology	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
BSU	Refugee Services	44.0799	Graduate Certificate		Health Sciences	School of Social Work	Boise	Regional	Traditional (face-to-face)
BSU	Refugee Services	44.0799	Undergraduate Certificate		Health Sciences	School of Social Work	Boise	Regional	Traditional (face-to-face)
BSU	Refugee Studies	44.0799	Minor		Arts and Sciences	History		Regional	Traditional (face-to-face)
BSU	Human Rights	44.9999	Undergraduate Certificate		School of Public Service	Human Rights	Boise	Regional	Traditional (face-to-face)
BSU	Social Science	45.0101	A.A.		Arts and Sciences	Sociology	Caldwell	Regional	Traditional (face-to-face)
BSU	Social Science	45.0101	B.S.		Arts and Sciences	Sociology	Boise	Regional	Traditional (face-to-face)
LCSC	Social Sciences	45.0101	BA		Liberal Arts and Sciences	Social Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Social Sciences	45.0101	BS		Liberal Arts and Sciences	Social Sciences	Lewiston	Regional	Traditional (face-to-face)
BSU	Data Science for the Liberal Arts	45.0102	Undergraduate Certificate		Arts and Sciences	Anthropology	Boise	Regional	Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/ Regional	Delivery Methods
UI	Data Analytics	45.0102	Certificate-GR		College of Science	Mathematical and Statistical Sciences	Moscow	Regional	Traditional (face-to-face)
BSU	Anthropology	45.0201	B.S.		Arts and Sciences	Anthropology	Boise	Regional	Traditional (face-to-face)
BSU	Anthropology	45.0201	M.A.		Arts and Sciences	Anthropology	Boise	Regional	Traditional (face-to-face)
BSU	Anthropology	45.0201	Minor		Arts and Sciences	Anthropology		Regional	
BSU	Anthropology, Applied	45.0201	M.A.A.		Arts and Sciences	Anthropology	Boise	Regional	Traditional (face-to-face)
CSI	Anthropology	45.0201	AA		Social Science and Communication		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	Anthropology	45.0201	AA		School of Social Sciences and Public Affairs	Culture, History, and Politics	Nampa	Regional	Hybrid Traditional (face-to-face)
ISU	Anthropology	45.0201	BA		Arts and Letters	Anthropology	Pocatello	Regional	Hybrid
ISU	Anthropology	45.0201	MA		Arts and Letters	Anthropology	Pocatello	Regional	Traditional (face-to-face)
ISU	Anthropology	45.0201	MS		Arts and Letters	Anthropology	Pocatello	Regional	Traditional (face-to-face)
ISU	Anthropology (online)	45.0201	BA		Arts and Letters	Anthropology		Regional	Online Web/video
ISU	Anthropology (online)	45.0201	MA		Arts and Letters	Anthropology		Regional	Online Web/video
ISU	Anthropology (online)	45.0201	Minor		Arts and Letters	Anthropology		Regional	Online Web/video
ISU	Anthropology (online)	45.0201	MS		Arts and Letters	Anthropology		Regional	Online Web/video
NIC	Anthropology	45.0201	AA		Social and Behavioral Sciences Division	Anthropology	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
UI	Anthropology	45.0201	B.A.		College of Letters, Arts and Social Sciences	Sociology and Anthropology	Moscow	Regional	Traditional (face-to-face)
UI	Anthropology	45.0201	B.S.		College of Letters, Arts and Social Sciences	Sociology and Anthropology	Moscow	Regional	Traditional (face-to-face)
UI	Anthropology	45.0201	M.A.		College of Letters, Arts and Social Sciences	Sociology and Anthropology	Moscow	Regional	Traditional (face-to-face)
UI	Anthropology	45.0201	Minor		College of Letters, Arts and Social Sciences	Sociology and Anthropology	Moscow	Regional	Traditional (face-to-face)
ISU	Medical Anthropology	45.0203	Graduate Certificate		Arts and Letters	Anthropology		Regional	Online
ISU	Medical Anthropology	45.0203	Undergraduate Certificate		Arts and Letters	Anthropology		Regional	Online
BSU	Design Ethnography	45.0299	Undergraduate Certificate		Arts and Sciences		Boise	Regional	Online
BSU	UX Design	45.0299	Undergraduate Certificate		Innovation and Design		Boise	Regional	Online Some portion online
UI	Archaeological Technician	45.0301	Certificate-UG		College of Letters, Arts and Social Sciences	Sociology and Anthropology	Moscow	Regional	Traditional (face-to-face)
UI	Criminology	45.0401	B.S.		College of Letters, Arts and Social Sciences	Sociology and Anthropology	Moscow	Regional	Online Traditional (face-to-face)
BSU	Econometrics	45.0601	Graduate Certificate		Business and Economics	Economics	Boise	Regional	Hybrid
BSU	Economics	45.0601	B.A.		Business and Economics	Economics	Boise	Regional	Traditional (face-to-face)
BSU	Economics	45.0601	M.Ec		Business and Economics	Economics	Boise	Regional	Traditional (face-to-face)
BSU	Economics	45.0601	M.S.		Business and Economics	Economics	Boise	Regional	Traditional (face-to-face)
BSU	Economics	45.0601	Minor		Business and Economics	Economics		Regional	Traditional (face-to-face)
CSI	Economics	45.0601	AA		Business and Information Systems		Twin Falls	Regional	Hybrid Traditional (face-to-face)
ISU	Economics	45.0601	BBA		Business	Finance and Economics	Pocatello	Regional	Hybrid
ISU	Economics	45.0601	BS		Business	Finance and Economics	Pocatello	Regional	Hybrid

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UI	Economics	45.0601	B.A.		College of Letters, Arts and Social Sciences		Moscow	Regional	Traditional (face-to-face)
UI	Economics	45.0601	B.S.		College of Letters, Arts and Social Sciences		Moscow	Regional	Traditional (face-to-face)
UI	Economics	45.0601	Minor		College of Letters, Arts and Social Sciences		Moscow	Regional	Traditional (face-to-face)
CSI	Geography	45.0701	AA		Social Science and Communication		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	Geography	45.0701	AA		School of Social Sciences and Public Affairs	Culture, History, and Politics	Nampa	Regional	Hybrid Online Traditional (face-to-face)
UI	Climate Change	45.0701	Certificate-GR		College of Science	Geography and Geological Sciences	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Geography	45.0701	B.S.		College of Science	Geography and Geological Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Geography	45.0701	M.S.		College of Science	Geography and Geological Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Geography	45.0701	Ph.D.		College of Science	Geography and Geological Sciences	Moscow	Regional	Traditional (face-to-face)
CWI	Geographic Information Systems	45.0702	Undergraduate Certificate		School of Social Sciences and Public Affairs	Social Sciences	Boise Nampa	Regional	Traditional (face-to-face)
ISU	Geographic Information Science (GIS)	45.0702	MS		Science and Engineering	Geosciences	Pocatello	Regional	Hybrid
ISU	Geotechnology	45.0702	Minor		Science and Engineering	Geosciences		Regional	Hybrid
ISU	Geotechnology	45.0702	PB Cert		Science and Engineering	Geosciences	Idaho Falls	Regional	Hybrid
UI	Geographic Information Systems	45.0702	Certificate-UG		College of Science	Geography and Geological Sciences	Moscow	Regional	Hybrid Traditional (face-to-face)
UI	Comparative/International Politics	45.0901	Minor		College of Letters, Arts and Social Sciences	Politics and Philosophy	Moscow	Regional	Traditional (face-to-face)
UI	International Studies	45.0901	B.A.		College of Letters, Arts and Social Sciences	International Studies	Moscow	Regional	Hybrid
UI	International Studies	45.0901	Minor		College of Letters, Arts and Social Sciences	International Studies	Moscow	Regional	Hybrid
BSU	Political Communication	45.1001	Minor		School of Public Service	Political Science		Regional	Traditional (face-to-face)
BSU	Political Science	45.1001	B.S.		School of Public Service	Political Science	Boise	Regional	Traditional (face-to-face)
BSU	Political Science	45.1001	M.A.		School of Public Service	Political Science	Boise	Regional	Traditional (face-to-face)
BSU	Political Science	45.1001	Minor		School of Public Service	Political Science		Regional	Traditional (face-to-face)
CSI	Political Science	45.1001	AA		Social Science and Communication		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	Political Science	45.1001	AA		School of Social Sciences and Public Affairs	Culture, History, and Politics	Nampa	Regional	Hybrid Online Traditional (face-to-face)
ISU	Political Science	45.1001	BA		Arts and Letters	Political Science	Pocatello	Regional	Hybrid
ISU	Political Science	45.1001	BS		Arts and Letters	Political Science	Pocatello	Regional	Hybrid
ISU	Political Science	45.1001	DA		Arts and Letters	Political Science	Pocatello	Regional	Traditional (face-to-face)
ISU	Political Science	45.1001	MA		Arts and Letters	Political Science	Pocatello	Regional	Traditional (face-to-face)
ISU	Political Science- Public Administration	45.1001	MPA		Arts and Letters	Political Science	Pocatello	Regional	Traditional (face-to-face)
NIC	Political Science and Pre-Law	45.1001	AS		Business and Professional Programs		Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/Regional	Delivery Methods
UI	Political Science	45.1001	B.A.		College of Letters, Arts and Social Sciences	Politics and Philosophy	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Political Science	45.1001	B.S.		College of Letters, Arts and Social Sciences	Politics and Philosophy	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Political Science	45.1001	M.A.		College of Letters, Arts and Social Sciences	Politics and Philosophy	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Political Science	45.1001	Minor		College of Letters, Arts and Social Sciences	Politics and Philosophy	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Political Science	45.1001	Ph.D.		College of Letters, Arts and Social Sciences	Politics and Philosophy	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Philosophy, Politics and Economics	45.1004	Minor		College of Letters, Arts and Social Sciences	Politics and Philosophy	Moscow	Regional	Traditional (face-to-face)
BSU	Sociology	45.1101	B.S.		Arts and Sciences	Sociology	Boise	Regional	Traditional (face-to-face)
BSU	Sociology	45.1101	Minor		Arts and Sciences	Sociology		Regional	Traditional (face-to-face)
CSI	Sociology	45.1101	AA		Social Science and Communication		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	Sociology	45.1101	AA		School of Social Sciences and Public Affairs	Social Sciences	Nampa	Regional	Hybrid Traditional (face-to-face)
ISU	Sociology	45.1101	BA		Arts and Letters	Sociology, Social Work, and Criminology	Pocatello	Regional	Hybrid
ISU	Sociology	45.1101	MA		Arts and Letters	Sociology, Social Work, and Criminology	Pocatello	Regional	Hybrid
ISU	Sociology	45.1101	Minor		Arts and Letters	Sociology, Social Work, and Criminology		Regional	Hybrid
ISU	Sociology (online)	45.1101	BA		Arts and Letters	Sociology, Social Work, and Criminology		Regional	Online Web/video
ISU	Sociology (online)	45.1101	MA		Arts and Letters	Sociology, Social Work, and Criminology		Regional	Online Web/video
ISU	Sociology (online)	45.1101	Minor		Arts and Letters	Sociology, Social Work, and Criminology		Regional	Online Web/video
ISU	Sociology: Criminology	45.1101	BA		Arts and Letters	Sociology, Social Work, and Criminology	Pocatello	Regional	Hybrid
ISU	Sociology: Criminology	45.1101	MA		Arts and Letters	Sociology, Social Work, and Criminology	Pocatello	Regional	Hybrid
NIC	Sociology	45.1101	AA		Social and Behavioral Sciences Division	Sociology	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
UI	Sociology	45.1101	B.A.		College of Letters, Arts and Social Sciences	Sociology and Anthropology	Coeur d'Alene Moscow	Regional	Hybrid
UI	Sociology	45.1101	B.S.		College of Letters, Arts and Social Sciences	Sociology and Anthropology	Coeur d'Alene Moscow	Regional	Hybrid
UI	Sociology	45.1101	Minor		College of Letters, Arts and Social Sciences	Sociology and Anthropology	Coeur d'Alene Moscow	Regional	Hybrid
BSU	Urban Studies and Community Development	45.1201	B.A.		School of Public Service	Urban Studies and Community Development	Boise	Regional	Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/ Regional	Delivery Methods
BSU	Urban Studies and Community Development	45.1201	Minor		School of Public Service	Urban Studies and Community Development		Regional	Traditional (face-to-face)
NIC	Carpentry	46.0201	ITC			Carpentry		Regional	Hybrid Online Traditional (face-to-face) Web/video
NIC	Carpentry and Construction Technology	46.0201	ITC		Trades and Industry	Carpentry	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
CEI	Electrical Apprentice	46.0302	AAS		Workforce Training	Apprenticeship Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CWI	Applied Technology and Apprenticeship - Electrical Emphasis	46.0302	AAS		School of Industry, Engineering, and Trades	Manufacturing and Welding	Nampa	Regional	Traditional (face-to-face)
ISU	Electrical Apprenticeship	46.0302	AAS		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
LCSC	Electrical Apprenticeship	46.0302	AAS		Career and Technical Education	Technical and Industrial/Workforce Training	Lewiston	Regional	Traditional (face-to-face)
LCSC	Electrical Apprenticeship	46.0302	BAS		Career and Technical Education	Technical and Industrial/Workforce Training	Lewiston	Regional	Traditional (face-to-face)
CSI	Applied Technology and Apprenticeship - Electric Lineworker	46.0303	AAS		Trade and Industry		Twin Falls	Regional	Traditional (face-to-face)
CSI	Residential Construction	46.0415	BTC		Trade and Industry		Twin Falls	Regional	Traditional (face-to-face)
CSI	Woodworking Technology	46.0415	BTC		Trade and Industry		Twin Falls	Regional	Hybrid Traditional (face-to-face)
NIC	Carpentry Management Tech	46.0415	AAS		Trades and Industry	Carpentry	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
CEI	Plumbing Apprentice	46.0503	AAS		Workforce Training	Apprenticeship Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CWI	Applied Technology and Apprenticeship - Plumbing Emphasis	46.0503	AAS		School of Industry, Engineering, and Trades	Manufacturing and Welding	Nampa	Regional	Traditional (face-to-face)
ISU	Plumbing Apprenticeship	46.0503	AAS		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
LCSC	Plumbing Apprenticeship	46.0503	AAS		Career and Technical Education	Technical and Industrial/Workforce Training	Lewiston	Regional	Traditional (face-to-face)
LCSC	Plumbing Apprenticeship	46.0503	BAS		Career and Technical Education	Technical and Industrial/Workforce Training	Lewiston	Regional	Traditional (face-to-face)
NIC	Apprenticeship - Plumbing	46.0503	AAS		Workforce Training Center	NIC General Education	Post Falls	Regional	Hybrid Online Traditional (face-to-face)
LCSC	Industrial Electronics Technology	47.0105	AAS		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Industrial Electronics Technology	47.0105	ATC		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Industrial Electronics Technology	47.0105	BAS		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Industrial Electronics Technology	47.0105	ITC		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Instrument Mechanics Technology	47.0105	AAS		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Instrument Mechanics Technology	47.0105	ATC		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Instrument Mechanics Technology	47.0105	BAS		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)

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CEI	Heating & Air Conditioning Apprentice	47.0201	AAS		Workforce Training	Apprenticeship Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CSI	Air Cond, Refrig, & Heat	47.0201	AAS		Trade and Industry		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Air Cond, Refrig, & Heat	47.0201	BTC		Trade and Industry		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Air Cond, Refrig, & Heat	47.0201	ITC		Trade and Industry		Twin Falls	Regional	Hybrid Traditional (face-to-face)
LCSC	Heating, Venting, Air Conditioning, and Refrigeration	47.0201	AAS		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Heating, Venting, Air Conditioning, and Refrigeration	47.0201	ATC		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Heating, Venting, Air Conditioning, and Refrigeration	47.0201	BAS		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
NIC	Apprenticeship - HVAC	47.0201	AAS		Workforce Training Center	NIC General Education	Post Falls	Regional	Hybrid Online Traditional (face-to-face)
NIC	Heating, Ventilation, Air Conditioning, and Refrigeration	47.0201	ITC		Trades and Industry	Heating, Ventilation, Air Cond., and Refrigeration	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
CSI	Industrial Systems Maintenance Technology	47.0303	ITC		Trade and Industry		Twin Falls	Regional	Hybrid Traditional (face-to-face)
LCSC	Industrial Maintenance/Millwright	47.0303	AAS		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Industrial Maintenance/Millwright	47.0303	ATC		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Industrial Maintenance/Millwright	47.0303	BAS		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
NIC	Industrial Mechanic/Millwright	47.0303	AAS		Trades and Industry	Trades and Industry		Regional	Traditional (face-to-face)
NIC	Industrial Mechanic/Millwright	47.0303	ATC		Trades and Industry	Trades and Industry		Regional	Traditional (face-to-face)
NIC	Industrial Mechanic/Millwright	47.0303	ITC		Trades and Industry	Maintenance Mech./Millwright	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
NIC	Mechatronics	47.0303	AAS		Trades and Industry		Coeur d'Alene	Regional	Traditional (face-to-face)
NIC	Mechatronics	47.0303	ATC		Trades and Industry		Coeur d'Alene	Regional	Traditional (face-to-face)
NIC	Mechatronics	47.0303	ITC		Trades and Industry		Coeur d'Alene	Regional	Traditional (face-to-face)
CWI	Heavy Equipment Technician	47.0399	AAS		School of Industry, Engineering, and Trades	Diesel Technology	Nampa	Regional	Traditional (face-to-face)
CWI	Heavy Equipment Technician	47.0399	ATC		School of Industry, Engineering, and Trades	Diesel Technology	Nampa	Regional	Traditional (face-to-face)
CWI	Heavy Equipment Technician	47.0399	BTC		School of Industry, Engineering, and Trades	Diesel Technology	Nampa	Regional	Traditional (face-to-face)
CWI	Heavy Equipment Technician	47.0399	ITC		School of Industry, Engineering, and Trades	Diesel Technology	Nampa	Regional	Traditional (face-to-face)
CSI	Auto Body Technology	47.0603	AAS		Trade and Industry		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Auto Body Technology	47.0603	ITC		Trade and Industry		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Auto Body Technology, Auto Collision Repair	47.0603	BTC		Trade and Industry		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Auto Body Technology, Auto Refinishing	47.0603	BTC		Trade and Industry		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Collision Repair Technology	47.0603	ITC		Trade and Industry		Twin Falls	Regional	
CWI	Collision Repair Technology	47.0603	AAS		School of Industry, Engineering, and Trades	Transportation Technology	Nampa	Regional	Traditional (face-to-face)
CWI	Collision Repair Technology	47.0603	ATC		School of Industry, Engineering, and Trades	Transportation Technology	Nampa	Regional	Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/ Regional	Delivery Methods
CWI	Collison Repair Technology	47.0603	BTC		School of Industry, Engineering, and Trades	Transportation Technology	Nampa	Regional	Traditional (face-to-face)
CWI	Collison Repair Technology	47.0603	ITC		School of Industry, Engineering, and Trades	Transportation Technology	Nampa	Regional	Traditional (face-to-face)
ISU	Auto Collision Repair	47.0603	ITC		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
ISU	Auto Collision Repair and Refinishing	47.0603	AAS		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
ISU	Auto Collision Repair and Refinishing	47.0603	ATC			Business and Support Services		Regional	Traditional (face-to-face)
ISU	Auto Collision Repair and Refinishing	47.0603	BAS			Business and Support Services		Regional	Traditional (face-to-face)
ISU	Auto Collision Repair and Refinishing	47.0603	ITC			Business and Support Services		Regional	Traditional (face-to-face)
ISU	Auto Refinishing	47.0603	ITC		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
ISU	Auto Repair and Refinishing	47.0603	ATC		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
LCSC	Collision Repair Technology	47.0603	AAS		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Collision Repair Technology	47.0603	ATC		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Collision Repair Technology	47.0603	BAS		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Collision Repair Technology	47.0603	ITC		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
NIC	Collision Repair Tech	47.0603	ITC		Trades and Industry	Auto Collision Repair	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
CEI	Automotive Technology	47.0604	AAS		Trades and Industry	Automotive Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Automotive Technology	47.0604	ATC		Trades and Industry	Automotive Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Automotive Technology	47.0604	BTC		Trades and Industry	Automotive Technologies		Regional	Traditional (face-to-face)
CEI	Automotive Technology	47.0604	ITC		Trades and Industry	Automotive Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CSI	Automotive Service Educational Program	47.0604	AAS		Trade and Industry		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	Automotive Technology	47.0604	AAS		School of Industry, Engineering, and Trades	Transportation Technology	Nampa	Regional	Traditional (face-to-face)
CWI	Automotive Technology	47.0604	ATC		School of Industry, Engineering, and Trades	Transportation Technology	Nampa	Regional	Traditional (face-to-face)
CWI	Automotive Technology	47.0604	ITC		School of Industry, Engineering, and Trades	Transportation Technology	Nampa	Regional	Traditional (face-to-face)
CWI	Automotive Technology (Inactive Fall 2020)	47.0604	BTC		School of Industry, Engineering, and Trades	Transportation Technology	Nampa	Regional	Traditional (face-to-face)
CWI	Automotive Technology 2 (Inactive Fall 2020)	47.0604	BTC		School of Industry, Engineering, and Trades	Transportation Technology		Regional	Traditional (face-to-face)
CWI	Collison Repair Technology 2	47.0604	BTC		School of Industry, Engineering, and Trades	Transportation Technology		Regional	Traditional (face-to-face)
ISU	Automotive Technology	47.0604	AAS		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
ISU	Automotive Technology	47.0604	BAS			Business and Support Services		Regional	Traditional (face-to-face)
ISU	Automotive Technology	47.0604	ITC		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
LCSC	Auto Mechanics Technology	47.0604	AAS		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Auto Mechanics Technology	47.0604	ATC		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Auto Mechanics Technology	47.0604	BAS		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Auto Mechanics Technology	47.0604	ITC		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)

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NIC	Automotive Technology	47.0604	AAS		Trades and Industry	Automotive Tech.	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
NIC	Automotive Technology	47.0604	ATC		Trades and Industry	Automotive Tech.	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
NIC	Automotive Technology	47.0604	ITC		Trades and Industry	Automotive Tech.	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
CEI	Diesel Technology	47.0605	AAS		Trades and Industry	Diesel Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Diesel Technology	47.0605	ATC		Trades and Industry	Diesel Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Diesel Technology	47.0605	ITC		Trades and Industry	Diesel Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Light Duty Diesel	47.0605	AAS		Trades and Industry		Idaho Falls	Regional	Traditional (face-to-face)
CEI	Light Duty Diesel	47.0605	ATC		Trades and Industry		Idaho Falls	Regional	Traditional (face-to-face)
CSI	Diesel Technology	47.0605	AAS		Trade and Industry		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Diesel Technology	47.0605	ITC		Trade and Industry		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Heavy Equipment/Ag Technology	47.0605	AAS		Trade and Industry	Trade and Industry	Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	Heavy Duty Truck Technician	47.0605	AAS		School of Industry, Engineering, and Trades	Diesel Technology	Nampa	Regional	Traditional (face-to-face)
CWI	Heavy Duty Truck Technician	47.0605	ATC		School of Industry, Engineering, and Trades	Diesel Technology	Nampa	Regional	Traditional (face-to-face)
CWI	Heavy Duty Truck Technician	47.0605	BTC		School of Industry, Engineering, and Trades	Diesel Technology	Nampa	Regional	Traditional (face-to-face)
CWI	Heavy Duty Truck Technician	47.0605	ITC		School of Industry, Engineering, and Trades	Diesel Technology	Nampa	Regional	Traditional (face-to-face)
ISU	Diesel Technology	47.0605	AAS		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
ISU	Diesel Technology	47.0605	ATC		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
ISU	Diesel/On-Site Power Generation Technology	47.0605	AAS		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
ISU	Diesel/On-Site Power Generation Technology	47.0605	ATC		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
ISU	On-Site Power Generation Technology	47.0605	AAS		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
ISU	On-Site Power Generation Technology	47.0605	ATC		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
LCSC	Diesel Technology	47.0605	AAS		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Diesel Technology	47.0605	ATC		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Diesel Technology	47.0605	BAS		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Diesel Technology	47.0605	ITC		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
NIC	Diesel Technology	47.0605	AAS		Trades and Industry	Diesel Technology	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
NIC	Diesel Technology	47.0605	ATC		Trades and Industry	Diesel Technology	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
NIC	Diesel Technology	47.0605	BTC		Trades and Industry	Diesel Technology	Coeur d'Alene	Regional	Traditional (face-to-face)
NIC	Diesel Technology	47.0605	ITC		Trades and Industry	Diesel Technology	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
CWI	Powersports and Small Engine Repair Technology	47.0606	AAS		School of Industry, Engineering, and Trades	Diesel Technology	Nampa	Regional	Traditional (face-to-face)
CWI	Powersports and Small Engine Repair Technology	47.0606	ATC		School of Industry, Engineering, and Trades	Diesel Technology	Nampa	Regional	Traditional (face-to-face)

