STATE BOARD OF EDUCATION MEETING
April 25-26, 2023
University of Idaho
Pitman Center, 2nd Floor
709 Deakin Avenue
Moscow, ID 83843

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

Tuesday, April 25, 2023 - 7:30 a.m. (Pacific Time)

EXECUTIVE SESSION – **(Closed to the Public)**
Action Item to go into Executive Session - No action taken in Executive Session.
To conduct CEO Evaluations.

1. To go into Executive Session pursuant to Idaho Code § 74-206(1)(b) "to consider the evaluation, dismissal or disciplining of, or to hear complaints or charges brought against, a public officer, employee, staff member or individual agent."
2. To go into Executive Session pursuant Idaho Code § 74-206(1)(e) "to consider preliminary negotiations involving matters of trade or commerce in which the governing body is in competition with governing bodies in other states or nations."

Tuesday, April 25, 2023 - 9:30 a.m. (Pacific Time)

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

CONSENT
BAHR
1. FY 2024 Appropriations – Action item
2. FY 2024 Opportunity Scholarship – Educational Costs – Action Item
3. Boise State University – Student Health Insurance Program (SHIP) Contract – Action Item
4. Boise State University – Micron Center for Materials Research – Metal-Organic Chemical Vapor Disposition Project Construction and Financing – Action Item
5. Boise State University – Student Union Building – Switchgear Replacement Project – Action Item
6. Boise State University – EFY, LLC Summer Camp Agreement – Action Item

7. Boise State University – 6 Year Capital Construction Plan Amendment Action Item
8. University of Idaho – Faculty Multi-Year Law Contracts – Action Item

IRSA

9. Boise State University – Online Bachelor of Project Management – Action Item
10. Boise State University – PhD in Public and Population Health Leadership – Action Item

PPGA

11. Data Management Council Appointments – Action Item
12. Indian Education Committee Appointments – Action Item

SDE

13. Emergency Provisional Certificates – Action Item
14. Safety Busing – Approval to Transport Students Less Than ½ Mile – Action Item
15. Transportation Funding – 103% Cap Waiver – Action Item
16. Praxis II Assessments – Qualifying Scores – Action Item
17. Professional Standards Commission Appointments – Action Item

UNIVERSITY OF IDAHO BOARD OF REGENTS

UNIVERSITY OF IDAHO COMMUNITY FORUM - Information Item

1. University of Idaho - Students address the Board
2. University of Idaho - Employees address the Board

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

1. University of Idaho Annual Report – Information
2. University of Idaho 4-H and STEM Education Presentation – Information Item

STATE DEPARTMENT OF EDUCATION

1. University of Idaho – Educator Preparation Program Update – Information Item

WORK SESSION

PPGA

A. Institution and Agencies Strategic Planning – Information Item

STATE DEPARTMENT OF EDUCATION

2. State Superintendent – Priorities – Information Item
3. ESEA Consolidated State Plan Amendment – Action Item

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

1. Board Policy III.Z. – Planning and Delivery of Postsecondary Programs and Courses – First Reading – Action Item
2. Board Policy III.M. – Public Postsecondary Accreditation – Second Reading – Action Item
3. Board Resolution Prohibiting Diversity Statements in Hiring and Promoting an Environment of Belonging for All Students at Public Postsecondary Institutions– Action Item
4. Complete College Idaho Report – Action Item

5. Student Mental Health Update – Information Item
6. Boise State University – New Institute for Microelectronics Education and Research – Action Item

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Wednesday, April 26, 2023 – 7:30 a.m. (Pacific Time)

EXECUTIVE SESSION – **(Closed to the Public)**
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To conduct CEO Evaluations.

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

Wednesday, April 26, 2023 - 9:00 a.m. (Pacific Time)

OPEN FORUM

BUSINESS AFFAIRS AND HUMAN RESOURCES
1. Boise State University – New Residence Hall Project Budget and Construction – Action Item
2. Idaho State University – Athletics Funding Cap – Action Item
3. Idaho State University – Meridian Campus Master Plan – Action Item

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
3. Idaho Public Television – Annual Report – Information Item
4. Idaho Digital Learning Academy - Annual Report - Information Item
5. Educator Preparation Programs – Performance Measures – Action Item
6. Accountability Oversight Committee – Annual Report and Recommendations – Action Item
7. 2023 Legislative Update – Information Item
8. Board Policy IV.B. State Department of Education and IV.D. Standards Review Process and Certification Endorsements (new section) – First Reading – Action Item
9. Board Policy I.J. Facilities Use – Second Reading – Action Item
10. Temporary Rule – Docket 08-0201-2301 – Enrollment Reporting – Action Item
11. Boundary County School District – Trustee Zone Map Changes - Action Item

INFORMATIONAL

BAHR

1. Intercollegiate Athletics – FY 2022 Revenue and Expenses Reports – Information Item
2. Intercollegiate Athletics – FY 2022-2023 Compensation Reports – Information Item
3. Intercollegiate Athletics – FY 2023 Gender Equity Reports – Information Item

IRSA

4. Program Progress Reports – Information Item
5. Online Joint Graduate Certificate in Nuclear Safeguards and Security – Information Item

ELECTION OF OFFICERS - Action Item

EXECUTIVE SESSION – **(Closed to the Public)**
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To conduct CEO Evaluations.

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If auxiliary aids or services are needed for individuals with disabilities, please contact the Board office at 208-332-1571. If you wish to speak at Open Forum the deadline to sign up to speak is 9:30 a.m. (PT), April 23, 2023. While the Board attempts to address items in the listed order, some items may be addressed by the Board prior to, or after the order listed.

BOARDWORK
APRIL 25, 2023

1. Agenda Approval

Changes or additions to the agenda.

BOARD ACTION
I move to approve the agenda as posted.

2. Minutes Approval

BOARD ACTION
I move to approve the minutes for the February 15-16, 2023 Regular Board meeting, the March 2, 2023 and March 22, 2023 Special Board meetings.

AND

I move to approve the amended minutes for the August 25-26, 2021 Regular Board meeting.

3. Rolling Calendar

BOARD ACTION
I move to set April 17-18, 2024 as the date and the University of Idaho as the location for the April 2024 regularly scheduled Board Meeting.

AND

I move to cancel the Board retreat scheduled for May 11, 2023.

DRAFT Minutes February 15-16, 2023

IDAHO STATE BOARD OF EDUCATION MEETING
February 15-16, 2023
Boise State University
Simplot Ballroom
1700 W University Drive
Boise, ID 83725

A regular meeting of the Idaho State Board of Education was held at Boise State University February 15-16, 2023. Board President Kurt Liebich presided and called the meeting to order at 1:00 p.m. (MT).

Present

Kurt Liebich, President
Dr. Linda Clark, Vice-President
Dr. David Hill, Secretary
Shawn Keough
Cally Roach
Cindy Siddoway
William G. Gilbert, Jr.
Superintendent Debbie Critchfield

Absent
None

Wednesday, February 15, 2023 – 1:00 p.m. (MT)

Prior to the start of the official meeting Board President Liebich welcomed Superintendent Critchfield back to the Board. Superintendent Critchfield said it was exciting to be back on the Board and to be back among familiar faces and new friends. She quickly outlined some of her priorities for the next four years. Each of these items can be grouped into two categories; student growth and achievement, and preparation.

To achieve these goals, she and her team will focus on:

1. An investment in literacy training including dyslexia training.
2. Foundational Math work expansion and strengthening career technical education offerings.
3. Initiation of a discussion to review High School graduation requirements.
4. Developing regional support centers catering to the specific needs of the students in each area.
5. Developing a working group to create behavioral health programs for students.
6. Initiate curriculum review.
7. Support the needs of parents whether its via school choice, or navigating issues they are having with their local school Boards.

Board President Liebich said the Board is looking forward to helping the Superintendent move along her agenda.

BOARDWORK

1. Agenda Review and Approval – Action Item

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

2. Minutes Review and Approval – Action Item

BOARD ACTION
M/S (Clark / Roach) I move to approve the minutes for the December 21, 2022 Regular Board Meeting. A roll call vote was taken, and the motion carried 8-0.

3. Rolling Calendar – Action Item

BOARD ACTION
M/S (Clark / Hill) I move to set February 21 - 22, 2024 as the date and Boise State University as the location for the February 2024 regularly scheduled Board meeting. A roll call vote was taken, and the motion carried 8-0.

A discussion ensued about moving the February 2024 Board meeting to a later time to accommodate for Board members schedules. A new motion was made.

M/S (Hill / Roach) I move to set February 27-28, 2024 as the date and Boise State University as the location for the February 2024 regularly scheduled Board meeting. A roll call vote was taken, and the motion carried 8-0.

CONSENT
BAHR

1. Boise State University – Multi-Year Employment Agreements – Men's Football Defensive and Offensive Coordinators – Action Item

BOARD ACTION
M/S (Clark / Hill) I move to approve the request by Boise State University to enter into an employment agreement with Spencer Danielson, Defensive Coordinator for its football team, as presented in the attached documents. A roll call vote was taken, and the motion carried 8-0.

AND

M/S (Clark / Hill) I move to approve the request by Boise State University to enter into an employment agreement with Bush Hamdan as Offensive Coordinator for

its football team, as presented in the attached documents. A roll call vote was taken, and the motion carried 8-0.

2. Boise State University – Oracle HCM Contract Renewal – Action Item

BOARD ACTION
M/S (Clark / Hill) I move to approve Boise State University's request to approve the renewal of its Human Capital Management cloud system with Oracle America, Inc. as outlined herein. A roll call vote was taken, and the motion carried 8-0.

3. Boise State University – Student Union Building Fire Alarm – Action Item

BOARD ACTION
M/S (Clark / Hill) I move to approve the request by Boise State University to upgrade the fire alarm system and panel in the Student Union Building for an amount not to exceed $1.75 million dollars. A roll call vote was taken, and the motion carried 8-0.

4. Boise State University – Auxiliary Gymnasium Remodel in Extra Mile Arena – Action Item

BOARD ACTION
M/S (Clark / Hill) I move to approve the request by Boise State University to proceed with planning and design for $700,000 for the Auxiliary Gymnasium Renovation project and to issue a RFQ for design-build or for design services subject to discussions with DPW. A roll call vote was taken, and the motion carried 8-0.

5. Boise State University – Online Program Fees – Cryptology Security Analyst Graduate Certificate, Project Management Undergraduate Certificate, and Social Medial Creator Undergraduate Certificate – Action Item

BOARD ACTION
M/S (Clark / Hill) I move to approve the request by Boise State University to charge online program fees of $525 per credit for a Graduate Certificate in Cryptology Security Analyst, and $350 per credit for Undergraduate Certificates in Project Management and Social Media Creator. A roll call vote was taken, and the motion carried 8-0.

6. Idaho State University – Multi-Year Employment Agreement – Men's Head Football Coach – Action Item

BOARD ACTION
M/S (Clark / Hill) I move to approve the request by Idaho State University to enter into a five (5) employment agreement with Cody Hawkins, Head Football Coach, commencing on February 20, 2023 and terminating on January 21, 2028, at a base

salary of $210,000 and supplemental compensation provisions, as submitted. A roll call vote was taken, and the motion carried 8-0.

7. Idaho State University – Online Program Fee – Industrial Cybersecurity Engineering Technology Apprenticeship Program and Professional Fee – Graduate Certificate in Nursing Education – Action Item

BOARD ACTION
M/S (Clark / Hill) I move to approve the request by Idaho State University to implement an online program fee of $350 per credit for the Industrial Cybersecurity Engineering Technology Apprenticeship program, and $120 per credit professional fee, in addition to the normal tuition, for a new Graduate Certificate in Nursing Education, in conformance with the program budgets submitted to the Board in Attachments 1 and 2. A roll call vote was taken, and the motion carried 8-0.

IRSA

8. General Education Matriculation Committee Appointments – Action Item

BOARD ACTION
M/S (Clark / Hill) I move to appoint Jacob Haeberle, representing the College of Eastern Idaho, to the General Education Matriculation Committee, effective immediately. A roll call vote was taken, and the motion carried 8-0.

PPGA

9. Indian Education Committee Appointments – Action Item

BOARD ACTION
M/S (Clark / Hill) I move to appoint Ms. Gail Ballard, representing North Idaho College to the Idaho Indian Education Committee effective February 15, 2023 and expiring June 30, 2027. A roll call vote was taken, and the motion carried 8-0.

10. University of Idaho – Facilities Naming – Action Item

BOARD ACTION
M/S (Clark / Hill) I move to approve the request by the University of Idaho to name the Idaho Asia Institute "The Habib Idaho Asia Institute" and authorize the President of the University of Idaho, or the President's designee, to execute the agreement and any related transactional documents. A roll call vote was taken, and the motion carried 8-0.

11. STEM Action Center – STEM School Designation – Action Item

BOARD ACTION

M/S (Clark / Hill) I move to approve the request by the STEM Action Center to designate Project Impact STEM Academy #513 as a Designated STEM School for 2023-2027. A roll call vote was taken, and the motion carried 8-0.

AND

I move to approve the request by the STEM Action Center to designate Columbia High School in Nampa School District #131 as a Designated STEM School for 2022-2026. A roll call vote was taken, and the motion carried 8-0.

AND

M/S (Clark / Hill) I move to approve the request by the STEM Action Center to designate Ernest Hemingway STEAM School in Blaine County School District #61 as a Designated STEM School for 2022-2026. A roll call vote was taken, and the motion carried 8-0.

AND

M/S (Clark / Hill) I move to approve the request by the STEM Action Center to designate JR Simplot Elementary School in American Falls School District #381 as a Designated STEM School for 2022-2026. A roll call vote was taken, and the motion carried 8-0.

AND

M/S (Clark / Hill) I move to approve the request by the STEM Action Center to designate Fernan STEM Academy in Coeur d'Alene School District # 271 as a Designated STEM School for 2022-2026. A roll call vote was taken, and the motion carried 8-0.

SDE

12. Professional Standards Commission Appointments – Action Item

BOARD ACTION
M/S (Clark / Hill) I move to appoint Ryan Cantrell to the Professional Standards Commission for a partial term beginning immediately and ending June 30, 2026, representing the State Department of Education. A roll call vote was taken, and the motion carried 8-0.

13. Emergency Provisional Certificates – Action Item

BOARD ACTIONS
M/S (Clark / Hill) I move to approve the request by the State Department of Education for one-year emergency provisional certificates in the Instructional and

career technical education certificates with endorsement area(s) at the specified school districts as provided herein for the 2022-2023 school year for the following individuals: Claudio Pinto, Matthew Hansen, Brian Bell, Chelsey Day, Avery Harrison, Laurie Merchant, Kaitlyn Hill, John Sowell, Brooke Anhder, Sierra Hocklander, Reena Forsman, Edward Simmons, McKayla McAuley, Kristipher Buchanan, Michael Majors, Lori Norman, Alissa Rodriguez, Austin Hall, Deven Maddy, Tara Jolly, Evonne McGuire, Molly Alles, Lori Erickson, Tiffany Harrison, Jace Thompson, Kelly Culver, Derinda Johnson. A roll call vote was taken, and the motion carried 8-0.

AND

M/S (Clark / Hill) I move to approve the request by State Department of Education for one-year emergency provisional certificates in the School Counselor and School Psychologist, endorsement area at the specified school districts as provided herein for the 2022-2023 school year for the following individuals: Cody Custer, Abigial Lawton, Gabrielle Nash. A roll call vote was taken, and the motion carried 8-0.

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

BOARD OF TRUSTEES – BOISE STATE UNIVERSITY

1. Boise State University Students

The following students addressed the Board; Mariette Barcinas, Mandy Snowden-Edmonds, Sarah Carson, Sabrina Mead, Ryan Bernard, Adam Jones and Serena Henry.

Dr. Hill asked if any of the students did internships and he wondered if they helped or didn't help with their academic experience.

Two of the students said working in the Idaho Legislature as an intern was helpful in learning more about how the Idaho political landscape works. The rest of the students shared that they did internships in such diverse areas such as the US Airforce, Graduate Research Assistant in Infant Biometrics, Bronco Corp (a paid internship program coordinated by the College of Business and Economics), non-profit foundations, extended studies, and even the Idaho State Board of Education working for the Academic Affairs office.

Mrs. Roach asked the students about college affordability and if they were getting help with their financial obligation while earning their higher education degree.

The students shared that they have applied for scholarships and student loans due to the rising costs of education and the rising cost of living. The students are also

working on campus to help defray costs. One student shared that she was homeless prior to applying to BSU and she felt that there were additional hurdles she needed to address to complete the enrollment paperwork, so she started college a year later than she would have wanted.

Dr. Clark asked the Idaho students if they participated in the dual credit program as part of their high school experience and if so what impact did that have as they matriculated to Boise State.

The students shared the following; by the time one student had completed high school she had also completed a year and a half of her psychology bachelor's degree and it made her college workload easier so that she could work a campus job and participate in extracurricular activities. One student took both AP and dual credit courses but she did not see any advantage to taking either since they were not applicable to the program she entered at BSU, so it still took her four years to complete her degree. One student shared that what taking dual credit courses did for him was to prepare him for what being in college would be like.

Board President Liebich asked those who graduated from Idaho High Schools if they felt academically prepared to enter college.

The students said they wish they had been better prepared as to the demands of the college experience especially as it pertains to the turning in of assignments and even test taking. What happens in high school is not what happens in a college classroom and that was a real wake up call. They also shared that the application process and the student loan process were complicated and they were unprepared for that. One student was a member of her schools Trio program which prepared her for applying for school and student loans so she felt better prepared than most.

Superintendent Critchfield asked if the students were in a room full of high school freshman what advice would they give them, as experienced as they are now.

The students said they would share the following; take advantage of all of the resources on campus which are available to you such as using the writing center and shuttle service; explore your options, check out multiple internships and take courses to broaden your horizon, this may lead to a change in your career aspirations. One student shared that she helped to develop a club for disabled students as there wasn't one on campus when she arrived but it took her three years to learn that she could start a club. The students said to get involved in student government or clubs or sororities early in the process which will give you more opportunities and the ability to meet more students. And lastly, communicate early and often with the instructors. Building these types of relationships will help you learn who to have in your support system.

Board President Liebich said a current narrative circulating in the press is that higher education isn't worth the financial investment. He asked the students to share their perspective on this issue.

The students said no education is wasted and they have more options and opportunities available to them with their degree, then without. One student shared that she has friends who left Idaho to get their higher education degree, which they are paying more for, and they have the same opportunities in front of them, so she was glad she stayed in Idaho where education is more affordable.

There were no further comments or questions from the Board.

2. Boise State University Employees address the Board

The following faculty members addressed the Board; John Hawbaker, Interim Director, Veterans Services; Kelly Talbert, Executive Director, Admissions & New Student Programs; Kelly Myers, Associate Dean, College of Arts and Sciences; Peter Risse, Associate Dean, Extended Studies; Andrew Finstuen, Dean of the Honors College and Associate Vice President for Strategic Planning and Special Initiatives at Boise State University; Angie Phillips, Program Director & Clinical Asst. Professor, Nursing Department, College of Health Sciences; Megan Koster, Department Chair, Clinical Associate Professor, Master's Program Director, Department of Respiratory Care, College of Health Sciences.

Mr. Gilbert asked the instructors to give their perspectives into why funding education matters.

The faculty said the ability to reallocate funding to certain programs has been helpful. The ability to fund programs to ensure they can be successful, prior to asking for long term funding is invaluable. Everything being done today to make students successful in the work force makes education spending incredibly important. It cannot be stressed enough how important this investment in student outcomes is. The students have also shared what they dream their education will do for them in the future, and the support they receive during their time at BSU helps to shape their narrative and show them new ways to achieve their goals.

Mrs. Roach asked how, or if, they interacted with the employers and companies in the state and how do they direct students to those companies.

The nursing students interact in a clinical setting with most of the health care partners in the state. Nursing programs are developed by nurses which leads to a higher competency rate for nursing students. There is direct engagement with Micron and Amazon to prepare students for a role working for either company.

Dr. Hill asked what questions arise from first year students during orientation.

Ms. Talbert said first generation students are often daunted by the entire college process from getting enrolled, onboarding, receiving counseling, and navigating campus life.

Dr. Hill asked if we were serving Idaho Veterans well.

Mr. Hawbaker said he believed so. There is a system in place to help veteran students with housing, tuition and fees and putting them in touch with services available to veteran students from across Idaho. The teachers also disclosed that BSU is the only Idaho institution which is a member of a baccalaureate consortium which means veterans can take their credits with them when they transfer.

Dr. Clark asked if our veterans are getting full credit for prior learning as they come into Idaho institutions.

BSU is working with veterans to get college credit for previous college level learning. The statistic shared with the Board was that of those students who were given credit for all prior learning, not only are they are being retained at 100 percent, but they have all graduated with a degree.

Board President Liebich asked if the instructors were seeing any learning gaps as it pertains to the fallout from the pandemic.

Some of what the instructors have seen is that the students have underdeveloped socialization skills and have trouble interacting and communicating with others. There is also a noticeable increase in mental health struggles and campus resources are being utilized to help with this problem.

Mrs. Roach thanked everyone for their continued efforts in reaching out to students in rural areas who cannot get into Boise to take in-person classes and she wondered what else could be done to get more non-traditional students enrolled.

The instructors agreed that it was important to find ways to let students learn and work in the community's they lived in. Therefore, community outreach is ongoing in rural areas throughout Idaho. Employers in rural areas also need to show up for these students in order to place them in good jobs within their own communities.

Board President Liebich asked what the morale was like on campus.

The teachers said using the strategic plan helped with lifting morale during the pandemic. While many of the support staff and faculty are exhausted due to the increased demands from the pandemic everyone still continues to help students with their needs. Retaining and attracting good new talent is also challenging in this current economic climate.

There were no further comments or questions from the Board.

At this time the Board took a 12-minute break, returning at 2:30 p.m. (MT).

DRAFT Minutes February 15-16, 2023

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

1. Boise State University Annual Report – Information Item

Dr. Marlene Tromp, President, Boise State University, gave the annual report to the Board sharing the following highlights.

- BSU has had a 29 percent increase in 6-year graduation rates; a 44 percent increase in 4-year graduation rates; a 21 percent increase in research awards, a 79 percent increase in online enrollment and a 41 percent increase in philanthropy from FY 21 to FY 22.
- BSU serves more than 32,000 students annually, granting more than 5,300 degrees a year. BSU awards more college degrees than any other public institution in Idaho and awards more bachelor's degrees than all other Idaho public universities combined.
- Idaho student enrollment increased by 20 percent just this past year.
- BSU has collaboration agreements with all Idaho institutions offering degrees in various programs such as Cybersecurity degrees, Idaho Science and Technology Policy Fellowships and a graduate certificate in Nuclear Security and Safeguards.
- There are currently 5,428 students accessing BSU's online programming which is an 80 percent increase within just the last 5 years.
- BSU has 1,831 veteran students; which represents 80 percent of all Idaho veterans currently serving active duty, national guard and reserve military students; 4 times more than all of Idaho's other public institutions combined.
- BSU has the highest academic performance among student athletes. Many of BSU's donors first donate to the athletic program.
- BSU has become Idaho's largest graduate school with the addition of nine new doctoral programs in a decade.
- STEM degrees are up 40 percent since 2014.
- BSU's research awards are in such areas as quantum DNA research, Cancer research, cybersecurity and sagebrush research. BSU has received $68 million in research awards, which is a 21 percent increase over the last 5 years. Students earn academic credits working alongside faculty on these research programs, a rarity among research institutions in the country.
- BSU has 167,000 living alumni; 84 percent of 2021-2022 graduates say their job is related to their degree; 74 percent of the 2021-2022 bachelor degree graduates are working in Idaho.
- BSU has the 7th lowest tuition in the country. Forty-five percent of BSU student's graduate without incurring any student loan debt.
- The True-Blue Promise Scholarship is for Idaho students. BSU is projecting they will award 1.8 million in scholarships over the next few years.

Mrs. Roach asked how is BSU able to get 45 percent of their students to graduate without any debt. Dr. Tromp said BSU does an excellent job in making sure the students know what scholarships and what work study programs are available to them.

Mr. Gilbert asked about the changes to BSU's leadership team and he wondered where things stood on that issue. Dr. Tromp said the only position that still needs to be filled is Chief Financial Officer. BSU was able to recruit amazing candidates for top management positions based on BSU's mission, and the ability to relocate to Boise.

There were no further comments or questions from the Board.

BUSINESS AFFAIRS AND HUMAN RESOURCES

1. University of Idaho – Utility Public Private Partnerships Update

Lee Espey, Divisions Operation Officer; Brian Foisy, VP of Finance; and Linda Campos, Associate VP of Finance, University of Idaho, gave the presentation.

Mr. Foisy began by reviewing the P3 partnership. On November 2, 2020, the U of I's Board of Regents approved a 50-year public private partnership (P3), to lease the University's utility system to Sacyr/Plenary (Concessionaire), and grant it the exclusive right to operating the utility system and provide utility services to the University of Idaho campus. Providing an annual report to the Board of Education was part of the partnership agreement paperwork.

- The 50-year lease of utility system assets is used to generate cash flow for core operations through investment of the $188 million upfront consideration (Net of bond defeasance and transaction costs).
- At least $6 million is invested annually in revenue generating strategic initiatives throughout the life of the partnership.
- Some of the capital improvements are the McClure Chiller Improvement which supplies cool water all year long. And the Kibbie Dome Electrical System Replacement program which will be used to replace transformers which are 25 years past their useful life.
- Unplanned outages have occurred since the partnership began such as the transformers failing at the Kibbie Dome right before homecoming, and the concessionaire was able to provide generators so that the festivities could continue.
- The Concession Agreement is very strong but changes / amendments will be brought to the Board's attention. One of the issues that will be brought forward is that the partners are not able to get property insurance for some of the assets which are their responsibility. UI has partnered with State Risk to cover some of those assets; but still there are assets they cannot get coverage for and UI will bring that information back to the Board at a future meeting.
- When this program came before the Board initial modeling reflected positive cash flow over the 50-year agreement of at least $350 million and up to $1.1 billion.
- The Strategic Initiatives Fund (SIF) is a single-purpose 501(c)(3) that invests, manages, and distributes the net closing proceeds from the P3 transaction. The SIF Board is composed of Board President Liebich, Representative Lori McCann and CFO of the University of Idaho, Brian Foisy. Their directive is to develop

investment and spending policies to achieve the maximum value to current and future beneficiaries over the 50 years of the partnership agreement.

- Investments are being used to target three strategic initiatives; student success, research and R1 Goals and Telling Our Story. To that end UI can report the following:
  - Total enrollment is up 6.6 percent.
  - Auxiliary revenue growth of 9.1M.
  - Tuition revenue growth of $5M.
  - Largest freshman class in history.
  - On-campus housing is up 19 percent.

Mr. Gilbert asked how much of the assets were uninsured. Mr. Espey said it was $30 million dollars. Mrs. Roach asked if UI was able to purchase stop loss insurance on the uninsured portion of the assets. Mr. Espey said they were not.

Mr. Gilbert asked if UI had the opportunity to share these outcomes with Legislators during this past legislative session. Mr. Foisy said no formal presentation has been made but Representative McCann does sit on the SIF Board of Directors. Mr. Gilbert thought getting this data before the Legislators would be beneficial in showing its efficiency to the state taxpayer. He further said, since this is a metrics-based program giving the Legislators these projections would be powerful.

Dr. Clark said when this program was proposed it was said that the fees collected would be the measure of success, as the earned money would be used to invest in student success and research. Is the list of student outcomes presented here today the full list of those metrics? Mr. Foisy said no, there are many other performance indicators, this was just a small sample of the types of metrics being used for this program.

Dr. Hill asked what happens if UI reaches capacity limits which will require capital investments and where does that investment come from. Mr. Foisy said UI is working on a second public-private partnership that centers around student housing to expand housing on campus.

Mrs. Siddoway asked if this partnership model was unique to the University of Idaho or is it used broadly across the country. Mr. Foisy said this is not unique to the UI but they are one of only three institutions in the nation who have entered into a public-private partnership such as this one centered around utilities. The more common partnerships deal with student housing.

There were no further comments or questions from the Board.

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

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

Mrs. Roach said there was a minor change that needed to be made to Policy III. M. Dr. TJ Bliss, Chief Academic Affairs Officer, Idaho State Board of Education, said the policy

currently states that all eight institutions shall "be evaluated" by NWCCU based on a seven-year accreditation cycle. The proposed change will clarify the long-standing intent of this policy that institutions shall "be accredited" by NWCCU and "evaluated" on a seven-year accreditation cycle. This was a first reading.

BOARD ACTION
M/S (Roach / Keough) 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.

2. Board Policy III.N. – Statewide General Education – Second Reading

Dr. Bliss said this was a second reading and there were no comments received between first and second reading. Just a reminder that the changes were:

- Change the Oral Communication minimum requirement of the general education framework from two (2) credits to three (3).
- Change the institutionally-designated minimum requirement of the general education framework from six (6) credits to five (5).
- Remove a diagram that is no longer necessary.

BOARD ACTION
M/S (Roach / Clark) I move to approve the second reading of proposed amendments to Board Policy III.N., Statewide General Education, 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.

The Board recessed for the evening at 4:08 p.m. (MT).

Thursday, February 16, 2023 – 8:00 a.m. (MT)

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

3. Graduate Medical Education Strategic Plan Updates

Dr. Epperly, Chairman of the Graduate Medical Education committee, shared the following with the Board.

The Idaho Ten-Year GME Strategic Plan is in its fifth year and 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 five years, the Plan has grown new GME (residency) programs from nine to 13 (45% increase), new fellowship programs from four to ten (150% increase) and has also expanded the number of residents and fellows in training each year from

134 to 243 (81% increase). This Midpoint Update to the Ten-Year GME Strategic Plan was unanimously approved by the Board's GME Committee on January 9, 2023.

Dr. Epperly reminded those in attendance that the pipeline to become a physician is very long. A student begins with a regular college degree; progresses to a four-year medical degree and then does their residency which can be anywhere from three to seven years. Additional fellowship training would happen after that and can be one to three years. The update being presented today shows the gains made in recruiting and retaining medical students.

Statistics show that physicians tend to live within 100 miles from the location of where they received their training.

BOARD ACTION
M/S (Roach / Clark) I move to approve the Midpoint Update to the Ten-Year strategic plan for Graduate Medical Education in Idaho, as provided in Attachment 1. A roll call vote was taken, and the motion carried 8-0.

Matt Freeman, Executive Director, Idaho State Board of Education, said in FY 2018, the legislature appropriated $70,700 (one-time) for the creation of a ten-year GME plan. Dr. Ted Epperly was engaged as a contractor to develop the plan. At a special meeting on December 5, 2017, the Board approved the first Ten-year GME Strategic Plan ("Plan"). In FY 2019, the legislature appropriated $80,000 (ongoing) for a GME committee to oversee the implementation of new GME programs and to advise decision-makers on the medical education pipeline. Dr. Ted Epperly was hired on contract as the GME Coordinator for the state.

Dr. Hill asked if either the pandemic or the ages of current physicians have been a drain on the strategic plan.

Dr. Epperly said yes. The pandemic did disrupt the 10-year plan and it should be considered a 12-year plan as corrections are made to the strategic plan due to pandemic fall out. The pandemic crisis also hastened physician retirements. Currently, over thirty percent of the medical work force in Idaho are over the age of 60, so more retirements are on the horizon.

Superintendent Critchfield asked about the long-range plan in addressing the shortages in rural Idaho in getting more physicians and medical staff into those areas.

Dr. Epperly said paying particular attention to placing physicians in rural and frontier areas is important. A focus on having family medicine doctors live and work in rural areas is ongoing. There are currently twelve family medicine programs in the state specializing in sending people out to rural areas.

Dr. Clark asked Dr. Epperly to explain the rural training tracks.

Dr. Epperly said that rural training tracks are specific training programs internal to medical residency where the first track is done in a larger urban area with the later two years being done in smaller locations. These training tracks are happening in rural areas all over Idaho. Dr. Epperly also mentioned that loan repayment programs are also in place for medical professionals in various disciplines who go into rural and under served areas of the state.

There were no further comments or questions from the Board.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

2. Idaho Division of Career Technical Education (CTE) Annual Report

Dr. Clay Long, Administrator, Career Technical Education, gave the annual report to the Board and he started by saying that CTE's mission is to prepare Idaho's youth and adults for high-skill, in demand careers.

For the secondary snapshot; in the last 5 years there has been a 31 percent growth in total programs in the secondary level; CTE services149 school districts and 16 CTE schools service 18 percent of students enrolled or over 19,000 students. Last year the Legislature created the CTE workforce readiness and CTE diploma. For the first year just under 1,700 diplomas were awarded. Overall 70,000 students were enrolled in the secondary programs throughout the state. Ninety-three percent of CTE students graduate verses eighty percent of all high school graduates; and lastly, fifty percent of high school CTE concentrators went on to college verses only thirty-eight percent of all Idaho graduates.

For the Technical College System there are two programs running from two Idaho colleges and four running from the four Idaho community colleges. For last year over 1,800 certificates were awarded which was an 8 percent increase from the prior year; ninety-two percent technical college students found jobs, continued their education or went into the military and seventy-five percent obtained employment related to their CTE training. Over 5,500 students were enrolled in over 284 programs earning 98,429 year-end credits. This was the first year for Fire Service training program and there was a 31 percent growth in the number of enrollments.

For Adult Education more than 4,100 students were served. Eighty-six percent of GED test takers did not finish high school for various economic and academic reasons. However, the GED pass rate in Idaho is eighty-four percent compared to a seventy-six percent pass rate in the rest of the country.

For SkillStack, over 25,000 unique learners have been awarded at least one badge up from 12,000 in just one school year. Verified industry partners can login, identify a specific set of microcredentials related to their hiring needs, and send a customized email to potential candidates that possess the desired skills – all within the SkillStack® platform. (For a more complete description of SkillStack please reference; https://cte.idaho.gov/programs-2/skillstack/).

For fiscal year 2023 the three CTE priorities are; design and develop a comprehensive program data management system; complete program prioritization and standards revision and identify and improve processes.

Dr. Clark asked for clarification on the term secondary. Dr. Long stated this was the term used for 9 - 12th graders.

Board President Liebich asked, of the 115 school districts in Idaho, how many offer CTE courses. Dr. Long said every school district is required to offer CTE programs and many offer more than one program depending on where they are.

Mr. Freeman asked Dr. Long to clarify what a concentrator is. Dr. Long said a concentrator is a student who has gone through a program of study - a sequential three semesters for regular programs and five semesters for career technical programs, so the courses are stacked for them.

Mr. Freeman asked if there was any data as to how many students had been placed in jobs due to earning the SkillStack badges. Dr. Long said no data is currently available, but the plan is to have that data metric for next year's report.

Dr. Hill asked about industrial certifications. Dr. Long said every CTE program has certification areas listed to identify the area of study. For the CTE diploma an individual, or the districts, have the opportunity to leverage the badges within SkillStack or within industry certification.

Dr. Clark asked about the grants that came from the Legislature this funding cycle. Dr. Long said the modernization and expansion grants were awarded in the amount of $4 million for secondary and $4 million for post-secondary. Schools were allowed to use these funds to expand programs, purchase new equipment and expand facilities for better training.

A discussion ensued about Idaho having a common student information system that becomes a link to the skills that employers want. Using the SkillStack Ecosystem infrastructure was discussed as perhaps being a way to move this need forward. More discussion with stakeholders from various programs around Idaho will need to happen to address this important matter.

At this time the Board took a 10-minute break returning at 9:18 a.m. (MT).

3. Idaho Public Charter School Commission Annual Report

Jenn Thompson, Director, Idaho Pubic Charter School Commission (IPCSC), gave the annual report to the Board.

Ms. Thompson started by saying that the IPCSC became a State Agency in FY 2022. The IPCSC has seven Governor appointed members on its Commission and a small office staff.

Charter Schools started operating in Idaho in 1998 and the Commission was created in 2004. Currently there are 64 authorized charter schools in Idaho with two petitions pending. There are an additional 15 charter schools authorized by districts in Idaho and in FY 2022, 29,000 students attended charter schools, representing 9 percent of public education students.

IPCSC publishes three annual reports all available on their website. They are the Individual School Annual Performance Report, Agency-Wide Annual Performance Report, and the 5-Year Strategic Plan.

In the last year there were eight petitions for new charter schools; four of them were approved, two are still pending and two withdrew from consideration. When the Commission began there were a lot of mom and pop charter schools in Idaho but today they are mostly corporate backing and professionally written applications.

Charter Schools are reviewed every five years. This year there are 17 charter schools being reviewed. Ten of those schools will be recommended to continue without conditions. Seven of those schools will be renewed but with conditions and the conditions range from minor to major issues.

IPCSC also reviews academic outcomes for each charter school in comparison to each other, and then to the other educational options parents have in their communities (public and private schools). This data is used when a charter school application comes up for renewal.

Board President Liebich asked if long term projections were possible to know when Idaho has reached charter school saturation. Ms. Thompson said urban areas have more students in charter schools, or between 30 - 40 percent. In more suburban areas that number is 12-15 percent. The number of students attending charter schools in Idaho is pretty steady even as Idaho's population growth continues.

There were no further comments or questions from the Board.

4. CREDO Presentation – Update

Macke Raymond, Director, Center for Research on Education Outcomes (CREDO) at Stanford University, said CREDO was asked to analyze the academic outcomes of charter schools in Idaho via a grant through BLUUM. Also present was James Lyn Woodworth, Research Fellow at CREDO.

Highlights from the report:

- Growth is estimated by comparing the performance on the state assessment of each student with their previous year's performance.
- Students are matched on 6 characteristics such as race / ethnicity, gender, English proficiency, lunch status (which shows economic status), IEP status and grade level along with prior test scores.
- Brick and Mortar charter schools have grown by 13.6 percent while virtual charter schools have shown a decrease.
- Enrollment in brick and mortar schools saw an almost 20 percent grown rate, while virtual charter schools saw a 22.5 percent decrease in enrollment.
- Idaho also is unusual in that the number of students who qualify for free and reduced lunch in charter schools is lower than the numbers in traditional schools. Idaho has more white students attending charter schools, while the number of Hispanic students is lower. These stats are reverse of the national data.
- For academic performance charter schools are performing poorly in math scores but holding steady in reading. Breaking down the data further shows that virtual charter schools perform less well than brick and mortar charter schools in both math and reading.
- Students in rural charter schools are doing better in math and reading than their counterparts in other states.
- In summary virtual charters have not improved since the previous study; the performance of brick-and-mortar charters has become more varied and seems to have slipped from the previous study.

Superintendent Critchfield asked for their definition of rural. Mr. Woodworth said typically that is any school that is 20 miles away from an urban area.

Board President Liebich said there are two virtual charter schools in Idaho, those approved by the IPCSC and those approved by the local districts. Did CREDO dissect those two different types of charter schools to see which are performing better. Mr. Woodworth said, no they did not slice that data further into schools approved by the IPCSC verses the districts.

There were no further comments or questions from the Board.

Dr. Clark asked to move agenda item No. 7 up so that the PPGA presentations were done prior to any action items being discussed.

7. IKEEP Program Presentation

Dr. Yolanda Bisbee, Vice-Chair, Indian Education Committee, introduced Dr. Vanessa Anthony-Stevens, Associate Professor of Social and Cultural Studies, University of Idaho; Dr. Shawna Campbell-Daniels, IKEEP Director, and Christina Toneekia Hernandez, teacher at Owyhee Combined School, who gave the IKEEP (Indigenous Knowledge for Effective Education Program) presentation.

- IKEEP at the University of Idaho prepares and certifies culturally responsive indigenous teachers to meet the unique needs of American Indian students in K-12 public schools.
- Native American/Alaskan Native youths experience greater academic success when their cultures, languages and community values are included in classroom pedagogy.
- IKEEP works to recruit, prepare, certify and place culturally responsive American Indian educators into teaching positions in schools with high populations of American Indian students.
- IKEEP's model of induction service, professional development, and master Indigenous teacher mentorship is foundational to improving retention (and wellness) of Native teachers who contribute a high-level of specialized Indigenous and Western pedagogical knowledge that benefits all students across Idaho.
- The indigenous Educator Framework was developed by the indigenous knowledge for effective education program and used to strengthen sovereignty through indigenous teacher excellence.
- Since it began in 2016 IKEEP has had three cohorts of students. Cohort 1 had 5 graduates, Cohort 2 has 8 graduates currently receiving their final year of induction services and support, and Cohort 3 has 11 current scholars spanning nine federally recognized tribes in Idaho, Wyoming, Utah, Montana, Oregon and Arizona.
- IKEEP has seen a 400-500 percent increase in American Indian and Alaskan native enrollment in their teacher preparation programs.
- Professional Development modules are offered in Introduction to Indian Education in Idaho and Tribal Sovereignty and Federal Indian Policy: Impacts of Native Education.
- IKEEP research has yielded promising findings that support the positive outcomes of indigenous scholars to develop and apply culturally responsive, self-determination centered approaches to teaching and learning with indigenous youth.

Board President Liebich asked what is the ideal size of the cohort as they begin to expand. Dr. Anthony-Stevens said a cohort size of 12-24 people would be significant but that would need continued support.

Mrs. Roach asked if IKEEP was working on getting more grants, such as the NSF award they received in 2022. Dr. Anthony-Stevens said IKEEP works very hard to get grants but local level contributions would go a long way in furthering their mission.

Dr. Clark asked what percentage of their work was done by grants. Dr. Anthony-Stevens said nearly 100 percent of their work is funded by grants.

Dr. Clark asked that this topic be added to the next Indian Education Committee meeting since all institutions are represented on that committee as well. She asked that a discussion happen with an eye toward what resources would it take to replicate this

program in other areas of Idaho and how to use what IKEEP has learned to perhaps help the Hispanic community recruit and cultivate teachers of their own.

There were no further comments or questions from the Board.

At this time the Board took a 10-minute break returning at 10:29 a.m. (MT)

5. K-20 Education Strategic Plan and IRI Performance Data

Tracie Bent, Chief Policy, Planning and Governmental Affairs Officer, Idaho State Board of Education, started by clarifying an earlier question about virtual schools. School districts are not allowed to authorize virtual charter schools so the programs mentioned would not be included in the data presented. Previously no data has been extracted from school district virtual schools but with the increase of those programs because of the pandemic the Board may wish to change this data collection moving forward.

Based on that statement, Dr. Clark thinks that school districts who have virtual schools should report them as separate buildings and not leave that determination to the district as to how they report the data to the Board.

Ms. Bent reviewed the changes to the FY 2023 Strategic Plan saying the changes noted in Attachment 1 came from the December 2022 Board meeting. Of special note on page 5, Attachment 1, the Board removed the 60 percent rule last year. A different objective would be to say that all high school seniors leave high school college and career ready which allows the Board to look at various measures instead of looking at a single measure.

Ms. Bent mentioned the highlighted measure found on page 8, Attachment 1, Percentage of high school students participating in apprenticeships and postsecondary students participating in internships. This is a new benchmark for the Board added last year. The Planning, Policy, and Governmental Affairs Committee thought this measure was important to leave in the plan because it is an important piece of the work the Board is doing. Additional amendments to the document were noted that did not amend the overall goals and objectives but added additional specificity to the performance measures to assure all of the measures were reported using the same methodology between postsecondary institutions where applicable to assure the data could be rolled together at the state level for the Board's plan.

BOARD ACTION
M/S (Clark / Roach) I move to approve the FY 2024-2029 K-20 Education Strategic plan as provided in Attachment 1 including the additional items that the Board discussed at this meeting. A roll call vote was taken, and the motion carried 8-0.

Board President Liebich said this Board is very aware that for students to be successful, 60 percent of them will need a post-secondary degree or certificate.

Mrs. Roach said while many of the measures have been removed from the strategic plan, the measure kept (page 7, Attachment 1, Percent of students who complete the Free Application for Federal Student Aid (FAFSA)) really does not address affordability. She asked Ms. Bent which measure should be added back to the strategic plan to measure affordability. Ms. Bent said nationally there is much discussion on affordability and the one measure she would recommend to be put back into the strategic plan can be found on the bottom of page 7, Attachment 1, average net price to attend public institutions.

There were no further comments or questions from the Board.

6. 2023 Legislative Update

Dr. Clark prefaced the discussion by letting everyone know that the bills before the Legislature are in flux and thus this agenda item is just to familiarize the Board with theses bill but the Board will not take any action today either in support or opposition to any of this legislation.

Ms. Bent reviewed the 2023 Legislative bills as they pertain to the Board.

HB92 – The proposed legislation creates the requirement that schools serving students in grades 9 through 12 provide one or more courses in personal financial literacy and money management. Completion of this course would fulfill the financial literacy graduation requirement the Board approved at the August 2022 Regular Board meeting as part of the proposed rulemaking process. This bill passed through the House and was referred to the Senate Education Committee.

HB114 - Abuse of school employees - Amends existing law to provide that abusing public school employees who are acting within the course and scope of their duties is a misdemeanor. Reported Printed and Referred to House Judiciary, Rules & Administration.

HB139 - School and library protection act - Adds to existing law to prohibit distribution of certain materials to children. Any minor child who accesses such material in violation of this policy would be entitled to bring a civil action against the school or library. Reported Printed and Referred to House Education.

HB 140 - Classroom behavior management - Amends existing law to revise provisions regarding classroom behavior management. Provides guidance on the definitions and use of restraint and seclusion. Reported Printed and Referred to House Education.

Superintendent Critchfield mentioned the bills SDE has been specifically asked to partner with a Legislator. One of them is **HB140**. SDE is working with various Legislators such as Chairman Lent to develop legislation. Tomorrow the Superintendent will be before the House Education Committee bringing forward an RS detailing how districts work with parents. A tremendous amount of work has been done

with Transparent Idaho and our State Controller in getting more information out to the community about school district funding, and lastly SDE has been working on draft legislation called Idaho Skilled Careers which would provide ongoing money for secondary, specifically 7-12th graders.

Mrs. Roach asked for an update on **S1008** - Universities, concealed weapons - Repeals and adds to existing law to revise provisions regarding concealed weapons. Prohibits the governing board for the community colleges and the State Board of Education from regulating the possession of guns on campuses. Repeals existing provisions in Section 18-3309, Idaho Code. Ms. Bent said it was referred to Senate State Affairs but has not moved forward.

Board President Liebich said **S1038** (Freedom in education savings accounts - Adds to existing law to provide for education savings accounts. Eligible expenses include tuition at private schools. Reported Printed; referred to Senate Education – Passed out of committee with a do pass recommendation, is the most profound bill coming through this Legislative session), has been a discussion with this Board long before he joined the Board. This Board is supportive of school choice and they see the benefits of it. This issue is not going to go away. He further said that he has specific criteria that would compel him to support this legislation. First, any expansion of school choice cannot take away from the legal obligation to offer a uniform and thorough system of public education. Second, any program should have a system of means testing. Third, any program cannot dilute resources from rural schools and fourth there has to be some level of accountability.

Mrs. Siddoway said she sees this as a national movement and dislikes seeing money pour into Idaho to sway this legislation. She believes this should be an Idaho decision and focus on issues of accountability and rural emphasis so that we do no harm.

Ms. Bent mentioned the temporary administrative rule that will expire at the end of the session. The Board will need to consider a new temporary rule that will take the districts through the end of the school year. Dr. Clark said this item will be brought up at the April Board meeting.

There were no further comments or questions from the Board**.**

8. Board Policy I.J. Use of Institutional Facilities and Services with Regard to the Private Sector - First Reading

Ms. Bent said in February 2020 the Board approved the first reading of proposed amendment to Board Policy I.J. to remove the reporting requirement for president-approved alcohol permits at each regularly scheduled Board meeting, and allow events in conjunction with student athletic events to be approved by the institution's chief executive officer within the same restrictions as other permittable events. The Board requested that additional changes be made to ensure complete delegation to the CEO's

of the institutions, specifically to remove the stipulation that attendees of a Permitted Event must receive a ticket, registration, or invitation.

Expanding this policy would allow institutions to be able to include alcohol service at the golf course. This is a first reading and language can be tightened up before the second reading. This policy is not institution specific.

BOARD ACTION
M/S (Clark / Hill) I move to approve the first reading of amendments to Board Policy I.J. Use of Institutional Facilities and Services with Regard to the Private Sector, as submitted in Attachment 1. A roll call vote was taken, and the motion carried 8-0.

There were no comments or questions from the Board.

9. Student Appeal – Armed Forces and Public Safety Officer Scholarship

Ms. Bent said that from time to time the Board is asked to take up appeals, not to hear the appeals but in this case to utilize a hearing officer appointed through the Office of Administrative Hearings to serve as the presiding officer and schedule and hear the appeal.

BOARD ACTION
M/S (Clark / Roach) I move to direct the Board's executive director to work with the Office of Administrative Hearings to have a hearing officer appointed to serve as the presiding officer and schedule and hear Mr. Burlile's appeal. A roll call vote was taken, and the motion carried 8-0.

There were no comments or questions from the Board.

10. Educator Pipeline Report

Kathleen Shoup, Educator Effectiveness Program Manager, Idaho State Board of Education, gave the pipeline report sharing the following with the Board.

- From 2014-2015 to 2019 the percent retention rate in state for instructional staff increased reaching a high of 91.7 percent in 2020. After the pandemic the retention rate fell to 88.6 percent.
- The retention rates for the 2021-2022 school year shows that Idaho retains teachers at a higher rate at a Local Education Agency or state level versus at the school level.
- Next year retention rates are the highest for Instructional staff on the Professional rung *(4-7 years of experience)* and Advanced Professional/ Professional rung *(8 or more years of experience)*.
- Data shows that most people who come into teaching decide within the first three years if this is a good fit for them or not, which is where the retention rates are

the lowest. Retention rates for those with more than four years of experience is therefore higher.

- According to pre-pandemic statistics about 8 percent of teachers nationally shift schools and 8 percent leave the field completely.
- For retention rates for teachers in their 2nd - 5th year there is a decrease in retention from second year to third year, etc. Nationally 44 percent of teachers leave the profession in the first 5 years. Ten percent leave after 1 year. Special Ed teachers leave at a higher rate or 2.5 times a regular teacher.
- Retention rates for pupil service staff; counselors, nurses, audiologists, pathologists and physical therapists, fluctuates from year to year with a lower retention by people with 8 or more years of experience.
- The Idaho locales with the highest teacher retention are in mid-size cities, small cities and rural remote teachers. Idaho's lowest teacher retention rates are in suburban mid and small size districts and in rural distant education.
- States across the nation have been working to address educator shortages and have implemented programs to recruit and retain education staff. Some current programs that have been implemented throughout the nation to attract and retain educational staff are the following:
  - Alternative Routes to Educator Certification*
  - Increase Education Personnel Salaries*
  - Mentoring Programs for New Teachers (**Required in Idaho, but not funded*)
  - Professional Development*
  - Recognition Programs (Teacher/Employee/Administrator of the Year, Achievement Awards, Leadership Awards) *
  - Tuition Reimbursement (**Rural and Underserved Educator Incentive Program*)
- Of special note is that currently there is more of a problem in recruiting new teachers verses retaining them.

Board President Liebich asked if the districts do exit interviews to find out why teachers are leaving the profession. Ms. Bent said some districts do but we do not collect that data. Mrs. Shoup said there is a teacher follow-up survey conducted by the US Census Bureau that can provide some further data concerning teacher retention.

Dr. Clark asked how many districts have the three-year mentor program in place. Ms. Bent said the Board office can reach out to all of the districts to get confirmation on how they are handling their mentoring programs since they are required to have a program in place by law.

Mrs. Roach asked about the national trend where some school districts are going from five-day school weeks to a four-day school week. Is data being collected to see if this approach is helping with retaining teachers. Dr. Clark said data shows that there is exponential growth in teacher retention in those districts who went to a four-day school week but some superintendents felt forced to go to a four-day school week because they couldn't hire teachers who would go to neighboring districts who did offer four-day

work weeks. This movement does have negative consequences for low performing and minority populations.

Ms. Bent asked what would the Board like to do next on this issue. Board President Liebich said finding the reason behind why teachers are leaving the profession is the first step. Superintendent Critchfield said research into this area might show such factors as increases in pay, the state contributing more to health insurance costs and improving the overall tone of being an educator will help with retention.

There were no further comments or questions from the Board.

At this time Dr. Linda Clark asked for executive privilege. Dr. Clark mentioned that this was Tracie Bent's last meeting as the Policy, Planning and Governmental Affairs Officer since she had taken a new position with Career Technical Education. Dr. Clark publicly thanked Tracie Bent for her dedication to the Office of the State Board of Education and for all of her assistance in making Dr. Clark's tenure as Chair of PPGA so easy.

INFORMATIONAL

IRSA

1. Semi-annual Report of Executive Director Approved Program Requests
2. Higher Education Research Council Annual Report

There were no comments or questions from the Board.

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

BOARD ACTION

M/S (Hill / Keough) I move to adjourn the meeting at 11:37 a.m. A roll call vote was taken and the motion carried 8-0.

DRAFT Minutes March 2, 2023

STATE BOARD OF EDUCATION
SPECIAL BOARD MEETING
March 2, 2023
Idaho State Board of Education
OSBE Conference Room
650 West State Street, Suite 307
Boise, ID 83720

A special meeting of the Idaho State Board of Education was held via zoom teleconference March 2, 2023, with the call originating from the offices of the Idaho State Board of Education. Board President Kurt Liebich called the meeting to order at 1:00 p.m. (MT).

Present

Kurt Liebich
Dr. Linda Clark
Dr. David Hill
Cally Roach
Cindy Siddoway
William G. Gilbert, Jr.
Superintendent Critchfield

Absent

Shawn Keough

Thursday, March 2, 2023 - 1:00 p.m. (MT)

BUSINESS AFFAIRS AND HUMAN RESOURCES

1. Boise State University - Initiation of Litigation - Action Item

William Gilbert said this meeting was called to grant Boise State permission to initiate litigation pursuant to Board Policy V.W.2.

Matt Wilde, General Counsel, Boise State University, shared that recently it was brought to the attention of the University that a donor's passing on March 8, 2020 included a gift to Boise State University of a small apartment complex in Boise. The three-year statute of limitations has nearly run out for the purpose of filing for probate under Idaho Code Title 15, making it necessary to file a petition for probate proceedings.

The value of the property itself and the value of the rental income over the last three years is unknown at this time, but is anticipated to exceed $200,000, requiring full Board approval prior to filing, under Board Policy V.W.2.

DRAFT Minutes March 2, 2023

BOARD ACTION
M/S (Gilbert / Hill) I move to authorize Boise State University to file any and all necessary pleadings to begin probate proceedings in the courts of Ada County, Idaho for the purpose of carrying out the intent of the decedent donor. A roll call vote was taken, the motion carried 7-0. Shawn Keough 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 / Critchfield) I move to adjourn the meeting at 1:04 p.m. (MT). A roll call vote was taken, the motion carried 7-0. Shawn Keough was absent from voting.

DRAFT Minutes March 22, 2023

SPECIAL BOARD MEETING
March 22, 2023
Idaho State Board of Education
OSBE Conference Room
650 West State Street, Suite 307
Boise, ID 83720

A special meeting of the Idaho State Board of Education was held from the offices of the Idaho State Board of Education. Board President Kurt Liebich called the meeting to order at 10:00 a.m. (MT).

Present

Kurt Liebich, President
Dr. Linda Clark
Shawn Keough
Cindy Siddoway
William G. Gilbert, Jr.
Cally Roach
Superintendent Critchfield

Absent

Dr. David Hill

Wednesday, March 22, 2023 - 10:00 a.m. (MT)

EXECUTIVE SESSION (Closed to the Public)
Action Item to go into Executive Session – No action taken in Executive Session

M/S (Clark / Keough) I move the Board

1. To go into Executive Session pursuant to Section 74-206(1)(e), Idaho Code, "to consider preliminary negotiations involving matters of trade or commerce in which the governing body is in competition with governing bodies in other states or nations."

A roll call vote was taken, the motion passed 7-0. Dr. Hill was absent from voting.

The Board moved to Executive Session at 10:02 a.m. (MT).

The Board returned from Executive Session at 11:00 a.m. (MT). Dr. Clark stated that the Board concluded its discussion and took no action on the matter discussed.

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

BOARD ACTION

M/S (Clark / Critchfield) I move to adjourn the meeting at 11:02 a.m. (MT). A roll call vote was taken, the motion carried 7-0. Dr. Hill was absent from voting.

STATE BOARD OF EDUCATION MEETING
August 25-26, 2021
Idaho State University
921 South 8th Avenue
Pocatello, ID 83209

A regular meeting of the Idaho State Board of Education was held at Idaho State University August 25 – 26, 2021. Board President Kurt Liebich presided and called the meeting to order at 1:00 p.m. (MT).

Present
Kurt Liebich, President
Dr. Dave Hill, Vice-President
Dr. Linda Clark, Secretary
Debbie Critchfield
Shawn Keough
Bill Gilbert
Sherri Ybarra, State Superintendent

Absent
None

Wednesday, August 25, 2021, 1:00 p.m. (Mountain Time)

BOARDWORK
1. Agenda Review / Approval

BOARD ACTION
M/S (Hill / Keough): I move to approve the agenda as posted. A roll call vote was taken, and the motion carried 7-0.

2. Minutes Review / Approval

BOARD ACTION
M/S (Hill / Clark): I move to approve the minutes for the June 16, 2021, Regular Board Meeting and the June 28, 2021, Special Board Meeting. A roll call vote was taken, and the motion carried 7-0.

3. Rolling Calendar

Matt Freeman, Executive Director, Idaho State Board of Education had a couple of suggestions for the Board to consider. Mr. Freeman said based on projected COVID-19 case numbers for Idaho in October he recommended the October 20-21, 2021 Regular Board meeting be virtual instead of in person at Lewis Clark State College. Also, August is an incredibly hard time for institutions to host Board meetings. The request is to flip the June and August Board meetings so that the June 2022 meeting will be in person at Idaho State University and the August 2022 meeting will be virtual.

BOARD ACTION
M/S (Hill / Keough): I move to set October 20, 2021, as the date for the October 2021 regularly scheduled Board Meeting, to occur via a videoconference originating from the Office of the State Board of Education in Boise.

M/S (Hill / Keough): I move to set June 15-16, 2022, as the date and Idaho State University as the location for the June 2022 regularly scheduled Board meeting.

M/S (Hill / Keough): I move to set August 24, 2022, as the date for the August 2022 regularly scheduled Board Meeting, to occur via a videoconference originating from the Office of the State Board of Education in Boise. A roll call vote was taken, and the motion carried 7-0.

There were no comments or questions from the Board.

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

Tracie Bent, Chief Policy and Planning Officer, Idaho State Board of Education said the K-20 Performance Measure document is the current data on for K-20 Education Strategic Plan performance measures. The data is provided for informational purposes. In October part of the work session will be the annual performance measure review. This performance measure data is the same as was provided at the June Regular Board meeting.

Board President Liebich asked if there was a way to have real time data flow more quickly. He felt that perhaps having this data sooner could increase the pace of change. Dr. Clark said this is a perennial issue at the school district level since many students have moved to another grade level before any data is presented. She further said a discussion is already in place to have districts use real time data, but those discussions are ongoing. Ms. Bent said part of the delay in the information being released is based on what the data is. For example, the ISAT is given only once a year so that data is only updated once a year, other data can be looked at more frequently

such as enrollment at the institutions but once again it all depends on how frequently the data is being gathered.
There were no further comments or questions from the Board.

CONSENT

BAHR

1. Boise State University – Credit Card Processing Services Contract

BOARD ACTION
M/S (Hill / Clark): I move to approve the request by Boise State University to proceed with an award to JPMorgan Chase & Co. for Merchant Services Credit Card Processing Services and authorize Boise State University's Chief Financial Officer or his designee to execute such further documents and agreements necessary to finalize the award in a form substantially similar to the Solicitation. A roll call vote was taken, and the motion carried 7-0.

2. Idaho State University – Curtis Street Property Sale

BOARD ACTION
M/S (Hill / Clark): I move to approve the request by the Idaho State University for Board approval to dispose of the subject property for a sale price of equal or greater than the appraised value, and to authorize the Chief Fiscal Officer of Idaho State University to execute all necessary transaction documents for conveying the subject property rights as described above. A roll call vote was taken, and the motion carried 7-0.

IRSA

3. Boise State University – Online, Bachelor of Art in Digital Innovation and Design

BOARD ACTION
M/S (Hill / Clark): I move to approve the request by Boise State University to create an Online Bachelor of Arts in Digital Innovation and Design, as presented in Attachment 1. A roll call vote was taken, and the motion carried 7-0.

AND

M/S (Hill / Clark): I move to approve the request by Boise State University to charge an online program fee of $350 per credit for the Bachelor of Arts in Digital Innovation and Design, in conformance with the program budget submitted to the Board in Attachment 1. A roll call vote was taken, and the motion carried 7-0.

4. Idaho State University – Master of Science in Homeland Security and Emergency Management – Action Item

BOARD ACTION
M/S (Hill / Clark): I move to approve the request by Idaho State University to create a Master of Science in Homeland Security and Emergency Management, as presented in Attachment 1. A roll call vote was taken, and the motion carried 7-0.

5. Idaho State University – Discontinue Master of Arts in Theatre – Action Item

BOARD ACTION
M/S (Hill / Clark): I move to approve the request by Idaho State University to discontinue the Master of Arts in Theatre. A roll call vote was taken, and the motion carried 7-0.

6. Statewide General Education Matriculation (GEM) Committee Appointments – Action Item

BOARD ACTION
M/S (Hill / Clark): I move to appoint Dr. Candyce Reynolds, representing Boise State University, to the General Education Matriculation Committee, effective immediately. A roll call vote was taken, and the motion carried 7-0.

AND

M/S (Hill / Clark): I move to appoint Dr. Lloyd Duman, representing North Idaho College, to the General Education Matriculation Committee, effective immediately. A roll call vote was taken, and the motion carried 7-0.

PPGA

7. Indian Education Committee Appointments

BOARD ACTION
M/S (Hill / Clark): I move to appoint Ms. Shirley J. Allman, representing the Nez Perce Tribal Chair to the Indian Education Committee effective immediately and expiring June 30, 2023. A roll call vote was taken, and the motion carried 7-0.

8. State Rehabilitation Council Appointments

BOARD ACTION
M/S (Hill / Clark): I move appoint Tim Blonsky as a representative of the Disability Groups and Stephanie Taylor-Silva as a representative of Former Applicants or Recipient of Vocational Rehabilitation Services for three-year terms, effective immediately through June 30, 2024. A roll call vote was taken, and the motion carried 7-0.

SDE

9. Curricular Materials Adoption

BOARD ACTION
M/S (Hill / Clark): I move to approve the curricular materials and related instructional materials for K-12 computer science, K-12 English language learner, and driver's education, as submitted in Attachment 1. A roll call vote was taken, and the motion carried 7-0.

10. Praxis II – Content, Pedagogy, and Performance Assessments – Qualifying Scores

BOARD ACTION
M/S (Hill / Clark): I move to approve the Praxis II assessments and qualifying scores as provided in Attachment 1. A roll call vote was taken, and the motion carried 7-0.

AND

M/S (Hill / Clark): I move to approve National Board for Professional Teaching Standards certification as an approved content, pedagogy, and performance assessment as provided in Attachment 2. A roll call vote was taken, and the motion carried 7-0.

11. Emergency Provisional Certificates

BOARD ACTION
M/S (Hill / Clark): I move to accept the recommendation of the Professional Standards Commission to issue one-year emergency provisional certificates for Nicholas Davis and Sally Hall to teach the content area and grade ranges at the specified school districts as provided herein for the 2021-22 school year. A roll call vote was taken, and the motion carried 7-0.

12. Professional Standards Commission Appointments

BOARD ACTION
M/S (Hill / Clark): I move to reappoint Karen Pyron as a member of the Professional Standards Commission, effective July 1, 2021, through June 30, 2024, representing Idaho school boards. A roll call vote was taken, and the motion carried 7-0.

M/S (Hill / Clark): I move to reappoint Peter McPherson as a member of the Professional Standards Commission, effective July 1, 2021, through June 30, 2024, representing the State Department of Education. A roll call vote was taken, and the motion carried 7-0.

M/S (Hill / Clark): I move to reappoint Kristi Enger as a member of the Professional Standards Commission, effective July 1, 2021, through June 30, 2024, representing the Division of Career Technical Education. A roll call vote was taken, and the motion carried 7-0.

13. University of Idaho – Educator Preparation Program Review

BOARD ACTION
M/S (Hill / Clark): I move to adopt the State Review Team Report for University of Idaho as submitted in Attachment 1 and to grant approval for the University of Idaho's noncareer technical education degree-based programs for educator certification purposes. A roll call vote was taken, and the motion carried 7-0.

AND

M/S (Hill / Clark): I move to accept the documentation submitted by University of Idaho and to grant conditional approval all degree-based Career Technical Education programs for certification purposes. A roll call vote was taken, and the motion carried 7-0.

14. Northwest Nazarene University – Educator Preparation Program – New Endorsement Program – Teacher Leader

BOARD ACTION
M/S (Hill / Clark): I move to accept the recommendation of the Professional Standards Commission to conditionally approve Northwest Nazarene University's Teacher Leader – Instructional Specialist and Teacher Leader – Special Education programs for certification. A roll call vote was taken, and the motion carried 7-0.

15. University of Idaho – New Program Proposal – Computer Science

BOARD ACTION
M/S (Hill / Clark): I move to conditionally approve University Idaho's computer science endorsement program for instructional staff certification purposes. A roll call vote was taken, and the motion carried 7-0.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

1. Idaho State University – Annual Progress Report

Kevin Satterlee, President of Idaho State University, gave the Board members an update on ISUs accomplishments during the past year.

For the academic year of 2020-2021, Idaho State University focused institutional efforts and priorities around the four major themes that align with ISU's strategic plan and the State Board of Education's strategic plan. We also focused our efforts on the context of remaining open and serving our core mission during a global pandemic. This point cannot be oversold. While many institutions across the nation did not remain physically open, ISU did and did so in cooperation with our sister institutions for the benefit of all of Idaho's students.

With regard to our four primary themes, ISU made substantial progress in developing and implementing initiatives aimed to make tangible improvements in the following areas:

1. Recruitment and Retention: Commit to removing barriers to student success to ensure degree completion, while improving the go-on rate in Southeast Idaho.
2. Focus on Relationships: Build strong relationships with community and industry, creating a pipeline to employment upon graduation.
3. Promote Identity and Culture: Develop an institutional identity that attracts students and fosters a student-centric approach.
4. Efficiency and Effectiveness: Explore operational and structural efficiencies while focusing resources to support the core mission of education.

In conclusion substantial progress was made in the 2020-2021 academic year. The University has good momentum moving into this Fall semester. ISU successfully remained operational and continued to serve the students of Idaho despite tremendous challenges due to the COVID-19 pandemic. Plans to continue to move ISU forward are underway and we expect to see continued progress through 2022. Included in this is the effort to adopt a new strategic plan in alignment with the State Board of Education's strategic goals. We are optimistic for the future and are looking forward to bringing students back to campus this fall. As always, Idaho State is dedicated to being a higher education leader with a mission of changing student lives.

Ms. Critchfield called attention to ISU's recruitment and retention efforts, and she asked how will ISU measure their success in these areas? President Satterlee said the first goal is to work on retention and ISU will work on a three percent retention rate above last fall's enrollment figure. Board President Liebich wondered what can be done to make sure more of Idaho's high school graduates get into higher learning if they want to attend. President Satterlee said conversations about the value of a college education need to happen with parents and students in the state, as well as the country. Recruiting efforts are focusing on this issue and counselors are connecting with students enrolled in dual credit classes in high school to begin that discussion.

Dr. Clark asked about the increase in graduate program enrollment that ISU has seen while enrollment in undergraduate programs is decreasing. President Satterlee said early data shows that graduate program enrollment is once again on the upswing and

ISU will be using some of the same strategies used in marketing and recruitment to target the undergraduate programs for enrollment. Mr. Gilbert asked what the encapsulation is specific to ISU and what makes it unique. President Satterlee said ISU pulls students from the largest geographic footprint. Ninety percent of the students at ISU are Idaho residents.

Dr. Hill asked what the vision was for the Idaho Falls campus. President Satterlee said he, Dr. Rick Aman, President of College of Eastern Idaho, and C. Scott Green, President of the University of Idaho, have had several discussions on this issue, and they see a growing collaboration between their schools which will help students achieve their long-term goals. Instead of competing for students the schools will work collaboratively to help students get to their educational goal. For example, students can begin their education at College of Eastern Idaho and then transfer to ISU or UI to complete their degree aspirations seamlessly.

There were no further comments or questions from the Board.

IDAHO STATE UNIVERSITY COMMUNITY FORUM

Zane Webb, Student Body President; Lindsey Solomon, Staff Council President for the 2021-2022 Academic Year; and Dr. Jasun Carr, Faculty Senate Chair, all came forward to answer any questions the Board members had about ISU.

Board President Liebich asked what the campus moral has been like during the pandemic. Zane Webb said students were confused about the fee structure for online classes as it was the same as when being on campus. He did say students are very excited to be back on campus, but they were having a hard time in making friends.

Lindsey Solomon said staff is also doing well but the recruitment of new full and part-time staff is ongoing. She said the low starting wages was an issue in why those seeking employment will not accept positions at the university.

Jasun Carr said faculty were excited to be back on campus this year. While moral was high, they felt more pressure to reconnect with their students.

There were no further comments or questions from the Board.

At this time the Board recessed for 15 minutes, returning at 2:30 p.m. (MT)

STATE DEPARTMENT OF EDUCATION

1. Developments in K-12 Education

Superintendent Ybarra gave an update on the Developments in K-12 Education. There was a new superintendent orientation training for sixteen new superintendents that went

very well, and the feedback was very positive. Most school districts in the state started back to school the week of August 23rd, and many districts are happy to be back in person and hope to be able to stay open. The back-to-school taskforce met and devised plans to deal with pandemic issues as they arise and discussed how to provide resources to districts as needed.

Karen Seay, Director of Federal Programs, State Department of Education provided information about the COVID-19 Elementary and Secondary School Emergency Relief (ESSER) funds expenditure. Beginning with the Coronavirus Aid, Relief and Economic Security (CARES) Act ESSER I fund, seventy-five percent of the flow-through funds have been spent, thirteen percent of ESSER II funds have been spent and thirty-seven percent of the state set aside funds have been expended. Further detailed information on the use of ESSER, CARES and the American Rescue Plan (ARP) funds can be found at the State Department of Education's website; https://www.sde.idaho.gov/federal-programs/prf/.

Dr. Clark asked what the parameters were for the unfinished learning money going to the Local Education Agencies (LEAs). Ms. Seay said there are some parameters, and the money has to be used on evidence-based research, tutoring, and to address student gaps in learning due to COVID-19. Dr. Clark informed everyone that the Board, the Governor's office, and the State Department's review of unfinished learning is focused on three areas: K-4 reading, 5-9 math, and credit completion at the high school.

Board President Liebich asked if there was a statewide reporting system in place to know how many kids are in quarantine or out of school due to sickness. Superintendent Ybarra said currently 178 out of 3,000 students enrolled are out of school due to sickness. That information is updated regularly by the school districts and the Office of Emergency Management (OEM).

Superintendent Ybarra gave a Pandemic Electronic Benefit Transfer (P-EBT) update. She said as of August 24th, 74,600 students did receive food assistance cards. Twenty-seven million P-EBT cards have been distributed to families and that number will increase. These cards allowed students to be able to get nutritious food when schools were closed. Four thousand envelopes containing P-EBT cards were returned for incorrect addresses, and the school districts were tasked with finding those families.

2. ESSA Waiver Request

Dr. Kevin Whitman, Director of Assessment and Accountability, State Department of Education, provided an updated slide deck of information for the Board members. The ESSA Waiver data in the agenda packet was provided as an information item.

Dr. Whitman said that consistent with the approved waiver request, Idaho's accountability system following the 2020-2021 school year has the following components:

- Continued transparency and reporting
  Waiver-based updates for this year:
  - No new identifications
  - Student growth across two years made available for local use
  - School quality and student success (surveys and college/career readiness) not affected, so still reported
  - Progress toward meeting long-term goals and interim progress not reported
- Assurances to report on chronic absenteeism and technology access

Under the waiver, Idaho also assured the U.S. Department of Education that it would report on chronic absenteeism and technology access. Idaho also agreed to maintain support for all previously identified schools and to make new identifications following the 2021-2022 school year. School district and school performance is publicly reported by the Department through the Idahoschools.org website.

Dr. Whitman reported that IRI numbers for Fall 2020 and Spring 2021 were as follows:

- 65.1 percent of students in K-3 were reading at grade level across all grades. The spring results did show an increase in reading at grade level from the Fall IRI scores however overall, there was a slight decrease in scores from Spring of 2019.
- IRI results for the period of 2019 to 2021 did show a slight decrease across all grades K-3 in testing results.
- Scores for the 2021 ISAT performance for students in grades 3-8 and 10 with testing of English Language Arts, Literacy and Math showed the following.
  - English Language Arts performance scores
    - 22.4 percent of students were below basic
    - 23.5 percent of student were at basic
    - 32.5 percent of students were proficient
    - 21.6 percent of students were advanced
  - Literacy and Math performance scores
    - 32.1 percent of student were below basic
    - 28.2 percent of students were basis
    - 21.9 percent of students were proficient
    - 17.7 percent of students were advanced
- When comparing ISAT Proficiency Trends with scores from 2015 to 2021 there is a slight increase in proficiencies with a low score rate of 51.1 percent in 2015 to a rate of 55.0 percent in 2021 for ELA scores, and a rate of 39.3 percent in 2015 to a high of 44.4 percent in Math proficiency scores in 2021.

- The 2020 and 2021 English Learner Assessment Proficiency where students in K-12 need to take this test annually showed a decline in proficiency from a rate of 19.3 percent in 2019 to a rate of 10.1 percent in 2021.
- English Learner Assessment Growth metric for 2020-2021 showed a high assessment number of 62.4 percent in 2019 and 48.1 percent in 2021.

Dr. Whitman said in conclusion SDE is beginning to look at districts and schools which exceled during the pandemic or performed better than expected based on the characteristics of their student groups. SDE would like to highlight those success stories.

Board President Liebich asked if there was a chart showing the top growing / performing districts. Dr. Whitman said yes, he could get that data to the Board quickly.

Dr. Clark said she had heard that 15,700 Idaho students seemed to have fallen off the grid during the pandemic and she was wondering if a strategy was in place to re-engage those students. Marilyn Whitney, Deputy Superintendent, Communications and Policy, State Department of Education, said the decline that they were aware of was closer to 10,000 students with the largest decline being students in the 6th grade. Idaho does not track homeschool students, but schools are reporting a return of those students to in-person instruction. Ms. Critchfield mentioned the difficult time teachers are going to have in assessing students who are coming back into the classroom from homeschooling environments or online schools.

Board President Liebich asked if there was data available to assess student performance between online delivery verses brick and mortar schools. Superintendent Ybarra said a learning management system would have helped the districts in being able to gather data on students and their learning outcomes.

There were no further comments or questions from the Board.

3. Emergency Provisional Certification Process

Superintendent Ybarra said this is a process change that came from the Senate Education Committee during the last Legislative session. The Committee asked for a streamlined process for the Emergency Provisional Certification Application Process.

Lisa Colon Durham, Director, Certification and Professional Standards, State Department of Education outlined the new streamlined process, noting that number 6 is one of the newest changes to the 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. The process for approval of Emergency Provisional Certificate Applications are as follows:

1. As per IDEA, an Emergency Provisional Certificate shall not be used for special education.
2. The applicant must pass a background check as required by Idaho Code §33-130.
3. The applicant must have two years of college training, which is defined as 48 semester credits.
4. In order to meet emergency requirements, all applications must include the following:
    a. Date the school district or charter school declared an emergency.
    b. Date applicant was hired to serve in the position that requires certification/endorsement.
    c. Summary of recruitment efforts which lead to the emergency.
5. Applications received after January 1 of the school year must be due to the school district or charter school losing a staff member after January 1 of the school year.
6. The Emergency Provisional Certificate is approved as a one-time basis per individual except under extenuating circumstances. An explanation of extenuating circumstances must be included with a second-year application

Ms. Durham said if the Board approves the Emergency Provisional Certification Application Process changes PSC will no longer need to review and provide recommendations, LEAs will know the certification and funding status of their provisional candidates two or more months earlier than the current process presently allows.

BOARD ACTION
M/S (Ybarra / Clark): I move to approve the Emergency Provisional Certification Application Process as provided in Attachment 1. A roll call vote was taken, and the motion carried 7-0.

Ms. Critchfield asked what was lacking in the prior process. Ms. Durham said removing the Professional Standards Committee from this process will remove an extra layer of review that is not necessary. This change should also help to highlight those instances where the same person has tried to get an Emergency Provisional Certificate to teach in different areas without continuing their education and completing their teaching certification. The same concerns were expressed around those who wished to use an EPC who wanted to be school counselors, school superintendents, and those who go outside of the instructional staff. This new process will stop those who repeatedly ask for an EPC without getting their teaching certification.

There were no further comments or questions from the Board.

EXECUTIVE SESSION (Closed to the Public)

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

The Board moved to Executive Session at 3:40 p.m. (MT).

The Board returned from Executive Session at 4:33 p.m. (MT) Dr. Hill stated that the Board concluded its discussion and took no action on the matter discussed.

M/S (Hill / Keough): Dr. Hill made a motion to recess until 8:00 a.m. A roll call vote was taken, and the motion carried 7-0.

Thursday, August 26, 2021, 8:00 a.m. (MT)

OPEN FORUM

There was 1 participant for the Open Forum:

Rev James Wilson - Rev Wilson from Star, Idaho testified in front of the Board members and imparted his view on the topic of critical race theory saying*, "Critical thinking is associated with analysis of data, and application of analysis to arrive at creative and synthetic conclusions. Critical Theory is meant to shoehorn thinking into a predetermined groupthink conclusion that is the antithesis of critical thinking. Some primary tenets of CRT are that all people are either oppressed or oppressors, there is no identity outside group identity, no way to cross lines from one group to another, nor to resolve the perpetual warfare between groups. The only remedy for discrimination is more discrimination. One example is the requirement – for teacher certification – of a course in social justice not limiting itself to race. If we were to limit ourselves to "teaching about" racism it would be a good thing; Americans need to know the good, the bad, and the ugly about our history. But CRT conditions – as opposed to teaching. It is objectionable not because it is offensive, but because it is false. … thank you for your time."*

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

2. Board Policy I.E. Executive Officers – First Reading

Dr. Clark outlined this Board Policy. The policy as proposed splits the three levels of expedited actions identified in section 33- 3730, Idaho Code between the Executive Director, and the institution presidents, followed by Board consideration at their next Board meeting. Alternate proposals could delegate all authority to the institution

presidents or to the Executive Director with follow up action for the Board either as informational reports or formal Board action to ratify the action of the institution presidents. In addition to consideration of the first reading, the Board is being asked to consider delegating the same authority to the Executive Director and the institution president at the August Board meeting, allowing them to act, if needed, prior to the second reading of the policy at the October Board meeting.

BOARD ACTION
M/S (Clark / Keough): I move to approve the first reading of proposed amendments to Board Policy section I.E. Executive Officers, as submitted in Attachment 1. A roll call vote was taken, and the motion carried 7-0.

AND

M/S (Clark / Keough): I move to delegate authority to the Board's executive director to, upon request from an institution in situations requiring immediate action, close an institution or any of its buildings or campuses or to limit its programs or activities, if needed to prevent the spread of contagious or infectious disease. Any such action taken shall be considered by the Board at its next meeting. A roll call vote was taken, and the motion carried 7-0.

AND

M/S (Clark / Keough): I move to delegate authority to the institution presidents to implement measures required to prevent the spread of contagious or infectious disease. Any such action taken shall be considered by the Board at its next meeting. A roll call vote was taken, and the motion carried 7-0.

Matt Freeman mentioned that the last sentence of the last two motions does not require the Board to ratify the decision, they can ratify or reverse the action, the language was kept open so the Board could decide how to move forward as they see fit.

There were no comments or questions from the Board.

3. Board Policy IV.E. Division of Career Technical Education (CTE) – First Reading

Tracie Bent said the proposed amendment to Board Policy IV.E concerning is regarding CTE instructional staff endorsements that go with CTE occupational specialist certificates. The language grandfathers in networking and computer support, and programming and web design endorsements and ads in degree based endorsements that were removed from administrative code by the Department a year ago.

BOARD ACTION

M/S (Clark / Hill): I move to approve the First Reading of Board Policy IV.E. Division of Career Technical Education as provided in Attachment 1. A roll call vote was taken, and the motion carried 7-0.

Ms. Critchfield said that previously the hour requirement for folks coming from industry who wished to teach was out of sync with this policy, and asked if we were closer to where we need to be? Dr. Clay Long, Administrator, Career Technical Education (CTE) said yes, two years ago Senator Lent championed the bill reducing the hours from 12,000 to 6,000 hours, or a combination of degree or hours, or an industry certification. Dr. Clark asked if this now gets us more in line with our surrounding states. Mr. Long said it does.

There were no further comments or questions from the Board.

4. Division of Career Technical Education – Postsecondary Educator Credentialing Manual

Tracie Bent said moving forward OSBE and CTE will be taking a deeper look at how this section of policy concerning CTE is structured. If the motion today is approved this will give Board approval as OSBE and CTE staff work on restructuring this section. This manual will be incorporated by reference into Board policy when the CTE section of policy is restructured.

BOARD ACTION
M/S (Clark / Critchfield): I move to approve the Idaho Postsecondary Credentialing Manual as provided in Attachment 1. A roll call vote was taken, and the motion carried 7-0.

Dr. Hill asked Dr. Long to give a vision of where CTE is headed. Mr. Long said the Postsecondary Educator Credentialing manual has been an internal document and has been in practice, and this Board action, if approved, will now make it Board policy. Using the manual as written was not done to reduce the qualifications of instructors but to better articulate those standards and expectations. Mr. Long stated he wants to take this internal manual and bring transparency by having this be a part of Board Policy.

There were no further comments or questions from the Board.

5. Division of Career Technical Education – Workforce Readiness Standards

Dr. Long said these standards were originally adopted in 2016 and the standards have just been updated so this update will be for the upcoming school year if the Board approves.

BOARD ACTION

M/S (Clark / Hill): I move to approve the revisions to the Workplace Skills for Career Readiness Standards as submitted in Attachment 1. A roll call vote was taken, and the motion carried 7-0.

Board President Liebich asked how these standards gets implemented. Dr. Long said these standards compliment the program standards and all concentrator students are required to take the workplace readiness assessment that directly aligns to these standards within their CTE programs. These standards are only applicable for the CTE programs.

Matt Freeman asked if the Board would be able to see global scores similar to ISAT, or IRI, to see what workplace readiness looks like at the schools. Mr. Long said yes, these outcomes are within the CTE performance measures, annual update, and annual report.

There were no further comments or questions from the Board.

6. 2022 Legislation

Tracie Bent outlined the 2022 Legislation being prepared for the Legislative session set to begin on January 10th, 2022. (See below for Legislative proposals and discussions on those items.) For any items the Board did approve there will still be additional work with Legislatures and other stakeholders and if any significant changes were to happen, they will come back to the Board for reapproval.

BOARD ACTION
M/S (Clark / Keough): I move to approve the proposed legislation in substantial conformance to the form provided in Attachments 2 through 8 and to authorize the Executive Director to make additional changes as necessary as the legislation moves forward through the legislative process. A roll call vote was taken, and the motion carried 7-0.

<u>Full-Time / Day Kindergarten Funding</u>

2. This legislation will amend Chapter 10, Title 33 support unit calculation for kindergarten students such that kindergarten students who attend full-time would be calculated similarly to other grades funded based on a half day or full day of attendance. Currently the funding formula caps their funding at a half day rate.

Board President Liebich asked if this was needs-based legislation. Ms. Bent said this would be open to all students whose parents wanted them to attend full day kindergarten subject to space facility restrictions at the schools. Board President Liebich asked how this legislation was created. Ms. Bent said meetings were held between the Department of Education and a few legislators during the last session who were interested in moving forward legislation that would adjust the formula to fund full day kindergarten. Mr. Gilbert asked how this legislation fits in with the Governor's

priorities for the next legislative session as it pertains to education. Ms. Bent said all of this legislation has been reviewed with the Governor's office, and the Division of Financial Management. Through the executive agency legislative process, the Governor has the option of rejecting any legislation that does not align with his goals for the next session.

Matt Freeman asked if this legislation would make it mandatory for school districts to offer full-day kindergarten. Dr. Clark said this was not mandatory legislation and parents can opt out. This legislation would provide the school districts with the resources needed to offer all-day kindergarten.

Ms. Keough asked where the language in the bill came from concerning parent participation. Ms. Bent said staff drafted the language based on a request from Sen. Thayn that we include a provision for parent engagement. Ms. Bent said it will be up to each school district for how they will move the parent participation component forward. Superintendent Ybarra said Title I schools should already have a parent involvement component in place.

Shift to FTE Enrollment to Calculate Support Units

3. Amend Chapter 10, Title 33, moving the support unit calculation from one based on FTE student enrollment rather than daily student attendance. This will legislate the temporary rule the Board had in place earlier this year. School district feedback said they would like to use the FTE enrollment calculation to be used moving forward even outside the pandemic environment. Ms. Bent also noted that the Board is authorized to set how attendance is used for calculating average daily attendance in rule already which is why we were able to use FTE enrollment this past year.

Board President Liebich asked for clarification; does this legislation put into code what we had as a temporary rule last year. Dr. Clark said yes, and she clarified that with an attendance-based system the district never receives money for all of its students. Conversion to an enrollment-based system would give the districts money for one hundred percent of their students. Superintendent Ybarra said school districts really want this legislation to move forward and the Board could make this retroactive.

Rural Educator Incentive Program

4. This proposed legislation started out as a loan forgiveness program. This legislation would provide an incentive to all educators – even those who do not have a student loan to repay. The funding amounts are the same, but teachers can use the funding for other things such as educational costs, paying student loans, or taking additional courses.

Ms. Critchfield asked if this legislation could be a benefit to the school district in putting together a more competitive salary package for teachers. Ms. Bent said this proposal

does not do that, but what the funds can be used for could be expanded to include things such as housing in rural areas. It is funding to the individual teachers' for educational loan repayment or reimbursement for education costs. Matt Freeman mentioned that since this funding is administered through an LEA, they could include this as part of their compensation incentive package by making sure teachers are aware that this program is available.

Career Technical School Added Cost Funding Eligibility

5. 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. Amending Idaho Code 33-1002G gives added cost funding for career technical schools that meet specific criteria and gives funding for different kinds of facilities and equipment that is needed for these to be high quality programs. Current Education Service Agencies (ESA's) are not eligible for this funding. This proposal will amend the existing section of code to allow for ESA's to be eligible for the funding if they have a facility.

Board President Liebich asked how many ESA's there are in the state. Dr. Long said for CTE there are three in existence right now that operate career technical school facilities.

Charter School Authorization

6. Charter School Authorization – Provides technical and administrative amendments adding definitions and providing clarification to existing provisions. Ms. Bent said this is mostly clean up language due to the increase in companies who provide services for charter schools. In addition, language will be added to clarify what their responsibilities are as an authorizer.

Board President Liebich asked if this language had been vetted by the Public Charter School Commission (PCSC). Ms. Bent said yes, the majority of the language did come from PCSC staff. Dr. Clark asked if it was true that the vast majority of authorization is now being done by the commission and very few districts who did charter school authorization originally have switched over. Ms. Bent said yes, that was true, the majority have switched.

Postsecondary Scholarship for Dual Credit Students

7. The purpose of this legislation would be to amend Section 33-4605, Idaho Code, Postsecondary Credit Scholarship. Currently, this scholarship requires students to also earn an academic merit-based scholarship from business or industry to match the state award. Due to the challenge it is for students to find merit-based scholarships from business and industry, it has been very difficult for students to qualify for the full amount available and the scholarship has been undersubscribed. The proposed amendment would remove the requirement that

the matching scholarship be merit based. Students would still need a matching scholarship from business or industry, but it would not need to have an academic merit-based component to that scholarship.

Ms. Critchfield asked how many students are currently taking advantage of this and will other students benefit from this change. Ms. Bent said so far nineteen students have used this scholarship, and this change should allow more students to participate. These changes have been discussed with the sponsor of the bill and he is supportive.

Armed Forces and Public Safety Officer Scholarship

8. The purpose of this legislation is to make a technical correction updating the language in Section 33-4302(7), Idaho Code, regarding the determination of disability for members of the Armed Forces. Currently, the statute references the disability determinations made by the United States Social Security Administration. The proposed amendment would change this language to the disability determinations for this class of awardees to the entity used by the Office of Veterans Affairs. The Armed Forces and Public Safety Officer Scholarship is a full ride scholarship for those who would be eligible such as someone in the armed forces, a policeman or fireman who is disabled and their dependents.

Looking at all of the proposed legislation Ms. Critchfield suggested that the Board have a fuller discussion on the Full-Day Kindergarten proposal.

There were no further comments or questions from the Board.

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

7. Proposed Rule – Docket 08-0102-2101 – Rules Governing the Postsecondary Credit Scholarship

Ms. Bent said the approval of this proposed rule sets out the administrative procedures and requirements for the Postsecondary Credit Scholarship. Further, many of the rule changes the Board will be considering today were made following Governor Little's directive, Executive Order 2020-01, Zero Based Regulations, which directs all agencies who do rulemaking to reduce the number of rules and remove anything that is duplicative. To that end all education administrative rules need to be reviewed by 2026. The rules being presented today are the ones that need to be reviewed for this year.

Rule 08-0102-2101 is the rule that accompanies the legislation discussed earlier. The proposed amendment includes those things that were deemed duplicative in the section of code that authorized this rule to begin with. There were a number of processes that were identified in the rule that were deemed not to be necessary and those were also removed.

BOARD ACTION
M/S (Clark / Hill): I move to approve the proposed rule docket number 08-0102-2101, as submitted in Attachment 1. A roll call vote was taken, and the motion carried 7-0.

There were no comments or questions from the Board.

8. Proposed Rule 08-0110-2101 – Idaho College Work Study Program

Ms. Bent said 08-0110-2101 removes provisions that are duplicative as to what is in Idaho Code. This rule establishes the administrative procedures necessary to implement a student financial and educational aid program, Idaho College Work Study Program, as called for by Chapter 44, Title 33, Idaho Code. Funds appropriated to the Office of the State Board of Education for the Idaho College Work Study Program are allocated to participating institutions based on enrollment data submitted by each institution on the Student Enrollment Form (PSR-1) for the fall semester prior to the previous fiscal year of participation. The allocation is based on the appropriation for that fiscal year multiplied by an enrollment factor. The enrollment factor is calculated by dividing the headcount of resident degree-seeking students at the participating institutions by the total headcount of resident degree-seeking students for all participating institutions.

BOARD ACTION
M/S (Clark / Keough): I move to approve the proposed rule docket number 08-0110-2101, as submitted in Attachment 1. A roll call vote was taken, and the motion carried 7-0.

There were no comments or questions from the Board.

9. Proposed Rule – Docket 08-0201-2102 – Rules Governing Administration

This section of rule includes requirements for college and career advising plans, literacy intervention plans and how we report full time enrollment. The changes highlighted were:

1. Changes the reporting agency of altering school district boundaries from the State Board of Education directly to the Department of Education.
2. The removal of duplicative language dealing with Pupil Accounting and Required Instructional Time.
3. Removal of older language under Required Attendance, which said that all pupils will complete four (4) years of satisfactory attendance in grades nine through twelve (9-12) to graduate from an accredited high school, except those who are approved for early graduation. With mastery-based learning in place this language was outdated.

4. Streamlining language dealing with Full-Time Equivalent (FTE) Enrollment reporting. Completely redoing the section dealing with FTE enrollment in how it is articulated but not calculated.
5. The data collection and validity category is being removed from 08-0203 and placed here. It is new in this rule, but it is not new language in rule.
6. Unique Education Identifier is being removed from 08-0203 and being placed here. What was removed was the indicator for schools to collect social security numbers which is not allowed by statute.
7. The language under Funds Withheld was cleaned up to remove the October 15th date. Reporting dates are established in statute.
8. Legislation that passed this last year removed the requirement for individual plans for college and career advising and mentoring plans, and literacy intervention plans. School districts still need to report these plans in their continuous improvement plan however they no longer need to send them to the Board.

BOARD ACTION
M/S (Clark / Keough): I move to approve the proposed rule docket number 08-0201-2102, as submitted in Attachment 1. A roll call vote was taken, and the motion carried 7-0.

There were no comments or questions from the Board.

10. Proposed Rule – Docket 08-0202-2101 – Rules Governing Uniformity

Ms. Bent explained the changes in this pending rule.

- Idaho Standards for the Initial Certification of Professional School Personnel approved date has been changed to October 2021. This recommendation was made at the Planning, Policy and Governmental Affairs committee meeting who wanted more time to make changes to the incorporated by reference document. The Department was asked to amend the language to the three new State Specific Requirements. This item will be brought forward at the October Board meeting.
- Semester credit hours was added and provides that two (2) semester credit hours are equivalent to three (3) quarter credit hours.
- A definition of Teacher of Record was added: 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.
- A tightening up of the language concerning 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.

- One of the largest changes made was in moving the endorsements currently in Administrative Rule into Board policy. CTE endorsements are already in Board Policy and that is working well. This change would move the endorsements attached to instructional certificates also into Board policy. Treating both instructional certificate and occupational specialist certificates the same.

BOARD ACTION
M/S (Clark / Critchfield): I move to approve the proposed rule docket number 08-0202-2101, as submitted in Attachment 1. A roll call vote was taken, and the motion carried 7-0.

Board Member Keough asked what the difference of a rule vs. policy is and what is the recourse if we do not follow our policy. Tracie Bent said the Board has a requirement for setting policy which allows for two readings and to allow for public comment. This process is very similar to the rulemaking process, but the Board can review these at any time of the year while the rulemaking process takes a year to complete and can only be started during a limited time frame. Dr. Clark asked if there was an appeal process and how does the policy fit. Jenifer Marcus, Deputy Attorney General, State Board of Education, said the Board can govern through policy. If the Board did not follow its policies, then the recourse would be to take legal action against the Board to get it to follow that policy.

There were no further comments or questions from the Board.

11. Proposed Rule – Docket 08-0203-2101 – Rules Governing Thoroughness

Ms. Bent reviewed this rule and the proposed amendments.

- The career technical education content standards were moved to rule many years ago and the recommendation is to remove them from rule and into Board policy.
- Updating the WIDA English Language Development Standards. This is an update in the standards used in these assessments brought forward by SDE and their assessment team.
- Adding computer science to the list of high school science courses. This change does not state that every student is required to take a computer science class to fulfil their science course requirement, but this gives them the option.
- Removing the college entrance exam from the high school graduation requirements while maintaining the assessment as one of the required assessments schools must administer annually.
- Moving the administration of the high school ISAT testing from 10th to 11th grade. This change came after a unanimous decision by the Accountability Oversight Committee (AOC). This rule change will now move to public comment.

- Add Chronic Absenteeism to the state accountability framework and replace the engagement surveys with chronic absenteeism. This change came after work with the AOC and finding that the surveys were not working to address this issue.

BOARD ACTION
M/S (Clark / Critchfield): I move to approve the WIDA English Language Development Standards as provided in Attachment 2. A roll call vote was taken, and the motion carried 7-0.

AND

M/S (Clark / Critchfield): I move to approve the proposed rule docket number 08-0203-2101, as submitted in Attachment 1. A roll call vote was taken, and the motion carried 7-0.

Board President Liebich asked Ms. Bent to confirm that one of the biggest changes reflected in this rule change would be the action to remove the college entrance exam from the graduation requirement and add a computer science class as an option for the science requirement. Ms. Bent said that was correct. Board President Liebich asked if any of the changes mentioned today would go into effect this school year. Ms. Bent said no, these changes will begin with the 2022-2023 school year.

Dr. Clark mentioned the changes to this proposed rule pertaining specifically to the chronic absenteeism reporting is the program most states have in their plan. Superintendent Ybarra said the correlation between attendance and academics is clear.

There were no further comments or questions from the Board.

12. ESSER State Education Agency State Plan – Amendment

Ms. Bent gave an update on the ESSER State Plan. The federal government asked for clarification and what was submitted to them is presented here. The amendments to the ARP ESSER SEA Plan provided in PPGA TAB 12 Attachment 1 include:

- Added language on SDE's efforts to reach out to the various stakeholder groups in Section C.1.
- A restructuring of Section D.1. to help clarify how the funds are going to be used, including the addition of section titles to help organize the information. Additionally, language was added to demonstrate Idaho recognizes that groups are disproportionately affected by the pandemic.
- A restructuring of Section D.2.i. to make it consistent with the order and subsection titles used in section D.1.i. and added additional language around plans for data collection.

- Additional language in Section D.3. identifying the intended use of funds, the Board has already taken preliminary actions on (2.5 percent for no and low Title I schools).
- Addition of Idaho's General Education Provision Act (GEPA) Statement; and
- Addition of Appendix I to incorporate the Board approved Idaho Back to School Framework.

The U.S. Department of Education requested more specific language be added showing that we were aware of how the funding dollars can be spent. For example, only 3 percent of the funds can be used for summer school programs so that language was added but overall none of the changes are substantive from what the Board originally approved.

BOARD ACTION
M/S (Clark / Keough): I move to approve the Idaho ARP ESSER SEA State Plan as provided in Attachment 1 and authorize the Board President to sign the ARP ESSER SEA State Plan as the representative of the State Education Agency. A roll call vote was taken, and the motion carried 7-0.

There were no comments or questions from the Board.

13. Research Findings – Impact of COVID-19 on High School Grades
This item was provided in the agenda materials as an information item.

Dr. Cathleen McHugh, Chief Research Officer, State Board of Education, gave the Board members detailed information on the impact COVID-19 had on high school student outcomes.

Some of the research findings were that COVID-19 unequally altered the instructional environments of Idaho's K-12 local education agencies (LEAs) in the 2020-2021 school year. Further, the LEAs that offered either a hybrid or online instructional delivery model did have a decrease in 9th grade GPAs. Ninth grade GPA dropped by 0.13 points in LEAs that offered a hybrid model and by 0.09 points in LEAs that offered an online model.

This decrease did affect the share of 9th grade students with GPAs that would meet the Opportunity Scholarship or the Direct Admissions requirements. The share of 9th grade students with GPAs meeting the Opportunity Scholarship threshold dropped by 5 percentage points both in LEAs offering a hybrid model and in LEAs offering an online model. The share of 9th grade students with GPAs meeting the Direct Admission threshold dropped by 5 percentage points in LEAs offering a hybrid model and by 4 percentage points in LEAs offering an online model.

Unless these 9th graders raise their GPA before graduation, it is projected there will be decreases in the number of students eligible for the Opportunity Scholarship and Direct

Admissions. Not being eligible to participate in these programs could impact the rate at which different groups of students attend college.

Ms. Critchfield asked if the data also looked at pass/fail reporting. Dr. McHugh said her data does consider pass/fail as well as GPAs for the 2020-2021 school years. Dr. Hill asked to clarify the finding from one of the charts in the attachment that according to the data a white student and a Hispanic student in the same school suffered similarly academically. Dr. McHugh confirmed that was what the data showed. Dr. Hill said the data reinforces the notion that student learning outcomes were hurt during the pandemic. It will be through standardized testing where we will find how bad those outcomes will be for students moving forward.

Ms. Critchfield said this is now the new benchmark where student gaps in learning outcomes will be measured. Board President Liebich said the intervention with high school students will need to begin quickly. With lower grades there is time to work on bringing students back up to achievement levels.

There were no further comments or questions from the Board.

At this time the Board recessed for 15 minutes, returning at 11:15 a.m. (MT).

BUSINESS AFFAIRS AND HUMAN RESOURCES

1. FY 2023 Budget Requests

Todd Kilburn, Chief Financial Officer, State Board of Education, outlined how the budget requests came to be.

1. In June the Division of Financial Management gave the institutions a 3.1 percent cap on any further requests.
2. When the cap was put into place that included the enrollment workload adjustment calculation, occupancy costs and a 1 percent employee compensation placeholder.
3. This change to the cap sped up the timeline for the institutions to get their calculations in place so they could set their budgets.
4. Once approved by the Board the budget requests go to the Governor's office and then to the Legislature for funding.

BOARD ACTION
M/S (Hill / Clark): 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, 2021. I further move to authorize the Executive Director to approve any additional supplemental

requests as necessary. A roll call vote was taken, and the motion carried 6-0. Superintendent Ybarra was absent from voting.

Board President Liebich asked for clarification on this budget request issue. Schools are simply responding through this Board Action to how they are going to spend the money allocated to them each year. Mr. Kilburn, said yes, this is how state schools respond to the legislative process. Board President Liebich asked why the Board is looking at two-year schools since they have governing bodies. Mr. Kilburn said this is part of the appropriation process. Budget requests go through our office to the Governor's office and then to the Legislature. The State Board of Education is a pass through for community colleges for this process.

There were no further comments or questions from the Board.

2. FY 2023 Capital Budget Requests and Six Year Capital Plans

Todd Kilburn said there are two portions to this request. The first one is the capital budget requests from each institution and the other is the projected six-year capital project plans from the four-year institutions. Only Board approved major capital projects can be forwarded first to the Governor's office and then to the Legislature for funding.

BOARD ACTION
M/S (Hill / Keough): 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 FY2023 budget cycle. A roll call vote was taken, and the motion carried 6-0. Superintendent Ybarra was absent from voting.

AND

M/S (Hill / Keough): I move to approve the Six-Year Capital Improvement Plans for FY2023 through FY2028 for Boise State University, Idaho State University, the University of Idaho, and Lewis-Clark State College, as provided in attachments 2-5. A roll call vote was taken, and the motion carried 6-0. Superintendent Ybarra was absent from voting.

Board President Liebich said many of the schools have major capital project needs. Should we be looking at current projects or bringing existing physical plant needs up to date. Mr. Kilburn said there are repair and alteration request procedures that institutions can make to the Division of Public Works (DPW) for projects not approved by the Board. In June Governor Little issued an Executive Order asking for a facilities assessment of all state buildings to find out how much deferred maintenance there is. The deadline to get that information to the Governor is the end of August 2021. This is

a state initiative to address the issue of deferred maintenance. Each institution has a point person who is supplying this data to the Governor.

Board President Liebich asked how the process will work after the data is received in the Governor's office. Mr. Kilburn said that was still unclear at this point. Mr. Kilburn also informed the Board that this capital project needs assessment does not include K-12 but only higher education institutions.

There were no further comments or questions from the Board.

3. Intercollegiate Athletic Reports – NCAA Academic Progress (APR) Scores
   This item was provided in the agenda materials as an information item.

Dr. Hill said the NCAA requires this report from the three Idaho colleges are who are part of the NCAA. They provide data concerning how student athletes are fairing concerning academic achievement.

There were no comments or questions from the Board.

4. Appointment of Idaho Public Television General Manager

Dr. Hill said Ron Pisaneschi, General Manager of IdahoPTV retired back in June and a committee was established to find his replacement. After a national search was conducted the Committee hereby unanimously recommends Jeff Tucker be the next General Manager of Idaho Public TV.

BOARD ACTION
M/S (Hill / Clark): I move to appoint Jeff Tucker as General Manager of Idaho Public Television at the rate of $62.50/hour effective August 26, 2021. A roll call vote was taken, and the motion carried 7-0.

There were no comments or questions from the Board.

5. System Optimization Update – Falcon High Performance Computer
   This item was provided in the agenda materials as an information item.

Chet Herbst, System Optimization Project Manager, State Board of Education, informed everyone about the Idaho National Laboratory (INL) offering to transfer (via a property loan agreement) its Falcon high performance computer to the State Board of Education for use by the Idaho public research universities to support research and education throughout the state and improve the lives and economic well-being of Idaho's citizen's. This supercomputer would represent a six-fold increase in capacity in the use of core hours used by universities each year and will place Idaho in the top 20 university

systems with supercomputer capacity for our research institutions. The property transfer should be finalized by January of 2022.

Matt Freeman asked if there will be an action item on this topic at a future Board meeting. Mr. Kilburn said yes, the action item should be coming at the October Board meeting.

There were no further comments or questions from the Board.

6. Student Fee Update
   This item was provided in the agenda materials as an information item.

Todd Kilburn said as part of the Legislative intent language this year the Legislature required three things be done by the Board. They were:

1. Create a breakout of student activity fees on the university websites.
2. Create a common naming convention for similar activity fees across all institutions.
3. Evaluate the current activity fees assessed to students and determine how fees supporting clubs and activities and organizations can be structured for access, affordability, and choice.

Regarding the first requirement, the institutions have committed to creating a webpage at each institution that is convenient for students to find and provide a link to be placed on the State Board of Education website. These webpages will be developed and implemented once the final fee structure is completed.

Regarding the second requirement, this working group has developed the following four overarching categories into which all student fees would be placed. They are:

- Institutional Operations, Services, and Support
- Student Recruitment, Success, and Engagement
- Student Clubs and Organizations
- Student Health and Wellness

As the first two processes are completed, that will allow a more thorough discussion of what fees can then be structured to “address the need for access, affordability, and choice.”

Board President Liebich asked Mr. Kilburn about the challenges institutions will face with this new student fee structure. Mr. Kilburn said if students get to pick and choose the fees they want to pay, every student could have a different financial aid package which would be an administrative hardship for the schools. The schools are looking at a total opt-in or a total opt-out for fees for clubs, organizations, and activities.

There were no further comments or questions from the Board.

7. Idaho State University – HOLT Arena Seating Project – Construction and Financing

Dani Dunstan, Vice President for Operations and Chief of Staff, ISU, outlined the funding request. Ms. Dunstan said the proposal before the Board is to renovate Holt Arena, which celebrated its 50th anniversary last year. This request is asking for a project budget of $1 million in monies above the amount fundraised for the project. This upgrade will replace the 11,700 seats, provide essential ADA upgrades, and add hospitality suites.

BOARD ACTION
M/S (Hill / Keough): I move to approve the request by Idaho State University to proceed with bidding and construction of the Holt Arena Renovation, and to expend up to $1 million above the amount fundraised for the project. A roll call vote was taken, and the motion carried 7-0.

Board President Liebich asked what the timing of construction was. Ms. Dunstan said if the Board approves the expenditure, she will then be able to pin down a timeline for construction making sure it does not conflict with fall sports.

There were no further comments or questions from the Board.

Board President Liebich acknowledged Senator David Lent had entered the room.

8. Idaho State University – Mitchell+Palmer Master Service Agreement

Kevin Satterlee, President of ISU, outlined the expenditure request asking to extend the service agreement with Mitchell + Palmer. President Satterlee said under their services ISU saw a significant admission rate of new students. This current agreement is the next phase of ISU's enrollment strategy and that requires a longer-term investment in marketing and advertising.

BOARD ACTION
M/S (Hill / Clark): I move to approve the request by Idaho State University to enter into a master marketing and advertising contract with Mitchell + Palmer LLC for an amount not to exceed $1.5 million per year for a three-year total not to exceed of $4.5 million. A roll call vote was taken, and the motion carried 7-0.

Board President Liebich asked how much of this expenditure request was focused on recruiting Idaho students vs. out of state students. President Satterlee said the focus of the marketing and advertising campaign is for recruiting Idaho students.

There were no further comments or questions from the Board.

9. Idaho State University – EAMES Phase III Project – Financing

Dani Dunstan, Vice President for Operations and Chief of Staff, ISU, outlined the funding request. Ms. Dunstan said due to cost overruns and the inflation happening in the construction market the winning bid came in $1 million dollars over the monies approved for this project by the Board in February of 2020. Board Policy V.K.5 states, "If a project budget increases above the total Board authorized amount by the lesser of 5% or $500,000, then the institution or agency shall be required to seek further authorization." ISU is therefore bringing this request forward to the Board in compliance with that policy for authorization to increase the budget in alignment with the lowest project bid.

BOARD ACTION
M/S (Hill / Critchfield): I move to approve the request by Idaho State University to proceed with the construction of EAMES Phase III for a total cost not to exceed $4,639,335. A roll call vote was taken, and the motion carried 7-0.

Board President Liebich asked if ISU has already broken ground and did the bids come back over the amount already approved. Ms. Dunstan said bids have come back and there is a bit of time to get back to the winning bidder and to confirm the project, but they have been waiting for Board approval. And yes, the winning bid came in over $1 million dollars over what was expected.

There were no further comments or questions from the Board.

10. University of Idaho – Huron Contract

Todd Kilburn said the contract being proposed will allow the four Idaho Universities to work with Jaggaer's E-Procurement system along with Jaggaer's contact management software and other systems. The contract asks for Huron Consulting to implement the software at the institutions and build an interface with Luma software so the state can get reporting.

BOARD ACTION
M/S (Hill / Critchfield): I move to approve the request by the University of Idaho to execute the attached contract with Huron Consulting Group and to authorize the University of Idaho Vice-President for Finance and Administration, or designee, to execute the necessary contractual documents in substantial conformity to the documents attached to this motion. A roll call vote was taken, and the motion carried 7-0.

Board President Liebich asked how the institutions will spearhead this program. C. Scott Green, President of the University of Idaho, said Huron has a lot of

implementation experience with this issue to help the institutions succeed and thirty percent of the cost will be split between three institutions and ten percent will be paid by Lewis-Clark State College.

There were no further comments or questions from the Board.

11. University of Idaho – Ellucian Renewal Agreement

Todd Kilburn said the enterprise resource planning (ERP) software agreements have been reviewed at the institutions. BSU and LSCS have both in the last year had approval from the Board for their renewals. This is UI's time for a renewal, and all of this is being done to maintain their systems. The UI requests a contract renewal for five-years for Banner and three years for CRM Advance and ChromeRiver. This agreement aligns with the timing and term length of similar agreements signed between BSU, ISU, LCSC, and their respective ERP providers. This furthers the Board of Regents' mission of improving purchasing coordination and centralization among the four-year institutions, in addition to creating the opportunity for ERP alignment among the institutions in the future.

BOARD ACTION
M/S (Hill / Keough): I move to approve the request by the University of Idaho to execute the attached contracts with Ellucian and to authorize the University of Idaho Vice-President for Finance and Administration, or designee, to execute the necessary contractual documents in substantial conformity to Attachments 1 and 2. A roll call vote was taken, and the motion carried 7-0.

Board President Liebich asked if there was one clear winner since every institution has their own Enterprise Resource Planning (ERP) software or are they all basically the same, using a functionality perspective. President Green said educational institutions have unique needs and they cannot use just any enterprise software.

Mr. Gilbert asked if this would then become a situation of build or buy in the next few years. President Green said he did not see the build or buy option being feasible, but any software will have to be customized for use by the institutions.

There were no further comments or questions from the Board.

At this time the Board recessed for 30 minutes, returning at 12:50 p.m.

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

1. Graduate Medical Education Committee Annual Report
   This item was provided in the agenda materials as an information item.

Todd Kilburn introduced the Graduate Medical Education annual report. Some of the report highlights are:

1. In three years, the plan has grown new GME (residency) programs from nine to twelve and has also expanded the number of residents and fellows in training from 134 to 217.
2. Idaho has moved from 49th in the United States for the number of primary care physicians per 100,000 people to 45th. Additionally Idaho has moved from 49th for the number of GME resident physician positions per 100,000 to 47th.
3. With the support of the Idaho State Board of Education, Governor Little, and the Idaho Legislature, the FY 2023 Budget Plan will fund 14 new residents and fellows in existing programs and will develop two new residency/fellowship programs in the next year.
4. All programs are meeting the goals of accreditation, which includes 100 percent resident position fill rates, as well as having over 50 percent of their graduates staying in Idaho, with 30 percent or more of their graduates staying in rural and urban underserved communities.
5. There are three programs under consideration for the near future: a Psychiatry residency, a Pediatrics residency and growth of a new rural training track program.

In summary, Idaho's GME plan has been a success despite shifting funding priorities and a global pandemic. With the approval of the 2023 budget there will be twelve core programs and six Fellowships in place. As a direct consequence of these programs there has been increased access to timely care. Additionally, these programs have provided many jobs and economic benefits to their communities and the state of Idaho.

Board President Liebich asked what the track record is for keeping people in Idaho after we train them. Mr. Gilbert said the retention rate was reportedly above sixty percent and that number keeps increasing.

There were no further comments or questions from the Board.

2. Semi-Annual Report of Approved Program Requests

Dr. TJ Bliss, Chief Academic Officer, State Board of Education, said the only highlight he wanted to address was how the pandemic affected certificates being earned.

1. A significant spike in program modification requests in FY20-21 resulting from institutions adding online options to existing programs, likely in response to the pandemic.
2. A steep drop in new undergraduate program requests over the past five years – 1 request in FY20-21 down from 13 requests in FY19-20 and 19 requests in FY16-17.

3. A significant spike of new academic undergraduate certificates – 34 in FY19-20 but dropping to more historical levels (10 new certificates) in FY20-21.
4. Fairly consistent numbers of new graduate certificate requests over the past five years.
5. A significant uptick in the number of new career technical certificates, AAS degrees, discontinued certificates, and discontinued degrees in FY19-20.

BOARD ACTION
M/S (Critchfield / Hill): I move to accept the Semi-Annual Report of Approved Program Requests, as presented in Attachment 1. A roll call vote was taken, and the motion carried 7-0.

Board President Liebich asked if any of the online ads promoting online learning at our institutions will continue after we return to in-person learning. Dr. Bliss said he believes that more and more courses will be offered online which would give more flexibility in acquiring new and incoming students, so the ads will most likely continue.

There were no further comments or questions from the Board.

3. Three-Year Program Plan

Ms. Critchfield said there are some notable highlights this year and she wished to note them in the minutes.

1. Food truck management associates degree offered by North Idaho College is being offered in response to the explosion in the food truck market.
2. UI's proposed associate of applied science offerings in Forest Harvesting, Wildland Fire Technology and Nursery Technology seem duplicative to other offerings from other institutions. IRSA is asking UI to work with Dr. Long at CTE to come up with a plan to help UI move forward with the programs they wish to offer. After those meetings take place, these updates will be brought back to the Board.

BOARD ACTION
M/S (Critchfield / Clark): I move to approve the Three-Year Program Plan as submitted in Attachment 1. A roll call vote was taken, and the motion carried 7-0.

Board President Liebich asked for clarification about the nursing program as outlined in LCSC's three-year plan. Dr. Cynthia Pemberton, President, Lewis-Clark State College answered the Board question explaining the pipeline between two-year and four-year nursing programs across the state which will allow for a seamless transfer of students while also allowing online opportunities across the entire state to flourish. While there is an unmet need for nurses Idaho has put into place a mechanism to make this happen, but it needs to be given time to implement. Further, the limited number of nurses

coming from the programs is based on the number of clinical placements in the workforce, not by the number of people interested in, or training to become nurses.

Ms. Keough asked what the timeframe is to get these programs up and running. Dr. Bliss said he is actively communicating with the university contacts to see who they want to be a part of this conversation. IRSA hopes to schedule the first set of meetings sometime next week. Board President Liebich asked if there was any Board action required once these plans are finalized. Dr. Bliss said he would have more information by the end of next week. Dr. Long said CTE will be following up with UI early next week to discuss their specific items and will have further information then.

There were no further comments or questions from the Board.

4. Board Policy III.N. General Education – First Reading

Ms. Critchfield said the resulting changes will streamline and clarify GEM competency requirements and intended outcomes for students, and this is a first reading.

BOARD ACTION
M/S (Critchfield / Hill): I move to approve the first reading of proposed amendments to Board Policy III.N., Statewide General Education, as submitted in Attachment 1. A roll call vote was taken, and the motion carried 7-0.

There were no comments or questions from the Board.

5. Board Policy III.G. Postsecondary Program Approval and Discontinuance and Board Policy III.H. Program Review – Second Reading

Ms. Critchfield said this is a second reading and the following changes were made between the first and second reading of these policy amendments:

- Removal of micro certification requests from the Career Technical Short Proposal subsection (4.b).
- Creation of a new subsection (4.d) requiring requests for micro certifications to be submitted via a template developed by the Division of Career Technical Education
- Addition of “State” to the title of “Administrator” throughout the policy and clarification that the Executive Director or designee, in addition to the State Administrator, shall approve requests related to career technical programs.
- Addition of modifications to academic instructional or administrative units to the Short Proposal section.
- Removal of the deviation from program credit definitions from the Career Technical Short Proposal subsection (4.b.)

- Removal of three actions related to online format and delivery from the Career Technical Letter of Notification subsection (4.c.) to the Career Technical Short Proposal subsection (4.b.)
- One or two minor technical corrections.

The updates to III.G. precipitated the removal of III.H.

BOARD ACTION
M/S (Critchfield / Clark): I move to approve the second reading of proposed amendments to Board Policy III.G, Program Approval and Discontinuance, as submitted in Attachment 1. A roll call vote was taken, and the motion carried 7-0.

AND

M/S (Critchfield / Hill): I move to approve the second reading of Board Policy III.H. Program Review, repealing the policy in its entirety, as submitted in Attachment 3. A roll call vote was taken, and the motion carried 7-0.

Board President Liebich asked who drove the changes between the first and second readings. Dr. Bliss said the changes came from the technical college deans and CTE.

There were no further comments or questions from the members of the Board.

6. Boise State University – Institute for Advancing American Values

Dr. Marlene Tromp, President of Boise State University, came before the Board members to outline the request for a new Institute for Advancing American Values. As outlined in the proposal:

"The Institute for the Advancement of American Values encourages conversation between opposing viewpoints to spur engagement, understanding, and human connection. Institute activities will include public events to encourage dialogue about central issues facing Idaho and the nation, research and projects that approach complex and contested issues through the prism of American values and evidenced-based research, and education programming supporting the development of new courses across the disciplines that chart how the values of freedom and opportunity have shaped the triumphs and challenges of American life and history. Through these commitments, the Institute inspires us to talk and listen to each other respectfully about the issues and values that have shaped America and Americans from all walks of life."

BOARD ACTION
M/S (Critchfield / Clark): I move to approve the request by Boise State University to create an Institute for Advancing American Values. A roll call vote was taken, and the motion carried 7-0.

Mr. Gilbert asked if BSU has the funds to initiate this Institute. Dr. Tromp said initial programming costs will be covered by the Idaho Listens grant of $1 million over ten years and the new and existing institutional funding of at least $130,000 per year.

Board President Liebich asked if BSU expected to find interest in this Institute from outside the BSU campus. Dr. Tromp said this Institute will lead the national conversation and they expect to see wide ranging interest from across the country. Board President Liebich asked when the first event was being planned for. Dr. Tromp said they hoped to have the first event in October of this year.

There were no further comments or questions from the Board.

7. Program Prioritization Five-Year Reports
   This item was provided in the agenda materials as an information item.

Ms. Critchfield said this is a combined Program Prioritization Report for all of the four Universities for the Board's review. The Board heard ISU's report yesterday at the meeting and over the next year we will hear from the other three institutions as well, but this report gives the Board members an opportunity to review this data prior to it being presented.

Board President Liebich asked if the reports are due annually and should they be done less frequently. Matt Freeman said the actual effort to do a comprehensive review is done every five years. What the institutions report on is included in the President's annual report, but they are not going through a comprehensive program prioritization every year.

Mr. Gilbert asked if we are consolidating into a single report across institutions the impact of all of the program prioritizations that have occurred. Dr. Bliss said for more clarification and context the university presidents provide as part of their annual report updates on their program prioritization efforts, and every five years they provide the report seen here today. There will not be a report like this every year. The idea of doing a one-page summary across the five-year reports is a good idea and he will have his office look into doing this in an ongoing basis.

There were no further comments or questions from the Board.

Board President Liebich closed the meeting by thanking Debbie Critchfield for her service to the State Board of Education and her seven years of service as a Board member and Past President.

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

M/S (Critchfield / Keough): I move to adjourn the meeting at 1:42 p.m. (MT). A roll call vote was taken, and the motion carried 7-0.

STATE BOARD OF EDUCATION
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TAB	DESCRIPTION	ACTION
1	BAHR – FY 2024 - APPROPRIATIONS	Action Item
2	BAHR – FY 2024 OPPORTUNITY SCHOLARSHIP – EDUCATIONAL COSTS	Action Item
3	BAHR – BOISE STATE UNIVERSITY – STUDENT HEALTH INSURANCE PROGRAM (SHIP) CONTRACT	Action Item
4	BAHR – BOISE STATE UNIVERSITY – MICRON CENTER FOR MATERIALS RESEARCH – METAL-ORGANIC CHEMICAL VAPOR DISPOSITION PROJECT CONSTRUCTION AND FINANCING	Action Item
5	BAHR – BOISE STATE UNIVERSITY – STUDENT UNION BUILDING – SWITCHGEAR REPLACEMENT PROJECT	Action Item
6	BAHR - BOISE STATE UNIVERSITY – EFY, LLC SUMMER CAMP AGREEMENT	Action Item
7	BAHR - BOISE STATE UNIVERSITY – SIX (6) YEAR CAPITAL CONSTRUCTION PLAN AMENDMENT	Action Item
8	BAHR – UNIVERSITY OF IDAHO – FACULTY MULTI-YEAR LAW CONTRACTS	Action Item
9	IRSA – BOISE STATE UNIVERSITY – ONLINE BACHELOR OF PROJECT MANAGEMENT	Action Item

TAB	DESCRIPTION	ACTION
10	IRSA – BOISE STATE UNIVERSITY – PHD IN PUBLIC AND POPULATION HEALTH LEADERSHIP	Action Item
11	PPGA – DATA MANAGEMENT COUNCIL APPOINTMENTS	Action Item
12	PPGA – INDIAN EDUCATION COMMITTEE APPOINTMENTS	Action Item
13	SDE – EMERGENCY PROVISIONAL CERTIFICATES	Action Item
14	SDE – SAFETY BUSING REQUEST – APPROVAL TO TRANSPORT STUDENTS LESS THAN 1 ½ MILES	Action Item
15	SDE – PRAXIS II ASSESSMENTS AND QUALIFYING SCORES	Action Item
16	SDE – PROFESSIONAL STANDARDS COMMISSION APPOINTMENTS	Action Item

BOARD ACTION

I move to approve the consent agenda.

SUBJECT

FY 2024 Appropriation Information – Institutions and Agencies of the State Board of Education

APPLICABLE STATUTE, RULE, OR POLICY

Applicable Legislative Appropriation Bills (2023)

BACKGROUND/ DISCUSSION

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

The table on Tab 1 Attachment 1 lists the FY 2024 appropriations related to the State Board of Education.

IMPACT

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

ATTACHMENTS

Attachment 1 – FY 2024 Appropriations List

STAFF COMMENTS

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

BOARD ACTION

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

ATTACHMENT 1

State Board of Education
FY 2024 Appropriations to Institutions and Agencies

	General Fund	% Δ From FY 2023	Total Funds
Allocations			
College and Universities S1176	$353,942,200	4.7%	$678,550,500
Community Colleges S1160	60,910,500	7.0%	61,710,500
Career Technical Education H363	76,509,300	4.5%	103,296,800
Agencies			
Agricultural Research & Extension H336	36,798,300	4.0%	37,188,400
Health Education Programs S1147	26,845,500	8.1%	27,215,100
Special Programs S1177	29,138,000	5.5%	34,885,600
State Board of Education S1202	41,353,500	338.6%	96,376,200
Idaho Public Television H276	2,933,900	4.1%	2,93,900
Division of Vocational Rehabilitation H300	5,172,200	3.8%	26,541,800
Idaho Public Charter Schools H275	190,100	4.2%	825,700
State Department of Education H353	14,778,500	4.4%	45,800,500

Statewide Issues

Permanent Building Fund Advisory Committee Appropriations S1197:

As of agenda preparation time, the total for A&R projects for the institutions and agencies was $31,405,500 and the estimated FY 2023 supplemental for deferred maintenance was $174,000,000. The following capital requests were recommended:

Boise State University	17,936,000
Idaho State University	8,388,000
University of Idaho State	8,998,000
Lewis-Clark State College	2,370,000
College of Western Idaho: Student Learning Center	10,700,000
College of Western Idaho: Ag. Science/Horticulture Expansion - Phase 2	5,000,000
College of Southern Idaho: Emergency Generator and Data Center	2,530,000
College of Southern Idaho: Evergreen Building	9,000,000
College of Eastern Idaho: Campus Infrastructure Improvements	8,000,000

SUBJECT

FY 2024 College and Universities Appropriation Allocation

APPLICABLE STATUTE, RULE, OR POLICY

Senate Bill 1176 (2023)
Idaho State Board of Education Governing Policies & Procedures, Section V.S.

BACKGROUND/DISCUSSION

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

According to Board policy, the allocation is made in the following order: 1) each institution shall be allocated its prior year budget base; 2) funds for the Enrollment Workload Adjustment (EWA); 3) operations and maintenance funds for new, major general education capital improvement projects; 4) decision units above the base; and 5) special activities or projects at the discretion of the Board. These funds, allocated along with revenue generated from potential fee increases, will establish the funding for the general education programs for FY 2024. The allocation for FY 2024 is shown on Tab 1a Attachment 1. The FY 2024 general fund appropriation includes the following items:

Maintenance of Current Operations (MCO):	
• Increases in benefit costs	$3,332,500
• Statewide cost allocation	2,582,200
• $1.20 per hour Merit (CEC)	8,923,400
• Enrollment Workload Adjustment (EWA)	(2,963,100)
Line Items:	
• Audit Staff Transfer to OSBE	(1,203,900)
• Governor's Initiative – Institution Funding	5,937,200
• Division of Human Resources Consolidation	63,500
• Systemwide Needs: Academic Technology Support Staff	103,000
• Systemwide Needs: Apply Idaho Project Manager	96,100
Total General Fund increase over Base	$16,870,900

ATTACHMENTS

Attachment 1 - C&U FY 2024 Appropriation Allocation
Attachment 2 - Statement of Purpose/Fiscal Note
Attachment 3 - Appropriation Bill (S1176)

STAFF COMMENTS

Staff recommends approval of the FY 2024 College and Universities allocation as presented in Attachment 1.

BOARD ACTION

I move to approve the allocation of the FY 2024 appropriation for Boise State University, Idaho State University, University of Idaho, Lewis-Clark State College, and system-wide needs, as presented on Tab 1a, Attachment 1.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

FY 2024 College and University Allocation
Based on SB 1176
March 24, 2023

	Appropriation:	FY23 Appr	FY24 Appr	% Chge	Sys Needs:	FY23 Appr	FY24 Appr
1	**General Educ Approp: SB 1176**				HERC	1,962,700	1,962,700
2	General Account	340,515,500	353,942,200	3.94%	UG Research	200,000	200,000
3	Endowment Funds	19,632,800	22,918,100	16.73%	Sys Nds	2,252,600	2,252,600
4					IGEM	2,000,000	2,000,000
5	Total Gen Acct & Endow Funds	360,148,300	376,860,300	4.64%	Total	6,415,300	6,415,300
6	Student Fees/Misc Revenue	480,192,900	301,690,600	-37.17%			
7	One-time CARES Act and HESF Funding	6,232,700	0				
8	Total General Education Appropriation	846,573,900	678,550,900	-19.85%			
9							
10							
11	**Allocation:**	**BSU**	**ISU**	**UI**	**LCSC**	**SYS-WIDE**	**TOTAL**
12	FY23General Account	120,502,400	90,068,200	99,868,100	20,389,900	6,242,700	337,071,300
13	FY23 Endowment Funds	0	5,153,200	14,480,100	3,284,400	0	22,917,700
14	**FY24 Budget Base**	120,502,400	95,221,400	114,348,200	23,674,300	6,242,700	359,989,000
15							
16							
17	**Additional Funding for FY24:**						
18	MCO Adjustments:						
19	Personnel Benefits	1,071,200	1,041,500	965,100	254,700		3,332,500
20	Inflation including Library B&P	0	0	0	0	0	0
21	Recplacement Capital	0	0	0	0		0
22	CEC: $1.20 per hour merit	2,960,800	2,792,200	2,577,400	593,000		8,923,400
23	Compensation Schedule Changes	0	0	0	0		0
24	Endowment Fund Adjustments	0	0	0	0		0
25	Nonstandard Adjustments:						
26	Risk Mgmt/Controller/Treasurer	1,003,700	661,900	844,800	71,800		2,582,200
27	External Nonstandard Adjustments:						
28	Enrollment Workload Adjustment (EWA) - GF	(2,020,300)	(841,000)	(177,300)	75,500		(2,963,100)
29	Line Items						
30	Audit Staff Transfer	(423,200)	(390,600)	(390,100)	0	0	(1,203,900)
31	Governor's Initiative - Institution Funding	2,136,600	1,614,000	1,816,500	370,100	0	5,937,200
32	DHR Consolidation - General Funds	23,700	34,300	0	5,500	0	63,500
33	DHR Consolidation - Student Fees	23,100	12,000	0	4,100	0	39,200
34	Academic Technology Support Staff	0	0	0	0	103,000	103,000
35	Apply Idaho Project Manager	0	0	0	0	96,100	96,100
36	HERC Coordinator GF ongoing	0	0	0	0	(3,000)	(3,000)
37	HERC Coordinator GF one-time	0	0	0	0	3,000	3,000
38	Total Addl Funding	4,775,600	4,924,300	5,636,400	1,374,700	199,100	16,910,100
39							
40	**FY24 Gen Acct, Endow, CARES and HESF**	125,254,900	100,133,700	119,984,600	25,044,900	6,441,800	376,859,900
41	% Change From FY23 Adjusted Budget Base	3.94%	5.16%	4.93%	5.79%	3.19%	4.69%
42							
43	FY24 Estimated Student Fee Revenue	157,286,900	59,351,000	69,580,500	15,472,200	0	301,690,600
44							
45	FY24 Operating Budget	282,541,800	159,484,700	189,565,100	40,517,100	6,441,800	678,550,500
46		0					
47							
48	General Fund Increase over Base	4,752,500	4,912,300	5,636,400	1,370,600	199,100	16,870,900
49	% Increase	3.9%	5.5%	5.6%	6.7%	3.2%	5.0%
50	General Fund Increase - ongoing over Base	4,752,500	4,912,300	5,636,400	1,370,600	196,100	16,867,900
51	% Increase	3.9%	5.5%	5.6%	6.7%	3.1%	5.0%
52	General Fund Increase - ongoing less Benefits & CEC	720,500	1,078,600	2,093,900	522,900	196,100	4,612,000
53	% Increase	0.6%	1.2%	2.1%	2.6%	3.1%	1.4%
54							

STATEMENT OF PURPOSE

RS30648 / S1176

This is the FY 2024 original appropriation bill for the College and Universities. It appropriates a total of $678,550,500. Included in this bill is $4,369,900 in inflationary adjustments from dedicated funds for utility costs, communication costs, repair and maintenance services, travel costs, computer supplies, insurance, and other items including $2,310,700 for Boise State University (BSU), $1,941,900 for Idaho State University (ISU), and $117,300 for the University of Idaho (UI). Also included in this bill is $2,224,600 from dedicated funds for replacement items at Boise State University including vehicles, lab equipment, floor care, audio/visual and computer equipment, tools, lawn equipment, and other items, and $102,700 for human resources consolidation at BSU, ISU, and Lewis-Clark State College (LCSC). For the Enrollment Workload Adjustment (EWA), BSU received a reduction of $2,020,300, ISU received a reduction of $841,000, LCSC received an increase of $75,500, and UI received a reduction of $177,300. The bill also funds six line items. Line item 1 provides 0.50 FTP for a Higher Education Research Council Staff position, who would monitor and verify the allocation of the money distributed to the institutions for research and economic development. Line item 2 provides 1.00 FTP and $103,000 for academic technology support staff, who would support the faculty and staff at the institutions who utilize online education resources. Line item 3 provides 1.00 FTP and $96,100 for an Apply Idaho project manager, which would expand the application period to year-round and the applicant pool to any Idaho high school graduate. Line item 4 is a reduction of 10.00 FTP and a reduction of $1,203,900 to transfer internal audit staff from the institutions to the Office of the State Board of Education. Line item 5 is a reduction of $55,200 in operating expenditures, an increase of $52,200 in personal costs, and an increase of $3,000 in capital outlay from the General Fund for the HERC staff position in line item 1. Lastly, the bill provides a total of $5,937,200 for discretionary funding at each of the four institutions with $2,136,600 allocated to BSU, $1,614,000 to ISU, $370,100 to LCSC, and $1,816,500 to UI.

FISCAL NOTE

	FTP	Gen	Ded	Fed	Total
FY 2023 Original Appropriation	4,749.43	338,065,500	304,968,000	14,000	643,047,500
Prior Year Reappropriation	0.00	1,450,000	198,143,000	6,218,700	205,811,700
1. Security Incident Costs	0.00	1,000,000	0	0	1,000,000
FY 2023 Total Appropriation	4,749.43	340,515,500	503,111,000	6,232,700	849,859,200
Executive Carry Forward	0.00	34,900	0	0	34,900
Expenditure Adjustments	24.82	0	6,932,400	0	6,932,400
FY 2023 Estimated Expenditures	4,774.25	340,550,400	510,043,400	6,232,700	856,826,500
Removal of Onetime Expenditures	(30.33)	(3,479,100)	(205,500,300)	(6,232,700)	(215,212,100)
Base Adjustments	104.26	0	5,500,400	0	5,500,400
FY 2024 Base	4,848.18	337,071,300	310,043,500	0	647,114,800
Personnel Benefit Costs	0.00	3,332,500	2,151,700	0	5,484,200
Inflationary Adjustments	0.00	0	4,369,900	0	4,369,900

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

Replacement Items	0.00	0	2,224,600	0	2,224,600
Statewide Cost Allocation	0.00	2,582,200	0	0	2,582,200
Change in Employee Compensation	0.00	8,923,400	5,779,400	0	14,702,800
Nondiscretionary Adjustments	0.00	(2,963,100)	0	0	(2,963,100)
FY 2024 Program Maintenance	4,848.18	348,946,300	324,569,100	0	673,515,400
DHR Consolidation	0.00	63,500	39,200	0	102,700
1. Higher Ed. Research Council Staff	0.50	0	0	0	0
2. Academic Technology Support Staff	1.00	103,000	0	0	103,000
3. Apply Idaho Project Manager	1.00	96,100	0	0	96,100
5. BSU, ISU, UI - Audit Staff Transfer	(10.00)	(1,203,900)	0	0	(1,203,900)
HERC Coordinator Funding	0.00	0	0	0	0
Gov. Initiative - Institution Funding	0.00	5,937,200	0	0	5,937,200
Budget Law Exemptions/Other Adjustments	0.00	0	0	0	0
FY 2024 Total	4,840.68	353,942,200	324,608,300	0	678,550,500
Chg from FY 2023 Orig Approp	91.25	15,876,700	19,640,300	(14,000)	35,503,000
% Chg from FY 2023 Orig Approp.	1.9%	4.7%	6.4%	(100.0%)	5.5%

Contact:

Senator Dave Lent
(208) 332-1313
Representative James Petzke
(208) 332-1043

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LEGISLATURE OF THE STATE OF IDAHO
Sixty-seventh Legislature First Regular Session - 2023

IN THE SENATE

SENATE BILL NO. 1176

BY FINANCE COMMITTEE

AN ACT

RELATING TO THE APPROPRIATION TO THE STATE BOARD OF EDUCATION AND THE BOARD OF REGENTS OF THE UNIVERSITY OF IDAHO; APPROPRIATING MONEYS TO THE STATE BOARD OF EDUCATION AND THE BOARD OF REGENTS OF THE UNIVERSITY OF IDAHO FOR COLLEGE AND UNIVERSITIES AND THE OFFICE OF THE STATE BOARD OF EDUCATION FOR FISCAL YEAR 2024; PROVIDING REAPPROPRIATION AUTHORITY; EXEMPTING THE APPROPRIATION FROM OBJECT AND PROGRAM TRANSFER LIMITATIONS; PROVIDING REQUIREMENTS FOR SYSTEMWIDE NEEDS; DIRECTING AN ADJUSTMENT FOR STUDENT TUITION AND FEES FOR FISCAL YEAR 2024; PROVIDING FOR THE USE OF APPROPRIATED FUNDS; AND DECLARING AN EMERGENCY AND PROVIDING AN EFFECTIVE DATE.

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

SECTION 1. There is hereby appropriated to the State Board of Education and the Board of Regents of the University of Idaho for College and Universities and the Office of the State Board of Education the following amounts to be expended according to the designated programs and expense classes from the listed funds for the period July 1, 2023, through June 30, 2024:

	FOR PERSONNEL COSTS	FOR OPERATING EXPENDITURES	FOR CAPITAL OUTLAY	FOR TRUSTEE AND BENEFIT PAYMENTS	TOTAL
I. BOISE STATE UNIVERSITY:					
FROM:					
General Fund	$112,276,400	$9,220,700	$3,757,800		$125,254,900
Unrestricted Fund	109,846,500	45,078,400	2,362,000		157,286,900
TOTAL	$222,122,900	$54,299,100	$6,119,800		$282,541,800
II. IDAHO STATE UNIVERSITY:					
FROM:					
General Fund	$92,742,500	$2,238,000			$94,980,500
Charitable Institutions Endowment Income Fund	1,868,800				1,868,800
Normal School Endowment Income Fund	3,284,400				3,284,400

	FOR PERSONNEL COSTS	FOR OPERATING EXPENDITURES	FOR CAPITAL OUTLAY	FOR TRUSTEE AND BENEFIT PAYMENTS	TOTAL
Unrestricted Fund	32,403,400	23,280,900	$3,666,700		59,351,000
TOTAL	$130,299,100	$25,518,900	$3,666,700		$159,484,700
III. LEWIS-CLARK STATE COLLEGE:					
FROM:					
General Fund	$18,912,900	$2,422,300	$425,300		$21,760,500
Normal School Endowment Income Fund		3,284,400			3,284,400
Unrestricted Fund	14,046,200	1,402,200	23,800		15,472,200
TOTAL	$32,959,100	$7,108,900	$449,100		$40,517,100
IV. UNIVERSITY OF IDAHO:					
FROM:					
General Fund	$95,764,700	$6,248,300	$3,491,500		$105,504,500
Agricultural College Endowment Income Fund	940,100	740,500	246,900		1,927,500
Scientific School Endowment Income Fund	3,468,500	3,204,200			6,672,700
University Endowment Income Fund		5,199,300	680,600		5,879,900
Unrestricted Fund	53,400,900	16,179,600	0		69,580,500
TOTAL	$153,574,200	$31,571,900	$4,419,000		$189,565,100
V. SYSTEMWIDE PROGRAMS:					
FROM:					
General Fund	$251,300	$2,112,700	$3,000	$4,074,800	$6,441,800
GRAND TOTAL	$539,206,600	$120,611,500	$14,657,600	$4,074,800	$678,550,500

SECTION 2. REAPPROPRIATION AUTHORITY. There is hereby reappropriated to the State Board of Education and the Board of Regents of the University of

Idaho for College and Universities and the Office of the State Board of Education any unexpended and unencumbered balances appropriated or reappropriated to the State Board of Education and the Board of Regents of the University of Idaho for College and Universities and the Office of the State Board of Education from dedicated funds for fiscal year 2023 to be used for nonrecurring expenditures for the period July 1, 2023, through June 30, 2024. The Office of the State Controller shall confirm the reappropriation amount, by fund, expense class, and program, with the Legislative Services Office prior to processing the reappropriation authorized herein.

SECTION 3. EXEMPTIONS FROM OBJECT AND PROGRAM TRANSFER LIMITATIONS. The State Board of Education and the Board of Regents of the University of Idaho for College and Universities and the Office of the State Board of Education are hereby exempted from the provisions of Section 67-3511(1), (2), and (3), Idaho Code, allowing unlimited transfers between object codes and between programs for all moneys appropriated to them for the period July 1, 2023, through June 30, 2024. Legislative appropriations shall not be transferred from one fund to another fund unless expressly approved by the Legislature.

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

SECTION 5. STUDENT TUITION AND FEES FOR FISCAL YEAR 2024. Notwithstanding the provisions of Section 67-3516(2), Idaho Code, the Division of Financial Management may approve the expenditure of dedicated state funds pursuant to the noncognizable process for student tuition and fees during fiscal year 2024. Each of the institutions' budget requests for fiscal year 2025 shall reflect all adjustments so approved by the Division of Financial Management.

SECTION 6. USE OF APPROPRIATED FUNDS. The college and universities shall verify no state appropriated funds are used to support diversity, equity, inclusion, or social justice ideology as part of any student activities, clubs, events, or organizations on campus. Each college and university shall submit a written report of its expenditures related to these activities to the Joint Finance-Appropriations Committee no later than January 14, 2024.

SECTION 7. An emergency existing therefor, which emergency is hereby declared to exist, this act shall be in full force and effect on and after July 1, 2023.

SUBJECT

Community Colleges FY 2024 Appropriation Allocation

APPLICABLE STATUTE, RULE, OR POLICY

Senate Bill 1160 (2023)

BACKGROUND/DISCUSSION

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

IMPACT

The FY 2024 appropriation, shown on Tab 1b Attachment 1, includes General Fund increases in benefit costs, $1.20 per hour ongoing Change in Employee Compensation (CEC) for all employees based on merit, and increases or decreases in Enrollment Workload Adjustment. Line items include the following:

CSI and CEI: Compensation Equalization	$343,200
Additional CEC for all community colleges	454,300
CWI: Increased Nursing Capacity	303,700
CWI: STEM Student Capacity Increase	447,300
CWI: Student Outreach and Recruitment	294,800

ATTACHMENTS

Attachment 1 – FY 2024 CC Appropriations Allocation
Attachment 2 – Statement of Purpose/Fiscal Note
Attachment 3 – Appropriation Bill (S1160)

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval of the FY 2024 Community College allocation.

BOARD ACTION

I move to approve the allocation of the FY 2024 appropriation for the College of Southern Idaho, College of Eastern Idaho, College of Western Idaho, North Idaho College, and system-wide needs as presented on Tab 1b, Attachment 1.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

Idaho Community Colleges
FY 2024 Appropriation Allocation - SB 1160
10-Mar-23

	General Educ Approp: JFAC Action	CSI	CEI	CWI	NIC	Systemwide	Total
1	FY 23 Total Appropriation						
2	General Funds	17,146,200	6,082,400	19,095,000	14,566,100	1,039,200	57,928,900
3	CARES Act Funding		6,000	8,000			14,000
4	Dedicated Funds	200,000	200,000	200,000	200,000		800,000
5	Total FY23 Total Appropriation	17,346,200	6,288,400	19,303,000	14,766,100	1,039,200	58,742,900
6							
7	FY 24 Base						-
8	General Funds	17,146,200	6,082,400	19,095,000	14,566,100	39,200	56,928,900
9	Dedicated Funds	200,000	200,000	200,000	200,000		800,000
10	Total FY 24 Base	17,346,200	6,282,400	19,295,000	14,766,100	39,200	57,728,900
11							-
12	FY 24 Maintenance Items						
13	Changes in Benefit Costs	143,000	47,800	155,400	117,100		463,300
14	Inflationary Cost Increases	-		-	-		-
15	Replacement Items	-		-	-		-
16	CEC: $1.20 per hour merit	441,200	209,700	549,700	423,300		1,623,900
17	Enrollment Workload Adjustment	353,700	322,900	(383,000)	(242,500)		51,100
18		937,900	580,400	322,100	297,900	-	2,138,300
19	FY 24 Maintenance						-
20	General Funds	18,084,100	6,662,800	19,417,100	14,864,000	39,200	59,067,200
21	Dedicated Funds	200,000	200,000	200,000	200,000	-	800,000
22	Total FY 24 Maintenance	18,284,100	6,862,800	19,617,100	15,064,000	39,200	59,867,200
23							
24	FY 24 Line Items						
25	Compensation Equalization	261,000	82,200				343,200
26	Additional CEC for Institutions	123,400	58,700	153,800	118,400		454,300
27	CWI - Increased Nursing Capacity			303,700			303,700
28	CWI - STEM Student Capacity Increase			447,300			447,300
29	CWI - Student Outreach and Recruitment			294,800			294,800
30	Total FY 24 Line Items	384,400	140,900	1,199,600	118,400	0	1,843,300
31							
32	FY 24 Total Appropriation						
33	General Funds	18,468,500	6,803,700	20,616,700	14,982,400	39,200	60,910,500
34	CARES Act Funding						-
35	Dedicated Funds	200,000	200,000	200,000	200,000	-	800,000
36	FY 24 Total Appropriation	18,668,500	7,003,700	20,816,700	15,182,400	39,200	61,710,500
37							
38							
39	GF Change from FY 23 Total	7.7%	11.9%	8.0%	2.9%	0.0%	5.1%
40							
41	GF Appropriation Allocation						
42	Personnel Costs	16,157,600	6,803,700	17,158,200	12,815,600		52,935,100
43	Operating Expenses	2,310,900		3,442,500	2,166,800	39,200	7,959,400
44	Capital Outlay			16,000			16,000
45	Trustee/Benefit Payments						0
46	Total General Funds	18,468,500	6,803,700	20,616,700	14,982,400	39,200	60,910,500

STATEMENT OF PURPOSE

RS30599 / S1160

This is the FY 2024 original appropriation bill for the Community Colleges. It appropriates a total of $61,710,500. The bill provides for a net increase of $51,100 for the enrollment workload adjustment (EWA). The College of Western Idaho was held harmless for 50%, or $383,000 of their calculated EWA decrease for the purpose of standing up a new entrepreneurial program at the college. The bill also funds six line items, which provide $82,200 for compensation equalization at the College of Eastern Idaho, $261,000 for compensation equalization at the College of Southern Idaho, $303,700 for increased nursing capacity at the College of Western Idaho (CWI), $447,300 for increased STEM student capacity at CWI, $294,800 for student outreach and recruitment at CWI, and $454,300 for an additional CEC at all four institutions.

FISCAL NOTE

	FTP	Gen	Ded	Fed	Total
FY 2023 Original Appropriation	0.00	56,928,900	800,000	14,000	57,742,900
Removal of Onetime Expenditures	0.00	0	0	(14,000)	(14,000)
Base Adjustments	0.00	0	0	0	0
FY 2024 Base	0.00	56,928,900	800,000	0	57,728,900
Personnel Benefit Costs	0.00	463,300	0	0	463,300
Change in Employee Compensation	0.00	1,623,900	0	0	1,623,900
Nondiscretionary Adjustments	0.00	51,100	0	0	51,100
FY 2024 Program Maintenance	0.00	59,067,200	800,000	0	59,867,200
1. CEI - Compensation Equalization	0.00	82,200	0	0	82,200
2. CSI - Compensation Equalization	0.00	261,000	0	0	261,000
3. CWI - Increased Nursing Capacity	0.00	303,700	0	0	303,700
4. CWI - STEM Student Capacity Increase	0.00	447,300	0	0	447,300
5. CWI - Student Outreach and Recruitment	0.00	294,800	0	0	294,800
9. Additional CEC for Institutions	0.00	454,300	0	0	454,300
FY 2024 Total	0.00	60,910,500	800,000	0	61,710,500
Chg from FY 2023 Orig Approp	0.00	3,981,600	0	(14,000)	3,967,600
% Chg from FY 2023 Orig Approp.		7.0%	0.0%	(100.0%)	6.9%

Contact:

Senator Dave Lent
(208) 332-1313
Representative Wendy Horman
(208) 332-1071

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

LEGISLATURE OF THE STATE OF IDAHO
Sixty-seventh Legislature First Regular Session - 2023

IN THE SENATE

SENATE BILL NO. 1160

BY FINANCE COMMITTEE

AN ACT
RELATING TO THE APPROPRIATION TO THE STATE BOARD OF EDUCATION FOR COMMUNITY COLLEGES; APPROPRIATING MONEYS TO THE STATE BOARD OF EDUCATION FOR COMMUNITY COLLEGES FOR FISCAL YEAR 2024; EXEMPTING THE APPROPRIATION FROM OBJECT AND PROGRAM TRANSFER LIMITATIONS; AND DECLARING AN EMERGENCY AND PROVIDING AN EFFECTIVE DATE.

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

SECTION 1. There is hereby appropriated to the State Board of Education for Community Colleges the following amounts to be expended according to the designated programs and expense classes from the listed funds for the period July 1, 2023, through June 30, 2024:

	FOR PERSONNEL COSTS	FOR OPERATING EXPENDITURES	FOR CAPITAL OUTLAY	TOTAL
I. COLLEGE OF EASTERN IDAHO:				
FROM:				
General Fund	$6,803,700			$6,803,700
Community College Fund	200,000			200,000
TOTAL	$7,003,700			$7,003,700
II. COLLEGE OF SOUTHERN IDAHO:				
FROM:				
General Fund	$16,157,600	$2,310,900		$18,468,500
Community College Fund	0	200,000		200,000
TOTAL	$16,157,600	$2,510,900		$18,668,500
III. COLLEGE OF WESTERN IDAHO:				
FROM:				
General Fund	$17,158,200	$3,442,500	$16,000	$20,616,700

	FOR PERSONNEL COSTS	FOR OPERATING EXPENDITURES	FOR CAPITAL OUTLAY	TOTAL
Community College Fund	0	200,000	0	200,000
TOTAL	$17,158,200	$3,642,500	$16,000	$20,816,700
IV. NORTH IDAHO COLLEGE:				
FROM:				
General Fund	$12,815,600	$2,166,800		$14,982,400
Community College Fund	0	175,000	$25,000	200,000
TOTAL	$12,815,600	$2,341,800	$25,000	$15,182,400
V. CC SYSTEMWIDE:				
FROM:				
General Fund		$39,200		$39,200
GRAND TOTAL	$53,135,100	$8,534,400	$41,000	$61,710,500

SECTION 2. EXEMPTIONS FROM OBJECT AND PROGRAM TRANSFER LIMITATIONS. The State Board of Education for Community Colleges is hereby exempted from the provisions of Section 67-3511(1), (2), and (3), Idaho Code, allowing unlimited transfers between object codes and between programs for all moneys appropriated to it for the period July 1, 2023, through June 30, 2024. Legislative appropriations shall not be transferred from one fund to another fund unless expressly approved by the Legislature.

SECTION 3. An emergency existing therefor, which emergency is hereby declared to exist, this act shall be in full force and effect on and after July 1, 2023.

SUBJECT

Allocation of the Idaho Division of Career Technical Education FY 2024 appropriation

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-2202, Idaho Code
House Bill 363 (2023) and House Bill 364 (2023)

BACKGROUND/DISCUSSION

Pursuant to Section 33-2202, Idaho Code, career technical education includes: all programs, secondary and postsecondary (starting in grade 7), adult courses, programs, training, and services administered by the Division of Career Technical Education for occupations or career that require other than a baccalaureate, master's, or doctoral degree. The Idaho Legislature appropriates funds for career technical education in Idaho to the Idaho Division of Career Technical Education (Division) in five budgeted programs: Central Staff, Secondary and General Programs, Postsecondary Programs, Educator Services Program, Related Programs (Adult Education, General Educational Development, Centers for New Directions, and Workforce Training Centers). The Division requests approval of the allocation of the FY 2024 appropriated funds detailed in Attachment 1.

The allocation is based on the FY 2024 original appropriation bill, HB 363 (2023) for the Division and trailer appropriation established in HB 364 (2023) for an additional $5M for secondary and general programs from the In-Demand Career Fund to be expended for trustee and benefit payments. HB 363 appropriates a total of $103,296,800. The bill funds seven line items, which provides 6.00 FTP and $592,900 for additional career technical education personnel, 4.50 FTP and $581,800 for postsecondary staff, $131,700 for higher enrollment funding, 1.00 FTP and $910,700 for an apprenticeship grant, realignment of funds between programs in conjunction with LUMA, $434,800 for firefighter training equipment, $15,000,000 for secondary and postsecondary career technical education program support, and $39,500 for human resource consolidation. HB 363 (2023) increases the Divisions FTP by 1.9% with an increase of 10.50 FTP, a general fund increase of 4.5%, and federal fund increase of 7.1% for an overall increase of 22.6%.

IMPACT

Establish FY 2024 Idaho Division of Career Technical Education operating budget.

ATTACHMENTS

Attachment 1 – FY 2024 Allocation of the Idaho Division of Career Technical Education
Attachment 2 – HB 363 Statement of Purpose/ Fiscal Note
Attachment 3 – HB 363 Appropriation
Attachment 4 – HB 364 Statement of Purpose/ Fiscal Note
Attachment 5 – HB 364 Appropriation

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval of the allocation of the FY 2024 appropriation for the Division as detailed in Attachments 1.

BOARD ACTION

I move to approve the request from the Idaho Division of Career Technical Education for the allocation of the FY 2024 appropriation as detailed in Attachment 1.

Moved by _____ Seconded by _____ Yes _____ No _____

Idaho Division of Career Technical Education

By Appropriation Unit, Account Category and Fund

	FY 2024	FY 2023	% Inc/(Dcr)
EDEA - Administration			
By Account Category			
50 Personnel Costs	1,936,600.00	1,939,600.00	0%
55 Operating Expenditures	407,000.00	382,200.00	6%
60 Capital Outlay	11,400.00		
Total	2,355,000.00	2,321,800.00	1%
By Fund			
10000 General Fund	2,335,000.00	2,301,800.00	1%
34800 Federal Grants	20,000.00	20,000.00	0%
Total	2,355,000.00	2,321,800.00	1%
EDEB - Secondary and General			
By Account Category			
50 Personnel Costs	1,951,300.00	1,746,100.00	12%
55 Operating Expenditures	542,000.00	542,000.00	0%
60 Capital Outlay	-	3,600.00	-100%
70 Trustee and Benefit Payments	33,018,400.00	17,886,700.00	85%
Total	35,511,700.00	20,178,400.00	76%
By Fund			
10000 General Fund	16,465,000.00	16,163,800.00	2%
In Demand Career Fund	15,000,000.00	-	
34500 ARPA/Federal COVID-19 Relief	0	3,600.00	-100%
34800 Federal Grants	4,021,700.00	3,986,000.00	1%
34900 Miscellaneous Revenue	25,000.00	25,000.00	0%
Total	35,511,700.00	20,178,400.00	76%
EDEC - Postsecondary			
By Account Category			
50 Personnel Costs	47,919,800.00	45,517,800.00	5%
55 Operating Expenditures	5,200,300.00	5,134,600.00	1%
60 Capital Outlay	42,300.00	107,700.00	-61%
70 Trustee and Benefit Payments	7,685,500.00	2,685,500.00	186%
Total	60,847,900.00	53,445,600.00	14%
By Fund			
10000 General Fund	53,162,400.00	50,760,100.00	5%
In Demand Career Fund	5,000,000.00		
34800 Federal Grants	2,685,500.00	2,685,500.00	0%
Total	60,847,900.00	53,445,600.00	14%
EDED - Educator Services			
By Account Category			
50 Personnel Costs	595,400.00	294,900.00	102%
55 Operating Expenditures	509,100.00	509,100.00	0%
60 Capital Outlay	3,800.00	-	
70 Trustee and Benefit Payments	702,500.00	702,500.00	0%
Total	1,810,800.00	1,506,500.00	20%
By Fund			
10000 General Fund	1,535,800.00	1,231,500.00	25%
34900 Miscellaneous Revenue	275,000.00	275,000.00	0%
Total	1,810,800.00	1,506,500.00	20%

EDEJ - Related Programs			
By Account Category			
50 Personnel Costs	1,073,200.00	815,400.00	32%
55 Operating Expenditures	243,600.00	231,100.00	5%
60 Capital Outlay	442,400.00		
70 Trustee and Benefit Payments	6,012,200.00	5,739,800.00	5%
Total	7,771,400.00	5,739,800.00	35%
By Fund			
10000 General Fund	3,011,100.00	2,734,800.00	10%
21800 Displaced Homemaker	170,000.00	170,000.00	0%
27400 Hazardous Materials	67,800.00	67,800.00	0%
34800 Federal Grants	4,507,500.00	3,798,700.00	19%
34900 Miscellaneous Revenue	15,000.00	15,000.00	0%
Total	7,771,400.00	6,786,300.00	15%
EDEK- Other Services (Continous Appropriation per IC 33-4904)			
By Account Category			
70 Trustee and Benefit Payments	-	-	-
Total			
By Fund			
31901 Motorcycle Safety Training	-	-	-
Total			
All Functions			
By Account Ctegory			
50 Personnel Costs	53,476,300.00	50,313,800.00	6%
55 Operating Expenditures	6,902,000.00	6,799,000.00	2%
60 Capital Outlay	499,900.00	111,300.00	349%
70 Trustee and Benefit Payments	47,418,600.00	27,014,500.00	76%
Total	108,296,800.00	84,238,600.00	29%
By Fund			
10000 General Fund	76,509,300.00	73,192,000.00	5%
In Demand Career Fund	20,000,000.00	-	
21800 Displaced Homemaker	170,000.00	170,000.00	0%
27400 Hazardous Materials	67,800.00	67,800.00	0%
34500 ARPA/Federal COVID-19 Relief	-	3,600.00	-100%
34800 Federal Grants	11,234,700.00	10,490,200.00	7%
34900 Miscellaneous Revenue	315,000.00	315,000.00	0%
Total	108,296,800.00	84,238,600.00	29%

LEGISLATURE OF THE STATE OF IDAHO
Sixty-seventh Legislature First Regular Session - 2023

IN THE HOUSE OF REPRESENTATIVES

HOUSE BILL NO. 363

BY APPROPRIATIONS COMMITTEE

AN ACT

RELATING TO THE APPROPRIATION TO THE DIVISION OF CAREER TECHNICAL EDUCATION; APPROPRIATING MONEYS TO THE DIVISION OF CAREER TECHNICAL EDUCATION FOR FISCAL YEAR 2024; EXEMPTING THE APPROPRIATION FROM OBJECT TRANSFER LIMITATIONS FOR POSTSECONDARY PROGRAMS; PROVIDING FOR ACCOUNTABILITY REPORTS; AND DECLARING AN EMERGENCY AND PROVIDING AN EFFECTIVE DATE.

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

SECTION 1. There is hereby appropriated to the Division of Career Technical Education the following amounts to be expended according to the designated programs and expense classes from the listed funds for the period July 1, 2023, through June 30, 2024:

	FOR PERSONNEL COSTS	FOR OPERATING EXPENDITURES	FOR CAPITAL OUTLAY	FOR TRUSTEE AND BENEFIT PAYMENTS	TOTAL
I. CTE ADMINISTRATION:					
FROM:					
General Fund	$1,936,600	$387,000	$11,400		$2,335,000
Federal Grant Fund	0	20,000	0		20,000
TOTAL	$1,936,600	$407,000	$11,400		$2,355,000
II. SECONDARY AND GENERAL PROGRAMS:					
FROM:					
General Fund	$1,192,800	$239,200		$15,033,000	$16,465,000
In Demand Career Fund				10,000,000	10,000,000
Miscellaneous Revenue Fund		25,000			25,000
Federal Grant Fund	758,500	277,800		2,985,400	4,021,700
TOTAL	$1,951,300	$542,000		$28,018,400	$30,511,700

	FOR PERSONNEL COSTS	FOR OPERATING EXPENDITURES	FOR CAPITAL OUTLAY	FOR TRUSTEE AND BENEFIT PAYMENTS	TOTAL
III. POSTSECONDARY PROGRAMS:					
FROM:					
General Fund	$47,919,800	$5,200,300	$42,300		$53,162,400
In Demand Career Fund				$5,000,000	5,000,000
Federal Grant Fund	0	0	0	2,685,500	2,685,500
TOTAL	$47,919,800	$5,200,300	$42,300	$7,685,500	$60,847,900
IV. EDUCATOR SERVICES PROGRAM:					
FROM:					
General Fund	$595,400	$234,100	$3,800	$702,500	$1,535,800
Miscellaneous Revenue Fund	0	275,000	0	0	275,000
TOTAL	$595,400	$509,100	$3,800	$702,500	$1,810,800
V. RELATED PROGRAMS:					
FROM:					
General Fund	$770,200	$143,300	$7,600	$2,090,000	$3,011,100
Displaced Homemaker Fund				170,000	170,000
Hazardous Materials/Waste Enforcement Fund				67,800	67,800
Miscellaneous Revenue Fund		15,000			15,000
Federal Grant Fund	303,000	85,300	434,800	3,684,400	4,507,500
TOTAL	$1,073,200	$243,600	$442,400	$6,012,200	$7,771,400
GRAND TOTAL	$53,476,300	$6,902,000	$499,900	$42,418,600	$103,296,800

SECTION 2. EXEMPTIONS FROM OBJECT TRANSFER LIMITATIONS. Postsecondary Programs within the Division of Career Technical Education are hereby exempted from the provisions of Section 67-3511(1) and (3), Idaho Code, allow-

ing unlimited transfers between expense classes for all moneys appropriated to it for the period July 1, 2023, through June 30, 2024. Legislative appropriations shall not be transferred from one fund to another fund unless expressly approved by the Legislature.

SECTION 3. ACCOUNTABILITY REPORTS. Funds specifically identified in statute or in an appropriation act as intended for a certain purpose may be used only for that purpose. All funds provided in this act shall be subject to accountability reports and management reviews in accordance with Section 67-702, Idaho Code.

SECTION 4. An emergency existing therefor, which emergency is hereby declared to exist, this act shall be in full force and effect on and after July 1, 2023.

STATEMENT OF PURPOSE

RS30737 / H0363

This is the FY 2024 original approriation bill for the Division of Career Technical Education. It appropriates a total of $103,296,800. The bill funds seven line items, which provides 6.00 FTP and $592,900 for additional CTE persopnnel, 4.50 FTP and $581,800 for postsecondary staff, $131,700 for higher enrollment funding, 1.00 FTP and $910,700 for an apprenticeship grant, realignment of funds between programs in conjunction with LUMA, $434,800 for firefighter training equipment, $15,000,000 for secondary and postsecondary CTE program support, and $39,500 for human resource consolidation.

FISCAL NOTE

	FTP	Gen	Ded	Fed	Total
FY 2023 Original Appropriation	553.64	73,192,000	552,800	10,493,800	84,238,600
Prior Year Reappropriation	0.00	10,030,000	0	200	10,030,200
FY 2023 Estimated Expenditures	553.64	83,222,000	552,800	10,494,000	94,268,800
Removal of Onetime Expenditures	(1.00)	(10,137,700)	0	(653,600)	(10,791,300)
FY 2024 Base	552.64	73,084,300	552,800	9,840,400	83,477,500
Personnel Benefit Costs	0.00	422,400	0	9,800	432,200
Statewide Cost Allocation	0.00	19,800	0	0	19,800
Change in Employee Compensation	0.00	1,644,800	0	31,100	1,675,900
FY 2024 Program Maintenance	552.64	75,171,300	552,800	9,881,300	85,605,400
DHR Consolidation	0.00	31,600	0	7,900	39,500
1. Additional CTE Personnel	6.00	592,900	0	0	592,900
2. New Postsecondary Staff Support	4.50	581,800	0	0	581,800
3. Funding for Higher Enrollment	0.00	131,700	0	0	131,700
4. Apprenticeship Grant	1.00	0	0	910,700	910,700
5. Personnel Cost Realignment	0.00	0	0	0	0
6. Gov. Initiative - Firefighter Training Grant	0.00	0	0	434,800	434,800
7. Additional CTE Program Support	0.00	0	15,000,000	0	15,000,000
Budget Law Exemptions/Other Adjustments	0.00	0	0	0	0
FY 2024 Total	564.14	76,509,300	15,552,800	11,234,700	103,296,800
Chg from FY 2023 Orig Approp	10.50	3,317,300	15,000,000	740,900	19,058,200
% Chg from FY 2023 Orig Approp.	1.9%	4.5%	2,713.5%	7.1%	22.6%

Contact:

Representative Steve Miller
(208) 332-1061
Senator Janie Ward-Engelking
(208) 332-1412

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

LEGISLATURE OF THE STATE OF IDAHO
Sixty-seventh Legislature First Regular Session - 2023

IN THE HOUSE OF REPRESENTATIVES

HOUSE BILL NO. 364

BY APPROPRIATIONS COMMITTEE

AN ACT

RELATING TO APPROPRIATIONS; PROVIDING FOR A CASH TRANSFER FROM THE IN-DEMAND CAREERS FUND TO THE IDAHO CAREER READY STUDENTS PROGRAM FUND FOR FISCAL YEAR 2024; APPROPRIATING ADDITIONAL MONEYS TO THE STATE DEPARTMENT OF EDUCATION FOR FISCAL YEAR 2024; APPROPRIATING ADDITIONAL MONEYS TO THE DIVISION OF CAREER TECHNICAL EDUCATION FOR FISCAL YEAR 2024; AND DECLARING AN EMERGENCY AND PROVIDING AN EFFECTIVE DATE.

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

SECTION 1. There is hereby appropriated and the Office of the State Controller shall transfer $45,000,000 from the In-Demand Careers Fund to the Idaho Career Ready Students Program Fund on July 1, 2023, or as soon thereafter as practicable for the period July 1, 2023, through June 30, 2024.

SECTION 2. In addition to any other appropriation provided by law, there is hereby appropriated to the State Department of Education for the Student Services Program $45,000,000 from the Idaho Career Ready Students Program Fund to be expended for trustee and benefit payments for the period July 1, 2023, through June 30, 2024.

SECTION 3. In addition to any other appropriation provided by law, there is hereby appropriated to the Division of Career Technical Education for the Secondary and General Programs Program $5,000,000 from the In-Demand Careers Fund to be expended for trustee and benefit payments for the period July 1, 2023, through June 30, 2024.

SECTION 4. An emergency existing therefor, which emergency is hereby declared to exist, this act shall be in full force and effect on and after July 1, 2023.

STATEMENT OF PURPOSE

RS30757 / H0364

This is the trailer appropriation bill to House Bill 267, which expands the capacity of career technical education (CTE) in Idaho middle and high schools for grades 7-12, with an emphasis on rural and remote communities.

FISCAL NOTE

This bill transfers and appropriates $45,000,000 from the In-Demand Careers Fund to the Idaho Career Ready Students Program Fund for the Department of Education, and appropriates $5,000,000 from the In-Demand Careers Fund for the Division of Career Technical Education for a grand total of $50,000,000 from the In-Demand Careers Fund.

Contact:
Representative James Petzke
(208) 332-1043
Senator Janie Ward-Engelking
(208) 332-1412

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

SUBJECT

FY 2024 Idaho Opportunity Scholarship Educational Costs

REFERENCE

April 2016	The Board set the FY 2017 maximum annual award amount at $3,000, expected student contribution at $3,000 and educational cost for each institution.
December 2016	Board reviewed annual State Scholarship Report.
April 2017	The Board set the FY 2018 maximum annual award amount at $3,500, expected student contribution at $3,000 and educational cost for each institution.
December 2017	Board reviewed annual State Scholarship Report.
April 2018	The Board set the FY 2019 maximum annual award amount at $3,500, expected student contribution at $3,000 and educational cost for each institution.
December 2018	Board reviewed annual State Scholarship Report.
April 2019	The Board set the FY 2020 maximum annual award amount at $3,500, expected student contribution at $3,000 and educational cost for each institution.
December 2019	Board reviewed annual State Scholarship Report.
April 2020	The Board set the FY 2021 maximum annual award amount at $3,500, expected student contribution at $3,000 and educational cost for each institution.
April 2021	The Board set the FY 2022 maximum annual award amount at $3,500, expected student contribution at $3,000 and educational cost for each institution.
April 2022	The Board set the FY 2023 maximum annual award amount at $3,500, expected student contribution at $3,000 and educational cost for each institution.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/ DISCUSSION

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

The Idaho Opportunity Scholarship is a hybrid scholarship combining academic merit with financial need and is based on a shared model of responsibility between

the state and the student. Students must meet the minimum academic merit requirement set in Administrative Code to be eligible. Eligible students are then ranked based on a combination of need and merit. Need is based on the students' expected family contribution calculated on the Free Application for Federal Student Aid (FAFSA) at the time of application and makes up 70% of the weighting used for ranking students. The remaining 30% is based on the students' cumulative grade point average. Beginning in FY 2019, the Board was authorized to award up to 20% of the amount appropriated for the Idaho Opportunity Scholarship for adult students who have earned at least 24 credits toward a certificate or degree and who return to complete a certificate or degree. Pursuant to Section 33-4303, Idaho Code, the purpose of the Idaho Opportunity Scholarship is to:

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

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

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

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

maximum educational cost. A student's actual costs are not typically known at the time the initial awards are made. The maximum award amount allows for staff to make preliminary estimates of the total amount needed to cover awards in a given year, thereby allowing more awards to be distributed earlier.

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

School Year	Amount	Number of Awards	Average Award Amount
2014-2015	$4,916,579	1,465	$3,440
2015-2016	$5,146,248	1,868	$2,881
2016-2017	$9,868,532	3,454	$2,857
2017-2018	$11,418,815	3,724	$3,066
2018-2019	$14,197,231	4,318	$3,288
2019-2020	$20,809,523	6,206	$3,352
2020-2021	$20,533,644	6,248	$3,270
2021-2022	$20,532,236	6,229	$3,301
2022-2023	$20,638,772	6,303	$3,275

Of the awards made for the 2022-23 school year, 80 awardees earned the scholarship under the provisions established for Adult Learners.

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

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

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

The actual award amount for each student may be further adjusted based on how other scholarships and financial aid are required to be applied and the actual amount charged to the student. Payments are deposited into the students' institution account on the students' behalf.

IMPACT

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

ATTACHMENTS

Attachment 1 – Educational Costs at Institutions

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Senate Bill 1177 (2023), setting the Special Programs FY 24 budget, appropriates $24.3M from the General Fund, $1M from miscellaneous revenue, and $4.5M in federal funds for scholarship awards made for the 2023-2024 school year.

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

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

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

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

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

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

Scholarships are awarded based on the student ranking until the appropriated amount is expended. Students are ranked based on the combination of the student need and student merit criteria. Up to 20% of the scholarship may be set aside for adult learners with some credits and no degree, however, due to the low number of adult learner applicants a much smaller amount is set aside each year.

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

1. $22,846 for students attending University of Idaho (2.6% increase over FY 2022)
2. $26,621for students attending Boise State University (4.3% increase over FY 2022)
3. $23,178 for students attending Idaho State University (.37% decrease over FY 2022)
4. $20,356 for students attending Lewis-Clark State College (6.9% increase over FY 2022)
5. $17,668 for students attending College of Eastern Idaho (5.3% increase over FY 2022)
6. $14,650 for students attending College of Southern Idaho (0% increase over FY 2022)
7. $16,323 for students attending College of Western Idaho (2.7% decrease over FY 2022)
8. $16,739 for students attending North Idaho College (12.2% increase over FY 2022)

Pursuant to IDAPA 08.01.13, the FY 2024 educational cost for the Idaho Opportunity Scholarship award formula for students attending eligible Idaho private, not-for-profit postsecondary institutions must be the average of the amount set for the four public four-year institutions. For FY2024, this amount would be $23,250.

Staff recommends:

- The FY 2024 student contribution remain $3,000, and to accept student-initiated scholarships and non-institutional and non-federal aid as part of the student contribution; and
- The maximum award amount remain at $3,500 for FY 2023.

BOARD ACTION

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

Moved by_____ Seconded by_____ Carried Yes_____ No_____

AND

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

Moved by_____ Seconded by_____ Carried Yes_____ No_____

AND

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

Moved by_____ Seconded by_____ Carried Yes_____ No_____

ATTACHMENT 1

Educational Costs at Institutions	
University of Idaho	$22,846
Boise State University	$26,621
Idaho State University	$23,178
Lewis-Clark State College	$20,356
College of Eastern Idaho	$17,668
College of Southern Idaho	$14,650
College of Western Idaho	$16,323
North Idaho College	$16,739

BOISE STATE UNIVERSITY

SUBJECT

Student Health Insurance Contract with Arthur J. Gallagher Risk Management Services, Inc.

REFERENCE

June 2022 Board approved Boise State University's request to extend the student health insurance contract with Relation Insurance Services-Education Inc. for one year.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Boise State University (BSU) completed a public Request for Proposal for student health insurance policies to provide insurance services to its International, Graduate, and Athletics students (RFP #NS22-140), and sent a Letter of Intent to Award the contract to A.J. Gallagher on December 1, 2022.

The requested contract is for student health insurance policies and associated broker services for a base term of three years, with additional annual renewal options. The projected annual policy costs total $1,925,191, with adjustments ranging between $1.8 million and $2 million depending on the number of participating students and athletes. Specifically, the three policies are projected to cost annually as follows: 1) Graduate Student Policy - $1,528,000; 2) International Student Policy - $273,400; and 3) Intercollegiate Athletic Policy – not to exceed $123,791.

Embedded in the above costs are annual brokerage fees paid to Gallagher. These total $85,000 and represent a $38,000 annual savings over the prior contract.

IMPACT

The expiration of the previous broker contract and rising health insurance costs drove the need to review BSU's pricing and policy makeup. The resulting public procurement process allowed for a full review of these policies and the opportunity for cost savings through the award of these services to a new broker. The services provide continuity and peace of mind to the students that access health care through BSU. BSU anticipates that the cost of providing services will not exceed $2 million annually.

ATTACHMENTS

Attachment 1 - Redacted proposal from Gallagher
Attachment 2 - Quotation for International / Graduate Students
Attachment 3 - Quotation for Athletics

STAFF COMMENTS AND RECOMMENDATIONS

The other four-year institutions are not at a point of change in their student health insurance contracts, but the institutions will work together to determine if it is in their best interest to work on future student health insurance contract procurement processes together.

Staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to enter into a three (3) year agreement with Arthur J. Gallagher Risk Management Services, Inc. to broker student health insurance policies.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Bo[illegible]

2[illegible] Insura[illegible] Pr[illegible] Admi[illegible]ator Se[illegible]ices [illegible] Insurance Plans and Intercolle[illegible] [illegible]quest for Proposal

RFP # NS22-140

1910 University Drive, M[illegible]1210
Boise, ID 83725-1210

October 25, 2022

Lyndsay Paparo, National Account Executive
Arthur J. Gallagher Risk Management Services, Inc.
Gallagher Student Health & Special Risk
Lyndsay_Paparo@ajg.com
gallagherstudent.com

Kelly Ethier, Vice President
Arthur J. Gallagher Risk Management Services, Inc.
Gallagher Student Health & Special Risk
Kelly_Ethier@ajg.com
gallagherstudent.com

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October 25, 2022

Nancy Schwend, Senior Buyer
1910 University Drive, MS-1210
Boise, ID 83725-1210
nschwend@boisestate.edu
208-899-0001

Dear Nancy,

Gallagher Student Health, a division of Arthur J. Gallagher Risk Management Services, is pleased to present our proposal for Insurance Broker/Insurance Program Administrator Services for Student Health Insurance Plans and Intercollegiate Sports Plan for Boise State University.

Our offer brings competitive pricing, a consultative approach, expert resources, and a dedicated service team providing on campus support, all delivered by a recognized leader in the higher education community. Gallagher manages over 800 University clients across the United States with student health, intercollegiate athletic accident, mandatory student accident, and global study abroad insurance policies. ***Our sole focus is student insurance…it's what we do.***

When you choose Gallagher as your broker, you receive more advantages, including:

Proven Track Record. We manage student insurance policies for more than 800 higher education clients across the nation, representing over 40 different states, including the University of Wyoming and Oregon State University. Additionally, we are the undisputed broker working in the athletic space with more than 70 NCAA DI institutions nationwide. We've partnered with these clients and implemented changes that have achieved savings, administrative efficiencies, and a more sustainable insurance program.

A Better Approach. Gallagher has experts in student health, mandatory student accident, athletics, study abroad, and international student and scholar policies on one team, allowing us to develop a more coordinated approach that reduces overlaps, maximizes coverages, and minimizes premiums. Also, our colleagues in AJG's Property & Casualty office have managed the program for the State of Idaho since 2004. With Gallagher managing the P&C for the State system provides synergies and the administrative ease of working with one firm on multiple lines of coverage.

Unmatched Service. We deliver a "client comes first" approach. You will have a dedicated Service Team with Senior Leadership, Account Executives, Account Managers and Account Service Representatives, Web/IT staff, and an entire customer service team to support students, families, and administrators. Our team is knowledgeable and highly responsive, as shown by our Annual Client Survey results, 97% of our clients reported being ***"very satisfied with our account management team's knowledge and responsiveness."***

Competitive and Flexible Pricing. We can quote two options: 1) Broker/ Consulting Services or 2) Broker AND full program management, including enrollment and waiver management with or without verification. We can be the first point of contact for all students, parents, and administrators. We will help them enroll or waive, and navigate the health care system, providing a 'hands-on' high touch service approach, which takes the administrative burden and any potential conflict of interest off the University. We have long standing relationships with all student insurance carriers in the Idaho market, including Wellfleet, and we can accommodate either option and are happy to work with you in whichever capacity you prefer.

We are excited about the opportunity to work with Boise State University on the student health insurance and intercollegiate accident programs. We have delivered high quality, cost-effective insurance programs to many Colleges and Universities across the country. We bring a national perspective, while supporting you locally. We have the capacity and deep resources to meet your needs and we welcome the opportunity to partner with you. Please don't hesitate to reach out with any questions and we look forward to hearing about next steps.

Sincerely,

Lyndsay Paparo
National Account Executive, Student Health Insurance
Lyndsay_Paparo@AJG.com

Kelly Ethier
Vice President, Intercollegiate Sports & Special Risk
Kelly_Ethier@AJG.com

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Attachment 2 – Signature Page

(M) Attachment 2 - Signature Page

THIS PAGE MUST BE FILLED OUT, SIGNED AND RETURNED WITH PROPOSAL. SIGNATURE MAY BE ELECTRONIC USING ONE OF THESE ACCEPTABLE METHODS: DOCUSIGN, ADOBE SIGN OR SIGNNOW. MODIFICATIONS TO THIS PAGE MAY DEEM THE ENTIRE PROPOSAL NON-RESPONSIVE AND NO FURTHER CONSIDERATION WILL BE GIVEN.

BY SUBMISSION OF THIS PROPOSAL TO BOISE STATE UNIVERSITY, THE UNDERSIGNED HEREBY OFFERS TO SELL TO BOISE STATE UNIVERSITY THE SPECIFIED PROPERTY AND/OR SERVICES. IF THIS PROPOSAL IS ACCEPTED WITHIN A REASONABLE TIME FROM DATE OF CLOSING, AT THE PRICE SHOWN IN OUR PROPOSAL AND UNDER ALL THE TERMS AND CONDITIONS CONTAINED IN, OR INCORPORATED BY REFERENCE, INTO THE BOISE STATE UNIVERSITY'S RFP, AS MAY BE AMENDED PRIOR TO THE DATE HEREOF IN ACCORDANCE WITH THE TERMS OF THE RFP.

AS THE UNDERSIGNED, I ALSO CERTIFY I AM AUTHORIZED TO SIGN THIS PROPOSAL FOR THE OFFEROR AND THE PROPOSAL IS MADE WITHOUT CONNECTION TO ANY PERSON, FIRM, OR CORPORATION MAKING A PROPOSAL FOR THE SAME GOODS AND/OR SERVICES AND IS IN ALL RESPECTS FAIR AND WITHOUT COLLUSION OR FRAUD.

NO LIABILITY WILL BE ASSUMED BY BOISE STATE UNIVERSITY FOR AN OFFEROR'S FAILURE TO OBTAIN THE TERMS AND CONDITIONS IN A TIMELY MANNER FOR USE IN THE RESPONSE TO THIS RFP OR ANY OTHER FAILURE BY THE OFFEROR TO CONSIDER THE TERMS AND CONDITIONS IN THE OFFEROR'S RESPONSE TO THE RFP.

ADDITIONAL OR SUPPLEMENTAL TERMS AND CONDITIONS MAY BE CONSIDERED FOLLOWING THE DATE HEREOF ONLY IN ACCORDANCE WITH THE TERMS AND CONDITIONS OF THE RFP.

fAILURE TO COMPLY WITH THESE REQUIREMENTS MAY RESULT IN DISQUALIFICATION AND YOUR ENTIRE RESPONSE BEING DEEMED NON-RESPONSIVE.

Please complete the following information:

OFFEROR NAME Arthur J. Gallagher Risk Management Services, Inc.

ADDRESS 500 Victory Rd

CITY Quincy STATE MA ZIP CODE 02171

TOLL-FREE # 800-457-5599 x6421 PHONE # 617-769-6421

EMAIL dan_buckley@ajg.com FEDERAL TAX ID / SSN 362102482

Signature

10/04/2022
Date

Dan Buckley
Type or print name

Division Senior Vice President
Title

Attachment 3 – VPAT

(ME) Attachment 3 – VPAT

Please answer the following questions and return this form with your RFP submittal Boise State Policy 8140 - Accessibility requires the University to evaluate software purchased or acquired to assure it meets accessibility standards, to the extent feasible.

1. Is sensitive data (PCI, PII, FERPA, or HIPAA) being stored or transmitted? If so, a Boise State Vendor Security Assessment or the latest full HECVAT is required.
   A copy of our current VPAT is attached and full HECVAT has been completed and will be provided when Boise State has completed review of Gallagher edits to the Boise State University NDA.

2. Please list the data fields being stored/processed.
   Please see attached GSH- Standard Data Layout with Examples

3. Will this software procurement require the use of existing Boise State data?
   This is not a software procurement. Gallagher will be providing broker and administrative services for Boise State University SHIP program which will require the use of student data.

4. Boise State requires without exception that all sensitive and/or regulated University data must be stored within the continental United States so that US regulations and law apply. This vendor must comply with this requirement and disclose to Boise State University the state, and/or region where the data will be stored as part of the University's Software and Accessibility Review Board (SARB) approval process.
   We store our data in the following locations:
   • AWS US East & US West regions
   • Salesforce NA149 (Washington DC)
   • Azure Central US, East US 2 (Virginia)

5. Is the stored data encrypted? All Boise State data should be encrypted, if at all possible, but is required for sensitive data.
   We only encrypt sensitive data

6. Will your firm send emails on the University's behalf (e.g., as @boisestate.edu and/or @u.boisestate.edu)? If so, does the vendor support DKIM (Domain Keys Identified Mail)?
   No

7. Please provide contact information for your company person/team who handles accessibility.
   Mark Jourdan mark_jourdan@ajg.com , Director of Application Development

8. Does your firm have an accessibility roadmap?
   Yes, we are provided guidance through LevelAccess.

9. What is the process for responding to accessibility issues?
   A ticket it logged into our service desk system. It is reviewed by the team and prioritized within future development sprints.

10. What is the processing for testing/fixing accessibility issues during development?
    We have a couple tools we actively use AMP (provided by LevelAccess), Lighthouse and SiteImprove.

11. Does your firm have a current VPAT available? If so, provide most recent version of VPAT.
    Yes, attached is our latest VPAT review which was completed in October 2021.

12. How have VPAT claims been verified?
    We use a third-party auditor, Level Access (https://www.levelaccess.com/) to perform an annual VPAT certification.

13. Does your firm have accessibility reviews you can share?
    Yes, we can share reports that we can pull from our LevelAccess tool AMP. We can pull reports from SiteImprove as well.

14. Is your firm aware of the Boise State Policy 8140 - Accessibility?
    Yes

Attachment 4 – Insurance Requirement Deviations

(M) Attachment 4 - Insurance Requirements Deviations

The 3rd Party Contractor/Vendor/Performer ("Insured") performing duties/services/events or seeking to use facilities at Boise State University ("Certificate Holder") is required to carry the types and limits of insurance shown in this request, and to immediately provide Certificate Holder with a Certificate of Insurance. Certificate shall be executed by a duly authorized representative of each insurer, showing compliance with the insurance requirements set forth below.

All insurers shall have an "AM Best" rating (or equivalent) of A- or better and be licensed and admitted in Idaho. All policies required shall be written as primary policies(General Liability only)and not contributing to nor in excess of any coverage Certificate Holder may choose to maintain.

Required Insurance Coverage - Insured shall obtain insurance of the types and in the amounts described below. (**)

- **Commercial General Liability Insurance**. Insured shall maintain commercial general liability (CGL) with a limit of not less than **$1,000,000** each occurrence and **$2,000,000** aggregate.
- **Professional Liability**. If applicable, Insured shall maintain Professional Liability (Errors & Omissions) insurance of not less than **$1,000,000** on a "claims made" basis, covering claims made during the policy period and reported within three years of the date of occurrence.
- **Liquor Liability**. If applicable, Insured shall maintain Liquor Liability in the amount of **$1,000,000** each occurrence and **$2,000,000** aggregate.(Delete not associated with our services)
- **Automobile Liability**. If applicable, Insured shall maintain Automobile Liability in the amount of **$1,000,000** Combined Single Limit. Coverage shall include Non-owned and Hired auto coverage.
- **Workers' Compensation**. Insured shall maintain all statutorily required Workers' Compensation coverages to include Employer's Liability at minimum limits of $100,000/$100,000/$500,000.
- **Certificate Holder and *Additional Insured* shall read:**
    - **State of Idaho and Boise State University**
    - **Attn: Risk Management**
    - **1910 University Drive**
    - **Boise, ID 83725**
- All policies, except Workers' Compensation, shall name Certificate Holder as an additional insured. A copy of the ***Additional Insured Endorsement*** must be attached to the Certificate and Addl. Insr. boxes checked, verifying that the Insured's policy(s) has been endorsed as required (otherwise, the certificate will be considered incomplete).
- Should any of the above described policies be canceled before the expiration date thereof, notice will be delivered in accordance with the policy provisions.(General Liability only)

(Boise State University Risk Management reserves the right to modify coverage and/or limits.)**

Attachment 5 – Offerors Proposal

Requirements	Provide Explanation or Yes/No Answer
1. (ME) Company History/Qualifications. The Broker must have no less than five (5) years of successful performance as an insurance broker and plan administrator for customers requiring services comparable in size and complexity to those required in this RFP.	Gallagher Student Health & Special Risk (GSH), a division of Arthur J. Gallagher & Co. (AJG), is an independent insurance brokerage that has been solely dedicated to providing student health insurance and athletic accident products to colleges and universities for more than 25 years. Student insurance…it's what we do. **Our firm:** • Serves approximately 800 clients (200 SHIP, 200 Global and 400 Intercollegiate Sports) • Has extensive experience working with higher-education institutions like Boise State University, including the University of Wyoming and Oregon State University • Manages more than $350 million in premium • Serves the needs of nearly 380,000 enrolled students • Maintains clients in 47 states and is the only national practice in the student health space • Achieves 97 percent client retention year over year and, • Is a division of AJG, named by Ethisphere Institute as one of the world's most ethical companies for twelve straight years. We have delivered high quality, cost effective insurance programs to many Colleges and Universities across the country. We will bring a national perspective while supporting you locally. In 1994, Koster Insurance Agency was one of the first brokerages to focus exclusively on student health. Today, twenty-five years later, we are a division of AJG, a Fortune 500 company with more than 33,000 employees across 710 offices worldwide. Our Gallagher Student Health division employs approximately 60 highly skilled professionals who are passionate about your students' wellbeing and academic success. Please see Exhibit #1, Getting to Know Gallagher, for more information Please see Exhibit #2, for a Partial Gallagher Client List. Please see Exhibit #3 for a summary on our Intercollegiate Athletic Accident program broker services.
2. (ME) Company History/Qualifications. The Broker must provide a detailed description of the Broker's background, experience, and qualifications relevant to managing the SHIP. The qualifications should provide information about the individuals who would be key contact for the University.	Brokerage and consulting services for the student health insurance plan will be provided by the Senior Vice President of Student Health Programs, Martha Murphy and National Account Executive, Lyndsay Paparo. Gallagher is also the nation's leader in the placement and management of mandatory student accident and intercollegiate athletics policies. The Intercollegiate Sports Plan will be managed and serviced by Senior Vice President of Special Risk, Daniel Buckley, and Vice President of Special Risk,

Kelly Ethier. Our team will also work closely with our property & casualty peers at Gallagher who have been the broker for the State of Idaho since 2004. With Gallagher experts representing the student health insurance plan, intercollegiate athletics plan, and property & casualty for the State of Idaho, we will ensure cross-collaboration on all lines of coverage and identify any potential gaps in Boise State's risk management portfolio. We will work with Boise State University to ensure coordination between these policies. We believe that expertise in all of these areas are necessary so we can meet you student needs whether it be on or off the field, at home or away.

Each Gallagher team member dedicated to Boise State University has the capacity, experience and qualifications to deliver the requested scope of services and to ensure your satisfaction.

Martha Murphy, Senior Vice President, Student Health Insurance

Role: Lead Consultant, Strategic Oversight for Student Health Insurance Policy; One of the primary contacts for BSU

Qualifications: Martha is a licensed broker and an experienced health care professional with more than twenty-five years in the industry. She has managed multiple lines of business including student health, employee benefits and retirementplans. She has worked closely with State and Federal agencies in the implementation of the Affordable Care Act (ACA) and the launch of the public marketplace. Martha worked for a health insurance company for more than 20 years. She led the launch of a student health product and understands underwriting, pricing and rate development, provider and pharmacy networks, and implementing new clients.

Lyndsay Paparo, National Account Executive, Student Health Insurance

Role: Lyndsay is a licensed producer and will be one of the primary contacts forimplementation and ongoing program management for the Student Health Insurance Plan for BSU

Qualifications: Lyndsay is a licensed broker and has more than 12 years health careindustry experience working at various insurance companies including Blue Cross Blue Shield. She has a proven track record onboarding and managing strategic clients across the US.

Daniel J. Buckley, Senior Vice President, Sports & Special Risk

Role: Dan is a licensed producer, leads the Sports division and will be a primary contact. Dan manages the Special Risk division and oversees the department that manages over 400 clients.

Qualifications: Dan has over 20+ years in the insurance industry. As the Senior Vice President of the Sports and Special Risk department, Dan oversees a higher education book of business that consists of key accounts including University of Wyoming and Oregon State University. Dan is committed to delivering the highest level of account managementand customer service, and consistently retains over 98% of his clients year-over- year.

	 Kelly Ethier, Vice President, Sports & Special Risk **Role:** Kelly is a licensed producer, leads the Sports division and will be the primary contact for the athletic accident policy. Kelly manages strategic clients across the US. **Qualifications:** Kelly has firsthand knowledge of the unique needs that are inherent with college athletics as she was a Division III student-athlete herself, who also has a master's degree in Sports Administration. Kelly delivers consultative guidance and support on matters that relate to student accident and athletic accident insurance policies, all while working closely with her carrier partners to ensure the best level of coverage is available for her clients. In 2019, Kelly was recognized as a Power Broker by Risk & Insurance Magazine for her work managing accident medical policies and for providing superior service to her Higher Education clients. Kelly prides herself on maintaining regular correspondence with her clients to answer day-to-day coverage questions, to review claims summary reports, for strategic planning, and to execute competitive renewal negotiations. **<u>Additional Gallagher Team Member:</u>** **Michele Montgomery, CPCU, ARM-P, AINS** **Area Senior Vice President** **Higher Education – Public Sector** **Role: State of Idaho, Property & Casualty Insurance Broker** Please refer to Exhibit #4 – Full Page Biographies
3. (ME) Describe how your firm would evaluate the medical insurance services offered to the University.	The Gallagher Student Health team stands ready to negotiate the most beneficial Student Health Insurance Plan terms for Boise

	State University and your students. Here's how we will achieve this task: • First, we will conduct a full plan review and analyze all aspects of your current programs and benchmark them against industry trends, peer institutions and market conditions. • Second, GSH will analyze and evaluate specific plan coverage and student demographics, historical premium and claims data, claims utilization patterns, and high-dollar claims experience. • Third, GSH will work with Boise State University stakeholders to identify specific cost drivers on campus to evaluate their overall plan impact. • Finally, GSH will establish a "best practice" comparison and make detailed recommendations to help Boise State University achieve maximum quality and cost-effectiveness. Additionally, we will perform the following tasks to assure our plan recommendations are on target: • Examine provider-network fee schedules to establish and maintain the most competitive arrangements. • Provide audit and evaluation against service and performance standards. • Assess network access and utilization and make recommendations on plan design and alternative options to address claims utilization and cost savings. So here's the bottom line when it comes to GSH's plan-design capabilities. Our singular focus on higher education enables us to deliver relevant, timely information and services to our clients. We share with all of our clients best practices drawn from our first-hand experience of managing student health programs. We also leverage our experience working with multiple large, public, state universities to provide you with the best recommendations and program design options available.
4. (ME) Describe how your firm would evaluate a plan's mental health coverage.	We will conduct a deep dive into the master policy document of each carrier to analyze coverage for mental health benefits. We understand the Federal Mental Health Parity Law and can ensure carriers meet that requirement which essentially makes the cost of Mental Health services on par with general medicine visits. We can work with carriers to structure the benefits so that there is no barrier to accessing mental health care. In addition, we will do a geo-access report identifying all the mental health providers within 5-10 miles of each campus to ensure there is adequate access and that providers are accepting new patients. If key mental health providers are not contracted as in-network, we have been instrumental working with insurance carriers on developing direct contracts with those providers, or establishing

	processes so that the mental health provider is paid at in-network levels, keeping the cost of care low for students. Additionally, GSH is the exclusive partner of SilverCloud Health, a digital behavioral health platform that provides Cognitive Behavioral Therapy (CBT) that is proven to be as effective as 1:1 therapy. We also have a relationship with Teladoc, a leading telehealth vendor, and can implement a campus wide telehealth program for students, providing access to general medicine and behavioral health services (including therapy and psychiatry. We have also worked alongside campus counseling centers to implement provider solutions such as Mantra Health, which integrates with your current counseling center to provide supplemental providers.
5. (ME) How do you ensure that you are carrier-neutral in your selection?	As an independent brokerage firm with access to many national and regional carriers, Gallagher Student Health is committed to bring our clients the best SHIP and ICS coverage on the market today. Our approach to market selection is preemptive. We do not ask all carriers to quote on your program because we know not all insurers can handle your specific needs. Criteria used for our carrier pre-selection process is both transparent and collaborative: We conduct a 360 evaluation based on the carrier's financial strength, provider network, ability to accommodate the University's needs, servicing capacity, customer-service functionalities for students and administrators alike. We also ask the University's for feedback on carrier selection. Once the pre-selection process is complete, we give all carriers access to the same information and direction. This means all quotes received will be based solely on the carrier's risk appetite. Finally, as a subsidiary of Arthur J. Gallagher, GSH is subject to the highest standards of transparency and professionalism. This obligates us to show clients all submitted insurer quotes. And while we will use our industry expertise to advise and consult on all proposals—and to make bold recommendations—the final decision rests with Boise State University.
6. (ME) What strategies will you employ to negotiate the best possible rates and plan design on behalf of the University?	**Our Strategic Approach and Competitive Advantage to Negotiating Renewals:** As your independent broker/consultant, we will act as an advocate for Boise State University, deploying our negotiating power to your benefit. Gallagher achieves 97% client retention year over year with our student insurance programs, meaning we have vast experience negotiating premium rates and contracting renewals with chosen insurance carriers. As the

	University's primary SHIP contacts, Martha Murphy and Lyndsay Paparo will coordinate the annual renewal process of gathering information, creating the submission, and leading the negotiation over competitive and comprehensive terms. At least 180 days prior to the policy renewal date, our team will meet with the University's campus stakeholders and insurance committee to establish a renewal strategy and identify specific needs to address. We will then approach the available student health insurance market for bids and will present the best alternatives that align with the University's agreed-upon objectives. Specifically, we will: **Meet with all campus stakeholders:** As Boise State University's broker/consultant, we will meet with all campus stakeholders to understand strengths/weaknesses of the current policy. We will then submit a high-level overview to the SHIP Committee of findings that may affect the renewal process. **Carrier claims analysis:** We receive carrier claim reports and will review them with Boise State University on a quarterly basis. Our goal is to identify any trends, concerns or opportunities that could impact the renewal. Immediately upon award, we will begin this analysis and request the carrier's rate indication on the "as is" renewal (renewal with no plan modifications). Thenwe will model benefit variations and pricing alternatives. We will communicate closely with Boise State University stakeholders throughout this process. **Request renewal:** Once we establish a rate baseline, we request a formal renewal, including underwriting data for our team to analyze. This allows us to drill down on pricing components and rating methodology, identifying areas for cost savings and benefit enhancements. **Advocacy and negotiation:** We will push back to ensure the proper medical inflation trend being applied, case- specific completion factors, and the weighting percentage of previous policy year's claims experience factored into the renewal calculation. Our approach has historically resulted inour clients receiving a favorable and accurate renewal. **Go-to-Market Strategy:** After benchmarking peer institutions, meeting with campus administrators and reviewing the existing carrier renewal, GSH will market the program to at least four competitive and comprehensive student insurance carriers. We will report what we learn in afull network/provider access report and recommendations.
7. (ME) Describe how you will support the University during any transition between carriers.	The keys to a seamless transition are communication and transparency. We believe that in order to successfully move to a new insurance program, expectations of both the brokerage firm and the University must be clear. That is why if selected, we propose: • Devising an implementation schedule: This schedule lays out program milestones and deliverables in a timeline that works for the University and Gallagher Student • Understanding stakeholders' needs: With a clear vision of

	individual needs, we can accommodate for any deadlines or authorizations • Understanding the uniqueness of the student population: We work closely with the University to identify opportunities and address challenges to ensure that students have affordable and comprehensive care • Ensuring benefits and provider networks are analyzed and any gaps are identified and addressed prior making the carrier changes; we have success negotiating benefit enhancements and building networks and direct provider contracts (e.g. behavioral health) to achieve the least amount of disruption when moving to a new carrier • Establish methods of communication: Our dedicated IT and Client Service team will establish methods of communication for file transfers, waiver reports, status updates, and other project deliverables. Because of Gallagher Student's experience and partnership with insurance carriers and third party claims administrators, we are well-positioned to seamlessly transition our services to your students. We currently integrate and transfer files with all the carriers. Our custom built school websites have links to carrier information and our call center triages students to carriers via a 'warm transfer', creating a seamless user friendly experience. During program implementation, our team will work with your campus administrators to ensure the program is marketed effectively and that students are provided with clear communication about any plan changes. We will leverage our marketing HUB expertise to design a communication plan to address all audiences including campus administrators, key stakeholders, students and parents. Furthermore, we would begin pre-renewal planning work for the 2023-2024 policy while your current broker completes any outstanding work on the 2022-2023 policy. Although we can begin the engagement as early as Q4, Gallagher would defer payment and wouldn't bill for services until the student premium is collected in the Fall of 2023. Please see Exhibit #5 for more information on our Sample Implementation Timelines.
8. (ME) Provide at least one example of how your advocacy for a client changed the outcome of a contract negotiation.	Gallagher Student Health manages more than $350 million in premium and serves nearly 380,000 students nationwide. Our presence in the student-health market is robust; our influence on carriers, strong. We regularly advocate for our clients on all program features, including negotiating favorable pricing and fair claims adjudication. **Advocacy Example #1 Student Health Insurance:** A client with a fully insured contract was projected to receive an 11.5% rate increase upon renewal. Questioning the validity of this

	increase, we requested the insurer's underwriting worksheet. Based on our analysis, we discovered the rate increase should have been less than 5 percent. After doing a deep dive into their claims experience and considering the fact that the client was moving to mandatory coverage for international students, we recommended the carrier hold the line entirely on rates. Despite intense push back, GSH marshaled data and deployed our extensive experience to bring home a fair renewal with no rate increase. This example illustrates how GSH's plan-design insights, insurance-industry experience, and client loyalty will serve to benefit Boise State University. **Advocacy Example #2 Intercollegiate Sports:** A client in Pennsylvania had seen their Intercollegiate Athletic Accident insurance premiums skyrocket by 98% over a three year period. The institution was a long time Gallagher Property & Casualty client, but had another broker managing the Intercollegiate Sports Plan. Our Gallagher peers invited us to participate in a quarterly stewardship meeting where we had the opportunity to present our NCAA DI Benchmark report. Through our presentation and analysis of their current program, the institution realized their premiums were significantly higher than their peer institutions. We were given the opportunity to market their insurance program to over a dozen of our A-Rated insurance carrier partners. We sought competitive quotes on their behalf that matched their current plan design. In addition we showed options with higher per injury deductibles, and a self-insured retention program utilizing a stop loss policy with an aggregate deductible. As part of our strategic efforts we worked with the college to develop a list of their top 10 most frequently utilized providers to ensure that a new claims administrator would offer enhanced discounts with their top 10 providers. Through our analysis with the proposed carrier and TPA we projected hundreds of thousands of dollars in claims savings. Gallagher was awarded the broker of record in 2020. Not only were we successful in helping the college negotiate a refund in premium due to the COVID-19 pandemic that year, but we have helped negotiate reductions in their annual premiums year over year. Today their current premium is 10% less than it was three years ago and claims are trending in a positive direction.
9. (ME) The Broker must provide an outline of the types and scheduling of communications that will be distributed to students during the enrollment/waiver process. Samples of the communications should be provided in your	Gallagher Student Heath provides an array of professional marketing materials and communication strategies to help clients provide critical health insurance information to its student body. This includes, but is not limited to:

response.	• **Plan documents**, including health insurance master policy, plan brochures, and benefit summary information. • **Buck slips** for the University to include with electronic tuition bills, notifying students and parents of important plan details, dates and how to waive/enroll instructions. • **Plan comparisons** for students and parents to evaluate their current plan benefits against Boise State University's sponsored plan. • **Frequently Asked Questions** tailored to the University; outlines any changes in the plan and has a customized "how to" section to direct students and parents quickly and efficiently. • **Universal email communications**, as well as tailored email solutions for distinct or unique populations of the student body. Utilizing Constant Contact, our team can track open rate, click through rate and immediately identify students that have not viewed communications to quickly target outreach to students notifying them of enrollment/waiver dates, welcome-to-the-plan emails, reminders etc. All communications are approved by campus administrators prior to distribution. • **Onsite attendance and presentations** at campus orientations and meetings. • **Mobile accessible custom school websites** such as www.gallagherstudent.com/bsu • **Plan materials** like a *Fast Facts* reference flyer, *Summary of Benefits* brochures and *Frequently Asked Questions.* • **Periodic email blasts and text messages** about the insurance plan. • **Benefits app** through the insurance carrier (depending on the carrier selected). • **Custom videos** to help students better understand insurance and navigate our online portal (through The Hub and College Health TV). Sample College Health TV video: https://www.collegehealthtv.com/video/life-lessons-health-insurance-101 What's more, international students need extra help understanding the U.S. healthcare system. We make insurance easy to understand for international students by providing materials and presentations that simplify benefits, explain how to get care, and detail the enrollment/waiver process. Gallagher has additional expertise developing communications that resonate with students and parents across our diverse group of clients. Our professional marketing staff will develop materials in collaboration with Boise State University. During program implementation, our team will work with your campus administrators to ensure the program is marketed effectively and that students receive clear communication about their health coverage and plan changes. We will leverage our marketing team

	expertise to design a communication plan to address all audiences, including campus administrators, key stakeholders, students and parents. For Sample Marketing Materials, please see Exhibit #6.
10. (ME) The Broker will collaborate with University administrators to develop marketing and communication strategy and assist with the development of communication pieces (mailers, website, and other social media) as needed.	Confirmed. As outlined above, Gallagher Student Health will take several steps to market your plan. Although we have many years of experience in marketing student health programs, you know your students best. For this reason, we will review your past and current marketing efforts before designing our own marketing approach. With a plan in place, we will then deploy our in-house marketing team to create custom communication materials. A key feature of our campaign will be student email blasts to introduce them to their plan and to remind them of enrollment and waiver deadlines. Though many clients have moved to online/electronic communications, we provide value-added post card or letter mailings to students and their families. We also use on-campus orientations and/or information sessions to increase student awareness and usage of their SHIP benefits. However, the core of our marketing outreach will be a Boise State University page on the Gallagher Student Health website. It contains marketing materials to review or download (e.g.: benefit highlight flyer, an FAQ document, and a full brochure detailing plan provisions and benefits.) Following are additional features of our website: • Customized, BSU-specific secure portal for eligibility file transfers • Access to robust online waiver/enrollment management system to manage student enrollment and coordinate with Bursar's Office/Student Accounts • Ability to view individual student records for eligibility and demographic information or run complete enrollment roster • View plan benefit and enrollment information by downloading brochures and FAQs • Find information on provider networks, pharmacy benefits, and additional plan enhancements • Access to Gallagher Customer Service through a dedicated 800-number, Customer Service link or online "Live Chat" through the school's homepage at www.gallagherstudent.com/bsu • Enroll online or purchase available optional coverage such as dependent or supplemental plans securely via credit card or e-check • View HIPAA certificates, Certificate of Prior Coverages, or Verification of Coverage Letters 'on-demand' directly from the website in PDF format • Connect to the claims administrator's website to review claim status online & retrieve ID cards

	We will provide BSU with a full complement of marketing resources and materials to help students with their college student health insurance. Our firm has its own internal marketing agency called "The Hub." Housed in Gallagher's national Small Business and Affinity division, The Hub includes three graphic designers, three account managers, a web specialist, and two copywriters. We also have an onsite marketing specialist whose job is to strategize with sales and account management teams on delivery and communication to client schools and their students. Our marketing team understands the student and parent "personas" we serve and how to communicate to them. In addition to what we typically provide clients below, we can also work with you to develop custom flyers, videos or website materials. Also available on our website is our portfolio of voluntary products available to all students attending BSU. These include the following: • Voluntary Dental Insurance • Voluntary Vision Insurance • Personal Property Insurance • Tuition Refund Insurance • Study Abroad or Travel Insurance
11 (ME) The Broker will be responsible for the cost of any communications that are developed. The University will be given drafts of all communication for written approval prior to distribution in any fashion to students.	Confirm and agree.
12. (ME) The Broker will attend Student Orientation and presentations as requested.	Gallagher representatives will be available to attend student orientations sessions as requested by Boise State University.
13. (ME) The Broker must explain the enrollment process and how it will be managed, what is required by the University during this process and how inquiries from students, parents, and University administrators will be handled.	The Gallagher Student Health enrollment experience is user friendly and tailored to the campus needs. GSH offers both automatic and on-line enrollment options. Campus systems that provide eligibility rosters can automatically enroll eligible students. GSH offers custom student portal messaging for students to confirm auto enrollment and get information on any next steps. As part of the GSH plan administration services the student portal and your client management team will provide direct email updates to eligible, enrolled, waived students when coverage status changes. For students that voluntarily enroll or have dependents, the Student portal provides an enrollment option. GSH offers several configurable items to tailor the enrollment.

	• Disclaimer for eligibility can be tailored to each school • Dependent enrollment is optionally activated • Coverage options presented are customized to fit various student population needs University administrators will have access to their Gallagher service team as well as to the self-service administrator feature in the portal. Gallagher's customer service team is available to provide support and help facilitate transactions for students and parents when using the portal.
14. (ME) The Broker must submit a sample timeline with the assumption the SHIP will start on August 1st each year. This timeline should address the date the online process will start, proposed deadlines for students to complete the process and the dates approved communications pieces will be distributed by the Broker to the students.	Gallagher Student Health will work closely with Boise State University stakeholders to develop a customized implementation plan for each campus. We will completely assume all administrative responsibilities for your student health program, freeing your staff to focus on other key responsibilities on campus. This is equivalent to hiring new campus employees at no additional expense. Please see Exhibit #5 for a detailed description of our Sample Implementation Timelines.
15. (ME) The Broker must explain the premium payment process for all students.	Gallagher can set up enrollment transactions to be either "university invoice" so the school can add the fee to the student account, or "direct pay" where the student pays through directly through Gallagher's portal. For "direct pay" credit card or e-check is acceptable and a small processing fee is applied. In the portal, the student sees a recap of the enrollment request with premium cost if applicable. The 'direct pay' feature is generally utilized to support voluntary enrollment in the student health insurance plan, including dependent enrollment. For your mandatory international students, we can use enrollment data collected on a file and set the premium collection process to "University Invoice" so the school can add the fee to the student account. Gallagher will assign a financial analyst to the Boise State University account and this person will be the contact for all invoicing and reconciliation processes. During onboarding, we will work with you to develop a timeframe for producing an initial client invoice. Invoicing and reconciliation occurs for each coverage period. Our standard invoicing process for a new client is as follows: We invoice 50-75 percent of the previous year's enrollment in early Fall. For reconciliation, a complete student roster will be sent to verify enrolled students against those who have been billed for student insurance. Towards the close of the policy year, there will be a final reconciliation and billing after both Boise State University and Gallagher Student Health agree upon the final enrollment and premium amount.

16. (ME) The Broker must explain what options are available to students when they incur a Qualifying Life Event.	For students who initially waived the Student Health Insurance Plan, the Petition to Add (PTA) option gives students the opportunity to request SHIP coverage due to a qualifying event. Students experiencing such an event can complete the PTA form, attach the required loss of coverage proof (a letter from their prior carrier stating the loss of coverage and their last day of coverage) and submit it to the GSH Enrollment team. Students have 31 days from their last day of coverage to submit the form and documentation.
17. (ME) Brokers must summarize the ongoing communications and customer services they will provide to students, parent, and administrative staff during the year.	**Students and Parents:** Gallagher Student Health is unique. Unlike most other brokerage firms that delegate service to the insurance carrier, GSH retains this key responsibility. We are the first point of contact for your students and parents. Our GSH Customer Service Team has the bandwidth to manage thousands of calls daily. Our call center is available Monday through Friday, 8:30AM to 8:00PM EST. We can expand our hours of operation and our call-volume capacity by deploying our overflow call center in Las Vegas, Nevada. Both centers employ licensed insurance representatives who understand student insurance. As part of our onboarding and implementation process for BSU, our representatives will be fully trained on the specifics of the BSU insurance program. Students will have access to customer service through a dedicated, toll free 800-number, customer service link or online "Live Chat". The dedicated 800 number will provide tracking and reporting of BSU-specific performance metrics. Post implementation, Gallagher will provide a comprehensive report demonstrating the high level of customer service your students will receive. **More Resources and Services to Support Boise State University** In addition to our Customer Service Team, we provide Interactive Voice Recognition (IVR) to provide automated assistance to students 24 hours per day/7 days per week. The IVR solution allows students to • Confirm coverage and effective dates, • Check the status of online forms, and • Request ID cards and verification-of-coverage letters. Our phone system also triages calls related to claim status to the appropriate insurance carrier or claims administrator. Or a GSH customer service representative will make a "warm" transfer to the claims administrator. Similarly, that entity will transfer calls placed to them that are not claims related back to GSH. We have

a service escalation process in place to resolve situations that require higher-level management expertise.

Gallagher also provides an online customer-service inquiry form that expedites student and parent service requests. In addition, the "Live Chat" feature of BSU's customized GSH website is available for students/parents who prefer communicating online.

Another advantage of working with Gallagher is our relationship with Voiance. Voiance is a division of CyraCom International, Inc., the leading provider of language interpreting services. Voiance bridges communication gaps for schools and organizations that need rapid access to language assistance via phone, mobile app, written text, or in person. Due to our relationship with Voiance, we can support hundreds of languages, meeting the needs of BSU students and parents throughout the enrollment process and life of the policy. Our GSH customer service representatives will include a Voiance translator in a three-way conversation with the student as needed to ensure all of the student's questions and needs are addressed more.

Administrative Staff:

As noted, Lyndsay Paparo and Martha Murphy will be your dedicated Gallagher Student Health representatives. These two highly trained professionals will ultimately be accountable for ensuring the success of your student health insurance program. Additionally, an Account Manager will be assigned to support the day-to-day administration of BSU's SHIP. Your Gallagher team representatives will be the liaison between the insurance carrier and BSU.

Gallagher Takes the Administrative Work Off Your Plate

Website for Administrators

A cornerstone of the Gallagher model is our use of technology and online resources to better serve students, families and University staff. As discussed earlier, we provide a customized student website, serving as a convenient online portal for enrollment/waiver and plan resources. We also provide an administrators' portal for university staff to obtain real-time reporting and information regarding The BSU SHIP. Our administrator portal allows your staff to search for a student's insurance information and run reports on enrollment and waiver rosters to support student billing. With comprehensive query and self-reporting, administrators can:

- Create and download waiver status reports.
- Create and download enrollment rosters.
- Create reports based on student category (i.e., graduate, undergraduate, international).
- Create reports based on type of health insurance students input on waiver forms.

	• Create ad-hoc reports that are customizable, selecting data elements that are important to BSU Our reports are designed for easy downloading for internal campus systems. What's more, they can provide cumulative or iterative data. Our online portal also allows administrators to set up automated batch reports, which will send you the data you need, when you need it. Batch reports are sent via encrypted email or SFTP in csv, semi-colon or pipe delimited. Our clients have praised the portal's ease of use and find that they are better able to service their student body with the online capabilities provided. We have included a screenshot of the client portal (See Exhibit #7 – Overview of Website Services and Capabilities). **Website for Participants** Our student portal will allow students to • View information about their plan benefits, provider networks, pharmacy benefits and additional plan enhancements. • Submit a waiver or enrollment form. • Handle online enrollment and payment for dependent coverage. • Connect with customer service representatives. • Access "My Account" to view student account information. • Connect directly to the Carrier website to look up online claims status & Print an ID card.
18. (ME) Broker must state when Customer Service is available and whether online customer service is available via a form during off hours.	Our call center is available Monday through Friday, 8:30AM to 5:00 PM EST. Our call center employs licensed insurance representatives who understand student insurance and all the specifics of your program. As stated earlier, your students will have access to their dedicated school website that offers online customer service options, including live chat as well as 24/7 IVR assistance.
19. (ME) The University prefers that Broker's product/service is accessible to people with disabilities (WCAG Compliant). Please confirm.	Confirmed. Our GSH websites are designed, developed, and operated in substantial conformance with generally recognized and accepted guidelines and/or standards for website accessibility. These standards include WCAG 2.0 AA. The GSH website was redesigned just over two years ago in order to enhance usability. Current features include: • Compatibility with industry standard browsers • Responsive design to ensure usability with common mobile screens and window resolutions • Compatibility with accessibility standards such as WCAG and VPAT • "Light screens" to ensure acceptable download times

	• No use of Iframes • Optimal use of "above the crease" to minimize scrolling. Minimized wide pages. • Nominal use of style sheets to reduce fonts • No use of animated fonts, gifs or imbedded video that require add-ons
20. (ME) Attach a current copy of your business and insurance licenses.	Please see Exhibit #8 for Gallagher licenses.
21 (ME) Provide the names, titles, phone #s, and email addresses of five (5) Broker references relating to any type of healthcare insurance services. Must be similar to the University in size and student body composition where Broker has brokered the SHIP plans.	
a. The Ohio State University	Janine Oman Senior Deputy Athletic Director & SWA 614-247-7678 Oman.7@osu.edu
b. University of Wisconsin System	Angela Ryan Director, Risk Management 608-263-4381 aryan@uwsa.edu
c. Oregon State University	Christina McKnight Director, Insurance & Risk Management Services 541-737-4957 Christina.McKnight@oregonstate.edu
d. University of Wyoming	William T. Wiseman (Tim) Chief Risk Officer 307-766-6787 wwiseman@uwyo.edu
e. University of Oklahoma	Cathy Krane Director Enterprise Risk Management 405-325-5695 cathykrane@ou.edu
22 (ME) Provide the names, titles, phone #s, and email addresses of five (5) Broker references relating specifically to student healthcare insurance services. Must be similar to the University in size and student body composition where Broker has brokered the SHIP plans.	
A University of Houston	Wayne Brown Director, Risk Management 713-743-0414 wwbrown@uh.edu

b University of Maine	Gretchen Catlin University Risk Manager Gretchen.Catlin@maine.edu 207-621-3038
C Louisiana State University	Andy Barker Athletic Insurance Administrative Manager 225-578-8315 abarker@lsu.edu
d Mississippi Institutions of Higher Learning	David S. Buford Director of Risk Management 601-432-6688 dbuford@mississippi.edu
E University of Nebraska System	Kevin Harford Director of Risk Management 402-472-7346 kharford@nebraska.edu
23 (ME) Provide the names, titles, phone #s, and email addresses of five (5) Program Administrator references relating to any type of healthcare insurance services. Must be similar to the	
A Boston University	Jim Donohue Director, Risk Management 617-353-4988 jdonohue@bu.edu
B Northeastern University	Madeleine Estabrook Senior Vice Chancellor 617.373.4384 m.estabrook@northeastern.edu
C Loyola Marymount University	Douglas Moore University Risk Manager 310-338-3071 Douglas.moore@lmu.edu
D Dartmouth College	Diane Kiefer Finance Manager, Dartmouth College Health Services 603-646-3800 Diana.Kiefer@dartmouth.edu
E Williams College	Robert McBain Health Services Administrator 413-597-3166 Rtm3@williams.edu

Exhibits

1. Getting to Know Gallagher
2. Partial Client List
3. Intercollegiate Athletic Accident Brochure
4. Team Biographies
5. Sample Implementation Timeline
6. Sample Marketing Materials
7. Overview of Website Services & Capabilities
8. AJG Licenses
9. Sample Claims Summary Report
10. Ammendment 1 – Receipt Confirmation

Attachment 3 VPAT Exhibits

GSH Standard Data Layout with Examples

Gallagher VPAT – October 2021

1. Get to Know Gallagher

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We Care About Your Students As Much as You Do

Proven Track Record

"Our dedicated Account Executive and Client Service Representative consistently provide open, transparent and exceptional support to Student Wellness and all USD campus partners. Their expertise has been instrumental in helping us navigate unique student and parent questions and concerns throughout the years of our insurance requirement."

- Student Wellness
University of San Diego

Gallagher successfully implements and communicates waiver management system improvements that directly impact our student's ability to complete the waiver process effectively."

– Risk Management & Insurance
Cornell University

"Every claim filed through Gallagher is immediately processed with efficient and thorough follow-up, creating a smooth process from beginning to end."

- Athletic Department Endicott College

"Gallagher spent time reviewing our options, highlighting the ones which would benefit us most, and is available to answer any questions we have about our athletic and student policy."

- Athletic Department
Reinhardt University

Student Insurance – it's what we do.

As a school of higher education, you face many challenges: attracting and retaining students, the rising cost of tuition, a changing student demographic, new regulations, behavioral health concerns, a global pandemic that caused additional complexities, just to name a few. We understand those challenges and can help by relieving your administrative resources, improving your program and saving you money. You can then focus on what you do best, educating students.

Gallagher Student Health & Special Risk understands the challenges you face and we are here to help. We make recommendations that save money, improve your program *and* take the administrative burden off of you so you can focus on what you do best, educate.

There's a reason we keep 97% of our clients year after year. It's because of our "highly knowledgeable and responsive service team," according to our annual client satisfaction survey. We are a national practice with the industry's most experienced team of healthcare professionals. You can count on us to bring you a cost-effective, customized program. We think globally about student health trends but support you locally with on-site resources. Simply put, we make sure you and your students succeed.

Gallagher | Student Health & Special Risk

ATTACHMENT 1

Scope of Services and Products

Check out what we can do for you...

Student Health

- ✓ Conduct market review, benchmarking and competitive analysis
- ✓ Provide Account Management services for fully and self-insured programs
- ✓ Strategic renewal planning and carrier negotiation
- ✓ Create and manage consortium purchasing opportunities
- ✓ Offer full complement of customer support services: dedicated call center, 24/7 IVR assistance, online live chat services and text messaging
- ✓ Dedicated service team to provide implementation support and ongoing account management services to campus administrators
- ✓ Customized waiver and enrollment management services, including optional single sign-on
- ✓ Customized communication plans for program marketing
- ✓ On-campus support for student/parent orientations
- ✓ Guidance and consultation on student healthcare trends, regulatory issues and compliance
- ✓ Identify and coordinate Student Health Center billing options with carriers, including ledger and third party billing
- ✓ Plan enhancements to complement student health insurance – online health and fitness, Basix Dental Savings and EyeMed vision discount program
- ✓ SilverCloud digital behavioral health platform, providing care for anxiety, stress and depression to all students, anytime, anywhere
- ✓ Teladoc students will have access to unlimited visits for general medical, dermatology and mental health issues without traveling to or waiting in the provider's office
- ✓ Mantra Health customized solution for colleges to expand the counseling services available to students on campus

Athletics

- ✓ Intercollegiate athletic accident insurance programs
- ✓ Fully-insured and self-funded options
- ✓ Catastrophic and basic accident insurance/ cash benefit plans
- ✓ Camps, clinics, club and intramural sports risk management
- ✓ Primary insurance verification
- ✓ International student athletic insurance plans
- ✓ High limit, accidental death and dismemberment coverage
- ✓ Concussion Care Insurance

Consulting

- ✓ Regulatory and marketplace guidance
- ✓ Conduct market review and competitive analysis
- ✓ RFP development and process management
- ✓ Assistance determining waiver criteria and management of online waiver process
- ✓ Fully insured and self-funded solutions
- ✓ Outsourcing Student health services

Global

- ✓ ACA comparable plans for J1 & F1 international students and scholars
- ✓ Study abroad insurance for students, faculty and staff
- ✓ Short-term limited duration plans
- ✓ 24/7 worldwide travel assistance programs
- ✓ Customized program implementation
- ✓ Cancel for Any Reason/Interruption for Any Reason (CFAR / IFAR)

Special Risk

- ✓ K-12 student accident coverage options
- ✓ Collegiate student accident plans
- ✓ Customized programs for camps, clinics, and events
- ✓ Religious and nonprofit participant accident coverage
- ✓ Event and cancellation/loss of revenue insurance
- ✓ Student property insurance
- ✓ Voluntary dental plans
- ✓ Voluntary vision plans
- ✓ Tuition insurance

Why You Should Choose Your Broker First

By selecting a broker first, it streamlines the process; the broker handles much of the fact gathering, benchmarking and analysis that would normally fall to the school. Schools can ensure they receive optimum value for their insurance program by choosing a consultative broker that will work for the school rather than the insurance company. Choosing a trusted broker partner first and having your broker negotiate access to multiple competitive quotes will create competition, reduce premiums and lower your total cost of risk in the long-run.

We Bring a Team of Experts

Every client is assigned a dedicated account service team to ensure a seamless implementation and ongoing program success.

Senior Leadership oversees operations and program management to ensure your expectations are met

Account Executive is the primary contact for program management, strategic planning, implementation, regulatory guidance and policy development

Account Manager manages program implementation and is the day-to-day support for campus administrators

Client Service Representatives and Enrollment Teams are a resource for clients, students and parents

Web Development Team builds and maintains customized school websites

Finance Team creates claim utilization reports, and manages billing and invoicing

The Gallagher Difference

- Awarded Risk & Insurance® Power Broker®, four years, nationally recognized for launching Medicaid Premium Assistance Program, Self- funding solutions and group purchasing consortiums across the country
- Professional partnerships with higher education risk management associations at the forefront of the student health industry, including ACHA, URMIA, NACUBO, NAFSA, NASPA and NATA
- Market Update webinars, Industry newsletters and whitepapers on new regulations and industry trends
- Commitment to our community through college internships, sponsorships and Gallagher Gives Back volunteering program
- Ethisphere Institute World's Most Ethical Companies for nine consecutive years; the only insurance broker to have been recognized

2022 WORLD'S MOST ETHICAL COMPANIES® ™
WWW.ETHISPHERE.COM

Commitment From Our Senior Leadership Team

Top leaders in the healthcare risk management and higher education community

"In this evolving healthcare industry, we continually invest in our people and technology to make sure our clients meet the growing demands of their students. But one thing never changes...our unwavering commitment to bring value each and every day."

- Peter Finney, Area President | peter_finney@ajg.com
Leading the delivery of healthcare support services and operations for 25+ years.

Martha Murphy
Senior Vice President of Student Health Sales
Leading student health sales and marketing with 20+ years of experience in employee benefits and student health.
martha_murphy@ajg.com

Sheryl Barron
Senior Vice President, Client Experience
Leading service delivery for over 25+ years.
sheryl_barron@ajg.com

Dan Buckley
Senior Vice President
Leading athletics and special risk sales and account management for 18+ years.
dan_buckley@ajg.com

Dean Sandonato
Vice President
Leading international travel sales and account management for 8+ years.
dean_sandonato@ajg.com

Diane Evans, Director, Project Management Office (PMO)
Leading project management and client onboarding for 30+ years.
diane_evans@ajg.com

Jonathan Lamoureux
Vice President of Service Delivery and Consulting
Leading service operations in healthcare for 20+ years.
jonathan_lamoureux@ajg.com

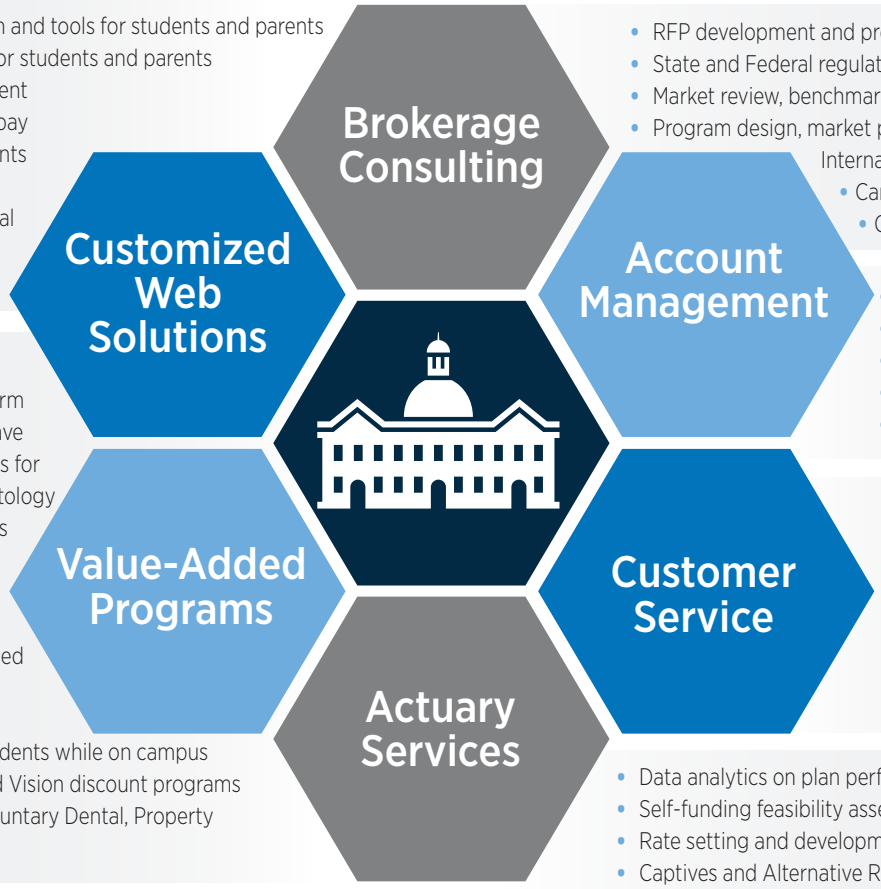
Scott Sullivan
Director of Finance
Leading financial strategy and operations for 25+ years.
scott_sullivan@ajg.com

John Malster
Director of Information Technology
Leading technology, innovation and operations for 20+ years.
john_malster@ajg.com

Gallagher | Student Health & Special Risk

Unmatched Resources and Flexibility

We provide schools with a range of services that best fit their program and budget; from **consulting and brokerage services to full program management**, including waiver verification, customer service and a customized website. One of our main goals is to minimize your administrative burden.



Customized Web Solutions

- Helpful plan information and tools for students and parents
- School-specific portal for students and parents
- Student waiver/enrollment forms, including direct-pay enrollment for dependents and voluntary products
- Waiver verification portal
- Flexible enrollment file management

Brokerage Consulting

- RFP development and procurement management
- State and Federal regulatory and marketplace guidance
- Market review, benchmarking and competitive analysis
- Program design, market placement for SHIP, Sports, International, Special Risk, Dental & Vision
- Carrier contract negotiation
- Outsourcing Student health services

Account Management

- Program implementation
- Renewal Planning
- Waiver/enrollment management
- Marketing communications strategy
- Claims advocacy

Value-Added Programs

- SilverCloud online behavioral health platform
- Teladoc students will have access to unlimited visits for general medical, dermatology and mental health issues without traveling to or waiting in the provider's office
- Mantra Health customized solution for colleges to expand the counseling services available to students while on campus
- Prescription, Dental and Vision discount programs
- Short Term Medical, Voluntary Dental, Property and Tuition Insurance

Customer Service

- Fully staffed call center
- 24/7 IVR assistance
- Telephone, live chat, online form servicing and text messaging
- Seamless integration with insurance carriers or claims administrator

Actuary Services

- Data analytics on plan performance
- Self-funding feasibility assessment
- Rate setting and development of reserves
- Captives and Alternative Risk Market Assessment

Independent Preferred Broker

- **Independence from carriers to ensure competitive pricing**
- **Long-standing partnerships with top-rated insurance carriers, claims administrators, preferred provider organizations and pharmacy benefit management companies**
- **One of the first brokerages to focus exclusively on student health**
- **A division of one of the world's largest brokers and a Fortune 500 company**

We Strive for Service Excellence

- Industry-leading Waiver Management system processes 100% waiver verification in 24-48 hours
- Custom website designed to host the waiver and enrollment process for students
- Secure customized client portal, allowing school administrators easy access to reports and student data
- Comprehensive quality assurance program across all contact channels
- HIPAA and FERPA compliant business processes
- Ongoing training and staff development to deliver exceptional customer service
- Best-in-class customer service center standards; expands to meet demands

2. Gallagher Partial Client List

Redacted

Gallagher Student Health & Special Risk
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3. Intercollegiate Athletic Accident Brochure

Gallagher Student Health & Special Risk
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Gallagher Broker Services Summary

Intercollegiate Athletic Insurance

Daniel J. Buckley, Division Senior Vice President
Dan_Buckley@ajg.com

Kelly Ethier, Vice President
Kelly_Ethier@ajg.com

Arthur J. Gallagher Risk Management Services, Inc.
Gallagher Student Health & Special Risk
gallagherstudent.com

A Brief History of Gallagher Student Health & Special Risk

500 Victory Rd, Quincy, MA 02171 - Phone 617-769-6421

As the leader in the Intercollegiate Athletic Accident Insurance market, Gallagher is uniquely positioned to provide superior service, program consulting and day to day management for Boise State University;s Insurance program. With our market reach as part of Arthur J. Gallagher and our expertise with 25 years of service to this unique insurance niche, Gallagher designs high quality, customized and affordable Intercollegiate Athletic Accident Insurance for over 350 colleges and universities. We maintain an average 98% retention rate annually for our client programs, a figure demonstrative of our commitment to the industry and unmatched service.

Our unmatched market access, combined with our industry expertise, allow us to provide our clients with the best coverage, service and premium each year. No other broker has preferred access to all insurance carriers and third party claims administrators (TPAs) in this market. Our client programs truly benefit from this access and our relationships within the market. Additionally, our team has recently welcomed the addition of First Agency as an in house TPA option for our clients. First Agency has more than 60 years of experience administering claims in this niche market, working with programs of all sizes across the country. We are committed to offering our clients all options for their program and providing carrier and TPA recommendations that best fit the needs and goals of our clients and their programs. A summary of the carriers and TPAs is included later on in this summary

While market access and successful negotiations are important, at Gallagher we take pride in being more than a traditional insurance broker for our clients. Our dynamic business model has enabled us to cater to the customized needs of our clients, varying from large Power 5 Division I NCAA members to NJCAA school programs. Within our 350 Higher Education clients, we are the trusted broker managing programs for 80 NCAA DI institutions nationwide. Our scope of services are listed below, but not limited to:

- Acting as Boise State's claims advocate
- Manage the renewal process with the incumbent carrier and obtain additional renewal proposals, if appropriate, to guarantee competitive pricing and coverage terms
- Communicate with campus stakeholders to educate them on claims policies and procedures
- Provide relevant claim filing materials (FAQs, brochures, claims filing procedures, etc.) with policy information and benefits
- Distribution of periodic claim summary reports
- Ensuring that the Program complies with NCAA guidelines
- Annual Client Benchmarking Reports & Policy review to ensure the current program provides the best coverage and benefits
- Quarterly Market Update Series distribution

In addition to policy renewal negotiations, all of our clients rely on us for expert assistance with claims advocacy and management, renewal planning and cost containment strategies, claims reporting, risk identification and best practices recommendations, primary insurance verification, and overall account management. We will make best practice recommendations to your institution to not only provide cost effective solutions, but to ensure your student-athletes have the best coverage possible.

We look forward to the opportunity to demonstrate the industry leading expertise and value we can bring to Boise State University.

Decades of Experience in Sports & Special Risk

RISK IDENTIFICATION: ARE ALL OF YOUR BASES COVERED?

Gallagher Student Health & Special Risk specializes in meeting the athletic and special risk insurance needs of intercollegiate, club, and intramural athletic programs for colleges and universities. With 25 years of experience in the athletic insurance market, Gallagher has experienced the evolution of the athletic-specific insurance landscape.

Identifying every potential category of risk is a difficult task that is frequently pushed to the sidelines in the planning process. We have developed a systematic process to confirm each institution has the best coverage in place for their student athletes and the right policies to effectively manage coverage.

ATHLETIC INSURANCE COVERAGE: A TEAM EFFORT

We are committed to providing the highest-quality client and customer service. We will work alongside your institution and all relevant partners to minimize miscommunication and promote transparency between each stakeholder involved with your athletic coverage.

- Account management
- Cost-containment strategies
- Insurance verification
- Claims advocacy & management
- Reporting capabilities

From claims advocacy and analysis to risk management recommendations, Gallagher will work alongside your institution to tailor your insurance solution to the forefront of compliance standards, ensuring a seamless transition as new regulations arise.

Sports & Special Risk Team

Dan Buckley – Senior Vice President, Higher Education Practice Quincy, MA	
KEY ACTIVITIES	Dan oversees all of Gallagher's Sports and Special Risk accounts as well as assisting the Division President with strategic planning and growth for the company. Dan remains dedicated to assisting his client schools in all aspects of their insurance programs including: policy renewal and general administration and also works with his clients to train College & University personnel on the policy procedures and guidelines. In 2021, Dan was recognized as a Power Broker by Risk & Insurance Magazine for his work managing accident medical policies and for providing superior service to his Higher Education clients.
RELEVANT EXPERIENCE	• Gallagher Student Health and Special Risk (2007-Present) • Koster Insurance Agency (2001-2007) • Keyport Life Insurance (2000-2001) • John Hancock Insurance (1998-2000)
LICENSES/DESIGNATIONS	• Licensed Health & Accident Producer • Licensed Property & Casualty Producer • Licensed Surplus Lines Producer

Kelly Ethier – Vice President, Higher Education Practice Quincy, MA	
KEY ACTIVITIES	Kelly has firsthand knowledge of the unique needs that are inherent with college athletics as she was a Division III student-athlete herself, who also has a master's degree in Sports Administration. Kelly delivers consultative guidance and support on matters that relate to student accident and athletic accident insurance policies, all while working closely with her carrier partners to ensure the best level of coverage is available for her clients. In 2019, Kelly was recognized as a Power Broker by Risk & Insurance Magazine for her work managing accident medical policies and for providing superior service to her Higher Education clients. Kelly prides herself on maintaining regular correspondence with her clients to answer day-to-day coverage questions, to review claims summary reports, for strategic planning, and to execute competitive renewal negotiations.
RELEVANT EXPERIENCE	• Gallagher Student Health and Special Risk (2014-Present) • Wilbraham & Monson Academy (2013-2014)
LICENSES/DESIGNATIONS	• Licensed Health & Accident Producer • Bachelor of Arts, Sociology, Brandeis University (2012) • Master of Arts, Sports Leadership, Northeastern University (2014)

Market Reach

Gallagher Special Risk has access to over a dozen A-Rated insurance carriers that specialize in the Athletic Insurance niche!

Insurance Carrier Partners	
AIG (National Union Fire Insurance Co.)	Mutual of Omaha Insurance Co.**
Arch Insurance Company	North River Insurance
Axis Insurance Company	Pan-American Life Insurance Group
Berkley Accident & Health	Philadelphia Indemnity
Guarantee Trust Life Insurance Co.	QBE Insurance Corporation
Great American Insurance Co.	Starr Indemnity & Liability
The Hartford	United States Fire Insurance Co.
Liberty Mutual Insurance Co.	Wellfleet Insurance Company**
Lloyd's of London*	Zurich Insurance Company

*Not an admitted insurance carrier, rather an insurance and reinsurance market
**These insurance carriers also specialize in claims administration and do not commonly utilize a TPA

Superior claims administration is vital to the success of a secondary insurance program, as such, we partner with more than a half dozen TPAs who specialize in this niche

Third Party Administrators (TPA)	
★ 1st Agency	Health Special Risk, Inc.
Administrative Concepts, Inc.	NAHGA Claim Services
★ A-G Administrators, LLC.	Relation Insurance Services
★ BMI Benefits, LLC.	WebTPA

References

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University of Tennessee
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pjeffrey@utk.com

Louisiana State University
Andy Barker
Senior Associate Athletic Trainer
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Attachments

1. Sports & Special Risk Market Update Series E-mail
2. Insurance Verification Services Flyer
3. Sample Gallagher NCAA DI Benchmarking
4. Sample Gallagher Claims Summary Report

Gallagher | Student Health & Special Risk

Sports & Special Risk Market Update

January 6, 2022

Hi Cara,

We hope you had a Happy Holiday and a Happy and Healthy New Year! With the spring semester around the corner, we thought this would be a good time to share our second quarterly Market Update Series for 2021-22. We hope you find this information helpful. Our goal with this series is to find interesting and relevant information to your institution's Student/Sports accident insurance policies.

This Sports & Special Risk Market Update Series features the NCAA updating the definition of fully vaccinated to include booster, a lack of clear-cut NCAA rules creating confusion about NIL (name, image, likeness), 3 NCAA Conferences completing series of student-athlete focused initiatives and how athletes are changing how they think about mental health.

As always, please don't hesitate to contact us with any consultative questions or to discuss these topics in greater detail!

NCAA Updates Definition of Fully Vaccinated to Include Booster

The NCAA medical advisory group is changing its definition of a fully vaccinated individual as someone who has received the COVID-19 booster shot, if they are eligible. Athletes are eligible if they are within two months from getting the single shot from Johnson and Johnson; five months from the last Pfizer shot; and six months from the last Moderna shot.

These new protocols are only recommendations or "considerations" according to the NCAA. Conferences and schools can choose whether or not to follow them or create their own guidelines based on their local health department guidance.

View This Article - NCAA Updates Definition of Fully Vaccinated to Include Booster

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Lack of Clear-Cut NCAA Rules Creates Confusion About NIL

Last summer, news broke that the NCAA will allow student-athletes to profit off of their name, image and likeness (NIL). However, some observers have compared the shift to the Wild West, as schools and players navigate this new terrain with little guidance.

The NCAA is tasked with overseeing the law and order of this uncharted territory. However, some states have no NIL laws, forcing colleges within their borders to rely on the loose guidelines provided by the NCAA.

The lack of a clear-cut policy has created confusion around NIL.

View This Article - Lack of Clear-Cut NCAA Rules Creates Confusion About NIL

ACC, Big Ten and Pac-12 Alliance Working Groups Complete Initial Series of Student-Athlete Focused Initiatives

The Atlantic Coast Conference (ACC), Big Ten Conference and Pac-12 Conference announced the completion of an initial series of student-athlete focused Alliance initiatives, which took place over the course of several weeks in November and December 2021. These initiatives included efforts in areas of civic engagement, student-athlete leadership and welfare; sustainability; social justice; diversity, equity, and inclusion; and mental health.

The initial round of Alliance initiatives was developed by nine working groups comprised of members of each of the three conferences. The working groups are tasked with the development of initiatives in connection with the three pillars of the Alliance: student-athlete support, the future evolution of college athletics, and scheduling.

View This Article - ACC, Big Ten and Pac-12 Alliance Working Groups Complete Initial Series of Student-Athlete Focused Initiatives

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A Year That Has Changed How Athletes Think About Mental Health

After 2020 was a stressful year for everyone across the globe, 2021 represented a bright start. The COVID vaccine was becoming available, and while the pandemic hadn't ended, the world started to feel normal. And with fans returning to sports, it reflected the sense of possibility that the pandemic would end.

However, for various reasons, 2021 was not the end of the pandemic as we had hoped. The COVID death toll caught up, and eventually surpassed that of 2020.

The stress of the last 2 years has shined the light on the importance of mental health, and how more and more athletes are speaking out across all sports, from the NBA, to the NCAA to the NFL and more.

View This Article - A Year That Has Changed How Athletes Think About Mental Health

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Gallagher Student Health & Special Risk | 500 Victory Road, Quincy, MA 02171

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Athletic Insurance Verification & Management

Gallagher | Student Health & Special Risk

A secure, automated service that ensures all student-athletes are enrolled in valid health insurance coverage while participating in athletics at your institution.

What Insurance Verification Will Do For Your Institution

1 Reduce Liability

Ensures that student-athletes without comparable coverage will be identified and action to enroll them in adequate coverage can be taken.

2 Curb Claims

Prevents athletic insurance coverage from paying as primary coverage due to an uninsured student athlete's claim.

3 Save Money

Reducing claims will lower the cost of future premiums. Identifying just one uninsured student-athlete could save thousands in future premiums.

Start

Collect and send current student insurance information to us

Clearinghouse

We organize and send the data to our Clearinghouse

The data is fact-checked for accuracy and then we send the results to you

You can identify which student-athletes are adequately covered and which are not

You can make sure your uninsured students get the right coverage

End Here

Gallagher Student Health & Special Risk offers a wide variety of tailor-made insurance programs for Colleges and Universities of all sizes to serve the needs of your student population.

ATTACHMENT 1

2021-22 Basic Athletic Accident Insurance Benchmark Summary

NCAA DI Member Institutions

CONFIDENTIAL

Gallagher

Insurance | Risk Management | Consulting

CONSENT - BAHR

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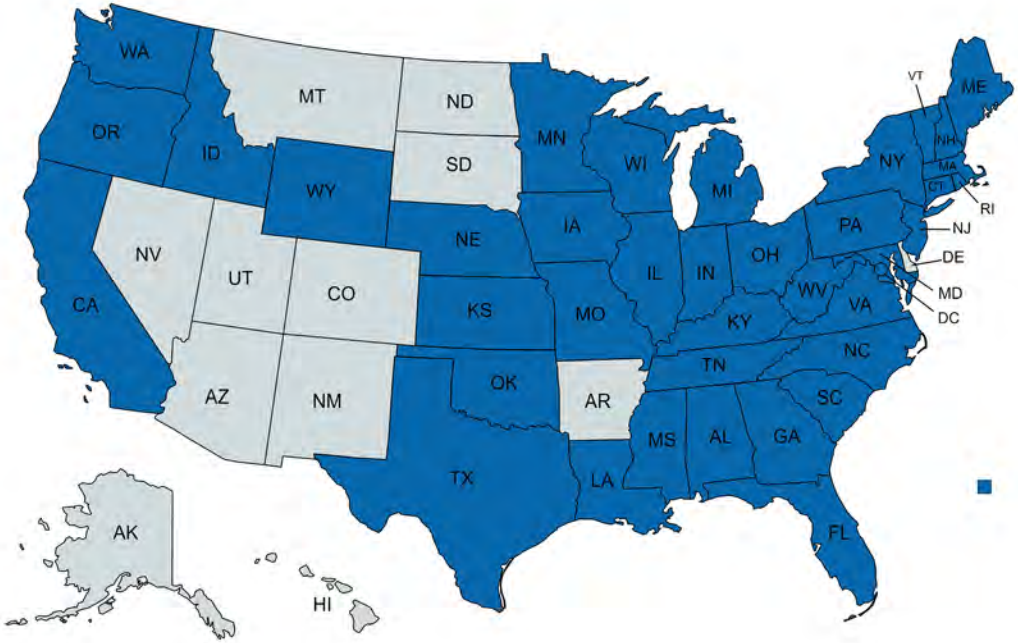
Gallagher's Athletic Clients

Gallagher | Student Health & Special Risk



- 350 Colleges & Universities
- 39 States
- NCAA, NAIA, NJCAA, CCCAA, and USCAA
  - 55% are NCAA members
  - 75 NCAA Athletic Conferences

1ST AGENCY
A Gallagher Company

Created with mapchart.net

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Basic Athletic Accident Insurance – NCAA DI

ATTACHMENT 1

Important Considerations

-The majority of schools (over 90%) cover up to the NCAA Catastrophic policy deductible of $90,000 per injury; the other 8% have an **Accident Medical Expense (AME) limit** of $100,000, $1,000,000 or $5,000,000 per injury under this policy

-75% of clients included in this benchmark sponsor a **football** program; it's nearly split in half between the two subdivisions (46% FBS and 54% FCS)

-78% of clients included in this benchmark also cover **Prospective Student-Athletes** under their policy

-Since this coverage is secondary (excess) to a student-athlete's health insurance, the benefits for athletic injuries under the institution's **SHIP** (Student Health Insurance Plan) may contribute to the claims experience

- Just over 70% have a SHIP, however, only half of those programs include coverage for ICS injuries
- Just over a third of schools with a SHIP that excludes ICS injuries choose to enroll their international student-athletes into a separate ISS health insurance program with a limited ICS Benefit
- For the remaining 30% of programs without a sponsored SHIP, the majority (over 70%) of those schools enroll their international student-athletes into an ISS program with a limited ICS benefit

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Basic Athletic Accident Insurance – NCAA DI

ATTACHMENT 1

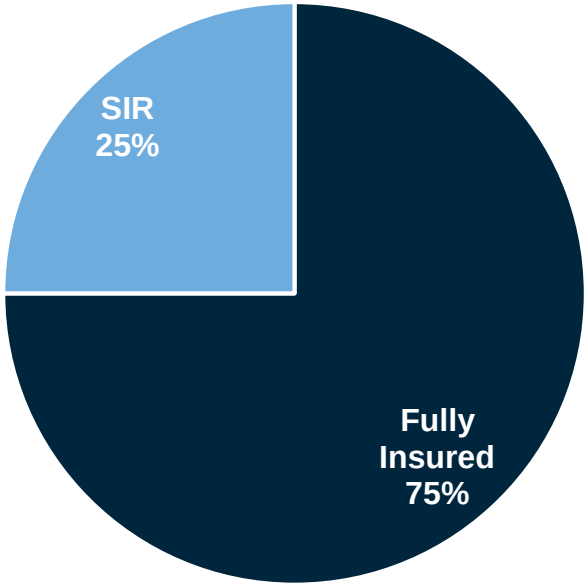
Policy Type – *How Institutions Cover Medical Bills*

Fully Insured Policy

- Institution purchases an insurance policy and pays an annual premium for coverage;
- Claims are funded by the insurance carrier and oftentimes processed by a Third Party Administrator (TPA)
- **Deductible**: institutions can implement a per injury deductible which is satisfied by primary insurance payments (coordinating deductible); many institutions implement a high deductible which is self-funded by the institution, and oftentimes administered by the program's TPA

Self Insured Retention (SIR) with an Aggregate Deductible and Stop Loss Policy

- School purchases a stop loss insurance policy;
- The insurance carriers sets an **Aggregate Deductible** on the stop loss policy which represents the total amount the institution would be responsible for self-funding in medical claims during a given policy year;
- Claims incurred beyond the aggregate deductible (or attachment point) are then paid by the insurance carrier



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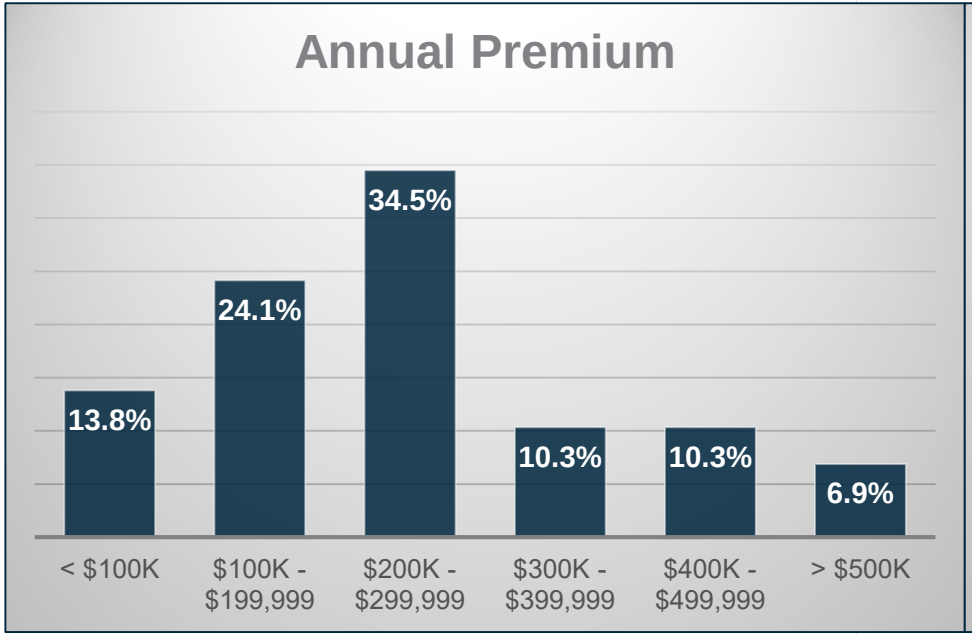
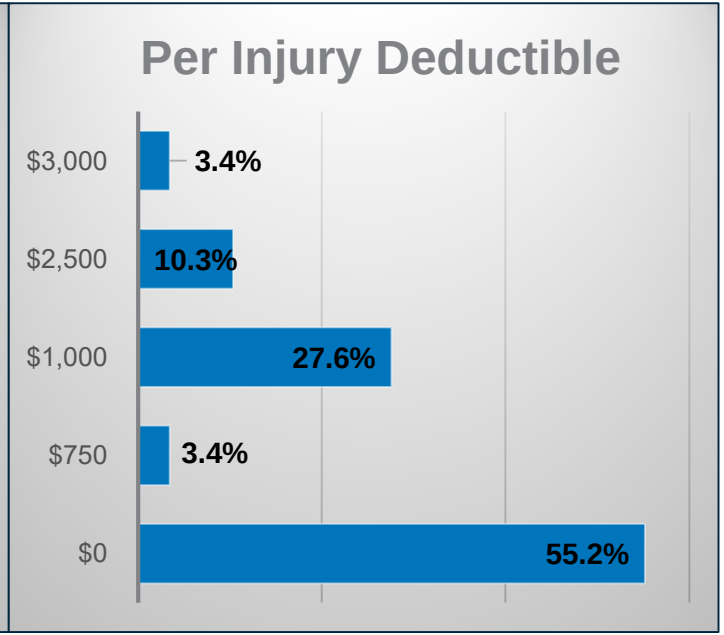
Basic Athletic Accident Insurance – NCAA DI

ATTACHMENT 1

Fully Insured Policies *- $0 or Low per Injury Deductibles*





1. Annual premium data shown above does not include the cost of self-funded claims for institutions with a deductible
2. Roughly two thirds of the institutions with a per injury deductible self-fund claims beneath that threshold, thus the premiums shown above are not indicative of the total cost to cover accident medical claims for intercollegiate injuries

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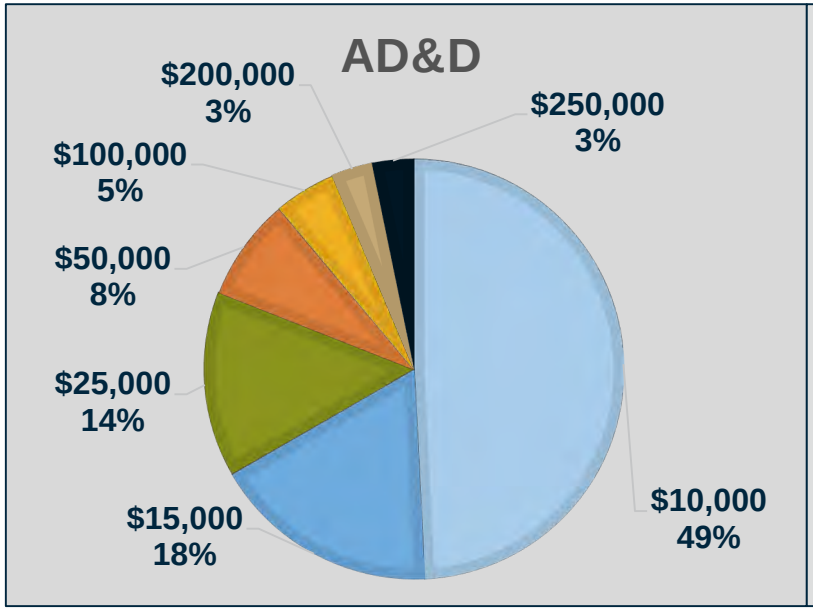
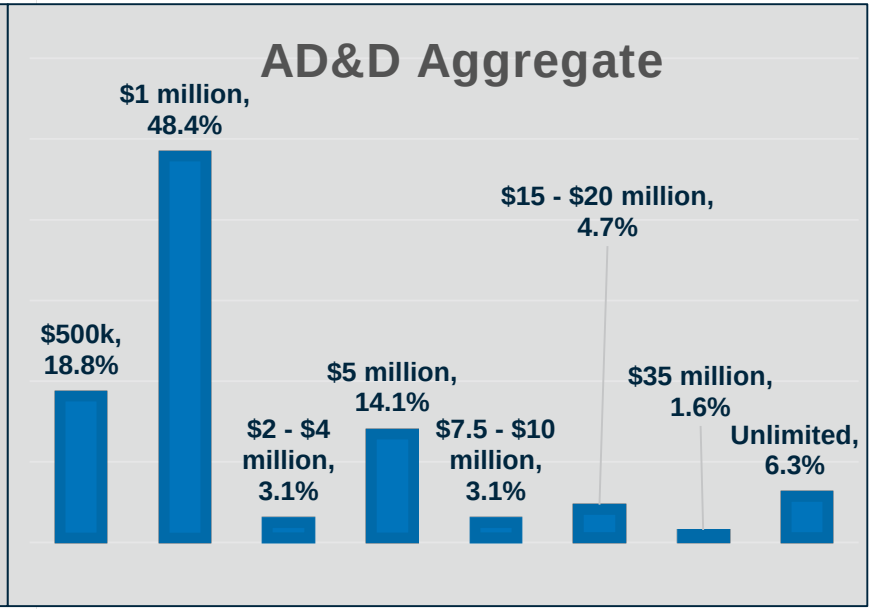
Basic Athletic Accident Insurance – NCAA DI

ATTACHMENT 1

Accidental Death & Dismemberment (AD&D)





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Athletic Accident Claims Summary Report

Paid Claims as of 10/31/2021

ADD LOGO HERE

SCHOOL NAME

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Commentary

- In our efforts to provide you with better information on how your athletic accident policy is trending, we would like to highlight the following information:
  - Claims for 2021-21 are considered to be immature at this point in time due to the 104 week benefit period and nature of secondary insurance
  - Football represents 25% of the total paid claims over the last six policy years
  - ABC Hospital is the top paid provider for each policy year

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Paid Claims Summary

Athletic Insurance Premium & Paid Claims History						
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Insurance Company / TPA						
Program Overview						
Annual Premium	$145,000	$148,500	$175,000	$175,000	$160,000	$200,000
Total Paid Claims	$130,941.68	$183,541.90	$190,616.38	$136,427.25	$43,764.35	$22,334.23
Policy Loss Ratio	90%	124%	109%	78%	27%	11%
Number of Claimants	55	58	47	45	20	12
High Dollar Claims Analysis						
(claimants with more than of $10,000 paid)						
Number of Claimants	0	1	1	1	0	0
Total Dollar Amount	$ -	$ 19,386	$ 27,113	$ 18,126	$ -	$ -
Percentage of Paid Claims	0%	11%	14%	13%	0%	0%

2019-2020: Original premium was $200,000, however due to COVID-19 a refund of $25,000 was issued for the cancelation of spring sports
2020-2021: Original premium was $200,000, however due to COVID-19 a refund of $40,000 was issued following a policy audit due to reduced exposure
2021-2022: Paid claims are far from complete at this point in time and consid

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Paid Claims Summary

High Dollar Claimants

Claimants with more than $10,000 Paid					
Policy Year	**Sport**	**Diagnosis**	**Primary Insurance**	**Submitted Charges**	**Total Paid**
2017-2018	Field Hockey	Nose	Aetna	$57,419	**$19,386**
2018-2019	Men's Lacrosse	Knee	BCBS	$165,471	**$27,113**
2019-2020	Women's Rugby	Knee	Medicaid	$48,262	**$18,126**

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Paid Claims Summary

Triangle Report

Year Over Year Analysis - Point in Time							
Policy Year	10/31/2015	10/31/2016	10/31/2017	10/31/2018	10/31/2019	10/31/2020	10/31/2021
2015-16	**$ 15,369**	$ 69,887	$ 97,858	$ 99,858	$ 101,528	$ 101,528	$ 101,528
2016-17		**$ 25,699**	$ 103,669	$ 130,942	$ 130,942	$ 130,942	$ 130,942
2017-18			**$ 45,228**	$ 145,669	$ 179,885	$ 183,542	$ 183,542
2018-19				**$ 48,669**	$ 150,669	$ 189,778	$ 190,616
2019-20					**$ 26,998**	$ 75,569	$ 136,427
2020-21						**$ 7,580**	$ 43,764
2021-22							**$ 22,334**

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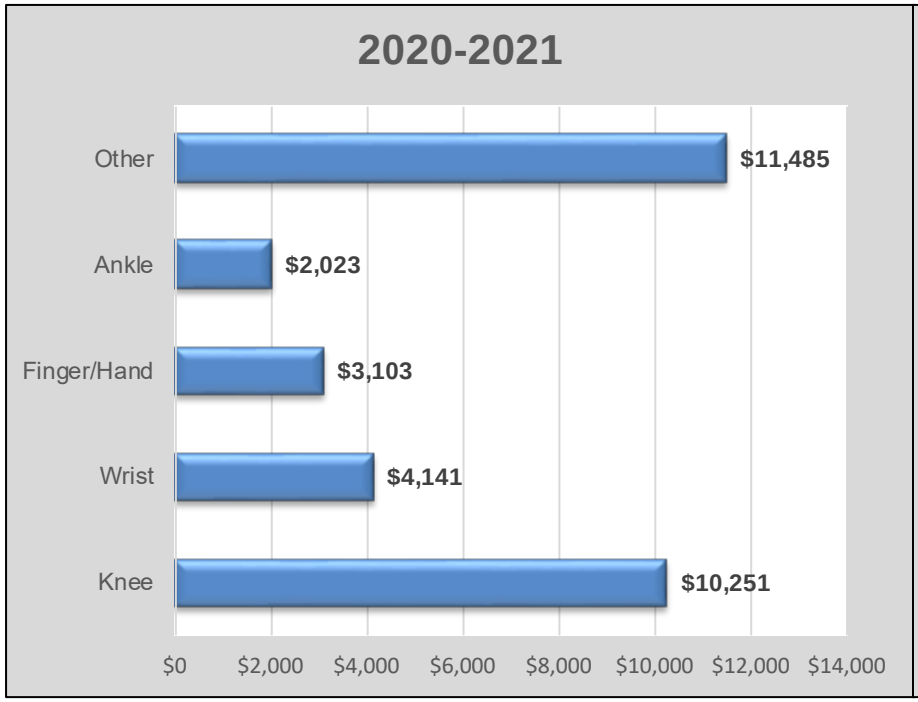
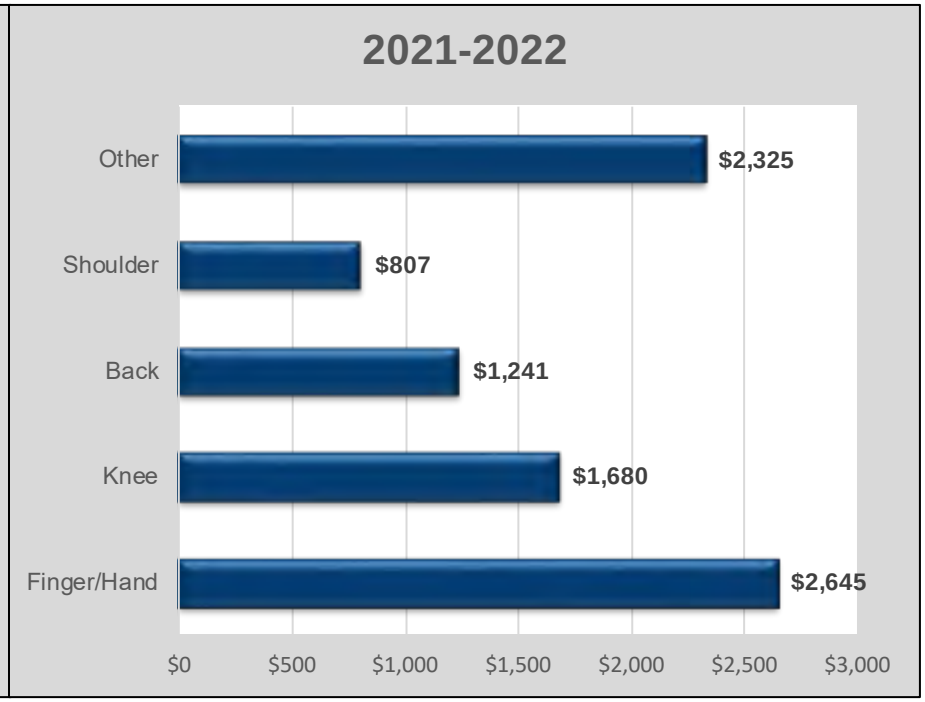
Paid Claims by Injury





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Paid Claims by Sport

Sport	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	TOTAL	% of Paid
Baseball	$7,996	$12,001	$8,456	$456	$2,299	$0	$31,208	4%
Women's Basketball	$5,469	$8,669	$13,559	$13,441	$4,299	$0	$45,437	6%
Men's Basketball	$4,003	$3,005	$5,633	$8,898	$5,089	$0	$26,628	4%
Women's Cross Country	$0	$150	$1,233	$3,698	$0	$0	$5,081	1%
Men's Cross Country	$589	$0	$680	$1,357	$750	$0	$3,376	0%
Field Hockey[1]	$9,987	$6,003	$4,511	$9,001	$335	$2,123	$31,960	5%
Football	$45,996	$62,004	$68,999	$58,996	$12,001	$10,986	$258,982	37%
Women's Ice Hockey	$8,004	$5,469	$9,899	$10,563	$2,307	$0	$36,242	5%
Men's Ice Hockey	$16,996	$12,693	$15,663	$12,330	$5,630	$0	$63,312	9%
Women's Lacrosse	$6,698	$15,006	$10,001	$1,554	$2,010	$0	$35,269	5%
Men's Lacrosse[2]	$7,211	$10,036	$9,998	$4,611	$3,060	$0	$34,916	5%
Women's Soccer	$6,333	$23,658	$18,996	$1,258	$250	$3,306	$53,801	8%
Men's Soccer	$2,017	$5,003	$9,963	$4,501	$1,236	$4,501	$27,221	4%
Softball	$3,698	$9,874	$4,569	$1,478	$1,547	$0	$21,166	3%
Women's Tennis	$298	$600	$1,236	$250	$784	$218	$3,386	0%
Men's Tennis	$1,103	$1,478	$450	$1,535	$0	$0	$4,566	1%
Women's Track/Field	$630	$3,500	$4,002	$1,140	$2,000	$0	$11,272	2%
Women's Volleyball	$1,914	$1,207	$500	$363	$0	$1,200	$5,184	1%
Men's Volleyball	$2,000	$3,186	$2,268	$997	$167	$0	$8,618	1%
TOTAL	$130,942	$183,542	$190,616	$136,427	$43,764	$22,334	$707,625	100%

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Paid Claims by Medical Providers

2020-2021 Top 10 Providers	Sum of Paid	Sum of Claims
CHILDRENS SPORTS MEDICINE	$ 34,323	46
CHILDRENS HOSPITAL	$ 26,167	13
CHILDREN'S HOSPITAL BOSTON	$ 23,780	6
CHMC ANESTHESIA FOUND INCO	$ 6,413	3
ATI PHYSICAL THERAPY MA	$ 5,565	10
CHILDREN'S HOSPITAL RADIOLOGY	$ 5,011	26
BOSTON BRACE INTERNATIONAL	$ 4,428	11
LONGWOOD MRI SPECIALISTS, INC	$ 3,012	12
BIOVENTUS, LLC	$ 2,600	1
CHILDRENS HOSP PEDIATRIC	$ 563	2
All Other Providers	**$ 9,041**	**38**
Grand Total	**$ 120,903**	**168**

2021-22 Top 10 Providers	Sum of Paid	Sum of Claims
CHILDRENS SPORTS MEDICINE	$ 36,059	47
CHILDRENS HOSPITAL	$ 27,431	11
CHILDREN'S HOSPITAL BOSTON	$ 25,862	15
CHMC ANESTHESIA FOUND INCO	$ 12,047	4
CHILDREN'S HOSPITAL RADIOLOGY	$ 5,905	29
VARIOUS PROVIDERS	$ 4,884	1
ATI PHYSICAL THERAPY MA	$ 4,266	10
LONGWOOD MRI SPECIALISTS, INC	$ 2,195	10
SERC REHABILITATION PARTNERS	$ 1,599	1
PROFESSIONAL OCCUPATIONAL & PHYS*	$ 1,045	1
All Other Providers	**$ 13,179**	**$ 53**
Grand Total	**$ 134,472**	**$ 182**

Dan Buckley, Division Senior Vice President
500 Victory Road
Quincy, MA 02171
Dan_Buckley@ajg.com
gallagherstudent.com

Kelly Ethier, Vice President
500 Victory Road
Quincy, MA 02171
Kelly_Ethier@ajg.com
gallagherstudent.com

Gallagher at a glance

Gallagher has been designing solutions to meet our clients' unique needs for more than 90 years. We pioneered many of the innovations in risk management used by businesses in all industries today. We believe that the best environment for learning and growing is one that remembers the past and invents the future. Gallagher has divisions specializing in retail insurance brokerage operations, benefits and HR consulting, wholesale distributions and third-party administrations and claims processing.

As one of the largest insurance brokers in the world, Gallagher has approximately 700 offices in 33 countries and provides client-service capabilities in more than 150 countries around the world through our network of partners. Wherever you are – we're nearby.

4. Team Biographies

Gallagher Student Health & Special Risk
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Martha Murphy

Senior Vice President, Student Health

Education/Credentials

- Bachelor of Science, Administration of Health Services
  Ithaca College, Ithaca, NY
- Master of Business Administration
  Babson College, Wellesley, MA
- America's Health Insurance Plans (AHIP)
  Executive Leadership Program Certification
- Licensed Insurance Producer – Accident & Health

Professional Experience

- Gallagher Student Health & Special Risk
  (formerly Gallagher Koster)
- Harvard Pilgrim Health Care
- Lahey Hospital and Medical Center

Martha joined Gallagher Student Health & Special Risk as Vice President of Student Health Sales, responsible for growth, retention and increasing value to our college and university clients throughout the country. Martha and her team of experienced professionals work closely with finance, risk managers, health services and student affairs in developing best-in-class solutions for managing on-campus student health insurance programs. Critical to our team's success, Martha maintains relationships with insurance carriers, claims administrators and other ancillary vendors to ensure our clients have access to the most comprehensive suite of student health products and services.

Prior to joining Gallagher Student Health, Martha worked for more than 20 years in employee benefits and held various sales and marketing leadership roles at Harvard Pilgrim Health Care, one of the nation's top ranked health plans. Martha managed multiple lines of business including national accounts, Medicare, individual products and student health. Martha worked closely with State and Federal agencies in the implementation of the Affordable Care Act (ACA) and the launch of the public marketplace and private exchanges.

Martha has a Bachelor of Science in Administration of Health Services from Ithaca College and her M.B.A. from Babson College.

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Lyndsay Paparo

Account Executive

Education/Credentials

- University of Massachusetts, Boston
- Licensed Insurance Producer – Life
- Licensed Insurance Producer – Health and Accident

Professional Experience

- Gallagher Student Health & Special Risk (2018 – present)
- Blue Cross Blue Shield of Massachusetts (2016-2018)
- athenaHealth (2015-2016)
- Allways Health Partners, *formerly Neighborhood Health Plan* (2013-2015)
- Harvard Pilgrim Health Care (2010-2013)

Lyndsay initially joined the Gallagher Student Health team as a Consulting Support Specialist, providing project and account management services to our strategic clients nationwide. Now as an Account Executive, Lyndsay is responsible for managing student health insurance programs for current and prospective higher education accounts across the country. Lyndsay ensures all aspects of her client's programs are managed proactively and efficiently, and maintains strong relationships with insurance underwriters, claims administrators and other strategic partners. Lyndsay's industry expertise and 'customer comes first' approach ensures that she delivers the best solution and service to her clients and potential clients.

Prior to joining Gallagher Student Health, Lyndsay worked for several major health insurance carriers, including Blue Cross Blue Shield. Lyndsay is well versed in student health and employee insurance benefits including medical, dental and ancillary solutions. Lyndsay has held various client facing positions in sales, account management, product development, project management and customer service. Lyndsay has a Bachelor of Arts in English from the University of Massachusetts, Boston and is a licensed insurance producer.

Kelly Ethier

Assistant Vice President

Education/Credentials

- Bachelor of Arts, Sociology, Brandeis University (2012)
- Master of Arts, Sports Leadership, Northeastern University (2014)
- Licensed Accident & Health Producer (2014)

Professional Experience

- Gallagher Student Health & Special Risk (2014-Present)
- Wilbraham & Monson Academy (2013-2014)

Awards

- Higher Education 'Power Broker' Designation by Risk & Insurance Magazine (2019)

Affiliations

- University Risk Management and Insurance Association (URMIA)
- National Athletic Trainers' Association (NATA)

Kelly Ethier currently serves as the Assistant Vice President at Gallagher Student Health & Special Risk. Kelly began her career serving the Sports & Special Risk team as a Client Service Representative in the spring of 2014. During her first year with the company, she displayed an exceptional drive and the skills to take on increased roles and responsibilities, ranging from Account Management and the renewal of policies, to implementing new strategic procedures within the Sports & Special Risk Department.

Kelly quickly developed a comprehensive knowledge of this niche market, and was eagerly promoted to an Account Executive position in early 2016. Kelly continues to maintain regular contact with stakeholders, such as college and university staff, medical professionals, insurance carriers, parents and students. She educates and trains her clients on policy procedures and guidelines, while providing personalized attention to address any unique client need. Kelly has proven to be a valued resource and consultant to her clients.

Kelly graduated from Brandeis University with a Bachelor of Arts in Sociology. During her time there, she was not only an esteemed member of the Women's Basketball team (serving as a two-year captain), but was also a S.A.A.C. member, Relay for Life Coordinator and an Intramural Supervisor in the Athletics Department. After earning her undergraduate degree, Kelly completed her Master of Arts in Sports Leadership at Northeastern University. Kelly's background in athletics makes her well-versed in the unique insurance-related needs of collegiate-level athletic departments, and helps tailor her communication skills to the consultative audience of Gallagher Student's Sports & Special Risk practice.

Dan Buckley
Senior Vice President

Education/Credentials

- Bachelor of Arts, Marketing & Finance
  Boston College
- Licensed Insurance Producer
  Property & Casualty (June 2004-Present)
  Accident & Health (May 2011-Present)
  Surplus Lines (November 2011-Present)

Professional Experience

- Gallagher Student Health & Special Risk (2007-Present)
- Koster Insurance Agency (2001-2007)
- Keyport Life Insurance (2000-2001)
- John Hancock Insurance (1998-2000)

Affiliations

- University Risk Management and Insurance Association (URMIA)
- National Athletic Trainers' Association (NATA)

Dan Buckley currently serves as the Senior Vice President at Gallagher Student Health & Special Risk, overseeing all of Gallagher Student's Sports & Special Risk accounts as well as assisting the Division President with strategic planning and growth for the company. Having previously served as Assistant Vice President and Senior Account Executive for Sports & Special Risk products, Dan remains dedicated to assisting his client schools in all aspects of their insurance programs including: policy renewal and general administration, and also works with his clients to train College and University personnel on the policy procedures and guidelines.

Competing as a Division I wrestler during college, Dan is well-versed in collegiate sports, sports injuries and sports insurance.

Since Dan joined Gallagher, the Sports & Special Risk department has grown from just over a dozen clients to more than 150 Sports & Special Risk Programs. Dan and his team work to streamline the claims process for his clients have made Gallagher an industry leader on all lines of sports & special risk insurance. Gallagher Student's Sports & Special Risk team prides itself on easing the administrative burden for their clients by taking over many of the "paperwork" processes that athletic trainers and Athletic Business Managers have previously had to do themselves. In this way, our Sports & Special Risk Department makes the administration of the sports & special risk policies as efficient as possible.

Michele Montgomery CPCU, ARM-P, AINS
Area Senior Vice President, Higher Education & Public Sector Practice

The Gallagher team is led by Michele Montgomery. Michele will ensure the State of Idaho receives exceptional service and expertise from the Gallagher network. She will work hand-in-hand with other team members to ensure effective execution of the entire team.

Relevant Experience

Michele brings over 30 years of Property & Casualty experience including 18 years with Gallagher. Michele services the following clients:

- Florida College System Risk Management Consortium (27 Florida State Colleges)
- Florida State College at Jacksonville
- North East Florida Educational Consortium (13 Florida School Districts)
- Orange County Board of County Commissioners
- State of Idaho including four Universities and a State College

Education, Licenses & Designations

- Licensed 2-20 Property & Casualty Agent
- Licensed 1-20 Surplus Lines Agent
- Chartered Property Casualty Underwriter (CPCU)
- Association in Risk Management (ARM) Designation
- Risk Management for Public Entities (RMPE) Designation
- Associate in General Insurance (AINS)
- Bachelors of Science – Northern Illinois University

5. Sample Implementation Timeline

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Gallagher | Student Health & Special Risk

BOISE STATE UNIVERSITY

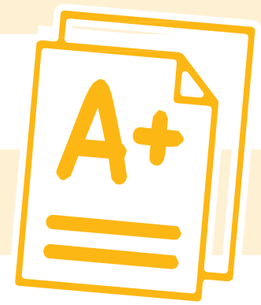
Client satisfaction:

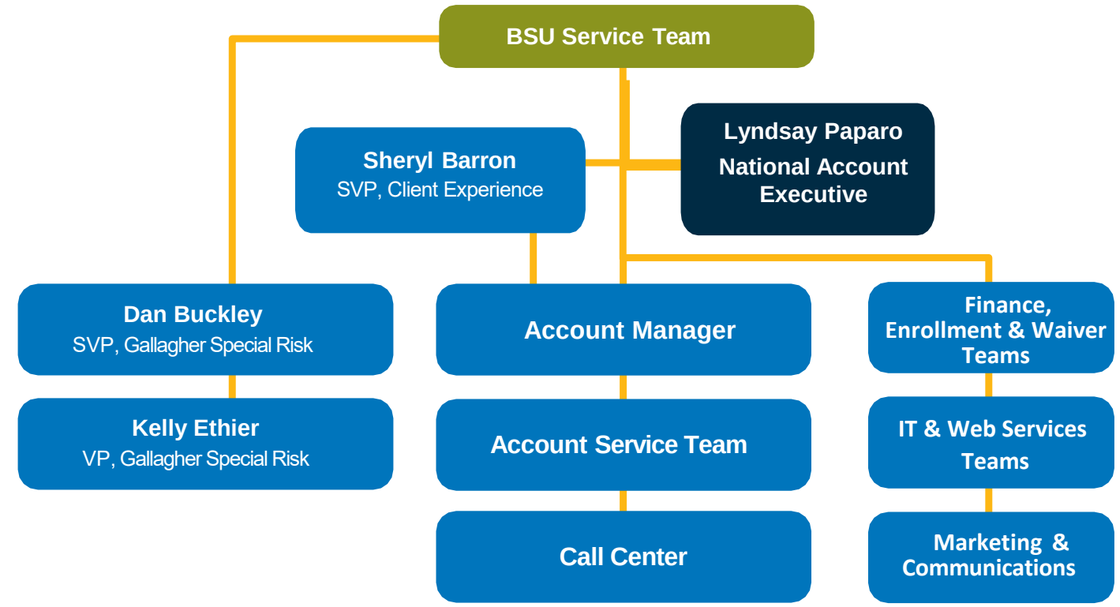
98% of clients are either Satisfied or Very Satisfied with us overall
Hey, that's pretty good!

100% of clients are either Satisfied or Very Satisfied with Account Management
Even better!

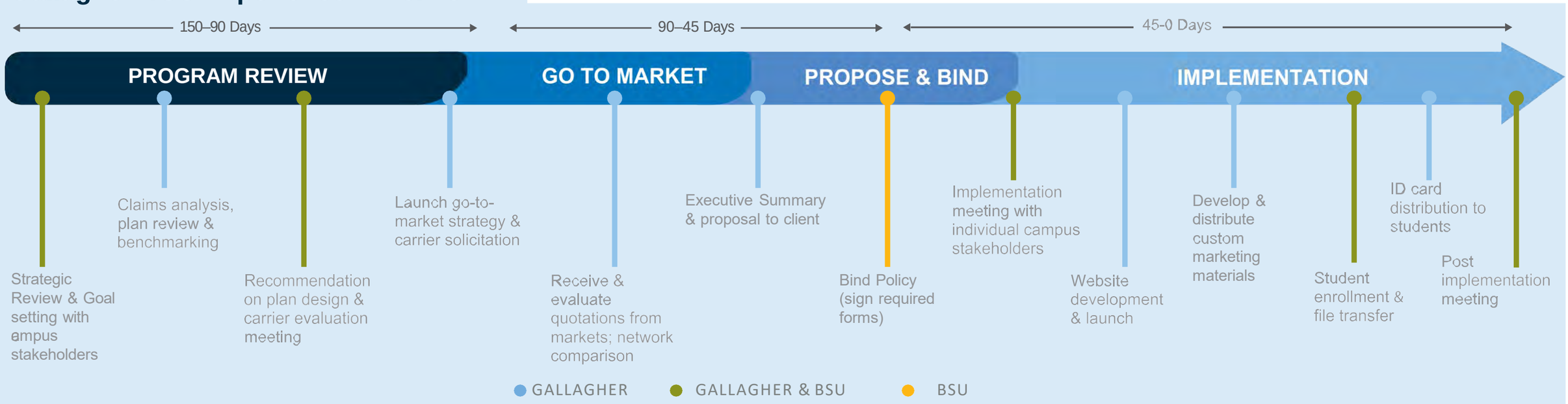
97% of clients are either Satisfied or Very Satisfied with Billing and Finance

98% of clients are either Satisfied or Very Satisfied with Enrollment and Waiver Management





Gallagher BSU Experience Timeline



Boise State University

ATTACHMENT 1

Plan Implementation Schedule

Below is a sample of our standard implementation schedule for student health insurance plans. This schedule is modified based on a client's individual program and needs.

PROJECT/TASK	STAFF	DUE DATE	DESCRIPTION
START-UP MEETING			
Internal meeting	SVP, AE, AM		Review accepted proposal with assigned team members, identify questions/items to follow-up with client during implementation meeting.
Communication to client	SVP, AE, AM		Prepare draft agenda to identify discussion points for implementation meeting.
Create and distribute agenda	SVP, AE, AM		List participants and state objectives and deliverables to prepare for meeting.
IMPLEMENTATION MEETING			
Introduce Gallagher Student Health & Special Risk team	Account Executive		Introduce team, areas of responsibility and provide account team contact information.
Review overall implementation process with client	Account Executive, Implementation Team		Review entire enrollment/waiver process, target deadlines and production timetable.
Review enrollment/waiver process	Client Representative		Determine enrollment/waiver period, waiver site activation, deadlines and other important dates and deadlines.
Review online forms	Client Representative		Review each online form for content and function to ensure consistency in data collection for reporting capabilities.
Demonstrate website	Client Representative		Review website features for students and clients highlighting the waiver/enrollment process, reporting capabilities and security features.
Review plan and services	Implementation Team		Review accepted proposal to ensure understanding of plan design and to identify any operational or benefit changes.
Collect plan marketing materials	Implementation Team		Obtain copies of existing plan documents, including brochures, fliers and forms for review in preparation of marketing materials.
MARKETING COMMUNICATION			
Identify contacts for review and sign-off authorization	Implementation Team		Identify individuals responsible for reviewing and approving required carrier documents and marketing materials.
Coordinate student health insurance plan documents with carrier	Account Executive, Client Representative		Gallagher Student Health works with underwriter/compliance to manage document preparation to ensure plan documents are in compliance with proposal and any state or federal mandates.
Submit and review brochure for client review and authorization	Account Executive, Client Representative		Gallagher Student Health will review documents to identify and explain any revisions from prior year's documents.
Review/revise all other written communications	Client Representative		Gallagher Student Health develops custom marketing materials - FAQs, flyers, and emails for student and parent communication.
Develop customized website	Client Representative, Web Master		Website is customized for client to reflect student waiver/enrollment process, customized forms and program information, i.e., plan documents, information on provider networks, claims company and any additional plan enhancements.
Material production	Client Representative		Distribute plan materials needed for student information and notification.
TRAINING AND TESTING			
Customer service training	Account Executive, Implementation Team		Train customer service team on program to include plan design, eligibility definition, enrollment/waiver requirement and process, and unique program features.
Data file format and Data transfer	Implementation Team		Provide preferred data file format to client and test file transfer and upload to secure ftp site.
Client administration	Account Executive, Implementation Team		Train client on online administrative features available through client administrative portal for downloading waiver/enrollment files, student eligibility management and referral process.
Plan building— claims administration	Account Executive, Implementation Team		Gallagher Student Health coordinates training with claims administrator of claims adjudicators and works with plan build set-up to ensure claims will be adjudicated properly in accordance to policy provisions.

Project/Task	Staff	Description
POLICY YEAR ADMINISTRATION		
Conference Call / Meeting	Senior Vice President (SVP), Vice President (VP), Account Manager (AM), and Client Service Manager (CSM)	Introduction between the Gallagher Sports & Special Risk team & the Boise State University stakeholders to communicate roles, responsibilities, and project timeline
Benchmark Analysis **(ongoing)**	VP, AM	Present client benchmarking summary (proprietary to Gallagher) with BSU to demonstrate costs and benefits that peer institutions provide for accident insurance coverage
Claims Advocacy **(ongoing)**	VP, AM, CSM, and TPA	Serving as a claims advocate for sports medicine staff when questions arise; providing expertise on benefits and coverage
Industry Updates **(ongoing)**	SVP, VP	Gallagher's team will share industry updates as they arise and also via our Quarterly Market Update Series e-mail campaign
Paid Claim Reports **(ongoing; quarterly)**	VP, AM, CSM	Share and review quarterly paid claim reports with the client. Review and highlight high dollar claimants, paid claims by medical provider, by sport, and by injury, etc. to assess and identify program trends
RENEWAL PROCESS		
Data Gathering **(45 days prior to policy effective date for the next 2022-23 year)**	VP, AM, CSM	Request updated exposure for each campus (athletic census with estimated participants and updated loss runs)
Pre-Renewal Call **(45 days prior to policy effective date for the next 2022-23 year)**	SVP, VP, AM	Strategize for upcoming renewal by discussing go to market strategy (carriers to approach, plan design options, etc.)
Go to Market **(45 days prior to policy effective date for the next 2022-23 year)**	VP	Review claims experience and communicate to underwriters program experience and request plan design options
Presentation of Renewal **(30 days prior to policy effective date for the next 2022-23 year)**	SVP, VP	Present renewal to client with recommendation on plan design and carrier
POST-RENEWAL / IMPLEMENTATION		
Claims Administration **(within 30 days or less of binding coverage; prior to policy effective date)**	VP, AM, CSM, and TPA	Introduction to TPA's dedicated claims examiner to review in detail the claims filing process
Insurance Coverage Summary	VP	After binding coverage Gallagher will provide a detailed coverage summary outlining policy effective date, limits, exclusions, annual premiums, and scope of coverage.
Master Policy Review **(within 48 hours of receipt)**	VP, AM	Review master policy for accuracy of all terms and conditions. Distribute master policy to client
Marketing Materials **(within 30 days or less of binding coverage, at a minimum, 10 days prior to policy effective date)**	CSM	Create and distribute Claims Filing Instructions, Digital Insurance ID Cards (Aerogami), FAQs, Brochures, etc. that are all fully customizable based on the college/university's preference
Claims Administration **(within 30 days or less of binding coverage; prior to policy effective date)**	VP, AM, CSM, and TPA	Introduction to TPA's dedicated claims examiner to discuss secondary claims process

6. Sample Marketing Materials

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Sample Email Campaigns

Gallagher | Student Health & Special Risk

See a Doctor Without Leaving Your Dorm!

Doctors are making house calls again! Included with your student insurance plan, and provided by HealthiestYou, is 24/7/365 access to board-certified physicians online or on the phone (where permitted). Totally worth it for minor stuff (like allergies, pink eye and earaches), the doctors on Telehealth can even send a prescription to your preferred pharmacy. The future is here!

Telehealth can be a win/win:

- Talk to a licensed physician 24 hours a day, 7 days a week
- Pay no consultation fee
- Save money and time
- Toll free # is on your SR ID card or in **My Account** on the UHCSR website.

Create your *My Account* today!
Access information about your coverage at your convenience, 24 hours a day, seven days a week at https://www.uhcsr.com/school-page and selecting SAMPLE SCHOOL
With *My Account* you'll have immediate access to view and print your ID cards and access to your claim history, including EOBs.

HealthiestYou Flyer

Gallagher | Student Health & Special Risk

Dear *Student Name*,

Greetings from Gallagher Student Health, a valued partner of The Claremont Colleges. This email contains important information about your Health Insurance options.

The Claremont Colleges requires all Undergraduate and Graduate students who are half-time or greater, are required to be enrolled in the Student Health Insurance Plan, unless proof of active and comparable coverage is provided.
All eligible students must submit an online Waive/Enrollment Form and elect to either enroll in or waive out of the Student Health Insurance Plan. If no form is submitted, you will be automatically enrolled.

*Highlights of the 2019-2020 Student Health Insurance Plan underwritten by Aetna Student Health:

- Fully compliant with the Affordable Care Act (ACA)
- Unlimited policy year maximum
- Annual deductibles: $250 per insured person In-Network; $600 Per Insured Person
- In-Network Physician's Office Visits covered at 100% after a $25 copayment
- In-Network services generally covered at 80% preferred allowance
- Prescription drug coverage with low copayments: $25 Tier 1, $45 Tier 2 and $60 Tier 3 while visiting an In-Network Pharmacy

* The information provided above is used as a general summary of benefits. For a detailed plan description, limitations, and exclusions, visit our website.

The deadline to submit a Spring form is January 13, 2020 and Forms cannot be submitted after the deadline.

To learn more about the Student Health Insurance Plan, your school's insurance requirements and how to waive or enroll, go to www.gallagherstudent.com/SAMPLE. If you plan to waive, your current insurance must be fully compliant with the Affordable Care Act and provide access to doctors near your school. Please note, you should have your health insurance ID Card available.

Even if you waive, Voluntary Dental Insurance is available to all students on our website www.gallagherstudent.com/dental.

Sincerely,
The Team at Gallagher Student Health & Special Risk

Gallagher | Student Health & Special Risk

Dear *Student Name*,

Greetings from Gallagher Student Health, a valued partner of the Claremont Colleges. Welcome to the 2019-2020 Student Health Insurance Plan! This email is to confirm that you are enrolled in the plan effective January 1, 2020, and the premium has been charged to your student account. Your policy will expire on June 30, 2020.

ID cards will be available online through the Anthem Blue Cross app Store or Google Play. If you are in need of services before your ID card becomes available, online verification letters are accessible. You can use the verification whether you need to fill a prescription or make an appointment with an off-campus provider.

New and important information for the 2019-2020 Plan:

- The In-Network Coinsurance has changed from 90% to 80%.
- The combined In-Network and Out-of-Network Deductible has increased from $150 per Insured, to $300 per Insured.
- A Tier 4 Prescription Drug Copayment has been implemented at 20% Coinsurance for the Insured.
- The World Wide Travel Assistance Services Provider is now through GeoBlue.

Reminders about the Plan:

- ID cards are also available online through the Anthem Blue Cross app.
- Most services from off-campus providers require a referral from the Health Center. Please see brochure for details.

To download a verification letter:

1. Go to www.gallagherstudent.com/SAMPLE
2. On the left, click "Account Home".
3. Log in (if you haven't already).
4. On the left, under "My Account".
5. Click "Verification Letter".

Voluntary Dental Insurance and other products are available to all students on our website www.gallagherstudent.com/SAMPLE and clicking on the 'Dental Enrollment Form' link on the left.

On behalf of the entire Gallagher Student Health & Special Risk staff, welcome to the 2019-2020 Claremont Colleges Student Health Insurance Plan.

Sincerely,

The Team at Gallagher Student Health & Special Risk

[Boise State University Logo]

ATTACHMENT 1

2022-2023 Student Health Insurance Plan

It is important to have health insurance to protect you from unexpected medical expenses and cover you for routine exams and immunizations. Taking care of yourself and staying healthy contribute to your academic success. The Student Health Insurance Plan is designed with college students in mind, it is affordable and the benefits are tailored with you in mind.

Benefits Designed For You:

- Low annual premium, cheaper than most plans or the deductible for many family plans
- Minimizes your out-of-pocket costs - low deductibles, copayments and coinsurance
- Covers preventive care services at 100% (In-Network Only)
- Access to doctors close to school and across the country
- Includes Worldwide Travel Assistance Services
- Prescription pick-up at a local retail pharmacy or through mail order pharmacy
- Coordination with the on-campus Student Health Center

Added Programs and Services

- Telehealth services for medical and behavioral health
- Dental and Vision discount programs
- SilverCloud, online behavioral health program

And More

- Dental and Vision Insurance available for all students
- Personal Property Insurance
- Tuition Reimbursement

More information about the Student Health Insurance Plan (full benefits, exclusions and limitations) and other available programs and services, please visit ***www.gallagherstudent.com/****[SchoolURL]*

[ADD SCHOOL SPECIFIC ELIGIBILITY STATEMENT]

See reverse side for enrollment/waiver instructions

It is Time to Make a Decision! Go to www.gallagherstudent.com/[SchoolURL] to submit your [type of form]

ATTACHMENT 1

Deadline: August 1, 2021

[ADD SCHOOL SPECIFIC ELIGIBILITY STATEMENT]

To waive, your current plan must cover you in the area of your school and be fully compliant with the Affordable Care Act. Waivers will not be accepted for out-of-state Medicaid plans, out-of-state regional HMOs, international plans, travel plans, short-term medical plans or Christian Ministry plans. **International Students are enrolled on a Mandatory basis.**

Online Enrollment/Waiver/Decision Process- To enroll or waive the Student Health Insurance Plan:

1. Go to www.gallagherstudent.com/[SchoolURL]
2. Login and Select the ['I want to Enroll/Waive'] button
3. You waiver form issent through a verification processand you will receive an email notifying you of the approval or denial of your waiver request.

Note: you will need information from your current health insurance ID card if you are submitting a waiver.

Questions? Contact Gallagher Student Health toll free at [school dedicated phone number] or visit our website and click the 'Customer Service' link.

Boise State University (with Logo)

2022-2023 Student Health Insurance Plan (SHIP)

Frequently Asked Questions

Log in

1. Go to www.gallagherstudent.com/schoolurl.
2. On the top right corner of the screen, click "Student Login".
3. Follow the login instructions.

Enroll

1. Go to www.gallagherstudent.com/schoolurl.
2. On the left toolbar, click "Student Waive/Enroll".
3. Log in (if you haven't already) by following the instructions on the website.
4. Click the "I want to Enroll/Waive" button.
5. Follow the instructions to complete the form.
6. Save a copy of your reference number.

Enroll for Voluntary Student offerings

1. Go to www.gallagherstudent.com/schoolurl.
2. On the left toolbar, click "Student Direct Pay Enroll".
3. Log in (if you have not already) by following the instructions on the website.
4. Follow the instructions to complete the form and submit payment.
5. Save a copy of your reference number.

Enroll my dependents

1. Go to www.gallagherstudent.com/schoolurl.
2. On the left toolbar, click "Dependent Enroll".
3. Log in (if you have not already) by following the instructions on the website.
4. Follow the instructions to complete the form and submit payment.
5. Save a copy of your reference number.

Waive

If your current insurance plan is comparable to the SHIP:

1. Go to www.gallagherstudent.com/schoolurl.
2. On the toolbar, click "Student Waive/Enroll".

3. Log in by following the instructions on the website (if you have not already).
4. Click the "I want to Enroll/Waive" button.
5. Follow the instructions to complete the form.
6. Save a copy of your reference number. This number only confirms submission, not approval of your form.

Edit my Form after it's submitted

If it is before the waiver/enrollment deadline:

1. Go to www.gallagherstudent.com/schoolurl.
2. Log in (if you have not already) by following the instructions on the website.
3. On the left, click "View My Submitted Forms".
4. Select the form you want to edit.
5. Update the formas needed.
6. Click "Submit Edit."

Obtain an ID card

1. Go to https:// (Carrier Link)
2. Input QXH follow by your claim ID number as Member ID (e.g. QXH123456789)
3. Input your Date of Birth and click "Continue"

Gallagher Student Health & Special Risk has received your enrollment information from your school.

If you need a replacement ID card, request one by logging onto [Carrier Name]or by calling 1- 800-xxx-xxxx.

Obtain a tax form

If the federal government requires reporting of health insurance coverage for 2020, tax forms will be mailed to the address on file by either the Insurance Carrier or the Claims Administrator. Please refer to the Important Contact Information Section of this document for further information.

Print a Verification Letter

Verification Letters are usually available 5-7 business days after your eligibility is confirmed.

1. Go to www.gallagherstudent.com/schoolurl.

2. On the left toolbar, click "Account Home".
3. Log in by following the instructions on the website (if you haven't already).
4. You will be redirected to the "Account Home" page, then click on "Verification Letter" under "Coverage History."

View my account information

1. Go to www.gallagherstudent.com/schoolurl.
2. Log in by following the instructions on the website (if you haven't already).
3. You will be redirected to the "Account Home" page where you can see your current coverage, claims ID number (if applicable), and contact information.

Change my address

1. Go to www.gallagherstudent.com/schoolurl.
2. On the left toolbar, click "Customer Service".
3. Under the "Choose Help Topic" dropdown, select "Address Change".
4. Complete the required fields.
5. Click "Submit".

Make sure you also notify your school of your address change.

Find a Doctor

Go to www.gallagherstudent.com/schoolurl and click on "Find a Doctor".

Find a Participating Pharmacy

Go to www.gallagherstudent.com/schoolurl and click on "Pharmacy Program".

Insurance Plan Benefits

What benefits does your SHIP provide?

Your SHIP is fully compliant with the Affordable Care Act (ACA) and all other federal and state mandates. It pays for a variety of medical services, including hospital room and board, inpatient and outpatient surgical procedures, labs and x-rays, chemotherapy and radiation, inpatient and outpatient mental health services, physician office visits, consultant visits, ambulance, emergency care and prescription drugs. It also covers intercollegiate sports injuries the same as any other Injury.

It covers preventive care services at no cost when you use in-network providers. This includes routine physicals and examinations, screenings, GYN examinations, and most immunizations.

It pays for X% of your medical fees when you use in-network providers. This is the advantage to using in-network providers. When you use out-of-network providers the coinsurance is less which means your potential out-of-pocket costs are more. There may be copayments and deductibles you'll be responsible for paying.

Need more information about your plan?

Go to www.gallagherstudent.com/schoolurl

What changes have been made to the Plan for the 2021-22 Policy Year?

- List out plan changes
- List out Gallagher relationship with Carefirst and the University
- List out new rates
- List out new features of student health center delivery

Other features of your SHIP:

- It has a [$XXX] [per policy] or [per accident/injury and sickness] deductible for in-network medical services. or [It has no deductible for in-network medical services].
- It has a [$XXX] [per policy] or [per accident/injury and sickness] deductible [for out-of-network medical services or [It has a combined In-Network and Out-of-Network deductible of [$XXX] for every year you are in the plan.]
- For prescription drugs from participating pharmacies, you will pay:
  - a [$10] copay for a 30-day supply of a [generic/Tier-1 drug]
  - a [$25] copay for a 30-day supply of a [preferred brand name/Tier-2 drug],
  - a [$45] copay for a 30-day supply of a [non-preferred brand name/Tier-3 drug].
- Note: in some cases, your doctor must get permission from the insurance company before prescribing a drug. You can see which drugs require preapproval by visiting your school's page at www.gallagherstudent.com.

Does your plan include dental and/or vision benefits?

If you're 19 or younger, you can get preventive dental and vision benefits with this plan. The same holds true for your enrolled eligible dependents as long as they are 19 or younger. For details, refer to your SHIP brochure or certificate.

More information about your dental and vision options

To enroll in a voluntary dental plan (additional cost), go to www.gallagherstudent.com/dental.
A vision option is also available. The types of plans and availability of plans vary by state.

To enroll in a voluntary dental plan or vision plan (additional cost), go to www.gallagherstudent.com/dental or www.gallagherstudent.com/vision. The types of plans and availability of plans vary by state.

How much does the SHIP cost?

	Name of Coverage Period (xx/xx/xxxx-xx/xx/xxxx)	Name of Coverage Period (xx/xx/xxxx-xx/xx/xxxx)	Name of Coverage Period (xx/xx/xxxx-xx/xx/xxxx)
Enrollment/Waiver Deadline	**Month Day, Year**	**Month Day, Year**	**Month Day, Year**
Student			
Spouse/Domestic Partner*			
Each Child*			
All Children*			

Do I need a referral from my school's Health Services to see an off-campus health provider?

[Varies by school – select applicable text below]
No, you do not need a referral. However, seeking care or advice first from [Health Services] is a good idea, since they can connect you with valuable on-campus services or refer you to providers they know off-campus. For more information, visit your school's Health Services website [Insert health services website].
OR
Yes, you need a referral before you see an off-campus provider. Without one, your health benefits could be denied [or reduced]. To see how referrals work, check out your SHIP brochure.

Am I still covered if I live off campus or I am traveling or studying abroad?

Yes, your plan covers you wherever you are - during semester breaks and summer vacation. This is true even if you are traveling or studying abroad. As long as you are enrolled in SHIP and you paid your premiums, You will be covered.

More information about off-campus, travel and study abroad

In addition to being covered for medical treatment and services, your plan also offers 24-hour Worldwide Travel Assistance that includes services ranging from a lost passport to helping with emergency medical assistance or arranging for emergency medical evacuation or repatriation of remains. It is important to contact Chubb to arrange for you, so contact them before making arrangements on your own. If you do not contact them first, these services will not be covered.

Other information about seeking medical care abroad:

- Always keep your SHIP ID card with you.
- Save a copy of the plan brochure and/or bookmark your student health website.
- If you get sick while abroad, you will likely need to pay for your care first and then need submit bills for reimbursement. Your covered expenses will likely be considered an out-of-network expense.
- Before you submit claims for reimbursement, have the itemized bill(s) translated into English. Also, include a letter informing the claims administrator you already paid for the healthcare service and need to be reimbursed.
- Write your name, ID number, address, and school name are on your bill(s). This will help the claims company process your reimbursement request correctly and promptly.

Does my plan still cover me after I graduate?

Yes. You will be covered under your SHIP until the end of the policy period for which you are enrolled and have paid your premium. If you enrolled and paid for annual or spring/summer coverage and graduate in the spring, you will be covered until the end of the policy year.

Eligibility, Enrollment & Waiving

Am I eligible for student health insurance?

[Insert individual student group's specific eligibility information here (i.e. –domestic, international, undergrad, graduate, Medical Leave of Absence (MLOA), etc.). If more than one group, use a new bullet for each group you are defining.] You must actively attend classes for at least the first 31 days after your policy begins. Home study, correspondence, and online courses do not fulfill this requirement. [Please revise according to Stevens Institute rules/ requirement]

Can I enroll my eligible dependents?

Yes, you can enroll your eligible dependent(s) by going to www.gallagherstudent.com and clicking on "Dependent Enroll".
[This language should be updated accordingly for Stevens if the process is an exception to this rule].

Note: You must purchase dependent insurance for the same time period as your own coverage. It can't be for a longer or shorter period than your own. For example, if you enroll for annual coverage, you can't limit your dependent's insurance to only the spring semester unless a qualifying event occurs. [This language will be updated for Stevens if necessary].

Qualifying events for enrolling your dependents

You can add eligible dependent(s) if one of these qualifying events occurs:

- You get married
- You have a child
- You get divorced
- Your dependent enters the country for the first time
- Your dependent loses coverage under another insurance plan

In such cases, you must submit a Dependent Petition to Add Form, supporting documentation, and payment to Gallagher Student Health & Special Risk within 31 days of the event. If approved, your coverage will start on the date of the qualifying event.

Note: Your premium is prorated. Once your dependent is enrolled, you cannot terminate coverage unless you lose your Student Health Insurance eligibility.

What should I know before waiving coverage?

Before waiving coverage, review your current policy and then consider these questions:

- Does your plan comply with the Affordable Care Act? (See the FAQ, "What do you mean by 'comparable coverage'?")
- Will your current plan cover medical care beyond emergency services (i.e. doctor's office visits, diagnostic testing, x-rays, prescription drugs, mental health, etc.) on- and off-campus?
- Does your plan have doctors and hospitals near campus?
- If you plan to travel elsewhere during the course of the year, does your coverage also extend to these areas?
- Is the annual cost of your SHIP less expensive than the cost of being added as a dependent to your parents' plan? Be sure to compare deductibles and total out-of-pocket costs, not just the annual premium.
- Does your current plan call for administrative pre-requirements, pre-certification, or primary-care physician referrals? Keep in mind that physician referrals may delay your access to treatment.

More information about waiving coverage

- Are you an international student? If so, you will not be able to waive coverage. [please revise according to client]

- If you do not complete a [decision/waiver/enrollment] form by the published deadline, you will be automatically enrolled in and billed for your SHIP.
- Once you meet eligibility, you are enrolled for the remainder of the policy and can't waive later in the year. [please revise according to STEVENS INSTITUTE rules]
- If you decide to waive coverage, you will not have another opportunity to enroll in SHIP until the following plan year unless you experience a qualifying event. [or] If you decide to waive coverage, you won't be able to sign up until the next open enrollment period [revise according to STEVENS INSTITUTE rule]
- You should submit an online decision form, whether enrolling or waiving. [this is only applicable if STEVENS INSTITUTE has the enroll option, otherwise remove this bullet point]

What do you mean by "comparable coverage"?

If you decide to opt out of your SHIP, you must be insured by a plan that provides comparable coverage. This means it must comply with the Affordable Care Act (ACA) and meet or exceed the benefits provided through the SHIP. Your plan must have participating providers and cover a range of services in and around the geographic area where you attend school. Services should include, but are not limited to:

- Preventive and non-urgent care
- Emergency care
- Surgical care
- Inpatient and outpatient hospitalization
- Lab work
- Diagnostic x-rays
- Physical therapy
- Chiropractic care
- Prescription drugs
- Mental health and substance abuse treatment

More information about "comparable coverage"

If your current plan is an HMO, your coverage will likely be limited—or not available—outside of your HMO's service area. As a result, it probably won't be considered a "comparable" plan.

Confused about waiving your SHIP coverage? Before deciding what to do, compare your current health insurance plan to your SHIP coverage. Consider your possible out-of-pocket costs – deductibles, copays, coinsurance and out-of-pocket maximums. You may find your current plan's out-of-pocket costs to be higher than what you'll pay for SHIP. Moving to your SHIP may well be financially beneficial.

Non-comparable health plans include:

- Those that only provide emergency services
- International plans (includes plans not filed in the US)
- Travel insurance plans
- Health care sharing plans

- Out-of-state Medicaid plans
- Plans from insurance companies not located within the United States
- Prescription discount plans

Will you audit or verify my waiver request?

[Use this text if STEVENS INSTITUTE is using the waiver verification process. Delete this question and answer if the school is not using the audit process]
Yes, we may audit or verify your request. This is to make sure your insurance plan will cover you when you are at school.

More information about our waiver review process

Here is how our waiver review process works:

- We check the insurance company information you entered on your form to make sure it is accurate and that your coverage is active.
- We verify most waiver requests within 24 to 48 hours.
- Once we verify your coverage, we will let you know whether we approved your waiver via an email to the address you provided on your form. If we deny your request, we will tell you why. We will also guide you should you wish to revise and resubmit your form and supporting documentation.
- Our waiver verification process is new this year. As a result, it is possible we will no longer accept your prior waiver (and submitted insurance).

[Only include this statement for schools that are new to the waiver verification process].

If I waive, but then lose coverage, can I enroll in SHIP?

Yes, if you waive and then lose coverage under that plan (called a qualifying event), you may submit a Petition to Add request. The form can be found on your school's page at www.gallagerstudent.com. Make sure you read the form carefully as it contains very specific information on the Petition to Add process.

If your enrollment in SHIP is on a voluntary basis, there is no option to Petition to Add if you lose coverage with your current health insurance plan. If you missed the enrollment deadline, you will need to wait until the next open enrollment period.

How do recent changes to the Affordable Care Act affect my SHIP?

Your SHIP fully complies with the Affordable Care Act (ACA). Being ACA compliant means your plan offers essential health benefits that includes certain preventive services such as annual physical and gynecology exams and some immunizations. It also covers pre-existing conditions without any waiting period.

There is no longer a federal tax penalty for not having health insurance, but the mandate to have health insurance remains. There are some states that have kept a state tax penalty for not having health insurance as well as having additional insurance requirements.

If you are under the age of 26, you may be eligible to enroll as a dependent on your family's employer/group health insurance plan. Contact that plan for more information.

May I use one of my state's marketplace health insurance plans to waive my SHIP?

If you live in the state where you are attending school and bought insurance through your state's marketplace, you may be able to waive your SHIP. Please review these plans carefully. Many of them will have a deductible greater than that of your SHIP. This will increase your out-of-pocket costs. Also, many of these plans are HMOs with restrictive provider networks. Look at its provider network to be sure that you will have in-network providers near your campus.

More information about buying health insurance through your state's or the federal marketplace

Are you an international student? If so, then purchasing a subsidized marketplace plan may jeopardize your visa status. [Revise if International students are handled differently by STEVENS INSTITUTE due to RFP goals to consider allowing them to waive going forward]

Once I am enrolled in the SHIP, can I cancel it? Can I get a refund?

In some cases, you can cancel your SHIP and receive a refund.

Once you are enrolled in SHIP, you will remain enrolled in it for that coverage period. You have no option to terminate it unless you enter the armed forces. In that case, we will refund a pro-rated share of your premium.

Plan Enhancements

How to enhance your Student Health Insurance Plan

[Delete this question and answer if there are no Complements offered to the applicable school]
You can enhance your SHIP by accessing several products available exclusively from Gallagher Student Health & Special Risk. They include:

- Basix Dental Savings Program—provides an exclusive discount arrangement, which can save you 20% to 50% off the cost of dental care.
- EyeMed Vision Care Program—allows you to receive discounted services at participating EyeMed providers.

[Delete this section if SilverCloud is not offered to the applicable school]
Gallagher Student Health now gives you access to SilverCloud, an online behavioral health platform that provides behavioral health care and support for enrolled students. The platform delivers clinically proven, evidenced-based content, programs, and support for depression, anxiety, and stress. Go to https://gsh.silvercloudhealth.com/signup/ to signup today.

To learn more about your plan enhancements, visit www.gallagherstudent.com. Select your school's page and then click on the "Discounts and Wellness" link.

What other types of insurance are available?

Personal property and renters Insurance is available to students on- or off-campus, at home, or abroad. It covers damage or theft to laptops, cell phones, books, electronics, and much more. For details, go to www.gallagherstudent.com/property.

Please visit www.gallagherstudent.com, select your school's page, and click on the "Other Insurance Products" link for complete details about additional insurance products and how to enroll.

Important Contact Information

Make sure phone numbers are all provided in the same format [1-XXX-XXX-XXXX]

Answer Needed	Who To Contact	Contact Information
Enrollment, coverage, or ID cards	Gallagher Student Health & Special Risk	500 Victory Road Quincy, MA 02171 Website: w ww.gallagherstudent.com/schoolurl, click the 'Customer Service' link
Benefits, claims, and claims payments incurred on or after [effective date of policy] *(If applicable)*	Name of Claims/Insurance Company	Address: City, State, Zip: Phone: Email: Website:
Claims and claims payment incurred prior to [effective date of policy] If applicable. Delete entire row if claims company has not changed	Name of Claims Company	Address: City, State, Zip:
Preferred providers	Name of Provider Network	Phone: [Provider Network Phone Number] Website: w ww.gallagherstudent.com/schoolurl, click "Find a Doctor"
Participating pharmacies	Name of Pharmacy Network	Phone: [Provider Network Phone Number] Website: w ww.gallagherstudent.com/schoolurl, click "Pharmacy Program"
Tax forms *Varies by carrier/TPA. If you are not sure who sends them, please check with a team member*	Name of Insurance Carrier/Claims Company	Address: City, State, Zip: Phone: Email: Website:
Voluntary Dental *Change or remove if school does not have this option*	Name of Dental Provider	Phone:

Answer Needed	Who To Contact	Contact Information
Gallagher Student Health Plan Enhancements *If applicable*	EyeMed (Discount Vision), Basix (Dental Savings) SilverCloud (digital mental health)	EyeMed Phone: 1-866-839-3633 Website: w ww.enrollwitheyemed.com Basix Phone: 1-888-274-9961 Websites: w ww.basixstudent.com SilverCloud https://gsh.silvercloudhealth.com/signup/
Worldw ide assistance services (medical evacuation and repatriation)	Name of Travel Assistance Provider	Toll-free w ithin the United States: [phone number] Collect from outside of the United States:

		[phone number] Email: [specific email address]
Assistance programs	24/7 Nurseline or Collegiate Assistance Program	
Telehealth services	Name of Telehealth	Phone: [specific phone number] Website:
Any other school specific information should be put in these row s.	If there is nothing to add, delete the empty row s.	

7. Overview of Website Services & Capabilities

Gallagher Student Health & Special Risk
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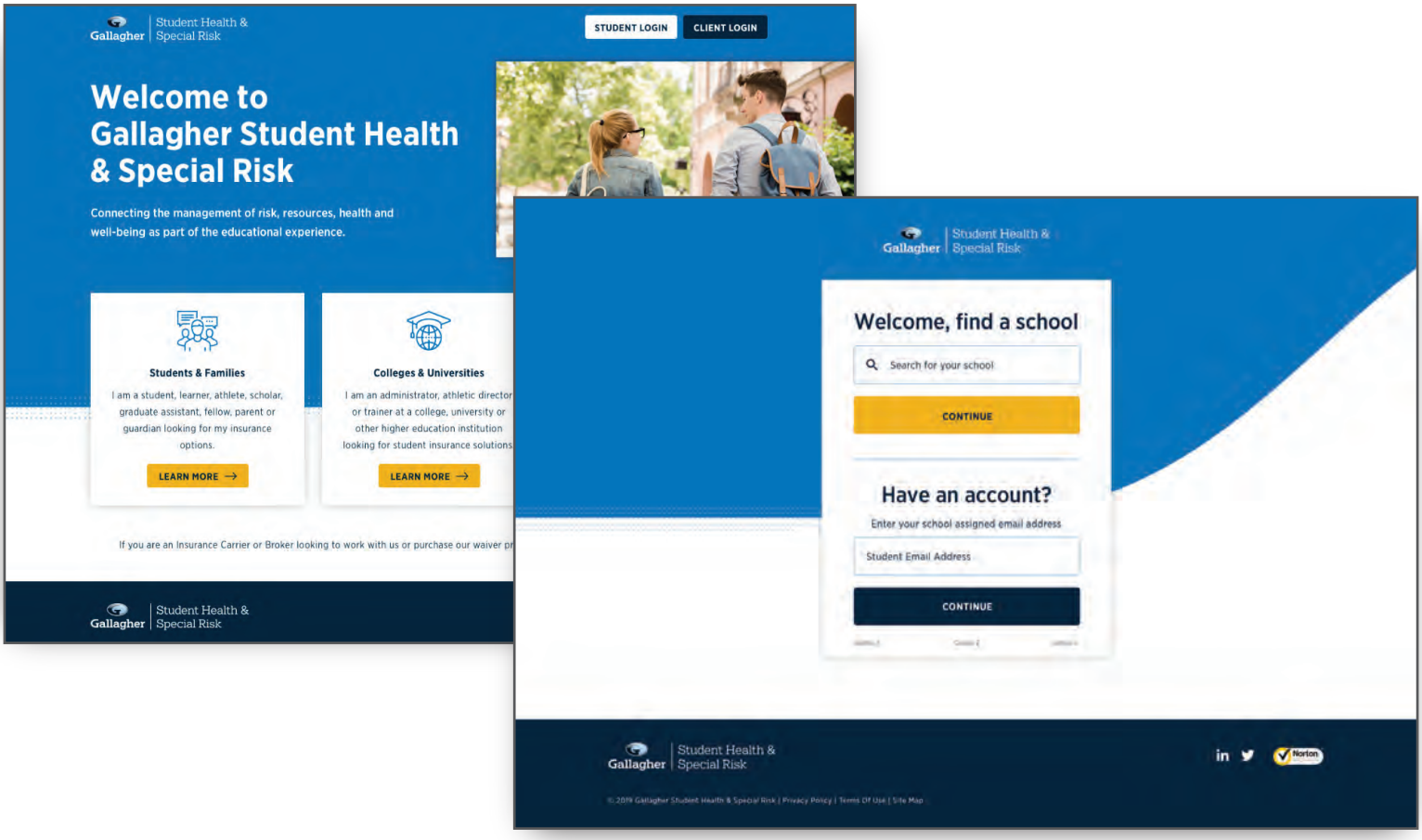
Gallagher | Student Health & Special Risk

Overview of Website Services and Capabilities

for Students

GallagherStudent.com provides easy online access to information about the student insurance program for both students and clients. School pages are customizable to meet the needs and interests of each specific institution. The Gallagher Student website is compliant with the most recent security standards and is HIPAA-compliant.



Students self-select who they are from our homepage and depending on which login process the school elects: Single Sign On or Pre-pop, students will either land on their student dashboard or finish logging in, respectively.

Students and users who navigate to their school dashboard but have not logged in yet are still able to view the Student Health Insurance Plan highlights and detailed benefits.

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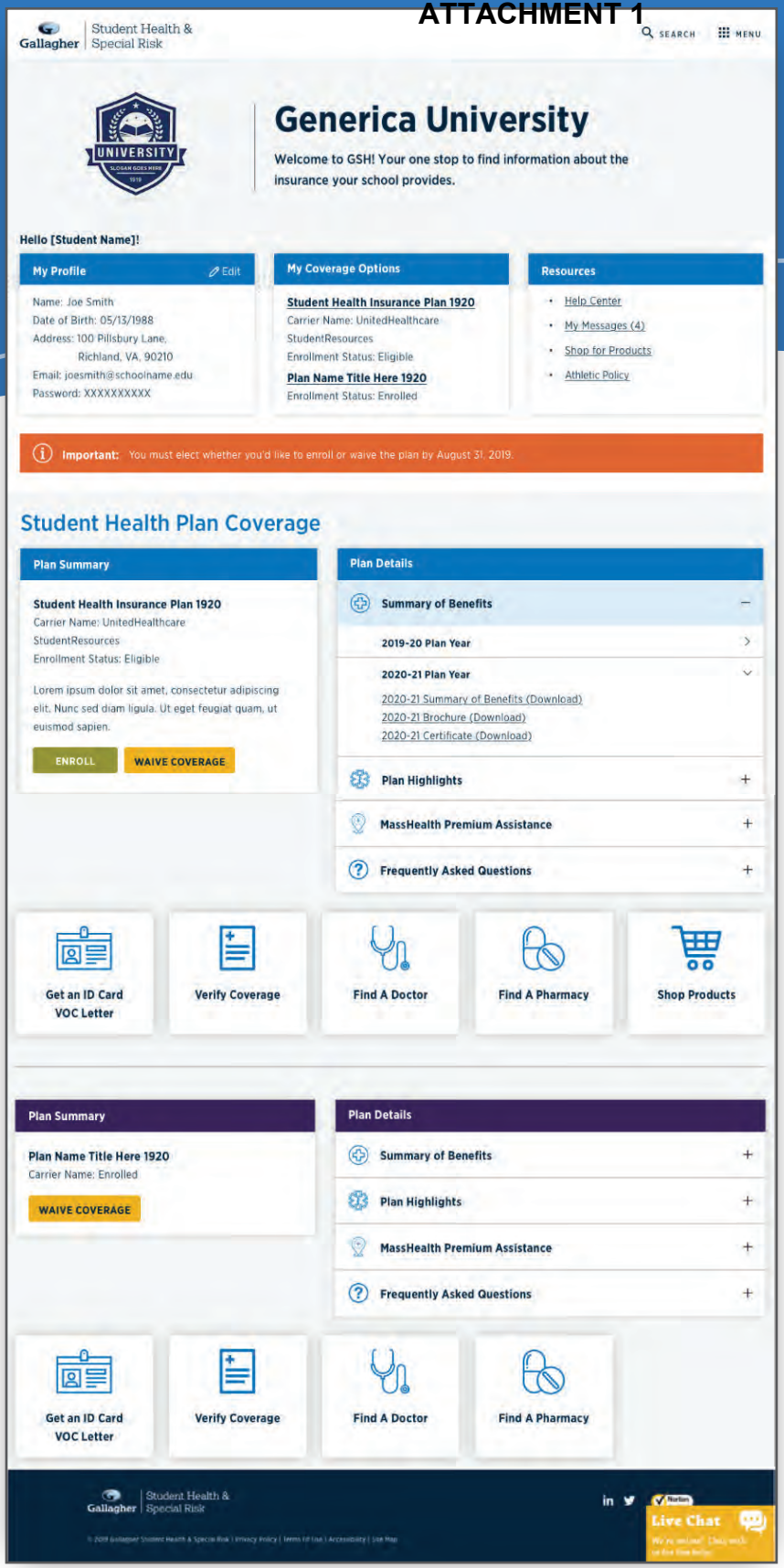
Once a student is logged in, their dashboard makes it easy to view insurance benefits and options available to them. A student can enroll, waive, add dependents, find a doctor, learn about claims and much more... all in this one place.



Dashboard Features

- ✓ Improved user journey - students know exactly what to do
- ✓ Coverage, Important Deadlines and Messages are right up front so they can't be missed
- ✓ "I Want To" function to show all available actions for that students' eligibility
- ✓ All plan information is located in the same section
- ✓ Search bar function to find answers to relevant questions
- ✓ Help Center features helpful videos, phone numbers, customer service information and an insurance terms glossary

Gallagher Student Health & Special Risk
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Submitting a Waiver

ATTACHMENT 1

The Gallagher Student website allows students to waive their participation in the student insurance plan by submitting a customized online waiver. Students provide their current insurance company information and it is instantly checked for validity. Intelligent rules govern the choices and data submitted in order to achieve the best possible results. Students are able to track the status of their waiver and any communications received pertaining to their waiver all on the student dashboard.

Generica University

Waive Coverage

Student Health Insurance Plan 1920

Name: Jane Smith **DOB: 04/23/1994** **Gender: F**

Enrollment in a health insurance plan is required for all students at Generica University. To ensure compliance with this policy, students are automatically billed for the Student Health Insurance Plan unless proof of comparable insurance coverage is documented. You can do this by completing an online waiver by the posted deadline. If a waiver is not submitted by the deadline, you will remain enrolled in the Student Health Insurance Plan.

You will be covered under the Student Health Insurance Plan until the end of the policy period for which you are enrolled or until you leave the program, whichever is earlier.

Step 1: Important Considerations

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Nulla sed vulputate lorem. Morbi at sem maximus, commodo dolor a, fringilla justo. Praesent bibendum tortor posuere dignissim imperdiet. Aliquam convallis, quam quis blandit placerat, felis purus volutpat metus, ut sollicitudin eros tortor in purus. Proin lorem turpis, maximus eu mauris vel, iaculis vestibulum felis. Aenean scelerisque, odio nec interdum pellentesque, mauris eros vehicula arcu, eget posuere sapien diam non lectus. Quisque hendrerit condimentum arcu eu rutrum. Integer ultricies semper vulputate.

- [x] Lorem ipsum dolor sit amet, consectetur adipiscing elit. Nulla sed vulputate lorem. Morbi at sem maximus, commodo dolor a, fringilla justo.
- [x] Lorem ipsum dolor sit amet, consectetur adipiscing elit. Nulla sed vulputate lorem. Morbi at sem maximus, commodo dolor a, fringilla justo.
- [x] Lorem ipsum dolor sit amet, consectetur adipiscing elit. Nulla sed vulputate lorem. Morbi at sem maximus, commodo dolor a, fringilla justo.

Name of person completing the application

Jane Smith

CONTINUE

Step 2: Insurance Company Information

Insurance Company Information

Choose Your Insurance Company*

Search for your Insurance Company

US-based Insurance Company?*

- (•) Yes
- ( ) No

Insurance Company Address*

Subscriber Information

Are you the subscriber?

- ( ) Yes
- (•) No

Subscriber ID*

Enter the Subscriber ID

Subscriber Name*

Enter the Subscriber Name

Subscriber Date of Birth*

MM/DD/YYYY

Relation to Student*

Please Select

Subscriber Phone Number*

Phone Number

Plan Type

DHMO

CONTINUE

Step 3: Additional Questions

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Nulla sed vulputate lorem. Morbi at sem maximus, commodo dolor a, fringilla justo.

Alternative Email Address

Alternative Email Address

COMPLETE & SUBMIT

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Enrolling in Coverage

Generica University

Enroll in Coverage

Student Health Insurance Plan 1920

Name: Jane Smith **DOB: 04/23/1994** **Gender: F**

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Mauris luctus, orci quis rutrum blandit, nunc ante commodo elit, mattis pharetra ante leo eu nulla. Proin semper risus eu volutpat bibendum. Phasellus at ante ut neque dapibus scelerisque quis non magna.

Step 1: Disclaimer

By submitting this form I confirm,

1. I am a student at Generica University and meet the eligibility requirements to enroll in this plan
2. I understand that I may be asked to verify my eligibility status by the insurance carrier, and if it is determined I do not meet the eligibility requirements, my coverage will be terminated and my premium will be refunded less any paid claims or processing fees
3. Other than for eligibility reasons, the premium is not refundable
4. I have carefully read the plan documents and elect to enroll as indicated on this enrollment form
5. Rates are not pro-rated other than listed on this enrollment form.

ACCEPT & CONTINUE

Step 2: Enroll Dependents

We have found the following dependents tied to your account, would you like to renew their coverage?*

- John Smith
- James Smith

Are you enrolling your child/children?*

- Yes
- No

Home many children?*

2

Dependent #1 Information

Dependent Full Name*

Full Name

Dependent Date of Birth*

MM/DD/YYYY

Gender*

Please Select

Upload Supporting Documents

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Nulla sed vulputate lorem. Morbi at sem maximus, commodo dolor a, fringilla justo.

Drag & drop or browse your files.

Step 3: Confirm Coverage

2019-2020 Student Health Insurance Plan	
Coverage Period	2019-2020
Coverage Start Date	01/15/2020
Coverage End Date	08/19/2020
Coverage Type	Student Health Plan 1920 Student Health Plan Dependent 1920 Dental Plan 1920
Cost Breakdown	Spouse Rate: $1732.00 One Child Rate: $1732.00 **Total: $3,464.00**

Select a Qualifying Event reason for adding coverage:*

Please Select

CONFIRM & CONTINUE

Step 3: Additional Questions

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Nulla sed vulputate lorem. Morbi at sem maximus, commodo dolor a, fringilla justo.

Question 1...

Please Select

Question 2...

Enter answer

Alternative Email Address

Alternative Email Address

COMPLETE & SUBMIT

Easy to enroll in a plan

Students can submit premiums for eligible dependents and enroll in any optional supplemental plans that may be available. These secure transactions are done by credit card or e-Check through the website.

Students can access their ID Cards and print Verification Letters on demand.