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CWI	Powersports and Small Engine Repair Technology	47.0606	BTC		School of Industry, Engineering, and Trades	Transportation Technology	Nampa	Regional	Traditional (face-to-face)
CWI	Powersports and Small Engine Repair Technology	47.0606	ITC		School of Industry, Engineering, and Trades	Transportation Technology	Nampa	Regional	Traditional (face-to-face)
CWI	Powersports and Small Engine Repair Technology 2	47.0606	BTC		School of Industry, Engineering, and Trades	Transportation Technology	Nampa	Regional	Traditional (face-to-face)
ISU	Aircraft Maintenance Technology - Airframe	47.0607	ITC		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
NIC	Aviation Maintenance Technology	47.0607	AAS		Aerospace	Aerospace	Coeur d'Alene	Regional	Traditional (face-to-face)
NIC	Aviation Maintenance Technology	47.0607	ATC		Aerospace	Aerospace	Coeur d'Alene	Regional	Traditional (face-to-face)
NIC	Aviation Maintenance Technology	47.0607	BTC		Aerospace	Aerospace	Coeur d'Alene	Regional	Traditional (face-to-face)
ISU	Aircraft Maintenance Technology - Airframe and Powerplant	47.0608	AAS		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
ISU	Aircraft Maintenance Technology - Powerplant	47.0608	ATC		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
CSI	Applied Technology and Apprenticeship	47.9999	AAS		Trade and Industry		Twin Falls	Regional	Hybrid
CEI	Machine Tool Technology	48.0501	AAS		Trades and Industry	Mechanical Trades	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Machine Tool Technology	48.0501	ITC		Trades and Industry	Mechanical Trades	Idaho Falls	Regional	Traditional (face-to-face)
CWI	Machine Tool Technology	48.0501	AAS		School of Industry, Engineering, and Trades	Manufacturing and Welding	Nampa	Regional	Traditional (face-to-face)
CWI	Machine Tool Technology	48.0501	ATC		School of Industry, Engineering, and Trades	Manufacturing and Welding	Nampa	Regional	Traditional (face-to-face)
CWI	Machine Tool Technology	48.0501	BTC		School of Industry, Engineering, and Trades	Manufacturing and Welding	Nampa	Regional	Traditional (face-to-face)
CWI	Machine Tool Technology	48.0501	ITC		School of Industry, Engineering, and Trades	Manufacturing and Welding	Nampa	Regional	Traditional (face-to-face)
CWI	Machine Tool Technology 1	48.0501	BTC		School of Industry, Engineering, and Trades	Manufacturing and Welding	Nampa	Regional	Traditional (face-to-face)
CWI	Machine Tool Technology 2	48.0501	BTC		School of Industry, Engineering, and Trades	Manufacturing and Welding	Nampa	Regional	Traditional (face-to-face)
NIC	Machine & CNC Technology	48.0501	AAS		Trades and Industry	Machining	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
NIC	Machine & CNC Technology	48.0501	ATC		Trades and Industry	Machining	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
NIC	Machine & CNC Technology	48.0501	ITC		Trades and Industry	Machining	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
CEI	Welding Technology	48.0508	AAS		Trades and Industry	Welding Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Welding Technology	48.0508	ATC		Trades and Industry	Welding Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Welding Technology	48.0508	ITC		Trades and Industry	Welding Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CSI	Welding Technology	48.0508	AAS		Trade and Industry		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Welding Technology	48.0508	BTC		Trade and Industry		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Welding Technology	48.0508	ITC		Trade and Industry		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	Heavy Equipment Welding and Fabrication	48.0508	AAS		School of Industry, Engineering, and Trades	Manufacturing and Welding	Nampa	Regional	Traditional (face-to-face)
CWI	Heavy Equipment Welding and Fabrication	48.0508	ATC		School of Industry, Engineering, and Trades	Manufacturing and Welding	Nampa	Regional	Traditional (face-to-face)

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Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/ Regional	Delivery Methods
CWI	Welding & Metals Fabrication	48.0508	AAS		School of Industry, Engineering, and Trades	Manufacturing and Welding	Nampa	Regional	Traditional (face-to-face)
CWI	Welding & Metals Fabrication	48.0508	ATC		School of Industry, Engineering, and Trades	Manufacturing and Welding	Nampa	Regional	Traditional (face-to-face)
CWI	Welding & Metals Fabrication	48.0508	BTC		School of Industry, Engineering, and Trades	Manufacturing and Welding	Nampa	Regional	Traditional (face-to-face)
CWI	Welding and Metals Fabrication 2	48.0508	BTC		School of Industry, Engineering, and Trades	Manufacturing and Welding	Nampa	Regional	Traditional (face-to-face)
ISU	Nuclear Welding	48.0508	Specialized Certificate		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
ISU	Welder-Fitter	48.0508	AAS		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
ISU	Welder-Fitter	48.0508	ATC		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
ISU	Welding	48.0508	ITC		Technology	Trade and Industrial		Regional	Traditional (face-to-face)
LCSC	Welding Technology	48.0508	AAS		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Welding Technology	48.0508	ATC		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Welding Technology	48.0508	BAS		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Welding Technology	48.0508	ITC		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
NIC	Welding Technology	48.0508	AAS		Trades and Industry	Welding	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
NIC	Welding Technology	48.0508	ATC		Trades and Industry	Welding	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
NIC	Welding Technology	48.0508	ITC		Trades and Industry	Welding	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
ISU	Computerized Machining Technology: CNC Operator	48.0510	ATC		Technology	Technical	Pocatello	Regional	Traditional (face-to-face)
ISU	Computerized Machining Technology	48.0510	AAS		Technology	Technical	Pocatello	Regional	Traditional (face-to-face)
ISU	Computerized Machining Technology: CNC Programmer	48.0510	BTC		Technology	Technical	Pocatello	Regional	Traditional (face-to-face)
ISU	Computerized Machining Technology: Machining Technology	48.0510	ATC		Technology	Technical	Pocatello	Regional	Traditional (face-to-face)
ISU	Machining Technology	48.0510	ATC			Business and Support Services		Regional	Traditional (face-to-face)
CSI	Cabinetmaking/Woodworking	48.0703	AAS		Trade and Industry		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Cabinetmaking/Woodworking	48.0703	BTC		Trade and Industry		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Cabinetmaking/Woodworking	48.0703	ITC		Trade and Industry		Twin Falls	Regional	Hybrid Traditional (face-to-face)
NIC	Aviation Flight Training - Helicopter	49.0102	AAS		Aerospace	Aerospace	Coeur d'Alene	Regional	Traditional (face-to-face)
NIC	Aviation Flight Training - Helicopter	49.0102	ATC		Aerospace	Aerospace	Coeur d'Alene	Regional	Traditional (face-to-face)
CSI	Visual and Performing Arts	50.0101	AA		Visual and Performing Arts	Visual and Performing Arts	Twin Falls	Regional	Some portion online
ISU	Digital Media	50.0102	BFA		Arts and Letters	Art	Pocatello	Regional	Some portion online Traditional (face-to-face)
UI	Dance	50.0301	B.S.		College of Education, Health and Human Sciences	Movement Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Dance	50.0301	Minor		College of Education, Health and Human Sciences	Movement Sciences	Moscow	Regional	Traditional (face-to-face)

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Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/ Regional	Delivery Methods
BSU	Graphic Design	50.0402	BFA		Arts and Sciences	Art, Design and Visual Studies	Boise	Regional	Traditional (face-to-face)
BSU	Illustration	50.0402	BFA		Arts and Sciences	Art, Design and Visual Studies	Boise	Regional	Traditional (face-to-face)
NIC	Art	50.0402	AA		Communication, Fine Arts Division	Art	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
UI	Interior Architecture and Design	50.0408	Minor		College of Art and Architecture	Interior Design	Boise Coeur d'Alene	Regional	Traditional (face-to-face)
LCSC	Packaging Design	50.0409	AAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Packaging Design	50.0409	ITC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
BSU	Games, Interactive Media and Mobile	50.0411	B.S.		Innovation and Design		Boise	Regional	Traditional (face-to-face)
LCSC	Game Development	50.0411	AAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Game Development AAS	50.0411	AAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
BSU	Dance	50.0501	Minor		Arts and Sciences	Theatre, Film and Creative Writing		Regional	Traditional (face-to-face)
BSU	Theatre Arts	50.0501	B.A.		Arts and Sciences	Theatre, Film and Creative Writing	Boise	Regional	Traditional (face-to-face)
BSU	Theatre Arts	50.0501	Minor		Arts and Sciences	Theatre, Film and Creative Writing		Regional	Traditional (face-to-face)
CSI	Theatre	50.0501	AA		Visual and Performing Arts		Twin Falls	Regional	Hybrid Traditional (face-to-face)
ISU	Theatre	50.0501	BA		Arts and Letters	Theatre and Dance	Pocatello	Regional	Hybrid
ISU	Theatre	50.0501	MA		Arts and Letters	Theatre and Dance	Pocatello	Regional	Traditional (face-to-face)
NIC	Theatre	50.0501	AA		Communication, Fine Arts Division	Theatre	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
UI	Theatre Arts	50.0501	B.A.		College of Letters, Arts and Social Sciences	Theatre Arts	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Theatre Arts	50.0501	B.F.A.		College of Letters, Arts and Social Sciences	Theatre Arts	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Theatre Arts	50.0501	B.S.		College of Letters, Arts and Social Sciences	Theatre Arts	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Theatre Arts	50.0501	M.F.A.		College of Letters, Arts and Social Sciences	Theatre Arts	Coeur d'Alene Moscow	Regional	Online
UI	Theatre Design and Technology	50.0501	Minor		College of Letters, Arts and Social Sciences	Theatre Arts	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Theatre Performance	50.0501	Minor		College of Letters, Arts and Social Sciences	Theatre Arts	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Musical Theater	50.0509	Minor		College of Letters, Arts and Social Sciences	School of Music	Moscow	Regional	Traditional (face-to-face)
BSU	Film and Television Arts	50.0601	B.A.		Arts and Sciences	Theatre, Film and Creative Writing	Boise	Regional	Traditional (face-to-face)
BSU	Film and Television Arts	50.0601	BFA		Arts and Sciences	Theatre, Film and Creative Writing	Boise	Regional	Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/ Regional	Delivery Methods
UI	Film and Television	50.0601	B.A.		College of Letters, Arts and Social Sciences	School of Journalism and Mass Media	Moscow	Regional	Traditional (face-to-face)
UI	Film and Television Studies	50.0601	B.S.		College of Letters, Arts and Social Sciences	School of Journalism and Mass Media	Moscow	Regional	Traditional (face-to-face)
BSU	Cinema and Digital Media Studies	50.0602	Undergraduate Certificate		Arts and Sciences		Boise	Regional	Traditional (face-to-face)
BSU	Digital Media Studies	50.0602	Undergraduate Certificate		Arts and Sciences	Communication and Media	Boise	Regional	Traditional (face-to-face)
NIC	Photography	50.0605	AA		Communication, Fine Arts Division	Photography	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
BSU	Arts Metals Emphasis	50.0701	Undergraduate Certificate		Arts and Sciences	Art, Design and Visual Studies		Regional	Traditional (face-to-face)
BSU	Ceramics Emphasis	50.0701	Undergraduate Certificate		Arts and Sciences	Art, Design and Visual Studies	Boise	Regional	Traditional (face-to-face)
BSU	Drawing and Painting Emphasis	50.0701	Emphasis		Arts and Sciences	Art, Design and Visual Studies	Boise	Regional	Traditional (face-to-face)
BSU	Interdisciplinary Art Studio Emphasis	50.0701	Emphasis		Arts and Sciences	Art, Design and Visual Studies	Boise	Regional	Traditional (face-to-face)
BSU	Photography Emphasis	50.0701	Undergraduate Certificate		Arts and Sciences	Art, Design and Visual Studies	Boise	Regional	Traditional (face-to-face)
BSU	Printmaking Emphasis	50.0701	Undergraduate Certificate		Arts and Sciences	Art, Design and Visual Studies	Boise	Regional	Traditional (face-to-face)
BSU	Sculpture Emphasis	50.0701	Undergraduate Certificate		Arts and Sciences	Art, Design and Visual Studies		Regional	Traditional (face-to-face)
BSU	Visual Art	50.0701	B.A.		Arts and Sciences	Art, Design and Visual Studies	Boise	Regional	Traditional (face-to-face)
BSU	Visual Art	50.0701	BFA		Arts and Sciences	Art, Design and Visual Studies	Boise	Regional	Traditional (face-to-face)
BSU	Visual Art	50.0701	Minor		Arts and Sciences	Theatre, Film and Creative Writing		Regional	Traditional (face-to-face)
BSU	Visual Arts	50.0701	M.F.A.		Arts and Sciences	Theatre, Film and Creative Writing	Boise	Regional	Traditional (face-to-face)
CSI	Art, Visual	50.0701	AA		Visual and Performing Arts		Twin Falls	Regional	Hybrid Traditional (face-to-face)
ISU	Art	50.0701	BA		Arts and Letters	Art	Pocatello	Regional	Traditional (face-to-face)
ISU	Art	50.0701	BFA		Arts and Letters	Art	Pocatello	Regional	Traditional (face-to-face)
ISU	Art	50.0701	MFA		Arts and Letters	Art	Pocatello	Regional	Traditional (face-to-face)
UI	Art	50.0701	B.A.		College of Art and Architecture	Art and Design	Moscow	Regional	Traditional (face-to-face)
UI	Art	50.0701	M.F.A.		College of Art and Architecture	Art and Design	Moscow	Regional	Traditional (face-to-face)
UI	Art	50.0701	Minor		College of Art and Architecture	Art and Design	Moscow	Regional	Traditional (face-to-face)
CWI	Studio Art	50.0702	AA		School of Arts and Humanities	Visual and Performing Arts	Nampa	Regional	Traditional (face-to-face)
UI	Studio Art and Design	50.0702	B.F.A.		College of Art and Architecture	Art and Design	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
BSU	History of Art & Visual Culture	50.0703	B.A.		Arts and Sciences	Art, Design and Visual Studies	Boise	Regional	Traditional (face-to-face)
BSU	History of Art & Visual Culture	50.0703	Minor		Arts and Sciences	Art, Design and Visual Studies		Regional	Traditional (face-to-face)
ISU	Art History (online)	50.0703	Minor		Arts and Letters	Art		Regional	Online Web/video
BSU	Music	50.0901	B.A.		Arts and Sciences	Music	Boise	Regional	Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/Regional	Delivery Methods
BSU	Music	50.0901	Minor		Arts and Sciences	Music		Regional	Traditional (face-to-face)
CSI	Music	50.0901	AA		Visual and Performing Arts		Twin Falls	Regional	Hybrid Traditional (face-to-face)
ISU	Music Education K-12	50.0901	MME		Arts and Letters	Music		Regional	Hybrid
ISU	Music General	50.0901	Minor		Arts and Letters	Music		Regional	Hybrid
ISU	Music, General	50.0901	BA		Arts and Letters	Music		Regional	Hybrid
ISU	Music, General	50.0901	BS		Arts and Letters	Music		Regional	Hybrid
NIC	Music	50.0901	AA		Communication, Fine Arts Division	Music	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
UI	Music	50.0901	B.A.		College of Letters, Arts and Social Sciences	School of Music	Moscow	Regional	Traditional (face-to-face)
UI	Music	50.0901	B.S.		College of Letters, Arts and Social Sciences	School of Music	Moscow	Regional	Traditional (face-to-face)
UI	Music	50.0901	M.A.		College of Letters, Arts and Social Sciences	School of Music	Moscow	Regional	Traditional (face-to-face)
UI	Music	50.0901	M.Mus.		College of Letters, Arts and Social Sciences	School of Music	Moscow	Regional	Traditional (face-to-face)
UI	Music	50.0901	Minor		College of Letters, Arts and Social Sciences	School of Music	Moscow	Regional	Traditional (face-to-face)
BSU	Music, Performance	50.0903	B.M.		Arts and Sciences	Music	Boise	Regional	Traditional (face-to-face)
BSU	Music, Performance	50.0903	M.M.		Arts and Sciences	Music	Boise	Regional	Traditional (face-to-face)
ISU	Music, Performance	50.0903	BM		Arts and Letters	Music		Regional	Traditional (face-to-face)
ISU	Music, Performance (BM): Commercial Music option	50.0903	BM		Arts and Letters	Music	Pocatello	Regional	Traditional (face-to-face)
UI	Music: Performance	50.0903	B.Mus.	Options: 1) Keyboard - 50.0903 2) Instrumental - 50.0903 3) Vocal - 50.0908	College of Letters, Arts and Social Sciences	School of Music	Moscow	Regional	Traditional (face-to-face)
BSU	Music, Composition	50.0904	B.M.		Arts and Sciences	Music	Boise	Regional	Traditional (face-to-face)
UI	Music: Composition	50.0904	B.Mus.		College of Letters, Arts and Social Sciences	School of Music	Moscow	Regional	Traditional (face-to-face)
BSU	Master of Music in Conducting (Choral)	50.0906	Master		Arts and Sciences	Music	Boise	Regional	Traditional (face-to-face)
UI	Jazz Studies	50.0910	Minor		College of Letters, Arts and Social Sciences	School of Music	Moscow	Regional	Traditional (face-to-face)
UI	Music: Business	50.1003	B.Mus.	Emphases: 1) Arts Administration 2) Entrepreneurship 3) General Business	College of Letters, Arts and Social Sciences	School of Music	Moscow	Regional	Traditional (face-to-face)
BSU	School of Public and Population Health	51.0000	N/A		Health Sciences	School of Allied Health	Boise	Regional	
CSI	Heath Science	51.0000	AS		Health Science and Human Services		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Heath Science	51.0000	BTC		Health Science and Human Services		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	Health Science	51.0000	AS		School of Health	Health Science	Nampa	Regional	Hybrid Online Traditional (face-to-face)
ISU	Health Science	51.0000	BS		Health Sciences/Health Professions	Community and Public Health	Pocatello	Regional	Hybrid
ISU	Audiology (first 2 years)	51.0202	AuD		Health Sciences/Rehabilitation and Communication Sciences	Communication Sciences and Disorders	Pocatello	Statewide	Hybrid

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Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/Regional	Delivery Methods
ISU	Audiology (second 2 years)	51.0202	AuD		Health Sciences/Rehabilitation and Communication Sciences	Communication Sciences and Disorders	Meridian	Statewide	Hybrid
ISU	Speech-Language Pathology (Fully Online w/clinicals on-site)	51.0203	MS		Health Sciences/Rehabilitation and Communication Sciences	Communication Sciences and Disorders	Meridian Pocatello	Statewide	Hybrid
ISU	Communication Sciences & Disorders	51.0204	Undergraduate Certificate		Health Sciences/Rehabilitation and Communication Sciences	Communication Sciences and Disorders	Pocatello	Regional	Online
ISU	Communication Sciences and Disorders: Pre-Audiology	51.0204	BS		Health Sciences/Rehabilitation and Communication Sciences	Communication Sciences and Disorders	Pocatello	Regional	Hybrid
ISU	Communication Sciences and Disorders: Pre-Speech Language Pathology	51.0204	BS		Health Sciences/Rehabilitation and Communication Sciences	Communication Sciences and Disorders	Meridian	Regional	Hybrid
ISU	Listening and Spoken Language (online)	51.0204	Graduate Certificate		Health Sciences/Rehabilitation and Communication Sciences	Communication Sciences and Disorders		Regional	Online Web/video
CEI	Dental Assisting	51.0601	ITC		Health Professions	Dental Assisting Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CSI	Dental Assistant	51.0601	ITC		Health Science and Human Services		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	Dental Assisting	51.0601	AAS		School of Health	Health Professions	Nampa	Regional	Traditional (face-to-face)
CWI	Dental Assisting	51.0601	ITC		School of Health	Health Professions	Nampa	Regional	Traditional (face-to-face)
CSI	Dental Hygiene	51.0602	AAS		Health Science and Human Services		Twin Falls	Regional	Hybrid Traditional (face-to-face)
ISU	Dental Hygiene	51.0602	BS		Health Sciences/Health Professions	Dental Sciences	Idaho Falls Pocatello	Statewide	Hybrid
ISU	Dental Hygiene	51.0602	MS		Health Sciences/Health Professions	Dental Sciences	Pocatello	Statewide	Online
ISU	Dental Hygiene, Accelerated BS to MS Track	51.0602	BS		Health Sciences/Health Professions	Dental Hygiene	Pocatello	Statewide	Online
ISU	Dental Hygiene, Accelerated BS to MS Track	51.0602	MS		Health Sciences/Health Professions	Dental Hygiene	Pocatello	Statewide	Online
NIC	Dental Hygiene	51.0602	AAS		Health Professions	Health Professions	Coeur d'Alene	Regional	Hybrid
BSU	Health Data Management	51.0701	Minor		School of Allied Health	Community and Environmental Health	Boise	Regional	Traditional (face-to-face)
BSU	Health Data Management	51.0701	Undergraduate Certificate		School of Allied Health	Community and Environmental Health	Boise	Regional	Traditional (face-to-face)
ISU	Healthcare Administration	51.0701	BS		Business	Marketing and Management	Idaho Falls Meridian Pocatello	Regional	Online
ISU	Healthcare Administration	51.0701	MHA		Business	Marketing and Management	Idaho Falls Meridian Pocatello Twin Falls	Regional	Online
ISU	Health Science	51.0705	AS		Health Sciences/Health Professions	Community and Public Health	Meridian Pocatello	Regional	Hybrid Traditional (face-to-face) Web/video
ISU	Health Information Technology	51.0707	AAS		Technology	Health Occupations	Pocatello	Regional	Hybrid
ISU	Health Information Technology: Medical Coding	51.0707	ITC		Technology	Health Occupations	Pocatello	Regional	Hybrid
NIC	Health Information Fundamentals	51.0707	ITC		Business and Professional Programs	Computer App/Office Tech	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
LCSC	Medical Transcription	51.0708	ITC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
CWI	Medical Administrative Support	51.0710	BTC		School of Health	Health Professions	Nampa	Regional	Online Traditional (face-to-face)
CWI	Medical Administrative Support (Inactive Fall 2020)	51.0710	AAS		School of Health	Health Professions	Boise	Regional	Traditional (face-to-face)