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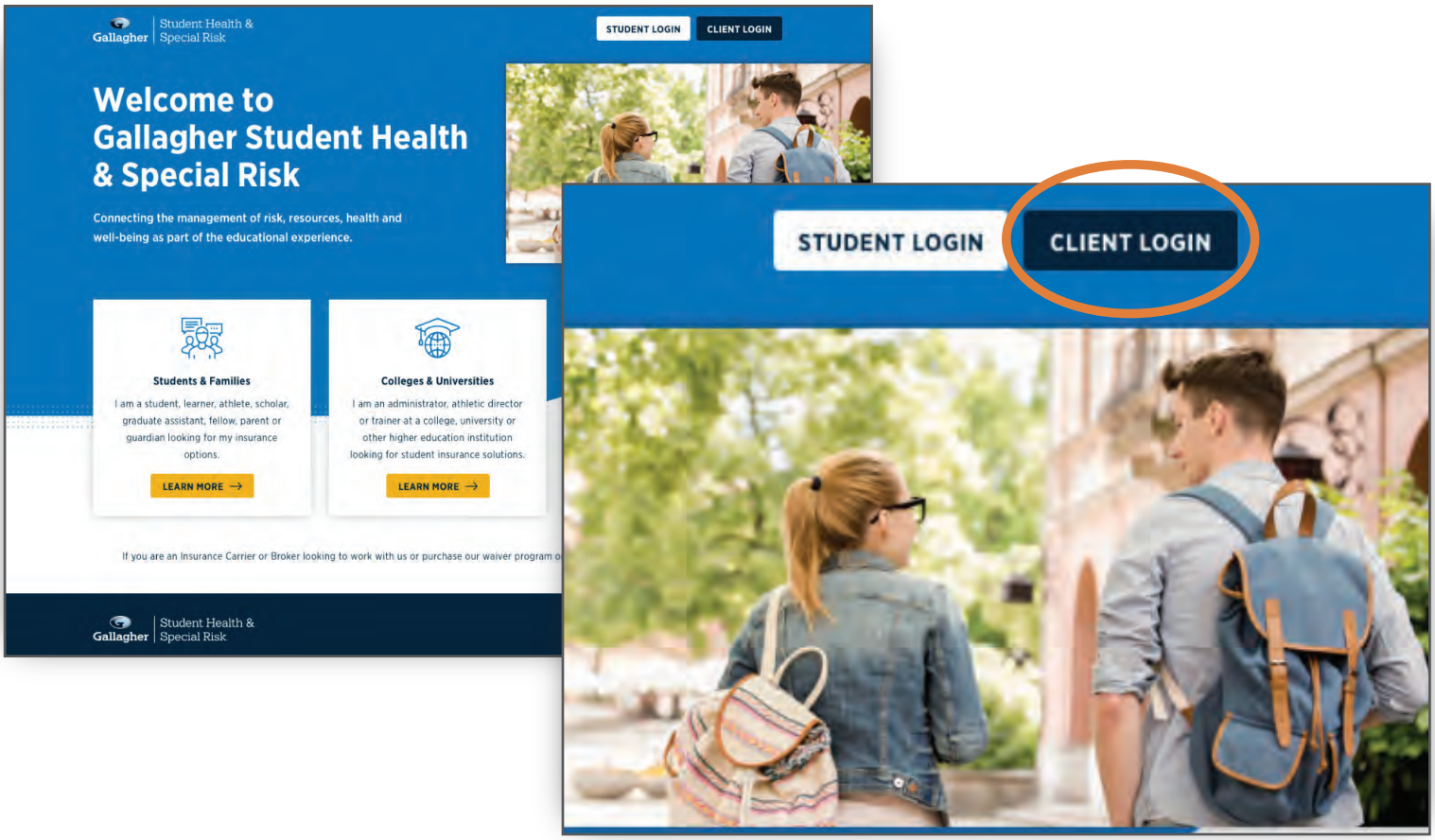
Gallagher | Student Health & Special Risk

Overview of Website Services and Capabilities

for Client Administrators

GallagherStudent.com allows clients to self-service administrative tasks for the Student Health Insurance Plan. Clients can review specific student waiver or enrollment forms, download waiver information, download and print a list of enrolled students, automatically process new student enrollment or terminate coverage, or if applicable, submit referrals directly to the claims administrator.



Gallagher Student develops online forms customized for the individual needs of each school to allow students to waive or enroll in the insurance program, enroll eligible dependents or enroll in any available supplemental insurance options. Gallagher Student has also developed simple reporting mechanisms necessary to support these functions. These report download capabilities are compatible with most Student Accounts systems to allow clients to directly manage their waiver process.

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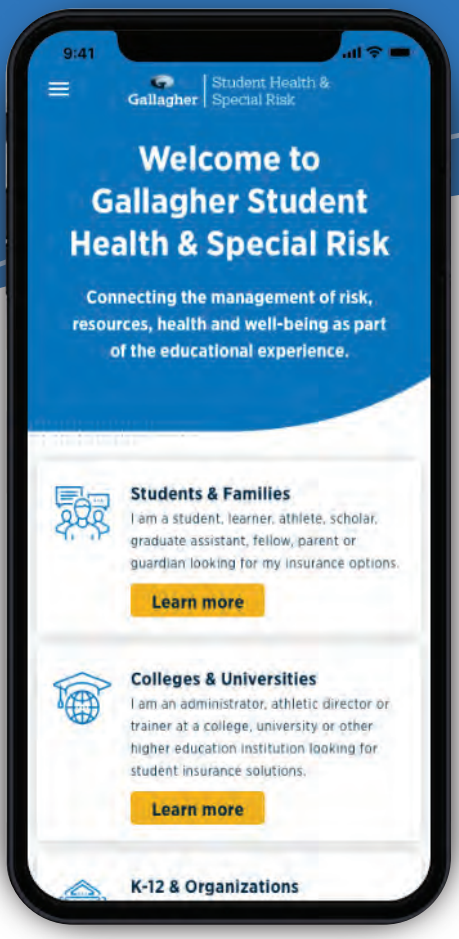
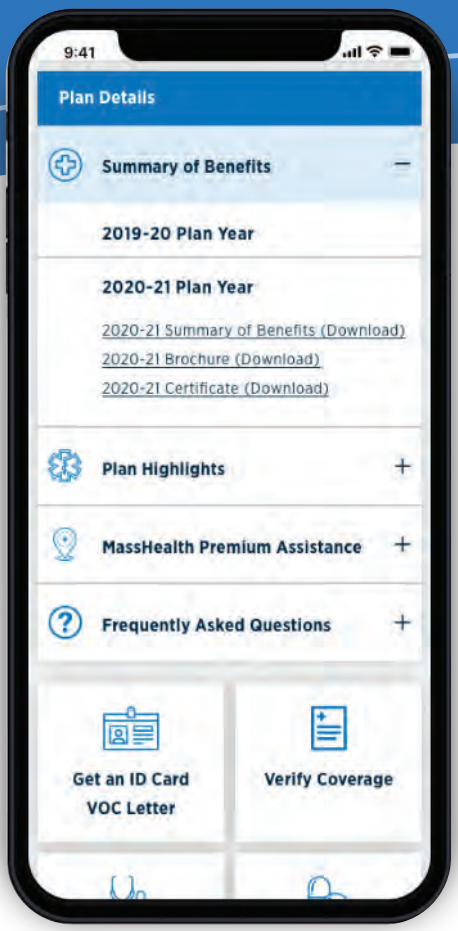
Mobile-Compatible and Highly Secure

GallagherStudent.com is optimized for mobile access, so students can easily interact with their Student Health Insurance Plan on their cellphones.





Website Security Parameters:

Gallagher Student sticks to industry best practices to ensure access is only allowed to legitimate users and that data is protected from unauthorized access. These practices include:

- Website protection via a web application firewall managed by Imperva. This firewall protects against critical web application security risks including scripting and access threats.
- Annual and quarterly security audit and penetration testing.
- Secure off-site web hosting provides physical and digital security complies with PCI, SOX and HIPAA guidelines.
- SOC2 compliant, which certifies we have the necessary data security controls to protect you and your students.

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8. AJG Licenses

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ATTACHMENT 1

Non-Resident Producer

Accident & Health or Sickness, Casualty, Life, Personal Lines, Property, Surety

GALLAGHER, ARTHUR J RISK MANAGEMENT SERVICES, INC

is authorized to transact business as described above

License No: 75054 Issue Date: 02-10-2000 Expiration Date: 03-01-2024

Generated by Sircon 261684122

STATE OF IDAHO
DEPARTMENT OF INSURANCE

THIS IS TO CERTIFY THAT

GALLAGHER, ARTHUR J RISK MANAGEMENT SERVICES, INC

LICENSE NUMBER: 75054

IS HEREBY AUTHORIZED TO TRANSACT BUSINESS IN ACCORDANCE TO THE LICENSE DESCRIPTION SHOWN BELOW:

Non-Resident Producer

Accident & Health or Sickness, Casualty, Life, Personal Lines, Property, Surety

Issue Date: 02-10-2000 Expiration Date: 03-01-2024

Generated by Sircon 261684122

9. Sample Claims Summary Report

Gallagher Student Health & Special Risk
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Sample University Report

Claims Reporting
For the Period Ending 09/30/2017

Table of Contents

- Commentary
- Enrollment and Premium Summary
- Paid Claims Data
- High Dollar Claims Summary
- Top Benefit Expenses
- Network Data

Commentary

In our efforts to provide you with an executive overview, Gallagher Student Health & Special Risk would like to highlight the following:

- Paid claims for the 2017-18 policy year are currently running 41.1% behind where they were at the same point in time for the 2016-17 policy year.
- Current annual enrollment for the 2017-18 policy year is up 9.5% from the 2016-17 policy year total
- The top benefit utilized for both the 2016-17 & 2017-18 policy years is the Pharmacy benefit.
- There were 40 high dollar claims to date for the 2016-17 policy year accounting for 19% of total paid claims. There is 1 high dollar claim for the 2017-18 policy year accounting for 10% of total paid claims.

Enrollment and Premium Data

Enrollment and Premium Summary (2014/15)

Year	Category	Rates Annual	Rates Fall	Rates Spring	Rates Summer	Number Enrolled Annual	Number Enrolled Fall	Number Enrolled Spring	Number Enrolled Summer	Premium
2014/2015	Student	$ 2,274.00	$ 866.00	$ 1,408.00	$ 467.00	4981	35	235	8	$ 11,687,984.00
(3)(4)	Student/Spouse	$ 6,803.00		$ 4,212.00	$ 1,398.00	34	0	1	0	$ 235,514.00
	Student/Child(ren)	$ 6,803.00		$ 4,212.00	$ 1,398.00	11	0	0	0	$ 74,833.00
	Student/Spouse/Child(ren)	$10,768.00		$ 6,667.00	$ 2,212.00	16	0	2	0	$ 185,622.00
	Prorates					14	0	74	316	$ 176,445.00
	Continuation Plan	**6 month**				**6 month**				
	Student	$ 1,500.00				84				$ 126,000.00
	Student/Spouse	$ 4,307.52				4				$ 17,230.08
	Student/Child(ren)	$ 4,307.52				1				$ 4,307.52
	Student/Spouse/Child(ren)	$ 6,812.52				3				$ 20,437.56
	Prorates					0				$ -
									Totals (2) =	$ 12,528,373.16

(1) Premium based on final audited enrollment

(2) Premium based on current enrollment

(3) Rates do not include Basix Dental Fee

(4) **Rates are fully insured premium net of Gallagher Student Health & Special Risk fee**

Enrollment and Premium Data

Enrollment and Premium Summary (2015/16)

Year	Category	Rates Annual	Rates Fall	Rates Spring	Rates Summer	Number Enrolled Annual	Number Enrolled Fall	Number Enrolled Spring	Number Enrolled Summer	Premium
2015/2016 (3)(4)	**DOMESTIC**									
	Student	$ 2,274.00	$ 864.00	$ 1,410.00	$ 466.00	3367	0	166	0	$ 7,890,618.00
	Student/Spouse	$ 4,548.00	$ 1,728.00	$ 2,820.00	$ 932.00	33	0	1	0	$ 152,904.00
	Student/Child	$ 4,548.00	$ 1,728.00	$ 2,820.00	$ 932.00	2	0	0	0	$ 9,096.00
	Student/Children	$ 6,822.00	$ 2,592.00	$ 4,230.00	$ 1,398.00	1	0	0	0	$ 6,822.00
	Student/Spouse/Child	$ 6,822.00	$ 2,592.00	$ 4,230.00	$ 1,398.00	6	0	0	0	$ 40,932.00
	Student/Spouse/Children	$ 9,096.00	$ 3,456.00	$ 5,640.00	$ 1,864.00	2	0	0	0	$ 18,192.00
	Prorates					41	0	280	0	$ 166,260.00
									Subtotal	$ 8,284,824.00
	Domestic Continuation Plan	**6 month**				**6 month**				
	Student	$ 1,137.00				94				$ 106,878.00
	Student/Spouse	$ 2,274.00				4				$ 9,096.00
	Student/Child	$ 2,274.00				0				$ -
	Student/Children	$ 3,411.00				0				$ -
	Student/Spouse/Child	$ 3,411.00				0				$ -
	Student/Spouse/Child(ren)	$ 4,548.00				0				$ -
	Prorates					0				$ -
									Subtotal	$ 115,974.00
	INTERNATIONAL									
	Student	$ 2,274.00	$ 864.00	$ 1,410.00	$ 466.00	1936	69	99	0	$ 4,601,670.00
	Student/Spouse	$ 4,548.00	$ 1,728.00	$ 2,820.00	$ 932.00	25	0	0	0	$ 113,700.00
	Student/Child	$ 4,548.00	$ 1,728.00	$ 2,820.00	$ 932.00	3	0	0	0	$ 13,644.00
	Student/Children	$ 6,822.00	$ 2,592.00	$ 4,230.00	$ 1,398.00	0	0	0	0	$ -
	Student/Spouse/Child	$ 6,822.00	$ 2,592.00	$ 4,230.00	$ 1,398.00	9	0	0	0	$ 61,398.00
	Student/Spouse/Children	$ 9,096.00	$ 3,456.00	$ 5,640.00	$ 1,864.00	6	0	0	0	$ 54,576.00
	Prorates					15	0	160	0	$ 56,778.00
									Subtotal	$ 4,901,766.00
	International Continuation Plan	**6 month**				**6 month**				
	Student	$ 1,137.00				33				$ 37,521.00
	Student/Spouse	$ 2,274.00				0				$ -
	Student/Child	$ 2,274.00				1				$ 2,274.00
	Student/Children	$ 3,411.00				0				$ -
	Student/Spouse/Child	$ 3,411.00				0				$ -
	Student/Spouse/Child(ren)	$ 4,548.00				0				$ -
	Prorates					1				$ 528.00
									Subtotal	$ 40,323.00
									Total (2)	$ 13,342,887.00

(2) Premium based on current enrollment
(3) Rates do not include Basix Dental Fee
(4) Rates are fully insured premium net of Gallagher Student Health & Special Risk fee

Enrollment and Premium Data

Enrollment and Premium Summary (2016/17)

Year	Category	Rates Annual	Rates Fall	Rates Spring	Rates Summer	Number Enrolled Annual	Number Enrolled Fall	Number Enrolled Spring	Number Enrolled Summer	Premium
2016/2017 (3)(4)	**DOMESTIC**									
	Student	$ 2,388.00	$ 909.00	$ 1,479.00	$ 491.00	3469	0	144	18	$ 8,505,786.00
	Student/Spouse	$ 4,776.00	$ 1,818.00	$ 2,958.00	$ 982.00	40	0	4	0	$ 202,872.00
	Student/Child	$ 4,776.00	$ 1,818.00	$ 2,958.00	$ 982.00	4	0	0	0	$ 19,104.00
	Student/Children	$ 7,164.00	$ 2,727.00	$ 4,437.00	$1,473.00	3	0	0	0	$ 21,492.00
	Student/Spouse/Child	$ 7,164.00	$ 2,727.00	$ 4,437.00	$1,473.00	10	0	1	0	$ 76,077.00
	Student/Spouse/Children	$ 9,552.00	$ 3,636.00	$ 5,916.00	$1,964.00	4	0	1	0	$ 44,124.00
	Prorates	N/A	N/A	N/A	N/A	44	0	55	188	$ 170,262.36
									Subtotal	$ 9,039,717.36
	INTERNATIONAL									
	Student	$ 2,388.00	$ 909.00	$ 1,479.00	$ 491.00	1891	90	71	1	$ 4,703,018.00
	Student/Spouse	$ 4,776.00	$ 1,818.00	$ 2,958.00	$ 982.00	27	1	0	1	$ 131,752.00
	Student/Child	$ 4,776.00	$ 1,818.00	$ 2,958.00	$ 982.00	11	0	0	0	$ 52,536.00
	Student/Children	$ 7,164.00	$ 2,727.00	$ 4,437.00	$1,473.00	0	0	0	0	$ -
	Student/Spouse/Child	$ 7,164.00	$ 2,727.00	$ 4,437.00	$1,473.00	7	0	0	0	$ 50,148.00
	Student/Spouse/Children	$ 9,552.00	$ 3,636.00	$ 5,916.00	$1,964.00	6	0	0	1	$ 59,276.00
	Prorates	N/A	N/A	N/A	N/A	9	0	3	160	$ 56,603.70
									Subtotal	$ 5,053,333.70
	Continuation Plan	**6 month**	**12 month**			**6 month**	**12 month**			
	Student	$ 1,194.00	$ 2,388.00			124	0			$ 148,056.00
	Student/Spouse	$ 2,388.00	$ 4,776.00			1	0			$ 2,388.00
	Student/Child	$ 2,388.00	$ 4,776.00			0	0			$ -
	Student/Children	$ 3,582.00	$ 7,164.00			0	0			$ -
	Student/Spouse/Child	$ 3,582.00	$ 7,164.00			1	0			$ 3,582.00
	Student/Spouse/Children	$ 4,776.00	$ 9,552.00			1	0			$ 4,776.00
	Prorates	N/A	N/A			2	0			$ 1,590.51
									Subtotal	$ 160,392.51
									Total (2)	$ 14,253,443.57

(2) Premium based on current enrollment

(3) Rates do not include Basix Dental Fee

(4) Rates are fully insured premium net of Gallagher Student Health & Special Risk fee

Enrollment and Premium Data

Enrollment and Premium Summary (2017/18)

Year	Category	Rates Annual	Rates Fall	Rates Spring	Rates Summer	Number Enrolled Annual	Number Enrolled Fall	Number Enrolled Spring	Number Enrolled Summer	Premium
2017/2018 (3)(4)	**DOMESTIC**									
	Student	$ 2,622.00	$ 998.00	$ 1,624.00	-	3891	0	0	0	$ 10,202,202.00
	Student/Spouse	$ 5,244.00	$ 1,996.00	$ 3,248.00	-	43	0	0	0	$ 225,492.00
	Student/Child	$ 5,244.00	$ 1,996.00	$ 3,248.00	-	8	0	0	0	$ 41,952.00
	Student/Children	$ 7,866.00	$ 2,994.00	$ 4,872.00	-	1	0	0	0	$ 7,866.00
	Student/Spouse/Child	$ 7,866.00	$ 2,994.00	$ 4,872.00	-	15	0	0	0	$ 117,990.00
	Student/Spouse/Children	$10,488.00	$ 3,992.00	$ 6,496.00	-	5	0	0	0	$ 52,440.00
	Prorates	N/A	N/A	N/A	N/A	4	0	0	0	$ 9,028.80
									Subtotal	$ 10,656,970.80
	INTERNATIONAL									
	Student	$ 2,622.00	$ 998.00	$ 1,624.00	-	2001	48	0	0	$ 5,294,526.00
	Student/Spouse	$ 5,244.00	$ 1,996.00	$ 3,248.00	-	30	0	0	0	$ 157,320.00
	Student/Child	$ 5,244.00	$ 1,996.00	$ 3,248.00	-	7	0	0	0	$ 36,708.00
	Student/Children	$ 7,866.00	$ 2,994.00	$ 4,872.00	-	0	0	0	0	$ -
	Student/Spouse/Child	$ 7,866.00	$ 2,994.00	$ 4,872.00	-	9	0	0	0	$ 70,794.00
	Student/Spouse/Children	$10,488.00	$ 3,992.00	$ 6,496.00	-	10	0	0	0	$ 104,880.00
	Prorates	N/A	N/A	N/A	N/A	2	0	0	0	$ 4,716.00
									Subtotal	$ 5,668,944.00
	Continuation Plan	**6 month**	**12 month**			**6 month**	**12 month**			
	Student	$ 1,322.00	$ 2,644.00			141	0			$ 186,402.00
	Student/Spouse	$ 2,644.00	$ 5,288.00			6	0			$ 15,864.00
	Student/Child	$ 2,644.00	$ 5,288.00			0	0			$ -
	Student/Children	$ 3,966.00	$ 7,932.00			0	0			$ -
	Student/Spouse/Child	$ 3,966.00	$ 7,932.00			2	0			$ 7,932.00
	Student/Spouse/Children	$ 5,288.00	$10,576.00			1	0			$ 5,288.00
	Prorates	N/A	N/A			1	0			$ 1,051.20
									Subtotal	$ 216,537.20
									Total (2)	$ 16,542,452.00

(2) Premium based on current enrollment

(3) Rates do not include Basix Dental Fee

(4) Rates are fully insured premium net of Gallagher Student Health & Special Risk fee

Enrollment and Premium Data

Enrollment and Premium Summary

Percentage Change in Enrollment from the 2014-15 to 2017-18 Policy Years

	2014-2015		2015-2016 **		2016-2017 **		2017-2018 **	
	Students	Dependents	Students	Dependents	Students	Dependents	Students	Dependents
Enrollment:								
Annual	5030	95	5417	151	5503	174	6023	186
(%)Change	7.00%	-25.78%	7.69%	58.95%	1.59%	15.23%	9.45%	6.90%
Fall	35	0	69	0	91	1	48	0
(%)Change	94.44%	-	97.14%	-	31.88%	100.00%	-47.25%	-100.00%
Spring *	735	20	675	32	618	43	0	0
(%)Change	80.15%	300.00%	-8.16%	60.00%	-8.44%	34.38%	N/A	N/A
Continuation	92	13	130	6	128	7	150	14
(%)Change	-18.58%	8.33%	41.30%	-53.85%	-1.54%	16.67%	17.19%	100.00%

* Spring enrollment from prior years includes Summer enrollment totals.

** Premium/Enrollment not yet audited.

Paid Claims Data through 09-30-2017

	2014/2015 (1)	2015/2016 (1)(2)	2016/2017 (1)(3)	2017/2018 (1)
A. Aggregate Loss Ratio				
Total Premium	$ 12,528,373.16	$ 13,342,887.00	$ 14,253,443.57	$ 16,542,452.00
Total Student Paid Claims	$ 7,097,221.85	$ 9,931,262.72	$ 7,290,438.03	$ 87,898.39
Total Dependent Paid Claims	$ 342,954.07	$ 1,021,554.46	$ 671,975.98	$ 31,102.12
Pharmacy Claims	$ 1,459,808.43	$ 2,037,292.76	$ 2,278,308.17	$ 119,507.66
Continuation Plan Claims	$ 220,957.83	$ 570,019.32	$ 511,102.45	$ 26,763.65
Total Paid Claims	$ 9,120,942.18	$ 13,560,129.26	$ 10,751,824.63	$ 265,271.82
Combined Loss Ratio	73%	102%	75%	2%
B. High Dollar Claims Analysis				
(Claims In excess of $25,000.00)				
Number of Claims - Student Only	29	46	36	1
Total Dollar Amount - Student Only	$ 1,780,482.57	$ 4,682,516.96	$ 1,834,826.67	$ 25,921.85
% of Total Student Paid Claims	25%	47%	25%	29%
Dollar % Change in Total High $ Claims (4)	**-16%**	**185%**	**-61%**	**-**
Number of Claims - Dependants	0	5	4	0
Total Dollar Amount - Dependants	$ -	$ 395,205.47	$ 170,215.15	$ -
% of Total Dependant Paid Claims	0%	39%	25%	0%

(1) Paid claims for prior policy years are cumulative and include runoff claims paid to date. Paid claims for the current policy year are cumulative to this point in time. Premium / Audit not finalized.
(2) Total claims paid as of 09/30/16 $12,191,478.32
(3) Total claims paid as of 09/30/16 $388,152.39
(4) Current Year High Dollar Claims Compared to Prior year at same point in time : $0.00

Plan Usage Data

Plan Usage	2014/2015	2015/2016	2016/2017	2017/2018
Students with one diagnosis	896	1025	1099	730
Students with two diagnoses	882	893	948	156
Students with three + diagnoses	1978	2189	2141	32
Total number of claimants	3756	4107	4188	918
Percentage of students using plan	64%	65%	66%	15%
Dependants with one diagnosis	19	20	46	45
Dependants with two diagnoses	9	42	30	11
Dependants with three + diagnoses	87	86	107	4
Total number of claimants	115	148	183	60
Percentage of Dependants using plan	90%	78%	81%	31%

Plan Usage does not include continuation plan information.

High Dollar Claims Data 2014/15

Policy Year	Status	Paid Amount	Diagnosis
2014-2015	Student 1	$ 256,775	73730 - SCOLIOSIS , IDIOPATHIC
	Student 2	$ 186,890	30490 - UNSPECIFIED DRUG DEPEND UNSPEC
	Student 3	$ 173,950	3071 - ANOREXIA NERVOSA
	Student 4	$ 148,086	30000 - ANXIETY STATE, UNSPECIFIED
	Student 5	$ 107,666	5856 - END STAGE RENAL DISEASE
	Student 6	$ 102,123	29632 - MAJOR DPRSV DISORDER RECURRENT EPISODE MODERATE
	Student 7	$ 68,970	29633 - MAJ DPRSV D/O RECUR EPIS SEV W/O PSYCHOT BHV
	Student 8	$ 53,965	29644 - BIPLR I MOST RECENT EPIS MNIC SEV W/PSYCHOT BHV
	Student 9	$ 49,978	1625 - MALIGNANT NEOPLASM LOWER LOBE BRONCHUS OR LUNG
	Student 10	$ 42,988	7464 - CONGENITAL INSUFFICIENCY OF AORTIC VALVE
	Student 11	$ 42,984	RX TECFIDERA TREATS MULTIPLE SCLEROSIS
	Student 12	$ 42,537	6850 - PILONIDAL CYST WITH ABSCESS
	Student 13	$ 36,713	RX CIMZIA TREATS CROHN'S,RHEUMATOID ARTHRITIS, ETC.
	Student 14	$ 35,165	29680 - BIPOLAR DISORDER UNSPECIFIED
	Student 15	$ 33,548	5559 - REGIONAL ENTERITIS OF UNSPECIFIED SITE
	Student 16	$ 32,345	5559 - REGIONAL ENTERITIS OF UNSPECIFIED SITE
	Student 17	$ 31,675	5569 - UNSPECIFIED ULCERATIVE COLITIS
	Student 18	$ 31,468	2839 - ACQUIRED HEMOLYTIC ANEMIA UNSPECIFIED
	Student 19	$ 31,312	73392 - CHONDROMALACIA
	Student 20	$ 29,930	8911 - OPEN WOUND OF KNEE LEG AND ANKLE COMPLICATED
	Student 21	$ 29,908	5409 - ACUTE APPENDICITIS WITHOUT MENTION PERITONITIS
	Student 22	$ 29,263	30000 - ANXIETY STATE, UNSPECIFIED
	Student 23	$ 27,787	V700 - ROUTINE GENERAL MEDICAL EXAM@HEALTH CARE FACL
	Student 24	$ 26,815	5770 - ACUTE PANCREATITIS
	Student 25	$ 26,584	8442 - SPRAIN AND STRAIN OF CRUCIATE LIGAMENT OF KNEE
	Student 26	$ 25,447	29633 - MAJ DPRSV D/O RECUR EPIS SEV W/O PSYCHOT BHV
	Student 27	$ 25,363	RX ATRIPLA TREATS HIV INFECTION
	Student 28	$ 25,182	8832 - OPEN WOUND OF FINGER WITH TENDON INVOLVEMENT
	Student 29	$ 25,065	63310 - TUBAL PREGNANCY WITHOUT INTRAUTERINE PREGNANCY
		$ 1,780,483	

High Dollar Claims Data 2015/16

Policy Year	Status	Paid Amount	Diagnosis	Status	Paid Amount	Diagnosis
2015-2016	Student 1	$ 1,360,693	R0602 - SHORTNESS OF BREATH	Student 25	$ 37,146	RX TECFIDERA FOR MULTIPLE SCLEROSIS
	Student 2	$ 475,548	5856 - END STAGE RENAL DISEASE	Student 26	$ 36,097	193 - MALIGNANT NEOPLASM OF THYROID GLAND
	Student 3	$ 433,026	79319 - OTHER NONSPECIFIC ABNORMAL FINDING OF LUNG FIELD	Student 27	$ 35,791	73342 - ASEPTIC NECROSIS OF HEAD AND NECK OF FEMUR
	Student 4	$ 281,540	Z856 - PERSONAL HISTORY OF LEUKEMIA	Student 28	$ 34,484	RX ENBREL FOR ARTHRITIS
	Dependent 1	$ 238,684	Z3800 - SINGLE LIVEBORN INFANT DELIVERED VAGINALLY	Student 29	$ 33,394	G7000 - MYASTHENIA GRAVIS WITHOUT ACUTE EXACERBATION
	Student 5	$ 128,956	30490 - UNSPECIFIED DRUG DEPEND UNSPEC	Student 30	$ 32,980	I6789 - OTHER CEREBROVASCULAR DISEASE
	Student 6	$ 122,761	F1910 - OTHER PSYCHOACTIVE SUBSTANCE ABUSE UNCOMPLICATED	Student 31	$ 32,976	0389 - UNSPECIFIED SEPTICEMIA
	Student 7	$ 120,670	F329 - MAJOR DEPRESSIVE DISORDER SINGLE EPISODE UNS	Dependent 3	$ 32,920	Z3800 - SINGLE LIVEBORN INFANT DELIVERED VAGINALLY
	Student 8	$ 107,841	30750 - EATING DISORDER, UNSPECIFIED	Student 32	$ 32,762	RX STELARA AND ENBREL FOR ARTHRITIS
	Student 9	$ 88,760	8449 - SPRAIN&STRAIN OF UNSPECIFIED SITE OF KNEE&LEG	Student 33	$ 32,638	A419 - SEPSIS UNSPECIFIED ORGANISM
	Student 10	$ 83,324	1539 - MALIGNANT NEOPLASM OF COLON UNSPECIFIED SITE	Student 34	$ 32,049	F322 - MAJ DEPRESS D/O SINGLE EPIS SEV W/O PSYCH FEATUR
	Student 11	$ 78,440	RX HUMIRA PEN FOR RHEUMETOID ARTHRITIS	Student 35	$ 31,993	4481 - NEVUS, NON-NEOPLASTIC
	Student 12	$ 78,346	5552 - RGN ENTERITIS SMALL INTESTINE W/LG INTESTINE	Student 36	$ 30,298	8449 - SPRAIN&STRAIN OF UNSPECIFIED SITE OF KNEE&LEG
	Student 13	$ 73,202	F332 - MAJ DEPRESS D/O RECURRENT SEV W/O PSYCH FEATURES	Dependent 4	$ 30,136	8442 - SPRAIN AND STRAIN OF CRUCIATE LIGAMENT OF KNEE
	Student 14	$ 71,225	29622 - MAJOR DPRSV DISORDER SINGLE EPISODE MODERATE	Student 37	$ 29,800	J90 - PLEURAL EFFUSION NOT ELSEWHERE CLASSIFIED
	Student 15	$ 66,459	RX TECFIDERA FOR MULTIPLE SCLEROSIS	Dependent 5	$ 28,828	F329 - MAJOR DEPRESSIVE DISORDER SINGLE EPISODE UNS
	Dependent 2	$ 64,638	O42919 - PT PROM UNS TIME BTWN RUPT & ONS & LABOR UNS TRI	Student 38	$ 28,629	S83519A - SPRAIN ANT CRUCIATE LIGAMENT UNS KNEE INIT ENC
	Student 16	$ 63,682	G935 - COMPRESSION OF BRAIN	Student 39	$ 28,336	S83241D - OTH TEAR MED MENISCUS CURR INJ RT KNEE SBSQT ENC
	Student 17	$ 58,678	RX GILENYA FOR MULTIPLE SCLEROSIS	Student 40	$ 27,893	30928 - ADJ DISORDER WITH MIXED ANXIETY & DEPRESSED MOOD
	Student 18	$ 56,297	M0609 - RA WITHOUT RHEUMATOID FACTOR MULTIPLE SITES	Student 41	$ 27,811	RX HUMIRA PEN FOR RHEUMETOID ARTHRITIS
	Student 19	$ 51,498	RX HUMIRA PEN FOR RHEUMETOID ARTHRITIS	Student 42	$ 27,767	D696 - THROMBOCYTOPENIA UNSPECIFIED
	Student 20	$ 44,736	RX NOXAFIL,TRETINOIN, LINEZOLID FOR ANTI-FUNGAL /ANTI-ACNE	Student 43	$ 25,962	M25551 - PAIN IN RIGHT HIP
	Student 21	$ 44,555	RX STELARA FOR PLAQUE PSORIASIS OR PSORIATIC ARTHRITIS	Student 44	$ 25,211	73340 - ASEPTIC NECROSIS OF BONE SITE UNSPECIFIED
	Student 22	$ 42,866	29633 - MAJ DPRSV D/O RECUR EPIS SEV W/O PSYCHOT BHV	Student 45	$ 25,117	F329 - MAJOR DEPRESSIVE DISORDER SINGLE EPISODE UNS
	Student 23	$ 37,768	87352 - OPEN WOUND OF FOREHEAD, COMPLICATED	Student 46	$ 25,003	M2600 - UNSPECIFIED ANOMALY OF JAW SIZE
	Student 24	$ 37,508	S82842A - DISPL BIMALLEOLAR FX LT LOW LEG INIT CLOSED FX		**$ 5,077,722**	

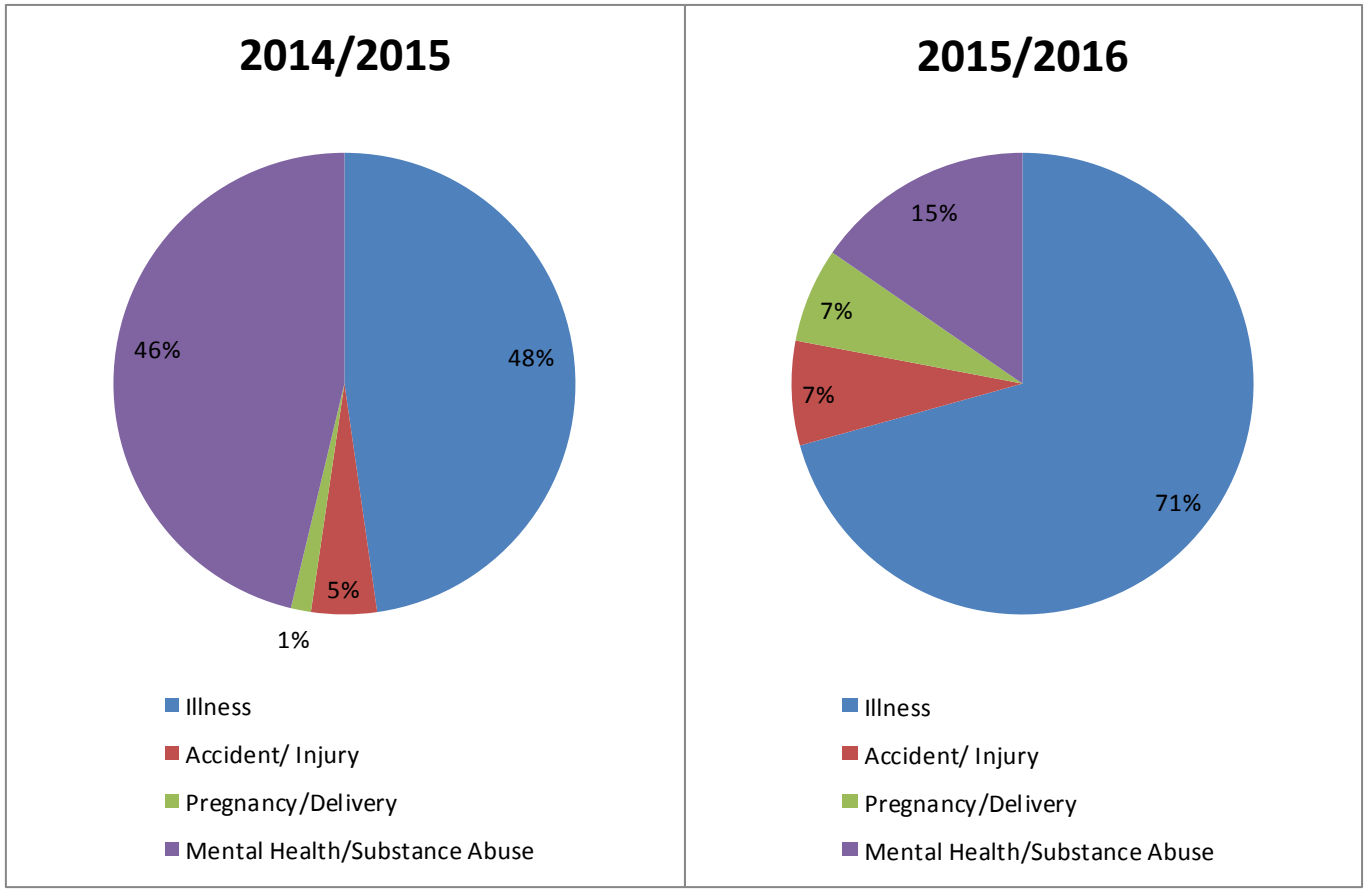
High Dollar Claims Data 2016/17

Policy Year	Status	Paid Amount	Diagnosis
2016-2017	Student 1	$ 199,804	F439 - REACTION TO SEVERE STRESS UNSPECIFIED
	Student 2	$ 128,654	F5000 - ANOREXIA NERVOSA UNSPECIFIED
	Student 3	$ 96,996	RX HUMIRA PEN FOR RHEUMETOID ARTHRITIS
	Student 4	$ 88,751	K709 - ALCOHOLIC LIVER DISEASE UNSPECIFIED
	Student 5	$ 80,914	M25559 - PAIN IN UNSPECIFIED HIP
	Student 6	$ 76,616	RX XYREM FOR NARCOLEPSY
	Student 7	$ 75,276	I471 - SUPRAVENTRICULAR TACHYCARDIA
	Dependent 1	$ 73,636	Q233 - CONGENITAL MITRAL INSUFFICIENCY
	Student 8	$ 72,852	F900 - ATTN-DEFICIT HYPERACTIVITY D/O INATTENTIVE TYPE
	Student 9	$ 67,523	RX TECFIDERA FOR MULTIPLE SCLEROSIS
	Student 10	$ 57,905	R040 - EPISTAXIS
	Student 11	$ 56,909	RX ENBREL FOR ARTHRITIS
	Student 12	$ 48,859	RX GILENYA FOR MULTIPLE SCLEROSIS
	Student 13	$ 48,532	D5700 - HB-SS DISEASE WITH CRISIS UNSPECIFIED
	Student 14	$ 46,434	G7001 - MYASTHENIA GRAVIS WITH ACUTE EXACERBATION
	Student 15	$ 38,514	RX HUMIRA PEN FOR RHEUMETOID ARTHRITIS
	Student 16	$ 37,273	K449 - DIAPHRAGMATIC HERNIA W/O OBSTRUCTION OR GANGRENE
	Student 17	$ 36,900	J329 - CHRONIC SINUSITIS UNSPECIFIED
	Student 18	$ 36,656	RX GILENYA FOR MULTIPLE SCLEROSIS
	Dependent 2	$ 35,652	O3442 - MATERNAL CARE OTH ABNORMALITIES CERVIX 2ND TRI
	Student 19	$ 34,007	F322 - MAJ DEPRESS D/O SINGLE EPIS SEV W/O PSYCH FEATUR
	Student 20	$ 33,817	T1491 - SUICIDE ATTEMPT
	Student 21	$ 33,049	S83511A - SPRAIN ANT CRUCIATE LIGAMENT RT KNEE INITIAL ENC
	Dependent 3	$ 32,203	G40824 - EPILEPTIC SPASMS INTRACTABLE WITHOUT SE
	Student 22	$ 32,043	G935 - COMPRESSION OF BRAIN
	Student 23	$ 30,994	K810 - ACUTE CHOLECYSTITIS
	Student 24	$ 30,658	K3580 - UNSPECIFIED ACUTE APPENDICITIS
	Student 25	$ 30,542	PBM CLAIM - REACHED OUT TO UHC FOR DETAIL
	Student 26	$ 30,248	PBM CLAIM - REACHED OUT TO UHC FOR DETAIL
	Student 27	$ 30,113	PBM CLAIM - REACHED OUT TO UHC FOR DETAIL
	Student 28	$ 30,052	S86912A - STRAIN UNS MUSCLE TENDON LOW LEG LT LEG INIT ENC
	Student 29	$ 29,676	F419 - ANXIETY DISORDER UNSPECIFIED
	Dependent 4	$ 28,725	P0730 - PRETERM NEWBORN UNSPECIFIED WEEKS OF GESTATION
	Student 30	$ 28,685	F1020 - ALCOHOL DEPENDENCE UNCOMPLICATED
	Student 31	$ 28,637	S82844A - NDSPL BIMALLEOLAR FX RT LOW LEG INIT ENC CLOSED
	Student 32	$ 28,112	T24101A - BURN 1ST DEG UNS SITE RT LL NO ANK FOOT INIT ENC
	Student 33	$ 27,464	S52501A - UNS FX LOWER END RT RADIUS INITIAL ENC CLOSED FX
	Student 34	$ 27,404	F439 - REACTION TO SEVERE STRESS UNSPECIFIED
	Student 35	$ 27,103	S82851A - DISPL TRIMALLEOLAR FX RT LOW LEG INIT CLOS FX
	Student 36	$ 26,859	K5090 - CROHNS DISEASE UNS WITHOUT COMPLICATIONS
		$ 2,005,042	

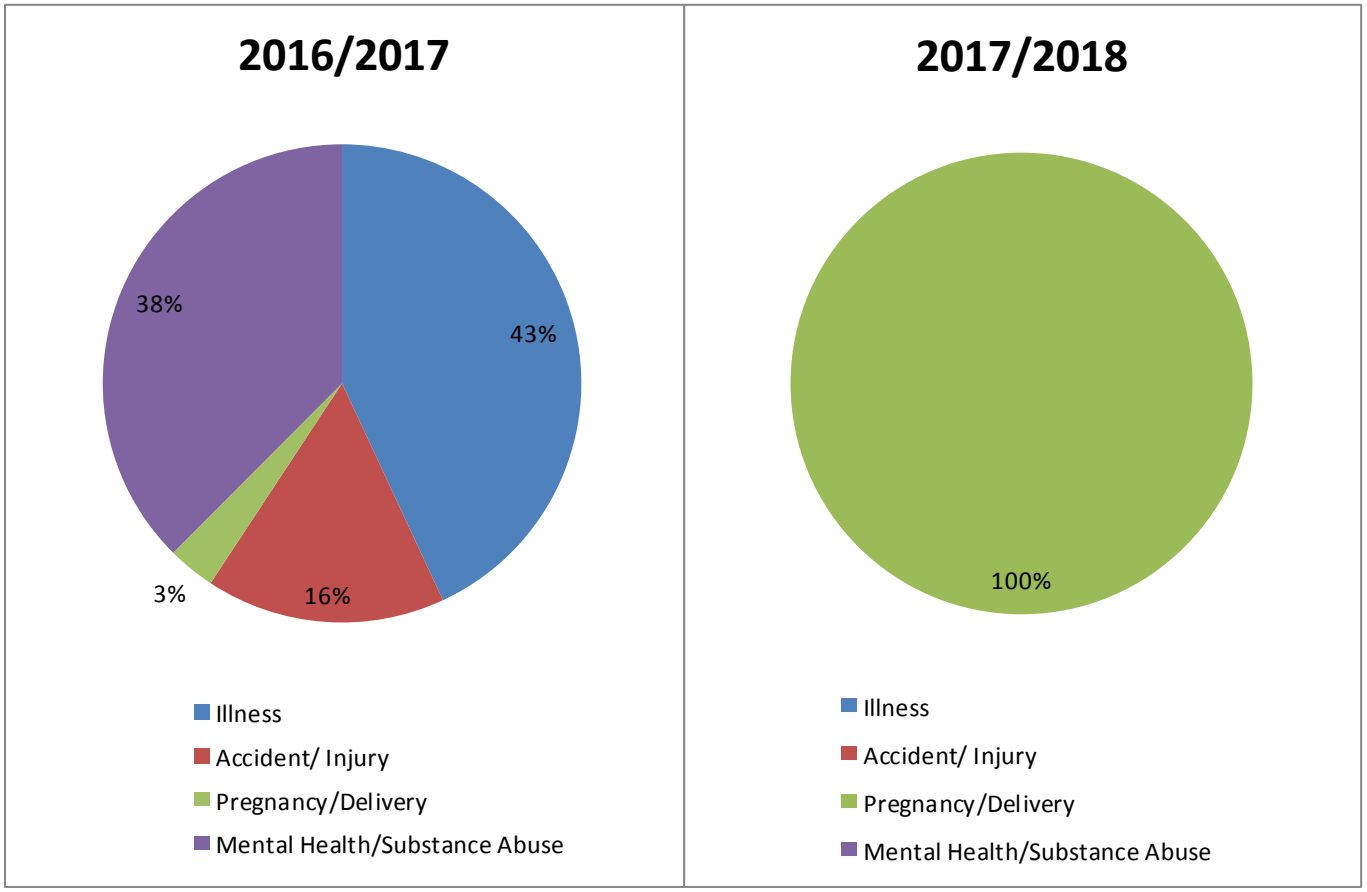
High Dollar Claims Data 2017/18

Policy Year	Status	Paid Amount	Diagnosis
2017-2018	Student 1	$ 25,922	O480 - POST-TERM PREGNANCY
		$ 25,922	

High Dollar Categories



High Dollar Categories

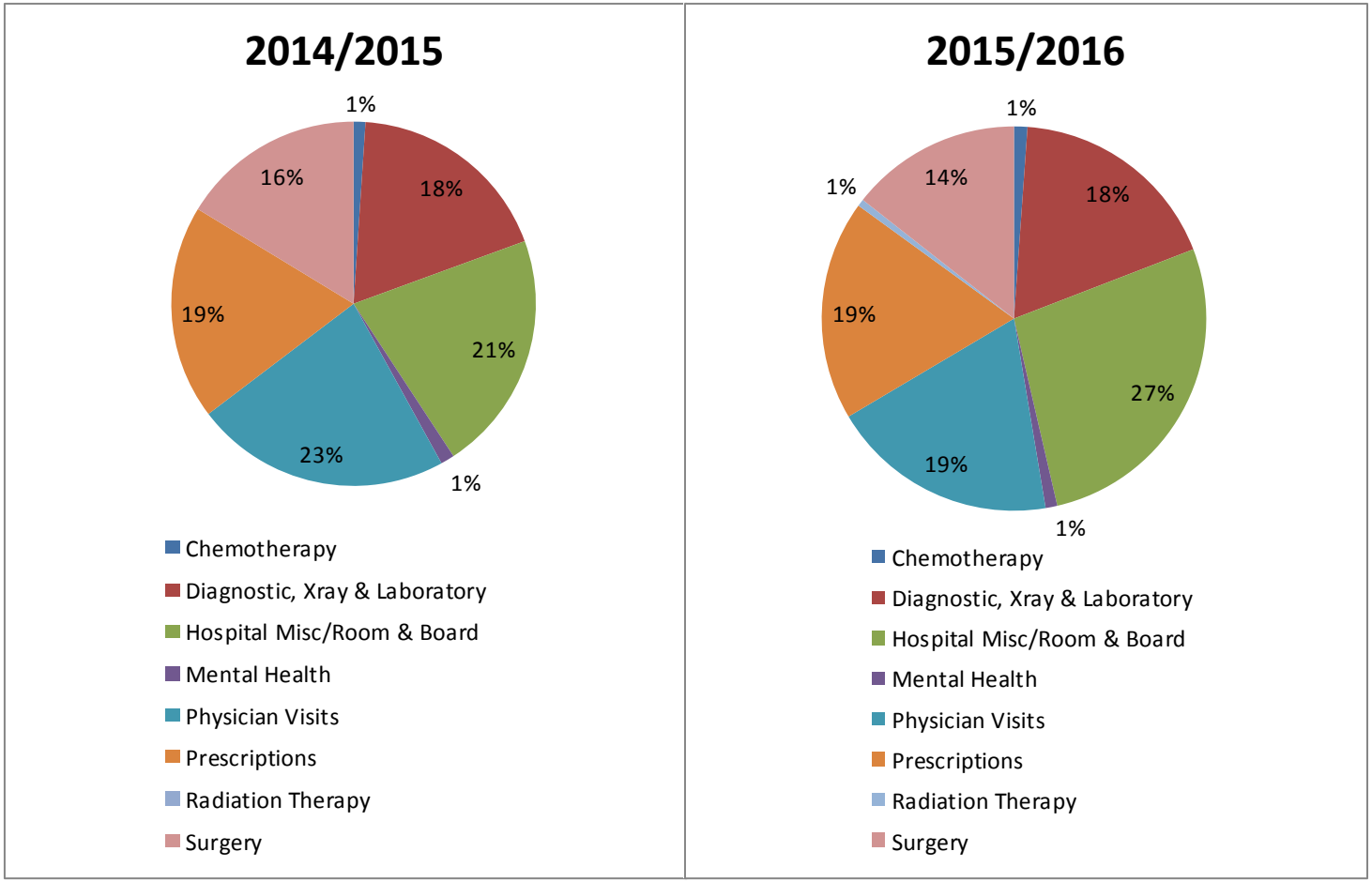


Top Benefit Expenses

Top Benefit Expenses	2014/2015	2015/2016	2016/2017	2017/2018
Chemotherapy	$ 84,644	$ 130,590	$ 48,473	$ -
Diagnostic, Xray & Laboratory	$ 1,481,951	$ 2,087,188	$ 1,670,898	$ 22,368
Hospital Misc/Room & Board	$ 1,723,044	$ 3,159,030	$ 1,560,009	$ 63,582
Mental Health	$ 98,495	$ 114,355	$ 320	$ -
Physician Visits	$ 1,829,682	$ 2,216,600	$ 2,119,568	$ 17,579
Prescriptions	$ 1,536,479	$ 2,146,864	$ 2,460,346	$ 128,416
Radiation Therapy	$ -	$ 69,344	$ -	$ -
Surgery	$ 1,315,500	$ 1,669,318	$ 1,517,484	$ 12,922

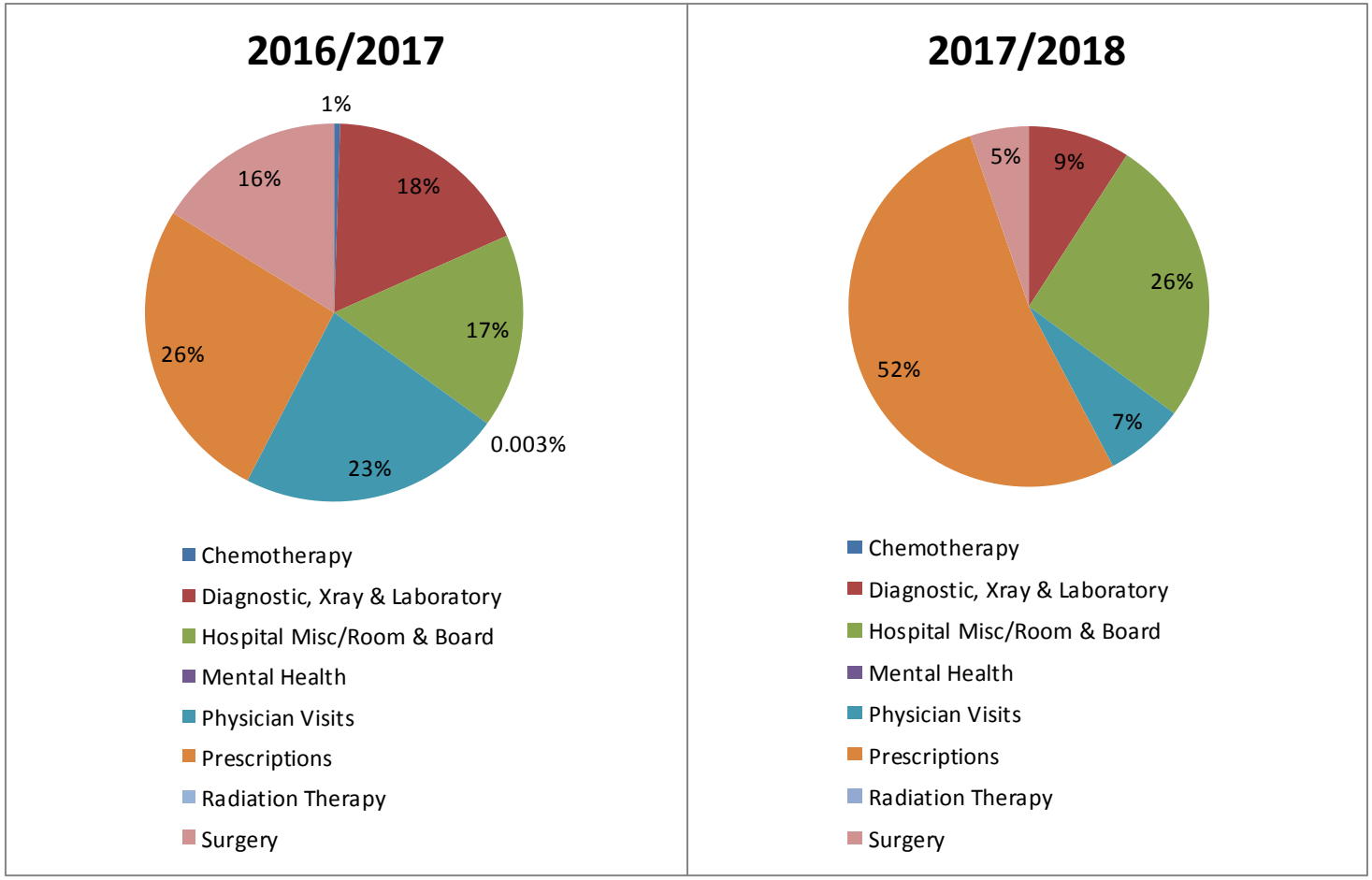
*Paid claims for prior policy years are cumulative and include runoff claims paid to date. Paid claims for the current policy year are cumulative to this point in time.

Top Benefit Expenses



* Paid claims for prior policy years are cumulative and include runoff claims paid to date. Paid claims for the current policy year are cumulative to this point in time.

Top Benefit Expenses



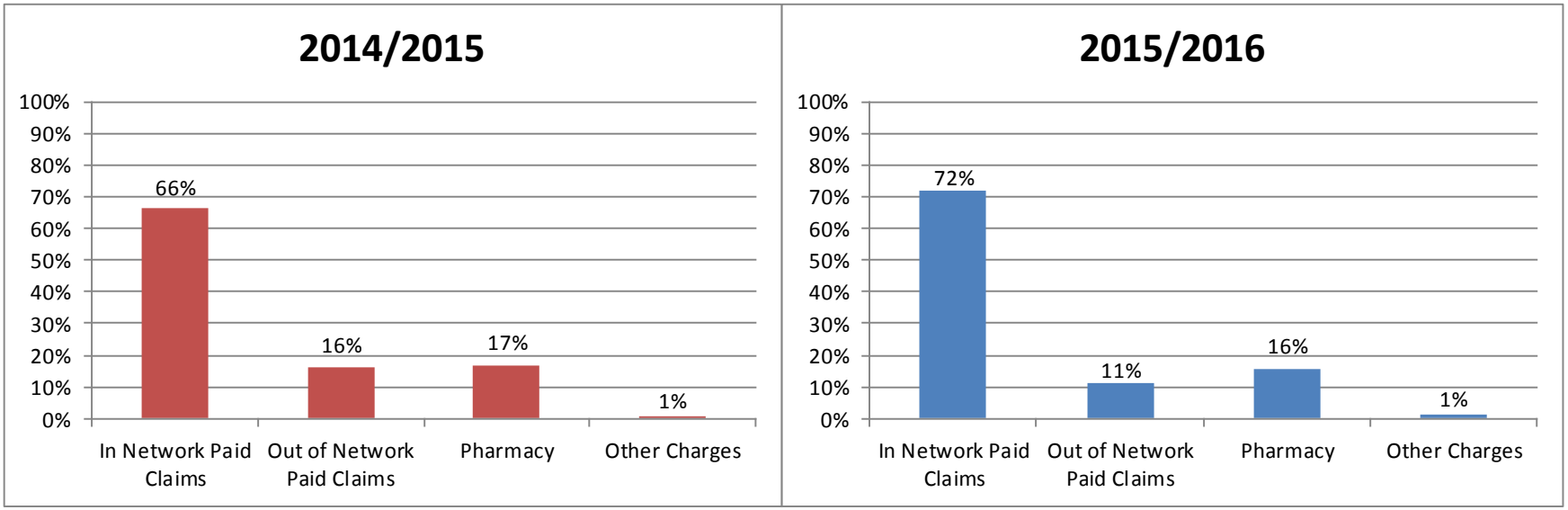
* Paid claims for prior policy years are cumulative and include runoff claims paid to date. Paid claims for the current policy year are cumulative to this point in time.

In/Out of Network Data

In/Out Network	2014/2015	2015/2016	2016/2017	2017/2018
In Network Paid Claims	$ 6,050,544	$ 9,720,397	$ 6,704,161	$ 129,022
% of Total Paid Claims	66%	72%	62%	49%
Out of Network Paid Claims	$ 1,475,457	$ 1,508,525	$ 1,406,844	$ 6,316
% of Total Paid Claims	16%	11%	13%	2%
Pharmacy	$ 1,536,479	$ 2,146,864	$ 2,460,346	$ 128,416
% of Total Paid Claims	17%	16%	23%	48%
Other Charges	$ 58,462	$ 184,344	$ 180,473	$ 1,517
% of Total Paid Claims	1%	1%	2%	1%
	$ 9,120,942	$ 13,560,129	$ 10,751,825	$ 265,272
	100%	100%	100%	100%

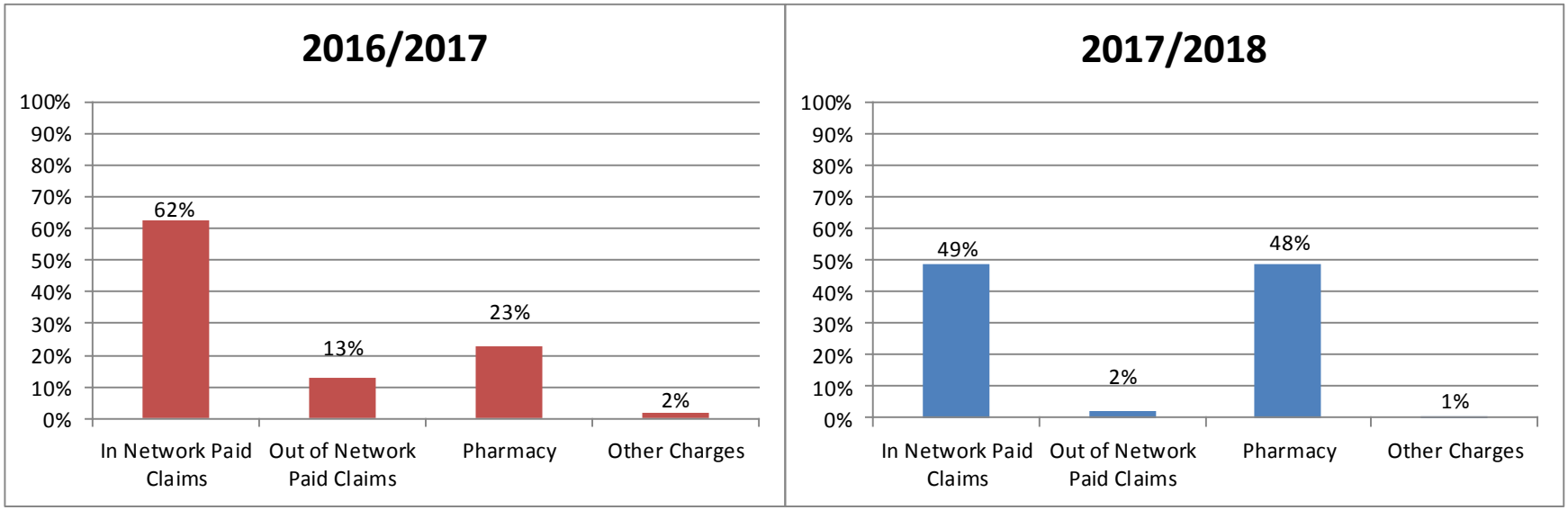
* Paid claims for prior policy years are cumulative and include runoff claims paid to date. Paid claims for the current policy year are cumulative to this point in time.

Network Data 2014/15 to 2015/16



* Paid claims for prior policy years are cumulative and include runoff claims paid to date. Paid claims for the current policy year are cumulative to this point in time.

Network Data 2016/17 to 2017/18



* Paid claims for prior policy years are cumulative and include runoff claims paid to date. Paid claims for the current policy year are cumulative to this point in time.

10. Amendment 1 Receipt Confirmation

Gallagher Student Health & Special Risk
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RECEIPT CONFIRMATION

RFP # NS22-140

Amendment 01

Amendment 01 consists of the following:

1. Attachment 1 – Questions and Answers posted.
2. Updated RFP document posted (updates in red wording).
3. RFP Closing Date has been extended to October 25, 2022, 5pm MT.

-----End of Amendment-----

NOTE: ***Return this signed and dated Amendment 01 Receipt Confirmation with your RFP response, otherwise, your proposal may be found non-responsive and given no further consideration.***

I confirm that I received and reviewed Amendment 01 for RFP #NS22-140.

Signature _____ Date 10/24/2022

Peter Finney, GSH President

Printed Name

Attachment 3 - VPAT Exhibits

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Gallagher | Student Health & Special Risk

GALLAGHER STUDENT HEALTH STANDARD DATA LAYOUT

V0.03

3/5/2021

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DRAFT

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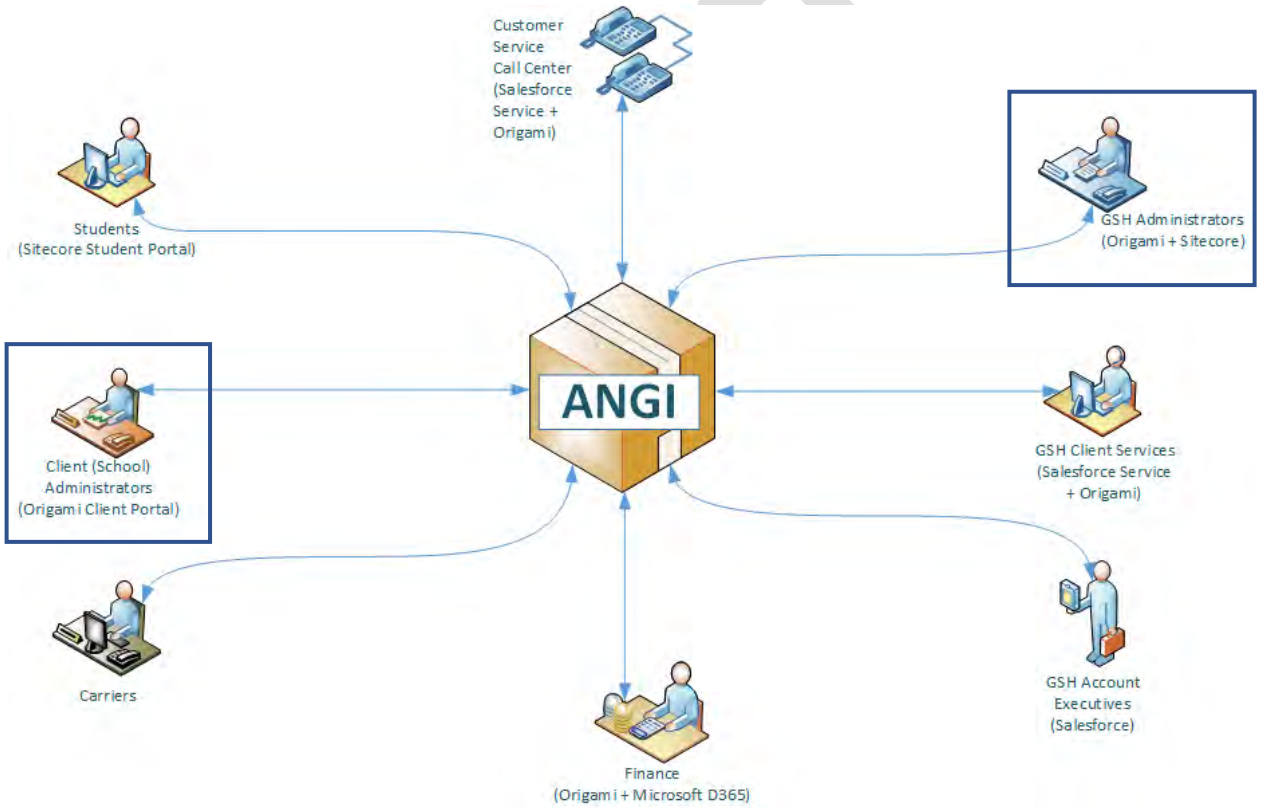
Intended Audience

The intended audience for this document is

- Client Administrators & Technical Staff
- Gallagher Student Health Administrators & Technical Staff



Welcome to Gallagher Student Health!

We have designed an integrated environment for our clients, called ANGI.

ANGI stands for *Affinity Next Generation Implementation*. It is a collection of systems working together to provide unparalleled service and support to our clients and their students.

Gallagher Student Health has developed a Standard Data Layout so that we can provide world-class service to our clients and have a smooth implementation. We have found that having a standard data layout ensures that your student's and dependent's information uploads into the ANGI system without issues. That means that we can spend time focusing on what is most important to you and your students – providing the service that you deserve.

What is involved in preparing the data?

We meet with you to review the data requirements. Our clients send us more than one file. Although the data requirements are the same, the purpose of the file may differ. For example:

- A Eligibility file gives us a list of students at your school who are eligible to enroll in coverage, or to waive coverage. This information is used to create Student Portal login accounts for eligible students. (Enroll / Waiver)
- If your school automatically enrolls students, the file is used to create Student Portal login accounts for students that are eligible to waive coverage. (Waiver Only)
- If your school sends an Update file, the way the file is used depends upon what rules you have asked us to follow. For example:
    - The Update Action is not a Full File – it adds new student records with coverages and updates coverages for existing student records.
    - The Update Action is a Full file - it adds new student records with coverages but terminates coverages for students whose records are not included.

The types of coverage are primarily Medical or Dental.

We work with you to review what rules might apply to the student records being imported. For example, students who live on-campus may be eligible for different coverages than students who are commuters.

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Timeline for Preparing Data

Table 1: Preparation Activities prior to ANGI Go Live Date

Days before Go Live	Client's Activities	Gallagher Student Health Activities
Prior to 30 Days	Meet to discuss data and any rules needed to set up coverages correctly.	Define the rules as part of the ANGI data import process. These rules are specific to each client.
30 Days	Upload a Test file	Import the Test file. Review and resolve issues found.
10 Days	Upload a full Live file	Import the Live file. Review and resolve issues found.
Go Live	ANGI is Live	ANGI is Live

The illustration below shows the activity preparing for ANGI going live on May 31, 2021.

Figure 1: Timeline for Preparing Data with ANGI Go Live Date 5/31/2021

Standard Data Layout Details

Table 2: Standard Data Layout Details

Field Name	Required Field (Y/N)	Max Length	Format	Definition
Student ID	Y	20	Text	Unique identifier for the student. **This cannot be changed.**
First Name	Y	50	Text	Subscriber's[1] or Dependent's first name
Middle Initial	N	1	Text	Subscriber's or Dependent's middle initial
Last Name	Y	50	Text	Subscriber's or Dependent's last name
Name Suffix	N	20	Text	The suffix is listed after the Student's or Dependent's name, and indicates the student holds a position, educational degree, accreditation, office, or honor (for example: **PhD**, **CCNA**, **OBE**). Other examples are generational designations like "**Sr.**" and "**Jr.**" and "**I**", "**II**", "**III**", etc.
Gender	Y	1	Text	**M**= Male, **F** = Female, **U** = Unknown
Date of Birth	Y	8	Text	MM/DD/YYYY – The Subscriber's or Dependent's date of birth
Relationship Code	Y	2	Text	01 = Student (Self), 02 = Spouse/Domestic Partner, 03 = Child
Class Level	Y	1	Text	Class Level is required if the school separates students based on class level. See Class Level Codes on page 7.
Student Status	C[2]	2	Text	**FT** = Full Time, **PT** = Part Time
Origin	Y	3	Text	**DOM** = Domestic, **INT** = International
Student Category	C	50	Text	The Student Category is an optional field, which allows for additional information to be tracked, if needed. This is a custom field which requires discussion with the Gallagher Student Health Enrollment Team.
Email Address	Y	50	Text	Preferred email address on record
Telephone Number	N	20	Text	Student's Telephone number
Campus Information	C	50	Text	School specific Codes or Labels used to define campus or schools within a university system. The values sent must be defined and will be loaded in GSH systems to support file processing.
Expected Graduation Date	Y	8	Text	MM/DD/YYYY – The Student's expected graduation date
Local Address Line 1	Y	50	Text	Student's or Dependent's mailing address
Local Address Line 2	N	50	Text	Additional address information, such as apartment number, suite number etc.
Local Address Line 3	N	50	Text	Additional address information, such as apartment number, suite number etc.
Local City	Y	50	Text	City where the student or dependent resides
Local State	Y	2	Text	State where the student or dependent resides
Local Zip	Y	5	Text	Zip code where the student or dependent resides – ONLY USE U.S. zip codes
Local Zip Extension	N	10	Text	Last 4 digits of a 9 digit zip code
International Postage Code	N	10	Text	Foreign Address – use this for the postal code
Country	Y	20	Text	Supply the country use ISO3165 Standard code list https://www.iso.org/iso-3166-country-codes.html

[1] Names can apply to the Student, Spouse, or Child
[2] C – Conditional field, based on the client's data requirements

Field Name	Required Field (Y/N)	Max Length	Format	Definition
Coverage Status Code	Y	6	Text	SO, SP, SP/Child, etc. See Coverage Status Codes on page 6
Effective Date	Y	8	Text	MM/DD/YYYY – The first date of the coverage period
Termination Date	Y	8	Text	MM/DD/YYYY – The last date of the coverage period
Coverage Period	Y	20	Text	The name or description of the period of coverage requested (for example: Annual, Fall, Spring, Summer, Winter, etc.) School specific Codes or Labels used to define period of coverage in the Insurance plan. The values sent need to be defined and will be loaded in GSH systems to support file processing.
Premium Amount	N	10	Text	Format (9999999.99)
Update Action[3]	Y	1	Text	**A** = Add/Update Coverage, **D** = Drop Coverage
School				School Name
Coverage				Coverage that the import is for. For example: Medical, Vision, Dental
Record Type				**Eligibility** –Records are for Students that are Eligible to Enroll **Enrollment** – Records are for Students that are Enrolled
Email Address Secondary	N			The Student's secondary email address
Matriculation Date	N	8	Text	MM/DD/YYYY – The Student's graduation date
Appointment Date	N	8	Text	MM/DD/YYYY – The date that a Student was appointed to a position (applies to post-graduate students)
Appointment Term Date	N	8	Text	MM/DD/YYYY – The date that a Student's appointed position ended
COBRA Eligible Start Date	N	8	Text	MM/DD/YYYY – The first date that a Student is eligible to apply for COBRA insurance coverage
COBRA Eligible End Date	N	8	Text	MM/DD/YYYY – The last date that a Student is eligible to apply for COBRA insurance coverage
Program Year	N			Academic Year that the program applies to
School Funded	N			Indicates if enrollment is paid for by the school
Student Account Code	N			School account code for a student ??? Is this an accounting subaccount?
Student ID Secondary	N			This is a second unique identifier for the student – this is an infrequent occurrence which may occur if the same student is enrolled in multiple schools in a University.
Bursar Term	N			Bursar term code, if used by the school
Registration Type	N			Registration Type - This is a custom field which requires discussion with the Gallagher Student Health Enrollment Team
Insurance Elig	N			**Y** or **N** - Indicates if the Student is eligible to enroll in insurance
Insurance Auto Enroll	N			**Y** or **N** - Indicates if the student is automatically enrolled by an Eligibility file
Health Fee Elig	N			**Y** or **N** - Indicates if the student is eligible for Grant Assistance with Health Plan Costs
Health Fee Auto Enroll	N			**Y** or **N** - Indicates if the student is automatically enrolled using Grant Assist, by an Eligibility file
Waiver Elig	N			**Y** or **N** - Indicates if the student is eligible to waive coverage
Bursar Billable	N			**Y** or **N** - Indicates if the student is billed by the school's Bursar
School Attribute 1	N			This information is provided on the school eligibility file.

[3] Updating applies to Eligibility/Coverage

Field Name	Required Field (Y/N)	Max Length	Format	Definition
School Attribute 2	N			This information is provided on the school eligibility file.
School Attribute 3	N			This information is provided on the school eligibility file.
School Attribute 4	N			This information is provided on the school eligibility file.
CarrierClassCode	N			Carrier Classification Codes are used for sending information to the carrier. They must meet the carrier's requirements for the outbound file.
SchoolClassCode	N			School Classification Codes are used to identify different student populations who have: • Different Start and End Dates • Different Premiums These codes are defined by each school
Subscriber ID	N			This is the Insurance Carrier's Subscriber ID for coverage that has been assigned to the student or the student's dependent

Definitions

Table 3: Definitions of Information Requested

Information requested	Description
Student	Refers to the student that the benefit is offered to – also known as the Primary Subscriber
Dependent	Dependents include spouse and children associated with the primary subscriber
Field Name (Column)	The various categories of information we request from our schools
Required Field (column)	This column categorizes each piece of information as required information (Y), not required information (N), or conditional (C), meaning that some groups will need to provide that information and others will not. The "conditions" are outlined in the definition column.
Maximum Length (column)	This is the maximum number of character, or positions, allowed for each piece of data
Definitions (column)	A brief description of the requested information

Student ID Requirements

1. The student's identification number ***must be a unique number for each student*** to retain correct historical claim information.
2. The student's identification number ***must never change or be reused***. No parentheses, dashes or other separator values are permitted.

Dependent ID Requirements

Table 4: Dependent ID Requirements

Field	Description

Dependent ID Number	The subscriber's student ID number
Relationship	**01** (Subscriber), **02** (Spouse), **03** (Child) Dependent Information must be listed right after the subscriber's information so that it is processed properly.

Example

In this example, John Smith is the Student. His spouse is Nicole Smith, and his child is John Smith Jr.

Student ID	First Name	Last Name	Relationship
123456789	John	Smith	01 Subscriber
123456789	Nicole	Smith	02 Spouse
123456789	John	Smith Jr.	03 Child

Coverage Status Codes

Coverage Status Codes describe what level of coverage a student has. They are as follows:

Code	Description
SO	Student Only
SP	Spouse
C	Child
F	Family
AC	All Children
SP/C	Spouse/Child
S>25	Student 25 & over

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Class Level Codes

Class Level Codes describes what category of the student population applies to the Student and is used to assign coverage for the student. They are as follows:

Class Level File Code	Class Level Description
C	CPS
DN	Dental
D	Doctoral
F	Fellow
G	Graduate
J	Jesuit Theology
L	Law
MA	Master
M	Medical
O	Other
PA	Physician Assistant
P	Professional
T	Theology
U	Undergraduate

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File Format

- **The file format should be comma separated values (CSV)**
- The data file should have column field names in row 1.
- Enclose address fields in double quotes. For example: "500 Main Street"
- Client should indicate end of line used "**LF**" - typically Linux/MacOS or "**CRLF**" - typically Windows generated files

File Naming Conventions

File names must remain consistent throughout the enrollment period.

Requested Name: **School_Uniqueidentifier*_Coveragetype_filetype_coverageperiod**

*Unique identifiers are only required when separate files are being sent for different student populations

Example 1: SchoolName_INT_Medical_Full_Annual2021 — This is a Full file for enrolling International students in the Medical Plan for Annual coverage starting in 2021

Example 2: SchoolName_Eligibility_Adds_Fall2021 — This is an Eligibility file for importing student records for Fall coverage starting in 2021

Coverage Types
Eligibility
Medical
Dental

File Types	Description
Full	School sends entire population in each file; enrolled students for the coverage period who are not present in the file can be optionally terminated
Update	School sends population with appropriate Update Action - "**A**" = Add/Update Coverage OR "**D**" = Drop Coverage

You may add additional information to the file name after the requested naming convention

Example: School_Uniqueidentifier_Eligibility_Adds_Fall2020_10152020_

Examples of Common Scenarios

Scenario for Waiver Only

Scenario for Auto Enroll

Scenario for Creating Eligible Student Records

This should have records that are being imported for eligibility.

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Scenario for Updating Student Records -- Adding and Removing Coverage

You can add and remove coverage in the same import file.

The sample data includes these records:

- John Smith has a spouse, Nicole, and a son, John Jr.
  - Three records are created, all associated with John's Student ID
  - Information specific to John Senior appears in the fields that are not required
  - John has his family **enrolled** in Annual Coverage

- Jennifer Jones is a single student.
  - She is **enrolled** in Annual coverage

- Marcia Palm is a single student.
  - She is a Part Time International student
  - She is **dropping** the Annual Coverage because she has obtained MassHealth insurance coverage

- Jim Bowman has a spouse, Agatha
  - Two records are created, associated with Jim's Student ID
  - Information specific to Jim appears in the fields that are not required
  - Jim and his wife are **enrolled** in Annual Coverage

- Samantha Wells has a spouse, Joseph Ellsen, and has recently gotten divorced
  - Two records are created, associated with Samantha's Student ID
  - Information specific to Samantha appears in the fields that are not required
  - Samantha and her husband are enrolled in Annual Coverage
  - The **coverage** for Samantha's ex-husband is being dropped

- Anna Brown is a single student
  - She is a Full Time International student
  - She is enrolled in Annual Coverage

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Gallagher Student Health Standard Data Layout

Field Name	John Smith, Student	Nicole Smith, Spouse	John Smith Jr., Child	Jennifer Jones, Student	Marcia Palm, Student	Jim Bowman, Student	Agatha Bowman, spouse	Samantha Wells, Student	Joseph Ellsen, Former spouse	Anna Brown, Student
Student ID	123456789	123456789	123456789	123468992	987301158	204789036	204789036	589346687	589346687	154325541
First Name	John	Nicole	John	Jennifer	Marcia	Jim	Agatha	Samantha	Joel	Anna
Middle Initial										
Last Name	Smith	Smith	Smith Jr.	Jones	Palm	Bowman	Bosman	Wells	Ellsen	Brown
Gender	M	F	M	F	F	M	F	F	M	F
Date of Birth	04/22/1995	05/25/1997	8/21/2020	1/19/2002	08/22/2001	03/15/2001	02/01/2002	05/02/1991	07/03/1990	05/15/1985
Relationship Code	01	02	03	01	01	01	02	01	02	01
Class Level	G	O	O	U	U	U	O	G	O	G
Student Status	FT			FT	PT	FT				
Origin	DOM	DOM	DOM	DOM	INT	DOM	DOM	DOM	DOM	INT
Student Category										
Email Address	Jsmith@other.edu	Jsmith@other.edu	JSmith@other.edu	jjJones@other.edu	MPalm@other.edu	Jbowman@other.edu	Jbowman@other.edu	Swells@other.edu	Swells@other.edu	Abrown@other.edu
Telephone Number										
Campus Information	Lowell			Boston	Amherst	Dartmouth		Worcester		Worcester
Expected Graduation Date	06/15/2022			06/15/2024	06/15/2024	06/15/2022		06/15/2023		06/15/2022
Local Address Line 1	7 Main St.	7 Main St.	7 Main St.	220 Prospect St.	170 E Hadley Rd	33 Forest St.	33 Forest St.	232 N Wells St.	232 N Wells St.	8 Main St.
Local Address Line 2	Apt. 22	Apt. 22	Apt. 22	Apt 2	Apt 88			Apt 25	Apt 25	
Local Address Line 3										
Local City	Springfield	Springfield	Springfield	Waltham	Amherst	St. Louis	St. Louis	Chicago	Chicago	Telford
Local State	MA	MA	MA	MA	MA	MO	MO	IL	IL	PA
Local Zip	01020	01020	01020	02453	01002	63111	63111	60614	60614	18969
Local Zip Extension										
International Postage Code										

Gallagher Student Health Standard Data Layout

Field Name	John Smith, Student	Nicole Smith, Spouse	John Smith Jr., Child	Jennifer Jones, Student	Marcia Palm, Student	Jim Bowman, Student	Agatha Bowman, spouse	Samantha Wells, Student	Joseph Ellsen, Former spouse	Anna Brown, Student
Country	United States	United States	United States	United States	United States	United States	United States	United States	United States	United States
Coverage Status Code	SO	SP	C	SO	SO	SO	SO	SO	SP	SO
Effective Date	08/01/2021	08/01/2021	08/01/2021	02/01/2021	08/01/2021	08/01/2021	08/01/2021	08/01/2021	08/01/2021	08/01/2021
Termination Date	07/31/2022	07/31/2022	07/31/2022	07/31/2022	07/31/2022	07/31/2022	07/31/2022	07/31/2022	07/31/2022	07/31/2022
Coverage Period	Annual	Annual	Annual	Annual	Annual	Annual	Annual	Annual	Annual	Annual
Premium Amount										
Update Action	A	A	A	A	D	A	A	A	D	A
School	Sample University	Sample University	Sample University	Sample University	Sample University	Sample University	Sample University	Sample University	Sample University	Sample University
Coverage	Medical	Medical	Medical	Medical	Medical	Medical	Medical	Medical	Medical	Medical
RecordType	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment
Email Address Secondary										
Matriculation Date										
Appointment Date										
Appointment Term Date										
COBRA Eligible Start Date										
COBRA Eligible End Date										
Program Year										
School Funded										
Student Account Code										
Student ID Secondary										
Bursar Term										
Registration Type										

Gallagher Student Health Standard Data Layout

Field Name	John Smith, Student	Nicole Smith, Spouse	John Smith Jr., Child	Jennifer Jones, Student	Marcia Palm, Student	Jim Bowman, Student	Agatha Bowman, spouse	Samantha Wells, Student	Joseph Ellsen, Former spouse	Anna Brown, Student
Insurance Elig										
Insurance Auto Enroll										
Health Fee Elig										
Health Fee Auto Enroll										
Waiver Elig										
Bursar Billable										
School Attribute 1										
School Attribute 2										
School Attribute 3										
School Attribute 4										
CarrierClassCode										
SchoolClassCode										
Subscriber ID										

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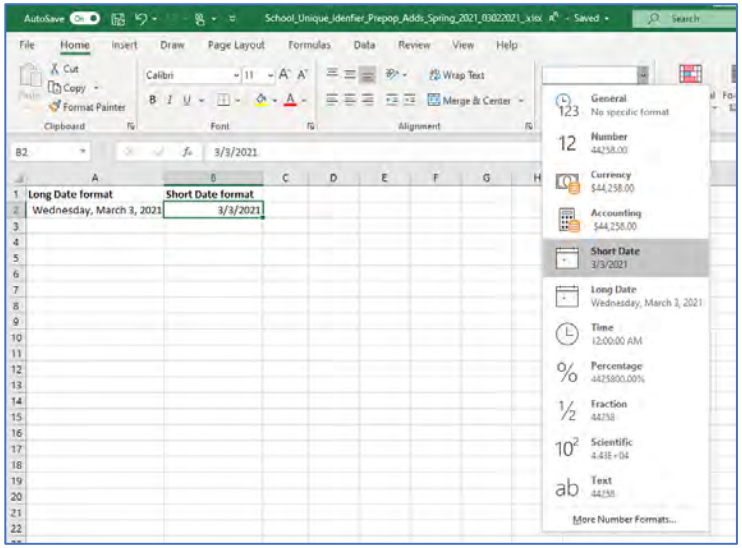
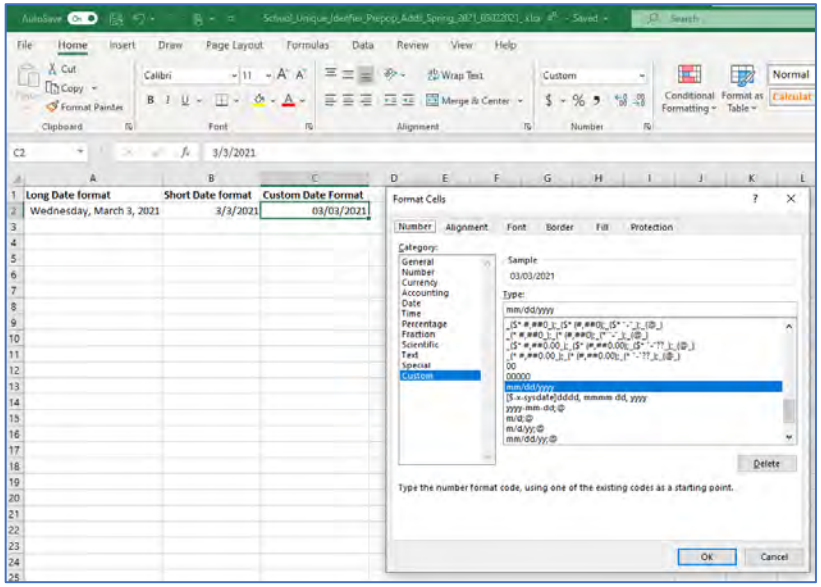
CSV Example for Preparing the Data File

These Screen Shots show the information in Excel. Note that the dates are formatted using a custom format of MM/DD/YYYY so that leading zeros are included in the data. For example:

Standard Date Formats in Excel	Custom Date Format in Excel
	

Address information should include open and closed quotes– for example, **15 June Rd, East** should appear as “15 June Rd, East”

A CSV file uses the commas to indicate a new field, unless quotes are used to show that the contents between the quotes are for a particular field and do not indicate the start of the next field.

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
1	StudentID	FirstName	MiddleInitial	Lastname	Gender	DateofBirth	RelationshipCode	ClassLevel	StudentStatus	Origin	StudentCategory	EmailAddress	Telephonenumber	CampusInformation	ExpectedGraduationDate	LocalAddressLine1	LocalAddressLine2	LocalAddressLine3
2	123456789	John		Smith	M	04/22/1995	01	G	FT	DOM		Jsmith@other.edu		Lowell	06/15/2022	7 Main St.	Apt. 22	
3	1234567892	Nicole		Smith	F	05/25/1997	02	O		DOM		Jsmith@other.edu				7 Main St.	Apt. 22	
4	1234567893	John		Smith Jr.	M	08/21/2020	03	O		DOM		JSmith@other.edu				7 Main St.	Apt. 22	
5	123468992	Jennifer		Jones	F	01/19/2002	01	U	FT	DOM		jjJones@other.edu		Boston	06/15/2024	220 Prospect St.	Apt 2	
6	987301158	Marcia		Palm	F	08/22/2001	01	U	PT	INT		MPalm@other.edu		Amherst	06/15/2024	170 E Hadley Rd	Apt 88	
7	204789036	Jim		Bowman	M	03/15/2001	01	U	FT	DOM		Jbowman@other.edu		Dartmouth	06/15/2022	33 Forest St.		
8	2047890364	Agatha		Bosman	F	02/01/2002	02	O		DOM		Jbowman@other.edu				33 Forest St.		
9	589346687	Samantha		Wells	F	05/02/1991	01	G	FT	DOM		Swells@other.edu		Worcester	06/15/2023	232 N Wells St.	Apt 25	
10	5893466875	Joel		Ellsen	M	07/03/1990	02	O		DOM		Swells@other.edu				232 N Wells St.	Apt 25	
11	154325541	Anna		Brown	F	05/15/1985	01	G	FT	INT		Abrown@other.edu		Worcester	06/15/2022	8 Main St.		

Figure 2: Excel Columns A through P

	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD	AE	AF	AG
1	Local Address Line 1	Local Address Line 2	Local Address Line 3	Local City	Local State	Local Zip	Local Zip Extension	International Postal Code	Country	Coverage Status Code	Effective date	Termination Date	Coverage Period	Premium Amount	Update Action	School	Coverage
2	7 Main St.	Apt. 22		Springfield	MA	01020			United States	SO	44409	44773	Annual		A	Sample University	Medical
3	7 Main St.	Apt. 22		Springfield	MA	01020			United States	SP	44409	44773	Annual		A	Sample University	Medical
4	7 Main St.	Apt. 22		Springfield	MA	01020			United States	C	44409	44773	Annual		A	Sample University	Medical
5	220 Prospect St.	Apt 2		Waltham	MA	02453			United States	SO	44228	44773	Annual		A	Sample University	Medical
6	170 E Hadley Rd	Apt 88		Amherst	MA	01002			United States	SO	44409	44773	Annual		D	Sample University	Medical
7	33 Forest St.			St. Louis	MO	63111			United States	SO	44409	44773	Annual		A	Sample University	Medical
8	33 Forest St.			St. Louis	MO	63111			United States	SO	44409	44773	Annual		A	Sample University	Medical
9	232 N Wells St.	Apt 25		Chicago	IL	60614			United States	SO	44409	44773	Annual		A	Sample University	Medical
10	232 N Wells St.	Apt 25		Chicago	IL	60614			United States	SP	44409	44773	Annual		D	Sample University	Medical
11	8 Main St.			Telford	PA	18969			United States	SO	44409	44773	Annual		A	Sample University	Medical

Figure 3: Excel Columns Q through AG

	AH	AI	AJ	AK	AL	AM	AN	AO	AP	AQ	AR	AS	AT	AU	AV
1	RecordType	EmailAddressSecondary	MatriculationDate	AppointmentDate	AppointmentTermDate	COBRAEligibleStartDate	COBRAEligibleEndDate	ProgramYear	SchoolFunded	StudentAccountCode	StudentIDSecondary	BursarTerm	RegistrationType	InsuranceElig	InsuranceAutoEnroll
2	Enrollment														
3	Enrollment														
4	Enrollment														
5	Enrollment														
6	Enrollment														
7	Enrollment														
8	Enrollment														
9	Enrollment														
10	Enrollment														
11	Enrollment														

Figure 4: Excel Columns AH through AV

	AW	AX	AY	AZ	BA	BB	BC	BD	BE	BF	BG
1	HealthFeeElig	HealthFeeAutoEnroll	WaiverElig	BursarBillable	SchoolAttribute1	SchoolAttribute2	SchoolAttribute3	SchoolAttribute4	CarrierClassCode	SchoolClassCode	SubscriberID
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											

Figure 5: Excel Columns AW through BG

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Exporting a Spreadsheet to CSV

Export the spreadsheet to CSV format:

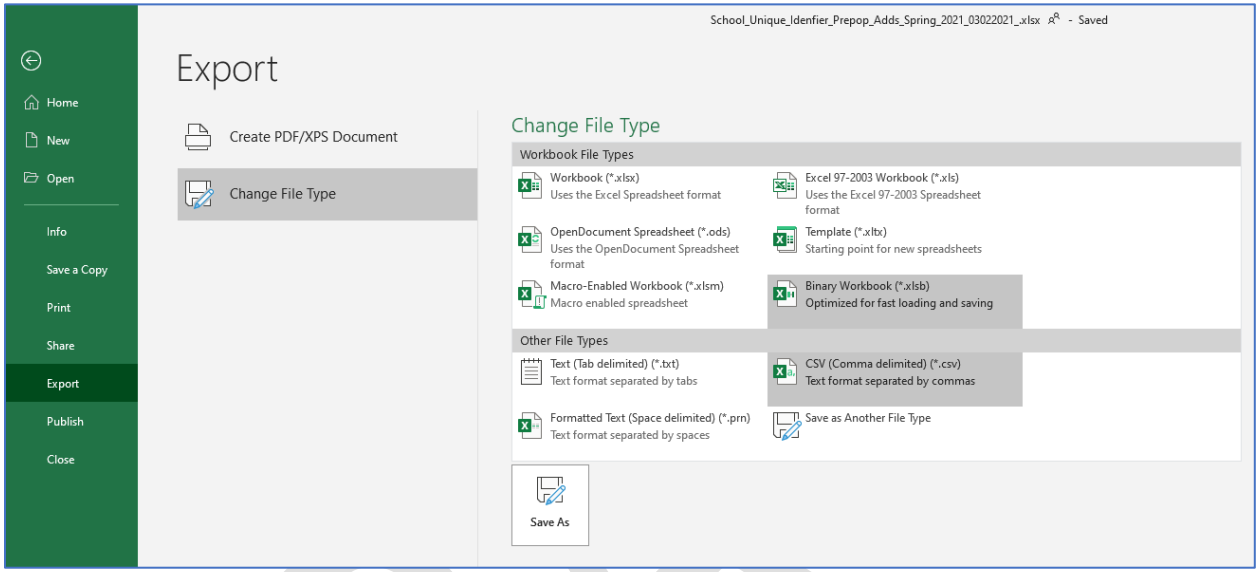

Figure 6: Export Spreadsheet to CSV File Type

After exporting to CSV, ***only use a text editor like Notepad*** to review the file.

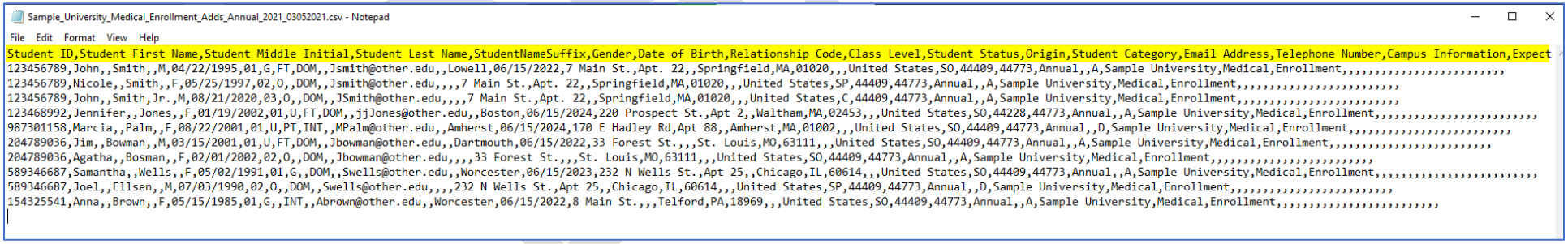

Figure 7: Sample CSV File Display in Notepad

The first line of a CSV file is the names of the fields. The second line and following contain the data.

Sample Files:

- School_Unique_Idenfier_Extended_Eligibility_Adds_Annual_2021_03052021_CSV_Publish 2021-03-05.pdf
- School_Unique_Idenfier_Extended_Eligibility_Adds_Annual_2021_03052021_Excel_Publish 2021-03-05.pdf

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ATTACHMENT 1

Student ID	Student First Name	Student Middle Initial	Student Last Name	StudentNameSuffix	Gender	Date of Birth	Relationship Code	Class Level	Student Status	Origin	Student Category	Email Address
123456789	John		Smith		M	04/22/1995	01	G	FT	DOM		Jsmith@other.edu
123456789	Nicole		Smith		F	05/25/1997	02	O		DOM		Jsmith@other.edu
123456789	John		Smith	Jr.	M	08/21/2020	03	O		DOM		JSmith@other.edu
123468992	Jennifer		Jones		F	01/19/2002	01	U	FT	DOM		jjJones@other.edu
987301158	Marcia		Palm		F	08/22/2001	01	U	PT	INT		MPalm@other.edu
204789036	Jim		Bowman		M	03/15/2001	01	U	FT	DOM		Jbowman@other.edu
204789036	Agatha		Bosman		F	02/01/2002	02	O		DOM		Jbowman@other.edu
589346687	Samantha		Wells		F	05/02/1991	01	G		DOM		Swells@other.edu
589346687	Joel		Ellsen		M	07/03/1990	02	O		DOM		Swells@other.edu
154325541	Anna		Brown		F	05/15/1985	01	G		INT		Abrown@other.edu

Telephone Number	Campus Information	Expected Graduation Date	Local Address Line 1	Local Address Line 2	Local Address Line 3	Local City	Local State	Local Zip	Local Zip Extension	International Postal Code
	Lowell	06/15/2022	7 Main St.	Apt. 22		Springfield	MA	01020		
			7 Main St.	Apt. 22		Springfield	MA	01020		
			7 Main St.	Apt. 22		Springfield	MA	01020		
	Boston	06/15/2024	220 Prospect St.	Apt 2		Waltham	MA	02453		
	Amherst	06/15/2024	170 E Hadley Rd	Apt 88		Amherst	MA	01002		
	Dartmouth	06/15/2022	33 Forest St.			St. Louis	MO	63111		
			33 Forest St.			St. Louis	MO	63111		
	Worcester	06/15/2023	232 N Wells St.	Apt 25		Chicago	IL	60614		
			232 N Wells St.	Apt 25		Chicago	IL	60614		
	Worcester	06/15/2022	8 Main St.			Telford	PA	18969		

Country	Coverage Status Code	Effective date	Termination Date	Coverage Period	Premium Amount	Update Action	School	Coverage	RecordType	EmailAddressSecondary
United States	SO	44409	44773	Annual		A	Sample University	Medical	Enrollment	
United States	SP	44409	44773	Annual		A	Sample University	Medical	Enrollment	
United States	C	44409	44773	Annual		A	Sample University	Medical	Enrollment	
United States	SO	44228	44773	Annual		A	Sample University	Medical	Enrollment	
United States	SO	44409	44773	Annual		D	Sample University	Medical	Enrollment	
United States	SO	44409	44773	Annual		A	Sample University	Medical	Enrollment	
United States	SO	44409	44773	Annual		A	Sample University	Medical	Enrollment	
United States	SO	44409	44773	Annual		A	Sample University	Medical	Enrollment	
United States	SP	44409	44773	Annual		D	Sample University	Medical	Enrollment	
United States	SO	44409	44773	Annual		A	Sample University	Medical	Enrollment	

MatriculationDate	AppointmentDate	AppointmentTermDate	COBRAEligibleStartDate	COBRAEligibleEndDate	ProgramYear	SchoolFunded	StudentAccountCode	StudentIDSecondary	BursarTerm

RegistrationType	InsuranceElig	InsuranceAutoEnroll	HealthFeeElig	HealthFeeAutoEnroll	WaiverElig	BursarBillable	SchoolAttribute1	SchoolAttribute2	SchoolAttribute3	SchoolAttribute4	CarrierClassCode

SchoolClassCode	SubscriberID

The first line in a CSV file is the header.

```
Student ID,Student First Name,Student Middle Initial,Student Last Name,StudentNameSuffix,Gender,Date of Birth,Relationship Code,Class Level,Student Status,Origin,Student Category,Email Address,Telephone Number,Campus Information,Expected Graduation Date,Local Address Line 1,Local Address Line 2,Local Address Line 3,Local City,Local State,Local Zip,Local Zip Extension,International Postal Code,Country,Coverage Status Code,Effective date,Termination Date,Coverage Period,Premium Amount,Update Action,School,Coverage,RecordType,EmailAddressSecondary,MatriculationDate,AppointmentDate,AppointmentTermDate,COBRAEligibleStartDate,COBRAEligibleEndDate,ProgramYear,SchoolFunded,StudentAccountCode,StudentIDSecondary,BursarTerm,RegistrationType,InsuranceElig,InsuranceAutoEnroll,HealthFeeElig,HealthFeeAutoEnroll,WaiverElig,BursarBillable,SchoolAttribute1,SchoolAttribute2,SchoolAttribute3,SchoolAttribute4,CarrierClassCode,SchoolClassCode,Subscriber ID
```

This is Record 1

```
123456789,John,,Smith,,M,04/22/1995,01,G,FT,DOM,,Jsmith@other.edu,,Lowell,06/15/2022,7 Main St.,Apt. 22,,Springfield,MA,01020,,,United States,SO,44409,44773,Annual,,A,Sample University,Medical,Enrollment,,,,,,,,,,,,,,,,,,,,,,,,,,
```

This is Record 2

```
123456789,Nicole,,Smith,,F,05/25/1997,02,O,,DOM,,Jsmith@other.edu,,,,7 Main St.,Apt. 22,,Springfield,MA,01020,,,United States,SP,44409,44773,Annual,,A,Sample University,Medical,Enrollment,,,,,,,,,,,,,,,,,,,,,,,,,,
```

This is Record 3

```
123456789,John,,Smith,Jr.,M,08/21/2020,03,O,,DOM,,JSmith@other.edu,,,,7 Main St.,Apt. 22,,Springfield,MA,01020,,,United States,C,44409,44773,Annual,,A,Sample University,Medical,Enrollment,,,,,,,,,,,,,,,,,,,,,,,,,,
```

This is Record 4

```
123468992,Jennifer,,Jones,,F,01/19/2002,01,U,FT,DOM,,jjJones@other.edu,,Boston,06/15/2024,220 Prospect St.,Apt 2,,Waltham,MA,02453,,,United States,SO,44228,44773,Annual,,A,Sample University,Medical,Enrollment,,,,,,,,,,,,,,,,,,,,,,,,,,
```

This is Record 5

```
987301158,Marcia,,Palm,,F,08/22/2001,01,U,PT,INT,,MPalm@other.edu,,Amherst,06/15/2024,170 E Hadley Rd,Apt 88,,Amherst,MA,01002,,,United States,SO,44409,44773,Annual,,D,Sample University,Medical,Enrollment,,,,,,,,,,,,,,,,,,,,,,,,,,
```

This is Record 6

```
204789036,Jim,,Bowman,,M,03/15/2001,01,U,FT,DOM,,Jbowman@other.edu,,Dartmouth,06/15/2022,33 Forest St.,,,St. Louis,MO,63111,,,United States,SO,44409,44773,Annual,,A,Sample University,Medical,Enrollment,,,,,,,,,,,,,,,,,,,,,,,,,,
```

This is Record 7

```
204789036,Agatha,,Bosman,,F,02/01/2002,02,O,,DOM,,Jbowman@other.edu,,,,33 Forest St.,,,St. Louis,MO,63111,,,United States,SO,44409,44773,Annual,,A,Sample University,Medical,Enrollment,,,,,,,,,,,,,,,,,,,,,,,,,,
```

This is Record 8

```
589346687,Samantha,,Wells,,F,05/02/1991,01,G,,DOM,,Swells@other.edu,,Worcester,06/15/2023,232 N Wells St.,Apt 25,,Chicago,IL,60614,,,United States,SO,44409,44773,Annual,,A,Sample University,Medical,Enrollment,,,,,,,,,,,,,,,,,,,,,,,,,,
```

This is Record 9 589346687,Joel,,Ellsen,,M,07/03/1990,02,O,,DOM,,Swells@other.edu,,,,232 N Wells St.,Apt 25,,Chicago,IL,60614,,,United States,SP,44409,44773,Annual,,D,Sample University,Medical,Enrollment,,,,,,,,,,,,,,,,,,,,,,,,,,

This is Record 10 154325541,Anna,,Brown,,F,05/15/1985,01,G,,INT,,Abrown@other.edu,,Worcester,06/15/2022,8 Main St.,,,Telford,PA,18969,,,United States,SO,44409,44773,Annual,,A,Sample University,Medical,Enrollment,,,,,,,,,,,,,,,,,,,,,,,,,,

Gallagher VPAT - October 2021

Redacted

Gallagher Student Health & Special Risk
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Gallagher at a glance

Gallagher has been designing solutions to meet our clients' unique needs for more than 90 years. We pioneered many of the innovations in risk management used by businesses in all industries today. We believe that the best environment for learning and growing is one that remembers the past and invents the future. Gallagher has divisions specializing in retail insurance brokerage operations, benefits and HR consulting, wholesale distributions and third-party administrations and claims processing.

As one of the largest insurance brokers in the world, Gallagher has approximately 700 offices in 33 countries and provides client-service capabilities in more than 150 countries around the world through our network of partners. Wherever you are – we're nearby.

Lyndsay Paparo
500 Victory Road
Quincy, MA 02171
Lyndsay_Paparo@ajg.com
gallagherstudent.com

Quotation for Graduate/ International Students

Boise State University
Student Health Insurance Programs
2023-2024 Final Renewal Quotations

February 23, 2023

Gallagher | Student Health & Special Risk

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Gallagher | Student Health & Special Risk

2023-2024 Recommendation

Carrier Name: Aetna

Gallagher | Student Health & Special Risk

	2022-2023 Final Annual Rate	2023-2024 Final Annual Rate	% Change to Expiring Rate	$ Change to Expiring Rate
Graduate Assistants	**$3,745**	**$3,056**	**-18.40%**	**-$689**

- Maintains current plan design:
- $1,250/$2,500 deductible
- 80%/60% coinsurance
- $100 Copay then 80%
- $25/$45/$75/$75
- No dependent coverage
- Includes sports accident coverage

Estimate: 500 students at $3,056 = $1,528,000

	2022-2023 Final Annual Rate	2023-2024 Final Annual Rate	% Change to Expiring Rate	$ Change to Expiring Rate
International Students	**$1,704**	**$1,704**	**0%**	**$0.00**

- Moves program to a fully ACA compliant plan:
- $250/$500
- 90%/70%
- $25 then 100%/70%
- $100 then 90%
- $25/$45/$75
- Includes dependent coverage/Includes sports accident coverage

Estimate: 160 students at $1,704 = $274,000

Gallagher | Student Health & Special Risk

Gallagher | Student Health & Special Risk

2023-2024 Summary Recommendation:

- Move program to Aetna Student Health for most competitive and comprehensive terms

✓ One risk pool

✓ One provider network

✓ Fully ACA compliant plan for both student populations

✓ Sports accident coverage for both student populations

✓ Ease of administration

✓ More negotiating power in the carrier marketplace

- Keep rates and benefits separated: ✓ **Graduate Assistants:**

  ✓ Maintain current benefit design

  ✓ Annual student rate: $3,056

  ✓ ***Achieves $334,165 annual premium savings to the University!***

  ✓ **International Students:**

  ✓ Move to fully ACA compliant plan with stronger benefit coverage

  ✓ Addition of sports accident coverage

  ✓ Annual student rate: $1,704

  ✓ ***Achieves flat renewal (no change in cost) for international students!***

ATTACHMENT 3

Gallagher | Student Health & Special Risk

Boise State University

1910 University Drive
Boise, ID 83725

Presented: February 28, 2023
Effective: July 1, 2023

Quotation for Athletics

2023-2024 Athletic Accident Insurance Proposal

Premium & Paid Claims History

Basic Intercollegiate Athletic Accident Policy
Paid Claims as of January 31, 2022

Kelly Eisenbies
Vice President

Gallagher Special Risk
500 Victory Road
Quincy, MA 02171
Kelly_Eisenbies@ajg.com

Chris Foti
Account Manager

Gallagher Special Risk
500 Victory Road
Quincy, MA 02171
Chris_Foti@ajg.com

Policy Year	Attachment Point	Stop Loss Premium	Paid Claims
2016-2017	$985,000	$105,883	$369,335
2017-2018	$625,000	$79,832	$625,439
2018-2019	$525,000	$69,900	$531,806
2019-2020	$506,000	$64,660	$351,597
2020-2021	$565,000	$62,074	$405,746
2021-2022	$565,000	$62,074	$217,885
2022-2023[1]	$565,000	$62,074	$51,187

1. Paid claims for the current policy year are not complete and considered to be immature at this point in time

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Premium Quotation – SIR Design

Insurance Carrier: Mutual of Omaha Insurance Company
2023-2024 Premium

Intercollegiate Athletic Accident Insurance

Accident Medical Expense - $90,000 per Injury Deductible - $0 per Injury

2023-2024 Self-Insured Retention (SIR) Quote	
Aggregate Deductible	$565,000
Stop Loss Premium	$53,591
Claims Administration Fee	$45,200
Gallagher Brokerage Fee	$25,000
TOTAL FIXED COST	$123,791
MAXIMUM POTENTIAL COST	**$688,791**

NOTE: The information contained in this proposal is only an outline of the benefits offered. It is NOT a complete explanation of the policy provisions or specifics of the policy benefits. No coverage is extended via this proposal and no representations are made other than what is stated in the policy. To review a complete description of the program coverage, exclusions, and benefits, please contact us for a specimen copy of the policy.

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BOISE STATE UNIVERSITY

SUBJECT

Micron Center for Materials Research (MCMR) – Metal Organic Chemical Vapor Phase Deposition (MOCVD) – Construction and Installation

REFERENCE

December 2021	Idaho State Board of Education (Board) approved the purchase of Aixtron Metal Organic Chemical Vapor Phase Epitaxy system
April 2023	Six-Year Capital Plan Amendment (concurrent)

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

When the Boise State University Micron Center for Materials Research building was constructed in 2019, multiple lab spaces were shelled so they could be built-to-suit at a later date. Lab spaces 125/127 were designated for future buildout of an Aixtron Metal Organic Chemical Vapor Phase Epitaxy system ("Aixtron system") with associated equipment and infrastructure. The Aixtron system is expected to be the only such system at a university in the U.S., and one of four in the world at a university.

In December 2021, Boise State received approval from the Board to purchase the Aixtron system equipment for the Lab 125/127 buildout. After purchase of the Aixtron system equipment, Boise State engaged an engineering firm to complete mechanical and electrical drawings to design the utility infrastructure required to support the Aixtron system equipment installation. Due to volatility in the construction market, the cost estimates to install the utility infrastructure for the Aixtron system were significantly higher than expected. Because this project initially did not meet the threshold for full Board approval, it did not receive planning and design approval pursuant to Idaho State Board of Education Governing Policies and Procedures, Sections V.K.3.a and V.K.4.

IMPACT

If approved, the university will proceed with bidding and construction of the supporting infrastructure and installation of the Aixtron system. This buildout will support state-of-the-art research and further the university's collaborations with federal research efforts in microelectronics and semiconductors. The source of funds is university funds.

ATTACHMENTS

Attachment 1 – Project Tracking Sheet
Attachment 2 – Project Budget

BOARD STAFF COMMENTS AND RECOMMENDATIONS

In December 2021, the Board approved the purchase of Aixtron Metal Organic Vapor Phase Epitaxy system as well as associated equipment and infrastructure. The infrastructure and equipment will support specialized federal government research efforts in microelectronics and semiconductors.

The total cost to install the utility infrastructure is estimated at $1,500,000 for approximately 1,900 square feet.

Staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to proceed with bidding and construction of the supporting infrastructure and installation of the Aixtron Metal Organic Vapor Phase Epitaxy system in an amount not to exceed $1.5M.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Office of the Idaho State Board of Education
Capital Project Tracking Sheet
As of: Apr-23

History Narrative

Institution/Agency: Boise State University **Project:** MCMR – Metal-Organic Chemical Vapor Disposition (MOCVD)

Project Description: Utility infrastructure and modifications to MCMR Labs 125 and 127 to support a new Aixtron 2D Cold Coupled Showerhead Metal Organic Chemical Vapor Phase Epitaxy system

Project Use: Infrastructure and equipment to support specialized research equipment used for federal government research efforts in microelectronics and semiconductors.

Project Size: $1,500,000 total estimated budget; space where equipment is located is approx.1,900 SF

	Sources of Funds				Use of Funds			
	PBF	ISBA	Other *	Total Sources	Planning	Use of Funds Const	Other	Total Uses
Initial Cost of Project	$ -	$ -		$ 1,500,000	$ 110,000	$ 1,100,000	$ 290,000	$ 1,500,000
History of Revisions:								
Proposed Revision	$ -	$ -						$ -
Total Project Costs	$ -	$ -	$ -	$ 1,500,000	$ 110,000	$ 1,100,000	$ 290,000	$ 1,500,000

			|---------- * Other Sources of Funds			----------|	
History of Funding:	PBF	ISBA	Institutional Funds	Student Revenue	Other	Total Other	Total Funding
	$ -	$ -	$ 1,500,000			$ 1,500,000	$ 1,500,000
						$ -	$ -
					-	-	-
Total	$ -	$ -	$ 1,500,000	$ -	$ -	$ 1,500,000	$ 1,500,000

MCMR Research – Metal-Organic Chemical Vapor Deposition (MOCVD) Project Budget

Project Number:	DPW 23-TBD
Project Title:	Micron Center for Materials Research – Metal-Organic Chemical Vapor Disposition (MOCVD)
Date:	February 2023

Category	Project Budget
Architectural Fees	$14,900
Construction Costs	$1,100,000
Testing, Inspections and Misc.	$80,000
Construction Contingency	$110,000
Subtotal	$1,304,900
University Costs	$95,100
Project Contingency	$100,000
Total Project Budget	**$1,500,000**

BOISE STATE UNIVERSITY

SUBJECT
Student Union Building Switchgear Replacement – Construction and Financing

REFERENCE
March 2022 Executive Director Project Approval

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Section V.K.

BACKGROUND/DISCUSSION
The purpose of this project is to replace the electrical switchgear in the Student Union Building at Boise State University (BSU). The electrical switchgear is original to the building, installed in 1966, and is beyond its useful life. The project scope includes the replacement of obsolete electrical equipment including the switchgear, conductors and bus duct. This is an alteration or repair to existing facilities requiring authorization under Policy V.K.1 due to anticipated project costs in excess of $1 million.

The original cost provided by the design-build contractor to replace the switchgear was $557,988, which was approved by the Board's Executive Director on March 11, 2022. Upon further investigation, it was determined that the bus duct feeding the switchgear should also be replaced resulting in an increase to the project cost of $377,511. A change order was requested by BSU, and was approved by the Idaho Division of Public Works and the contractor. This will cause the project to exceed the original approval, with an estimated cost of $935,500. In addition to the base project cost, the Project Budget includes a $300,000 contingency amount requested by DPW, with an additional contingency to cover possible unanticipated cost increases or additional replacement parts and related soft costs to be incurred.

The Student Union Building will remain occupied during the project apart from required power outages.

IMPACT
If approved, Boise State University will replace the existing electrical switchgear in the Student Union Building for an amount not to exceed $1.6M. The source of funds is institutional reserves.

ATTACHMENTS
Attachment 1 – Project Budget
Attachment 2 – Construction Contract
Attachment 3 – Executive Director Approval
Attachment 4 – Change Order

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The $1.6M estimated total funding comes from the original $557,988 cost to replace the switchgear, plus the $377,511 replacement of the bus duct feeding the switchgear, as well as the proportional increase in soft costs, such as contingencies.

Staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to replace the electrical switchgear in the Student Union Building in an amount not to exceed $1.6M.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ATTACHMENT 1

PROJECT BUDGET

PROJECT NUMBER: DPW 21-207

PROJECT TITLE: SUB Switchgear Replacement

CATEGORY	BUDGET
(AE) A/E FEES	21,000.00
(AR) A/E REIMBURSABLE	2,000.00
(CM) CONSTRUCTION MANAGER	
(MR) MGR REIMBURSABLE	
(CS) CONSULTANT	
(CR) CONSULT REIMBURSABLE	
(TC) TESTING DURING CONST	
(CC) CONSTRUCTION CONTRACT	935,500.00
(CO) CONTINGENCY & C.O.	100,000.00
SUBTOTAL CC+ CO	
(EQ) EQUIPMENT	
(M1) MISCELLANEOUS 1	
(M2) MISCELLANEOUS 2	
(M3) MISCELLANEOUS 3	
(CY) PROJECT CONTINGENCY	534,500.00
(PC) PLAN CHECK	6,900.00
(AD) ADVERTISING	100.00
(SS) SITE SURVEY	
(SI) SOIL INVESTIGATION	
TOTAL	1,600,000.00

ATTACHMENT 2

RECEIVED
MAY 05 2022
PUBLIC WORKS

DIVISION OF PUBLIC WORKS
FIXED PRICE CONSTRUCTION CONTRACT
BETWEEN OWNER AND CONTRACTOR

DPW PROJECT NO. 21-207
SUB Switchgear Replacement
Boise State University
Boise, ID

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FIXED PRICE CONSTRUCTION CONTRACT BETWEEN OWNER AND CONTRACTOR

THIS FIXED PRICE CONSTRUCTION CONTRACT BETWEEN OWNER AND CONTRACTOR (the "Contract") is by and between the State of Idaho, Department of Administration, Division of Public Works ("DPW" or the "Owner") and **Quality Electric** (the "Contractor") and is for the construction of the project (the "Project") identified as **DPW Project No. 21207** as more fully described in Exhibit A, and incorporated herein by reference. This Contract shall be effective on the Twenty Seventh day of April, 2022, when executed by both parties.

In consideration of the mutual promises, covenants, and agreements stated herein, and for other good and valuable consideration, the sufficiency of which is hereby acknowledged, the Owner and the Contractor agree:

ARTICLE 1
CONTRACT DOCUMENTS

1.1 The Contract Documents consist of this Contract, the drawings and specifications for the Project (the "Drawings and Specifications") identified in Exhibit C and any Addenda thereto issued prior to execution of this Contract, written amendments signed by both the Owner and the Contractor, Change Orders signed by both the Owner and the Contractor, Construction Change Directives and any written orders by the Design Professional for minor changes in the Work (the "Contract Documents"). Documents not included or expressly contemplated in this Article 1 do not, and shall not, form any part of the Contract Documents.

1.2 The term "Work" means the construction and services required by the Contract Documents, whether completed or partially completed, and includes all other labor, materials, equipment and services provided or to be provided by the Contractor to fulfill the Contractor's obligations.

ARTICLE 2
REPRESENTATIONS AND WARRANTIES OF THE CONTRACTOR

In order to induce the Owner to execute this Contract and recognizing that the Owner is relying thereon, the Contractor, by executing this Contract, makes the following express representations to the Owner:

2.1 The Contractor is fully qualified to act as the Contractor for the Project and has, and shall maintain, any and all licenses, permits or other authorizations necessary to act as the Contractor for, and to construct, the Project.

2.2 The Contractor has become familiar with the Project site and the local conditions under which the Project is to be constructed and operated particularly in correlation to the requirements of the Contract.

2.3 The Contractor has received, reviewed, compared, studied and carefully examined all of the documents which make up the Contract Documents, including the Drawings and Specifications, and any Addenda, and has found them in all respects to be complete, accurate, adequate, consistent, coordinated and sufficient for construction. Such review, comparison, study and examination shall be a warranty that the contractor believes that the documents are complete and the Project is buildable as described except as reported.

2.4 The Contractor warrants that the Contract Time is a reasonable period for performing the Work.

2.5 The Contractor warrants to the Owner and Design Professional that all labor furnished on this Project shall be competent to perform the tasks undertaken; materials and equipment furnished under the Contract will be new and of high quality unless otherwise required or permitted by the Contract Documents; that the Work will be complete, of high quality and free from defects not inherent in the quality required or permitted; and that the Work will strictly conform to the requirements of the Contract Documents. Any Work not strictly conforming to these requirements, including substitutions not properly approved and authorized, shall be considered defective. The Contractor's warranty excludes remedy for damage or defect caused by abuse by Owner or its representatives, modifications not executed by the Contractor, improper or insufficient maintenance, improper operation, or normal wear and tear and normal usage. If required by the Owner, the Contractor shall furnish satisfactory evidence as to the kind and quality

of materials and equipment. This warranty shall survive the completion of the Contract and final payment to the Contractor.

2.6 **Certification Concerning Boycott of Israel.** Pursuant to Idaho Code section 67-2346, if payments under the Contract exceed one hundred thousand dollars ($100,000) and Contractor employs ten or more persons, Contractor certifies that it is not currently engaged in, and will not for the duration of the Contract engage in, a boycott of goods or services from Israel or territories under its control. The terms in this section defined in Idaho Code section 67-2346 shall have the meaning defined therein.

ARTICLE 3
INTENT AND INTERPRETATION

With respect to the intent and interpretation of this Contract, the Owner and the Contractor agree as follows:

3.1 This Contract constitutes the entire and exclusive agreement between the parties with reference to the Project, and supersedes any and all prior discussions, communications, representations, understandings, negotiations or agreements. This Contract also supersedes any bid documents.

3.2 The intent of the Contract is to include all items necessary for the proper execution and completion of the Project and anything that may be required, implied or inferred by the documents which make up this Contract, or any one or more of them, shall be provided by the Contractor for the Fixed Price Contract Amount. The Contract Documents are complementary, and what is required by one shall be as binding as if required by all.

3.3 Nothing contained in this Contract shall create, nor be interpreted to create, privity or any other relationship whatsoever between the Owner and any person or entity except the Contractor; provided, however, that the Design Professional is entitled to performance and enforcement of obligations under the Contract intended or necessary to facilitate its duties. Any reference to the Owner, the Contractor or the Design Professional shall be deemed to include authorized representatives.

3.4 When a word, term or phrase is used in this Contract, it shall be interpreted or construed first as defined herein; second, if not defined, according to its generally accepted meaning in the construction industry; and third, if there is no generally accepted meaning in the construction industry, according to its common and customary usage.

3.5 The words "include," "includes," or "including," as used in this Contract, shall be deemed to be followed by the phrase "without limitation."

3.6 The specification herein of any act, failure, refusal, omission, event, occurrence or condition as constituting a material breach of this Contract shall not imply that any other, non-specified act, failure, refusal, omission, event, occurrence or condition shall be deemed not to constitute a material breach of this Contract.

3.7 The Contractor shall have a continuing duty to read, examine, review, compare and contrast each of the documents which make up this Contract, shop drawings and other submittals, and shall give timely written notice to the Owner and the Design Professional of any conflict, ambiguity, error or omission which the Contractor may find with respect to these documents before proceeding with the affected Work.

3.8 The express or implied approval by the Owner or the Design Professional of any shop drawings or other submittals shall not relieve the Contractor of the continuing duties imposed hereby, nor shall any such approval be evidence of the Contractor's compliance with this Contract. The Owner has requested that the Design Professional prepare documents for the Project, including the Drawings and Specifications for the Project, which are accurate, adequate, consistent, coordinated and sufficient for construction. HOWEVER, THE OWNER MAKES NO REPRESENTATION OR WARRANTY OF ANY NATURE WHATSOEVER TO THE CONTRACTOR CONCERNING SUCH DOCUMENTS. The Contractor again hereby acknowledges and represents that it has received, reviewed and carefully examined such documents; has found them to be complete, accurate, adequate, consistent, coordinated and sufficient for construction; and that the Contractor has not, does not and will not rely upon any representations or warranties by the Owner concerning such documents, as no such representations or warranties have been or are hereby made.

3.9 In the event of any conflict among any of the documents which make up this Contract, the Design Professional shall interpret the documents, and the interpretation shall be binding on both the Owner and Contractor; provided, however, that this does not change the Owner's right to make decisions regarding Claims in accordance with Article 13 and Article 14. If no interpretation is provided by the Design Professional, the most stringent requirement in the Contract Documents will apply.

ARTICLE 4
OWNERSHIP OF DOCUMENTS

4.1 Unless otherwise agreed by the Design Professional and its consultants, the party that prepared the drawings, specifications and other documents is the author of such with all copyright, common law, statutory and other reserved rights. The Contractor may retain one (1) record set of the Drawings and Specifications and other documents but shall not own or claim any copyright in them.

The Drawings and Specifications and other documents, and any copies, are to be used solely for this Project, and not on any other project, or additions to this Project outside this Contract, without written consent of the Owner, the Design Professional and the Design Professional's consultants; provided, however, that copies may be made of applicable portions as necessary for completion of the Work. Such copies shall include any copyright notice on the Drawings and Specifications and other documents.

Submission to or use by a regulatory body related to this Project is an acceptable use.

ARTICLE 5
CONTRACTOR'S PERFORMANCE

The Contractor shall perform all of the Work required, implied or reasonably inferable from this Contract, including the following:

5.1 Construction of the Project.

5.2 The furnishing of any required surety bonds and insurance.

5.3 The provision or furnishing, and prompt payment therefore, of labor, supervision, services, materials, supplies, equipment, fixtures, appliances, facilities, tools, transportation, storage, power, fuel, heat, light, cooling or other utilities required for construction and all necessary permits, including any required elevator permits, required for the construction of the Project. Construction projects for the State of Idaho require a building permit issued by the Division of Building Safety.

5.4 The creation and submission of a detailed and comprehensive set of marked up blue or black-lined record drawings. Said record drawings shall be submitted to and approved by the Design Professional as a condition precedent to final payment to the Contractor.

ARTICLE 6
TIME FOR CONTRACTOR'S PERFORMANCE

6.1 The Contractor shall commence the performance of this Contract in accordance with the "Notice to Proceed" (Exhibit F) issued by the Owner and shall diligently continue its performance to and until final completion of the Project. The Contractor shall accomplish Substantial Completion of the Project on or before the time indicated in Exhibit A. The period of time, including any adjustments made under this Contract, for the Contractor to reach Substantial Completion is the "Contract Time."

6.2 The Contractor may be assessed by and be responsible to the Owner for the amount indicated in Exhibit A per day for each and every calendar day of unexcused delay in achieving Substantial Completion beyond the date set forth for Substantial Completion. Any sums owed hereunder by the Contractor shall be payable not as a penalty but as liquidated damages, representing an estimate of delay damages likely to be sustained by the Owner estimated at the time of this Contract. When the Owner reasonably believes that Substantial Completion will be inexcusably

delayed, the Owner shall be entitled, but not required, to withhold from any amounts otherwise due the Contractor an amount then believed by the Owner to be adequate to recover liquidated damages applicable to such delays. If and when the Contractor overcomes the delay in achieving Substantial Completion, or any part thereof, for which the Owner has withheld payment, the Owner shall promptly release to the Contractor those funds withheld, but no longer applicable, as liquidated damages. The Owner's right to liquidated damages is not, and shall not be deemed to be, an exclusive remedy for delay and the Owner shall retain all remedies at law or in equity for delay or other breach.

6.3 The term "Substantial Completion," as used herein, shall mean that point at which, as certified in writing by the Design Professional, or if there is no Design Professional, as certified by the Owner, the entire Project is at a level of completion in strict compliance with the Contract Documents, such that the Owner or its designee can enjoy beneficial use or occupancy and can use or operate it in all respects for its intended purpose. If, in the reasonable determination of the Owner, receipt of operation and maintenance manuals or completion of training is necessary for such beneficial use or occupancy, then there shall be no Substantial Completion until such manuals are provided or such training is completed. Partial use or occupancy of the Project shall not result in the Project being deemed substantially complete, or accepted as substantially complete, and such partial use or occupancy shall not be evidence of Substantial Completion. The Project shall not be deemed accepted until it is finally complete.

6.4 Any request by the Contractor for an extension of the Contract Time must be made in accordance with, and is subject to, Article 13 and Article 14 related to Claims.

6.5 The Owner shall have no liability of any kind to the Contractor if a schedule or other document submitted by the Contractor shows an intention to complete the Work prior to the scheduled completion date and for any reason other than Owner caused delay, the Contractor is not able to achieve such early completion.

ARTICLE 7
FIXED PRICE AND CONTRACT PAYMENTS

7.1 The Owner shall pay, and the Contractor shall accept, as full and complete payment for the Contractor's timely performance of its obligations hereunder, the Fixed Price Contract Amount indicated in Exhibit A. The Fixed Price Contract Amount shall not be modified except as provided in this Contract.

7.2 Prior to approval of the contract, the Contractor shall prepare and present to the Owner and the Design Professional the Contractor's Schedule of Values apportioning the Fixed Price Contract Amount among the different elements of the Project for purposes of periodic and final payment. The Contractor's Schedule of Values shall be presented in the Owner's web-based construction management software. The Contractor shall not imbalance it's Schedule of Values nor artificially inflate any element thereof. The violation of this provision by the Contractor shall constitute a material breach of this Contract. The Contractor's Schedule of Values will be utilized for the Contractor's requests for payment but shall only be so utilized after it has been approved in writing by the Design Professional.

7.3 The Owner shall pay the Fixed Price Contract Amount to the Contractor in accordance with the procedures set forth in this Article. The Contractor shall submit a Contractor's Request for Payment, on or before the day of each month indicated in Exhibit A or otherwise agreed to, after commencement of performance, but no more frequently than once monthly. Said payment request shall be on made in the Owner's web-based construction management software, and shall include whatever supporting information as may be required by the Design Professional, the Owner or both. Therein, the Contractor may request payment for one hundred percent (100%) of the Work satisfactorily completed to the date of the Contractor's Request for Payment, less five percent (5%) retainage, based on the Fixed Price Contract Amount allocated on the Schedule of Values. The Contractor's Request for Payment may include only: properly provided labor, materials or equipment properly incorporated into the Project, and time and materials or equipment necessary for the Project or that will be incorporated into the Project and are properly stored at the Project site (or elsewhere if off-site storage is approved in writing by the Owner). The Contractor's Request for Payment must exclude the total amount of previous payments received from the Owner. Any payment on account of stored materials or equipment will be subject to the Contractor providing written proof that the Owner has title to such materials or equipment and that they are fully insured against loss or damage. Each such Contractor's Request for Payment shall be signed by the Contractor and its submission shall constitute the Contractor's affirmative representation that the quantity of Work has reached the level for which payment is requested; that the Work has been properly installed or performed in strict compliance with the Contract; that all Work for which the Owner has

previously paid is free and clear of any lien, claim or other encumbrance of any person whatsoever; and that the Contractor knows of no reason why payment should not be made as requested. As a condition precedent to payment, the Contractor shall, if required by the Owner, furnish to the Owner properly executed waivers or releases, in a form acceptable to the Owner, from all subcontractors, materialmen, suppliers or others having any claims or alleged claims, wherein said subcontractors, materialmen, suppliers or others shall acknowledge receipt of all sums due pursuant to all prior Contractor's Requests for Payment, and waive and relinquish any rights or other claims relating to the Project or Project site. The submission by the Contractor of the Contractor's Request for Payment also constitutes the Contractor's affirmative representation that, upon payment of the Contractor's Request for Payment submitted, title to all Work included in such payment shall be vested in the Owner.

Thereafter, the Design Professional shall review the Contractor's Request for Payment and may also review the Work at the Project site or elsewhere to determine whether the quantity and quality of the Work are as represented in the Contractor's Request for Payment and as required by this Contract. The Design Professional shall approve in writing the amount which, in the opinion of the Design Professional, is properly owing to the Contractor and such approval is required before the Owner shall have any payment obligation. The Design Professional may withhold such approval, in whole or in part, as necessary to protect the Owner if it reasonably believes that the quantity or quality of the Work is not as represented in the Contractor's Request for Payment or is not in strict conformance to the Contract Documents.

7.4 The Owner shall make payment to the Contractor no more than twenty-one (21) days following receipt by the Owner of the Design Professional's written approval of each Contractor's Request for Payment. The amount of each such payment shall be the amount approved for payment by the Design Professional less such amounts, if any, otherwise owing by the Contractor to the Owner or which the Owner shall have the right to withhold as authorized by this Contract. The Design Professional's approval of the Contractor's Request for Payment shall not preclude the Owner from the exercise of any of its rights it may have in this Contract, at law or in equity, as set forth in Paragraph 7.8 hereinafter.

7.5 Off-site storage will not be approved at locations more than thirty (30) miles from the Project site or outside the State of Idaho and any payment for any off-site storage is subject to the following:

.1 The Contractor must provide at least thirty (30) days' advance written notice of its request to store off-site. Such notice must include a description of the type, quantities, locations and values of materials involved for the next billing cycle. All invoices must indicate the type, quantities and value of materials or equipment for which payment is requested;

.2 All materials stored off-site must be segregated and clearly marked with the DPW Project number and as being the "Property of the State of Idaho;"

.3 The Design Professional and/or the Owner's Field Representative must have unrestricted access to the stored materials during all business hours and may physically inventory all invoiced materials and equipment and may physically inspect the storage conditions;

.4 The Contractor must provide written Consent of Surety to off-site storage of materials and equipment and to payment for such materials and equipment prior to incorporation in the Work. Consent must be from the Surety. Consent of local broker or agent is not acceptable;

.5 The Contractor must maintain and must provide to the Design Professional, upon request, a current log of stored materials and equipment, which reflects when materials and equipment are used or added; and

.6 The Contractor must obtain and maintain all risk property insurance at replacement cost, with the State of Idaho listed as loss payee on all materials and equipment stored off-site and in transit.

7.6 When payment is received from the Owner, the Contractor shall immediately pay all subcontractors, materialmen, laborer and suppliers the amounts they are due for the Work covered by such payment. The Contractor shall not withhold from a subcontractor or supplier more than the percentage withheld from a payment certificate for the subcontractor's or supplier's portion of the Work. In the event the Owner becomes informed that the Contractor has not paid a subcontractor, materialmen, laborer or supplier as provided herein, the Owner shall have the right, but not the duty, to issue future checks and payment to the Contractor of amounts otherwise due hereunder naming the

Contractor and any such subcontractor, materialmen, laborer or supplier as joint payees. Such joint check procedure, if employed by the Owner, shall create no rights in favor of any person or entity beyond the right of the named payees to payment of the check and shall not be deemed to commit the Owner to repeat the procedure in the future.

7.7 Payment to the Contractor, utilization of the Project for any purpose by the Owner, or any other act or omission by the Owner shall not be interpreted or construed as an acceptance of any Work of the Contractor not strictly in compliance with this Contract.

7.8 The Owner shall have and be entitled to the right to refuse to make any payment, including by reducing payment under any Contractor's Request for Payment, and, if necessary, may demand the return of a portion or all of an amount previously paid to the Contractor for reasons that include the following:

.1 The quality of the Contractor's work, in whole or part, is not in strict accordance with the requirements of this Contract or identified defective work, including punch list work, is not remedied as required by the Contract Documents;

.2 The quantity of the Contractor's work, in whole or in part, is not as represented in the Contractor's Request for Payment or otherwise;

.3 The Contractor's rate of progress is such that, in the Owner's opinion, Substantial Completion or final completion, or both, may be inexcusably delayed or that the Owner will incur additional costs or expense related to repeated Substantial Completion or final completion inspections through no fault of the Owner;

.4 The Owner reasonably believes that the Contractor has failed to use Contract funds, previously paid the Contractor by the Owner, to pay Contractor's project-related obligations, including subcontractors, laborers and material and equipment suppliers;

.5 There are claims made or it seems reasonably likely that claims will be made, against the Owner;

.6 The Contractor has caused a loss or damage to the Owner, the Design Professional or another contractor;

.7 The Owner reasonably believes that the Project cannot be completed for the unpaid balance of the Fixed Price Contract Amount or the Owner reasonably believes that the Project cannot be completed within the Contract Time and that the unpaid balance of the Fixed Price Contract Amount would be inadequate to cover the cost of actual or liquidated damages for the anticipated delay;

.8 The Contractor fails or refuses to perform any of its obligations to the Owner; or

.9 The Contractor fails to pay taxes as required by Title 63, Chapter 15, Idaho Code.

In the event that the Owner makes written demand upon the Contractor for amounts previously paid by the Owner as contemplated in Paragraph 7.8, the Contractor shall promptly comply with such demand.

7.9 If the Owner, without cause, fails to pay the Contractor any amounts due and payable thirty (30) days after those amounts are due pursuant to Paragraph 7.4, the Contractor shall have the right to cease the Work until receipt of proper payment. Contractor must first provide written notice to the Owner of the Contractor's intent to cease the Work ten (10) days prior to stopping the Work under this Paragraph. If any amounts remain unpaid after fifty-one (51) days after the Design Professional approves the Contractor's Request for Payment under Paragraph 7.4, interest at the rate of four percent (4%) per annum shall accrue on those unpaid amounts.

7.10 When Contractor considers Substantial Completion has been achieved, the Contractor shall notify the Owner and the Design Professional in writing and shall furnish to the Design Professional a listing of those matters yet to be finished. The Design Professional will thereupon conduct an inspection to confirm that the Work is, in fact, substantially complete. Upon its confirmation that the Contractor's work is substantially complete, the Design Professional will so notify the Owner and Contractor in writing and will therein set forth the date of Substantial Completion. The Owner and the Contractor must accept the date of Substantial Completion in writing. Guarantees and warranties required by this Contract shall commence on the date of Substantial Completion. At the Contractor's

Request for Payment following Substantial Completion, the Owner shall pay the Contractor an amount sufficient to increase total payments to the Contractor to ninety-five percent (95%) of the Fixed Price Contract Amount, less any liquidated damages, less the reasonable costs as determined by the Design Professional for completing all incomplete work, correcting and bringing into conformance all defective and nonconforming work, and handling any outstanding or potential claims. If the Design Professional determines that the Contractor has made or is making satisfactory progress on any uncompleted portions of the Work, the Owner may, at its discretion, release a portion of the retainage to the Contractor prior to the actual final completion of the conditions set forth in Paragraph 7.13. It is the intent of the parties that the Project will be accepted only in total (at Substantial Completion and final completion) and not in phases unless provided for in Exhibit A. Any acceptance other than in total shall require written agreement of Owner and Design Professional.

7.11 When Contractor considers the Project is at final completion, it shall notify the Owner and the Design Professional thereof in writing. Thereupon, the Design Professional will perform a final inspection of the Project. If the Design Professional confirms that the Project is complete in full accordance with the Contract Documents and that the Contractor has performed all of its obligations to the Owner, the Design Professional will furnish a final approval for payment to the Owner certifying to the Owner that the Project is complete and the Contractor is entitled to the remainder of the unpaid Fixed Price Contract Amount, less any amount withheld pursuant to this Contract.

7.12 If the Contractor fails to achieve final completion within a reasonable number of days as established by the Design Professional from the date of Substantial Completion, the Contractor may be assessed and be responsible to the Owner for fifty percent (50%) of the daily amount of liquidated damages as established pursuant to Paragraph 6.2 and Exhibit A, per day for each and every calendar day of unexcused delay in achieving final completion beyond the date established for final completion of the Work. Any sums due and payable hereunder by the Contractor shall be payable not as a penalty but as liquidated damages representing an estimate of delay damages likely to be sustained by the Owner, estimated at or before the time of executing this Contract. When the Owner reasonably believes that final completion will be inexcusably delayed, the Owner may withhold from any amounts otherwise due the Contractor an amount then believed by the Owner to be adequate to recover liquidated damages applicable to such delays. If and when the Contractor overcomes the delay in achieving final completion, or any part thereof, for which the Owner has withheld payment, the Owner shall promptly release to the Contractor those funds withheld, but no longer applicable, as liquidated damages. The Owner's right to liquidated damages is not, and shall not be deemed to be, an exclusive remedy for delay and the Owner shall retain all remedies at law or in equity for delay or other breach.

7.13 As a condition precedent to final payment, the Contractor must furnish the Owner, in the form and manner required by Owner, and with a copy to the Design Professional of the following:

.1 An affidavit that all of the Contractor's obligations to subcontractors, laborers, equipment or material suppliers or other third parties in connection with the Project have been paid or otherwise satisfied;

.2 A release by the Contractor of all Claims it has or might have against the Owner or the Owner's property (DPW's form, Exhibit H);

.3 Contractor's Affidavit of Debts and Claims (AIA Document G706);

.4 Consent of Surety to final payment (AIA Document G707);

.5 Confirmation of all required training, product warranties, operating manuals, instruction manuals and other record documents, drawings and things customarily required of the Contractor; and

.6 A Public Works Contract Tax Release issued by the Idaho Tax Commission (See "Request for Tax Release" form, Exhibit G, to be submitted by Contractor to the Idaho Tax Commission).

7.14 The Owner shall, subject to its rights set forth in this Contract, make final payment of all sums due the Contractor within thirty (30) days of the Design Professional's execution of a final approval for payment and receipt of documentation required by Paragraph 7.13, whichever is received later.

ARTICLE 8
INFORMATION AND MATERIAL SUPPLIED BY THE OWNER

8.1 The Administrator of DPW or his designee shall be the sole representative of the State of Idaho. The Design Professional shall have authority to bind Owner only as specifically set forth in this Contract.

8.2 The Owner will assign a Project Manager and a Field Representative to represent the Owner, identified in Exhibit B. The Owner's Field Representative's duties, responsibilities and limitations of authority are in accordance with DPW's policies and procedures.

8.3 The Owner shall furnish to the Contractor, prior to the execution of this Contract, any and all written and tangible material in its possession concerning conditions below ground at the site of the Project. Such written and tangible material is furnished to the Contractor only in order to make complete disclosure of such material as being in the possession of the Owner and for no other purpose. By furnishing such material, the Owner does not represent, warrant or guarantee its accuracy, either in whole in part, implicitly or explicitly.

8.4 The Owner will secure and pay for all required easements, the plan check fee required by the Division of Building Safety, conditional use permits and any other permits and fees specifically indicated in the Contract Documents to be secured and paid for by the Owner.

8.5 The Owner will provide the Contractor one (1) copy of this complete Contract and the number of sets of Drawings and Project Manuals (including Specifications) as indicated in Exhibit A. The Contractor may purchase additional copies, at its expense, from the Design Professional.

ARTICLE 9
STOP WORK ORDER

9.1 In the event the Contractor fails or refuses to perform the Work as required or fails or refuses to correct nonconforming Work, the Owner may instruct the Contractor to stop Work in whole or in part. Upon receipt of such instruction, the Contractor shall immediately stop as instructed by the Owner and shall not proceed further until the cause for the Owner's instructions has been corrected, no longer exists or the Owner instructs that the Work may resume. In the event the Owner issues such instructions to stop, and in the further event that the Contractor fails and refuses within seven (7) days of receipt of same to provide adequate assurance to the Owner that the cause of such instructions will be eliminated or corrected, then the Owner shall have the right, but not the obligation, to carry out the Work with its own forces or with the forces of another contractor, and the Contractor shall be fully responsible and liable for the costs of performing such Work by the Owner. Without limiting what else might constitute nonconforming Work, the existence of a gross safety violation or other situation or condition that creates, or could imminently create, a threat of serious harm to persons or property, shall constitute nonconforming Work and any order to stop the Work issued for such reason shall not be considered an interference with the Contractor's performance of the Work or its means and methods. The rights set forth herein are in addition to, and without prejudice to, any other rights or remedies the Owner may have against the Contractor.

9.2 Any order to stop the Work issued pursuant to Paragraph 9.1 shall not be used to justify any Claim by the Contractor for additional time or money.

ARTICLE 10
DUTIES, OBLIGATIONS AND RESPONSIBILITIES OF THE CONTRACTOR

In addition to any and all other duties, obligations and responsibilities of the Contractor set forth in this Contract, the Contractor shall have and perform the following duties, obligations and responsibilities to the Owner:

10.1 The Contractor's continuing duties set forth in Paragraph 3.7 are by reference hereby incorporated in this Paragraph 10.1. The Contractor shall not perform Work without adequate plans and specifications or, as appropriate, approved shop drawings or other submittals. If the Contractor performs Work knowing or believing it involves an error, inconsistency or omission in the Contract without first providing written notice to the Design Professional and Owner, the Contractor shall be responsible for such Work and shall pay the cost of correcting same.

10.2 The Contractor shall take field measurements and verify field conditions and shall carefully compare such field measurements and conditions and other information known to the Contractor with the Contract Documents before commencing Work. Errors, inconsistencies or omissions discovered shall be reported to the Design Professional, the Owner and the Owner's Field Representative immediately. Such examination, review and comparison shall be a warranty that the Contract Documents are complete and the Project is buildable as described except as reported. Reported errors, inconsistencies or omissions will constitute a request for an interpretation by the Design Professional and may constitute a claim pursuant to Article 13 hereof where appropriate.

10.3 The Contractor shall ensure that all Work shall strictly conform to the requirements of this Contract.

10.4 The Work shall be strictly supervised, the Contractor bearing full responsibility for any and all acts or omissions of those engaged in the Work on behalf of the Contractor.

10.5 All labor furnished on this Project shall be competent to perform the tasks undertaken; materials and equipment furnished under the Contract will be new and of high quality unless otherwise required or permitted by the Contract Documents; the Work will be complete, of high quality and free from defects not inherent in the quality required or permitted; and the Work will strictly conform to the requirements of the Contract Documents. Any Work not strictly conforming to these requirements, including substitutions not properly approved and authorized, shall be considered defective.

10.6 Except as provided in Paragraph 8.4, the Contractor shall secure or provide and pay for all licenses, permits required by the Idaho Division of Building Safety, governmental approvals and inspections, connections for outside services for the use of municipal or private property for storage of materials, parking, utility services, temporary obstructions, enclosures or opening and patching of streets, and for all other facilities and services necessary for proper execution and completion of the Project.

10.7 The Contractor shall comply with and give notices required by laws, ordinances, rules, regulations and lawful orders of public authorities bearing on performance of the Work.

10.8 The Contractor shall employ and maintain at the Project site only competent supervisory personnel. Key supervisory personnel assigned by the Contractor to this Project are as listed in Exhibit B.

10.9 The Contractor shall employ a competent superintendent and necessary assistants, as needed, to oversee execution of the Work. The superintendent shall be in attendance at the Project site during the progress of the Work. The superintendent and any project manager, if the Contractor utilizes a project manager, shall be reviewed and must be approved by the Design Professional and Owner, and neither shall be changed except with the consent of the Design Professional and Owner, unless the superintendent and/or project manager cease to be employed by the Contractor. Under this circumstance, any new superintendent or new project manager must be satisfactory to the Design Professional and Owner. Such approval shall not be unreasonably withheld. The superintendent and any project manager shall represent the Contractor and all communications given to the superintendent or project manager are deemed given to the Contractor.

10.10 So long as the individuals named above remain actively employed or retained by the Contractor, they shall perform the functions indicated next to their names unless the Owner agrees to the contrary in writing. In the event one or more individuals not listed in Paragraph 10.9 subsequently assumes one or more of those functions listed in Paragraph 10.9, the Contractor shall be bound by the provisions of this paragraph as though such individuals had been listed in Paragraph 10.9.

10.11 The Contractor shall provide to the Owner and the Design Professional a milestone schedule for completing the Work within the Contract Time. Such schedule shall be in a form specified in Division 1 of the Specifications and be acceptable to the Owner and to the Design Professional. The schedule must be submitted to and accepted by the Design Professional prior to the first request for payment unless required earlier by Division 1 of the Specifications. The Contractor's milestone schedule must be updated as required by the Design Professional and/or the Owner to reflect conditions encountered and shall apply to the total Project. The Contractor's revisions to the schedule shall not constitute a waiver of the requirement to complete the Project in the time allowed by the Contract, unless additional time for performance has been allowed pursuant to a Change Order. Any changes in milestone begin or end dates must be furnished to the Owner and the Design Professional. Strict compliance with the requirements of

this Paragraph shall be a condition precedent to the payment to the Contractor and failure by the Contractor to strictly comply with said requirements shall constitute a material breach of this Contract.

10.12 Unless otherwise provided in the Construction Documents, on all projects where the Fixed Price Contract Amount is over $1,000,000, the Contractor shall schedule and perform the Work in accordance with a Critical Path Method ("CPM") to indicate the rate of progress and practical order of the Project. The purpose of this scheduling requirement is to assure adequate planning, coordination and execution of the Work. The schedule shall indicate the dates for starting and completing major work activities, project events, major equipment, material and equipment submittals and delivery of major items. Project activities having critical time restraints on action, required by the Owner, shall be shown as scheduled milestones. The Contractor's schedule shall demonstrate the order, interdependence and sequence of activities. Critical paths shall be highlighted or distinguished. The schedule shall include all the dates specified in the Contract for Substantial Completion and final completion of the Work. The time limit set forth in the Contract for Substantial Completion and final completion must govern; the schedule must be adjusted to meet these dates. Schedule float shall belong to the Project. The Contractor shall submit to the Owner and Design Professional a CPM schedule within three (3) weeks after award of the Contract and maintain such schedule on a current basis in accordance with the Contract Documents.

10.13 Once a month, or at intervals as required by the Design Professional, the Contractor shall advise the Owner and the Design Professional of the status of the Work (in duplicate) on the current milestone schedule. If any project milestone dates are not met on schedule, the Contractor shall immediately advise the Owner and Design Professional in writing of the proposed action to bring the Work on schedule. The Contractor shall also submit a detailed short term schedule, as required by Division 1 of the Specifications, each month. This short term schedule shall include a description of current and anticipated problem areas, delaying factors and their impact, and explanation of corrective action taken or proposed. If the Work is behind schedule, the Contractor shall indicate what measures it will take to put the Work back on schedule.

10.14 If the Work is not progressing through no fault of the Owner or the Design Professional, as shown on the milestone schedule, as determined by the Design Professional, and the Owner and the Design Professional do not believe the Contractor's proposed action to bring the Work on schedule is adequate, then the Contractor shall be deemed in default under this Contract and the progress of the Work shall be deemed unsatisfactory. In such event, the Owner, at its discretion, may require the Contractor to work such additional time over regular hours, including Saturdays, Sundays and holidays, without additional cost to the Owner to bring the Work on schedule.

10.15 The Contractor shall keep an updated copy of the Drawings and Project Manual (including Specifications) and Addenda at the site. Additionally, the Contractor shall keep a current submittal schedule and a copy of approved shop drawings and other submittals. All of these items shall be available to the Owner and the Design Professional at all regular business hours. Upon final completion of the Work, all of these items must be updated by the Contractor and provided to the Design Professional and shall become the property of the Owner.

10.16 The Contractor shall carefully review and inspect for compliance with the Contract Documents, the shop drawings and other submittals (including product data and samples) required by the Contract Documents and shall submit to the Design Professional only submittals approved in accordance with this section. Such review and submittal shall be done promptly and in a sequence that will not delay its Work under this Contract or the activities of the Owner or of separate contractors. Shop drawings and other submittals from the Contractor do not constitute a part of the Contract. The Contractor shall not do any work requiring shop drawings or other submittals unless the Design Professional has verified compliance in writing. All Work requiring verified shop drawings or other submittals shall be done in strict compliance with such approved documents. However, verification of compliance by the Design Professional shall not be evidence that Work installed pursuant thereto conforms with the requirements of this Contract. The Design Professional shall have no duty to review submittals that are not Contractor approved, partial submittals or incomplete submittals. The Contractor shall maintain a submittal log which shall include, at a minimum, the date of each submittal, the date of any re-submittal, the date of any approval or rejection and the reason for any rejection.

10.17 The Contractor shall maintain the Project site in a reasonably clean condition during performance of the Work. Upon final completion, the Contractor shall thoroughly clean the Project site of all debris, trash and excess materials or equipment.

10.18 At all times relevant to this Contract, the Owner and the Design Professional shall have a right to enter the Project site and the Contractor shall allow the Owner and/or the Design Professional to review or inspect the work without formality or other procedure.

10.19 The presence or duties of the Design Professional's or the Owner's personnel or representatives at the construction site, does not make any of them responsible for those duties that belong to the Contractor or other entities and does not relieve the Contractor or any other entities of their obligations, duties and responsibilities, including any obligation or requirement to have or to implement any health or safety plans or precautions. Except as provided in Paragraph 10.9, Design Professional's and Owner's personnel have no authority to exercise any control over any Contractor or other entities or their employees in connection with their work or any health or safety precautions and have no duty for inspecting, noting, observing, correcting or reporting on health or safety deficiencies of the Contractor or other entities or any other persons at the site except their own personnel. The presence of Design Professional's or Owner's personnel at a construction site is for the purpose of providing to Owner a greater degree of confidence that the completed Work will conform to the Contract Documents and that the integrity of the design concept as reflected in the Contract Documents has been implemented and preserved by the Contractor. For this Contract only, construction sites include places of manufacture for materials incorporated into the construction Work and Contractor includes manufacturers of materials incorporated into the construction Work.

ARTICLE 11
INDEMNITY

11.1 The Contractor shall defend, indemnify and hold harmless the Owner, Design Professional, and their employees, officers and agents harmless from any and all claims, liabilities, damages, losses, costs and expenses of every type whatsoever, including attorney fees and expenses, arising out of or resulting from the Contractor's work, acts or omissions under or related to the Contract Documents, to the extent caused by the Contractor, or anyone for whose acts the Contractor may be liable, regardless of whether such liability, claim, damage, loss, cost or expense is caused in part by the Owner.

11.2 The limits of any insurance of the Contractor shall not be, and shall not be deemed to be, a limitation of the Contractor's defense and indemnity obligations contained in this Article.

11.3 In claims against any person or entity indemnified under this Article by an employee of the Contractor, a subcontractor, anyone directly or indirectly employed by them, or anyone for whose acts they may be liable, the indemnification obligation under this Article shall not be limited by a limitation on amount or type of damages, compensation or benefits payable by or for the Contractor or a subcontractor under workers' or workmen's compensation acts, disability benefit acts or other employee benefit acts.

ARTICLE 12
THE DESIGN PROFESSIONAL

The Design Professional for this Project is identified in Exhibit B, incorporated herein by reference, along with any authorized representatives and any limitations of responsibility. For the purpose of this Contract, the "Design Professional" means the properly licensed architect, properly registered professional engineer or other professional licensed in the State of Idaho who prepared the Drawings and Specifications for this Project. If the employment of the Design Professional is terminated, the Owner may retain a replacement professional and the role of the replacement professional shall be the same as the role of the Design Professional. Unless otherwise directed by the Owner in writing, the Design Professional will perform those duties and discharge those responsibilities allocated to the Design Professional in this Contract. The duties, obligations and responsibilities of the Design Professional shall be for contract administration and include the following:

12.1 Unless otherwise directed by the Owner in writing, the Design Professional shall not act as the Owner's agent.

12.2 Unless otherwise directed by the Owner in writing, the Owner and the Contractor shall communicate with each other through the Design Professional.

12.3 When requested by the Owner or Contractor in writing, the Design Professional shall within seven (7) days render written interpretations necessary for the proper execution or progress of the Work or shall provide a written explanation as to why more time is needed and provide a date by which it will be provided.

12.4 The Design Professional shall draft proposed change authorization(s).

12.5 The Design Professional shall review and verify compliance or respond otherwise as necessary concerning shop drawings or other submittals received from the Contractor.

12.6 The Design Professional shall be authorized to refuse to accept Work that is defective or otherwise fails to comply with the requirements of this Contract. If the Design Professional deems it appropriate, the Design Professional may, with the Owner's consent, require extra inspections or testing of the Work for compliance with the requirements of this Contract.

12.7 The Design Professional shall review the Contractor's Request for Payment and shall verify in writing those amounts which, in the opinion of the Design Professional, are properly owing to the Contractor as provided in this Contract.

12.8 The Design Professional shall, upon written request from the Contractor, perform Substantial Completion and final completion inspections contemplated by Article 6.

12.9 The Design Professional may require the Contractor to make changes which do not involve a change in the Fixed Price Contract Amount or in the Contract Time consistent with the intent of this Contract. Such changes shall be given to the Contractor in writing under signature of the Design Professional, with a copy to the Owner, and may be in the form of a supplemental instruction.

12.10 The Design Professional shall review and evaluate Claims and take other actions related to Claims in accordance with Articles 13 and 14.

12.11 The duties, obligations and responsibilities of the Contractor under this Contract shall in no manner whatsoever be changed, altered, discharged, released or satisfied by any duty, obligation or responsibility of the Design Professional. The Contractor is not a third-party beneficiary of any Contract by and between the Owner and the Design Professional. It is expressly acknowledged and agreed that the duties of the Contractor to the Owner are independent of, and are not diminished by, any duties of the Design Professional to the Owner.

ARTICLE 13
CLAIMS

13.1 For purposes of this Contract, a "Claim" means a demand by the Contractor to the Owner, or by the Owner to the Contractor, for a change in the Fixed Price Contract Amount, an extension of the Contract Time, an adjustment to or interpretation of the Contract terms, or other relief with respect to the terms of the Contract, which demand the Contractor or Owner asserts is required or allowed under the Contract Documents and which the Contractor and the Owner have previously discussed and failed to agree upon.

13.2 For the Claim to be considered, it must meet the following requirements:

.1 The Claim must be in writing;

.2 The Claim by the Contractor must be signed by an authorized representative of the Contractor, and the Claim by the Owner must be signed by an authorized representative of the Owner;

.3 The Claim by the Contractor must be provided to the Owner and to the Design Professional and the Claim by the Owner must be provided to the Contractor and to the Design Professional;

.4 The Claim must be made no later than ten (10) days after the event or first appearance of the circumstance giving rise to the Claim;

.5 The Claim must describe in detail all known facts and circumstances that the Contractor or Owner asserts support the Claim;

.6 The Claim must refer to the provision(s) of the Contract Documents that the Contractor or Owner asserts support the Claim;

.7 The Contractor or Owner must provide all documentation or other information to substantiate the Claim; and

.8 The Contractor or Owner must continue its performance under this Contract pending the resolution of any Claim; provided, however, that the Contractor shall not perform any additional or changed work not otherwise authorized in accordance with the Contract Documents.

13.3 The failure by the Contractor to meet any of the requirements of Paragraph 13.2 shall constitute a complete waiver by the Contractor of any rights arising from or related to the Claim. Similarly, the failure by the Owner to meet any of the requirements of Paragraph 13.2 shall constitute a complete waiver by the Owner of any rights arising from or related to the Claim.

13.4 If the Claim is made based on concealed or unknown site conditions, the following shall apply in addition to all other provisions applicable to the Claim:

.1 The condition must have been previously concealed and unknown or of a type not ordinarily encountered in the general geographic location of the Project and must not have been reasonably susceptible to discovery; and

.2 The Contractor shall notify the Design Professional and the Owner of the condition and shall not disturb the condition until the Design Professional and Owner have observed it or have waived in writing the right to observe it.

13.5 If the Claim by the Contractor is for an increase in the Fixed Price Contract Amount, the following shall apply in addition to all other provisions applicable to the Claim:

.1 Any increase in the Fixed Price Contract Amount shall be strictly limited to the direct costs incurred by the Contractor and shall not include any other costs, indirect or other, including any costs for or related to lost productivity, profit, home office overhead and any other overhead, legal fees, claim preparation, any matter previously resolved by a change order, equipment costs, costs related to the services of a project manager unless the project manager was required full time by the Owner or the Contract Documents, any costs associated with the failure to complete the Work early or in advance of the date required by the Contract Documents, it being specifically agreed to by the parties that there is no intention to have the Eichleay or other similar formula applicable to this Contract nor shall this Contract be deemed to be subject to any such formula; and

.2 The Owner shall have no liability for, and the Fixed Price Contract Amount shall not be increased related to, any claims of third parties, including subcontractors, unless and until the liability of the Contractor for such has been established in a court of competent jurisdiction and any such liability of the Owner shall be limited in the same manner as described in subparagraph 13.5.1.

13.6 If the Claim by the Owner is for a change in the Fixed Price Contract Amount, all other applicable provisions to the Claim apply.

13.7 If the Claim by the Contractor is for an extension of the Contract Time, the following shall apply in addition to all other provisions applicable to the Claim:

.1 The Contractor has been delayed in its performance by an act or omission of the Owner and through no fault of the Contractor;

.2 The Contractor has been delayed in its performance by unusually severe weather that could not reasonably have been anticipated or by another event not within its reasonable control;

.3 At the time it occurs or during its occurrence, the delay will preclude completion of the Project in the time required by the Contract Documents; and

.4 Any extension of the Contract Time shall be the Contractor's sole and exclusive remedy for any delay except a delay caused by the active interference of the Owner with the Contractor's performance which active interference continues after written notice to the Owner. The Owner's exercise of any of its rights or remedies under this Contract, including ordering changes in the Work, directing suspension, rescheduling or correction of the Work, do not constitute active interference.

13.8 If a Claim is made based on an error, inconsistency or omission in the Contract that was reasonably susceptible to discovery by the Contractor and was not reported in accordance with Paragraph 2.3, that Claim shall be denied.

ARTICLE 14
RESOLUTION OF CLAIMS

14.1 All Claims made in accordance with Article 13 shall be reviewed and evaluated by the Design Professional. If the Claim is not made in strict accordance with Article 13, it shall be rejected as waived. Any failure by the Design Professional to reject the Claim for failure to meet the requirements of Article 13 is not binding on the Owner and the Owner may reject the Claim for such failure.

14.2 No later than seven (7) days from receipt of the Claim by the Design Professional, it shall:

.1 Make a written request to the Contractor or Owner for more data to support the Claim;

.2 Attempt to facilitate resolution of the Claim through informal negotiations; or

.3 If the Claim is by the Contractor, make a written recommendation to the Owner, with a copy to the Contractor, that the Owner reject or approve all or part of the Claim and state the reasons for the Design Professional's recommendation. If the Claim is by the Owner, make a written recommendation to the Contractor, with a copy to the Owner, that the Contractor reject or approve all or part of the Claim and state the reasons for the Design Professional's recommendation.

14.3 If the Design Professional requests more data from the Contractor or the Owner under subparagraph 14.2.1, the Contractor or Owner shall respond no later than seven (7) days from receipt of such request, and provide additional data, provide a date certain by which additional data will be provided, or state that it will not provide additional data. Upon receipt of data, if any, in accordance with this section, the Design Professional will complete the evaluation of the Claim. Failure to respond at all or failure to provide data by the date specified in the response to the request shall result in the Claim being evaluated based on the information in the Design Professional's possession.

14.4 In evaluating the Claim, the Design Professional may consult with the Contractor, the Owner or other persons with knowledge or expertise that may assist the Design Professional in its evaluation.

14.5 No later than fourteen (14) days after receipt by the Owner of the Design Professional's recommendation regarding the Contractor's Claim, the Owner shall, in writing, notify the Contractor and the Design Professional of its decision regarding the Claim. No later than fourteen (14) days after receipt by the Contractor of the Design Professional's recommendation regarding the Owner's Claim, the Contractor shall, in writing, notify the Owner and the Design Professional of its decision regarding the Claim.

14.6 The Owner's decision regarding the Contractor's Claim is binding on the Owner and the Contractor but is subject to mediation in accordance with this Contract, and the Contractor's decision regarding the Owner's Claim is binding on the Owner and the Contractor but is subject to mediation in accordance with this Contract.

ARTICLE 15
SUBCONTRACTORS

15.1 A document in the form of Exhibit E shall be completed and submitted upon execution of this Contract and those subcontractors named therein shall match those subcontractors named in the Contractor's bid unless otherwise agreed to in writing by the Owner. Also upon execution of this Contract by the Contractor, the Contractor shall identify to the Owner and the Design Professional, in writing, those parties intended as subcontractors on the Project not otherwise named in Exhibit E. The Owner shall, in writing, state any objections the Owner may have to one or more of such subcontractors. The Contractor shall not enter into a subcontract with an intended subcontractor with reference to whom the Owner objects. All subcontracts shall afford the Contractor rights against the subcontractor which correspond to those rights afforded to the Owner against the Contractor herein, including those rights of Contract Termination as set forth in this Contract. All subcontractors shall, throughout the duration of this Contract, be properly licensed as Idaho Public Works Contractors.

15.2 The Contractor conditionally assigns each of its subcontracts related to the Project to the Owner. All subcontracts between the Contractor and the subcontractors shall obligate the subcontractor to such conditional assignment. Upon a Termination by the Owner for cause under Paragraph 20.1, the Owner may accept such conditional assignment by written notification to the applicable subcontractor and to the Contractor. Such acceptance is subject to the rights of the Surety, if any, relating to the Contract.

ARTICLE 16
CHANGES IN THE WORK

16.1 General

.1 Changes in the Work may be accomplished after execution of the Contract, and without invalidating the Contract, by Change Order, Construction Change Directive or order for a minor change in the Work, subject to the limitations stated in this Article and elsewhere in the Contract Documents; and

.2 Changes in the Work shall be performed under applicable provisions of the Contract Documents and the Contractor shall proceed promptly, unless otherwise provided in the Change Order, Construction Change Directive or order for a minor change in the Work.

16.2 Change Orders

.1 A "Change Order" is a written instrument prepared by the Design Professional and signed by the Owner, Contractor and Design Professional, stating their agreement upon: a change in the work, any adjustment in the Fixed Price Contract Amount and any adjustment in the Contract Time;

.2 Methods used in determining adjustments to the Fixed Price Contract Amount may include those listed in subparagraph 16.3.4;

.3 The amount allowed for overhead and profit on any Change Order is limited to the amounts indicated in subparagraph 16.3.11;

.4 Any Change Order prepared, including those arising by reason of the parties' mutual agreement or by mediation, shall constitute a final and full settlement of all matters relating to or affected by the change in the Work, including all direct, indirect and consequential costs associated with such change and any and all adjustments to the Fixed Price Contract Amount and Contract Time. In the event a Change Order increases the Fixed Price Contract Amount, the Contractor shall include the Work covered by such Change Order in the Contractor's Request for Payment as if such Work were originally part of the Project and Contract Documents; and

.5 By the execution of a Change Order, the Contractor agrees and acknowledges that it has had sufficient time and opportunity to examine the change in Work which is the subject of the Change Order and that it has undertaken all reasonable efforts to discover and disclose any concealed or unknown conditions which may to any extent affect the Contractor's ability to perform in accordance with the Change Order. Aside

from those matters specifically set forth in the Change Order, the Owner shall not be obligated to make any adjustments to either the Fixed Price Contract Amount or Contract Time by reason of any conditions affecting the change in Work addressed by the Change Order, which could have reasonably been discovered or disclosed by the Contractor's examination.

16.3 Construction Change Directive (CCD)

.1 A "Construction Change Directive" is a written order prepared by the Design Professional and signed by the Owner and Design Professional directing a change in the Work prior to agreement on adjustment, if any, in the Fixed Price Contract Amount or Contract Time or both. The Owner may by Construction Change Directive, without invalidating the Contract, order changes in the Work within the general scope of the Contract, consisting of additions, deletions or other revisions, the Fixed Price Contract Amount and Contract Time being adjusted accordingly;

.2 A Construction Change Directive, within limitations, may also be used to incorporate minor changes in the Work agreed to by the Design Professional's representative, the Owner's Field Representative and the Contractor's superintendent or project manager. The limits of these representatives' authority with regard to Construction Change Directives shall be documented in writing by the Design Professional, Owner and Contractor;

.3 A Construction Change Directive shall be used in the absence of total agreement on the terms of a Change Order;

.4 If the Construction Change Directive provides for an adjustment to the Fixed Price Contract Amount, the adjustment shall be based on one (1) of the following methods:

.1 Mutual acceptance of a lump sum properly itemized and supported by sufficient substantiating data to permit evaluation;

.2 Unit prices stated in the Contract Documents or subsequently agreed upon;

.3 Cost to be determined in a manner agreed upon by the parties and a mutually acceptable fixed or percentage fee; or

.4 As provided in subparagraph 16.3.7;

.5 Upon receipt of a Construction Change Directive, the Contractor shall promptly proceed with the change in the Work involved and advise the Design Professional in writing within forty-eight (48) hours of the Contractor's agreement or disagreement with the method, if any, provided in the Construction Change Directive for determining the proposed adjustment in the Fixed Price Contract Amount or Contract Time;

.6 A Construction Change Directive signed by the Contractor indicates the agreement of the Contractor therewith, including adjustment in Fixed Price Contract Amount and Contract Time or the method for determining them. Such agreement shall be effective immediately and shall be incorporated into a future Change Order;

.7 If the Contractor does not respond promptly or disagrees with the method for adjustments in the Fixed Price Contract Amount or Contract Time, the method and the adjustment shall be determined by the Design Professional on the basis of reasonable expenditures and savings of those performing the Work attributable to the change, including, in case of an increase in the Fixed Price Contract Amount, an allowance for overhead and profit in accordance with subparagraph 16.3.11. In such case of an increase in Fixed Price Contract Amount, and also under subparagraph 16.3.4, the Contractor shall keep and present, in such form as the Design Professional may prescribe, an itemized accounting together with appropriate supporting data. Unless otherwise provided in the Contract Documents, costs for the purposes of this subsection shall be limited to the following:

.1 Costs of labor, including social security, old age and unemployment insurance, fringe benefits required by agreement or custom and workers' compensation insurance;

.2 Costs of materials, supplies and equipment, including cost of transportation, whether incorporated or consumed;

.3 Rental costs of machinery and equipment, exclusive of hand tools, whether rented from the Contractor or others;

.4 Costs of permit fees and sales, use or similar taxes related to the Work; and

.5 Additional costs of supervision and field office personnel directly attributable to the change;

.8 The amount of credit to be allowed by the Contractor to the Owner for a deletion or change which results in a net decrease in the Fixed Price Contract Amount shall be for the actual net cost of the decrease, confirmed by the Design Professional. When both additions and credits covering related Work or substitutions are involved in a change, the allowance for overhead and profit shall be figured on the basis of net increase, if any, with respect to that change;

.9 Pending final determination of the total cost of a Construction Change Directive to the Owner, amounts not in dispute for such changes in the Work shall be included in the Contractor's Request for Payment accompanied by a Change Order indicating the parties' agreement with part or all of such costs;

.10 When the Owner and Contractor agree with the determination by the Design Professional concerning the adjustments in the Fixed Price Contract Amount and Contract Time, or otherwise reach agreement upon the adjustments, such agreement shall be effective immediately and shall be recorded by preparation and execution of an appropriate Change Order; and

.11 For purposes of subparagraphs 16.2.3 and 16.3.7, the allowance for combined overhead, profit, bonds and insurance shall be limited as follows, unless otherwise provided in the Contract Documents:

.1 For changes, the amount allowed for overhead, profit, bonds and insurance for the Contractor and all subcontractors of any tier combined shall not exceed fifteen percent (15%) of direct costs; or

.2 The Contractor will determine the apportionment between the Contractor and its subcontractors of allowable amounts of overhead, profit, bonds and insurance.

16.4 The Design Professional will have authority to order minor changes in the Work not involving adjustment in the Fixed Price Contract Amount or extension of the Contract Time and not inconsistent with the intent of the Contract Documents. Such changes shall be effected by written order and shall be binding on the Owner and Contractor. The Contractor shall carry out such written orders promptly.

ARTICLE 17
DISCOVERING AND CORRECTING DEFECTIVE OR INCOMPLETE WORK

17.1 If the Contractor covers, conceals or obscures its Work in violation of this Contract or in violation of a directive or request from the Owner or the Design Professional, such Work shall be uncovered and displayed for the Owner's or Design Professional's inspection upon request and shall be reworked at no cost in time or money to the Owner.

17.2 If any of the Work is covered, concealed or obscured in a manner not addressed by Paragraph 17.1, it shall, if directed by the Owner or the Design Professional, be uncovered and displayed for the Owner's or Design Professional's inspection. If the uncovered Work conforms strictly with this Contract, the costs incurred by the Contractor to uncover and subsequently replace such Work shall be borne by the Owner. Otherwise, such costs shall be borne by the Contractor.

17.3 The Contractor shall, at no cost in time or money to the Owner, promptly correct Work (fabricated, installed or completed) rejected by the Owner or by the Design Professional as defective or that fails to conform to this Contract whether discovered before or after Substantial Completion. Additionally, the Contractor shall reimburse the Owner for all testing, inspections and other expenses incurred as a result thereof.

17.4 In addition to any other warranty obligations in this Contract, the Contractor shall be specifically obligated to correct, upon written direction from the Owner, any and all defective or nonconforming Work for a period of twelve (12) months following Substantial Completion.

17.5 The Owner may, but shall in no event be required to, choose to accept defective or nonconforming Work. In such event, the Fixed Price Contract Amount shall be reduced by the lesser of: (i) the reasonable costs of removing and correcting the defective or nonconforming Work; or (ii) the difference between the fair market value of the Project as constructed and the fair market value of the Project had it not been constructed in such a manner as to include defective or nonconforming Work. If the remaining portion of the unpaid Fixed Price Contract Amount, if any, is insufficient to compensate the Owner for the acceptance of defective or nonconforming Work, the Contractor shall, upon written demand from the Owner, pay the Owner such remaining compensation for accepting defective or nonconforming work.

ARTICLE 18
TERMINATION BY THE CONTRACTOR

18.1 The Contractor may terminate the Contract if the Work is stopped for a period of ninety (90) consecutive days through no act or fault of the Contractor or a subcontractor, sub-subcontractor or their agents or employees or any other persons or entities performing portions of the Work under direct or indirect contract with the Contractor, for any of the following reasons:

.1 Issuance of an order by a court or by another public authority having jurisdiction and authority which requires all Work to be stopped; or

.2 An act of government, such as a declaration of national emergency, which requires all Work to be stopped.

18.2 In such event, the Contractor shall be entitled to recover from the Owner as though the Owner had terminated the Contractor's performance under this Contract pursuant to Paragraph 20.3.

ARTICLE 19
OWNER'S RIGHT TO SUSPEND CONTRACTOR'S PERFORMANCE

19.1 The Owner may, at any time and without cause, order the Contractor, in writing, to suspend, delay or interrupt the Work in whole or in part for such period of time as the Owner may determine. If the Owner directs any such suspension, the Contractor must immediately comply with same.

19.2 In the event the Owner directs a suspension of performance under this Article, and such suspension is through no fault of the Contractor, the Fixed Price Contract Amount and Contract Time shall be adjusted for increases in the cost and time caused by such suspension, delay or interruption to cover the Contractor's reasonable costs, actually incurred and paid, of:

.1 Demobilization and remobilization, including such costs paid to subcontractors;

.2 Preserving and protecting Work in place;

.3 Storage of materials or equipment purchased for the Project, including insurance thereon; and

.4 Performing in a later, or during a longer, time frame than that provided by this Contract.

19.3 The adjustment of the Fixed Price Contract Amount shall include an amount for a reasonable profit. The adjustment of the Fixed Price Contract Amount shall not include any amount not otherwise allowed under this Contract, including any limitations applicable to Claims. The Contractor shall provide supporting documentation related to any increase upon request of the Owner. No adjustment shall be made to the extent:

.1 That performance is, was or would have been so suspended, delayed or interrupted by another cause for which the Contractor is responsible; or

.2 That an equitable adjustment is made or denied under another provision of the Contract.

ARTICLE 20
TERMINATION BY THE OWNER

The Owner may terminate this Contract in accordance with the following terms and conditions:

20.1 If the Contractor does not perform the Work, or any part thereof, in accordance with the Contract Documents, or in a timely manner; does not supply adequate labor, supervisory personnel, or proper equipment or materials; fails to pay subcontractors; fails to timely discharge its obligations for labor, equipment, and materials; proceeds to disobey applicable law; or otherwise breaches this Contract, then the Owner, in addition to any other rights it may have against the Contractor, may terminate the Contract and assume control of the Project site and of all materials and equipment at the site and may complete the Work. In such case, the Contractor shall not be paid further until the Work is complete. Upon such Termination, the Owner may, subject to any superior rights of the Surety, take possession of the site and of all materials, equipment, tools and construction equipment and machinery thereon owned by the Contractor; accept assignment of those subcontracts conditionally assigned under Paragraph 15.2; and finish the Work by whatever reasonable method the Owner may deem expedient.

20.2 When the Owner terminates the Contract for cause as provided in Paragraph 20.1, the Contractor shall not be entitled to receive further payment until the Work is finished and shall only be entitled to payment for Work satisfactorily performed by the Contractor in accordance with the Contract Documents. If the costs of finishing the Work, including compensation for the Design Professional's services and expenses made necessary thereby, exceed the unpaid balance, the Contractor shall pay the difference to the Owner. This obligation for payment shall survive termination of the Contract. The Contractor shall also terminate outstanding orders and subcontracts. The Contractor shall settle the liabilities and claims arising out of the termination of subcontracts and orders. In the event the employment of the Contractor is terminated by the Owner for cause pursuant to Paragraph 20.1 and it is subsequently determined by a court of competent jurisdiction that such termination was without cause, such termination shall thereupon be deemed a Termination under Paragraph 20.3 and the provisions of Paragraph 20.3 shall apply.

20.3 The Owner may, at any time and for any reason, terminate this Contract. The Owner shall give no less than seven (7) days' written notice of such Termination to the Contractor specifying when termination becomes effective. The Contractor shall incur no further obligations in connection with the Work and the Contractor shall stop Work when such Termination becomes effective. The Contractor shall also terminate outstanding orders and subcontracts. The Contractor shall settle the liabilities and claims arising out of the termination of subcontracts and orders. The Owner may direct the Contractor to assign the Contractor's right, title and interest under termination orders or subcontracts to the Owner or its designee. The Contractor shall transfer title and deliver to the Owner such completed or partially completed Work and materials, equipment, parts, fixtures, information and Contract rights as the Contractor has. When terminated pursuant to this section, the following shall apply:

.1 The Contractor shall submit a Termination Claim to the Owner and the Design Professional specifying the amounts claimed due because of the Termination, together with costs, pricing or other supporting data required by the Owner or the Design Professional. Failure by the Contractor to file a Termination Claim within ninety (90) days from the effective date of termination shall be deemed a complete waiver by the Contractor of any right to any payment;

.2 Before or after receipt of the Termination Claim, the Owner and the Contractor may agree to the compensation, if any, due to the Contractor hereunder; and

.3 If the Contractor has filed the Termination Claim but the Contractor and the Owner do not agree on an amount due to the Contractor, the Owner shall pay the Contractor the following amounts:

.1 Unpaid Contract prices for labor, materials, equipment and other services provided or perfected prior to termination and acceptable to or accepted by the Owner;

.2 Reasonable costs incurred in preparing to perform the terminated portion of the Work, and in terminating the Contractor's performance, plus a fair and reasonable allowance for direct job-site overhead and profit related to such preparation (such profit shall not include anticipated profit or consequential damages); provided, however, that if it appears that the Contractor would have not

profited or would have sustained a loss if the entire Contract would have been completed, no profit shall be allowed or included and the amount of compensation shall be reduced to reflect the anticipated loss, if any; and

.3 Reasonable costs of settling and paying claims arising out of the Termination of subcontracts or orders pursuant to this Paragraph 20.3.

20.4 Costs described in subparagraphs 20.3.3.2 or 20.3.3.3 above shall not include amounts paid in accordance with other provisions hereof. In no event shall the total sum to be paid the Contractor under subparagraph 20.3.3 exceed the total Fixed Price Contract Amount, as properly adjusted, reduced by the amount of payments previously or otherwise made and by any other deductions permitted under this Contract and shall in no event include duplication of payment.

ARTICLE 21
CONTRACTOR'S LIABILITY INSURANCE

21.1 The Contractor, subcontractor and sub-subcontractor shall purchase and maintain in full force and effect from a company or companies lawfully authorized to do business in the State of Idaho such insurance as will protect the Contractor, subcontractor and sub-subcontractor from claims set forth below which may arise out of or result from the Contractor's or subcontractor's operations under the Contract and for which the Contractor may be legally liable, whether such operations be by the Contractor or by a subcontractor or by anyone directly or indirectly employed by any of them or by anyone for whose acts any of them may be liable:

.1 Claims under workers' or workmen's compensation, disability benefits and other similar employee benefit acts which are applicable to the work to be performed;

.2 Claims for damages because of bodily injury, occupational sickness or disease or death of the Contractor's employees;

.3 Claims for damages because of bodily injury, sickness or disease or death of any person other than the Contractor's employees;

.4 Claims for damages insured by usual personal injury liability coverage which are sustained: (i) by a person as a result of an offense directly or indirectly related to employment of such person by the Contractor; or (ii) by another person;

.5 Claims for damages, other than to the Work itself, because of injury to or destruction of tangible property, including loss of use resulting there from;

.6 Claims for damages because of bodily injury, death of a person or property damage arising out of ownership, maintenance or use of a motor vehicle;

.7 Claims for bodily injury or property damage arising out of completed operations; and

.8 Claims involving contractual liability insurance applicable to the Contractor's obligations under Article 11.

21.2 The insurance required by Paragraph 21.1 above shall be written for not less than limits of liability specified in this Contract or as required by law, whichever is greater. Coverages, whether written on an occurrence or claims-made basis, shall be maintained without interruption from date of commencement of the Work until date of final payment and termination of any coverage required to be maintained after final payment. In addition, for any insurance required that is obtained on a claims-made basis, "tail coverage" is required at the completion of the Work for twenty-four (24) months. Continuous claims-made coverage will be acceptable in lieu of "tail coverage" provided the retroactive date is on or before the effective date of this Contract or twenty-four (24) months "prior acts" coverage is provided.

.1 The insurance required by Paragraph 21.1 above shall be written for not less than the following limits:

.1 Workers' Compensation and Employer's Liability

(a) State Workers Compensation: Statutory

(b) Employer's Liability: $100,000 per Accident

$500,000 Disease, Policy Limit

$100,000 Disease, Each Employee

.2 Comprehensive Commercial General Liability and Umbrella Liability Insurance. Contractor shall maintain Commercial General Liability ("CGL") and, if necessary, commercial umbrella insurance with a limit of not less than $1,000,000 each occurrence. If such CGL insurance contains a general aggregate limit, it shall apply separately to this project location;

CGL insurance shall be written on Insurance Services Office ("ISO") occurrence form CG 00 01 12 04 (or a substitute form providing equivalent coverage) and shall cover liability arising from premises, operation, independent contractors, products-completed operations, personal (including employee acts) and advertising injury and liability assumed under an insured contract (including the tort liability of another assumed in a business contract). As applicable, coverage must also include a broad form CGL endorsement if the substitute insurance is a 1973 edition CGL or its equivalent;

Owner shall be included as an additional insured under the CGL, using ISO additional insured endorsement CG 20 10 and CG 20 37 or their equivalent, which endorsement shall include coverage for the Owner with respect to liability arising out of the Work, including completed operations of Contractor, and which coverage shall be maintained in effect for the benefit of Owner for a period of two (2) years following the completion of the work specified in this Contract. Additional insured coverage as required in this subparagraph shall apply as primary insurance with respect to any other insurance or self-insurance programs afforded to the Owner;

(a) For the hazards of explosion, collapse, and damage to underground property, commonly referred to as XCU, coverage shall be required if the exposures exist; and

This coverage may be provided by the subcontractor if the Owner and prime Contractor are named as additional insureds;

.3 Business Auto and Umbrella Liability Insurance: Contractor shall maintain business, auto liability and, if necessary, commercial umbrella liability insurance with a limit of not less than $1,000,000 each accident;

Such insurance shall cover liability arising out of any auto (including owned, hired, and non-owned autos);

Business auto coverage shall be written on ISO form CA 00 01, CA 00 05, CA 00 12, CA 00 20 or a substitute form providing equivalent liability coverage. If necessary, the policy shall be endorsed to provide contractual liability coverage equivalent to that provided in the 1990 and later editions of CA 00 01;

If hazardous waste will be hauled, Contractor shall obtain pollution liability coverage equivalent to that provided under the ISO pollution liability-broadened coverage for covered autos endorsement (CA 99 48) and the Motor Carrier Act endorsement (MCS 90) shall be attached;

.4 If the General Liability coverages are provided by Commercial Liability policies the:

.1 General Aggregate shall be not less than $2,000,000; and

.2 Fire legal liability shall be provided in an amount not less than $100,000 per occurrence; and

.5 Umbrella Excess Liability. An umbrella policy may be used in combination with other policies to provide the required coverage.

21.3 The Owner shall be named as additional insured or loss payee, as applicable, on the insurance required in subparagraphs 21.2.1.2, 21.2.1.3 and 21.2.1.5 above, and the insurance shall contain the severability of interest clause as follows:

"The insurance afforded herein applies separately to each insured against whom claim is made or suit is brought, except with respect to the limits of the company's 'liability.' "

21.4 The Contractor may include all subcontractors as insureds under the Contractor's policies in lieu of separate policies by each subcontractor. The Contractor must furnish the State of Idaho, Division of Public Works, with the required endorsements or certificates of insurance from each subcontractor which names the subcontractor, its officials, employees and volunteers as insureds.

21.5 Certificates of Insurance for Workers' Compensation shall be on the standard form. Certificates of Insurance for Commercial or Comprehensive General Liability shall be the most current ACORD Form 25 or 28, must be acceptable to the Owner and shall be filed with the Owner prior to commencement of the Work. The Owner may require proof of coverage by an endorsement. If any of the foregoing insurance coverages are required to remain in force after final payment and are reasonably available, an additional certificate evidencing continuation of such coverage shall be submitted with the final Contractor's Request for Payment as required by Article 7. Information concerning reduction of coverage shall be furnished by the Contractor with reasonable promptness in accordance with the Contractor's information and belief.

ARTICLE 22
OWNER'S LIABILITY INSURANCE

The Owner, at its option, may purchase or maintain insurance for protection against claims which may arise from operations under the Contract.

ARTICLE 23
PROPERTY INSURANCE

23.1 Unless otherwise provided, the Owner shall purchase or maintain, from a company or companies lawfully authorized to do business in the State of Idaho, property insurance written on a builders risk "all-risk" or equivalent policy form in an amount not less than the initial Fixed Price Contract Amount. Such property insurance shall be maintained until final payment to the Contractor has been made. This insurance shall include interests of the Owner, the Contractor, subcontractors and sub-subcontractors.

23.2 Property insurance shall be on an "all-risk" or equivalent policy form and shall include, but not necessarily be limited to insurance against the perils of fire (with extended coverage) and mischief, collapse, earthquake, flood, windstorm, temporary buildings and debris removal, including demolition occasioned by enforcement of any applicable legal requirements, and shall cover necessary and reasonable expenses for the Design Professional's expenses required as a result of such insured loss.

23.3 If the property insurance requires deductibles, the Owner shall pay costs of such deductibles.

23.4 Boiler and Machinery Insurance. The Owner will purchase and maintain boiler and machinery insurance, which shall specifically cover such insured objects during installation and testing.

23.5 Loss of Use Insurance. The Owner, at the Owner's option, may purchase and maintain such insurance as will insure the Owner against loss of the Owner's property due to fire or other hazards, however caused.

23.6 Waivers of Subrogation. The Owner and Contractor waive all rights against: (i) each other and any of their subcontractors, sub-subcontractors, agents and employees, each of the other; and (ii) the Design Professional,

Design Professional's consultants, separate contractors, if any, and any of their subcontractors, sub-subcontractors, agents and employees, for damages to the Work caused by fire or other causes of loss to the extent covered by property insurance obtained pursuant to this Article or other property insurance applicable to the Work, except such rights as they have to proceeds of such insurance held by the Owner. The Owner or Contractor, as appropriate, shall require of the Design Professional, Design Professional's consultants, separate contractors, if any, and the subcontractors, sub-subcontractors, agents and employees of any of them, by appropriate agreements, written where legally required for validity, similar waivers each in favor of other parties enumerated herein. The policies shall provide such waivers of subrogation by endorsement. A waiver of subrogation shall be effective as to a person or entity even though that person or entity would otherwise have a duty of indemnification, contractual or otherwise, did not pay the insurance premium directly or indirectly, and whether or not the person or entity had an insurable interest in the property damaged. The Owner does not waive its subrogation rights to the extent of its property insurance on structures or portions of structures that do not comprise the Work.

23.7 The Contractor authorizes the Owner to negotiate and agree on the value and extent of, and to collect the proceeds payable with respect to, any loss under a policy of insurance carried by the Owner pursuant to any of the provisions of this Article. The Owner shall have full right and authority to compromise any claim, or to enforce any claim by legal action or otherwise, or to release and discharge any insurer, by and on behalf of the Owner and Contractor. The Owner shall provide written notice to Contractor of: (i) its having reached any such settlement or adjustment with an insurer; and (ii) the receipt of any funds pursuant to this Article. Any objection by the Contractor to a settlement or adjustment made under this Article must be made in writing to the Owner within five (5) business days of the notice from the Owner. The Owner and the Contractor agree to attempt to resolve the dispute by mutual agreement.

23.8 A loss under the Owner's property insurance shall be adjusted by the Owner and made payable to the Owner for the insureds, as their interests may appear, subject to requirements of any applicable mortgagee clause.

23.9 The Owner shall deposit proceeds so received, in a manner in which such proceeds can be separately accounted for, which proceeds the Owner shall distribute in accordance with such agreement as the parties in interest may reach. If after such loss no other special agreement is made and unless the Owner terminates the Contract pursuant to Article 20, replacement of damaged property shall be performed by the Contractor after notification of a Change in the Work in accordance with Article 16.

23.10 The Contractor shall pay subcontractors their shares of the insurance proceeds received by the Contractor, and by appropriate agreements, written where legally required for validity, shall require subcontractors to acknowledge the Owner's authority under this Article 23 and make payments to their sub-subcontractors in similar manner.

23.11 Nothing contained in this Article 23 shall preclude the Contractor from obtaining, solely at its own expense, additional insurance not otherwise required.

ARTICLE 24
PERFORMANCE AND PAYMENT BONDS

24.1 The Contractor shall furnish separate performance and payment bonds to the Owner. Each bond shall set forth a penal sum in an amount not less than the Fixed Price Contract Amount and shall include a power of attorney attached to each bond. The signature of both the Contractor (principal) and the Surety are required. If the Surety is incorporated, both bonds must have the corporate seal. Each bond furnished by the Contractor shall incorporate by reference the terms of this Contract as fully as though they were set forth verbatim in such bonds. In the event the Fixed Price Contract Amount is adjusted by Change Order executed by the Contractor, the penal sum of both the performance bond and the payment bond shall be deemed increased by like amount. The performance and payment bonds furnished by the Contractor shall be AIA Document A312, or a standard surety form certified approved to be the same as the AIA Document A312, and shall be executed by a Surety, or Sureties, reasonably acceptable to the Owner and authorized to do business in the State of Idaho.

24.2 Upon the request of any person or entity appearing to be a potential beneficiary of bonds covering payment of obligations arising under the Contract, the Contractor shall promptly furnish a copy of the bonds or shall permit a copy to be made.

24.3 It is the Contractor's obligation to notify the Surety in the event of changes in the Contract Documents, which in the absence of notification might serve to discharge the Surety's obligations, duties or liability under bonds or the Contract.

ARTICLE 25
PROJECT RECORDS

25.1 All documents relating in any manner whatsoever to the Project, or any designated portion thereof, which are in the possession of the Contractor or any subcontractor of the Contractor, shall be made available to the Owner or the Design Professional for inspection and copying upon written request. Furthermore, said documents shall be made available, upon request by the Owner, to any state, federal or other regulatory authority and any such authority may review, inspect and copy such records. Said records include all drawings, plans, specifications, submittals, correspondence, minutes, memoranda, tape recordings, videos or other writings or things which document the Project, its design and its construction. Said records expressly include those documents reflecting the cost of construction to the Contractor. The Contractor shall maintain and protect these documents for no less than four (4) years after final completion or termination of the Contract or for any longer period of time as may be required by law or good construction practice.

ARTICLE 26
MISCELLANEOUS PROVISIONS

26.1 The law is hereby agreed to be the law of the State of Idaho. The parties further agree that venue for any proceeding related to this Contract shall be in Boise, Ada County, Idaho, unless otherwise mutually agreed by the parties.

26.2 Pursuant to Section 54-1904A, Idaho Code, within thirty (30) days after award of this Contract, the Contractor shall file with the Idaho State Tax Commission, with a copy to the Owner, a signed statement showing the date of Contract award, the names and addresses of the home offices of contracting parties, including all subcontractors, the state of incorporation, the Project Number and a general description of the type and location of the Work, the amount of the prime contracts and all subcontracts and all other relevant information which may be required on forms which may be prescribed by the Idaho State Tax Commission.

26.3 The Contractor, in consideration of securing the business of erecting or constructing public works in the State of Idaho, recognizing that the business in which it is engaged is of a transitory character, and that in the pursuit thereof, its property used therein may be without the state when taxes, excises or license fees to which it is liable become payable, agrees:

.1 To pay promptly when due all taxes (other than on real property), excises and license fees due to the State of Idaho, its sub-divisions, and municipal and quasi-municipal corporations therein, accrued or accruing during the term of this Contract, whether or not the same shall be payable at the end of such term;

.2 That if the said taxes, excises and license fees are not payable at the end of said term, but liability for the payment thereof exists even though the same constitute liens upon its property, to secure the same to the satisfaction of the respective officers charged with the collection thereof; and

.3 That, in the event of its default in the payment or securing of such taxes, excises and license fees, to consent that the department, officer, board or taxing unit entering into this Contract may withhold from any payment due it hereunder the estimated amount of such accrued and accruing taxes, excises and license fees for the benefit of all taxing units to which said Contractor is liable.

26.4 Before entering into a Contract, the Contractor shall be authorized to do business in the State of Idaho and shall submit a properly executed Contractor's Affidavit Concerning Taxes (Exhibit D).

26.5 Pursuant to Section 44-1002, Idaho Code, it is provided that each Contractor "must employ ninety-five percent (95%) bona fide Idaho residents as employees on any job under any such contract except where under such contracts fifty (50) or less persons are employed the contractor may employ ten percent (10%) nonresidents,

provided, however, in all cases employers must give preference to the employment of bona fide residents in the performance of said work, and no contract shall be let to any person, firm, association, or corporation refusing to execute an agreement with the above mentioned provisions in it; provided, that, in contracts involving the expenditure of federal aid funds this act shall not be enforced in such a manner as to conflict with or be contrary to the federal statutes prescribing a labor preference to honorably discharged soldiers, sailors, and marines, prohibiting as unlawful any other preference or discrimination among citizens of the United States." (Ref. Section 44-1001, Idaho Code)

26.6 The Contractor shall maintain, in compliance with Title 72, Chapter 17, Idaho Code, a drug-free workplace program throughout the duration of this Contract and shall only subcontract work to subcontractors who have programs that comply with Title 72, Chapter 17, Idaho Code.

26.7 As between the Owner and Contractor as to acts or failures to act, any applicable statute of limitations shall commence to run and any legal cause of action shall be deemed to have accrued in any and all events in accordance with Idaho law.

26.8 The Contractor and its subcontractors and sub-subcontractors shall comply with all applicable Idaho statutes with specific reference to Idaho Public Works Contractors' licensing laws in the State of Idaho, Title 54, Chapter 19, Idaho Code, as amended.

26.9 The Contractor shall not knowingly hire or engage any illegal aliens or persons not authorized to work in the United States and take steps to verify that it does not hire or engage any illegal aliens or persons not authorized to work in the United States. Any misrepresentation in this regard or any employment of persons not authorized to work in the United States constitutes a material breach and shall be cause for the imposition of monetary penalties not to exceed five percent (5%) of the Fixed Price Contract Amount per violation and/or Termination of this Contract. The Contractor also acknowledges that, if it is a natural person, it is subject to Title 67, Chapter 79, Idaho Code regarding verification of lawful presence in the United States.

ARTICLE 27
EQUAL OPPORTUNITY

The Contractor shall maintain policies of employment as follows:

27.1 The Contractor and the Contractor's subcontractors shall not discriminate against any employee or applicant for employment because of race, religion, color, sex, age or national origin. The Contractor shall take affirmative action to insure that applicants are employed, and that employees are treated during employment, without regard to their race, religion, color, sex, age or national origin. Such action shall include the following: employment, upgrading, demotion or transfer; recruitment or recruitment advertising; layoff or termination; rates of pay or other forms of compensation; and selection for training, including apprenticeship. The Contractor agrees to post in conspicuous places, available to employees and applicants for employment, notices setting forth the policies of non-discrimination.

27.2 The Contractor and the Contractor's subcontractors shall, in all solicitation or advertisements for employees placed by them or on their behalf; state that all qualified applicants will receive consideration for employment without regard to race, religion, color, sex, age or national origin.

ARTICLE 28
SUCCESSORS AND ASSIGNS

28.1 Each party binds itself, its successors, assigns, executors, administrators or other representatives to the other party hereto and to successors, assigns, executors, administrators or other representatives of such other party in connection with all terms and conditions of this Contract. The Contractor shall not assign this Contract or any part of it or right or obligation pursuant to it without prior written consent of the Owner. If Contractor attempts to make assignment without consent of Owner, Contractor shall remain legally responsible for all obligations under this Contract.

ARTICLE 29
SEVERABILITY

29.1 In the event any provision or section of this Contract conflicts with applicable law or is otherwise held to be unenforceable, the remaining provisions shall nevertheless be enforceable and shall be carried into effect.

ARTICLE 30
MEDIATION

30.1 Contractor Claims for additional cost or time are subject to Article 13, shall be reviewed as provided in accordance with that Article and, as a condition precedent to litigation, are subject to dispute resolution attempts and mediation in accordance with this Article. All other issues and disputes arising from this contract are also subject to dispute resolution attempts & mediation in accordance with this Article, as a condition precedent to litigation.

30.2 The parties agree that resolution of any dispute or disagreement without formal legal proceedings is to their mutual benefit and to the benefit of the Project.

30.3 The parties agree to make every reasonable attempt to resolve any issues or disputes informally. The parties further agree that prior to the institution by either of legal or equitable proceedings of any kind, and as a condition precedent thereto, any dispute between the Contractor and the Owner related to the Contract, including a dispute over the Owner's decision regarding a Claim, shall be subject to mediation as follows:

.1 If the issue to be mediated involves only a dispute regarding the Contract Time, no request to mediate shall be made unless liquidated damages have been assessed by the Owner. If the issue to be mediated involves a Claim or other financial dispute, no request to mediate shall be made unless the amount is $50,000 or more or until there are cumulative Claims or disputes amounting to $50,000 or more; provided, however, that a mediation request can be made as to any Claim or financial matter at any time after Substantial Completion;

.2 The party seeking mediation shall notify the other party in writing of its mediation request. In such written request, the requesting party must clearly describe the issues it believes are subject to mediation;

.3 Within fifteen (15) days of receipt of the mediation request, the non-requesting party shall respond in writing to the request;

.4 Unless the Owner and the Contractor agree to other rules for mediation, mediation shall be in accordance with the Construction Industry Rules of Arbitration and Mediation Procedures in effect at the time of the mediation;

.5 The parties shall share the mediator's fee and any filing fees equally; provided, however, that if a party makes a written request to the mediator without satisfying the requirements of this section and by doing so incurs any costs or fees, that party shall be solely responsible for the costs or fees;

.6 Unless otherwise mutually agreed to by the parties, the mediation shall be in Boise, Ada County, Idaho;

.7 The parties shall cooperate in arranging the other details of mediation, such as selection of the mediator, mediation dates and times;

.8 The parties agree that all parties necessary to resolve the matter shall be parties to the same mediation proceeding; provided, however, that no subcontractor or sub-subcontractor shall attend the mediation absent advance notice and consent from the Owner;

.9 Agreements reached in mediation shall be enforceable as settlement agreements in any court having proper jurisdiction; and

.10 Unless otherwise agreed in writing, the Contractor shall continue the Work and maintain the approved schedules during any mediation proceedings. If the Contractor continues to perform, the Owner shall continue to make payments in accordance with the Contract Documents.

30.4 If mediation fails to resolve the dispute, either party may file an action in the courts of Idaho in accordance with the venue provision contained in this Contract.

ARTICLE 31
WAIVER OF CONSEQUENTIAL DAMAGES

31.1 The Contractor and Owner waive claims against each other for consequential damages arising out of or relating to this Contract. This mutual waiver includes:

.1 Damages incurred by the Owner for rental expenses, for losses of use, income, profit, financing, business and reputation and for loss of management or employee productivity or of the services of such persons.

.2 Damages incurred by the Contractor for principal office expenses, including the compensation of personnel stationed there; for losses of income, financing, business and reputation; loss of management or employee productivity or of the services of such persons; and for loss of profit except profit arising directly from the Work.

31.2 This mutual waiver is applicable, without limitation, to all consequential damages due to either party's termination in accordance with Articles 18 and 20. Nothing contained in this paragraph shall be deemed to preclude an award of the assessment of liquidated damages, when applicable, in accordance with the requirements of the Contract Documents.

IN WITNESS WHEREOF, the parties have executed this Contract on the dates set forth below.

OWNER

State of Idaho
Division of Public Works

5/12/2022
Date Executed

BJM By: _____
Pat Donaldson, Administrator

CONTRACTOR
Quality Electric Inc.
5272 Irving Street
Boise, Idaho 83706

SEAL

5/5/22
Date Executed

By: _____
Signature

JAY HINTZE
Printed Name

PRESIDENT
Title

EXHIBIT A

OWNER'S PROJECT IDENTIFICATION INFORMATION:

DPW Project No. 21-207
SUB Switchgear Replacement
Boise State University
Boise, Idaho

General Project Description: Removal and replacement of the existing 208V main switchgear located in the basement of the original SUB building.

ADDENDA: Addenda applicable to the Contract and made a part of are as follows:

Addendum No. One: Dated April 15, 2022

FIXED PRICE CONTRACT AMOUNT AND ACCEPTED ALTERNATES:

Base Bid Amount:

Five Hundred Fifty Seven Thousand Nine Hundred Eighty Eight and No/100 Dollars $557,988.00

Total Fixed Price Contract Amount:
Five Hundred Fifty Seven Thousand Nine Hundred Eighty Eight and No/100Dollars $557,988.00

Contractor's Requests for Payment are to be submitted for Work accomplished through the LAST day of each month as described in Paragraph 7.3.

TIME FOR PERFORMANCE AND LIQUIDATED DAMAGES:

A. The Contractor shall commence construction of its scope of the Work in accordance with the Notice to Proceed issued by the Owner, and which will become Exhibit F to this Contract.

B. The Contractor shall accomplish Substantial Completion as defined in Article 6 of the Contract within **Six Hundred Thirty One (631)** consecutive calendar days from the date authorized to proceed in the Notice to Proceed.

C. The amount of liquidated damages per day for each and every day of unexcused delay as outlined in Article 6 on the Contract is: **Five Hundred Dollars ($500)**

DRAWINGS AND SPECIFICATIONS

The Owner shall furnish the Contractor **3** sets of Drawings and Project Manuals.

EXHIBIT B

ADDRESSES and AUTHORIZED REPRESENTATIVES: The names, addresses and authorized representatives of the Owner, the Contractor and the Design Professional are:

OWNER:
State of Idaho
Division of Public Works
502 N. 4th Street
P.O. Box 83720
Boise, ID 83720-0072
Pat Donaldson, Administrator

Project Manager:
John Julian
Telephone: (208) 332-1904
E-mail: john.julian@adm.idaho.gov
Fax: (208) 334-4031
May sign for Owner: Yes [X] No [ ]

Field Representative:
Bruce Berry
Telephone: (208) 332-1915
E-mail: Bruce.Berry@adm.idaho.gov
Fax: (208) 334-4031
May sign for Owner: Yes [X] No [ ]

CONTRACTOR:
Quality Electric Inc.
5272 Irving Street
Boise, Idaho 83706
Telephone:(208) 375-1300
FAX: (208) 375-1329
E-mail: jay@qeidaho.com
Public Works Contractors License No. PWC-C-10145-unlimited-4

Officer:
David Bradshaw Vice President (name and title)
208-375-1300 (telephone)
dave@qeidaho.com (E-mail)

Contractor's Project Manager:
Darrin Allen (name)
208-375-1300 (telephone and FAX)
darrina@qeidaho.com (E-mail)
May sign for Contractor: Yes [X] No [ ]
Change Orders: up to: $____.00
Construction Change Authorizations: up to: $_____.00
Contractor's Request for Payment

Contractor's Superintendent:
Darrin Allen (name)
208-375-1300 (telephone and FAX)
darrina@qeidaho.com (E-mail)
May sign for Contractor: Yes [X] No [ ]
Construction Change Authorizations: up to $_____.00

DESIGN PROFESSIONAL:

Musgrove Engineering, P.A.
234 S. Whisperwood Way
Boise, ID 83709
(208)384-0585
(208)384-0765

Professional's Project Manager:

Nick Schafer
Professional License No. 12731
(208)384-0585
(208)384-0765
nicks@musgrovepa.com

Professional's Field Representative:

Nick Schafer
(208)384-0585
(208)384-0765
nicks@musgrovepa.com

May sign for Design Professional:

Field Reports	Yes [X]	No [ ]
Change Order Proposal Requests	Yes [X]	No [ ]
Construction Change Authorization:	Yes [X]	No [ ]
Construction Change Order	Yes [X]	No [ ]
Design Professional's Supplemental Instructions	Yes [X]	No [ ]
Interpretations of the Contract Documents	Yes [X]	No [ ]
Contractor's Request for Payment	Yes [X]	No [ ]
Acceptance of Substantial Completion	Yes [X]	No [ ]
Acceptance of final completion	Yes [X]	No [ ]

EXHIBIT C

LIST OF DRAWINGS:

EG-0 Title Sheet / Area Maps
E-0 Electrical Legend
E-1 Demolition Floor Plan – Basement
E-2 New Work Floor Plan – Basement
E-3 New Work Floor Plan – First Floor
E-4 Single Line Details

LIST OF SPECIFICATIONS:

DIVISION 1 - GENERAL REQUIREMENTS

011000 - Summary
012500 - Substitution
012600 - Contract Modification Procedures
012900 - Payment Procedures
013100 - Project Management And Coordination
013300 - Submittal Procedures
014000 - Quality Requirements
015000 - Temporary Facilities And Controls
016000 - Product Requirements
017300 - Execution
017419 - Waste Management And Disposal
017700 - Closeout Procedures
017823 - Operation And Maintenance
017839 - Project Record Documents
017900 - Demonstration And Training

DIVISION 26 – ELECTRICAL

21257 260500 - Electrical General Provisions
21257 260501 - Field Test and Operational Check.
21257 260502 - Short-Circuit-Coordination Study-Arc Flash Hazard Analysis
21257 260519 - Conductors and Cables
21257 260526 - Grounding
21257 260533 - Raceways and Boxes
21257 262400 - Distribution Switchboards
21257 262413 - Main Switchboards
21257 262419 - Motor Control Centers
21257 266000 - Electrical Demolition and Repair

EXHIBIT D

CONTRACTOR'S AFFIDAVIT CONCERNING TAXES

STATE OF IDAHO)

COUNTY OF ADA)

Pursuant to the Title 63, Chapter 15, Idaho Code I, the undersigned, being duly sworn, depose and certify that all taxes, excises and license fees due to the State or its taxing units, for which I or my property is liable then due or delinquent, has been paid, or arrangements have been made, before entering into a Contract for construction of any public works in the State of Idaho.

Quality Electric Inc.
5272 Irving Street
Boise, Idaho 83706

SEAL

By:

(Signature)

Subscribed and sworn to before me this 5th day of May, 2022.

NOTARY PUBLIC
Residing at: Boise, ID
Commission expires: 1-26-2028

KIMBERLE A JOHNSON NOTARY PUBLIC Comm. No. 20220373 STATE OF IDAHO

EXHIBIT E

NAMED SUBCONTRACTORS:

Pursuant to Section 67-2310, Idaho Code, commonly known as the naming law, the names and addresses of the entities who will perform the plumbing, heating and air conditioning and electrical work were named in the bid and are as follows:

Electrical (PWCL Category 1600)

Quality Electric Inc.
5272 Irving Street
Boise, Idaho 83706

Idaho Public Works Contractors License No. PWC-C-10145-Unlimited-4

Idaho Electrical Contractors License No. 1086C

EXHIBIT F

NOTICE TO PROCEED

TO CONTRACTOR: DPW NUMBER:

CONTRACT DATE: ARCHITECT:

CONTRACT AMOUNT: $

DATE OF ISSUANCE: OWNER: State of Idaho

You are hereby notified to commence work on the above referenced contract on/or before and are to substantially complete the work within consecutive calendar days thereafter; therefore your contract completion date is .

The contract provides for the sum of **$** as liquidated damages for each consecutive calendar day after the above established substantial completion date that the work remains incomplete. Completion date will be established by "Certificate of Substantial Completion."

You are reminded that any changes to the original contract document regarding either cost or completion date must be effected by a change order approved by this department.

Your payment estimates must be submitted on Division of Public Works forms included herein. We will be most happy to assist you in preparing the payment estimate forms.

has been appointed Field Representative for this project. Please contact him at **332-** prior to beginning work. A pre-construction meeting will be held , at , at **(location)**

Sincerely,

PAT DONALDSON
ADMINISTRATOR

PD:pb

DISTRIBUTION: Tax Commission
Division of Building Safety
Risk Management (w/ Builder's Risk Application, if applicable)
(Project Manager)
Fiscal Office TAX ID xx-xxxxxxx

Idaho State Board of Education

650 W. State Street ● Room 307 ● Boise, ID ● 83702
P.O. Box 83720 ● Boise, ID ● 83720-0037

March 11, 2022

Mark Heil
Vice President and Chief Financial Officer
1910 University Drive
Administration Building, Room A-208
Boise, Idaho 83725-1200

RE: Replacement of Electrical Switchgear Equipment - Student Union Building

Dear Mark,

This letter is in response to your request to replace the existing electrical switchgear equipment in the Student Union Building. The total project cost is not to exceed $999,990.00.

The State Board of Education requires executive director review and approval for the purchase of equipment, data processing software and equipment, and all contracts for consulting or professional services either in total or through time purchase or other financing agreements, between five hundred thousand dollars ($500,000) and one million dollars ($1,000,000). Staff has reviewed the above request, and pursuant to the authority delegated to the Executive Director under Board Policy V.I.3.a., this correspondence will confirm authorization to proceed with the agreement as requested. This authorization is predicated on the understanding that general counsel for Boise State University has reviewed and approved terms and conditions of the purchase agreements.

Sincerely,

Matt Freeman
Executive Director

MF/mc

ATTACHMENT 4

Change Order

Conduit, feeder, buss duct

Quality Electric Inc.
5272 Irving Street
Boise, ID 83706
Phone: 208-375-1300
Website: www.qeidaho.com

Division of Public Works
502 N . 4th Street
Boise, ID 83702-0072
Attention: Nick Schafer/David Merrill

12 January 2023
BSU SUB

Re: Change Order CO-0001 for: DPW-21207-BSU-SUB-Switchgear

We are pleased to quote on the above Change Order CO-0001 as follows.
1. Remove buss duct system completely including connection box.
2. Build and install 2 new custom build pull boxes.
Run new 3" conduits from new pull box to new pull box.
3. Remove old copper cables and pull in new aluminum cables from vault to switchgear.
4. Make crimp on connections on both ends of cables.
5. Power for new sump pump in vault.

We reserve the right to correct this quote for errors and or omissions.

Pricing:
For the Sum of $377,511.00

The Change Order expires on 15 February 2023

We request an additional 0 days be added to the completion date of the project.

CHANGE ORDER TERMS:
Change order terms shall not be less any less stringent than the proposal terms outlined in our original proposal to your company, unless prior language has been written into the contract / agreement executed between our two companies.

ACCEPTANCE OF CHANGE ORDER
The above pricing and terms are satisfactory and are hereby accepted.
Quality Electric Inc is authorized to do the work as specified.

Date of Acceptance:_____

Printed Name:_____

Authorized Signature:_____

I would like to thank you for the opportunity to quote this Change Order. If you have any questions, please do not hesitate to reach out for further clarification.

Sincerely,

Darrin Allen

Darrin Allen
Quality Electric Inc.

BOISE STATE UNIVERSITY

SUBJECT

Conference Space Agreement – Especially for Youth (EFY), LLC

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I.6.b.

BACKGROUND/DISCUSSION

Boise State University (BSU) provides conference space and services to various entities during the Summer, when its facilities are not fully utilized. BSU seeks to offer conference services for Brigham Young University's For the Strength of Youth (FSY) conference (offered through its Especially For Youth (EFY) program) from May 27, 2023 to July 22, 2023.

The FSY program is a world-wide, week-long Church of Jesus Christ of Latter-day Saints conference for high school students, held on college campuses each summer. BSU has provided a proposal to EFY to host the program, which includes room and board for students and faculty, in addition to University facility and space usage. For the 6-week, 8-session program, BSU will charge nearly $2 million dollars, with revenue to be dispersed across participating university divisions.

IMPACT

The FSY conference, including conference space and services, is expected to gross no less than $1,778,400. As importantly, it creates an opportunity for prospective students to familiarize themselves with campus.

ATTACHMENTS

Attachment 1 – Conference Agreement

STAFF COMMENTS AND RECOMMENDATIONS

This agreement estimates over 3,000 campers between May and July and appears to be a good use of university resources during the summer.

Staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to enter into a Conference Agreement with EFY, LLC to provide conference space and services for the 2023 For the Strength of Youth Conference held from May 27, 2023 to July 22, 2023.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

BOISE STATE UNIVERSITY

CONFERENCE AGREEMENT

EFY, LLC; For the Strength of Youth Conference

This Agreement is made by and between Boise State University, a state of Idaho public institution of higher education (the "University"), by and through its University Events program, and EFY, LLC a Delaware nonprofit limited liability company which is contracted by The Church of Jesus Christ of Latter-day Saints to provide operational services in support of the Church's religious **For the Strength of Youth Conference ("FSY") Program** ("Sponsor").

SECTION ONE: LODGING AND EVENT SPACE RESERVATIONS

1.1 University coordinates conference services including housing, event space, dining, audio/visual, and other services as necessary for University units and authorized, external third parties, including Sponsor who seeks to utilize the University's housing for summer camps and/or conferences or similar engagement (sometimes referred herein as Sponsor's "Event"). Sponsor shall be responsible for the supervision and oversight of all of its camp or conference participants, counselors, employees, agents, or any other person on University property at Sponsor's express or implied invitation during Sponsor's Event (collectively, the Sponsor's "Group" and each individually an attendee, participant or Group member).

1.2 Sponsor acknowledges that it has reviewed, understands and agrees to abide by the applicable University policies, guidelines, and guest information published at https://www.boisestate.edu/guesthousing/ and https://www.boisestate.edu/eventservices/guidelines/, each of which is incorporated herein by this reference. In the event of conflict between this Agreement and any University policies, guidelines, and guest information, this Agreement prevails. For clarity, the University acknowledges that although FSY activities includes group activities include religious speech and are likely to fall within the University Policy 1100 definitions of *3.5 Disruptive Noise* and 3.*11 Plainly Audible* sound, none of the standard FSY program activities constitute *3.4 Disruptive Activity*. For further clarity, Sponsor acknowledges and agrees to support University's Event Services endorsement/sponsorship guidelines, namely, that use of University space for FSY does not imply endorsement or sponsorship by Boise State University.

1.3 Reservations are confirmed and lodging and event space is guaranteed when Sponsor and University execute this Conference Agreement. University will reserve rooms and event space based on the Proposal attached hereto as **Exhibit A** ("Proposal"). Sponsor may request changes to the count by communicating such changes to University sixty (60) days prior to the check-in date specified on the reservation request (or otherwise agreed to by University). As of sixty (60) days prior to the check-in date, Sponsor shall be responsible for the reserved space and associated fees agreed to at that time regardless of the number actual attendees, unless other arrangements have been agreed to in writing by University. University may modify Sponsor's residence hall and/or lodging or event space assignments to accommodate changes in size or number of Sponsor's Group.

1.4 University will make hall and room assignments, and event space reservations, based on Sponsor's request, the availability of the residence hall or event space, the size of the Event, and the ratio of minors to adults. Sponsor is not guaranteed exclusive occupancy of any residence hall or event space. Unless otherwise agreed between Sponsor and

University, University reserves the right to assign multiple camps or conferences to the same or several residence halls or event spaces.

1.5 The University seeks to create an environment free from undue noise. Quiet hours are daily from 10:00PM to 7:00AM. University reserves the right to terminate the Agreement or request removal of any Group member following excessive noise complaints (more than three per stay).

1.6 Unless alternative arrangements are agreed to by University, Sponsor must assure all attendees arrive no sooner than the check-in date and depart no later than check-out date specified in Sponsor's reservation confirmation issued by University. Late departure is not permitted, however, in the event a late departure occurs, Sponsor will be charged the applicable nightly rate plus a two-hundred dollar ($200.00) per person, per night, as a holdover charge until proper check-out and departure is completed. Early arrivals without prior arrangements may be accommodated if space is available and will be charged the applicable nightly rate plus an additional charge of one-hundred-twenty-five ($125.00) per person. The space available or provided to an attendee in the event of early arrival or late departure may not be the same space the guest is or was assigned during their assigned visit.

1.7 Furnishings provided may vary based on type of housing assigned, and are more fully described on the Summer Guest Housing website, located at https://www.boisestate.edu/guesthousing/ and incorporated fully herein by this reference.

1.8 Sponsor shall advise University promptly of any issue of disrepair in the rooms, common areas of the residential halls, or reserved event spaces. Sponsor shall keep all sleeping rooms, common areas and reserved event spaces clean and free of debris.

1.9 Sleeping rooms must be locked when unoccupied. The University will issue one key and/or key card to each individual assigned a room and access cards for buildings as applicable. During the Event, Sponsor must report any lost key card or building access card to University immediately. Sponsor must return all keys and access cards during check-out.

1.10 Sponsor and Sponsor's Group must remove all camp or conference materials, trash, and any other personal belongings or property from all sleeping rooms, common areas and event spaces upon check-out. The residence halls should be left in neat and orderly condition and all linens folded and left atop the bed in each room. The rooms and floors should be free of debris and any trash cans should be emptied. If room configurations are altered during the camp or conference, the rooms must be returned to their original configuration by check-out. Sponsor is encouraged to participate in any pre and post-inspection of Sponsor's rooms. If Sponsor is unable to attend at the required time, sponsor may not dispute damage charges assessed during inspection. Pictures shall be provided for any large damage being charged to Sponsor.

1.11 Sponsor shall be responsible for any damage to residence hall, sleeping rooms, event space, or other University property caused by Sponsor or Sponsor's Group. Sponsor shall pay for the costs of any repairs, cleaning, additional housekeeping, or supplemental maintenance charges that the University incurs because of misuse, abuse, or destruction of University property.

1.12 If any of Sponsor's Group fails to remove personal property, the University may remove and store such property at the Sponsor's expense for a period not to exceed thirty (30) days. If Sponsor has not claimed property within the time designated, the University may dispose of the property and shall not be liable to the Sponsor or any attendee from Sponsor's Group for any damages arising from this action. Sponsor further agrees to be financially responsible for the recovery of any such property and for any expenses incurred by the University associated with such, including a trash or property removal fee, if applicable.

1.13 The University respects the Sponsor and Sponsor's Group's right to privacy. However, the University reserves the right to enter the any member of Sponsor's Group's rooms (i) at any time without prior notice for health, safety, or welfare emergencies, or (ii) with reasonable notice and coordination with Sponsor's personnel, for routine or requested maintenance in or outside of the Sponsor's Group's rooms, and/or to ensure compliance with University policies. Sponsor agrees to cooperate fully with University personnel and understands that such inspection or

maintenance may entail noise and/or inconvenience.

1.14 All University staff members are Boise State University officials. Guests are required to comply with lawful orders or reasonable requests from any University official. Verbal, physical, or emotional abuse directed at any staff member or guest will not be tolerated. The offender may be immediately removed from campus housing, in the University's reasonable discretion, in which event Sponsor will continue to be responsible for all charges and fees.

SECTION TWO: CHARGES AND PAYMENTS

2.1 Sponsor agrees to be responsible for all payments and any other costs and expenses, including room rates and incidental charges or additional services requested and incurred, as a result of or relating to Sponsor's Event or otherwise relating to Sponsor's Group. All guest rooms are subject to State and local taxes. All groups staying on campus for less than 30 consecutive days are required to pay these taxes. Organizations that are exempt from State and local taxes must submit an Idaho ST-101 tax exempt certificate prior to event quote being approved. This form must be approved by Boise State University and once approved tax will be removed from the quote for approval. All documentation will be attached to this agreement.

2.2 Unless otherwise agreed to in writing between Sponsor and University, Sponsor agrees to pay the applicable rates and charges listed on the Proposal.

2.3 Sponsor shall pay upon execution of this Agreement, or has paid, a deposit equal to fifty percent (50%) the total estimated cost of Sponsor's booking to confirm booking minus the administrative fee provided above. Lodging and event space is not confirmed and reserved until the deposit and administrative fee have been paid.

2.4 Sponsor is responsible for damage other than normal wear and tear caused by Sponsor or its Group members to University facilities and property, as well as loss or damage to keys and access cards. In order to recoup University's costs for such damages, Sponsor will be charged $35.00 for each lost, broken, or bent key, and $75.00 for lost exterior/interior door access cards. In addition, lost or severely damaged linen will be replaced at $50.00 per bed and excessive cleaning will be charged at $150.00 per attendee requiring excessive cleaning services. Staff time spent addressing damages or substantial changes to requested services will be charged at the hourly rate of $25.00 per hour (with a minimum of two hours) plus the cost of any materials and supplies used or repairs made. If damages must be addressed outside regular business hours, an after-hours charge may also be assessed. These amounts will be itemized on the final invoice.

2.5 University will invoice Sponsor for all remaining costs, charges, or services, including any damages or substantial changes to requested services, within sixty (60) days' of the check-out date. Sponsor agrees to pay all charges due within thirty (30) days' of the date of the invoice. Sponsor hereby acknowledges and agrees that, after this date, the Sponsor will incur and owe a late fee equal to $200.00 for each additional thirty-day period the invoice remains unpaid in whole or in part. Payments must be made in the form of check drawn within the United States, money order, wire transfer, or as otherwise directed by the University. Card transactions can be requested but all fees associated with these transactions are the responsibility of the Sponsor.

2.6 Sponsor must provide written notice of any cancellation of an Event. Cancellations received ninety (90) days or more before the first check-in date will incur no cancellation fee. Sponsor will incur a cancellation fee as provided in the table below for any subsequent cancellation. In the instance a cancellation fee is necessary, the paid deposit minus the non-refundable administrative fees will be applied before final billing. Sponsor is expected to pay the cancelation fee within 7 days' of its written notice of cancellation. If canceled prior to 90 days, their refundable deposit will be returned via check within sixty days of the date of cancelation notice, minus any non-refundable fees.

Cancellation Date	**Fee**
Cancellation within 90 days of May 27, 2023	$2,000
Cancellation within 60 days of May 27, 2023	30% of full cost
Cancellation within 30 days of May 27, 2023	50% of full cost

2.7 Notwithstanding the above, in the case the Event is or becomes prohibited or space is made unavailable because of a public health order, national or state declaration of emergency, or other unforeseen occurrence as reasonably determined by University, cancellation fees will not apply. In this instance, the non-refundable administration fee and deposit can be applied toward a rescheduled Event or refunded in entirety. Further, should any part of the University necessary to the Event be destroyed by fire or any other cause or should casualty or occurrence render the fulfillment of the Agreement by the University impossible, the Agreement shall terminate and the Sponsor shall pay for its use of said facilities and services, if any, only up to the time of said termination. Sponsor and its participants hereby waive any claim for damages should the Agreement be terminated by the University for any reason beyond the University's reasonable control.

SECTION THREE: ADDITIONAL SERVICES

3.1 Meals shall be provided to Guest members in accordance with the Proposal. The University has contracted dining service operations which provide board dining, retail food sales, catering, concessions, and vending. Unless otherwise agreed upon in advance, no food or beverages may be served or sold on campus unless provided by the University contracted dining services provider. Food and beverage for individual consumption is permitted. Other exceptions must be requested in advance. Please review the Catering Guidelines at https://www.boisestate.edu/eventservices/catering-guidelines/ and contact University Event Services to coordinate or request additional food and beverage services.

- The parties hereby agree in advance upon an exception to the above provisions and guidelines for pizza night: Sponsor has permission to bring in pizza from a third-party vendor.

3.2 Upon request, University shall arrange overnight parking needs, or other transportation options, through the Department of Public Safety for Group's stay on campus. Requests for parking arrangements or other transportation options should be made not less than ten (10) business days prior to the Event. The University has numerous options for parking on campus, which are more fully described on the Event Parking website, located at https://www.boisestate.edu/publicsafety-transportation/event-policies/ and incorporated herein by this reference. University shall submit the request for parking on behalf of Sponsor and include the cost on Sponsor's final invoice. Final charges invoiced will be based on the number of parking permits ordered. Parking is subject to availability and prior approval by University's Department of Public Safety.

3.3 Upon request, University shall arrange for audio-visual services in reserved event spaces. Audio-visual equipment, personnel needs, and goals should be communicated to University at the time of the reservation request, and no later than fourteen (14) days prior to the Event. Sponsor may bring and use its own audio-visual equipment, provided, however, that University shall not be responsible for the care, operation, support or maintenance of Sponsor's equipment.

3.4 Custodial services will consist of cleaning private bathrooms prior to the start of the scheduled arrival and after Group's departure. Public areas will be cleaned weekly, with the exception of weekends and holidays. In addition, toilet paper will be provided in all public and private bathrooms; additional toilet paper is available at the front desk at no cost. Sponsor and its attendees are expected to keep all rooms reasonably kept and return all rooms in a same or similar condition, ordinary wear and tear excepted.

3.5 Unless otherwise agreed, Sponsor's participants shall bring their own linens. Neither linens nor linen service is included. In the event a participant wishes to separately rent linens, the package shall include two sheets, one blanket, one pillowcase, one pillow, one towel, one washcloth. Linen service will include placement of linens in the bedroom (or other designated area for pickup). Beds will not be made. A limited number of additional blankets will be made available to Sponsor upon request and subject to availability through the front desk. Group shall not remove any linen from any University facility.

3.6 Residence hall common spaces and exterior grounds immediately surrounding the halls may be scheduled for use at no cost depending on location and availability. These spaces cannot be secured. The University is not responsible for the loss or damage to any personal property as a result of using these spaces or exterior grounds and cannot guarantee exclusiveness. Noise restrictions still apply in all outdoor and indoor common areas and spaces.

3.7 The University has exclusive rights for retail operations on campus. All retail sales require prior written approval

from the Director of the BroncoShop. All written requests should be submitted in advance, no later than sixty (60) days prior to the date of the event. Contact University for the proper forms and documents.

3.8 Additional services may be available from other units of the University and will be provided at the rates and charges provided by those units and may be subject to additional agreements or additional terms and conditions.

SECTION FOUR: SUPERVISION

4.1 Boise State University does not assume Custody and Control of minors and does not provide supervision services. Sponsor must assume all supervision and responsibility for Group members, including minors on campus, for purposes of Sponsor's Event. Any use of University's campus where the responsibility for Custody and Control of the Minor participant(s) is assumed by Sponsor requires Sponsor's compliance with University's Protection of Minors Policy (Policy 12060) (https://www.boisestate.edu/policy/campus-security-and-safety/protection-of-minors/). For purposes of the policy and this Agreement, "minor" is defined as "any person under the age of eighteen (18)" and the terms "Custody and Control" means that Sponsor retains custody and control of all minors by "accepting supervision over and responsibility for Minors in the absence of their parent(s) or other legal guardian(s)." Specifically, Sponsor shall abide by the following:

4.1.1 Conduct background verification on Sponsor's employees, volunteers, and representatives. These background verifications must be at least as stringent as those conducted by the University on individuals covered under University's Background Verifications Policy (Policy 7005). Background verifications and training must be completed at least forty-eight (48) hours prior to the start of Sponsor's Event. Sponsor must submit a certification of compliance with the background verification and training to University. University may request any additional information deemed necessary to meet the requirements of the Protection of Minors Policy.

4.1.2 Ensure Sponsor's employees, volunteers, and representatives complete Minor Abuse prevention training that meets or exceeds the minimum requirements as outlined in Section 4.3.4 of University's Protection of Minors Policy. Further, Sponsor must report Minor Abuse immediately if suspected. Minor Abuse is defined as "the infliction of physical injury, sexual abuse or exploitation of a Minor (whether by an adult or another Minor); negligent treatment or maltreatment of a Minor; or abandonment of a Minor. This includes the failure to make reasonable efforts to prevent Minor Abuse as well as emotional injury." Minor Abuse should be reported to either law enforcement or the Idaho Department of Health and Welfare. See University's Protection of Minors Policy for details.

4.1.3 Have standards of conduct designed to prevent the Abuse of Minors, which standards shall be available to University upon request.

4.2 At least 14 days prior to the Event, Sponsor shall register the Event with the Office of Institutional Compliance and Ethics at https://www.boisestate.edu/compliance/non-university-program-activity-registration-form/.

4.3 Violations of Section Four of this Agreement, including any violations of University's Protection of Minors Policy, may result in exclusion from the University, termination of this Agreement, and/or other measures.

SECTION FIVE: HEALTH AND SAFETY, APPLICABLE POLICIES

5.1 The health and safety of all persons on University property is essential. Sponsor and Sponsor's Group shall abide by all applicable University policies (including any procedures, regulations, and guidelines), and all applicable local, state, and federal laws, regulations, and ordinances at all times. Sponsor hereby agrees to share any applicable information with all Group members, including Minors' parents or legal guardians, and agrees to abide by University Policies, available at https://www.boisestate.edu/guesthousing/guest-information/policies-2/, which are incorporated herein, as well as all Housing and Residence Life Community Standards (available here: https://www.boisestate.edu/housing/housing-help-center/policies-and-standards/community-standards/) which are incorporated herein. However, in the event of a conflict between these Policies and Standards and this Agreement, this Agreement shall take precedence. In addition to the foregoing, Sponsor is permitted to apply Sponsor's policies and procedures regarding Sponsor's employee and participant housing, in accordance with applicable law.

5.2 In an effort to minimize risk of infection and help slow the spread of COVID-19 and other infectious illness, the University's Public Health Office has issued and will continue to issue campus-wide health guidance (the "Public Health Guidance") applicable to use of University's campus and facilities, including University housing. The Health

Guidance is updated from time to time and available here: https://www.boisestate.edu/publichealth/covid-19-response/ In addition, the University may advise Sponsor of additional guidelines applicable to Sponsor's use of University spaces at any time prior to or during the conference or camp ("Public Health Requirements"). Sponsor must, and must require all Group members, to comply fully with any and all Public Health Guidance or Public Health Requirements at all times Sponsor and any of Group Members are present on the campus or utilizing facilities of University.

5.3 All University Policies applicable to the use of University's campus and facilities are fully applicable to Sponsor and all Group members. University policies are available on the University's website, https://www.boisestate.edu/policy/, and are incorporated into this Agreement.

5.4 Without limiting the foregoing, Sponsor and participants must comply with the following:

5.4.1 In accordance with the Smoke and Tobacco-Free Campus Policy (Policy 9110), the entire Boise State University campus is smoke-free. Smoking and use of tobacco products is prohibited on-campus and in University owned vehicles.

5.4.2 Under Idaho state law, firearms are prohibited in any residence hall, unless possessed by a qualified law enforcement officer or retired law enforcement officer. All other weapons are also generally prohibited on campus, subject to few exceptions. See University Possession of Firearms/Weapons on University-Owned or -Controlled Premises (Policy 12080). Included in the prohibition is weapons being stored in vehicles on University grounds. Weapons may be immediately confiscated by the Boise City Police Department, Campus Security Officers and/or other University employees. Individuals found in violation of this policy may be removed and excluded from campus.

5.4.3 The possession, manufacturing, distribution, use or sale of drugs or drug paraphernalia is prohibited on University grounds and buildings. This includes illicit and misuse of prescription drugs. The odor of a drug that can be identified by two or more individuals is enough to reasonably determine use. Security or police may be involved and immediate termination of housing privileges may result for Sponsor and/or its participants.

5.4.4 Idaho state law prohibits the use and distribution of alcohol to any person under the age of 21. For the safety and welfare of all members of the community we expect responsible drinking behaviors of those of legal drinking age. Common sources of alcohol and/or devices intended for the rapid consumption of alcohol is prohibited at all times in all areas. Consumption of alcohol in public spaces is strictly prohibited. This includes, but is not limited to lawns, courtyards, parking lots, lounges, hallways, walkways, etc. Open containers are not allowed in public spaces. Consequences for violating the alcohol policies may include, but not limited to, disposal of all alcoholic products, removal from housing, and/or referral to Security and/or Police. Parental and/or guardian notification for those under the age of eighteen (18) may occur for those found in violation of this policy.

5.4.5 Participating in dangerous pranks, hanging or climbing outside of windows, balconies, roofs, or other conduct that creates unreasonable risk of harm to a person or property is strictly prohibited.

5.4.6 Tampering, damaging, or inhibiting the use of fire/safety equipment which includes blocking designated fire exits, smoke detectors, alarms, sprinklers, fire doors, and fire extinguishers, in addition to the intentional act of setting a fire is a violation of state law, and University regulations. All Group members MUST leave the facility immediately when a fire alarm sounds. Group members will not be permitted to reoccupy until the University or fire officials reauthorize occupancy. In addition, all occupancy standards set by the University and/or State are to be observed.

5.4.7 No sidewalks, doors, passages, or ways of access to or through facilities or to any other part of the University shall be obstructed or left unsecured by the Sponsor or Sponsor's Group. Propping of doors to avoid access card use is a security risk and not permitted.

5.5 Discrimination and harassment are prohibited by University policy. Any allegations of discrimination or harassment will be addressed in accordance with University's Non-Discrimination and Anti-Harassment Policy (Policy 1060), Nondiscrimination on the Basis of Disability Policy (Policy 1075), and/or Sexual Harassment, Sexual Misconduct, Dating Violence, Domestic Violence, and Stalking (Policy 1065), as applicable and may result in one or more Group member's removal from University housing, termination of Event participation, and/or potential legal action.In addition to the foregoing, Sponsor is permitted to apply Sponsor's own policies and procedures with regard to discrimination and harassment, in accordance with applicable law. Sponsor and/or any Group member found responsible for violation of these policies (or other applicable University policies) may have this Agreement and/or housing options terminated immediately and without warning, at discretion of the University.

5.7 Sponsor should report any emergencies by calling 911 or by activating a blue emergency phone around campus. Non-emergency suspicious behavior or criminal complaints should be reported to the Department of Public Safety, (208) 426-6911. In the event of any emergency within University housing, Sponsor must immediately notify University personnel. University staff will assume authority for response and will enact appropriate emergency procedures. The University will involve law enforcement, medical personnel, and/or chaperone's if applicable depending on the situation involved.

5.8 All applicable University policies, Public Health Guidance, Public Health Requirements, and other local, state, and federal, regulations concerning health, safety, and public order in the State of Idaho, the County of Ada, the City of Boise, and the University shall be observed, including without limitation those specified in this Agreement. If Sponsor or any Group member fails to comply with the foregoing, the University may terminate this Agreement in whole or in part at any time. In the event of termination for failure to comply with said regulations, Sponsor shall be liable to the University for all charges and expenses incurred to date and the amount provided above under cancellation fee (utilizing the termination date in lieu of the cancellation date) shall be owed as liquidated damages.

SECTION SIX: LIABILITY RELEASE AND INDEMNIFICATION

6.1 **Sponsor assumes all reasonable risks associated with its use of a University residence hall, University event spaces, or any other area of University's campus or property, as well as any dining or other services. Sponsor knowingly and voluntarily waives and releases the University, the Idaho State Board of Education, the State of Idaho, and each of their respective officers, agents, employees, and representatives (each a "University Party" and collectively, the "University Parties") from all past, present, and future claims of any type for any harm or loss, including but not limited to, economic loss, personal injury, disease, death, or property damage arising out of or related to this Agreement, Sponsor's Event, and Sponsor's use of a University residence hall, University event spaces, or any other area of the University's campus or property, as well as any dining or other services ("Losses") except to the extent that the Losses arise from the gross negligence, breach of this Agreement, violation of law, or willful misconduct of one or more of the University Parties. To the extent permitted by law, Sponsor agrees to indemnify, hold harmless, and forever covenant not to sue any University Party for any claims, liabilities, or expenses, including without limitation damages, personal injury, death, medical expenses, disability, lost wages, loss of capacity, property damage, court costs, attorneys' fees, or any other loss of any kind ("Claims"), except to the extent that the Claims arise from the gross negligence, breach of this Agreement, violation of law, or willful misconduct of one or more of the University Parties. Sponsor acknowledges and agrees that this assumption of risk, waiver and release, indemnification, and hold harmless shall be binding on Sponsor and its agents, representatives, heirs and assigns.**

6.2 Sponsor shall maintain, or cause to be maintained, insurance policies or alternative policies, which may include a program of self-insurance or alternative risk transfer, of the types and in the amounts described below. Sponsor shall provide University with a certificate evidencing required insurance coverages and naming University as additional insured within thirty (30) days from execution of this Agreement. All policies, except Worker's Compensation, shall name the following Certificate Holder as an additional insured:

State of Idaho and Boise State University
Attn: Risk Management
1910 University Drive
Boise, Idaho 83725

Should any of the above-described policies be canceled before the expiration date thereof, notice will be delivered in accordance with the policy provisions. Failure of Certificate Holder to demand a certificate or other evidence of full compliance with these insurance requirements or failure of Certificate Holder to identify a deficiency from evidence that is provided shall not be construed as a waiver of Sponsor's obligation to maintain such insurance. By requiring this insurance, University does not represent that coverage and limits will necessarily be adequate to protect University, and such coverage and limits shall not be deemed as a limitation on Sponsor's liability.

6.2.1 Commercial General Liability Insurance. Commercial general liability (CGL) with a limit of not less than $1,000,000 each occurrence and $2,000,000 aggregate.

6.2.2 Professional Liability. Left Blank Intentionally

6.2.3 Workers' Compensation. All statutorily required Workers' Compensation coverages to include Employer's Liability at minimum limits of $100,000/$100,000/$500,000.

6.2.4 The requirements stated in this Section 6.2, may be waived or modified in a writing signed by the University's Risk Manager.

6.2.5 In the event Sponsor is a governmental entity as defined by the Idaho Tort Claims Act, Idaho Code, Title 6, Chapter 9, as may be modified from time to time (the "ITCA"), Sponsor's liability, if any, for any damages, losses, or costs arising out of related to acts performed by Sponsor or its employees acting within the scope of their employment is governed by ITCA, where applicable, and the insurance requirements provided in Sections 6.2.1 through 6.2.2, are not applicable. For sake of clarification, Sponsor shall still provide a certificate of insurance evidencing satisfactory insurance coverages to University as required above, but shall not be required to name University as an additional insured.

6.3 In the event Sponsor is a state agency of the State of Idaho, including any unit or department of the University, Sections 6.1 and 6.2 shall be not be applicable, and shall be void. In lieu thereof, the following liability provision shall apply:

6.3.1 Sponsor assumes all risk associated with Sponsor's Event as well as with Sponsor's use of a University residence hall, University event space, or any other area of the University's campus or property, as well as any dining or other services, by Sponsor or any Group member. The parties understand that each is covered with respect to third party tort liability by the State of Idaho, Department of Administration, Risk Management Program utilizing the Retained Risk Account. This is a plan of liability coverage provided by and subject to provisions of the Idaho Tort Claims Act, and the Department of Administration, Risk Management statutes. The parties agree that any third-party tort liability claim, suit or loss resulting from or arising out of the parties' performance of any activities under this Agreement shall be allocated to one or both parties by the Department of Administration, Risk Management Program ("Risk Management") for purposes of loss experience and subsequent allocation of agency premium assessments. Each party shall notify Risk Management and the other party in the event it receives notice or knowledge of any claim(s) arising out of the performance of, or activities under, this Agreement. Each party shall be liable to the other for damage to property of the other caused by such party in the performance of this Agreement or any related task order. If the damaged property (including vehicles) is covered by property or auto coverage through Risk Management, then Risk Management shall charge the damage or loss to the responsible party, and the responsible party shall be responsible for the deductible, if any. In the event of damage to either party's property in the performance of this Agreement for which it is unclear which party was at fault or caused such damage, then each party shall be responsible for their own property. Each party shall notify Risk Management and the other party in the event it receives notice or knowledge of any claim(s) arising out of the performance of, or activities under, this Agreement.

6.4 The University is a State of Idaho public institution of higher education and as such, maintains a program of self-insurance pursuant to the ITCA. Through the program of self-insurance, the University maintains liability coverage for its maximum exposure under ITCA of $500,000. The University's liability, if any, for any damages, losses, or costs arising out of related to acts performed by University or its employees acting within the scope of their employment is governed by ITCA, where applicable. Nothing in this Agreement shall be deemed a waiver of any defense, protection or limitation of liability afforded the University under ITCA. Nothing in this agreement shall be construed as a waiver of University's sovereign immunity or any other immunity, defense, damages, remedy or claim the University may assert because of its status as a State of Idaho institution of education. The University assumes no liability for any act or omission of Sponsor, Sponsor's Event, or any of Sponsor's Group. The University assumes no liability for the theft, destruction, or loss of any of Sponsor's or Sponsor's Group's personal property, whether left secured or unsecured in a residential hall or other area of campus.

SECTION SEVEN: MISCELLANEOUS PROVISIONS

7.1 This Agreement shall commence effective as of the last date signed by a party hereto ("Commencement Date") and shall continue for a period of twelve calendar months (the "Initial Term") unless sooner terminated by either Party as specified in this section. The Parties may renew this Agreement for additional terms upon mutual written agreement specifying the renewal term (each, a "Renewal Term" and together with the Initial Term, the "Term"). This Agreement may be terminated by either Party, with or without cause, upon thirty (30) days' written notice, subject to the cancellation provisions hereof in the event of a cancelation of an Event.

7.2 Sponsor must conform to University's Brand Standards, available at https://www.boisestate.edu/communicationsandmarketing/brand-standards/, with regard to any use of University's name or logo ("University Marks"). Sponsor shall be permitted to utilize University Marks, as provided in University's brand standards, for purpose of such advertising or informing potential conference attendees of the Event and its location. Any other use of University's Marks is subject to prior written approval by University.

7.3 This Agreement shall be construed in accordance with and governed by the laws of the State of Idaho without regard to its conflict of laws principles. Any action to enforce the provisions of this Agreement shall be brought in State district court in Ada County, Boise, Idaho. Each party hereby consents to personal jurisdiction and service in such State courts.

7.4 The Parties are independent contractors. Nothing in this Agreement shall create an agency, partnership, employment relationship, fiduciary or special relationship, joint venture, or any other form of joint enterprise between Sponsor and the University.

7.5 If any provision of this Agreement is declared invalid or unenforceable by judicial determination or otherwise, such provision shall not invalidate or render unenforceable the entire Agreement; rather, the Agreement shall be construed as if not containing the particular invalid or unenforceable provision or provisions and the rights and obligations of the parties shall be construed and enforced accordingly.

7.6 No delay or failure by either party to exercise any right, remedy or power herein shall impair such party's right to exercise such right, remedy or power or be construed to be a waiver of any default or an acquiescence therein, and any single or partial exercise of any such right, remedy or power shall not preclude any other or further exercise thereof or the exercise of any other right, remedy or power. No waiver hereunder shall be valid unless set forth in writing and executed by the waiving party.

7.7 Nothing in this Agreement, express or implied, is intended to or shall confer upon any person or entity other than the Parties any right, benefit or remedy or any nature whatsoever under or by reason of this Agreement.

7.8 Neither party may assign this Agreement, or any of its interests or obligations in connection with this Agreement, without the prior written consent of the other party. This Agreement shall apply to and bind the successors and permitted assigns of the parties.

7.9 This Agreement, and the published policies, guidelines and information referenced and incorporated herein, constitutes the complete and entire agreement of the parties relating to the subject matter hereof, and supersedes any and all prior written and oral agreements or understandings relating to such subject matter, including any conflicting terms set forth in any exhibits hereto. This Agreement may be modified or amended only by a writing executed by both parties.

7.10 Neither party will be in default or otherwise liable for any delay in or failure of its performance under this Agreement if such delay or failure arises by any reason beyond its reasonable control, including any act of God, any act of warfare or terrorism, earthquakes, floods, fires, epidemics, riots, or failures or delays in transportation or communications. The parties agree to promptly inform and consult with each other to the extent reasonable possible as to any of the above causes which, in the judgment of either party, could be or is the cause of a delay or failure of performance of this Agreement.

7.11 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 University beyond the term of any particular appropriation of funds by the Idaho State Legislature as may exist from time to time. University reserves the right to terminate this Agreement in whole or in part (or any order placed under it) if, in its sole judgment, the Legislature of the State of Idaho fails, neglects, or refuses to appropriate sufficient funds as may be required for the Institution to continue such payments, or requires any return or "give-back" of funds required for the University to continue payments or operations necessary to perform this Agreement, or if the Executive Branch of the State of Idaho mandates any cuts or holdbacks in spending impacting University's ability to perform its obligations hereunder. All affected future rights and liabilities of the parties hereto shall thereupon cease within ten (10) calendar days after notice to Sponsor.

7.12 This Agreement may be executed in one or more counterparts, with signatures delivered by electronic signatures, fax or emailed PDF documents with subsequent delivery of original signatures, all of which counterparts when taken together will comprise one document.

7.13 Each party agrees that the electronic signatures, whether digital or encrypted, of the parties included in this Agreement are intended to authenticate this writing and to have the same force and effect as manual signatures. Electronic Signature, for this Agreement, means any electronic sound, symbol, or process attached to or logically associated with a record and executed and adopted by a party with the intent to sign such record, including facsimile

or email electronic signatures.

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

7.15 Except to the extent this Agreement is a contract or commercial transaction that is subject to a federal law related to Medicaid or a contract with a hospital as defined in Idaho Code, Section 39-1301, Sponsor represents it is not an abortion provider or an affiliate of an abortion provider, as those terms are used in Idaho Code Section 18-8703. In addition, except to the extent this Agreement is a contract or commercial transaction that is subject to a federal law related to Medicaid or a contract with a hospital as defined in Idaho Code, Section 39-1301, the Parties agree that no funds provided hereunder shall be used in any way to provide, perform or induce an abortion; to assist in the provision or performance of an abortion; to promote abortion; counsel in favor of abortion; refer for abortion; or provide facilities for abortion or training to provide or perform abortion, other than as permitted by Idaho Code Section 18-8705.

7.16 Any notices required to be sent to a party pursuant to this Agreement shall be delivered to the Party in person, or sent to the Party by certified or registered mail or by nationally recognized overnight courier to the Party at the Party's address specified below, or such other address as may from time to time be designated by such Party in writing.

If to Boise State University:

Heather Lile, Director, University Events
Boise State University
Address: 1910 University Drive, Boise, Idaho 83725
Phone: (208) 426-1642
Email: heatherlile@boisestate.com

With copy to:

Office of the General Counsel
Boise State University
1910 University Drive
Boise, Idaho 83725-1203

If to Sponsor:

Tyler Hansen, Sr. Strategic Sourcing Supervisor
Address: 701 E. University Parkway, 103 HCEB, Provo, UT 84602
Phone: 801-422-3472
Email: Tyler_hansen@byu.edu

[Remainder of Page Left Intentionally Blank – Signatures Follow]

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

SPONSOR

By:_____ Date:_____

Tyler Hansen
Senior Strategic Sourcing Supervisor

BOISE STATE UNIVERSITY

By: _____ Date: _____

Alicia Estey
Chief Financial and Operating
Officer and Vice President for
Finance and Operations

EXHIBIT A

See Attached.

Hello Jason,

Boise State University is pleased to provide the following draft proposal in response to your request to host multiple sessions of For the Strength of Youth (FSY) on campus during the summer of 2023. Six weeks, with a total of eight individual sessions, have been identified to serve 3,450 individuals (3,040 campers and 410 staff).

Please note that this draft is a proposal for discussion purposes based on our current pricing and availability, not a binding agreement. Final terms, including required deposits and session minimums, will be negotiated as part of the formal contracting process. The final agreement may be subject to State Board of Education approval.

Proposed dates, prices, and the number of individuals per session are outlined below.

FY23 BOISE STATE PROPOSAL | FOR THE STRENGTH OF YOUTH					
PROGRAM DATES	**STAFF**	**CAMPERS**	**MAXIMUM CAPACITY**	**SESSION PRICE**	**PENDING VENUES**
May 27-June 3 *	50	350	400	$204,750	Special Events Center
June 3-June 10 **	40	310	350	$181,350	Stueckle Sky Center
June 17-June 24 *	40	310	350	$181,350	Stueckle Sky Center
June 24-July 1 A	60	440	500	$257,400	Student Union
June 24-July 1 B	60	440	500	$257,400	Student Union
July 8-July 15 A	60	440	500	$257,400	Student Union
July 8-July 15 B	60	440	500	$257,400	Student Union
July 15-July 22	40	310	350	$181,350	Stueckle Sky Center
8 programs in 6 weeks	**410**	**3040**	**3,450**	**$1,778,400**	**Multiple**

PRICE FOR 8 PROGRAMS = $1,778,400 (exclusions apply)
AVERAGE PRICE PER CAMPER = $585 (represents fixed and variable expenses)

**Program coincides with federal holiday closure.*

***Potential for noise disruption from simultaneous football camp in Albertsons Stadium for the* Stueckle *Sky Center.*

Included (for each session)

- **Event space:** main session space large enough to accommodate all participants (5 days Monday - Friday); 2-3 additional, separate breakout spaces large enough to

accommodate attendees simultaneously (5 days Monday - Friday); headquarters/training space for non-campers (7 days Saturday - Friday); outdoor dance location (2 days Tuesday and Friday); general use of grounds for dispersed meetings

  - **Event Equipment:** standard furnishings for all indoor meeting spaces (tables and chairs)

- **Accommodations:** each camper (5 nights, Monday check-in) and each staff member (7 nights, Saturday check-in) to be housed in shared double or greater occupancy rooms in on-campus residences. This does not include bedding packs, which would be an additional cost if campers elect not to bring their own (typically sleeping bags and pillows).

- **Meals:** each camper (4 breakfasts, 4 lunches, 5 dinners per FSY program schedule) and each staff member (6 breakfasts, 7 lunches, 7 dinners per FSY program schedule) in the campus dining hall or other identified event space with hot catered buffet; catered, bagged meals may be substituted during lunch periods.

Conference and event space will generally be assigned within spaces designed to optimize the attendee experience, such as within the Student Union, Special Events Center, Stueckle Sky Center and/or comparable spaces on campus. Facilities named in this draft proposal shall be confirmed closer to the program dates.

Meals will be served in campus dining halls (Southfork or Buster's Kitchen) or appropriate indoor/outdoor spaces to be confirmed closer to the program dates.

Exclusions

This proposal excludes estimated costs for elective goods and services such as audiovisual equipment and services, parking, bedding packs, equipment delivery labor to outdoor spaces, holiday labor surcharges, technical support, taxes, and other a la carte charges. Such costs will be invoiced separately from the contracted amount.

Pricing & Adjustments

Prices in this proposal are for event space, meals, and accommodations only and reflect nonprofit discounting where offered, subject to receipt of the reserving party's 501(c)(3) documentation. Tax-exempt status will be honored where applicable pending review of documentation and state tax law.

Next Steps

Please let me know if this proposal is agreeable based on your event needs. If so, the next step in this process is for me to route this proposal to our Office of General Counsel to prepare a contract. I look forward to hearing from you soon.

Best regards,

Heather Lile

BOISE STATE UNIVERSITY

SUBJECT

Boise State University (BSU) Six-Year Capital Construction Plan Amendment

REFERENCE

August 2022	The Idaho State Board of Education (Board) approved Boise State University Six-Year Capital Construction Plan (FY2024 - FY2029)

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.K.2

BACKGROUND/DISCUSSION

Boise State University's in-depth evaluation of facility needs, opportunities, and rising construction costs determined that modifications and the addition of new projects in the university's current Six-Year Capital Construction Plan (the "Plan") are required. To keep the Board apprised of these planning efforts and consistent with V.K.2.c, the university is requesting approval of an amended Plan.

New projects added to the plan include the MCMR Metal-Organic Chemical Vapor Disposition project at $1,500,000; the addition of the Micron Center for Materials Research - Third Floor Buildout project at $7,000,000; and the HML Addition and Renovation at $7,000,000.

In addition, the First Year Student Housing Project estimated cost was increased from $60,000,000 to $70,000,000; the Athletics Facilities and Title IX Upgrades estimated cost was increased from $6,500,000 to $10,000,000; and the Albertsons Stadium project title was changed from "East and North Expansion and Improvements" to "North End Zone Expansion" and the estimated cost was increased from $27,000,000 to $32,000,000.

IMPACT

Amendments to the Plan will allow the University, with appropriate Board approvals, to proceed with fundraising, planning and/or construction of the newly added and amended projects.

ATTACHMENTS

Attachment 1 – Amended Six-Year Capital Plan (FY2024 – FY2029)

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board Policy V.K. provides that institutions under the governance of the Board shall submit to the Board for its approval a six-year capital construction plan ("Plan"). The Plan must include only capital construction projects for which the total cost is estimated to exceed $1,000,000. A Plan provides notice to the Board that an institution may bring a request at a later date for approval of projects

included in the Plan, but Board approval of a Plan does not constitute approval of projects included in the Plan. Projects must be on the approved six-year capital construction plan prior to an institution soliciting or committing funds for projects estimated to exceed $1,000,000.

Staff recommends approval.

BOARD ACTION

I move to approve the amended Six-Year Capital Construction Plan for Boise State University as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

SIX-YEAR CAPITAL IMPROVEMENT PLAN
FY 2024 THROUGH FY 2029 (Revised April 2023)

Institution: Boise State University

Project Title	Est. Cost	*Prev. Fund.*	FY2024 Total	FY2025 Total	FY2026 Total	FY2027 Total	FY2028 Total	FY2029 Total
MCMR Metal-Organic Chemical Vapor Disposition (MOCVD)	1,500,000		1,500,000					
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	70,000,000	4,500,000	65,500,000					
Athletic Facilities and Title IX Upgrades	10,000,000		10,000,000					
Micron Center for Materials Research - Third Floor Buildout	7,000,000			7,000,000				
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 - North End Zone Expansion	32,000,000		2,500,000	29,500,000				
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		
HML Addition and Renovation	7,000,000			7,000,000				
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	557,700,000	4,500,000	119,500,000	202,550,000	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

UNIVERSITY OF IDAHO

SUBJECT

Issuance of Two Five-Year Contracts Pursuant to ABA Accreditation Requirements for the Law Clinic Faculty in the College of Law

REFERENCE

December 2006	Idaho State Board of Education Approval of Multi-Year Contract for College of Law Clinical Faculty
December 2011	Renewal of Multi-Year Contract for College of Law Clinical Faculty

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section II.G Policies Regarding Faculty

BACKGROUND/DISCUSSION

In 2006, the Board of Regents approved a five-year contract for a U of I clinical law faculty member to satisfy ABA accreditation requirements to have the law clinic be predominantly staffed with faculty who have a status reasonably similar to tenure as defined by the above guidance. That faculty member has retired and the Law Clinic has expanded. To remain in compliance of this requirement, the law clinic must award two clinical faculty members five-year contracts. The contract, attached, provides at paragraph 2.5 a process for review of performance and recommendation regarding renewal. This process follows the university policy for post-tenure review. This request seeks authorization to hire to two existing clinical faculty in the U of I Law Clinic with this type of contract.

The University of Idaho College of Law is accredited by the American Bar Association (Section of Legal Education and Admissions to the Bar) and by the Association of American Law Schools. Accreditation by the American Bar Association is essential to the viability of the College of Law and to secure the right of its graduates to take bar examinations in any state of the United States.

Accreditation by the American Bar Association is governed by the ABA's "Standards for Approval of Law Schools." Standard 405(c) provides as follows:

> A law school shall afford to full-time clinical faculty members *a form of security of position reasonably similar to tenure*, and non-compensatory perquisites reasonably similar to those provided other full-time faculty members. A law school may require these faculty members to meet standards and obligations reasonably similar to those required of other full-time faculty members. However, this Standard does not preclude a limited number of fixed, short-term appointments in a clinical program

> predominantly staffed by full-time faculty members, or in an experimental program of limited duration. [Emphasis supplied.]

This standard is further explained in Interpretation 405-6 as follows:

> *A form of security of position reasonably similar to tenure includes a separate tenure track or a program of renewable long-term contracts.* … A program of renewable long-term contracts shall provide that, after a probationary period reasonably similar to that for other full-time faculty, during which the clinical faculty member may be employed on short-term contracts, the services of a faculty member may be either terminated or continued by the granting of a long-term renewable contract. *For the purposes of this Interpretation, "long term contract" means at least a five-year contract that is presumptively renewable* or other arrangement sufficient to ensure academic freedom. During the initial long-term contract or any renewal period, the contract may be terminated for good cause, including termination or material modification of the entire clinical program. [Emphasis supplied.]

The University does not have a specific policy for multi-year contract, it applies Board policy II.G. (specifically II.G.1.b and II.G.5.) as well as employment policies applicable to all faculty contracts. With respect to the proposed contract templates, the University has applied policy II.G. in the context of the ABA requirement for "position security reasonably similar to tenure" as follows:

- II.G.1.b:
  - the proposed contracts seek a 5 year term and the University seeks approval of the Board (1.b.(1));
  - the contract is executed by the University Provost the President's designee for faculty contracts (1.b.(2));
  - the University will provide a fully executed copy for the next Board meeting (1.b.(3));
  - University Policy (FSH 3320) requiring annual performance evaluations for all faculty applies to the faculty under the proposed contract template. This policy includes consequences for failure to meet expectations, up to and including termination for cause;
  - Section 2.2 of the proposed contract template allows for termination for adequate cause as defined by Board policy (See Board policy II.L.)
  - Section 2.3 of the proposed contract template allows for termination in the event of financial exigency declared by the Board (See Board Policy II.N).
  - Sections 2.4 and 2.5 of the propose template address renewal/non-renewal in a manner consistent with Board policy II.G.5. as follows:
    - Section 2.4 sets out the renewal will only occur upon written offer and acceptance between the University and the faculty and subject to Board approval;
    - Section 2.5 describes the means by which the University will determine whether to offer renewal, which will be done in a manner consistent with

the University's treatment of tenured faculty. This gives the faculty notice now, five years in advance of any non-renewal, of the process.

IMPACT

The University will be able to adequately staff the Law Clinic and remain in compliance with the ABA Accreditation Standard 405.

ATTACHMENTS

Attachment 1 – Proposed Contract Template

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board Policy II.G.:

- Allows for institutions to implement multi-year contracts for certain classifications of non-tenure track faculty members.
- Allows for institutions to implement policies allowing for multi-year contracts for certain classifications of non-tenure track faculty members.
- Provides for requirements for such institution policies regarding multi-year contracts which include the following:
  - no contract of appointment may exceed three (3) years without prior Board approval;
  - all multi-year employment contracts shall be approved in writing by the institution's Chief Executive Officer or designee; and
  - employment is subject to satisfactory annual performance review with informal review at the end of each semester.
- Requires that a multi-year contract state that it may be terminated at any time for adequate cause, as defined in Section II.L. of Board policy, or when the Board declares a state of financial exigency, as defined in Section II.N. of Board policy. The contract shall also state that it may be non-renewed pursuant to Section II.G.5. of Board policy.

The proposed contract has a 5 year term which requires Board approval. The proposed contract allows for discipline or termination for cause, and for termination as a result of financial exigency and meets the requirements of Board Policy II.G.

Staff is aware of the ABA accreditation requirement. University officials will be prepared to discuss any further implications of the requirement. Staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho to approve two five-year contracts for clinical faculty in the College of Law Clinic to remain in compliance with ABA staffing standards in substantial conformance to Attachment 1 in the materials presented to the Board.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

EMPLOYMENT AGREEMENT

This Employment Agreement (Agreement) is entered into by and between the University of Idaho (University), and NAME (Employee).

ARTICLE 1

1.1. Employment. Subject to the terms and conditions of this Agreement, the University will employ Employee as [INSERT College of Law TITLE HERE], a full-time, academic year, non-tenure track faculty position. Except as otherwise provided in this Agreement, Employee remains subject to all University and Regents policies generally applicable to employees of his classification.

1.2. Reporting Relationship. Employee will report and be responsible directly to [INSERT Name of DIRECT SUPERVISOR] and to the Dean of the College of Law (Dean). Annual performance evaluations will be conducted in accordance with standard University and College of Law policies.

1.3. Duties and Performance. Employee's duties will be as described in the position description attached as **Exhibit A**. The SUPERVISOR, in consultation with Dean and Employee, will review and, if appropriate, modify the position description on an annual basis in accordance with University and College of Law policies.

1.4. Compensation and Benefits. Employee will be paid at an academic year salary rate of $X and will be eligible for University and College changes in employee compensation, if any, in accordance with applicable guidelines. Salary will be paid in bi-weekly installments on the usual paydays of the University. Employee will be eligible for University benefits generally applicable to employees of the particular classification.

ARTICLE 2

2.1. Term. This Agreement is for a fixed-term appointment of five (5) years, commencing on X date and terminating on Y date aligning with the fiscal year, without further action by either party, unless sooner terminated in accordance with other provisions of this Agreement.

2.2. Discipline or Termination for Adequate Cause. During the term of this Agreement, Employee may be disciplined or terminated for adequate cause, as defined by Regents and University policies, and in accordance with the process set forth in the University's Faculty-Staff Handbook.

2.3. Termination Due to Discontinuance or Material Modification of Program. During the term of this Agreement, Employee may be terminated as a result of a declared financial exigency, program closure, or if the College discontinues or materially modifies the clinical programs or external programs.

2.4. Renewal. This Agreement is renewable solely upon an offer from the University and an acceptance by Employee, both of which must be in writing and signed by the parties. A written offer of employment would be made by the College of Law and accepted by the Employee, subject to Board approval. This Agreement in no way grants to Employee a claim to tenure in employment.

2.5 Process for Renewal. In the fourth year of appointment, a review of [the employee's] performance while in the long term contract will be done following the process outlined in FSH 3320 B-4 a-d which is also the process followed for post-tenure review. Upon completion of the review, the committee will submit the summary report and make a recommendation to the dean of the college of law regarding the renewal of the contract for another five year term. Then the necessary paperwork will be prepared for the University to submit the request to the State Board of Education.

ARTICLE 3

3.1 Board Approval. This Agreement will not be effective until and unless approved by the University's Board of Regents and fully executed by both parties as set forth below. In addition, the payment of any compensation pursuant to this Agreement will be subject to the approval of the University's Board of Regents, the President, and the Dean; the sufficiency of legislative appropriations; the receipt of sufficient funds in the account from which such compensation is paid; and Board of Regents and University rules regarding financial exigency.

3.2 Assignment. Neither party may assign its rights or delegate its obligations under this Agreement without the prior written consent of the other party.

3.3 Waiver. No waiver of any default in the performance of this Agreement will be effective unless in writing and signed by the waiving party. The waiver of a particular breach in the performance of this Agreement will not constitute a waiver of any other or subsequent breach. The resort to a particular remedy upon a breach will not constitute a waiver of any other available remedies.

3.4 Severability. If any provision of this Agreement is determined to be invalid or unenforceable, the remainder of the Agreement will not be affected and will remain in effect.

3.5 Governing Law. This Agreement will 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 will be brought in the courts of the state of Idaho.

3.6 Oral Promises. Oral promises of an increase in annual salary or of any supplemental or other compensation will not be binding upon the University.

3.7 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), will excuse the performance by such party for a period equal to any such prevention, delay or stoppage.

3.8 Notices. Any notice under this Agreement will be in writing and be delivered in person or by public or private courier service (including U.S. Postal Service Express Mail) or certified mail with return receipt requested or by facsimile. All notices will 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:

Dean
College of Law
University of Idaho
P.O. Box 442321
Moscow, Idaho 83844-2321

with a copy to:	[SUPERVISOR of Employee if other than Dean] University of Idaho P.O. Box 442322 , Moscow, Idaho 83844-2322
the Employee:	Last known address on file with University's Human Resources

Any notice will 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, will always be effective.

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

3.10 Binding Effect. This Agreement is for the benefit only of the parties hereto and will inure to the benefit of and bind the parties and their respective heirs, legal representatives, successors and assigns.

3.11 No Third Party Beneficiaries. There are no intended or unintended third party beneficiaries to this Agreement.

3.12 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 will be effective unless in writing, signed by both parties, and approved by University's Board of Regents.

3.13 Opportunity to Consult with Attorney. Employee acknowledges that he has had the opportunity to consult and review this Agreement with an attorney. Accordingly, in all cases, the language of this Agreement will be construed simply, according to its fair meaning, and not strictly for or against any party.

Approved by the Board of Regents on the ____ day of _____ , 20XX.

UNIVERSITY OF IDAHO

_____

Brian Foisy, Vice President for Finance and Administration

Date:_____

EMPLOYEE

_____

Date:_____

Approved by:

_____
Torrey Lawrence, Provost and Executive Vice President

Date:_____

_____

Johanna Kalb, Dean
College of Law

Date:_____

BOISE STATE UNIVERSITY

SUBJECT

Online Bachelor of Project Management

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Boise State University proposes to offer a Bachelor of Project Management program (BPM), to be offered utilizing an online program fee. The program will operate under the guidelines of Board Policy V.R. as it pertains to wholly online programs. The asynchronous, interdisciplinary Bachelor of Project Management program is designed to prepare students to readily transition into project management positions. The program is distinctly unique to the State of Idaho as no other state institution has a similar program. Students completing the program will be exceptionally prepared to fill a significant increase in workforce demand in a wide range of industries including businesses, human resources, communications management, and technology. Students will have the option to graduate with a Bachelor of Project Management (without an emphasis), or complete specialized courses to graduate with an emphasis in Business Management, Communications Management, Cyber Security, or Public Health.

IMPACT

The employment demand for project management skills and credentials crosses multiple industry sectors and aligns with various academic disciplines. The program has a strong potential to strengthen the university's service to both business and military communities. The development of the program was done in close consultation with the Western Idaho Chapter of Project Management Institute (PMIWIC), which includes the creation of a new program where BPM students are placed with a mentor from the PMIWIC. The program includes both in-class and documented experiential learning opportunities in preparation for the Project Management Professional certification exam at, or shortly after, completion of the program.

No additional resources are needed for the administration of the program as the program will be overseen by existing resources in the College of Arts and Sciences. Minimal resources will be needed to offer new courses within the program. Existing courses from established programs have been incorporated into the curriculum to minimize instructional costs. Part-time faculty with professional expertise in project management will be hired to teach new courses in the program. It is expected that student credit hours revenue will be sufficient to cover these costs. The financial impact is $25,919 - $99,296 of one-time funds over a four-year period.

The student fees will be in accordance with the Online Program Fee as defined in Board Policy V.R., 3.a.x. The price-point for the online Bachelor of Project Management program fee will be $375 per credit. For the 120 credits required for completion of the proposed program, the total cost will be $45,000.

ATTACHMENTS

Attachment 1 – Bachelor of Project Management Proposal

STAFF COMMENTS AND RECOMMENDATIONS

Boise State University anticipates five initial enrollments in year one and projects that the program will reach 47 by the fifth year, graduating approximately 17 students per year once the program is up and running. Because the program will be using the online program fee model, minimum enrollments are based on course registrations. This includes 47 annual credits and 1.56 annual FTEs in Year 1 and 94 annual credits and 3.14 annual FTEs by Year 5. Boise State University provides that programs operating under the online program fee model are expected to be fiscally sustainable. If enrollments are not met, the university will adjust to reflect actual activity and will evaluate annually. If the degree is not fiscally sustainable in the long term, the degree will be discontinued.

Boise State University's request to offer a Bachelor of Project Management is consistent with their Service Region Program responsibilities and their current institution plan for Delivery of Academic Programs in Region III. In accordance with Board Policy III.Z, no institution has the statewide program responsibility specifically for business project management programs. Currently no other institution has a similar program per BSU's program proposal.

The proposal completed the program review process and was presented to the Council on Academic Affairs and Programs on April 6, 2023; to the Instruction, Research, and Student Affairs on April 13, 2023; and to the Business Affairs and Human Resources on April 12, 2023.

BOARD ACTION

I move to approve the request by Boise State University to create an online Bachelor of Project Management, as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the request by Boise State University to charge an online program fee of $375 per credit for the online Bachelor of Project Management in conformance with the program budget submitted to the Board in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Institutional Tracking No. _____

Idaho State Board of Education

FULL PROPOSAL FORM

Academic Degree and Certificate Program

Date of Proposal Submission:	January 12, 2023 (modified March 8, 2023)				
Institution Submitting Proposal:	Boise State University				
Name of College, School, or Division:	College of Arts and Sciences				
Name of Department(s) or Area(s):					
Official Name of the Program:	Bachelor of Project Management				
Implementation Date:	Fall 2023				
Degree Information:	Degree Level: Undergraduate		Degree Type: Bachelor		
CIP code (consult IR /Registrar):	52.0211				
Method of Delivery: Indicate percentage of face-to-face, hybrid, distance delivery, etc.	Fully Online with an Online Program Fee				
Geographical Delivery:	Location(s)		Region(s)		
Indicate (X) if the program is/has: (Consistent with Board Policy V.R.)		Self-Support fee		Professional Fee	X Online Program Fee
Indicate (X) if the program is: (Consistent with Board Policy III.Z.)		Regional Program Responsibility		Statewide Program Responsibility	

Proposed Action

[X] **New program offering**
- [X] Undergraduate program
- [ ] Graduate program
- [ ] Undergraduate certificate (30 credits or more)
- [ ] Graduate certificate (30 credits or more)

[ ] **New branch campus or change in location**

[ ] **Modification of Existing Academic Programs**
- [ ] Converting one program option to a stand-alone program
- [ ] Consolidating two or more undergraduate programs into one
- [ ] Consolidating two or more graduate programs into one
- [ ] Splitting an existing program into two or more programs
- [ ] Program expansion outside an institution's Designated Service Region as defined in Board Policy III.Z.
- [ ] Adding certificate or degrees to existing programs

Leslie Durham (Dec 23, 2022 09:30 MST)	12/23/2022		
College Dean	Date	Vice President for Research (as applicable)	Date 3/10/2023
Graduate Dean/other (as applicable)	Date	Academic Affairs Program Manager, OSBE	Date
Jo Ellen DiNucci (Jan 6, 2023 13:28 MST)	01/06/202		
FVP/Chief Fiscal Officer	Date	Chief Financial Officer, OSBE	Date
John Buckwalter (Jan 4, 2023 10:30 MST)	01/04/2023	TJ Bliss	3/10/23
Provost/VP for Instruction	Date	Chief Academic Officer, OSBE	Date
	01/11/2023		
President	Date	SBOE/Executive Director or Designee Approval	Date

Revised proposal 3/8/23

Before completing this form, refer to Board Policy Section III.G., Postsecondary Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program. All questions must be answered.

Rationale for Creation or Modification of the Program

1. **Describe the request and give an overview of the changes that will result.** What type of substantive change are you requesting? Will this program be related or tied to other programs on campus? Identify any existing program that this program will replace. If this is an Associate degree, please describe transferability.

   Boise State University proposes the creation of a wholly online program that will award a Bachelor of Project management. The proposed program will utilize the Institutional Online Program Fee outlined in SBOE Policy V.R.

   The Bachelor of Project Management program is designed to prepare students to readily transition into project management positions. This includes both in-class and documented experiential learning opportunities in preparation for the Project Management Professional (PMP) certification exam at the, or shortly after, completion of the program. Students completing this program will be exceptionally prepared to fill a significant increase in workforce demand in a wide range of industries including business, human services, communications management, and technology. Students will have the option to graduate with a Bachelor in Project Management (without an emphasis) or complete specialized courses to graduate with an emphasis in *Business Management, Communications Management, Cyber Security*, or *Public Health.* (See Appendix A for a full list of the emphasis curriculum)

   The proposed program is an asynchronous, interdisciplinary degree that aligns with the multidisciplinary project management framework established by the Project Management Institute (PMI). Project management is an interdisciplinary skill set that is applicable across a multitude of industries. As such, an experiential component has been integrated into the curriculum that requires two years and allows up to three years of documented real-world project management experience. The combination of project management education and experience gained during the proposed degree will establish a well-defined path for students to earn their bachelor's degree and immediately sit for the Project Management Professional (PMP) certification exam.

2. **Need for the Program**. Describe evidence of the student, regional, and statewide needs that will be addressed by this proposal to include student clientele to be served and address the ways in which the proposed program will meet those needs.

   a. **Workforce and economic need:** Provide verification of state workforce needs that will be met by this program. Include job titles and cite the data source. Describe how the proposed program will stimulate the state economy by advancing the field, providing research results, etc.

      The employment demand for project management skills/credentials crosses multiple industry sectors and aligns with various academic disciplines. Approximately 1.6M unique job postings in the U.S. from March 2021 - March 2022 required or preferred a bachelor's degree in combination with project management skills or certification. Of the 1.6M unique job postings, ~1.4M postings either require/prefer either (i) a bachelor degree in specific academic, or (ii) a "bachelor's degree" in no specific discipline but have a combination of qualifications such as Project Management Professional (PMP) certification, Certified

Associate in Project Management (CAPM), Project Management Information Systems (PMIS), or equivalent industry-specific certification(s) such as Cybersecurity certifications, Six Sigma, software-specific qualification, or other similar reports from the Project Management Institute. Our proposed programs serve both sets of workforce demand.

The U.S. workforce demand for project managers with a bachelor's degree has a gradual upward trend spanning from ~8K job postings per month in April 2017 to ~18K in March 2022, with ~186,000 unique job postings from March 2021 - March 2022 (Job Posting Analytics PM U.S. report, Lightcast (formerly EMSI). Of the 186,00 job postings, ~46,500 require or prefer PMI's Project Management Professional (PMP) certification.

Job Titles:

- Project Manager Specialist (SOC 13-1082)

2021 National Employment Matrix Title and Code		**Employment**		**Job Openings Due to Growth and Replacement Needs 2021-2031**
		2021 (in thousands)	**2031 (in thousands)**	
Project Manager Specialist	13-1082	781.4	837.6	70.4
TOTAL				**70.4**

2020-2030 Idaho Long Term Employment Projections		**Employment**		**Job Openings Due to Growth and Replacement Needs 2020-2030**
		2020	**2030**	
Project Management Specialists & Business Operations Specialists, All Other	13-1198	3082	3217[1]	283
TOTAL				**283**

b. Student demand. What is the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). Provide evidence of student demand/ interest from inside and outside of the institution.

There are four different types of students who will enter this program.

- The career starter who is new to the field

[1] See here for Project Management Institute (PMI) reports https://www.pmi.org/the-project-economy/reports

- The career advancer who is already employed in the field and is interested in moving up in the field
- The degree finisher who has previous college experience that fits within the field, but has not yet finished a degree
- The career changer who is currently employed in a different field and is interested in changing fields

.

This program has a strong potential to strengthen the university's service to both business and military communities. The development of this program was in close consultation with the Western Idaho Chapter of Project Management Institute (PMIWIC). This includes the creation of a new program where students in Project Management program are placed with a mentor from the PMIWIC. This program is distinct from the multiple potential internship opportunities the Bachelor of Project Management program and the PMIWIC can accomplish.

The Bachelor of Project Management program provides an opportunity to further serve military service members who are seeking to enhance their career with the skills and outcomes proposed by the program. It will enhance the current relationship with our in-state military education partners in the following ways:

1. Adds a flexible pathway for baccalaureate completion - The curriculum was intentionally built to be adaptable and in collaboration with local military education center leadership to meet the needs of service members currently stationed at Mountain Home AFB, Gowen Field, and at other installations nationwide/worldwide.
2. Applies relevant military experience towards the degree - It will offer significant Credit for Prior Learning opportunities for students so service members can document previous project management experience in preparation for the Project Management Professional certification exam.
3. Additional Transfer Agreement - The necessary documentation will be submitted for this program to be considered for the Air University's Associate to Baccalaureate Cooperative program, which allows for easy transferability from the Community College of the Air Force to Boise State.

c. Societal Need: Describe additional societal benefits and cultural benefits of the program.

The exceptional growth in the workforce signals a related demand in the contemporary need for management processes as projects increasingly involve people from multiple organizations, multiple divisions within an organization, and from different countries and cultural contexts working together to complete projects on time and within budget. Our program requirements ensure that students are prepared both for foundational project processes as well as these complexities.

3. Program Prioritization

Is the proposed new program a result of program prioritization?

Yes_____No X

If yes, how does the proposed program fit within the recommended actions of the most recent program prioritization findings.

4. **Credit for Prior Learning**
Indicate from the various cross walks where credit for prior learning will be available. If no PLA has been identified for this program, enter 'Not Applicable'.

The program is likely to have students with a wide range of professional experience who want to apply for Credit for Prior Learning. This includes students working in business industries and students with military experience in project management. Students are also likely to have experience with project management from industries that are less anticipated – e.g., library management, or managing media production teams.

To support students as best as possible, this program will use a 1-credit course offered by the Interdisciplinary Professional Studies program, *IPS 301- Prior Learning Portfolio Development.* This course supports students in assembling their professional portfolio for Credit for Prior Learning assessment. In completing this course, any student may earn up to 18 credits for prior learning.

5. **Affordability Opportunities**
Describe any program-specific steps taken to maximize affordability, such as: textbook options (e.g., Open Educational Resources), online delivery methods, reduced fees, compressed course scheduling, etc. This question applies to certificates, undergraduate, graduate programs alike.

We will offer this program at a very market-competitive rate of $375 per credit hour. Students are able to conduct their experiential learning in their local area. Students are able to finish this degree in four semesters.

Enrollments and Graduates

6. **Existing similar programs at Idaho Public Institutions.** Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions for the most past four years.

Instit	Program Name	Fall Headcount Enrollment in Program				Number of Graduates From Program (Summer, Fall, Spring)			
		FY___	FY___	FY___	FY_ (most recent)	FY___	FY___	FY___	FY_ (most recent)
N/A	N/A (See question # 7 below)								

7. **Justification for Duplication** (if applicable). If the proposed program is similar to another program offered by an Idaho public higher education institution, provide a rationale as to why any resulting duplication is a net benefit to the state and its citizens. Describe why it is not feasible for existing programs at other institutions to fulfill the need for the proposed program.

None of the Idaho state institutions have a similar program.

8. **Projections for proposed program:** Using the chart below, provide projected enrollments and number of graduates for the proposed program:

Proposed Program: Projected Enrollments and Graduates First Five Years											
Program Name: Bachelor of Project Management											
Projected Fall Term Headcount Enrollment in Program						**Projected Annual Number of Graduates From Program**					
Fall 2023	Fall 2024	Fall 2025	Fall 2026	Fall 2027		FY24 (first year)	FY25	FY26	FY27	FY28	
5	14	26	40	47		0	2	6	11	17	

9. **Describe the methodology for determining enrollment and graduation projections.** Refer to information provided in Question #2 "Need for the Program" above. What is the capacity for the program? Describe your recruitment efforts? How did you determine the projected numbers above?

The program's size will be scaled to demand for the program. The numbers in the table above reflect a reasonable and attainable scaling up of the program based on expected student demand and program capacity.

Student services include both student support staff and faculty. Marketing, recruitment, and advising efforts will be managed by the Enrollment and Student Services experts in Extended Studies and in coordination with other online programs. Faculty will maintain close contact with students and support them in their learning and instructor contact.

10. **Minimum Enrollments and Graduates.**
    a. What are the minimums that the program will need to meet in order to be continued, and what is the logical basis for those minimums?

    Because the program will be utilizing the online fee model, it is best to put minimum enrollment in terms of course registrations, which are what translate to revenue. Based on estimated expenses for instruction and for support personnel expenses, the estimate for the minimum number of course registrations to achieve break-even is:

    - Year 1: Annual credits 47, Annual FTEs 1.56
    - Year 2: Annual credits 83, Annual FTEs 2.78
    - Year 3: Annual credits 85, Annual FTEs 2.85
    - Year 4: Annual credits 89, Annual FTEs 2.97
    - Year 5: Annual credits 94, Annual FTEs 3.14

If enrollments do not meet expectations, expenses will adjust to reflect actual activity. The program's financial sustainability will be evaluated annually.

b. If those minimums are not met, what is the sunset clause by which the program will be considered for discontinuance?

Programs operating under the online program fee model at Boise State University are expected to be fiscally sustainable. If enrollments do not meet expectations, expenses will be adjusted to reflect actual activity. The program's financial sustainability will be evaluated at least annually. If it is determined to be fiscally unsustainable in the long term, it will be discontinued.

11. Assurance of Quality. Describe how the institution will ensure the quality of the program. Describe the institutional process of program review. Where appropriate, describe applicable specialized accreditation and explain why you do or do not plan to seek accreditation.

Regional Institutional Accreditation: Boise State University is regionally accredited by the Northwest Commission on Colleges and Universities (NWCCU). Regional accreditation of the university has been continuous since initial accreditation was conferred in 1941. Boise State University is currently accredited at all degree levels (A, B, M, D).

Program Review: Boise State has instituted a new program review procedure. At the inception of new programs, the programs will submit to the Office of the Provost a three-year assessment plan to be scheduled into the Periodic Review/Assessment Reporting Cycle. The plan includes program learning outcomes; and an implementation plan with a timeline identifying when and what will be assessed, how the programs will gather assessment data, and how the program will use that information to make improvements. Then, every three years, the programs will provide Program Assessment Reports (PAR), which will be reviewed by a small team of faculty and staff using a PAR Rubric, which includes feedback, next steps, and a follow-up report with a summary of actions.

Program Development Support:
The online Bachelor of Project Management is one of several that are being created via the eCampus Expansion Initiative at Boise State University.

- Program Design: Boise State's online program development process includes a facilitated program design process to assist program faculty members in the creation of an intentional, cohesive course progression aligned to both course and program learning outcomes.
- Course Design and Development: Each course is designed and developed by a faculty member. They work with the assistance of a team of experts, which includes an instructional designer, a multimedia developer, a quality assurance specialist, and a course developer. The end result is a program version of each course. All courses for the program are developed with a consistent look and feel using a common course template aligned with nationally recognized Quality Matters course design standards.
- Course Maintenance: The academic department is responsible for the continuous course improvement of online program courses.

Academic Integrity:
Academic integrity is vital to the mission of Boise State University and encompasses the totality of academic rigor, ethical behavior, intellectual curiosity, appropriate teamwork, and persistence.

All assignments submitted by a student must represent his/her own ideas, concepts, and current understanding or must cite the original source. Boise State proactively supports academic integrity by providing training, maintaining a website dedicated to academic integrity, providing tools such as pedagogical strategies, workshops, and tips for designing tests, as well as establishing policies and procedures for students who violate the academic integrity policy within the Student Code of Conduct. For this new online program, we will use the following strategies to encourage academic integrity:

- During the design and development of the curriculum and assessment of each course, instructors will be informed by staff of Boise State's eCampus Center about best practices for online course design based on Quality Matters ™ and best practice strategies to promote academic integrity in online education based on WCET's recommendations (Version 2.0, June 2009)
- Through the program development process, course production, course launch support provided by the eCampus Center, and other means, instructors will be reminded about the importance of academic integrity and encouraged to report and act upon suspected violations.
- Academic integrity will be addressed within online student orientation. Programs may require online students to complete the university's Academic Integrity Online Workshop.
- At the beginning of each course, the instructor will communicate expectations regarding academic integrity to students in the syllabus and verbally and may require completion of the university's Academic Integrity Online Workshop.

Student Authentication:

Because the proposed program will be offered entirely online, it is important to include mechanisms by which we authenticate the identity of students enrolled in the program. We will use the following mechanisms:

- During the admissions process, the university will confirm required official transcripts and other documentation required for admission into the program.
- Associated with access to and use of our Learning Management System, a secure log-in environment will be provided and students will be required to use strong passwords and change them every 90 days.
- When high-stakes exams are required, faculty will be encouraged to utilize remote or online proctoring services when appropriate. In those instances, students will need to provide valid photo identification before gaining access to the graded assessments or other required activities.
- Instructors will utilize Canvas's Ouriginal plagiarism detection program when appropriate.
- Instructors are expected to be informed of and aware of the importance of student identity authentication and to report and act upon suspected violations.

12. **In accordance with Board Policy III.G., an external peer review is required for any new doctoral program.** Attach the peer review report as **Appendix A**.

    N/A

13. **Teacher Education/Certification Programs** All Educator Preparation programs that lead to certification require review and recommendation from the Professional Standards Commission (PSC) and approval from the State Board of Education.

    Will this program lead to certification?

Yes_____No__X____

If yes, on what date was the Program Approval for Certification Request submitted to the Professional Standards Commission?

14. Three-Year Plan: If this is a new proposed program, is it on your institution's approved 3-year plan?

Yes X No _____

If yes, proceed to question 15. If no:

a. Which of the following statements address the reason for adding this program outside of the regular three-year planning process.

Indicate (X) by each applicable statement:

	Program is important for meeting your institution's regional or statewide program responsibilities.
	The program is in response to a specific industry need or workforce opportunity.
	The program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.
	There is a contractual obligation or partnership opportunity related to this program.
	The program is in response to accreditation requirements or recommendations.
	The program is in response to recent changes to teacher certification/endorsement requirements.

b. Provide an explanation for all statements you selected.

Educational Offerings: Curriculum, Intended Learning Outcomes, and Assessment Plan

15. Curriculum. Provide descriptive information of the educational offering.

a. Summary of requirements. Provide a summary of program requirements using the following table.

Credit hours in required courses offered by the department (s) offering the program.	24-30
Credit hours in required courses offered by other departments:	12-18
Credit hours in institutional general education curriculum	37-41
Credit hours in free electives	31-47
Total credit hours required for degree program:	120

b. Curriculum. Provide the curriculum for the program, including credits to completion, courses by title and assigned academic credit granted.

Take 1 (3 credits):

- PROJMGT 300 - Fundamentals of Project Management

- COID 264 - Project Management I: Start, Plan, Run
- SCM 435 - Project Management
- IPS 440 - Project Management and Design

Take the following:
PROJMGT 301 (3 credits) – Documentation and Process Facilitation

Take 1 (3 credits):
- PROJMGT 350 - Project Management Specialization
- PRO 401 - Project Management
- PUBH 420 - Strategic Planning and Project Management

Take at least 12 credits from the following:
- PROJMGT 493 - Internship

Take the following:
- FF Course (3 credits) - PROJMGT 499 Capstone

Additional Major/Emphasis Requirements

Complete all of the following:
In addition, complete the following coursework to graduate with Bachelor in Project Management (without an emphasis) or complete the courses listed under one of the emphases to graduate with a Bachelor of Project Management with an emphasis in *Business Management, Communications Management, Cyber Security*, or *Public Health.*

Without an emphasis:
- Complete all of the following
  - Take at least 16 credits from the following: Upper division electives
  - Take at least 43 credits from the following: Electives to total 120 credits

c. Additional requirements. Describe additional requirements such as comprehensive examination, senior thesis or other capstone experience, practicum, or internship, some of which may carry credit hours included in the list above.

PROJMGT 493 - Internship - Internship credits are earned in supervised fieldwork specifically related to a student's major. To enroll in courses numbered 293 or 493, a student must have attained a cumulative grade-point average of 2.00 or higher. No more than 12 credits of internship and/or Work U may be applied towards graduation requirements.

PROJMGT 499 - Capstone - Students apply their knowledge and skills in project management, research the project management industry as it aligns with their career goals, develop and present their professional portfolio.

16. Learning Outcomes: Expected Student Learning Outcomes and Connection to Curriculum.

a. Intended Learning Outcomes. List the Intended Learning Outcomes for the proposed program, using learner-centered statements that indicate what students will know, understand, and be able to do, and value or appreciate as a result of completing the program.

- Competent with project management theory and process including all aspects to successfully manage projects including especially predictive planning and agile management, resource needs, information analysis, time constraints, and project scoping.
- Competent in project management emphasizing the soft skills needed to effectively lead a project team in today's changing environment including problem solving, leadership, ethics, and so forth.
- Competent in connecting project management to the organizational strategy and the management context to support successful implementation.
- Able to function as a Project Management Professional.

17. Assessment plans.

a. Assessment Process. Describe the assessment plan for student learning outcomes that will be used to evaluate student achievement and how the results will be used to improve the program.

This program will use a two-pronged approach for program assessment:

First, we will utilize a post-term design in the program capstone class. We will create a test bank of questions similar to those used in a Project Management Professional certification exam. This information will provide students with a realistic assessment of their preparedness to take the PMP exam and simultaneously provide the program a realistic assessment of how well it is preparing students for that certification process.

Second, we will utilize a portfolio design process where students (i) articulate their knowledge, skills, and abilities for their chosen specialty in project management, (ii) analyze the industry and trends to prepare them to transition into a professional position within project management, and (iii) design their professional portfolio to support this transition into a project management career.

Resources Required for Implementation – fiscal impact and budget.

Organizational arrangements required within the institution to accommodate the change including administrative, staff, and faculty hires, facilities, student services, library; etc.

18. Physical Facilities and Equipment: Describe the provision for physical facilities and equipment.

a. Existing resources. Describe equipment, space, laboratory instruments, computer(s), or other physical equipment presently available to support the successful implementation of

the program.

No impact is anticipated.

b. **Impact of new program**. What will be the impact on existing programs of increased use of physical resources by the proposed program? How will the increased use be accommodated?

No impact is anticipated.

c. **Needed resources.** List equipment, space, laboratory instruments, etc., that must be obtained to support the proposed program. Enter the costs of those physical resources into the budget sheet.

N/A

19. Library and Information Resources: Describe adequacy and availability of library and information resources.

a. **Existing resources and impact of new program**. Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? Will there be an impact on existing programs of increased library usage caused by the proposed program? For off-campus programs, clearly indicate how the library resources are to be provided.

Library resources are currently adequate with no anticipated impact on usage. The Albertson's library provides research databases, electronic textbook reserves and also books by mail for distance studies students.

b. **Needed resources**. What new library resources will be required to ensure successful implementation of the program? Enter the costs of those library resources into the budget sheet.

No additional library resources are required.

20. Faculty/Personnel resources

a. **Needed resources.** Give an overview of the personnel resources that will be needed to implement the program. How many additional sections of existing courses will be needed? Referring to the list of new courses to be created, what instructional capacity will be needed to offer the necessary number of sections?

Personnel: There are no additional resources required for the administration of this program as this program will fall within the scope of duties for the College of Arts and Sciences Director of Online Initiatives. The primary resources for personnel will be to hire instructional staff. These costs are covered by revenue generated from the program from tuition fees.

Courses: This program will require the creation of four new courses. The creation of these courses will utilize existing teaching capacity with expertise in project management

in coordination with program and course design consultation in the Division of Extended Studies.

b. **Existing resources**. Describe the existing instructional, support, and administrative resources that can be brought to bear to support the successful implementation of the program.

Years 2, 4, and 5 of the programs will utilize existing faculty instruction from five colleges participating in this program, including especially the College of Arts and Sciences. This equates to:

Yr 2- .10 FTE
Yr 4- .10 FTE
Yr 5- .05 FTE

Years 1 - 5 of the program will utilize existing faculty for program administration and coordination from the College of Arts and Sciences. This equates to .05 FTE per year.

Todd will teach PM 499 the years it is offered and oversee the program.

c. **Impact on existing programs**. What will be the impact on existing programs of increased use of existing personnel resources by the proposed program? How will quality and productivity of existing programs be maintained?

This program was designed collaboratively with five academic colleges plus numerous administrative units. Existing courses in project management were included in the program as options for students to allow for maximal flexibility and opportunities for specialization for students.

In addition, the creation of this program has led to the emergence of new collaborations among colleges within the university and, more importantly, new relationships with industry. Program leadership has worked alongside the Western Idaho Chapter of the Project Management Institute (PMIWIC) including incorporation of their expertise on program design and a new mentoring program for students with PMIWIC members.

d. **Needed resources.** List the new personnel that must be hired to support the proposed program. Enter the costs of those personnel resources into the budget sheet.

As the program grows, adjunct faculty may be hired to teach additional course sections.

21. Revenue Sources

a) **Reallocation of funds:** If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs?

N/A

b) **New appropriation**. If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request.

No new appropriation will be required.

c) Non-ongoing sources:

i. If the funding is to come from one-time sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when that funding ends?

N/A

ii. Describe the federal grant, other grant(s), special fee arrangements, or contract(s) that will be valid to fund the program. What does the institution propose to do with the program upon termination of those funds?

N/A

d) Student Fees:

i. If the proposed program is intended to levy any institutional local fees, explain how doing so meets the requirements of Board Policy V.R., 3.b.

N/A

ii. Provide estimated cost to students and total revenue for self-support programs and for professional fees and other fees anticipated to be requested under Board Policy V.R., if applicable.

The student fee will be in accordance with the Online Program Fee as defined in the Board Policy V.R., 3.a.x. That policy enables the institution to set a price-point appropriate for the program; students will pay an online program fee in lieu of tuition. The price-point for the online program fee will be as follows: $375 per credit.

Students enrolled in Program Management, taking project management classes and declaring Project Management as their major:
We project that by the fourth year of the program, it will generate 383 SCH, which will yield gross revenue of $170,273 and $71,824 in revenue for the online program fee model program itself.

Students enrolled in non-PM classes and declaring Project Management as their major:
The Bachelor of Project Management program plans to open enrollments for their PM classes to any student within the online program fee model ecosystem. This budget is recognizing the additional revenue of $45 per credit that this program will receive from students enrolled in online programs who are taking non-PM classes. It is projected that Project Management students will need to take an additional 21 credits of non-PM classes in order to graduate with a Project Management degree. For these populations, we project that by the fourth year of the program, students will generate 383 SCH, which will yield gross revenue of $143,648 and $18,004 in revenue for the Project Management degree itself.

22. Using the excel **budget template** provided by the Office of the State Board of Education, provide the following information:

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of the program.

- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second- and third-year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

I. PLANNED STUDENT ENROLLMENT

	FY 2024		FY 2025		FY 2026		FY 2027	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	1.3	6	4.2	14	7.6	26	11.5	37
B. Shifting enrollments	0.1	1	0.5	2	0.8	3	1.3	4
Total Enrollment	1.4	7	4.7	16	8.4	28	12.8	41
Student Credit Hours Generated	43		140		253		383	

II. REVENUE

	FY 2024		FY 2025		FY 2026		FY 2027	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request								
2. Institution Funds		$7,943		$8,163		$8,389		$8,622
3. Federal								
4. New Tuition Revenues from Increased Enrollments								
5. Student Fees		$16,193		$52,664		$94,941		$143,648
6. Other, Shared Course Revenue		$2,030		$6,601		$11,899		$18,004
Total Revenue	$0	$26,166	$0	$67,427	$0	$115,229	$0	$170,273

Budget Notes:

I.A, B. Calculation of FTE and headcount as follows:
>1 FTE = 24 credits
>Headcount determined as the distinct number of students in the program that year.
>Assume that 90% of the enrollments will be new enrollments and 10% will be shifting enrollments.
>Assume 25% attrition from 1st to 2nd semester, then 3% attrition every semester. No attrition from 2nd to last semester.

II.2. The College of Arts and Sciences will support the the program in Yrs 1 through 5 for support personnel expenses already paid by the college. Correspondin expense shown in III.A.6.

II.5. Student Fee revenue calculated as Student Credit Hours * $375 per credit.
$375 calculated as estimate of 2022-2023 per credit rate.
To be conservative, assume in calculations that per-credit fee does not increase over time to align with the amount charged to traditional resident students.

II.6. The Program Management bachelors will receive revenue from PM students taking classes within the shared course suite. This has been calculated with each degree student taking an additional 21 credits over 4 semesters at $47/per credit.

III. EXPENDITURES

	FY 2024		FY 2025		FY 2026		FY 2027	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs								
1. FTE		0.36		0.59		0.55		0.59
2. Faculty		$0		$3,734		$0		$3,843
3. Adjunct Faculty		$9,064		$13,070		$14,938		$13,451
4. Graduate/Undergrad Assistants		$0.00		$0.00		$0.00		$0.00
5. Research Personnel		$0.00		$0.00		$0.00		$0.00
6. Directors/Administrators		$6,114		$6,298		$6,487		$6,681
7. Administrative Support Personnel		$0		$0		$0		$0
8. Fringe Benefits		$2,645		$3,377		$3,247		$3,497
9. Other: Teaching Assistants		$0		$0		$0		$0
Total Personnel and Costs	$0	$17,823	$0	$26,480	$0	$24,671	$0	$27,472

Budget Notes (continued)

III.A.2 Faculty FTE: Calculated using (Credit hour load)/24 for faculty; professor teaching PM 499 in Y2, Y4, and Y5 of this budget paid $1,317 per credit hour

III.A.3 Adjunct FTE: Calculated using (Credit hour load)/24; calculated at $1,317 cost per credit hour; Y1 7.5 credits of instruction, Y2/Y4/Y5 11 credits of instruction, Y3 12 credits of instruction

III.A.6 Administrator: Program Coordinator (.05 FTE); paid for via existing workload paid for by COAS/EXST arrangement (referenced in section II.2)

III.A.8 Benefits calculated at staff fringe rate of $12,500+(annual wage*19.69%) professional staff and $12,500+(annual wage*19.79%) classified staff

	FY 2024		FY 2025		FY 2026		FY 2027	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures								
1. Travel								
2. Marketing and Promotion								
3. Other Services								
4. Communications								
5. Materials and Supplies								
6. Rentals								
7. Materials & Goods for Manufacture & Resale								
8. Miscellaneous - Computer Hardware/Software								
Total Operating Expenditures	$0	$0	$0	$0	$0	$0	$0	$0

	FY 2024		FY 2025		FY 2026		FY 2027	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay								
1. Library Resources								
2. Equipment								
Total Capital Outlay	$0	$0	$0	$0	$0	$0	$0	$0

	FY 2024		FY 2025		FY 2026		FY 2027	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
D. Capital Facilities Construction or Major Renovation								
E. Other Costs								
1. Boise State University Support		$8,096		$26,332		$47,470		$71,824
2. Expenses								
Utilities								
Maintenance & Repairs								
3. Student Scholarships		$0						
Total Other Costs	$0	$8,096	$0	$26,332	$0	$47,470	$0	$71,824
TOTAL EXPENDITURES:	$0	$25,919	$0	$52,812	$0	$72,141	$0	$99,296
Net Income (Deficit) to College	$0	$246	$0	$14,615	$0	$43,088	$0	$70,977

Budget Notes (specify row and add explanation where needed; e.g., "I.A.,B. FTE is calculated using..."):

III.E.1 Boise State University Support is defined as follows:

Boise State Central Services (10.00% of revenue): A fund dedicated to funding support services for online students.

Boise State eCampus Center (8.75% of revenue): Provide funding for initiative management, online course/program development and other support services

Boise State Online Innovation Fund (3.80% of revenue): Seed funding for academic programs, course development stipends to faculty, open education resource grants and eventually innovation grants

Boise State Online Marketing, Recruitment, Enrollment, Advising and Retention Fund (27.45% of revenue): A fund dedicated to marketing the program, recruiting students, enrolling qualified students, advising students and retaining students throughout the life of the program

Appendix A

Bachelor of Project Management (BPM) Emphasis Areas

The Bachelor of Project Management offers four emphasis areas: Cyber Security, Business Management, Public Health, and Communication Management.

Cyber Security Emphasis	
Course	**Credit**
• Complete all of the following	
○ Take at least 12 credits from: Cyber Operations Undergraduate Certificate	
▪ Take the following:	
• CPS301 – Information Assurance and Critical Thinking	3
• CPS412 – Foundational Essentials for IT Cybersecurity Practitioners	3
▪ Take at least 2 of the following:	
• CPS401 – Defensive Security	3
• CPS402 – Offensive Security	3
• CPS403 – Recovery and Forensics	3
○ Take at least 4 credits from the following: Upper Division Electives	4
○ Take at least 43 credits from the following: Electives to total 120 credits	43
Grand Total Credits	59

Business Management Emphasis	
Course	**Credit**
• Complete all of the following	
○ Take at least 12 credits from: Plus Business Undergraduate Certificate	
▪ Take the following:	
• BUSBTC301 – Business Foundations	3
• BUSBTC302 – Understanding Business Value	3
▪ Take at least 2 of the following:	
• BUSBTC310 - Creating Value for Customers	3
• BUSBTC320 – Creating Value for Customers	3
• BUSBTC330 – Creating Value Through Investment	3
○ Take at least 4 credits from the following: Upper-division electives	4
○ Take at least 43 credits from the following: Electives to total 120 credits	43
Grand Total Credits	59

Public Health Emphasis	
Course	**Credit**
• Complete all of the following	
○ Take at least 15 credits from: Public Health Certificate (online)	
▪ Take the following:	
• PUBH303 – Foundations of Public Health	3
• PUBH310 – Evidence-Based Public Health	3
• PUBH382 – Research Methods in Health	3
▪ Take at least 2 of the following:	
• PUBH315 – Health Policy and Ethics	3
• PUBH355 – Human Health and Disease	3
• PUBH365 – Quality Improvement and Performance Management	3
• PUBH418 – Advanced Public Health Analysis	3
• PUBH419 – Public Health Communications	3
• PUBH420 – Strategic Planning and Project Management	3
• PUB460 – Determinants of Health	3
• Collaborating for Change	3
▪ Take the following:	
• PUBH240 – Foundations of Health Education and Promotion	3
• PUBH342 – Health Education and Promotion Methods	3
• PUBH344 – Health Behavior Theory and Practice	3
○ Take at least 1 credit from the following: Upper Division Electives	1
○ Take at least 43 credits from the following: Electives to total 120 credits	43
Grand Total Credits	59

Communication Management Emphasis	
Course	**Credit**
• Complete all of the following	
○ Take at least 14 credits from: Communication Management Certificate	
▪ Take the following:	
• PRO301 – Technology for Professionals	2
• PRO303 – Public Relations Campaign Strategies	3
• PRO320 – Business and Professional Communication	3
▪ Take at least 2 of the following:	
• PRO310 – Interviewing	2
• PRO312 – Conflict and Collaboration	3
• PRO321 – Applied Research for Professionals	3
• PRO332 – Writing for Professionals	3
• PRO333 – Community Relations	3
○ Take at least 2 credits of the following: Upper-division electives	2
○ Take at least 43 credits from the following: Electives to total 120 credits	43
Grand Total Credits	59

BOISE STATE UNIVERSITY

SUBJECT

PhD in Public and Population Health Leadership

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Boise State University proposes to offer a Ph.D. program in Public and Population Health Leadership. The program is designed to focus on the unique public and population health needs of Idaho. It would provide advanced training for those who intend to become senior leaders in public and population health, and healthcare organizations.

The proposed program builds on the success of Boise State's existing undergraduate public health degrees and Master of Public Health program. The Ph.D. curriculum would provide future leaders with the scientific knowledge and leadership skills needed to develop strategies that capitalize on the unique characteristics and resources of Idaho's communities. Graduates would be equipped to lead efforts tailored to improve the health and well-being of citizens within the context of each community's core values and priorities. Graduates would possess transferable skills that would allow them to lead and engage in public and population health research, and practice in settings inside and outside of Idaho.

IMPACT

Graduates of the Ph.D. in Public and Population Health Leadership program would be qualified for a variety of leadership positions in public and population health and healthcare settings at the local, state, and federal levels, as well as health-focused non-profit organizations and university settings. St. Luke's Health System, Idaho's largest health care provider, announced a change in their leadership strategy that will include moving their chief nursing officers into key management roles. They indicated a need for these new leaders to have graduate training in public health and organizational leadership.

The Ph.D. program would bring Boise State a new capacity for doctoral level research in public health and population science. It would fill a tremendous need for addressing the health of Idaho's population. In addition to research capacity, the program would produce leaders in public health and health services, most of whom would be recruited from local public health and health service institutions. Graduates of the program would be scientist leaders who would organize and lead teams of MPH and bachelor level public health professionals. Students would gain an understanding of the complex nature of public and population-health problems and ways to address them.

Program recruitment would involve informing current students and alumni, outreach to local public health and healthcare organizations through human resources departments, pertinent professional development organization and promotions at various local, state, and national public health events such as the annual Idaho Public Health Association and American Public Health Association conferences. The source of funds for the program is the reallocation of existing university funds, thus, no new funds are needed.

Ph.D. students would be charged according to standard Boise State University tuition and fee schedules for graduate students. No new fees would be associated with the program. Students who are Idaho residents attending graduate school part-time or full-time can anticipate paying $30,204.00 - $32,927.15 for 67 hours of graduate credit. Non-resident students attending part-time can anticipate paying approximately $59,727.15 in tuition and fees, while non-resident students attending full-time can anticipate paying up to $82,215.30. The total financial impact of this request is $536,761-$575,247 over a four-year period, which would support three new faculty with capacity to cover 12 new course sections, three graduate assistants, and one staff member.

ATTACHMENTS

Attachment 1 – Ph.D. Public and Population Health Leadership proposal

STAFF COMMENTS AND RECOMMENDATIONS

Boise State University proposes that the program is designed to admit three-four students in an annual cohort with matriculation beginning each fall. These are based on Boise State University's current teaching and mentoring capacity. With that said, the university estimates a 30% rate of attrition over the three-year program and expects to graduate approximately two-three students per year. Initial projections are to enroll two students in the first year with a goal of reaching 10 by year five. Given that the program anticipates enrolling both full-time and part-time students, the program indicates total enrollment to be approximately 11 (Fall 26), 13 (Fall 27), 14-15 (Fall 28). To maintain program sustainability, the program identified it would need to enroll seven-nine students based on size and capacity of the faculty as a whole. If five total enrollment is not maintained for three consecutive years, the program would reevaluate and consider discontinuance.

Consistent with Board Policy III.G., the proposed Ph.D. in Public and Population Health Leadership was reviewed by an external review panel consisting of Dr. Linda A. Alexander, West Virginia University School of Public Health and Dr. Steven Lacey, University of Utah School of Medicine. Based on their review, reviewers overall found that "Boise State University, the community, the workforce, faculty, students, and practice partners would be served well by the addition of this exceptional program." The reviewers shared several key observations and potential challenges and provided recommendations. Overall, those were not a deterrent to start offering classes to the first cohort in Fall 2023.

Boise State University's request to offer a Ph.D. in Public and Population Health Leadership is consistent with their Service Region Program responsibilities and their current institution plan for Delivery of Academic Programs in Region III. In accordance with Board Policy III.Z, no institution has the statewide program responsibility specifically for a public health and population science program at the doctoral level. Idaho State University has the statewide program responsibility for Master of Public Health and currently offers the program under a hybrid model. Boise State University also offers a Master of Public Health and currently offers the program face-to-face.

The proposal completed the program review process and was presented to the Council on Academic Affairs and Programs on April 6, 2023; to the Instruction, Research, and Student Affairs on April 13, 2023; and to the Business Affairs and Human Resources on April 12, 2023.

Board staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to create a new academic program that will award a PhD in Public and Population Health Leadership, as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Institutional Tracking No. _____

Idaho State Board of Education

FULL PROPOSAL FORM

Academic Degree and Certificate Program

Date of Proposal Submission:	January 6, 2023			
Institution Submitting Proposal:	Boise State University			
Name of College, School, or Division:	College of Health Sciences; School of Public and Population Health			
Name of Department(s) or Area(s):	School of Public and Population Health			
Official Name of the Program:	Doctor of Philosophy in Public and Population Health Leadership			
Implementation Date:	Fall 2023			
Degree Information:	Degree Level: Graduate	Degree Type: PhD		
CIP code (consult IR /Registrar):	51.2299			
Method of Delivery: Indicate percentage of face-to-face, hybrid, distance delivery, etc.	Hybrid - 90-95% face-to-face, 5-10% online			
Geographical Delivery:	Location(s)	Boise, Idaho	Region(s)	Boise, Idaho
Indicate (X) if the program is/has: (Consistent with Board Policy V.R.)	☐ Self-Support fee	☐ Professional Fee	☐ Online Program Fee	
Indicate (X) if the program is: (Consistent with Board Policy III.Z.)	☐ Regional Program Responsibility	☐ Statewide Program Responsibility		

Proposed Action

X **New program offering**
- ☐ Undergraduate program
- X Graduate program
- ☐ Undergraduate certificate (30 credits or more)
- ☐ Graduate certificate (30 credits or more)

☐ **New branch campus or change in location**

☐ **Modification of Existing Academic Programs**
- ☐ Converting one program option to a stand-alone program
- ☐ Consolidating two or more undergraduate programs into one
- ☐ Consolidating two or more graduate programs into one
- ☐ Splitting an existing program into two or more programs
- ☐ Program expansion outside an institution's Designated Service Region as defined in Board Policy III.Z.
- ☐ Adding certificate or degrees to existing programs

Tim Dunnagan (Dec 22, 2022 14:07 MST)	12/22/202		
College Dean	Date	Vice President for Research (as applicable)	Date
	12/22/2022		3/20/2023
Graduate Dean/other (as applicable)	Date	Academic Affairs Program Manager, OSBE	Date
Jo Ellen DiNucci (Dec 22, 2022 14:51 MST)	12/22/202		
FVP/Chief Fiscal Officer	Date	Chief Financial Officer, OSBE	Date
John Buckwalter (Dec 22, 2022 14:44 MST)	12/22/2022		3/28/2023
Provost/VP for Instruction	Date	Chief Academic Officer, OSBE	Date
	01/06/2023		
President	Date	SBOE/Executive Director or Designee Approval	Date

Before completing this form, refer to Board Policy Section III.G., Postsecondary Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program. All questions must be answered.

Rationale for Creation or Modification of the Program

1. **Describe the request and give an overview of the changes that will result.** What type of substantive change are you requesting? Will this program be related or tied to other programs on campus? Identify any existing program that this program will replace. If this is an Associate degree, please describe transferability.

   Response:
   Boise State University School of Public and Population Health (SPPH) proposes creating a new Doctor of Philosophy (PhD) in Public and Population Health Leadership degree. This innovative, future-facing program will be completely new and is not intended to replace any preexisting program at Boise State University or in Idaho.

   The new Doctor of Philosophy in Public and Population Health Leadership has been designed to focus on the unique public and population health needs of Idaho. The PhD program will provide advanced training for those who intend to become upper-level leaders in public and population health and healthcare organizations. The curriculum provides future leaders with the scientific knowledge and leadership skills needed to develop strategies that capitalize on the unique characteristics and resources of Idaho's communities. Our goal is to foster the development of leaders who understand public and population health science as well as the importance of community engagement, and value the unique culture and resources inherent in the community and the residents. With this foundation, graduates will be equipped to lead efforts tailored to improve the health and well-being of citizens within the context of each community's core values and priorities. Although the program has been designed with the specific needs of Idaho, including Idaho's rural and frontier regions, graduates will possess transferable skills that will allow them to lead and engage in public and population health research and practice in other settings.

   The proposed program builds on the success of our existing undergraduate public health degrees and our Master of Public Health (MPH) program. Establishing the proposed PhD in Public and Population Health Leadership will be the final piece necessary to create a pipeline of effective public health and clinical leadership at all levels of service. This health professions pipeline begins with academic partnerships at the community college-level that prepare entry level public health and healthcare workers and continues through a range of academic programs at the university-level that – if this program is approved – will culminate in a cadre of well-prepared public and clinical health leaders and researchers able to serve at all levels of public health and healthcare delivery.

2. **Need for the Program**. Describe evidence of the student, regional, and statewide needs that will be addressed by this proposal to include student clientele to be served and address the ways in which the proposed program will meet those needs.

   a. **Workforce and economic need:** Provide verification of state workforce needs that will be met by this program. Include job titles and cite the data source. Describe how the proposed program will stimulate the state economy by advancing the field, providing research results, etc.

Response:
Graduates from the proposed PhD program will be qualified for a variety of leadership positions in public and population health and healthcare settings at the local, state, and federal levels, as well as in health-focused non-profit organizations and university settings. The projected market demand for doctorally prepared public and population health leaders is high due to demographic changes (retirements) and high rates of attrition in public and population health-related occupations (Krasna, et al, 2020). In addition, new and increasing public health challenges such as the impact of COVID-19[1-3] and climate change[4] have also sparked new demand for highly trained public health leaders. This need has been documented in the scientific literature, and has recently been widely discussed in the news media as the Director of the Centers for Disease Control and Prevention has acknowledged the mishandling of communications with the public[5] regarding the COVID-19 epidemic. The proposed PhD program is intended to create precisely the kind of leadership that these sources are saying are very much in need. In particular, as part of the leadership training, PhD students will be taught the importance of communication and community engagement skills, including the framing and messaging of health issues, with a focus on bridging gaps between the scientific community and the public.

While there are other programs, such as the Master's in Business Administration, that offer leadership training, this program is unique in that it is focused on addressing public health issues and offers a great deal in terms of scientific training in addition to leadership and communication skills. It is therefore more tailored to addressing the public health needs of Idahoans.

In addition, the Idaho Department of Labor projects the Health Care and Social Assistance industry "to grow at 22%, the third fastest among all industries, but will add the most total jobs."[6] This demand is expected, given the needs associated

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1 Czabanowska K, Kuhlmann E. (2021). Public health competences through the lens of the COVID-19 pandemic: what matters for health workforce preparedness for global health emergencies. (2021). Int J Health Plann Manage. May;36(S1):14-19. doi: 10.1002/hpm.3131. Epub 2021 Feb 17. PMID: 33598987; PMCID: PMC8013956.
2 Krasna, H., Czabanowska, K., Beck, A., Cushman, L. F., & Leider, J. P. (2021). Labour market competition for public health graduates in the United States: A comparison of workforce taxonomies with job postings before and during the COVID- 19 pandemic. *The International journal of health planning and management*, *36*(S1), 151-167.
3 Wong BLH, Siepmann I, Chen TT, Fisher S, Weitzel TS, Nathan NL, Saminarsih DS. (2021). Rebuilding to shape a better future: the role of young professionals in the public health workforce. Hum Resour Health. Jul 13;19(1):82. doi: 10.1186/s12960-021-00627-7. PMID: 34256785; PMCID: PMC8276547.
4 Krasna H, Czabanowska K, Jiang S, Khadka S, Morita H, Kornfeld J, Shaman J. (2020). The Future of Careers at the Intersection of Climate Change and Public Health: What Can Job Postings and an Employer Survey Tell Us? Int J Environ Res Public Health. 2020 Feb 18;17(4):1310. doi: 10.3390/ijerph17041310. PMID: 32085475; PMCID: PMC7068354.
5 Walensky, Citing Botched Pandemic Response, Calls for C.D.C. Reorganization**. New York Times. August 17, 2022.** https://www.nytimes.com/2022/08/17/us/politics/cdc-rochelle-walensky-covid.html?searchResultPosition=1
6 Idaho Department of Labor. Labor Market Projections for Idaho Industries and Occupations: 2014 – 2024. https://lmi.idaho.gov/Portals/0/Pubs/2024-Idaho-Projections.pdf?ver=2016-10-03-145907-130

with an aging population and changes in health promotion and delivery. While many professions meet these needs, including clinical and non-clinical professionals, the overall growth of the health sector will require leaders and personnel with knowledge and skills necessary to solve complex problems and reach value-based outcomes. The health sector is evolving and our programs need to adjust to prepare our graduates for the future public health and clinical healthcare leadership.

These changes are already underway. For example, St. Luke's Health System, Idaho's largest health provider, recently announced a change in their leadership strategy that will include moving their chief nursing officers into key management roles. They indicated a need for these new leaders to have graduate training in public health and organizational leadership.

Additionally, Economic Modeling Specialists International (EMSI) recently conducted a study of job postings in Idaho, Washington, and Oregon from employers looking for candidates with public health skills in 2016 and 2017. The most common job titles identified in those listings included the following:

- Health Services Directors
- Public Health Analysts
- Health Policy Analysts
- Practice Managers
- Behavioral Health Care Managers
- Community Health Workers
- Health Educators

Many of these positions were already focused on public health and clinical health management and leadership and the need for those skills have only been amplified by the COVID-19 pandemic.

These trends and the demands for public and clinical health leaders with these skills have been confirmed in our discussions with our partners. For example, in this application you will find letters of support for our proposed program by all of Idaho's major hospital systems (i.e. St. Alphonsus, St. Luke's, and the Veteran's Health Administration), the Idaho Department of Health and Welfare (our state- level agency) and the all seven of Idaho's regional public health districts (please see letters of support attached).

In terms of estimating demand, because of the broad range of career paths available to a public or population health graduate, the ability to use federal and/or state Department of Labor data to establish precise numbers is of limited value. The most relevant Occupation classes in the federal Department of Labor database include:

- Medical and health services managers, SOC 11-9111
- Health educators, SOC 21-1091
- Community health workers, SOC 21-10
- Social and Community Service Managers SOC

The category "Medical and health services managers" is, unfortunately, very broad. It includes 23 different job titles, five of which start with at least an undergraduate degree in and others that require additional training. Because there is no information available on the numbers of jobs represented under each job title, we will use a conservative estimate that assumes 20% of the job openings associated with "Medical and health services managers" being relevant to our graduates in the tables below.

Total projected annual job openings			
	State DOL data	**Federal DOL data**	**Other data source: (describe):** Study by Educational Advisory Board (see text above)
Local (Service Area)	156	N/A	102
State	309	N/A	210
Nation	N/A	40,780	50,634

2016 National Employment Matrix Title and Code		**Employment**		**Occupational Openings projected2016-26 Annual Average**
Job Title	**SOC CODE**	**2016**	**2026**	
Medical and health services managers (20% of total numbers)	11-9111	70,440 (20% of 352,200)	84,400 (20% of 424,300)	7,280 (20% of 36,700)
Health educators	21-1091	61,000	69,900	8,700
Social and Community Service Managers	11-9151	147,300	173,800	16,300
Community health workers	21-1094	57,500	67,800	8,500
Total				40,780

2016-2026 Idaho Long Term Employment Projections		Base Employment and Projected Employment		Total Annual Openings
Job Title	**SOC CODE**	**2016**	**2026**	
Medical and health services managers (20% of total numbers)	11-9111	388 (20% of 1942)	471 (20% of 2357)	42 (20% of 208)
Social and Community Service Managers	11-9151	937	1112	106
Health educators	21-1091	551	666	85
Community health workers	21-1094	500	601	76
Total				309

According to the Bureau of Labor Statistics, the health care and social assistance sector will become the largest major sector by 2026, increasing from 12.2% in 2016 to 13.8% in 2026, adding nearly 4.0 million jobs nationally.

"Healthcare support occupations (23.6 percent) and healthcare practitioners and technical occupations (15.3 percent) are projected to be among the fastest growing occupational groups during the 2016–26 projections decade. These two occupational groups—which account for 13 of the 30 fastest growing occupations from 2016 to 2026—are projected to contribute about one- fifth of all new jobs by 2026. Factors such as the aging baby-boom population, longer life expectancies, and growing rates of chronic conditions will drive continued demand for healthcare services."

Additionally, the COVID-19 pandemic has highlighted the tightly coupled relationship between effective public health practice and maintaining a strong economy. Preparing our public and clinical health workforce to be ready to effectively communicate public health action, engage and enlist the support of Idaho communities, make evidence-based policy and practice decisions, use data effectively, and mobilize resources to meet emerging demands seems more essential – to both the public's health and protecting our economy – than ever before. This is especially so in a globally connected world in which zoonotic diseases are able to spread at a rapid speed. Further, a variety of non-infectious emerging public health issues also threaten our economy. For example, the impact of wildfire smoke on tourism, elder health, and disaster preparedness/response or the impact of increased rates of poor mental health and attempted/completed suicide in the state.

b. **Student demand.** What is the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). Provide evidence of student demand/ interest from inside and outside of the institution.

Response:
This program is designed to admit 3 to 4 students in an annual cohort with matriculation beginning each fall. These projections are based on our current teaching and mentoring capacity. Given an estimated 30% rate of attrition over the three-year program, we expect to graduate approximately 2 to 3 students per year. However, as the capacity of the School of Public Health and Population Science grows, we expect to enroll larger cohorts and to graduate more students in the future.

Students will be able to complete the program as either part-time or full-time PhD students. The program has been conceived with full-time working professionals in mind and we expect to have both part-time and full-time students in the program.

In terms of demand for the program, since the implementation of the Master of Public Health program in the fall of 2019, we regularly receive formal and informal inquiries about the availability of PhD programming. For instance, in just the past year, we have received at least 15 inquiries related to possible PhD program from our recently graduated MPH students. These inquiries are coming from MPH graduates who are now working in local public and clinical health organizations and would make an ideal pool of future program participants, as they are committed to prepare to pursue advanced leadership roles in Idaho-based organizations.

Additionally, we routinely receive inquiries from a range of professionals and leaders within public and clinical health organizations. Again, the letters of support provided by all of the key public health and healthcare organizations in Idaho are strong evidence for the need for this type of program. It might also be important to note, that all of these organizations have policies that support their employees advancing their professional training in programs like the one we are proposing and most of them will pay for their employee's tuition.

Based on these high levels of student and organizational interest – combined with being the only program of our type in the state – we confident in our ability to sustain our projected enrollments and projected number of graduates in the program.

c. **Societal Need**: Describe additional societal benefits and cultural benefits of the program.

Response:
This program will bring to Boise State University a new capacity for doctoral level research in public health and population science. There is currently no such program in the state of Idaho. This program, therefore, will fill a tremendous need for addressing the health of the state's population. In addition to research capacity, this program will produce leaders in public health and health services, most of whom will be recruited from the local public health and health service institutions. A central goal of the program is to admit students who are currently public health professionals working in Idaho's public health and health service sector. This will give these working professionals, who are already familiar with many of Idaho's public health issues, additional training in public health research and leadership necessary to help address these challenges. New challenges to the health of Idaho's population include the effects of extreme heat conditions that have affected many of the state's elderly population, wildfire smoke which has repeatedly polluted the summer air for much of the state, flooding, which is expected to affect parts of the state, and the emergency preparedness that must be in place to handle these and other situations, some of which are not yet foreseeable. In addition,

the Centers for Disease Control and Prevention publicly acknowledged major failures in the response to the COVID-19 pandemic, including a poor handling of communication of relevant information to the public. All these public health concerns and failures demonstrate the tremendous need for new leadership to manage these crises, communicate public health information more effectively, and minimize their impact on the population of Idaho more effectively.

While the MPH program produces professionals capable of providing technical assistance and serving as mid-level managers, this program is designed to create professionals who will be occupying the highest levels of their organizations.

Graduates of the PhD program will be scientist leaders who will organize and lead teams of MPH and BA level public health professionals. They will receive the training in scientific theories and research methods of public health which will enable them to work with those at other levels to identify public health problems, select and coordinate resources necessary to research the problem, oversee the research leading to evidence-based solutions, and lead their organizations as they identify solutions and communicate their findings to a variety of stakeholders. The needs expressed the CDC's recent acknowledgement of their failures in messaging their Covid-19 response illustrates the need for these positions and this program. It is this capacity to oversee the research and communications that this program is intended to provide.

Regardless of their career paths, graduates with public health training benefit society in many ways. Students gain understanding of the complex nature of public and population-level health problems and ways to address them. Two issues that illustrate the diversity of challenges that must be addressed are obesity and issues related to aging populations.

- As Idaho communities struggle to deal with the obesity epidemic, public health graduates understand that a "one size fits all" approach will not address obesity across the state. PhD level public health graduates will be prepared to see communities as systems and that addressing these issues requires cross-sector collaboration.

- As Idahoans retire and want to live healthy, functional lives in their homes, graduates trained in public health can contribute to assessing the resources and assets of the area to identify gaps in services and help navigate the intricacies of healthcare. Community health leaders, health educators, and others guiding community level assistance will be instrumental to cost-effective solutions to keep our seniors in their communities and homes as long as possible.

Further, like most states, the majority of public health professionals in Idaho do not have a public health-specific academic degree. This program ensures that public health practitioners and leaders within the state are able to prepare themselves for effective service and leadership at all levels of responsibility.

Finally, this innovative program creates not-only an in-state option for developing senior-level public health and clinical leadership, but it will also create a cadre of academic public health researchers that understand public health in Idaho and who will be prepared to conduct applied research focused on solving practical problems in Idaho and beyond.

3. **Program Prioritization**
Is the proposed new program a result of program prioritization?

Yes_____No_X_____

If yes, how does the proposed program fit within the recommended actions of the most recent program prioritization findings.

4. **Credit for Prior Learning**
Indicate from the various cross walks where credit for prior learning will be available. If no PLA has been identified for this program, enter 'Not Applicable'.

Response:
For students who have previous completed doctoral level courses, we will evaluate any doctoral course in which they earned the grade of "B" or higher to determine if they are appropriate for inclusion in the program.

5. **Affordability Opportunities**
Describe any program-specific steps taken to maximize affordability, such as: textbook options (e.g., Open Educational Resources), online delivery methods, reduced fees, compressed course scheduling, etc. This question applies to certificates, undergraduate, graduate programs alike.

Response:
The School of Public and Population health has been provided three Graduate Assistantships for the program. Faculty grants will present opportunities to fund some PhD students. PhD students will be informed of campus wide assistantship opportunities outside of the School. In addition, some students will be working full time and some employers might fund their PhD training.

Finally, we will use Open Educational Resources whenever possible and many of our courses will not require textbooks, but instead delivery content through scientific articles and other freely available materials.

Enrollments and Graduates

6. **Existing similar programs at Idaho Public Institutions.** Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions for the most past four years.

Response:
Currently there are no similar doctoral programs in public or population health in the state of Idaho.

Institution	Program Name	Fall Headcount Enrollment in Program				Number of Graduates from Program (Summer, Fall, Spring)			
		FY 19	FY20	FY21	FY22 (most recent	FY 19	FY20	FY21	FY22 (most recent
n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

7. **Justification for Duplication** (if applicable). If the proposed program is similar to another program offered by an Idaho public higher education institution, provide a rationale as to why any resulting duplication is a net benefit to the state and its citizens. Describe why it is not feasible for existing programs at other institutions to fulfill the need for the proposed program.