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CWI	Medical Administrative Support (Inactive Fall 2020)	51.0710	ITC		School of Health	Health Science	Boise	Regional	Traditional (face-to-face)
LCSC	Administrative Medical Assistant	51.0710	AAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Administrative Medical Assistant	51.0710	ATC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Administrative Medical Assistant	51.0710	BAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Medical Receptionist	51.0712	ITC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
NIC	Medical Receptionist	51.0712	ITC		Business and Professional Programs	Computer App/Office Tech	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
CSI	Medical Coding	51.0713	ITC		Health Science and Human Services		Twin Falls	Regional	Hybrid Traditional (face-to-face)
LCSC	Medical Biller/Coder	51.0713	ITC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
NIC	Medical Billing Specialist	51.0714	AAS		Business and Professional Programs	Computer App/Office Tech	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
NIC	Computer Applications & Office Technology/Healthcare Document Management	51.0716	BTC		Business and Professional Programs	Computer Applications & Office Technology		Regional	
NIC	Medical Administrative Assistant	51.0716	AAS		Business and Professional Programs	Computer App/Office Tech	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
BSU	Population and Health Systems Management	51.0722	Master		Health Sciences	School of Allied Health	Boise	Regional	Online
CEI	Medical Assisting	51.0801	AAS		Health Professions	Medical Assistant Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CSI	Medical Assistant	51.0801	ITC		Health Science and Human Services		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	Medical Assistant	51.0801	AAS		School of Health	Health Professions	Nampa	Regional	Traditional (face-to-face)
CWI	Medical Assistant	51.0801	ITC		School of Health	Health Professions	Nampa	Regional	Traditional (face-to-face)
ISU	Medical Assisting	51.0801	AAS		Technology	Health Occupations		Regional	Traditional (face-to-face)
LCSC	Medical Assistant	51.0801	AAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Medical Assistant	51.0801	BAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Medical Assistant ITC	51.0801	ITC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Hybrid Traditional (face-to-face)
NIC	Medical Assistant	51.0801	AAS		Health Professions	Health Professions	Coeur d'Alene	Regional	Hybrid
NIC	Medical Assistant	51.0801	ITC		Health Professions	Health Professions	Coeur d'Alene	Regional	Hybrid
ISU	Occupational Therapy Assistant	51.0803	AAS		Technology	Health Occupations	Pocatello	Regional	Hybrid Online
ISU	Pharmacy Technology	51.0805	ATC		Technology	Health Occupations	Pocatello	Regional	Hybrid Online
LCSC	Pharmacy Technology	51.0805	ITC		Career and Technical Education		Lewiston	Regional	Traditional (face-to-face)
NIC	Pharmacy Technology	51.0805	ITC		Health Professions	Health Professions	Coeur d'Alene	Regional	Hybrid
ISU	Physical Therapist Assistant	51.0806	AAS		Technology	Business and Support Services	Pocatello	Regional	Traditional (face-to-face)
NIC	Physical Therapist Assistant	51.0806	AAS		Health Professions	Health Professions	Coeur d'Alene	Regional	Hybrid Traditional (face-to-face)
CWI	Physical Therapist Assistant	51.0809	AAS		School of Health	Health Professions	Nampa	Regional	Traditional (face-to-face) Web/video
BSU	Advanced Medical Imaging	51.0901	B.S.		Health Sciences	School of Allied Health	Boise	Regional	Online
CSI	Emergency Medical Services	51.0904	AAS		Health Science and Human Services		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Emergency Medical Services	51.0904	ATC		Health Science and Human Services		Twin Falls	Regional	Hybrid Traditional (face-to-face)

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CSI	Emergency Medical Services	51.0904	BTC		Health Science and Human Services		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Emergency Medical Services	51.0904	ITC		Health Science and Human Services		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Paramedics	51.0904	AAS		Health Science and Human Services		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Paramedics	51.0904	ITC		Health Science and Human Services		Twin Falls	Regional	Hybrid Traditional (face-to-face)
ISU	Paramedic Science	51.0904	AS		Health Sciences/Health Professions	Emergency Services	Idaho Falls Meridian Pocatello	Regional	Traditional (face-to-face)
ISU	Paramedic Science	51.0904	Undergraduate Certificate		Health Sciences/Health Professions	Emergency Services	Pocatello	Regional	Traditional (face-to-face)
LCSC	Paramedic	51.0904	AAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Paramedic	51.0904	BAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
NIC	Emergency Medical Services	51.0904	AAS		Health Professions	Health Professions	Coeur d'Alene	Regional	Traditional (face-to-face)
NIC	Emergency Medical Services	51.0904	ITC		Health Professions	Health Professions	Coeur d'Alene	Regional	Traditional (face-to-face)
BSU	Computed Tomography	51.0907	Undergraduate Certificate		Health Sciences	School of Allied Health	Boise	Regional	Traditional (face-to-face)
BSU	Diagnostic Medical Sonography	51.0907	Undergraduate Certificate		Health Sciences	School of Allied Health	Boise	Regional	Traditional (face-to-face)
BSU	Magnetic Resonance Imaging	51.0907	Undergraduate Certificate		Health Sciences	School of Allied Health	Boise	Regional	Traditional (face-to-face)
BSU	Radiologic Science	51.0907	B.S.		Health Sciences	School of Allied Health	Boise	Regional	Traditional (face-to-face)
CSI	Radiologic Technology	51.0907	AAS		Health Science and Human Services		Twin Falls	Regional	Hybrid Traditional (face-to-face)
ISU	Radiographic Science	51.0907	BS		Health Sciences/Health Professions	Radiographic Science	Pocatello	Regional	Hybrid
LCSC	Radiographic Science	51.0907	BS		Professional Studies	Nursing and Health Sciences	Lewiston	Regional	Hybrid
BSU	Respiratory Care	51.0908	B.S.		Health Sciences	School of Allied Health	Boise	Regional	Traditional (face-to-face)
BSU	Respiratory Care	51.0908	B.S. degree completion		Health Sciences	School of Allied Health	Boise	Regional	Online
BSU	Respiratory Therapy	51.0908	M.S.		Health Sciences	School of Allied Health	Boise	Regional	Online
ISU	Respiratory Therapy	51.0908	AS		Technology	Health Occupations	Idaho Falls Pocatello Twin Falls	Regional	Hybrid
ISU	Respiratory Therapy - degree completion	51.0908	BS		Technology	Health Occupations		Regional	Online Web/video
CEI	Surgical Technology	51.0909	AAS		Health Professions	Surgical Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CSI	Surgical Services - Central Sterile Processing Technology	51.0909	BTC		Health Science and Human Services		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Surgical Services - Central Sterile Processing Technology	51.0909	ITC		Health Science and Human Services		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Surgical Services - Surgical Technology	51.0909	AAS		Health Science and Human Services		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Surgical Services - Surgical Technology	51.0909	BTC		Health Science and Human Services		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	Surgical Technology	51.0909	AAS		School of Health	Health Professions	Boise	Regional	Traditional (face-to-face)
CWI	Surgical Technology	51.0909	ITC		School of Health	Health Professions	Boise	Regional	Traditional (face-to-face)
NIC	Surgical Technology	51.0909	AAS		Health Professions	Health Professions	Coeur d'Alene	Regional	Hybrid

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ISU	Diagnostic Medical Sonography	51.0910	Undergraduate Certificate		Health Sciences/Health Professions	Radiographic Science	Pocatello	Regional	Traditional (face-to-face)
LCSC	Medical Diagnostic Imaging	51.0910	Undergraduate Certificate		Professional Studies	Nursing and Health Sciences	Lewiston	Regional	Online
BSU	Imaging Sciences	51.0911	B.S.		Health Sciences	School of Allied Health	Boise	Regional	Online
BSU	Interventional Radiology/Interventional Cardiology	51.0911	Undergraduate Certificate		Health Sciences	School of Allied Health		Regional	Online
LCSC	Radiographic Science	51.0911	AS		Professional Studies	Nursing and Health Sciences	Lewiston	Regional	Traditional (face-to-face)
NIC	Radiography Technology	51.0911	AAS		Health Professions	Health Professions	Coeur d'Alene	Regional	Hybrid Traditional (face-to-face)
ISU	Physician Assistant Studies	51.0912	MPAS		Health Sciences/Health Professions	Physician Assistant Studies	Caldwell Meridian Pocatello	Statewide	Traditional (face-to-face)
ISU	Physician Assistant Studies: Pre-Physician Assistant	51.0912	Minor		Health Sciences/Health Professions	Physician Assistant Studies	Meridian Pocatello Twin Falls	Regional	Hybrid Some portion online
BSU	Athletic Training	51.0913	Master		Health Sciences	School of Allied Health	Boise	Regional	Traditional (face-to-face)
ISU	Athletic Training	51.0913	MS			Education		Regional	Traditional (face-to-face)
ISU	Athletic Training	51.0913	MSAT		Education	Human Performance and Sport Studies	Pocatello	Regional	Traditional (face-to-face)
UI	Athletic Training	51.0913	D.A.T		College of Education, Health and Human Sciences	Movement Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Athletic Training	51.0913	M.S.		College of Education, Health and Human Sciences	Movement Sciences	Moscow	Regional	Traditional (face-to-face)
CEI	Radiation Safety Technologies	51.0916	ITC		Health Professions	Radiation Safety Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CSI	Medical Laboratory Technology	51.1004	AAS		Health Science and Human Services	Health Science and Human Services		Regional	Some portion online
NIC	Medical Laboratory Technology	51.1004	AAS		Health Professions	Health Professions	Coeur d'Alene	Regional	Hybrid
ISU	Medical Laboratory Science	51.1005	BS		Health Sciences/Health Professions	Medical Laboratory Science		Statewide	Hybrid
ISU	Medical Laboratory Science	51.1005	MS		Health Sciences/Health Professions	Medical Laboratory Science		Statewide	Hybrid
CEI	Central Processing Technology	51.1012	BTC		Health Professions		Idaho Falls	Regional	Traditional (face-to-face)
UI	Medical Sciences	51.1099	B.S.		College of Science		Moscow	Regional	Traditional (face-to-face)
BSU	Pre-Dental Studies	51.1101	B.S.		Health Sciences		Boise	Regional	Traditional (face-to-face)
BSU	Pre-Medical Studies	51.1102	B.S.		Health Sciences		Boise	Regional	Traditional (face-to-face)
NIC	Pre-Medical Related Fields	51.1102	AS		Natural Sciences Division	Biology	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
CSI	Pharmacy (pre)	51.1103	AS		Engineering, Physical, and Computer Sciences		Twin Falls	Regional	Hybrid Traditional (face-to-face)
UI	Pre-Health Professionals	51.1199	Minor		College of Science		Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Medical Education (WWAMI)	51.1201	Professional		WWAMI		Moscow	Regional	Traditional (face-to-face)
BSU	Addiction Studies	51.1501	Minor		Health Sciences	School of Social Work		Regional	
BSU	Health Navigator Certificate	51.1504	Undergraduate Certificate		Health Sciences	School of Allied Health	Boise	Regional	Traditional (face-to-face)

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ISU	Marital, Couple and Family Counseling	51.1505	M Coun		Health Sciences/Health Professions	Counseling		Regional	Hybrid
ISU	Clinical Mental Health Counseling	51.1508	M Coun		Health Sciences/Health Professions	Counseling	Meridian Pocatello	Regional	Hybrid
ISU	Counseling	51.1508	Ed S		Health Sciences/Health Professions	Counseling	Meridian Pocatello	Regional	Hybrid
ISU	Mental Health Counseling	51.1508	M Coun		Health Sciences/Health Professions			Regional	Hybrid
BSU	Genetic Counseling	51.1509	M.S.		Health Sciences	School of Allied Health	Boise	Regional	Online
ISU	Counselor Education and Counseling	51.1599	Ph.D.		Health Sciences/Health Professions	Counseling	Meridian Pocatello	Regional	Hybrid
ISU	MBA/PharmD	51.2001	MBA		Business			Statewide	Hybrid
ISU	MBA/PharmD	51.2001	Pharm D		Health Sciences/Pharmacy			Statewide	Hybrid
ISU	Pharmacy (1-4 years)	51.2001	Pharm D		Health Sciences/Pharmacy	Biomedical and Pharmaceutical Sciences	Pocatello	Statewide	Hybrid
ISU	Pharmacy (3rd-4th years)	51.2001	Pharm D		Health Sciences/Pharmacy	Pharmacy Practice and Administrative Sciences	Meridian	Statewide	Hybrid
ISU	Philosophy	51.2001	Minor		Arts and Letters	English and Philosophy		Regional	Hybrid
NIC	Pharmaceutical Manufacturing - for discussion	51.2006	AS			Natural Science		Regional	Online Traditional (face-to-face) Web/video
ISU	Pharmaceutical Sciences	51.2010	Minor		Health Sciences/Pharmacy	Biomedical and Pharmaceutical Sciences		Regional	Hybrid
ISU	Pharmaceutical Sciences (PPRA)	51.2010	MS		Health Sciences/Pharmacy	Pharmacy Practice and Administrative Sciences	Pocatello	Statewide	Hybrid
ISU	Pharmaceutical Sciences (PPRA)	51.2010	Ph.D.		Health Sciences/Pharmacy	Pharmacy Practice and Administrative Sciences	Pocatello	Statewide	Hybrid
ISU	Pharmaceutical Sciences (PSCI)	51.2010	MS		Health Sciences/Pharmacy	Biomedical and Pharmaceutical Sciences	Pocatello	Statewide	Hybrid
ISU	Pharmaceutical Sciences (PSCI)	51.2010	Ph.D.		Health Sciences/Pharmacy	Biomedical and Pharmaceutical Sciences	Pocatello	Statewide	Hybrid
ISU	Pharmacy Technology	51.2010	BTC		Technology	Health Occupations	Pocatello	Regional	Hybrid
BSU	Public Health	51.2201	B.A.		Health Sciences	Community and Environmental Health	Boise	Regional	Online
BSU	Public Health	51.2201	B.S.		Health Sciences	Community and Environmental Health	Boise	Regional	Traditional (face-to-face)
BSU	Public Health	51.2201	Master		School of Allied Health	Community and Environmental Health	Boise	Regional	Traditional (face-to-face)
BSU	Public Health	51.2201	Undergraduate Certificate		School of Allied Health	Community and Environmental Health	Boise	Regional	Online
ISU	Public Health	51.2201	Graduate Certificate		Health Sciences/Health Professions	Community and Public Health	Pocatello	Regional	Traditional (face-to-face)
ISU	Public Health	51.2201	MPH		Health Sciences/Health Professions	Community and Public Health	Meridian Pocatello	Statewide	Hybrid
ISU	Community and Public Health: Addiction Studies	51.2207	Certificate		Health Sciences/Health Professions	Community and Public Health	Pocatello	Regional	Traditional (face-to-face)
ISU	Community Health Worker	51.2207	Undergraduate Certificate		Health Sciences/Health Professions	Community and Public Health	Pocatello	Regional	Online
ISU	Health Education	51.2207	BA			Biomedical and Pharmaceutical Sciences		Regional	Hybrid
ISU	Health Education	51.2207	BS			Biomedical and Pharmaceutical Sciences		Regional	Hybrid

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/Regional	Delivery Methods
ISU	Health Education	51.2207	MHE		Health Sciences/Health Professions	Community and Public Health	Pocatello	Statewide	Hybrid
ISU	Rural Health	51.2207	Graduate Certificate		Health Sciences/Health Professions	Community and Public Health	Meridian Pocatello	Regional	Hybrid Online Web/video
BSU	Health Services Leadership, Data-Driven Decision Making	51.2299	Graduate Certificate		School of Allied Health	Community and Environmental Health	Boise	Regional	Traditional (face-to-face)
BSU	Health Services Leadership, Environmental Health and Social Justice	51.2299	Graduate Certificate		School of Allied Health	Community and Environmental Health	Boise	Regional	Traditional (face-to-face)
BSU	Health Services Leadership, Health Management and Leadership	51.2299	Graduate Certificate		School of Allied Health	Community and Environmental Health	Boise	Regional	Traditional (face-to-face)
BSU	Health Services Leadership, Health Promotion Through the Life Course	51.2299	Graduate Certificate		School of Allied Health	Community and Environmental Health	Boise	Regional	Traditional (face-to-face)
ISU	Occupational Therapy	51.2306	DPT			Biomedical and Pharmaceutical Sciences		Statewide	Hybrid
ISU	Occupational Therapy	51.2306	MOT		Health Sciences/Rehabilitation and Communication Sciences	Physical and Occupational Therapy	Pocatello	Statewide	Hybrid
ISU	Occupational Therapy Expansion	51.2306	MOT		Health Sciences/Rehabilitation and Communication Sciences	Physical and Occupational Therapy	Boise Caldwell Meridian	Statewide	Traditional (face-to-face) Web/video
CSI	Physical Therapist Assistant	51.2308	AAS		Health Science and Human Services		Twin Falls	Regional	Hybrid Traditional (face-to-face)
ISU	Physical Therapy	51.2308	DPT		Health Sciences/Rehabilitation and Communication Sciences	Physical and Occupational Therapy	Meridian Pocatello	Statewide	Hybrid
NIC	Pre-Physical Therapy	51.2308	AS		Natural Sciences Division	Biology	Coeur d'Alene	Regional	Hybrid Traditional (face-to-face)
ISU	Clinical Rehabilitation Counseling	51.2310	M Coun		Health Sciences/Health Professions	Counseling	Meridian Pocatello	Regional	Traditional (face-to-face) Web/video
ISU	M Clinical Rehabilitation Counseling	51.2310	M Coun		Health Sciences/Health Professions	Counseling	Meridian Pocatello	Regional	Traditional (face-to-face) Web/video
ISU	Animal Assisted Therapy	51.2313	Graduate Certificate		Health Sciences/Health Professions	Counseling	Pocatello	Regional	Traditional (face-to-face)
ISU	Rehabilitation and Communication Sciences	51.2314	Ph.D.		Health Sciences/Rehabilitation and Communication Sciences	Communication Sciences and Disorders	Pocatello	Regional	Hybrid
ISU	Health Informatics	51.2706	MS		Business	Informatics	Pocatello	Regional	Hybrid Online
ISU	Health Informatics (online)	51.2706	MS		Health Sciences/Health Professions	Community and Public Health	Boise Caldwell Coeur d'Alene Idaho Falls Lewiston Meridian Moscow Nampa Pocatello Post Falls Twin Falls	Regional	Online
ISU	Dietetics	51.3101	BS		Health Sciences/Health Professions	Nutrition and Dietetics	Pocatello	Regional	Hybrid
ISU	Dietetics Internship	51.3101	PB Cert		Health Sciences/Health Professions	Nutrition and Dietetics	Meridian Pocatello	Regional	Hybrid

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ISU	Instructional unit: Department of Nutrition and Dietetics	51.3101	BS		Health Sciences/Health Professions	Nutrition and Dietetics	Meridian Pocatello Twin Falls	Regional	
ISU	Nutrition	51.3101	MS		Health Sciences/Health Professions	Nutrition and Dietetics	Pocatello	Regional	Traditional (face-to-face)
ISU	Nutrition/Dietetic Internship	51.3101	MS in Nutrition		Health Sciences/Health Professions	Nutrition and Dietetics	Pocatello	Regional	Online
ISU	Nutrition/Dietetic Internship	51.3101	MS/DI		Health Sciences/Health Professions	Nutrition and Dietetics	Pocatello	Regional	Online
UI	Dietetics	51.3101	M.S.		College of Agriculture and Life Sciences	Family and Consumer Sciences	Moscow	Regional	Traditional (face-to-face)
ISU	Biomedical Ethics	51.3201	Graduate Certificate		Arts and Letters	English and Philosophy	Pocatello	Regional	Hybrid
ISU	Biomedical Ethics	51.3201	Undergraduate Certificate		Arts and Letters	English and Philosophy	Pocatello	Regional	Hybrid
ISU	Biomedical Ethics (online)	51.3201	Graduate Certificate		Arts and Letters	English and Philosophy		Regional	Online Web/video
ISU	Biomedical Ethics (online)	51.3201	Undergraduate Certificate		Arts and Letters	English and Philosophy		Regional	Online Web/video
BSU	Nursing	51.3801	B.S.		Health Sciences	School of Nursing	Boise	Regional	Traditional (face-to-face)
BSU	Nursing	51.3801	B.S. degree completion		Health Sciences	School of Nursing	Boise	Regional	Online
BSU	Nursing	51.3801	M.N.		Health Sciences	School of Nursing	Boise	Regional	Online
BSU	Nursing	51.3801	M.S.N.		Health Sciences	School of Nursing	Boise	Regional	Online
CEI	Practical Nurse to Registered Nurse Bridge	51.3801	AAS		Health Professions	Registered Nursing Technology	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Registered Nursing	51.3801	AAS		Health Professions	Registered Nursing Technology	Idaho Falls	Regional	Traditional (face-to-face)
CSI	Nursing, Registered	51.3801	AS		Health Science and Human Services		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	Nursing (Professional)	51.3801	AS		School of Health	Nursing		Regional	Traditional (face-to-face)
CWI	Nursing - Registered	51.3801	AS		School of Health	Nursing		Regional	Traditional (face-to-face)
CWI	Professional Nursing	51.3801	AS		School of Health	Nursing	Nampa	Regional	Traditional (face-to-face)
ISU	Nursing	51.3801	DNP (Post Master's)		Health Sciences/Nursing	Nursing	Meridian Pocatello	Statewide	Online
ISU	Nursing	51.3801	MS		Health Sciences/Nursing	Nursing	Meridian Pocatello	Statewide	Online
ISU	Nursing	51.3801	Ph.D.		Health Sciences/Nursing	Nursing	Pocatello	Statewide	Online
ISU	Nursing (Accelerated)	51.3801	BS		Health Sciences/Nursing	Nursing	Meridian	Regional	Hybrid
ISU	Nursing (Accelerated) Expansion to Pocatello	51.3801	BS		Health Sciences/Nursing	Nursing	Pocatello	Regional	Some portion online Traditional (face-to-face) Web/video
ISU	Nursing (BSRN Completion)	51.3801	BS		Health Sciences/Nursing	Nursing	Pocatello Twin Falls	Regional	Hybrid
ISU	Nursing (Fast-track)	51.3801	BS			Biomedical and Pharmaceutical Sciences		Regional	Hybrid
ISU	Nursing (Traditional)	51.3801	BS		Health Sciences/Nursing	Nursing	Idaho Falls Pocatello	Regional	Hybrid
ISU	Nursing: Education Option	51.3801	MS Option		Health Sciences/Nursing	Nursing		Regional	Online
ISU	Nursing: Family Nurse Practitioner Option	51.3801	MS Option		Health Sciences/Nursing	Nursing		Regional	Online
ISU	Registered Nursing	51.3801	AS		Technology	Health Occupations	Pocatello	Regional	Hybrid