Response:
Not applicable.

8. **Projections for proposed program:** Using the chart below, provide projected enrollments and number of graduates for the proposed program:

Proposed Program: Projected Enrollments and Graduates First Five Years											
Program Name: PhD in Public and Population Health Leadership											
Projected Fall Term Headcount Enrollment in Program						**Projected Annual Number of Graduates from Program**					
Fall 2023 (first year)	Fall 2024	Fall 2025	Fall 2026	Fall 2027		FY 24 (first year)	FY 25	FY 26	FY 27	FY28	
2	5	8	9	10		0	0	1	2	3	

Enrollment numbers are based on full-time students. Projected fall term headcount enrollment in program numbers reflect total enrollees with about 3 – 4 per annual cohort. These projections reflect the new students plus previously enrolled students minus attrition and graduation.

Historically, there has been great fluctuation in the annual counts of part-time vs. full- time enrollment in the MPH program. Therefore, determining enrollment of part-time vs. full-time students is difficult. It is likely that the headcount numbers underestimate the actual number of students enrolled as some will likely be part-time students. The total enrollment for FY26-FY28 may be approximately 11 (Fall 26), 13 (Fall 27), and 14-15 for Fall 28 and later.

9. **Describe the methodology for determining enrollment and graduation projections.** Refer to information provided in Question #2 "Need for the Program" above. What is the capacity for the program? Describe your recruitment efforts? How did you determine the projected numbers above?

Response:
These numbers reflect the interest from past MPH graduates, current students, and professionals currently working in a variety of public health and healthcare organizations in the greater Boise area. Recruitment will involve informing current students and alumni, outreach to local public health and healthcare organizations through their human resources departments, pertinent professional development organizations, and promotions at various local, state, and national public health events such as the annual Idaho Public Health Association and American Public Health Association conferences.

In addition, we will build upon our current marketing and recruitment efforts which include a web landing page, request for information form, and a full program website with details including program descriptions, curriculum plan, and costs.

Further, we have developed a concierge system for recruiting and supporting applicants' application, acceptance, and matriculation into our master's program that includes strategic, personalized communications designed to maximize student enrollment. We plan to extend this approach into our doctoral programming, thereby using a proven system for maximizing graduate enrollment at our institution. Using this approach, our master's program has been fully enrolled or over-enrolled for all four years it has been implemented.

10. Minimum Enrollments and Graduates.

a. What are the minimums that the program will need to meet in order to be continued, and what is the logical basis for those minimums?

Response:
PhD student enrollment is guided by the size and capacity of the faculty as a whole. We intend to admit a cohort of 3 new PhD students each year. By the third year, we anticipate having 7-9 active PhD students. Upon entry to the program, all new students will be advised by the PhD program director. By the end first year, all full- time students will have chosen a PhD advisor who will chair their dissertation committee. All part-time students will choose their dissertation chair by the end of the second year. Therefore, by the start of the third year, six students will be under the guidance of faculty members. With 23 total faculty members, 14 of which are tenured/tenure-track, the faculty is expected to support between 7-9 doctoral students. Resources have been allotted to manage this level of capacity. If students are unable to identify advisors in accordance with the schedule above, the PhD Program Director will serve as their advisor to assure the students continue to progress through the program. To minimize this issue, each applicant's interests will be expected to align with the expertise of at least one faculty member before being admitted to the program. This will assure faculty capacity and expertise are available to serve as advisors and lead the students through the program.

b. If those minimums are not met, what is the sunset clause by which the program will be considered for discontinuance?

Response:
We are anticipating that there will more demand for the program than capacity. However, in the unlikely event that enrollment does not maintain a total of enrollment of 5 students for 3 consecutive years, we will initiate a process in which we consider discontinuance.

11. Assurance of Quality. Describe how the institution will ensure the quality of the program. Describe the institutional process of program review. Where appropriate, describe applicable specialized accreditation and explain why you do or do not plan to seek accreditation.

Response:
The following measures will ensure the high quality of the new program:

Regional Institutional Accreditation: Boise State University is regionally accredited by the Northwest Commission on Colleges and Universities (NWCCU). Regional accreditation of the university has been continuous since initial accreditation was conferred in 1941. Boise State University is currently accredited at all degree levels (A, B, M, D).

Program Review: Boise State has instituted a new program review procedure. At the inception of new programs, the programs will submit to the Office of the Provost a three-year

assessment plan to be scheduled into the Periodic Review/Assessment Reporting Cycle. The plan includes program learning outcomes; and an implementation plan with a timeline identifying when and what will be assessed, how the programs will gather assessment data, and how the program will use that information to make improvements. Then, every three years, the programs will provide Program Assessment Reports (PAR), which will be reviewed by a small team of faculty and staff using a PAR Rubric, which includes feedback, next steps, and a follow-up report with a summary of actions.

Specialized Accreditation: The program will seek accreditation by the Council on Education for Public Health (CEPH). CEPH has standards for accreditation of PhD programs. The proposed program is being designed to follow these standards and Boise State University will begin the accreditation process in Fall 2025.

12. **In accordance with Board Policy III.G., an external peer review is required for any new doctoral program.** Attach the peer review report as an Appendix.

Response:
This program has been reviewed by two external reviewers approved by the Board. Their report can be found as **Appendix D** to this proposal. Our response to the report can be found as **Appendix E** to this proposal.

13. **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 State Board of Education.

Will this program lead to certification?

Yes_____No___X_

Response:
Not applicable. This proposal is not for an education program.

If yes, on what date was the Program Approval for Certification Request submitted to the Professional Standards Commission?

Response:
Not applicable.

14. **Three-Year Plan: If this is a new proposed program, is it on your institution's approved 3-year plan?**

Yes____X____No_____

Response:
Yes. The proposed program is part of Boise State's SBOE-approved 3-year plan.

Goals of Institution Strategic Plan	Proposed Program Plans to Achieve the Goal
Goal 1: Improve Educational Access and Student Success	The proposed PhD program provides Boise State University with the opportunity to be a leader in public health professional preparation. The proposed PhD program has been designed to enable students with work, life, or other adult responsibilities to complete their degree requirements with minimal interruption of life situation and obtain a marketable health-related degree. This unique set of program options represent cutting-edge, future-facing curriculum options that will benefit its students and build the institution's reputation as a curriculum leader.
Goal 3: Advance Research and Creative Activity	This new PhD program will directly support the goal of advancing research and creative activity. The proposed program has already received funding commitments from the university and will come with 3 new, research-intensive faculty hires. Each of these hires will be expected to sustain grant funding and publish in peer-reviewed journals. Additionally, PhD students participating in the program will produce dissertations which will be publishable studies. PhD students may also work on funded faculty research programs, thus increasing the overall number of publications and grant funding obtained by faculty and PhD students alike.
Goal 5: Trailblaze Programs and Partnerships	This program represents an innovative, trailblazing approach to doctoral programming in public health. It recognizes the need to breakdown false divisions between public health scientists and leaders by developing high-level leaders with (a) a strong science background, (b) the ability to mobilize organizations for effective public health action, and (c) the capacity to effectively communicate science, evidence, and public health action to the public-at-large. We expect this program to be a national model for public health preparation, especially for states whose citizens are cautious about public health action and likely to benefit from being served by public health leaders with a deep understanding of their concerns and an ability to communicate effectively. Finally, the program will also create new opportunities for cross- disciplinary research and practice. For example, this program is supported by Boise State University colleges, schools, and departments devoted to business, public service, education, and the liberal arts/sciences and we expect to develop and complete new projects with each of these partners. We also expect that this program will enhance our existing partnerships with Idaho state and district public health agencies and all of the state's major hospital and health care systems.

If yes, proceed to question 15. If no:

a. **Which of the following statements address the reason for adding this program outside of the regular three-year planning process.**

Indicate (X) by each applicable statement:

	Program is important for meeting your institution's regional or statewide program responsibilities.
	The program is in response to a specific industry need or workforce opportunity.
	The program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.
	There is a contractual obligation or partnership opportunity related to this program.
	The program is in response to accreditation requirements or recommendations.
	The program is in response to recent changes to teacher certification/endorsement requirements.

b. **Provide an explanation for all statements you selected.**

Educational Offerings: Curriculum, Intended Learning Outcomes, and Assessment Plan

15. Curriculum. Provide descriptive information of the educational offering.

a. **Summary of requirements.** Provide a summary of program requirements using the following table.

Credit hours in required courses offered by the department (s) offering the program.	58
Credit hours in required courses offered by other departments:	0
Credit hours in institutional general education curriculum	N/A
Credit hours in free electives	9
Total credit hours required for degree program:	67

b. Curriculum. Provide the curriculum for the program, including credits to completion, courses by title and assigned academic credit granted.

Proposed PhD in Public and Population Health Leadership Curriculum			
Fall	**Credits**	**Spring**	**Credits**
Year 1			
MPH 504: Applied Epidemiology (1st 7 weeks)	2	MPH 540: Epidemiology and Statistics II	3
MPH 506: Applied Statistics in Public Health (2nd 7 weeks)	2		
PPHL 610: Research Methods I	3	PPHL 611: Research Methods II	3
PPHL 630: Determinants of Health I: Theoretical Background	3	PPHL 631: Determinants of Health II: Application	3
PPHL 620: Advanced Systems Analysis and Problem-Solving	3	PPHL 621: Organizational Leadership in Public Health	3
Year 2			
MPH 542: Epidemiology and Statistics III ***or*** PPHL 612: Advanced Qualitative Research Methods	3	PPHL 635: Health Policy Analysis	3
PPHL 640: Evaluating Program, Policy, and Organizational Performance	3	Cognate Course	3
Cognate Course	3	Cognate Course	3
PPHL 670: Scientific Writing and Proposal Development	3	PPHL 689: Dissertation Proposal/Defense	2
PPHL 691: Comprehensive Examination	1		
Year 3			
PPHL 693: Dissertation Research	9	PPHL 693: Dissertation Research	9
		Total Credit Hours	**67**

A curriculum overview is provided in **Appendix A,** and a part-time curriculum plan of study is provided in the same appendix of this proposal.

c. Additional requirements. Describe additional requirements such as comprehensive examination, senior thesis or other capstone experience, practicum, or internship, some of which may carry credit hours included in the list above.

Response:

1. Complete an approved program of study.
2. Complete a doctoral comprehensive examination.
3. Pass an oral dissertation proposal defense.
4. Prepare a dissertation that embodies original scholarly work.
5. Submit at least one manuscript from the dissertation work for publication before scheduling a dissertation oral defense. The manuscript must be of sufficient quality that it was sent out for external peer review by the journal to which it was submitted.
6. Pass a final oral examination pertaining to the dissertation work.
7. Earn a final PhD program GPA of 3.0 or higher.

8. Earn a minimum letter grade of "B" in all coursework. Students who receive less than a "B" in any course will be required to retake that course or an approved equivalent.

16. Learning Outcomes: Expected Student Learning Outcomes and Connection to Curriculum.

a. Intended Learning Outcomes. List the Intended Learning Outcomes for the proposed program, using learner-centered statements that indicate what students will know, understand, and be able to do, and value or appreciate as a result of completing the program.

Response: Part 1:
Foundational Competencies/Intended Learning Outcomes: Our accreditor (CEPH) provides a list of guidelines for knowledge and skill-based competencies/intended learning outcomes for the foundational/core courses in all public health PhD programs. Per their requirements, the CEPH competencies will be used for this program. These foundational competencies/intended learning outcomes include:

Foundational Knowledge: Student Learning Outcomes (CEPH, 2021)
Profession & Science of Public Health

1. Explain public health history, philosophy, and values
2. Identify the core functions of public health and the 10 Essential Services
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health
4. List major causes and trends of morbidity and mortality in the U.S. or other community relevant to the school or program
5. Discuss the science of primary, secondary, and tertiary prevention in population health, including health promotion, screening, etc.
6. Explain the critical importance of evidence in advancing public health knowledge

Factors Related to Human Health

7. Explain effects of environmental factors on a population's health
8. Explain biological and genetic factors that affect a population's health
9. Explain behavioral and psychological factors that affect a population's health
10. Explain the social, political, and economic determinants of health and how they contribute to population health and health inequities
11. Explain how globalization affects global burdens of disease
12. Explain an ecological perspective on the connections among human health, animal health and ecosystem health (e.g., One Health)

Response: Part 2:
Concentration Competencies/Intended Learning Outcomes: Additionally, the CEPH accreditation standards require each program to develop a list of competencies/intended learning outcomes specific to the degree being granted. For our proposed program, these degree-specific competencies/intended learning outcomes include:

1. Review and synthesize pertinent literature and formulate focused research questions that address identified knowledge gaps.
2. Conduct an analysis that identifies the root-cause determinants of health

associated with a public health problem in a specific community that includes recommendations for effective community engagement, communications, policy, and practice within that community.

3. Design and implement a quantitative, qualitative, or mixed methods research study that investigates a public health problem and uniquely contributes to the public health scientific knowledge.
4. Develop and implement a data analysis plans that (a) describe a public health problem, (b) identify key risk and protective factors associated with the problem, (c) assess changes over time, and (d) evaluate the effectiveness of attempts to intervene.
5. Communicate research findings and recommendations for action to the scientific community and the community-at-large through peer-reviewed publications and presentations, and other public health community audiences.
6. Design a multi-level intervention using a multidisciplinary, data-informed, systems-approach to address a public health problem.
7. Evaluate an organization's readiness to address a public health problem, including recommendations for enhancing operational readiness and sustaining organizational readiness over time.
8. Evaluate an organization's performance while attempting to address a public health problem, including providing an evaluation report/presentation that describes their performance and recommendations for future action.
9. Lead public health organizations and research teams as they identify public health problems and conduct and implement research-based solutions

Curriculum maps that connect these competencies/intended learning outcomes to our proposed program courses can be found in **Appendix B.**

17. Assessment plans.

a. Assessment Process. Describe the assessment plan for student learning outcomes that will be used to evaluate student achievement and how the results will be used to improve the program.

Response:
Each academic year, the graduate assessment committee and doctoral faculty will review data associated with the doctoral program at the end of the spring semester and prior to the beginning of the following fall semester. During the spring, the committee will review student key assessments, comprehensive exams, dissertation proposals, and completed dissertations. Prior to the beginning of each academic year, the committee will review student data related to student exit surveys, program graduate surveys, and program stakeholder surveys. The PhD Director and program faculty will use information from all of these sources to adjust program objectives, requirements, and instructional methods.

Information gleaned from both qualitative and quantitative assessments will be presented to graduate assessment committee and program faculty as described above. Changes will be made to course and program curriculum as warranted. All program changes will be documented by the PhD Director and submitted for review as part of our university accreditation and discipline accreditation processes. In addition, results will be shared with the Divisional Dean including action items to be addressed during the subsequent year.

Below are listed some general examples of assessment measures anticipated throughout the program:

- Key assessment measures will be used to assess attainment of program-level student learning outcomes as assigned to specific courses. Key assessment measures will include course projects designed to authentically represent actual professional work products.
- Comprehensive examinations, dissertation proposals, and completed dissertations will be reviewed.
- Student course evaluations.
- The graduate exit survey conducted at the end of students' final semester.
- Stakeholder and graduate/alumni survey to be conducted annually in accordance with CEPH accreditation standards.
- Key assessment, comprehensive examinations, dissertation proposals, and completed dissertations reviews will occur annually at the end of the spring semester.
- Student course evaluations, graduate exit survey, and graduate/stakeholder survey data will be reviewed annually prior to the beginning of the fall semester.

A key assessment guide is provided in **Appendix B** of this proposal.

Resources Required for Implementation – fiscal impact and budget.
Organizational arrangements required within the institution to accommodate the change including administrative, staff, and faculty hires, facilities, student services, library; etc.

18. **Physical Facilities and Equipment:** Describe the provision for physical facilities and equipment.

    a. **Existing resources**. Describe equipment, space, laboratory instruments, computer(s), or other physical equipment presently available to support the successful implementation of the program.

Response:
The space and equipment currently available/assigned to the School of Public Health and Population Science program are sufficient and acceptable to add a successful PhD program.

    b. **Impact of new program**. What will be the impact on existing programs of increased use of physical resources by the proposed program? How will the increased use be accommodated?

Response:
There will be no negative impact on the undergraduate and MPH programs. Additional space (over 4,000 square feet), furniture, and technology for the proposed doctoral program has already been assigned to the School by our college and the university.
The advanced commitment of these resources prevents any adverse impact on existing programs.

    c. **Needed resources.** List equipment, space, laboratory instruments, etc., that must be obtained to support the proposed program. Enter the costs of those physical resources into the budget sheet.

Response:
No new resources will need to be obtained. As noted above, in anticipation of this program, we have received additional office space, furniture, and technology for new faculty and doctoral program graduate assistants.

19. **Library and Information Resources:** Describe adequacy and availability of library and information resources.

    a. **Existing resources and impact of new program**. Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? Will there be an impact on existing programs of increased library usage caused by the proposed program? For off-campus programs, clearly indicate how the library resources are to be provided.

Response:
The library already provides resources to our undergraduate and master's level public and clinical health programs. The same materials and services (journal articles, interlibrary loan, etc.) currently used by faculty and students will also be used by new doctoral students. The current library resources are sufficient for accommodating the increased use by the PhD program. No new library resources will be requested.

    b. **Needed resources**. What new library resources will be required to ensure successful implementation of the program? Enter the costs of those library resources into the budget sheet.

Response:
No new library resources will be required.

20. **Faculty/Personnel resources**

    a. **Needed resources.** Give an overview of the personnel resources that will be needed to implement the program. How many additional sections of existing courses will be needed? Referring to the list of new courses to be created, what instructional capacity will be needed to offer the necessary number of sections?

Response:
No new resources are needed. Last May, our college and the university committed new funding to cover 100% of this program. That new funding included 3 new faculty with capacity to cover 12 new course sections, 3 graduate assistants, and 1 staff member. We are combining these resources with the previously existing funding dedicated to developing the program, which includes 0.2 FTE for a PhD Director and 0.3 FTE of an Academic Programs Coordinator. Together, the funds currently committed to this endeavor will be sufficient to operate the PhD program and to support enhanced research activity among our new faculty. This commitment represents permanent funding for the PhD program as long as we meet/exceed our performance metrics.

    b. **Existing resources**. Describe the existing instructional, support, and administrative resources that can be brought to bear to support the successful implementation of the program.

Response:
The proposed PhD program has been fully funded and includes the following resources. Once the Graduate College and State Board of Education expectations have been met, we will receive the resources that have been set in place.

- 0.2 FTE for program director.
- 3.0 FTE for graduate faculty.
- 1.3 FTE for administrative staff.

These resources will allow us to deliver courses as described in the recommended plans of study provided in section 15b above (full-time plan of study) and in **Appendix D** (part-time plan of study) of this proposal.

c. **Impact on existing programs**. What will be the impact on existing programs of increased use of existing personnel resources by the proposed program? How will quality and productivity of existing programs be maintained?

Response:
The proposed PhD program will enhance our existing programs. Additional expertise will be gained in the form of three new faculty members. This will expand the breadth of the school knowledge and capability. This will increase the capacity to serve students at all academic levels who will contribute to promoting the health and wellbeing of all Idahoans. We currently have programs that produce graduates prepared for entry and mid-level public health positions. This program will prepare additional graduates for the highest-level public and clinical health leadership.

d. **Needed resources.** List the new personnel that must be hired to support the proposed program. Enter the costs of those personnel resources into the budget sheet.

Response:
As described above, no new personnel will be needed as the university and college have allotted the school to fund this program.

21. Revenue Sources

a) **Reallocation of funds:** If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs?

Response:
The source of funding for this program will be a reallocation of existing institutional resources.

b) **New appropriation**. If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request.

Response:
No new appropriation will be required. Permanent funding was granted in Spring of 2022.

c) **Non-ongoing sources**:

i. If the funding is to come from one-time sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when that funding ends?

Response:
Not applicable.

ii. Describe the federal grant, other grant(s), special fee arrangements, or contract(s) that will be valid to fund the program. What does the institution propose to do with the program upon termination of those funds?

Response:
Not applicable.

d) **Student Fees**:

i. If the proposed program is intended to levy any institutional local fees, explain how doing so meets the requirements of Board Policy V.R., 3.b.

Response:
Not applicable.

ii. Provide estimated cost to students and total revenue for self-support programs and for professional fees and other fees anticipated to be requested under Board Policy V.R., if applicable.

Response:
Our students will be charged according to standard Boise State University tuition and fee schedules for graduate students. No new fees will be associated with the program. Students who are Idaho residents attending graduate school part-time or full-time can anticipate paying between $30,204.00 - 32,927.15 for 67 hours of graduate credit. Non-resident students attending part-time can anticipate paying approximately $59,727.15 in tuition and fees, while non-resident students attending full-time can anticipate paying up to $82,215.30.

The BSU graduate tuition schedule can be found here: https://www.boisestate.edu/vpfa-student-financial-services/boise-state-university- fees/graduate-tuition-fees/

The proposed program will not be a self-support program. The university has allotted three graduate assistantships to this program. As the PhD program was not in place at the time these assistantships were created, the assistantships are currently being offered to students in the MPH program. Upon approval of the PhD program, these will be allotted to the PhD program as originally intended. Students who are awarded assistantships will not have to pay tuition.

22. Using the excel **budget template** provided by the Office of the State Board of Education, provide the following information:

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of the program.
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second- and third-year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

Response:
Please see the budget for the first four fiscal years of the program on the subsequent pages.

Funding for the proposed program has been agreed upon and dedicated to the program in advance as part of the university/college's strategic planning process. As such, all resources described in the program budget have already been obtained by the university/college and assigned to this program. No further resources will be required.

The addition of PhD programs actually generates opportunities for higher levels of revenue through increased research funding, as doctoral programs and doctoral students make our faculty and school attractive to funding agencies. As such, increasing research funding and research productivity (i.e. peer-reviewed publications, etc.) also represent important opportunities associated with the addition of the proposed program.

As described above, the bulk of the program budget consists of personnel costs that include:

- 0.2 FTE for program director.
- 3.0 FTE for graduate faculty.
- 1.3 FTE for administrative staff.

Other key program costs include funds dedicated providing:

- Three doctoral graduate assistants. These assistantships will help defray the cost of graduate school for eligible students and provide the school with additional capacity related to research and teaching.
- Student research assistance funds. These funds will consist of mini-grants that students can use to establish their dissertation research if they choose to pursue an independent line of inquiry.
- Student travel assistance funds. These funds will be used to help doctoral students travel to scientific conferences to present their peer-reviewed research.

There will be no net reallocations of personnel or other resources associated with this proposal. The proposed program is not contract related and does not include any discontinuance-related impacts.

I. PLANNED STUDENT ENROLLMENT

	FY 2024		FY 2025		FY 2026		FY 2027	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments		2		5		8		9
B. Shifting enrollments								
Total Enrollment		2		5		8		9

II. REVENUE

	FY 2024		FY 2025		FY 2026		FY 2027	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request	$0	$0	$0	$0	$0	$0	$0	$0
2. Institution Funds	$536,761	$0	$549,212	$0	$562,037	$0	$575,247	$0
3. Federal	$0	$0	$0	$0	$0	$0	$0	$0
4. New Tuition Revenues from Increased Enrollments	$0	$0	$0	$0	$0	$0	$0	$0
5. Student Fees	$0	$0	$0	$0	$0	$0	$0	$0
6. Other (i.e., Gifts)	$0	$0	$0	$0	$0	$0	$0	$0
Total Revenue	$536,761	$0	$549,212	$0	$562,037	$0	$575,247	$0

Ongoing is defined as ongoing operating budget for the program which will become part of the base.
One-time is defined as one-time funding in a fiscal year and not part of the base.

III. EXPENDITURES

	FY 2024		FY 2025		FY 2026		FY 2027	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs								
1. FTE	4.0		4.0		4.0		4.0	
2. Faculty	$225,000		$231,750		$238,703		$245,864	
3. Adjunct Faculty								
4. Graduate/Undergrad Assistants	$58,625		$58,625		$58,625		$58,625	
5. Research Personnel								
6. Directors/Administrators								
7. Administrative Support Personnel	$80,000		$82,400		$84,872		$87,418	
8. Fringe Benefits	$153,136		$156,437		$159,838		$163,341	
9. Other:								
Total Personnel and Costs	$516,761	$0	$529,212	$0	$542,037	$0	$555,247	$0

	FY 2024		FY 2025		FY 2026		FY 2027	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures								
1. Travel	$10,000		$10,000		$10,000		$10,000	
2. Professional Services								
3. Other Services	$10,000		$10,000		$10,000		$10,000	
4. Communications								
5. Materials and Supplies								
6. Rentals								
7. Materials & Goods for Manufacture & Resale								
8. Miscellaneous								
Total Operating Expenditures	$20,000	$0	$20,000	$0	$20,000	$0	$20,000	$0

	FY 2024		FY 2025		FY 2026		FY 2027	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay								
1. Library Resources								
2. Equipment								
Total Capital Outlay	$0	$0	$0	$0	$0	$0	$0	$0

	FY 2024		FY 2025		FY 2026		FY 2027	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
D. Capital Facilities Construction or Major Renovation								
E. Other Costs								
Utilities								
Maintenance & Repairs								
Other								
Total Other Costs	$0	$0	$0	$0	$0	$0	$0	$0
TOTAL EXPENDITURES:	$536,761	$0	$549,212	$0	$562,037	$0	$575,247	$0
Net Income (Deficit)	$0	$0	$0	$0	$0	$0	$0	$0

Budget Notes (specify row and add explanation where needed; e.g., "I.A., B. FTE is calculated using…"):

I.A.	FY24 headcount and FTE is 2 FT students, FY25 - 27 is 3 headcounts the FTE breakdown is 1 FT and 2 half-time students.
II.2.	Includes amounts for travel and other service expense categories.
III.A.1	FTE calculation does not include PhD graduate assistantships.
III.A.8	Fringe benefits calculate as (.1969*salary +12,500) for faculty and staff. Increase by 3% each FY for projections purpose. GA fixed and variable fringe also included in fringe calculations.
III.A.4.,9	PhD graduate assistantships salary @19,542*3, which includes funding to work over the summer. Essentially a year-round position @20 hours a week.
III.B.1	Travel is funding for PhD students to travel towards development and/or present research.
III.B.3	Other services in this case is for "mini-grants" we would like to award PhD students as a way to fund and advance their research focus while in the program.

December 21, 2022

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Appendices:

Appendix A: Curriculum Overview and Part-time Cohort-Based Plan of Study

Appendix B: Curriculum Maps and Key Assessment Guide

Appendix C: Letters of Support

Appendix D: External Review Report

Appendix E: Response to External Review Report

Appendix F: Curricula Vitae of Participating Faculty

Appendix A

Curriculum Overview and Part-time Cohort-Based Plan of Study

Curriculum Overview

Course Title	Credits
MPH 504: Applied Epidemiology	2
MPH 506: Applied Statistics in Public Health	2
MPH 540: Epidemiology and Biostatistics II	3
MPH 542: Epidemiology and Biostatistics III or Advanced Qualitative Research Methods	3
PPHL 610: Research Methods I	3
PPHL 610: Research Methods II	3
PPHL 630: Determinants of Health I: Theoretical Background	3
PPHL 631: Determinants of Health II: Application	3
PPHL 620: Advanced Systems Analysis and Problem Solving	3
PPHL 635: Health Policy Analysis	3
PPHL 621: Organizational Leadership in Public Health	3
PPHL 640: Evaluating Program, Policy and Organizational Performance	3
PPHL 670: Scientific Writing and Proposal Development	3
Cognate Courses	9
PPHL 691: Doctoral Comprehensive Examination	1
PPHL 689: Dissertation Proposal	2
PPHL 693: Doctoral Dissertation	18
Total Credit Hours	**67**

Part-time Cohort-Based Recommended Plan of Study

Proposed PhD in Public and Population Health Leadership Curriculum (Part-time Example)			
Fall	**Credits**	**Spring**	**Credits**
Year 1			
MPH 504: Applied Epidemiology (1st 7 weeks)	2	MPH 540: Epidemiology and Statistics II	3
MPH 506: Applied Statistics in Public Health (2nd 7 weeks)	2	PPHL 631: Determinants of Health II: Application	3
PPHL 630: Determinants of Health I: Theoretical Background	3		
Year 2			
PPHL 610: Research Methods I	3	PPHL 611: Research Methods II	3
PPHL 620: Advanced Systems Analysis and Problem-Solving	3	PPHL 621: Organizational Leadership in Public Health	3
Year 3			
PPHL 640: Evaluating Program, Policy, and Organizational Performance	3	PPHL 635: Health Policy Analysis	3
MPH 542: Epidemiology and Statistics III *or* PPHL 612: Advanced Qualitative Research Methods	3	Cognate Course	3
		PPHL 691: Comprehensive Examination	1
Year 4			
PPHL 670: Scientific Writing and Proposal Development	3	PPHL 689: Dissertation Proposal/Defense (1st 7 weeks)	2
Cognate Course	3	PPHL 693: Dissertation Research (2nd 7 weeks)	2
		Cognate Course	3
Year 5			
PPHL 693: Dissertation Research	8	PPHL 693: Dissertation Research	8
		Total Credit Hours	**67**

Appendix B

Curriculum Maps and Key Assessment Guide

Key: I = Introduced; R = Reinforced; A = Assessed

Competency/Student Learning Outcomes (SLO)	Required Courses											
	Applied Epidemiology	Applied Statistics	Epi/Stats 2	Research Methods 1	Research Methods 2	Determinants of Health 1	Determinants of Health 2	Adv. Systems Analysis	Adv. Policy Analysis	Organizational Leadership	Evaluating Organizations	Scientific Writing
SLO 1: Review and synthesize pertinent literature and formulate focused research questions that address identified knowledge gaps.				I	R,A		R,A	I			R,A	R,A
SLO 2: Conduct an analysis that identifies the root-cause determinants of health associated with a public health problem in a specific community that includes recommendations for effective community engagement, communications, policy, and practice within that community.						I	R,A	I				
SLO 3: Design and implement a quantitative, qualitative, or mixed methods research study that investigates a public health problem.				I	R,A				R,A		R,A	
SLO 4: Develop and implement a data analysis plans that (a) describe a public health problem, (b) identify key risk and protective factors associated with the problem, (c) assess changes over time, and (d) evaluate the effectiveness of attempts to intervene.	I	I	R,A	I	R,A				R,A		R,A	
SLO 5: Design a multi-level intervention using a multidisciplinary, data-informed, systems-approach to address a public health problem.						I	R	R	R,A			
SLO 6: Evaluate an organization's readiness to address a public health problem, including recommendations for enhancing operational readiness and sustaining organizational readiness over time.								I		R,A		
SLO 7: Evaluate an organization's performance while attempting to address a public health problem, including providing an evaluation report/presentation that describes their performance and recommendations for future action.								I			R,A	
SLO 8: Lead public health organizations and research teams as they identify public health problems and conduct and implement research-based solutions.										I, A		
SLO 9: Communicate research findings and recommendations for action to the scientific community and the community-at-large through peer-reviewed publications and presentations, and other public health community audiences.	I		I	R	R	R	R,A	R	R,A	R,A	R	R,A

Outcomes

Competency/Student Learning Outcomes (SLO)	Required Courses											
	Applied Epidemiology	Applied Statistics	Epi/Stats 2	Research Methods 1	Research Methods 2	Determinants of Health 1	Determinants of Health 2	Adv. Systems Analysis	Adv. Policy Analysis	Organizational Leadership	Evaluating Organizations	Scientific Writing
1. Explain public health history, philosophy and values.						x	x					
2. Identify the core functions of public health and the 10 Essential Services.						x	x			x	x	
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health	x	x	x									
4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program.						x	x					
5. Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.						x	x	x	x			
6. Explain the critical importance of evidence in advancing public health knowledge.	x	x	x	x	x							x
7. Explain effects of environmental factors on a population's health.						x	x					
8. Explain biological and genetic factors that affect a population's health.						x	x					
9. Explain behavioral and psychological factors that affect a population's health.						x	x					
10. Explain the social, political and economic determinants of health and how they contribute to population health and health inequities.						x	x					
11. Explain how globalization affects global burdens of disease.						x	x					
12. Explain an ecological perspective on the connections among human health, animal health and ecosystem health (eg, One Health).						x	x					

Key Assessment Guide

Competency/Student Learning Outcome	Key Assessment
SLO 1: Review and synthesize pertinent literature and formulate focused research questions that address identified knowledge gaps.	*Key Assessment for SLO 1:* Dissertation Proposal *Assessment Description:* Students will demonstrate the ability to synthesize literature and formulate a focused research question by producing and defending a PhD dissertation proposal. *Assessed In:* Dissertation Proposal.
SLO 2: Conduct an analysis that identifies the root-cause determinants of health associated with a public health problem in a specific community that includes recommendations for effective community engagement, communications, policy, and practice within that community.	*Key Assessment for SLO 2:* Problem Analysis Report *Assessment Description:* A problem analysis report will show that students can identify root causes by comparing and contrasting contexts that generate different health patterns. *Assessed In:* Advanced Systems Analysis and Problem-Solving and Determinants of Health 2.
SLO 3: Design and implement a quantitative, qualitative, or mixed methods research study that investigates a public health problem.	*Key Assessment for SLO 3:* Data Analysis Plan *Assessment Description:* Data analysis plans and dissertation proposals illustrate students' capacity for applying scientific reasoning and research methods to public health problems. *Assessed In:* Research Methods 2 and Dissertation Proposal.
SLO 4: Develop and implement a data analysis plans that (a) describe a public health problem, (b) identify key risk and protective factors associated with the problem, (c) assess changes over time, and (d) evaluate the effectiveness of attempts to intervene.	*Key Assessment for SLO 4:* Research Methods Proposal *Assessment Description:* Students will prepare mock study proposals which demonstrate the ability to formulate a research question that addresses a gap in scientific knowledge and apply appropriate methods for addressing the problem and illustrating effective interpretation of hypothetical study findings. *Assessed In:* Epidemiology/Biostatistics 3 or Advanced Qualitative Research Methods.
SLO 5: Design a multi-level intervention using a multidisciplinary, data-informed, systems-approach to address a public health problem.	*Key Assessment for SLO 5:* Intervention Plan *Assessment Description:* An intervention plan shows students' ability to contextualize a health outcome within a set of institutional or organizational arrangements that have shaped policy and affected a pattern of health in society and identify theoretical changes that might improve outcome. *Assessed In:* Advance Policy Analysis.
SLO 6: Evaluate an organization's readiness to address a public health problem, including recommendations for enhancing operational readiness and sustaining organizational readiness over time.	*Key Assessment for SLO 6:* Organizational Readiness Report *Assessment Description:* This report demonstrates students' ability to understand the importance of organizations' capacity to address health issues and the required resources and their effective application necessary for generating results. *Assessed In:* Organizational Leadership in Public Health.
SLO 7: Evaluate an organization's performance while attempting to address a public health problem, including providing an evaluation report/presentation that describes their performance and recommendations for future action.	*Key Assessment for SLO 7:* Evaluation Report *Assessment Description:* By combining materials from various courses, students will show the capacity to understand organizations part in affecting health issues, the need to make organizational change to address these, and to create a research framework for identifying ways to move to a healthier environment. *Assessed In:* Evaluating Program, Policy, and Organizational Performance.

November 24, 2021

SLO 8: Lead public health organizations and research teams as they identify public health problems and conduct and implement research-based solutions.	*Key Assessment for SLO 8:* Action Report *Assessment Description:* An action report demonstrates students' recognition of the role of leaders in directing organizations efforts to identify public health problems, and generating and implementing solutions. *Assessed In:* Organizational Leadership in Public Health.
SLO 9: Communicate research findings and recommendations for action to the scientific community and the community-at-large through peer-reviewed publications and presentations, and other public health community audiences.	*Key Assessment for SLO 9:* Review of Assessments Above *Assessment Description:* Communication will be emphasized throughout the course curriculum. Students' ability to clearly communicate public health concepts, objectives and findings will be assessed via the components described above. *Assessed In:* Each of the key assessments listed above.

Appendix C
Letters of Support

BRAD LITTLE – GOVERNOR
DAVE JEPPESEN – DIRECTOR

ELKE SHAW-TULLOCH, MHS – ADMINISTRATOR
DIVISION OF PUBLIC HEALTH
450 West State Street, 4th Floor
Boise, Idaho 83720-0036
PHONE 208-334-6996

September 21, 2022

Idaho State Board of Education
650 West State Street
Boise ID 83702

To Whom It May Concern:

I am the State Health Official and Administrator of the Division of Public Health (DPH), Idaho Department of Health and Welfare. I am also a Boise State alumni and currently adjunct faculty. It is my pleasure to write this letter of support for the Doctor of Philosophy (PhD) in Public and Population Health Leadership degree program proposed by the School of Public and Population Health in the College of Health Sciences at Boise State University.

We have had a decades-long relationship with Boise State. The following are just a few activities describing our collaborative work with students and faculty:

- DPH staff routinely provide guest lectures to students on topical areas to describe their personal journeys in public health and experiences.
- Over the years, many DPH staff have served as adjunct faculty providing instruction on leadership and strategic planning, foundational public health, toxicology, laboratory skills, etc.
- DPH provides internship opportunities for both undergraduate and graduate level students. These internship opportunities are both non-funded and funded and offered through a wide array of public health programs.
- DPH leadership have served on a variety of university boards to provide input on academic and practical skills needed in future public health workforce.
- DPH has also enjoyed a contractual relationship with Boise State to provide services such as programmatic evaluation support, surveying and needs assessments, data and informatics support, etc.
- Boise State and DPH have also had a strong partnership during the COVID-19 pandemic providing testing, vaccinations, and contact tracing.

I am confident the PhD in Public and Population Health Leadership program offered through Boise State will provide students with the advanced scientific knowledge and skills needed to work effectively as leaders, health strategists, and advocates. I look forward to working

with the PhD professionals as they graduate the program and become future leaders in the Division of Public Health.

Sincerely,

Elke Shaw-Tulloch, MHS Idaho State Health
Official
Administrator, Division of Public Health Idaho Department of
Health and Welfare

Public Health
Phy,:nf rr<Hu•• Prot1:C1
Idaho Public Hee.1th Dl5trlcte

IDAHO ASSOCIATION OF PUBLIC HEALTH DISTRICT DIRECTORS

September 14, 2022

Idaho State Board of Education
650 West State Street
Boise ID 83702

To Whom It May Concern:

As the Chair for the Idaho Association of Public Health District Directors, it is my pleasure to write this letter on behalf of all seven Local Public Health Directors, in support for the Doctor of Philosophy (PhD) in Public and Population Health Leadership degree program proposed by the School of Public and Population Health in the College of Health Sciences at Boise State University.

The seven Local Public Health Districts work with BSU faculty and students to provide a training ground in Public Health. Recruitment of a masters and PhD prepared workforce has been an ongoing challenge in Idaho. Having a program in Public and Population Health that is located at BSU would strengthen our workforce needs in Local Public Health by providing an Idaho option for current staff and other students interested in pursuing this extended degree. All seven Local Public Health Districts have struggled with workforce capacity and training. Having this PhD program in Idaho would assist in building and expanding our much needed professional Public Health workforce.

It is very exciting that experts in the field of Public Health as well as students could have this education opportunity in Idaho, through Boise State. Being able to access a PhD program in Public and Population Health in Idaho, will allow Idahoans to remain and receive this degree in our great State. The seven local Public Health Directors support BSU and their efforts to bring this PhD program in Public and Population Health Leadership to Idaho.

Sincerely,

Carol M Moehrle, Chair
Idaho Association of Public Health District Directors

Don Duffy	Carol Moehrle	Nikole Zogg	Russ Duke	Melody Bowyer	Maggie Mann	James Corbett
PHO 1	PHD2	PHD3	5P0HD4	PHD5	PHD6	PHD7
208.415.5102	208.799.3100	208.455-5315	208.375-5211	208.737.5902	208.233.9080	208.522.0310

Idaho State Board of Education
650 West State Street
Boise ID 83702

September 16, 2022

To Whom It May Concern:

My name is Angie Gribble, and I am a Senior Director of Community Health & Engagement for St. Luke's Health System. I am pleased to write this letter of support for the Doctor of Philosophy (PhD) in Public and Population Health Leadership degree program proposed by the School of Public and Population Health in the College of Health Sciences at Boise State University.

St. Luke's Health System and Boise State University have a rich partnership working with students, faculty and staff in the following ways:

- Conducting research and evaluation projects to advance both clinical and community models that improve patient care and community health;
- Internship and employment opportunities within St. Luke's for current students and recent graduates with both clinical experience and degrees as well as advanced skills in health/public health-related fields;
- Implementation of community-based interventions addressing key populations such as seniors, caregivers, the Hispanic/Latino community, and youth;
- Sponsorship and activation of community health education and outreach; and,
- Collaboration on Community Health Needs Assessments

The history of our partnership with Boise State demonstrates our significant confidence in the university to deliver unique, high-quality experiences, expertise and resources that result in impactful activities to improve the health and quality of life for members of our community. The depth of expertise Boise State has already brought to the table is impressive and highly sought after; however, the complexity of the work needed in our community demands an expansion of educational opportunities in public health in Idaho.

I am confident the PhD in Public and Population Health Leadership program offered through Boise State will provide students with the advanced scientific knowledge and skills needed to work effectively as leaders, health strategists, and advocates.

Sincerely,

Angie Gribble

Angie Gribble
Senior Director, Community Health & Engagement
St. Luke's Health System

Community Health
St. Luke's Health System
190 East Bannock Street
Boise, Idaho 83712

Better Health, Better Lives

Saint Alphonsus | *From the Office of the President*

February 24, 2023

Idaho State Board of Education
650 West State Street
Boise, Idaho 83702

To Whom It May Concern:

As the President & CEO at Saint Alphonsus Health System, I am pleased to write this letter of support for the Doctor of Philosophy (PhD) in Public and Population Health Leadership degree proposed by the School of Public and Population Health in the College of Health Sciences at Boise State University.

Saint Alphonsus and Boise State University have a rich history of partnership. We have worked together in a wide variety of ways to support meeting workforce demands, preparing future clinicians and health leaders for successful careers, and providing the highest standards of care to patients in Idaho.

We are pleased to see a program designed to prepare high-level public health and health industry leaders to leverage and combine scientific, leadership, data-informed decision-making, and communications skills to work effectively within communities to solve large scale problems that negatively impact community members, their loved ones, and their neighbors.

Based on our history of working closely together, I am confident that the University has the talent and expertise necessary to successfully implement this degree program in a manner that improves the health and quality of life of Idaho communities. We would certainly be interested in hiring leaders with a strong background in the science of health, leadership, data-informed decision-making, and communications in our organization. As such, we support this important program proposal.

Sincerely,

Odette Bolano, FACHE, MHA, BSN
President and CEO
Saint Alphonsus Health System

1055 North Curtis Road
Boise, Idaho 83706
Phone: (208) 367-2121
www.saintalphonsus.org

A MEMBER OF TRINITY HEALTH

VA U.S.Department ofVeteran Affairs

Department of Veterans Affairs Medical Center
500 W. Fort Street
Boise, Idaho 83701
In Reply Refer To: 531/00

September 12, 2022

Idaho State Board of Education
650 West State Street
Boise ID 83702

To Whom It May Concern:

The Boise Veterans Affairs (VA) Medical Center has collaborated with Boise State University (BSU) to train health care professionals for work in Idaho for decades. I am pleased to write this letter of support to expand BSU's training opportunities with the Doctor of Philosophy (PhD) in Public and Population Health Leadership degree program proposed by the School of Public and Population Health in the College of Health Sciences. We hope that students and graduates of the proposed program also train and work at our facility.

The Boise VA has served as a training site for hundreds of Boise State University health professions trainees. These include nurses, respiratory therapists, social workers, and. radiology technicians. We hire graduates of these programs regularly, and they constitute a significant portion of our health care work force. As a result, Boise State and the Boise VA's success are interdependent. As the population of the state of Idaho and the Treasure Valley increase, the complexity of our hospital operations also grows. Adding doctorate level training programs at BSU in the health sciences is needed to match this growth.

I am confident the PhD in Public and Population Health Leadership program offered through Boise State will provide students with the advanced scientific knowledge and skills needed to work effectively as leaders, health strategists, and advocates to improve the health of veterans and Idahoans.

Sincerely,

David Wood 161865; O,gotally s,go,ed by David P Wood 161865 2021 09 30

David P. Wood, MHA, FACHE
Medical Center Director
Boise VA Medical Center

October 2, 2022

Sarah E. Toevs PhD
Professor, School of Public and Population Health
Director, Center for Study of Aging
Boise State University

RE: letter of support for a PhD program in Public and Population Health Leadership at Boise State University.

It is with extreme pleasure that I write this letter of support for the Boise State University School of Public and Population Health as it looks to start a new PhD program in public and population Health leadership.

As the co-chair of the Health Care Transformation Council of Idaho, this particular type of leadership position is much needed in the state of Idaho. This program will prepare master's degree graduates and professionals for practice-based leadership positions in public health, other public and private health promoting agencies, and health care organizations. This program will clearly help advance scientific knowledge and practical skills for administrators, health strategists and health care advocates. These future leaders will have in-depth knowledge of scientific methods and have the skills needed to both identify issues and lead diverse multiple disciplinary teams.

Effective and efficient health care in the future will be a team-based sport. It will rely on the type of leader that can inspire, motivate and direct an entire interdisciplinary team for value-based health outcomes that tackle issues of quality, cost and decrease disparities in health care. It is with great enthusiasm that I support this much needed graduate curriculum to help produce these future leaders in Public and Population Health Leadership at Boise State University.

Respectfully,

Ted Epperly MD

Ted Epperly, M.D., President and CEO
Full Circle Health, Boise, Idaho 83704
Clinical Professor of Family Medicine, University of Washington School of Medicine
Past President and Board Chairman, American Academy of Family Physicians

Appendix D

PhD in Public and Population Health Leadership

Site Visit Report

Boise State University

Site Visit Report

PhD in Public and Population Health Leadership (Proposed)

School of Public and Population Health

Campus Site Visit: November 16-18, 2022

Date of Report: November 23, 2022

External Reviewers

Linda A. Alexander, EdD
Chief Academic Officer, Association of Schools and Programs of Public Health (ASPPH) and Professor, Adjunct Status, West Virginia University School of Public Health

Steven Lacey, PhD, CIH, CSP
Professor and Chief, Division of Public Health
University of Utah School of Medicine

Executive Summary

Based on the exceptionally detailed and comprehensive proposal provided, the review team was able to immediately identify the rationale for the PhD in Public and Population Health Leadership. This finding is based on the proposed degree's relevance to the Idaho public health workforce and societal needs, a constituent base of overwhelmingly positive and enthusiastic supporters, and the financial and institutional infrastructure necessary to add a new program in relationship to the University's growth.

The proposal is meticulous in its identification of required faculty, student, and administrative support, resources devoted to the program, and the vision for milestones in the development of the trajectory for the new PhD program. The report also provides a summary of potential challenges, pitfalls, and remedies. The reviewers are impressed with the documentation that represents the scaffolding of the relationship between the Undergraduate, Masters, and the proposed PhD and the specific population targeted for the degree. It is also very impressive to find a review dedicated to the current and future needs of the public health workforce with contemporary references from the CDC and the Bureau of Statistics. There is very good analysis of the proposed program in relationship to others in the region and the state which further highlights the gaps in leadership training as part of a comprehensive public health graduate degree. The

Overall, we find that Boise State University, the community, the workforce, faculty students, and practice partners would be served well by the addition of this exceptional program. The proposed PhD in Public Health and Population Health Leadership meets the expected scientific rigor of a graduate level terminal degree, identifies internal faculty with the knowledge, expertise, and background to teach, mentor, and successfully graduate doctoral students, and provides clear plans for "new" faculty with additional complimentary academic prowess, skills, and abilities. The program planning is aligned with the requirements for new programs at Boise State University and demonstrates the due diligence necessary to gain internal administrative support and external constituent support. At the conclusion of the site visit the reviewers see no reason that the program could not begin to offer classes to the first cohort in Fall 2023.

Observations

The following highlighted observations are not in hierarchical order and highlight the rationale for the overwhelmingly positive review as stated in the Executive Summary:

- Key leaders, administrators, and faculty cleared their schedules to meet with the review team and were obviously familiar with the planned PhD program signaling a critical phase of proposal development.
- External letters of support represented a true commitment from potential employers and key stakeholders in the development of a new educational program to prepare the Idaho public health workforce.
- The rationale for the proposed PhD program aligns with Boise State University's responsiveness to its constituency base.
- The faculty identified to lead in the new PhD program are research scientist scholars who will provide excellent mentorship and career development opportunities for students enrolled in this program.
- The PhD proposal is aligned with Boise State University's mission and vision relevant to an *"innovative, transformative, and equitable educational environment that prepares students for success and advances Idaho and the world."*

- The PhD program in Public and Population Health Leadership has the potential to become a national and international model with the defined focus on leadership as a core foundation for the scientist leader and practitioner.
- There is clear and methodically built support for this program across stakeholders and at all levels, signaling important comprehensive buy-in.
- The research infrastructure at Boise State University needs to mature with the program to be appropriately supportive. While there is clear commitment to the School of Public and Population Health and its individual faculty (faculty expressed this support with concrete examples), the new PhD program will take the research mission to the next level, requiring seamless transactional relationships and administrative oversight (e.g., engagement with IRB, nimbleness with external grants and contracts). This requirement is commensurate with a graduate degree of this caliber.
- Boise State University should plan for the anticipated demand for training of Scientist Leaders which may exceed the current planned numbers and attract national and international attention.
- Senior campus leadership has a vision aligned with the success of a new doctoral program which reflects inclusive excellence and student-centered care. Examples of this vision includes plans for more family-appropriate housing, a writing center, a care team to provide mental health support, global engagement, and the *Healthy Idaho* Grand Challenge.
- There is overwhelming support with Health Sciences school-level associate Deans and definitive plans to ensure that other colleges can learn from the proposed content and leverage courses.
- Current graduate students are thrilled to be a part of the Boise State School of Public and Population Health and articulated an extraordinary sense of belonging and worth, exceptional mentoring and professional development, and provided specific and concrete examples of supportive experiences with faculty members.
- Overwhelming support from the Provost with his recommendation that the new PhD program is "*needed, complementary to the state, and we can deliver*"
- University and School -level leaders must plan to continually incentivize faculty for their tremendous efforts at student-centered teaching and mentoring, and to accommodate the work-life balance needed to offer evening courses.
- Sophisticated and unique marketing and communication will be required to extend the program's reach to external academic, healthcare, and institutional audiences as well as potential funders.
- The Scientist Leader model in public health is sufficiently unique to evaluate and provide data leading to a new area of public health scholarship over the next two to three years.
- The scientist-practitioner-leader lens may be captured succinctly via a diagram or conceptual model to show the intersection of Population Health Science and Leadership.
- The proposal should include a brief narrative about the intentionality and rationale for the *PhD* as opposed to the *DrPH* typically associated with the intersection of leadership with public health (this was clearly explained to reviewers during site visit).

Recommendations

Due to the potential visibility of a degree that is designed to innovate in the space of the traditional doctoral degree, it may be helpful to further enhance the leadership aspect of the proposed degree by doing one or more of the following:

- Consider changing the format of the traditional PhD dissertation to include a broader definition of scholarship, perhaps through a mix of peer-reviewed scientific publications, case studies in leadership, and/or lay communications for public engagement.
- Create a unique cognate track focused on organizational change and management by bundling some of the proposed and existing coursework into an area so that it is clear students would need to demonstrate proficiency in this area.
- Ensure that management and leadership scholars or executives are included as a part of the dissertation proposal committee and/or hold seats as part of the dissertation defense.
- Build in an opportunity for enrolled students to evaluate their current roles in the context of leadership and management.
- Ensure and better communicate the salience of the leadership aspect as a fundamental basis for the proposed coursework.
- Work closely with the Dean of Research to evolve the research infrastructure to support investigators.

Appendix E

School of Public and Population Health Response to the PhD in Public and Population Health

Leadership Site Visit Report

SPPH Response to Boise State University Site Visit Report of the PhD in Public and Population Health Leadership (Proposed)

We wish to thank Drs. Alexander and Lacey for their review of the School of Public and Population Health's PhD in Public and Population Health Leadership program proposal. We are grateful for the time and effort they put into their very thoughtful report.

There are three main points raised in the report, which we will work to address. First, the reviewers suggested this program may get national attention and generate more demand than originally expected and that that we should be prepared to enroll more students than currently planned. This was quite flattering to read, and, to their point, we shall keep University administrators informed of demand so that an adjustment of resources, particularly for additional graduate assistantships, may be considered.

Second, the reviewers suggested that we consider creating a unique cognate concentration focused on organizational change and management. We are intrigued by this idea and think the development of a formal concentration that graduates could use to demonstrate their proficiency in these subjects to prospective employers is worthy of further consideration.

Finally, the reviewers made some excellent recommendations pertaining to the structure of the PhD dissertation which will further enhance the innovativeness of the program. First, they suggested we will modify the scope of the PhD dissertation to "include a broader definition of scholarship, perhaps through a mix of peer-reviewed scientific publications, case studies in leadership, and/or lay communications for public engagement." We are indeed working towards creating a new and inventive form of dissertation. In addition, the reviewers recommended that we "build in an opportunity for enrolled students to evaluate their current roles in the context of leadership and management." We think this is another outstanding idea and will explore making this a possibility for PhD students.

Although Drs. Alexander and Lacey made some minor suggestions about how university-level processes related to research infrastructure might be enhanced to support the proposed PhD program, we believe their recommendations may be more in line with the needs of R1 designated institutions. Respectfully, we believe the processes currently offered at BSU meet the needs of our proposed program and future students.

We are delighted with the extremely positive review and feedback in Drs. Alexander's and Lacey's report on the proposed PhD program. We are grateful for their outstanding feedback and excited to incorporate their recommendations into the program as they will enhance the program and help produce exceptional PhD program graduates.

Appendix F

CVs for Participating Faculty

Note: In the pages that follow, you will find the CVs of our current faculty members who will participate in this program. Additionally, we are in the process of hiring 5 new faculty members who will also participate in this program. These faculty members will consist of two associate/full professors and three assistant professors. We expect the professional preparation, experience, and productivity of these new faculty members to be similar to the existing faculty included in this section.

Curriculum Vitae

(September 9, 2022)

Douglas J. Myers, ScD, MA

Professor
School of Public Health and Population Science
Boise State University
Boise, ID 83725
douglasmyers@boisestate.edu
(208) 426-4289

EDUCATION

2003 **Doctor of Science**. **Epidemiology**
Department of Work Environment. University of Massachusetts, Lowell.

1998 **Master of Arts**. **Sociology**
Department of Sociology. University of Massachusetts, Amherst.

1993 **Bachelor of Arts**. **Sociology**
Department of Sociology. University of Massachusetts, Lowell.

EXPERIENCE

2022 – present **Professor.** School of Public Health and Population Science. Boise State University. Boise, ID.

2012 – present **Adjunct Faculty**. Department of Community and Family Medicine. Division of Occupational and Environmental Medicine. Duke University School of Medicine. Durham, NC.

2019 – present **Adjunct Faculty.** Department of Occupational and Environmental Health Sciences. School of Public Health. West Virginia University. Morgantown, WV.

2019 – 2022 **Associate Professor.** Department of Public Health and Population Science. Boise State University. Boise, ID.

2017 – 2019 **Associate Professor.** Department of Occupational and Environmental Health Sciences. School of Public Health. West Virginia University. Morgantown, WV.

2018 - 2019 **WVU School of Public Health Scholar in Residence at the National Institute for Occupational Safety and Health.** School of Public Health. West Virginia University. Morgantown, WV and NIOSH, Morgantown, WV.

2012 – 2019 **Faculty Affiliate**. West Virginia University Injury Control Research Center. Morgantown, WV.

2013 - 2019 **Adjunct Assistant Professor of Sociology.** Department of Sociology and Anthropology. Eberly College of Arts and Sciences. West Virginia University. Morgantown, WV.

2013 - 2016 **Faculty Affiliate**. Research Center on Violence. Department of Sociology and Anthropology. Eberly College of Arts and Sciences. West Virginia University. Morgantown, WV.

2012 – 2017 **Assistant Professor.** Department of Occupational and Environmental Health Sciences. School of Public Health. West Virginia University. Morgantown, WV.

2010 – 2015 **Faculty Affiliate**. Duke Network Analysis Center. Duke University. Durham, NC.

2010 - 2012 **Assistant Professor** (tenure track). Department of Community and Family Medicine. Division of Occupational and Environmental Medicine. Duke University School of Medicine. Durham, NC.

2006 – 2010 **Assistant Professor** (non-tenure track). Department of Community and Family Medicine. Division of Occupational and Environmental Medicine. Duke University School of Medicine. Durham, NC.

2005 – 2006 **Postdoctoral Research Fellow, Epidemiology**. Department of Epidemiology and Biostatistics, School of Public Health. University of Illinois. Chicago, IL.

2003 - 2005 **Epidemiology Program Analyst**. College of Health Professions, University of Massachusetts Lowell. Lowell, MA.

1998 - 2003 **Graduate Teaching Assistant and Research Assistant**. Department of Work Environment. University of Massachusetts Lowell. Lowell, MA.

1998 – 1999 **Analyst II**. Safety and Health Assessment for Research and Prevention (SHARP). Washington Department of Labor and Industries. Olympia, WA.

1993 – 1997 **Graduate Teaching Assistant and Research Assistant**. Department of Sociology. University of Massachusetts Amherst. Amherst, MA.

1992 – 1993 **Undergraduate Teaching Assistant and Research Assistant**. Department of Sociology. University of Massachusetts Lowell. Lowell, MA.

HONORS AND AWARDS

**Indicates student collaboration.*

2017 **National Council on Occupational Safety and Health – National Conference on Worker Safety and Health Poster Session Winner (1st Place).** "Results from A Study of Health and Safety Programs and Committees in Unionized Metal and Non-Metal Mines in the United States". **Myers, DJ,** Lessin, N, Frederick, J, McCormick, S.*, and Wright MJ. Baltimore, MD. December, 2017.

2016 **Population Association of America Poster Session Winner (1st Place).** "An Exploration of Woodard's "American Nations" for Predicting Cause-Specific US Mortality." Cossman, JA, **Myers, DJ** and Wolf, JK*.

2011 **National Occupational Injury Research Symposium (NORA) Intervention Evaluation Contest Winner.** "Evaluating the effect of an intervention to prevent patient-handling injuries among hospital workers: Support for the collection of intermediate measures of intervention adoption and the integration of quantitative and qualitative methods." Schoenfisch AL, Lipscomb HJ, **Myers DJ**, Pompeii LA, Dement JM & James T.

2011	**LEADER Program.** Selected into the Leadership Development for Researchers program. Office for Faculty Development. Duke University School of Medicine. Durham, NC.
2009	**Paper of the Month Winner**. Editorial: "Epidemiologists, Our Patient is Society," (New Solutions, Vol. 18[2]). Awarded by the Department of Work Environment, University of Massachusetts Lowell.
2004	**Lorin E. Kerr Dissertation Award**. "The Social Distribution of Risk at Work: Acute Injuries and Physical Assaults among Healthcare Workers." Awarded by the Department of Work Environment, University of Massachusetts Lowell.
1999 – 2001	**Doctoral Traineeship.** National Institute for Occupational Safety and Health.

PROFESSIONAL MEMBERSHIPS

2005 – present	American Public Health Association (Occupational Health and Safety Section)
2021 – present	Idaho Public Health Association
2015 – 2017	Complex Interactive Processes Institute
2012 – 2017	American Sociological Association
2013 – 2016	American Society of Safety Engineers

PUBLICATIONS

**Indicates student collaboration.*

Manuscripts in Progress (working titles)

1. Gwilliam, M*, Konda S, and **Myers, DJ**. Occupational injuries among building cleaners in the United States. Target Journal: *J Saf Res.*

2. **Myers, DJ**, and Kriebel, D. If smoking were eliminated, which counties would still have high rates of smoking-related cancers? Target Journal: *Env Hlth Persp*

Peer-reviewed Articles

1. Evans, KW*, **Myers, DJ**, Rockefeller, K, Rauscher, KJ, Allen, A, and Gao, W. (2021). A Qualitative Exploration of the Lift Equipment Uses and Needs of Physical and Occupational Therapists Participating in Safe Patient Handling Programs. *Int J Safe Patient Handling and Mobility*. 11(2):76-85.

2. **Myers, DJ**, Clapp, R, Jacobs, M, Hoppin, P, and Kriebel, D. (2021). Letter to the Editor: Cancer rates not explained by smoking: how to investigate a single county. *Env Health,* 20, Article number: 62. May 21, 2021.

3. Lundstrom, EW*, **Myers, DJ**, Lundstrom, WJ, Rauscher, KJ, and Fullen, MA. (2021). Comparison of Owner/Operator and Employee Perceptions of Occupational Hazards and Safety Practices in the Logging Industry of West Virginia. *Am J Ind Med.* Apr;64(4):301-309. https://doi.org/10.1002/ajim.23228

4. Rauscher KJ**,** Bush D, Chang C, and **Myers DJ**. (2020). Occupational Safety and Health Education in Post-secondary Career Technical Education Construction Programs. *Career and Tech Ed Res.* Dec;45(3):63-81(19).

5. **Myers, DJ**, Clapp, R, Jacobs, M, Hoppin, P, and Kriebel, D. (2020). Cancer Rates Not Explained by Smoking: A County-Level Analysis. *Env Health.* **19**, Article number: 64. https://doi.org/10.1186/s12940-020-00613-x

6. Brown B*, **Myers DJ**, Casteel, C, and Rauscher, KJ. (2020). Exploring differences in the workplace violence experiences of young workers in middle and late adolescence in the United States. *J Safety Res.* Special Issue: NOIRS 2018. Vol 74; Sep;74:263-9.

7. Bush, D, Chang, C., Rauscher, K and **Myers, DJ**. (2019). Essential Elements for Effective Safety and Health Education in Post-Secondary Construction Career Technical Education. *New Solut.* May;29(1):53-75.

8. Branch, LB*. Eller, WS, Bias, TK, McCawley, MA, **Myers, DJ**, Gerber, BJ, Bassler, JR. (2019). Trends in Malware Attacks against United States Healthcare Organizations, 2016-2017. *Global Biosecurity*, 1(1):15–27.

9. Rauscher, KJ, **Myers, DJ**, and Miller, M. (2016). Work-Related Deaths among Youth: Understanding the Contribution of US Child Labor Violations. *Am J Ind Med.* Nov;59(11):959-968.

10. Rauscher, KJ and **Myers DJ**. (2016). Occupational Fatalities among Young Workers under the Age of 18 in the US: 2001-2012. *Am J Ind Med***.** Jun;59(6):445-452.

11. **Myers, DJ**, Lipscomb, HJ, Epling, C, Hunt, D, Richardson, W and Dement, JM. (2016). Surgical Team Stability and Risk of Percutaneous Blood and Body Fluid Exposures during Surgical Procedures. *Infect Control Hosp Epidemiol.* May;37(5):512-18.

12. **Myers, DJ**, Lipscomb, HJ, Epling, C, Hunt, D, Richardson, W and Dement, JM. (2016). Surgical Procedure Characteristics and Risk of Sharps-Related Blood and Body Fluid Exposure. *Infect Control Hosp Epidemiol*. Jan;37(1):80-7.

13. Rauscher, KJ, Casteel, C, Bush, D, and **Myers, DJ**. (2015). Factors Affecting High School Teacher Adoption, Sustainability and Fidelity to the "Youth@Work: Talking Safety" Curriculum. *Am J Ind Med*. Dec;58(12):1288-1299.

14. Rauscher, KJ and **Myers DJ**. (2014). Occupational Health Literacy and Work-related Injury among US Adolescents. *Int J Inj Contr Saf Promot,* 21(1):81-89.

15. **Myers, DJ**, Nyce, JM, and Dekker, SWA. (2014). Setting Culture Apart: Distinguishing Culture from Behavior and Social Structure in Safety and Injury Research. *Accid Anal Prev,* Special Edition on Systems Thinking in Workplace Safety and Health, Jul;68:25-29.

16. Schoenfisch, AL, Lipscomb, HJ, Pompeii, LA, **Myers, DJ,** and Dement, JM. (2013). Musculoskeletal injuries among hospital patient care staff before and after implementation of patient lift and transfer equipment. *Scand J Work Environ Health,* 39(1):27-36.

17. Lipscomb, HJ, Nolan, J, Patterson, D, Sticca, V, and **Myers DJ.** (2013). Safety, incentives, and the reporting of work-related injuries among union carpenters: "You're pretty much screwed if you get hurt at work." *Am J Ind Med,* Apr;56(4):389-99.

18. Dekker, SWA, Nyce, JM, and **Myers, DJ**. (2013). The Little Engine Who Could Not: "Rehabilitating" the Individual in Safety Research. *Cogn Technol Work,* 15(3): 277-282.

19. Rauscher, KJ, **Myers, DJ,** Runyan, CW, and Schulman, M. (2012). Young worker safety in construction: Do family ties and workgroup size affect hazard exposure and safety practices? *Work,* 42(4):549-58.

20. **Myers, DJ**, Schoenfisch, AL, and Lipscomb, HJ. (2012). Cultural Influences on Workplace Safety: An Example of Hospital Workers' Adoption of Patient Lifting Devices. *Saf Sci,* 50(3): 494-501.

21. Lipscomb, HJ, Schoenfisch, AL, **Myers, DJ**, Pompeii, LA, and Dement JM. (2012). Evaluation of direct workers' compensation costs for musculoskeletal injuries surrounding a hospital-wide policy change to minimal lifting of patients and institution of patient lift equipment using longitudinal data and an internal injury control. *Occup Environ Med,* May;69(5):367-72.

22. Shishlov, KS*, Schoenfisch, AL, **Myers, DJ**, and Lipscomb, HJ. (2011). Non-fatal construction industry fall-related injuries treated in US emergency departments, 1998-2005. *Am J Ind Med,* Feb;54(2):128-35.

23. Schoenfisch, AL, Pompeii, LA, **Myers, DJ**, James, T, Yeung, Y, Fricklas, E, Pentico, M, and Lipscomb, HJ. (2011). Objective measures of adoption of patient lift and transfer devices to reduce nursing staff injuries in the hospital setting. *Am J Ind Med,* Dec;54(12):935-45.

24. Schoenfisch, AL, **Myers, DJ,** Pompeii, LA, and Lipscomb, HJ. (2011). Implementation and Adoption of Mechanical Patient Lift Equipment in the Hospital Setting: The Importance of Organizational and Cultural Factors. *Am J Ind Med,* Dec;54(12):946-54.

25. Schoenfisch, AL, Lipscomb, HJ, **Myers, DJ**, Fricklas, E, and James, T. (2011). A lift assist team in an acute care hospital – Prevention of injury or transfer of risk during patient-handling tasks? *AAOHN J,* Aug;59(8):329-34.

26. Schoenfisch, AL, Lipscomb, HJ, Shishlov, KS*, and **Myers, DJ**. (2010). Nonfatal construction industry-related injuries treated in hospital emergency departments in the U.S., 1998-2005. *Am J Ind Med,* 53(6):570-580.

27. Rodriguez-Acosta, R*, **Myers, DJ**, Lipscomb, HJ, Dement, JM, Richardson, D, and Chen, JC. (2010). Physical Assault among Nursing Staff Employed in Acute Care. *Work,* Jan;35(2):191-200.

28. **Myers, DJ** and Lipscomb, HJ. (2010). Informal Social Status among Coworkers and Risk of Work-related Injury among Nurse Aides in Long-term Care. *Am J Ind Med,* May;53(8):514-523.

29. Lipscomb, HJ, Schoenfisch, AL, Shishlov, KS*, and **Myers, DJ**. (2010). Nonfatal tool- or equipment-related injuries treated in US emergency departments among workers in the construction industry, 1998-2005. *Am J Ind Med,* Jun;53(6):581-7.

30. Rodriguez-Acosta, R*, Richardson, D, Lipscomb, HJ, Chen, JC, Dement, JM, **Myers, DJ,** and Loomis, D. (2009). Occupational Injuries among Aides and Nurses in Acute Care. *Am J Ind Med,* Dec;52(12):953-964.

31. Lipscomb, HJ, Pompeii, LA, **Myers, DJ**, Schoenfisch, AL, and Dement JM. (2009). Systematic reviews of workplace injury interventions: What are we missing? *Med Lav,* 100, 4: 247-257.

32. Dement, JM, Loomis, D, Richardson, D, Wolf, S and **Myers, DJ**. (2009). Estimates of Historical Exposures by Phase Contrast and Transmission Electron Microscopy in North Carolina USA Asbestos Textile Plants. *Occup Environ Med,* Sep;66(9):574-83.

33. Dement, JM, Welch, L, Haile, E and **Myers, DJ**. (2009). Mortality Among Sheet Metal Workers Participating in a Screening Program. *Am J Ind Med,* Aug;52(8):603-13.

34. Rauscher, KJ and **Myers, DJ**. (2008). Socioeconomic disparities in the prevalence of work-related injuries among adolescents in the United States. *J Adolesc Health,* Jan;42(1):50-7.

35. **Myers, DJ**, Epling, C, Dement, JM, and Hunt, D. (2008). Risk of Sharp Device-Related Blood and Body Fluid Exposure in Operating Rooms. *Infect Control Hosp Epidemiol,* Dec;29(12):1139-48.

36. **Myers, DJ**, Kriebel, D, Karasek, R, Punnett, L and Wegman D. (2007). The social distribution of risk at work: Acute injuries and physical assaults among healthcare workers. *Soc Sci Med,* Feb;64(4):794-806.

37. **Myers, DJ**, Kriebel, D, Karasek, R, Punnett, L, and Wegman, D. (2005). Injuries and assaults in a long-term psychiatric care facility: an epidemiologic study. *AAOHN J,* 53(11), 489-498.

38. **Myers, DJ**, Silverstein, B, and Nelson, N. (2002). Predictors of Shoulder and Back Injuries in Nursing Home Workers: A Prospective Study. *Am J Ind Med*, 41, 466-476.

39. Kriebel, D, **Myers, DJ**, Chen, M, Woskie, S, and Cocanour, B. (2001). Short-term Effects of Formaldehyde on Peak Expiratory Flow and Irritant Symptoms. *Arch Environ Health,* 56:1, 11-18.

40. Eisen, EA, Smith, TJ, Kriebel, D, Woskie, SR, **Myers, DJ**, Kennedy, SM, Shalat, S, and Monson, RM. (2001). Respiratory Health of Automobile Workers and Exposures to Metal-Working Fluid Aerosols: Lung Spirometry. *Am J Ind Med*, 39, 443-453.

41. MacDougall, J, Minicucci, S, and **Myers, DJ**. (1995). The U.S. House of Representatives' Vote on the Gulf War, 1991: Measuring the Peace Movement Impact. *Res Soc Mov Confl Change,* 18, 255-84.

Editorials

1. Kriebel D and **Myers DJ**. (2022). Eliminating Toxics to Prevent Disease: Asbestos Leads the Way. Invited Perspective. *Env Health Persp*. 130(5) CID: 051305 https://doi.org/10.1289/EHP11362.

2. **Myers, DJ.** (2010). Education and Heath Disparities: a Macro-, not a Micro-Phenomenon. *New Solut*, 20(2):175-7.

3. **Myers, DJ**. (2008). Epidemiologist, Our Patient is Society. *New Solut*, 18(2), 107-109.

4. **Myers, DJ**. (2006). The food industry's solution to the obesity epidemic: take a walk. *New Solut,* 16(1):13-6.

Media Publications:

1. **Myers, DJ**, Clapp, R, Jacobs, M, Hoppin, P, and Kriebel, D. (2021). "Smoking is a major cause of 12 types of cancer. If smoking were completely stopped, how much cancer would remain?" *CR3 News Magazine*. Vol 5, Lung Cancer Awareness Month. Pages 37, 39, 54. https://viewer.joomag.com/cr3-news-magazine-2021-vol-5-november-2021-vol-5-nov-lung-cancer-awareness-month/0580123001632953923

Abstracts

1. Jones DL, Robinson M, Selfe TK, Barnes L, Wen S, Shawley-Brzoska S, **Myers DJ**, Wilcox S. Barriers to use of the internet as an alternative delivery channel for an evidence-based fall-prevention intervention for older adults. *European Journal of Public Health*. 2022:32(Suppl 2): ckac095.141. https://doi.org/10.1093/eurpub/ckac095.141.

2. **Myers, DJ** and Rauscher, KJ. (2011). Socioeconomic Disparities in Work-Related Injury Prevalence among Teens. *Proceedings of the First National Conference on Eliminating Health and Safety Disparities at Work.* Chicago, IL. p. 56.

3. Rauscher, KJ, **Myers, DJ**, Runyan, CW, and Schulman, M. (2010). Exploring social contexts at work and how they affect the safety of young construction workers. *Inj Prev*. Vol. 16. Supplement No.1.

Monographs and Reports

**Indicates student collaboration*

1. Evans, KW*, **Myers, DJ**, Rockefeller, K, Rauscher, KJ, and Allen, A. (2020). An In-Depth Exploration of Hospital-Based Physical and Occupational Therapists' Needs, Perceptions and Involvement Regarding Safe Patient Handling and Mobility Programs. Accepted by the *Johns Hopkins Education and Research Center for Occupational Safety and Health, Johns Hopkins University*. October, 2020.

2. **Myers, DJ**, Lessin, N, Frederick, J, and Wright MJ. (2018). Attitudes and Beliefs of Hourly Miners and Salaried Managers Regarding Safety and Health in U.S. Metal and Non-Metal Mines. Accepted by the *Alpha Foundation for the Improvement of Mine Safety*, June, 2018.

3. **Myers, DJ** and Whoolery, M. (2018). Effective MERD Training-Design, Implementation, Retention and Evaluation. Accepted by the *Alpha Foundation for the Improvement of Mine Safety*, January, 2018.

4. Bush D, Rauscher, KJ**,** Chang C, and **Myers DJ.** (2017). Your Construction Safety Program: Safe Students, Safe Workers A Guide for Administrators & Instructors in Post-Secondary Career Technical Education (CTE) Construction Programs.

5. Bush D, Rauscher, KJ, Chang C, and **Myers DJ**. (2017). 20 Questions to Find out How You and Your Program Are Doing! *Instructor Version*. For use in group discussion or professional development workshops on the guide.

6. Bush D, Rauscher, KJ, Chang C, and **Myers DJ**. (2017). 20 Questions to Find out How You and Your Program Are Doing! *Administrator Version.* For use in group discussion or professional development workshops on the guide.

7. Bush D, **Rauscher, KJ,** Chang C, and **Myers DJ.** (2017). Ten-minute On-line Assessment Tool. *Instructor Version.* Standalone tool for instructors to conduct a self-assessment of their program.

8. Bush D, **Rauscher, KJ,** Chang C, and **Myers DJ**. (2017). Ten-minute On-line Assessment Tool. *Administrator Version.* Standalone tool for administrators to conduct a self-assessment of their program

9. *Use of Workers' Compensation Data for Occupational Safety and Health: Proceedings from June 2012 Workshop;* National Institute for Occupational Safety and Health (NIOSH); Cincinnati, OH; Utterback, DF and Schnorr, TM, eds.; DHHS (NIOSH) Publication No. 2013-147; May 2013.

10. **Myers, DJ**, Dement, John M., Ringen, Knut and Welch, Laura. *Prevalence and Health Care Costs for Diabetes and Hypertension among Boilermakers and their Dependents*. Reported to the National Coordinating Committee for Multiemployer Plans (NCCMP), United Against Diabetes and Cardiovascular Disease (UAD/CVD). July 22, 2009.

PRESENTATIONS

**Indicates student collaboration.*

Refereed Presentations

International

Completed:

1. Jones DL, Robinson M, Selfe TK, Barnes L, Wen S, Shawley-Brzoska S, **Myers DJ**, and Wilcox S. Barriers to use of the internet as an alternative delivery channel for an evidence-based fall-prevention intervention for older adults. Programme of the 16th Annual Meeting and 11th Conference of HEPA Europe (European Network for the Promotion of Health-Enhancing Physical Activity), September 2021.

2. Rauscher, KR, Casteel, C, **Myers DJ**, and Peek-Asa, C. Young Victims of Sexual Harassment and Assault at Work in the U.S.: Results from a National Telephone Survey. XXII World Congress on Safety and Health at Work. September 20-23, 2021.

3. Rauscher, KR, Casteel, C, **Myers DJ**, and Peek-Asa, C. Characteristics and Consequences of Workplace Violence among Young Workers. XXII World Congress on Safety and Health at Work. September 20-23, 2021.

4. Lundstrom, E*, **Myers, DJ**, Rauscher, K, Fullen, MD, Lundstrom, W. "A mixed-methods analysis of hazard perceptions in the West Virginia logging industry." Virtual presentation the International Society for Agricultural Safety and Health 2020 Conference. July 17, 2020.

5. Fullen, MD, **Myers, DJ**, Lundstrom, E*, Rauscher, K, Donnelly, P, Lundstrom, W. "Timber-Safe: An organizational intervention to reduce West Virginia logger hazards." Virtual presentation the International Society for Agricultural Safety and Health 2020 Conference. July 17, 2020.

6. Lipscomb, HJ, Schoenfisch, AL, **Myers, DJ**, Pompeii, LA, and Dement JM. "Direct workers' compensation costs for patient handling injuries surrounding a hospital-wide policy change to minimal manual lifting of patients." *7th International Conference on Prevention of Musculoskeletal Disorders (PREMUS)***.** *International Commission of Occupational Health (ICOH)*. Angers, France. August, 2010.

7. Schoenfisch, AL, Lipscomb HJ, and **Myers, DJ**. "Use of a lift assist team in an acute care hospital setting: prevention or transfer of risk of patient-handling injury?" *7th International Conference on Prevention of Musculoskeletal Disorders (PREMUS)***.** *International Commission of Occupational Health (ICOH).* Angers, France. August, 2010.

8. Schoenfisch, AL, **Myers, DJ**, Pompeii, LA, Dement, MJ, and Lipscomb, HJ. "Musculoskeletal injuries among hospital patient care staff before and after implementation of patient lift and transfer equipment." 7th *International Conference on Prevention of Musculoskeletal Disorders (PREMUS)***.** *International Commission of Occupational Health (ICOH).* Angers, France. August, 2010.

9. Rauscher KJ, **Myers DJ,** Runyan CW, and Schulman M. Exploring social contexts at work and how they affect the safety of young construction workers. *11th Annual World Conference on Injury Prevention and Safety Promotion.* London, UK. June, 2010.

10. Rodriguez-Acosta, R*, **Myers, DJ**, Lipscomb, HJ, Dement, JM, Richardson, D, and Chen, JC. Physical "Assault among Nursing Staff Employed in Acute Care." *20th International Congress on Epidemiology in Occupational Health. International Congress on Occupational Health*. San Jose, Costa Rica. June, 2008.

11. **Myers, DJ**. "Social Status and Risk of Occupational Injury and Assault among Healthcare Workers." *19th International Congress on Epidemiology in Occupational Health. International Congress on Occupational Health.* Banff, Alberta Canada. October, 2007.

12. Schoenfisch, AL, **Myers, DJ**, Pompeii, LA, and Lipscomb HJ. "Implementation and Adoption of a 'Minimal Manual Lift Environment' Program on Inpatient Nursing Units at Two Hospitals." *19th International Congress on Epidemiology in Occupational Health, International Congress on Occupational Health*, Banff, Alberta, Canada, October, 2007.

13. Schoenfisch, AL, James, T, Fricklas, E, Yeung, YL, Pentico, M, Pompeii, LA, **Myers, DJ**, and Lipscomb HJ. "Creating a 'minimal manual lift environment:' Quantitative and qualitative intermediate measures." 6th *International Scientific Conference on Prevention of Work-Related Musculoskeletal Disorders (PREMUS)*. Boston, MA. August, 2007.

National

Completed:

1. Fullen, M, Lundstrom, E, **Myers, DJ,** Lundstrom, W, and Donnelly, P. (2022, May). Timber-Safe – Reduction of WV Logging Hazards through the Implementation of a Logging Operations Safety and Health Management System. Virtual National Occupational Injury Research Symposium (NOIRS).

2. Fullen, M., Takacs, B., Lundstrom, E., Lundstrom, W., Rauscher, K. J., & Myers, D. J. (2022, May). *Construction Trainer and Trainee Perspectives on the Quality and Effectiveness of the OSHA 10 Construction Course*. *National Occupational Research Agenda*. Morgantown, WV: National Institute for Occupational Safety and Health.

3. Lopez, C., Rauscher, K. J., Myers, D. J., & Casteel, C. (2022, May). *Young Worker Training on Workplace Violence*. *National Occupational Research Agenda. NIOSH*. Morgantown, WV: National Institute for Occupational Safety and Health.

4. Gwilliam, M*, Srinivas, K, and **Myers, DJ.** Occupational injuries among building cleaners in the United States. American Public Health Association 2020 Annual Meeting and Expo, October 2020.

5. Rauscher KJ, Casteel C, **Myers DJ**, and Peek-Asa, C. Workplace Violence Against Youth: Characteristics and Consequences. Young Workers and Occupational Health and Safety Roundtable. 13th International Conference on Occupational Stress and Health. *American Psychological Association (APA), the National Institute for Occupational Safety and Health (NIOSH), and the Society for Occupational Health Psychology* (SOHP). *2019 Annual Meeting*. November, 2019. Philadelphia, PA.

6. Rauscher KJ, Brown B*, **Myers DJ**, Casteel C, Peek-Asa C. Young Victims of Sexual Harassment at Work: Results from a National Telephone Survey. *American Public Health Association (APHA), 2019 Annual Meeting*, Philadelphia, PA. November, 2019.

7. Bush D, Rauscher KJ, Chang C, and **Myers DJ**. Safe students, safe workers: What makes a strong health and safety program for new construction workers in community colleges? *American Public Health Association (APHA), Annual Meeting*, San Diego, CA. November, 2018.

8. Wolf, JK*, Cossman, JA**,** and **Myers, DJ.** "Exploring Regional Classifications for Predicting Health Behaviors by Sex across United States." *Annual Meeting of the Interdisciplinary Association for Population Health Science (IAPHS)*. October, 2018.

9. **Myers, DJ**, Lessin, N, Frederick, J, and Wright MJ. Attitudes and Beliefs of Hourly Miners and Salaried Managers Regarding Safety and Health in U.S. Metal and Non-Metal Mines. *National Occupational Injury Research Symposium (NOIRS).* Morgantown, WV. October, 2018.

10. Rauscher, KJ, Casteel, C., **Myers, DJ,** Peek-Asa, C and Branch, C. Workplace Violence against Youth: Results from a National Telephone Survey. *National Occupational Injury Research Symposium (NOIRS).* Morgantown, WV. October, 2018.

11. Brown, B*, **Myers, DJ**, Casteel, C and Rauscher, KJ. Understanding Differences in the Workplace Violence Experiences of Teens and Young Adults. *National Occupational Injury Research Symposium (NOIRS).* Morgantown, WV. October, 2018.

12. **Myers, DJ**, Lessin, N, Frederick, J, and Wright MJ. Attitudes and Beliefs of Hourly Miners and Salaried Managers Regarding Safety and Health in U.S. Metal and Non-Metal Mines. *Society for Mining, Metallurgy and Exploration (SME) Annual Conference & Expo.* Minneapolis, MN. February 25-28, 2018.

13. Brown B*, **Myers DJ**, Casteel C, Branch, C, and Rauscher KJ. Workplace Violence Among Young Workers: Exploring Differences in the Experiences of High School and College Students. *American Public Health Association (APHA), Annual Meeting*, Atlanta, GA. November, 2017.

14. **Myers, DJ**, Lessin, N, Frederick, J, Thompson, S, Brooks, S and Wright, MJ. **"**Characteristics of, and Barriers to Effective Hazard Identification and Control Programs in U.S. Metal and Non-Metal Mines.**"** *American Public Health Association (APHA), Annual Meeting*, Denver, CO. October/November, 2016.

15. Bush D, Chang C, Rauscher KJ, and **Myers DJ**. "Health and Safety Training for New Construction Workers in Community Colleges." *American Public Health Association (APHA), Annual Meeting*, Denver, CO, October/November, 2016.

16. Cossman, JA**, Myers, DJ**, and Wolf, JK*. An Exploration of Woodard's "American Nations" for Predicting Cause-Specific US Mortality. *Population Association of America*. Washington, DC. March/April, 2016.

17. **Myers, DJ**, Pilkerton, C*, Cossman, JA and Wolf JK*. "An Exploration of Woodard's Cultural Nations for Predicting Regional Mortality in the US." *Southern Demographic Association*. San Antonio, Texas. October, 2015.

18. **Myers, DJ**, Lipscomb, HJ, Epling, C, Hunt, D, Richardson, W and Dement, JM. "Surgical Team Stability and Risk of Percutaneous Blood and Body Fluid Exposures during Surgical Procedures." *National Occupational Injury Research Symposium (NOIRS)*. Kingwood, WV. May, 2015.

19. Fullen, M, Lundstrom, W, Rauscher, K and **Myers, DJ**. "West Virginia Logger Hazard Awareness and Injury Risk Perception". *National Occupational Injury Research Symposium (NOIRS)*. Kingwood, WV. May, 2015.

20. Rauscher, KJ, Miller, M and **Myers, DJ**. Young Worker Fatalities Involving Child Labor Violations: An analysis of 12 Years of data from the Census of Fatal Occupational Injuries. *National Occupational Injury Research Symposium (NOIRS)*. Kingwood, WV. May, 2015.

21. **Myers, DJ**, Dement, JM., Epling, C, Hunt, D, Lipscomb, HJ, Richardson, W, and Smith-Lovin, L. **"**Stability of Surgical Teams and Risk of Percutaneous Blood and Body Fluid Exposures". *American Public Health Association (APHA) Annual Meeting*. New Orleans, LA. November, 2014.

22. Rauscher KJ, Casteel C, Bush D and **Myers, DJ**. Factor's Associated with High School Teachers Adoption, Usage Level and Fidelity to the Youth@Work: Talking Safety Curriculum. *American Public Health Association (APHA), Annual Meeting*, New Orleans, LA. November, 2014.

23. Eddy, E* and **Myers, DJ**. "Measuring the Rise and Institutional Support for the Concept of 'Safety Culture'". *American Public Health Association (APHA) Annual Meeting*. New Orleans, LA. November, 2014.

24. Rauscher, KJ and **Myers, DJ.** "Occupational Health Literacy and Risk of Work-Related Injury among Teen Workers". *American Public Health Association (APHA) Annual Meeting*. Washington, DC. November, 2011.

25. **Myers, DJ**, Schoenfisch, AL and Lipscomb, HJ. "Time as a Barrier to the Use of Patient Lift Equipment: More Complex than "Minutes to Complete the Task." *National Occupational Injury Research Symposium (NOIRS)*. Morgantown, WV. October, 2011.

26. Schoenfisch, AL, Lipscomb, HJ, **Myers, DJ**, Pompeii, LA, and Dement, JM. "Evaluating the effect of an intervention to prevent patient-handling injuries among hospital workers: Support for the collection of intermediate measures of intervention adoption and the integration of quantitative and qualitative methods." *National Occupational Injury Research Symposium (NOIRS)*. Morgantown, WV. October, 2011.

27. **Myers DJ** and Rauscher KJ. "Socioeconomic Disparities in Work-Related Injury Prevalence among Teens." *First National Conference on Eliminating Health and Safety Disparities at Work.* Chicago, IL. September, 2011.

28. **Myers, DJ**, Epling C, Dement JM, and Hunt D. Blood and body fluid exposures in Operating Rooms. *National Occupational Injury Research Symposium (NOIRS)*. Pittsburgh, PA. October, 2008.

29. Schoenfisch, AL, Pompeii LA, and **Myers DJ**. "Work organization factors associated with patient handling injuries among nurses and nurses' aides." *American Public Health Association (APHA) Annual Meeting*. Washington DC. November, 2007.

30. Rauscher, K and **Myers, DJ**. "Socioeconomic Disparities in Risk of Occupational Injuries among Adolescents." *American Public Health Association (APHA) Annual Meeting*. Boston, MA. November, 2006.

Invited Presentations

International

1. Brock, T, **Myers, DJ**, and Darcey, D. "Cobalt Industry Occupational Exposure Survey." Cobalt Development Institute, Health Safety and Environment Meeting, Brussels, Belgium. March, 2011.

National

1. Kriebel, D, **Myers, DJ**, Hoppin, P, Jacobs, M and Clapp, R. "Taking Smoking Out of the Picture: Insights for Cancer Prevention." Cancer and the Environment Symposium Priorities for Research, Policy and Clinical Practice. Pittsburgh, PA. January, 29, 2019.

2. **Myers, DJ**, Lessin, N, Frederick, J, and Wright MJ. **"**Attitudes and Beliefs of Hourly Miners and Salaried Managers Regarding Safety and Health in U.S. Metal and Non-Metal Mines." *United Steelworkers Safety, Health and Environment Conference.* Pittsburgh, PA. March, 2018.

3. **Myers, DJ**, Lessin, N, Frederick, J, **McCormick, S**,* and Wright MJ. "Results from A Study of Health and Safety Programs and Committees in Unionized Metal and Non-Metal Mines in the United States." National Conference on Worker Safety and Health**.** Linthicum Heights, MD. December, 2017**.**

4. **Myers, DJ**, and Whoolery, M. "Is Training Adequate for Responsible Persons?" Society for Mining, Metallurgy and Exploration/Pittsburgh Coal Mining Institute of America (SME/PCMIA) Annual Joint Meeting. Canonsburg, PA. October, 2017.

5. Bush D, Wermes A, Rauscher KJ**, Myers DJ**, and Chang C. "Safe Students, Safe Workers: Construction Safety Programs in Post-Secondary Career Technical Education." *National Center for Construction Research and Training (CPWR) Webinar.* 2017.

6. Bush D, Rauscher, KJ**,** Chang C, and **Myers DJ**. "OSH Education in Post-Secondary Career Technical Education Construction Programs." *r2p in Construction: From Research to Practice – The Impact. National Center for Construction Research and Training (CPWR).* Cincinnati, OH. 2017.

7. Bush D, Rauscher, KJ, Chang C, and **Myers DJ**. "Safe Students, Safe Workers: Tools and Resources for Construction Programs." *Skills USA National Leadership and Skills Conference.* Louisville, KY. 2017

8. **Myers, DJ**, Lessin, N, Frederick, J, Thompson, S, Brooks, S and Wright, MJ. **"**Characteristics of, and Barriers to Effective Hazard Identification and Control Programs in U.S. Metal and Non-Metal Mines.**"** *United Steelworkers Safety, Health and Environment Conference*, Pittsburgh, PA. September, 2016.

9. Rauscher KJ, Miller, M and **Myers, DJ**. "Young Worker Fatalities: An Investigation of Cases Involving Child Labor Violations." *Southeastern States Occupational Network (SouthON).* Lexington, KY. 2015.

10. **Myers, DJ**. "Culture: Safety, Organizational, and Occupational". University of Iowa, College of Public Health, Occupational and Environmental Health Seminar Series. Iowa City, IA. April, 2014.

11. **Myers, DJ**. "Culture: Safety, Organizational, and Occupational". University of Iowa, College of Public Health, Guest Lecture in EPI 610 Occupational Epidemiology. Iowa City, IA. April, 2014.

12. Pompeii, LA, Dement, JM, Lipscomb, HJ, **Myers, DJ**, Schoenfisch, AL, Ostbye T, Jackson, G, Epling, C, Hunt, D, and Thomann, W. "The Advantages of Combining Workers' Compensation Data with Other Employee Databases for Surveillance of Occupational Injuries and Illnesses in Hospital Workers". Use of Workers' Compensation Data for Occupational Safety and Health Washington, DC. June, 2012.

13. **Myers, DJ**, Schoenfisch, AL and Lipscomb, HJ. "Cultural Influences on Workplace Safety: What We Have Learned from Healthcare." Carolina Collaborative for Research on Work and Health. University of North Carolina, Chapel Hill, NC. February, 2012.

14. Lipscomb, HJ, **Myers, DJ**, and Schoenfisch, AL. "Effectiveness of Lift Equipment in the Prevention of Patient-handling Injuries: What Did We Learn at Duke and Durham Regional Hospitals?" 5th Annual Minimal-Manual Lift Environment (MMLE) Coaches' Conference. Durham, NC, May, 2011.

15. Silberberg, M, Weaver, S, **Myers, DJ**, Schneider, S, McDonald, M and Gregory, B. "Using Social Networking Analysis to Understand Relationships among Campus and Community Partners." CTSA Community Engagement and Social Network Analysis Workshop. Sacramento, CA. September, 2010.

16. **Myers, DJ,** Dement, JM, Ringen, K, and Welch, L. "Prevalence and Health Care Costs for Diabetes and Hypertension among Boilermakers and Their Dependents." National Coordinating Committee for Multiemployer Plans (NCCMP) United Against Diabetes and Cardiovascular Disease (UAD/CVD). Washington, DC. July, 2009.

17. **Myers, DJ**. "Shift Work Patterns and Risk of Acute Injury." Pilot Projects Research Forum. University of Illinois at Chicago School of Public Health, Chicago, IL. April, 2008.

18. **Myers, DJ**. "Informal Social Status and Risk of Injury and Assault among Healthcare Workers." Duke University Sociology Department Colloquium. Duke University, Durham, NC. February, 2008.

19. Rauscher, K and **Myers, DJ**. "Socioeconomic Disparities in Risk of Occupational Injuries among Adolescents." University of Massachusetts Work Environment Department Research Seminar. February, 2006.

20. **Myers, DJ**. "Healthcare Workers: Injuries, Assault and Social Networks." Harvard Injury Control Research Center Seminar Series. Harvard University, Boston, MA. September, 2004.

21. **Myers, DJ**. "The Role of Social Networks in Workplace Injuries." University of Massachusetts & University of Connecticut Joint Research Symposium. Sturbridge, MA. January, 2004.

Regional

1. Fullen, M, **Myers, D**, Rauscher, K, Lundstrom, W, Takacs, B, Donnelly, P, Lundstrom, E*. "Timber Safe-Reduction of West Virginia Logging Hazards." WVU Extension Service Annual Conference Program Poster Session. Weston, WV. September 25, 2019.
2. Fullen, M, **Myers, D**, Rauscher, K, Lundstrom, W, Takacs, B, Lundstrom, E*. "Hazards Perceptions in the Logging Industry: Differences between Owners and Workers." WVU Extension Service Annual Conference Research Poster Session. Weston, WV. September 23, 2019.

RESEARCH GRANTS

Ongoing

Role: Co-Investigator
Title: Evaluation and Improvement of the OSHA 10-Hour Construction Safety Training Program. (Fullen and Rauscher K, PIs).
Objectives: The objectives of this sub-project within the CPWR Research Core are to improve OSHA 10-hour construction safety training outcomes by modifying the current training approach based on new evidence generated by a large-scale study of OSHA Training Institute Education Center (OTIEC) authorized trainers and their trainees. Our goal is to see the widespread adoption of a new evidence-based training approach by authorized trainers participating in the OSHA Outreach Training Program to better prepare trainees for safe work in construction.

Funder: CDC/National Institute for Occupational Safety and Health (NIOSH)
Program: National Center for Construction Safety and Health Research and Translation
Applicant Center: National Center for Construction Research and Training (CPWR) (Cain C, PI)
Period: 9/30/19 – 9/29/24
Budget: $994,996

Role: **Co-Principal Investigator**
Title: Timber-Safe - Reduction of WV Logging Hazards (Fullen & Myers, PIs)
Funder: NIOSH/University of Kentucky Southeast Center for Agricultural Health and Injury Prevention
Budget: $859,424
Period: September 30, 2016 – September 29, 2021

Completed

Role: **Co-Principal Investigator**
Title: An In-Depth Exploration of Hospital-Based Physical and Occupational Therapists' Needs, Perceptions and Involvement Regarding Safe Patient Handling and Mobility Programs (Evans & Myers, PIs)
Funder: NIOSH/The Johns Hopkins University Occupational Health Education and Research Center
Budget: $6,000
Period: January 1, 2019 – June 30, 2019 (NCE through January, 2020)

Role: **Co-Investigator**
Title: Understanding Workplace Violence among Young Workers in the US (Rauscher & Casteel, PIs)
Funder: CDC/National Institute for Occupational Safety and Health (NIOSH)
Budget: $1,277,900
Period: September 2015 – September 2018 (NCE through September 2019)

Role: **Co-Investigator**
Title: Use of Tele-Exercise as an Alternative Delivery Channel for Translating an Evidence-Based Fall-Prevention Program into Practice for Older Adults in West Virginia (Jones, PI, Research Project; Bossarte, PD, Center Grant)
Funder: CDC National Center for Injury Prevention and Control
Budget: $330,000 ($261,904 direct costs)
Period: August 1, 2017-July 31, 2019

Role: **Consortium Principal Investigator**
Title: Characteristics of and Barriers to Effective Hazard Identification and Control Programs in US Metal and Nonmetal Mines (Wright, PI)
Funder: Alpha Foundation for the Improvement of Mine Safety and Health, Inc.
(This Foundation was established as part of a Non-Prosecution Agreement entered into in Dec. 2011 by the US Attorney's Office for the Southern District of West Virginia, the US Department of Justice, Alpha Natural Resources, Inc. and Alpha Appalachia Holdings, Inc., in relation to the explosion at Massey Energy's Upper Big Branch Mine). *This is a peer-reviewed competitive research grant.*
Budget: $600,000
Period: November 2013 – October 2015 (NCE through February 2018)
Grant Number: AFC113-5

Role: Co-Investigator
Title: Occupational Safety and Health Education in Post-secondary Career Technical Education Construction Programs (Rauscher & Bush, PIs)
Funder: CDC/National Institute for Occupational Safety and Health
Budget: $600,000
Period: September 2014 – August 2017

Role: **Co-Principal Investigator**
Title: Effective MERD Training - Design, Implementation, Retention and Evaluation (Myers & Whoolery, PIs)
Funder: Alpha Foundation for the Improvement of Mine Safety and Health, Inc.
(This Foundation was established as part of a Non-Prosecution Agreement entered into in Dec. 2011 by the US Attorney's Office for the Southern District of West Virginia, the US Department of Justice, Alpha Natural Resources, Inc. and Alpha Appalachia Holdings, Inc., in relation to the explosion at Massey Energy's Upper Big Branch Mine). *This is a peer-reviewed competitive research grant.*
Budget: $647,425
Period: August 2015 – July 2017
Grant Number: AFC215-25

Role: Co-Investigator
Title: West Virginia Logger Hazard Awareness and Injury Risk Perception (Fullen, PI)
Funder: Southeast Center for Agricultural Health and Injury Prevention
Budget: $14,998
Period: October 2013 – September 2014

Role: **Principal Investigator**
Title: K01-Preventing Blood and Body Fluid Exposures during Surgical Procedures (Myers, PI)
Funder: CDC/National Institute for Occupational Safety and Health
Budget: $297,019
Period: September 2009 – August 2014 (includes no cost extension)

Role: Co-Investigator
Title: Evaluation of the West Virginia Health Insurance Marketplace (Bias, PI)
Funder: DHHS/West Virginia Offices of the Insurance Commissioner
Budget: $2,100,000
Period: March 2013 – February 2018 (role ended in 2014)

Role: **Principal Investigator**
Title: Shift Rotation and Risk of Acute Injuries among Healthcare Workers (Myers, PI)
Funder: CDC/NIOSH-funded Pilot Project Research Training Program. University of Illinois Occupational and Environmental Health and Safety Education and Research Center (Illinois ERC).
Budget: $5,049
Period: July 2006 – June 2007

Role: **Co-Principal Investigator**
Title: Occupational Health Literacy, Socioeconomic Status & Work-related Injury to Teens (Rauscher & Myers, PIs)
Funder: CDC/National Institute for Occupational Safety and Health
Budget: $151,999
Period: July 2009 – August 2012 (includes no cost extension)

Role: Co-Investigator (**Doctoral Dissertation R03 Award**):
Title: The Role of Social Networks in Workplace Injuries (Kriebel, PI)
Funder: CDC/National Institute for Occupational Safety and Health
Budget: $76,313
Period: September 2000 – December 2002

Role: Epidemiologist
Title: Department of Energy's National Building Trades Medical Screening Program (Dement, PI)
Funder: Center to Protect Workers' Rights and the US Department of Energy
Period: December 2005 – January 2010

Role: Epidemiologist
Title: United Against Diabetes & Cardiovascular Disease (Dement, PI)
Funder: National Coordinating Committee Multiemployer Plans.
Period: May 2007 – September 2009

Role: Epidemiologist
Title: Construction Injuries Treated in US Emergency Departments Based on Analyses of NEISS Work (Lipscomb, PI)
Funder: CDC/National Institute for Occupational Safety and Health. Division of Safety Research Occupational Health/Surveillance Branch c
Period: December 2006 – May 2009

Role: Epidemiologist
Title: Effectiveness of Lift Equipment in Preventing Patient Handling Injuries (Lipscomb, PI)
Funder: CDC/National Institute for Occupational Safety and Health
Period: September 2005 – August 2009

Role: Epidemiologist
Title: Chrysotile: New Exposure Indices & Cancer Epidemiology (Dement, PI)
Funder: CDC/National Institute for Occupational Safety and Health
Period: September 2003 – September 2008

SERVICE & LEADERSHIP

Boise State University

2020 – present	PhD Program Director. Community and Environmental Health Department. Boise State University.
2022 – present	Faculty Affairs Committee/Promotions and Tenure Department Committee – Chair
2020 – 2021	Faculty Affairs Committee/Promotions and Tenure Department Committee – Chair
2020 – present	Curriculum Committee – Co-chair
2019 – present	Doctoral Research Core Coordinator. Community and Environmental Health Department. School of Allied Health Science. Boise State University.
2019 – present	Member. Graduate Education Committee. Community and Environmental Health Department. School of Allied Health Science. Boise State University.

West Virginia University

2018 – 2019	WVU School of Public Health Scholar in Residence at the National Institute for Occupational Safety and Health. School of Public Health. West Virginia University. Morgantown, WV and NIOSH, Morgantown, WV.
2018 – 2019	Member. Curriculum Committee.
2016 – 2019	Volunteer instructor. Intermediate Tai Chi. WVU Osher Lifelong Learning Institute (OLLI).
2015 – 2019	Volunteer instructor. Introduction to Tai Chi. WVU Osher Lifelong Learning Institute (OLLI).
2015 – 2019	Co-Chair. Research Sub-committee. Robert C. Byrd Health Sciences Center Vice President's Wellbeing and Mindfulness Task Force.
2016 – 2018	Member. Promotions and Tenure Committee Taskforce.
2016 – 2018	Member. Promotions and Tenure Committee.
2016 – 2018	Member. School of Public Health Bylaws Committee.
2016 – 2018	Member. Department of Occupational and Environmental Health Sciences Chair Search Committee. School of Public Health.
2017	WVU SPH SOPHAS Virtual Fair Representative. July 11, September 19 and November 16.
2016 – 2016	Member. Academic Affairs Committee. School of Public Health.
2015 – 2015	Member. OEHS Occupational Residency Director Search Committee. School of Public Health.
2015 – 2016	Member. PhD Planning Committee. Department of Occupational and Environmental Health Sciences. School of Public Health.

2015 – 2016 Member. Injury Control Research Center Director Search Committee. Schools of Public Health and Medicine.

2014 – 2016 PhD Program Director. Department of Occupational and Environmental Health Sciences. School of Public Health.

2014 – 2016 Executive Board Member. Research Center on Violence. Department of Sociology and Anthropology. Eberly College of Arts and Sciences.

2014 – 2014 Co-chair. Appalachian Health Institute Founding Committee.

2013 – 2016 Faculty Representative (elected). Dean's Council. School of Public Health.

2013 – 2015 Co-Founder. Social Theory and Public Health Journal Club. School of Public Health.

2012 – 2013 Member. Information Technology Committee. School of Public Health.

2012 – 2013 Member. Master of Public Health Competencies Committee. School of Public Health.

2012 – 2014 Member. Graduate Assistantship Committee. School of Public Health.

Duke University

2009 – 2015 Advisor. Social Network Analysis and Survey Design. Durham Health Initiative. Department of Community and Family Health.

2006 – 2012 Member. Research Committee. Department of Community and Family Medicine. School of Medicine.

Service to the Field

Expert Panel

2010 – 2014 Epidemiologist. Camp Lejeune Health Survey. Expert Panel. United States Department of Defense.

Session Moderator

2018 Session Moderator. National Occupational Injury Research Symposium. Morgantown, WV 2018.

2016 Session Moderator. Occupational Health Section. *Putting the Work into Total Worker Health - OHS Full Session*. American Public Health Association Annual Meeting. Denver, CO.

2006 Session Moderator. Occupational Health Section. American Public Health Association Annual Meeting. Boston, MA.

Grant Reviewer

2016 Arthritis Research UK. Southampton, United Kingdom (reviewed renewal of 2011 award).

2011 Centers of Excellence to Promote a Healthier Workforce Special Emphasis Panel. National Institute for Occupational Safety and Health.

2011 Arthritis Research UK. Southampton, United Kingdom.

2009 Agency for Toxic Substances and Disease Registry. Special Emphasis Panel. National Institute for Occupational Safety and Health.

Abstract Reviewer

2021 American Public Health Association

2018 National Occupational Injury Research Symposium (NOIRS)

External Technical Reviewer

2017 – 2019 National Institute for Occupational Safety and Health

***Editorial Board*:**

Journal of Multidisciplinary Healthcare

Journal of School Health

Manuscript Reviewer:

- Accident Analysis and Prevention
- American J of Industrial Medicine
- American J of Infection Control
- American J of Public Health
- Archives of Occ and Environmental Health
- BMC Nursing
- BMC Public Health
- Economic and Industrial Democracy
- Injury Prevention
- International J of Nursing Studies
- International J of Env Res and Public Health
- J of Applied Gerontology
- J of Health Disparities Research and Practice
- JAMA
- J of Epidemiology and Community Health
- J of Epidemiology and Global Health
- J of Safety Research
- J of School Health
- New Solutions
- Occupational and Environmental Medicine
- Population Research and Policy Review
- Safety Science
- Sage Open
- Social Science and Medicine
- Social Science and Medicine – Population Health

TEACHING/MENTORING

Courses

2021 – present	HLTH 480 Epidemiology (sole instructor)
2021 – present	MHS 540 Advanced Statistics in Public Health (sole instructor)
2020 – present	MHS 520 Advanced Systems Analysis and Problem-Solving (sole instructor)
2020 – present	MHS 521 Building and Sustaining Systems Capacity (sole instructor)
2019 – present	MHS 504 Applied Epidemiology (sole instructor)
2019 – 2019	PUBH 620 Public Health Capacity Building (sole instructor)
2017 – 2019	PUBH 442 Public Health in the Workplace (sole instructor)
2014 – 2019	OEHS 733 Organizational Theories for Injury and Disaster Prevention (sole instructor)
2014 – 2019	EPID 769 Occupational Epidemiology (sole instructor)
2013 – 2013	OEHS 665 Worksite Evaluation (co-instructor)

PhD Dissertation Committees

2016 – 2021 Kimeran Evans. Department of Occupational and Environmental Health Sciences. School of Public Health. West Virginia University.
Role: Committee Chair.

2017 – 2019 Brandy Brown. Department of Occupational and Environmental Health Sciences. School of Public Health. West Virginia University.
Role: Committee Member.

2017 – 2019 Maya Nye. Department of Occupational and Environmental Health Sciences. School of Public Health. West Virginia University.
Role: Committee Chair.

2016 – 2018 Wilson Koech. Department of Epidemiology. School of Public Health. West Virginia University.
Role: Committee Member.

2015 – 2018 Lauren Branch. Department of Occupational and Environmental Health Sciences. School of Public Health. West Virginia University.
Role: Committee Member.

2015 – 2018 Alyson Johnson. Department of Occupational and Environmental Health Sciences. School of Public Health. West Virginia University.
Role: Committee Member.

2015 – 2016 Sherry Owens. Department of Social and Behavioral Health Sciences. School of Public Health. West Virginia University.
Role: Committee Member.

Master's Thesis Committees

2019 – 2020 Rachel Phinney. Community and Environmental Health Department. School of Allied Health Sciences. Boise State University.
Role: Committee Member.

2016 – 2017 Julia Wolf. Department of Sociology and Anthropology. Eberly College of Arts and Sciences. West Virginia University.
Role: Committee Member.

Supervised Research Rotations

2017 Maya Nye, Doctoral Student. Department of Occupational and Environmental Health Sciences. School of Public Health. West Virginia University.
Rotation Topic: Mine Safety.

2017 Kimeran Evans, Doctoral Student. Department of Occupational and Environmental Health Sciences. School of Public Health. West Virginia University.
Rotation Topic: Safety Culture.

2016 Brandy Brown, Doctoral Student. Department of Occupational and Environmental Health Sciences. School of Public Health. West Virginia University.
Rotation Topic: Work-related injuries among West Virginia's young workers.

2014 Sara Surber, Doctoral Student. Department of Occupational and Environmental Health Sciences. School of Public Health. West Virginia University.
Rotation Topic: Workplace interventions and non-reporting of Work-related Injuries.

2009 – 2010 Kirill Shislov, Third year medical student. Department of Occupational and Environmental Epidemiology. Duke University School of Medicine.
Rotation Learning Foci: Conceptual frameworks, data analysis, STATA statistical software.

Advisees/Graduate Research Assistants

2019 – 2019 Mohini Chatterji, *Practice Based Experience Mentee.* Department of Occupational and Environmental Health Sciences. School of Public Health. West Virginia University.

2019 – 2019 Eric Lundstrom, *Practice Based Experience Mentee.* Department of Occupational and Environmental Health Sciences. School of Public Health. West Virginia University.

2017 – 2018 Seth McCormick, MPH student. *Graduate Research Assistant*. Department of Occupational and Environmental Health Sciences. School of Public Health. West Virginia University.

2015 – 2016 Alexandra Dzomba, MPH student. *Advisee.* Department of Occupational and Environmental Health Sciences. School of Public Health. West Virginia University.

2014 – 2016 Salvador Conti, MPH student. *Advisee.* Department of Occupational and Environmental Health Sciences. School of Public Health. West Virginia University.

2013 – 2015 Joseph Klass, MPH student. *Advisee*. Department of Occupational and Environmental Health Sciences. School of Public Health. West Virginia University.

2013 – 2014 Emily Eddy, MPH student. *Advisee and Graduate Research Assistant.* Department of Occupational and Environmental Health Sciences. School of Public Health. West Virginia University.

2012 – 2014 Rami Katrib, MPH student. *Advisee*. Department of Occupational and Environmental Health Sciences. School of Public Health. West Virginia University.

Additional Advising Roles

2017 – 2018 Dr. Emma Tsui, PhD. Assistant Professor, Graduate School of Public Health and Health Policy, CUNY. K01 Applicant Advisor.

CYNTHIA LEIGH CURL

Department of Public Health and Population Science
Boise State University (208) 426-3924 (office)
1910 University Drive (208) 426-3923 (lab)
Boise ID 83725-1835 cynthiacurl@boisestate.edu

EDUCATION

University of Washington June 2014
PhD, Environmental and Occupational Health Sciences
Dissertation: "Characterizing dietary exposure to organophosphate pesticides for use in epidemiologic research"
Major Field: Exposure Assessment; Minor Field: Environmental Epidemiology

University of Washington August 2000
MS, Environmental and Occupational Health Sciences
Thesis: "Evaluation of organophosphate pesticide exposure in children of agricultural families"
Major Field: Biological and Environmental Monitoring; Minor Field: Agricultural Health and Safety

Swarthmore College June 1998
BA, Chemistry

PROFESSIONAL POSITIONS

Associate Professor July 2020 – Present
School of Public and Population Health (formerly CEH)
Boise State University, Boise, ID

Assistant Professor January 2015 – July 2020
Department of Community and Environmental Health (CEH)
Boise State University, Boise, ID

Program Manager December 2006 - December 2014
MESA Air Study
University of Washington, Seattle, WA

Senior Scientist July 2004 – November 2006
Integral Consulting
Seattle, WA & Denver, CO

Research Scientist April 2003 – April 2004
Environment and Human Health, Inc.
North Haven, CT

Research Scientist September 2000 – March 2003
Pacific Northwest Agricultural Safety and Health (PNASH) Center
University of Washington, Seattle, WA

HONORS AND AWARDS

2020	Boise State Graduate College Excellence in Graduate Mentoring Award (Honorable Mention)
2019	Rising Star Award for the 2020 Gordon Research Conference on Environmental Endocrine Disruptors
2018	Science Communication Fellowship from Advancing Green Chemistry
2017	20 Pioneers Under 40 in Environmental Public Health by the Collaborative on Health & Environment
2017	Best Paper of 2016 by the International Society of Environmental Epidemiology
2017	Boise State University Golden Apple Award for Excellence in Teaching (Honorable Mention)
2017	ASSERT Fellow in the Center for Transformative Research at Boise State University
2016-17	OSHER Institute for Lifelong Learning Faculty Research Award
2015-17	Institute for Translational Health Sciences Rising Stars Career Development Award
2013-14	Magnuson Scholarship (Top Student in the University of Washington's School of Public Health)
2010-13	EPA Science to Achieve Results (STAR) Graduate Fellowship

FUNDING HISTORY

Current Funding:

Pacific Northwest Agricultural Safety and Health (PNASH) Pilot Program (Hyland). 10/21-9/22
University of Washington. Total Costs: $49,475
Pesticide Exposures and Risk Perceptions among Male and Female Latinx Farmworkers in Idaho
This pilot project aims to understand whether pesticide exposure levels, risk perceptions, and protective behaviors differ by gender among Idaho farmworkers.
Role: Key Personnel; Mentor (Dr. Hyland is a post-doctoral fellow with my group)

1 K01 ES028745-01A1 (Curl). 9/18-8/22
National Institutes of Health (NIH). Total Costs: $457,537
Measurement of Agricultural and Dietary Glyphosate Exposure among Pregnant Women
This career development award includes a research project to measure glyphosate exposure among pregnant women and a training plan to transition Dr. Curl from a junior faculty mentor to a fully independent investigator.
Role: Principal Investigator

Completed Funding:

Regional Alliance of INBRE Networks (RAIN) Collaborative Research Project (Curl, Johnson, Moyce). 5/20-4/21
IDeA Network of Biomedical Research (INBRE). Direct Costs: $60,000
NHANES Evaluation Pertaining to High-Risk Renal-Function Organophosphate and Nutritional Components
This project aims to evaluate the relationship between urinary levels of pesticide biomarkers, water intake, physical activity and macronutrient intake with reduced estimated glomerular filtration rate in a national sample.
Role: Co-Principal Investigator

Pacific Northwest Agricultural Safety and Health (PNASH) Pilot Program (Curl). 10/17-9/19
University of Washington. Total Costs: $30,250
Recognizing and Reducing Safety Hazards in Northwest Potato Production
The purpose of this project is to assess workplace hazards in potato production and to assist growers in identifying and controlling these hazards.
Role: Principal Investigator

2018 Health Disparities Pilot Grant Program. (Curl) 8/18-6/19
Mountain West IDeA Clinical & Translational Research–Infrastructure Network (CTR-IN). Total Costs: $59,970
Assessment of Risk Factors for Health Disparities among Latina Farm Workers
This pilot project is an interdisciplinary approach to assess risk factors for poor health among Latina farm workers in Idaho, including pesticide exposure and occupational hazards as well as social and cultural factors.
Role: Principal Investigator

GD_ID_0487 (Curl). 5/16-4/19
United States Department of Agriculture. Total Costs: $654,843
Bromide Uptake in Crops Following Soil Fumigation with Methyl Bromide for PCN Eradication
This project investigates the potential for bromide uptake in crops subsequent to methyl bromide fumigation treatment to prevent unacceptable dietary exposures to livestock and humans.
Role: Principal Investigator

RS0215 (Curl). 6/15-5/17.
University of Washington Institute for Translational Health Sciences. Total Costs: $15,000
Effect of an Organic Diet Intervention on Exposure to Agricultural Pesticides among Pregnant Women
This pilot study investigates the effect of a randomized, blinded six-month organic diet intervention on exposure to agricultural pesticides among a cohort of 20 pregnant women.
Role: Principal Investigator

Cooperative Agreements 6979 & 6995 (Curl). 10/15-4/16.
Idaho State Department of Agriculture. Total Costs: $21,631
Methyl Bromide Literature Review & Sampling Plan.
These projects resulted in a literature review related to inorganic bromide uptake in plants following soil fumigation with methyl bromide, and a spatial sampling plan for alfalfa and soil in previously fumigated fields.
Role: Principal Investigator

193L101035 (Curl). 9/15-5/17
OSHER Institute for Lifelong Learning. Total Costs: $5,000
Measuring in utero *Pesticide Exposures among Newborns following a Maternal Diet Intervention*
This project aims to understand the effect of a maternal organic diet during pregnancy on biological markers of pesticide exposure in newborns.
Role: Principal Investigator

PNASH Pilot Grant (Curl). 7/15 - 9/15.
Pacific Northwest Safety and Health Center. Total Costs: $7,000
Developing Connections with Idaho's Agricultural Industry.
These pilot funds were intended to expand the PNASH network of agricultural stakeholders into Idaho.
Role: Principal Investigator

Student Grants:
Higher Education Research Council (HERC) Fellowship (Romero). 1/20 – 5/20
Institute for STEM and Diversity Initiatives. Total costs: $3,400
HERC Fellowship
This Fellowship award provides research opportunities to foster undergraduate education.
Role: Mentor

PTOP Grant (Phinney). 2/19 – 6/19
Professional Training Opportunities Program (PTOP) in Occupational Health and Safety. Total Costs: $5,860
Characterizing and Communicating Lessons Learned from Agricultural Pesticide Misuse
This training award is intended to support a student/staff member in gaining experience in occupational health sciences and specifically to evaluate the potential for partnership with the Idaho State Department of Agriculture to utilize data regarding Worker Protection Standard to improve worker safety.
Role: Mentor

PTOP Grant (Porter). 2/17-10/17
Professional Training Opportunities Program (PTOP) in Occupational Health and Safety. Total Costs: $5,619
Job Hazard Analysis in Agriculture: Developing Tools to Evaluate the Effect of Alternative Production Systems on Worker Health
This training award is intended to support a student/staff member in gaining experience in occupational health sciences and specifically to evaluate the potential for differential hazards for workers on organic and conventional farms.
Role: Mentor

Higher Education Research Council (HERC) Fellowship (Penwell). 9/16-12/16
Institute for STEM and Diversity Initiatives. Total Costs: $3,400
HERC Fellowship
This Fellowship award provides research opportunities to foster undergraduate education.
Role: Mentor

BIBLIOGRAPHY

PEER-REVIEWED PUBLICATIONS (Mentees indicated with an *)

1) Liu B, **Curl CL**, Branstsaeter AL, Torjusen H, Sun Y, Du Y, Lehmler HJ, Balentine A, Snetselaar LG, Bao W. Organic food consumption during pregnancy and the potential effects on maternal and offspring health: A review. *Advances in Nutrition*. 2022. *[Under Review].*

2) Hyland C*, McConnell K, DeYoung E, **Curl CL**. Evaluating the accuracy of satellite-based methods to estimate residential proximity to agricultural crops. *Journal of Exposure Science and Environmental Epidemiology.* August 2022. https://doi.org/10.1038/s41370-022-00467-0.

3) Som Castellano R, Meierotto L, **Curl CL**. Under the shadow of structural violence: Work and family dynamics for Latina farmworkers in Southwestern Idaho. *Journal of Agriculture, Food Systems and Community Development*. 2022; 11(3). https://doi.org/10.5304/jafscd.2022.113.002.

4) **Curl CL**, Meierotto L, Som Castellano RL, Spivak MR, Kannan K. Measurement of urinary pesticide biomarkers among Latina farmworkers in southwestern Idaho. *Journal of Exposure Science and Environmental Epidemiology.* Jan 2021; doi.org/10.1038/s41370-020-00285-2.

5) ŦCurl CL, ŦMeierotto L, ŦSom Castellano RL (Ŧshared first authorship). Understanding challenges to well-being among Latina farmworkers using an interdisciplinary, mixed-methods approach. *The Journal of Environmental Research and Public Health.* 2021; 18(1): 169.

6) Hyland C, Kogut K, Gunier RB, Castorina R, **Curl CL**, Eskenazi B, Bradman A. Organophosphate pesticide dose estimation from spot and 24-hr urine samples collected from children in an agricultural community. *Environment International.* Jan 2021; 146.

7) Meierotto L, Som Castellano R, **Curl CL**. Isolation and fear of deportation: Intersectional barriers to well-being among Latina Farmworkers in southwestern Idaho. *Culture, Agriculture, Food and Environment.* Dec 2020; 4(22).

8) **Curl CL,** Adams K, Phinney R, Blua M. Grower perceptions of safety hazards and associated injuries among farmworkers involved in Northwest potato production. *Journal of Agromedicine*. 2020; Jun 9:1-11.

9) **Curl CL**, Spivak M, Phinney R. Synthetic pesticides and health in vulnerable populations: agricultural workers. *Current Environmental Health Reports*. 2020; 7:13-29.

10) **Curl CL**, Porter J, Penwell I, Phinney R, Ospina M, Calafat A. Effect of a 24-week randomized trial of an organic produce intervention on pyrethroid and organophosphate pesticide exposure among pregnant women. *Environment International*. 2019. Nov;132:104957. ***Selected as NIEHS Extramural Paper of the Month and nominated for the Charles C. Shepard Science Award.**

11) Kaufman JD, **Curl CL**. Environmental health sciences in a translational research framework: More than benches and bedsides. *Environmental Health Perspectives.* 2019; 127(4):45001.

12) Miller KA, Spalt EW, Gasset AJ, **Curl CL**, Larson TV, Avol E, Allen RW, Vedal S, Szpiro AA, Kaufman JD. Estimating ambient-origin $PM_{2.5}$ exposure for epidemiology: Observations, prediction and validation using personal sampling in the Multi-Ethnic Study of Atherosclerosis. *Journal of Exposure Science and Environmental Epidemiology.* 2019; 29(2):227-237.

13) Hazlehurst MF, Spalt EW, Nicholas TP, **Curl CL**, Davey ME, Burke GL, Watson KE, Vedal S, Kaufman JD. Contribution of the in-vehicle microenvironment to individual ambient-source nitrogen dioxide exposure: the Multi-Ethnic Study of Atherosclerosis and Air Pollution. *Journal of Exposure Science and Environmental Epidemiology*. 2018; 28(4):371-80.

14) Sadegh M, Pierce J, AghaKouchak A, Glenn NF, **Curl CL**. Will clean air fade away? *Eos Earth & Space Science News*. 2018; 99; doi.org/10.1029/2018EO090735.

15) Hazlehurst MF, Spalt EW, **Curl CL**, Davey ME, Vedal S, Burke GL, Kaufman JD. Integrating data from multiple time-location measurement methods for use in exposure assessment: the Multi-Ethnic Study of Atherosclerosis and Air Pollution (MESA Air). *Journal of Exposure Science and Environmental Epidemiology.* 2017; 27(6):569-574.

16) Kaufman JD, Spalt EW, **Curl CL**, Hajat A, Jones MR, Kim SY, Vedal S, Szpiro AA, Gassett A, Sheppard L, Daviglus ML, Adar S. Advances in understanding air pollution and cardiovascular diseases: The Multi-Ethnic Study of Atherosclerosis and Air Pollution (MESA Air). *Global Heart.* 2016; 11(3):343-352.

17) Kaufman JD, Adar SD, Barr RG, Budoff M, Burke G, **Curl CL**, Daviglus ML, Diez Roux AV, Gassett AJ, Jacobs DR, Kronmal R, Larson TV, Navas-Acien A, Olives C, Sampson PD, Sheppard L, Siscovick DS, Stein JH, Szpiro AA, Watson KE. Association between air pollution and coronary artery calcification within six metropolitan areas in the USA (the Multi-Ethnic Study of Atherosclerosis and Air Pollution): a longitudinal cohort study. *Lancet*. 2016; 388(10045): 696-704. ***Selected by the International Society of Environmental Epidemiology as the Best Environmental Epidemiology Paper of 2016**

18) Weuve J, Kaufman JD, Szpiro AA, **Curl CL**, Puett R, Beck T, Evans D, Mendes de Leon CF. Exposure to traffic-related air pollution in relation to progression in disability. *Environ Health Perspect.* 2016; 124(7):1000-1008.

19) Spalt EW, **Curl CL**, Allen RQ, Cohen M, Adar SD, Stukovsky KH, Avol E, Castro-Diehl C, Nunn C, Mancera-Cuevas K, Kaufman JD. Time-location patterns of a diverse population of older adults: the Multi-Ethnic Study of Atherosclerosis and Air Pollution (MESA Air). *J Expo Sci Environ Epidemiol.* 2016; 26(4):349-355.

20) Spalt EW, **Curl CL**, Allen RW, Cohen M, Williams K, Hirsch JA, Adar SD, Kaufman JD. Factors influencing time-location patterns and their impact on estimates of exposure: the Multi-Ethnic Study of Atherosclerosis and Air Pollution (MESA Air). *J Expo Sci Environ Epidemiol*. 2016; 26(4):349-355.

21) **Curl CL**, Beresford SA, Fenske RA, Nettleton JA, Kaufman JD. Estimating pesticide exposure from dietary intake and organic food choices in The Multi-Ethnic Study of Atherosclerosis (MESA). *Environ Health Perspect.* 2015; 123(5):475-83. ***Chosen as a "Science Selection" for the issue.**

22) Leary PJ, Kaufman JD, Barr RG, Bluemke DA, **Curl CL**, Hough CL, Lima JA, Szpiro AA, Van Hee VC, Kawut SM. Traffic related air pollution and the right ventricle: The Multi-Ethnic Study of Atherosclerosis. *Am J Respir Crit Care Med*. 2014; 189(9):1092-1100.

23) **Curl CL**, Beresford SA, Hajat A, Kaufman JD, Moore K, Nettleton JA, Diez-Roux AV. Associations of organic produce consumption with socioeconomic status and the local food environment: Multi-Ethnic Study of Atherosclerosis (MESA). *PLoS One*. 2013; Jul 31;8(7):e69778.

24) Kaufman JD, Adar S, Allen R, Barr RG, Budoff M, Burke G, Casillas A, Cohen M, **Curl CL**, Daviglus M, Diez Roux A, Jacobs D, Kronmal R, Larson T, Liu SLJ, Lumley T, Navas-Acien A, O'Leary D, Rotter JI, Sampson P, Sheppard L, Siscovick D, Stein J, Szpiro A, Tracy R. Prospective study of particulate air pollution exposures, subclinical atherosclerosis, and clinical cardiovascular disease. The Multi-Ethnic Study of Atherosclerosis and Air Pollution (MESA Air). *Am J Epidemiol*. 2012; 176(9):825-37.

25) Allen RW, Adar SD, Avol E, Cohen M, **Curl CL**, Larson T, Liu LJ, Sheppard L, Kaufman JD. Modeling the residential infiltration of outdoor $PM_{2.5}$ in the Multi-Ethnic Study of Atherosclerosis and Air Pollution (MESA Air). *Environ Health Perspect*. 2012; 120(6):824-30.

26) Gill EA, **Curl CL**, Adar SD, Allen RW, Auchincloss AH, O'Neill MS, Park SK, Van Hee VC, Diez Roux AV, Kaufman JD. Air pollution and cardiovascular disease in the Multi-Ethnic Study of Atherosclerosis. *Prog Cardiovas Dis.* 2011; 53(3):353-60.

27) Griffith W, **Curl CL**, Fenske RA, Lu CA, Vigoren EM, Faustman EM. Organophosphate pesticide metabolite levels in pre-school children in an agricultural community: within- and between-child variability in a longitudinal study. *Environ Res.* 2011; 111(6):751-6.

28) Cohen MA, Adar SD, Allen RW, Avol E, **Curl CL**, Gould T, Hardie D, Ho A, Kinney P, Larson TV, Sampson P, Sheppard L, Stukovsky KD, Swan SS, Liu LJ, Kaufman JD. Approach to measuring participant pollutant exposures in the Multi-Ethnic Study of Atherosclerosis and Air Pollution (MESA Air). *Environ Sci Technol.* 2009; 43(13): 4687-93.

29) Fenske RA, Lu C, **Curl CL**, Shirai JH, Kissel JC. Biologic monitoring to characterize organophosphorus pesticide exposure among children and workers: An analysis of recent studies in Washington State. *Environ Health Perspect.* 2005; 113(11):1651-7.

30) Kissel JC, **Curl CL**, Kedan G, Lu CA, Griffith W, Barr DB, Needham LL, Fenske RA. Comparison of organophosphorus pesticide metabolite levels in single and multiple daily urine samples collected from pre-school children in Washington State. *J Expo Anal Environ Epidemiol*. 2005; 15(2):164-71.

31) Fenske RA, Kissel JC, Shirai JH, **Curl CL**, Galvin K. Agricultural task not predictive of children's exposure to OP pesticides. *Environ Health Perspect.* 2004; 112(15):A865-6.

32) **Curl CL**, Fenske RA, Elgethun K. Organophosphorus pesticide exposure to urban and suburban pre-school children with organic and conventional diets. *Environ Health Perspect.* 2003; 111(3):377-82. ***Chosen as a "Science Selection" for the issue.**

33) Doran EM, Fenske RA, Kissel JC, **Curl CL**, Simcox NJ. Impact of dermal absorption factors in occupational exposure assessment: comparison of two models for agricultural reentry workers exposed to azinphosmethyl. *Appl Occup Environ Hyg*. 2003; 18(9): 669-77.

34) Fenske RA, **Curl CL**, Kissel JC. The effect of the 14-day agricultural restricted entry interval of azinphosmethyl exposures in a group of apple thinners in Washington state. *Toxicol Pharmacol.* 2003; 38(1): 91-7.

35) Thompson B, Coronado G, Grossman J, Puschel K, Soloman C, Islas I, **Curl CL**, Shirai J, Kissel J, Fenske R. Pesticide take-home pathway among children of agricultural workers: study design, methods, and baseline findings. *J Occup Environ Med.* 2003; 45(1): 42-53.

36) **Curl CL**, Fenske RA, Kissel JC, Shirai JH, Moate TF, Griffith W, Coronado G, Thompson B. Evaluation of take-home organophosphorus pesticide exposure among agricultural workers and their children. *Environ Health Perspect.* 2002; 110(12): A787-92 ***Chosen as a "Science Selection" for the issue.**

37) Fenske RA, Kedan G, Lu C, Fisker-Andersen J, **Curl CL**. Assessment of organophosphorus pesticide exposures in the diets of preschool children in Washington State. *J Expo Anal Environ Epidemiol.* 2002; 12: 21-28.

38) Moate TF, Furia M, **Curl CL**, Muniz JF, Yu J, Fenske RA. Size exclusion chromatographic cleanup for the determination of organophosphorus pesticide residues in household and vehicle dust. *J Assoc Offic Anal Chem*. 2002; 85(1): 36-43.

INVITED EDTIORIALS

1) **Curl CL.** How much pesticide residue is in your diet? It depends what you eat – and how it's grown. Companion to Rempelos et al. Diet and food type affect urinary pesticide residue excretion profiles in healthy individuals; results of a randomized, controlled dietary intervention trial. *Am J Clin Nutr.* 2022; 115(2):325-6.

REFEREED CONFERENCE SYMPOSIA

1) Assessing Herbicide Impacts on Reproduction, Birth Outcomes & Children's Development. Annual Meeting of the American Public Health Association. Boston, MA. Co-chair, November 2022.

2) Glyphosate: Regulation, Exposure, Toxicity and Controversy. International Society of Environmental Epidemiology. Washington, DC/Virtual On-line. Co-chair, August 2020.

3) Evidence-Based Research on Interventions to Reduce Personal Exposures to Environmental Pollutants, International Society of Exposure Science Conference. Utrecht, The Netherlands. Co-Chair, October 2016.

CONFERENCE PROCEEDINGS/ABSTRACTS *(Mentored trainees starred)*

1) **Curl CL**. Overcoming Challenges in Measuring Glyphosate Exposure among Pregnant Women in Rural Idaho. November 2022. Annual Meeting of the American Public Health Association. Boston, MA. (Oral).

2) Hyland C*, McConnell K, DeYoung E, **Curl CL**. Evaluating the Accuracy of Satellite-Based Methods to Estimate Residential Proximity to Agricultural Crops. September 2022. Annual Meeting of the International Society of Exposure Science. Lisbon, Portugal. (Oral).

3) **Curl C**, Hyland C, Spivak M. Assessing Exposure to Pesticides with Short Biological Half-Lives: Use of a Repeated Longitudinal Biomonitoring Strategy to Estimate Glyphosate Exposure during Pregnancy. September 2022. Annual Meeting of the International Society of Environmental Epidemiology. Athens, Greece. (Poster).

4) Hyland C*, Ruiz I, Meierotto L, Som Castellano R, **Curl C**. Forging Community Partnerships to Examine Pesticide Exposure and Risk Perceptions among Latinx Farmworkers. September 2022. Annual Meeting of the International Society of Environmental Epidemiology. Athens, Greece. (Poster).

5) Som Castellano R, Meierotto L, **Curl C**, Hyland C. Carework, Pesticide Exposure and Structural Violence among Latine Farmworkers. August 2022. Annual Meeting of the Rural Sociological Society. Westminster, CO. (Oral)

6) Ellison B*, Hernandez A, O'Brien A, Schvaneveldt C. Watkins E, Balentine A, Spivak M, Hyland C, **Curl C.** Challenges and Opportunities in Human Subjects Research: Assessing Glyphosate Exposure in Pregnant Women. Idaho Conference on Undergraduate Research. April 2022. Boise, ID/Virtual On-line. (Poster & Selected as Plenary Lightening Presentation)

7) Hernandez A, Meierotto L, Som Castellano R, Ruiz, I, **Curl CL**, Hyland C. The Importance of Community for a Study Examining Pesticide Exposure and Risk Perceptions among Latinx Farmworkers. Idaho Conference on Undergraduate Research. April 2022. Boise, ID/Virtual On-line. (Poster)

8) Som Castellano R, Meierotto L, **Curl C**. Pesticide Exposure and its Aftermath: A Case Study of Idaho Farmworkers. May 2022. Agriculture, Food & Human Values Society (AFHVS) / Association for the Study of Food and Society (ASFS). Athens, GA. (Oral)

9) Lartey D, Greenwood M, Linse G, Moyce S, **Curl C**, Spivak M, Johnson E. Estimating Differences in Risk of Chronic Kidney Disease based on Water Intake in a National Sample. Annals of Nutrition and Metabolism. September 2021; 77(suppl 4): 30-32. Virtual/Online. (Oral)

10) Ellison B*, Hernandez A, O'Brien A, Balentine A, Hyland C, **Curl CL**. Challenges and Opportunities in Human Subjects Research: Assessing Glyphosate Exposure in Pregnant Women. July 2021. Idaho Conference on Undergraduate Research. Boise, ID/Virtual On-line. (Poster)

11) Hernandez A*, Ellison B, O'Brien A, Balentine A, Hyland C, **Curl CL**. An Analysis of Different Layers of Inclusive Research. July 2021. Idaho Conference on Undergraduate Research. Boise, ID/Virtual On-line. (Poster)

12) Som Castellano R, Meierotto L, **Curl CL**. Pesticide Exposure and its Aftermath: A Case Study of Idaho Farmworkers. November 2021. American Anthropological Association Annual Conference. Virtual. (Oral)

13) Meierotto L, **Curl CL**, Som Castellano R. Nature in Agriculture: Race-based Exclusion of Latinx Knowledge and Contributions. October 2021. Nature and Health Virtual Conference. Virtual. (Oral)

14) Weber N*, **Curl CL**. What animal studies can teach us about glyphosate toxicity in pregnant women and their children. April 2020. Boise State Undergraduate Research Conference. Boise, ID/Virtual On-line. (Poster & Selected as Plenary Lightening Presentation)

15) Romero AJ*, **Curl CL.** Methodology to assess the effect of exposure to environmental toxins on reproductive health and birth outcomes. April 2020. Boise State Undergraduate Research Conference. Boise, ID/Virtual On-line. (Poster)

16) **Curl CL,** Phinney R, Meierotto L, Som Castellano R. Assessment of risk factors for health disparities among Latina farmworkers. October 2019. NIH IDeA Western Regional Conference. Las Vegas, NV. (Oral)

17) Meierotto L, Som Castellano R, **Curl CL.** Latina farm~~work~~ers engaging nature: situated perspectives on environment, justice and health. November 2019. American Anthropological Association. Vancouver, British Columbia, Canada. (Oral)

18) **Curl CL**, Torres C, Meierotto L, Som Castellano R. Occupational risk factors for health disparities among Latina farm workers in southern Idaho. August 2019. International Society for Environmental Epidemiology. Utrecht, The Netherlands. (Poster)

19) Phinney R*, Adams K, Blua M, **Curl CL**. Recognizing and reducing safety hazards in Northwest potato production. August 2019. Western Agricultural Safety and Health Conference. Seattle, WA. (Poster)

20) Som Castellano R, Meierotto L, **Curl CL**. Considering well-being: Definitions and challenges for Latina farm workers in southern Idaho. August 2019. Annual Meeting of the Rural Sociological Society. Richmond, VA. (Oral)

21) **Curl CL,** Meierotto L, Som Castellano R. Assessment of risk factors for health disparities among Latina farm workers. June 2019. Annual Meeting of the Mountain West IDeA Clinical and Translational Research-Infrastructure Network (CTR-IN). Las Vegas, NV. (Oral)

22) Phinney R*, Adams K, Blua M, **Curl CL**. Recognizing and reducing safety hazards in Northwest potato production. April 2019. Graduate Student Showcase. Boise, ID. (Poster)

23) Meierotto L, Som Castellano R, **Curl CL**. Health and well-being disparities among Latina farm workers in southwestern Idaho. March 2019. Society for Applied Anthropology. Portland, OR. (Oral)

24) Phinney R*, Adams K, Blua M, **Curl CL**. Recognizing and reducing safety hazards in Northwest potato production. January 2019. Cascadia Annual Symposium on Environmental, Occupational and Public Health. Blaine, WA. (Poster) ***Awarded top student poster.**

25) Shewmaker GE, **Curl CL**. Inorganic bromide concentrations in crops following soil fumigation with methyl bromide. November 2018. American Society of Agronomy & Crop Science Society of Agronomy. Baltimore, MD. (Poster)

26) **Curl CL**, Calafat A, Ospina M, Penwell I, Porter, J, Wheatley, J. Effect of a longitudinal, randomized organic diet intervention on 2,4-D, pyrethroid, and organophosphate pesticide exposures among pregnant women. August 2018. Joint meeting of the International Society of Exposure Science and Environmental Epidemiology. Ottawa, Canada. (Oral)

27) **Curl CL** and Adams K. Recognizing and reducing safety hazards in Northwest potato production. February 2018. North American Agricultural Safety Summit. Scottsdale, AZ. (Poster)

28) **Curl CL**, Marshall JM, Moll M, Morra M, Porter J, Rogers C, Shewmaker G. Assessment of inorganic bromide concentrations in crops following soil fumigation with methyl bromide. October 2017. 27th Annual Meeting of the International Society of Exposure Science. Durham, NC. (Poster)

29) Penwell I*, Porter J, Spain A, **Curl CL**. Partnering with WIC to study dietary exposure to agricultural pesticides during pregnancy. April 2017. National WIC Association Annual Conference. Philadelphia, PA. (Poster)

30) Porter J* and **Curl CL**. Effect of a randomized, blinded organic diet intervention on pesticide exposure among pregnant women. October 2016. 26th Annual Meeting of the International Society of Exposure Science. Utrecht, The Netherlands. (Oral)

31) Porter J* and **Curl CL**. Manganese-based pesticides and their potential adverse health effects in Idaho agricultural workers. April 2015. Undergraduate Research Conference, Boise State University. Boise, ID. (Poster)

32) **Curl CL,** Beresford S, Fenske R, Fitzpatrick A, Lu A, Nettleton J, Kaufman J. Association between long-term dietary exposure to organophosphate pesticides and neurocognition: the Multi-Ethnic Study of Atherosclerosis (MESA). August 2014. 26th Annual Meeting of the International Society of Environmental Epidemiology. Seattle, WA. (Oral)

33) **Curl CL**, Fenske RA, Lu C, Nettleton J, Kaufman J**.** Assessing chronic organophosphate pesticide exposure with food frequency questionnaires and self-reported organic food consumption. January 2014. University of Washington/ University of British Columbia/Simon Fraser University Annual Symposium on Environmental, Occupational and Population Health. Blaine, WA. (Oral)

34) **Curl CL,** Fenske RA, Lu C, Nettleton J, Kaufman J. Assessment of dietary exposure to organophosphorus pesticides using food frequency questionnaires and information on organic food consumption habits. August 2013. Joint Conference of the International Societies of Exposure Science, Environmental Epidemiology, and Indoor Air Quality. Basel, Switzerland. (Poster, Awarded 3rd Place in Student Poster Competition).

35) **Curl CL,** Fenske RA, Lu C, Nettleton J, Kaufman J. Dietary exposure to organophosphorus pesticides in the Multi-Ethnic Study of Atherosclerosis (MESA). October 2012. 22nd Meeting of the International Society of Exposure Science. Seattle, WA. (Poster)

36) **Curl CL**, Adar SD, Cohen MA, Hinckely-Stukovsky K, Allen R, Mancera-Cuevas K, Nunn C, Castro C, Christman C, Dwight C, Kaufman J. An evaluation of time-location data: The Multi-Ethnic Study of Atherosclerosis and Air Pollution (MESA Air). October 2008. Joint Conference of the International Societies of Exposure Science and Environmental Epidemiology. Pasadena, CA. (Poster)

37) **Curl CL** and Alderman N. Nutrition and physical activity environments in Connecticut public schools. December 2005. 133rd Annual Meeting of the American Public Health Association. Philadelphia, PA. (Oral)

38) **Curl CL**, Elgethun K, Fenske RA. Organophosphorus pesticide exposure to urban and suburban pre-school children with organic and conventional diets. August 2002. Joint Conference of the International Societies of Exposure Analysis and Environmental Epidemiology. Vancouver, BC. (Oral)

39) **Curl CL,** Kedan G, Lu C, Fisker-Andersen, Fenske RA. Evaluation of pesticide exposure in the diets of preschool children using duplicate diet sampling. November 2001. 11th Annual Meeting of the International Society of Exposure Analysis. Charleston, SC. (Oral)

INVITED ORAL PRESENTATIONS

1) Assessment of insecticide and herbicide exposure among Latina farmworkers and pregnant women. University of California at Santa Cruz Department of Microbiology and Environmental Toxicology Seminar Series. (Virtual). November 2021.

2) Agricultural Pesticides. Osher Lifelong Learning Institute. Boise, ID. October 2020.

3) Pesticide Exposure and Child Health: New Evidence and Putting it into Practice. St. Luke's Pediatric Grand Rounds. Boise, ID. September 2020.

4) Tools to evaluate and reduce safety hazards on the farms where you work. Agriculture Safety Day. Kennewick and Wenatchee, WA. February 2020.

5) Organic food: to eat or not to eat? Osher Lifelong Learning Institute. Boise, ID. November 2019.

6) Assessment of insecticide and herbicide exposure among Latina farmworkers and pregnant women: challenges and opportunities in working with vulnerable populations. University of Illinois Interdisciplinary Environmental Toxicology Seminar Series. Urbana, IL. September 2019.

7) Organic food and agricultural workers. Public Health Education & Development Idaho. Boise, ID. April 2019.

8) Healthy Planet = Healthy People. Boise State University's Earth Day Celebration. Boise, ID. April 2018.

9) Understanding the effect of agricultural production on farmworkers, agricultural communities and consumers. College of Health Science Board of Ambassadors Meeting. Boise, ID. October 10, 2017.

10) The importance of Science for Idaho's Land and Water Resources: A Lightening Talk. Boise State University's Celebrate Science Event. Boise, ID. April 2017.

11) Exposure to agrochemicals: Understanding the effect of agricultural production on workers, families and communities. St. Luke's/Boise State University Research Collaboration Forum. Boise, ID. November 2016.

12) What are buying when we buy organic food? Idaho Academy of Nutrition and Dietetics Annual Meeting. Pocatello, ID. April 2016.

13) Ag health and safety. Snake River Chapter of the American Society of Safety Engineers. Boise, ID. 2016.

14) Agricultural Health and Safety. SafetyFest of the Great Northwest. Boise, ID. January 2016.

15) Current topics in agricultural health and safety. Idaho Chapter of the American Industrial Hygiene Society. Boise, ID. November 2015.

16) Dietary exposure to organophosphate pesticides. 12th Annual Meeting of Pediatric Environmental Health Scholars. Reston, VA. December 2013.

17) Pesticides & food: What are the health risks? University of Washington School of Public Health Public Health Café. Seattle, WA. January 2013.

18) Pesticides in our food: Does eating organic matter? Pacific Science Center and KCTS 9 Public Television's Science Café. Tacoma, WA. November 2013.

SELECTED MEDIA COVERAGE

PBS	NBC News	Fast Company & Inc.
New York Times	Consumer Reports	NPR Boise State Public Radio
TIME Magazine	Salon	Idaho Statesman
Huffington Post	Gimlet Media's "Science Vs."	KTVB Boise
Bloomberg	Civil Eats	

PROFESSIONAL ACTIVITIES

BOISE STATE UNIVERSITY SERVICE

University-Level Service

2019-2022 Judge, Graduate Student Research Showcase

2018- Affiliate Faculty, Human Environment Systems, College of Innovation and Design

2017- Member, Research Subcommittee of the Information Technology Planning & Prioritization Council

2017- Member, Boise State University Faculty Research Advisory Misconduct Committee

2016- Member, Boise State University Biomedical Institutional Review Board

College-Level Service

2022 Member, Interim Divisional Dean Search Committee

2017- Member, Research Strategic Planning Committee

2016-17 Member, and Tenure Committee

2015 Member, Change in Employee Compensation Task Force

Department/School-Level Service

2022 Member, SPPH, Faculty Search Committee

2021- Chair, SPPH, Faculty Affairs Committee

2021- Member, SPPH, Policy and Administration Committee

2020- Chair / Member, SPPH & CEH, Ad Hoc Personnel / P&T Committee

2015-19 Chair / Member, CEH, Faculty Search Committee

LOCAL AND REGIONAL SERVICE

2019 Member, Treasure Valley Food Coalition & Boise Farmer's Market Transition Team

2018- Co-Chair, External Advisory Board, Northwest Center for Occupational Health and Safety

2018- Member, Northwest Center for Occupational Health and Safety Pilot Projects Review Panel

2016- Member, Boise Chamber of Commerce Food and Agriculture Industry Board

NATIONAL AND INTERNATIONAL SERVICE

2018- Associate Editor, Journal of Agromedicine

2017- Editorial Review Board, International Journal of Hygiene and Public Health

2017- Editorial Review Board, Journal of Exposure Science and Environmental Epidemiology

2017-2018 Student/New Researcher Committee, International Society of Exposure Science Conference

AFFILIATE FACULTY APPOINTMENTS

2022- Affiliate Associate Professor, Dept of Env and Occup Health Sciences, University of Washington

2020-2022 Affiliate Assistant Professor, Dept of Env and Occup Health Sciences, University of Washington

MEMBERSHIPS AND LEADERSHIP POSITIONS IN PROFESSIONAL SOCIETIES

International Society for Children's Health and the Environment

International Society of Environmental Epidemiology

International Society of Exposure Science (Treasurer, 2023)

SCIENTIFIC JOURNAL REVIEW

American Journal of Clinical Nutrition
Environmental Health Perspectives
Environment International
Environmental Research
Environmental Science and Technology
JAMA Pediatrics
Journal of Agromedicine
Journal of Exposure Science & Environ Epidemiology
Occupational and Environmental Medicine
Pediatrics
Public Health Nutrition
Science of the Total Environment

TEACHING

- 2017 Golden Apple Award for Excellence in Teaching (Honorable Mention)
- "Ten for Teaching" Certificate of Program Completion from the Boise State University Center for Teaching and Learning (CTL), December 2020
- Instructor for Epidemiology (HLTHST 480. Each semester, Spring 2015-Spring 2018, Spring 2019, Spring 2020, Spring 2021, Spring 2022). ~40 students per semester. Course Evaluation Scores (average): **4.7**/5.0.
- Invited educator for Osher Lifelong Learning Institute, Boise State University. Agricultural Pesticides. 2020.
- Invited educator for Osher Lifelong Learning Institute, Boise State University. Organic Food: To Eat or Not to Eat? 2019
- Guest lecturer in Environmental Health Thesis Proposal (University of Washington, ENVH583, 2022)
- Guest lecturer in Environmental Health and Occupational Health Sciences Seminar (Boise State University, EOHS498, 2021)
- Guest lecturer in Bridges to Baccalaureate Science Communication Seminar (Boise State University, BOI497, 2020)
- Guest lecturer in Prevention & Intervention in Public Health Practice (Boise State University MHS502, 2020)
- Guest lecturer in Toxicology for Environmental and Occupational Health (Boise State University, EOHS435, 2019, 2020)
- Guest lecturer in Introduction to Health Science and Public Health (Boise State University, HLTH110, 2019)
- Guest lecturer in Food & Society (Boise State University, SOC 497/ENV 498, 2018)
- Guest lecturer in Rural Sociology (Boise State University, SOC 426, 2018)
- Guest lecturer in Occupational Safety and Health (Boise State University ENVHLTH 415, 2016 & 2018)
- Guest lecturer in Public Health (Boise State University, HLTHST 304, 2017)
- Guest lecturer in Health Science Studies Capstone (Boise State University HLTHST 400, 2016-2018)
- Guest lecturer in Special Topics in Sociology (Boise State University SOC 497, 2016)
- Guest lecturer in Food and Ethics (Boise State University UF 200, 2016)
- Guest lecturer in Food Safety and Health (University of Washington NUTR545/ENVHLTH540, 2014)
- Guest lecturer in Harvest to Health (University of Washington NUTR302, 2014)

ADVISING AND MENTORING

Post-Doctoral Trainees

Carly Hyland	2021-	

Graduate Students

Annica Balentine	2020-2022	*MS in Health Science Studies*
Christopher Herrera	2019-2020	*MS in Health Science Studies*
Rachel Phinney	2018-2020	*MS in Health Science Studies*

*Graduate Thesis Committee Service (*indicates service as Committee Chair)*

Camryn Lopez	2022-	*MPH*
Terrell Engmann	2022-	*PhD, Serving as Graduate Faculty Representative*
Rachel Phinney*	2018-2020	*MS in Health Science Studies*
Jessica Porter	2018-2019	*MS in Environmental and Occupational Health (UW)*

Undergraduate Students

Elysia Watkins	2021-2022	*INBRE Fellow*
Carson Schvaneveldt	2021-2022	*Student Volunteer*
Brie Ellison	2020-2022	*INBRE Fellow*
Alejandra Hernandez	2020-2022	*McNair Scholar*
Allison O'Brien	2020-2021	*Student Volunteer*
Taylor Oxley	2020	*Student Volunteer*
Alyssa Romero	2020	*HERC Fellow*
Nathan Weber	2019-2020	*INBRE Fellow*
Karen Sanchez	2019	*Student Volunteer*
Alondra Murillo	2019	*Student Volunteer*
Emily Pape	2019	*Student Volunteer*
Justin Nelson	2017	*Student Volunteer*
Abigail Thomas	2017	*Student Volunteer*
Dana Kerins	2017	*For-Credit Internship*
Rachel Phinney	2017	*For-Credit, Graduate-Level Independent Study*
Makaela Bournazian	2016-2017	*Student Volunteer*
Jon Wheatley	2016-2017	*For-Credit Internship*
Ian Penwell	2016-2017	*HERC Fellowship*
Hope Murray	2016	*For-Credit Internship*
Jessica Porter	2015-2016	*Research and Teaching Assistantship*
Corinne Stinette	2015	*Student Volunteer*

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EDUCATION

2005	Doctor of Science Work Environment Department. University of Massachusetts Lowell Concentration: Public Policy Doctoral Traineeship: The National Institute for Occupational Safety and Health, 2000-02
2000	Master of Arts Regional Economic and Social Development Department. University of Massachusetts Lowell. Outstanding Graduate Student: 1998
1998	Bachelor of Arts Political Science Department. University of Massachusetts Amherst. Minors: Sociology and Psychology

EXPERIENCE

Academic

2022-	Professor. School of Public and Population Health. College of Health Sciences. Boise State University. Boise, ID.
2019-2022	Associate Professor. Department of Public Health and Population Science (*formerly* Community and Environmental Health). College of Health Sciences. Boise State University. Boise, ID.
2019-	Adjunct Associate Professor. Department of Occupational and Environmental Health Sciences. School of Public Health. West Virginia University. Morgantown, WV
2016-2019	Associate Professor. Department of Occupational and Environmental Health Sciences. School of Public Health. West Virginia University. Morgantown, WV
2010-2018	Faculty Affiliate. West Virginia University Injury Control Research Center. Morgantown, WV
2010-2016	Assistant Professor. Department of Occupational and Environmental Health Sciences. School of Public Health (*prior to 2012: Department of Community Medicine, School of Medicine)*. West Virginia University. Morgantown, WV

2008-2010 Adjunct Faculty. Department of Health Behavior and Health Education. Gilling's School of Global Public Health. The University of North Carolina at Chapel Hill. Chapel Hill, NC.

2006-2010 Research Scientist. University of North Carolina Injury Prevention Research Center. Chapel Hill, NC

2000-2005 Graduate Teaching and Research Assistant. Work Environment Department, University of Massachusetts Lowell. Lowell, MA.

1998-2000 Graduate Research Assistant. Regional Economic and Social Development Department, University of Massachusetts Lowell. Lowell, MA.

Professional/Consulting

Jan–Jul 2006 Outreach Program Coordinator. Occupational Health Surveillance Program. Massachusetts Department of Public Health. Boston, MA

May-Aug 2005 Writer/Editor. Contributed to the inaugural grant application titled "Center for the Promotion of Health in the New England Workplace (CPH-NEW)." This application was submitted by the University of Massachusetts Lowell and the University of Connecticut and was funded by the National Institute for Occupational Safety and Health.

May-Aug 2005 Writer/Editor. Co-wrote and edited a proposal to create a new doctoral program in Green Chemistry and Engineering submitted to the Board of Governors of the University of Massachusetts Lowell. School of Engineering. University of Massachusetts Lowell.

May-Aug 1998 Data Analyst. Office on Health and Disability, Massachusetts Department of Public Health. Boston, MA. Entered, coded and analyzed survey data and produced a report evaluating the effectiveness and appropriateness of health-related service delivery to people with disabilities in MA.

May-Aug 1997 Data Analyst. Massachusetts Breast Cancer Research Program, Massachusetts Department of Public Health. Boston, MA. Managed and analyzed quantitative and qualitative survey data and contributed to a summary report on the activities and successes of a breast cancer research program that provides seed funding to early career investigators.

PUBLICATIONS

**indicates student collaboration*

Peer-reviewed Manuscripts

1. Evans K*, Myers D, Rockefeller K, **Rauscher KJ,** Allen A, Weimin G. (2021). A Qualitative Exploration of the Lift Equipment Uses and Needs of Physical and Occupational Therapists and Assistants Participating in Safe Patient Handling and Mobility Programs. *International Journal of Safe Patient Handling and Mobility*. Vol. 11, Issue 2 (June): 76-85.

2. Lundstrom E*, Myers D, Lundstrom W, **Rauscher KJ**, and Fullen M. (2021). A Comparison of Owner/Operator and Worker Perspectives on Workplace Safety in the West Virginia Logging Industry. *American Journal of Industrial Medicine*. Vol. 64, Issue 4 (Apr): 301-309.

3. **Rauscher KJ,** Bush D, Chang C, and Myers D. (2020). Occupational Safety and Health Education in Post-secondary Career and Technical Education Construction Programs. *Career and Technical Education Research*. Vol. 45, Issue 3 (Dec): 63-81.

4. Brown B*, Myers DJ, Casteel C, and **Rauscher, KJ**. (2020). Exploring Differences in the Workplace Violence Experiences of Young Workers in Middle and Late Adolescence in the US. *Journal of Safety Research*. Vol. 74 (Sept): 263-269.

5. Bush D, Chang C, **Rauscher KJ,** and Myers DJ. (2019). Essential Elements for Effective Safety and Health Education in Post-secondary Construction Career Technical Education. *New Solutions: A Journal of Environmental and Occupational Health Policy*. Vol. 29, Issue 1 (May): 53-75.

6. Zhu M, Rudisill T, **Rauscher KJ**, Davidov D, and Feng J.* (2018). Risk Perceptions of Cell Phone Use While Driving: Results from a Delphi Survey. *International J. of Environmental Research and Public Health*. Vol. 15, Issue 6 (May): 1074.

7. **Rauscher KJ**, Myers DJ, and Miller, M. (2016). Work-Related Deaths among Youth: Understanding the Contribution of US Child Labor Violations. *American Journal of Industrial Medicine*. Vol. 59, Issue 11 (Nov): 959-968.

8. **Rauscher KJ** and Myers DJ. (2016). Occupational Fatalities among Young Workers under the Age of 18 in the United States: 2001- 2012. *American Journal of Industrial Medicine*. Vol. 59, Issue 6 (June): 445-452.

9. Brinker K, Jacobs T, Shire J, Bunn T, Chalmers J, Dang G, Flammia D, Higgins S, Lackovic M, Lavender A, Lewis J, Li Y, Harduar Morano L, Porter A, **Rauscher KJ**, Slavova S, Watkins S, Zhang L, and Funk R. (2016). Fatal Work-Related Injuries–Southeastern United States, 2008–2011. *Workplace Health and Safety*. Vol. 64, Issue 4 (Apr): 135-140.

10. **Rauscher KJ**, Casteel C, Bush D, and Myers DJ. (2015). Factors Affecting High School Teacher Adoption, Sustainability and Fidelity to the "Youth@Work: Talking Safety" Curriculum. *American Journal of Industrial Medicine*. Vol. 58, Issue 12) (July): 1288-1299.

11. Gold J, **Rauscher KJ** *(corresponding author),* and Zhu, M. (2015). Validity of Self-reported Texting Frequency, Cell Phone Characteristics, and Texting Styles among Young Adults. *BMC Res Notes*. Vol. 8 (Apr): 120.

12. **Rauscher KJ** and Myers DJ. (2014). Occupational Health Literacy and Work-related Injury among US Adolescents. *International Journal of Injury Control and Safety Promotion*. Vol. 21, Issue 1 (Jan): 81-89.

13. **Rauscher KJ**, Wegman DH, Wooding J, Davis L, and Junkin, R*. (2013). Adolescent Work Quality: A View from Today's Youth. *Journal of Adolescent Research*. Vol. 28, Issue 5 (Sept): 557-590.

14. **Rauscher KJ**, Runyan CW, and Radish D. (2012). Adolescent Occupational Fatalities in North Carolina (1990-2008): An Investigation of Child Labor and OSHA Violations and Enforcement. *New Solutions: A Journal of Environmental and Occupational Health Policy*. Vol. 22, Issue 4 (Jan): 473-488.

15. **Rauscher KJ**, Runyan CW, and Radish D. (2012). Using Death Certificate and Medical Examiner Data for Adolescent Occupational Fatality Surveillance and Research: A Case Study. *Journal of Occupational and Environmental Hygiene*. Vol. 9, Issue 10 (Jan): 609-15.

16. **Rauscher KJ**, Myers DJ, Runyan CW, and Schulman M. (2012). Young worker safety in construction: Do family ties and workgroup size affect hazard exposures and safety practices? *Work: A Journal of Prevention Assessment & Rehabilitation*. Vol. 42, Issue 4 (Jan): 549-58.

17. Runyan CW, Lewko J, and **Rauscher KJ.** (2012). Setting an Agenda for Advancing Young Worker Safety in the US and Canada. *Public Health Reports*. Vol. 127, Issue 3 (May/June): 246-252.

18. Runyan CW, Vladutiu CJ*, Schulman M, and **Rauscher KJ**. (2011). Parental Involvement with Working Teens. *Journal of Adolescent Health*. Vol. 49 (Jul): 84-86.

19. **Rauscher KJ,** Runyan CW, and Radish D. (2011). Work-related Fatalities among Youth Ages 11-17 in North Carolina, 1990-2008. *American Journal of Industrial Medicine*. Vol. 54, Issue 2 (Feb): 136-142.

20. **Rauscher KJ**, Schulman M, and Runyan CW. (2010). Construction firm practices and manager beliefs regarding the employment and safety of teenaged employees: A North Carolina based study. *Work: A Journal of Prevention Assessment & Rehabilitation*. Vol. 37, Issue 2 (Jan): 145-154.

21. **Rauscher KJ,** Runyan CW, and Schulman M. (2010). Awareness and Knowledge of the U.S. Child Labor Laws among a National Sample of Working Adolescents and their Parents. *Journal of Adolescent Health*. Vol. 47, Issue 4 (Oct): 414-417.

22. Vladutiu CJ*, **Rauscher KJ**, Runyan CW, Schulman M, and Villaveces A. (2010). Hazardous Task Recognition among U.S. Adolescents Working in the Retail or Service Industry. *American Journal of Industrial Medicine*. Vol. 53, Issue 7 (Jul): 686-692.

23. Runyan CW, Vladutiu CJ*, **Rauscher KJ**, and Schulman M. (2008). Teen Workers' Exposures to Occupational Hazards and Use of Personal Protective Equipment. *American Journal of Industrial Medicine*. Vol. 51, Issue 10 (Oct): 735-740.

24. **Rauscher KJ**, Runyan CW, Schulman M, and Bowling JM. (2008). U.S. Child Labor Violations in the Retail and Service Industries: Findings of a National Survey of Working Adolescents. *American Journal of Public Health*. Vol. 98, Issue 9 (Sept): 1693-1699.

25. **Rauscher KJ.** (2008). Workplace Violence against Adolescents in the US. *American Journal of Industrial Medicine*. Vol. 51, Issue 7 (July): 539-544.

26. **Rauscher KJ** and Myers DJ. (2008). Socioeconomic Disparities in the Prevalence of Work-related Injuries among Adolescents in the United States. *Journal of Adolescent Health*. Vol. 42, Issue 1 (Jan): 50-57.

Abstracts

1. Myers DJ and **Rauscher KJ.** (2011). Socioeconomic Disparities in Work-Related Injury Prevalence among Teens. Proceedings of the First National Conference on Eliminating Health and Safety Disparities at Work. Chicago, IL. p. 56.

2. **Rauscher KJ,** Myers DJ, Runyan CW, and Schulman M. (2010). Exploring social contexts at work and how they affect the safety of young construction workers. Injury Prev. Vol. 16. Supplement No.1.

Monographs/Reports

1. Runyan CW, Lewko J, **Rauscher KJ**, Castillo, D, and Brandspigel, S. (Eds.) (2013). *Health and Safety of Young Workers: Proceedings of a US and Canadian Series of Symposia. National Institute for Occupational Safety and Health*. National Institute for Occupational Safety and Health. DHHS (NIOSH) Publication No. 2013-144.

2. Runyan CW, Lewko J, **Rauscher KJ,** and Castillo, D. (2013). Introduction. In Runyan CW, Lewko J, Rauscher KJ, Castillo, D and Brandspigel, S. (Eds.). *Health and Safety of Young Workers: Proceedings of a US and Canadian Series of Symposia*. National Institute for Occupational Safety and Health. DHHS Pub #2013-144.

3. Runyan CW, Lewko J, and **Rauscher KJ**. (2013). Setting an Agenda for Advancing Young Worker Safety in the U.S. and Canada. In Runyan CW, Lewko J, Rauscher KJ, Castillo, D and Brandspigel, S. (Eds.). *Health and Safety of Young Workers: Proceedings of a US and Canadian Series of Symposia*. National Institute for Occupational Safety and Health. DHHS (NISH) Publication No. 2013-144.

4. **Rauscher KJ** and Runyan CW. (2013). The Prevalence of Working Conditions Associated with Adolescent Occupational Injury in the US: A Review of the Literature. In Runyan CW, Lewko J, Rauscher KJ, Castillo, D and Brandspigel, S. (Eds.). *Health and Safety of Young Workers: Proceedings of a US and Canadian Series of Symposia*. National Institute for Occupational Safety and Health. DHHS Pub #2013-144.

5. *Protecting Young Workers in Massachusetts: Recommendations of the Massachusetts Young Worker Initiative Task Force*. (2003). Massachusetts Young Worker Initiative Task Force.

Research–to-Practice Publications

Bush D, **Rauscher, KJ,** Chang C, Myers D, and Scruggs, K (2017). Your Construction Safety Program: Safe Students, Safe Workers A Guide for Administrators & Instructors in Post-Secondary Career Technical Education (CTE) Construction Programs. Available at: https://www.cpwr.com/research/r2p–p2r-work-career-technical-education

Invited Publications

1. **Rauscher KJ** and Fuller J. (*forthcoming, 2023*). The Work Environment and Children's Safety, Health, and Wellbeing. In Landrigan P and Etzel R (Eds). Textbook of Children's Environmental Health. Oxford University Press. Oxford.

2. Wooding J, Wegman DH, and Rauscher KJ. (2007). Massachusetts, USA. In Ingvar Lundberg, Tomas Hemmingsson, and Christer Hogstedt (Eds). Work and Social Inequalities in Health in Europe. Peter Liang Bruxelles.

3. **Rauscher KJ.** (2008). Review of Before Their Time: The World of Child Labor. *Injury Prevention*, Vol. 14.

MEDIA

Radio

Rauscher KJ. "Adolescent Occupational Injuries." Recorded for the *Public Health Minute* produced for National Public Radio by the City University of New York. First aired June, 2016. Available at: http://wp.lehman.edu/public–health-minute-with-william-latimer/adolescent–occupational-injury-kimberly-rauscher-scd-west-virginia-university/

PRESENTATIONS

**indicates student collaboration*

Refereed Presentations

International

1. **Rauscher KJ**, Casteel C, Myers D, and Peek-Asa C. (2021). Sexual Harassment and Assault against Young Workers. *22nd Annual World Congress on Safety and Health at Work. International Labour Organization. Virtual Meeting*.

2. **Rauscher KJ,** Casteel C, Myers D, and Peek-Asa, C. (2021). Characteristics and Consequences of Workplace Violence Against Youth. *22nd Annual World Congress on Safety and Health at Work. International Labour Organization. Virtual Meeting*.

3. Lundstrom E*, Myers D, **Rauscher KJ**, Fullen M and Lundstrom W. (2020). A Mixed-Methods Analysis of Hazard Perceptions in the West Virginia Logging Industry. *International Society for Agricultural Safety and Health Annual Conference. Virtual Meeting*.

4. Fullen M, Myers D, Lundstrom E*, **Rauscher KJ**, Donnelly P, and Lundstrom W. (2020). Timber-Safe: An Organizational Intervention to Reduce West Virginia Logger Hazards. *International Society for Agricultural Safety and Health Annual Conference. Virtual Meeting*.

5. Gold JE, **Rauscher KJ**, and Zhu M. (2013). Validity of self-reported texting frequency, texting styles, and cell phone characteristics among college students. *8th International Scientific Conference on Prevention of Work-Related Musculoskeletal Disorders (PREMUS*). Musculoskeletal Disorders Scientific Community of the International Commission of Occupational Health (ICOH). Busan, Korea.

6. **Rauscher KJ,** Myers DJ, Runyan CW, and Schulman M. (2010). Exploring social contexts at work and how they affect the safety of young construction workers. *11th Annual World Conference on Injury Prevention and Safety Promotion*. World Health Organization. London, UK.

7. Runyan CW, Villaveces A, **Rauscher KJ**, Bangdiwala SI, Yonas M, and Schulman MD. (2008). Adolescent Delinquency and Violence: Is employment protective? *9th Annual World Conference on Injury Prevention and Safety Promotion*. World Health Organization Merida, Mexico.

National

1. Lopez C,* **Rauscher R,** Casteel C, Myers D, and Peek-Asa C. (*May 2022*). Young Worker Training in Workplace Violence. *National Occupational Injury Research Symposium (NOIRS)*. National Institute for Occupational Safety and Health (NIOSH). Morgantown, WV.

2. Fullen M, Takacs B*, Lundstrom E,* Lundstrom W, **Rauscher KJ**, and Myers D. (*May 2022*). Construction Trainer and Trainee Perspectives on the Quality and Effectiveness of the OSHA 10 Construction Course. *National Occupational Injury Research Symposium (NOIRS)*. National Institute for Occupational Safety and Health (NIOSH). Morgantown, WV.

3. **Rauscher KJ**, Brown B*, Myers DJ, Casteel C, Peek-Asa C. (2019). Young Victims of Sexual Harassment at Work: Results from a National Telephone Survey. *American Public Health Association (APHA), Annual Meeting*, Philadelphia, PA.

4. **Rauscher KJ,** Casteel C, Myers D, and Peek-Asa, C. (2019). Workplace Violence Against Youth: Characteristics and Consequences. 13th International Conference on Work, Stress and Health. *American Psychological Association (APA)*. Philadelphia, PA.

5. Bush D, **Rauscher KJ**, Chang C, and Myers DJ. (2018). Safe students, safe workers: What makes a strong health and safety program for new construction workers in community colleges? *American Public Health Association (APHA) Annual Meeting*. San Diego, CA.

6. **Rauscher, KJ**, Casteel, C., Myers. (2018). Workplace Violence against Young Workers. *National Occupational Injury Research Symposium (NOIRS)*. National Institute for Occupational Safety and Health (NIOSH). Morgantown, WV.

7. Brown, B*, Myers, D, Casteel, C, Branch, C, and **Rauscher, KJ**. (2018). Understanding Differences in the Workplace Violence Experiences of Teens and Young Adults. *National Occupational Injury Research Symposium (NOIRS)*. National Institute for Occupational Safety and Health (NIOSH). Morgantown, WV.

8. Brown B*, Myers DJ, Casteel C, Branch, C, and **Rauscher KJ**. (2017). Workplace Violence Among Young Workers: Exploring Differences in the Experiences of High School and College Students. *American Public Health Association (APHA) Annual Meeting*. Atlanta, GA.

9. **Rauscher KJ**, Brown B*, Casteel C, and Ranapurwala S. (2017). Workplace Violence and Its Consequences: Comparing Adult and Young Adult Workers. *American Public Health Association (APHA) Annual Meeting*. Atlanta, GA.

10. Bush D, Chang C, **Rauscher KJ**, and Myers DJ. (2016) Health and Safety Training for New Construction Workers in Community Colleges. *American Public Health Association (APHA) Annual Meeting*. Denver, CO.

11. **Rauscher KJ**, Myers DJ, Miller M, and Brown, B*. (2015). Work-related Deaths among Children and Adolescents: An Analysis of the Magnitude and Nature of Cases Involving US Child Labor Violations. *American Public Health Association (APHA) Annual Meeting*. Chicago, IL.

12. Fullen, M, Lundstrom, W, **Rauscher, KJ**, and Myers, DJ. (2015). West Virginia Logger Hazard Awareness and Injury Risk Perception. *National Occupational Injury Research Symposium (NOIRS)*. National Institute for Occupational Safety and Health (NIOSH). Kingwood, WV.

13. **Rauscher KJ,** Miller M, and Myers D. (2015). Young Worker Fatalities Involving Child Labor Violations: An analysis of Twelve Years of data from the Census of Fatal Occupational Injuries. *National Occupational Injury Research Symposium (NOIRS).* National Institute for Occupational Safety and Health (NIOSH). Kingwood, WV.

14. Brinker K, Jacobs T, Shire J, Bunn T, Chalmers J, Dang G, Flammia D, Higgins S, Lackovic M, Lewis J, Li Y, Harduar Morano L, Porter A, **Rauscher KJ**, Slovova S, Watkins S, Zhang L, Funk R and Lavender A. (2015). Fatal Work-related Injuries–Southeastern United States, 2008–2011. *50th US Public Health Service Scientific and Training Symposium*. Atlanta, GA.

15. Brinker K, Jacobs T, Shire J, Bunn T, Chalmers J, Dang G, Flammia D, Higgins S, Lackovic M, Lewis J, Li Y, Harduar Morano L, Porter A, **Rauscher KJ**, Slovova S, Watkins S, Zhang L, Funk R, and Lavender A. (2015). Fatal Work-related Injuries–Southeastern United States, 2008–2011. *Council of State and Territorial Epidemiologists Annual Conference*. Boston, MA.

16. **Rauscher KJ**, Casteel, C, Bush D, and Myers, DJ. (2014). Factor's Associated with High School Teachers Adoption, Usage Level and Fidelity to the Youth@Work: Talking Safety Curriculum. *American Public Health Association (APHA) Annual Meeting*. New Orleans, LA.

17. **Rauscher KJ,** Myers DJ, and Runyan CW. (2011). Occupational Health Literacy and the Risk of Work-related Injury among Young Workers in the US. *American Public Health Association (APHA) Annual Meeting*. Washington, DC.

18. Runyan CW, Lewko J, and **Rauscher KJ.** (2011). Roundtable: Setting an Agenda for Advancing Young Worker Safety in North America. *American Public Health Association (APHA) Annual Meeting*. Washington, DC.

19. Myers DJ and **Rauscher KJ**. (2011). Socioeconomic Disparities in Work-Related Injury Prevalence among Teens. *First National Conference on Eliminating Health and Safety Disparities at Work.* Chicago, IL.

20. **Rauscher KJ**, Runyan CW, and Radish D. (2010). Adolescent Work-related Fatalities and Child Labor and OSHA Standards Violations. *American Public Health Association (APHA) Annual Meeting*. Denver, CO.

21. **Rauscher KJ**, Runyan CW, Schulman M, and Bowling JM. (2007). U.S. Child Labor Violations in the Retail and Service Industries: Findings of National Survey of Working Adolescents. *American Public Health Association (APHA) Annual Meeting*. Washington, DC.

22. **Rauscher KJ** and Myers DJ. (2006). Socioeconomic Disparities in Risk of Occupational Injuries among Adolescents. *American Public Health Association (APHA) Annual Meeting*. Boston, MA.

23. **Rauscher KJ** (2001). Workplace Injuries and Assaults among Young Workers. *American Public Health Association (APHA) Annual Meeting*. Boston, MA.

24. **Rauscher KJ,** Wegman D, Wooding J, Hulbert K, Gibson J, Silka L, and Levenstein C. (1999). Working Youth in Lowell: Health, Safety and Education. *Committee on Industrial Theory & Assessment Conference: Healthy Communities, Social Equity & Sustainable Devel.* Lowell, MA.

Regional/Local

1. Lopez C*, **Rauscher K**, Casteel C, Myers D, and Peek-Asa C. (2022). Workplace Violence Training among Young Workers 14–24 Years of Age in the US. *Graduate Showcase. Boise State University*. Boise, ID

2. Fullen M, Myers D, **Rauscher KJ**, Lundstrom W, Takacs B*, Donnelly P, and Lundstrom E*. (2019). Timber Safe-Reduction of West Virginia Logging Hazards. *West Virginia University Extension Service Annual Conference*. Weston, WV.

3. Fullen M, Myers D, **Rauscher KJ**, Lundstrom W, Takacs B*, and Lundstrom E*. (2019). Hazards Perceptions in the Logging Industry: Differences between Owners and Workers. *West Virginia University Extension Service Annual Conference*. Weston, WV.

Invited Presentations

National

1. Bush D, Wermes A, **Rauscher KJ,** Myers D, and Chang C. (2017). Safe Students, Safe Workers: Construction Safety Programs in Post-Secondary Career Technical Education. *National Center for Construction Research and Training (CPWR) Webinar*.

2. Bush D, **Rauscher, KJ,** Chang C, and Myers D. (2017). OSH Education in Post-Secondary Career Technical Education Construction Programs. *r2p in Construction: From Research to Practice – The Impact. National Center for Construction Research and Training (CPWR)*. Cincinnati, OH.

3. Bush D, **Rauscher, KJ**, Chang C, and Myers D. (2017). Safe Students, Safe Workers: Tools and Resources for Construction Programs. *Skills USA National Leadership and Skills Conference*. Louisville, KY.

4. **Rauscher KJ**, Miller M, and Myers DJ. (2015). Young Worker Fatalities: An Investigation of Cases Involving Child Labor Violations: *Southeastern States Occupational Network (SouthON) Annual Meeting*. Lexington, KY.

5. **Rauscher KJ**. (2013). Factors Affecting Teachers' Adoption of the Youth@Work:Talking Safety Curriculum. *National Institute for Occupational Safety and Health*. Cincinnati, OH.

6. **Rauscher KJ** and Runyan CW. (2010). Workplace Hazards and the Child Labor Laws: How much do Teens and their Parents Know? *Child Labor Panel. Interstate Labor Standards Association Annual Meeting*. Big Sky, MT.

7. Runyan CW, Vladutiu C*, Schulman M, and **Rauscher KJ**. (2010) Advising Adolescents about Work Safety: The Role of Parents. *Assuring Safe Workplaces for Young Workers Symposium. Society for Research on Adolescence Biennial Meeting*. Philadelphia, PA.

8. **Rauscher KJ** and Runyan CW. (2008). The Prevalence of Working Conditions Associated with Adolescent Occupational Injury in the United States. *Young Worker Symposium II: The Health Implications of Work among Youth*. University of North Carolina Injury Prevention Research Center. Chapel Hill, NC.

9. **Rauscher KJ.** (2008). Job Quality among Adolescent Workers: What Makes for a High-Quality Job for Adolescents and Are They out There? *Young Worker Safety Resource Center Meeting*. Education Development Center (EDC). Newton, MA.

Invited Moderator

1. **Rauscher KJ.** *Session Moderator*. (2018). Young Worker Injuries/Fatalities. *National Occupational Injury Research Symposium (NOIRS)*. National Institute for Occupational Safety and Health (NIOSH). Morgantown, WV. October 2018.

2. **Rauscher KJ**. *Webinar Moderator*. (2015). Work-Related Injuries Are Happening to Youth: Can We Make a Difference? Beatriz Pazos-Vautin and Sara Rattigan. *Children's Safety Network*.

RESEARCH GRANTS

Active

Funder: CDC/National Institute for Occupational Safety and Health (NIOSH)
Program: National Center for Construction Safety and Health Research and Translation
Applicant Center: National Center for Construction Research and Training (CPWR) (Cain C, PI)

Sub-project Title: *Evaluation and Improvement of the OSHA 10-Hour Construction Safety Training Program.*
Principal Investigators: Fullen M (contact) and **Rauscher K**

The objectives of this sub-project within the CPWR Research Core are to improve OSHA 10-hour construction safety training outcomes by modifying the current training approach based on new evidence generated by a large-scale study of OSHA Training Institute Education Center (OTIEC) authorized trainers and their trainees.

Project Period: 9/30/19 – 9/29/24
Budget: $994,996

Completed

Grant #2U54OH007547-16
Funder: CDC/National Institute for Occupational Safety and Health (NIOSH)
Program: Centers for Agricultural Safety and Health
Applicant Center: Southeast Center for Agricultural Health and Injury Prevention (Mannino D, PI)

Sub-project Title: *Timber-Safe: Reduction of WV Logging Hazards*
Principal Investigators: Fullen M (contact) and Myers D

The objectives of this sub-project within the University of Kentucky AgCenter Research Core were to develop, implement, and evaluate a Safety and Health Management System (SHMS) in West Virginia logging companies to reduce work injuries.

Project Period: 9/30/16 – 9/29/21 (role ended 10/19)
Budget: $859,424
Role: Co-Investigator

Grant #1-R01-OH-010928-01
Funder: CDC/National Institute for Occupational Safety and Health (NIOSH)
Program: R01 Investigator–Initiated Research

Principal Investigators: **Rauscher K** (contact) and Casteel C.

Project Title: *Understanding Workplace Violence against Young Workers in the US*
The objectives of this study were to generate the first national profile of workplace violence among young workers ages 14-24 in the US.

Project Period: 9/30/15 - 9/29/19 (NCE)
Budget: $1,277,765

Funder: Johns Hopkins University Occupational Health Education and Research Center/NIOSH
Program: Pilot Grant Program

Principal Investigators: Evans K (PhD student) and Myers D

Project Title: *An In-Depth Exploration of Hospital-Based Physical and Occupational Therapists' Needs, Perceptions and Involvement Regarding Safe Patient Handling and Mobility Programs*
The objectives of this study were to identify the special occupational health needs of physical and occupational therapists regarding safe patient handling.

Project Period: 1/1/19 – 6/30/19
Budget: $6,000
Role: Co-Investigator

Grant #U60 OH009762
Funder: CDC/National Institute for Occupational Safety and Health (NIOSH)
Program: National Center for Construction Research and Training
Applicant Center: National Center for Construction Research and Training (CPWR) (Stafford E, PI)

Sub-project Title: *OSH Education in Post-Secondary CTE Construction Programs*
Principal Investigators: Bush D (contact) and **Rauscher K.**

The objectives of this Research Core sub-project were to determine what constitutes effective health and safety education in post-secondary CTE construction programs.
Project Period: 9/1/14 – 12/31/17
Budget: $816,000

Grant #3049025288-14-061
Funder: Southeast Center for Agricultural Health and Injury Prevention/NIOSH
Program: Pilot Research Grant Program

Principal Investigator: Fullen M.

Project Title: *West Virginia Logger Hazard Awareness and Injury Risk Perception*
The objective of this pilot project was to explore the hazard awareness and injury risk perceptions among loggers and logger owner operators in West Virginia.

Project Period: 10/01/13 – 9/29/14
Budget: $14,998
Role: Co-Investigator

Grant #1-R49-CE000196-01-03
Funder: CDC/National Center for Injury Prevention and Control (NCIPC)
Program: National Centers for Excellence in Injury Prevention

Applicant Center: West Virginia University Injury Control Research Center (ICRC). (Coben J, PI)
The Center's goals were to conduct injury prevention research, facilitate the translation of this research into practice, to train the next generation of researchers, and support the education of practice professionals.

Project Period: 8/01/12 - 7/31/17
Budget: $4,527,500
Role: Co-Investigator/Assistant Director for Research (*role ended 2015*)

Grant #5-R03-OH009736
Funder: CDC/National Institute for Occupational Safety and Health (NIOSH)
Program: R03 Investigator–Initiated Research

Principal Investigator: **Rauscher K.**

Project title: *Factors Affecting Teachers Adoption of Youth at Work Talking Safety Curriculum*
This objective of this national study was to identify the barriers and facilitators faced by high school teachers in adopting and sustaining a youth-oriented occupational safety and health curriculum.

Project Period: 9/01/11 - 8/31/13
Budget: $120,250

Grant #5-R03-OH009557
Funder: CDC/National Institute for Occupational Safety and Health (NIOSH)
Program: R03 Investigator–Initiated Research

Principal Investigators: **Rauscher K (*contact*)** and Myers D.

Project Title: *Occupational Health Literacy, Socioeconomic Status & Work-related Injury to Teens*
The objective of this study was to investigate the role of "occupational health literacy" as a determinant of work injury prevalence among young workers using survey data from high school students in four cities across the US.

Project Period: 9/01/09 - 8/31/11
Budget: $162,120

Grant #5-R03-OH009437
Funder: CDC/National Institute for Occupational Safety and Health (NIOSH)
Program: R03 Investigator–Initiated Research

Principal Investigator: **Rauscher K.**

Project Title: *Young Worker Fatalities and Violations of Labor and Safety Regulations*
The objectives of this population-based study were to examine the relationship between adolescent occupational fatalities and violations of the child labor laws and OSHA regulations in North Carolina over an 18-year period.

Project Period: 9/01/08 - 8/31/10
Budget: $147,500

Grant #
Funder: CDC/National Institute for Occupational Safety and Health (NIOSH) and the Ontario Neurotrauma Foundation

Principal Investigator: Runyan C.

Project Title: *North American Young Workers Interdisciplinary Education Program.*
The objective of this project was to bring together a diverse group of scholars, practitioners, and policy makers from across the US and Canada to synthesize their understanding of the benefits and risks of youth employment.

Project Period: 8/31/06 - 8/31/10
Budget: $368,652
Role: Co-Investigator

SERVICE & LEADERSHIP

Service to the Field

Grant Application Reviewer

2022 -	Member. Safety & Occupational Health Study Section. National Institute for Occupational Safety and Health. 4-year appointment.
2022, 2020, 2019, 2012, 2010	*ad hoc* Reviewer. Safety & Occupational Health Study Section. National Institute for Occupational Safety and Health.
2021, 2015, 2014	State-based Surveillance Special Emphasis Panel. Disease, Disability, & Injury Prevention and Control Special Emphasis Panel. National Institute for Occupational Safety and Health.
2020	Intramural Research Program. National Institute for Occupational Safety and Health.
2018	Occupational Safety and Health Education and Research Centers. Disease, Disability, & Injury Prevention and Control Special Emphasis Panel. National Institute for Occupational Safety and Health. Alexandria, VA.
2011	Agriculture Research Center Program. Disease, Disability, & Injury Prevention and Control Special Emphasis Panel. National Institute for Occupational Safety and Health. Philadelphia, PA.
2010, 2009	R2P and Construction Safety Research Program. Disease, Disability, & Injury Prevention and Control Special Emphasis Panel. National Institute for Occupational Safety and Health.

2008 Graduate Student Small Research Grant Program. University of North Carolina at Chapel Hill. Injury Prevention Research Center.

Leadership/Subject Matter Expert Contributions

2020 - 2021 Member. Working Group on Young Worker Safety Question Development for the Youth Risk Behavior Surveillance System (YRBSS)

2020 - 2022 Member. Idaho Youth Alliance for Technical and Career Services High Schools.

2019, 2016, 2013 Pre-publication manuscript reviewer. National Institute for Occupational Safety and Health

2015 Pre-publication report reviewer. Rand Corporation

2011 Co-leader. Best Practices in Policy. Creating Safe Futures: World Day Against Child Labour Workshop. International Labour Organization.

2006 - 2010 Member. Joint Organizing Group. Young Workers Interdisciplinary Education Program in the US and Canada. University of North Carolina Injury Prevention Research Center and Laurentian University.

2002 – 2004 Member. Massachusetts Task Force on Young Worker Health and Safety.

1998 - Member. National Young Worker Health and Safety Network.

Editorial Boards

2019 - Member. Workplace Health and Safety

ad hoc Manuscript Reviewer

- American Journal of Industrial Medicine
- American Journal of Public Health
- Archives of Environmental and Occupational Health
- BMC Public Health
- Economic and Industrial Democracy
- Industrial Health
- Injury Prevention
- International Journal of Injury Control and Safety Promotion
- International Journal of Public Health
- International Journal of Occ and Environ Health
- Journal of Adolescent Health
- Journal of Agricultural Safety and Health
- Journal of Agromedicine
- Journal of Epidemiology and Community Health
- Journal of Occupational and Environmental Medicine
- Journal of Occupational and Environmental Hygiene
- Journal of Safety Research
- New Solutions: A Journal of Environmental and Occupational Health Policy
- Occupational and Environmental Medicine
- Safety and Health at Work
- Safety Science
- Social Currents
- Substance Use and Misuse
- The Sociological Quarterly
- Youth and Society

Scientific Conference Activities

2021, 2012, 2011	Abstract Reviewer. American Public Health Association Annual Meeting. Occupational Health and Safety Section.
2019	Poster Session Judge. Student/Early Researcher Poster Competition. American Public Health Association Annual Meeting. Occupational Health and Safety Section. Philadelphia, PA.
2017, 2016	Scholarship Reviewer. James P. Keogh Scholarship Program. American Public Health Association. OSH Section.
2012	Abstract Reviewer. 11th World Conference on Injury Prevention and Safety Promotion. World Health Organization. Wellington, NZ.
2011	Abstract Reviewer. National Occupational Injury Research Symposium. National Institute for Occupational Safety and Health. Morgantown, WV.
2010, 2013	Abstract Reviewer. National Meeting of the Safe States Alliance and the Society for the Advancement of Violence and Injury Research (SAVIR).

Public Comment/Testimony

2013	Written comment to the US DHHS in response to the "Request for Comment Regarding the Stage 3 Definition of Meaningful Use of Electronic Health Records."
2011	Written comment to the US Department of Labor on proposed rule changes under the Fair Labor Standards Act regarding hazardous jobs for minors in Agriculture. Contributor, submitted on behalf of the National Young Worker Health and Safety Network.
2009	Oral Testimony to the NC House of Representatives Commerce Committee. Hearing on amending penalties for violations of child labor provisions of the NC Wage & Hour Act.
2007	Written Comment to the US Department of Labor on proposed rule changes under the Fair Labor Standards Act regarding hazardous jobs for minors. Co-author, submitted on behalf of the National Young Worker Health and Safety Network.
2006	Written Comment to the US Department of Labor on the design of federal Youth Build program grants. Co-author, submitted on behalf of the UNC Injury Prevention Research Center.

Service to Boise State University

Leadership

2019 -	Emphasis Coordinator. Undergraduate Emphasis in Environmental and Occupational Health Sciences. School of Public and Population Health

Committees

2021 -	Undergraduate Curriculum Committee. College of Health Sciences.
2020 - 2021	Research Committee. College of Health Sciences.
2019 -	Undergraduate Curriculum Committee. School of Public and Population Health
2022, 2021, 2020, 2019	*ad hoc* Hiring Committee. School of Public and Population Health (formerly the Department of Public Health and Population Science

Poster Session Judge

2021	Graduate Student Showcase. Boise State University.

Service to West Virginia University

Leadership

2017 – 2018	Director. Public Health Sciences PhD Program. School of Public Health.
2015 – 2016	MPH Program Coordinator. Department of Occupational and Environmental Health Sciences. School of Public Health.
2013 – 2015	Assistant Director for Research. West Virginia University Injury Control Research Center.

Committees

2018 – 2019	Chair. Academic and Professional Standards Committee. School of Public Health.
2018 – 2019	Member. Health Sciences Center Committee on Women in Science and Health. (WISH)
2015 – 2018	Member. Research Advisory Council. School of Public Health.
2015 – 2017	Member. Health Sciences Center Graduate Council.
2016 – 2018	Member. Promotion and Tenure Committee. School of Public Health.

2015 – 2017	Member. Academic Affairs Committee. School of Public Health.
2015	Member. Center Director Search Committee. West Virginia Univ. Injury Control Research Center.
2015	Chair. PhD Program Planning Committee. Department of Occupational and Environmental Health Sciences. School of Public Health.
2015	Member. Faculty Mentoring Program Development Committee. School of Public Health.
2015 - 2016	Chair (*Member 2014-2015*). MPH Admissions Committee. Department of Occupational and Environmental Health Sciences. School of Public Health.
2013 - 2016	Member (*elected*). Health Sciences Center Vice President's Faculty Advisory Council. School of Public Health Caucus.
2013 - 2015	Member. Curriculum Committee. School of Public Health.
2012 - 2015	Member. Faculty Development Committee. Health Sciences Center.
2011 - 2014	Member. Strategic Planning Committee-Research Subcommittee. School of Public Health.
2011 - 2012	Member. Multi-faculty Search Committee. School of Public Health.
2011	Member. Outreach Coord. Search Committee. West Virginia Univ Injury Control Research Center.
2010 - 2011	Member. Promotion and Tenure Committee. Department of Community Medicine.
2010 - 2011	Member. Biostatistician Faculty Search Committee. Department of Community Medicine.

TEACHING/MENTORING

Boise State University

Didactic Courses (# of students)

Fall 2022 (96) Spring 2022 (88) Fall 2021 (44) Spring 2021 (46) Fall 2020 (27)	EOHS 230 Healthy Environments, Healthy People (Formerly Introduction to Environmental Health) (15 weeks). School of Public and Population Health. College of Health Sciences.

Summer 2022 (18) Spring 2021 (30)	EOHS 230 Introduction to Environmental Health (7 weeks). School of Public and Population Health. College of Health Sciences.
Fall 2021 (6)	EOHS 479 Seminar (15 weeks). School of Public and Population Health. College of Health Sciences.
Spring 2021 (5)	MPH 598 Seminar (7 weeks). School of Public and Population Health. College of Health Sciences.

Dissertation Committees

2021 -	Chair. Jennifer Fuller. Department of Occupational and Environmental Health Sciences. School of Public Health. Dissertation topic*: Workplace Violence Training among Young Workers*
2017 - 2021	Member. Kimeran Evans. Department of Occupational and Environmental Health Sciences. School of Public Health. Dissertation title: *Adoption of Manual Lift Equipment among Nurses and Physical/Occupational Therapists*.

Master's Thesis Committees

Spring 2022 -	Committee Chair. Camryn Lopez. MPH Candidate. School of Public and Population Health. College of Health Sciences. Thesis: The Role of Implicit Bias in Supervisor Treatment of Young Minority Workers

Graduate Research Assistants

Fall 2022-	Verena Wolf. Graduate Intern. MPH Student. School of Public Health. University of Illinois, Chicago.
Fall 2021 – Spring 2022	Camryn Lopez. MPH Student. School of Public and Population Health. College of Health Sciences.

Undergraduate Advisees

2021-22 (6) 2020-21 (4)	BS Emphasis in Environmental and Occupational Health Sciences. School of Public and Population Health. College of Health Sciences.

West Virginia University

Recognitions

2016	Nominee. Excellence in Teaching Award. West Virginia University Injury Control Research Center.

Didactic Courses (# of students)

Fall 2016 (3) Spring 2016 (4) Fall 2015 (2)	OEHS 629 Capstone (*culminating experience for MPH students*). Department of Occupational and Environmental Health Sciences. School of Public Health.
Fall 2016 (9) Fall 2015 (10) Fall 2014 (9)	OEHS 623/732 Understanding and Preventing Occupational Injury. Department of Occupational and Environmental Health Sciences. School of Public Health.
Fall 2013 (12) Fall 2012 (7) Fall 2011 (11)	OEHS 732 Understanding and Preventing Occupational Injury. Department of Community Medicine. School of Public Health.
Spring 2011 (19)	PUBH 796 PhD Graduate Seminar. Department of Community Medicine. School of Medicine.

Independent Studies

Spring 2016	OEHS 695 Independent Study. Lauren Branch. PhD student. Department of Occupational and Environmental Health Sciences. School of Public Health.

Teaching Practicums

Fall 2016	OEHS 790 Teaching Practicum. Brandy Brown. PhD student. Department of Occupational and Environmental Health Sciences. School of Public Health.
Fall 2014	OEHS 790 Teaching Practicum. Katelyn Siegrist. PhD student. Department of Occupational and Environmental Health Sciences. School of Public Health.

Research Rotations

2017	Kimeran Evans. PhD student. Department of Occupational and Environmental Health Sciences. School of Public Health.
2015	Brandy Brown. PhD student. Department of Occupational and Environmental Health Sciences. School of Public Health.

Dissertation Committees

2016 - 2020	Chair. Brandy Brown. Department of Occupational and Environmental Health Sciences. School of Public Health. Dissertation topic: *Preventing Workplace Violence among Teenaged Workers and the Role of the School Nurse.*
2015 – 2017	Member. Lauren Branch. Department of Occupational and Environmental Health Sciences. School of Public Health. Dissertation topic: *Impacts of Cyber Threats on Hospital Emergency Preparedness and Public Health.*

Graduate Research Assistants

2016 – 2017	Brandy Brown. PhD student. Department of Occupational and Environmental Health Sciences. School of Public Health.
2015 – 2016	Jefferey Goodman. MPH student. Department of Occupational and Environmental Health Sciences. School of Public Health.
2015 – 2016	Karen Sitter. MPH student. Department of Occupational and Environmental Health Sciences. School of Public Health.
2012	Kestrel Inness–Wimsatt. MPH student. Department of Occupational and Environmental Health Sciences. School of Public Health.
2012	Rami Katrib. MPH student. Department of Occupational and Environmental Health Sciences. School of Public Health.
2010 – 2012	Rozelinda Junkin. MPH student. Department of Community Medicine. School of Medicine.

Graduate Program Advising

2018 - 2019	Departmental Advisor (4 students). Doctoral Program in Public Health Sciences. Department of Occupational and Environmental Health Sciences.
2016 – 2017	Departmental Advisor (8 students). Master of Public Health Program. Department of Occupational and Environmental Health Sciences.

MPH Advisees

2015	Katelyn Bennett. Department of Occupational and Environmental Health Sciences. School of Public Health.
2014 - 2015	Tanner Coles. Department of Occupational and Environmental Health Sciences. School of Public Health.
2014	Chris Skinner. Department of Occupational and Environmental Health Sciences. School of Public Health.
2013 - 2014	Esther Acheampong. Department of Occupational and Environmental Health Sciences. School of Public Health.
2012 - 2014	Lauren Branch. Department of Occupational and Environmental Health Sciences. School of Public Health.

CURRICULUM VITAE

Miguel Reina Ortiz MD, MS, MPH, PhD, CPH

Associate Professor
School of Public and Population Health
Boise State University

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Email: miguelreinaortiz@boisestate.edu

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ORCID iD: https://orcid.org/0000-0003-3309-6881

RESEARCH FOCUS AND EXPERTISE

Global Health scientist interested on the application of behavioral economics, informed by community-engaged research, to the development of culturally appropriate, effective, and efficient HIV prevention strategies, with a focus on vulnerable and minoritized populations. My research also aims at generating evidence to improve Disaster Preparedness, Management, and Mitigation, with a focus on disaster-related infectious disease dynamics. My studies address the dynamic relationship between infectious agents, their hosts, and the environment in which these interactions occur. I am also interested in understanding and contributing to the international dialogue on disease prevention, including international binding and non-binding instruments and their negotiation and application through Global Health Diplomacy. My previous research and scholarly activities have been done in a variety of countries, ranging from Ecuador, Costa Rica, and Nicaragua in Latin America to the United States in North America to India and Nepal in South Asia. In terms of research methods, expertise includes quantitative and qualitative approaches, in addition to specialized techniques such as the use of Geographic Information Systems-based techniques applied to health issues. Professional expertise includes clinical care in international settings, leadership positions in overseas healthcare units, as well as coordination, supervision, and collaboration in interdisciplinary teams at international level.

EDUCATION

Harvard University Expected culmination July 2023
Harvard University School of Medicine
Global Clinical Scholars Research Training

University of South Florida **Tampa, Fl** Aug 8, 2015
Department of Global Health, College of Public Health
PhD, Public Health. Concentration in Global Communicable Disease
- **Effect of Timely Treatment on Malaria Gametocytemia in Esmeraldas, Ecuador**

University of South Florida **Tampa, Fl** Dec 2014
Department of Epidemiology and Biostatistics, College of Public Health
Graduate Certificate in Applied Biostatistics

University of South Florida **Tampa, Fl** Apr 2013
Department of Global Health, College of Public Health
Graduate Certificate in Global Health Practice

The Hebrew University of Jerusalem **Jerusalem, Israel** Sep 2011
The Braun School of Public Health and Community Medicine
MPH – **Fertility Treatment and offspring health outcomes.**

Universidad San Francisco de Quito **Quito, Ecuador** Jun 2009
Institute of Microbiology

MS. Concentration in Microbiology – **Modified Th2 response in helminth infections**

Universidad Central del Ecuador **Quito, Ecuador** Sep 2004
School of Medicine
MD – **Graduated with honors**

PROFESSIONAL CERTIFICATIONS

2019 – present Certified in Public Health (CPH). **National Board of Public Health Examiners**.

ACADEMIC AND PROFESSIONAL EXPERIENCE

Academic experience

2022 - present Associate Professor. School of Public and Population Health, College of Health Sciences, Boise State University.

2022 – present Collaborative appointment as an Associate Professor. College of Public Health, University of South Florida.

2021 – 2022 Associate Professor. College of Public Health, University of South Florida.

2015 – 2021 Assistant Professor. College of Public Health, University of South Florida.

2012 – 2015 Teaching Assistant and Instructor for several undergraduate and graduate courses in the College of Public Health, University of South Florida (Please see the section titled "Teaching and Mentoring Experience")

2009 – 2011 Instructor for the course of Research Methods (Graduate Level). Dermatology Postgraduate Residency Program. Universidad Central del Ecuador. Quito, Ecuador.

2009 – 2011 Thesis Mentor. Dermatology Postgradaute Residency Program. Universidad Central del Ecuador. Quito, Ecuador.

2009 – 2010 Instructor for undergraduate courses (Schools of Medicine, Odontology, Nursing and Physiotherapy). Universidad de las Americas. Quito, Ecuador.

2008 Co-organizer and Lecturer of the Helminthology course (Graduate Level). Master of Microbiology Program. Pontificia Universidad Católica del Ecuador. Spring, 2008.

Affiliate and Courtesy appointments

2016 – 2018 Affiliate Researcher/Faculty. Universidad San Francisco de Quito. Quito, Ecuador.

Professional experience

2011 Technical Director of Quality, Clinical Diagnostic Laboratory, Hospital Delfina Torres de Concha. Esmeraldas, Ecuador.

2009 – 2010 Clinical Trial Monitor. Roche Ecuador S.A. Quito, Ecuador.

2009	Resident Medical Doctor / Hospital Epidemiologist. Maternidad Virgen de la Buena Esperanza (Obstetrics Hospital). Esmeraldas, Ecuador.
2004 – 2005	Director. Sub-Centro de Salud Tachina – Maternal and Child / Primary Healthcare Center. Esmeraldas, Ecuador.

Consultancies

2021 – 2022	Consultant for a Project – Developing Vector Borne-related GIS training for The Caribbean Public Health Agency (CARPHA).
2009	Consultant for Fundacion Natura Ecuador. Quito, Ecuador.

FELLOWSHIPS

2018	Abshire-Inamori Leadership Academy International Fellowship Fall 2018. **Center for Strategic and International Studies (CSIS).** Washington DC, USA. September 24th to September 28th, 2018.

SPECIALIZED TRAININGS

2021	Burden of Disease Training School. **Burden EU – European Burden of Disease Network.** European Cooperation in Science and Technology – COST Action CA18218. September 10, 17 and 24, 2021.

2021 Behavioral Economics Virtual. **Harvard Business School Executive Education, Harvard University.** October 18-29, 2021.

2019 Independent Applying the QM Rubric (APPQMR). **Quality Matters.** January 25, 2019.

2015 International Rapid Assessment, Response and Evaluation (I-RARE). I-RARE Research Team. Department of Community and Family Health, College of Public Health, **University of South Florida.** January 29, 30 and 31, 2015

2010 Course on Bioethics (V Curso de Introducción a la Ética de la Investigación en Seres Humanos). **Red Bioética UNESCO.** Buenos Aires, Argentina (on line activity). May to December, 2010.

RESEARCH AND SCHOLARLY ACTIVITIES

Peer-reviewed publications

Italics for student authors, * = community partner, + = corresponding author

1. Charalompous P, Pallari E, …, **Reina Ortiz M,** … Haasgsma J. Methodological considerations in injury burden of disease studies across Europe: a systematic literature review. BMC Public Health 2022; 22:1564. DOI: https://doi.org/10.1186/s12889-022-13925-z

2. **Reina Ortiz M+,** Grunauer M, Gutierrez E, Izurieta R, Rosas C, Macis M, Phan P, Teran E. Financial incentives, not behavioral nudges, led to optimized HIV testing among pregnant women in a high burden urban population in Ecuador. American Journal of Tropical Medicine & Hygiene 2022; on-line ahead of print. DOI: 10.4269/ajtmh.21-0591.

3. Pullia A, Jeemi Z, **Reina Ortiz M,** Dantas JAR. Physical Activity Experiences of South Asian Migrant Women in Western Australia: Implications for Intervention Development. International Journal of Environmental Research and Public Health 2022; 19 (6):3585. DOI: 10.3390/ijerph19063585.

4. Charalompous P, Gorasso V, … The COST Action CA18218 Participants (inc. Miguel **Reina Ortiz**). Burden of non-communicable disease studies in Europe: a systematic review of data sources and methodological choices. European Journal of Public Health 2022; 1-8. DOI:10.1093/eurpub/ckab218.

5. Peñalvo JL, Mertens E, …. **Reina Ortiz M,** … on behalf of the unCoVer network. Unravelling data for rapid evidence- based response to COVID-19: a summary of the unCoVer protocol. BMJ Open 2021; 11 (11): 1-11. DOI: 11:e055630. doi:10.1136/bmjopen-2021-055630.

6. *Le NK*, *Panchang S*, Izurieta A, **Reina Ortiz M**, Hoare I, Naik E, Espinel M, Teran E, Izurieta R. Fostering East-West and North-South bidirectional collaborations: Experiences from the First International Congress on Ecology and Evolution of Global Communicable Diseases held in Quito and the Galapagos Islands, Ecuador. International Journal of Academic Medicine 2021; 7(3):137-140.

7. Marhefka S, Lockhart E, Chen H, Meng H, **Reina Ortiz M**, Powell B, Shuter J. A tailored telehealth group tobacco cessation treatment program for people with HIV: Study Protocol for a Randomized Controlled Trial. Contemporary Clinical Trials 2021; 110:106475. DOI: 10.1016/j.cct.2021.106475.

8. Rafieifar M, Naseh M, Potocky M, Zajicek-Farber ML, Kim W, Padilla B, **Reina Ortiz M**, Lopez JA*. Impacts of COVID-19 on refugees and immigrants in the United States: A call for action. International Social Work 2021; 64(5):771-776. DOI: 10.1177/00208728211017964 [brief note].

9. **Reina Ortiz M,** Sharma V, Hoare I, Casanova J, Corvin J. Developing Global Health Diplomacy-related Skills Using a COVID-19-like Epidemic Simulation as a Learning Strategy. American Journal of Tropical Medicine & Hygiene 2021; 105(1):59-65. DOI: https://doi.org/10.4269/ajtmh.21-0155

10. Macis M, Grunauer M, Izurieta R, Phan P, **Reina Ortiz M,** Rosas C, Teran E. Using Incentives and Nudging to Improve Non-Targeted HIV Testing in Ecuador: A Randomized Trial. AIDS and Behavior 2021; 25:2542-2550. DOI: https://doi.org/10.1007/s10461-021-03215-x

11. Hernandez I, Sharma V, **Reina-Ortiz M**, Rosas C, Ochoa T, Teran S, Izurieta R, Teran E. HIV/AIDS-related Knowledge and Behavior among School-attending Afro-Descendant Youths in Ecuador. International Journal of Maternal and Child Health and AIDS 2020; 9(3):397-407. DOI: https://doi.org/10.21106/ijma.412

12. Shakya DR, Thapa SB, Kar SK, Sharma V, Uchida N, **Reina Ortiz M,** Poudel CK, Bhattarai PR. COVID-19 across countries: Situation and Lessons for Pandemic Control. Journal of the BP Koirala Institute of Health Sciences 2020; 3:9-27. DOI: https://doi.org/10.3126/jbpkihs.v3i1.30311

13. **Reina Ortiz M,** Grijalva MJ, Turell MJ, Waters WF, Carrazco A, Mathias D, Sharma V, Fierro C, Leon R. Biosafety-at-home: how to translate biomedical laboratory safety precaution measures for everyday use in the context of COVID-19. The American Journal of Tropical Medicine & Hygiene 2020; 103(2):838-840. DOI: https://doi.org/10.4269/ajtmh.20-0677

14. Sharma V, **Reina Ortiz M**, Sharma N. Risk and Protective Factors for Adolescent and Young Adult Mental Health Within the Context of COVID-19: A Perspective From Nepal. Journal of Adolescent Health 2020; 67: 135-137. DOI: https://doi.org/10.1016/j.jadohealth.2020.04.006 [Letter to the Editor].

15. *Chee V,* Teran E, Hernandez I, Wright L, Izurieta R, **Reina-Ortiz M,** Flores M, Bejarano S, Baldwin J, Martinez-Tyson D. 'Desculturización', urbanization and the nutrition transition among urban Kichwa indigenous communities residing in the Andes highlands of Ecuador. Public Health 2019; 176:21-28. DOI: https://doi.org/10.1016/j.puhe.2019.07.015

16. Sharma V, **Reina Ortiz M.** A holistic approach to redefining Nepal's health-care system. The Lancet Global Health 2019; 7 (3):PE305. DOI: https://doi.org/10.1016/S2214-109X(18)30530-8 [Correspondence].

17. *Dao L*, Teran E, *Bejarano S*, Hernandez I, **Reina Ortiz M,** *Chee V*, Flores M, Izurieta R, Baldwin J, Martinez Tyson D. Risk and Resiliency: The Syndemic Nature of HIV/AIDS in the Indigenous Highland Communities of Ecuador. Public Health 2019; 176:36-42. DOI: https://doi.org/10.1016/j.puhe.2019.02.021

18. Hernandez I, **Reina-Ortiz M,** *Adegoke K*, Ochoa T, Rosas C, *Sharma V*, … Teran E. Risk factors for HIV and STI among female sex workers in a high HIV prevalent region of Ecuador. Cogent Medicine 2019; 6:156292. DOI: https://doi.org/10.1080/2331205X.2019.1565292

19. Arquilla B, Bloem C, Izurieta R, Jeanmonod D, Jeanmonod RK, Nanda S, Daniel P, Papadimos TJ, **Reina Ortiz M**, Garg M, Firstenberg MS, Galwankar SC, DeWulf AL, Peck GL, Sifri ZC, Stawicki SP. The Third Annual Academic International Medicine World Congress (AIM 2018) "Translating Evidence into Global Innovation" in Brooklyn, New York, July 27-29, 2018: Event Highlights and Scientific Forum Abstracts. International Journal of Academic Medicine 2018; 4(3):310-337. [Conference Proceedings].

20. *Black G, Hasenkamp E, Johnson N,* Izurieta R, *Ianiro R*, **Reina Ortiz M+.** Concern and attitudes toward Zika virus in Jarabacoa, Dominican Republic : A cross-sectional study. Global Journal of Health Science 2018; 10(12):1-11. DOI: https://doi.org/10.5539/gjhs.v10n12p1

21. Martinez Tyson D, Terán E, *Dao L, Chee V*, Hernandez I, Flores M, **Reina-Ortiz M**, Izurieta R, Baldwin JA. "Cancer is in style here": Lifestyle change and the perceived impact of globalization on Andean indigenous communities in Ecuador. Ethnicity & Health 2021; 26(2):153-167 (published online Epub ahead of print in 2018). DOI: https://doi.org/10.1080/13557858.2018.1493437

22. Izurieta R, *DeLacure D*, Izurieta A, Hoare I, **Reina-Ortiz M**. Mayaro Virus: The Jungle Flu. Virus Adaptation and Treatment 2018; 10:9-7. DOI: https://doi.org/10.2147/VAAT.S128711 [Review Article].

23. **Reina Ortiz M,** *Le N,* Sharma V, Hoare I, Quizhpe E, Terán E … Izurieta R. Post-Earthquake Zika virus surge: Disaster and public health threat amid climatic conduciveness. Scientific Reports 2017; 7(1):14508. DOI: https://doi.org/10.1038/s41598-017-15706-w

24. Hernandez I, **Reina Ortiz M**, *Johnson A*, Rosas C, Sharma V, Teran S, … Izurieta R. Risk Factors Associated with HIV among Men Who Have Sex With Men (MSM) in Ecuador [Epub ahead of print]. American Journal of Men's Health 2017; 11(5):1331-1341. (Published online before print May 8, 2016). DOI: https://doi.org/10.1177/1557988316646757

25. Hernandez I, *Johnson A*, **Reina Ortiz M**, Rosas C, Sharma V, Terán S, … Teran E. Syphilis and HIV/Syphilis co-infection among Men who have Sex with Men (MSM) in Ecuador. American Journal of Men's Health 2017; 11(4):823-833. (Published online before print Dec 5, 2016). DOI: https://doi.org/10.1177/1557988316680928

26. **Reina Ortiz M,+** Sharma V, Izurieta R. HIV Prevalence in Asia and the Pacific: an Ecological Approach to Inequalities in the Region. Health and the Environment Journal 2012; 3(3):66-77.

27. **Reina Ortiz M,** Schreiber F, Benitez S, et al. Effects of Chronic Ascariasis and Trichuriasis on cytokine production and gene expression in human blood: A Cross-Sectional Study. PLoS Neglected Tropical Diseases 2011; 5 (6):e1157. DOI: https://doi.org/10.1371/journal.pntd.0001157

28. **Reina Ortiz M,+** Cárdenas P, Arias M. "Fiebre por Dengue asociada a colecistitis alitiásica" (Dengue Fever associated with acalcoulous cholecystitis). Rev Fac Cien Med (Quito) 2009; 34: 46-49. [Case Report]

Editorials in peer-reviewed journals

29. **Reina Ortiz M.+** Enfermedades Infecciosas: Un reto que persiste. Rev Fac Cien Med (Quito) 2012; 37: 5-8.

30. **Reina Ortiz M,** Sharma V, Hoare I, Izurieta R. State of the Globe: Ebola Outbreak in the Western World: Are We Really Ready? J Glob Infect Dis 2015; 7(2):53-5.

31. **Reina Ortiz M,+** Sharma V, Hoare I, Izurieta R. Virus del Ébola: reflexiones sobre la reciente epidemia. Rev Med Vozandes 2014; 25 (1):3-4.

32. **Reina Ortiz M.+** Los diseños de investigación. Revista Médica Voz Andes 2012; 23 (2):95-6.

Peer-reviewed abstracts published in peer-reviewed journals
Italics for student authors

33. *Le NK (student first-author),* **Reina Ortiz M,** Hernandez I, Rosas C, Sharma V*,* Teran S, Naik E, Salihu HM, Teran E, Izurieta R. Risky Sexual Behaviors Associated with Human Immunodeficiency Virus Transmission among Pregnant Ecuadoreans. Abstract Number 25. International Journal of Academic Medicine 2018; 4(3):334.

34. *Sharma V (student first-author)*, **Reina Ortiz M**, Marhefka S. Post-earthquake HIV risk and mental health: Perceived inequities and resilience among adolescents in Nepal. Journal of Adolescent Health 2018; 62:S109.

35. *Chee V (student first-author)*, Wright I, Hernandez I, **Reina-Ortiz M**, *Bejarano S*, Flores M, Teran E, Izurieta R, Baldwin J, Martinez-Tyson D. SUN-P180: "La Desculturización": Perceptions on Traditional Diet and Nutritional Transition Among Indigenous Communities of Ecuador. Clinical Nutrition 2017; 36(1):S120.

36. Hernandez I, **Reina M**, Rosas C, Sharma V, Izurieta R, Teran E. Predictors of HIV-related knowledge and risk behavior among school-attending teenagers in Esmeraldas, Ecuador. Tropical Medicine & International Health 2015; 20 (Suppl. I):285.

37. Hernandez I, *Adegoke K*, Rosas C, Ochoa T, **Reina M**, Sharma V, Izurieta R, Teran E. Prevalence of STI/HIV and factors associated with STI among female sex workers in Ecuador. Tropical Medicine & International Health 2015; 20 (Suppl. I):285.

38. **Reina Ortiz M,** Sharma V, Izurieta R. Geographic Information System-based modeling of the HIV/AIDS epidemic in Ecuador using nationally collected data. The American Journal of Tropical Medicine and Hygiene 2015; 93 (4_Suppl):145 (484).

Manuscripts under peer-review/in submission process
Italics for student authors

1. **Reina Ortiz M,** *Chacreton D*, *Lara D*, Hoare I, Izurieta R. Impact of Hurricane Irma on Arboviral Transmission in Florida. To be submitted to MMWR.

2. **Reina Ortiz M,** *Patel J,* Hernandez I, Flores M, *Bejarano S, Chee V*, Teran E, Izurieta R, Baldwin J, Martinez Tyson D. Using Geographic Information Systems to enhance understanding of community assets: The GECAM methodology. To be submitted to the American Journal of Public Health.

Preprints
Italics for student authors

1. **Reina Ortiz M,** Sharma V. Modeling the COVID-19 outbreak in Ecuador: Is it the right time to lift social distancing containment measures? **Note:** available as a preprint on Medrxiv: https://www.medrxiv.org/content/10.1101/2020.05.21.20109520v1

2. *Le NK (student first-author)*, Le A, *Brooks JP*, Khetpal S, Liauw D, Izurieta R, **Reina Ortiz M**. Impact of government-imposed social distancing measures on COVID-19 morbidity and mortality around the world. Submitted to the Bulletin of the World Health Organization. **Note:** available as a preprint on: https://www.who.int/bulletin/online_first/20-262659.pdf

Books (Co-editor)

1. Masys A, Izurieta R, **Reina Ortiz M** (Eds). Global Health Security: Recognizing Vulnerabilities, Creating Opportunities. Springer International Publishing. Springer Nature. doi: 10.1007/978-3-030-23491-1. eBook ISBN: 978-3-030-23491-1. Hardcover ISBN: 978-3-030-23490-4.

Books (Textbook Chapters)

1. Izurieta R, **Reina Ortiz M,** Ochoa-Capello T. 2018. *Trichuris trichiura* (on line). In: J.B. Rose and B. Jiménez-Cisneros, (eds) Global Water Pathogen Project. http://www.waterpathogens.org (Robertson, L (eds) Part III: Specific Excreted Pathogens – Section IV Helminths) http://www.waterpathogens.org/book/trichuris-trichiura Michigan State University, E. Lansing, MI, UNESCO. doi: https://doi.org/10.14321/waterpathogens.43
Acknowledgements: K.R.L. Young, Project Design editor; Website Design (http://www.agroknow.com)

2. **Reina Ortiz M.** Zika Virus: An emerging threat. In: Izurieta R (ed) Emerging Infectious Diseases. 2018. https://tophat.com/marketplace/science-&-math/biology/textbooks/emerging-infectious-diseases-ricardo-izurieta-ismael-hoare/3229/110186/

Reports

1. Paudel D, Melendez KA, Chacreton D, Das TK, **Reina Ortiz M**, Kwon C. Measuring the Impact of the Large-scale Adoption of Ridesharing on the Spread of Infectious Diseases. Center for Transportation, Environment, and Community Health Final Report. Published: Mar 31, 2021.

2. HIV Syndemics Research Team. 2017. Indigenous Health & HIV. Executive Summary: Imbabura, Ecuador. The Syndemic Nature of HIV/AIDS Among Indigenous Populations in Latin America: Risk and Resilience.

Oral and Poster Presentations in Scientific/Academic Conferences
Italics for student authors, <u>underlined</u> for community partner authors, * = presenting author, + = corresponding author

1. **Reina Ortiz M,** *Gertz A, Saint-Cyr N*, Vasquez M, Wint K, Francois MJ, Chen H, Martinez Tyson D, Marhefka S, Thirumurthy. Systematic Literature Review of Traditional Economic Approaches to Improve Retention in Care for HIV (RICH). Accepted for poster presentation in the American Public Health Association (APHA) 2022 Annual Meeting & Expo. To be held in Boston, MA on Nov 6-9, 2022.

2. *Chipman C*, *Carattini I*, Silva-Sobrinho R, Reina Ortiz M, Hoare I. Effect of SARS-CoV-2 Prevention Measures on Mental and Financial the Health Parana, Brazil. Accepted for poster presentation in the American Public Health Association (APHA) 2022 Annual Meeting & Expo. To be held in Boston, MA on Nov 6-9, 2022.

3. *Hernández S*, *Garza C*, Martinez Tyson D, Izurieta R, Reina Ortiz M, Salinas A, Hoare I, Calvo A. Salud Latina USF Webinar Series Evaluation. Accepted for poster presentation in the American Public Health Association (APHA) 2022 Annual Meeting & Expo. To be held in Boston, MA on Nov 6-9, 2022.

4. **Reina Ortiz M*,** *Gertz A, Saynt-Cyr N,* <u>Vasquez M, Wint K, Francois MJ,</u> Chen H, Martinez Tyson D, Marhefka-Day S, Thirumurthy H. Leveraging Economics to optimize retention in Care for HIV: A Systematic Review. Accepted for Poster Presentation at the American Society of Tropical Medicine & Hygiene (ASTMH) 2022 Annual Meeting to be held in Seattle, Washington on Oct 30-Nov 3, 2022.

5. *Gertz A, Saint-Cyr N*, Vasquez M, Wint K, Francois MJ, Chen H, Martinez Tyson D, Marhefka S, Thirumurthy H, **Reina Ortiz M**.* I do not need to be [intrinsically] motivated: Feasibility and acceptability of a behavioral economics-based intervention to optimize retention in HIV Care among Latinos Living with HIV in Florida. Accepted for presentation in the Fast-Track Cities 2022 Conference. To be held in Seville, Spain on October 11-13, 2022.

6. Saint-Cyr N, Gertz A**, Reina Ortiz M**,+ Vasquez M, Wint K, Francois MJ, Henian C, Martinez Tyson D, Phan P, Macis M, Marhefka S, Thirumurthy H. Incentive-based Interventions to Improve HIV Prevention/Control: a Scoping Review. Accepted for presentation in the 2022 Orange County Ending the HIV Epidemic Summit. To be held in Orlando, FL on Sep 13-14, 2022.

7. **Reina Ortiz M,+** *Gertz A, Saint-Cyr N,** Vasquez M, Wint K, Francois MJ, Chen H, Martinez Tyson D, Marhefka S, Thirumurthy H. A systematic review of behavioral economic-based interventions to improve HIV prevention, retention in care, and viral suppression for people at risk for or living with HIV/AIDS. 2022 Academic International Medicine Annual Congress. Virtually held, Jun 9-12, 2022. **Best Original Research Presentation Award presented to student (see CV's mentoring section).**

8. *Ruiz E,* Martínez-Tyson D, Izurieta R, **Reina-Ortiz M**, Salinas A, Hoare I, Calvo A. Spanish-Language COVID-19 Vaccine Information and YouTube: A Digital Media Content Analysis. 2022 USF Social Marketing Conference. Clearwater, FL. May 27-28, 2022.

9. *Rolle L*, *Nabours B*, Martínez-Tyson D, Izurieta R, **Reina-Ortiz M**, Salinas A, Hoare I, Calvo A. Salud Latina USF Webinar series evaluation. Presented in USF Health Research Day. Tampa, FL. Feb 25, 2022.

10. *Hernandez-Bojorge S*, *Garza C*, *Osorio T*, Martínez-Tyson D, Izurieta R, **Reina-Ortiz M**, Salinas A, Hoare I, Calvo A. University of South Florida's College of Public Health "Salud Latina" Initiative to Address Health Disparities among Latinx communities in the US and abroad. Presented in USF Health Research Day. Tampa, FL. Feb 25, 2022.

11. **Reina Ortiz M*+,** Hoare I, *Chacreton D*, *Le NK*, Izurieta R. Impact of Government-imposed Social Distancing Measures on COVID-19 Morbidity and Mortality Around the World. American Society of Tropical Medicine & Hygiene (ASTMH) 2021 Annual Meeting. Virtual, November 17-21, 2021.

12. Calvo A, Martinez-Tyson D, **Reina Ortiz M**, Salinas A, Izurieta R, Hoare I. University of south Florida's "Salud Latina" initiative to address health disparities among Latinx communities in the US and abroad. American Public Health Association (APHA) 2021 Annual Meeting & Expo. Denver, CO on October 24-27, 2021.

13. *Campos A,* Wilson R, Macis M, Izurieta R, Teran E, Grunauer M, **Reina Ortiz M**, Phan P. Financial incentives for HIV testing uptake: Is money enough? a post hoc analysis. Accepted for Poster Presentation in the American Public Health Association (APHA) 2021 Annual Meeting & Expo. Denver, CO on October 24-27, 2021.

14. Hoare I, Hoare O, **Reina Ortiz M.** We feed mostly on the.....things that we grow: The role of cultural identity and diabetes in southern Belize. Accepted for Oral Presentation in the American Public Health Association (APHA) 2021 Annual Meeting & Expo. Denver, CO on October 24-27, 2021.

15. *Chacreton D,* **Reina Ortiz M,** Hoare I. Evaluating the effect of national-level social distancing on the onset of peak sars-cov-2 daily case incidence. Accepted for Oral Presentation in the American Public Health Association (APHA) 2021 Annual Meeting & Expo. Denver, CO on October 24-27, 2021.

16. Sharma V, Lopez-Quintero C, Marhefka S, Baldwin J, Levin B, Rahill G, Luitel A, **Reina Ortiz M**. Intersections of Discrimination: Casteism and Mental Health Outcomes among College-Attending Nepali Earthquake Survivors. American Psychopathological Association Virtual Meeting, 2021.

17. **Reina Ortiz M*+,** Hoare I, *Chacreton D, Lara D,* Izurieta R. Impact of Hurricane Irma on Arboviral Transmission in Florida. American Society of Tropical Medicine & Hygiene (ASTMH) 69th Annual

Meeting. Scheduled to be held in Toronto, Canada [held virtually due to COVID-19]. November 15-19, 2020.

18. **Reina Ortiz M*+,** Grunauer M, Gutierrez E, Izurieta R, Rosas C, Macis M, Phan P, Teran E. Economic incentives and not behavioral nudges increase voluntary HIV testing among pregnant women in high-burden urban settings in a LMIC. Oral presentation in the American Public Health Association (APHA) 2020 Annual Meeting & Expo [held virtually because of COVID-19]. October 24-28, 2020.

19. **Reina Ortiz M*+**, Pracht E, Hoare I, Salinas A, Thomas N, *Kurji, N*. Post-hurricane behavioral disorders: health disparities in rates of Florida inpatient episodes between 1991 and 2014. Accepted for presentation in the American Public Health Association (APHA) 2020 Annual Meeting & Expo [held virtually because of COVID-19]. October 24-28, 2020.

20. **Reina Ortiz M*+,** Sharma V*,* Hoare I, Casanova J, Corvin J. Developing Global Health Diplomacy Skills in a Professional Global Health Program. Accepted to the 2020 Annual Meeting of the Association of Schools & Programs of Public Health, VA, USA. March 18-20, 2020. Conference cancelled due to COVID-19.

21. *Parikh JU,* **Reina Ortiz M,** Izurieta R. Evaluating the relationship between introduction of acellular pertussis vaccine and whooping cough re-mergence in the United States. Abstract accepted for poster presentation. American Society of Tropical Medicine & Hygiene (ASTMH) 68th Annual Meeting. National Harbor, MD, USA. November 20-24, 2019.

22. *Sharma V,* **Reina Ortiz M.** Chhaupadhi: Views on an ancestral practice that negatively impacts reproductive health and deteriorates women's rights. Poster Presentation. American Public Health Association (APHA) 2019 Annual Meeting & Expo. Philadelphia, PA, USA. November 2-6, 2019.

23. *Kloppenburg B,* Hoare I, *Sharma V,* Izurieta R, **Reina Ortiz M*.** Evaluating the association between canton-level Zika virus transmission and internally displaced populations size in post-earthquake Ecuador. Oral Presentation. American Public Health Association (APHA) 2019 Annual Meeting & Expo. Philadelphia, PA, USA. November 2-6, 2019.

24. *Sharma V,* **Reina Ortiz M*,** Hoare I, Thomas N, Salinas A. Reproductive behavior in post-earthquake Nepal: A comparison using a national-level survey. Oral Presentation. American Public Health Association (APHA) 2019 Annual Meeting & Expo. Philadelphia, PA, USA. November 2-6, 2019.

25. **Reina Ortiz M,** Hoare I, Chacreton D, Lara D, Izurieta R. Evaluating the impact of hurricane Irma on arboviral activity in Florida. Roundtable Presentation. American Public Health Association (APHA) 2019 Annual Meeting & Expo. Philadelphia, PA, USA. November 2-6, 2019.

26. **Reina Ortiz M*,** *Patel J,* Hernandez I, Flores M, Bejarano S, et al. Enhancing Community Asset Mapping methods by incorporating Geographic Information Systems techniques. Poster Presentation. American Public Health Association (APHA) 2019 Annual Meeting & Expo. Philadelphia, PA, USA. November 2-6, 2019.

27. Hoare I, **Reina Ortiz M,** Izurieta R. Human Resources for Health: A Threat and Opportunity for Belize. Abstract presented in the 2nd Belize National Research Conference. Belmopan, Belize. April 3-4, 2019.

28. *Redmond B,* **Reina Ortiz M*.** Civil Conflict and Urban Agriculture in the Sub-Saharan Tropics: The Democratic Republic of the Congo as a Case Study. Poster Presentation. American Society of Tropical Medicine & Hygiene (ASTMH) 67th Annual Meeting. New Orleans, LA, USA. Oct. 28 – Nov. 1, 2018.

29. *Le N,* **Reina Ortiz M,** Hernandez I, Rosas C, Sharma V, Teran S, Naik E, Salihu HM, Teran E, Izurieta R. Risky Sexual Behaviors Associated with Human Immunodeficiency Virus Transmission among Pregnant Ecuadoreans. Abstract presented in the 2018 Annual Meeting of the American College of Academic International Medicine (Academic International Medicine 2018 Congress). New York, NY, USA. July 27-29, 2018.

30. Macis M, Cuero Caicedo D, Gutierrez E, Grunauer M, Izurieta R, Phan P, **Reina Ortiz M+**, Rosas C, Terán E. "Improving voluntary HIV testing in low and middle income countries (LMIC): A report from a field experiment in Ecuador". Poster presentation. 22nd International AIDS Conference (AIDS 2018). Amsterdam, the Netherlands. July 23-27, 2018.

31. Grunauer M, Izurieta R, Macis M, Phan P, **Reina Ortiz M***, Teran E. Nudges and Incentives for HIV Testing: A Field Experiment in Ecuador. Abstract accepted for oral at the 2018 Annual Meeting of the American Society of Health Economists (Abstract #5635). Atlanta, GA, USA. June 10-13, 2018.

32. *Sharma V*, **Reina-Ortiz M,** Marhefka S. Post-earthquake HIV risk and mental health: Perceived inequities and resilience among adolescents in Nepal. Poster presentation. 2018 Annual Meeting of the Society for Adolescent Health and Medicine (SAHM) in Seattle, WA, USA. March 14-17, 2018.

33. *Chee V*, Calvo A, Terán E, Wright L, **Reina-Ortiz M**, Izurieta R, Hernandez I, Bejarano S, Rebollón A, Baldwin J, Flores M, Yamberla N, Martinez-Tyson D. La Desculturización versus La Desnutrición: Nutritional Concerns within Indigenous Communities in Ecuador and Panama. Poster presentation. American Public Health Association (APHA) 2017 Annual Meeting & Expo. Atlanta, GA, USA. Nov 4-8, 2017.

34. **Reina Ortiz M*,** Mejia ME, *Sharma V*, Naik E, Salihu H, Hoare I, Izurieta R. Post-earthquake Zika Virus surge in tropical lowlands of Ecuador: an analysis of population-based incident cases from January to July 2016 (Abstract LB-5150). Oral presentation. American Society of Tropical Medicine & Hygiene (ASTMH) 65th Annual Meeting. Atlanta, GA, USA. November 13-17, 2016.

35. *Chee V*, Wright L, Hernandez I, **Reina-Ortiz M**, Bejarano S, Flores M, Teran E, Izurieta R, Yamberla N, Baldwin J, Martinez-Tyson D. "La Desculturización" – Perceptions of diet and nutritional change among indigenous communities in Ecuador. Oral presentation. American Public Health Association (APHA) 2016 Annual Meeting & Expo. Denver, CO, USA. Oct 29-Nov 2, 2016.

36. *Bejarano S*, *Chee V*, Hernandez I, Flores M, *Yamberla N*, **Reina-Ortiz M,** Teran E, Izurieta R, Baldwin J, Martinez-Tyson D. Applying syndemic theory to assess risk factors for HIV/AIDS in the Indigenous communities of Imbabura, Ecuador. Poster presentation. American Public Health Association (APHA) 2016 Annual Meeting & Expo. Denver, CO, USA. Oct 29-Nov 2, 2016.

37. **Reina Ortiz M*,** Jacob B, Castillo Vera J, Diaz C, Izurieta R. Identifying Potential Malaria Vaccine Needs Based on Geospatial Analysis of Malaria Infection in Esmeraldas, Ecuador. Poster

presentation. Third International Conference Vaccinology in the Tropics. Panama City, Panama. January 20-22, 2016.

38. **Reina Ortiz M,** Hernandez I, Sharma V, et. al. Predictors of HIV-related Knowledge and Risk Behavior among school-attending teenagers in Esmeraldas, Ecuador. Oral presentation. American Public Health Association (APHA) 2016 Annual Meeting & Expo. Chicago, IL, USA. Oct 31 - Nov 4, 2015.

39. **Reina Ortiz M*,** Sharma V, Izurieta R. GIS-based modeling of the HIV/AIDS epidemic in Ecuador using nationally collected spatiotemporal screening and testing data. Poster presentation. American Public Health Association (APHA) 2016 Annual Meeting & Expo. Chicago, IL Oct 31 - Nov 4, 2015.

40. *Adegoke K*, Hernandez I, Ochoa T, Rosas C, Sharma V, **Reina M,** Teran E and Izurieta R. Prevalence of STI/HIV and factors associated with STI among female sex workers in Ecuador. Oral presentation. American Public Health Association (APHA) 2016 Annual Meeting & Expo. Chicago, IL Oct 31 - Nov 4, 2015.

41. **Reina Ortiz M*,** Castillo R, Valencia J, Diaz C, Quinonez M, Espinel M, Milhous W, Kwa B, Izurieta R. Defining early malaria treatment and its association with follow-up gametocytemia in Esmeraldas, Ecuador. Accepted for poster presentation at the Annual Meeting of the American Society of Tropical Medicine & Hygiene 64th Annual Meeting. Philadelphia, PA, USA. October 25-29, 2015.

42. Johnson A, Hernandez I, Ochoa T, Rosas C, Sharma V, **Reina Ortiz M**, Teran E, Izurieta R. Risk factors associated with HIV in MSM in Ecuador. XVII Congress of the Pan-American Association of Infectology. Quito, Ecuador. May 15-19, 2015.

43. Adegoke K, Hernandez I, Ochoa T, Rosas C, Sharma V, **Reina Ortiz M,** Teran E and Izurieta R. Knowledge, behaviors and factors associated with HIV among female sex workers in Esmeraldas, Ecuador. XVII Congress of the Pan-American Association of Infectology. Quito, Ecuador. May 15-19, 2015.

44. Sharma V, **Reina Ortiz M**, Rosas C, et. al. Association between gender and STIs/HIV knowledge and risk behaviors among youth in Esmeraldas, Ecuador. USF Health Research Day. Tampa, FL, USA. February 20th, 2015.

45. **Reina Ortiz M***, Sharma V, Baldwin J, Izurieta R**.** Social and Structural determinants of HIV in Ecuador: An Analysis of the syndemic nature of HIV/AIDS and alcohol abuse among adolescents and young adults. NIAA Conference on Alcoholism, HIV and Other Comorbidities. Bogota, Colombia. June 5-6, 2014.

46. **Reina Ortiz M***, Caliskan S., Jacob B., et al. Using Parish-level Prevalence Data within a GIS Environment to Understand and Predict Malaria Activity Foci in the Province of Esmeraldas, Ecuador. Abstract accepted for poster presentation at the 6th International Congress of the Society for Vector Ecology. La Quinta, CA, USA. September 22-27, 2013.

47. **Reina Ortiz M*,** Sharma V., Izurieta R**.** HIV Epidemics in Latin-America and its Lessons for the Asia Pacific Region. Abstract accepted for poster presentation at the 11th International Conference of AIDS in the Asia Pacific. Bangkok, Thailand. November 18-22, 2013.

48. Sharma V.**, Reina Ortiz M*,** Marquez R**.** Role of Church in Strengthening HIV/AIDS and STI Prevention: Lessons to the Asia-Pacific. Abstract accepted for poster presentation at the 11th International Conference of AIDS in the Asia Pacific. Bangkok, Thailand. November 18-22, 2013.

49. **Reina Ortiz M*,** Acosta M., Sharma V., et al. Can Medical Male Circumcision for HIV prevention be implemented in a completely different context? Abstract accepted for poster presentation at the 11th International Conference of AIDS in the Asia Pacific. Bangkok, Thailand. November 18-22, 2013.

50. Sharma V**, Reina Ortiz M*,** Izurieta R**.** Exploring GIS-Based Methods in HIV Monitoring: Ecuador as a Case Study for the Asia Pacific Region. Abstract accepted for poster presentation at the 11th International Conference of AIDS in the Asia Pacific. Bangkok, Thailand. November 18-22, 2013.

51. Izurieta R**, Reina Ortiz M.** Ecuador: A Key Partner from the Center of the World. Global Health Showcase. University of South Florida. October 17, 2012.

52. **Reina Ortiz M*,** Izurieta R**.** Malaria in Panama: A Brief Historical Perspective. Abstract Accepted for oral presentation at the II National Meeting of Tropical Medicine and Research in Quito, Ecuador. June 20-22, 2012.

53. **Reina Ortiz M*,** Sharma V, Izurieta R. Ecuador Progress Towards MDG5. Abstract Accepted for oral presentation at the II National Meeting of Tropical Medicine and Research in Quito, Ecuador. June 20-22, 2012.

54. **Reina Ortiz M*,** Sharma V**.** HIV Prevalence in Asia and the Pacific: an Ecological Approach to Inequalities in the Region. Oral presentation at the 2012 Population Association of America. San Francisco, CA, USA. May 3-5 2012.

55. **Reina Ortiz M*,** Sharma V, Lohani S. Health inequalities and HIV Risky Sexual Behavior in Nepalese Population. Abstract accepted for poster presentation in the 10th International Congress on AIDS in Asia and the Pacific. Busan, Republic of Korea. August 26-30, 2011

56. **Reina Ortiz M*.** Immunity to *Ascaris lumbricoides* in schoolchildren of rural Ecuador. Oral presentation at the XIX Latin-American Congress on Microbiology. Quito, Ecuador. October 15-18, 2008

57. **Reina Ortiz M*.** The modified Th2 response and its relation to helminthiases. Oral presentation at the IV SCAALA Seminar, Instituto de Saude Coletiva, Universidade Federal da Bahia. Salvador, Brazil. June, 2008.

Non-refereed articles

1. Izurieta R & **Reina-Ortiz M.** In: Featured Q & A. Can Venezuela Cope With a New Disease Epidemic? The Latin America Advisor. A Daily Publication of the Dialogue. Inter-American Dialogue. Available at: http://advisor.thedialogue.org/wp-content/uploads/2018/05/LAA180510.pdf. Last accessed Nov 11, 2019. Thursday, May 10, 2018. Washington D.C., USA.

2. Izurieta R & **Reina-Ortiz M.** In: Featured Q & A. Can South America Stop New Diseases Spread by Mammals? The Latin America Advisor. A Daily Publication of the Dialogue. Inter-American Dialogue.

Available at: http://www.thedialogue.org/wp-content/uploads/2017/07/LAA170706.pdf. Last accessed Nov 11, 2019. Thursday, July 6, 2017. Washington D.C., USA.

3. **Reina Ortiz M, Sharma V.** Ebola: From Fever to fever and from victory to victory. Article published in the College of Public Health News, USF, Tampa, Fl. Available at http://hscweb3.hsc.usf.edu/health/publichealth/news/fever-fever-victory-victory/. Nov, 2014.

4. **Reina Ortiz M.** La fiebre del mundial podría no ser el gol I. Opinion article published in Diario La Hora on July 8, 2014. Esmeraldas – Ecuador.

5. **Reina Ortiz M.** La fiebre del mundial podría no ser el gol II. Opinion article published in Diario La Hora on July 18, 2014. Esmeraldas - Ecuador

International Talks | Invited Speaker/Moderator (Symposia, Panels, etc.)

1. **Hablemos de Salud Mental durante la Pandemia. Reina Ortiz, M: Moderator.** Webinar for the Latino Health Initiative, College of Public Health, University of South Florida. January 27, 2022. Tampa, Fl [held online]. Recording available here.

2. **Global Health Diplomacy: Cosmopolitan moments as drivers of international health negotiations.** Lecture for the ASTMH Committee on Global Health (ACGH) Symposium I - Global Health Diplomacy I. COVID-19 as a Cosmopolitan Moment: Leveraging Global Health Diplomacy for Pandemic Preparedness and Response. American Society of Hygiene and Tropical Medicine 2021 Annual Meeting. November 19, 2021. National Harbor, MD.

3. **COVID-19: Microbiology and Public Health Implications.** (Moderator). Student Global Health Conversation Series. USF Health International & Global Virus Network. November 18, 2021. Tampa, Fl [held online]. Recording available here. (3 views as of December 5, 2021).

4. **El cuidado de pacientes con la TBC con un enfoque de la justicia social determinantes de Salud.** (Moderator). Inaugural Global Health Conversation Series – Spanish. USF Health International & Global Virus Network. November 18, 2021. Tampa, Fl [held online]. Recording available here. (16 views as of December 5, 2021).

5. **Hablemos sobre el Impacto Social de COVID-19. Reina Ortiz, M: Mental Health.** Webinar for the Latino Health Initiative, College of Public Health, University of South Florida. June 24, 2021. Tampa, Fl [held online]. Recording available here. (181 views as of December 5, 2021).

6. **Hablemos de las Variantes de COVID-19.** Webinar for the Latino Health Initiative, College of Public Health, University of South Florida. May 27, 2021. Tampa, Fl [held online]. Recording available here. (245 views as of December 5, 2021).

7. **Role of Mathematical Models in Forecasting and Management of the COVID-19 Pandemic.** (Moderator). Global Health Conversation Series. USF Health International & Global Virus Network. November 18, 2021. Tampa, Fl [held online]. Recording available here. (25 views as of December 5, 2021).

8. **Hablemos sobre Tratamientos de COVID-19.** Webinar for the Latino Health Initiative, College of Public Health, University of South Florida. April 28, 2021. Tampa, Fl [held online]. Recording available here. (226 views as of December 5, 2021).

9. **The Merging of Two Crises: The Impact of Covid 19 on the Global Refugee Crisis.** (Moderator). Global Health Conversation Series. USF Health International & Global Virus Network. November 18, 2021. Tampa, Fl [held online]. Recording available here. (46 views as of December 5, 2021).

10. **Experiences translating biosafety measures to the home environment in the context of COVID-19.** Presented in the International Congress on Occupational and Safety Health Agencies 2020. December 18, 2020. Antalya, Turkey [held online due to COVID-19].

11. **COVID-19 in Latin America: Applied Research and Future Perspectives**. Lecture for the Seminário Mestrado Acadêmico em Virologia. Universidade FEEVALE. Nova Hamburgo, Brazil [virtually held]. November 20, 2020.

12. **Epidemic deterministic models of COVID-19 for Ecuador: assessing impact of reversing social distancing measures.** Presented in the COVID-19 and Migration in the Americas: Research and Practice Virtual Symposium. I also co-organized this event (see under Organization of Academic Events). UNINORTE, Barranquilla, Colombia and USF [virtually held]. November 12, 2020. Recording available here (305 views as of July 6, 2021).

13. **Apart Together: Impact of COVID-19 in migrant populations. Preliminary results.** Presented in the COVID-19 and Migration in the Americas: Research and Practice Virtual Symposium. I was a co-speaker on this talk with Beatriz Padilla. I also co-organized this event (see under Organization of Academic Events). UNINORTE, Barranquilla, Colombia and USF [virtually held]. November 12, 2020. Recording available here (305 views as of July 6, 2021).

14. **Modeling COVID-19 in Ecuador: Evaluating the Impact of Reversing Social Distancing Measures in Spring/Summer 2020.** Lecture for the Pre-Meeting Course of the American Society of Tropical Medicine & Hygiene (ASTMH) Committee on Global Health (ACGH), titled "Modeling for Disease Outbreaks Practical Approaches to Understanding and Using Models". Scheduled to be held in Toronto, Canada [virtually held]. November 11, 2020.

15. **COVID-19: actualización y perspectivas para el futuro**. [on line]. Pontifica Universidad Católica del Ecuador Sede Esmeraldas (PUCESE). August 20, 2020.

16. COVID-19 en el Ecuador y el Mundo Lecture Series. Epidemiología y Economía - Nueva Normalidad. **Lecture title: Modelos Epidemiológicos de COVID-19 en Ecuador.** [on line]. Academia Ecuatoriana de Medicina and Universidad San Francisco de Quito. June 17, 2020. Recording available here (1.7K views as of November 13, 2020).

17. **Impacts of COVID-19 on Immigrants and Refugees in the United States.** A Virtual Roundtable [on line]. The Initiative on Social Work and Forced Migration. Robert Stempel College of Public Health & Social Work. Florida International University. June 9th, 2020. Recording available here (187 views as of September 29, 2020).

18. **2019-nCov: Biology, Epidemiology and Prevention**. Sub-Dirección de Docencia e Investigación. Hospital General del Sur de Quito IESS. Quito. February 11, 2020.

19. **Situación actual del VIH/SIDA: acciones globales para la aplicación local**. Pontificia Universidad Católica del Ecuador – Sede Esmeraldas. Esmeraldas, Ecuador. January 23rd, 2020. Estimated Live Attendance: 150. Recording available here (1.2 K as of December 5, 2021).

20. **Global Health Security Panel**. 2nd Clinical Congress Connecting Health with Care & 1st Annual Scientific Forum. The American College of Academic International Medicine (ACAIM). Clearwater, Fl. July 28th-30th 2017.

21. **Global Health in the 21st century: enabling and fostering international collaboration**. Universidad San Francisco de Quito. Quito, Ecuador. October 2015. Estimated Attendance: 25.

22. **Microarray technologies uses in immunological research**. First Immuno-epidemiology Course, Universidade Federal da Bahia. Salvador Bahia, Brazil. June 2008. Estimated Attendance: 50.

Organization of Academic Events

1. **Co-chair.** ASTMH Committee on Global Health (ACGH) Symposium – Climate Change and Global Health. American Society of Hygiene and Tropical Medicine 2022 Annual Meeting. To be held in Seattle, WA. Oct 30 - Nov 3, 2022.

2. **Support Organizer.** ASTMH Committee on Global Health (ACGH) Symposium – Role of Women in Global Health. American Society of Hygiene and Tropical Medicine 2022 Annual Meeting. To be held in Seattle, WA. Oct 30 - Nov 3, 2022.

3. **Chair.** Scientific Session 24: Global Health Security. American Society of Hygiene and Tropical Medicine 2021 Annual Meeting. Nov. 18, 2021. Virtual.

4. **Chair/Symposium Organizer.** ASTMH Committee on Global Health (ACGH) Symposium I - Global Health Diplomacy I. COVID-19 as a Cosmopolitan Moment: Leveraging Global Health Diplomacy for Pandemic Preparedness and Response. American Society of Hygiene and Tropical Medicine 2021 Annual Meeting. Nov 19, 2021. Virtual.

5. **President/Chair.** ASTMH Committee on Global Health Annual Business Meeting. American Society of Hygiene and Tropical Medicine 2021 Annual Meeting. Nov 19, 2021. Virtual.

6. **President/Chair.** ASTMH Committee on Global Health Council Meeting. American Society of Hygiene and Tropical Medicine 2021 Annual Meeting. Nov 12., 2021. Virtual.

7. **Co-organizer.** COVID-19 and Migration in the Americas: Research and Practice. Virtual Symposium. Universidad del Norte (Barranquilla, Colombia) and University of South Florida.

8. **Co-Chair.** ASTMH Committee on Global Health (ACGH) Symposium Pathogen Metagenomics in the Developing World: Four stories in four countries. American Society of Hygiene and Tropical Medicine 2020 Annual Meeting. Held online due to COVID-19.

9. **Co-Chair.** Field Applications for Stopping Infectious Disease Threats at International Points of Entry. ASTMH Committee on Global Health (ACGH) Pre-Meeting Course. American Society of Hygiene and Tropical Medicine 2019 Annual Meeting. Nov 20th, 2019. National Harbor, MD.

10. **Co-chair.** The Economics of Health and Disease: Making the Case for Global Health Spending. ASTMH Committee on Global Health (ACGH) Pre-Meeting Course. American Society of Hygiene and Tropical Medicine 2017 Annual Meeting. Nov 5th, 2017. Baltimore, MD.

11. **Director & Theory/Lab Instructor.** Introduction to Public Health GIS Workshop. Kathmandu University School of Medicine. Kathmandu, Nepal. May 2016. *Note: list of lectures provided in Teaching section.*

12. **Director & Theory/Lab Instructor.** Introduction to Public Health GIS Workshop. Tribhuvan University School of Psychology. Kathmandu, Nepal. May 2016. *Note: list of lectures provided in Teaching section.*

13. **Director & Theory/Lab Instructor.** Introduction to Public Health GIS Workshop. Tribhuvan University School of Social Work. Kathmandu, Nepal. May 2016. *Note: list of lectures provided in Teaching section.*

14. **Director & Theory/Lab Instructor.** Introduction to Public Health GIS Workshop. Tribhuvan University School of Medicine. Kathmandu, Nepal. May 2016. *Note: list of lectures provided in Teaching section.*

15. **Director & Theory/Lab Instructor.** Introduction to Public Health GIS Workshop. Prayas Pune (NGO). Pune, India. May 2016. *Note: list of lectures provided in Teaching section.*

16. **Director & Theory/Lab Instructor.** II GIS Applied to Health Workshop. Quito – Ecuador, March 14-17 2016. *Note: list of lectures provided in Teaching section.*

17. **Co-Director & Laboratory Instructor.** I GIS Applied to Health Workshop. Quito – Ecuador, October 2013. *Note: list of lectures provided in Teaching section.*

Research Support

SUBMITTED AND PENDING RESEARCH SUPPORT (UNDER EVALUATION)

1. *Project Performance Period:* 09/01/2022-04/30/2027.
   Title: Tracking the burden, distribution, and impact of Post COVID-19 conditions in diverse populations for children, adolescents, and adults (Track PCC).
   Goal: To measure the burden, distribution, and impact of PCC using data-driven approaches based on state-wide (Utah) and borough-wide (The Bronx) Health Information Exchange data.
   Funding mechanism: Tracking the burden, distribution, and impact of Post COVID-19 conditions in diverse populations for children, adolescents, and adults (Track PCC) (CDC-RFA-IP22-2203)
   Sponsor: Centers for Disease Control and Prevention (CDC).
   Direct Funds: ~ 1,700,000.
   Role: Principal Investigator.

ONGOING RESEARCH SUPPORT

2. *Project Performance Period:* 08/01/2021-07/31/2023.
   Title: EnRICHing Latinos living with HIV by optimizing retention in care: a culturally responsive incentive-based intervention that leverages loss aversion and fixed financial incentives.
   Goal: To use culturally responsive methods to adapt, develop, and pilot test an incentive-based intervention that leverages loss aversion and fixed financial incentives to optimize retention in HIV care (RICH) among Latinos living with HIV (LLHIV).
   Funding mechanism: CFAR ADeLANTE *Mentoring New HIV//AIDS Investigators to Meet the Needs of Hispanic/Latino Communities.*
   Sponsor: NIH via Emory University flow through (NIH-funded Centers for AIDS Research at Emory University and District of Columbia).
   Direct Funds: 200,000.
   Role: Principal Investigator.

3. *Period:* Spring 2021, for two years.
   Title: unCoVer: an international network (over 15 institutions in Europe, Asia, and the Americas) using real-world COVID-19-related data to study patient's characteristics, risk factors, safety and effectiveness of treatment.
   Goal: To harvest real-world data derived from the response and provision of care to patients by the health systems across Europe, and internationally during the COVID-19 to identify COVID-19 clinical and epidemiological patterns and knowledge gaps.
   Funding Program: Networking of existing EU and international cohorts of relevance to COVID-19. Framework: Horizon 2020.
   Sponsor: Horizon 2020 - European Union Commission.
   Note: European Commission rules do not allow for funds to be allocated to US-based investigators.
   Role: Co-investigator (Penalvo J, PI).

COMPLETED RESEARCH SUPPORT

1. *Project Performance Period:* 10/01/2019-03/31/2021.
   Title: Measuring the Impact of the Large-scale Adoption of Ridesharing on the Spread of Infectious Diseases.
   Goal: To measure the impact of the large-scale adoption of ridesharing on the spread of infectious diseases by building an agent-based simulation model. Our agent-based simulation model will capture the patterns of ridesharing and various probabilistic spread of infectious diseases within ridesharing networks as well as within social and residential communities.
   Funding mechanism: Center for Transportation, Environment, and Community Health (CTECH).
   Sponsor: United States Department of Transportation via the Center for Transportation, Environment, and Community Health (CTECH). Cornell University & University of South Florida.
   Direct funds: 70,000.00 USD.
   Role: Co-Principal Investigator. (Changhyun Kwon, PI)

2. *Project Performance Period:* 2019-2021
   Title: "Disease conceptualization among Amerindian and African Diaspora populations: Interactions between non-communicable and infectious diseases on health outcomes in the Americas".
   Goal: Explore how Amerindian and African Diaspora populations in Belize conceptualize disease using HIV and Diabetes as a model.
   Funding mechanism: COPH Interdisciplinary Team Award Application.
   Sponsor: COPH, University of South Florida.
   Requested funding: 83,858.00 USD. [Suspended due to COVID-19].
   Role: Co-Principal Investigator. Hoare I (PI).

3. *Project Performance Period: 08/01/2018-08/01/2020.*
   Title: Evaluating the impact of Hurricane Irma on the detection rates of vector-borne infectious agents in the State of Florida.
   Goal: To assess how Hurricane Irma affected the transmission dynamics of vector-borne diseases in the State of Florida.
   Funding Mechanism: USF COPH Faculty Research Award.
   Sponsor: USF College of Public Health.
   Budget: 49,834 USD.
   Role: Principal Investigator.

4. *Project Performance Period:* 06/01/2016-05/31/2018
   Title: Behavioral Nudges, Information And Incentives for HIV Testing: A Field Experiment in Ecuador.
   Goal: To use an experimental design to evaluate which strategy would lead to increase uptake of HIV testing among participants in Esmeraldas, Ecuador.
   Funding Mechanism: Creative and Novel Ideas in HIV Research (CNIHR) Award
   Sponsor: International AIDS Society (IAS) in partnership with the National Institutes of Health (NIH) and the NIH-funded Centers for AIDS Research (CFAR).
   Budget: 371,630 USD.
   Role: USF Principal Investigator. Macis M (PI – Johns Hopkins University).

5. *Project Performance Period:* Spring 2015
   Title: Effect of timely treatment on Plasmodium gametocytemia and malaria incidence rates in the province of Esmeraldas, Ecuador.
   Goal: To evaluate the association between time-to-treatment and gametocytemia in patients diagnosed with malaria in Esmeraldas, Ecuador.
   Funding Mechanism: Institute for the Study of Latin America and the Caribbean (ISLAC) Research Award.
   Sponsor: Institute for the Study of Latin America and the Caribbean (ISLAC), USF.
   Budget: 1,500 USD.
   Role: Principal Investigator.

6. *Project Performance Period:* Fall 2014-2016.
   Title: The Syndemic Nature of HIV/AIDS Among Indigenous Populations in Latin America.
   Goal: To explore co-occurring epidemics of HIV, Substance Abuse and Violence in indigenous populations in Latin America.
   Funding Mechanism: College of Public Health (COPH0 Research Award
   Sponsor: College of Public Health (COPH), USF.
   Budget: 100,000 USD.
   Role: Co-Investigator.

7. *Project Performance Period:* 2013-2015.
   Title: Testing Microfluidic Chamber as an innovative diagnostic tool for geohelminth infection.
   Goal: To assess the effectiveness of a Microfluidic Chamber to diagnose geohelminth infections.
   Role: Co-Investigator.

SUBMITTED RESEARCH SUPPORT APPLICATIONS (NOT FUNDED)

1. **Co-Principal Investigator.** Padilla B (PI). 2020. Afro-Latinxs in Tampa Bay, Florida: Mapping the Past and Present of the Afro-Latinx Racial Experience. Funding mechanism: USF Understanding and Addressing Blackness and Anti-Black Racism in Local, National, and International Communities Research Grants.

2. **Co-Principal Investigator.** Padilla B (PI). 2020. Barriers and facilitators to access COVID-19-related healthcare services among migrant populations in the Tampa Bay Area. Funding mechanism: USF COVID-19 Rapid Response Research Proposals.

3. **Co-Principal Investigator.** Das D (PI). 2020. Artificial-intelligence-based automatic statistical meta-analysis of rapidly expanding COVID-19 literature. Funding mechanism: USF COVID-19 Rapid Response Research Proposals.

4. **Co-Principal Investigator.** Izurieta R (PI). 2019. The *S. typhi* Information System: A Transdisciplinary Approach. Funding mechanism: Grand Challenges Explorations Round 23. Organization: Bill and Melinda Gates Foundation – Grand Challenges in Global Health. Requested funding: 100,000.00 USD.

5. **Principal Investigator.** 2019. Health Needs among Refugee Women of Iraqi/Syrian Origin in Tampa Bay. Funding mechanism: Women's Health Collaborative Award Application. Organization: University of South Florida Women's Health. Requested funding: 15,000.00 USD.

6. **Co-Investigator.** Izurieta R (PI). 2018. Effects of climate variability, seasonality and soil characteristics on the development, dormancy, and inactivation of Soil Transmitted Helminths (STH). Funding mechanism: Ecology and Evolution of Infectious Diseases. Organization: National Science Foundation. Requested funding: 1,187,975.00 USD.

7. **Co-Investigator.** Izurieta R (PI). 2018. Ethics Training for Health Investigators in Central And Latin-America (ETHICAL). Funding mechanism: International Research Ethics Education and Curriculum Development Award (R25), PAR-16-081. Organization: National Institutes of Health – Fogarty International Center. Requested funding: 1,538,815.00 USD.

8. **Co- Investigator.** Mukhopadhay C (PI). 2018. Antimicrobial resistance in community settings: utilizing the One Health perspective to break resistance chain. Funding mechanism: Grand Challenges India: New Approaches to Characterize the Global Burden of Antimicrobial Resistance. Requested funding: 88,200.00 USD.

9. **Principal Investigator.** 2018. "Annavan": Combating Malnutrition in Rural Haitian Children. Funding mechanism: Grand Challenges in Global Health Explorations, Round 21. Requested funding 100,000.00 USD.

10. **Principal Investigator.** 2018. Evaluating the sensitivity and specificity of a novel, low-cost parasite diagnostic device in human, animal, and environmental samples from North America, Latin America and the Caribbean, and South Asia. Funding mechanism: Internal limited submission Moore Inventor Fellows. Requested funding: 596,563.24 USD

11. **Co-Project Director.** Izurieta R (PD). 2017. Malaria Elimination is Attainable Project, Nepal. Achieving Zero falciparum malaria incidence rates in Nepal. Funding mechanism: Private Foundation. Requested Funding 523,360.38 USD.

12. **Co-Principal Investigator.** 2017 & 2018**.** Hoare I (PI). "Disease conceptualization among Amerindian and African Diaspora populations: Interactions between non-communicable and infectious diseases on health outcomes in the Americas". Submitted to the National Institutes of Health R21 funding mechanism PAR-16-052. Requested Funding: 377,480 USD.

13. **Co-investigator.** Izurieta R (PI). 2016 & 2017. Epidemiology of Zika Infection among Pregnant Women in Ecuador. Submitted to the National Institutes of Health R21 funding mechanism PAR-16-106. Requested Funding: 374,000 USD.

OTHER RESEARCH EXPERIENCE

1. **Co-Investigator.** An Epidemiological Survey of HIV and STIs among selected populations (including pregnant women, school-attending teenagers, commercial sex workers and men who have sex with men) in Esmeraldas, Ecuador. (Spring 2014)

2. **Investigator.** A Qualitative-Quantitative approach to the Assessment of Water Quality and Related Health issues in the rural community of Chica, Panama. (Spring 2014)

3. **Co-Investigator.** Water and Health in the Nandamojo Watershed (2013, ongoing). Epidemiological, Community Based Participatory Research project on Community Needs regarding water and related healthcare issues in rural tropical areas in Guanacaste Province, Costa Rica. Responsible of conducting in-depth interviews and Focus Group Discussions with corresponding transcription and preliminary analysis. Interdisciplinary Research Development Award, State of Florida.

4. **Principal Investigator.** Sexual Health and Risky Sexual Behavior among Older Adults Living in the Tampa Bay Area (Spring 2013, closed).

5. **Principal Investigator.** Feasibility and Acceptability of Voluntary Medical Male Circumcision among Ecuadorian MSM (Fall 2012, closed) Qualitative research using Focus Group Discussions as an exploratory approach to evaluate the feasibility and acceptability of Ecuadorian MSM to participate in research of VMMC as a HIV prevention strategy.

6. **Principal Investigator.** HIV Prevalence in Asia and the Pacific: an Ecological Approach to Inequalities in the Region (Summer 2011, closed).

7. **Co-Investigator.** Association between fertility treatments and health outcomes in the offspring (Spring 2011, closed). A cohort study on the association between use of fertility treatment in mothers and health outcomes in the offspring using survival analysis11.

8. **Co-Investigator.** Sexual Health among Nepalese Adolescents (2011, closed). A research describing risky sexual behavior among Nepalese population.

9. **Co-Investigator.** Diverse immune response to varying levels of helminth infections in rural Ecuador (Summer 2008, closed). A cross-sectional study describing the immunologic and molecular characteristics of school-age children exposed to different burdens of helminthic infection.

10. **Principal Investigator.** Atypical clinical manifestation of Dengue Fever (2009, closed). A clinical report of one case of Dengue fever manifested primary with symptoms of cholecystitis.

HONORS, AWARDS AND SCHOLARSHIPS

International-level

American Public Health Association
Excellence in Abstract Submission on an International Topic Award. HIV/AIDS Section. American Public Health Association (APHA). 2020 APHA Annual Meeting.

The International AIDS Society
Scholarship to attend AIDS 2020. July 2020. San Francisco, CA (delivered virtually due to COVID-19 containment measures).

The Society of Vector Ecology (SOVE) International Congress Award
Awarded by SOVE to present in the 6th SOVE International Congress, La Quinta, CA. Sep 22-27, 2013.

2010 International Master of Public Health Scholarship
Awarded by the British Friends of the Hebrew University to study in the International Master of Public Health program at the Hebrew University of Jerusalem.

Unnamed Travel Award, 2008
Awarded by the University of British Columbia to attend a Bioinformatics Workshop in Vancouver, Canada.

Unnamed Travel Award, 2007
Awarded by the Grand Challenges in Global Health-sponsored research group to attend their annual meeting in Cambridge, UK.

National-level
Delta Omega. Honorary Society in Public Health
Inducted by the Chapter at the University of South Florida. April 4, 2016.

Love of Learning Award 2013
Awarded by the Honor Society of Phi Kappa Phi.

The Honor Society of Phi Kappa Phi
Member by election of the Chapter at University of South Florida since Spring 2013.

University-level
Hispanic Heritage Appreciation Month – Top Three Scholarly Work Award
Presented by the USF College of Nursing – USF Health scholarly Works Showcase, part of the Hispanic Heritage Appreciation Month. October 2019.

Faculty International Program Development Award
Awarded by the College of Public Health, University of South Florida to conduct GIS workshops and establish/enhance research partnerships in Nepal and India. 2015-2016.

COPH International Research and Enrichment Scholarship
Awarded by the College of Public Health, University of South Florida, to participate in the NIAAA conference on Alcoholism, HIV and Other comorbidities held in Bogota, Colombia on June 5-6, 2014

COPH International Research Scholarship
Awarded by the College of Public Health, University of South Florida, to develop and teach a GIS workshop in developing regions.

Student Honorary Award for Research and Practice - 2013
Awarded by the College of Public Health, University of South Florida, to partially cover expenses to attend the 6th SOVE, La Quinta, CA. Sep 22-27, 2013.

Student Honorary Award for Research and Practice - 2012
Awarded by the College of Public Health, University of South Florida, to give the oral presentations 'HIV prevalence in the Asia Pacific Region: An Ecological Approach to Inequalities' at the Population Association of America Annual Meeting on May 3-5, 2012.

'Vaccinology in the Tropics' Conference Travel Award
Awarded by the College of Public Health, University of South Florida, to attend the conference 'Vaccinology in the Tropics', held in Panama City, Panama on March 15-17, 2012.

Unnamed Partial Tuition Waiver/Scholarship
Awarded by the College of Public Health, University of South Florida, to study in the Global Communicable Diseases PhD program at the Department of Global Health.

Presidential Scholarship, 2006
Awarded by the Universidad San Francisco de Quito to study in the Master of Microbiology program at the Institute of Microbiology.

School of Medicine, 2004
Tenth best graduate (out of 324) from the School of Medicine, Faculty of Medical Sciences, Universidad Central del Ecuador. Quito, Ecuador.

TEACHING AND MENTORING EXPERIENCE

Course	Level	Role	Semester	Number of Students
PHC 6764 - Global Health Principles & Contemporary Issues	Master	Instructor	Fall 2021	29
			Fall 2020	17
			Fall 2019	19
			Fall 2018	20
			Fall 2017	21
			Fall 2016	29
PHC 7935 - Tropical Diseases	Doctoral	Instructor	Fall 2018	1
PHC 6516 - Tropical Diseases	Master	Instructor	Fall 2020	29
			Fall 2019	26
			Fall 2018	23
PHC 7908 – Spec. Study – M. Learning	Doctoral	Instructor	Summer 2020	1
PHC 7908 – Spec. Study – Public Health GIS	Doctoral	Instructor	Fall 2019	2
			Fall 2017	1
Public Health Scholarly Concentration – Morsani College of Medicine (USF)	Doctoral (Medicine)	Faculty Leader	AY 2019/2020	72
			AY 2018/2019	79
			AY 2017/2018	66
			AY 2016/2017	47
		Co-instructor	AY 2014/2015	~12
PHC 6442 - Global Health Applications in the Field	Graduate	Co-Instructor	Spring 2021	11
			Spring 2020	12
			Spring 2019	16
			Spring 2018	17
		Instructor	Spring 2017	12
			Spring 2016	19
			Spring 2022	5
PHC 6037 – Public Health Virology	Graduate	Instructor	Spring 2021	5
			Spring 2020	7
			Spring 2019	9
			Spring 2018	5

Course	Level	Role	Semester	Number of Students
			Spring 2017	11
			Spring 2016	10
PHC 6934 – Introduction to Global Health Diplomacy	Graduate	Instructor	Summer 2020	2
PHC 6934 – Data-driven Decision-making in Global Health	Graduate	Instructor	Summer 2019	1
PHC 6934 – Introduction to Analytical Methods in Global Health	Graduate	Instructor	Summer 2018	1
			Summer 2017	1
		Co-instructor	Summer 2016	2
			Summer 2015	2
PHC 5933 – Intro to Public Health GIS	Graduate	Instructor	Fall 2017	18
			Fall 2016	6
PHC 4140 – Intro to Public Health GIS	Undergraduate	Instructor	Fall 2017	18
			Fall 2016	9
HSC 4631 – Critical Issues in Public Health	Undergraduate	Instructor	Summer 2020	39
HSC 4031 – Emerging Infectious Diseases	Undergraduate	Supervisor	Summer 2020	39
HSC4624 - Foundations of Global Health (on line)	Undergraduate	Co-Instructor / Teaching Assistant (TA)	Summer 2015	94
			Fall 2014	100
			Summer 2014	65
			Spring 2014	102
			Fall 2013	95
		Instructor	Summer 2013	40
PHC 4101 – Introduction to Public Health	Undergraduate	Instructor	Spring 2014	100
			Spring 2013	41
PHC 4101 – Introduction to Public Health (on line)	Undergraduate	Co-Instructor / TA	Spring 2013	77
PHC 4720 – Foundation PH Writing	Undergraduate	Instructor	Fall 2014	29

AY = Academic Year; TA = Teaching Assistant; USF = University of South Florida

Guest Lectures

Course Title	Level	Course Primary Instructor	Year	# of Lectures
MMCR 7005 Virología Animal (Universidad San Francisco de Quito, Ecuador)	Graduate	Patricio Rojas	Fall 2021	2
MMCR 7005 Virología Animal (Universidad San Francisco de Quito, Ecuador)	Graduate	Patricio Rojas	Fall 2020	2
Sex, Health and Decision Making	Undergraduate	James Van Elswyk	Spring 2019	2
Sex, Health and Decision Making	Undergraduate	Ellen Daley	Fall 2018	1
Immunology	Graduate	Ricardo Izurieta	Fall 2018	1
Immunology	Graduate	Ricardo Izurieta	Spring 2018	1
Public Health GIS	UG/G	Benjamin Jacob	Spring 2018	1
Sex, Health and Decision Making	Undergraduate	Ellen Daley	Spring 2018	1
Vaccines	Graduate	Ricardo Izurieta	Fall 2017	1
Global Health Program Development and Administration	Graduate	Ismael Hoare	Fall 2017	Presentation Evaluator
Drug Discovery	Graduate	Rays Jiang	Fall 2017	1
Cultural Competence Panel	Graduate	Martha Coulter	2017	1
Public Health Immunology	Graduate	Ricardo Izurieta	Spring 2017	1
Intro to Health Disparities	Undergraduate	Aldenise Ewing	Fall 2017	1
Child Health and Development	Graduate	Martha Coulter	Spring 2017	1
Vaccines	Graduate	Ricardo Izurieta	Fall 2016	1
Introduction to Public Health GIS	UG/G	Benjamin Jacob	2016	2
Public Health Immunology	Graduate	Ricardo Izurieta	2016	2
Scholarly Concentration Public Health (MCOM)	Professional	Rahul Mhaskar	2016	1
Cultural Competence Panel	Graduate	Martha Coulter	2016	1

Professional Presentations

(For additional presentations please refer to the 'oral and poster presentations in Scientific/Academic Conferences' section)

Title	Estimated attendance	College / University OR Venue	Location	Date
Global Health. Health Sciences Doctoral Program.	20	Centro de Investigaciones y Estudios de la Salud - UNAN	Managua, Nicaragua	March, 2017
Convocation Lecture: Global Health. Global Health Master's Program Convocation.	45	Centro de Investigaciones y Estudios de la Salud - UNAN	Managua, Nicaragua	March, 2017
Introduction to GIS.	5	Intro to Public Health GIS Workshop	Pune, India	May, 2016
GIS Applied to Public Health.	5			
Understanding the GIS lingo.	5			
Land Use Land Cover Analysis for health issues.	5			
Interpolation algorithms in GIS.	5			
Introduction to GIS.	140	Intro to Public Health GIS Workshops (4 venues)	Kathmandu, Nepal	May, 2016
GIS Applied to Public Health.	140			
Understanding the GIS lingo.	140			
Land Use Land Cover Analysis for health issues.	140			
Interpolation algorithms in GIS.	140			
Introduction to GIS.	10	II GIS Applied to Health Workshop	Quito, Ecuador	March, 2016
GIS Applied to Public Health.	10			
Understanding the GIS lingo.	10			
Land Use Land Cover Analysis for health issues.	10			
Interpolation algorithms in GIS.	10			
Georeferencing for Infectious Diseases.	10			
Trans-platform communication in GIS applications.	10			
		Workshop	Ecuador	2016

Training on Applied Methods (organized and presented). In addition to GIS workshops listed earlier.

Title	Role	Venue & Location	Date	Estimated attendance
GIS & Remote Sensing Applied to Health	Laboratory Instructor	I GIS Applied to Health Workshop	October, 2013	40
SAS Laboratory: The Generalized Linear Model	Instructor & Facilitator	SAS Workshop. COPH, USF. Tampa, FL	Fall 2014	15
Pulsed Field Gel Electrophoresis	Instructor & Facilitator	I Course on Molecular Epidemiology. Quito, Ecuador	July, 2006	25

Department/College Seminars organized

Title	Level	College	University	Duration
7 at 5 Lecture Series (COPH Anniversary) – Global Health Diplomacy. Migration & Health.	Graduate	Public Health	USF	February 25, 2020
Global Health Diplomacy – Seminar II	Graduate	Public Health	USF	October 24, 2019
Global Health Diplomacy – Seminar I	Graduate	Public Health	USF	September 19, 2019
Global Health Seminar	Graduate	Public Health	USF	Spring 2016
Global Health Seminar	Graduate	Public Health	USF	Fall & Spring 2017
Global Health Seminar	Graduate	Public Health	USF	Spring 2018

Academic advising

Academic Year	Role	Master-level students	Doctoral students
2019/2020*	Advisor	0	2
	Mentor	26	1
2018/2019*	Advisor	0	3
	Mentor	32	1
2017/2018	Advisor	9	4
	Mentor	16	1
2016/2017	Advisor	17	2

* Changes in the college structure meant that non-faculty advisors were appointed to master-level students. After those changes, faculty are assigned only mentoring roles for master-level students.

Teaching Assistant positions and other teaching positions (previous to Fall 2015).

2014	Teaching assistant for the course Global Issues in Environmental Health **(Graduate level)**. Fall 2014. Department of Global Health and Department of Environmental Health, College of Public Health, University of South Florida.
2013	Teaching Assistant for the course GIS Public Health **(advanced, graduate level)**. Summer, 2013. Department of Global Health. College of Public Health. University of South Florida.
2013	Teaching Assistant (Graduate Assistantship) for the course Infection Control Program Design **(Graduate level)**. Spring 2013. College of Public Health, University of South Florida.
2012 – 2013	Teaching Assistant (Graduate Assistantship) for the course Public Health Topics in Global Sustainability **(Graduate level)**. Fall 2012 and Fall 2013 (ad honorem). University of South Florida.
2009 – 2011	Thesis Mentor. **Dermatology Postgraduate Residency Program**. Universidad Central del Ecuador. Quito, Ecuador.
2009 – 2011	Instructor for the course of Research Methods **(Graduate Level)**. Dermatology Postgraduate Residency Program. Universidad Central del Ecuador. Quito, Ecuador.
2009 – 2010	Instructor for **undergraduate** courses (Schools of Medicine, Odontology, Nursing and Physiotherapy). Universidad de las Americas. Quito, Ecuador.
2008	Co-organizer and Lecturer of the Helminthology course **(Graduate Level)**. Master of Microbiology Program. Pontificia Universidad Catolica del Ecuador. Jan-May,2008.

Mentoring

Awards/Achievements won by my advisees/mentees

1. Saint-Cyr N Received the Best Original Research Presentaiton Award for the abstract: Reina Ortiz M,+ Gertz A, Saint-Cyr N,* Vasquez M, Wint K, Francois MJ, Chen H, Martinez Tyson D, Marhefka S, Thirumurthy H. A systematic review of behavioral economic-based interventions to improve HIV prevention, retention in care, and viral suppression for people at risk for or living with HIV/AIDS. 2022 Academic International Medicine Annual Congress and Scientific Forum, American College of Academic International Medicine. Virtually held, Jun 9-12, 2022.
2. Chacreton D. USF Scholarship.
3. Chacreton D. Student Honorary Award for Research and Practice.
4. Saturday T. USF COPH Scholarship.

Major Professor of Doctoral Level Dissertation/Culminating Projects

5. Chacreton D. Evaluating the impact of social distancing on COVID-19 spread. Expected graduation: Summer 2021.
6. Irue M. Evaluating Barriers and Facilitators for a Diabetes Self-Management Program in a Community in Ghana. DrPH. Expected graduation: Spring 2021.
7. Rogers K. Developing a Train-the-Trainer Course for Port Health Service Officers at Points of Entry: Course Curriculum, Training Methodologies and Evaluation. DrPH. Graduation: Fall 2018.

Committee Member of Doctoral Level Dissertations/Culminating Projects

1. Bell J. Relationship between marketing strategies and the Opioid Epidemic in Florida. Committee Member. PhD Degree. Expected culmination, Fall 2021.
2. Kernbach M. Effects of dim light on Avian Host competence to West Nile Virus – immunological and virological profiles. Committee Member. PhD Degree. Graduation: Spring 2021.
3. Roberts S. Barriers to accessing HIV/AIDS Services among individuals Living within Rural Regions of New York. Committee Member. DrPH Degree. Expected culmination, Fall 2021.
4. Mehra S. "Estimating The Impact of a Select Criteria Pollutant (PM2.5) on Childhood Asthma in Florida". Committee Member. PhD Degree. Graduation: Spring 2017.

Chair/Major Professor of Master's Theses

1. Boykin J. "Validation of Chimeric Viruses in Plaque Reduction Neutralization Tests for Arboviral Disease Diagnostics". Co-Major Professor. MPH Degree. Fall 2017.

Chair Honor's College Thesis (Undergraduate)

1. Hoang C. "Association between sociodemographic characteristics and COVID-19 testing rates in Florida: an Ecological Study". Thesis Chair. Summer 2021. Expected Graduation: Spring 2022.

Committee Member Honor's College Thesis (Undergraduate)

1. Skoutelis N. "Global COVID-19 Vaccine Inequality: The challenges in securing equitable vaccine distribution". Committee Member. Fall 2021. Expected Graduation: Spring 2022.

Directed Research – Doctoral Level

1. Namata, I. "Diabetes Self-Management in Accra, Ghana". Fall 2019 & Spring 2020.
2. Peek, J. "Use of GIS methods to understand geographic determinants of Human Trafficking-related reports". Fall 2019.
3. Rogers K. "Port of Entry (POE) Public Health Capacity Building in Resource-Limited Countries: Identifying Existing Resources, Gaps, and Solutions to Aid Resource-Limited Countries in Strengthening Public Health at Designated POE". Spring 2017.

Master's Level Special Projects & Integrated Learning Experiences (ILEs)*
** ILEs replaced Special Projects in 2018*

1. Mansour, M. Health Living Program: A Policy Analysis. Summer 2020.

2. Neal, J. Evaluating TORCH-related Knowledge, Attitudes, and Practice among service providers in Tampa Bay. Fall 2019.

3. Mandes-Basili MA. Prevalence of Intimate Partner Violence among College Students. Summer 2019.

4. Lara D. Evaluating Impact of Natural Disasters in Latin America: Time Series Analysis. Spring 2019.

5. Parikh J. Impact of vaccination policies on pertussis incidence. Fall 2018.

6. Gonzalez-Bardales A. Determinants of health outcomes in prion disease. Fall 2018.

7. Pullia A. Physical Activity Among South Asian Women in Western Australia: An Exploratory Study. Summer 2018.

8. Kratzer J. "Air traffic and antibiotic resistance". Summer 2018.

9. Redmond B. "Civil Conflict within the DRC: The Influence of Urban Agriculture". Spring 2018.

10. Butler G. "Zika: A Look Into Microcephaly and Florida's System of Care". Fall 2017.

11. Balkaran T. "Socioeconomic Variables and Zika Infection in Ecuador". Summer 2017.

Field Experiences, Applied Practice Experiences (APEs)* & other Field Research Mentoring
** APEs, which may include Field Experiences, replaced them as a course in some programs in 2018.*

1. Rolle, L. COVID-19 responses in Hendry County, FL. Summer 2020.

2. Mandes-Basili, MA. Developing Adolescent Health Programs in a Hurricane-affected Caribbean Island. Fall 2019.

3. Saturday T. (MPH Student). Health Needs Assessment among Rohingya Refugee Populations in Bangladesh. Fall 2019.

4. Santiago W. (MPH Student). Evaluating Maternal and Child Health Programs in Quito, Ecuador. Summer 2019.

5. Lara D. (MPH Student). Evaluating a Recently-implemented Women's Health Program in Puerto Rico. Summer 2019.

6. Garcia J. (MPH Student). Community Health Needs Assessment in Women's Health-related Issues in Panama. Summer 2019.

7. Rickloff M. (MPH Student). Health Needs Assessment in an Insular Community in Nicaragua. Summer 2019.

8. Noor A. (MPH Student). Evaluating Impact of the Diabetes Contraception and Pre-pregnancy Program (DCAPP) among Healthcare Professionals and Patients in a Private Fertility Clinic in Australia. Summer 2019.

9. Castillo S. (MPH Student, USF). Community-engaged activities in Peru. Fall 2018.

10. Sanabria C. (MPH Student, USF). HIV prevention in Ecuador. Fall 2018.

11. Gonzalez-Bardales A. (MPH Student, USF). Florida Department of Health Bureau. Fall 2018.

12. Jones J. (MPH Student, USF). Improving health literacy. Fall 2018.

13. Perez C. (MPH Student, USF). Data analysis and quality assurance in a youth-serving clinic. Fall 2018.

14. Parikh J. (MPH Student, USF). Performance of microfluidic chamber to diagnose *Ascaris* ova. Fall 2018.

15. Bachan R. (MPH Student, USF). Community-based Public Health in Belize. Fall 2018.

16. Maguire J. (MPH Student, USF). HIV education in Zambia. Fall 2018.

17. Millan E. (MPH Student, USF). Alcoholism and HIV in Ecuador. Summer 2018.

18. Chharath K. (MPH Student, USF). Health and nutrition for reproductive age women and children under 5 in Cambodia. Summer 2018.

19. Muncy J. (MPH Student, USF). Madariaga virus outbreaks in Eastern Panama. Summer 2018.

20. Parra C. (MPH Student, USF). Florida Department of Health – Miami. Summer 2018.

21. Pullia A. (MPH Student, USF). Physical activity among South Asian women in Perth, Australia. Summer 2018.

22. Precious DW (MPH Student, USF). Parasitic disease diagnosis. Fall 2017.

23. DeLacure D. (MPH Student, USF). Detection level of Kato-Katz technique for geohelminths. Fall, 2017.

24. Butler G. (MPHC Student, USF). Zika perceptions in South Florida. Summer, 2017.

25. Campos A. (MPH Student, USF). Behavioral nudges of HIV testing in Esmeraldas, Ecuador. Summer 2017.

26. Grantt J. (MPH Student, USF). Innovative Geohelminth Diagnostic Techniques. Tampa, USA. Spring 2017.

27. Samot-Bidot D. (MPH Student, Ponce Health Sciences University). HIV risk determinants among at-risk population of Ecuador. Fall 2016.

28. Bejarano S. (MPH Student, USF). The syndemic nature of HIV/AIDS among indigenous communities in Latin America. Otavalo, Ecuador. Fall 2015.

29. Skylar Ch. (MPH Student, USF), Jennie M. (MS Student, USF), Jennafer C. (MPH Student, USF), Anh Thy N. (Peace Corps MPH Student, USF), Joy M. (MPH Student, USF), Gabrielle D. (MPH Student, USF), Bryan T., MPH, Estefania G. (MD Student, Universidad de Panama), Carlos R. (MD Student, Universidad de Panama). International Health Student Collaborative, Spring, 2014. Chica, West Panama, Panama.

Peace Corp Programs (includes Coverdell Fellows)

1. Montoya M. (MPH Student, USF – Coverdell Fellow). Refugee health in Tampa Bay. Fall 2018.

2. Castillo S. (MPH Student, USF). Community-engaged activities in Peru. Fall 2018.

3. Sanabria C. (MPH Student, USF). HIV prevention in Ecuador. Fall 2018.

Teaching/Research/Graduate/Student Assistants and volunteers supervised

1. Alida G (DrPH Student), Research Assistant for the ADeLANTE Award. Spring 2022.

2. Neielle S (MPH Student), Research Assistant for the ADeLANTE Award. Spring 2022.

3. Daniel C (PhD Student). Graduate Assistant for post-hurricane arboviral transmission research project Fall 2018, Spring 2019, Summer 2019, Fall 2019, Spring 2020.

4. Bradley S (MPH Student). Student Assistant. Post-hurricane arboviral transmission research project. Spring and Summer 2019.

5. Carpenter S (MPH Student). Student Assistant. Post-hurricane arboviral transmission research project. Spring and Summer 2019.

6. Kakkad A (MPH Student). Student Assistant. Post-hurricane arboviral transmission research project. Spring and Summer 2019.

7. Desiree L (MPH Student). Graduate assistant for post-hurricane arboviral transmission research project. Fall 2018 & Spring 2019.

8. Maria BM (MPH Student). Graduate assistant for conducting lit review on community-engaged research. Fall 2018.

9. Blake M (MPH student). Graduate assistant for post-hurricane arboviral transmission research project. Summer 2018.

10. (MPH Student). Graduate assistant for conducting lit review on community-engaged research. Summer 2018.

11. Guilherme G (Post Doc). Volunteered in microfluidic chamber research. Spring 2017.

12. Samuel BM (PhD Student). Teaching assistant for *PHC 6442 Global Health Applications in the Field* class. Fall 2016.

13. Bernhard K (MPH Student). Teaching assistant for *PHC 6037 Public Health Virology* class. Spring 2016.

Faculty Mentor for Student Organization's field trip

1. International Health Student Collaborative (IHSC) – Mexico City Service Trip – Spring 2020. IHSC is an interprofessional (medicine, nursing, pharmacy, public health, physical therapy) student organization. A total of 18 students participated in the Spring 2020 Mexico City Service Trip.

Dermatology Postgraduate Residency Program – Universidad Central del Ecuador

1. Victor H. Pinos-Leon. "Evaluating the association between psoriasis and cardiovascular risk factors in the Ecuadorian population". Completed, June, 2010.

2. Rosa J. Mateus. "Estimating the prevalence of dermatopathology among elderly people living in assisted living facilities in Quito, Ecuador. Completed, September, 2010.

3. Isabel Teran. "Dermatologic findings in children suffering from trisomy 21 in Quito, Ecuador". Completed, October, 2010.

Director, Global Health Writing Group

Provide writing mentorship to graduate and professional students from the College of Public Health and the Morsani College of Medicine, University of South Florida. A total of 5 students currently participate or have ever participated of this Writing Group (Bernhard K, Jeegan P, Nicole L, Precious D, Jaladhikumar P, Carlos P, Mhar P).

Faculty Guest, Eta Sigma Gamma Faculty-Student Luncheon

"The Luncheon is a semi-structured networking experience, and its mission is to foster social capital and build stronger relationships." March 5, 2019.

CONTINUING EDUCATION AND TRAININGS

Professional Development

1. Center for Collaborative Online International Learning (COIL) Foundations Workshop. The State University of New York [online]. July 9 - 29, 2020. As part of the Virtual Global Exchange at USF.

2. Green & Gold Teaching Champion Program. Certificate awarded for successfully completing the Fall 2019 Green & Gold Teaching Champion Program. Academy for Teaching and Learning Excellence. University of South Florida.

3. Promotion & Tenure Workshop. College of Public Health, University of South Florida. May 7, 2020.

4. Peer Observation Program Fall 2019. Academy for Teaching and Learning Excellence. University of South Florida. Tampa, Fl. Fall 2019.

5. Course Design Institute. Academy for Teaching and Learning Excellence. University of South Florida. Tampa, Fl. August 5-9, 2019.

6. NIH Regional Seminar on Program Funding and Grants Administration. National Institutes of Health. Baltimore, MD. May 15-17, 2019.

7. 2018 Florida Consortium Learning Assistant Workshop. Florida International University. Miami, Fl. November 17-19, 2018.

8. Academy for Teaching and Learning Excellence. First Friday - October. University of South Florida. Tampa, Fl – USA. Oct 4, 2018.

9. Academy for Teaching and Learning Excellence. First Friday - September. University of South Florida. Tampa, Fl – USA. Sep 6, 2018.

10. Academy for Teaching and Learning Excellence. Summer Teaching Symposium 2018: “Motivating and Inspiring students”. University of South Florida. Tampa, Fl – USA. May 9-10, 2018.

11. JMP Workshop. University of South Florida. 2018.

12. Promotion & Tenure Workshop. College of Public Health, University of South Florida. April 7, 2017.

13. Productive Conflict 2. MTM Associates. Location: College of Public Health, University of South Florida. April 14, 2017.

14. Productive Conflict 1. MTM Associates. Location: College of Public Health, University of South Florida. March 10, 2017.

15. DiSC Communication Style (Working with your Chair). MTM Associates. Location: College of Public Health, University of South Florida. December 12, 2016.

16. DiSC Communication Style (Motivating Students & Colleagues). MTM Associates. Location: College of Public Health, University of South Florida. November 4, 2016.

17. Your DiSC Communication Style. MTM Associates. Location: College of Public Health, University of South Florida. October 7, 2016.

18. Annual Promotion and Tenure Workshop. College of Public Health, University of South Florida. April 8, 2016.

19. College Budgeting Processes. College of Public Health, University of South Florida. March 4, 2016.

20. Course Design: Time-saving best practices. Academy for Teaching and Learning Excellence (ATLE). Spring 2016.

21. Exploring interconnections between the environment, health and wellbeing. Dr. Micael Depledge. College of Public Health. Dec 2, 2015.

Courses and Conferences

1. 70th Annual Meeting of the American Society of Tropical Medicine & Hygiene. [Virtual Meeting due to COVID-19]. November 17 – 21, 2021.

2. 25th CFAR (Center for AIDS Research) Annual Meeting. Philadelphia, PA [attended virtually due to COVID-19]. November 2 – 5, 2021.

3. Fast-track Cities 2021. International Association of Providers of AIDS Care. Lisbon, Portugal [attended virtually due to COVID-19]. October 20-22, 2021.

4. 69th Annual Meeting of the American Society of Tropical Medicine & Hygiene. [Virtual Meeting due to COVID-19]. November 15 – 19, 2020.

5. 148th Annual American Public Health Association Meeting. [Virtual Meeting due to COVID-19]. October 19 – 28, 2020.

6. AIDS 2020 (Virtual). July 6-10, 2020.

7. UF-USF Microbiome Workshop. Gainesville, FL. December 5, 2019.

8. 68th Annual Meeting of the American Society of Tropical Medicine & Hygiene. National Harbor, MD. Nov 20 – 24, 2019.

9. 147th Annual American Public Health Association Meeting. Philadelphia, PA. Nov 2 – 6, 2019.

10. 67th Annual Meeting of the American Society of Tropical Medicine & Hygiene. New Orleans, LO. Oct 28 – Nov 1, 2018.

11. 7th Annual Conference of the American Society of Health Economists. Atlanta, GA. June 10 – 13, 2018.

12. Society for Adolescent Health and Medicine 2018 Annual Meeting. Seattle, WA. March 14 – 17, 2018.

13. 66th Annual Meeting of the American Society of Tropical Medicine & Hygiene. Baltimore, MD. Nov 5 – 7, 2017.

14. 2nd Annual Academic International Medicine Congress. Clearwater, FL. July 28 – 30,2017.

15. 65th Annual Meeting of the American Society of Tropical Medicine & Hygiene. Atlanta, GA. Nov 13 – 17, 2016.

16. 144th Annual American Public Health Association Meeting. Denver, CO. Oct 29 – Nov 2, 2016.

17. First National Conference on Adolescent Health and Development in Nepal. Kathmandu – Nepal, May 2 – 3, 2016.

18. Sixth Annual American Society of Tropical Medicine & Hygiene Conference in Peru. Lima – Peru, March 21 – 23, 2016.

19. Third International Conference Vaccinology in the Tropics. Panama City – Panama, January 20 – 22, 2016.

20. NIAA Conference on Alcoholism, HIV and Other Comorbidities. Bogota – Colombia, June 5 – 6, 2014.

21. Annual Population Association of America Meeting 2012. San Francisco, CA May 2012.

22. Vaccinology in the Tropics. Gorgas Memorial Institute and University of South Florida. Panama City, Panama. March 15 – 17, 2012.

23. Thirteenth Annual Lawton Chiles International Lecture & Symposium on Maternal and Child health in the Americas. College of Public Health, University of South Florida. Tampa, FL USA. February 14, 2012.

24. Good Laboratory Practice Workshop. Guayaquil, Ecuador. October 14, 15, 16, 23 and 24, 2011.

25. Good Clinical Practice Course. F. Hoffmann-La Roche. Guanajuato, México. June 20th, 2009.

26. XIX Latin-American Congress on Microbiology. Asociación Latinoamericana de Microbiología and Sociedad Ecuatoriana de Microbiología. Quito, Ecuador. October, 2008.

27. IV SCAALA Seminar. Instituto de Saúde Coletiva, Universidade Federal da Bahía. Salvador, Brazil. June, 2008.

28. First Inmunoepidemiology Course. Instituto de Saúde Coletiva, Universidade Federal da Bahía. Salvador, Brazil. June, 2008.

29. 3rd Annual Meeting for the Grand Challenges in Global Health project "Novel Therapeutics that boost Innate Immunity to treat Infectious Diseases". Asnieres-Sur Oise. Paris, France. January 8 – 10, 2008.

30. CME activity: "A 62-Year-Old Man With a History of Hypertension". The Discovery Institute of Medical Education. Chicago, IL. United States of America (on line). 2007.

31. First National Course on Molecular Epidemiology. Institute of Microbiology, Universidad San Francisco de Quito. Quito, Ecuador. 2006.

32. First National Course on Primary Health. Asociación Nacional de Médicos Rurales (ANAMER) – Filial Pichincha. Quito, Ecuador. 2004.

33. Pain Management Course. Facultad de Ciencias Médicas, Universidad Central del Ecuador. Quito, Ecuador. 2004.

34. Informatics Course. Centro de Informática Biomédica, Facultad de Ciencias Médicas, Universidad Central del Ecuador. Quito, Ecuador. 2000.

Advanced Workshops and Trainings

1. Bioinformatics Workshop (microarray data analysis). Centre for Microbial Diseases and Immunity Research, University of British Columbia at Vancouver. Vancouver, Canada. April 2-3, 2008.

2. Microchip array analysis training. Wellcome Trust Sanger Institute, Wellcome Trust Genome Campus, Hinxton. Cambridgeshire, United Kingdom. October 2007 to March 2008.

3. Molecular biological and immunological methods training. Centre of Infectious Diseases, St. George's University of London. London, United Kingdom. October 2007 to March 2008.

SERVICE

University Service

2021	Member of Search Committee for one faculty position within the College of Public Health.
2021	Reviewer. USF COPH Scholarships.
2020	I have contributed to the development of a Knowledge, Attitudes, [Behaviors], and Practices survey to evaluate readiness for COVID-19 vaccination among healthcare workers in Tampa General Hospital. COPH & Morsani College of Medicine, USF.
2019 – present	Faculty Advisor to the International Health Service Collaborative (multidisciplinary student organization), USF Health, USF.
2018 – present	Faculty Advisor to the Global Health Student Association, COPH, USF.
2017 – present	Faculty Advisor to the Nepalese Student Association (NeSA) at USF.

2020	Reviewer. USF COPH Scholarships.
2018 – 2020	Faculty Representative to the COPH Research Committee.
2019	Reviewer. USF COPH Scholarships.
2018 – 2019	Member of Search Committee for two different positions (one faculty, one staff) within the College of Public Health
2017 – 2019	Member of the COPH Violence Prevention Advisory Committee.
2016 – 2018	Member of the Department of Global Health's APT Committee until the department was transformed into another structure within the college.
2016 – 2018	Member of the Doctor of Public Health Advisory Committee, COPH.
2016 – 2017	Member of the Doctor of Public Health Qualifying Exam sub-committee.
2014 – 2015	Member of the USF Health Student International Ambassador Program.
2014 – 2015	Graduate Student Representative to the Policy and Fellowship Committee, University of South Florida Tampa Graduate Council, a body of the Faculty Senate, University of South Florida
2014 – 2015	Graduate Student Representative to the University of South Florida Tampa Graduate Council, a body of the Faculty Senate, University of South Florida.
2014 – 2015	College of Public Health Chair for the Student Chapter of the Personalized Medicine Coalition at the University of South Florida.
2014 – 2015	Student Representative and Member on the Educational and Technology Assessment (ETA) Advisory Committee, College of Public Health, University of South Florida
2003 – 2004	Student Representative for the School of Medicine Board (Student Government Representative, an honor-based and democratically elected appointment)

Professional Service

2022 - present	Member. City of Tampa Fast-Track Task Force – in development, not yet established.
2021 – 2022	Member of the Digital Education Committee. American Society of Tropical Medicine & Hygiene.
2021 – 2022	Past President. American Society of Tropical Medicine and Hygiene (ASTMH) Committee on Global Health.

2020 – present	Appointed member of the Scientific Program Committee. American Society of Tropical Medicine & Hygiene.
2020 – present	Chair. Strategic Planning Activities Sub-Committee. American Society of Tropical Medicine & Hygiene Committee on Global Health (ACGH).
2020 – 2021	President. American Society of Tropical Medicine and Hygiene (ASTMH) Committee on Global Health.
2020	Program Planning Committee – extension (Abstract Reviewer). American Public Health Association. Injury Control and Emergency Health Services & HIV/AIDS programs.
2019 – 2020	Selected. Item Writer. CPH examination. **National Board of Public Health Examiners.**
2019 – present	Member. Association of Schools & Programs of Public Health (ASPPH) Global Engagement & Partnerships Advisory Committee.
2018 – 2020	Member. Publications Committee. American College of Academic International Medicine.
2018	Member. Society for Adolescent Health Medicine.
2019 – 2020	President-Elect. American Society of Tropical Medicine and Hygiene (ASTMH) Committee on Global Health.
2017 – 2019	Secretary-Treasurer. American Committee on Global Health – American Society of Tropical Medicine and Hygiene.
2016 – present	Member of the American Committee on Global Health – American Society of Tropical Medicine and Hygiene
2016 – present	Member of the Global Water Pathogens Group, a UNESCO-funded initiative.
2016 – 2018	Member of the International Health Section – American Public Health Association
	Member of the HIV/AIDS Section – American Public Health Association
2005	Treasurer for the Asociación Nacional de Médicos Rurales – Filial Esmeraldas (National Association of Rural Medical Doctors, Esmeraldas Chapter)

Journal and other Peer-Review service

2022	Reviewer. Frontiers in Public Health.
2021 - 2022	Reviewer. British Medical Journal Open.

2021	Reviewer. Partnerships for Enhanced Engagement in Research (PEER) Program. National Academies of Sciences, Engineering, and Medicine.
2021	Selected for the Early Career Reviewer (ECR) Program. NIH Center for Scientific Review.
2021	Reviewer. USF COPH Internal Research award.
2021	Reviewer. This is Public Health (TIPH) Global Grant Program. Global Network for Academic Public Health. Service provided via the Association of Schools and Programs of Public Health (ASPPH).
2020	Reviewer. The American Journal of Tropical Medicine & Hygiene. American Society of Tropical Medicine & Hygiene.
2020	Reviewer. PLoS ONE.
2019; 2022	Reviewer. *Trichuris trichiura* Fact Sheet. **World Health Organization.**
2019; 2022	Reviewer. USF COPH Internal Research award.
2019 – present	Peer Reviewer & Member of the Editorial Board for the Christian Journal for Global Health. Published by Health for All Nations. (In process).
2018 - 2020	Peer Reviewer & Member of the Editorial Board for the International Journal of Academic Medicine. Wolters Kluwer-Medknow. American College of Academic International Medicine. USA.
2018 -	Peer Reviewer for the American Journal of Men's Health. SAGE Publications. USA.
2013 -	Peer Reviewer for the International Journal of Dermatology. International Society of Dermatology. Wiley-Blackwell. Oxford, UK.
2012 -	Member, Editorial Council of Revista Médica Vozandes. Hospital Vozandes Quito. Quito, Ecuador.
2013	Member, Editorial Committee of Revista de la Facultad de Ciencias Médicas Quito (Journal of the Quito Medical Sciences Faculty). Quito, Ecuador.

Conference Reviewer

2019 – 2021.	Scientific Judge. USF Health Research Day. Tampa, Fl. February 22nd, 2019; February 2020; and February 2021 [2021 meeting is virtual, judging has been replaced for mentorship, to be completed by February 26th, 2021].
2018	Discussant for the 7th Conference of the American Society of Health Economists. *Economics and Public Health.* Atlanta, GA June 10th-13th, 2018.

2017	Abstract Submission Reviewer for the American Public Health Association Annual Meeting – International Health Section (Community-based & Global HIV/AIDS sub-sections).
2012	Research proposal reviewer for the First Encounter of Researchers of Tropical Medicine in Ecuador. February, 2012.

Community Service

- **Abrazo a la Distancia**: a task force formed by the Hispanic Outreach Center, Pinellas County Health and Human Services, Juvenile Welfare Board of Pinellas, Moffitt, Estrategia Group and Empath Health. Invited Speaker for the Webinar titled "Conversando con expertos sobre la Vacuna - Covid-19," held on October 14th, 2021 at noon. Recording available here: https://vimeo.com/632244389
- **South Florida Baptist Hospital.** Volunteer for the 2013 Paediatric Health Fair in Plant city.
- **Bridge Clinic USF.** Volunteer interpreter for clinical services on Fall, 2012.
- **OLLY USF.** Volunteer guest lecturer of the world cultures course on Spring, 2012.
- **CHIQUITITOS.** Organizer and Volunteer as a medical doctor in an outreach activity in rural communities of Ecuadorian Coast in 2008.
- **Hospital Voz Andes Oriente.** Volunteer as a medical doctor in a medical campaign in rural communities of Ecuadorian Amazonia in 2004.

Community Engagement (Educational talks and press articles)

Talks

1. **Reina Ortiz M,** Sharma V. HIV/AIDS, why is it everybody's concern? A brief description of HIV/AIDS biology and epidemiology at the global, national (Ecuador) and provincial (Esmeraldas) level. Conference given at the Pontificia Universidad Catolica de Esmeraldas and Universidad Tecnica Luis Vargas Torres. Esmeraldas Nov 24-25, 2013.
2. **Reina Ortiz M,** Sharma V. HIV/AIDS. A brief description of HIV/AIDS biology and epidemiology at the global, national (Ecuador) and provincial (Esmeraldas) level. Conference given at the Colegio Montalvo. Montalvo - Esmeraldas Nov 7, 2013.
3. **Reina Ortiz M.** Ecuador. Osher Lifelong Learning Institute – Exploring World Cultures with USF International Students. February, 2012.

Media and Press coverage

1. Telemundo 49. Vacunas disponibles contra la viruela del mono en la bahía de Tampa. Julio 21, 2022. Telemundo 49. Available at: https://www.telemundo49.com/noticias/vacunas-disponibles-contra-viruela-del-mono-en-la-bahia-de-tampa/2134173/

2. Telemundo 49. Alerta por ostras contaminadas en la Bahía de Tampa. Julio 7, 2022. Telemundo 49. Available at: https://www.telemundo49.com/noticias/local/alerta-por-ostras-contaminadas-en-la-bahia-de-tampa/2131254/

3. Telemundo 49. Alza en casos de Covid-19 en la bahía de Tampa. June 14, 2022. Telemundo 49. Available at: https://www.telemundo49.com/noticias/alza-en-casos-de-covid-19-en-la-bahia-de-tampa/2126603/

4. Telemundo 49. Preocupación por el aumento de COVID-19 en la Bahía de Tampa. Telemundo 49. June 1, 2022. Available at: https://www.telemundo49.com/noticias/local/preocupacion-por-aumento-de-covid-19-en-la-bahia-de-tampa/2124169/

5. Kislinger V. ¿Estamos cerca de la cura del VIH? Científicos anuncian la cura de una paciente en Nueva York. Feb 15, 2022. WFLA – Tampa Hoy. Available at: https://www.wfla.com/tampa-hoy/tu-salud-importa/estamos-cerca-de-la-cura-del-vih-cientificos-anuncian-la-cura-de-una-paciente-en-nueva-york/

6. Kislinger V. ¿Es este el fin de la pandemia? Casos de Covid-19 bajaron drásticamente en los Estados Unidos. Feb 10, 2022. WFLA – Tampa Hoy. Available at: https://www.wfla.com/tampa-hoy/tu-salud-importa/mujeres-hispanas-tienen-mayor-riesgo-de-sufrir-de-cancer-cervical/

7. Kislinger V. Mujeres hispanas tienen mayor riesgo de sufrir de cáncer de cuello uterino. Jan 31, 2022. WFLA – Tampa Hoy. Available at: https://www.wfla.com/tampa-hoy/tu-salud-importa/mujeres-hispanas-tienen-mayor-riesgo-de-sufrir-de-cancer-cervical/

8. Chavez JC. USF initiative working to dispel vaccine myths for Spanish speakers. Tampa Bay Times. Date Published: December 17, 2021. Available at: https://www.tampabay.com/news/2021/12/17/usf-initiative-working-to-dispel-vaccine-myths-for-spanish-speakers/

9. Campisano D. HIV, Latinos and their pursuit of care. USF College of Public Health News. Date Published: October 25, 2021. Available at: https://hscweb3.hsc.usf.edu/health/publichealth/news/hiv-latinos-and-their-pursuit-of-care/

10. Telemundo 49 – Tampa Bay. Aclarando dudas sobre la vacuna de Johnson & Johnson. Interview [video; Spanish language]. April 13, 2021. Available at: https://www.telemundo49.com/coronavirus-local/aclarando-dudas-sobre-la-vacuna-de-johnson-johnson/2052302/

11. Campisano D. Dean Donna Petersen teams with USF Ombuds Office to organize USF Respectful Responders program. USF College of Public Health News. Date Published: April 9, 2021. Available at: https://hscweb3.hsc.usf.edu/health/publichealth/news/dean-donna-petersen-teams-with-usf-ombuds-office-to-organize-usf-respectful-responders-program/

12. Lovett S, Gerena T, Campisano D. Global Health Begins at Home: MCHSO Hosts Virtual Symposium. USF College of Public Health News. Date Published: April 9, 2021. Available at: https://hscweb3.hsc.usf.edu/health/publichealth/news/global-health-begins-at-home-mchso-hosts-virtual-symposium/

13. Shalabi L. USF Public Health Experts To Host COVID-19 Vaccination Discussion For Spanish-Speaking Community. WUSF Public Media. Published: Mar 15, 2021. Available at: https://wusfnews.wusf.usf.eu/health-news-florida/2021-03-15/usf-public-health-experts-to-host-covid-19-vaccination-discussion-for-spanish-speaking-community

14. Iraheta A. USF to Hold Virtual Spanish Calls on COVID Vaccine, Prevention. Bay News 9. Published: Mar 11, 2021. Available at: https://www.baynews9.com/fl/tampa/coronavirus/2021/03/11/usf-to-hold-virtual-spanish-calls-on-covid-vaccine--prevention#

15. Kumar D. USF to host Spanish-language virtual sessions on COVID-19, vaccines. Tampa Bay Times. Date Published: March 10, 2021. Available at: https://www.tampabay.com/news/health/2021/03/10/usf-to-host-spanish-language-virtual-sessions-on-covid-19-vaccines/

16. Campisano D. Presenter, speaker, chair: Dr. Miguel Reina Ortiz takes on variety of roles at ASTMH meeting. USF College of Public Health News. Date Published: January 11, 2021. Available at: https://hscweb3.hsc.usf.edu/health/publichealth/news/presenter-speaker-chair-dr-miguel-reina-ortiz-takes-on-variety-of-roles-at-astmh-meeting/

17. Mayor A. Leave the potential for COVID-19 contamination at the front door. USF College of Public Health News. Date Published: July 24, 2020. Available at: https://hscweb3.hsc.usf.edu/health/publichealth/news/leaving-the-potential-for-covid-19-contamination-at-the-front-door/

18. Gregory J. COVID-19 suggestions for Orlando theme parks leave gaps in guest, employee safety. Orlando Rising. Date Published: May 3, 2020. Available at: https://orlando-rising.com/covid-19-suggestions-for-orlando-theme-parks-leave-gaps-in-guest-employee-safety/

19. Brown C. COPH professor presents on HIV epidemic in Ecuador. USF College of Public Health News. Date Published: April 24, 2020. Available at: https://hscweb3.hsc.usf.edu/health/publichealth/news/coph-professor-presents-on-hiv-epidemic-in-ecuador/

20. Polanco Stereo. Entrevistas #AlDescubierto. Recording Available here (1.8K views as of December 5, 2021).

21. Brown C. COPH professor works to solve HIV epidemic in Ecuador. USF College of Public Health News. Date Published: Feb 21, 2019. Available at: https://hscweb3.hsc.usf.edu/health/publichealth/news/coph-professor-works-to-solve-hiv-epidemic-in-ecuador/

22. Association of Schools & Programs of Public Health (ASPPH). "South Florida: Public health research seeks to understand how natural disasters impact spread of Zika". ASPPH Connect – Member Research and Reports. Date Published: Jan 25, 2018. Available at: https://www.aspph.org/south-florida-public-health-research-seeks-to-understand-how-natural-disasters-impact-spread-of-zika/

23. USF College of Public Health. "Public health research seeks to understand how natural disasters impact spread of Zika". USF College of Public Health News. Date Published: 9 Jan, 2018. Available at: https://hscweb3.hsc.usf.edu/health/publichealth/news/public-health-research-seeks-understand-natural-disasters-impact-spread-zika/

24. Aaron Hilf. "Public health research seeks to understand how natural disasters impact spread of Zika". USF Health News. Date Published: Dec 22, 2017. Available at: https://hscweb3.hsc.usf.edu/blog/2017/12/22/understanding-natural-disasters-impact-disease/

25. "Alistan estudio sobre VIH-SIDA". Diario La Hora Esmeraldas. Date Published: Jan 22, 2017.

26. Kathmandu University. "Speech by Dr. Reina-Ortiz on GIS and Public Health". Kathmandu University News. Date Published: Jun 5, 2016. http://www.ku.edu.np/news/index.php?op=ViewArticle&articleId=1524&blogId=1 (Last accessed, February 24th, 2019).

27. Cristina Coello. "Sistema Geolocalizador beneficia la toma de decisiones en salud". Redacción Médica. Date Published: Mar 16, 2016. Available at: https://www.redaccionmedica.ec/secciones/gestion/sistema-geolocalizador-beneficia-la-toma-de-decisiones-en-salud-87380

28. Anna Mayor. "COPH researchers investigate HIV/AIDS among indigenous Latin American populations". Date Published: Feb 4, 2016. College of Public Health News. Available at: https://hscweb3.hsc.usf.edu/health/publichealth/news/coph-researchers-investigate-hivaids-among-indigenous-latin-american-populations/

29. **Reina Ortiz M,** Martinez-Tyson D, Izurieta R, Chee V, Bejarano S. Interview in local Kichwa-speaking radio in the context of the research "The syndemic nature of HIV/AIDS among indigenous communities in Latin America". Ilumán, Otavalo, Imbabura, Ecuador. November 12, 2015.

30. MGQ. "A romper mitos del chikungunya". Diario La Hora Esmeraldas. Date Published: May 3, 2015.

31. Interview in local radio in Esmeraldas (Radio Candela, Raices program) to talk about public health concerns and vector-borne disease transmission in Esmeraldas, Ecuador. March 12, 2014.

32. "Conferencistas advierten sobre enfermedades tropicales y VIH". Diario La Hora Esmeraldas. Date Published: Nov 26, 2013

33. FHI. "Conociendo más sobre el VIH-SIDA". Date Published: Nov 25, 2013. Diario La Hora Esmeraldas.

34. USF COPH. "Drs. Miguel Reina Ortiz and Ricardo Izurieta report on HIV/AIDS epidemic in Asia Pacific". College of Public Health News. Date Published: Feb 18, 2013. Available at: https://hscweb3.hsc.usf.edu/health/publichealth/news/drs-miguel-reina-phd-student-in-gh-and-ricardo-izurieta-publish-article-on-hivaids-epidemic-in-asia-pacific/

HONOR SOCIETIES AND PROFESSIONAL MEMBERSHIPS

Active

2019 – Present	Member, Injury Control and Emergency Health Services section, American Public Health Association
2019 – 2020	Member, Latino Caucus, American Public Health Association
2017 – Present	Member, Florida Public Health Association
2016 – Present	Member, Delta Omega, Honor Society in Public Health
2015 – Present	Member, HIV section, American Public Health Association. Membership between 2015-2017 & 2019 – present.
2015 – Present	Member, American Public Health Association. Membership between 2015-2017 & 2019 – present.

2013 – Present	Member, The Honor Society of Phi Kappa Phi
2013 – Present	Member, American Society of Tropical Medicine and Hygiene. Non-continuous.

Inactive

2018 – 2019	Society for Adolescent Health and Medicine
2017 – 2019	Member, American College of Academic International Medicine
2012	Member, National Committee of Research on Tropical and Infectious Diseases (Ecuador)
2012 – 2015	Member, Population Association of
America 2008 – 2012	Member, Ecuadorian Microbiology
Society 2007 – 2008	Member, Medical College of Esmeraldas
2004 – 2005	Member of the Asociación Nacional de Médicos Rurales – Filial Esmeraldas (National Association of Rural Medical Doctors, Esmeraldas Chapter)

LANGUAGES

Spanish. Natal Tongue

English. Proficient

Portuguese: Spoken, written and read: Upper-intermediate. **French.** Spoken and read: Upper-intermediate; Written: Fair. **Nepali, Greek, Hebrew, Japanese:** Basic.

REFERENCES

Available upon request.

J. MAC MCCULLOUGH, PHD, MPH

EDUCATION

PhD Health Policy & Management, University of California Los Angeles (UCLA), 2013
Concentration: Organizational Behavior

MPH University of Minnesota, School of Public Health, 2010
Concentration: Health Policy

BS Foreign Service, Georgetown University, 2006
Concentration: International Health

PROFESSIONAL EXPERIENCE

Boise State University

2022 - *current* Associate Professor, School of Public and Population Health
Director, Public Health Agency Partnerships

Arizona State University

2020 - 2022 Associate Professor, College of Health Solutions
Senior Global Futures Scientist, Julie Ann Wrigley Global Futures Laboratory
Honors Faculty, Barrett Honors College

2014 - 2020 Assistant Professor, College of Health Solutions
Program Coordinator, Science of Health Care Delivery (2019-20)
Deputy Director, National Safety Net Advancement Center (2015-20)

Maricopa County Department of Public Health

2014 - 2022 Public Health Economist

Additional Positions & Previous Experiences

2010 - 2014 Research Analyst and Graduate Student Researcher
Department of Health Policy & Management
UCLA Fielding School of Public Health

2009 - 2010 Co-Chair of the Board
Phillips Neighborhood Clinic, Minneapolis MN

2008 - 2010 Research Assistant
Division of Health Policy & Management
University of Minnesota School of Public Health

2006 - 2008 Program Associate
National Academy of Sciences, Washington DC

2004 - 2006 Program Assistant
U.S. Department of State, Washington DC

PEER-REVIEWED PUBLICATIONS

1. **McCullough JM**, Robins M. The Opportunity Cost of COVID for Public Health Practice: COVID-19 Pandemic Work and Lost Foundational Areas of Public Health Work. *Journal of Public Health Management & Practice*. 2022;Accepted.
2. Leider JP, **McCullough JM**, Singh SR, Sieger A, Gendelman M, Fisher JS, Kuehnert P, Castrucci BC. Staffing and Sustaining the Public Health Workforce. *Journal of Public Health Management & Practice*. 2022;Accepted.
3. Bishai DM, Resnick B, Lamba S, Cardona C, Leider JP, **McCullough JM**, Gemmill A. Being Accountable for Getting Public Health Reform Right this Time. *American Journal of Public Health*. 2022; ePub ahead of print https://doi.org/10.2105/AJPH.2022.306975.
4. Olson M, Pena A, Putz ME, Ayers S, Knowler WC, **McCullough JM**, Shaibi GQ. Cost-Effectiveness of a Diabetes Prevention Program among Latino Youth with Prediabetes. *Diabetes*. 2022;71(Suppl1):987

5. Singh S, **McCullough JM**. Exploring the Relationship between Local Governmental Spending on the Social Determinants of Health and Healthcare Costs of Privately-Insured Adults. *Population Health Management*. 2022;25(2):192-198.
6. Lamba S, Wolfson C, Cardona C, Alfonso YN, Gemmill A, Resnick B, Leider JP, **McCullough JM**, Bishai D. Local government health spending was not correlated with COVID-19 control in US counties. *Social Science & Medicine – Population Health*. 2022; 17:101027.
7. Yeager VA, Balio CP, **McCullough JM**, Leider JP, Orr J, Singh SR, Bekemeier B, Resnick B. Funding Public Health: Achievements and Challenges in Public Health Financing Since the Institute of Medicine's 2012 Report. *Journal of Public Health Management & Practice*. 2022;28(1):244-255.
8. Orr JM, Leider JP, Singh S, Balio C, Yeager VA, Bekemeier B, **McCullough JM**, Resnick B. Regarding Investment in a Healthier Future: Impact of the 2012 Institute of Medicine Finance Report. *Journal of Public Health Management & Practice*. 2022;28(1):316-323.
9. Jehn M, Pandit U, Susanna S, Tompkins C, Kaleta E, Schnall AH, White J, Dale AP, Ross HM, **McCullough JM**, Pepin S, Kenny K, Sanborn H, Heywood N, Lant T, Sunenshine R. Accuracy of Case-Based Seroprevalence of SARS-CoV-2 Antibodies in Maricopa County, Arizona. *American Journal of Public Health*. 2022;112(1)38-42.
10. Jehn M*, **McCullough JM***, Dale AP, Gue M, Eller B, Cullen T, Scott SE. Association Between K–12 School Mitigation Policies and School-Associated COVID-19 Outbreaks—Maricopa and Pima Counties, AZ, July–August 2021. *Morbidity and Mortality Weekly Report*. 2021;70:1372-1373. (* Co-first authors)
11. Cardona C, Anand NS, Alfonso N, Leider JP, **McCullough JM**, Resnick B, Bishai D. County Health Outcomes Linked to County Spending on Social Services, Building Infrastructure, and Law and Order. *Social Science & Medicine – Population Health*. 2021;16: 100930.
12. Alfonso YN, Leider JP, Resnick B, **McCullough JM**, Bishai D. US Public Health Neglected: Flat or Declining Spending Left States Ill-Equipped To Respond To COVID-19. *Health Affairs*. 2021;40(4):664-671.
13. Speer M, **McCullough JM**, Fielding JE, Faustino E, Teutsch SM. Excess Medical Care Spending: Categorization, Estimation and Opportunity Costs. *American Journal of Public Health*. 2020;110(12):1743-1748.
14. **McCullough JM**, Speer M, Magnan S, Fielding JE, Kindig D, Teutsch SM. Reduction in US Health Care Spending Required to Meet the Institute of Medicine's 2030 Target. *American Journal of Public Health*. 2020;110(12):1735-1740.
15. Leider JP, Meit M, **McCullough JM**, Resnick B, Dekker D, Alfonso NA, Bishai D. The State of Rural Public Health: Enduring Needs in a New Decade. *American Journal of Public Health*. 2020;110(9):1283-1290.
16. **McCullough JM**, Leider JP, Phillips MA. Integration of Health and Social Services at the Systems-Level: A Framework Addressing Funding and Jurisdictional Silos *American Journal of Public Health*. 2020;110(S2):197-203.
17. Leider JP, Bishai D, Resnick B, **McCullough JM**, Alfonso YN. Inaccuracy of Official Estimates of Public Health Spending in the United States, 2000-2018. *American Journal of Public Health*. 2020;110(S2):194-196.
18. **McCullough JM**, Leider JP, Resnick B, Bishai D. Aligning US Spending Priorities Using the Health Impact Pyramid. *American Journal of Public Health*. 2020;110(S2):181-185.
19. **McCullough JM**, Curwick K. Local Health and Social Services Spending to Reduce Preventable Hospitalizations. *Public Health Management*. 2020;23(6):453-458.
20. Sangha P, **McCullough JM**. Trends in School-Level Vaccination Coverage from 2015 to 2018: Increases in Exemption Rates and Declines in Herd Immunity in Arizona. *Vaccine*. 2020;38(25):4071-4078.
21. **McCullough JM**, Sunenshine R, Rusinak R, Mead P, England B. Association of Presence of a School Nurse with 6th grade Immunization Rates in Low-income Arizona Schools in 2014-15. *Journal of School Nursing*. 2020;36(5):360-368. *(* Article received "Editor's Choice" featured recognition from journal's editor-in-chief)*
22. **McCullough JM**, Eisen-Cohen E, Lott B. Measuring Collaboration Across Public Health Services: Adaption of the Relational Coordination Measure to Public Health. *Health Care Management Review*. 2020;45(1):60-72.
23. **McCullough JM**. Government Health and Social Services Spending Show Evidence of Single-Sector Rather Than Multi-Sector Pursuit of Population Health. *Inquiry*. 2019;56:1-12.
24. **McCullough JM**. Declines in Spending Despite Positive Returns on Investment: Understanding Public Health's Pocket Problem. *Frontiers in Public Health*. 2019;7:159.
25. **McCullough JM**, Leider, JP. Using Public Expenditure Data to Predict Health Outcomes in National Rankings Models: Progress, Pitfalls, and Potential Policy Impacts. *Journal of Public Health Management & Practice*. 2019;25(4):308-315.
26. **McCullough JM**, Narain K, Rhoads N, Fielding JE, Teutsch SM, Zimmerman FJ. Quantifying the value of prevention: A survey of public health departments' quantitative and economic modeling capacity. *Journal of Public Health Management & Practice*. 2019;25(4):18-26.
27. **McCullough JM**, Speer MJ, Teutsch SM, Fielding JE. Non-Clinical Prevention Opportunities and Waste in the US Healthcare System. *American Journal of Preventive Medicine*. 2019;56(6):904−907.
28. **McCullough JM**, Coult N, Genau M, Raikhelkar A, Love K, Riley WJ. Safety Net Representation in Federal Payment and Care Delivery Reform Initiatives. *American Journal of Accountable Care*. 2019;7(1):16-22.

29. **McCullough JM**. The Financial and Business Analysis Capacities of the State and Local Public Health Workforce. *Journal of Public Health Management and Practice*. 2019;25(2):S145-S156.
30. **McCullough JM**, Leider JP. Health and social service spending and health outcomes in Texas, 2010-2016. *Southern Medical Journal*. 2019;112(2):91-97.
31. **McCullough JM**, Singh SR, Leider JP. The Importance of Hospital Services and Governmental Public Health and Social Services Spending for Improving Community Health Outcomes. *Journal of Public Health Management and Practice*. 2019;25(4):348-356.
32. **McCullough JM**, Fowle N, Sylvester TL, Kretschmer M, Ayala A, Popescu S, England B. Cost Analysis of Two Concurrent Public Health Response Events: Financial Impact of Measles Outbreak, Super Bowl Surveillance, and Ebola Surveillance in Maricopa County. *Journal of Public Health Management and Practice*. 2019; 25(4):357-365.
33. Leider JP, Alfonso N, Resnick B, Brady E, **McCullough JM**, Bishai D. Assessing the value of 40 years of local public expenditures on health. *Health Affairs*. 2018;37(4):560-569.
34. Mohamed A, Alhanti B, **McCullough JM**, Goodin K, Rolling K, Glickman L. Temporal association of implementation of Arizona Health Care Cost Containment System Reform with changes in dental-related emergency department visits in Maricopa County from 2006-2012. *Journal of Public Health Dentistry*. 2018;78(1):49–55.
35. **McCullough JM**, Leider JP. Associations Between County Wealth, Health and Social Services Spending, and Health Outcomes. *American Journal of Preventive Medicine*. 2017;53(5): 592-598.
36. **McCullough JM**. Local Health and Social Services Expenditures: An Empirical Typology of Local Government Spending. *Preventive Medicine*. 2017;107:66-72.
37. Dahlen HM, **McCullough JM**, Fertig AR, Dowd BE, Riley WJ. Texas Medicaid Payment Reform: Fewer Early Elective Deliveries and Increased Gestational Age. *Health Affairs*. 2017;36(3): 460-467.
38. **McCullough JM**, Leider JP. Government Spending In Health And Nonhealth Sectors Associated With Improved County Health Rankings. *Health Affairs*. 2016;35(11): 2037-2043.
39. Riley WJ, Meredith L, Price R, Miller KM, Begun J, **McCullough JM**, Davis S. Decreasing Malpractice Claims by Preventable Perinatal Harm. *Health Services Research*. 2016;51(S3):2453-2471.
40. Riley WJ, Begun J, Meredith L, Miller K, Connolly K, Price R, Muri J, **McCullough JM**, Davis S. Integrated Approach to Reduce Perinatal Adverse Events: Standardized Processes, Teamwork Training and Performance Feedback. *Health Services Research*. 2016;51(S3):2431-2452.
41. **McCullough JM**. Goodin K. Clinical Data Storage by Local Health Departments: A National Survey of Storage and Storage Systems. *Journal of Public Health Management & Practice*. 2016;22(6): S18-S26.
42. Shah GH, Vest JR, Lovelace KA, **McCullough JM**. Local Health Departments' Partners in Electronic Data Exchange. *Journal of Public Health Management & Practice*. 2016;22(6): S44-S50.
43. Dahlen HM, **McCullough JM**, Fertig AR, Dowd B, Riley W. The Effect of Hard-Stop Medicaid Payment Reform on Early Elective Deliveries. *Journal of Patient-Centered Research and Reviews*. 2016;3(3):209.
44. **McCullough JM**, Eisen-Cohen E, Salas SB. Partnership Capacity for Community Health Improvement Implementation: Findings from a Social Network Analysis. *BMC Public Health*. 2016;16:566.
45. **McCullough JM**. Timing of Clinical Billing Reimbursement for a Local Health Department. *Public Health Reports*. 2016;131(2):283-289.
46. McCullough JJ, **McCullough JM**, Riley WJ. Evolution of the Nation's Blood Supply System. *Transfusion*. 2016;56:1451-1461.
47. **McCullough JM**. National Trends in Clinical Billing by Local Health Departments. *Frontiers in Public Health Services & Systems Research*. 2016;5(2):12-18.
48. **McCullough JM**, Kaplan B. A Random Walk through Large Data: Caveats Regarding the Potential for False Inference. *Transplantation*. 2016;100(1):18-22.
49. **McCullough JM**, Leider JP, Riley WJ. Local Fiscal Allocation for Local Public Health Departments. *American Journal of Preventive Medicine*. 2015;49(6):921-929.
50. **McCullough JM.** Successful Academic-Public Health Practice Collaboration: What Works from the Public Health Workforce's Perspective. *Journal of Public Health Management and Practice*. 2015;21(6):S121-S129.
51. **McCullough JM**, Zimmerman FJ, Bell DS, Rodriguez HP. Local Public Health Department Adoption and Use of Electronic Health Records. *Journal of Public Health Management and Practice*. 2015;21(1): 20-28.
52. **McCullough JM**, Zimmerman FJ, Rodriguez HP. Impact of clinical decision support on receipt of antibiotic prescriptions for acute bronchitis and upper respiratory tract infection. *Journal of the American Medical Informatics Association*. 2014;21:1091- 1097.
53. **McCullough JM**, Goodin, K. Patterns and Correlates of Public Health Informatics Capacity Among Local Health Departments: An Empirical Typology. *Online Journal of Public Health Informatics*. 2014;6(3)e199.
54. **McCullough JM**, Bell D, Zimmerman FJ, Rodriguez HP. Electronic Health Information Exchange in Underserved Settings: Examining two initiatives in small physician practices & community health centers. *BMC Health Services Research*. 2014;14:415-424.