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LCSC	Nursing, Basic BSN	51.3801	BSN		Professional Studies	Nursing and Health Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Nursing, LPN to BSN	51.3801	BSN		Professional Studies	Nursing and Health Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Nursing, RN to BSN	51.3801	BSN		Professional Studies	Nursing and Health Sciences	Lewiston	Regional	Online
NIC	Nursing (RN)	51.3801	AS		Nursing	Nursing	Coeur d'Alene	Regional	Traditional (face-to-face) Web/video
LCSC	Nursing Leadership and Management	51.3802	Graduate Certificate		Professional Studies	Nursing and Health Sciences		Regional	Online
ISU	Psychiatric Mental Health Nurse Practitioner from FNP	51.3810	Graduate Certificate		Health Sciences/Nursing	Nursing		Regional	Online
BSU	Adult Gerontology	51.3818	Graduate Certificate		Health Sciences	School of Nursing	Boise	Regional	Traditional (face-to-face)
BSU	Adult-Gerontology Nurse Practitioner: Acute Care	51.3818	M.N.		Health Sciences	School of Nursing	Boise	Regional	Traditional (face-to-face)
BSU	Doctor of Nursing Practice	51.3818	DNP		Health Sciences	School of Nursing	Boise	Regional	Traditional (face-to-face)
ISU	Nursing Practice	51.3818	DNP		Health Sciences/Nursing	Nursing	Pocatello	Statewide	Online
CEI	Practical Nursing	51.3901	ITC		Health Professions	Practical Nursing Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CSI	Nursing, Practical	51.3901	ITC		Health Science and Human Services		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	Practical Nursing	51.3901	ITC		School of Health	Nursing	Nampa	Regional	Traditional (face-to-face)
ISU	Practical Nurse- Veteran to Nurse Option	51.3901	ITC		Technology	Health Occupations		Regional	Hybrid
ISU	Practical Nursing - Traditional Option	51.3901	ITC		Technology	Health Occupations	Pocatello	Regional	Hybrid
LCSC	Practical Nursing	51.3901	AAS		Multiple		Lewiston	Regional	Traditional (face-to-face)
NIC	Nursing (PN)	51.3901	ITC		Nursing	Nursing	Coeur d'Alene	Regional	Hybrid Traditional (face-to-face)
NIC	Nursing Assistant	51.3902	BTC		Health Professions	Health Professions	Coeur d'Alene	Regional	Hybrid
BSU	Health Studies	51.9999	B.S.		Health Sciences	Community and Environmental Health	Boise	Regional	Traditional (face-to-face)
CSI	Health Promotion	51.9999	AA		Health Science and Human Services		Twin Falls	Regional	Hybrid Traditional (face-to-face)
BSU	Business Administration	52.0101	B.B.A.		Business and Economics	Management	Boise	Regional	Traditional (face-to-face)
BSU	Business Prep	52.0101	Undergraduate Certificate		Business and Economics	Management	Boise	Regional	Online
BSU	General Business	52.0101	B.B.A.		Business and Economics	Management	Boise	Regional	Traditional (face-to-face)
ISU	Business	52.0101	AS		Business	General Business	Pocatello	Regional	Online Traditional (face-to-face)
ISU	General Business	52.0101	BBA		Business	General Business	Idaho Falls Pocatello	Regional	Traditional (face-to-face)
ISU	General Business (online)	52.0101	BBA		Business	General Business		Regional	Online Web/video
ISU	General Business: Online Degree Completion	52.0101	BS		Business	Marketing and Management		Regional	Online
NIC	Business Leadership	52.0101	BTC		Business and Professional Programs	Business Leadership		Regional	Hybrid Online Traditional (face-to-face) Web/video
NIC	Business Management	52.0101	AAS		Business and Professional Programs		Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/ Regional	Delivery Methods
NIC	Business Management	52.0101	BTC		Business and Professional Programs		Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
NIC	Business Management	52.0101	ITC		Business and Professional Programs			Regional	Hybrid Online Traditional (face-to-face) Web/video
BSU	Business Administration	52.0201	M.B.A.		Business and Economics	Management	Boise	Regional	Online Traditional (face-to-face)
BSU	Business Administration (Executive)	52.0201	M.B.A.		Business and Economics	Management	Boise	Regional	Traditional (face-to-face)
BSU	Entrepreneurship Management	52.0201	B.B.A.		Business and Economics	Management	Boise	Regional	Traditional (face-to-face)
BSU	Entrepreneurship Management	52.0201	Minor		Business and Economics	Management		Regional	Traditional (face-to-face)
BSU	Human Resource Management	52.0201	B.B.A.		Business and Economics	Management	Boise	Regional	Traditional (face-to-face)
BSU	Human Resource Management	52.0201	Minor		Business and Economics	Management		Regional	Traditional (face-to-face)
BSU	Management	52.0201	B.B.A.		Business and Economics	Management	Boise	Regional	Online
CEI	Business Management	52.0201	AAS		Business, Office, and Technology	Business Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Business Management	52.0201	ITC		Business, Office, and Technology	Business Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CSI	Business, General	52.0201	AA		Business and Information Systems		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	Business	52.0201	AA		School of Communication and Information Technologies	Business	Nampa	Regional	Hybrid Online Traditional (face-to-face)
ISU	Business Admin. (Accounting Emph.)	52.0201	MBA Emph.		Business	Business Administration		Regional	Hybrid
ISU	Business Admin. (Economics Emph.)	52.0201	MBA Emph.		Business	Business Administration		Regional	Hybrid
ISU	Business Admin. (Finance Emph.)	52.0201	MBA Emph.		Business	Business Administration		Regional	Hybrid
ISU	Business Admin. (HCA Emphasis)	52.0201	MBA Emph.		Business	Business Administration		Regional	Hybrid
ISU	Business Admin. (Informatics Emph.)	52.0201	MBA Emph.		Business	Business Administration		Regional	Hybrid
ISU	Business Admin. (Management Emph.)	52.0201	MBA Emph.		Business	Business Administration		Regional	Hybrid
ISU	Business Admin. (Marketing Emph.)	52.0201	MBA Emph.		Business	Business Administration		Regional	Hybrid
ISU	Business Admin. (Native American Bus. Emph.)	52.0201	MBA Emph.		Business	Business Administration		Regional	Hybrid
ISU	Business Admin. (Project Mgmt. Emph.)	52.0201	MBA Emph.		Business	Business Administration		Regional	Hybrid
ISU	Business Administration	52.0201	PB Cert		Business	Business Administration		Regional	Hybrid
ISU	Business Administration (for Non-Business Majors only)	52.0201	Minor		Business	Business Administration	Idaho Falls Pocatello Twin Falls	Regional	Traditional (face-to-face)
ISU	Business Administration: Online	52.0201	MBA		Business	Business Administration		Regional	Online
ISU	Business Administration: Traditional	52.0201	MBA		Business	Business Administration	Idaho Falls Pocatello	Regional	Hybrid
ISU	Business Informatics (online)	52.0201	BBA		Business	Informatics		Regional	Online Web/video
ISU	Management	52.0201	BBA		Business	Marketing and Management		Regional	Traditional (face-to-face)
ISU	Management (online)	52.0201	BBA		Business	Marketing and Management		Regional	Online Web/video
ISU	Nutrition (MS): Management Emphasis	52.0201	MS Option		Health Sciences/Health Professions	Nutrition and Dietetics	Boise Caldwell Idaho Falls	Regional	Hybrid

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/ Regional	Delivery Methods
							Meridian Nampa Pocatello Twin Falls		
LCSC	Business Administration	52.0201	AS		Professional Studies	Business	Lewiston	Regional	Traditional (face-to-face)
LCSC	Business Administration	52.0201	BA		Professional Studies	Business	Lewiston	Regional	Traditional (face-to-face)
NIC	Business Administration	52.0201	AS		Business and Professional Programs		Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
UI	Business	52.0201	Minor		College of Business and Economics	Business	Moscow	Regional	Online
UI	Entrepreneurship	52.0201	Certificate-UG		College of Business and Economics	Business	Moscow	Regional	Traditional (face-to-face)
UI	General Management	52.0201	M.B.A.		College of Business and Economics	Business	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Small Business Management	52.0201	Certificate-UG		College of Business and Economics	Business	Moscow	Regional	
CEI	Legal Studies and Paralegal Training	52.0202	BTC		Business, Office, and Technology	Legal Technologies	Idaho Falls	Regional	Traditional (face-to-face)
BSU	Supply Chain Management	52.0203	B.B.A.		Business and Economics	Information Technology and Supply Chain Management	Boise	Regional	Traditional (face-to-face)
BSU	Supply Chain Management	52.0203	Minor		Business and Economics	Information Technology and Supply Chain Management		Regional	
CSI	Operational Management	52.0205	BAS		Agriculture		Twin Falls	Regional	Hybrid Traditional (face-to-face)
LCSC	Supervision	52.0205	ITC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
UI	Operations and Supply Chain Management	52.0205	B.S.		College of Business and Economics	Business	Moscow	Regional	Online Traditional (face-to-face)
UI	Operations Management	52.0205	B.S.	Emphasis: PGA Golf Management	College of Business and Economics	Business	Moscow	Regional	Traditional (face-to-face)
BSU	Non-Profit Management	52.0206	Minor		Business and Economics	Management		Regional	Traditional (face-to-face)
BSU	Non-Profit Management	52.0206	Undergraduate Certificate		Business and Economics	Management	Boise	Regional	Traditional (face-to-face)
BSU	IT Support for All	52.0207	Undergraduate Certificate		Innovation and Design		Boise	Regional	Online
BSU	Project Management for All	52.0211	Undergraduate Certificate		Innovation and Design		Boise	Regional	Online
ISU	Project Management	52.0211	AA		Business	Marketing and Management	Pocatello	Regional	Some portion online Traditional (face-to-face) Web/video
ISU	Project Management	52.0211	Certificate		Business	Marketing and Management	Pocatello	Regional	Some portion online Traditional (face-to-face) Web/video
UI	Technical Program Management	52.0211	Certificate-UG		College of Business and Economics	Business	Moscow	Regional	Online
CSI	Retail Management	52.0212	BTC		Business and Information Systems		Twin Falls	Regional	Hybrid
BSU	Applied Leadership: Growing into a High Impact Leader	52.0213	Undergraduate Certificate		Innovation and Design		Boise	Regional	Online
BSU	Leadership and Human Relations	52.0213	Undergraduate Certificate		Innovation and Design		Boise	Regional	Traditional (face-to-face)
BSU	Plus Business	52.0213	Undergraduate Certificate		Business and Economics		Boise	Regional	Traditional (face-to-face)
UI	Business Leadership	52.0213	Certificate-UG		College of Business and Economics	Business	Moscow	Regional	Online

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/ Regional	Delivery Methods
NIC	Business	52.0299	AS		Business and Professional Programs		Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
BSU	Accountancy	52.0301	B.B.A.		Business and Economics	Accountancy	Boise Twin Falls	Regional	Traditional (face-to-face)
BSU	Accountancy	52.0301	M.S.		Business and Economics	Accountancy	Boise	Regional	Traditional (face-to-face)
BSU	Accountancy	52.0301	Minor		Business and Economics	Accountancy		Regional	Traditional (face-to-face)
BSU	Accountancy (Online Program)	52.0301	M.S.		Business and Economics	Accountancy	Boise	Regional	Online
BSU	Accountancy Foundations	52.0301	M.S.		Business and Economics	Accountancy	Boise	Regional	Online Traditional (face-to-face)
BSU	Accountancy Taxation	52.0301	M.S.		Business and Economics	Accountancy	Boise	Regional	Online
BSU	Accounting Foundations	52.0301	Graduate Certificate		Business and Economics	Accountancy	Boise	Regional	Online Traditional (face-to-face)
CEI	Accounting Paraprofessional	52.0301	AAS		Business, Office, and Technology	Accounting Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Applied Accounting Clerk	52.0301	ITC		Business, Office, and Technology	Accounting Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Applied Accounting Clerk Technical Certificate	52.0301	ITC		Business, Office, and Technology	Accounting Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CSI	Accountancy	52.0301	BBA		Business and Information Systems		Boise	Regional	Hybrid Traditional (face-to-face)
ISU	Accountancy	52.0301	MACC		Business	Accounting and Information Systems	Idaho Falls Pocatello	Regional	Traditional (face-to-face)
ISU	Accountancy: Taxation Emphasis	52.0301	MACC		Business	Accounting and Information Systems	Idaho Falls Pocatello	Regional	Traditional (face-to-face)
ISU	Accounting	52.0301	BBA		Business	Accounting and Information Systems	Idaho Falls Pocatello	Regional	Traditional (face-to-face)
UI	Accountancy	52.0301	M.Acct.	Emphasis: 1) Taxation 2) Audit and Fraud Examination	College of Business and Economics	Accounting	Moscow	Regional	Traditional (face-to-face)
UI	Accounting	52.0301	B.S.		College of Business and Economics	Accounting	Moscow	Regional	Traditional (face-to-face)
UI	Accounting	52.0301	Minor		College of Business and Economics	Accounting	Moscow	Regional	Traditional (face-to-face)
UI	Business Analytics	52.0301	Certificate-UG		College of Business and Economics	Accounting	Moscow	Regional	Traditional (face-to-face)
UI	Enterprise Systems Integration	52.0301	Certificate-UG		College of Business and Economics	Accounting	Boise Coeur d'Alene Idaho Falls Moscow	Regional	Online Traditional (face-to-face)
CEI	Bookkeeping	52.0302	BTC		Business, Office, and Technology	Business Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CSI	Accounting/Bookkeeping	52.0302	AAS		Business and Information Systems		Twin Falls	Regional	Some portion online Traditional (face-to-face)
CWI	Applied Accounting	52.0302	AAS		School of Communication and Information Technologies	Business		Regional	Hybrid Traditional (face-to-face)
CWI	Applied Accounting	52.0302	ATC		School of Communication and Information Technologies	Business		Regional	Hybrid Traditional (face-to-face)
CWI	Bookkeeping and Accounting	52.0302	AAS		School of Communication and Information Technologies	Business	Boise	Regional	Hybrid Traditional (face-to-face)
CWI	Bookkeeping and Accounting	52.0302	ATC		School of Communication and Information Technologies	Business	Boise	Regional	Hybrid Traditional (face-to-face)
CWI	Professional Bookkeeping	52.0302	BTC		School of Communication and Information Technologies	Business	Boise	Regional	Online Traditional (face-to-face)
ISU	Accounting Technology	52.0302	AAS		Technology	Business and Support Services	Pocatello	Regional	Hybrid

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Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/Regional	Delivery Methods
ISU	Accounting Technology	52.0302	ITC		Technology	Business and Support Services	Pocatello	Regional	Hybrid
LCSC	Applied Accounting	52.0302	AAS		Professional Studies	Business	Lewiston	Regional	Traditional (face-to-face)
LCSC	Applied Accounting	52.0302	ATC		Professional Studies	Business	Lewiston	Regional	Traditional (face-to-face)
LCSC	Applied Accounting	52.0302	BAS		Professional Studies	Business	Lewiston	Regional	Traditional (face-to-face)
NIC	Accounting Assistant	52.0302	AAS		Business and Professional Programs	Accounting	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
NIC	Accounting Assistant	52.0302	ATC		Business and Professional Programs	Accounting	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
NIC	Accounting Assistant	52.0302	ITC		Business and Professional Programs	Accounting	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
UI	Business Administration	52.0305	B.B.A.		College of Business and Economics	Business	Moscow	Regional	Online
CEI	Office Professional	52.0401	AAS		Business, Office, and Technology	Office Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Office Specialist	52.0401	ITC		Business, Office, and Technology	Office Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Professional Development/Business Application	52.0401	BTC		Business, Office, and Technology	Office Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CSI	Administrative Assistant Program	52.0401	AAS		Business and Information Systems		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Administrative Assistant Program	52.0401	BTC		Business and Information Systems		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Administrative Assistant Program	52.0401	ITC		Business and Information Systems		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	Administrative Specialist	52.0401	AAS		School of Communication and Information Technologies	Business	Boise	Regional	Hybrid Traditional (face-to-face)
CWI	Administrative Specialist (Inactive Fall 2020)	52.0401	ATC		School of Communication and Information Technologies	Business	Boise	Regional	Hybrid Traditional (face-to-face)
CWI	Administrative Specialist (Inactive Fall 2020)	52.0401	BTC		School of Communication and Information Technologies	Business	Boise	Regional	Hybrid Traditional (face-to-face)
CWI	Administrative Specialist (Inactive Fall 2020)	52.0401	ITC		School of Communication and Information Technologies	Business	Boise	Regional	Hybrid Traditional (face-to-face)
CWI	Administrative Support Technology	52.0401	AAS		School of Communication and Information Technologies	Business		Regional	Hybrid Traditional (face-to-face)
CWI	Administrative Support Technology	52.0401	ATC		School of Communication and Information Technologies	Business		Regional	Hybrid Traditional (face-to-face)
CWI	Administrative Support Technology	52.0401	BTC		School of Communication and Information Technologies	Business		Regional	Hybrid Traditional (face-to-face)
CWI	Administrative Support Technology	52.0401	ITC		School of Communication and Information Technologies	Business		Regional	Hybrid Traditional (face-to-face)
ISU	Business Technology - Administrative Management	52.0401	BAS		Technology	Business and Support Services		Regional	Hybrid
ISU	Business Technology - Administrative Management	52.0401	BTC		Technology	Business and Support Services		Regional	Hybrid
ISU	Business Technology - Administrative Management	52.0401	ITC		Technology	Business and Support Services		Regional	Hybrid
ISU	Business Technology - Administrative Management Technology	52.0401	AAS		Technology	Business and Support Services		Regional	Hybrid
ISU	Business Technology - Administrative Technology	52.0401	AAS		Technology	Business and Support Services		Regional	Hybrid
ISU	Business Technology - Administrative Technology	52.0401	BAS		Technology	Business and Support Services		Regional	Hybrid

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Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/Regional	Delivery Methods
ISU	Business Technology - Administrative Technology	52.0401	BTC		Technology	Business and Support Services		Regional	Hybrid
ISU	Business Technology - Administrative Technology	52.0401	ITC		Technology	Business and Support Services		Regional	Hybrid
ISU	Business Technology - Small Business Technology	52.0401	AAS		Technology	Business and Support Services		Regional	Hybrid
ISU	Business Technology - Small Business Technology	52.0401	BAS		Technology	Business and Support Services		Regional	Hybrid
ISU	Business Technology - Small Business Technology	52.0401	BTC		Technology	Business and Support Services		Regional	Hybrid
ISU	Business Technology - Small Business Technology	52.0401	ITC		Technology	Business and Support Services		Regional	Hybrid
LCSC	Administrative Management	52.0401	ATC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Administrative Management	52.0401	BAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
NIC	Administrative Assistant	52.0401	AAS		Business and Professional Programs	Computer App/Office Tech	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
NIC	Administrative Office Management Technology	52.0401	AAS		Business and Professional Programs	Computer App/Office Tech	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
NIC	Administrative Office Management Technology	52.0401	BTC		Business and Professional Programs	Computer App/Office Tech	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
CWI	Business Technology	52.0407	BTC		School of Communication and Information Technologies	Business	Boise	Regional	Online
CWI	Business Writing	52.0407	BTC		School of Communication and Information Technologies	Business	Boise	Regional	Online
CWI	Office Management	52.0407	BTC		School of Communication and Information Technologies	Business	Boise	Regional	Online
ISU	Business Informatics	52.0407	BBA		Technology	Business and Support Services	Pocatello	Regional	Traditional (face-to-face)
ISU	Business Technology	52.0407	BTC		Technology	Business and Support Services	Pocatello	Regional	Hybrid
LCSC	Office Technology	52.0408	ITC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
NIC	Computer Applications and Office Technology	52.0408	BTC			Computer Applications & Office Technology		Regional	Hybrid Online Traditional (face-to-face) Web/video
NIC	Office Specialist/Receptionist	52.0408	ITC		Business and Professional Programs	Computer App/Office Tech	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
NIC	Office Technology	52.0408	ITC		Business and Professional Programs	Computer App/Office Tech	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
NIC	Computer Applications	52.0499	BTC		Business and Professional Programs	Computer App/Office Tech	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
NIC	Virtual Administrative Assistant	52.0499	ITC		Business and Professional Programs		Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
LCSC	Business and Communication	52.0501	BA		Professional Studies/Liberal Arts	Business/Humanities	Lewiston	Regional	Online Traditional (face-to-face)
LCSC	Business and Communication	52.0501	BS		Professional Studies/Liberal Arts	Business/Humanities	Lewiston	Regional	Online Traditional (face-to-face)
BSU	Business Economics	52.0601	B.B.A.		Business and Economics	Economics	Boise	Regional	Traditional (face-to-face)
UI	Business Economics	52.0601	B.S.	Options: 1) General 2) Financial Economics 3) PGA Golf Management	College of Business and Economics	Business	Moscow	Regional	Traditional (face-to-face)
BSU	Entrepreneurship	52.0701	Undergraduate Certificate		Business and Economics	Management	Boise	Regional	Online
CEI	Entrepreneurship	52.0701	AA		Business, Office, and Technology	Business Technologies		Regional	Traditional (face-to-face)

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Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/Regional	Delivery Methods
CEI	Entrepreneurship	52.0701	ITC		Business, Office, and Technology	Business Technologies		Regional	Traditional (face-to-face)
CSI	Business Management/Entrepren	52.0701	AAS		Business and Information Systems		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Business Management/Entrepren	52.0701	ITC		Business and Information Systems		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	Entrepreneurship and Small Business Management	52.0701	Undergraduate Certificate		School of Communication and Information Technologies	Business	Nampa	Regional	Hybrid Traditional (face-to-face)
ISU	Entrepreneurship	52.0701	Certificate		Business	Marketing and Management	Pocatello	Regional	Some portion online Traditional (face-to-face) Web/video
LCSC	Entrepreneurship	52.0701	Undergraduate Certificate		Professional Studies	Business	Lewiston	Regional	Hybrid
NIC	Entrepreneurship	52.0701	Undergraduate Certificate		Business and Professional Programs		Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
UI	Entrepreneurship	52.0799	Minor		College of Business and Economics	Business		Regional	
BSU	Finance	52.0801	B.B.A.		Business and Economics	Finance	Boise	Regional	Traditional (face-to-face)
BSU	Finance	52.0801	Minor		Business and Economics	Finance		Regional	Traditional (face-to-face)
ISU	Finance	52.0801	BBA		Business	Finance and Economics	Pocatello Twin Falls	Regional	Traditional (face-to-face)
ISU	Finance (online)	52.0801	BBA		Business	Finance and Economics		Regional	Online Web/video
ISU	Financial Literacy	52.0801	Certificate		Business	Finance and Economics	Pocatello	Regional	Hybrid Online Some portion online
UI	Applied Finance	52.0801	Certificate-UG		College of Business and Economics	Business	Moscow	Regional	Online
UI	Finance	52.0801	B.S.	Emphasis: PGA Golf Management	College of Business and Economics	Business	Moscow	Regional	Traditional (face-to-face)
UI	Trading and Capital Management	52.0810	Certificate-UG		College of Business and Economics	Business	Moscow	Regional	Traditional (face-to-face)
ISU	Hospitality Management	52.0901	AAS		Technology	Business and Support Services	Pocatello	Regional	Hybrid Online
ISU	Hospitality Management	52.0901	ITC		Technology	Business and Support Services	Pocatello	Regional	Hybrid Online
LCSC	Hospitality Management	52.0901	AAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Some portion online Traditional (face-to-face)
LCSC	Hospitality Management	52.0901	ATC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Hospitality Management	52.0901	BA			Accounting and Information Systems		Regional	Online Traditional (face-to-face)
LCSC	Hospitality Management	52.0901	BAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Hospitality Management	52.0901	BS			Accounting and Information Systems		Regional	Online Traditional (face-to-face)
NIC	Hospitality Management	52.0901	AAS		Physical Education, Dance, and Resort Recreation	Resort/Recreation Management	Coeur d'Alene	Regional	Traditional (face-to-face)
NIC	Hospitality Management	52.0901	ATC		Physical Education, Dance, and Resort Recreation	Resort/Recreation Management	Coeur d'Alene	Regional	Traditional (face-to-face)
NIC	Hospitality Management	52.0901	ITC		Physical Education, Dance, and Resort Recreation	Resort/Recreation Management	Coeur d'Alene	Regional	Traditional (face-to-face)
CSI	Hospitality Management	52.0904	AAS		Business and Information Systems		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Hospitality Management	52.0904	ITC		Business and Information Systems		Twin Falls	Regional	Hybrid Traditional (face-to-face)
LCSC	Front Office Management	52.0904	ITC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Rooms Division Management	52.0904	ITC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Food & Beverage Management	52.0905	ITC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
BSU	Resort Operations and Hospitality Management	52.0906	Undergraduate Certificate		Business and Economics	Management	Boise	Regional	Online