55. Rodriguez HP, **McCullough JM**, Hsuan C. Local Health Department Collaborative Capacity for Partnering to Improve Population Health. *Frontiers in Public Health Services & Systems Research.* 2014;3(4):1-7.
56. **McCullough JM**, Zimmerman F, Fielding J, Teutsch S. A Health Dividend for America: The Opportunity Cost of Excess Medical Expenditures. *American Journal of Preventive Medicine.* 2012;43(6):650-654.
57. Riley WJ, Briggs J, **McCullough JM**. Estimating The Financial Resources Needed for Local Public Health Departments in Minnesota: A Multi-Method Approach. *Journal of Public Health Management and Practice.* 2011;17(5), 413-420.
58. Ayyoubi MT, Konstenius T, **McCullough JM**, et al. Status of Blood Banking and the Blood Supply in Afghanistan. *Transfusion.* 2010;50(3):566-574.
59. Riley W, Miller K, Davis S, **McCullough JM**. A Model for Developing High Reliability Teams. *Journal of Nursing Mgt.* 2010;18(5):556-563.
60. Pfeuffer J, **McCullough JM**, Van de Moortele, K, et al. Spatial dependence of the nonlinear BOLD response at short stimulus duration. *Neuroimage.* 2003;8(4):990-1000.

EDITORIALS, WHITE PAPERS, & POLICY BRIEFS:

McCullough JM, Leider JP, Resnick B, Bishai D. "Following the Great Recession, Governments Spent More On Law & Order And Less On Health & Social Services." *JPHMP Direct.* https://jphmpdirect.com/2020/09/21/following-the-great- recession-governments-spent-more-on-law-and-order-and-less-on-health-and-social-services/

Leider JP, Yeager VA, Orr J, Balio CP, Bekemeier B, **McCullough JM**, Resnick B, Simone S. *Characterizing the Impact of the 2012 Institute of Medicine Report on Public Health Finance.* Washington, DC: Public Health National Center for Innovations. October 2019.

McCullough JM. "2019 Budget: What Mexico's President-Elect Andrés Manuel López Obrador should do for public health." *Alto Nivel.* November 8, 2018. https://www.altonivel.com.mx/economia/presupuesto-2019-lo-que-deberia-plantear-amlo- para-la-salud-publica/

McCullough JM. *The Return on Investment of Public Health System Spending.* Washington, DC: AcademyHealth. June 2018. https://www.academyhealth.org/sites/default/files/roi_public_health_spending_june2018.pdf

McCullough JM. *Integration for Arizona's Children and Youth with Special Health Care Needs.* Conference White Paper for 1st Annual "Opening the Doors Conference: Solutions to Prepare Your Practice for People with Special Needs." Phoenix, AZ. 2014.

Pourat N, Martinez A, **McCullough JM**, et al. *Cost of Maternal Hemorrhage in California.* Los Angeles, CA: UCLA Center for Health Policy Research. October 2013.

Kominski GF, **McCullough JM**, Grace SM, Martinez AE. *Evaluation of the California Healthcare-Associated Infection Initiative.* Los Angeles, CA: UCLA Center for Health Policy Research, 2011.

BOOK CHAPTERS

Riley W & **McCullough JM**. "Process Analysis for Public Health." In Moran J & Duffy G. *Quality Function Deployment and Lean- Six Sigma Applications in Public Health.* ASQ Press, Milwaukee, WI. 2010.

GRANTS & RESEARCH FUNDING

2020-2022 "Multi-Dimensional COVID-19 Control in US: Systems Alignment in High-Performing Counties"
Role: Co-Investigator
Funder: Robert Wood Johnson Foundation
Total Award: $250,000

2019-2021 "Physicians' Use, Exchange, and Evaluation of Electronic Health Data"
Role: Principal Investigator
Funder: Centers for Medicare and Medicaid Services *via* Arizona Health Care Cost Containment System
Total Award: $253,072

2019-2021 "Can Investments in the Social Determinants of Health Bend the Cost Curve?"
Role: Co-Principal Investigator
Funder: Health Care Cost Institute
Total Award: N/A – *Competitive data access award – In-kind valuation $70,000*

2017-2022 "Economic Analyses to Promote Local Public Health Department Efficiency"
Role: Principal Investigator
Funder: Maricopa County (AZ) Department of Public Health

Total Award: $276,989

2018-2020 "Investigating Waste in the U.S. Health Care System"
Role: Principal Investigator
Funder: Fielding Charitable Trust
Total Award: $123,904

2018-2020 "Advanced Methods to Facilitate Goal Alignment and Attainment Among Multisector Stakeholders"
Role: Co-Investigator
Funder: Robert Wood Johnson Foundation
Total Award: $1,000,000

2017-2021 "Positioning the Safety Net Advancement Center for Sustainability"
Role: Co-Principal Investigator
Funder: Robert Wood Johnson Foundation
Total Award: $1,000,000

2017-2019 "Analyzing state and local governmental health, public health, social and community service spending for system alignment to reduce health disparities"
Role: Co-Investigator & Site PI
Funder: Robert Wood Johnson Foundation
Total Award: $250,000 (Site-PI portion: $27,002)

2017-2019 "Connecting Local Governmental Finances to Local Health Outcomes in Texas"
Role: Principal Investigator
Funder: Episcopal Health Foundation
Total Award: $127,585

2017-2018 "Integrating Spending Data into the County Health Rankings: Barriers, Solutions, and Implications for Rankings."
Role: Principal Investigator
Funder: County Health Rankings & Roadmaps *via Robert Wood Johnson Foundation*
Total Award: $52,572

2016-2018 "Action Research Center for a Culture of Health: Financing and Service Delivery Integration."
Role: Co-Investigator
Funder: Robert Wood Johnson Foundation
Total Award: $997,769

2015-2017 "The National Safety Net Payment and Service Delivery Reform Center"
Role: Co-Investigator
Funder: Robert Wood Johnson Foundation
Total Award: $1,399,925

2015-2016 "County Health Rankings and Local Governmental Finances: Are Rankings Always Linked to Wealth?"
Role: Principal Investigator
Funder: County Health Rankings & Roadmaps *via Robert Wood Johnson Foundation*
Total Award: $49,662

2014-2015 "Healthy Babies: Evaluation of State Policies to Limit Elective Induction of Labor"
Role: Co-Principal Investigator
Funder: Medica Research Institute
Total Award: $74,881

2013-2014 "Health Information Exchange in Small Primary Care Practices: Understanding and Eliminating the Disparity"
Role: Co-Investigator
Funders: UCLA & University of Minnesota Clinical & Translational Science Institutes
Total Award: $60,000

2013-2014 "Adoption and Use of Health Information Technology in Three Settings." UCLA Graduate Division Dissertation Year Fellowship.
Total Award: $34,809 (Chair: Hector Rodriguez)

2012-2013 Graduate Research Fellowship, UCLA Fielding School of Public Health.
Total Award: $34,620 (Chair: Hector Rodriguez)

2010-2012 Pre-Doctoral Research Traineeship, Agency for Healthcare Research & Quality.
Total Award: $72,000

2009-2010 "Creating High Reliability Teams for Public Health Practice & Preparedness: Simulations, Exercises, and Effective Education."
Role: Research Assistant
Funder: Centers for Disease Control and Prevention, P01
Total Award: $1,481,000

2008-2010 "Public Health Impact: Building the Evidence Base for Public Health Accreditation and Quality Improvement."
Role: Research Assistant
Funder: Robert Wood Johnson Foundation
Total Award: $600,000

Selected Awards & Recognition

Awards & Honors:

2022 ASU College of Health Solutions Teaching Award. *The College's top teaching award, given annually to the College's top overall teacher*

2021 ASU Translational Science Award. *Awarded annually for demonstrated excellence in translational research and social and clinical impacts.*

"40 Under 40 in Public Health" Awardee as selected by de Beaumont Foundation
(*one of only three awardees from a university to be named to the inaugural list of top public health practitioners*)

2019 ASU College of Health Solutions Nominee for NIH Office of Disease Prevention Early-Stage Investigator Lecture
(*selected as College's only nominee for prestigious NIH early-career lectureship*)

2018-19 Educator of the Year, ASU Science of Health Care Delivery Masters Program
(*voted by students and awarded to top faculty member in program*)

Finalist, 11th Annual RWJF National Award for Outstanding Epidemiology Practice in Addressing Racial and Ethnic Disparities, 2018

Chair, AcademyHealth Public Health Systems Research Advisory Committee, 2017-2019

AcademyHealth Best Abstract Award for Public Health Systems Research, 2016

Faculty Marshal, 2015 Arizona State University Commencement ceremony

Mentor, 2014 & 2015 AcademyHealth Public Health Systems Research Scholar

UCLA Dean's Outstanding Student Award, 2014 (*awarded to top health policy and management graduate at UCLA*)

Finalist, Carolbeth Korn Prize, 2013-2014 (*awarded to top public health graduate at UCLA*)

Barbara Ann Walton Spradley Leadership Award, 2010 (*awarded to graduate for demonstrated excellence in leadership*)

Member, Delta Omega Public Health Honor Society (*inducted in 2010*)

Fellowships:

UCLA Dissertation Year Fellowship, 2013-2014

UCLA Graduate Research Fellowship, 2012-2013

AHRQ Pre-Doctoral UCLA-RAND Health Services Research Traineeship, 2010 – 2012

Walter H. Judd International Graduate Fellowship, 2009

Teaching Activities

Teaching Awards

2019 Educator of the Year, ASU Science of Health Care Delivery Masters Program
(*voted by students and awarded to top faculty member in program*)

Courses Taught at ASU

Spring 2022

Biostatistics & Data Management (Online) for Behavioral Health. HCD 501. 3 credits

Biostatistics & Data Management (Online) for Health Care Delivery Science. HCD 501. 3 credits

Fall 2021
Biostatistics & Data Management. HCD 501. 3 credits
Biostatistics & Data Management (Online) for Behavioral Health. HCD 501. 3 credits
Spring 2021
Biostatistics & Data Management (Online). HCD 501. 3 credits
Fall 2020
Global Health Care Systems. HCD 303. 3 credits
Biostatistics & Data Management. HCD 501. 3 credits
Spring 2020
Biostatistics & Data Management (Online). HCD 501. 3 credits
Fall 2019
Biostatistics & Data Management. HCD 501. 3 credits
Spring 2019
Biostatistics & Data Management (Online). HCD 501. 3 credits
Fall 2018
Biostatistics & Data Management. HCD 501. 3 credits
Interpreting the Scientific Literature (Online). HCD 400. 3 credits
Spring 2018
Biostatistics & Data Management. HCD 501. 3 credits
Biostatistics & Data Management (Online). HCD 501. 3 credits
Fall 2017
Evaluation of Health Sciences Research. HSC 420. 3 credits
Honors Thesis. HCD 493. 3 credits
Spring 2017
Honors Directed Study. HCD 492. 3 credits
Fall 2016
Health Behavior and Statistical Tools in Health Environments. HCD 501. 4 credits
Biostatistics. HCD 300/PUBH 300. 3 credits
Health Behavior and Statistical Tools in Health Environments (Online). HCD 501. 4 credits
Spring 2016
Introduction to the Science of Health Care Delivery. HCD 100. 3 credits
Honors Thesis. HCD 493. 3 credits
Fall 2015
Health Behavior and Statistical Tools in Health Environments. HCD 501. 4 credits
Honors Directed Study. HCD 492. 3 credits
Introduction to the Science of Health Care Delivery. HCD 100. 3 credits
Spring 2015
Health Behavior and Statistical Tools in Health Environments (Online). HCD 501. 4 credits.
Introduction to the Science of Health Care Delivery. HCD 100. 3 credits
Students Mentored

Note: The MS program in which I teach at ASU does not offer a PhD degree. I have been active in student mentorship through work as lead/co-lead mentor on more than 40 masters-level student capstone projects. I have also sought out multiple undergraduate honors students serve on PhD dissertation committees for two ASU students

PhD Dissertation Committees:
Adrienne Madhavpeddi, MS, ASU Health Innovation PhD Student
Shalini Sivanandam, MBBS MS, ASU Biomedical Informatics PhD Student

Barrett Honors Thesis Committees:

2019	Pooja Sangha
2016-17	Asha Devineni
2015-16	Thida Hnin

SHCD Masters Capstone Project Mentor – serve as lead mentor for SHCD for projects listed below

2019-20	Andrea Medina & Morgan Nelson
2018-19	Melina Cox-Ferreras, Laurin Skinner, & Christy Thomas
2017-18	Gabriela Barraza & Ryan Melikian
	Rachel Brueckner
	Randall Fortuna
	Shelby Murphy & Katherine Rice
	Siavosh Naji-Talakar

At request of SHCD Capstone director, served in role as co-lead mentor for all masters students' projects. Met with, advised, and

Professional & Service Activities

Professional Service Activities
Member (elected), Board of Directors, Arizona Public Health Association, 2020-22
Member, National Health Care Expenditure Collaborative, National Academy of Medicine Population Health Roundtable, 2019-*current*

2016-17
served as research design & statistical consulting mentor for more than 30 students' projects

2015-16	Joe Brinkman & Matthew Speer
	Lissette Guerrero & Ashley Jones-Wilkerson
2014-15	Haleigh Wolfe

Chair, AcademyHealth Public Health Systems Research Interest Group National Advisory Committee, 2017-19
Member (elected), AcademyHealth Public Health Systems Research Interest Group National Advisory Committee, 2016-17
Grand Judge, Intel International Science and Engineering Fair, 2016

Ad Hoc Peer Reviewer
American Journal of Infection Control
American Journal of Managed Care
American Journal of Public Health
Biomedical Informatics Insights
BMC Medical Informatics & Decision Making
BMC Health Services Research
Evaluation & Program Planning
Family Medicine & Community Health
Frontiers in Public Health Services & Systems Research
Health Affairs
Health Care Management Review
Health Services Research
International Journal of Health Policy & Management
Journal of Health Care for the Poor and Underserved
Journal of Public Health Management & Practice
PLoS ONE
Preventing Chronic Disease
Public Health Reports

Quality Management in Health Care
The Social Science Journal
Social Science & Medicine
Social Science & Medicine – Population Health
Vaccine

Department-, College-, and University-Level Service Activities

Chair, Search Committee for ASU Professor in Health Care Delivery, 2021
Chair, Search Committee for ASU Science of Health Care Delivery program director, 2021
Chair, Search Committee for ASU-Mayo Clinic Professor in Health Care Delivery, 2020
Chair, HCD-HSC-MED-MIHM Student Success Committee, 2020-2022
Member, CHS Community Advisory Board Committee, 2020-2021
Member (Ad Hoc), CHS Personnel Committee, 2020
Member, HCD Graduate Curriculum Committee, 2019-2022
Chair, Search Committee for Associate Professor in Health Systems, 2019
Member, Search Committee for Lecturer in Health Policy, 2019
Member, Search Committee for Associate Professor in Population Health, 2018-19
Member, CHS Research Operations Committee, 2018
Member, CHS Faculty Affinity Network Committee, 2018
Member, CHS Dean's Executive Vision Team, 2017-2020
Chair, SHCD Standards Committee, 2016-2018
Member (elected), SHCD Policy & Personnel Committee, 2016-2018
Member, Search Committee for Assistant Professor in SHCD, 2016-17
Mentor, ASU American Indian Student Services Mentor U Program, 2015-17
Member, Search Committee for Assistant Professor in SHCD, 2015-16
Marshal, College Marshal representing the College of Health Solutions at ASU Fall Convocation
Member, SHCD Curriculum Committee, 2014-16
Member, SHCD Standards Committee, 2014-16
Member, Search Committee for Director of the School for the Science of Health Care Delivery, 2014-15

PROFESSIONAL PRESENTATIONS

2022

Public Health and the Wrong Pocket Problem. Invited lecture for Georgia State University DrPH Program. February 17.

Arizona Health Care Workforce: Trends in HIE & ACO Adoption. ASU Center for Health Information & Research Annual Community Stakeholder Meeting. Phoenix, AZ. January 24.

Mandates: Why Are They a Health Care Issue? ASU Health Talks Colloquium Seminar Series. Phoenix, AZ. January 20.

2021

Quantifying Avoidable COVID-19 Deaths in U.S. Counties in 2020. Presentation at American Public Health Association Annual Meeting. Denver, CO. October 25. Co-author.

Staffing Up Public Health: Estimating the Workforce Needed to Provide Public Health Services for American. Presentation at 17th Annual Public Health Finance Roundtable. American Public Health Association. Denver, CO. October 24.

COVID-19 Update from Last Year, Looking Forward to Next Year. Panel presentation. Arizona Wellbeing Common Conference 2021. Phoenix, AZ. October 8.

SARS-CoV-2 Seroprevalence Studies in the United States: Methodological Challenges and the Need for a Coordinated National Strategy. Poster presentation at Society for Epidemiologic Research Annual Meeting. June 22.

Keynote presentation. Legal and Public Health Solutions for Pandemic Safety at Live Events. Virtual panel presentation to MemberSuite's Event Farm series. March 16. (*Attendance of 250+*)

"A Health Dividend for America." Podium presentation to U.S. Health Care Expenditures: Costs, Lessons, and Opportunities. National Academy of Medicine. Washington, DC. March 15.

Keynote presentation. Public Health and Logistical Approaches to Pandemic Compliance and Safety at Live Events. Virtual panel presentation to MemberSuite's Event Farm series. February 23. (*Attendance of 500+*)

2020

Reduction in US Health Care Spending Required to Meet the Institute of Medicine's 2030 Target. Podcast interview with *American Journal of Public Health* Editor-in-Chief Alfredo Morabia. November 12.

Trends in Arizona Physician Use of EMR & HIE. Presentation to Arizona Health Care Cost Containment System Leadership. November 6.

Association of Presence of a School Nurse with Increased Sixth-Grade Immunization Rates in Low-Income Arizona Schools in 2014–2015. Podcast interview with *Journal of School Nursing* Editor-in-Chief Julia Muennich Cowell. October 15.

Facilitators & Barriers to Investing in Public Health & Social Services. Accepted for poster presentation at AcademyHealth Annual Research Meeting Public Health Systems Research Interest Group panel. Boston, MA. June 13. *Conference cancelled due to COVID-19*

Achievements, Challenges, and Recommendations in Public Health: Perceptions and Reflections Since the Institute of Medicine's 2012 Report on Public Health Financing. Accepted for podium presentation at AcademyHealth Annual Research Meeting Public Health Systems Research Interest Group panel. Boston, MA. June 13. (Co-author) *Conference cancelled due to COVID-19*

Collaborative Data Design: Using Data Visualizations for Multisector Alignment and Policy Change. Accepted for poster presentation at 18th Open Forum for Public Health Improvement and Innovation (co-presenter). Kansas City, MO. March 26. *Conference cancelled due to COVID-19*

Fresh insight into the largest untapped market in urgent care. Keynote presentation at 12th Annual ConvUrgentCare On-Demand Strategy Symposium. Scottsdale, AZ. January 29.

2019

Pursuing Innovative Workforce Partnerships: Finding Win-Win Solutions Across Public Health and Academia. Keynote presentation at Public Health Department-Academic Partnership Summit. Las Vegas, NV. December 3.

System-Level Public Health and Social Service Alignment: ROI of Multi-Sector Upstream Prevention Focus. Presentation to Ramsey County (MN) Departments of Public Health and Human Services. St. Paul, MN. November 14.

Advancing Health Through Cross-Sector Collaboration: Impacts of the 'Soft' Side of Policies, Systems, and Environments. Invited presentation to Vitalyst Health Foundation. Phoenix, AZ. November 11.

Health Departments as Conveners: Data Sharing for Impact. Podium presentation at All In: Data for Community Health National Meeting. Baltimore, MD. October 17. (Co-author)

Meeting the Institute of Medicine's 2030 US Per Capita Health Care Spending Target. Keynote presentation to the National Academy of Medicine Roundtable on Population Health Improvement's Health(care) Expenditure Collaborative. Webinar presentation on October 10.

Trends in Vaccination Uptake at Arizona Schools & Public Health Implications of Declining Herd Immunity. Presentation to Maricopa County Department of Public Health. Phoenix, AZ. August 20.

Estimating the Effect of County Spending on Life Expectancy at Birth in the U.S. Podium presentation at International Health Economics Association World Congress. Basel, Switzerland. July 13. (Co-author)

Advancing Health, Reducing Waste: A Crosswalk Analysis and Taxonomy of Excess Health Care Spending. Poster presentation at AcademyHealth Annual Research Meeting. Washington, DC. June 3.

Reducing Low Birth Weight Deliveries through Targeted Health and Social Spending. Poster presentation at AcademyHealth Annual Research Meeting. Washington, DC. June 2.

State of the Public Health Systems Research Interest Group & Future Directions for PHSR. AcademyHealth Public Health Systems Research Interest Group Annual Meeting. Washington, DC. June 1.

Low birth weight deliveries and spending on general social and public health programs. AcademyHealth Public Health Systems Research Interest Group Annual Meeting. Washington, DC. June 1. (Co-author)

Featured Discussant for Security and Sustainability Forum Webinar on Smart Sewers for Smart Cities: How Data-Mining Sewage Can Improve Public Health. May 22.

Estimating the Effect of County Spending on Life Expectancy through Structural Equation Modeling. Population Association of America Annual Meeting. Austin, TX. April 10. (Co-author)

Building Academic-Practice Based Partnerships and Advancing the Use of Evidence in the Public Health Practice Realm. Invited presentation to Seattle-King County Public Health Department. Seattle, WA. March 19.

Public Health & Social Services' Contributions to Improved Population Health. Invited presentation to University of Washington School of Nursing Department of Psychosocial and Community Health & School of Public Health Department of Health Services. Seattle, WA. March 18.

2018

Impact of Social Spending on County Health in East Texas. Keynote presentation at Episcopal Health Foundation Community Health Symposium. Nacogdoches, TX. November 30.

Public Health Investments and Pregnancy Outcomes. Podium presentation at 14th Annual American Public Health Association (APHA) Public Health Finance Roundtable. San Diego, CA. November 11.

Community Health Center Challenges and Strategies for Payment and Care Delivery Reform Progress. Panel presenter at California Collective Insight Forum. Oakland, CA. November 6.

Measuring Collaboration in Your Organization. American Evaluation Association Annual Conference. Cleveland, OH. November 2. (Co-author)

Evaluating & Assessing Health Technologies. Guest Lecture for ASU Biomedical Informatics 601 course. Phoenix, AZ. September 26.

Aftermath of Silo-Busting: Measuring Collaboration in Your Organization Using Relational Coordination. Breakout session during National Network for Public Health Institutes' Public Health Improvement Training. Atlanta, GA. June 27. (Co-author)

Measuring System Integration Using Multisector Claims-Based Network Analysis: Differences in Network Structure for Persons with and without Serious Mental Illness. Poster symposium presentation at 35th AcademyHealth Annual Research Meeting. Seattle, WA. June 25.

***** Featured as most impactful poster by theme review committee *****

Public Health and Social Services Expenditures Lead to Reductions in Preventable Admission Rates. Podium presentation at 35th AcademyHealth Annual Research Meeting. Seattle, WA. June 24.

Local Government Spending and Hospital Health Promotion Activities Are Associated with Better Health Outcomes. Poster presentation at 35th AcademyHealth Annual Research Meeting. Seattle, WA. June 25.

Emergency Department Use in Maricopa County Suggests Racial and Ethnic Disparities in Access to Primary Care. Poster presentation at 35th AcademyHealth Annual Research Meeting. Seattle, WA. June 24.

Optimizing Governmental Health and Social Spending Interactions. Podium presentation at 17th Annual Public Health Systems Research (PHSR) Interest Group Meeting, AcademyHealth Annual Research Meeting. Seattle, WA. June 23.

***** Received "Best Of" award for all abstracts submitted to AcademyHealth Interest Group Meetings *****

Public Health and Social Services Expenditures Lead to Reductions in Preventable Admission Rates. Poster presentation at 17th Annual Public Health Systems Research (PHSR) Interest Group Meeting, AcademyHealth Annual Research Meeting. Seattle, WA. June 23.

Public Health System Integration: A Multisector Claims-Based Analysis of Network Structure for Persons with and without Serious Mental Illness. Poster presentation at 17th Annual Public Health Systems Research (PHSR) Interest Group Meeting, AcademyHealth Annual Research Meeting. Seattle, WA. June 23.

Emergency Department Use in Maricopa County Suggests Racial and Ethnic Disparities in Access to Primary Care. Podium presentation at Council of State and Territorial Epidemiologists Annual Conference. West Palm Beach, FL. June 8.

***** Finalist for 11th Annual RWJF National Award for Outstanding Practice in Addressing Racial and Ethnic Disparities *****

Synergistic Institutionalism in Public and Private Contributions to Population Health. Podium presentation and discussion at 20th Annual Organization Theory in Health Care (OTHC) Association Conference. Johns Hopkins University, Baltimore MD. June 8.
***** Featured as one of only 5 abstracts during conference to receive full podium with discussant *****

Economic and Quantitative Modeling: Methods, Challenges, and Opportunities. UCLA Fielding School of Public Health. Los Angeles, CA. May 9.

Can Government Investment in Health and Social Services Improve Public and Private Sector Contributions to Preventable Admissions Rates? Podium presentation at 75th Annual Meeting of the Association for Prevention Teaching and Research. Philadelphia, PA. April 10. (Co-author)

Investing to Promote Health: Impact of Local Government Spending in Texas on Population Health. Seminar presentation at Rice University BioScience Research Collaborative. Houston, TX. March 21.

Patterns and Trends in Preventable Emergency Department Visits in Maricopa County. Presentation to Maricopa County Coordinated Community Health Needs Assessment Working Group. Phoenix, AZ. March 12.

Optimizing Governmental Health and Social Spending Interactions. Discussant. Robert Wood Johnson Foundation Systems for Action National Coordinating Center Research Webinar. January 24.

2017

Local Government Spending and Hospital Health Promotion Activities Associated with Better Health Outcomes. Podium presentation at 13th Annual Public Health Finance Roundtable at the American Public Health Association Annual Meeting. Atlanta, GA. November 5.

Payment and Care Delivery Reform for Safety Net Providers. Plenary podium presentation at 17th Annual National Rural Health Association Critical Access Hospital Conference. September 27. Kansas City, MO.

Preparing for and Succeeding in Payment and Care Delivery Reform: Guidance for Tribal Health Leaders. Podium presentation at 34th Annual National Indian Health Board Tribal Health Conference. Bellevue, WA. September 26.

Making Payment and Care Delivery Reform Work: Lessons Learned in Alabama and Illinois. Webinar presentation with The National Council for Behavioral Health. August 15.

Making Strides in Payment and Delivery Reform. Webinar presentation with the National Association of Community Health Centers. July 21.

Measuring Collaboration Within a Health Department: Impacts of the Maricopa County Department of Public Health Re-Organization. Presentation to Maricopa County Department of Public Health Director and Disease Control Division. Phoenix, AZ. July 19.

Public Health and Social Services Spending versus Population Health Outcomes. Poster presentation at 34th AcademyHealth Annual Research Meeting. New Orleans, LA. June 26.

Measuring Collaborative Capacity, Organizational Culture, & Collaboration. Poster presentation at 34th AcademyHealth Annual Research Meeting. New Orleans, LA. June 25.

Longitudinal Impact of Public Health and Social Services Spending on Health Outcomes. Measuring Organizational Culture and Internal Collaboration at a Public Health Department. Podium presentation at 16th Annual Public Health Systems Research (PHSR) Interest Group Meeting, AcademyHealth Annual Research Meeting. New Orleans, LA. June 24.

Measuring Organizational Culture and Internal Collaboration at a Public Health Department. Podium presentation at 16th Annual Public Health Systems Research (PHSR) Interest Group Meeting, AcademyHealth Annual Research Meeting. New Orleans, LA. June 24.

Assessing the value of forty years of local governmental expenditures on health: can we spend more wisely? Poster presentation at 16th Annual Public Health Systems Research (PHSR) Interest Group Meeting, AcademyHealth Annual Research Meeting. New Orleans, LA. June 24. (Co-author)

Payment Reform for Safety Net Organizations: Overview of Approaches and Resources for Providers. Presentation at Arizona Alliance for Community Health Centers & Member FQHCs. Phoenix, AZ. June 22.

Collaborative Capacity and Readiness for Population-Focused Health Activities. Poster presentation at 19th Annual Organization Theory in Health Care Association Conference. Berkeley, CA. June 15.

Do Local Public Health and Social Services Spending Impact Local Health Outcomes? Podium presentation at Council of State and Territorial Epidemiologists Annual Conference. Boise, ID. June 7.

Impact of Medicaid Policy Change on Incidence of Early Elective Deliveries. Podium presentation at Council of State and Territorial Epidemiologists Annual Conference. Boise, ID. June 6.

Does Public Investment in Public Health & Social Services Lead to Better Health Outcomes? Seminar presentation at ASU School of Nutrition and Health Promotion. Phoenix, AZ. January 12.

Removing Barriers to Learning Statistics: Use of Excel versus SPSS. Presentation at 2nd ASU Learning Innovation Showcase, hosted by Knowledge Enterprise Development (OKED) and the Institute for the Science of Teaching and Learning (ISTL). Tempe, AZ. January 11.

2016

Applied Health Economics Analyses to Inform Local Public Health Practice. Presentation at CDC Career Epidemiology Field Officer Annual Conference. Atlanta, GA. November 15.

Impact of Governmental Spending on Local Health Outcomes. Presentation on Findings from article published in *Health Affairs*. Invited briefing. Washington, DC. November 10.

Effect of Medicaid Payment Reform on Early Elective Deliveries. Podium presentation at 144th American Public Health Association Annual Meeting. Denver, CO. November 1.

Action Research Center for a Culture of Health: Financing and Service Delivery Integration. Podium presentation at 144th American Public Health Association Annual Meeting. Denver, CO. October 31. (Co-author)

Wealth Doesn't Always Cause Health: Associations Between Community Wealth, Community Investments, and Community Health. Poster presentation at 144th American Public Health Association Annual Meeting. Denver, CO. October 31.

Payment Reform Challenges & Opportunities for the Safety Net Sector. Panel Moderator at CMS National Payment Reform Summit. Washington, DC. October 25.

The Effect of Hard Stop Medicaid Payment Reform on Early Elective Deliveries. Podium presentation at 33rd AcademyHealth Annual Research Meeting. Boston, MA. June 28. (Co-author)

Integrating Delivery and Financing Systems across Sectors to Build a Culture of Health. Podium presentation at 33rd AcademyHealth Annual Research Meeting. Boston, MA. June 26. (Co-author)

Wealth Doesn't Always Cause Health: Associations Between Community Wealth, Community Investments, and Community Health. Presentation at 15th Annual Public Health Systems Research (PHSR) Interest Group Meeting, AcademyHealth Annual Research Meeting. Minneapolis, MN. June 25.
*****Received Best PHSR Abstract Award for receiving highest overall score all abstracts submitted to meeting*****

Association of Presence of a School Nurse with Increased 6th Grade Immunization Rates in Low-Income Arizona Schools. Podium presentation at Council of State and Territorial Epidemiologists Annual Conference. Anchorage, AK. June 21.

Advancing Payment Reform in the Health Care Safety Net. Webinar presentation at Network for Regional Healthcare Improvement Organization's Monthly Health Do-ers call. May 23.

Facilitators and Barriers to the Adoption of New Technologies: Evidence from the Health Care Sector. Arizona State University School of Criminology and Criminal Justice Colloquium Series. April 29.

Components of Economic Analysis Planning in Public Health. Association of Maternal & Child Health Programs Birth Outcomes Collaborative. Charleston, SC. March 16-17.

2015

Tools for Economic Analysis by Public Health Professionals. Symposium presentation for North Carolina Department of Health. Raleigh, NC. December 16.

Academic-practice Partnerships for Conducting Economic Analyses. 143rd American Public Health Association Annual Meeting. Chicago, IL. November 2.

Association of Elimination of AHCCCS Dental Benefits with Changes in Dental-Related Emergency Department Visits in Maricopa County from 2006-2012. Poster presentation at 143rd American Public Health Association Annual meeting. Chicago, IL. November 2. (Co-author)

The Great Recession & Fiscal Allocation for Public Health: How Has Our Slice of the Pie Changed? Presentation at 11th Annual Public Health Finance Roundtable, pre-conference session for 143rd American Public Health Association Annual Meeting. Chicago, IL. November 1.

Presenter and moderator for pre-conference Return on Investment Analytic Action Learning Collaborative. Association of Maternal & Child Health Programs CityMatCH Maternal and Child Health Epidemiology Conference. Salt Lake City, UT. September 27.

Conducting Economic Analyses in Public Health Nursing. Presentation to Arizona Nurses Association Public Health Nursing Roundtable. Phoenix, AZ. September 14.

Evaluating a Community Health Improvement Plan Partnership Using Social Network Analysis. Presentation at National Association of County and City Health Officials Annual Conference. Kansas City, MO. July 8. (Co-presenter)

Experiences with Clinical Billing at a Local Health Department: Financial Management Needs & Strategies. Poster presentation at 14th Annual Public Health Systems Research (PHSR) Interest Group Meeting, AcademyHealth Annual Research Meeting. Minneapolis, MN. June 16.

Improving Regional and Organizational Readiness for Adoption and Implementation of Electronic Health Information Exchange in Underserved Settings. Poster presentation at 32nd AcademyHealth Annual Research Meeting. Minneapolis, MN. June 15.

Adoption & Use of Informatics by Public Health Departments. Poster presentation at 32nd AcademyHealth Annual Research Meeting. Minneapolis, MN. June 14.

Patterns and Correlates of Public Health Informatics Capacity among Local Health Departments: An Empirical Typology. Presentation at 8th Annual PHSSR Keeneland Conference. Lexington, KY. April 22.

Accounts Receivable: Timing of Clinical Billing Reimbursement for a Local Health Department. Presentation at 8th Annual PHSSR Keeneland Conference. Lexington, KY. April 21.

Social Network Analysis of a Health Department-led Community Health Improvement Partnership. Poster presentation at 8th Annual PHSSR Keeneland Conference. Lexington, KY. April 21.

Reducing Preventable Perinatal Harm to Decrease Malpractice Claims. Presentation at 8th Annual PHSSR Keeneland Conference. Lexington, KY. April 21. (Co-author)

Capacity for Public Health Informatics Among Public Health Departments. Arizona State University Department of Biomedical Informatics Seminar Series. Scottsdale, AZ. March 19.

Economic Analysis for Public Health Practitioners. Presentation to Association of Maternal & Child Health Programs Life Course Research Network. National webinar. January 15.

2014

Tax Levy Financing for Public Health: The Moderating Influence of Long-Term Debt. Presentation at 10th Annual Public Health Finance Roundtable, pre-conference session for 142nd American Public Health Association Annual Meeting. New Orleans, LA. November 16.

Communicating the Value of MCH Prevention Efforts to Illustrate a Return on Investment. Facilitator, half-day pre-conference training sponsored by Association of Maternal & Child Health Programs. Phoenix, AZ. September 16.

The Health Economics Workforce at Local Health Departments. Presentation at 2014 CityMatCH Maternal and Child Health Epidemiology Conference. Phoenix, AZ. September 16.

Cost Analyses & Cost Effectiveness at Public Health Departments. Presentation to Association of Maternal & Child Health Programs Analytic Action Learning Collaborative. National webinar. August 26.

A National Measure of Local Health Department Tax Levy Financing. Presentation at 13th Annual Public Health Systems

Research (PHSR) Interest Group Meeting, AcademyHealth Annual Research Meeting. San Diego, CA. June 11.
The Sustainability of Local Health Department Partnerships to Improve Population Health. Presentation at 13th Annual Public Health Systems Research (PHSR) Interest Group Meeting, AcademyHealth Annual Research Meeting. San Diego, CA. June 10. (Co-author)
Differences in Urban and Rural Public Health System Influences on Changes in County-Level STD Rates. Presentation at 13th Annual Public Health Systems Research (PHSR) Interest Group Meeting, AcademyHealth Annual Research Meeting. San Diego, CA. June 10. (Co-author)
Urban versus Rural Use of Electronic Communications between Patients & Ambulatory Providers. Poster presentation at 31st AcademyHealth Annual Research Meeting. San Diego, CA. June 8.
Alignment of Public Health Department Expenditures & County Health Rankings. Presentation to Maricopa County Department of Public Health Director and Disease Control Division. Phoenix, AZ. April 15.
Measuring the Spread & Impact of Innovations: Research from Health Care Delivery & Public Health Systems. Invited lecture at Arizona State University College of Health Solutions. Phoenix, AZ. March 31.

2013

Examining Health Information Exchange Participation in Primary Care Practices: Methodological Challenges and Practical Considerations. Presentation to UCLA Community Engagement and Research Program (CERP). Los Angeles, CA. June 20.
Local Health Department Adoption and Discontinuation of Electronic Medical Records. Podium presentation at 6th Annual PHSSR Keeneland Conference. Lexington KY. April 10.
Patterns of Health IT Use in Ambulatory Care: Recent Trends and Implications. Presentation to UCLA Health Policy & Management Departmental seminar. Los Angeles, CA. January 31.

2011

Evaluating Local Health Department Spending in Minnesota: Connecting Spending, Processes, and Population Health Metrics. Presentation at 28th AcademyHealth Annual Research Meeting. Seattle, WA. June 12.
Local Health Department Spending in Minnesota. Presentation at 17th Annual AHRQ National Research Services Award Conference. Seattle, WA. June 11.

2010

Best Practices in Laboratory Safety & Hygiene. Presentation to Afghanistan National Blood Bank Managers. Kabul, Afghanistan. July 18.
Local Health Department Spending in Minnesota. Master's Project Presentation to University of Minnesota School of Public Health Faculty. Minneapolis, MN. May 13.
Building the Evidence Base on Quality Improvement in Public Health: Program Overview. RWJF Grantee Annual Meeting. New Orleans, LA. March 3.

2009

Grant Development & Proposal Writing for Community-Based Organizations. Training Seminar for Local Aid Organizations in Uganda. Arua, West Nile, Uganda. July 15.
Program Management & Financial Management for Community-Based Organizations. Training Seminar for Local Aid Organizations in Uganda. Arua, West Nile, Uganda. July 16 – 17.

Megan Lorraine Smith
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Office Location: HSRV #108

EDUCATION

Cornell University June 2019
Graduate Certificate, *Change Leadership*
Leadership & Development of Diverse Teams

West Virginia University August 2015
Ph.D. *Human Development & Family Studies*
Emphasis: Adolescent Development, Risk & Protective Factors, School Environment, Teacher Preparation

California State University, Chico December 2008
Graduate California Teaching Credential, Department of Education
Emphasis: Multiple Subjects Teaching K-8 (CLAD)
Emphasis: Single Subject Teaching, English & Performing Arts K-8 (CLAD)

University of California, Santa Cruz June 2006
Bachelor of Arts, Psychology
Emphasis: Diverse Populations; Special/At-Risk populations
Minor: Education

PROFESSIONAL EXPERIENCE IN HIGHER EDUCATION

Associate Professor 2021-present
Department of Public Health & Population Sciences
Boise State University, Boise, ID

Assistant Professor 2018- 2021
Department of Public Health & Population Sciences
Boise State University, Boise, ID

Director for Child & Adolescent Health Initiatives 2016-2018
Prevention Research Center
West Virginia University, Morgantown, WV

Assistant Professor 2015-2018
Department of Social and Behavioral Health, School of Public Health
West Virginia University, Morgantown, WV

Graduate Research Assistant 2013-2015
Program Evaluation and Research Center
West Virginia University, Morgantown, WV

Graduate Teaching/Research Assistant 2012-2015
Benedum Collaborative Teacher Preparation Program
West Virginia University, Morgantown, WV

Adjunct Course Instructor 2012-2015
College of Education and Human Services
West Virginia University, Morgantown, WV

Upward Bound Instructor 2010-2012
Feather River Community College, Quincy, CA

Chancellor's Undergraduate Intern 2004-2006
University of California, Santa Cruz, CA

Program Coordinator, International Programs 2003-2004
College Nine
University of California, Santa Cruz, CA

UNIVERSITY COURSES TAUGHT, CONTRIBUTED TO, AND/OR DEVELOPED

1. MHS 522 Organization in Systems Change (Fall 2021-)
2. MHS 510 Enhancing Community Engagement and Advocacy (Fall 2020-)
3. MHS 506 Applied Statistics in Public Health, BSU (Spring 2020, Fall 2020)
4. MHS 597 Adolescent & Emerging Adulthood Health, BSU (Spring 2020, 2021, 2022)
5. HLTH 497 Special Topics in Adolescent Health, BSU (Spring 2020)
6. HLTH 382 Research Methods for Health Sciences, BSU (Fall 2019, Spring 2020, 2021)
7. PUBH 470 Collaborating for Change, BSU (Summer 2019, Fall 2019, Summer 2020, Spring 2021)
8. PUBH 310 Evidence-Based Public Health, BSU (Fall 2018, Spring 2019)
9. PUBH 616 Introduction to Public Health Interventions, WVU (Fall 2018)
10. PUBH 693 Adolescent Health Promotion, WVU (Spring 2017)
11. PUBH 454 Research Methods for Public Health, WVU (Fall 2017-Spring 2018)
12. SHED 602 Emerging Research in Secondary School Health, WVU (Online) (Fall 2016-Fall 2019)
13. SHED 640 Program Evaluation & Assessment in School Health (Online), WVU (Spring 2016- Fall 2018)
14. CHPR 400 Health Student Teaching Seminar, WVU (Fall 2015-SP 2017)
15. CHPR 301 Health for Elementary Teachers, WVU (Fall 2015- SP 2017)
16. EDP 613 Statistics 1 (Online), WVU (Spring 2015, Summer 2015, 2014)
17. CDFS 412 Adolescent Development, WVU (Fall 2014)
18. EDP 614 Statistics 2 (Online), WVU (Fall 2014)
19. CDFS 212 Early Childhood Development (Online), WVU (Summer 2013)
20. EDUC 600 Teacher as Researcher- Inquiry as Stance, WVU (Fall 2012-Fall 2014)
21. EDUC 411 Teacher as Researcher- Inquiry as Stance, WVU (2012-2014)
22. EDUC 410 Teacher as Researcher- Inquiry as Stance, WVU (2012-2014)
23. EDUC 312 Teacher as Researcher- Inquiry as Stance, WVU (2012-2014)
24. EDUC 310 Teacher as Researcher- Inquiry as Stance, WVU (2012-2014)
25. International Conflict Resolution & Diplomacy, UCSC (2004-2006)
26. International & Global perspectives, UCSC (2003-2005)

PROFESSIONAL EXPERIENCE IN K-12 EDUCATION

Teacher Educator & Placement Coordinator **2012-2018**
West Virginia University, Morgantown, West Virginia

Teacher, 7th-12th Grade Science, Math and Drama **2010-2012**
Quincy Junior Senior High School, Quincy, CA

Director/Drama Coach 7th-12th Grade **2010-2012**
Quincy Junior Senior High School, Quincy, CA

Teacher, English 7, 8 and English Language Development **2009-2010**
Marsh Junior High School, Chico, CA

Student and Substitute Teacher, English, Psychology, and Drama **2008-2009**
Pleasant Valley High School, Chico, CA

Classroom Connection Tutor, Title 1 Reading Recovery **2005**
Live Oak Elementary School, Santa Cruz, CA

Barrios Unidos Field Experience **2003-2004**
Santa Cruz, CA

HONORS AND AWARDS

Highest Scoring Abstract, APHA Women's Caucus, 2021
School of Public Health Faculty Teaching Award, Nominated, 2018
Health Science Center Teaching Scholar 2016-2018
Best Paper of 2017 International Journal of Recreation, 2017
College and Department Research Award, CEHS, 2014, 2015
Graduate Researcher Award, CEHS Research Forum, 2014
Woodrow & Virginia Bonds Endowed Scholarship, 2013-2015
Graduate Researcher Award, CEHS Research Forum, 2013
Honoree, invited speaker for CSU Chico credential graduation ceremony, 2008
Honors in the major; Psychology-UCSC, 2006
College Service Award- College Nine, UCSC 2006
International and Global Perspectives Leadership Recognition- College Nine, UCSC 2006
Language and Culture Distinction- College Nine, UCSC 2006
Chancellor's Undergraduate Internship, International Studies- UCSC 2005 [full scholarship]

PEER-REVIEWED MANUSCRIPTS ACCEPTED FOR PUBLICATION

**denotes co-author was a student*

1. Kristjansson AL, Santilli AM, Mills R, Layman HM, **Smith ML**, Mann MJ, MacKillop J, James JE, Lilly CL, Kogan SM (2022). Risk and Resilience Pathways, Community Adversity, Decision-making, and Alcohol Use Among Appalachian Adolescents: Protocol for the Longitudinal Young Mountaineer Health Study Cohort JMIR Res Protoc 2022;11(8):e40451 doi: 10.2196/40451

2. Kidd KM, Sequeira GM, Mann MJ, **Smith ML**, Benton BR, Kristjansson AL. The Prevalence of Gender Diverse Youth in a Rural Appalachian Region, 2022. *JAMA Pediatrics. In Press.*

3. Mills, R.*, Mann, M.J., **Smith, M.L.** et al. (2021). Parental support and monitoring as associated with adolescent alcohol and tobacco use by gender and age. BMC Public Health 21, 2000 (2021). https://doi.org/10.1186/s12889-021-12119-3

4. Smith, B. T.*, Brumage, M., Zullig, K., Claydon, E., **Smith, M.L.,** & Kristjansson, A. (2021). Adverse childhood experiences among females in substance use treatment and their children: A pilot study, Preventive Medicine Reports, Volume 24. https://doi.org/10.1016/j.pmedr.2021.101571.

5. Mann, M. J., **Smith, M. L.,** Kristjansson, A. L., Daily, S., McDowell, S., & Traywick, P. (2021). Our Children Are Not "Behind" Due to the COVID-19 Pandemic, but Our Institutional Response Might Be. The Journal of school health, 91(6), 447–450. https://doi.org/10.1111/josh.13016

6. **Smith, M.L.,** Mann, M. J., & Kristjansson, A. K. (2020). School Climate, Developmental Support, and Adolescent Identity Formation. *Journal of Behavioral and Social Sciences, 7*, 255-268.

7. Daily, S. M.*, Mann, M. J., Lilly, C. L., Bias, T. K., **Smith, M. L.,** & Kristjansson, A. L. (2020). School climate as a universal intervention to prevent substance use initiation in early adolescence: a longitudinal study. Health Education & Behavior, 47(3), 402-411.
8. Daily, S.M.*, Mann, M.J., Lilly, C.L., Davidov, D.M, **Smith, M.L.,** Kristjansson, A.L. (2020). Using School Climate to Improve Attendance and Grades: Understanding the Importance of School Satisfaction Among Middle and High School Students. *Journal of School Health.*

9. Daily, S.M.*, Mann, M. J., Lilly, C.L., Dyer, A.M.*, **Smith, M. L.,** Kristjansson, A.L. (2020). School Climate as an Intervention to Reduce Academic Failure and Educate the Whole Child: A Longitudinal Study. *Journal of School Health.*

10. Daily, SM.*, Zullig, K., Kristjansson AL., **Smith, ML**., Mann, MJ. (2019). Preliminary validation of the School Climate Measure in a sample of early adolescent public-school children. *Assessment for Effective Intervention*, 1-10.

11. Daily, S. M.*, Kristjansson, A. L., Mann, M. J., Zullig, K. & **Smith, M.L.,** (2019). School Climate and Academic Achievement in Middle and High School Students. *Journal of School Health, 89*(3), 173-180.

12. Kristjansson, A.L., Kogan, S. M., Mann, M.J., **Smith, M.L.**, Juliano, L. Lilly, C., James, J. (2018). Does early exposure to caffeine promote smoking and alcohol use behavior? A prospective analysis of middle school students. *Addiction, 113,* 1706-1713.

13. Mann, M.J., Kristjansson, A.L., **Smith, M.L.**, Daily, S.M*, Thomas, S.*, & Murray, S. (2018). From Tactics to Strategy: Creating and sustaining social conditions that demand and deliver effective school health programs. *Journal of School Health*, *88*(5), 333-336.

14. Kristjansson, A.L., Mann, M.J., **Smith, M.L., &** Sigfusdottir, I.D**.** (2018). Social Profile of Middle School-Aged Adolescents who use Electronic Cigarettes: Implications for Primary Prevention. Accepted for publication in *Prevention Science, 19*, 805-812.

15. **Smith, M.L.,** Strahan, D., Bouton, B., Patterson, B.* & McGaughey, N. (2018). Developmental aspects at the Middle Level. In S. B. Mertens, M. M. Caskey, P. Bishop, N. Flowers, D. Strahan, D., G. Andrews, & L. Daniel (Eds.), *The Handbook of Resources volume. The Middle Level Education Research SIG Research Agenda and Literature Reviews.*

16. Leppma, M., Long, D., **Smith, M.L.,** & Lassiter, C.* (2018). Detecting Symptom Exaggeration in College Students Seeking ADHD Treatment: Performance Validity Assessment Using the NV-MSVT and IVA-Plus, *Applied Neuropsychology: Adult*, *25*(3), 210-218.

17. Harvey, S., Gil-Arias, A., **Smith, M.L.,** & Smith, L.R. (2017). Middle and Elementary School Students' Changes in Self-Determined Motivation in a Basketball Unit Taught using the Tactical Games Model. *Journal of Human Kinetics, 59*, 39-53.

18. Kristjansson, A.L., Mann, M.J., & **Smith, M.L.** (2017). Prevalence of substance use among middle school-aged e-cigarette users compared with cigarette smokers, non-users and dual users: Implications for primary prevention. *Substance Abuse.*

19. Swan-Dagen, A., Moorewood, A., & **Smith, M.L.** (2017). Teacher Leader Model Standards and the Functions Assumed by Nationally Board Certified Teachers. *The Educational Forum.*

20. Dyer, A.*, Kristjansson, A. L., Mann, M.J., Allegrante, J., & **Smith, M.L.** (2017). Sport Participation and Academic Achievement in High School Students: A Longitudinal Study. *American Journal of Health Behavior.*

21. Harvey, S., **Smith, M.L.,** Robertson, D.*, Song, Y.*, Brown, R., & Smith, L. (2016). Gender and school-level differences in students' moderate and vigorous physical activity levels when taught basketball through the Tactical Games Model. *Journal of Teaching in Physical Education, 35* (4), 349-357.

22. Mann, M.J., **Smith, M.L**., Kristjansson, A.L. & Haley, P. (2016). REAL Girls at Chico Junior High: Enhancing Relevance in Clinical Preparation Experiences. In P.B. Howell, J. Carpenter & J. Jones, *Clinical Preparation at the Middle Level: Practices and Possibilities*, Charlotte, NC: IAP.

23. Mann, M.J., Kristjansson, A., **Smith, M. L.,** Sigfusdottir, I. D. (2016). The Influence of Negative Life Events on Problem Behavior and Grades in Early Adolescence: An Examination of Academic Risk in Middle School. *Research in Middle Level Education, 39* (10), 1-13.

24. **Smith, M. L**., Strahan, D., Jones, J., Akos, P., Bouton, B., Cook, C., & McGaughey, N. (2016). Developmental aspects. In S. B. Mertens, M. M. Caskey, P. Bishop, N. Flowers, D. Strahan, D., G. Andrews, & L. Daniel (Eds.), *The MLER SIG research agenda* (pp. 1-3). Retrieved from http://mlersig.net/mler-sig-research-agenda-project/.

25. Arbogast, D.* & **Smith, M.L.** (2016). Investigating Differences in Generational Travel Preferences: The Case of the New River Gorge, West Virginia. *Journal of Tourism and Leisure Studies,* 1(4), 19-29. ** *article won annual journal award*

26. **Smith, M. L.,** Mann, M. J., Georgieva, Z., Curtis, R., & Schimmel, C. (September, 2016). What Counts When it Comes to Predicting School Enjoyment and Aspiration in Middle School? *Research in Middle Level Education, 39*(8), 1-13.

27. Song, Y.*, Harvey, S., & **Smith, M. L.** (2016). Physical Activity and Lesson Context Relationships in Tactical Games Lessons. *Research Quarterly for Exercise and Sport*, *87*(S2), A75.

28. **Smith, M. L.** (2016). Global Identity and Ego Identity Formation in Relation to Global Sources of Influence. *The International Journal of Interdisciplinary Global Studies, 11*(2), 15-29.

29. Mann, M.J., **Smith, M.L.,** & Kristjansson, A.L. (2016). Energy drink consumption and substance use risk in middle school students. *Preventative Medicine Reports, 3,* 279-282.

30. Mann, M.J., Kristjansson, AL., Sigfusdottir, ID., **Smith, M.** (2015). The Role of Community, Parent, Peer, and School Factors in Adolescent Bullying Behavior and Victimization: Implications for School-based Intervention. *Journal of School Health*, 85, 477-486.

31. Mann, M.J., **Smith, M.L.**, Kristjansson, A.L. (2015). Improving Academic Self-Efficacy, School Connectedness, and Identity in Struggling Middle School Girls: A Quasi-Experimental Study of the REAL Girls Program. *Health Education & Behavior*, 42(1), 117-126.

32. Curtis, R., **Smith, M. L.**, Mathew, S., Georgieva, Z., Moore, L., Chester, A., & McKendall, S. (2015). Rural student voices to improve educational attainment oriented programs. *Journal of Behavioral and Social Sciences*, 1, 66-73.

33. Mann, M.J., Kristjansson, A.L., Sigfusdottir, I.D., **Smith, M.L.** (2014). The Impact of Negative Life Events on Young Adolescents: Comparing the Relative Vulnerability of Middle Level, High School, and College-Age Students. *Research in Middle Level Education Online*, 38(2), 1-13.

34. Mann, M.J. & **Smith, M.L**. (2013). Promoting Rigor-in-Practice through School Self-Evaluation: A Middle School's Experience with Model Development, Implementation, and Evaluation Using the *Model of Student Empowerment for Alternative Middle Schools*. *Research in Middle Level Education*.

Manuscripts Under Review

1. Woodard, T.*, Smith, M., Mann, M., & Kristjansson, A. (under review). The importance of extracurricular and leisure time for substance prevention in adolescents. Submitted to *Children and Youth Services Review.*

2. Morris, T.O., Mann, M.J. and **Smith, M.L.** (under review). Using storytelling to effectively teach STEM content to non-STEM majors. Submitted to *Teaching in Higher Education.*

Manuscripts In-Progress

1. Mujak, I.* & Smith, M.L. (in progress). Mental Health in Minority Youth: A Literature Review. Journal of School Health.

2. **Smith, M.L.,** Hill, A., Bryan, J., & Allan, H.* (in progress). Factors Predicting Longitudinal Changes in Suicidal Ideation in Adolescent Women.

3. **Smith, M.L**., Kettler, J., Glodt, A*. (in progress). Innovative Approaches to Health Equity: Women Running for Office. *Health Promotion Practice.*

4. **Smith, M.L.,** Alghamdi, A.*, Mann, M.J., & Kristjansson, A.L. (in-progress). Peer Influence on Academic Achievement as Moderated by School Climate Factors. *Journal of School Health.*

5. Mann, M.J., Kristjansson, A.L. & **Smith, M.L.** (in-progress). The Community Engagement Index: Measuring the Impact of Civic Engagement, Service Learning, and Social Health Interventions in School-Age Adolescents. *Health Education and Behavior.*

PEER-REVIEWED PROFESSIONAL PRESENTATIONS **denotes co-author was a student*

1. **Smith, M.L.,** Bryant, J., Hill, A., Allan, H, Mann, M. & Kristjansson, A.* (October 2021) Unpacking suicidal ideation and completion in adolescent girls. American Public Health Association.

2. Ambrose, B.*, **Smith, M.L**., Lasich, N. & Schafer, E. (October 2021). Relationship Between Maternal Experience of IPV and Breastfeeding Outcomes.

3. Woodward, T., Mann, M.J. & **Smith, M.L** (2021). Comparing the Relative Influence of Family, Peer, School and Leisure Factors on Adolescent Substance Abuse. Poster presentation at the American School Health Association national conference

4. **Smith, M.L.,** Allan, H. & Bryant, J.* (October 2020) Factors Predicting longitudinal changes in suicidal ideation in adolescent women. American Public Health Association.

5. **Smith, M.L. &** Mann, M. J. (January 2020) Lessons from a statewide effort to increase mental health in schools: SAMSHA's Project AWARE. Health Advocates.

1. **Smith, M.L. &** Mann, M. J. (January 2020) Policy as Prevention: A Grassroots Advocacy Approach to Promoting Health for LGBTQ Youth. Health Advocates.

2. Mann, M.J., Kristjansson, A.L, **Smith, M.L** & Daily, S.* (2019). Using the Community Engagement and Engaging Differences Scales: Developing Student Capacity to Build Healthy and Diverse Communities. Presented at the American School Health Association national conference.

6. **Smith, M.L.** (November 2019) Innovative Approaches to Health Equity: Women in Office. American Public Health Association.

7. Smith, B.*& **Smith, M. L.** (May 2019). Negative Life Events and School Connectedness on Positive Identity Formation. International Society for Research on Identity.

8. Johnson, J.*& **Smith, M. L.** (May 2019). Racial Identity and School Connectedness. International Society for Research on Identity.

9. **Smith, M.L.** (November 2018) Fighting for Health Equity and Women's Rights: Women Running for Office in 2018. American Public Health Association.

10. **Smith, M.L.,** Risser, L.*, McKenzie, N.*, & Verna, N*. (February 2018) Promoting Resilience in Appalachian Youth. American Association of Behavioral and Social Sciences.

11. Jones, D., Jones, D., **& Smith, M.L.** (November 2017). Improving Academic Self-Efficacy, School Connectedness, and Identity in Truant Pittsburgh Students: A Preliminary Study of the All About Me Program. American Public Health Association.

12. Daily, S. M.*, Kristjansson, A. L., Mann, M. J., Zullig, K. & **Smith, M.L.,** (November 2017). School Climate and Indicators of Emotional Distress. American Public Health Association.

13. **Smith, M. L.,** Mann, M. J., Kristjansson, A. L. (October 2017). School Climate and Mental Health in Middle and High School Students: Evidence from Project AWARE in West Virginia. Conference on Advancing Mental Health.

14. **Smith, M. L.,** Daily, S. M.*, Thomas, S.*, Kristjansson, A. L. & Mann, M. J. (October 2017). School Climate: Promoting the Positive Dimensions of Students' Emotional Well-Being. American School Health Association.

15. Daily, S. M*., Thomas, S.*, **Smith, M.L.,** Kristjansson, A. L. & Mann, M. J. (October 2017). School Climate: A Whole Child Intervention that Reduces Academic Risk. American School Health Association.

16. Thomas, S.*, Daily, S. M.*, Kristjansson, A. L., **Smith, M.L.,** & Mann, M. J. (October 2017). School Climate and Indicators of Emotional Distress. American School Health Association.

17. Smith, M.L., Mann, M.J., & Kristjansson, A.L. (May 2017). "Identity and Health in Schools: An Interactive Session." International Society for Research on Identity.

18. Balducci, K.*, Davison, K.*, **Smith, M.L.,** Mann, M. J., & Kristjansson, A.L. (May 2017). Negative Life events, Identity, and Life Satisfaction in Adolescents. International Society for Research on Identity.

19. Mann, M.J., **Smith, M. L.** & Kristjansson, A.L. (January 2017). School climate, student developmental needs, and risk of academic failure: A whole child model. International Conference on the Health Risks of Youth annual conference.

20. Mann, M.J., Kristjansson, A.L. & **Smith, M. L.** (January 2017). Community engagement and engaging differences: Understanding and predicting young people's capacity to build healthy communities as adolescents and adults. International Conference on the Health Risks of Youth annual conference.

21. Kristjansson, A.L., Mann, M.J., & **Smith, M.L.** (October 2016). Middle school climate, developmental need satisfaction, and primary prevention: A whole child model for reducing early adolescent substance abuse and sexual risk taking. American Public Health Association.

22. Mann, M.J., **Smith, M. L.,** & Kristjansson, A.L. (October 2016). Creating School Environments Specifically for Middle School Students. Association for Middle Level Education.

23. **Smith, M. L.,** Mann, M.J., & Kristjansson, A.L. Invited. (October 2016). New Directions in Middle Level Education (a). Association for Middle Level Education.

24. Mann, M.J., **Smith. M.L.,** & Kristjansson, A.L. Invited. (October 2016). New Directions in Middle Level Education (b). Association for Middle Level Education.

25. **Smith, M. L.,** Mann, M.J., & Kristjansson, A.L. (October 2016). Supporting Identity Development in Middle Schools to Maximize Positive Outcomes. Association for Middle Level Education.

26. **Smith, M. L.** Invited. (October 2016). The Middle Level Education Research SIG Presents a New Agenda for Middle Level Education Research. Association for Middle Level Education.

27. **Smith, M.L.,** Markstrom, C.A., Kristjansson, A.L. & Mann, M.J. (April 2016). School Climate, Early Adolescent Development, and Identity: Associations with Adjustment Outcomes. Society for Research on Adolescence.

28. **Smith, M.L.,** & Mann, M.J. (April 2016). School Climate, Developmental Needs Satisfaction, and Positive Identity Formation. International Society for Research on Identity.

29. **Smith, M.L.** & Moilanen, K. (April 2016). Antecedents to Academic Self-esteem in Adolescence. American Educational Research Association.

30. Mann, M.J., **Smith, M.L.,** Kristjansson, A.L., & Sigfussdottir, I.D. (October 2015). Negative Life Events and Early Adolescent Depression, Anger, and Anxiety: Comparing the Relative Vulnerability of Early, Middle, and Late Adolescents. Invited talk.

31. Mann, M.J. & **Smith, M.L.** (October 2015). Promoting Rigor-in-Practice through School Self-Evaluation: A Middle School's Experience with Model Development, Implementation, and Evaluation. Invited talk to discuss the previously published article of the same name at the Association for Middle Level Educators National Conference.

32. **Smith, M.L**., Kristjansson, A. L., & Mann, M.J. (October 2015). How School Climate and Adolescent Development Impact Health Behavior: A Conceptual Model. American School Health Association.

33. **Smith, M.L.** (May 2015). Predicting Risk Behavior in Early Adolescence using the Dimensions of Identity Development Scale. Society for Research on Identity Formation.

34. **Smith, M.L.** & Markstrom, C. A. (May 2015). Supporting Identity Development in Schools. Society for Research on Identity Formation.

35. **Smith, M.L.,** Georgieva, Z., Curtis, R., & Schimmel, C. (April 2015). Student Enjoyment and Aspiration in Middle School. Will be presented at the American Education Research Association conference.

36. Mann, M.J., Kristjansson, A.L. & **Smith, M.L.** (November 2014). The Community Engagement Scale. Presented at the American Public Health Association's Annual Conference

37. Mann, M.J. & **Smith, M.L.** (November 2014). The Model of Empowered Student Behavior for Alternative Middle Schools. Presented at the Association for Middle Level Educators' National Conference

38. Mann, M.J. & **Smith, M.L.** (November 2014). Supporting Middle School Students Grieving the Loss of a Parent. Presented at the Association for Middle Level Educators' National Conference

39. Mann, M.J. & **Smith, M.L.** (November 2014). Professional Development Planning for Pre-service and Early Career Teachers. Presented at the Association for Middle Level Educators' National Conference

40. **Smith, M.L.** & Mann, M.J. (November 2014). Developmentally Responsive Middle School Educators: Application to Practice. Presented at the Association for Middle Level Educators' National Conference.

41. Mann, M.J., Kristjansson, A.L. & **Smith, M. L.** (March, 2014). Negative life events and early adolescent emotional health: Examining the relative vulnerabilities of younger and older adolescents. Society for Adolescent Research Biennial Conference.

42. **Smith, M.L**. & Mann, M. J. (March 2014). Strong, Capable, and Confident: Evaluating Developmental Intervention Strategies Designed to Promote Resilient Identity in Vulnerable Early Adolescent Girls. Society for Research on Identity Formation.

43. Curtis, R., Georgieva, Z., **Smith, M.,** Mathew, S., Moore, L. & Saenz, T. (February 2014). Collaborative logic modeling to plan, evaluate and foster collaborations. American Association of Behavioral and Social Sciences.

44. Mann, M.J. & **Smith, M.L.** (October 2013). What Works with Struggling Middle School Girls: 12 Elements of Effective Intervention Programs. American School Health Association National Conference.

45. **Smith, M.** & Markstrom, C. A. (May 2013). Global Identity and Ego Identity Formation in Relation to Global Sources of Influence. Society for Research on Identity Formation.

46. Mann, M.J., Kristjansson, A. & **Smith, M.** (April 2013). Improving Struggling Middle School Girls' Levels of School Connectedness, Academic Self-Efficacy, and Identity: A Mixed Methods Quasi-Experimental Study of the REAL Girls Program. Society for Public Health Education.

47. **Smith, M.** & Markstrom, C. A. (April 2013). Global Identity and Ego Identity Formation in Relation to Global Sources of Influence; A Preliminary Study. CEHS Graduate Student Research Forum.

OTHER INVITED ACADEMIC AND PROFESSIONAL PRESENTATIONS

48. **Smith, M. L.** & Mann. M.J. (2019) Emphasizing Prevention in Public Health: An Example of Effective Nation-Level Systems Change. Invited oral presentation at the Boise State University Mandela-Washington Fellows Program.

49. **Smith, M. L.** (2019) The Icelandic Prevention Model: Key Principles, Processes, and Steps to Implementation. Invited oral presentation to Youth Empowerment Services, Cascade, Idaho.

EXTERNALLY FUNDED PROJECTS

1. 2022, PI, Addressing Mental Health Disparities from COVID-19, IDHW -$450,000
2. 2019-2024, Co-PI, Adapting the Icelandic Model of Prevention to the Appalachian Context, Centers for Disease Control, U48 - $2.0m.
3. 2019-2024, Co-PI, Risk and Resilience Pathways Linking Community Adversity, Decision-making, and Alcohol Misuse: A prospective study of Appalachian adolescents, National Institute on Drug Abuse, National Institutes of Health, R01 - $2.5m.
4. 2018-2023, Co-PI, West Virginia Statewide Family-School Partnership Centers, US Department of Education, Office of Innovation and Improvement - $600.000.00

5. 2018-2019, PI, Evaluating the Personal Responsibility Education Program. Department of Health and Human Resources. $50,000
6. 2018-2020, PI, Promoting Resilience in Rural Youth. Appalachian Translational Research Network, $50,000
7. 2017-2018, PI, Evaluating the Personal Responsibility Education Program. Department of Health and Human Resources. $50,000
8. 2016-2018, Co-I, Research in Youth Health Initiative. WV Prevention Research Center. CDC. (15% FTE)
9. 2016-2017, PI, Evaluating the RAZE program. Department of Tobacco Prevention. $50,000
10. 2016-2018, Co-I, All About Me Program in Truant and At-Risk Youth. Youth Empowerment Services. (5% FTE)
11. 2014-2019, Co-I, Evaluating the State-Level Now Is the Time: Project Aware, SAMSHA and West Virginia Department of Education – $435,435.00
12. 2014-2019, Co-I, Evaluating the County-Level Now Is the Time: Project Aware, SAMSHA and West Virginia Department of Education - $149,988.00
13. 2014-2017, Co-I, Increasing Father Participation in Early Childhood Parenting Programs, West Virginia Department of Health and Human Resources, Office of Maternal and Child Health - $350,00.00
14. 2014-2016, Co-I, Evaluating West Virginia's Women on Wellness Program, National Center for Excellence in Women's Health -$67,000
15. 2014-2016, Co-I, Evaluating the West Virginia Clinical and Translational Sciences Institute.

Additional Grant Work and Proposals Contributed to

16. "Integrated Community Engagement Collaborative" (2014-2016). Sisters Health Foundation. (Total Awarded $60,000).
17. "Education Elevators" (2014-2015), Education Alliance- Business and Community for Public Schools, Inc. (Total Awarded $6,000)
18. "Teachers Engaged in STEM Literacy: Project TESAL", West Virginia Department of Education. (Total Awarded $50,000)
19. "Americorps on the Frontline for Education" (2012-2015). Education Alliance- Business and Community for Public Schools, Inc. (Total Awarded $50,000)
20. "Preschool science evaluation: Integrating health and biology in a science curriculum for Latino preschoolers" (2013-2014). Sub-award from University of California, Santa Barbara on National Institutes of Health Award No. R25OD010537-02. (Total Awarded $10,000)

Submitted, but Not Funded, Grants

1. **Smith, M.L.** (PI) & Giacumo, L. (Co-PI). Submitted Spring 2019. Interdisciplinary Research Leaders. Robert Wood Johnson Foundation. ($350,000)
2. Kristjansson, A. L. (PI), Mann, M.J. (Co-I), & **Smith, M.L. (Co-I).** Submitted October, 2015. Adolescent Caffeine Use and Substance Use. R21 NIH-NIDA. (15% fte).
3. "Benedum Collaborative impact on student learning and achievement". Benedum Foundation. (2013). ($129,181).

PROFESSIONAL AND ACADEMIC ASSOCIATION MEMBERSHIPS

- American Public Health Association
- American School Health Association
- Society for Public Health Education
- American Educational Research Association
- Association for Middle Level Educators
- Society for Research on Adolescence

- International Society for Research on Identity

Additional Student Mentoring

Graduate Student Committees

Master's Level Thesis Committees at BSU:
Chair, William Cooney (2020-2022)
Chair, Josie Bryan (2020-2022)
Member, Brooke Ambrose (2020-2021)
Member, Tara Woodward (2020-2021)
Chair, Tara Jones (2018-2020)
Chair, Tara Fouts (2018-2020)

Dissertation Committees:
Jasmine Johnson, Translational Public Health, Virginia Tech, Ph.D. (2020-)
Douglas Arbogast, Recreation & Community Development, West Virginia University, Ph.D. (2016-2017)
Matthew Anderson, Human Development and Family Studies, West Virginia University, Ph.D. (2016-2017)
Atiyah Algamhdi, Curriculum and Instruction, West Virginia University, (2015-2018)
Mark Morgan, Curriculum and Instruction, West Virginia University, Ph.D. (2015-2017)
Toni Morris, Curriculum and Instruction, West Virginia University, Ed.D. (2015)

SERVICE

Students Mentored

Undergraduate Research Advisees:
For the following students, [a]: international, [b]: national, [c]: University/Regional presentations as a result of working on an original research project with me.

Brittany Smith- WVU, School of Public Health (2017-2020) [a,b,c]
Madisyn Parker- Boise State University (2019) [c]
Harrison Clevland- Boise State University (2019) [c]
Sidney Carleson- Boise State University (2019) [c]
Justin Hague- Boise State University (2019) [c]
Alex Firkins- Boise State University (2019) [c]
Racquel McGuire- Boise State University (2019) [a,c]
Arnica Phillips- Boise State University (2019) [a,c]
Jasmine Johnson- WVU, School of Public Health (2017-2019)[b,c]
Sam Gercek- WVU, School of Public Health (2017-2018)[c]
Augusto Baron-Cruz- WVU, School of Public Health (2017-2018)[a,c]
Katarina Preamble- WVU, School of Public Health (2017-2018)[c]
Kelsey Jarrett- WVU, School of Public Health (2017-2018) [c]
Lauren Risser- WVU, School of Public Health (2014-2015) [b,c]
Natasha McKenzie- WVU, School of Public Health (2014-2015) [b,c]
Nicole Verna- WVU, School of Public Health Health (2014-2015) [b,c]
Kenna Balducci- WVU, School of Public Health (2016-2017) [a,b,c]
Karla Davidson- WVU, School of Public Health (2016-2017) [a,b,c]
Lisa-Marie Barone, B.A. Child Development and Family Studies (2014-2015) [c]

Lindsey Fisher, B.A. Child Development and Family Studies (2014-2015) c
Caitlin Spriggs, B.A. Child Development and Family Studies (2014-2015) c
Lauren Strauss, B.A. Child Development and Family Studies (2014-2015) c
Amy Young, B.A. Psychology (2014-2015) c

Master's Level Action Research Projects Supervised
Maria Cerilli, *Strategies for Mathematical Reasoning* (2014-2015)
Carrie Dalton, *Online Journal Writing* (2014-2015)
Meredith Dorsey, *The Impact of Art Creation and Exploration on Student Writing.* (2014-2015)
Megan Long, *Small Group Game Stations and Their Impact on Student Learning in Math* (2014-2015)
Ellie McCoy, *The Impact of Geography Lessons in History Class* (2014-2015)
Brittany Reilly, *Authentic Economics in Second Grade Math Class* (2014-2015)
Katherine Schaer, *How Parent Involvement Outside the Classroom Affects Achievement* (2014-2015)
Jennifer Sirockman, *Students' Attitudes towards Science and Their Textbooks* (2014-2015)
Tara Tyler, *Learning in an Electronic Environment* (2014-2015)

Graduate Student Research Advisees:
Alyssa Romero (2022-present)
Kaydin Griffin (2022-present)
Irma Mujak (2021-present)
Kenzie Campbell (2021-present)
Kyle Peterson (2021-present)
Heather Allan (2019-21)
Ashtin Glodt (2019-21)
Lauren Risser, Public Health, MS (2017-2019)
Megan Fountain, Pharmacy, Ph.D. (2017-2018)

Public Health Advocacy Work

Member, Idaho Suicide Prevention Program (2020-2022)
Founding Member, Ready Idaho Coalition (2019-present)
Advocacy Committee, Co-Chair, Society of Public Health Educators (2018-present)
Advocacy Program Committee, Society of Public Health Educators (2018-present)
State Lead, Save the Children Action Network (2017-present)
Board of Directors, Mountaineers for Progress (2016-2019)
Board of Directors, Planned Parenthood (2017-2018)

Service to the University, College, and Profession

Associate Editor, Journal of Applied Developmental Psychology, (2021-present)
Student Affairs, Chair, Department of Public Health and Population Science (2020-present)
Dialogue Facilitator, Boise State University (2019-present)
Women's Caucus, Executive Board, American Public Health Association (2018-present)
Diversity & Inclusion Committee, Community & Environmental Health, BSU (2018-2020)
Elected Officer, Publications, International Society for Identity Research (2016-2020)
Curriculum Committee, SPH, (2016-2018)
Faculty Council, SPH (2016-2018)
Team lead, Research Agenda Committee for American Middle Level Educators (2015-2017)
Consultant, Mon Arts Center Theater programs to promote youth development (2015-2016)
College of Education and Human Services Faculty Search Committee (2015)

Graduate Student Advisory Committee (2014-2015)
Student member on the Secondary Data Analysis committee (2013-2015)
Accreditation work for CAEP and NCATE- Data Analysis and Report Prep (2012-2015)
Teaching Portfolio Review for Benedum Collaborative, West Virginia University (2012-2015)
Health, Science & Technology Academy Summer Camp Educator (2014)
Research Institute- Training Teachers in Best Practices- Facilitator, WVU (2012-2014)
Liaison for the Benedum Collaborative Teacher Preparation Program (2012-2013)

Reviewed Publications and Abstracts for the following publications/organizations

American Public Health Association, Preventative Medicine, Journal of Adolescence, American Educational Research Association, American School Health Association, Self & Identity, Emerging Adulthood, Common Ground Publishers

References

- Will Hughes, Ph.D.
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- Reagan Curtis, Ph.D.
  Director of Program Evaluation & Research Center
  WVCTSI Director of Tracking, Evaluation, and Quality Improvement
  Professor of Educational Psychology
  Department of Learning Sciences & Human Development
  College of Education & Human Services
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Michael J. Mann, PhD, FASHA
Associate Professor, Interim Divisional Dean, and Associate Dean for Academic, Student and Faculty Affairs
School of Public and Population Health, College of Health Sciences, Boise State University

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Education

Doctor of Philosophy, 2007
Department of Health and Human Behavior
University of Florida, Gainesville, Florida
Major: Health and Human Behavior
Minor: College Student Development

Master of Health Science Education, 2004
Department of Health and Human Behavior
University of Florida, Gainesville, Florida

Bachelor of Science, Health Science Education, 1999
Department of Health and Human Behavior
University of Florida, Gainesville, Florida

Professional Experience in Higher Education

2018-Present **Boise State University, Boise, ID**
Associate Professor, Tenured
School of Public and Population Health, College of Health Sciences, Boise State University

Interim Divisional Dean, School of Public Health, Summer 2022-Present
Supports the total operations of the School of Public Health including academic, student, and faculty affairs as well as accreditation, business operations, external partnerships, fundraising, and strategic planning.

Associate Divisional Dean for Academic, Student & Faculty Affairs, Fall 2020-Present
Supervises academic operations, student affairs, and faculty development for a department serving 1400 undergraduate and graduate students in public health and pre-clinical programs, including 22 full-time faculty members, 30+ adjunct faculty members, and staff.

Editor, Journal of School Health, Spring 2021 – Present
Editor of the leading journal in the field of school health and child/adolescent health promotion in schools.

Director of Master of Public Health Programs, Fall 2018 – Spring 2022
Ensures the quality of all department graduate programs, including master's degrees in: (1) Prevention and Intervention Programming, (2) Systems Analysis and Innovation, and (3) Health Leadership and Management, as well as a graduate certificates in Health Leadership and Data-Informed Decision-Making.

2012-2018 **West Virginia University, Morgantown, WV**
Associate Professor, Tenured, Tenured May 15th, 2018
Assistant Professor, 2012-2018
School of Public Health, Department of Social and Behavioral Sciences

Director of MPH Programs, Fall 2016 – Summer 2018
Ensures the quality of School of Public Health MPH programs in Biostatistics, Epidemiology, Health Policy, Occupational and Environmental Health, and Social and Behavioral Sciences, including accreditation by the Council on Education of Public Health Programs (CEPH).

Director of School Health Programs & Health Education SPA Coord., Fall 2014 – Spring 2016
Ensured quality of Bachelor's and Master's Programs in School Health Education and School Health Leadership, including subject matter accreditation and contributing to the College of Education's overall accreditation by the Council for Accreditation for Educator Preparation (CAEP).

Co-Director of the ICE Collaborative, Fall 2013 – Summer 2018
Manages a school-community partnership-based health promotion intervention including approximately 30 schools throughout West Virginia.

2007-2012 **California State University, Chico, CA**
Assistant Professor, 2007-2012
College of Behavioral and Social Sciences, Department of Health and Community Services

Health Education SPA Coordinator, Fall 2010- Spring 2012
Coordinated the health education subject matter accreditation (SPA) as part of the College of Education's accreditation by National Council for Accreditation of Teacher Education (NCATE).

Director of REAL Programs, 2009-2012
Designed and implemented school-based intervention programming for over 2,000 vulnerable children and adolescents struggling with academic failure.

2003-2007 **University of Florida, Gainesville, FL**
Instructor/Graduate Assistant,
College of Health and Human Performance, Department of Health Education and Behavior

Director of Project Challenge,
Designed and implemented school-based, wilderness/adventure intervention programming for early adolescent girls at-risk of school failure & delinquency.

Professional Experience in Education and Educational Administration with the *AMI Kids* Alternative School Organization

2000-2003 Regional Director & Director of Organization Development, AMI Kids – Home Office, Tampa, Fl

- Supervised the total operations of 12 schools for at-risk youth located in North and Central Florida as Regional Director, including an annual budget of over 18 million dollars.
- Supervised the national departments/directors of education, training, leadership development, research, and case management as Director of Organization Development.
- Served as senior project manager for the president of the organization as Director of Organization Development. Coordinated the implementation of large-scale organization-wide projects.

1998-2000 Principal/Executive Director, AMI Kids – Gulf Coast School, Bradenton, Fl

Managed the total operations of a school for at-risk youth.

- Oversaw education, case management and treatment services for area youth and families.
- Supported twenty-five team members as they pursued excellence as educators and youth development professionals.
- Oversaw all aspects of the school's annual budget of 1.3 million dollars and 2.4 million dollars in school assets.
- Managed all aspects of school finance and raised at least two hundred thousand dollars in grant monies or gifts per year.
- Worked with local legislative delegation to appropriate 1.2 million dollars for a new school building.

1995-1998 Assistant Principal/Director of Operations, AMI Kids – Silver River School, Ocala, Fl

Managed the day-to-day operations of a school for at-risk youth.

- Supervised daily classroom academic lesson plans as well as the overall curriculum and corresponding thematic units. Heavily emphasized thematic, experiential, cooperative and project-based learning balanced with basic skill development and practice for remedial youth.
- Reviewed and approved all student and family case management plans, revisions to plans and field notes.
- Effectively managed student behavior through creating a structured environment filled with meaningful curricular and co-curricular opportunities.

1992-1995 Teacher/Training Coordinator, AMI Kids – Gainesville School, Gainesville, Fl

- Classroom health and life management skills teacher in a school for youth at-risk of school failure and delinquency.
- Trained new personnel and coordinated the training of the educational staff.

University Courses Developed and Taught

At Boise State University:
University Foundations 100: Health, Right or Responsibility? (undergraduate)
Contemporary Foundations of Public Health (graduate)
Framing Public Health Problems (graduate)
Public Health Management (graduate)
Seminar: Contemporary Issues in Public Health: Learning from the COVID-19 Response (graduate)

At West Virginia University:
Foundations of School Health Leadership (graduate and undergraduate)
Community and Context in School Health (graduate and undergraduate)
Health Education for Elementary Teachers (undergraduate)
Health Education for Secondary Teachers (undergraduate)
Student Teacher Seminar and Supervision for School Health Educators (undergraduate)
Foundations of Public Health (graduate – master's and doctoral sections)
Social Determinants of Health (undergraduate)
Systems Thinking in Public Health Practice (graduate)

At California State University-Chico: (undergraduate)
Health Education for Secondary Teachers
Health Education for Elementary Teachers
School Health Programs
Health Education Techniques
Mental and Emotional Health Promotion

At the University of Florida: (undergraduate)
Foundations of Health Education
Community Health
Personal and Family Health
Student Internship Supervision

Peer-Reviewed Publications

1. Kristjansson, A.L., **Mann, M.J.,** Smith, M.L., Kogan, S.M., Lilly, C., and James, J.E. (in press). Caffeine consumption and onset of alcohol use among early adolescents. *Accepted for Publication by Preventative Medicine, August 2022.*
2. Kidd K.M., Sequeira G.M., **Mann M.J.,** Smith M.L., Benton B.R. & Kristjansson AL. (2022). The Prevalence of Gender-Diverse Youth in a Rural Appalachian Region. *JAMA Pediatrics.* Published online August 08, 2022. doi:10.1001/jamapediatrics.2022.2768
3. Kristjansson A.L., Santilli A.M., Mills R., Layman H., Smith M.L., **Mann M.J.,** MacKillop J., James J.E., Lilly C., and Kogan S.M. (2022). Risk and Resilience Pathways, Community Adversity, Decision-making, and Alcohol Use Among Appalachian Adolescents: Protocol for the Longitudinal Young Mountaineer Health Study Cohort. *JMIR Research Protocols, 11*(8), 1-14.
4. **Mann, M.J.,** Smith, M.L., Kristjansson, A.L., *Daily, S., McDowell, S. & Traywick, P.* (2021). Our Children Are Not "Behind" Due to the COVID-19 Pandemic, But Our Institutional Response Might Be. *Journal of School Health, 91*(6), 447-450.

5. *Mills, R.,* **Mann, M.J.,** Smith, M.S & Kristjansson, A.L. (2021). Are Parental Support and Monitoring Differentially Associated with Adolescent Substance. *BMC Health, 21*(2000), 1-10, https://doi.org/10.1186/s12889-021-12119-3.
6. Kristjansson A.L., Lilly, CL., Thorisdottir, I.E., Allegrante, J.P., **Mann, M.J.**., Sigfusson, J., Soriano, H.E. & Sigfusdottir, I.D. (2021). Testing risk and protective factor assumptions in the Icelandic Model of Adolescent Substance Use Prevention. *Health Education Research, electronic version in advance of print version, January 2021,* https://doi.org/10.1093/her/cyaa052.
7. Kristjansson, A.L., **Mann, M.J.,** Sigfusson, J., Thorisdottir, I.E., Allegrante, J.P. & Sigfusdottir, I.D. (2020). Development and guiding principles of the Icelandic Model for Preventing Substance Abuse. *Health Promotion Practice, 21*(1), 62-69.
8. Kristjansson, A.L., **Mann, M.J.,** Sigfusson, J., Thorisdottir, I.E., Allegrante, J.P. & Sigfusdottir, I.D. (2020). Implementing the Icelandic Model for Preventing Adolescent Substance Use. *Health Promotion Practice, 21*(1), 70-79.
9. Sigfusdottir, I.D., Soriano, H., **Mann, M.J.** & Kristjansson, A.L. (2020). Prevention is Possible: A brief history of the origin and dissemination of the Icelandic Prevention Model. *Health Promotion Practice, 21*(1), 58-61.
10. *Daily, S.,* **Mann, M.J.,** Lilly, C., Kristjansson, A.L., Davidov, D. & Bias, T. (2020). Using School Climate to Improve Attendance and Grades: Understanding the importance of school satisfaction among middle and high schoolers. *Journal of School Health, 90*(9), 683-693.
11. *Daily, S.,* **Mann, M.J.,** Lilly, C., Kristjansson, A.L., Davidov, D. & Bias, T. (2020). School Climate as an Intervention to Reduce Academic Failure and Educate the Whole Child. *Journal of School Health, 90*(3), 182-192.
12. *Daily, S.M.,* **Mann, M.J.,** Lilly, C.L., Bias, T.K., Smith, M.L., & Kristjansson, A.L. (2020). School climate as a universal intervention to prevent substance use initiation in early adolescence: a longitudinal study. *Health Education & Behavior*, 47(3), 402–411.
13. Smith, M.L., **Mann, M. J.,** & Kristjansson, A. K. (2020). School Climate, Developmental Support, and Adolescent Identity Formation. *Journal of Behavioral and Social Sciences, 7,* 255-268.
14. Chester, A., McKendall, S., McKendall, A., **Mann, M.J.,** Kristjansson, A.L., Branch, R. Hornbeck, B., Morton, C., Kuhn, S., Branch, F.S. & Barnes-Rowland, C. (2020). The Health Sciences and Technology Academy (HSTA): Providing 26 Years of Academic and Social Support to Underserved Youth in the State of West Virginia. *Journal of STEM Outreach*, *3*(3), 1-14.
15. **Mann, M.J.** & Lohrmann, D.K (2019). Addressing Challenges to the Reliable, Large-Scale Implementation of Effective School Health Education. *Health Promotion Practice, 20*(6), 834-844.
16. *Daily, S.,* **Mann, M.J.,** Kristjansson, A.L., Smith, M.L. & Zullig, K. (2019). School Climate and Academic Achievement in Middle and High School Students. *Journal of School Health*, 89(3), 173-180.
17. **Mann, M.J.,** Kristjansson, A.L., Smith, M.L., *Daily, S.M, Thomas, S.,* & Murray, S. (2018). From Tactics to Strategy: Creating and Sustaining Social Conditions that Demand and Deliver Effective School Health Programs. *Journal of School Health*, *88*(5), 333-336.
18. *Daily, S.,* Zullig, K., *Myers, E.,* Smith, M.L., Kristjansson, A.L. & **Mann, M.J.** (2018). Preliminary Validation of the School Climate Measure in a Sample of Public School Early Adolescents. *Assessment for Effective Intervention*, https://doi.org/10.1177/1534508418815751.
19. Kristjansson, A.L., Kogan, S., **Mann, M.J.,** Smith, M.L., Julianno, L., Lilly, C. & James, J. (2018). Does Early Exposure to Caffeine Promote Other Substance Use? A Prospective Analysis of Middle School Students. *Addiction*, 113, 1706-1713.
20. Davidov, D.M., Coffman J., *Dyer A.,* Bias T.K., Kristjansson A.L., **Mann M.J.,** Vasile E. & Absildo C.G. (2018). Assessment and Response to Intimate Partner Violence in Home Visitation: A Qualitative Needs Assessment with Home Visitors in a Statewide Program. *Journal of Interpersonal Violence*, https://doi.org/10.1177/0886260518754869.
21. Kristjansson, A.L., **Mann, M.J.,** & Smith, M.S. (2018). Social Profile of Middle School-Aged Adolescents who use Electronic Cigarettes: Implications for Primary Prevention. *Prevention Science*, *19*, 805-812.

22. Kristjansson, A.L., **Mann, M.J.,** & Smith, M.L. (2017). Prevalence of Substance Use Among Middle School-Aged E-Cigarette Users Compared with Cigarette Smokers, Non-Users and Dual Users: Implications for Primary Prevention. *Substance Abuse*, *38*(4), 473-476.
23. Kristjansson, A.L., **Mann, M.J.,** Sigfusson, J., Sarbu, E.A., Grubliauskiene, J., *Daily, S.M*., Sigfusdottir, I.D. (2017). Prevalence of E-Cigarette Use Among Adolescents in 13 Eastern European Towns and Cities. *Public Health*, *147*, 66-68.
24. *Dyer, A.M.,* Kristjansson, A.L., **Mann, M.J**., Smith, M.L, & Allegrante, J.P. (2017). Sport Participation and Academic Achievement in High School Students: A Longitudinal Study. *American Journal of Health Behavior, 41,* 179-185.
25. Abildso, C.G., *Dyer, A*., Kristjansson, A.L., Davidov, D., **Mann, M.J.,** Bias, R., Coffman, J., and Vasile, E. (2017). Evaluation of an Intimate Partner Violence Training for Home Visitors Using the Theory of Planned Behavior. ePublication ahead of print in *Health Promotion Practice*, July 2017.
26. Allar, I., Jones, Kristjansson, A.L., Elliott, E., Taliaferro, A., **Mann, M.J.** & Bulger, S. (2017). The Perceived Efficacy of the I am Moving, I am Learning Program: A Preliminary Investigation. *American Journal of Health Behavior, 41*(6), 683-692.
27. **Mann, M.J.,** Kristjansson, A., Smith, M., Sigfusdottir, I. D. (2016). The Influence of Negative Life Events on Problem Behavior and Grades in Early Adolescence: An Examination of Academic Risk in Middle School. *Research in Middle Level Education,* 39(10), 1-14.
28. **Mann, M.J.,** Kristjansson, A.L. & Smith, M.L. (2016). Energy Drink Consumption and Substance Use Risk in Middle School Students. *Preventative Medicine Reports*, 3, 279-282.
29. **Mann, M.J.,** Haley, P., Smith, M.L., & Kristjansson, A.L. (2016). REAL Girls at Chico Junior High: Enhancing Relevance in Clinical Preparation Experiences. In P.B. Howell, J. Carpenter & J. Jones (Eds.), *Clinical Preparation at the Middle Level: Practices and Possibilities* (pp. 205-231). Charlotte, NC: IAP.
30. Smith, M. L., **Mann, M. J.,** Georgieva, Z., Curtis, R., & Schimmel, C. (2016). What Counts When It Comes to Predicting School Enjoyment and Aspiration in Middle School? Accepted by *Research in Middle Level Education, 39*(8), 1-13.
31. **Mann, M.J.,** Smith, M. L., Kristjansson, A.L. (2015). Improving Academic Self-Efficacy, School Connectedness, and Identity in Struggling Middle School Girls: A Quasi-Experimental Study of the REAL Girls Program. *Health Education and Behavior*, *42*(1), 117-126.
32. **Mann, M.J.,** Kristjansson, A.L., Sigfusdottir, I.D., & Smith, M.L. (2015). The Role of Community, Parent, Peer, and School Factors in Adolescent Bullying: Implications for School-Based Intervention. J*ournal of School Health, 85*(7), 477-486.
33. Kristjansson, A.L., Sigfusdottir, I.D., Thorlindsson, T., **Mann, M.J.,** Sigfusson, J. & Allegrante, J.P. (2015). Population Trends in Smoking, Alcohol Use, and Primary Prevention Variables Among Adolescents in Iceland, 1997-2014. *Addiction*, 111, 645-652.
34. Kristjansson, A.L., **Mann, M.J.,** & Sigfudottier, I.D. (2015). Licit and Illicit Substance Use by Adolescent E-Cigarette Users Compared with Conventional Cigarette Smokers, Dual Users, and Nonusers. *Journal of Adolescent Health, 57*, 562-564.
35. Kristjansson, A.L., **Mann, M.J.,** Sigfusdottir, I.D., & James, J.E. (2015). Mode of Daily Caffeine Consumption Among Adolescents and the Practice of Mixing Alcohol with Energy Drinks: Relationships to Drunkenness. *Journal of Studies on Alcohol and Drugs, 76*(3), 397-405.
36. **Mann, M.J.,** Kristjansson, A.L., Sigfusdottir, I.D., & Smith, M.L. (2014). The Impact of Negative Life Events on Young Adolescents: Comparing the Relative Vulnerability of Middle School, High School, and College-Age Students. *Research in Middle Level Education,* 38(2), 1-13.
37. **Mann, M.J.** & Smith, M.L. (2013). Promoting Rigor-in-Practice through School Self-Evaluation: A Middle School's Experience with Model Development, Implementation, and Evaluation. *Research in Middle Level Education, 37*(4), 1-15.
38. **Mann, M.J.** (2013). Helping Middle School Girls At-Risk for School Failure Recover Their Confidence and Achieve School Success: An Experimental Study of the Project Challenge Program. *Research in Middle Level Education, 36*(9), 1-14.

39. Kristjansson, A.L., Sigfusdottir, I.D., **Mann, M.J.,** & James, J.E. (2013). Caffeinated Sugar-Sweetened Beverages and Common Physical Complaints in Icelandic Children Ages 10-12 Years. *Preventative Medicine, 58*, 40-44.
40. Zullig, K.J., Uebbes, V.A., & **Mann, M.J.** (2013). Early Adolescent Literacy Influences, Reading Ability, and Preventative Health Behavior. *American Journal of Health Behavior, 28*(3), 114-126.
41. **Mann, M.J.** (2012). Improving Struggling Middle School Girls' Levels of Academic Self-Efficacy, School Connectedness, and Identity: A Pilot Study of the REAL Girls Program. *The Chronicle of Middle Level Research*, *1*(12), 8-22.

Manuscripts Under Peer-Review as of August 1st, 2022

1. *Woodward, T.,* **Mann, M.J.,** Smith, M.S & Kristjansson, A.L. (under review). Estimating the Impact of Leisure Hours on Adolescent Substance Abuse. *Submitted to Health Education and Behavior,* January 2022.
2. *Layman, H.,* **Mann, M.J.,** Smith, M.S & Kristjansson, A.L. (under review). Self-reported family income status and COVID-19-related stress among young adolescent girls and boys in Appalachia. *Submitted to the Journal of School Health,* February 2022.
3. Caine, C.A., **Mann, M.J.,** Thoridottir, I.E., Garcia, P.R., Sigfudottir, I.D. and Kristjansson, A.L. (under review). Testing risk and protective factor assumptions in the Icelandic Prevention Model with data from Catalonia. Submitted to the *Journal of Substance Use*, August 2022.
4. McKendall, S., McKendall, A., **Mann, M.J.** and Kristjansson, A.L. (under review). Evaluating the HSTA Logic Model. Submitted to the *Journal of STEM Education*, August 2022.

Manuscripts In-Progress as of August 1st, 2022

1. **Mann, M.J.,** Kristjansson, A.L. & Smith, M.L. (in-progress). The Community Engagement Index: Measuring the Impact of Civic Engagement, Service Learning, and Social Health Interventions in School-Age Adolescents.
2. **Mann, M.J.,** Kristjansson, A.L. & Smith, M.L. (in-progress). Beyond School Climate: Conceptualizing and Measuring School as a Protective Factor.
3. **Mann, M.J.** (in-progress). Re-Imagining the Full Promise of Schools: A Systems-Informed Approach to Achieving Integrated Academic, Health, and Developmental Outcomes for All Children.
4. **Mann, M.J.** (in-progress). Ensuring Student and Employee Safety in Schools: Guidelines for Effective Decision-Making While Facing Emerging Infectious Threats.
5. **Mann, M.J.** (in-progress). There Is Nothing to Fear: Responding to Concerns About Critical Race Theory in Schools and the Fear of Falling Behind in America.

Invited Publications

1. **Mann, M.J.** (In press). The Need for a WSCC-Based School Health Research Agenda. In D.A. Birch, D.M. Videto, and H. Catalano (Eds.), *Promoting health and academic success: The Whole School, Whole Community, Whole Child approach* (2nd ed., pp. tba). Human Kinetics.

2. Kristjansson, A.L., Sigfusdottir, I.D., **Mann, M.J.,** Thorisdottir, I.E. & Allegrante, J.P. (2021). Comment to Koning et al. Commentary on the Icelandic Prevention Model. Accepted by *Drugs: Education, Prevention, and Policy*, 28(4), 379-381.

Editorials for The Journal of School Health, Not Peer Reviewed

1. **Mann, M.J.** (2022). Journal of School Health Research Priorities for 2022-2024. *Journal of School Health, 92*(1), 3-4.
2. **Mann, M.J.** (2022). Forgotten Student Needs: Providing Access to Play, Rest, Friendship, and Fun through Recess. *Journal of School Health*, *92*(10), 3-4.

Invited Keynote/Plenary Presentations – Academic and Professional

1. **Mann, M.J.** (2022). School as a Protective Factor. Invited plenary address at the Icelandic Centre for Social Research and Analysis international conference in Reykjavik, Iceland.
2. **Mann, M.J.** (2021). Moving Student and School Health from the Periphery to the Center of the Educational Enterprise. Invited keynote presentation at the Inaugural National School Health Action Congress co-sponsored by the American School Health Association and the Society of State-Level Health and Physical Educators.
3. **Mann, M.J.** (2020). Implementing the Icelandic Prevention Model: What Makes the Planet Youth Approach Different. Invited plenary address at the Icelandic Centre for Social Research and Analysis international conference in Reykjavik, Iceland.
4. **Mann, M.J.** (2019). What Makes the Planet Youth Approach Different: Understanding What Sets the Icelandic Prevention Approach Apart from Other Models of Intervention. Invited plenary address at the Icelandic Centre for Social Research and Analysis international conference in Reykjavik, Iceland.
5. **Mann, M.J.** (2019). Establishing Indisputable Priorities: Using Lessons Learned from Large-Scale Social Movements to Enhance Youth Advocacy and Promote Systems Change. Invited keynote address presented at the *International Conference on the Health Risks of Youth* in Cabo San Lucas, Mexico.
6. **Mann, M.J.** (2018). The Full Promise of Schools: Integrating Academic, Health, and Developmental Outcomes for All Students. Invited keynote address at the *Alaska Division of Public Health and Department of Education's Statewide School Health and Wellness Institute.*
7. **Mann, M.J.** (2018). The Full Promise of Schools: Integrating Academic, Health, and Developmental Outcomes for All Students. Invited keynote address at the *West Virginia Department of Education's* statewide KidStrong conference.
8. **Mann, M.J.** (2018). The Full Promise of Schools: Integrating Academic, Health, and Developmental Outcomes for All Students. Invited keynote address at the *Indiana School Health Association's* statewide conference.
9. **Mann, M.J.** (2018). The Full Promise of Schools: Integrating Academic, Health, and Developmental Outcomes for All Students. Invited keynote address at the Missouri, Kansas, Nebraska, and Iowa Regional Conference on Adolescent Health Promotion.
10. **Mann, M.J.** (2018). The Full Promise of Schools: Integrating Academic, Health, and Developmental Outcomes for All Students. Invited keynote address at *Pennsylvania State University's* statewide conference on school health promotion.
11. **Mann, M.J.** (2018). The Full Promise of Schools: Integrating Academic, Health, and Developmental Outcomes for All Students. Invited keynote address at the *Florida School Health Association's* statewide conference.

12. **Mann, M.J.** (2018). The Full Promise of Schools: Re-Designing Schools to Achieve Academic, Health, and Developmental Outcomes. Invited keynote address at the *State of New Mexico's Head to Toe Conference* for school health and child serving public health professionals, co-sponsored by the *State of New Mexico's Division of Child and Adolescent Health and Department of Education*.
13. **Mann, M.J.** (2018). Re-Thinking Resilience: Valuing and Protecting Vulnerable Children by Creating Social and Systems Change. Presented at the *West Virginia Children's Alliance* annual meeting.
14. **Mann, M.J.** (2018). A Systems-Informed Approach to Re-Designing Schools: Achieving Integrated Academic, Health, and Developmental Outcomes. Invited keynote address presented at the *International Conference on the Health Risks of Youth* in Clearwater, FL.
15. **Mann, M.J.** (2017). Healthy, High-Achieving, and Hopeful: The Full Promise of School Health. Invited keynote address presented at the *American School Health Association* national conference.

Peer-Reviewed Oral Presentations

1. Kristjansson, A.L., Smith, M.L, **Mann, M.J.,** Coffman, J., Jarrett, T. & Dino, G. (2022). Conducting Equitable Community Relevant Dissemination and Implementation Research in the Prevention Research Centers Program. Presented at the Society for Prevention Research National Conference.
2. Smith, M.L., *Bryant, J., Hill, A., Allan, H*., **Mann, M.J.** & Kristjansson, A. (2021) Unpacking suicidal ideation and completion in adolescent girls. Presented at the American Public Health Association National Conference.
3. Smith, M.L. & **Mann, M.J.** (2020) Lessons from a statewide effort to increase mental health in schools: SAMSHA's Project AWARE. Presented at the International Conference on the Health Risks of Youth.
4. Smith, M.L. & **Mann, M.J.** (2020) Policy as Prevention: A Grassroots Advocacy Approach to Promoting Health for LGBTQ Youth. Presented at the International Conference on the Health Risks of Youth.
5. **Mann, M.J.,** Kristjansson, A.L, Smith, M.L & *Daily, S.* (2019). Using the Community Engagement and Engaging Differences Scales: Developing Student Capacity to Build Healthy and Diverse Communities. Presented at the American School Health Association national conference.
6. **Mann, M.J.** (2019). The Democratic Mission of Schools: Implications for Student Empowerment, Inclusivity, and Solving Complex Social Problems. Presented at the American School Health Association national conference.
7. **Mann, M.J** & Lohrmann, D.K. (2019). Addressing Challenges to the Reliable, Large-Scale Implementation of Effective School Health Through Effective Advocacy and Enhanced Partnerships. Presented at the Elena Slipiviech Symposium on the Future of School Health.
8. Birch, D.A., Lyde, A.R., Lohrmann, D.K., **Mann, M.J.** & Auld, E. (2018). The Future of School Health Education in the 21st Century. Presented at the SOPHE national conference.
9. **Mann, M.J.,** Smith, M.L., Kristjansson, A.L., Daily, S. & Thomas, S. (2017). School Climate and Mental Health in Middle and High School students: Evidence from Project AWARE in West Virginia. Presented at the Annual Conference on Advancing School Mental Health national meeting.
10. Smith, M.L., *Daily, S., Thomas, S.,* Kristjansson, A.L. & **Mann, M.J.** (2017). School Climate: A Whole Child Intervention that Reduces Academic Risk. Presented at the American School Health Association national conference.
11. *Thomas, S., Daily, S.,* Smith, M.L., Kristjansson, A.L. & **Mann, M.J.** (2017). School Climate and Indicators of Emotional Distress. Presented at the American School Health Association national conference.
12. *Daily, S., Thomas, S.,* Smith, M.L., Kristjansson, A.L. & **Mann, M.J.** (2017). School Climate: Promoting the Positive Dimensions of Students' Emotional Well-Being. Presented at the American School Health Association national conference.

13. Lyde, A., **Mann, M.J.** & Goekler, S. (2017). Updating School Health Education Teacher Preparation Standards. Presented at the American School Health Association national conference.
14. **Mann, M.J.,** Smith, M. L**.** & Kristjansson, A.L. (2017). School Climate, Student Developmental Needs, and Risk of Academic Failure: A Whole Child Model. Presented at the International Conference on the Health Risks of Youth annual conference.
15. **Mann, M.J.,** Kristjansson, A.L. & Smith, M. L**.** (2017). Community Engagement and Engaging Differences: Understanding and Predicting Young People's Capacity to Build Healthy Communities as Adolescents and Adults. Presented at the International Conference on the Health Risks of Youth annual conference.
16. Lyde, A.R., Dake, C., Jackson, J., **Mann, M.J.,** Nobling, B.D. & Auld, E. (2017). Improving the Profession's Capacity for Effective School Health Education: Revising the School Health Education Teacher Preparation Standards. Presented at the Society of Public Health Education annual conference.
17. **Mann, M.J.,** Smith, M. L**.** & Kristjansson, A.L. (2016). How School Climate and Adolescent Development Impact Health Outcomes: A Conceptual Model. Presented at the American Public Health Association annual conference.
18. **Mann, M.J.,** Smith, M. L**.** & Kristjansson, A.L. (2016). Creating School Environments Specifically for Middle School Students. Presented at the Association for Middle Level Education national conference.
19. Smith, M.L., & **Mann, M.J.** (2016). School Climate, Developmental Needs Satisfaction, and Positive Identity Formation. Presented at the International Society for Research on Identity international conference.
20. **Mann, M.J.** (2015). How Teachers May Provide Effective Support to Middle School Students After the Death of a Parent. Presented at the American School Health Association national conference.
21. **Mann, M.J.,** Kristjansson, A.L. & Smith, M.L. (2014). The Community Engagement Scale. Presented at the American Public Health Association's annual conference.
22. **Mann, M.J.** & Smith, M.L. (2014). The Model of Empowered Student Behavior for Alternative Middle Schools. Presented at the Association for Middle Level Educators' national conference.
23. **Mann, M.J.** & Smith, M.L. (2014). Supporting Middle School Students Grieving the Loss of a Parent. Presented at the Association for Middle Level Educators' national conference.
24. **Mann, M.J.** & Smith, M.L. (2014). Professional Development Planning for Pre-service and Early Career Teachers. Presented at the Association for Middle Level Educators' national conference.
25. Smith, M.L. & **Mann, M.J.** (2014). Developmentally Responsive Middle School Educators: Application to Practice. Presented at the Association for Middle Level Educators' national conference.
26. Kristjansson, A.L., **Mann, M.J**, & Sigfusdottir, I.D. (2014). School and Community Partnerships that Work: The Integrated Community Engagement Collaborative (ICE). Presented at the American School Health Association annual conference.
27. **Mann, M.J.** & Smith, M.L. (2013). What Works with Struggling Middle School Girls: 12 Elements of Effective Intervention Programs. Presented at the American School Health Association national conference, October 2013.
28. Misra, R. & **Mann, M.J**. (2013). Professional Development Planning for School Health Professionals. Presented at the American School Health Association national conference, October 2013.
29. **Mann, M.J.,** Kristjansson, A.L., & Smith, M.L. (2013). Improving Struggling Middle School Girls' Levels of School Connectedness, Academic Self-Efficacy, and Identity: A Mixed-Methods Quasi-Experimental Study of the REAL Girls Program. Presented at at the SOPHE national conference.
30. **Mann, M.J.** (2010). What Works with Middle School Girls At-Risk: Lessons from the REAL Girls and Project Challenge Programs. Presented at the Association of Middle Level Educators national conference, November 2010.

Peer-Reviewed Poster Presentations

1. Kidd, K.M., Sequeira, G.M., **Mann, M.J.**, Smith, M..L, Benton, B.R., & Kristjansson, A.L. (2022). *The Prevalence of Gender-Diverse Youth in a Rural Appalachian Region*. Poster Presentation at the World Professional Association for Transgender Health Conference: Montreal, Quebec, Canada.
2. *Woodward, T.,* **Mann, M.J**. & Smith, M.L (2021). Comparing the Relative Influence of Family, Peer, School and Leisure Factors on Adolescent Substance Abuse. Poster presentation at the American School Health Association national conference.
3. Auld, E.A., Goekler, S., Lyde, A., Dake, C., Noble, B. & **Mann, M.J.** (2019). Proposed Entry-Level Heath Education Teacher Preparation Standards. Poster presentation at the American School Health Association national conference.
4. Auld, E.A., Birch, D., Lohrmann, D.L., Dake, J. & **Mann, M.J.** (2019). Recommendations for Strengthening School Health Education: Charting a New Path Forward. Poster presentation at the American School Health Association national conference.
5. *Daily, S.,* **Mann, M.J.,** Lilly, C.L., Bias, T.K., Smith, M.L. & Kristjansson, A.L. (2019). School Climate as Universal Intervention for Preventing Substance Abuse in Early Adolescence. Poster presentation at the Society for Public Health Educators national conference.
6. *Daily, S.,* **Mann, M.J.,** Lilly, C.L., *Dyer, A. M.,* Smith, M.L. & Kristjansson, A.L. (2019). School Climate as an Intervention to Reduce Academic Failure and Educate the Whole Child. Poster presentation at the Society for Public Health Educators national conference.
7. *Daily, S.,* **Mann, M.J.,** Kristjansson, A.L., Davidov, D.M., Smith, M.L & Lilly, C.L. (2019). Using School Climate to Impact School Attendance: Understanding the Importance of School Satisfaction between Middle and High School Students. Poster presentation at the Society for Public Health Educators national conference.
8. Kristjansson, A.L., **Mann, M.J.** & Smith, M.L. (2017). Social Profile of Middle School-Aged Adolescents Who Initiate Electronic Cigarettes: Implications for Primary Prevention. Poster presentation at the American Public Health Association national conference.
9. *Daily, S.,* Zullig, K., Myers, E., Kristjansson, A.L., **Mann, M.J.** & Smith, M.L. (2017). Preliminary Psychometric Support for the School Climate Measure in a Sample of Early Adolescents. Poster presentation at the American Public Health Association national conference.
10. *Daily, S.,* Zullig, K.J., Kristjansson, A.L. & **Mann, M.J.** (2017). Psychometric Support of the School Climate Measure in a Sample of Appalachian youth. Presented at the Society of Public Health Education annual conference.
11. Smith, M.L., Markstrom, C.A., Kristjansson, A.L. & **Mann, M.J.** (2016). School Climate, Early Adolescent Development, and Identity: Associations with Adjustment Outcomes. Presented at the Society for Research on Adolescence national conference.
12. Smith, M.L., Kristjansson, A. L., & **Mann, M.J.** (2015). How School Climate and Adolescent Development Impact Health Behavior: A Conceptual Model. Presented at the American School Health Association national conference.
13. **Mann, M.J.,** Kristjansson, A.L. & Smith, M.L (2014). Negative Life Events and Early Adolescent Emotional Health: Examining the Relative Vulnerabilities of Younger and Older Adolescents. Presented at the Society for Research on Adolescence biennial conference.
14. Smith, M.L & **Mann, M.J.** (2014). Strong, Capable, and Confident: Evaluating Developmental Intervention Strategies Designed to Promote Resilient Identity in Vulnerable Early Adolescent Girls. Presented at the Society for Research on Identity Formation annual meeting.
15. Kristjansson, A.L., **Mann, M.J.,** & Sigfusdottir, I.D. (2013). Using Data Collection and Reporting Strategies to Increase Community-Level Attention, Interest, and Investment in Improving Community Health. Presented at the Society of Public Health Educators national conference.

Other Invited Academic and Professional Presentations

1. **Mann, M.J.** (2022). Engaging Differences and Community Engagement: An Applied Understanding of Cultural Competence, Respect, and Public Health. Presented to the Idaho Central Health District, Clinical Health Unit, February 2022.
2. **Mann, M.J.** (2021). The Icelandic Prevention Model: Implementing Effective School, Parent, and Community Partnerships that Prevent Adolescent Substance Use and Abuse. Invited oral presentation at the International Congress on Addiction Prevention, León, Mexico.
3. **Mann, M.J.** (2021). The Icelandic Prevention Model: Developing Effective Action and Dissemination Plans. Invited oral presentation at the International Congress on Addiction Prevention, León, Mexico.
4. Canney, S., Barber, R., Nind, M., Gordard, S. & **Mann, M.J.** (2021). Publishing Your Work in Wiley Education Journals. Panelist for the Wiley International Author Development Series, October 2021.
5. **Mann, M.J.** (2020). Preparing Students and Staff to Cope with the COVID-19 Pandemic in Schools. Session moderator at the ASHA Special Conference on Equipping Schools to Meet the Challenges of COVID-19, July 2020.
6. **Mann, M.J.** (2020). Engaging Differences and Community Engagement: An Applied Understanding of Cultural Competence, Respect, and Public Health. Presented to the Idaho Central Health District, Public and Environmental Health Unit, February 2020.
7. Smith, M.L. & **Mann, M.J.** (2019). Emphasizing Prevention in Public Health: An Example of Effective Nation-Level Systems Change. Invited oral presentation at the Boise State University Mandela-Washington Fellows Program.
8. Smith, M.L. & **Mann, M.J.** (2019). The Icelandic Prevention Model: Key Principles, Processes, and Steps to Implementation. Invited oral presentation at the Idaho Conference on Alcohol and Drug Dependency.
9. **Mann, M.J.** (2018). Promoting Social and Systems Change in Public Schools: Historical Lessons About Systems Population Level Change. Invited oral presentation at the Indiana School Health Association's statewide conference.
10. **Mann, M.J.** (2018). The Full Promise of School Workshop: Addressing the Practical Nuts-and-Bolts Challenges of Social and Systems Change. Invited oral presentation/workshop at the Alaska Division of Public Health and Department of Education's statewide School Health and Wellness Institute.
11. **Mann, M.J.** (2018). Addressing the Practical Nuts-and-Bolts Challenges of Social and Systems Change: Implementing the Full Promise of Schools. Invited oral presentation at the Missouri, Kansas, Nebraska, and Iowa regional conference on adolescent health promotion.
12. **Mann, M.J.** (2018). More Tactics to Strategy: Session 2. Invited oral presentation to further discuss the "in press" manuscript of the same name. Invited oral presentation for the *Society of Public Health Educator's* Child, Adolescent, and School Health special interest group.
13. **Mann, M.J.** (2017). From Tactics to Strategy: Creating and Sustaining Social Conditions that Demand and Deliver Effective School Health Programs - Session 1. Invited oral presentation to discuss the "in press" manuscript of the same name. Invited oral presentation for the *Society of Public Health Educator's* Child, Adolescent, and School Health special interest group.
14. **Mann, M.J.,** Smith. M.L., & Kristjansson, A.L. (2016). New Directions in Middle Level Education: The Influence of Negative Life Events on Problem Behavior and Grades in Early Adolescence. Invited oral presentation to discuss the previously published article of the same name. Presented at the *Association for Middle Level Education* national conference.
15. Smith, M. L., **Mann, M.J.,** & Kristjansson, A.L. (2016). New Directions in Middle Level Education: What Counts When It Comes to Predicting School Enjoyment and Aspiration in Middle School. Invited oral presentation to discuss the previously published article of the same name. Presented at the *Association for Middle Level Education* national conference.

16. **Mann, M.J.,** Smith, M.L., Kristjansson, A.L., & Sigfussdottir, I.D. (2015). The Impact of Negative Life Events on Young Adolescents: Comparing the Relative Vulnerability of Middle School, High School, and College-Age Students. Invited oral presentation to discuss the previously published article of the same name at the *Association for Middle Level Educators* national conference.
17. **Mann, M.J.** & Smith, M.L. (2015). Promoting Rigor-in-Practice through School Self-Evaluation: A Middle School's Experience with Model Development, Implementation, and Evaluation. Invited oral presentation to discuss the previously published article of the same name at the *Association for Middle Level Educators* national conference.
18. **Mann, M.J.** (2013). Helping Middle School Girls At-Risk for School Failure Recover Their Confidence and Achieve School Success. Invited oral presentation to discuss the previously published article of the same name at the *Association for Middle Level Educators* national conference.

Invited Expert Panelist or Expert Testimony

1. Panelist. Centers for Disease Control and Prevention, Division of Adolescent and School Health (DASH). Taskforce on student equity and during the COVID-19 Pandemic. August 2020.
2. Panelist-Consultant. Centers for Disease Control and Prevention, Division of Adolescent and School Health (DASH). Building educator skills in teaching (BEST): Understanding essential knowledge and skills for health education. June 2020.
3. Expert Testimony. State of Vermont Senate Panel on Health and Welfare. Adolescent substance abuse prevention and the Icelandic Prevention Model. April 2019.
4. Expert Testimony. State of Vermont House of Representatives Panel on Health and Welfare. Adolescent substance abuse prevention and the Icelandic Prevention Model. April 2019.

Invited Community Presentations

1. Implementing the Icelandic Prevention Model. Presented at the Vermont Afterschool, Inc.'s Planet Youth Community Coalitions Conference, October 2019.
2. The Icelandic Prevention Model: Description, Results, and Implications for Adolescent Substance Abuse Prevention. Presented at the Vermont Department of Health, March 2019.
3. The Icelandic Prevention Model: Description, Results, and Implications for Adolescent Substance Abuse Prevention. Presented to the Vermont State Opioid Coordination Council meeting, March 2019.
4. The Icelandic Prevention Model: Description, Results, and Implications for Adolescent Substance Abuse Prevention. Presented at a University of Vermont faculty and student town hall on adolescent substance abuse prevention, March 2019.
5. The Icelandic Prevention Model: Description, Results, and Implications for Adolescent Substance Abuse Prevention. Presented at a University of Vermont sponsored community town hall, March 2019.
6. The Icelandic Prevention Model: Description, Results, and Implications for Adolescent Substance Abuse Prevention. Presented at the Regional Prevention Partners Meeting sponsored by Franklin County Caring Communities, March 2019.
7. The Icelandic Prevention Model: Description, Results, and Implications for Adolescent Substance Abuse Prevention. Presented to the School Leadership Teams at Franklin Northwest and Franklin Northeast Supervisory Unions, March 2019.
8. The Icelandic Prevention Model: Description, Results, and Implications for Adolescent Substance Abuse Prevention. Presented at the Regional Prevention Partners Meeting sponsored by the THRIVE Coalition.

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9. School is Community: Establishing the Benefits of Building Community Within Schools and With the Community-at-Large. Presented at West Virginia Department of Education's KidStrong Conference, June 2017.
10. West Virginia Project AWARE: Keys to Establishing Effective Data Collection and Reporting Partnerships. Presented to an evaluation and data collection workgroup facilitated by SAMSHA's national Project AWARE Data Collection Community of Practice, May 2017.
11. New Possibilities in Program Evaluation: How to be Confident in Our Efforts to Help West Virginia's Children and Families. Presented at the West Virginia Celebrating Connections Early Childhood Conference, April 2016.
12. Data Analysis and Presentation Strategies for Building Community-Level Capacity and Support for Student Achievement and School Success. Presented to the West Virginia Department of Education School Improvement Section, March 2016.
13. ICE Report Findings for Blennerhassett Junior High School, Parkersburg, West Virginia: Faculty Presentation. Presented October 2015.
14. ICE Report Findings for Williamstown Junior/Senior High Schools, Williamstown, West Virginia: Parent, Guardian, and Community-at-Large Presentation. Presented October 2015.
15. ICE Report Findings for Williamstown Junior/Senior High Schools, Williamstown, West Virginia: Faculty Presentation. Presented October 2015.
16. ICE Report Findings for Williamstown Junior/Senior High Schools, Williamstown, West Virginia: Steering Committee Presentation. Presented September 2015.
17. ICE Report Findings for Edison Junior High School, Parkersburg, West Virginia: Faculty Presentation. Presented September 2015.
18. The Integrated Community Engagement Collaborative (ICE). Presented at the West Virginia Department of Education's KidStrong Conference for School Health Education Professionals, June 2014.
19. The Community Engagement and Engaging Difference Scales: Measuring the Development of Bonding and Bridging Social Capital in School-Age Children. Presented to the Prevention Research Center's Board of Directors, February 2014.
20. Preparing Students to Design Community-Based Participatory Research Projects that Promote Student and Community Development. Presented to the Health Science and Technology Academy's Leadership and Faculty Members, June & October 2013.
21. Using Conceptual Models to Enhance Program Fidelity: Presenting the HSTA Way. Presented to the Health Science and Technology Academy's Leadership and Faculty Members, April 2013.
22. What Works in STEM Pipeline Programming: Discussing HSTA's Approach to Providing Student Services. Presented to the Health Science and Technology Academy's Leadership and Faculty Members, October 2012.
23. Developing Middle Schools that Best Promote Student Health, Well-being, and Readiness to Learn: A Systems Approach. Presented to Wildflower Charter Schools Boards of Directors, Faculty, and Parents, February, 2011.
24. Using Adventure Programming to Promote the Healthy Psychosocial Development of Early Adolescents: The Impact of Challenge and Viscerality on Self-Confidence. Presented to the American River Association's California State Conference, April 2009.
25. Building Collaborative Models that Guide Effective Community Practice. Presented to the Silver River Marine Institute Administration, Faculty, and Board of Directors, August 2008.

Externally Funded Projects

Program Planning and Evaluation Grants and Contracts:

1. 2022, Co-I, Supporting Adolescent Mental Health in Schools, Idaho Department of Health and Welfare, $630,000.00.
2. 2021, Co-I, Statewide School Health Assessment for St. Luke's Hospital System, St. Luke's Hospital System, $50,000.00.
3. 2019-2024, Co-PI, Adapting the Icelandic Model of Prevention to the Appalachian Context, Centers for Disease Control, U48 - $2.0m.
4. 2019-2024, Co-I, Risk and Resilience Pathways Linking Community Adversity, Decision-making, and Alcohol Misuse: A prospective study of Appalachian adolescents, National Institute on Drug Abuse, National Institutes of Health, R01 - $2.5m.
5. 2018-2023, Co-PI, West Virginia Statewide Family-School Partnership Centers, US Department of Education, Office of Innovation and Improvement - $600.000.00
6. 2014-2019, Co-PI, Evaluating the State-Level Now Is the Time: Project Aware, SAMSHA and West Virginia Department of Education – $435,435.00
7. 2014-2019, Co-PI, Evaluating the County-Level Now Is the Time: Project Aware, SAMSHA and West Virginia Department of Education - $149,988.00
8. 2015-2018, Co-I, Evaluation of the Health Sciences and Technology Association, Annie E. Casey Foundation - $220,000.00
9. 2014-2017, Co-PI, Increasing Father Participation in Early Childhood Parenting Programs, West Virginia Department of Health and Human Resources, Office of Maternal and Child Health - $350,00.00
10. 2014-2016, Co-I, Evaluating Project LAUNCH, West Virginia Department of Health and Human Resources, Office of Maternal and Child Health - $198,170.00
11. 2014-2016, Co-I, Evaluating Domestic Violence Screening in West Virginia: Impacts on Children and Caregivers, West Virginia Department of Health and Human Resources, Office of Maternal and Child Health - $386,282.00
12. 2014-2016, Co-PI, Evaluating West Virginia's Women on Wellness Program, National Center for Excellence in Women's Health -$67,000
13. 2014-2016, Co-I, Program Planning to Prepare Students to Bring CBPR to Their Communities, Health Sciences and Technology Academy - $45,627.00
14. 2007-2010, PI, Silver River Alternative School, Contracted program planning and evaluation services - $54,000

Operational Funding for the *ICE Collaborative*

15. 2017-2018, Co-I, Bernard McDonough Foundation, $15,000.00
16. 2014-2018, Co-PI, Sisters of Saint Joseph's Charitable Organization, $70,000.00

Operational Funding for the *REAL Girls* program:

17. 2007-2011, Co-I, Sierra Cascade Nutrition and Activity Consortium (SCNAC) Grant, Federal Nutrition and Physical Activity Education Grant - $55,000.00

Operational Funding for the *Project Challenge* Program:

18. 2005-2008, Co-PI, National Forest Service, Youth Development Grant - $476,000,00
19. 2005-2008, Co-PI, Community Council on Addictions and Substance Abuse, Prevention Grant - $228,000.00

Operational and Capital Funding for the *Gulf Coast Marine Institute*:

20. 2000, Legislative capital appropriation to build a new school building - $1,200,000.00

21. 1998-2000, United Way Program Services Grant - $200,000.00
22. 1998-2000, Florida Juvenile Justice Prevention Grant - $200,000.00

Submitted, But Unfunded Proposals for External Funding

1. Co-I, WVU-Clemson Broad Implementation Advancing Informal Science Learning. Submitted to the National Science Foundation, October 2016.
2. Co-I, Building an Effective Minority Health Sciences STEM Pipeline – HSTA/HATCH/ITEST. Submitted to the National Science Foundation, November 2015.
3. Co-I, Adolescent Caffeine Use and Substance Use, R21. Submitted to the US National Institute on Drug Abuse, November 2015.
4. Co-I, Building Statewide Capacity of Teen Parenting Prevention. Submitted to the US Substance Abuse and Mental Health Services Administration, February 2015.
5. Co-I, Implementing Evidence-based Teen Parenting Programs at Scale. Submitted to US Substance Abuse and Mental Health Services Administration, February 2015.
6. Co,I, School-Based Early Detection: Teacher Nomination, Peer Report, and Adolescent Risk for Harming Themselves or Others. Submitted to the Center for Injury Prevention and Control, May 2014.
7. Co-I, Instrument Development for Assessing the Impact of Adolescent Caffeine Use, R21. Submitted to the National Institutes of Health, May 2014.
8. Co-PI, Validating the Community Engagement and Engaging Differences Scales, R21. Submitted to the National Institutes of Health, February 2014.
9. Co-I, Evidence-Based Health Promotion Across the Lifespan in Faith-Based Organizations in Rural West Virginia, National Prevention Partnership Award. Submitted to the US Department of Health and Human Services, February 2014.
10. Co-I, Underrepresented Minority Students' Pathways to Biomedical and Behavioral Health Research, R01. Submitted to the National Institutes of Health, September 2013.
11. Co-I, Health Sciences and Technology Academy Science Education/Drug Abuse Partnership Award, R25. Submitted to the National Institutes of Health, May 2013.
12. Co-I, WVU-Clemson Broad Implementation: Advancing Informal Science Learning. Submitted to the National Science Foundation, November 2016.

Service to the University, Profession, and Community

University Service at Boise State University:

- Chair, Department Graduate Education Committee, 2018-2020; Co-Chair, 2020-Present
  - Chair, Department Graduate Admissions Sub-Committee, 2019-Present
  - Member, Department Graduate Admissions Sub-Committee, 2018.
- Chair, Department Ad Hoc Committee, Strategic Plan for Transitioning from a Department to a School of Public Health, 2020-21.
- Chair, Department Faculty Affairs Committee, 2019-2020
- Chair, Department Hiring Committee for OEHS, 2018-2019
  - Chair, Ad Hoc Department Expedited Promotion and Tenure Review for New Faculty, 2019.
- Member, College of Health Sciences Promotion and Tenure Committee, 2019-20, 2021-Present
- Member, School of Allied Health Sciences Policy Development Committee, 2018-2020
- Member, School of Allied Health Sciences PhD Exploratory Committee, 2018-2020
- Panelist, College 2019 Fall Meeting: Discussed graduate education, 2019.

- Presenter, University Mandela-Washington Fellows Program, 2019.

University Service at West Virginia University:

- Facilitator, WVU SPH Faculty Council Awards Committee, 2018.
- Member, WVU Health Sciences Center Graduate Council, 2015-Present
- Member, WVU School of Public Health Academic Coordinating Council, 2015-Present
- Student Advisor and Founder, WVU School of Public Health Undergraduate Research Group, 2015-2016.
- Member, Department MPH Revisions Work Group, 2015-2016
- Member, Department School Health Programs Committee, 2015-2016
- Program Coordinator and Student Advisor, School Health Undergraduate/Graduate Programs, 2014-2015
- Chair, WVU School of Public Health Curriculum Committee, 2013-2015
- Member, WVU School of Public Health Diversity Committee, 2013-2015
- Member, WVU School of Public Health Curriculum Committee, 2012-2013
- Member, WVU Professional Education Programs Coordinating Committee, 2012-2016
- Chair, WVU School of Public Health Curriculum Committee Process Sub-committee, 2012-2013
- Co-Chair, SBHS Culminating Experience Thesis Option Ad Hoc, 2013
- Member, Worksite Wellness Area of Emphasis Ad Hoc Committee, 2012-2014
- Member, SBHS Ph.D. Teaching Ad Hoc, 2012-2013
- Member, SBHS Ph.D. Admissions Committee, 2012-2015

University Service at California State University-Chico:

- Chair, University Faculty Reward, Award, and Support committee, 2010-2012.
- Member, University Faculty Reward, Award, and Support committee, 2009-2010.
- Member, University Single and Multiple Subject Teacher Credential Committees, 2007-2012.
- Chair, College Curriculum Committee, 2011-2012.
- Member, College Curriculum Committee, 2008-2011.
- Chair, Department Curriculum Committee, 2008-2012.
- Academic Advisor, Teacher Credential/Certification Program, 2007-2012.
- Student Advisor and Founder, Graduate School Preparation Group, 2010-2012.
- Student Advisor, College of Behavioral and Social Science's Student Ambassadors, 2010-2011.
- Student Advisor, Health Professionals Association, 2010-2012.

University Service at the University of Florida: (as a graduate student)

- Member, Healthy Campus Initiative Committee, 2005-2007.
- Member, Graduate Student Advisory Council for the College of Health and Human Performance, 2005-2007.

Professional Service:

- Editor, Journal of School Health, 2021-Present
- Member, Expert Review Group of the National Consensus on School Health Education, 2021-Present
- Co-Founder, School Health Action Congress, 2021-2022 (Inaugural Congress, July 2021)
- Board Member, State Board, Idaho Public Health Association, 2021-2022
- Member, National Committee, National Committee on the Future of School Health Education, sponsored by the Society for Public Health Education (SOPHE), 2016-2021
- Member/Founder, ASHA Special Conference on Equipping Schools to Meet the Challenges of COVID-19, January 2020-July 2020. Conference held in July 2020.

- Board Member, National Board, American School Health Association, 2015-2020
  - Vice President, Board Officer, 2019-2020
  - Chair, Governance Committee, 2019-2020
  - Committee Member, Finance Committee, 2014-2015, 2016-2020
  - Committee Member, Organizational Strategy Committee, American School Health Association, 2016-2017, 2018-19
  - Committee Member, Governance Committee, American School Health Association, 2015-2016
- Member-National Committee, National School Health Education Teacher Preparation Program Standards Committee, sponsored by the Society for Public Health Education (SOPHE) and the Commission for Accrediting Education Programs (CAEP), 2016-2020
- Editorial Board Chair and Reviewer, Journal of School Health, 2018-2020
- Editorial Board Member and Reviewer, Journal of School Health, 2015-2017
- Editorial Board Member and Reviewer, Middle School Journal, 2016-2018
- Editorial Board Member and Reviewer, Research in Middle Level Education, 2013-2015
- Reviewer, Health Promotion Practice, 2019-Present
- Reviewer, Journal of School Health, 2014-Present
- Reviewer, Health Education and Behavior, 2014-Present
- Reviewer, Middle School Journal, 2014-2018
- Reviewer, BMC Public Health, 2014
- Reviewer, Eta Sigma Gamma Student Monograph, 2012-2013
- Reviewer, American Educational Research Association's National Conference, 2012-2013

Community Service:

- Board Member, Anser Charter School, Boise, Idaho, 2019-Present
  - Member, COVID Response Committee, 2020-Present
  - Member, Diversity, Equity, Inclusion, and Justice Committee, 2021-Present
  - Chair, Education Committee, 2022-Present
  - Member, Education Committee, 2020-2021
- Board Member, West Virginia Health Science and Technology Academy, 2012-2018
  - Chair, Curricula and Program Committee, Health Science and Technology Academy, 2015-2016.
- Member, West Virginia Department of Education's Community Schools Work Group, 2015-2017
- Founding Board Member, Jesse Kohen Foundation, 2011-2013.
- Founding Board Member, Wildflower Elementary School, 2009-2011.

Professional Affiliations

Member, American School Health Association (ASHA), 2004 – Present
Member, Society for Professional Health Education (SOPHE), 2012 – Present
Member, American Public Health Association (APHA), 2014 – Present
Member, Idaho Public Health Association (IPHA), 2018 – Present
Member, Association of Middle Level Educators (AMLE), 2008 – 2018
Member, American Educational Research Association (AERA), 2008 – 2018

Honors and Awards

Recipient, 2022. Distinguished Service Award, American School Health Association.
Nominee, 2022. Golden Apple Award for Teaching Excellence, Boise State University.
Recipient, 2020. Presidential Citation for Distinguished Service, American School Health Association.
Recipient, 2019. Outstanding School Health Researcher, American School Health Association
Recipient, 2019. Presidential Citation for Distinguished Service, Society of Public Health Educators.
Recipient, 2018. Fellow of the American School Health Association.
Recipient, 2018. Presidential Citation for Distinguished Service, American School Health Association.
Recipient, 2018. Excellence in Service, West Virginia University's School of Public Health Faculty Council.
Elected, 2018. West Virginia University Faculty Senate representing the School of Public Health.
Nominee, 2018. West Virginia University Faculty Mentor Award.
Recipient, 2017. John P. McGovern Award for the Distinguished Lectureship in School Health, American School Health Association.
Finalist, 2017. Faculty Award for Distinction in Mentoring of Undergraduates in Research, West Virginia University.
Recipient, 2016. Presidential Citation for Distinguished Service to the Organization, American School Health Association.
Nominee, 2015. Outstanding Service Award, West Virginia University Health Sciences Center.
Honoree, 2007-2008. REAL Girls service program highlighted in the CSU Annual President's Report.
Honoree, 2008. REAL Girls service program chosen by CSU-Chico as an example of excellence in Service learning for publication in the *National Guide to Service Learning Colleges and Universities*.
Recipient, 2005. Calvin A. Van Der Beek Graduate Student Teaching Award, University of Florida.
Recipient, 2003-2007. University Alumni Fellowship, University of Florida.
Recipient, 2002. Deemed Status Schools/Programs as Regional Director (Top 3% of Florida alternative schools)

- Escambia Bay Marine Institute
- Emerald Coast Marine Institute
- West Florida Wilderness Institute
- Panama City Marine Institute
- New Port Ritchey Marine Institute

Recipient, 2000. Deemed Status School/Program as Principal/Executive Director, Gulf Coast Marine Institute.
Recipient, 1999. New Executive Director/Principal of the Year, Associated Marine Institutes.

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Ellen J. Schafer, PhD, MPH, MCHES®

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EDUCATION & TRAINING

2016 – 2018 **University of South Florida – College of Public Health**
Tampa, FL
Postdoctoral Fellow in Community and Family Health
Center of Excellence in Maternal and Child Health Education, Science, and Practice

2012 – 2015 **University of Iowa – College of Public Health**
Iowa City, IA
Ph.D. in Public Health – Community and Behavioral Health
Graduated: December 2015

2011 – 2012 **University of Memphis – School of Public Health**
Memphis, TN
Ph.D. student in Social and Behavioral Science

2004 – 2006 **University of Wisconsin – La Crosse**
La Crosse, WI
Master of Public Health (MPH) in Community Health Education
Graduated: May 2006

2000 – 2004 **Ithaca College**
Ithaca, NY
Bachelor of Science (B.S.) in Health Education (Certified K-12)
Bachelor of Arts (B.A.) in Mathematics
Graduated Cum Laude: May 2004

PROFESSIONAL POSITIONS

2018 – Present **Assistant Professor**
2022 – Present **Director of MPH Program**
School of Public and Population Health
Boise State University – College of Health Sciences
Boise, ID

2016 – 2018 **Postdoctoral Fellow**
Department of Community and Family Health
Center of Excellence in Maternal and Child Health Education, Science, and Practice
University of South Florida College of Public Health, Tampa, FL

2012 – 2015 **Graduate Research Assistant**
Department of Community and Behavioral Health
University of Iowa College of Public Health, Iowa City, IA

2011 – 2012 **Graduate Research Assistant**
Department of Social and Behavioral Sciences
University of Memphis School of Public Health, Memphis, TN

2008 – 2011 **Assistant Director of Student Health for Health Promotion**
(Served in an interim capacity from September 2008 to September 2009)
Student Health Services Office of Health Promotion
University of Mississippi, University, MS

2008 – 2009 **Health Educator**
Student Health Services Office of Health Promotion
University of Mississippi, University, MS

2006 – 2008 **Health and Wellness Specialist**
School Tobacco Policy Coordinator (K-12)
Greater Southern Tier Board of Cooperative Educational Services (BOCES), Elmira, NY
Position funded by: New York State Bureau of Tobacco Use Prevention and Control

2004 – 2006 **Graduate Assistant, Community Health Education**
Department of Health Education & Health Promotion
University of Wisconsin – La Crosse, La Crosse, WI

CERTIFICATIONS

2005 – Present **Master Certified Health Education Specialist (MCHES #12475)**
National Commission for Health Education Credentialing
CHES examination date: October 2005
MCHES documentation acceptance date: April 2011

2004 **Public School Teacher Certificate**
New York State Education Department
Initial Certification, Health Education (K-12)

GRANTS AND CONTRACTS

Evaluation of the Western Idaho Community Health Collaborative (not funded) $84,711.00
Boise State University (L. Smith), 04/04/22-11/30/22
Central District Health
Role: Co-PI
Purpose: Conduct an evaluation to measure the actual and potential impact of funding and supporting the Collective Impact structure adopted by the Western Idaho Community Health Collaborative to improve health in its 10-county region.

Idaho Nutrition Data Needs Assessment Project $129,180.00
Boise State University (L. Smith / Schafer), 06/15/22-04/30/23
Idaho Department of Health and Welfare
Role: PI (transferred from Lillian Smith)
Purpose: Conduct a needs assessment, an evaluation, and identify resources for Idaho's SNAP-Ed nutrition education programs.

Navigating Pathways to Resilience: A Developmental Evaluation of Impact of Supporting Family Caregivers on Key Social Determinants of Health (not funded) $99,991.00
Boise State University Center for the Study of Aging (Schafer), 01/01/22-12/31/22
Blue Cross of Idaho Foundation
Role: PI
Purpose: Expand the capacity to assess the impact of a family caregiver navigator intervention on social determinants of health and enhance evaluation activities related intervention participants' interaction with the health care system (social service and health care providers).

Relatives as Parents Qualitative Needs Assessment: Impact of Substance Misuse on Family and Network Support Systems and Impact of Pandemic on Mental Health and Well-being $24,990.00
Boise State University Center for the Study of Aging (Schafer), 02/08/21-06/30/21
Office of Drug Policy – State of Idaho
Role: PI
Purpose: Better understand the impact of substance misuse and addictions on individuals who are relatives as parents and the impact of the pandemic on the mental health and well-being of these family units. Findings will be used to fill gaps in person-centered educational materials and services needed to support this unique population of caregivers.

Familial & Community Infant Feeding Social Networks Among Low-Income WIC Mothers $65,955.00
Boise State University (Schafer), 10/16/19-06/30/20
Mountain West CTR-IN (NIGMS, 2U54GM104944)
Role: PI
Purpose: Evaluate social networks of low-income (WIC) mothers in Idaho to identify potential intervention points to improve disparities in infant feeding outcomes. Uses quantitative data collection methods and social network analyses.

Contextualizing Mothers' Infant Feeding Environments: A Social Network Approach to Understanding Perspectives of Mothers and Their Network Members $20,000.00
Boise State University (Schafer), 06/1/18-05/31/19
College of Health Sciences Dean's Office and Office of Research
Role: PI
Purpose: Increase understanding of the social context of mothers' infant feeding and care behaviors to inform interventions considering social support networks to improve infant feeding outcomes. Used a mixed methods and social network approach.

A Collaborative Teaching Strategy for Building Relationships in Maternal and Child Health $3,000.00
University of South Florida (Schafer), 11/1/16-5/31/17
Association of Teachers of Maternal and Child Health Innovative Teaching in MCH Award
Role: PI
Purpose: Create a collaborative learning opportunity for students in the spring 2017 MCH II course at USF and leaders in the community (REACHUP, Inc., Champions for Children) to create a link between what we teach in class and what community partners are doing/need to be successful. Used Coffman's dual approach for advocacy.

Infant Feeding Intentions, Attitudes, and Subjective Norms among Adolescents $967.05
University of South Florida (Schafer), 5/1/2016-4/30/2017
University of South Florida College of Public Health, Department of Community & Family Health Graduate Student/Post-Doctoral Fellow Research Award
Role: PI
Purpose: Explore adolescent infant feeding and care intentions, attitudes, perceived subjective norms, and social network characteristics. Used quantitative data collection methods (online) and social network analyses.

Infant Feeding Experiences in Iowa: From Breastfeeding Initiation to Cessation $5,622.00
University of Iowa (Schafer), 1/23/2015-9/31/2015
University of Iowa Prevention Research Center for Rural Health (PRC-RH)
Role: PI
Purpose: Understand the role of breastfeeding experiences as underlying factors that may facilitate the maintenance of breastfeeding one's current child as well as the re-engagement in breastfeeding with subsequent children. Used a mixed methods approach.

Peer Health Educators $8,000.00
University of Mississippi (Schafer), 4/1/2011-3/31/2012
University of Mississippi Ole Miss Parents Association
Role: PI, Administrator
Purpose: Provide health education programs to students on campus.

Peer Health Educators $8,000.00
University of Mississippi (Schafer), 4/1/2010-3/31/2011
University of Mississippi Ole Miss Parents Association
Role: PI, Administrator
Purpose: Provide health education programs to students on campus.

Stay Dry! Mississippi Coalition of Partners in Prevention $71,315.00
Mississippi State University (Yates), 10/1/2009-9/31/3011
United States Department of Education Grants for Coalitions to Prevent and Reduce Alcohol Abuse at Institutions of Higher Education
Role: Co-I
Purpose: Create a statewide coalition of college alcohol prevention educators to design, implement, and evaluate programming on campuses in Mississippi.

University of Mississippi Violence Prevention Program $299,986.00
University of Mississippi (Schafer), 10/1/2009 – 09/31/2012
United States Department of Justice – Office of Violence Against Women Grants to Reduce Domestic Violence, Dating Violence, Sexual Assault, and Stalking on Campus Programs
Role: PI
Purpose: Create a Violence Prevention Office and provide education and referral services regarding domestic violence, dating violence, sexual assault, and stalking on campus and in the community.

Drug and Alcohol Programming $2,000.00
University of Mississippi (Schafer), 4/1/2009-3/31/2011
University of Mississippi Ole Miss Parents Association
Role: PI, Administrator
Purpose: Provide health education programs to students on campus.

TEACHING EXPERIENCE

Boise State University

Instructor – MPH 500 Contemporary Foundations of Public Health
In person 7 weeks, 2 credit hours, masters

Instructor – MHS / MPH 502 Prevention and Intervention in Public Health Practice
In person (2021: Remote synchronous) 15 weeks, 3 credit hours, masters

Instructor – MHS 597 / MPH 550 / HLTH 497 Maternal Child Health
In person (2020: Remote synchronous) 7 weeks, 2 credit hours, masters/undergraduate

Instructor – MPH 514 Evaluating Prevention and Intervention Programs
In person 7 weeks, 2 credit hours, masters

Instructor – HEP 240 Foundations of Health Education and Promotion
Online 15 weeks, 3 credit hours, undergraduate

Instructor – PUBH 240 Foundations of Health Education and Promotion
Online 7 weeks, 3 credit hours, undergraduate

Instructor – HEP 344 Health Behavior Theory and Practice
In person (2020: Remote synchronous) 15 weeks, 3 credit hours, undergraduate

Instructor – PUBH 344 Health Behavior Theory and Practice
Online 7 weeks, 3 credit hours, undergraduate

Instructor – HLTH 419 Public Health Communications
In person (2021: Remote synchronous) 15 weeks, 3 credit hours, undergraduate

Guest Lecture – HLTH 110 Introduction to Health Science and Public Health
"Introduction to Health Education and Health Promotion"
In person, undergraduate

Earned: Basic Online Teaching Certificate (spring 2022)
Certificate offered by eCampus; requires training in effective online teaching, student engagement, and other elective activities

University of South Florida

Instructor – PHC 6532 Women's Health Issues in Public Health
In person 15 weeks, 3 credit hours, masters

Course Supervisor – HSC 4579 Foundations of Maternal & Child Health
Online 15 weeks, 3 credit hours, undergraduate

Instructor – PHC 6537 Maternal Child Health II: Programs, Policies, and Research
In person 15 weeks, 3 credit hours, masters

Guest Lecture – Theoretical & Behavioral Basis of Health Education
"Theory of Reasoned Action, Theory of Planned Behavior, Integrated Behavioral Model"
In person, masters and doctoral

Co-Instructor – PHC 7704 Applied Research Methods in Community and Family Health
In person 15 weeks, 3 credit hours, doctoral

Co-Instructor – PHC 6505 Program Planning Methods in Community Health
In person 15 weeks, 3 credit hours, masters

University of Iowa

Teaching Assistant – CBH 172 Introduction to Health Promotion and Disease Prevention
In person and online 15 weeks, 3 credit hours, masters
Provided Guest Lecture, "Interpersonal Level Interventions"

Guest Lecture – Introduction to Health Promotion and Disease Prevention
"Social Marketing, Media, and Public Health"
Online, masters

University of Mississippi

Co-Instructor – EDHE 105 First Year Experience
In person 15 weeks, 3 credit hours, undergraduate

MENTORING EXPERIENCE

2022-ongoing	**Sanzida Afrin** – Boise State University Master of Public Health student GRA supervisor
2022-ongoing	**Macy Jordan** – Boise State University Master of Public Health student GRA supervisor
2021-ongoing	**Matea Bidaburu** – Boise State University Master of Public Health student GRA supervisor, Thesis chair Title: Exploring information and support needs through TikTok for people with polycystic ovary syndrome
2021-ongoing	**Zizly Quiroz** – Boise State University Communications master's student Member of supervisory committee Title: Familia Saludable – Mente Saludable
2021-2022	**Katy Hafezi** – Boise State University Genetic Counseling master's student Member of capstone project committee Title: Evaluating education videos available from Huntington's Disease Society of America for support group leaders
2021-2022	**Edwina Wallen** – Boise State University Master of Public Health student GRA supervisor
2021	**Sabrina Allison** – Boise State University Honors College student Honors-H research in HLTH 497
2021	**Alyssa Romero** – Boise State University Honors College student Honors-H research in HLTH 419

2020-2021	**Josie Minick** – Boise State University Genetic Counseling master's student Member of capstone project committee Title: Assessing COVID-19 impact on Huntington's disease support groups
2020-2022	**Ashtin Glodt** – Boise State University Master of Public Health student Thesis chair Title: Normalization of virtual home visiting in Idaho
2019-2021	**Brooke Ambrose** – Boise State University Master of Public Health student Thesis chair, GRA supervisor, IPHA internship supervisor Title: Relationships between intimate partner violence, pregnancy, maternal mental health, and infant care behaviors
2019-2021	**Abbigail Lee** – University of Iowa College of Public Health PhD student Professional Alumni Mentor
2018-2021	**Regina M. Roig-Romero** – University of South Florida College of Public Health PhD student Member of Doctoral Dissertation Committee Title: Psychometric evaluation of perceived milk insufficiency scales in a low-income population
2019-2020	**Ann Wozniak** – Boise State University Ecology, Evolution, and Behavior PhD student Member of PhD Supervisory Committee
2019-2020	**Sydney Pulsipher** – Boise State University Master of Public Health student GRA supervisor
2019-2020	**Guadalupe Serrano** – Boise State University undergraduate Health Science student RA supervisor
2019	**Kajsa Roberts** – Boise State University BAPH student TA supervisor
2019	**Emily Oe** – Boise State University Honors College student Honors-H research
2018-2019	**Sydney Nickel** – Boise State University undergraduate Public Health student Research volunteer supervisor
2018-2019	**Marie Letourneau** – Boise State University Master of Educational Technology student GRA supervisor
2018-2019	**Kayla Downs** – Boise State University Master of Science in Anthropology student Member of Thesis Committee Title: Effects of intention status and social support on parental investment
2018	**Alexis Pickering** – Boise State University Master of Health Science student Member of Thesis Committee Title: Idaho WICSmart: Process and implementation evaluation
2016-2017	**My-Phuong (Maria) Huynh** – University of South Florida Center of Excellence in Maternal and Child Health Scholar (MPH student with Maternal and Child Health/Epidemiology focus)

PEER REVIEWED MANUSCRIPTS AND PUBLICATIONS

Student co-authors are underlined, community partner co-authors are *italicized*

Roig-Romero, R., Livingston, T., **Schafer, E. J.,** Reyes Martinez, E., *Wachira, M.,* Marhefka, S. (2022). The state of our breastfeeding friendly childcare programs: Ten years after the 2011 Surgeon General's Call to Action to Support Breastfeeding. *Journal of Human Lactation, 38*(3), 477-486.

Louis-Jacques, A., **Schafer, E.,** Livingston, T., Logan, R., Marhefka, S. (2021). Modesty and Security: Attributes associated with comfort and willingness to engage in telelactation. *Children, 8*(4), 271.

Woods Barr, A. L., *Austin, D. A.,* Smith, J. L., **Schafer, E. J.** (2021). "…[T]his is what we are missing": The value of communicating infant feeding information across three generations of African-American women. *Journal of Human Lactation, 37*(2), 279-288.

Woods Barr, A. L., Miller, E., Smith, J. L., *Bartlett-Cummings, S.,* **Schafer, E. J.** (2021). #EveryGenerationMatters: Intergenerational perceptions of infant feeding information and communication among African-American women. *Breastfeeding Medicine, 16*(2), 131-139.

Schafer, E. J., Livingston, T., Roig-Romero, R., *Wachira, M.,* Louis-Jacques, A., Marhefka, S. (2021). "Breast is best, but…": According to childcare administrators, not best for the childcare environment. *Breastfeeding Medicine, 16*(1), 21-28.

Louis-Jacques, A. F., Brumley, J., Miller, E. M., Taylor, T. I., **Schafer, E. J.,** Brown, A., Spatz, D. L., Marhefka, S. L. (2020). Historical antecedents of breastfeeding for African American women: From colonial period to the mid-20th century. *Journal of Racial and Ethnic Health Disparities, 7*(5), 1003-1012.

Marhefka, S., Sharma, V., **Schafer, E. J.,** Turner, D., Falope, O., Louis-Jacques, A., *Wachira, M.*, Livingston, T., Roig-Romero, R. M. (2019). "Why do we need a policy?" Administrators' perceptions on breastfeeding friendly childcare. *Public Health Nutrition, 22*(3), 553-563.

Schafer, E. J., Buch, E., Campo, S., Ashida, S. (2019). From initiation to cessation: Turning points and coping resources in the breastfeeding experience of first-time mothers. *Women & Health, 59*(4), 449-463.

Schafer, E. J., Ashida, S., Palmquist, A. E. L. (2018). Psychosocial dimensions of human milk sharing. *Maternal & Child Nutrition, 14*(S6). DOI: 10.1111/mcn.12606.

Ashida, S., Sewell, D. K., **Schafer, E. J,** Schroer, A., Friberg, J. (2018). Social network members who engage in activities with older adults: Do they bring more social benefits than other members? *Ageing & Society, 39*(5), 1050-1069.

Schafer, E. J., Campo, S., Colaizy, T., Mulder, P., Brenheny, P., Ashida, S. (2017). First-time mothers' breastfeeding maintenance: Role of experiences and changes in maternal perceptions. *Public Health Nutrition, 20*(17), 3099-3108.

Walker, K. K., **Schafer, E. J.,** Maziarz, K., Binder, M., Quichocho, D. (2017). Assessing community support for comprehensive sexual health education in high-risk Florida schools. *Florida Public Health Review, 14,* 99-109.

Schafer, E. J., Campo, S., Colaizy, T., Mulder, P., Ashida, S. (2017). Influence of experiences and perceptions related to breastfeeding one's first child on breastfeeding initiation of second child. *Maternal & Child Health Journal, 21*(6), 1288-1296.

Schwab-Reese, L. M., **Schafer, E. J.**, Ashida, S. (2017). Associations of social support and stress with postpartum maternal mental health status: Main effects, moderation, and mediation. *Women & Health, 57*(6), 723-740.

Ashida, S., Lynn, F., Williams, N., **Schafer, E.** (2016). Competing infant feeding information in mothers' networks: Advice that supports v. undermines clinical recommendations. *Public Health Nutrition, 19*(7), 1200-1210.

Schafer, E. J., Williams, N. A., Digney, S., *Hare, M. E.,* Ashida, S. (2016). Social contexts of infant feeding and infant feeding decisions. *Journal of Human Lactation, 32*(1), 132-140.

Ashida, S., **Schafer, E. J.** (2015). Family health information sharing among older adults: Reaching more family members. *Journal of Community Genetics, 6*(1), 17-27.

Koehly, L. M., Ashida, S., **Schafer, E. J.**, Ludden, A. (2015). Caregiving networks – Using a network approach to identify missed opportunities. *The Journals of Gerontology. Series B, Psychological Sciences and Social Sciences, 70*(1), 143-154.

Ashida, S., Kaphingst, K., Goodman, M., **Schafer, E**. (2013) Family health history communication networks of older adults: Importance of social relationships and disease perceptions. *Health Education and Behavior, 40*(5), 612-619.

MANUSCRIPTS IN PROGRESS

Wallen, E., *Woodward, T.,* Toevs, S., **Schafer, E. J.** (plan to submit in 2022). "Hey, you wanna take this kid forever?": Impact of substance use disorder on Relative As Parent families in Idaho.

Ambrose, B., Smith, M., Lasich, N., **Schafer, E. J.** (plan to submit in 2022). Relationship between experiencing intimate partner violence and breastfeeding behaviors.

Schafer, E. J., Bidaburu, M., Lyons, J. (writing in 2022). Perceptions of the COVID-19 pandemic: Role of party and partisanship.

BOOK CHAPTERS

Ashida, S. & **Schafer, E.** (2018). Social Networks, Social Relationships, and the Aging Mind and Brain. In M. Rizzo & S. Anderson (Eds.), *The Wiley Handbook on the Aging Mind and Brain* (pp. 19-36). Hoboken, NJ: John Wiley & Sons, Inc.

Schafer, E. & Cromeans, E. (2012). Sex and Sexual Health. In L. Banahan (Ed.), *The Ole Miss Experience: First Year Experience Text for EDHE 105* (pp. 297-304). Taylor, MS: Nautilus Publishing Company.

Schafer, E., Cromeans, E., & Fisher, A. (2012). Alcohol and Other Drugs: Use and Abuse. In L. Banahan (Ed.), *The Ole Miss Experience: First Year Experience Text for EDHE 105* (pp. 305-320). Taylor, MS: Nautilus Publishing Company.

Schafer, E. (2011). Sex and Sexual Health. In L. Banahan (Ed.), *The Ole Miss Experience: First Year Experience Text for EDHE 105* (pp. 333-340). Taylor, MS: Nautilus Publishing Company.

Schafer, E. & Fisher, A. (2011). Alcohol and Other Drugs: Use and Abuse. In L. Banahan (Ed.), *The Ole Miss Experience: First Year Experience Text for EDHE 105* (pp. 341-358). Taylor, MS: Nautilus Publishing Company.

INVITED PRESENTATIONS

Schafer, E., & Toevs, S. (July 2019). *Public health and community engagement.* Mandela Washington Fellowship Program, Boise State University, Boise, ID.

Schafer, E. (November 2017). *Professional relationships in MCH*. Association of Teachers of Maternal and Child Health Annual Assembly, Atlanta, GA.

Schafer, E. (September 2017). *Exploration of new mothers' social networks and key relationship characteristics associated with infant feeding*. USF Perinatal Research Seminar, Tampa, FL.

Schafer, E. (September 2016). *Who do low-income, urban mothers perceive as providing current infant feeding recommendations?* Department of Community and Family Health Research Seminar (USF), Tampa, FL.

Schafer, E. (March 2016). *Intrapersonal and Interpersonal Factors Influencing Infant Feeding Behaviors and Outcomes.* Department of Community and Family Health Research Seminar (USF), Tampa, FL.

Ashida, S., Green, R., Roberts, J. S., Chen, C., Hiraki, S., **Schafer, E.**, Koehly, L. (January 2014). *Alzheimer's Disease and Affected Families: Impact of Genetic Information and Caregiving Processes.* National Human Genome Research Institute's Social and Behavioral Research Branch Scientific Symposium 10 Year Celebration in Bethesda, MD.

Schafer, E., & Fisher, A. (February 2012) *Collegiate Recovery Communities (CRCs): What are they and why do they matter?* Annual Mississippi Addiction Professionals Conference in Jackson, MS.

Schafer, E., Murphy, E., & Woodyard, C. (January 2009). *Drinking on College Campuses.* Mississippi State Department of Mental Health School for Addiction Professionals in Hattiesburg, MS.

Schafer, E., Reardon, T., & Carlson, M. P. (recurring summer 2009). *Reality Check*. Orientation session for incoming freshmen and parents at the University of Mississippi in Oxford, MS.

Schafer, E. (January 2005). *Disease*. Undergraduate health promotion lecture series at the University of Wisconsin – La Crosse in La Crosse, WI.

Schafer, E. & Gilmore, G. (recurring 2004-2005). *Addressing the Storm Within and Without: Violence and Abuse Prevention*. Undergraduate health promotion lecture series at the University of Wisconsin – La Crosse in La Crosse, WI.

PEER-REVIEWED PRESENTATIONS
Student co-authors are underlined and community partner co-authors are *italicized.*

Oral & Roundtable Presentations

Wallen, E., Mullen, K., Toevs, S., **Schafer, E.** (abstract submitted in April 2022). *Impact of substance use disorder on relative as parent families in Idaho.* American Public Health Association's 150th annual meeting, Boston, MA.

Schafer, E., Lyons, J. (October 2021). *Perceptions of the COVID-19 pandemic: Role of party and partisanship.* American Public Health Association's 149th annual meeting, Denver, CO. (virtual)

Spear, C., Dexter, J. **Schafer, E.,** Smith, L. (October 2020). *Struggling with basic needs: Student voices provide a foundation for collective impact strategies.* American Public Health Association's 148th annual meeting, San Francisco, CA. (virtual)

Spear, C., **Schafer, E. J.,** Dexter, J. (March 2020). *Using stories of student food insecurity to support and advocate for change on a college campus.* Society for Public Health Education Annual Conference 2020, Atlanta, GA. (virtual)

Schafer, E., Livingston, T., Roig-Romero, R., *Wachira, M*. Marhefka, S. (March 2019). *Facilitators and barriers to implementing the Breastfeeding Friendly Child Care Initiative in Florida*. Breastfeeding and Feminism International Conference 2019, Chapel Hill, NC.

Schafer, E., Roig-Romero, R., Barr, A., Livingston, T., Marhefka, S. L. (November 2018). *Adding cereal to the bottle to "make the baby full": Priority populations and modifiable factors.* American Public Health Association's 146th annual meeting, San Diego, CA.

Barr, A., Livingston, T., **Schafer, E.,** Roig-Romero, R., *Wachira, M*., Marhefka, S. (November 2018). *Promoting and supporting breastfeeding in the hospital: Factors associated with breastfeeding cessation at one month among WIC participants.* American Public Health Association's 146th annual meeting, San Diego, CA.

Roig-Romero, R., **Schafer, E.,** Barr, A., Wang, W., Livingston, T., Marhefka, S. L. (November 2018). *Supplementation and weaning at 1-month postpartum due to perceived milk insufficiency: Risk factors for WIC participants*. American Public Health Association's 146th annual meeting, San Diego, CA.

Roig-Romero, R., **Schafer, E.,** Barr, A., Wang, W., Livingston, T., Marhefka, S. L. (November 2018). *Perceived milk insufficiency among WIC participants at 3 months postpartum: Intersection of physical and social support factors.* American Public Health Association's 146th annual meeting, San Diego, CA.

Schafer, E., Barr, A., Huynh, M., Thompson, E. L., Sharma, V., Roig-Romero, R., Daley, E., Marhefka, S. L. (November 2017). *Feeding infants cereal and solid foods: Factors associated from birth to 4 months*. American Public Health Association's 145th annual meeting, Atlanta, GA.

Marhefka, S., Sharma, V., **Schafer, E.**, Logan, R., Brumley, J., Louis-Jacques, A. (April 2017). *Breastfeeding friendly childcare designation: Perceptions from center administrators and staff in the Tampa Bay Area.* 2017 Florida Breastfeeding Coalition Conference, St. Petersburg, FL.