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/ Regional	Delivery Methods
UI	Human Resource Development	52.1001	Certificate-GR		College of Education, Health and Human Sciences	Leadership and Counseling	Coeur d'Alene	Regional	Traditional (face-to-face)
UI	Management and Human Resources	52.1001	B.S.	Emphasis: 1) Management - 52.1001 2) Human Resources Management - 52.1001 3) Entrepreneurship and Small Business Management; 52.0201 3) PGA Golf Management - 52.1001	College of Business and Economics	Business	Moscow	Regional	Traditional (face-to-face)
ISU	Labor Economics	52.1004	Certificate		Business	Finance and Economics	Pocatello	Regional	Some portion online Traditional (face-to-face) Web/video
BSU	Workplace E-Learning and Performance Support	52.1005	Graduate Certificate		Engineering	Organizational Performance and Workplace Learning	Boise	Regional	Online
BSU	Workplace Instructional Design	52.1005	Graduate Certificate		Engineering	Organizational Performance and Workplace Learning	Boise	Regional	Online
ISU	Human Resource Development	52.1005	MS		Education	Organizational Learning and Performance	Idaho Falls Pocatello Twin Falls	Regional	Hybrid
ISU	Human Resource Development (online)	52.1005	MS		Education	Organizational Learning and Performance		Regional	Online Some portion online Web/video
ISU	Organizational Leadership	52.1005	Undergraduate Certificate		Education	Organizational Learning and Performance	Pocatello	Regional	Hybrid
ISU	Training and Development	52.1005	Undergraduate Certificate		Education	Organizational Learning and Performance	Pocatello	Regional	Online
ISU	Workplace Training and Leadership	52.1005	BS		Education	Organizational Learning and Performance	Idaho Falls Pocatello Twin Falls	Regional	Online
BSU	Workplace Performance Improvement	52.1099	Graduate Certificate		Engineering	Organizational Performance and Workplace Learning	Boise	Regional	Online
BSU	International Business	52.1101	B.B.A.		Business and Economics	Management	Boise	Regional	Traditional (face-to-face)
BSU	International Business	52.1101	Minor		Business and Economics	Management		Regional	Traditional (face-to-face)
UI	International Business	52.1101	Minor		College of Business and Economics	Business	Moscow	Regional	Traditional (face-to-face)
UI	Management Information Systems	52.1201	B.S.	Emphasis: PGA Golf Management	College of Business and Economics	Accounting	Moscow	Regional	Traditional (face-to-face)
BSU	Business and Economic Analytics	52.1301	B.S.		Business and Economics	Information Technology and Supply Chain Management	Boise	Regional	Traditional (face-to-face)
LCSC	Business Management	52.1301	BA		Professional Studies	Business	Lewiston	Regional	Online Traditional (face-to-face)
LCSC	Business Management	52.1301	BS		Professional Studies	Business	Lewiston	Regional	Online Traditional (face-to-face)
LCSC	Name change sent via letter General Business	52.1301	BA			Accounting and Information Systems		Regional	Online Traditional (face-to-face)
LCSC	Name change sent via letter General Business	52.1301	BS			Accounting and Information Systems		Regional	Online Traditional (face-to-face)
CWI	Business Analytics	52.1302	Undergraduate Certificate		School of Communication and Information Technologies	Business	Nampa	Regional	Online Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/ Regional	Delivery Methods
BSU	Brand and Product Marketing emphasis	52.1401	Emphasis		Business and Economics	Marketing	Boise	Regional	Traditional (face-to-face)
BSU	Marketing	52.1401	B.B.A.		Business and Economics	Marketing	Boise	Regional	Traditional (face-to-face)
BSU	Marketing	52.1401	Minor		Business and Economics	Marketing		Regional	Traditional (face-to-face)
BSU	Marketing Communications emphasis	52.1401	Emphasis		Business and Economics	Marketing	Boise	Regional	Traditional (face-to-face)
CWI	Digital Marketing	52.1401	BTC		School of Communication and Information Technologies	Communication, Marketing, and Media Arts	Boise Nampa	Regional	Online
CWI	Marketing Communications	52.1401	AAS		School of Communication and Information Technologies	Communication, Marketing, and Media Arts	Nampa	Regional	Hybrid Traditional (face-to-face)
CWI	Marketing Communications	52.1401	ATC		School of Communication and Information Technologies	Communication, Marketing, and Media Arts	Nampa	Regional	Hybrid Traditional (face-to-face)
CWI	Marketing Communications	52.1401	ITC		School of Communication and Information Technologies	Communication, Marketing, and Media Arts	Nampa	Regional	Hybrid Traditional (face-to-face)
CWI	Marketing Management Technology	52.1401	AAS		School of Communication and Information Technologies	Communication, Marketing, and Media Arts	Nampa	Regional	Hybrid Traditional (face-to-face)
CWI	Marketing Management Technology	52.1401	ATC		School of Communication and Information Technologies	Communication, Marketing, and Media Arts	Boise	Regional	Hybrid Traditional (face-to-face)
CWI	Marketing Management Technology	52.1401	ITC		School of Communication and Information Technologies	Communication, Marketing, and Media Arts	Boise	Regional	Hybrid Traditional (face-to-face)
ISU	Marketing	52.1401	BBA		Business	Marketing and Management		Regional	Hybrid
ISU	Marketing (online)	52.1401	BBA		Business	Marketing and Management		Regional	Online Web/video
ISU	Nutrition (MS): Marketing Emphasis	52.1401	MS Option		Health Sciences/Health Professions	Nutrition and Dietetics	Boise Caldwell Idaho Falls Meridian Nampa Pocatello Twin Falls	Regional	Hybrid
ISU	Professional Sales	52.1401	Certificate		Business	Marketing and Management	Idaho Falls Pocatello	Regional	Hybrid Online Traditional (face-to-face)
UI	Marketing	52.1401	B.S.	Emphasis: 1) General Marketing 2) Entrepreneurship 3) PGA Golf Management 4) Marketing Analytics 5) Sales Management	College of Business and Economics	Business	Moscow	Regional	Traditional (face-to-face)
UI	Marketing	52.1401	Minor		College of Business and Economics	Business	Moscow	Regional	Traditional (face-to-face)
UI	Marketing BSBUS	52.1401	B.S.Bus.		College of Business and Economics	Business	Moscow	Regional	Online Traditional (face-to-face)
UI	Business Analytics	52.1402	Minor		College of Business and Economics	Business	Moscow	Regional	Traditional (face-to-face)
BSU	Innovation and Design: Emerging Applications	52.1499	Undergraduate Certificate		Innovation and Design		Boise	Regional	Online Traditional (face-to-face)
UI	Promotions and Digital Marketing	52.1499	Certificate-UG		College of Business and Economics	Business	Moscow	Regional	Online
ISU	Taxation	52.1601	MTax		Business	Accounting and Information Systems	Pocatello	Regional	Traditional (face-to-face)
UI	Sales Management	52.1801	Certificate-UG		College of Business and Economics	Business	Moscow	Regional	Online
LCSC	Retailing	52.1803	ITC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
UI	Sales Management	52.1804	Minor		College of Business and Economics	Business	Moscow	Regional	Online Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/ Regional	Delivery Methods
BSU	Construction Management	52.2001	B.S.		Engineering	Construction Management	Boise	Regional	Traditional (face-to-face)
BSU	Construction Management	52.2001	Minor		Engineering	Construction Management		Regional	Traditional (face-to-face)
LCSC	Bachelor of Applied Science	52.9999	BAS		Professional Studies	Business	Lewiston	Regional	Traditional (face-to-face)
LCSC	Bachelor of Applied Science: Business	52.9999	BAS		Professional Studies	Business	Lewiston	Regional	Hybrid Online
LCSC	Business Management and Marketing	52.9999	AAS		Professional Studies	Business	Lewiston	Regional	Traditional (face-to-face)
LCSC	Business Management and Marketing	52.9999	ATC		Professional Studies	Business	Lewiston	Regional	Traditional (face-to-face)
LCSC	Business Management and Marketing	52.9999	BAS		Professional Studies	Business	Lewiston	Regional	Traditional (face-to-face)
BSU	Environmental History	54.0101	Undergraduate Certificate		Arts and Sciences	History	Boise	Regional	Traditional (face-to-face)
BSU	Gender History	54.0101	Undergraduate Certificate		Arts and Sciences	History	Boise	Regional	Traditional (face-to-face)
BSU	General History with Geographic Focus	54.0101	Minor		Arts and Sciences	History	Boise	Regional	Traditional (face-to-face)
BSU	History	54.0101	B.A.		Arts and Sciences	History	Boise	Regional	Traditional (face-to-face)
BSU	History	54.0101	M.A.		Arts and Sciences	History	Boise	Regional	Traditional (face-to-face)
BSU	History	54.0101	Minor		Arts and Sciences	History		Regional	Traditional (face-to-face)
BSU	History of Faith and Ideology	54.0101	Minor		Arts and Sciences	History	Boise	Regional	Traditional (face-to-face)
BSU	History of Law, Justice, and Power	54.0101	Minor		Arts and Sciences	History	Boise	Regional	Traditional (face-to-face)
BSU	History of War, Conflict and Society	54.0101	Minor		Arts and Sciences	History	Boise	Regional	Traditional (face-to-face)
CSI	History	54.0101	AA		Social Science and Communication		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	History	54.0101	AA		School of Social Sciences and Public Affairs	Culture, History, and Politics	Nampa	Regional	Hybrid Online Traditional (face-to-face)
ISU	History	54.0101	BA		Education	Teaching and Educational Studies	Pocatello	Regional	Hybrid
ISU	History (online)	54.0101	BA		Arts and Letters	History		Regional	Online Web/video
ISU	History (online)	54.0101	MA		Arts and Letters	History		Regional	Online Web/video
ISU	History (online)	54.0101	Minor		Arts and Letters	History		Regional	Online Web/video
LCSC	History	54.0101	BA		Liberal Arts and Sciences	Social Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	History	54.0101	BS		Liberal Arts and Sciences	Social Sciences	Lewiston	Regional	Traditional (face-to-face)
NIC	History	54.0101	AA		Social and Behavioral Sciences Division	History	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
UI	History	54.0101	B.A.		College of Letters, Arts and Social Sciences	History	Moscow	Regional	Online
UI	History	54.0101	B.S.		College of Letters, Arts and Social Sciences	History	Moscow	Regional	Online
UI	History	54.0101	M.A. Ph.D.		College of Letters, Arts and Social Sciences	History	Moscow	Regional	Traditional (face-to-face)
UI	History	54.0101	Minor		College of Letters, Arts and Social Sciences	History	Moscow	Regional	Traditional (face-to-face)
ISU	History	54.0105	MA		Arts and Letters	History	Pocatello	Regional	Hybrid
ISU	Dentistry, Advanced General	60.0199	Cert of Completion		Health Sciences/Health Professions	Dental Sciences	Meridian	Regional	Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/ Regional	Delivery Methods
ISU	Idaho Advanced General Dentistry Prog.	60.0199	Post-Doc. Cert		Health Sciences/Health Professions	Dental Sciences	Meridian Pocatello	Regional	Traditional (face-to-face)
ISU	Idaho Dental Education Program	60.0199	Coop. Trans.		Health Sciences/Health Professions	Dental Sciences	Meridian Pocatello	Regional	Traditional (face-to-face)
ISU	Family Medicine Residency	61.0701	Cert of Completion		Health Sciences/Health Professions	Family Medicine Residency	Pocatello	Regional	Hybrid



SHORT PROPOSAL FORM

Academic Programs

Date of Proposal Submission:	July 1, 2022		
Institution Submitting Proposal:	University of Idaho		
Name of College, School, or Division:	College of Art and Architecture		
Name of Department(s) or Area(s):	Art and Architecture		
Official Name of Program or Instructional/Administrative Unit:	Landscape Architecture to Environmental Design		
Implementation Date:	July 1, 2022		
Degree:	Degree Level: Undergraduate	Degree Type: Bachelor of Science	
CIP code (consult IR /Registrar):	CIP Code 04.0401 - Environmental Design/Architecture. Emphasis/Option CIP Code(s) 04.0601		
Method of Delivery: Indicate percentage of face-to-face, hybrid, distance delivery	face-to-face 90%; hybrid 10%		
Geographical Delivery:	Location(s)	Moscow and Boise	Region(s) Statewide
Indicate (X) if the program is/has: (Consistent with Board Policy V.R.)	Self-Support fee	X	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
- ☒ 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)



June 29, 2022

College Dean (Institution) Date

Academic Affairs Program Manager, OSBE Date

EVP/Chief Fiscal Officer (Institution) Date

Chief Financial Officer, OSBE Date

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.

Change the name of the Bachelor of Science in Landscape Architecture degree program to Bachelor of Science with a major in Environmental Design to comply with changes to 2021 Landscape Architectural Accreditation Board (LAAB) standards. LAAB now requires all degree programs using the term "landscape architecture" to be accredited. Currently, our Master's program (MLA) is an accredited professional program, and our undergraduate BSLA is not accredited.

The program faculty, College curriculum committee and College administration agree that the appropriate new name for the undergraduate program is Bachelor of Science with a major in Environmental Design. The proposed curriculum changes create a non-professional bachelor's degree, the BS with a major in Environmental Design. The degree follows much of the BSLA curriculum requirements, providing a pathway for advanced standing in the MLA program (as our current BSLA does). It also provides an opportunity for potential expansion and development of emphasis options in the College of Art and Architecture.

The CIP code for the degree will change. Curriculum changes reduce the total number of required credits from 127 to 121. The Learning outcomes change, now oriented toward a non-professional degree program, emphasizing knowledge areas and technical skill acquisition applicable to a broad range of environmental design career opportunities.

2. Discuss impact of proposed modification on student enrollment. Using the chart below, provide projected new enrollments for the proposed certificate or modified program:

A degree in Environmental Design offers opportunities for CAA to capitalize on landscape architecture's long-term support of sustainability goals and focus areas, but also move beyond being discipline specific to address the needs of parallel disciplines within city, county, and state government as well as corporate needs related to sustainable planning and design. Depending on their area of focus, students graduating with this degree may develop careers as an: environmental specialist, urban planner, sustainability consultant, environmental planner, landscape architect, water resources engineer, etc.

Further, this degree/program name change, and broader curriculum options also provides an opportunity for potential expansion and development of emphasis options in the College of Art and Architecture focusing on sustainability. We see a number of certificate programs and future degrees to develop in collaboration with not only program within the college, but across campus and across the state.

Estimated New Enrollment			
Year	Fall	Spring	Summer
	Headcount	Headcount	Headcount
2022-23	0	5	0
2023-24	7	5	0
2024-25	10	5	0
2025-26	15	5	0
2026-27	20	5	0

3. Teacher Education/Certification Programs. All Educator Preparation programs that lead to certification require review and recommendation from the Professional Standards Commission (PSC) and approval from the Board. Will this program lead to certification?

Yes_____ No__x__

If yes, on what date was the Program Approval for Certification Request submitted to the Professional Standards Commission?

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:

<input type="checkbox"/>	Program is important for meeting your institution's regional or statewide program responsibilities.
<input type="checkbox"/>	The program is in response to a specific industry need or workforce opportunity.
<input type="checkbox"/>	The program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.
<input type="checkbox"/>	There is a contractual obligation or partnership opportunity related to this program.
<input type="checkbox"/>	The program is in response to accreditation requirements or recommendations.
<input type="checkbox"/>	The program is in response to recent changes to teacher certification/endorsement requirements.
<input type="checkbox"/>	We failed to include it when we had the opportunity.
<input type="checkbox"/>	Other:

- b. Provide an explanation for all statements you selected.

The 2021 Landscape Architecture Accreditation Board (LAAB) standards have revised the requirements that must be met for accredited Landscape Architecture programs. The new standards no longer allow a program to be called Bachelor of Landscape Architecture or Bachelor of Science in Landscape Architecture unless the program is a stand-alone, accredited program. UI's Bachelor of Science in Landscape Architecture is not a LAAB-accredited program. Our accredited program is the Master of Landscape Architecture. Therefore, the undergraduate degree must be renamed.

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.	80
Credit hours in required courses offered by other departments:	7
Credit hours in institutional general education curriculum	36 (some count for program)
Credit hours in free electives	0
Total credit hours required for degree program:	121

- b. Curriculum. Provide the curriculum for the program, including a listing of course titles and credits in each.

Required course work includes the University General Education requirements (see regulation J-3 (https://catalog.uidaho.edu/general-requirements-academic-procedures/j-general-requirements-baccalaureate-degrees/)) and: Code	Title	Hours
ARCH 151	Introduction to the Built Environment	3
ART 110	Integrated Art and Design Communication	2
ART 121	Integrated Design Process	2
BIOL 102	Biology and Society	3
BIOL 102L	Biology and Society Lab	1
ENVS 420	Introduction to Bioregional Planning	3
or ENVS 475	Local and Regional Environmental Planning	
GEOL 101	Physical Geology	3
GEOL 101L	Physical Geology Lab	1
LARC 150	Landscape, Culture and the Environment	3
LARC 210	Landscape Architecture Representation and Media 2	3
LARC 251	Introduction to Principles of Site Design	3
LARC 252	Landscape Architecture Design Foundations Studio	6
LARC 253	Landscape Architecture Design Process Studio	6
LARC 288	Plant Materials & Design 1	3
LARC 340	Grading, Drainage, and Stormwater Management	4
LARC 341	Construction Materials, Detailing, and Documentation	4
LARC 353	Landscape Architecture Studio 1	3
LARC 355	Landscape Architecture Studio 2	3
LARC 358	Professional Practice	2
LARC 363	Landscape Architecture Studio 3	3
LARC 365	Landscape Architecture Studio 4	3
LARC 389	History of Landscape Architecture	3
LARC 395	GIS Applications for Landscape Planning	4
LARC 480	The Resilient Landscape	3
FOR 221	Principles of Ecology	3
or NR 321	Ecology	
MATH 143	College Algebra	3
Plus 12 credits of electives from LARC 1		12
Plus 6 credits from LARC, ARCH, IAD, VTD, ENVS, or NR 1		6
1 - Credits earned in completion of an academic minor may be substituted.		
Total Hours		98
Courses to total 121 credits for this degree		
Note: The following courses contribute to satisfying General Education Requirements:		
ARCH 151 (J-3-e)		
BIOL 102/102L, GEOL 101/101L (J-3-c)		
LARC 480 (J-3-g)		
MATH 143 (J-3-d)		

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.f¹, include a statement to indicate there is no financial impact. Completion of the budget form is required if there is a financial impact.

No financial impact with no organizational arrangements required.

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.

**INFORMATIONAL
AUGUST 24, 2022**

TAB	DESCRIPTION	ACTION
1	BAHR - NCAA ACADEMIC PROGRESS RATE REPORT	Information Item
2	IRSA - GRADUATE MEDICAL EDUCATION ANNUAL REPORT	Information Item

BUSINESS AFFAIRS AND HUMAN RESOURCES
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BOISE STATE UNIVERSITY, IDAHO STATE UNIVERSITY, LEWIS-CLARK STATE COLLEGE and UNIVERSITY OF IDAHO

SUBJECT

Report on National Collegiate Athletic Association (NCAA) Academic Progress Rate (APR) Scores for Boise State University, Idaho State University and University of Idaho and National Association of Intercollegiate Athletics (NAIA) Return on Athletics (ROA) Report for Lewis-Clark State College

BACKGROUND/DISCUSSION

APR Report (Boise State University, Idaho State University, University of Idaho)

NCAA instituted the APR tracking system in 2004 in response to public concerns over academic performance and graduation rates among student athletes. The APR is determined by using eligibility and retention data for each student-athlete on scholarship during an academic year. Student-athletes are awarded points for each semester they are enrolled and for each semester they are eligible for intercollegiate competition. The single and multi-year APR is determined as a percentage of points earned divided by total points possible for that cohort, with the resulting number multiplied by 1,000. The highest possible score for a team is 1,000 (as calculated by the process described in the paragraph below). The NCAA calculates the APR rate as a four-year rolling average. Currently, the benchmark minimum score for each sport is 930, which the NCAA equates with a 50% graduation rate. Teams that fall below the 930 minimum are subject to sanctions which may include loss of scholarships. APR averages which fall below 900 over time may also include restrictions on practice time, loss of post-season competition eligibility, and other penalties.

Calculation of the APR. A team's APR cohort for a given year is composed of student-athletes who receive financial aid based on athletic ability; if a team does not offer financial aid, then the cohort consists of those student-athletes who are listed on the varsity roster on the first day of competition. Each student-athlete in the APR cohort has the ability to earn two points for each regular academic term of full-time enrollment. One point is awarded if the student-athlete is academically eligible to compete in the following regular academic term. The other point is awarded if the student-athlete is retained by the institution (i.e., returns to school as a full-time student) in the next regular academic term. Student-athletes who graduate are given both the eligibility and retention points for the term. Squads can also earn a delayed graduation point if a student-athlete who left the institution without graduating returns to the institution and graduates. At the start of each academic year, each Division I team's APR is calculated by adding all points earned by student-athletes in the team's cohorts in each of the previous four years, dividing that total by the number of possible points the student-athletes could have earned and multiplying by 1,000. Thus, an APR of 950 means that the student-

BUSINESS AFFAIRS AND HUMAN RESOURCES
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athletes in the cohort earned 95 percent of the eligibility and retention points that they could have earned.

Eligibility and Retention Rates. A squad's eligibility rate is calculated by taking all of the eligibility points earned during the previous four years, dividing that total by the number of eligibility points that could have been earned during that time and multiplying by 1,000. A squad's retention rate is calculated similarly using retention points earned and retention points possible.

Return on Athletics (ROA) Report (Lewis-Clark State College)

In 2019-20, the National Association of Intercollegiate Athletics (NAIA) implemented ROA to report on the sports and athletes at the colleges and universities which are members of NAIA. ROA is the NAIA's proprietary approach to the management of collegiate athletics. This approach is aimed at demonstrating how athletics have a positive impact on institutions' ability to identify opportunities to drive enrollment, improve student success, and grow net return on athletics.

The return on athletics information is reported in three areas:

- Institutional data which includes annual enrollment by gender, resident (in-state) tuition, non-resident (out-state, out of area) tuition, and other tuition rates that are specific to individual institutions such as LC State's Asotin County resident tuition. Other information collected includes the cost of room, board, and books for students attending an institution
- Data by sport includes revenues and expenses associated with the offering of each sport at the reporting institution
- Student data reports on athlete demographics including gender, race/ethnicity, first generation student status, tuition classification (resident, non-resident, other tuition), living on or off campus, academic exemption, athlete retention and graduation, and the different kinds of financial aid received by the athlete.

The NAIA uses academic exemptions to reward high achieving student-athletes throughout the year by not counting half of the financial aid toward the institution's allowable countable aid limits for those achieving 3.30-3.59 cumulative GPA, and reducing in whole the financial aid amount for those achieving 3.60-4.00 cumulative GPA on the institution's limits on financial aid. The NAIA, like the NCAA, has limits on institutional aid that can be awarded to student-athletes who participate in an institution's sport program. Unlike the NCAA, the NAIA uses academic exemptions to allow institutions to expand rosters, thus allowing more students to participate and additional aid to be awarded to more students.

IMPACT

APR reports from the three NCAA member institutions are provided. All three institutions report that they are meeting the 930 APR benchmark.

BUSINESS AFFAIRS AND HUMAN RESOURCES
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Each institution usually has provided two formats for the APR reports. Both reports show the single and multi-year APR scores. The first report by Subgroup shows the percentile rank within the sport, all sports, Division I, public institutions, Football Bowl Subdivision, Football Championship Subdivision, and finally Division I (non-football). The second report includes the Multi-year Rate Upper Confidence Boundary and the multiyear and single year APR scores for Eligibility/Graduation and for Retention.

Multiyear Rate Upper Confidence Boundary. A squad-size adjustment is a statistical margin of error, or confidence interval, applied by the NCAA when limited data are available to estimate a team's APR with appropriate confidence. The adjustment helps ensure that small squads are not penalized unfairly based on a small set of observations. Confidence intervals, commonly used in statistics, roughly represent a range of scores within which the true APR likely resides. The upper confidence boundary of a team's APR must be below 925 for that team to be subject to APR penalties. The squad-size adjustment currently only applies to squads with three or fewer years of data or four-year cohorts of fewer than 30 student-athletes.

ATTACHMENTS

- | | |
|---------------|--|
| Attachment 1 | Boise State University APR Summary |
| Attachment 2 | Boise State University APR Report with Eligibility and Retention |
| Attachment 3 | Boise State University APR by Subgroup |
| Attachment 4 | Idaho State University APR Summary |
| Attachment 5 | Idaho State University APR Report with Eligibility and Retention |
| Attachment 6 | Idaho State University APR by Subgroup |
| Attachment 7 | University of Idaho APR Summary |
| Attachment 8 | University of Idaho APR Report with Eligibility and Retention |
| Attachment 9 | University of Idaho APR by Subgroup |
| Attachment 10 | Lewis-Clark State College ROA Summary |

STAFF COMMENTS AND RECOMMENDATIONS

The APR system is a useful element in institutions' toolkits to track and encourage academic success for student athletes. When coupled with additional measures, such as grade point averages and graduation/degree completion results, the APR can provide performance metrics to support data-informed decisions and effective engagement by athletic departments and senior university leadership in support of the Board's academic goals.

Although Lewis-Clark State College does not fall under the same reporting requirements as the three universities, their report demonstrates LC State's desire to support the Board's academic goals in a comparable manner to the other three institutions.

BUSINESS AFFAIRS AND HUMAN RESOURCES
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BOARD ACTION

This item is for informational purposes only.

**Boise State University
Spring 2022 NCAA Academic Progress Rate (APR) Report Summary**

Boise State Athletics tied a department record for multi-year all-department Academic Progress Rate (APR), recording a 993 in the NCAA's most recent release of the data. Additionally, the department's single-year APR of 992 is tied for the second-highest in school history. The most recent multi-year APR scores are based on data from the 2017-18, 2018-19, 2019-20 and 2020-21 academic years.

Included in the NCAA's Spring 2022 release of APR figures were 12 Bronco programs that recorded perfect single-year scores of 1,000 – beach volleyball, men's cross country, women's cross country, men's golf, gymnastics, softball, soccer, men's tennis, women's tennis, men's track & field, women's track & field and volleyball.

Gymnastics now has eight-consecutive years with a single-year score of 1,000.

The football team's multi-year APR of 990 is the second-highest in program history (993; 2011-12), and ranked 12th nationally among programs in the Football Bowl Subdivision.

In addition to football, gymnastics (1,000) and beach volleyball (1,000) also ranked in the top 10 percent nationally amongst their respective programs in multi-year APR. Beach volleyball has earned every available APR point in the program's existence.

The women's track & field program established a program record for multi-year APR, recording a 993, and the softball (998) and soccer (998) programs tied their multi-year record, each initially set in 2015. The men's track & field (994) multi-year APR was the second-highest in program history, the volleyball team's (995) tied for its second-highest score and the men's tennis (991) and women's basketball (990) teams each were the third-highest in program history.

NCAA Division I 2021 - 2022 Academic Progress Rate Institutional Report

Institution: Boise State University
 This report is based on NCAA Division I Academic Progress Rate (APR) data submitted by the institution for the 2018-19, 2019 -20, 2020-21 and 2021-22 academic years.
 Institutions are encouraged to forward this report to appropriate institutional personnel on campus.

Date of Report: 06/28/2022

[Note: All information contained in this report is for four academic years. Some squads may still have small sample sizes within certain sport groups. In accordance with the Family Educational Rights and Privacy Act's (FERPA's) interpretation of federal privacy regulations, institutions should not disclose statistical data contained in this report for cells made up of three or fewer students without student consent.]

Sport	APR			Eligibility/Graduation		Retention	
	Multiyear Rate (N)	Multiyear Rate Upper Confidence Boundary	2021 - 2022 (N)	Multiyear Rate	2021 - 2022	Multiyear Rate	2021 - 2022
Men's Basketball	960 (40)	N/A	N/A	960 *	N/A	933 *	N/A
Men's Cross Country	993 (41)	N/A	N/A	1,000 *	N/A	986 *	N/A
Football	990 (264)	N/A	N/A	990 *	N/A	980 *	N/A
Men's Golf	990 (25)	998	N/A	980 *	N/A	979 *	N/A
Men's Tennis	1,000 (23)	1,000	N/A	1,000 *	N/A	1,000 *	N/A
Men's Track	1,000 (61)	N/A	N/A	1,000 *	N/A	990 *	N/A
Women's Basketball	987 (41)	N/A	N/A	988 *	N/A	986 *	N/A
Women's Cross Country	992 (69)	N/A	N/A	992 *	N/A	992 *	N/A
Women's Golf	981 (27)	995	N/A	981 *	N/A	981 *	N/A
Women's Gymnastics	1,000 (37)	N/A	N/A	1,000 *	N/A	1,000 *	N/A
Women's Softball	992 (70)	N/A	N/A	993 *	N/A	984 *	N/A
Women's Soccer	994 (95)	N/A	N/A	1,000 *	N/A	988 *	N/A
Women's Beach Volleyball	1,000 (20)	1,000	N/A	1,000 *	N/A	1,000 *	N/A
Women's Tennis	978 (25)	994	N/A	979 *	N/A	977 *	N/A
Women's Track	993 (81)	N/A	N/A	994 *	N/A	986 *	N/A

* Denotes data representing three or fewer student-athletes. In accordance with FERPA's interpretation of federal privacy regulations, institutions should not disclose statistical data contained in this report in cells made up of three or fewer students without student consent.

N/A = No APR or not applicable.

N = Number of student-athletes represented.

¹ Denotes APR that does not subject the team to ineligibility for postseason competition based on institutional, athletics and student resources and the team's Graduation Success Rate.

² Denotes APR that does not subject the team to ineligibility for postseason competition due to the team's demonstrated academic improvement.

³ Denotes APR that does not subject the team to ineligibility for postseason competition due to the squad-size adjustment. The "upper confidence boundary" of a team's APR must be below 930 for that team to be subject to ineligibility for postseason competition. Squad-size adjustment does not apply to teams with four years of APR data and a multiyear cohort of 30 or more student-athletes.

⁴ Denotes APR that does not subject the team to penalties due to the team's demonstrated academic improvement.

⁵ Denotes APR that does not subject the team to penalties due to the squad-size adjustment. The "upper confidence boundary" of a team's APR must be below 930 for that team to be subject to penalties. The squad-size adjustment does not apply to teams with four years of APR data and a multiyear cohort of 30 or more student-athletes.

⁶ Denotes APR based on a one year cohort, not subject to ineligibility for postseason competition and/or any penalties.

⁷ Denotes APR based on a two year cohort, not subject to ineligibility for postseason competition and/or any penalties.

⁸ Denotes that team is not subject to ineligibility for postseason competition and/or penalties based on institutional resources.

⁹ Denotes APR that requires an APP Improvement Plan be created for this sport.

NCAA Division I 2021 - 2022 Academic Progress Rate Institutional Report

Sport	APR			Eligibility/Graduation		Retention	
	Multiyear Rate (N)	Multiyear Rate Upper Confidence Boundary	2021 - 2022 (N)	Multiyear Rate	2021 - 2022	Multiyear Rate	2021 - 2022
Women's Volleyball	1,000 (40)	N/A	N/A	1,000 *	N/A	1,000 *	N/A

* Denotes data representing three or fewer student-athletes. In accordance with FERPA's interpretation of federal privacy regulations, institutions should not disclose statistical data contained in this report in cells made up of three or fewer students without student consent.

N/A = No APR or not applicable.

N = Number of student-athletes represented.

¹ Denotes APR that does not subject the team to ineligibility for postseason competition based on institutional, athletics and student resources and the team's Graduation Success Rate.

² Denotes APR that does not subject the team to ineligibility for postseason competition due to the team's demonstrated academic improvement.

³ Denotes APR that does not subject the team to ineligibility for postseason competition due to the squad-size adjustment. The "upper confidence boundary" of a team's APR must be below 930 for that team to be subject to ineligibility for postseason competition. Squad-size adjustment does not apply to teams with four years of APR data and a multiyear cohort of 30 or more student-athletes.

⁴ Denotes APR that does not subject the team to penalties due to the team's demonstrated academic improvement.

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⁶ Denotes APR based on a one year cohort, not subject to ineligibility for postseason competition and/or any penalties.

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⁸ Denotes that team is not subject to ineligibility for postseason competition and/or penalties based on institutional resources.

⁹ Denotes APR that requires an APP Improvement Plan be created for this sport.

NCAA Division I 2020 - 2021 Academic Progress Rate Institutional Report

ATTACHMENT 3

Institution: Boise State University

Date of Report: 05/20/2022

This report is based on NCAA Division I Academic Progress Rate (APR) data submitted by the institution for the 2017-18, 2018-19, 2019-20 and 2020-21 academic years.

*[Note: All information contained in this report is for four academic years. Some squads may still have small sample sizes within certain sport groups. In accordance with the Family Educational Rights and Privacy Act's (FERPA's) interpretation of federal privacy regulations, data cells containing three or fewer student-athletes have been suppressed and are indicated by an * symbol. The information in this report does not reflect any changes to data made after this date.]*

The following chart represents by-sport APR averages for noted subgroups. National aggregates are based on all squads that have certified their academic data as final.

Sport (N)	Multiyear APR	2020-2021 APR	Percentile Rank within Sport	Percentile Rank within All Sports	All Division I	Public Institutions	Private Institutions	Football Bowl Subdivision	Football Championship Subdivision	Division I (Non-Football)
By Sport - Men's										
Men's Basketball (357)	970	941	50th-60th	10th-20th	968	966	973	971	966	966
Men's Cross Country (318)	986	1,000	40th-50th	40th-50th	983	980	988	985	980	984
Football (257)	990	990	90th-100th	50th-60th	964	961	971	969	959	NA
Men's Golf (300)	993	1,000	40th-50th	60th-70th	988	988	990	990	985	988
Men's Tennis (236)	991	1,000	50th-60th	50th-60th	986	986	987	986	987	985
Men's Track (292)	994	1,000	80th-90th	60th-70th	974	969	983	973	971	978
By Sport - Women's										
Women's Basketball (355)	990	957	60th-70th	50th-60th	983	981	987	984	981	983
Women's Cross Country (353)	992	1,000	40th-50th	60th-70th	990	988	992	991	987	992
Women's Golf (268)	985	947	10th-20th	40th-50th	993	993	994	995	991	995

¹ Specific information on the playing and practice season penalty may be located in the AP General Summary document located on the Reports tab within the AP data collection portal.

² The team is also subject to a penalty that was previously conditionally waived; however, the team failed to meet the condition and the penalty must now be imposed.

³ Denotes that team is not subject to ineligibility for postseason competition based on institutional, athletics and student resources and the team's Graduation Success Rate.

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⁶ The team's Level Two penalty has been waived.

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¹⁰ The institution's penalty waiver request is pending.

¹¹ Denotes that team's APR data is under review.

NCAA Division I 2020 - 2021 Academic Progress Rate Institutional Report

ATTACHMENT 3

Institution: Boise State University

Date of Report: 05/20/2022

Sport (N)	Multiyear APR	2020-2021 APR	Percentile Rank within Sport	Percentile Rank within All Sports	All Division I	Public Institutions	Private Institutions	Football Bowl Subdivision	Football Championship Subdivision	Division I (Non-Football)
Women's Gymnastics (61)	1,000	1,000	90th-100th	80th-90th	994	996	984	995	991	984
Softball (300)	991	1,000	50th-60th	60th-70th	987	986	990	989	985	988
Women's Soccer (341)	998	1,000	70th-80th	70th-80th	990	989	993	992	988	991
Women's Beach Volleyball (54)	1,000	1,000	90th-100th	80th-90th	993	994	990	993	993	993
Women's Tennis (305)	984	1,000	20th-30th	40th-50th	991	990	992	991	989	993
Women's Volleyball (339)	995	1,000	60th-70th	70th-80th	989	988	992	991	986	990
Women's Track (344)	993	1,000	70th-80th	60th-70th	984	982	989	986	982	985
By Sport - Co-Ed										

¹ Specific information on the playing and practice season penalty may be located in the AP General Summary document located on the Reports tab within the AP data collection portal.

² The team is also subject to a penalty that was previously conditionally waived; however, the team failed to meet the condition and the penalty must now be imposed.

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¹⁰ The institution's penalty waiver request is pending.

¹¹ Denotes that team's APR data is under review.

Idaho State University
Spring 2022 APR Summary Report for 2020-21 Academic Year

The 2020-21 **single-year score** for the Idaho State Department of Athletics was 957; this is a 2-point decrease from the 2019-20 academic year (AY). The one-year Eligibility Score for the department was 960 (3-point increase from 2019.20 AY), and the one-year Retention Score was 948 (13-point decrease from 2019.20 AY).

- 4 of ISU's 13 teams scored a perfect 1000
 - Men's Basketball
 - Women's Basketball
 - Women's Golf
 - Women's Tennis
- The Women's Golf one-year score has remained the same for the second year in a row (1000, 944, 1000 & 1000).
- The following teams saw an increase to their 2020-21 one-year score:
 - Men's Basketball
 - Women's Basketball
 - Women's Soccer
 - Women's Tennis

The 2020-21 **multiyear score** for the whole department was 963; this is a 4-point decrease from the 2019-20 AY. The multiyear Eligibility Score was 962 (3-point decrease from 2019-20 AY), and multiyear Retention Score was 961 (7-point decrease from 2019-20 AY).

- The Men's Basketball multiyear score increased for the third consecutive year (949, 955, 975, 985)
- The Women's Basketball multiyear score increased from 991 to 995
- The Women's golf multiyear score increased from 986 to 987
- The Softball multiyear score increased from 951 to 954
- Of all 13 teams, Men's Basketball saw the greatest improvement in their multiyear score—19-20 AY: 975 to 20-21 AY: 985
- Of all 13 teams, Men's Cross Country had the greatest decline in their multiyear score—19-20 AY: 985 to 20-21 AY: 955

Summary

- Five team's single year scores improved from the year before (Men's Basketball, Football, Women's Basketball, Women's Soccer & Women's Tennis)
 - The Women's Golf team had the same single year score, a perfect 1000, as they did in the 2019-20 school year.
- Seven teams saw a decrease in their single year scores (Men's Cross Country, Men's Tennis, Men's Track, Women's Cross Country, Softball, Women's Track & Women's Volleyball)
- Four teams improved their multiyear score from the previous year (Men's Basketball, Women's Basketball, Women's Golf & Softball)
- Nine team's multiyear scores decreased from the previous year (Men's Cross Country, Football, Men's Tennis, Men's Track, Women's Cross Country, Women's Soccer, Women's Tennis, Women's Track & Women's Volleyball)
- The departmental single and multi-year scores decreased from the previous academic year (6 points combined)

NCAA Division I 2020 - 2021 Academic Progress Rate Institutional Report

Institution: Idaho State University
 This report is based on NCAA Division I Academic Progress Rate (APR) data submitted by the institution for the 2017-18, 2018 -19, 2019-20 and 2020-21 academic years. Date of Report: 07/06/2022
 Institutions are encouraged to forward this report to appropriate institutional personnel on campus.

[Note: All information contained in this report is for four academic years. Some squads may still have small sample sizes within certain sport groups. In accordance with the Family Educational Rights and Privacy Act's (FERPA's) interpretation of federal privacy regulations, institutions should not disclose statistical data contained in this report for cells made up of three or fewer students without student consent.]

Sport	APR			Eligibility/Graduation		Retention	
	Multiyear Rate (N)	Multiyear Rate Upper Confidence Boundary	2020 - 2021 (N)	Multiyear Rate	2020 - 2021	Multiyear Rate	2020 - 2021
Men's Basketball	985 (53)	N/A	1,000 (13)	1,000	1,000	970	1,000
Men's Cross Country	955 (35)	N/A	900 (8)	956	938	953	857
Football	946 (323)	N/A	944 (85)	935	938	945	930
Men's Tennis	962 (31)	N/A	957 (8)	964	929	959	1,000
Men's Track	959 (92)	N/A	900 (21)	944	905	970	895
Women's Basketball	995 (59)	N/A	1,000 (15)	1,000	1,000	990	1,000
Women's Cross Country	976 (66)	N/A	977 (12)	977	1,000	976	952
Women's Golf	987 (40)	N/A	1,000 (10)	987	1,000	987	1,000
Women's Softball	954 (74)	N/A	974 (21)	959	976	950	972
Women's Soccer	963 (104)	N/A	988 (23)	974	1,000	952	976
Women's Tennis	976 (35)	N/A	1,000 (8)	969	1,000	983	1,000
Women's Track	970 (139)	N/A	940 (36)	970	944	969	935
Women's Volleyball	983 (49)	N/A	978 (12)	989	1,000	976	952

* Denotes data representing three or fewer student-athletes. In accordance with FERPA's interpretation of federal privacy regulations, institutions should not disclose statistical data contained in this report in cells made up of three or fewer students without student consent.

N/A = No APR or not applicable.

N = Number of student-athletes represented.

¹ Denotes APR that does not subject the team to ineligibility for postseason competition based on institutional, athletics and student resources and the team's Graduation Success Rate.

² Denotes APR that does not subject the team to ineligibility for postseason competition due to the team's demonstrated academic improvement.

³ Denotes APR that does not subject the team to ineligibility for postseason competition due to the squad-size adjustment. The "upper confidence boundary" of a team's APR must be below 930 for that team to be subject to ineligibility for postseason competition. Squad-size adjustment does not apply to teams with four years of APR data and a multiyear cohort of 30 or more student-athletes.

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⁸ Denotes that team is not subject to ineligibility for postseason competition and/or penalties based on institutional resources.

⁹ Denotes APR that requires an APP Improvement Plan be created for this sport.

NCAA Division I 2020 - 2021 Academic Progress Rate Institutional Report

ATTACHMENT 6

Institution: Idaho State University

Date of Report: 05/20/2022

This report is based on NCAA Division I Academic Progress Rate (APR) data submitted by the institution for the 2017-18, 2018-19, 2019-20 and 2020-21 academic years.

*[Note: All information contained in this report is for four academic years. Some squads may still have small sample sizes within certain sport groups. In accordance with the Family Educational Rights and Privacy Act's (FERPA's) interpretation of federal privacy regulations, data cells containing three or fewer student-athletes have been suppressed and are indicated by an * symbol. The information in this report does not reflect any changes to data made after this date.]*

The following chart represents by-sport APR averages for noted subgroups. National aggregates are based on all squads that have certified their academic data as final.

Sport (N)	Multiyear APR	2020-2021 APR	Percentile Rank within Sport	Percentile Rank within All Sports	All Division I	Public Institutions	Private Institutions	Football Bowl Subdivision	Football Championship Subdivision	Division I (Non-Football)
By Sport - Men's										
Men's Cross Country (318)	955	900	1st-10th	1st-10th	983	980	988	985	980	984
Football (257)	946	944	10th-20th	1st-10th	964	961	971	969	959	NA
Men's Tennis (236)	962	957	1st-10th	10th-20th	986	986	987	986	987	985
Men's Basketball (357)	985	1,000	70th-80th	40th-50th	968	966	973	971	966	966
Men's Track (292)	959	900	20th-30th	10th-20th	974	969	983	973	971	978
By Sport - Women's										
Women's Basketball (355)	995	1,000	80th-90th	70th-80th	983	981	987	984	981	983
Women's Cross Country (353)	976	977	10th-20th	20th-30th	990	988	992	991	987	992
Women's Golf (268)	987	1,000	10th-20th	40th-50th	993	993	994	995	991	995
Softball (300)	954	974	1st-10th	1st-10th	987	986	990	989	985	988

¹ Specific information on the playing and practice season penalty may be located in the AP General Summary document located on the Reports tab within the AP data collection portal.

² The team is also subject to a penalty that was previously conditionally waived; however, the team failed to meet the condition and the penalty must now be imposed.

³ Denotes that team is not subject to ineligibility for postseason competition based on institutional, athletics and student resources and the team's Graduation Success Rate.

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⁵ The team's Level One penalty has been waived.

⁶ The team's Level Two penalty has been waived.

⁸ The team is subject to a penalty that was previously conditionally waived; however, the team failed to meet the condition and the penalty must now be imposed.

⁹ The team's Postseason ineligibility has been waived.

¹⁰ The institution's penalty waiver request is pending.

¹¹ Denotes that team's APR data is under review.

NCAA Division I 2020 - 2021 Academic Progress Rate Institutional Report

ATTACHMENT 6

Institution: Idaho State University

Date of Report: 05/20/2022

Sport (N)	Multiyear APR	2020-2021 APR	Percentile Rank within Sport	Percentile Rank within All Sports	All Division I	Public Institutions	Private Institutions	Football Bowl Subdivision	Football Championship Subdivision	Division I (Non-Football)
Women's Tennis (305)	976	1,000	10th-20th	20th-30th	991	990	992	991	989	993
Women's Volleyball (339)	983	978	20th-30th	30th-40th	989	988	992	991	986	990
Women's Track (344)	970	940	10th-20th	10th-20th	984	982	989	986	982	985
Women's Soccer (341)	963	988	1st-10th	10th-20th	990	989	993	992	988	991
By Sport - Co-Ed										

¹ Specific information on the playing and practice season penalty may be located in the AP General Summary document located on the Reports tab within the AP data collection portal.

² The team is also subject to a penalty that was previously conditionally waived; however, the team failed to meet the condition and the penalty must now be imposed.

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University Of Idaho
2020-2021 Academic Progress Rate (APR) Report Summary

Division I Academic Progress Rate (APR) was implemented in 2003 as part of an ambitious academic reform effort in Division I Athletics. The APR holds institutions accountable for the academic progress of their student-athletes through a team-based metric that accounts for the eligibility and retention of each student-athlete receiving athletic aid for each academic term. Teams must earn a four-year average APR of 930 to compete in Division I NCAA sponsored championships.

The University of Idaho sponsors sixteen NCAA sports. Academic Progress rate is calculated in fourteen sports due to Men's Indoor and Outdoor Track being counted as one APR score along with Women's Indoor and Outdoor Track being counted together as well. Currently, 13 of 14 teams maintain a 4-year average of at least 967 or higher. In the 2020-21 academic year, five out of fourteen sports posted a perfect 1000 single year score. For the first time in two years, APR data from the 2020-2021 academic year will be made public and public recognition will take place again as well. There was a two-year suspension of public releases due to COVID-19.

Overall, the multiyear APR scores have remained consistent. Idaho's average multiyear APR score, by sport, is 986, which stayed consistent from the 2019-2020 APR data. Idaho's average single year APR score is 982, which is a decrease of 11 points from 993 in 2019-2020. The decrease is due to the drop in the number of teams earning a perfect 1000 single year APR score. Points are lost due to either a student not being retained at the university or a student ending each semester ineligible. With the introduction of the transfer portal, earning the retention point can at times be a challenge. Smaller teams are most impacted by lost points, as a single lost point can severely impact a team's single year and overall scores.

On a very positive note, with both the single year and multi-year APR rates, the men's basketball program saw significant improvement! With the changes that were put in place due to the required APR improvement plan, the men's basketball program earned a 980 single year score and raised the multi-year rate to a 939. The implemented improvement plan clearly demonstrated success as the men's basketball program is on track in 2021-2022 to raise both the single season and multi-year marks again. However, the ease of transferring due to the newly established transfer portal could have an impact in future years, particularly with Men's Basketball.

APR Public Recognition Awards

The NCAA annually honors teams earning multiyear Academic Progress Rates in the top 10 percent of all squads in each sport. As previously mentioned, APR public recognition has been reinstated with the following teams Idaho teams earning perfect single year APR scores:

Men's Cross Country	University of Idaho	ID	2020-2021
Women's Cross Country	University of Idaho	ID	2020-2021
Men's Golf	University of Idaho	ID	2020-2021
Women's Golf	University of Idaho	ID	2020-2021
Women's Basketball	University of Idaho	ID	2020-2021

NCAA Division I 2020 - 2021 Academic Progress Rate Institutional Report

Institution: University of Idaho
 This report is based on NCAA Division I Academic Progress Rate (APR) data submitted by the institution for the 2017-18, 2018 -19, 2019-20 and 2020-21 academic years. Date of Report: 08/04/2022
 Institutions are encouraged to forward this report to appropriate institutional personnel on campus.

[Note: All information contained in this report is for four academic years. Some squads may still have small sample sizes within certain sport groups. In accordance with the Family Educational Rights and Privacy Act's (FERPA's) interpretation of federal privacy regulations, institutions should not disclose statistical data contained in this report for cells made up of three or fewer students without student consent.]

Sport	APR			Eligibility/Graduation		Retention	
	Multiyear Rate (N)	Multiyear Rate Upper Confidence Boundary	2020 - 2021 (N)	Multiyear Rate	2020 - 2021	Multiyear Rate	2020 - 2021
Men's Basketball	939 (52)	N/A	980 (13)	961	1,000	895	958
Men's Cross Country	1,000 (26)	1,000	1,000 (6)	1,000	1,000	1,000	1,000
Football	957 (370)	N/A	973 (91)	955	971	952	969
Men's Golf	1,000 (32)	N/A	1,000 (7)	1,000	1,000	1,000	1,000
Men's Tennis	982 (31)	N/A	967 (9)	982	1,000	981	933
Men's Track	985 (86)	N/A	974 (21)	982	976	988	972
Women's Basketball	991 (57)	N/A	1,000 (14)	991	1,000	990	1,000
Women's Cross Country	1,000 (48)	N/A	1,000 (13)	1,000	1,000	1,000	1,000
Women's Golf	1,000 (29)	1,000	1,000 (7)	1,000	1,000	1,000	1,000
Women's Soccer	991 (116)	N/A	973 (30)	996	983	986	962
Women's Swimming	998 (108)	N/A	989 (24)	995	978	1,000	1,000
Women's Tennis	975 (32)	N/A	929 (8)	984	933	966	923
Women's Track	994 (122)	N/A	993 (35)	992	985	996	1,000
Women's Volleyball	995 (55)	N/A	976 (11)	990	955	1,000	1,000

* Denotes data representing three or fewer student-athletes. In accordance with FERPA's interpretation of federal privacy regulations, institutions should not disclose statistical data contained in this report in cells made up of three or fewer students without student consent.

N/A = No APR or not applicable.

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⁹ Denotes APR that requires an APP Improvement Plan be created for this sport.

NCAA Division I 2020 - 2021 Academic Progress Rate Institutional Report

ATTACHMENT 9

Institution: University of Idaho

Date of Report: 05/20/2022

This report is based on NCAA Division I Academic Progress Rate (APR) data submitted by the institution for the 2017-18, 2018-19, 2019-20 and 2020-21 academic years.

*[Note: All information contained in this report is for four academic years. Some squads may still have small sample sizes within certain sport groups. In accordance with the Family Educational Rights and Privacy Act's (FERPA's) interpretation of federal privacy regulations, data cells containing three or fewer student-athletes have been suppressed and are indicated by an * symbol. The information in this report does not reflect any changes to data made after this date.]*

The following chart represents by-sport APR averages for noted subgroups. National aggregates are based on all squads that have certified their academic data as final.

Sport (N)	Multiyear APR	2020-2021 APR	Percentile Rank within Sport	Percentile Rank within All Sports	All Division I	Public Institutions	Private Institutions	Football Bowl Subdivision	Football Championship Subdivision	Division I (Non-Football)
By Sport - Men's										
Men's Basketball (357)	939	980	10th-20th	1st-10th	968	966	973	971	966	966
Men's Cross Country (318)	1,000	1,000	90th-100th	80th-90th	983	980	988	985	980	984
Football (257)	957	973	30th-40th	1st-10th	964	961	971	969	959	NA
Men's Golf (300)	1,000	1,000	90th-100th	80th-90th	988	988	990	990	985	988
Men's Tennis (236)	982	967	30th-40th	30th-40th	986	986	987	986	987	985
Men's Track (292)	985	974	60th-70th	40th-50th	974	969	983	973	971	978
By Sport - Women's										
Women's Basketball (355)	991	1,000	60th-70th	50th-60th	983	981	987	984	981	983
Women's Cross Country (353)	1,000	1,000	90th-100th	80th-90th	990	988	992	991	987	992
Women's Golf (268)	1,000	1,000	90th-100th	80th-90th	993	993	994	995	991	995

¹ Specific information on the playing and practice season penalty may be located in the AP General Summary document located on the Reports tab within the AP data collection portal.

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⁹ The team's Postseason ineligibility has been waived.

¹⁰ The institution's penalty waiver request is pending.

¹¹ Denotes that team's APR data is under review.

NCAA Division I 2020 - 2021 Academic Progress Rate Institutional Report

ATTACHMENT 9

Institution: University of Idaho

Date of Report: 05/20/2022

Sport (N)	Multiyear APR	2020-2021 APR	Percentile Rank within Sport	Percentile Rank within All Sports	All Division I	Public Institutions	Private Institutions	Football Bowl Subdivision	Football Championship Subdivision	Division I (Non-Football)
Women's Soccer (341)	991	973	30th-40th	50th-60th	990	989	993	992	988	991
Women's Swimming and Diving (194)	998	989	70th-80th	70th-80th	993	993	993	993	994	992
Women's Tennis (305)	975	929	10th-20th	20th-30th	991	990	992	991	989	993
Women's Volleyball (339)	995	976	60th-70th	70th-80th	989	988	992	991	986	990
Women's Track (344)	994	993	70th-80th	60th-70th	984	982	989	986	982	985
By Sport - Co-Ed										

¹ Specific information on the playing and practice season penalty may be located in the AP General Summary document located on the Reports tab within the AP data collection portal.

² The team is also subject to a penalty that was previously conditionally waived; however, the team failed to meet the condition and the penalty must now be imposed.

³ Denotes that team is not subject to ineligibility for postseason competition based on institutional, athletics and student resources and the team's Graduation Success Rate.

⁴ Denotes that team is not subject to ineligibility for postseason competition due to the team's demonstrated academic improvement.

⁵ The team's Level One penalty has been waived.

⁶ The team's Level Two penalty has been waived.

⁸ The team is subject to a penalty that was previously conditionally waived; however, the team failed to meet the condition and the penalty must now be imposed.

⁹ The team's Postseason ineligibility has been waived.

¹⁰ The institution's penalty waiver request is pending.

¹¹ Denotes that team's APR data is under review.

Lewis-Clark State College

2020-2021 NAIA Return on Athletics (ROA) Report Summary

In 2019-20, the National Association of Intercollegiate Athletics (NAIA) implemented Return on Athletics (ROA) to report on the sports and athletes at the colleges and universities which are members of NAIA. ROA is the NAIA's proprietary approach to managing collegiate athletics. This approach aims to demonstrate how athletics positively impacts institutions' ability to identify opportunities to drive enrollment, improve student success, and grow net return on athletics.

The return on athletics information is reported in three areas:

- Institutional data includes annual enrollment by gender, resident (in-state) tuition, non-resident (out-state, out of area) tuition, and other tuition rates specific to individual institutions such as LC State's Asotin county resident tuition. Other information collected includes the cost of room, board, and books for attending an institution.
- Data by sport includes revenues and expenses associated with the offering of each sport at the reporting institution.
- Student data includes gender, race/ethnicity, first-generation student status, tuition classification (resident, non-resident, other tuition), living on or off campus, academic exemption, athlete retention and graduation, and the different kinds of financial aid received by the athlete.

The NAIA uses academic exemptions to reward high-achieving student-athletes throughout the year by reducing countable financial aid by half for those achieving 3.30-3.59 cumulative GPA and reducing countable financial aid in whole for those achieving 3.60-4.00 cumulative GPA. The NAIA, like the NCAA, limits institutional aid that can be awarded to student-athletes who participate in an institution's sports program. However, unlike the NCAA, the NAIA uses academic exemptions to allow institutions to expand rosters, thus allowing more students to participate and additional aid to be awarded to more students.

Overall, the teams and athletes at LC State were quite successful during 2020-21 regarding their academic success, as 54% of student-athletes were awarded either half or full academic exemptions. For the 2020-21 reporting year, 88% of student-athletes were retained at the institution, while 15% graduated. **Put together, 90% of athletes were retained or graduated from LC State.**

Institutions are recognized for being NAIA Champions of Character using a scorecard with five key areas showing the institutions' commitment to:

1. Character Training – Institutions offer Character of Champions training and development on campus and through community outreach activities.
2. Academic Focus – Institutions earn points for overall student-athlete GPA.
3. Character Recognition – Institutions earn points by nominating individuals, teams, and coaches for national awards and having presidential participation in Champions of Character functions.
4. Character Promotion – Institutions earn points for having a webpage dedicated to Champions of Character on their athletic website.
5. Conduct in Competition – Institutions earn points for demonstrating Champions of Characters values on the field as measured by the number of ejections specific to profanity, fighting, and

dissent towards an official. Points may also be deducted for institutions on probation or suspension status.

For the 2021-22 academic year, LC State was publicly recognized as having earned a Champions of Character Five-Star Award with silver distinction. The five-star tiers are gold, silver, and bronze, which are determined by the final scoring of the Champions of Character scorecard. Gold level is composed of institutions scoring 90-100 points on the scorecard, silver level includes institutions scoring 75-89 points on the scorecard, and bronze level includes institutions scoring 60-74 points on the scorecard.

In other recognitions of academic performance, the NAIA evaluates and names Scholar Teams each year for their excellence in the classroom. Teams must have a minimum 3.0 GPA to receive this award. For the academic year 2020-21, LC State had eleven of its twelve teams named as NAIA Scholars Teams:

Men's Sports recognized as Scholars Teams	Women's Sports recognized as Scholars Teams
Baseball	Basketball
Basketball	Cross Country
Golf	Golf
Track & Field	Track & Field
Tennis	Tennis
	Volleyball

Table 1: LC State Scholar Teams as identified by NAIA.

LC State athletic academic highlights from this past year included a year-to-year retention rate of 90%, a graduation rate of 61%. In terms of GPA, over 70% achieved a 3.0 or better with nearly half earning a 3.5 or better and 32 student athletes had perfect 4.0 GPA's. The overall GPA for the spring 2022 semester was a 3.38 for LC State student athletes, which was the second highest in the Cascade Collegiate Conference.

Sport	% GPA Exemptions	% First Generation	% Retained	% Retained/ Graduated
Baseball	35%	56%	84%	86%
(M) Basketball	47%	41%	85%	88%
(W) Basketball	92%	62%	100%	100%
(M) Cross Country	36%	43%	79%	79%
(W) Cross Country	73%	53%	79%	80%
(M) Golf	50%	10%	88%	90%
(W) Golf	62%	31%	100%	100%
(M) Tennis	40%	20%	86%	87%
(W) Tennis	77%	23%	100%	100%
(M) Track	43%	51%	93%	94%
(W) Track	79%	50%	96%	96%
(W) Volleyball	53%	27%	77%	80%
Total*	54%	43%	88%	90%

Table 2: Academic Exemptions and Achievement by Team.

**Duplicated students in more than one sport are counted once in each sport.*

Full Aid Exemptions: Students who have a cumulative GPA of 3.6 or higher are exempt from having their aid counted towards the NAIA's scholarship limits.

1/2 Aid Exemptions: Students with a 3.3-3.59 cumulative GPA will have only one half of their aid counted towards the NAIA's scholarship limits.

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SUBJECT

Graduate Medical Education Committee Annual Report

REFERENCE

December 2017	Board approved Ten-year strategic plan for Graduate Medical Education.
June 2018	Board approved first reading of Board Policy III.C. Graduate Medical Education Committee.
August 2018	Board approved second reading of Board Policy III.C. Graduate Medical Education Committee.
August 2019	Board received an update on the status of graduate medical education in Idaho and the Board's 10-year graduate medical education plan.
August 2020	Board received an update on the implementation of the Board's graduate medical education plan.
September 2020	Board approved revision to FY 22 budget for graduate medical education.
August 2021	Board received an update on the implementation of the Board's graduate medical education plan.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.C.

BACKGROUND/DISCUSSION

Graduate Medical Education (GME) represents the time period of professional medical training after medical school (students) in which a physician (residents) learns to be an independent, competent, safe and skilled clinician who will become licensed and certified in their particular specialty. This training period typically lasts from 3-7 years of training after medical school. Medical students are recruited from medical schools nationally and globally to Idaho GME programs. Completion of the residency program also marks completion of the necessary physician training for medical students to become future skilled and caring physicians. In order to become a practicing physician, licensure depends on completing a residency.

Idaho currently ranks 45th in the United States for physicians per capita and 47th in the U.S. for number of GME "residency" positions per capita. Since 50-75% of residency program graduates live within 100 miles of where they graduate, there is a direct correlation between the number of GME programs, the number of GME residents in training and the retention rate of the physician workforce in a state. GME therefore becomes the essential ingredient to focus on to help build Idaho's current and future healthcare workforce.

IMPACT

A Ten Year GME Strategic Plan was created in 2017 to increase the number of GME programs in Idaho from nine to twenty-one over the course of a decade. Additionally, there will be an expansion from four fellowships to nine during this

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timeframe. Fellowships consist of extended GME training for medical students after they have completed residency in a specialized area. This will increase the number of residents and fellows in training from 141 (2017) to 356 in 2028. This will result in the number of graduates each year from Idaho's GME programs going from 52 per year (2017) to 124 per year in 2028.

The impact of the Ten Year GME plan will be to produce an additional 1,440 physicians over what would have been produced without this Ten Year Plan. The State of Idaho will only contribute one-third of the expense to train a physician and will eventually pay approximately \$14 million/year when the plan is fully built out. At least 50% of these physicians will be retained in the State of Idaho. Since each physician will generate approximately \$1.9M per year in economic impact and 12 jobs per physician, the economic impact to Idaho will be approximately \$1.9 billion and 12,000 new jobs. This will represent a 15.9 to 1 return on investment to Idaho while at the same time ensuring more accessible and affordable care that is of high quality and at a lower cost to the citizens of Idaho.

The last two years have created challenges in advancing the objective of the Ten Year Plan. Governor Little has been very supporting of the GME work, but limited funding has created challenges in the ability to meet the current timeline. The Graduate Medical Education Committee's executive team will review the progress on the Ten Year plan throughout this year to assure that programs continue to advance.

The GME Committee will coordinate implementation of the Ten Year Plan, including assessment and evaluation of the plan toward meeting desired outcomes associated with expanding the delivery of medical care across the state.

ATTACHMENTS

- Attachment 1 – Graduate Medical Education Committee Annual Report
- Attachment 2 – Roster of GME Members
- Attachment 3 – FY 2024 Budget Request with 3% Cap
- Attachment 4 – GME Programs and Resident and Fellow Locations in Idaho
- Attachment 5 – Programs with Current and Proposed Residents and Fellows
- Attachment 6 – GME Dashboard

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The Graduate Medical Education Committee has made adjustments in the last few years due to the limitations of resources that occurred with the COVID-19 pandemic, and the Ten Year Plan experienced some slowing in the ability to meet planned targets. Attachment 1 describes the work that the Graduate Medical Committee has done.

The FY 2024 budget guidance requires a 3% cap in General Fund requests, resulting in some further slowing in addressing the objectives of the Plan. The committee has been grateful for the support of the Governor's Office and has

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submitted a budget in alignment with the directives of the Division of Financial Management. That proposed budget is contained in Attachment 3 and will be part of the budget approval process brought to the Board through the Business Affairs and Human Resources (BAHR) Committee.

BOARD ACTION

This item is for informational purposes only.

July 18, 2022

The Idaho 2022 Graduate Medical Education Committee Annual Report to the State Board of Education

Ted Epperly, M.D., GME Coordinator
Moe Hagman, M.D., Chairman
Mary Barinaga, M.D. Vice Chair
Gideon Tolman, CFO, (OSBE)

EXECUTIVE SUMMARY:

As the Idaho Ten Year Graduate Medical Education (GME) Strategic Plan enters its fifth year, it has been very successful in meeting its purpose and vision. The Plan has been widely accepted by Idaho policymakers as the blueprint for strategic investment in expanding the state's physician workforce. In just these four years, the plan has grown new GME (residency) programs from nine to twelve (33.3% increase), new Fellowship programs from four to eight (100% increase) and has also expanded the number of residents and fellows in training from 134 to 237 (77% increase).

With this growth, Idaho has moved from 49th in the United States for the number of primary care physicians per 100,000 people to 45th.¹ Additionally, Idaho has moved from 49th for the number of GME resident physician positions per 100,000 to 47th -- this is significant progress!² In fact Idaho's percentage change in residents and fellows in ACGME accredited programs from 2010-2022 places us 3rd in the United States.³ However, with the rapid growth of Idaho's population this threatens to push Idaho back to last in all categories.⁴ With the support of the Idaho State Board of Education, Governor Little, and the Idaho Legislature, the FY 2023 appropriation funded 20 new residents and fellows in existing programs and will develop four new residency/fellowship programs in the next year.

The Idaho Graduate Medical Education Committee (GMEC) provides oversight of the Ten Year GME Strategic Plan and oversees the metric dashboard that holds all

¹ Association of American Medical Colleges (AAMC) 2021 State Physician Work Force Data Report – January 2022

² Ibid.

³ Ibid.

⁴ Beckers Hospital Review – March 2022

programs accountable for meeting our desired outcomes. All programs are meeting the goals of accreditation, which include 100% resident position fill rates and are of excellent quality achieving high Board certification pass rates. Additionally, nearly all have over 50% of their graduates staying in Idaho. Additionally, almost all programs have 30% or more of their graduates staying in rural and urban underserved communities in Idaho. Ultimately these programs provide increased access to care for many Idahoans, and will for decades to come. Additionally, these programs provide economic benefits to their communities and to the state.

The Ten Year Idaho GME Plan has successfully met its commitment to help grow and enhance the physician workforce in Idaho and to provide improved health and healthcare to many Idahoans. The Idaho GMEC would like to thank the Idaho State Board of Education and staff, Governors Little and Otter, the Division of Financial Management, the Joint Finance-Appropriations Committee and members of the Idaho House and Senate for their steadfast support.

1. Current Status:

July 1, 2022 marked the beginning of the fifth year of the Idaho Ten Year Graduate Medical Education Strategic Plan. Our Ten Year GME strategic plan has been innovative and garnered national attention as a way to help states increase their physician workforce. This is particularly true in rural and frontier states like Idaho. The Ten Year GME plan was approved by the Idaho State Board of Education on December 5, 2017 and has stimulated the growth of GME (residency) programs in the state of Idaho from nine to twelve during this period. The plan has also seen the expansion of the number of GME residents and fellows in training from 134 to 237 in our state. These twelve programs can be seen on Attachment One and consist of eight Family Medicine residency programs, two Internal Medicine residency programs and two Psychiatry programs. Additionally, there are eight fellowships in Sports Medicine, Obstetrics, Geriatrics, HIV Medicine, two new fellowships in Addiction Medicine and two new fellowships in Behavioral Health and Rural Health.

The Ten Year GME Plan calls for the build out to 21 core GME residency programs with 347 residents and fellows in training each year in Idaho over the next decade.⁵ When the Idaho GME plan was developed, Idaho ranked 49th in the nation for the number of primary care physicians per a population of 100,000 and 49th for the number of GME resident positions per 100,000. According to the most recent data from the American

⁵ 2017 Idaho Graduate Medical Education Ten Year Strategic Plan; <https://boardofed.idaho.gov/board-facts/board-planning/graduate-medical-education-gme-in-idaho-10-year-plan/>

Association of Medical Colleges (AAMC), Idaho has now advanced from 49th to 45th for the number of primary care physicians per capita and from 49th to 47th for the number of GME residents per capita.⁶ However, with the rapid growth of Idaho's population the state has slipped back to 50th for the number of active physicians per 100,000 population.⁷

2. Fiscal Year 2023 Funding

The fiscal year 2023 budget that was recommended by Governor Little and approved by the Joint Finance-Appropriations Committee (JFAC) and ultimately by the Idaho State Legislature, was \$1.305M that will fund 20 new resident and fellow positions.

Fourteen of these 20 new positions will be in Family Medicine, three are in Psychiatry and three are in Internal Medicine. These new resident positions will be in the communities of Rexburg, Idaho Falls, Pocatello, Boise, and Coeur d'Alene.

The initial request to the Governor's office and to the State Board of Education was for \$2.077 million dollars, but this was voluntarily pared down by the Idaho GMEC when it was notified that the Governor would be asking all agencies to limit their General Fund request no more than a 3.1% increase. The Idaho GMEC pared the budget request from \$2.077 million to \$728,980 dollars to be in line with the Governor's request and to be accountable, responsible, and respectful. It was appreciated by the Idaho GMEC that Idaho was still in the grip of economic uncertainties due to the Covid-19 Pandemic. JFAC and the Idaho Legislature ultimately increased the funding to \$1.305M for FY 2023, which was deeply appreciated and helps the state keep pace with the Ten Year GME Plan.

3. Next Year's Budget Request (Fiscal Year 2024)

The state of Idaho will be entering into the sixth year of Idaho's Ten Year GME Plan with the contemplation of the fiscal year 2024 GME budget request. The Executive Committee of the Idaho GMEC prepared a \$1.402 million dollar request for fiscal year 2024 which the Idaho GMEC approved at its April 2022 quarterly meeting. This initial request would fund 16 new residents and fellows in training. This will include the development of two new GME programs. The first will be a Pediatrics residency in Boise. The second will be a Psychiatry residency program in Idaho Falls. Please see Attachment Two for the FY 2024 Budget request of the Ten Year GME Plan to see

⁶ *Association of American Medical Colleges (AAMC) 2021 State Physician Work Force Data Report – January 2022*

⁷ Ibid.

these new positions. The new programs that will be developed with this funding are: (1) a new Psychiatry residency at Eastern Idaho Regional Medical Center, with four residents per class; (2) a new Pediatrics residency in Boise with Full Circle Health (formerly Family Medicine Residency of Idaho) and will also have four residents per class; (3) a new Rural Medicine fellowship in Boise with Full Circle Health (FCH) with one fellow per year; (4) a new Behavioral Health fellowship in Nampa (FCH) with one fellow in training per year. The rural medicine fellowship, although based in Boise, will rotate the fellow through multiple rural and frontier parts of Idaho during this fellowship.

Please see Attachment Three for a table that shows these residency and fellowship programs and their current and new physician trainees. These new positions for fiscal year 2024 will join the 237 residents and fellows already in training. This will help meet the ongoing needs of an expanding population and an aging physician workforce in a rural state where the COVID-19 pandemic demonstrated the critical need to expand access to primary care and mental health professionals.

In early June of 2022 the Governor's office through the Division of Financial Management released its FY 2024 Budget Preparation Guidance. This guidance limits agency budget submissions again to a cap of 3% of their FY 2023 General Fund appropriation. Therefore, the cap on GME growth for FY 2023 would be \$744,450. A question was raised about there being any kind of exemption from this funding cap for GME, but the answer was there would not be an exemption.

The Idaho GMEC Executive Committee then reconfigured the FY 2024 budget to meet this budget cap. This reconfigured budget can be seen in Attachment Four. Because of this budget cap the request to increase funding for existing residents and fellows up to \$45K/resident/year was removed. FCH was able to get federal funding in May of 2022 for Family Medicine positions in both Boise and Caldwell that expand the Boise program to 12 and the Caldwell program to 4. Thus, these two residents are removed from the FY 2024 Budget request but not the overall new full-time equivalent positions (FTE) of 16. This brings the number of new GME positions in the FY 2024 budget request to 16, but, to be clear, as two positions at Full Circle Health gained alternate funding, the FY 2024 budget request will be for only 14 new positions. After factoring in these FTE adjustments, the FY 2024 per resident funding request drops from \$60K per resident in Attachment Two to \$53,175 per resident in Attachment Four.

4. Current Location of Idaho GME Programs and Idaho's Resident Physicians

Please refer to Attachments One and Three to see where the current Idaho GME programs, residents and fellows are located. Please note colors in green represent the

237 current residents and fellows in place as of the FY 2023 budget, and those in red represent the 16 new residents and fellows anticipated in FY 2024. This will bring the total to 253 by June 30, 2023 as noted in red. This growth places Idaho well on its way to the anticipated goal of 347 physicians in training by the end of the Ten Year GME plan. As noted earlier, this investment in GME by the State of Idaho ranks 3rd in the U.S. for percent increase in GME.

5. New GME programs on the Near Horizon

There are three known programs that are developing immediately and in the near future. The first of these is a Psychiatry residency with four residents per class in Idaho Falls. With recent Accreditation Council on Graduate Medical Education (ACGME) accreditation, this program will begin its funding request for July 1, 2023 (FY 2024). The second of these will be a Pediatrics residency sponsored by FCH in conjunction with St. Luke's Regional Children's Hospital in Boise. This program has been accredited by the ACGME as well. Its anticipated start with four new residents per class will be July 1, 2023 (FY 2024). The third is the growth of a new rural family medicine training track program or rural program sponsored by FCH out of the Nampa Family Medicine Residency. The first year will be in Nampa and the remaining two years in Mountain Home. This program will have two residents per class. Further on the horizon are the considerations for a General Surgery residency, an Emergency Medicine residency, and an additional rural residency program in Southeast Idaho, as well as several new fellowships. The Idaho college of Osteopathic Medicine is also looking at several potential GME programs for future development.

6. Graduate Medical Education Outcomes - Metrics and Dashboard

Please see Attachment Five, which represents the dashboard of the Idaho GMEC. This demonstrates the agreed upon metrics to move the Idaho Ten Year GME Strategic Plan forward with outcomes that are meaningful and relevant to the State of Idaho. As demonstrated on the dashboard, all programs have 100% fill rates from thousands of applicants that want to come to these programs. Additionally, all programs are ACGME accredited that can be. Almost all programs exceed the rolling five-year average of the percent of physicians being retained in Idaho at greater than 50%. Also, almost all programs have done an excellent job in having greater than 30% of the graduates serve in rural Idaho or in urban underserved Idaho. Some of the programs are brand new and will take several years to achieve their five-year rolling averages. Finally, as noted on the dashboard, all programs are of high quality and all exceed the threshold for success in board certification pass rates as measured by a rolling five-year average.

7. Summary:

The State of Idaho's Ten Year Graduate Medical Education Strategic Plan has been a demonstrable success. Despite shifting state funding priorities and a global pandemic, the Plan has continued to grow new GME residency and fellowship programs and train new GME residents and fellows in these programs for the State of Idaho. The Ten Year Idaho GME Strategic Plan has grown from nine core residency programs and, with the approval of the fiscal year 2024 budget, will have 14 core programs and 10 Fellowships in place. The number of GME residents in training has gone from 134 in 2017 to 237 in 2022 and will grow by 16 more in fiscal year 2023 to 253. New programs are in the pipeline. These include Pediatrics, Psychiatry, Family Medicine and Surgery, four specialties that are much needed in our state. By all metrics, the Ten Year GME Strategic Plan has demonstrated marked improvement in the outcomes of primary care physicians per capita in Idaho, the number of GME resident physicians per capita in Idaho, retention rates of graduates that exceed 50% for the state of Idaho and high-quality residents being trained. As a direct consequence of these programs there has been increased access to timely care for citizens and communities and that will continue for decades to come. Additionally, these programs have provided many jobs and economic benefit to their communities and the State of Idaho.

The Idaho GMEC would like to thank the Idaho State Board of Education for its steadfast support and vision to help create a stable and growing physician workforce for the state of Idaho. Without that support and encouragement of the Board of Education members as well as from the Office of the State Board of Education (OSBE) this plan may have never seen the light of day. Additional thanks go to Governor Little and Governor Otter, the Division of Financial Management, the Joint Finance-Appropriations Committee and the Idaho Legislature for their steadfast support and encouragement of moving the Idaho Ten Year GME plan forward for the benefit of the people of Idaho.

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ATTACHMENT 2

GRADUATE MEDICAL EDUCATION COMMITTEE MEMBERS

Institution	Representative	Email	Term Expiration June 30 of Ex Officio
Office of State Board of Education	Gideon Tolman	gideon.tolman@osbe.idaho.gov	
GME Coordinator	Ted Epperly, MD	tedepperly@fullcircleidaho.org	
Idaho Hospital Association	Brian Whitlock	bwhitlock@teamiha.org	2025
Idaho Medical Association	Susie Pouliot Keller, CEO	susie@idmed.org	2022
Idaho College of Osteopathic Medicine	Thomas Mohr, DO Robyn Dreibelbis, DO	rdreibelbis@idahocom.org	Pending SOBE Review
University of Utah School of Medicine	Ben Chan, MD Occasionally Kylie Christensen (Assoc Director/ MPH for RUUTE and Regional Affairs) for Chan	Benjamin.Chan@hsc.utah.edu kylie.christensen@hsc.utah.edu	2025
University of Washington School of Medicine	Mary Barinaga, MD – Vice Chair	barinm@uw.edu	2022
Full Circle Family Med Boise	Justin Glass, MD	JustinGlass@fullcircleidaho.org	2022
Full Circle Family Med Caldwell	Samantha Portenier, MD	Samantha.portenier@saintalphonsus.org	2022
Full Circle Family Med Nampa	Kim Stutzman, MD	KimStutzman@fullcircleidaho.org	2022
Full Circle Family Med Twin Falls	Joshua Kern, MD	kernjw@slhs.org	2025
Full Circle Pediatrics	Perry Brown, MD	PerryBrown@fullcircleidaho.org	Pending SBOE Review
Idaho State University Family Medicine Residency	Bill Woodhouse, MD	billwoodhouse@isu.edu	2022
ISU Family Medicine Rexburg	A.J. Weinhold, MD	weinana@isu.edu ajweinhold@isu.edu	2025

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ATTACHMENT 2

Coeur d' Alene Family Medicine Residency	Dick McLandress, MD	RMclandress@kh.org rmclandr@uw.edu	2025
EIRMC Family Medicine	Joshua Stringam, DO Luisa Hiendlmayr, MD (APD) has been attending in lieu of Stringham	Joshua.Stringam@hcahealthcare.com luzpineda25@gmail.com	Pending SBOE Review
EIRMC Internal Medicine	John Grider, MD	John.Grider@hcahealthcare.com	2022
EIRMC Psychiatry	Matt Larsen, DO	Drmattlarsen@gmail.com	Pending SBOE Review
UW Boise Internal Medicine	Moe Hagman, MD - Chair	mhagman@uw.edu	2022
UW Boise Psychiatry	Kirsten Aaland, MD	Kirsten.Aaland@va.gov	2025
University of Utah/Idaho Psychiatry Residency	Beth Botts, MD	Elizabeth.Botts@hsc.utah.edu	2025
Saint Alphonsus Healthcare	Lisa Nelson, MD	Lisa.M.Nelson@saintalphonsus.org	2025
St. Luke's Healthcare	Bart Hill, MD	hillb@slhs.org	2025
Portneuf Medical Center	Dan Snell, MD	Daniel.snell@portmed.org ;	2022
Madison Memorial Hospital	Clay Prince, MD	clayprince@mmhnet.org	2022
Kootenai Health	Jon Ness	jness@kh.org	2025
Boise VAMC	Andy Wilper, MD	wilpera@gmail.com	2025
Eastern Idaho Regional Medical Center	Patricia Howell-DelTufo, MD	patricia.howell@hcahealthcare.com	Pending SBOE Review
West Valley Medical Center	Betsy Young Hunsicker	Betsy.hunsicker@healthonecares.com	2025

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ATTACHMENT 3

021 Budget Increase Request

Draft 3/25/2019

Program	Current Funding per FTE	Existing Resident s (FY2021)		New Resident s / Fellows (FY 2021)		Other		Total FY 2021 Requested Funding Increase
		FTEs	Increase Funding to \$45K	FTEs	Funding at \$60K	FTEs		
Family Medicine Residency of Idaho	\$ 40,000							
Boise Family Medicine		33	\$ 165,000	1	\$ 60,000		\$ -	\$ 225,000
Caldwell FM Rural Training Track		9	45,000		-		-	45,000
Magic Valley FM Rural Training Track		6	30,000		-		-	30,000
Nampa Family Medicine		6	funded	6	funded			
Boise Pharm D Resident						1	30,000	30,000
Psychology Intern		-	-			1	25,000	25,000
Total		54	\$ 240,000	7	\$ 60,000		\$ 55,000	\$ 355,000
Idaho State University	\$ 40,000							
Pocatello Family Medicine		21	\$ 105,000		\$ -		\$ -	\$ 105,000
RTT Rexburg Resident		1	funded	1	60,000		-	60,000
ISU Offset							-	-
Total		22	\$ 105,000	1	\$ 60,000		\$ -	\$ 165,000
Kootenai	\$ 40,000							
Coeur d'Alene Family Medicine		18	\$ 90,000		\$ -		\$ -	\$ 90,000
Total		18	\$ 90,000	-	\$ -		\$ -	\$ 90,000
University of Washington/VA	\$ 20,000	Increase to 22,500						
Internal Medicine		25	\$ 62,500	3	\$ 180,000	3	\$ 30,000	\$ 272,500
Preliminary Year Intern Program		4	10,000				-	10,000
IM Chief Resident		2	5,000	1	60,000		-	65,000
Total		31	\$ 77,500	4	\$ 240,000	3	\$ 30,000	\$ 347,500
University of Washington - Psychiatry	\$ 49,725							
Seattle/Boise Core Program		8	\$ -	4	\$ 240,000		\$ -	\$ 240,000
Total		8	\$ -	4	\$ 240,000		\$ -	\$ 240,000
Bingham Internal Medicine	\$ 40,000							
Blackfoot Internal Medicine		12	\$ 60,000	1	\$ 60,000	1	\$ 10,000	\$ 130,000
Emergency Medicine Fellowship				1	\$ 60,000			\$ 60,000
Total		12	\$ 60,000	2	\$ 120,000	1	\$ 10,000	\$ 190,000
Eastern Idaho Regional Medical Center	\$ 40,000							
Idaho Falls - Internal Medicine		10	\$ 50,000	10	\$ 600,000	10	\$ 100,000	\$ 750,000
Total		10	\$ 50,000	10	\$ 600,000		\$ 100,000	\$ 750,000
University of Utah / ISU	\$ 60,000							
Salt Lake City/Pocatello Core Program		3	funded	3	\$ 180,000		\$ -	\$ 180,000
Total		3	\$ -	3	\$ 180,000		\$ -	\$ 180,000
Grand Total		158	\$ 622,500	30	\$ 1,500,000	16	\$ 195,000	\$ 2,317,500

1. Three new resident(s) in FY 2020 paid for @ \$50K/resident instead of \$60K/resident. Hence 3 x \$10K = \$30K

2. One new resident in FY 2020 paid for @ \$50K/resident instead of \$60K/resident. Hence 1 X \$10K = \$10K

3. Ten new resident(s) in FY 2020 paid for @ \$50K/resident instead of \$60K/resident. Hence 10 X \$10K = \$100K

Attachment Four- Idaho Graduate Medical Education / SBOE FY 2024 Budget Request of the Ten**Year GME Plan at 3% Funding Cap (June 2022)****Ten Year GME FY 2024 Budget Increase Request**

Program	Current Funding per FTE	Existing Residents/Fellows (FY2023)		New Residents / Fellows (FY 2024)		Other		Total FY 2024 Requested Funding Increase
		FTEs		FTEs	Funding at \$53,175	FTEs		
<u>Family Medicine Residency of Idaho</u>	\$ 40,000							
Boise Family Medicine		36		1*	THCGME		\$ -	
Caldwell FM Rural Training Track		9		1*	THCGME		-	
Magic Valley FM Rural Training Track		6			-		-	-
Nampa Family Medicine		18						
Boise Pediatrics				4	212,700			212,700
Fellowships (SM, HIV, GER, OB, AM)		5						
Rural Medicine Fellowship - Boise				1	53,175			53,175
Behavioral Health Fellowship - Nampa				1	53,175			53,175
Total		74	\$ -	6	\$ 319,050			\$ 319,050
<u>Idaho State University</u>	\$ 40,000							
Pocatello Family Medicine		24		2	\$ 106,350		\$ -	\$ 106,350
RTT Rexburg Resident		3			-		-	-
Total		27		2	\$ 106,350		\$ -	\$ 106,350
<u>Kootenai</u>	\$ 40,000							
Coeur d'Alene Family Medicine		19		1	\$ 53,175		\$ -	\$ 53,175
FM/Behavioral Health Fellowship		1						
Rural Fellowship		1						
Total		21		1	\$ 53,175		\$ -	\$ 53,175
<u>Boise Internal Medicine</u>	\$ 20,000							
Boise Internal Medicine		30		1	\$ 53,175			\$ 53,175
Preliminary Year Intern Program		4					-	-
IM Chief Resident		3						
Addiction Medicine Fellowship		2					-	
Palliative Medicine Fellowship								
Total		39		1	\$ 53,175		\$ -	\$ 53,175
<u>Western Idaho Psychiatry</u>	\$ 49,725							
Boise Core Program		16	(Already funded above \$45K)				\$ -	
Total		16	\$ -				\$ -	\$ -
<u>Eastern Idaho Regional Medical Center</u>	\$ 40,000							
Internal Medicine		30						
Family Medicine		18						
Psychiatry				4	\$ 212,700			\$ 212,700
Total		48		4	\$ 212,700		\$ -	\$ 212,700
<u>Eastern Idaho / ISU/Psychiatry</u>	\$ 60,000							
UU/ISU Psychiatry		12			\$ -		\$ -	\$ -
Total		12			\$ -		\$ -	\$ -
Grand Total		237	\$ -	16*	\$ 744,450			\$ 744,450

* Funded through Teaching Health Center - GME

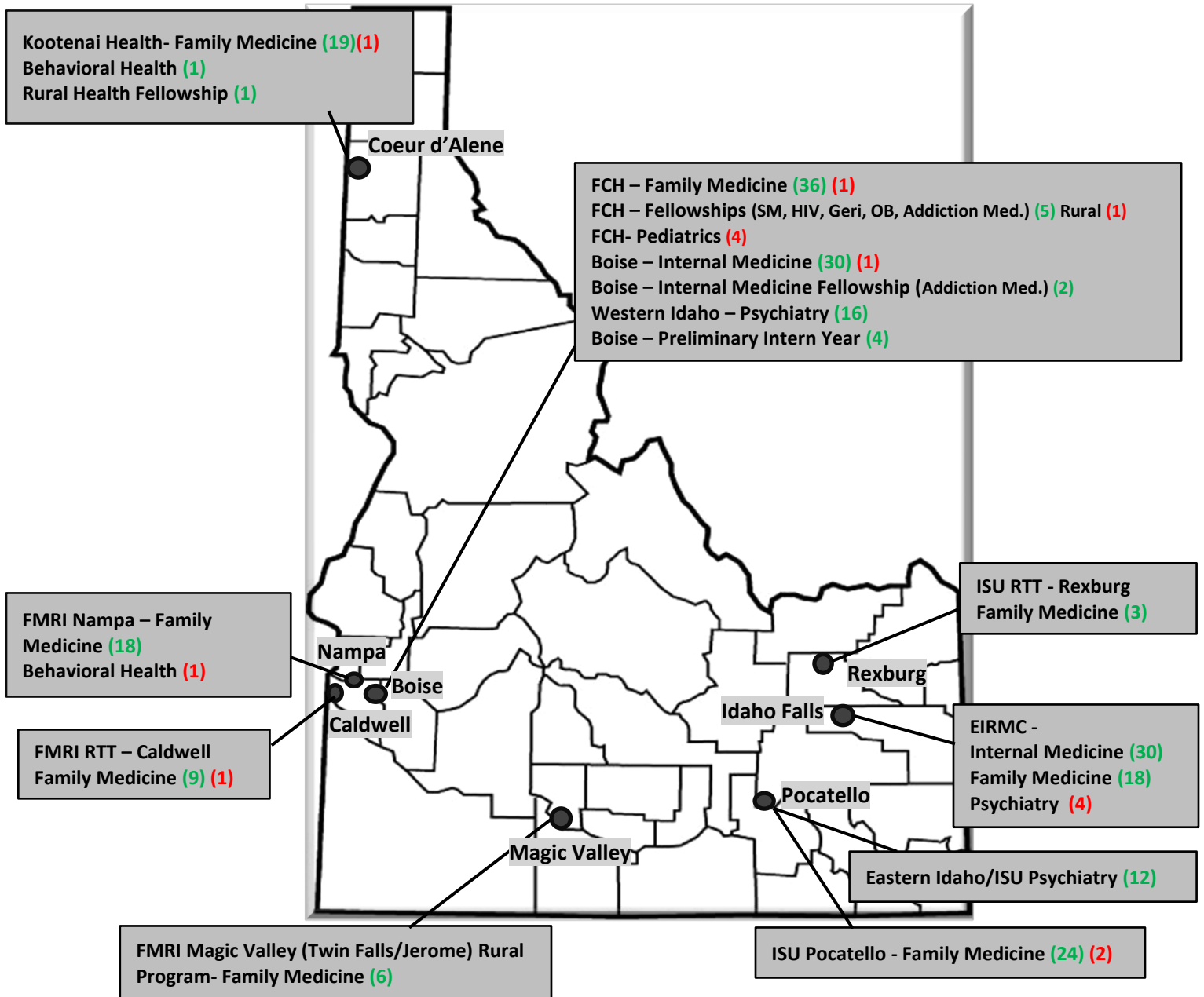
**16 new FTE's but only 14 will be funded in the FY2024 budget

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
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ATTACHMENT 4

Attachment One – GME Programs and Resident and Fellow Locations in Idaho as of July 1, 2022

Program and Fellowship Locations (2022)



Current Resident and Fellows in Idaho as of July 1, 2022 = 237

Potential New Residents and Fellows in Idaho as of July 1, 2023 = 16

Total Number of Residents and Fellows if FY 2024 budget for new Residents and Fellows Approved = 253

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ATTACHMENT 5

Attachment Three – Table of Idaho GME Programs with Current and Proposed Residents and Fellows

	Existing Residents/Fellows (FY2023)	New Residents/Fellows (FY2024)	Other (FY2024)
<u>Full Circle Health</u>			
Boise Family Medicine	36	1*	
Caldwell FM Rural Training Track	9	1*	
Magic Valley FM Rural Training Track	6		
Nampa Family Medicine	18		
Pediatrics (Boise)		4	
Fellowships (SM, HIV, GER, OB)	4		
Addiction Medicine Fellowship	1		
Rural Family Medicine Fellowship		1	
Behavioral Health Fellowship		1	
Psychology Intern			
Total	74	8	
<u>Idaho State University</u>			
Pocatello Family Medicine	24	2	
RTT Rexburg Resident	3		
Total	27	2	
<u>Kootenai</u>			
Coeur d'Alene Family Medicine	19	1	
FM/Behavioral Health Fellowship	1		
FM/Rural Fellowship	1		
Total	21	1	
<u>Boise Internal Medicine</u>			
Boise Internal Medicine	30	1	
Preliminary Year Intern Program	4		
IM Chief Resident	3		
Addiction Medicine Fellowship	2		
Total	39	1	
<u>Western Idaho Psychiatry</u>			
Boise Core Program	16		
Total	16		
<u>Eastern Idaho Regional Medical Center</u>			
Internal Medicine	30		
Family Medicine	18		
Psychiatry		4	
Total	48	4	
<u>Eastern Idaho / ISU/Psychiatry</u>			
UU/ISU Psychiatry	12		
Total	12		
Grand Total	237	16*	
*16 New GME positions of which 14 will be funded by Idaho			

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ATTACHMENT 6

Attachment Five – Idaho GME Program Dashboard and Metrics
Report to SBOE from GME Committee – Dashboard – 7/18/2022

Program	First Graduating Class	100% Fill Rate Intern Class	ACGME Accreditation	Graduates Practicing in Idaho as Measured by Rolling 5-year Average ≥50% - Fam Med ≥40% - Int Med ≥30% - Psych ≥30% - Emerg Med ≥30% - Surgery	Graduates in continued fellowship training outside of Idaho *	≥30% of Graduates in Idaho Serve in Rural or Underserved Areas by Rolling 5-year Average		≥80% Board Certification Pass Rate for Graduates as Measured by Rolling 5-year Average
						Rural**	Urban Underserved [#]	
Full Circle – Boise	1976	100%	Yes	31 of 56 / 55%		5 of 31 / 16%	20 of 31 / 65%	45 of 45 / 100%
Full Circle – Fellowships	1999	100%	Yes	12 of 19 / 63%		1 of 12 / 8%	9 of 12 / 75%	19 of 19 / 100%
Full Circle – Caldwell RTT	1998	100%	Yes	10 of 14 / 71%		3 of 9 / 33%	5 of 9 / 56%	14 of 14 / 100%
Full Circle – Magic Valley RTT	2012	100%	Yes	7 of 10 / 70%		3 of 6 / 50%	3 of 6 / 50%	10 of 10 / 100%
Full Circle – Nampa	2022	100%	Yes	5 of 6 / 83% (1 year of data)		2 of 6 / 33% (1 year of data)	2 of 6 / 33% (1 year of data)	6 of 6 / 100% (1 year of data)
ISU – Pocatello	1994	100%	Yes	19 of 35 / 54%		8 of 19 / 42%	9 of 19 / 47%	35 of 35 / 100%
ISU – Rexburg RTT	2022	100%	Yes	1 of 1 / 100% (1 year of data)		0 of 1 / 100% (1 year of data)	1 of 1 / 0% (1 year of data)	1 of 1 / 100% (1 year of data)
Kootenai Family Medicine	2017	100%	Yes	23 of 30 / 77%		5 of 23 / 22%	11 of 23 / 48%	30 of 30 / 100%
Boise Internal Medicine/Fellowship	2014	100%	Yes	23 of 41 / 52%		1 of 23 / 4%	5 of 23 / 15%	31 of 38 / 82%
Western Idaho Psychiatry	2010	100%	Yes	14 of 18 / 77%		0 of 18 / 0%	14 of 14 / 100%	14 of 15 / 93%
EIRMC Internal Medicine	2021	100%	Yes	6 of 19 / 32% (2 years of data)		1 of 6 / 17% (2 years of data)	1 of 6 / 17% (2 years of data)	5 of 7 / 71% (1 year of data)
EIRMC Family Medicine	2023	100%	Yes	NA		NA	NA	NA

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ATTACHMENT 6

EIRMC Psychiatry	2026	100%	Yes / Initial	NA		NA	NA	NA
U of U/ISU Psychiatry	2024	100%	Yes	NA		NA	NA	NA

Key: **Green** – measure met **Yellow** – measure nearly met **Red** – not meeting measure

*Fellowship training outside of Idaho does not count in the denominator for a program until they finish fellowship training. Programs will track these fellows. If they do not return to Idaho, they will then be added to the denominator for percentage calculations.

**Definition of Rural Idaho – According to the Idaho Department of Commerce, rural counties in Idaho are defined as those with <20,000 population. 35 of 44 counties in Idaho are rural by this definition. Non-rural counties are: Ada, Bannock, Bonneville, Canyon, Kootenai, Latah, Madison, Nez Perce, and Twin Falls.

#Definitions of Underserved Idaho

1. Primary Care Underserved - 97% of all of Idaho qualifies as a Health Professional Shortage Area (HPSA) for primary care. The only areas without a primary care HPSA designation are Ada County, half of Blaine County (Sun Valley area), and half of Bonneville County (Idaho Falls area).
2. Mental Health Care - 100% of Idaho (all counties and areas) are mental health HPSA's.
3. All FQHCs and Community Health Centers serve underserved Idaho.