Schafer, E. J., Barr, A. L., Thompson, E., Huynh, M., Sharma, V., Daley, E. M., Marhefka, S. L. (February 2017). *Factors associated with the early introduction of cereal and solid foods among infants aged birth to 4 months.* USF Health Research Day 2017, Tampa, FL.

Schafer, E., Buch, E., Campo, S., Ashida, A. (November 2016). *Exploring Turning Points in the Breastfeeding Experience of New Moms.* Round table presentation for the American Public Health Association's 144th annual meeting, Denver, CO.

Schafer, E., Campo, S., Colaizy, T., Mulder, P., Ashida, S. (November 2016). *Factors facilitating breastfeeding maintenance among first-time mothers and initiation among second-time mothers.* American Public Health Association's 144th annual meeting, Denver, CO.

Marhefka, S. L., Logan, R., Turner, D., Sharma, V., **Schafer, E.**, Louis-Jacques, A., Brumley, J. (November 2016). *iBreastfeed: Mom's willingness to receive technology-augmented lactation consultation.* American Public Health Association's 144th annual meeting, Denver, CO.

Schafer, E., Williams, N., Ashida, S. (November 2015). *Who do low-income, urban mothers perceive as providing current infant feeding recommendations?* American Public Health Association's 143rd annual meeting, Chicago, IL.

Ashida, S., Lynn, F., Williams, N., **Schafer, E.** (November 2015). *Infant feeding information within mothers' social networks: What is the effect of advice that is consistent with versus inconsistent with clinical recommendations?* American Public Health Association's 143rd annual meeting, Chicago, IL.

Schafer, E., Friberg, J., Schroer, A., Robinson, E., Slagel, L., Ashida, S. (April 2015). *Families aren't able to see their loved ones on a daily basis: Social networks and relationships of older residents in Ottumwa, IA.* Iowa Governor's Conference on Public Health, Cedar Rapids, IA.

Schafer, E., Williams, N., Digney, S., Ashida, A. (November 2014). *Relationship Characteristics Associated with Breastfeeding Encouragement within Support Networks of Low-Income New Mothers.* American Public Health Association's 142nd annual meeting, New Orleans, LA.

Ashida, S., **Schafer, E**., Marcum, C., Koehly, L. (November 2013). *Family Participation in Alzheimer's Caregiving and Self-Reported Health Status of Family Members*. Gerontological Society of America's 66th annual meeting in New Orleans, LA.

Ashida, S., **Schafer, E. J**., Collins, A. C., Amoah, D. K. (April 2012) *Family Health History Communication Networks of Older Adults in Memphis, TN.* Southern Gerontology Society's 33rd annual meeting in Nashville, TN.

Schafer, E., & Ashida, S., (April 2012) *Family Health History Communication: With whom do older adults share their health lyrics?* Society for Public Health Education's Midyear Scientific Conference in Nashville, TN.

Schafer, E., Doyle, B., & Jacobs, J. (November 2003) *A Needs Assessment Survey Report of Current Student Smoking Behaviors at Ithaca College*. New York State Association of Health, Physical Education, Recreation, and Dance conference in Buffalo, NY.

Schafer, E. & Stephens, Y. (November 2003) *Targeting Interdisciplinary Connections Through A "Health-Matics How To Manual"*. New York State Association of Health, Physical Education, Recreation, and Dance conference in Buffalo, NY.

Poster Presentations

Glodt, A., Begic, S., Toevs, S., **Schafer, E.** (November 2022). *Normalization of virtual home visiting in Idaho.* American Public Health Association's 150th annual meeting, Boston, MA.

Ashida, S., **Schafer, E.,** Thompson, L. (November 2021). *Social roles of family and friends differ in social networks of older adults who live alone.* The Gerontological Society of America annual meeting, online.

Schafer, E., Ambrose, B., Lyons, J., Weaver, J. (October 2021). *"The support I need is more important than the potential risk": Mothers' pandemic-related stress and coping*. American Public Health Association's 149th annual meeting, Denver, CO. (virtual)

Schafer, E., Mullen, K., Waselewski, B., Ashida, A., Toevs, S. (October 2021). *"What relationships? Now they're just gone": Relative as parent caregiving during a pandemic.* American Public Health Association's 149th annual meeting, Denver, CO. (virtual)

Ambrose, B., Smith, M., Lasich, N., **Schafer, E.** (October 2021). *Relationship between maternal experience of IPV and breastfeeding outcomes.* American Public Health Association's 149th annual meeting, Denver, CO. (virtual)

Cariou, C., **Schafer, E.,** *Aanensen, J., Colby, C.,* Lindsay, R., Lung, J., *Fouts, T.* (October 2020). *Networking and knowledge – a nontraditional approach to public health affiliate engagement.* American Public Health Association's 148th annual meeting, San Francisco, CA. (virtual)

Turner, D., Logan, R., Vadlamani, P., **Schafer, E.,** Marhefka, S. (November 2017). *Gaining control of sexual health: Knowledge of biomedical approaches for pregnancy and HIV prevention among college students.* Poster for the American Public Health Association's 145th annual meeting, Atlanta, GA.

Marhefka, S., Hernandez, I., Logan, R., Louis-Jacques, A., **Schafer, E.,** Roig-Romero, R., Barr, A., *Bronson, E.*, Detman, L., Sappenfield, W. (November 2017). *Getting the best medicine to vulnerable infants: Findings from a nurse training program for incorporating mothers' own milk into Neonatal Intensive Care settings*. Poster for the American Public Health Association's 145th annual meeting, Atlanta, GA.

Ashida, S., Sewell, D., **Schafer, E.,** Schroer, A., Friberg, J. (July 2017). *Social network functions related to co-engagement in social activity and psychological well-being.* Poster for the International Association of Gerontology and Geriatrics 21st World Congress, San Francisco, CA.

Woods-Barr, A., **Schafer, E.,** Sharma, V., Thompson, E., Daley, E., Marhefka, S. (February 2017). *Social Influence of Grandmothers on Breastfeeding Duration*. Poster for USF Health Research Day 2017, Tampa, FL.

Schafer, E., Louis-Jacques, A., Logan, R., Sharma, V., Brumley, J., Marhefka, S. (October 2016). *Conditional acceptance: Support vs. tolerance for breastfeeding at childcare centers*. Poster for the Academy of Breastfeeding Medicine's 21st annual international meeting, Washington, D.C.

Louis-Jacques, A., Sharma, V., Falope, O., **Schafer, E.,** Logan, R., Brumley, J., Marhefka, S. (October 2016). *The Consolidated Framework for Implementation Research (CFIR): A tool to assess potential fit of the Florida Breastfeeding Friendly Childcare Initiative.* Poster for the Academy of Breastfeeding Medicine's 21st annual international meeting, Washington, D.C.

Marhefka, S., Logan, R., **Schafer, E.,** Sharma, V., Brumley, J., Louis-Jacques, A. (October 2016). *"Uncovering" the truth about technology-based breastfeeding support: Barriers to videochat lactation-consultation (VCLC) uptake*. Poster for the Academy of Breastfeeding Medicine's 21st annual international meeting, Washington, D.C.

Schafer, E., Palmquist, A., Ashida, S. (November 2016). *Receiving human milk via online milk sharing networks: Role of stigma, screening, and social support in emotional response*. Poster for the American Public Health Association's 144th annual meeting, Denver, CO.

Marhefka, S. L., Sharma, V., Turner, D., Logan, R., **Schafer, E.,** Brumley, J., Louis-Jacques, A. (November 2016). *Breastfeeding friendly child care initiative in Florida: Administrators' perspectives.* Poster for the American Public Health Association's 144th annual meeting, Denver, CO.

Sharma, V., Graske, T., Turner, D., Logan, R., **Schafer, E.,** Brumley, J., Louis-Jacques, A., Marhefka, S. L. (November 2016). *Breastfeeding knowledge and attitudes among childcare workers in the Tampa Bay area: Opportunities for intervention.* Poster for the American Public Health Association's 144th annual meeting, Denver, CO.

Friberg, J., Baquero, B., **Schafer, E.,** Schroer, A., Slagel, L., Arneson, E., Ashida, S. (November 2015). *Social support networks and vegetable consumption of older adults in rural Iowa: Who do they eat with and who encourages healthy eating?* Poster for the American Public Health Association's 143rd annual meeting, Chicago, IL.

Robinson, E., Slagel, L., Ramirez, M., **Schafer, E.**, Schroer, A., Friberg, J., Ashida, S. (April 2015). *"Because I don't want to think about it": Disaster preparedness perceptions and behaviors amongst older adults in eastern Iowa.* Poster for the Iowa Governor's Conference on Public Health, Cedar Rapids, IA.

Ashida, S., Robinson, E., **Schafer, E.,** Rook, E., Ramirez, M. (November 2014). *Using Extended Parallel Process Model to Guide the Development of a Tool to Assist Community-Dwelling Older Adults in Rural Areas Prepare for Disasters.* Poster for the American Public Health Association's 142nd annual meeting, New Orleans, LA.

Schafer, E., Williams, N., Digney, S., Ashida, A. (March 2014). *Social Influence and Initiation of Breastfeeding Among Low-income Urban Mothers.* Poster for Society for Public Health Education's 65th annual meeting, Baltimore, MD.

Ashida, S., **Schafer, E.** (November 2013). *Reach of Family Health Information Within Familial Social Networks of Older Adults: The Importance of Role Modeling.* Poster for the American Public Health Association's 141st annual meeting, Boston, MA.

Hankey, M., Williams, N., **Schafer, E**., Digney, S. & Ashida, S. (April 2013). *Feeding Practices of Low Income Urban Mothers: Do Beliefs About Childhood Obesity Play a Role?* Poster for the National Conference in Pediatric Psychology, New Orleans, LA.

Ashida S., **Schafer, E.** (November 2012) *Health Communication Networks of Older Adults: Willingness to Share Family Health History.* Poster for the Gerontological Society of America's 65th annual meeting in San Diego, CA.

Ashida S., **Schafer, E.**, Kaphingst K., Goodman M., Webb, L. (October 2012) *Family Health History Communication Patterns Among Older Adults: Importance of Perceptions and Disease Experience.* Poster for the American Public Health Association's 139th annual meeting in San Francisco, CA.

Schafer, E. & Stephens, Y. (October 2003) *Targeting Interdisciplinary Connections Through A "Health-Matics How To Manual".* Poster for the American School Health Association conference in El Paso, TX.

AWARDS

August 2022	**Journal of Human Lactation Miriam Labbok New Investigator Award** Co-authored a paper with new investigator, Alexis Woods Barr, PhD, titled *"…[T]his is what we are missing": The value of communicating infant feeding information across three generations of African American women* that won the new investigator award for making a significant contribution to the body of lactation knowledge.
April 2021	**Delta Omega Honorary Society in Public Health – Alpha Phi Chapter** Inducted into the University of Iowa College of Public Health Alpha Phi Chapter of Delta Omega
Jan-Dec 2020	**ASSERT (Aligning Stakeholders and Structures to Enable Research Transformation)** Joined community of scholars to support faculty in drive and ability to perform impactful research Funded by: Offices of the Provost and Vice President for Research and Economic Development
Mar-Dec 2018	**College of Health Sciences External Funding Proposal Development Fellowship** Competitive fellowship awarded to support research development activities at Boise State University Awarded by: Boise State University College of Health Sciences Office of Research
May 2015	**Post-Comprehensive Summer Research Award** Competitive summer fellowship funding to conduct dissertation research Awarded by: University of Iowa Graduate College
March 2014	**Travel Award** Competitive funding to present at the SOPHE conference in Baltimore, MD Awarded by: SOPHE 21st Century Student Scholarship
January 2014	**Fellow – Obermann Institute on Engagement in the Academy** Selected to participate in the week-long Institute and named as a fellow Awarded by: University of Iowa Obermann Center for Advanced Studies
April 2005	**Barbara A. Cooley Masters Scholarship** Awarded by: American Association of Health Education, Chicago, IL

May 2004 **Professional Excellence Award, Department Senior Honors**
Health Education – Teaching
Awarded by: Dean and faculty of the Department of Health Promotion and Human Movement, Ithaca College

April 2004 **Pi Mu Epsilon (Mathematics Honor Society)**
New York State Upsilon Chapter, Ithaca College

PROFESSIONAL MEMBERSHIPS

Idaho Public Health Association (IPHA)

Association of Teachers of Maternal and Child Health (ATMCH)

American Association for the Advancement of Science (AAAS)

American Public Health Association (APHA)

Society for Public Health Education (SOPHE)

PROFESSIONAL SERVICE

2022-Present **Journal of School Health**
Provide blinded peer review

2021-Present **Women's Health Issues**
Provide blinded peer review

2019-Present **Public Health Nutrition**
Provide blinded peer review

2018-Present **Children**
Provide peer review

2016-Present **Journal of Human Lactation**
Provide blinded peer review

2014 **SOPHE**
Served as a 21st Century Student Scholar

2011-Present **APHA**
Serve as a conference abstract reviewer and help to determine eligibility for CHES and MCHES continuing education credit hours

UNIVERSITY & COMMUNITY SERVICE

Boise State University

2022-Present **School of Public and Population Health Curriculum Committee**
Participate as a member of the school's curriculum committee

2022-Present **School of Public and Population Health Graduate Program Champions**
Co-chair of Graduate Program Champions special interest group

2021-2022 **Department of Public Health and Population Science Undergraduate Curriculum Committee** – Participate as a member of the department's curriculum committee

2021-2022 **Faculty Search Committee**
Participated in the search for two PHPS faculty positions

2019-Present **Commencement Faculty Volunteer**
Assist with the winter commencement ceremony as a faculty volunteer

2019-Present **Graduate College**
Judged graduate student poster presentations at the Graduate Student Showcase

2018-2021 **Department of Community & Environmental Health Graduate Program Committee**
Participated as a member of the department's graduate program committee

2018-2020 **Department of Community & Environmental Health Faculty Affairs Committee**
Participated as a member of the department's faculty affairs committee

2018-Present **Department of Community & Environmental Health Advisory Board**
Worked to initiate Advisory Board and participate as a faculty member

2018- Present **Faculty Advisor: Eta Sigma Gamma**
Faculty advisor for student organization – Health Education Honorary
*Nominated for Student Organization Advisor of the Year in 2021 and 2022

2018 **School of Allied Health Sciences Promotion & Tenure Committee**
Participated as a member of the School-level Promotion and Tenure Committee; reviewed and voted on application packages

2018 **Department of Community & Environmental Health Curriculum Crew**
Participated as a member of the department curriculum committee – sub-committees: Evaluation, Accreditation, and Advisory Board

Community - Idaho

2019-Present **Idaho Public Health Association**
Board of Directors, currently serving as Board Secretary

2018-Present **Treasure Valley Breastfeeding Coalition**
Member

2018-Present **Idaho Breastfeeding Coalition**
Member

University of South Florida

2016-2017 **Department of Community and Family Health Curriculum Committee**
Participated as a non-voting member of the department curriculum committee

2016-2017 **Department of Community and Family Health Research Committee**
Participated as a non-voting member of the department research committee

2016-2017 **Translational Research in MCH Seminar Series**
Co-coordinated monthly translational research seminar series on a variety of maternal and child health issues

University of Iowa

2013 **Department of Community and Behavioral Health – Faculty Search Committee**
Participated as a student member of the search committee

University of Mississippi

2009 – 2012	**UM Recovery Community – Advisory Board Member** Participated as a faculty/staff/community advisory committee member for the collegiate recovery community
2009 – 2011	**Chancellor's Commission on the Status of Women – Commission Member** Worked with approximately 20 faculty/staff/students appointed by the Chancellor and charged with the duty of studying the status of women faculty, staff, and students.
2009 – 2011	**Internship/Practicum Site Supervisor** Supervised master's level students in practicum experiences including piloting a weight management program, implementing violence against women awareness/advocacy events, and conducting a sexual health needs assessment for first year students living in campus housing.
2009 – 2011	**Ole Miss ALLIES – Trained Advocate** Helped to develop and maintain a safe environment and network of informed faculty/staff willing to be visibly supportive of students identifying as gay, lesbian, bisexual, or transgender.
2008-2009	**Honors Thesis Review** Content expert for the preparation and review of honors thesis presented by KL Gilham, "Como Cuidar su Corazon: A heart health pilot program targeting Latinos in north Mississippi".
2008 – 2009	**Sexual Assault and Relationship Violence Task Force – Chair** Chaired the Sexual Assault and Relationship Violence Task Force and prepared a comprehensive plan outlining policy changes and implementation recommendations for University officials.
2009	**2009 Isom Student Gender Conference** Moderated the panel "Activism in Women's Health"

Vinita Sharma, PhD, MPH, CPH, CHES
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CURRENT POSITION

06/2022-Present **Assistant Professor (Tenure-track)**
School of Public and Population Health. Boise State University

EDUCATION

2014-2019	PhD	University of South Florida College of Public Health **Dissertation:** Risk and resilience pertaining to mental health of youths attending a college in Kathmandu who were exposed to the 2015 earthquakes during their adolescence: A mixed method study
2014-2016	Graduate certificate	University of South Florida Institute for Translational Research in Adolescent Behavioral Health **Service-learning project:** Getting ready for tomorrow: A mixed methods evaluation of readiness towards implementation of evidence-based practice
2010-2011	Master of Public Health	The Hebrew University of Jerusalem International MPH Program **Thesis:** Association between gender and knowledge of HIV and AIDS among Nepalese population
2005-2009	Bachelor of Public Health	Pokhara University **Thesis:** Comparative study on quality of life and coping strategies of opioid dependent persons on methadone maintenance treatment in Nepal

PROFESSIONAL APPOINTMENTS

Postdoctoral

06/2020-05/2022 **NIDA Ruth L. Kirschstein National Research Service T32 Postdoctoral Fellow**
Department of Epidemiology, College of Public Health and Health Professions and College of Medicine. University of Florida

Teaching

Fall 2022 **Assistant Professor**
HEP240 Foundations of Health Education and Promotion (undergraduate). School of Public and Population Health, Boise State University.

Fall 2019	**Adjunct Lecturer** CPH4105:0001 Introduction to Health Promotion and Disease Prevention (graduate level). Department of Community and Behavioral Health, College of Public Health, The University of Iowa
	Instructor of Record (responsible for planning and delivery of the course)
Spring 2019, Fall 2018	HSC4579.310F18 Foundations of Maternal & Child Health (undergraduate level). Department of Community and Family Health, College of Public Health, University of South Florida
Fall 2018	HSC4464.311F18 Introduction to Health Disparities (undergraduate level). Department of Community and Family Health, College of Public Health, University of South Florida
Spring 2019, Summer 2018, Spring 2018	HSC2130.003S18 Sex, Health and Decision-Making (undergraduate level). Department of Community and Family Health, College of Public Health, University of South Florida
Summer 2018, Spring 2018	HSC4211.311S18 Health, Behavior, and Society (undergraduate level). Department of Community and Family Health, College of Public Health, University of South Florida
Summer 2017, Fall 2016, Summer 2016	HSC4579.310U16 Foundations of Maternal & Child Health (undergraduate level). Department of Community and Family Health, College of Public Health, University of South Florida
	Teaching Associate (assisted in planning and delivery of the course)
Summer 2018	HSC4211.311S18 Health, Behavior, and Society (undergraduate level). Department of Community and Family Health, College of Public Health, University of South Florida
Fall 2017	HUN 2201 Nutrition (undergraduate level). Department of Community and Family Health, College of Public Health, University of South Florida
Fall 2017	HSC4172 Women's Health: A Public Health Perspective (undergraduate level). Department of Community and Family Health, College of Public Health, University of South Florida
Spring 2017, Spring 2016	HSC 4579 Foundations of Maternal & Child Health (undergraduate level). Department of Community and Family Health, College of Public Health, University of South Florida
Summer 2015, Fall 2015	PHC 6410 Social and Behavioral Sciences Applied to Health (graduate level) Department of Community and Family Health, College of Public Health, University of South Florida
	Single lecture that is a part of curriculum with course credit
Spring 2016	HSC2130 Sex, Health and Decision Making (undergraduate level): Department of Community and Family Health, College of Public Health, University of South Florida. *Adolescent sex behaviors*

Fall 2016	HSC2130 Sex, Health and Decision Making (undergraduate level): Department of Community and Family Health, College of Public Health, University of South Florida. *Sexuality across the lifespan I*
Fall 2009	AEP206.3 Applied Epidemiology (undergraduate level): Nobel College, Pokhara University. *Social epidemiology*
	Instructor
Fall 2009	IPH 101.2 Introduction to Public Health (undergraduate level). Nobel College, Pokhara University

Mentoring

	Pre-doctoral
Summer 2020-Present	Alyssa M Falise. Research Initiatives in Substance Use and Equity (RISE) Lab, University of Florida.
	Graduate
Fall 2022	Matea Bidaburu. Master of Public Health Student Thesis Committee Member. Boise State University.
Fall 2020	Trey B Warren. Study of Teen Opioid Misuse and Prevention Research Lab (STOMP), University of Florida
	Undergraduate
Summer 2020-Present	**1. Research Initiatives in Substance Use and Equity (RISE) Lab** **2. Study of Teen Opioid Misuse and Prevention Research Lab (STOMP)** **University of Florida.**
	Davis Cury, Gabriela Garcia, Ayomide David, Aditi Thorat, Gabriela Diaz, Rayaan Ali, Anthony W Pistella, Cyrus Fatemi, Amir A Zafaranian
Fall 2020	**3. Community Health-Oriented Mentorship Program (CHOMP), University of Florida.**
	Elle M Chumlongluk
Spring 2017-2019	**4. Nobel College, Pokhara University** Shibu Shrestha: Knowledge and attitudes of students and teachers towards sex education in schools of Kathmandu (undergraduate thesis)
	Agya Khanal: Knowledge and utilization of adolescent-friendly sexual and reproductive health services among the in-school adolescents in an adolescent- friendly school of Lalitpur district (undergraduate thesis)

Research appointments

2021- Present	**Writing group member (unpaid).** Stigma group: Johns Hopkins Bloomberg School of Public Health.
Fall 2014-Summer 2016	**Graduate Research Assistant.** Department of Community and Family Health, College of Public Health, University of South Florida

Summer 2015	**Graduate Research Assistant.** Department of Global Health, College of Public Health, University of South Florida
2016-2018	**Writing group member.** Secondary data group: Infant feeding. Department of Community and Family Health, College of Public Health, University of South Florida.
2013	**Co-Investigator.** Water and Health in the Nandamojo Watershed in Guanacaste Province, Costa Rica
2010	**Project Coordinator and Principal Investigator**. Promoting awareness and empowerment in Nepalese adolescents on HIV and AIDS and drug use. Nepal

Additional appointments

2019-2021	**Global Public Health Policy Analysis Specialist.** Policy Wisdom, LLC. (Consultancy, ~10hrs/week)
2013	**Consultant.** USAID-funded Saath-Saath Project. FHI360, Nepal (Consultancy, ~30 days)
2011-2012	**Program Officer.** USAID -funded Saath-Saath Project. FHI360, Nepal (40hrs/week)
2011	**Trainer.** Community-oriented primary health care (COPC). Joint venture of The Embassy of Israel in Nepal, The Hebrew University of Jerusalem and Dhulikhel Hospital, Nepal (4 days)
2010	**Consultant.** Joint United Nations Programme on HIV/AIDS (UNAIDS). Kathmandu, Nepal. (~80 days)
2009-2010	**National Focal Point of Nepal.** Global Youth Coalition on HIV/AIDS (GYCA).

PUBLICATIONS

Under-review

*Indicates student author

1 **Sharma V**, Lopez-Quintero C, Rahill GJ, Baldwin JA, Levin BL, Reina Ortiz M, Luitel A, Marhefka S. Discrimination, intersectional discrimination and mental health outcomes among youth survivors of the 2015 earthquakes in Nepal.

2 Fatemi C*, **Sharma V**, Bussing R, Lopez-Quintero C. Prevalence and Drug Correlates of Suicide Behaviors among College Aged Individuals; Analyses of the National Survey on Drug Use and Health

3 Falise AM*, **Sharma V**, Hoeflich CC, Lopez-Quintero C, Striley CW. Screening the invisible population for prescription pain reliever non-medical use and use disorders: Are healthcare providers screening older adult patients?

4 Bares CB, Lopez-Quintero C, Wood AL, **Sharma V**. Electronic cigarette and marijuana co-use patterns among adolescent naïve and tobacco users: Racial/ethnic differences.

Published

1 Budhwani H, **Sharma V**, Long D, Simpson T. (2022). Developing a Clinic-Based, Vaccine-Promoting Intervention for African American Youth in Rural Alabama: Protocol for a Pilot Cluster-Randomized Controlled Implementation Science Trial. *JMIR Research Protocols*, *11*(4):e33982. DOI: 10.2196/33982

2 **Sharma V**, Cottler LB, Bares, CB, Lopez-Quintero C. (2022). Kratom use among US adolescents: Analyses of the 2019 National Survey on Drug Use and Health. *Journal of Adolescent Health*, 70: 677-681. DOI: 10.1016/j.jadohealth.2021.10.009

3 **Sharma V,** Levin BL, Rahill GJ, Baldwin JA, Luitel A, Marhefka SL. (2021). Post-earthquake Self-Reported Depressive Symptoms and Post-Traumatic Stress Disorder and their Correlates among College-Youths in Kathmandu, Nepal. *Psychiatric Quarterly*, 1-15. DOI: 10.1007/s11126-021-09928-5

4 Cury JD, Sharma V, Falise AM, Terry EL, Lopez-Quintero C. (2021). Racial-ethnic Differences in Reasons for Misuse of Prescription Medications Among US Adults. *Journal of Addiction Medicine*. DOI: 10.1097/adm.0000000000000932

5 Lopez-Quintero C, Warren T*, Falise A*, **Sharma V**, Bares C, Oshri A. (2021). Prevalence and drug use correlates of extra-medical use of prescription medications for sleep among adults in the United States: Results of the 2015–2018 National Survey on Drug Use and Health. *Pharmacology Biochemistry and Behavior,* 204, 173169. DOI: 10.1016/j.pbb.2021.173169

6 Ortiz MR, **Sharma V**, Casanova J, Corvin J, Hoare I. (2021). Developing Global Health Diplomacy-related Skills Using a COVID-19-like Epidemic Simulation as a Learning Strategy. *The American Journal of Tropical Medicine and Hygiene*, *105*(1), 59. DOI: 10.4269/ajtmh.21-0155

7 Hernandez I, **Sharma V**, Reina Ortiz M, Rosas C, Ochoa T, Izurieta R, Teran ET. (2020). HIV/AIDS-related knowledge and behavior among school-attending Afro-Descendant youths in Ecuador. *International Journal of Maternal and Child Health and AIDS, 9*(3). DOI: 10.21106/ijma.412

8 Shakya DR, Thapa SB, Kar SK, **Sharma V**, Uchida N, Reina Ortiz M, Chapagain G, Poudel CK, Bhattarai PR. (2020). COVID-19 across countries: Situation and lessons for pandemic control. *Journal of BP Koirala Institute of Health Sciences, 3*(1): 9-27. DOI: 10.3126/jbpkihs.v3i1.30311

9 Reina Ortiz M, Grijalva MJ, Turell, MJ, Waters WF, Montalvo AC, Mathias D, **Sharma V,** Renoy CF, Suits P, Thomas SJ, Leon R. (2020). Biosafety at home: How to translate biomedical laboratory safety precautions for everyday use in the context of COVID-19. *The American Journal of Tropical Medicine and Hygiene*, tpmd200677.

10 Marhefka SL, **Sharma V**, Schafer EJ, Turner D, Falope O, Louis-Jacques A, Wachira MM, Livingston T, Roig-Romero RM. (2019). 'Why do we need a policy?' Administrators' perceptions on breast-feeding-friendly childcare. *Public health nutrition*, *22*(3), 553-563.

11 Hernandez I, Reina Ortiz M, Yusuf KK, Ochoa T, Rosas C, **Sharma V,** Naik E, Saihu HM, Teran S, Izurieta R, Teran E. (2019). Risk factors for HIV and STI among female sex workers in a high HIV prevalent region of Ecuador. *Cogent Medicine, 6*(1), 1565292.

12 Reina Ortiz M, Le NK, **Sharma V,** Hoare I, Quizhpe E, Teran E, Naik E, Salihu HM, Izurieta R. (2017). Post-earthquake Zika virus surge: disaster and public health threat amid climatic conduciveness. *Scientific reports*, *7*(1), 15408.

13 Marhefka SL, Green, SM, **Sharma V**, Mellins CA. (2017). "They said "be careful'": sexual health communication sources and messages for adolescent girls living with perinatally-acquired HIV infection. *AIDS care*, 1-5.

14 Hernandez I, Johnson A, Reina Ortiz M, Rosas C, **Sharma V**, Teran S, Naik E, Salihu HM, Teran E, Izurieta R. (2016). Syphilis and HIV/Syphilis Co-infection Among Men Who Have Sex with Men (MSM) in Ecuador. *American Journal of Men's Health*, 1557988316680928.

15 Hernandez I, Reina Ortiz M, Johnson A, Rosas C, **Sharma V,** Teran S, Naik E, Salihu HM, Teran E, Izurieta R. (2016). Risk Factors Associated With HIV Among Men Who Have Sex With Men (MSM) in Ecuador. *American Journal of Men's Health*, 1557988316646757

16 Reina Ortiz M, **Sharma V**, Izurieta R. HIV Prevalence in Asia and the Pacific: an Ecological Approach to Inequalities in the Region. *Health and the Environment Journal* 2012; 3(3):66-77.

Preprints

1 Reina Ortiz M, **Sharma V.** (2020). Modeling the COVID-19 outbreak in Ecuador: Is it the right time to lift social distancing containment measures?. *medRxiv*.

Letter to the Editor/Commentary

1 **Sharma V**, Reina Ortiz M, Sharma N. (2020). Risk and protective factors for adolescent and young adult mental health within the context of COVID-19: A perspective from Nepal. *The Journal of Adolescent Health*.

2 **Sharma V**, Reina Ortiz M. (2019). A holistic approach to redefining Nepal's health-care system. *The Lancet Global Health*, *7*(3), e305.

3 Reina Ortiz M, Hoare I, **Sharma V**, Izurieta, R. (2015). State of the globe: Ebola outbreak in the western world: Are we really ready? *Journal of Global Infectious Diseases*, *7*(2), 53.

Peer-reviewed abstracts

1 **Sharma V,** Castaneda E, Shum-Jimenez A, Bittencourt L, Lopez-Quintero C. (2022). Experiences of Discrimination, COVID-19 Related Mental Health and Substance Use Among Hispanic Youth. *Journal of Adolescent Health*. 2022 Apr 1;*70*(4):S97-8.

2 **Sharma V**, Reina Ortiz M, Marhefka S. (2018). Post-Earthquake HIV Risk and Mental Health: Perceived Inequities and Resilience among Adolescents in Nepal. *Journal of Adolescent Health*, *62*(2), S109-S110.

3 Barr AL, Schafer E, Roig-Romero R, **Sharma V,** Marhefka S. (2018). Factors associated with breastfeeding duration: SI of infant's grandmothers. *Pediatrics, 142*(1):682.

4 Le NK, Reina Ortiz M, Hernandez I, Rosas C, **Sharma V**, Teran S,… Izurieta R. (2018). Risky sexual behaviors associated with Human Immunodeficiency Virus Transmission among pregnant Ecuadoreans. Abstract Number 25. *International Journal of Academic Medicine, 4*(3):334.

5 Hernandez I, Reina Ortiz M, Rosas , **Sharma, V**, Izurieta R, Teran E. (2015). Predictors of HIV-related knowledge and risk behavior among school-attending teenagers in Esmeraldas, Ecuador. *Tropical Medicine & International Health*, 20 (Suppl. I):285.

6 Hernandez I, Adegoke K, Rosas C, Ocho T, Reina Ortiz M, **Sharma V**, Izurieta R, Teran E. Prevalence of STI/HIV and factors associated with STI among female sex workers in Ecuador. *Tropical Medicine & International Health*, 20 (Suppl. I):285.

7 Reina Ortiz M, **Sharma V**, Izurieta R. (2015). Geographic Information System-based modeling of the HIV/AIDS epidemic in Ecuador using nationally collected data. *The American Journal of Tropical Medicine and Hygiene,* 93 (4_Suppl):145 (484).

Additional publications

1 Reina Ortiz M, **Sharma V**. (2015). Ebola: From fever to fever and from victory to victory. Available from: http://hscweb3.hsc.usf.edu/health/publichealth/news/fever-fever-victory-victory/

2 **Sharma V.** (2011). Co-existence in Jerusalem, the way I saw it. VOW Magazine 2011. Available from: http://www.vownepal.com/portal/modules.php?name=Regulars&myaction=show&art_type=general&myid=3635

3 **Sharma V,** Tulchinsky, TH. (2011). Nepal's challenge of reducing the maternal mortality ratio in the Millennium Development Goals. ASPHER Blog. Available from: http://www.blog.aspher.org/?p=44

4 **Sharma,V.** (2010). Women and their participation: the Nepalese context. CIPE Youth Essay contest 2010. Available from: http://www.cipe.org/essay/Women%20and%20their%20participation%20in%20the%20Nepalese%20Context.pdf

5 Uprety AK, **Sharma V,** & Sharma N. (2008). 2008 National Youth Review Report on Progress Made on the 2001 UNGASS Declaration of Commitment on HIV/AIDS: Nepal

Invited panels and talks

12/15/21 **Speaker.** Mental health: Intersections with HIV and substance use. Capacity building web-series for mental health researcher in Nepal. Sponsored by the U.S. National Institute of Mental Health through a grant provided to George Washington University and coordinated by Transcultural Psychosocial Organization Nepal.

9/15/21 **Panelist.** Culture and health. College of Public Health, University of South Florida.

5/23/21 **Panelist.** Mental health matters: an introspective look at child and adolescent mental health. The Nepalese Association of Florida (NAF).

3/25/21 **Speaker.** Social determinants of health and youth mental health. B.E.S.T Academy, Tampa.

9/16/20 **Panelist.** Culture and health. College of Public Health, University of South Florida.

6/13/20 **Panelist.** Addressing mental health issues of migrant workers associated with the COVID-19 pandemic. COVID-19 Stress Management Information Desk, Embassy of Nepal, Washington DC, USA.

10/21/19 **Panelist.** Global health professions. Undergraduate studies, College of Public Health. University of South Florida.

GRANTS

Applied

2021
PIs: Catalina Lopez-Quintero and Cristina Bares
Title: Trajectories of nicotine and marijuana use and co-use: a bioecological perspective
Agency: NIH (R01)
Amount: $1,746,620
Role: Other Significant Contributor

2021
PI: Vinita Sharma
Title: Understanding U.S. primary care physicians' PrEP-prescribing practices to people with co-occurring injecting drug use and mental disorders though intersectional stigma lens.
Agency: NIH (K01)

2020
PI: Vinita Sharma
Title: Understanding intersectional stigma towards HIV, substance use and mental health problems from the perspective of people at high risk of HIV
Agency: 2021 Thomas H. Maren Junior Investigators Fund Postdoctoral Award, University of Florida (Letter of Intent submitted

2020
PIs: Catalina Lopez-Quintero and Cristina Bares
Title: Disparities in e-cigarette use trajectories
Agency: NIH (RFA-OD-19-022, R21)
Amount: $391,902
Role: Other Significant Contributor

Awarded

2022
PI: Ellen Schafer
Title: Idaho Nutrition Data Needs Assessment Project
Awarding agency: Idaho Department of Health and Welfare
Amount: $129,180
Role: Co-investigator

2019
PI: Vinita Sharma
Title: Risk and resilience pertaining to mental health of youths attending a college in Kathmandu who were exposed to the 2015 earthquakes during their adolescence: A mixed method study
Awarding agency: Office of Graduate Studies, University of South Florida
Amount: $8000 in stipend, full tuition and fees with health insurance

2016 *PI:* Vinita Sharma
Title: Exploring HIV Syndemics among Adolescents in Nepal (EHSAN)
Awarding agency: Department of Community & Family Health, USF College of Public Health. Graduate Student/Post-Doctoral Research Awards
Amount: $1000

2016 *PI:* Stephanie Marhefka
Title: Pilot data for an RCT study of an innovative smoking cessation program for people living with HIV
Awarding agency: Proposal Enhancement Grant, USF
Amount: $25,000
Role: Graduate Research Assistant (grant preparation and staff recruitment)

2015 *PI:* Stephanie Marhefka
Title: Research towards implementing technology-based prevention with positives
Awarding agency: NIH (R21 MH108468)
Amount: $275,000
Role: Graduate Research Assistant (grant preparation, recruitment, dissemination of findings)

2015 *PI:* Julie Baldwin and Dina Martinez-Tyson
Tile: The Syndemic Nature of HIV/AIDS among Indigenous Populations in Latin America: Risk and Resilience (assisted as a GA) amounting funded by 2015
Awarding agency: Interdisciplinary Team Award, University of South Florida
Amount: $100,000
Role: Graduate Research Assistant (grant preparation)

2015 *PI:* Stephanie Marhefka
Tile: Preliminary data collection towards leveraging childcare workers to promote and support breastfeeding
Awarding agency: University of South Florida College of Public Health Individual Investigator Awards.
Amount: $20,000
Role: Graduate Research Assistant (grant preparation, IRB submission, data analysis, dissemination of findings, manuscript preparation and publication)

2014 *PI:* Stephanie Marhefka
Title: Formative work towards developing an innovative STI and unintended pregnancy risk reduction intervention among young, high-risk women
Awarding agency: Women's Health Collaborative Grant, University of South Florida
Amount: $12,000
Role: Graduate Research Assistant (grant preparation, IRB submission, data analysis)

2010 *PI:* Vinita Sharma
Title: Promoting awareness and empowerment in Nepalese adolescents on HIV and AIDS and drug use
Awarding agency: Global Youth Coalition on HIV/AIDS
Amount: $1,000

PROFESSIONAL ACTIVITY: CONFERENCES AND MEETINGS

Oral presentation

2021 **Sharma V**. Racial disparity and funding. In *NIDA-T32 Monthly Mentor-Mentee Meeting, University of Florida, FL, USA. November 15, 2021.*

2021 Fatemi C*, **Sharma V**, Vaddiparti K, Lopez-Quintero C. Effect of the intersection between sexual identity and race-ethnicity on patters of alcohol use: Analyses of the National Survey on Drug Use and Health, 2015-2019. In *2021 Florida HIV CPR Conference: Connecting Community, Providers, & Researchers (Virtual), April 29-30, 2021*.

2021 Lopez-Quintero C, **Sharma V**. Reporting of race and racial categories. In *NIDA-T32 Monthly Mentor-Mentee Meeting, University of Florida, FL, USA. March 8, 2021.*

2021 Cury J*, **Sharma V**, Falise A*, Lopez-Quintero C. Racial-Ethnic Differences in Reasons for misuse of prescription medications: Analyses of the National Survey of Drug Use and Health 2015 to 2018. In *American Psychopathological Association Virtual Meeting, March 4-6, 2021.*

2020 **Sharma V**. Mental health risk factors and ways of protection in adolescents and adults in COVID-19: An example from Nepal. In *2nd International Congress on Occupational Health and Safety in Health Agencies, Turkey, (Dec. 16-Dec.19)* (online).

2020 Reina Ortiz M, **Sharma V**, Hoare I, Casanova J, Corvin J. Developing global health diplomacy skills in a professional global health program. Submitted to the 2020 Annual Meeting of the Association of Schools & Programs of Public Health to be held in Arlington, VA, USA. March 18-20, 2020 (COVID-cancellation)

2020 Lopez-Quintero C, **Sharma V**, David A*, Escamilla- Sanchez O, Castaneda E*, Bares C. Racial-ethnic differences in trends of past 30-days alcohol, cigarette and cannabis use among pregnant women in the US. In *NHSN at 20: NHSN at 20: The Legacy and Future Impact of Substance Abuse Research in Underrepresented Communities (Oct.14-Oct.16)*.

2019 **Sharma V**, Reina Ortiz M, Hoare I, Thomas N, Salinas A. Reproductive behavior in post-earthquake Nepal: A comparison using a national-level survey. Oral Presentation. American Public Health Association (APHA) 2019 Annual Meeting & Expo. Philadelphia, PA, USA. November 2-6, 2019

2017 Turner D, Lockhart E, **Sharma V**, & Marhefka SL. (2017, November). Views of frontline HIV service providers and advocates on ehealth programs for HIV care and services. In *APHA 2017 Annual Meeting & Expo (Nov. 4-Nov. 8)*. American Public Health Association.

2017 Barr A, Schafer E, Roig-Romero R, **Sharma V,** Thompson EL, Daley EM, & Marhefka SL. (2017, November). Factors associated with breastfeeding duration: Positive social influence of maternal grandmothers. In *APHA 2017 Annual Meeting & Expo (Nov. 4-Nov. 8)*. American Public Health Association.

2017 Schafer E, Barr A, Huynh MP, Thompson EL, **Sharma V,** Roig-Romero R, ... & Marhefka SL. (2017, November). Feeding infants cereal and solid foods: Factors associated from birth to 4 months. In *APHA 2017 Annual Meeting & Expo (Nov. 4-Nov. 8)*. American Public Health Association.

2016 **Sharma V**, Rollins C, Walker A. Implementation matters: Considering implementation factors of evidence-based practices at a community agency. American Public Health Association (APHA) Annual Meeting and Expo.

2016 **Sharma V**, Rollins C, Walker A. Getting ready for tomorrow: A mixed-methods evaluation of organizational readiness towards implementation of evidence-based practice at Agency for Community Treatment Services (ACTS). 29th Annual Research & Policy Conference on Child, Adolescent, and Young Adult Behavioral Health

2015 Reina Ortiz M, Hernandez I, **Sharma V**, Rosas C, Ochoa T, Teran E, Izurieta R. Predictors of HIV/AIDS-related Knowledge and Sexual Behavior among School attending Teenagers in Esmeraldas, Ecuador. American Public Health Association (APHA) Annual Meeting and Expo.

2015 Adegoke K, Hernandez I, Ochoa T, Rosas C, **Sharma V**, Reina M, Teran E, Izurieta R. Prevalence of STI/HIV and factors associated with STI among female sex workers in Ecuador. American Public Health Association (APHA) Annual Meeting and Expo.

2012 Reina Ortiz M, **Sharma V,** Izurieta R. Ecuador's Progress towards MDG5.Abstract Accepted for oral presentation at the II National Meeting of Tropical Medicine and Research in Quito, Ecuador

2012 Reina Ortiz M, **Sharma V.** HIV Prevalence in Asia and the Pacific: An Ecological Approach to Inequalities in the Region**.** Abstract accepted for oral presentation at the 2012 Population Association of America, San Francisco, CA

Poster presentation

2022 **Sharma V,** Lopez-Quintero C, Fitzgerald N, Striley C, Varma D, Chaudhary P, Cottler L. Attitudes towards sensitive research among community members with lived experience. In *22nd World Psychiatric Association (WPA) World Congress of Psychiatry, August 3-6, 2022.*

2022 **Sharma V,** Castaneda E, Shum-Jimenez A, Bittencourt L, Lopez-Quintero C. Experiences of discrimination, COVID-19 related mental health and substance use among Hispanic youth. In *2022 Annual Meeting of the Society for Adolescent Health and Medicine (SAHM), March 9-12, 2022.*

2022 **Sharma V**, Zafaranian A*, Falise AM*, Lopez-Quintero C. Individuals Diagnosed with an Alcohol Use Disorder: Who Receives What Healthcare advise? In *The ASAM 53rd Annual Conference, March 31 - April 3, 2022.*

2021 Thorat AD*, **Sharma V**, Falise A, Lopez-Quintero C. Are U.S. Parents Talking With Their Adolescent Children About Drugs? In *Center for Undergraduate Research Conference, University of Florida, Gainesville, FL, November 3, 2021.*

2021 David A*, **Sharma V**, Bittencourt L, Gurka K, Lopez-Quintero C. Factors associated with psycho-social distress among pregnant women in the US. In *Center for Undergraduate Research Conference, University of Florida, Gainesville, FL, November 3, 2021.*

2021 Garcia G*, Bittencourt L, **Sharma V**, Cottler L, Lopez-Quintero C. A typology of COVID-19 vaccine hesitant groups. In *Center for Undergraduate Research Conference, University of Florida, Gainesville, FL, November 3, 2021.*

2021 Ali R*, **Sharma V**, Bittencourt L, Lopez-Quintero C. Effect of the Intersection Between Sexual Identity and Attraction on Patterns of Alcohol Use Among Young Adults. In *Center for Undergraduate Research Conference, University of Florida, Gainesville, FL, November 3, 2021.*

2021 Pistella AW*, Bittencourt L, **Sharma V**, Bares C, Lopez-Quintero C. Intersectionalities of tobacco use in the U.S. In *Center for Undergraduate Research Conference, University of Florida, Gainesville, FL, November 3, 2021.*

2021 Cury J*, Falise A*, **Sharma V**, Terry E, Wang Y, Cook R, Lopez-Quintero C. Correlates of Medical Cannabis Use Among US Adults Who Report Misuse of Prescription Opioids for Pain Relief. In *Center for Undergraduate Research Conference, University of Florida, Gainesville, FL, November 3, 2021.*

2021 **Sharma V**, Lopez-Quintero C. Past 12-month prevalence of sexually transmitted diseases and drug use correlates among people living with HIV: Analyses of the National Survey on Drug Use and Health, 2015-2019. In *2021 Florida HIV CPR Conference: Connecting Community, Providers, & Researchers (Virtual), April 29-30, 2021.*

2021 **Sharma V**, Cottler LB, Bares, CB, Lopez-Quintero C. Kratom use among US adolescents: Analyses of the 2019 National Survey on Drug Use and Health. The College on Problem of Drug Dependence, 2021.

2021 **Sharma V**, Lopez-Quintero C, Marhefka S, Baldwin J, Levin B, Rahill G, Luitel A, Reina Ortiz M. Intersections of Discrimination: Casteism and Mental Health Outcomes among College-Attending Nepali Earthquake Survivors. In *American Psychopathological Association Virtual Meeting, 2021.*

2021 **Sharma V,** Lopez-Quintero Q. Intersections of discrimination and mental health outcomes among college-attending Nepali earthquake survivors. In *PHHP Research Day, University of Florida, FL, USA. February 11, 2021.*

2021 David A*, **Sharma V**, Lopez-Quintero C. Racial-Ethnic Differences in Trends in Alcohol Use Among US Pregnant Women: Analyses of the National Survey of Drug Use and Health 2002 to 2018. In *PHHP Research Day, University of Florida, FL, USA. February 11, 2021.*

2021 Lopez-Quintero C, Rubio S, **Sharma V**, Bares C. Correlates of Mobile Phone Accessibility Among US Adults with Alcohol or Drug Use Disorders and Mental Health Problems. American Psychopathological Association Virtual Meeting, 2021.

2019 **Sharma V**, Reina Ortiz M. Chhaupadhi: Views on an ancestral practice that negatively impacts reproductive health and deteriorates women's rights. Poster Presentation. American Public Health Association (APHA) 2019 Annual Meeting & Expo. Philadelphia, PA, USA. November 2-6, 2019.

2017 **Sharma V**, Reina M, Marhefka S. "Life is not how long we live but how well we live everyday": Resilience and mental health outcomes among adolescents in post-earthquake Nepal. 9th Annual Graduate Student Research Symposium, USF.

2016 **Sharma V**, Graske T*, Turner D, Logan R, Schafer E, Brumley J, Louis-Jacques A, Marhefka S. Breastfeeding knowledge and attitudes among childcare workers in the Tampa Bay area: Opportunities for intervention**.** American Public Health Association (APHA) Annual Meeting and Expo.

2015 Reina Ortiz M, **Sharma V,** Izurieta R. GIS-based modeling of the HIV/AIDS epidemic in Ecuador using nationally collected spatiotemporal screening and testing data**.** American Public Health Association (APHA) Annual Meeting and Expo.

2015 Turner D, Johnson A, **Sharma V**, Logan R, Marhefka SL. E-health video-group interventions for MSM living with HIV: Potential for increasing intervention reach. American Public Health Association (APHA) Annual Meeting and Expo.

Abstract published

2011 **Sharma V,** Lohani S. New perspectives into sexual risk behavior of clients of Methadone Maintenance Treatment in Nepal. 16th International Conference on AIDS and STIs in Africa, Addis Ababa, Ethiopia

2011 Reina Ortiz M, **Sharma V,** Lohani S. Health inequalities and HIV Risky Sexual Behaviour in Nepalese Population. 10th International Congress on AIDS in Asia and the Pacific, Busan, Korea

CERTIFICATION

2019-Present Certified in Public Health (CPH). National Board of Public Health Examiners (NBPHE)

2021- Present Certified Health Education Specialist Examination (CHES). The National Commission for Health Education Credentialing, Inc.

PROFESSIONAL MEMBERSHIPS AND SERVICE

University service

2022 School of Public and Population Health Student Affairs Committee, Boise State University

2022 School of Public and Population Health BS Public Health Champions, Boise State University

Professional membership/service

2021-Present Volunteer. IDEA Syringe Exchange Program, Tampa.

2021-Present	Member-in-training. The College on Problems of Drug Dependence (CPDD)
2021-Present	Member, The Southern HIV and Alcohol Research Consortium (SHARC) Stigma Workgroup
2020-Present	Affiliate member, UF Center for Addiction Research and Education (CARE)
2020-Present	Member, The Southern HIV and Alcohol Research Consortium (SHARC) Community Engagement Workgroup
2020-Present	Board member, Nepal Institute of Mental Health
2019	Reviewer, Interdisciplinary Symposium on Qualitative Methodologies 2019, University of South Florida
2018-2019	Member, Eta Sigma Gamma, Delta Kappa Chapter
2017-2019	Member, Society for Adolescent Health and Medicine
2016-2017	Member, AAAS/Science Program for Excellence in Science
2015- 2018	Member, The Honor Society of Phi Kappa Phi
2015-2016	Secretary, Nepalese Students' Association (NeSA)@USF
2015	Guest speaker, Hillel Academy of Tampa
2012	Member, Population Association of America
2010 -2012	Member, International AIDS Society
2010-2011	Team Leader during two residential field practices on public health, Nepal
2010	Founding Member, national youth-led non-governmental organization YUWA
2009	Advocacy sub-committee member, Bali Youth Force, 9th ICAAP

EDITORIAL RESPONSIBILITIES

2021	Ad hoc reviewer, Journal of Adolescent Health
2020-Present	Ad hoc reviewer, European Journal of Health Psychology
2019-Present	Ad hoc reviewer, Substance Use & Misuse
2018-Present	Ad hoc reviewer, Health Prospect: Journal of Public Health
2015-Present	Ad hoc reviewer, BMC Public Health

WORKSHOPS, TRAININGS, WEBINARS AND E-COURSES

2022	Before Writing: Faculty Readiness and Submission Considerations. NIGMS Grant Writing Webinar Series for Institutions Building Research and Research Training Capacity.

2021	Dissemination and Implementation Short-course – Ready, $et, Sustain: Balancing Cost and Value Using Practical Implementation Methods. The University of Wisconsin Madison Institute for Clinical and Translational Research's Dissemination and Implementation (D&I) Launchpad.
2021	The Stigma of Addiction Summit. National Academy of Medicine.
2021	Course Mapping Camp. The Center for Instructional Technology & Training, University of Florida
2021	Enhancing Health Disparities Research Related to Substance Use and Addiction: Research Gaps and Opportunities. National Institute on Drug Abuse
2020	Overview of Crucial Conversations as a Tool for Resisting Racist Ideas, Discrimination, and Microaggressions. UF Research Service Centers in the College of Engineering.
2020	ABCD Repro-Nim Course (Observer student). National Institute on Drug Abuse (R25-DA051675).
2020	Impact of COVID-19 on Alcohol Use in the U.S webinar. American Psychological Association.
2020	Mental Health Aspects of COVID-19 webinar. American Psychopathological Association, Inc.
2020	K Grant Writing Session. American Physician Scientists Association
2020	College on Problems of Drug Dependence (CPDD) 2020 Annual Scientific Meeting
2020	A virtual roundtable on impacts of COVID-19 on immigrants and refugees in the United States. Florida International University
2020	Joint display analysis for mixed methods research. Methodspace.
2020	Mental health and COVID-19: How the pandemic complicates current gaps in care and what can be done. Trust for America's Health
2020	Infection Prevention and Control (IPC) for novel coronavirus (COVID-19). WHO
2020	COVID-19: Operational Planning Guidelines and COVID-19 Partners Platform to support country preparedness and response. WHO
2019	Applying the QM Rubric Workshop. Quality Matters
2019	"How to perform analyses in the light of ASA's recent statement on p-values" Adolescent Medicine Trails Network for HIV/AIDS Interventions
2018	Humanitarian Response to Conflict and Disaster. Harvardx-PH558x
2015	Women's leadership in doctoral education & careers in academia. University of South Florida
2012	The Virtual Leadership Development Program. USAID, MEASURE Evaluation and Management Services for Health (msh)
2012	Micro-planning process for HIV Prevention among Most at Risk Populations. USAID-funded Saath-Saath Project

2012	Research Capacity Building Workshop. USAID-funded Saath-Saath Project
2012, 2008	Research Ethics Training Curriculum. Family Health International

HONORS, AWARDS AND SCHOLARSHIPS

2022	American Society of Addiction Medicine (ASAM) Abstract Submission Honorable Mention: Associated Professional. 2022 Annual Conference Program Planning Committee.
2021	Registration Scholarship. Florida HIV CPR Conference.
2021	2021 CPDD Early Career Investigator Award. The College on Problem of Drug Dependence.
2021	Meeting Scholarship Award for 2021 American Psychopathological Association (APPA) Virtual Meeting
2019	Dissertation Completion Fellowship, USF Office of Graduate Studies
2018	Conference Presentation Grant Program (CPGP) Award, USF Student Government
2017,16,15	Student Honorary Awards for Research and Practice ('SHARP') Award
2016	Department of Community and Family Health, USF College of Public Health Graduate Student Research Award
2014	USF Graduate Fellowship
2013	Gem of LRI (Outstanding alumni) Award
2012	Population Association of America (PAA) Travel Award
2011	International Conference on AIDS and STIs in Africa (ICASA) Scholarship
2010	International AIDS Conference Scholarship
2010	IMPH Scholarship, Hebrew University of Jerusalem (fully-funded MPH)
2010	Nepal Bidhyabhushan Padak, 'Ga' (national Summa Cum Laude)
2010	Nepal Chhatra Padak (national Summa Cum Laude among females)
2010	Vice-Chancellor Medal, Pokhara University, Nepal

LANGUAGES **Nepali, English and Hindi:** Advanced **Spanish:** Basic

Desmond Banks

30 Oak Manor Drive | Covington, GA 30016 | 240-496-1521 | qsp4@cdc.gov

EDUCATION

Doctor of Philosophy (2015), Health Policy and Management (Health and Public Policy), The Johns Hopkins Bloomberg of School of Public Health, Johns Hopkins University, Baltimore, MD

Dissertation: "Father Engagement, Residency Status and Child Well Being Among Blacks and Hispanics in The United States"

Chair: Robert Blum, MD, PhD, MPH

Master of Public Health (2009), Health Policy and Management (Community Health), City University of New York (CUNY) Graduate School of Public Health, New York, NY

Capstone Project: "Physical Activity and Obesity among Urban Youth"

Bachelor of Arts (2003), Psychology, Columbia University, New York, NY

CERTIFICATES

Certificate in Health Disparities and Health Inequality (2010), The Johns Hopkins Bloomberg School of Public Health, New York, NY

Certificate in Alcohol and Substance Abuse Risk Reduction (2020), Prevention Research Institute, Lexington, KY

EMPLOYMENT HISTORY

Clinical Assistant Professor (January 2020 – Present)
Boise State University, College of Health Sciences, School of Allied Health, Department of Community and Environmental Health
Boise, ID

- Responsible for designing, developing and delivering public health courses related to structural and social determinants of health, health disparities and health equity.
  - Courses Taught:
    - HLTH 460 – Determinants of Health;
    - MPH 523 – Evaluating Systems Change
    - MPH 531 – Leadership and Strategic Planning
    - HLTH 360 – Health Care Finance
    - MPH 512 – Advanced Prevention and Intervention
    - HLTH 470 – Collaborating for Change

The Centers for Disease Control and Prevention (CDC)
Office of Minority Health and Health Equity (OMHHE)
Atlanta, GA

- Planned and managed projects to promote health equity within CDC's COVID-19 response;
    - Conducted comprehensive national public policy scans to identify state policies, laws and regulations which impacted the health and wellbeing of populations disproportionately impacted by COVID-19;
    - Drafted content to articulate social and structural determinants of health, health disparities and health equity to be included on public-facing CDC websites;
    - Conducted analyses of Medicaid data related to COVID-19 infection, hospitalization and vaccination to identify gaps in health equity;
    - Reviewed and conducted clearance of Morbidity and Mortality Weekly Reports (MMWRs) in advance of publication;
    - Developed research agenda for the CDC Chief Health Equity Office (CHEO) COVID-19 response.

Health Communications Specialist IV (November 2020 – June 2021)
National Center for Chronic Disease Prevention and Health Promotion (NCCDPHP)
The Centers for Disease Control and Prevention
Atlanta, GA

- Developed and executed projects related to the health equity impact of public health policy summaries from the National Center for Chronic Disease Prevention and Health Promotion (NCCDPHP);
    - Prepared comprehensive reports highlighting study results related to reducing health disparities and promoting health equity in cardiovascular disease.
    - Identified and analyzed public health issues, such as hypertension and stroke, and their impact on public policies;
    - Modified technical methods related to data dissemination to promote a focus on addressing social determinants of health to achieve health equity;
    - Developed technical training materials on social determinants of health, health disparities and health equity to enhance the knowledge and capabilities of NCDPHP staff.
    - Reviewed and summarized privacy laws to protect the confidentiality, including Health Insurance Portability and Accountability Act and applicable state and local privacy laws;
    - Implemented and evaluated public health surveillance techniques to capture metrics related to health disparities and health equity.

Seema Verma Consulting (SVC), Indianapolis, IN (October 2014 – November 2017)
Health Management Associates, Washington, DC (November 2017 – November 2020)

- Developed two federal evaluation plans (2015 – 2018 and 2018 – 2020) for the Healthy Indiana Plan (HIP) Section 1115(a) Medicaid Demonstration
    - Provided guidance and technical assistance to federal evaluators on the development of member survey questions, focus group discussion prompts and other qualitative health performance metrics;
    - Provided guidance and technical assistance to federal evaluators on the development of Medicaid Member Information Service (MMIS) metrics, claims and encounter data and other quantitative health performance measures;
    - Provided guidance and technical assistance to federal evaluators on the identification and acquisition of hospital health maintenance organization (HMO) data;
    - Provided guidance and technical assistance to federal evaluators on special evaluation studies regarding member understanding of program policies;
    - Provided guidance and technical assistance to federal evaluators on special evaluation studies regarding member compliance with program policies;
    - Provided guidance and technical assistance to federal evaluators on special evaluation studies regarding member disenrollment for failure to comply with program policies;
    - Provided guidance and technical assistance to federal evaluators on special evaluation studies regarding member acquisition of health care following disenrollment from HIP;
    - Provided guidance and technical assistance to federal evaluators on special evaluation studies regarding member behavior by race, ethnicity, income, education and other health equity indicators;
    - Provided guidance and technical assistance to federal evaluators on the drafting and development of quarterly performance reports required by the Centers for Medicaid Services;
    - Provided guidance and technical assistance to federal evaluators on the drafting and development of national evaluation reports required by the Centers for Medicaid Services.
- Developed a federal evaluation plan for the Indiana End Stage Renal Disease (ESRD) Section 1915(b) Medicaid Demonstration
    - Provided guidance and technical assistance to federal evaluators on the development of member survey questions, focus group discussion prompts and other qualitative health performance metrics;
    - Provided guidance and technical assistance to federal evaluators on the development of Medicaid Member Information Service (MMIS) metrics, claims and encounter data and other quantitative health performance measures;
    - Provided guidance and technical assistance to federal evaluators on the identification and acquisition of hospital health maintenance organization (HMO) data;

  - Provided guidance and technical assistance to federal evaluators on special evaluation studies regarding member behavior by race, ethnicity, income, education and other health equity indicators;
  - Provided guidance and technical assistance to federal evaluators on the drafting and development of national evaluation reports required by the Centers for Medicaid Services.
- Developed a federal evaluation plan for the Michigan Patient Centered Medical Home (PCMH) State Innovation Model (SIM)
  - Provided guidance and technical assistance to federal evaluators on the development of member survey questions, focus group discussion prompts and other qualitative health performance metrics;
  - Provided guidance and technical assistance to federal evaluators on the development of Medicaid Member Information Service (MMIS) metrics, claims and encounter data and other quantitative health performance measures;
  - Provided guidance and technical assistance to federal evaluators on the identification and acquisition of hospital health maintenance organization (HMO) data;
  - Provided guidance and technical assistance to federal evaluators on special evaluation studies regarding member behavior by race, ethnicity, income, education and other health equity indicators;
  - Provided guidance and technical assistance to federal evaluators on the drafting and development of national evaluation reports required by the Centers for Medicaid Services.

Research Assistant (May 2010 – September 2014)
The Johns Hopkins Center for a Livable Future, Baltimore, MD

- Developed a national database to illustrate federal spending within the Food, Conservation, and Energy Act of 2008 (Farm Bill);
  - Conducted policy and expenditure analyses of programs within Farm Bill;
  - Evaluated USDA budget expenditures and presented findings at national conferences;
  - Developed policy analyses of federal legislation regarding concentrated animal feeding operations (CAFOs).

Case Manager (May 2003 – September 2009)
University Behavioral Associates of Montefiore Medical Center

- Managed the health equity outcomes of a caseload of forty (40) Medicaid members;
  - Conducted in-person interviews of individuals concerning their substance abuse history, mental health history, housing needs and other indicators related to social determinants of health;
  - Conducted data analyses concerning the efficacy of substance abuse treatment and welfare-to-work programs;
  - Collaborated with providers to improve substance abuse treatment outcomes and presented the results at meetings with treatment facility directors.

ACADEMIC PUBLICATIONS

Bleich, S. N., Herring, B. J., **Flagg (Banks), D. D.**, & Gary-Webb, T. L. (2012). Reduction in purchases of sugar-sweetened beverages among low-income black adolescents after exposure to caloric information. American Journal of Public Health, 102(2), 329-335.

OTHER PUBLICATIONS

Indiana Family and Social Services Administration (FSSA). End Stage Renal Disease Section 1115 Waiver Application (2020)

Indiana Family and Social Services Administration (FSSA). Healthy Indiana Plan Interim Evaluation Final Report (2019)

Indiana Family and Social Services Administration (FSSA). Healthy Indiana Plan Draft Evaluation Design (2018)

Indiana Family and Social Services Administration (FSSA). Indiana Healthy Indiana Plan 2.0: Emergency Room Co-payment Assessment. (2016)

Seema Verma Consulting (SVC) Inc. Indiana Smoking Attributable Medicaid Expenditures Final Report (2017)

Indiana Governor's Office. Governor's Task Force on Substance Abuse Final Report (2016)

Indiana Family and Social Services Administration (FSSA). Indiana Healthy Indiana Plan 2.0: POWER Account Contribution Assessment. (2016)

Indiana Family and Social Services Administration (FSSA). Indiana Healthy Indiana Plan 2.0: Updated Non-Emergency Transportation Evaluation. (2016)

Indiana Family and Social Services Administration (FSSA). Indiana Healthy Indiana Plan 2.0: Interim Evaluation. (2016)

Indiana Family and Social Services Administration (FSSA). Indiana Healthy Indiana Plan 2.0: Non-Emergency Medical Transportation Evaluation. (2016)

Indiana Family and Social Services Administration (FSSA). Indiana Healthy Indiana Plan 2.0: Final Evaluation Design. (2015)

Indiana Family and Social Services Administration (FSSA). Indiana Healthy Indiana Plan 2.0: Passive Verification Report (2015)

Indiana Family and Social Services Administration (FSSA). Indiana Healthy Indiana Plan 2.0: Emergency Room Copay Protocol (2015)

Indiana Family and Social Services Administration (FSSA). Indiana Healthy Indiana Plan 2.0: POWER Account and Copay Protocol (2015)

Indiana Family and Social Services Administration (FSSA). Indiana Healthy Indiana Plan 2.0: Draft Evaluation Design. (2015)

PRESENTATIONS

Widening the Gap: Health Disparities in the time of COVID-19
Boise State University, College of Health Sciences, School of Allied Health, Department of Community and Environmental Health, Boise, ID (2020; available at https://www.youtube.com/watch?v=Bnb6i57hZws&t=1073s)

Same Disease, Different Outcomes: Early Evidence on Population in COVID-19 Prevalence and Severity
Vital Statistics Consulting, Maplewood, NJ (2020; available at https://zoom.us/rec/play/7p17cO6oqD43TNzEsQSDBKd5W9W9Lq6sgSYe_6ZZnkznVXUHO1fwNOYXNk1A_5FITZfw50Jnmd81oYE?continueMode=true&_x_zm_rtaid=-WTc-U0FTWuRY6kFWxc2RQ.1595082164802.198fd0856abc93dfc977b053d3cee167&_x_zm_rhtaid=322)

Health Performance Accelerator Webinar Series: Achieving Health Equity for Disadvantaged Populations
Health Management Associates, Lansing, MI (2020: available at: https://vimeo.com/453837473)

EDUCATION

2014 University of Northern Colorado,
Greeley, CO, **Ph.D.**
Applied Statistics & Research Methods: Research Methods Emphasis

2006 University of Northern Colorado,
Greeley, CO, **M.A.** *Psychology. Emphasis: Human Neuropsychology*

2006 University of Northern Colorado,
Greeley, CO, **M.S.**
Applied Statistics & Research Methods: Research Methods Emphasis

2003 Colorado State University,
Ft. Collins, CO, **B.S.** *Psychology*

1992 Colorado State University,
Ft. Collins, CO, **B.S.** *Exercise and Sport Science*
Concentration: Education

UNIVERSITY EXPERIENCE

2020-2022 **Clinical Associate Professor**
School of Public & Population Health
College of Health Sciences
Boise State University, Boise, ID

2017- 2020 **Clinical Assistant Professor**
Community and Environmental Health
College of Health Sciences
Boise State University, Boise, ID

2018-pres **Data Analyst** (.20 FTE)
College of Health Sciences
Boise State University, Boise, ID

2016-2017 **Assistant Professor (Special Appt.)**
Department of Statistics
Colorado State University, Ft. Collins, CO

TEACHING EXPERIENCE

Boise State University

2021-2022 **Instructor –** HLTH 382 *Research Methods in Health*
In Person (Spring); 15 week.

Instructor – HLTH 418 *Advanced Public Health Analysis*
In Person (Summer, Fall, Spring); 15 week.

Instructor – HLTH 418 *Advanced Public Health Analysis*
Online (Fall and Spring); 7 week.

Instructor – HLTH 488 *Student Outcomes Assessment*
Online (Summer, Fall and Spring); 7 week.

Instructor – HLTH 497/597 *Special Topics: Intro to Data Science using R*
In Person (Spring); 15 week.

Instructor – PUBH 488 *Student Outcomes Assessment*
Online (Summer, Fall and Spring); 7 week.

Instructor – PUBH 418 *Advanced Public Health Analysis*
Online (Summer, Fall and Spring); 7 week.

2020-2021 **Instructor –** MPH 541 *Leading with Data*
In Person (Fall); 15 week.

Instructor – HLTH 382 *Research Methods in Health*
In Person (Spring); 15 week.

Instructor – HLTH 418 *Advanced Public Health Analysis*
Online (Fall and Spring); 7 week.

Instructor – HLTH 418 *Advanced Public Health Analysis*
In Person (Summer, Fall, Spring); 15 week.

Instructor – PUBH 418 *Advanced Public Health Analysis*
Online (Summer, Fall and Spring); 7 week.

Instructor – PUBH 488 *Student Outcomes Assessment*
Online (Spring); 7 week.

Instructor – HLTH 488 *Student Outcomes Assessment*
Online (Fall and Spring); 7 week.

2019-2020 **Coordinator** – MHLTHSCI 596 *Thesis Research*
In Person (Fall, Spring); 15 week.

Instructor – PUBH 318 *Public Health Analysis*
Online (Fall); 7 week.

Instructor – PUBH 488 *Student Outcomes Assessment*

Coordinator – MHS 596 *Independent Study*
In Person (Spring); 15 week.

Instructor – MHS 506 *Applied Statistics*
Hybrid (Spring); 7 week.

2018-2019 **Instructor –** PUBH 318 *Public Health Analysis*
Online (Fall); 7 week.

Instructor – MHLTHSCI 688 *Thesis Proposal*
In Person (Spring); 15 week.

2018-2019 **Instructor –** MHLTHSCI 552 *Applied Statistical Methods*
In Person (Spring); 15 week.

2017-2018 **Instructor –** MHLTHSCI 552 *Applied Statistical Methods*
In Person (Spring); 15 week.

Colorado State University

2012- 2015 **Instructor**
Department of Statistics
Colorado State University, Ft. Collins, CO
STAT 201*(General Statistics; Instructor and Coordinator)*
STAT 301*(Introductory Statistics)*
STAT 311 *(Statistics for the Behavioral Sciences)*
STAT 307 *(Biostatistics)*
STAT 358 *(Introduction to Statistical Computing using SAS)*

2011 **Instructor**
Department of Psychology,
Colorado State University, Ft. Collins, CO
PSY 655A, PSY655C *(Research Issues and Models)*

University of Northern Colorado

2008-2010 **Instructor**
University of Northern Colorado, Greeley, CO
STAT 150 (*Introduction to Statistical Analysis)*

2004- 2007 **Instructor**
University of Northern Colorado, Greeley, CO
PSY 100 (Principles of Psychology)
PSY 340 (Principles of Learning)

UNIVERSITY SERVICE

2021-pres. **SPPH Data Analytics Group**
Developing curriculum for data certificate and emphasis areas

2021-pres. **SPPH Graduate Curriculum Committee**
Developing curriculum for future MPH and doctorate programs

2018-pres. **COHS Operations Data Analyst**
Assist with Bronco Budget 2.0 metrics, perform ad hoc queries, track Blueprint for Success metrics

2018-pres. **SPPH Strategic Enrollment**
Assist with the efforts of SPPH Strategic Enrollment & Management Partnership with Enrollment Services, provide data, insights

2021-2022 **Faculty Search Committee**
Participated in the search for two PHPS faculty positions

2018 **Graduate College**
Judged graduate student poster presentations at the Graduate Student Showcase

2018-2020	**Community & Environmental Health Graduate Program Committee** Participated as a member of the department's graduate program committee
2017-2021	**Staff Search Committee** Participated in several searches for staff positions
2017-2020	**Faculty Search Committees** Participated in numerous searches for faculty positions
2017-2019	**Curriculum Committee** Participated in curriculum revision of BS programs
2017-2019	**BAPH Program Development** Worked with eCampus to develop new fully online program

CONTRACTS & GRANTS

Development of an Evaluation Plan and Pilot Implementation of Data Collection and Reporting Strategies Lincoln County Community Paramedicine (CHEMS) Pilot, 2020.
Idaho Dept. of Health and Welfare
Contract # HC191700; Total Contract Amount: $50,000
Provide and evaluate methods and approaches to data management, analysis, and integration to support CHEMS in the state of Idaho.
Role: **Principal Investigator**

SHIP Subscription Services (2018-2019)
Idaho Department of Health and Welfare.
Provide subscription services to the SHIP Learning Resource Site for Idaho clinics and public health regions.
Supporting investigator ($318,000)

SHIP Learning Resource Site (2018-2019)
Idaho Department of Health and Welfare.
Develop a learning and content management site to deliver education content after the SHIP grant is completed.
Supporting investigator ($726,000)

PUBLICATIONS & PRESENTATIONS

Beauchemin, J.D., Gabana, N., **Ketelsen, K**., & McGrath, C. (2019) Multidimensional wellness promotion in the health and fitness industry, *International Journal of Health Promotion and Education,* 57:3, 148-160, DOI: 10.1080/14635240.2018.1559752

Chapa, M., Wilkinson, B., Geselle, K., & **Ketelsen, K.** (2018). Healthy Habits, Healthy U: Knowledge and intention in primary cancer prevention. 2018 Undergraduate Research and Scholarship Conference, Boise State University.

Ketelsen, K. (2014). A monte carlo simulation to examine the effects of violating the normality assumption in 2-level hierarchical linear models with unbalanced designs (Doctoral dissertation). Proquest Dissertations & Theses. (Publication #3644138).

Ketelsen, K., & Welsh, M. (2010). Working memory and mental arithmetic: A case for dual central executive resources. *Brain and Cognition*, *74*, 206-209.

Ketelsen, **K**., Gilliam, D. (2007, April). *Dose-response effects of nicotine on activity in fetal alcohol exposed mice.* Poster session presented at Research Day during Academic Excellence Week at the University of Northern Colorado, Greeley, CO.

Deffenbacher, J., **Ketelsen**, **K**. (2003, April). *Driving anger and substance abuse*. Paper presented at the annual meeting of the Rocky Mountain Psychological Association, Denver, Colorado.

In Progress

Josephsen, J., **Ketelsen, K**., Weaver, M., & Scheuffele (2022). Dementia Care Competencies for Higher Education: A Pilot Study.

Ketelsen, K. & Smutny, G. (2020). Integrating data modules into the Health Studies curriculum.

Ketelsen, K., Nutting, A., & Toevs, S. (2020). Five years of falls: Resource mapping Fit & Fall Proof Program locations and EMS data in Idaho.

Nutting, A., **Ketelsen, K**., & Carter, K (2020). The presence of legionellae in respiratory devices: Convenience sampling of Idaho long-term care facilities.

MENTORING EXPERIENCE

2020 **Master's Thesis Chair**
The presence of legionellae in respiratory devices: Convenience sampling of Idaho long-term care facilities (A. Nutting)

PROFESSIONAL DEVELOPMENT

2022 **Creating a Compelling Teaching Portfolio** (Spring)
Center for Teaching and Learning

2021 **Creating a Compelling Teaching Portfolio** (Fall)
Center for Teaching and Learning

2019 **Conference on Statistical Practice**
Successful Data Mining in Practice

2018 **Conference on Statistical Practice**
Introduction to Big Data Analysis

2017 **McGraw-Hill Education Symposium**
New Orleans, LA

2010 **AERA Annual Meeting**
Denver, CO
Designing Adequately Powered Cluster Randomized trials

2009 **AERA Annual Meeting**
San Diego, CA.
A 'Gentle' Introduction to Statistical Analysis and Teaching with R
An Introduction to Hierarchical Linear Modeling with R
Foundations of Success in Academe: Research, Writing, Reflection, and Organization

2008 **Scientific Software International** (Sept. 17-20)
University of Chicago, IL.
Hierarchical Linear Modeling,
Presenters: Steve Raudenbush & Tony Bryk

2008 **Joint Statistical Meetings** (JSM)
Denver CO.
Missing Data: Multiple Imputation, Presenter: Paul Allison

SOFTWARE PROFICIENCY

SAS, SQL, R, JMP, SPSS, Excel

TAYLOR NEHER, DrPH(c), MPH
C: 208-861-6677 | taylorlneher@gmail.com

PROFESSIONAL BACKGROUND

Public health practitioner adept at developing and coordinating comprehensive public health research programs and initiatives. Background includes project development and implementation, data analysis and reporting, public health programming, teaching, grant writing, industry partnerships, community engagement, and public health communications. Passionate about health equity and improving the lives of everyone in the community. In addition to extensive graduate training in Health Education & Promotion and Public Health Leadership.

EDUCATION

Dec. 2022 **Doctor of Public Health –** Public Health Leadership and Communication
University of Arkansas for Medical Sciences — Little Rock, AR, USA
Dissertation: An Evaluation of Graduate Student Stress Levels, Stressors Experienced, and Resource Awareness at the University of Arkansas for Medical Sciences
Final Defense Schedule for November 18th, 2022

2017 **Master of Public Health** - Health Promotion and Community Health
Texas A&M University — College Station, TX, USA
Capstone: Gender Dysphoria in Aging Populations: Communication interventions to educatethe medical field on a growing public health concern
Advisor: Dr. James (Jim) Burdine

2015 **Bachelor of Science**: Health Sciences
Boise State University — Boise, ID, USA

PROFESSIONAL EXPERIENCE

Boise State University School of Public Health and Population Science - Boise, Idaho
Dec 2021 – Present Project Manager and Lecturer

- Lecturer/Mentor for both undergraduate and graduate public health programs
- Collaborates across campus and manages statewide community health needs assessment evaluation efforts with local hospital systems
- Manages statewide efforts to address youth mental health for Communities 4 Youth initiatives
- Develops successful grant proposals and manages related tasks

Calm.com, Inc. – Remote
Feb 2020 – May 2022 Senior Research Project Manager (Contractor)

- Plans, develops, and maintains research procedures and protocols for national large-scale, industry leading public health studies and initiatives
- Leads science strategy, program management, technology approach, implementation methodology
- Leads complex experiments, data collection, and data analysis
- Interpret and present data to a variety of audiences, including industry stakeholders, community members, and the science community
- Partners with multiple levels of the company and external partners to discuss goals and strategies
- Establishes and maintains training protocol for staff and students to train in the essential elements of the program;
- Leads program compliance with government regulations, company policies, and Institutional Review Boards (IRB)

Arkansas Foodbank -Little Rock, AR
Feb 2020 – Feb 2021 Grants and Evaluations Coordinator

- Streamlined and organized grant tracking and reporting protocols
- Developed reporting guidelines, submitted reports and evaluations based on findings
- Cultivated grant opportunities and resources
- Over 1m grant money awarded in the first two quarters of employment based on submitted grants
- Initiated development of research program and efforts to improve outcomes among clients

- Utilized Smartsheets and Tableau to communicate client data across foodbank departments, National Feeding America offices, and community members

University of Arkansas for Medical Sciences -Little Rock, AR
Aug 2017-March 2020 Research Coordinator

- Established a community stakeholder board with key members for identifying study locations and participants
- Coordinated research studies, which include identifying, recruiting, corresponding, and retaining patients in studies
- Develop and maintain IRB protocols for working within the carceral system & mental health that meets all ethical guidelines
- Develop qualitative and quantitative data collection tools to establish the impacts of a pilot project
- Manage and analyze both qualitative data and sizeable quantitative data sets
- Track data collection efforts and participant follow-up with community health workers post-release
- Communicate findings to both community members and research communities
- Aid in developing research protocols within the jail setting
- Train and manage data collectors on how to collect data within the carceral setting and ethical guidelines
- Utilized programs like Qualtrics, SPSS, SAS, and RedCap on a daily basis for evaluation and data collection

Texas A&M University Center for Population Health and Aging — College Station, TX
08/2015 to 05/2017 Graduate Research Assistant

- Designed and developed implementation plans for evidence-based programs
- Trained team members on data collection protocols and procedures
- Managed data collection and protocols for the center's EPBs
- Implemented programs to improve health outcomes in aging adults
- Networked with local businesses & leaders to build partnerships/collaboration
- Prepared presentations, grant proposals, and other technical writings based on departmental research needs

Austin Pride — Austin, TX
05/2016 to 03/2017 Grant Writer/Board Member

- Streamlined fundraising and grant writing efforts for the community center
- Compiled and organized grant submissions
- Organized working budget to stay up to date with all funding requirements
- Planned community programs for the LBGTQ population to build safe relationships within the community

Idaho Public Health Association — Boise, ID
06/2014 to 07/2015 Public Health Intern

- Improved marketing efforts to increase membership reach
- Coordinated events to provide networking opportunities for public health professionals
- Conducted and interpreted qualitative research on public health awareness to enhance students' awareness of professional organizations
- Rebuilt organization website to increase ease of access for members

Quit & Live Global, INC — Boise, ID
06/2014 to 05/2015 Tobacco Cessation Coach

- Increased community awareness and involvement of tobacco cessation programming to offer educational classes at local hospitals
- Implemented organizational protocols for professional and participant profiles to consolidate internal office efforts
- Streamlined online marketing efforts to increase online presence
- Coached participants through the tobacco cessation program to reduce tobacco usage through employer offered programming

Idaho Diabetes Youth Programs — Boise, ID

09/2013 to 09/2017 DTreat Conference Director

- Development and coordination of a health education conference for Type 1 Diabetics ages 18-35
- Oversaw all the logistical efforts, including planning, scheduling, facilitating, and promotion for successful conference implementation
- Increased program capacity from previous DTreat conferences with a 100% increase in participation
- Evaluated programs implemented for young adults and equitable access to resources upon transitions into young adulthood

TEACHING

Fall 2022 Instructor – Community Assessments
Boise State University (Face-to-Face, 2 credit hours, graduate)

Spring 2022 Co-Instructor - Introduction to Health Science and Public Health
Boise State University (Face-to-Face, 3 credit hours, undergraduate)

Spring 2019 Guest Lecturer throughout the semester - Theories of Health Behavior and Health Education
University of Arkansas for Medical Sciences (Face-to-Face, 3 credit hours, masters)

Spring 2019 Guest Lecturer throughout the semester - Program Planning and Evaluation
University of Arkansas for Medical Sciences (Face-to-Face, 3 credit hours, masters)

STUDENT MENTORING

2022- Ongoing **Adrian Rodriguez -** Boise State University Public Health Undergraduate & Graduate student
Undergraduate/Graduate research advisor

2022- Ongoing **Ashley Harris** - Boise State University Master of Public Health Student
Member of thesis committee

PEER-REVIEWED PUBLICATIONS

* denotes a student co-authors and community partners are underlined

1. Espel-Huynh, H., **Neher, T.,** Puzia, M., Huberty, J. (2022) Bringing Calm to Work: A Randomized Controlled Trial Testing the Pragmatic Effectiveness of a Consumer-Based Mindfulness Mobile App in the Workplace. JMIR mHealth and uHealth. http://dx.doi.org/10.2196/38903
2. Green, J., **Neher, T.,** Puzia, M., Laird, B., & Huberty, J. (2022). Pregnant women's use of a consumer-based meditation mobile app: A descriptive study. *DIGITAL HEALTH*. https://doi.org/10.1177/20552076221089098
3. Huberty, J., Bhuiyan, N., **Neher, T.**, Joeman, L., Mesa, R., Larkey, L. (2022). Leveraging a Consumer-Based Product to Develop a Cancer-Specific Mobile Meditation App: Prototype Development Study JMIR Form Res. DOI: 10.2196/32458
4. Marshall, S.A., Barham, C.*, **Neher, T.,** Zielinski, M.J., Brinkley-Rubinstein, L., Gorvine, M.M., Zaller, N. (2022). Acceptability of a Community Health Worker Program to Link High-Risk People in Jail to HIV Pre-Exposure Prophylaxis. *Journal of Health Care for the Poor and Underserved 33*(1), 149-166. doi:10.1353/hpu.2022.0012.
5. **Neher, T.,** Green, J., Puzia, M. , Huberty, J. (2021). Describing the Use of a Mindfulness-Based App for Sleep and Mental Well-Being, Across Age, in Children. *Child Youth Care Forum*. https://doi.org/10.1007/s10566-021-09651-z
6. Marshall, S.A., **Neher, T.,** Sockwell, L., Brown, L., Zaller, N. (2020). Current HIV Testing & Risk Behaviors among Students at Historically Black Colleges & Universities in a Southern State. J*ournal of the National Medical Association. https://doi.org/10.1016/j.jnma.2020.04.008.*
7. Zaller, N.D., Neher, T.L., Presley, M.*, Horton, H., Marshall, S.A., Zielinski, M.J., Brinkley-Rubinstein, L. (2020) Barriers to linking high-risk jail detainees to HIV pre-exposure prophylaxis. *PLoS ONE.* https://doi.org/10.1371/journal.pone.0231951
8. **Neher, T.,** Udochi, A.*, Wilson, K.*, Guillory, D., Zaller, D., Zielinski, M.J. (2021) Conducting Health Research in Carceral Systems: Considerations and Recommendations. *American Journal of Public Health*.https://doi.org/10.2105/AJPH.2019.305449

9. Allison, M.K., Marshall, S.A., Archie, D.S., **Neher, T.**, Stewart, G., Anders, M.E., Stewart, M.K. (2019). Community-engaged development, implementation, and evaluation of an interprofessional education workshop on gender-affirming care, *Transgender Health*. https://doi.org/10.1089/trgh.2019.0036
10. **Neher, T.,** Towne, Jr, S., & Toevs, S. (2017). Identifying Factors Associated with Participation in T1D Support Program for Young Adults. *PLAID: People Living With And Inspired By Diabetes*. http://dx.doi.org/10.17125/plaid.2017.98
11. Ory, M.G., Lee, S., Han, G., Towne, S.D., Quinn, C., **Neher, T.,** Stevens, A., Smith, M.L.(2016) Effectiveness of a Lifestyle Intervention on Social Support, Self-Efficacy, and Physical Activity among Older Adults: Evaluation of *Texercise Select*. *Int. J. Environ. Res. Public Health.* https://doi.org/10.3390/ijerph15020234

OTHER PUBLICATIONS

1. Rodriguez, A.*, **Neher, T**., Toevs, S. (2022). Improving Hispanic Family Caregiver Projects: Identifying How Unique Barriers and Cultural Values Influence Service Utilization and Caregiver Roles. Report dprepared by Idaho Caregiver Alliance.
2. Towne SD Jr, Ory MG, Quinn C, Howell D, Nwaiwu O, **Neher TL** , Smith ML.(2016). Availability of Evidence-Based Fall Prevention Programs in Texas. Policy brief prepared by Texas A&M Program on Healthy Aging.

PRESENTATIONS

1. **Neher, T.L.** (2020) Lessons Learned from Health and Risk Behavior Screening Efforts within a County Jail Setting. Presentation at the 13th Academic and Health Policy on Conference on Correctional Health. Raleigh, NC. April 2020.
2. **Neher, T.L.**, Zaller, N., Zielinski, M.J., Marshall, S.A., Brinkley-Rubinstein, L. (2019) PrEP Prior Knowledge, Acceptability, and Intervention Strategies in a County Jail. Poster at the Annual Conference of American Public Health Association. Philadelphia, PA. November 2019.
3. **Neher, T.L.,** Brinkley-Rubinstein, L., Marshall, S.A., Zielinski, M.J., Zaller, N. (2018) HIV Risk Factors and PrEP Knowledge of Incarcerated Women in a County Jail. Presentation at the Annual Conference of American Public Health Association. San Diego, CA. November 2018.
4. **Neher, T.L**., Zielinski, M.J., Marshall, S.A., Brinkley-Rubinstein, L., Zaller, N. (2018) Lessons Learned from County Jail HIV Risk Factor Screenings. Poster presented at the *6th Annual Rural HIV Research and Training Conference*. 26. https://digitalcommons.georgiasouthern.edu/ruralhiv/2018/2018/26
5. Marshall, S.A ., Ozuna, I., Brown, L. , Sockwell, L., **Neher, T.** & Zaller, N. (2018). *HIV Testing & Risk Behaviors at Historically Black Colleges & Universities in Arkansas.* Poster presented at the annual meeting of the Arkansas Public Health Association, Little Rock, AR.
6. Ory, M.G., Lee, S., Towne, S., Quinn, C., **Neher, T.,** Smith, M.L. (2017) Effectiveness of a Practice-based Health and Wellness Program on Improving Fall- and Physical activity-related Self-Efficacy and Mobility for Community-Dwelling Older Adults. Presentation at the Annual Conference of American Public Health Association. Atlanta GA. November 2017.
7. **Neher, T.L.** (2016) Effectiveness and Need of Support Programs For Young Adults with Type 1 Diabetes (T1D). Poster presentation at the Texas A&M School of Public Health, Public Health Week Research Conference. April 2016. Bryan, Texas
8. **Neher, T.L.** (2015) Young Adult Program Awareness and Demands. Presented at the Diabetes Education Camping Association (DECA) Annual International Meeting. December 2015. Vancouver, BC
9. **Neher, T.L.,** Toevs, S. (2015) Student Professional Health Organization Awareness. Poster presentation at the Boise State University Interprofessional Research Conference. April 2015. Boise, ID
10. **Neher, T.** (2015) Student Awareness of Professional Health Organizations. *College of Health Sciences Presentations*. 11. https://scholarworks.boisestate.edu/hs_15/11 Boise, ID

ACADEMIC GRANT WORK AND PROPOSALS CONTRIBUTED TO

Idaho Nutrition Data Needs Assessment Project $129,180.00
Boise State University, 03/01/22-12/16/22
Idaho Department of Health and Welfare
Purpose: Conduct a needs assessment, an evaluation, and identify resources for Idaho's SNAP-Ed nutrition education programs.
Role: Co-Investigator

ABSTRACT REVIEWER

American Public Health Association – Student Presentation Submissions – Annual Conference 2019; 2020

SERVICE

Feb 2022 - Present	**Elected Board Member,** Idaho Public Health Association
Jan 2019 - Dec 2020	**Elected Board Member,** College of Public Doctorate Program Advisory Board University of Arkansas for Medical Sciences
Nov 2019 - Feb 2021	**Content Manager,** Justice & Incarcerated Health Committee American Public Health Association
Aug 2017 - Feb 2021	**Member,** Sexual Health Research Interest Group Member University of Arkansas for Medical Sciences
May 2016- March 2017	**Grant Writer/Board Member** Austin Pride — Austin, TX

PROFESSIONAL AFFILIATIONS

- 2021- present Social Behavioral Medicine
- 2018-present American Public Health Association (APHA)
- 2013-2015, 2021-present Idaho Public Health Association (IPHA)
- 2017-2021 Arkansas Public Health Association (APHA)

ABSTRACT REVIEWER

American Public Health Association – Student Presentation Submissions – Annual Conference 2019; 2020

CERTIFICATIONS

- Institute for Healthcare Improvement
  - Triple Aim for Populations
  - Improvement Capability
- CITI Certified

SUBJECT

Data Management Council Appointments

REFERENCE

April 2020	The Board reappointed Matthew Rauch, Georgia Smith, and Dianna Renz to the Data Management Council. The Board appointed Chris Bragg to the Data Management Council.
August 2020	The Board appointed Leslie Odom and Kevin Whitman to the Data Management Council. The Board approved the first reading of Board Policy I.O., shifting one position from the Department of Education to the Office of the State Board of Education to align with the move of the ISEE data system and adding one at-large member.
October 2020	The Board approved the second reading of Board Policy I.O., shifting one position from the Department of Education to the Office of the State Board of Education to align with the move of the ISEE data system and adding one at-large member.
February 2021	The Board reappointed Chris Campbell and Todd King to the Data Management Council.
April 2021	The Board reappointed Cathleen McHugh, Grace Anderson, Tami Haft, Scott Thomson, and Heather Luchte to the Data Management Council. The Board appointed Spencer Barzee to the Data Management Council.
October 2021	The Board appointed Thomas Sharpe to the Data Management Council.
December 2021	The Board appointed Kevin Chandler to the Data Management Council.
June 2022	The Board reappointed Thomas Sharpe, Matthew Rauch, and Georgia Smith to the Data Management Council. The Board appointed Ayaka Nukui to the Data Management Council.
October 2022	The Board appointed Lindsey Brown to the Data Management Council.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

The Data Management Council (Council) was established by the Board pursuant to Board policy I.O. to make recommendations to the Board on the oversight and development of Idaho's Statewide Longitudinal Data System (SLDS) and to oversee the creation, maintenance and usage of said system. Section 33-133,

Idaho Code, defines the state "data system" to include the state's elementary, secondary, and postsecondary longitudinal data. The SLDS consists of three areas of data and is referred to as EASI (the Education Analytics System of Idaho). EASI is a P-20W system consisting of P-12, postsecondary, and workforce data. The P-12 data is commonly referred to as the Idaho System for Educational Excellence (ISEE), the postsecondary data is referred to as the Postsecondary Measures of Academic Progress (PMAP), and the labor data (managed by the Department of Labor) is referred to as the Idaho Labor Market Information.

There are 13 seats on the Council representing the following constituencies:

a. Two representatives from the Office of the State Board of Education;
b. Three representatives from public postsecondary institutions, of whom at least one shall be from a community college and no more than one member from any one institution;
c. One representative who serves as the registrar at an Idaho public postsecondary institution, which may be from the same institution represented above;
d. One representative from the State Department of Education;
e. Three representatives from a school district, with at least one from an urban district and one from a rural district, and no more than one member from any one district;
f. One representative from the Division of Career Technical Education;
g. One representative from the Department of Labor;
h. One at-large member.

Appointments are made for two-year terms and commence on July 1st. Incumbent candidates can be reappointed as long as they are eligible to serve based on the Council's current membership structure.

One public postsecondary institution seat is currently vacant. Applications for this vacancy were sought. Two applications were received, Dr. Shari Ellertson, Senior Executive Director, Institutional Effectiveness, Boise State University and Wesley McClintick, Director, Institutional Research, University of Idaho. Both applicants are highly qualified for the position. The Council voted to recommend Dr. Ellertson to the Board for appointment.

IMPACT

The appointment of Dr. Ellertson will result in all seats on the Data Management Council currently being filled. The reappointment of seven members will give the Council 12 members effective July 1. One school district representative will need to be made before all vacant positions are filled.

ATTACHMENTS

Attachment 1 – Current DMC Membership March 2023
Attachment 2 – Statement of interest from Dr. Shari Ellertson
Attachment 3 – Resume of Dr. Shari Ellertson

Attachment 4 – Statement of interest from Wesley McClintick
Attachment 5 – Resume of Wesley McClintick
Attachment 6 – DMC Reappointments

STAFF COMMENTS AND RECOMMENDATIONS

The Data Management Council considered the applications during a meeting in January. After a long discussion on the different strengths offered by both candidates, the Council voted to recommend Dr. Ellertson to the Board for appointment due, in large part, to her previous experience on the Council.

All individuals being considered for reappointment have been active members of the Council and have expressed an interest in continuing to serve.

Staff recommends approval.

BOARD ACTION

I move to approve the appointment of Dr. Shari Ellertson to the Data Management Council as a public postsecondary institution representative commencing immediately and ending June 30, 2024.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the reappointment of Dr. Grace Anderson to the Data Management Council as a public postsecondary institution representative commencing July 1, 2023 and ending June 30, 2025.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the reappointment of Dr. Lindsey Brown to the Data Management Council as a public postsecondary institution registrar representative commencing July 1, 2023 and ending June 30, 2025.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the reappointment of Chris Campbell to the Data Management Council as an Office of the State Board of Education representative commencing July 1, 2023 and ending June 30, 2025.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the reappointment of Todd King to the Data Management Council as an at-large representative commencing July 1, 2023 and ending June 30, 2025.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the reappointment of Heather Luchte to the Data Management Council as the Division of Career Technical Education representative commencing July 1, 2023 and ending June 30, 2025.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the reappointment of Dr. Cathleen McHugh to the Data Management Council as an Office of the State Board of Education representative commencing July 1, 2023 and ending June 30, 2025.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the reappointment of Scott Thomson to the Data Management Council as a rural school district representative commencing July 1, 2023 and ending June 30, 2025.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education

Data Management Council Membership

March 2023

Office of the Idaho State Board of Education

Dr. Cathleen McHugh
Chief Research Officer
Idaho State Board of Education
Member since 2018
Term: July 1, 2021 – June 30, 2023

Chris Campbell
Chief Technology Officer
Idaho State Board of Education
Member since 2015
Term: February 17, 2021 – June 30, 2023

Public Postsecondary Institutions

At-Large Institutions

Dr. Grace Anderson
Vice President for Institutional Research, Planning, and Effectiveness
Lewis-Clark State College
Member since 2019
Term: July 1, 2021 – June 30, 2023

VACANT POSITION

Community College

Thomas Sharpe
Senior Research Analyst
College of Southern Idaho
Member since 2021
Term: July 1, 2022 – June 30, 2024

Public Postsecondary Institution Registrar

Dr. Lindsey Brown
University Registrar
University of Idaho
Member since 2022
Term: October 19, 2022 – June 30, 2023

State Department of Education

Ayaka Nukui
Director of Accountability
State Department of Education
Member since 2022
Term: June 14, 2022 – June 30, 2024

Council membership continued on second page

K-12 School Districts

At-Large School District

Dr. Spencer Barzee
Superintendent
West Side School District
Member since 2021
Term: April 21, 2021 – June 30, 2023

Rural District

Scott Thomson
Executive Director
North Idaho STEM Charter Academy
Member since 2019
Term: July 1, 2021 – June 30, 2023

Urban District

Matthew Rauch
Database Manager
Kuna School District
Member since 2015
Term: July 1, 2022 – June 30, 2024

Division of Career Technical Education

Heather Luchte
Director, Performance Management
Division of Career Technical Education
Member since 2014
Term: July 1, 2021 – June 30, 2023

Department of Labor

Georgia Smith
Deputy Director of Communications, Research and Determination Services
Idaho Department of Labor
Member since 2014
Term: July 1, 2022 – June 30, 2024

At-Large Representative

Todd King
Education Data Systems Reporting Manager
Idaho State Board of Education
Member since 2013
Term: February 17, 2021 – June 30, 2023

BOISE STATE UNIVERSITY
INSTITUTIONAL EFFECTIVENESS

November 11, 2022

Dr. Cathleen McHugh
Chief Research Officer
Office of the Idaho State Board of Education
Boise, Idaho 83702

Dear Dr. McHugh,

I am writing to express my interest in serving as a higher education representative on the Data Management Council (DMC). I am currently in my tenth year at Boise State University where I serve as the senior executive director of institutional effectiveness.

My work has intersected closely with the work of the DMC in a number of ways outlined briefly below.

- My position responsibilities include oversight of Boise State's contribution to the longitudinal data system (PMAP) as well as regular reporting to the ISBOE.
- I have been an active participant in the development, implementation, and use of the PMAP system. This has included everything from discussing data table structure and fields to data definitions and quality to testing reporting capabilities.
- In 2015, I was awarded an SLDS grant on student achievement, so I had an opportunity for first-hand use of the longitudinal data as the principal investigator on a large research study.
- I previously served as a member of the DMC for approximately three and a half years, completing a vacated position of another member then completing one term of my own. While on the DMC, I served on the data masking subcommittee to research policy and best practices and make recommendations to the full council. I also served as DMC secretary for one year.

With a Ph.D. in educational leadership and policy studies and a 30-year history working in higher education, my background affords me with an understanding of the complex and varied issues within and across institutions of higher education. I bring a combination of analytical and communication skills that enable me to examine complex issues from multiple perspectives and communicate with diverse stakeholders. I have also served as a leader in the Association for Institutional Research where I served on the Board of Directors for three years.

I appreciate your consideration for this role. As I have demonstrated through my participation in the state IR Director's group, you could expect me to be an engaged member that offers knowledge and experience in higher education and shares my steadfast commitment for effective use of data in decision-making while collaborating with the group to find solutions to critical issues. Please contact me if you have any questions or if I can provide additional information, 208.426.1614, shariellertson@boisestate.edu.

Sincerely,

Shari Ellertson, Ph.D.
Senior Executive Director, Institutional Effectiveness

SHARI L. ELLERTSON

PROFILE

- Experienced public higher education professional with roles in administration, teaching, and research
- Supervisory, budgetary, and leadership experience
- Administrative experience in Executive Office, Academic Affairs, and Student Affairs
- Expertise in assessment, institutional effectiveness, and data-informed decision making
- Proven collaborator with strong ability to build positive relationships
- Excellent communication and listening skills, and ability to communicate across diverse audiences
- Strong record of scholarship – numerous publications and national and regional presentations
- Ability to analyze complex institutional issues and solve problems
- Respected and engaged leader in higher education professional communities

EDUCATION

Doctor of Philosophy, Educational Leadership and Policy Studies (Higher Ed Admin),
Iowa State University, Ames. 2004
Dissertation: *Mid-career faculty involvement in learning communities: An exploration of outcomes and vitality*
Advisor: John H. Schuh

Master of Science, Counseling and Student Affairs, Moorhead State University, Moorhead, MN. 1998
Thesis: *A comparison of views toward intelligence between at-risk students and students at-large*
Advisor: William T. Packwood

Bachelor of Science, Psychology, North Dakota State University, Fargo. 1991

EXPERIENCE

BOISE STATE UNIVERSITY
Senior Executive Director, Institutional Effectiveness 02/2022 – present
Director, Office of Institutional Research 01/2013 – 02/2022

- Lead a team of eight full-time staff plus two faculty associates with a focus on reporting and analyses to support University-level and Academic Affairs planning, evaluation, and effectiveness
- Spearhead the development and implementation of the program assessment review process to meet the needs of institutional and programmatic continuous improvement and fulfill accreditation requirements
- Implement and administer system for faculty activity reporting and evaluations (Faculty180), proposed associated policy updates, and regularly convened coordinating committee of academic administrators
- Provide planning and data support for institutional and academic strategic initiatives examples including: program prioritization (both academic and administrative/support), strategic enrollment and retention, strategic planning, accreditation, the incentive-based budget model, etc.
- Lead the University Data Governance Committee; develop policy and practice for data quality and governance
- Develop effective office operations, including strategic plan, functional map, career progression matrix, job standards, and office policies and procedures; manage budgets of approximately $1.1M
- Foster collaboration and partnerships within Academic Affairs and across divisions of the university

TEAGLE ASSESSMENT SCHOLAR, Center of Inquiry, Wabash College 09/2010 – 07/2018

- Mission: "The Teagle Assessment Scholar Program recognizes, supports, and develops the capacity of gifted assessment leaders to work in campus communities with these cultural, historical, organizational, and economic factors in a way that allows evidence to have impact."
- Served as facilitator/coach for multi-institution workshops and consulted with individual institutions working on various challenges or issues with teaching, learning, and outcomes assessment
- Served as a facilitator, data coach, and/or participant in TAS development workshops
- Advocated for increased community engagement and data into action in higher education; see complete list of TAS activities under Other Scholarly Contributions

UNIVERSITY OF WISCONSIN-STEVENS POINT

Director of Policy Analysis and Planning, Office of the Chancellor 07/07 – 01/2012

- Advanced a culture of data-informed decision making at all levels to inform policy development and continuous improvement; provided high quality data analyses, interpretation, and reporting to meet needs of diverse stakeholders
- Served on the Chancellor's Cabinet; advised and assisted the Chancellor and Vice Chancellors on a variety of policy and institutional matters
- Served on an interdisciplinary team in the four-year HLC assessment academy to transform institutional and program assessment and the general education program
- Directed and managed the institutional research function, including: accountability reporting, institutional effectiveness and continuous improvement efforts, enrollment management research, and information management; supported strategic planning, assessment, and accreditation efforts; produced the annual accountability report, department performance indicators, institutional facts, etc.
- Oversaw student grade appeals for the Office of the Provost
- Supervised staff - institutional planner, limited-term research analyst, and student research assistants
- Served as the institutional contact for UW-System data collection, HLC Annual Institutional Data Update, the Voluntary System of Accountability (VSA), and the National Survey of Student Engagement (NSSE) among other annual reports and surveys. Administered the institutional Survey Clearinghouse

Visiting Assistant Professor & Assessment Consultant 08/06 – 05/07

- Led the development of comprehensive assessment within the Web and Digital Media Development program with an emphasis on student learning and educational program outcomes assessment. Conducted assessment activities for program evaluation of WDMD for the 5-year Joint Review, internal program review, and the accreditation self-study process. Served as an assessment resource person for colleagues.
- Developed and taught *WDMD 346: Digital Portfolio Development*
- Worked closely with the Department Chair on NSSE initiatives, student recruitment, and outreach efforts

Assessment Consultant, Division of Student Affairs (.50 FTE; one-year consultancy) 08/05 – 05/06

- Promoted and facilitated the integration of student learning outcomes in Student Affairs units
- Developed and presented assessment workshops for the purpose of capacity building/staff development
- Consulted with Directors and Assessment Liaisons on individual departmental assessment plans and needs
- Supported institutional accreditation efforts; collaborated with the co-chairs of the accreditation steering committee to present an assessment workshop for Academic Affairs

IOWA STATE UNIVERSITY

Postdoctoral Research Associate, Research Institute for Studies in Education (RISE) 07/04 – 07/05

- Served as lead project evaluator for three major external clients: AgrowKnowledge: National Center for Agriscience and Technology Education; The National Foreign Language Resource Center, and The New Jersey Consortium for Assessing Performance Standards in Foreign Language Education
- Served as evaluation team member for the following clients: Vertical Integration of Computer, Electrical, and Mechanical Engineering Education, College of Engineering; and Evaluation of the Master's Program in Higher Education, College of Education
- Designed and implemented evaluation plans; developed evaluation instruments; wrote reports; collaborated with colleagues on various assessment, evaluation, and research studies

Instructor, Educational Leadership and Policy Studies

Research and Evaluation 580 (Qualitative Research Techniques) Summer 2005

- Course purpose: to examine the history, philosophy, and processes of qualitative research, including epistemological and theoretical underpinnings of qualitative approaches

Research and Evaluation 550 (Educational Research) – Co-Instructor Spring 2004

- Course purpose: to provide students with a fundamental understanding of the research process, including the nature of quantitative and qualitative research

Higher Education 578 (Students in American Higher Education) – Teaching Assistant Fall 2003

- Course purpose: to examine the relationship between college students and institutional characteristics from the University Transformation period through contemporary times

Administrative Graduate Assistant (.75 FTE), Learning Communities 08/00 – 06/04
Divisions of Academic and Student Affairs

- Served as liaison to 50 learning communities (LCs) and their faculty/staff coordinators; served on the inter-disciplinary Advisory Committee and four subcommittees

- Chaired the University Learning Communities Assessment Subcommittee (2003) and co-chaired the Institute Subcommittee (2000-2004)
- Developed and presented faculty/staff development workshops, discussions, and ongoing education
- Collaborated with diverse faculty and staff to develop workshops and other initiatives, such as the service-learning mini-grants program, faculty survey, and the LC awards program
- Wrote proposals, grants, and other documents for on- and off-campus distribution; received internal grants for marketing and recruitment and retention

NORTH DAKOTA STATE UNIVERSITY

Assistant Director for Organizations & Greek Life, Memorial Union 08/97 – 07/00

- Administered the Greek Life program for 16 fraternities and sororities; advised Interfraternity and Panhellenic Councils and related Standards Boards; served as the institutional liaison to Greek headquarters, chapter advisors, faculty advisors, and visiting consultants and representatives; advised Rho Lambda
- Administered the Student Organization Development Program for 200 organizations; advised Student Government Commission for Student Organizations; developed Idea Breaks, Advisor Leadership Challenge, and Involvement on the Road programs; developed and managed leadership resources
- Served on the Campus Safety and Judicial Team; worked with judicial processes, the Code of Student Behavior, the Campus Security Act, and the Student-Life Database
- Trained, supervised, and evaluated a .50 FTE graduate assistant; hired and managed 20 orientation leaders

Customer Service Coordinator & Box Office Manager, Memorial Union 10/96 – 07/97

- Managed the MU services: Copy Shop, Graphics Shop, Information Desk, Check Cashing, and Ticket Office
- Developed and administered service area budgets. Maintained detailed financial sales reports
- Hired, trained, supervised, and evaluated a staff of 20-30 students and four student assistants

Instructor, University Studies 199 (Skills for Academic Success) 08/96 – 10/99

- Developed and taught an eight-week academic skills course to 25-30 undergraduate students
- Supervised undergraduate student peer mentors and integrated them into the course

Chemist I, Laboratory Technician III, Laboratory Technician II, College of Pharmacy 10/91 – 12/95

- Developed and implemented methodology, protocols, and standard operating procedures (SOPs) for conducting pharmaceutical research projects on therapeutic drugs
- Analyzed and evaluated data; wrote research reports submitted to study sponsors and to the FDA
- Trained and supervised four full- and part-time laboratory technicians and assistants

MINNESOTA STATE UNIVERSITY MOORHEAD

Counseling and Personal Growth Center

Associate Supervisor, Supplemental Instruction (SI) Program 02/96 – 10/96

- Interviewed, hired, trained, supervised, and evaluated 15 student leaders; served as a liaison to SI faculty and administration; collected and analyzed quantitative and qualitative data; assisted with grant requests, report writing, and budgets

Study Skills Assistant, Academic Fitness Program 09/95 – 05/96

- Co-facilitated 8 sections of Academic Fitness class for students on academic probation; collected and analyzed program data; organized and co-wrote annual program report; helped increase the overall success rate to 82%

SCHOLARSHIP

Funded Sponsored Project

Ellertson, S. (2015). The role of high schools in preparing students to select and succeed in STEM majors in college. Funded $34,738 through the Research Grant on Student Achievement from the Idaho State Board of Education. Peer-reviewed.

Publications

Ellertson, S., & Schuh, J. H. (2007). Faculty development in student learning communities: Exploring the vitality of mid-career faculty participants. *To Improve the Academy, 25*, 298-313. (Refereed.)

Ellertson, S., & Schuh, J. H. (2002, October 9). Assessing programs, services, and other interventions targeted at a small number of students. *NASPA NetResults*. http://www.naspa.org/netresults/article.cfm?ID=784 (members only access).

Ellertson, S. Expenditures on operation and maintenance of plant at America's most beautiful campuses. *Facilities Manager, 17,* September/October 2001.

Wei, Y., Nygard, G. A., Ellertson, S. L., & Khalil, S. K. W. (1995). Stereoselective disposition of hydroxychloroquine and its metabolites in rats. *Chirality, 7,* 598-604. (Refereed.)

Chapters in Monographs

Ellertson, S., & Thoennes, K. (2007). Reframing teaching and learning: Lessons from learning communities for Student Affairs. In E. L. Moore (Ed.) *Student affairs staff as teachers: Enhancing and developing this important role in professional practice* (pp. 35-46).

Ellertson, S., & Brooke, C. (2006). Expanding the community of learners through an on-campus Learning Communities Institute. In N. Simpson & J. Layne (Eds.) *Student learning communities, faculty learning communities, and faculty development* (pp. 47-62). Stillwater, OK: New Forums Press.

Huba, M. E., Ellertson, S., Cook, M. D., & Epperson, D. L. (2003). Assessment's role in transforming a grass-roots initiative into an institutionalized program: Evaluating and shaping learning communities at Iowa State University. In J. MacGregor (Ed.), *Assessing learning communities: Stories from five campuses*. Olympia, WA: The Evergreen State College, the Washington Center for Improving the Quality of Undergraduate Education, in cooperation with the American Association for Higher Education.

Technical Reports (not including reports from post-doctoral evaluation clients)

Brooke, C., & Ellertson, S. (2004). Faculty perceptions of learning activities and learning communities at Iowa State University. Ames, IA: Iowa State University.

Clayborne, H., Ellertson, S., Feldmann, M. L., Hensen, K. A., Saunders, K., & Woldt, J. L. (2003). ELPS Higher Education Master's Program outcomes assessment. Ames, IA: Iowa State University.

Ellertson, S. (2002). Academic performance policies at Iowa State University: A policy evaluation. Ames, IA: Iowa State University.

Ellertson, S. (2002). An evaluation of the Catt Associates Mentoring Project for the Carrie Chapman Catt Center for Women and Politics. Ames, IA: Iowa State University.

Other Scholarly Contributions

Ellertson, S. (2018). From professional development to professional responsibility: My journey to a new understanding. *eAIR Board Corner*: Association for Institutional Research.

Teagle Assessment Scholar (TAS), Center of Inquiry, Wabash College 09/2010 – 07/2018

* January 2018: Participant, TAS development workshop, Taking Stock of Assessment, Center of Inquiry event at Trinity University, San Antonio
* January 2016: Participant, TAS development workshop, Learning from Alumni, Center of Inquiry event at Trinity University, San Antonio
* October 2015: Facilitator, multi-institution workshop, Making Assessment Work, Center of Inquiry Wabash College
* July 2014: Participant, TAS development workshop, Storytelling in Assessment, Center of Inquiry event at Franklin Pierce University, Rindge, NH
* January 2012: Keynote speaker and assessment workshop presenter/facilitator, University of Maine Fort Kent Campus Development Day
* September 2011: Facilitator for TAS New Scholar development workshop, Center of Inquiry, Wabash College, Crawfordsville, IN
* July 2011: Data coach for TAS development workshop, Making Sense of Institutional Quantitative Data, Center of Inquiry event at Franklin Pierce University, Rindge, NH
* April 2011: Facilitator for multi-institution workshop, Using Evidence about Student Learning to Inform Faculty Development, Wabash National Study event at the University of Rhode Island
* March 2011: Participant, TAS development workshop, Using Evidence to Improve Student Learning, Center of Inquiry Wabash College
* October 2010: Facilitator for TAS New Scholar development workshop, Center of Inquiry, Wabash College
* September 2010: Facilitator for multi-institution workshop, Wabash National Study 2.0 Kickoff Meeting, Center of Inquiry, Wabash College

Interviewed (2006, March 1) for front-page article, "How to recruit faculty to learning communities," *Student Affairs Leader* (formerly known as *On-Campus Report), 34*(5), 1-2.

Interviewed (2006, April) for article "Look to midcareer faculty for learning communities," *Academic Leader, 22*(4), 3.

Presentations – National

Ellertson, S., & Focarile, T. (May 2022). Activating IR-CTL partnerships to advance student learning. Association for Institutional Research Annual Forum, Phoenix.

Reder, M., Focarile, T., Ellertson, S., & Nugent, J. (November 2021). Assessment as educational development: Using evidence across traditional silos to improve student learning (Plenary Session). POD Network Annual Conference, Virtual.

Snyder, J., Preston, M., Miller, M., & Ellertson, S. (May 2021). Discipline-specific peer analyses for instructional costs and productivity. Association for Institutional Research Annual Forum, Virtual.

Appel, M., Fortman, M., Peters, E., Borden, P., Chow, T., Ellertson, S., et al. (May 2019). Ethics v.4.0: Refining our code for today's IR. Association for Institutional Research Annual Forum, Denver.

Borden, V., Chow, T., Ellertson, S., Hall, M., & Gravitt, S. (May 2019). AIR needs YOU! Leadership opportunities in AIR. Association for Institutional Research Annual Forum, Denver.

Ellertson, S., Peters, E., & Palucki Blake, L. (May 2018). hIRe: Strategies and challenges in hiring and mentoring IR staff. Association for Institutional Research Annual Forum, Orlando.

Ellertson, S., Champion, J., Chang, W. (May 2017). Using high school transcripts to model college STEM selection and success. Association for Institutional Research Annual Forum, Washington, DC.

Ellertson, S., Gansemer-Topf, A., and Kennedy-Philips, L. (May 2016). Creating an authentic culture of assessment: Building institutional capacity to do assessment. Association for Institutional Research Annual Forum, New Orleans.

Odom, L., & Ellertson, S. (May 2016). Making sense of data governance: The evolution of a campus plan. Association for Institutional Research Annual Forum, New Orleans.

Ellertson, S., and Gansemer-Topf, A. (May 2015). How to write effective outcomes and teach others to do the same. Association for Institutional Research Annual Forum, Denver, CO.

Gansemer-Topf, A., Ellertson, S., Kennedy-Phillips, L., Saunders, K. (May 2015). Mentors in measurement: Building institutional capacity to conduct assessment. Pre-conference workshop, Association for Institutional Research Annual Forum, Denver, CO.

Pike, G., Ellertson, S., Atchison, E., Woosley, S. (May 2015). Invited panelist, graduate student session. Association for Institutional Research Annual Forum, Denver, CO.

Hinds, T., Rowen, C., & Ellertson, S. (May 2014). It's a dangerous business, Stepping out your door: IR and environmental scans. Association for Institutional Research Annual Forum, Orlando.

Ellertson, S., and Ward, S. (March 2012). Creative collaborations. Invited presentation for the American Association of State Colleges and Universities (AASCU) Communications Conference, Washington, DC.

Bailey, T., & Ellertson, S. (2011, October). Success and progress rates within the University of Wisconsin System. Invited presenter for webinar sponsored by the Association of Public and Land-Grant Universities (APLU) for the Voluntary System of Accountability.

Ellertson, S. (2011, June). Using data and program audits to build a profile of first-generation and low-income students. Invited featured speaker for web conference presented to the CIC/CLA Consortium Pathways Project, Council of Independent Colleges.

Ellertson, S., & Ward, S. (2011, May). Speaking the language of data: Strengthening the relationship between institutional research and marketing communications. Program presented at The Forum of the Association for Institutional Research, Toronto.

Ellertson, S., Kellogg, A., Ketchum-Ciftci, L., & Summers, S. (2010, March). Leaving a legacy: Creating a divisional assessment review process. Program presented at the Conference of the National Association of Student Personnel Administrators, Chicago, IL.

Ellertson, S., & Schuh, J. H. (2006, March). Learning communities and faculty development: Implications for Student Affairs. Program presented at the Conference of the National Association of Student Personnel Administrators, Washington, DC.

Ellertson, S., Kemis, M., & Padgitt, J. (2005, April). Evaluating AgrowKnowledge. Poster presented at the annual conference of the National Center for Agriscience and Technology Education, Ventura, CA.

Ellertson, S., & Brown, B. (2004, May). The faculty experiences in learning communities. Program presented at the National Learning Communities Project Conference, Seattle, WA.

O'Connor, J., Brooke, C., Gruenewald, D., Kendrick, G., & Ellertson, S. (2004, May). Learning communities in research universities. Program presented at the National Learning Communities Project Conference, Seattle, WA.

Shonrock, D., Lindstrom, J., & Ellertson, S. (2003, November). Valuing the role of librarians and libraries in learning communities: Integration of information literacy and partnerships in learning communities. Program presented at the Learning Communities and Collaboration Conference, Indianapolis, IN.

Ellertson, S., Gansemer-Topf, A., Clayborne, H., Ludeman, R., Reason, R., & Hamrick, F. (2003, April). 101 things nobody told me about getting my PhD. Program presented at the Convention of the American College Personnel Association, Minneapolis, MN.

Ellertson, S., & Schuh, J. H. (2003, March). Strategies for assessing interventions targeted at a small number of participants. Program presented at the Conference of the National Association of Student Personnel Administrators, St. Louis, MO.

Ellertson, S., & McGuire, S. P. (2002, March). Multiple voices bring academic performance policies to life. Program presented at the Convention of the American College Personnel Association, Long Beach, CA.

Reason, R., Benjamin, M., Cullen, J., Ellertson, S., & Saunders, K.P. (2002, March). Senior student affairs officers' responses to the September 11 tragedies. Program presented at the Convention of the American College Personnel Association, Long Beach, CA.

Presentations – State and Regional

Preston, M., Ellertson, S., & Miller, M. (2021, November). Costs of instruction: Peer analyses with case studies. North Eastern Association for Institutional Research Annual Conference, Virtual.

Ellertson, S. (2014, September). A story of program prioritization: Process, metrics and lessons learned. Rocky Mountain Association for Institutional Research Conference, Coeur d'Alene, Idaho.

Ellertson, S., & Ward, S. (2011, June). The language of data. Program presented at the IM. Comm. Conference, Oshkosh, WI.

Davis, J., Davis, K., Ellertson, S., Sage, J., & Summers, G. (2011, March). Letting it flow: Collecting, analyzing, and disseminating general education data. Poster presented at the Annual Meeting of the Higher Learning Commission, Chicago.

Ward, S., & Ellertson, S. (2010, December). Speaking the language of data by strengthening communications and institutional research partnerships. Program presented at the District V CASE Conference, Chicago, IL.

Ellertson, S. (2009, November). Assessing and evaluating your alternative breaks program. Presenter at Drive-in Conference for Wisconsin Student Activities Professionals, Stevens Point, WI.

Warren, D., & Ellertson, S. (2009, January). Is participation in a critical thinking course related to performance on a standardized critical thinking test? Program presented at the University of Wisconsin-Green Bay 13th Annual Faculty Development Conference, Green Bay.

Ellertson, S. (2005, May). Faculty in action: What do faculty members gain from their learning community experience? Program presented at the Seventh Annual Learning Communities Institute, Iowa State University, Ames.

Ellertson, S. (2004, December). Mid-career faculty involvement in learning communities: An exploration of outcomes and vitality. Poster presented at the annual Iowa Educational Research and Evaluation Conference, Waterloo.

Brooke, C., & Ellertson, S. (2004, May). Engaging faculty in learning community work. Program presented at the Sixth Annual Learning Communities Institute, Iowa State University, Ames.

Clayborne, H., Ellertson, S., Feldmann, M. L., Hensen, K. A., Saunders, K., & Woldt, J. L. (2003, December). Assessing the experiences of master's students from a formative perspective. Poster presented at the 25th annual conference of the Iowa Educational Research and Evaluation Conference, Ames.

Brooke, C., & Ellertson, S. (2002, April). Challenges and opportunities of implementing campus-wide learning communities. Regional workshop (invited) presented for The Collaboration for the Advancement of Teaching and Learning, Moorhead, MN.

Ellertson, S. (2001, May). Getting to know you: Simple exercises to promote group interaction. Program presented at the Third Annual Learning Communities Institute, Iowa State University, Ames.

Ellertson, S. (2000, February). Doing it all and not going crazy. Program presented at the Regional Girl Scout Leaders Conference, Fargo, ND.

Fisher, G., & Ellertson, S. (1999, November). The voyage of developing a comprehensive student employment program. Program presented at the Association of College Unions International, Region 9 Conference, Iowa State University, Ames.

Oster-Aaland, L., & Ellertson, S. (1999, April). Making tracks: Influencing culture change in an orientation team. Program presented at the National Orientation Directors Association (NODA) Region 5 Conference, Northern State University, Aberdeen, SD.

Ellertson, S. (1999, February). 1-Make a splash with your chapter scholarship program, and 2- Developing a personal mission statement. Programs presented at the Delta Upsilon Province 8 Conference, Fargo, ND.

Ellertson, S., & Thull, J. (1998, November). Involvement on the road. Program presented at the Association of College Unions International, Region 9 Conference, University of Minnesota, Minneapolis.

Pratt, R., Ferris, S., & Ellertson, S. (1996). Academic fitness: Developing academic proficiency and intellectual tenacity. Program presented at National Academic Advising Association Region 6 Conference, Fargo, ND.

Institutional Presentations

Ellertson, S. (ongoing). Data informed decision-making. Presentation to the new academic leaders / department chairs. Offered through the Academic Leadership and Faculty Affairs unit.

Ellertson, S. (2019). Assessment in University Foundations. Facilitator of three planning and work sessions for the General Education Committee of Faculty Senate.

Ellertson, S. (2017). Data resources for Student Affairs. Presenter for the Division of Student Affairs professional development workshop series.

Ellertson, S., Stieha, V., Focarile, T. (2015 to present). Academic program assessment workshop series in collaboration with the Center for Teaching and Learning.

Ellertson, S. (2011). Writing Outcomes: Program, Service, and Learning. Presenter of on-campus workshop for the Division of Student Affairs.

Ellertson, S., Estanich, M., and Sage, J. (2010). UWSP Assessment Academy, Part 2. Presenter for two-workshop series (Developing Curriculum Maps) sponsored by the Faculty Senate Assessment Subcommittee.

DeHart, P., Ellertson, S., Sage, J., & Summers, G. (2010). UWSP Assessment Academy. Presenter for three-workshop series (Writing Learning Outcomes) sponsored by the Faculty Senate Assessment Subcommittee.

Bondeson, S., Ellertson, S., Ploetz, P., & Shaw, P. (2007, August). Focus on Teaching: Overview of Backward Course Design and Development of Intended Learning Outcomes. Presenter and facilitator for New Faculty Orientation.

Ellertson, S. (2007, June). Developing Intended Learning Outcomes and Measurable Assessments for Active Learning. Center for Academic Excellence and Student Engagement Summer Course Redesign Workshop.

Ellertson, S. (2007, May). Developing Intended Learning Outcomes and Measurable Assessments for Collaborative Learning. Center for Academic Excellence and Student Engagement Summer Course Redesign Workshop.

Ellertson, S. (2007, February). You Want Them to Learn *What*? Writing Effective Learning Outcomes. Presenter for Service-Learning Colloquium, University of Wisconsin-Stevens Point.

Bondeson, S., Ellertson, S., & Mosier, R. E. (2006, February). Capturing Outcomes in Academic Programs: It's All about Learning! Presenter for Academic Affairs workshop, University of Wisconsin-Stevens Point.

Ellertson, S. (2005, July; 2004, October). Qualitative Research and the Dissertation Process. Panelist for Higher Education 615H: Dissertation Seminar, Iowa State University, Ames.

Ellertson, S. (2004, March). Qualitative Research. Guest lecturer and panelist for Research and Evaluation 550: Educational Research, Iowa State University, Ames.

Ellertson, S., & Cook, M. (2003, February). Transforming Learning through Learning Communities. Guest lecturer for Higher Education 561: College Teaching, Iowa State University, Ames.

Ellertson, S., & Cook, M. (2001, November). Writing in APA Style. Presenter for Dean of Students Office Graduate Student Professional Development Session, Iowa State University, Ames.

Ellertson, S. (2001, June). Qualitative Research. Panelist for Research and Evaluation 580: Qualitative Research Techniques, Iowa State University, Ames.

Ellertson, S. (2001, April). Projects Using the Integrated Postsecondary Educational Data System (IPEDS). Presenter for Research Seminar, Department of Educational Leadership and Policy Studies, Iowa State University, Ames.

Ellertson, S. (2001, March). Using the Integrated Postsecondary Educational Data System (IPEDS). Panelist for Higher Education 667: Financing Higher Education, Iowa State University, Ames.

Ellertson, S. (1999, January). Who are these Greeks anyway? Presented at the Residence Life Conference Day, North Dakota State University, Fargo, ND.

Ellertson, S. (1998, April). Serving Others. Keynote address presented at the Theta Chi Parent's Weekend banquet.

Ellertson, S. (1997, April). Developing your Personal Mission Statement. Presented at the Student Leadership Conference, North Dakota State University, Fargo, ND.

Ellertson, S. (1996, August). Ranking, Reliability, and Rush: How do they fit together? Presented at the Kappa Alpha Theta Leadership Workshop.

SERVICE AND LEADERSHIP

Idaho Statewide Data Management Council, Postsecondary Representative (2015 – 2018)
Secretary, 2017-18
Data Masking Policy Working Group

University of Wisconsin System

Search Committee, Associate Vice President for Policy Analysis and Research, Spring 2010
Institutional Accountability Report Working Group, 2009
Partnerships Working Group, 2009
Presenter, *Accountability in the UW System* (with S. Wilhelm), to the Board of Regents, October 2008

Institutional

Boise State University

Next Frontier Initiative Steering Committee (current)
University Strategic Planning Council, 2020-2022
University Program Prioritization Committee, 2013-14, 2020-21
Strategic Enrollment and Retention Planning Research Committee (current)
University Data Governance Committee, co-chair (current)
Information Technology Planning Committee (current)
Decision Support Subcommittee (current)
Bronco Budget Committee (incentive-based budget model), 2015-16 and data team (current)
CCA Momentum Pathways team, 2019
Executive Enrollment Committee
Teaching and Learning National Institute Teams
* Using Evidence for Improvement, 2018
* Learning Communities, 2016
Student Affairs Program Prioritization Review Team, 2013-14

University of Wisconsin-Stevens Point

Pointer Compact Differential Tuition Committee, 2011-2012
Enrollment Management Committee 2012
Search Committee Chair, Financial Aid Advisor, 2012
Search Committee, Executive Director of University Relations and Communication, 2011
Strategic Planning Steering Committee, 2010-2012
HLC Assessment Academy Team, 2008-2012
Faculty Senate Assessment Subcommittee, 2007-2012
Faculty Senate General Education Committee, 2011-2012
University Marketing and Communications Advisory Group, 2008-2012
Inclusive Excellence Leadership Team, 2009-2011
Wisconsin Women in Higher Education Leadership (WWHEL) Campus Steering Committee, 2008-2011
Division of Student Affairs Assessment Team, 2008-2011
Academic Staff Council, 2008-2010
Service-Learning Steering Committee, 2006-2007
Greek Life Task Force, 2006-2007 and 2012
Web and Digital Media Development Curriculum Committee, 2006-2007
Division of Student Affairs Assessment Liaison Group, 2005-2006

Iowa State University

Learning Communities Advisory Committee, 2000-2004
Learning Communities University Assessment Subcommittee, 2000-2004 (Chair, 2003-2004)
Learning Communities Institute Subcommittee (Co-chair), 2000-2004
Learning Communities Curriculum Development and Enhancement Subcommittee, 2000-2004
Learning Communities Peer Mentor Subcommittee Member, 2000-2004
College of Education Outcomes Assessment Committee, 2002-2004
Department of Educational Leadership & Policy Studies Outcomes Assessment Committee, 2002-2004
Department of ELPS Master's Program Outcomes Assessment Working Group, 2003
Assessment Consultant, Catt Center for Women and Politics, Spring 2002
Grievance Hearing Board, Office of the Provost, Summer 2001
Service-Learning Task Force, 2000-2001

North Dakota State University

Campus Safety and Judicial Team, 1997-2000
University Orientation Committee, 1997-2000
Welcome Week Committee, 1997-2000
Search Committee Member for Assistant Director of Multicultural Student Services, 2000

Code of Student Behavior Revisions Committee, 1999
Critical Incidents Procedures Committee, 1999
Chairperson, Assistant Director for Operations and Services Search Committee, 1999
Phi Eta Sigma Scholarship Selection Committee, 1999
Tapestry of Diverse Talents Selection Committee, 1998
Greek Life Discussion Group, 1998-1999
National Collegiate Alcohol Awareness Week Committee, 1997-1998
Memorial Union Staff Development Committee, 1997-2000
Who's Who Among Students in American Colleges & Universities Selection Committee, 1997
Memorial Union Student Employee Handbook Committee, 1996

Professional Involvement

Association for Institutional Research (AIR), Current member
- Board of Directors Member-at-Large, 2017-2020
- Secretary, Board of Directors, 2018-2020
- Publications Peer Reviewer
- eAIR Advisory Committee
- AIR Forum Track Assessment Committee, 2010-11

Association of Public and Land Grant Universities (APLU)
- Voluntary System of Accountability Work Group, 2013-2015

Rocky Mountain Association for Institutional Research
- Conference Sponsorship Coordinator, 2014 Conference, Coeur d'Alene, ID

Association of Institutional Research for the Upper Midwest (AIRUM) – Member, 2007-2012
Mentor for student in the Edgewood College Doctor of Education program, 2009-2011
Association for the Study of Higher Education – Previous member /
National Association of Student Personnel Administrators – Previous member
- Conference Program Reviewer, 2004, 2006

American College Personnel Association
- Directorate Member, Commission for Academic Support in Higher Education, 2002-2005
  AIDS Auction Volunteer, 1999

Iowa Educational Research and Evaluation Association – Member, 2003-2005
Association of College Unions International – Member, 1996-2000
- Facilitator, National Institute for Leadership Education and Development, 1999. Indiana University, Bloomington.
- Facilitator, Student Leadership Initiative, 1997. Region 9 Conference, Southwest State University, Marshall, MN.

Association of Fraternity Advisors – Member, 1997-2000
Fargo/Moorhead Women in Science – Member, 1992-1995

Community

United Way LIFE Report for Portage County, Education Committee, 2012
Women's Fund Steering Committee, Portage County, 2012
Lake Agassiz Habitat for Humanity, Family Advocate, Family Selection and Fundraising Committees, 1997-2000
Kappa Alpha Theta Women's Fraternity, National Educational Instructor (1997-2000), Advisory Board Chair and Member (1992-1996), and Co-chair of Alumni Scholarship Fundraising Campaign (1994)

HONORS

Northwest Commission on Colleges and Universities (NWCCU) Fellowship Program, 2019-2021
Teagle Assessment Scholar, Wabash National Study, Center of Inquiry, 2010-2018
Learning Communities Champion Award, Iowa State University, 2004
Ebbers Dissertation Fellowship, Iowa State University, 2003
Kappa Alpha Theta International Lambert Graduate Scholarship Recipient (top honor), 2001
Wakonse Teaching Institute Fellow, Iowa State University, 2001
NDSU Outstanding Student Organization Advisor, 2000 – nominated and selected by students
Honorary Member, Phi Eta Sigma, North Dakota State University, 1999
Phi Kappa Phi, Moorhead State University, inducted 1998
Kappa Alpha Theta International Sue Farrell Supple Graduate Scholarship Recipient, 1996

11/07/22

Dear Data Management Council,

I am writing to express my interest in the open seat on the Data Management Council. I have extensive experience as a data analyst and Director at the University of Idaho. I have an educational background in statistics and economics.

Over the years, I've had the opportunity to interact with the Board through the IR Director's meetings and now the monthly meetings. Much like data analysis, they serve to tie the inherent intent of Board requests to the data itself. Meeting with IR and Board representatives across the state with shared goals and common tasks has been a wonderful professional experience. The resulting data analysis has been more enriching and directed knowing the underlying thought processes.

The DMC can further enrich my understanding of Board concerns and help me better serve my institution. I believe I have the experience and desire necessary to be an asset to this group. Further, being more closely involved in the DMC will increase my knowledge of how the SLDS data from the UI is used as well as how research requests could tie to institutional data needs.

I look forward to learning more about the SBOE and the DMC, especially the research results tied to such requests. Thank-you for your consideration.

Regards,

Wesley McClintick
IR Director
Institutional Research
University of Idaho
P.O. Box 443163
Moscow, ID 83844-3163
(208) 885-7994

2250 N Highway 95 #5, MOSCOW, ID 83843
(208) 631-4878
MCCLINTICK@ UIDAHO.EDU

WESLEY MCCLINTICK

PROFILE

I enjoy finding solutions to complex statistical and programming problems that provide efficient process management and correct information.

EXPERIENCE

Director, Institutional Research (March 2020-Current)
Institutional Research Coordinator and Senior Analyst (May 2018 – March 2020)
Senior Programmer Analyst (2015-May 2018)
State Longitudinal Data System Analyst (May 2014-2015)
TA/Tutoring (2012-2014)

SKILLS / HISTORY

SAS/R/SQL/BRIO/TABLEAU/VISUAL ANALYTICS: Extensive SAS experience beginning AY 2003:

- Completion of the SAS programming course series (STAT 404 Sections1-3).
- Retrieval, manipulation, and analysis of Census Bureau data for Professor Abelardo Rodriguez (2010-2011).
- A complete reprogramming/logic transfer/restructuring of the Student Evaluation of Teaching reports from BRIO to SAS using SQL joins and subqueries, impacting all departments and faculty University-wide:
    - Promotion and Tenure Packets, automating MUSA consolidated reports, customized reports for the Honors Program and Department Heads on-demand, and improved data quality by debugging errors.
- Programmed the automation and completion of the state-required SLDS data uploads:
    - Create and maintain parameter-driven program to output 11 standardized Excel files to replace custom coding, covering enrollment, degree counts, test scores, and financial aid data.
    - Collaborated and debugged with other UI offices such as Student Financial Aid Office and the Registrar's Office to ensure data precision.
- Systematically and regularly identify and improve data quality control procedures across campus by working collaboratively with the Registrar's Office, Financial Aid, the Budget Office, and Advising.
    - Identified and programmed error reports for students with identical double majors due to data entry error and worked with the Registrar to fix them.

    - Programmed a report to identify students who changed majors, but their advisor had not been updated (for UI Advising)
    - Identified and corrected improper exposure of Social Security Numbers in a secured table.
    - Assisted in developing a crosswalk with Budget office between finance and academic departments.
- Debugged, proofed, and maintained high visibility external surveys previously completed by IR Director and Associate Director. This entails in-depth investigation and understanding of data sources, their interaction, and relationships in order to publicize and report UI data accurately.
- Daily programming improvements for Institutional Research & Assessment via
    - Programming of utility macros for day-to-day office level operations in procedure and system development to aid programming by office personnel. Including identifying the key for a table within a relational database, creating a missing values reports, searching through validation tables, etc.
    - Researched and implemented a change of connection drivers from ODBC to ORACLE which allowed standard SAS code (e.g. PROC CONTENTS) to work on database tables (BANNER) and greatly improved speed and connectivity.
    - Researched and programmed Registrar functions into SAS code to facilitate data exchange between IR and the Registrar.
- Wrote program to create a standardized degrees table to correct and restructure the degree data from the outdated student data warehouse - which no longer contained all degrees majors.
- Developed database and subsequently designed Tableau reports for data dissemination for departmental External Program Review and Program Prioritization.
- Developed dashboards within SAS Visual Analytics for executive leadership, including a process to transfer data to the UNIX servers now used by the entire IR office.

R Programming Language & Data Visualization: 5 years experience programming in R including classic and Bayesian statistics, Markov Chain Monte Carlo techniques, solving differential equations, and designing custom graphics that greatly simplify complex data.

Teaching & Communicating Statistical Concepts. 3 years teaching and consulting with students and faculty within the Statistics Assistant Center (SAC) and Statistical Consulting Center (SCC).

Statistical Consulting: 2 years taking on an incredibly diverse range of problems as a Statistical Consultant within the SCC and independently

EDUCATION

UNIVERSITY OF IDAHO, MOSCOW ID

BACHELOR OF SCIENCE; POLITICAL SCIENCE AND ECONOMICS 2002

Political Science Honor Society, Economics Honor Society

MASTER OF SCIENCE: APPLIED ECONOMICS 2008

1st Place VIEW competition: Led a group of five undergraduate and graduate students to conceive, write, and present a business plan based on my Masters' thesis.

MASTER OF SCIENCE: STATISTICAL SCIENCE 2016

Focused on obtaining as wide-ranging of a statistical education as possible, both in terms of content and abilities, i.e., programming, mathematical statistics, spatial analysis (map-based statistics) and ecological modeling (differential equations). I have previously studied time series and mixed effects models for data varying over time

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PROFESSIONAL DEVELOPMENT

SAS Global Conference 2016, 2015. Western Users of SAS Conference (WUSS) 2016,2015,2014. American Statistical Association Membership 2014, 2015. Rocky Mountain Association of Institutional Research (RMAIR) Conference and Presentation 2015, 2016. Mastering Outlook PDL Course 2017. Excel Macros in VBA PDL Course 2016. Effective Communication Skills PDL Course 2016. State Board of Education (SBOE) IR Directors Meeting 2015, 2016, 2017. Enterprise Guide for SAS Programmers SAS course 2017. Visual Analytics: Report Viewer, SAS Class 2016. Visual Analytics: Data Explorer, SAS class 2016. Understanding Management Console, SAS Class 2017. Statistics in Enterprise Guide, SAS Class 2017.

From: Grace L. Anderson <glanderson@lcsc.edu>
Sent: Monday, March 6, 2023 11:00 AM
To: Cathleen McHugh <Cathleen.McHugh@osbe.idaho.gov>
Cc: Doug Armstrong <doug.armstrong@osbe.idaho.gov>
Subject: RE: DMC Schedule / Reappointment

CAUTION: This email originated outside the State of Idaho network. Verify links and attachments BEFORE you click or open, even if you recognize and/or trust the sender. Contact your agency service desk with any concerns.

Thank you, Cathleen: I am interested in being reappointed to the DMC.

Thank you.
Grace

Grace L. Anderson, Ph.D.
Vice President for Institutional Research, Planning & Effectiveness
Lewis-Clark State College
glanderson@lcsc.edu
208-792-2456

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From: Brown, Lindsey (lindseybrown@uidaho.edu) <lindseybrown@uidaho.edu>
Sent: Monday, March 6, 2023 10:14 AM
To: Doug Armstrong <doug.armstrong@osbe.idaho.gov>
Subject: RE: DMC Schedule / Reappointment

Doug,

I would be interested in serving another year.

Thanks,
Lindsey

LINDSEY BROWN, Ph.D.
University Registrar

Office of the Registrar
Office: Pitman Center 119K
lindseybrown@uidaho.edu
uidaho.edu/registrar
208-885-5566
875 Perimeter Drive MS 4260 | Moscow ID 83844-4260

University of Idaho

The Registrar's Office is hiring! Graduation & Commencement Specialist Transfer & Enrollment Services Specialist Classroom Scheduling & Enrollment Services Specialist Academic Publications and Curriculum Coordinator

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From: Chris Campbell <cacampbell@sde.idaho.gov>
Sent: Monday, March 6, 2023 10:09 AM
To: Doug Armstrong <doug.armstrong@osbe.idaho.gov>
Cc: Cathleen McHugh <Cathleen.McHugh@osbe.idaho.gov>
Subject: RE: DMC Schedule / Reappointment

Yes, I am willing to continue serving.

From: Todd M. King <tking@sde.idaho.gov>
Sent: Tuesday, March 7, 2023 4:49 PM
To: Doug Armstrong <doug.armstrong@osbe.idaho.gov>
Cc: SCOTT R THOMSON <STHOMSON@NORTHIDAHOSTEM.ORG>
Subject: RE: DMC Reappointment

Hi Doug,

Please consider this as an official response, regarding my interest in being reappointed to the Data Management Council.

Thank you

Todd M. King
Education Data Systems Reporting Manager
(208) 332-6937

Idaho State Board of Education

ISEE Idaho System for Educational Excellence | Idaho State Board of Education

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From: Heather Luchte <Heather.Luchte@cte.idaho.gov>
Sent: Tuesday, March 7, 2023 2:20 PM
To: Cathleen McHugh <Cathleen.McHugh@osbe.idaho.gov>
Cc: Doug Armstrong <doug.armstrong@osbe.idaho.gov>
Subject: RE: DMC Schedule / Reappointment

I'm happy to renew my term.

For May 23, I may have a conflict for a conference, but also trying to get out of it. 😊

From: Cathleen McHugh <Cathleen.McHugh@osbe.idaho.gov>
Sent: Monday, March 6, 2023 10:22 AM
To: Doug Armstrong <doug.armstrong@osbe.idaho.gov>
Subject: Reappointment to Data Management Council

This is to confirm my interest in being reappointed to the Data Management Council.

Dr. Cathleen McHugh
Chief Research Officer
cathleen.mchugh@osbe.idaho.gov
Tel: (208) 332-1572

Idaho State Board of Education
650 W. State St. #307
Boise, ID 83720-0037
(208) 332-1572

www.boardofed.idaho.gov

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From: Scott Thomson <sthomson@northidahostem.org>
Sent: Tuesday, March 7, 2023 2:28 PM
To: Doug Armstrong <doug.armstrong@osbe.idaho.gov>
Cc: Todd King <tking@sde.idaho.gov>
Subject: Re: DMC Reappointment

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Yes I am.
Thank you.

Scott Thomson
Executive Director
STEM Charter Academy
A Free K-12 Public School of Choice

Be optimistic, It costs the same!

On Tue, Mar 7, 2023 at 1:10 PM Doug Armstrong <doug.armstrong@osbe.idaho.gov> wrote:

I just want to verify that you are interested in being reappointed to the Data Management Council.

Doug Armstrong

Business Analyst – Postsecondary Measures of Academic Progress (PMAP)

Idaho State Board of Education EASI PMAP

650 W. State Street #307
Boise, Idaho 83702
(208) 332-1589
Doug.Armstrong@OSBE.Idaho.gov

PUBLIC RECORDS NOTICE: Pursuant to Idaho Code § 74-101 through 74-126, this email and responses are subject to the Idaho Public Records law and may be disclosed to the public upon request, unless otherwise exempt from disclosure under the law.

STEM CHARTER ACADEMY

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SUBJECT

Idaho Indian Education Committee Appointments

REFERENCE

June 20, 2019	The Board approved the appointment of Dr. Leslie Webb, Mr. Jaime Barajas-Zepeda, and Ms. Effie Hernandez.
February 13, 2020	The Board approved the appointment of Mr. Jesse LaSarte.
April 16, 2020	The Board approved the appointment of Dr. Rex Force.
August 26, 2020	The Board approved the appointment of Dr. Mary Jane Miles.
April 2021	The Board approved the reappointments for Mr. Sobotta, Dr. Force, Ms. James, Dr. Meyer, and Mr. LaSarte.
June 2021	The Board approved the reappointment of Ms. Tina Strong.
August 2021	The Board approved the appointment of Ms. Shirley Allman.
October 2021	The Board approved the appointment of Dr. Eric Scott.
February 2022	The Board approved the appointment of Dr. Jean McGivney-Burelle, Dr. Kassie Silvas, and Ms. Desi Moses.
April 2022	The Board approved the reappointments for Ms. Hernandez, Dr. Bisbee, and Mr. Edmo.
October 2022	The Board approved the appointments for Mr. LaSarte, Ms. Porter, and Dr. Thornes.
February 2023	The Board approved the appointment of Ms. Ballard.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section I.P.

BACKGROUND/DISCUSSION

The Idaho Indian Education Committee serves as an advisory committee to the State Board of Education (Board) and the State Department of Education (Department) on educational issues and how they impact Idaho's American Indian student population. The committee also serves as a link between Idaho's American Indian tribes. Pursuant to Board Policy I.P., the Idaho Indian Education Committee consists of 19 members appointed by the Board. Each member serves a term of five years. Appointments to vacant positions during a previous incumbent's term are filled for the remainder of the open term. The membership consists of:

- One representative from each of the eight public postsecondary institutions
  - Nominations are submitted from the institution president
- One representative from each of the five tribal chairs or their designee
- One representative from each of the five tribal education departments

- One representative from each of the two Bureau of Indian Education schools
  - Representatives must be a school board member, administrator, or designee
- One representative from the State Board of Education

All members are voting members.

Members serve five-year terms and may be reappointed at the end of each term. Terms run from July 1 of the appointing year to June 30 of the year they expire.

IMPACT

The proposed appointments will add two members to fill the new at-large positions on the committee, reappoint two representatives from the Nez Perce Tribe and replace representatives for College of Southern Idaho.

ATTACHMENTS

Attachment 1 – Current Committee Membership
Attachment 2 – At-large nominations
Attachment 3 – College of Southern Idaho nomination
Attachment 4 – Nez Perce Tribe nominations

BOARD STAFF COMMENTS AND RECOMMENDATIONS

In April 2022, the Board approved amendments to Board Policy I.P, Idaho Indian Education Committee that expanded the membership to include two at-large positions on the committee. The purpose is to have additional expertise on a consistent and ongoing basis as the committee works on educational issues impacting American Indian students across the K-20 system. The committee developed a process for soliciting and screening nominations based on criteria and a scoring rubric. The process resulted in three submissions from Dr. David Aiken, Superintendent, Lapwai School District; Ms. Jessica Matsaw with University of Idaho's Indigenous Knowledge for Effective Education Program; and Ms. Chrystna Toneekia Hernandez from the Owhyee-Combined School. Based on final results, the Idaho Indian Education Committee is nominating Dr. David Aiken and Ms. Jessica Matsaw for appointment by the Board to the Indian Education Committee.

Additionally, there are four individuals whose terms are set to expire June 30, 2023. Mr. Jason Ostrowski, representing the College of Southern Idaho will not be renewing his term. President Dean Fisher will replace Mr. Ostrowski as CSI's representative.

Ms. Joyce McFarland representing the Nez Perce Tribal Education Department has expressed interest in continuing her service on the committee and Ms. Shirley Allman, serving as the Nez Perce Tribal Executive Committee's representative has also expressed interest in continuing her service on the committee.

Letters of support for all six individuals are included. If approved, each person will serve a new five-year term to run from July 1, 2023 through June 30, 2028. These

nominations were shared with the Idaho Indian Education Committee at its March 3, 2023 meeting and the committee recommends approval of the appointments as presented.

Staff recommends approval.

BOARD ACTION

I move to appoint Dr. David Aiken and Ms. Jessica Matsaw, representing the at-large positions, to the Idaho Indian Education Committee effective July 1, 2023 and expiring June 30, 2028.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to appoint Dr. Dean Fisher, representing College of Southern Idaho to the Idaho Indian Education Committee effective July 1, 2023 and expiring June 30, 2028.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to reappoint Ms. Shirley Allman, representing Nez Perce Tribal chair, and Ms. Joyce McFarland, representing Nez Perce Tribal Education Department to the Idaho Indian Education Committee effective July 1, 2023 and expiring June 30, 2028.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ATTACHMENT 1

STATE BOARD OF EDUCATION
Idaho Indian Education Committee

Tribal Chair or Designee

Dr. Chris Meyer is the Director of Education for the Coeur d'Alene Tribal Education Department and serves as the Tribal Chairperson's designee for the Coeur d'Alene Tribe. Term: July 1, 2021 – June 30, 2026.

Shirley J. Allman is the Nez Perce Tribal Executive committee representative and serves as the Tribal Chairperson's designee. Term: July 1, 2023 – June 30, 2028. **Pending Board approval.**

Jennifer Porter is the Tribal Chairperson for the Kootenai Tribe of Idaho and serves as their Tribal Chair representative. Term: October 19, 2022 – June 30, 2027.

Ladd Edmo is a member of the Fort Hall Business Council and serves as their Tribal Chairperson representative. Term: July 1, 2022 - June 30, 2027.

Pending Recommendation - Tribal Chairperson's designee for the Shoshone-Paiute Tribes.

Tribal Education Department Representative

Jessica James is the Tribal Education Program Manager for the Shoshone-Bannock Tribes and serves as their Tribal Education Department representative. Term: July 1, 2021 – June 30, 2026.

Joyce McFarland is the Education Manager for the Nez Perce Tribe and serves as their Tribal Education Department representative. Term: July 1, 2023 – June 30, 2028. **Pending Board approval.**

Jesse LaSarte is the Family Engagement Specialist for the Coeur d'Alene Tribe and serves as their Tribal Education Department representative. Term: October 20, 2022 – June 30, 2026.

Pending Recommendation – Tribal Education Department representative for the Shoshone-Paiute Tribes.

Pending Recommendation – Tribal Education Department representative for the Kootenai Tribe.

ATTACHMENT 1

Bureau of Indian Education Representatives

Allen Mayo is the Bureau of Indian Education school representative. Term: July 1, 2023 – June 30, 2028. **Pending Board approval.**

Tina Strong is the Bureau of Indian Education school representative. Term: July 1, 2021 – June 30, 2026.

At-large Members

Dr. David Aiken is the Superintendent, Lapwai School District. Term: July 1, 2023 – June 30, 2028. **Pending Board approval.**

Jessica Matsaw is with the University of Idaho's Indigenous Knowledge for Effective Educators program. Term July 1, 2023 – June 30, 2028. **Pending Board approval.**

State Board of Education Representative

Dr. Linda Clark is the State Board of Education member of the Indian Education Committee.

Institutions of Higher Education Representatives

Jaime Barajas-Zepeda is the Assistant Director of Admissions and Recruitment at the College of Western Idaho. Term: immediately - June 30, 2024.

Bob Sobotta, Jr. is the Director for Native American, Minority, and Veteran's Services at Lewis-Clark State College. Term: July 1, 2021 – June 30, 2026.

Dr. Jean McGivney-Burelle is the Dean of the College of Education at Idaho State University. Term: February 17, 2022 – June 30, 2026.

Dr. Yolanda Bisbee is the Chief Diversity Officer and Executive Director of Tribal Relations at the University of Idaho. Term: July 1, 2022 – June 30, 2027.

Effie Hernandez is the Multicultural Coordinator at College of Eastern Idaho. Term: July 1, 2012 – June 30, 2027.

Dr. Dean Fisher is the President at College of Southern Idaho. Term: July 1, 2023 - June 30, 2028. **Pending Board approval.**

Dr. Tim Thornes – Interim chair, Department of Linguistics at Boise State University. Term: October 19, 2022 – June 30, 2027.

Ms. Gail Ballard is the Associate Dean of Instruction at North Idaho College. Term: February 15, 2023 – June 30, 2027.

COLLEGE OF SOUTHERN IDAHO

March 17, 2023

Mr. Matt Freeman
Executive Director
Idaho State Board of Education
650 West State Street
3rd Floor
Boise, ID 83720

Dear Executive Director Freeman:

This letter confirms my intent to serve as the designee from the College of Southern Idaho on the Indican Education Committee. Educational opportunities for our Natives and assuring that the ways that we support their access respect tribal cultures and traditions is important to me. As you already know, my home state has thirty-nine federally-recognized tribes resident in the state, and I have an affiliation with one tribe.

Should you have any questions, please let me know.

Best,

Dr. L. Dean Fisher
President

315 Falls Avenue • PO Box 1238 • Twin Falls Idaho 83303-1238 • 208.733.9554 • www.csi.edu

TRIBAL EXECUTIVE COMMITTEE
PO. BOX 305 • LAPWAI, IDAHO 83540 • (208) 843-2253

March 1, 2023

Bob Sobotta, Chair
Idaho Indian Education Committee
Idaho State Board of Education
650 West State Street 3rd Floor
Boise, ID 83702

re: Nez Perce Tribe Designated Representatives for the Idaho Indian Education Committee

Dear Mr. Sobotta:

On February 14, 2023, the Nez Perce Tribal Executive Committee appointed Secr tary Shirley J. Allman and Ms. Joyce McFarland, Education Manager as the Nez Perce Tribe's designated representatives on the Idaho Indian Education Committee.

The Nez Perce Tribe appryciates the commitment of Secretary Allman and Ms. McFarland to the Idaho Indian Education Committee and believes that both will continue to represent this important work for Idaho's American Indian students.

Secretary Allman may be reached by phone at 208-621-3698 or by email at SAJlman@neLperce.org and Ms. McFarland may be reached at 208-621-4610 or by email at joycem@nezperce.org. Thank you.

Sincerely,

Samuel N. Penney

Samuel N. Penney,
Chairman

STATE DEPARTMENT OF EDUCATION

SUBJECT
Emergency Provisional Certificates Recommendations

REFERENCE

August 2022	Board approved three (2) provisional certificates for the 2022-2023 school year.
October 2022	Board approved seventy-six (76) provisional certificates for the 2022-2023 school year.
December 2022	Board approved (87) provisional certificates for the 2022-2023 school year.
February 2023	Board approved (31) provisional certificates for the 2022-2023 school year.

APPLICABLE STATUTE, RULE, OR POLICY
Idaho Code § 33-1201 and § 33-1203

BACKGROUND/DISCUSSION
Fourteen (14) complete Emergency Provisional Certificate applications were received by the State Department of Education by March 7, 2023 including, Instructional and Occupational Specialist certificate applications 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 or endorsement to fill a position. While the candidate is under emergency provisional certification, no financial penalties will be assessed to the hiring district.

Instructional and CTE Applications

Wilder School District #133
Applicant Name: Joylnn Haylett
Endorsement(s): World Language Spanish 6-12
College Training: AA
Declared Emergency Date: 8/9/2022
Hire/Assignment Date: 8/10/2022
Summary of Recruitment Efforts: The Spanish teaching position was posted and advertised starting in June and up until the board declared an emergency in August, right before school started. There were no other qualified candidates that applied. The candidate has an AA in Spanish and is a fluent speaker. She was a para in the district and is familiar with parents and students.

Applicant Name: Eric Lopez
Endorsement(s): Physical Education 6-12, Health 6-12
College Training: AA
Declared Emergency Date: 8/10/2022
Hire/Assignment Date: 8/9/2022
Summary of Recruitment Efforts: The PE teaching position was posted and advertised starting in June and up until the board declared an emergency in August, right before school started. There were no other qualified candidates that applied. The candidate has experience working in this position and is working towards his Physical Education teaching credential.

Applicant Name: Shanna Sorenson
Endorsement(s): English 6-12
College Training: 91credit hours
Declared Emergency Date: 2/14/2023
Hire/Assignment Date: 2/13/2023
Summary of Recruitment Efforts: To meet the needs of the IFRA's growth, the school found a secondary English teacher was needed quickly. The board met on 2/14/23 and declared an emergency for the position. The candidate is a para in the school district at the IFRA and is finishing a teaching degree. She is familiar with the school's format, students, and staff. The school believes she will meet the needs of the students and school.

Salmon River Joint School District #243
Applicant Name: Miranda Boyd
Endorsement(s): All Subjects K-8
College Training: AA
Declared Emergency Date: 1/23/23
Hire/Assignment Date: 8/1/2023
Summary of Recruitment Efforts: The position was posted on the EdJobs website, district Facebook and the district website. Did not meet the student teaching requirements to qualify for the Content Specialist application.

West Jefferson School District #251
Applicant Name: Madison Robinson
Endorsement(s): All Subjects K-8
College Training: 122 credit hours
Declared Emergency Date: 3/8/2023
Hire/Assignment Date: 3/1/2023
Summary of Recruitment Efforts: A teacher resigned on 2/24/2023. After advertising the position there were only two applicants. Both were interviewed and it was decided that Ms. Robison was the best for the job.

Jerome Joint School District #261
Applicant Name: Halle Driscoll
Endorsement(s): All Subjects K-8

College Training: 58 credit hours
Declared Emergency Date: 1/24/2023
Hire/Assignment Date: 1/16/2023
Summary of Recruitment Efforts: The candidate was hired due to the unfortunate resignation of a first-grade teacher. We had a first-grade teacher resign due to medical situation needing attention in NY. The position was posted in December and received one applicant. The candidate was the only applicant who applied. She was a current substitute and is making progress towards her teaching degree. She is doing an excellent job and the students are very responsive.

Applicant Name: Sara Perry
Endorsement(s): All Subjects K-8
College Training: 151 credit hours
Declared Emergency Date: 1/24/2023
Hire/Assignment Date: 1/16/2023
Summary of Recruitment Efforts: Replacement of staff member who resigned due to medical conditions. The position was posted in November and received two applicants. Both applicants would have been provisional applications. The current candidate was chosen due to being a para in the school district. She has been doing a great job and the students have been very receptive.

South Lemhi School District #292
Applicant Name: Chandra Day
Endorsement(s): CTE Agriculture Science and Technology
College Training: AA
Declared Emergency Date: 1/17/2023
Hire/Assignment Date: 1/23/2023
Summary of Recruitment Efforts: A teacher resigned mid-year. The board voted to amend the schedule to absorb the class taught by the previous teacher. The teaching position (ag teacher)was opened to be posted. Before the position was posted, word of mouth traveled through the community which reached the current candidate whom applied and was hired as of January 23rd. The schedule returned to the original classes so the school can finish out the year with offered courses.

Lewiston Independent School District #340
Applicant Name: Carli Ahlers
Endorsement(s): Mathematics 6-12
College Training: 106 credit hours
Declared Emergency Date: 2/13/2023
Hire/Assignment Date: 1/24/23
Summary of Recruitment Efforts: Significant number of math teachers left their positions in the 21-22 school year. This resulted in numerous vacancies at the high school. Most positions were able to be filled during the 22-23 school year, but still left a few open positions. This resulted in teachers using their prep hour during the first semester. Students needs are no longer being met, requiring a new position

to be filled. The current candidate was one of two applicants and was the most qualified. She is finishing up her teaching program.

Fruitland School District #373
Applicant Name: Caleb Ziegler
Endorsement(s): Social Studies 6-12
College Training: BS
Declared Emergency Date: 1/18/2023
Hire/Assignment Date: 1/6/2023
Summary of Recruitment Efforts: The vacancy was advertised beginning October 27, 2022 on the district website, in the building, Idaho EdJobs and to several universities through Handshake. One applicant was received and the position was offered, but then backed out. The current candidate was the second application received. He was interviewed and accepted the position.

Teton School District #401
Applicant Name: Alissa Giannini
Endorsement(s): All Subjects K-8
College Training: BA
Declared Emergency Date: 10/10/2022
Hire/Assignment Date: 8/26/2022
Summary of Recruitment Efforts: Did not meet the point rubric for the CS application. Only one decent candidate applied in the two months it had been open (end of June through August). The position was opened as an ELA position and no one applied. The school had one other candidate apply, who had previously not been rehired by the district, and who had been interviewed for other positions in previous year but who they did not hire. Of the two the current candidate was the only qualified candidate, who the team felt comfortable hiring to fill the position. If Alissa had not applied on the Friday before school, the district would have needed to find a sub, and switch the class to online.

Applicant Name: Joseph Grant
Endorsement(s): Mathematics 6-12
College Training: BA
Declared Emergency Date: 1/9/2023
Hire/Assignment Date: 8/22/2022
Summary of Recruitment Efforts: The position was opened throughout the entire Summer. No other applicants applied. The school felt he was well qualified with his degree in Statistics.

Buhl School District #412
Applicant Name: Kenneth Sutton
Endorsement(s): CTE Automotive Maintenance
College Training: Industry Certificate
Declared Emergency Date: 2/23/2023
Hire/Assignment Date: 2/1/2023

Summary of Recruitment Efforts: The current teacher has been placed in hospice care. The candidate is graduate of the auto program in which the current teacher taught. The current teacher has requested the auto program remain running after he is gone. A retired CTE instructor has agreed to mentor the candidate.

Xavier Charter School #462
Applicant Name: Darla Ridenour
Endorsement(s): Physical Education K-12
College Training: AA
Declared Emergency Date: 7/11/2022
Hire/Assignment Date: 7/11/2022
Summary of Recruitment Efforts: The position was posted in April of 2022 and reopened until July 2022 when the board declared an emergency. The school had a miscommunication between roles of school personnel. There was turnover within the front office and the individual that was tasked with sending applications to state was under the impression they would not assume the role until 2023-2024. Several applications were not submitted to the state during the transition of roles. The school realized the error and sent in all applications for teachers who needed their certification, including this Emergency Provisional. Documentation is included showing the declaration date along with the Charter Admin's explanation.

IMPACT

If an emergency provisional certificate is not approved, the school district will have no certificated staff to serve in the position as required by Idaho Code §33-1201 and funding could be impacted. In many cases the staff have been serving as long term substitutes or are currently certificated teachers teaching courses in subject areas they do not hold an endorsement to teach in.

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 classified staff rate.

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 in which they have been hired. 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.

Approval of the requested Emergency Provisional certificates and or endorsements will bring the total approved to date for the 2022-2023 school year to 210. The Board approved 138 certificates and or endorsements in total for the 2021-2022 school year.

The 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. The approved provisions required requests, for the current school year, to come to the Board at no later than the April Regular Board meeting. The process was amended at the August 2019 Regular Board meeting to provide an extension of this timeframe “subject to extenuating circumstances” such as when an LEA loses a staff member toward the end of the school year.

BOARD ACTIONS

I move to approve the request by State Department of Education, pending a cleared background check, for one-year emergency provisional certificates in the instructional and career technical education and endorsement area(s) at the specified school districts as provided herein for the 2022-2023 school year for the following individuals: Jolynn Haylett, Eric Lopez, Shanna Sorenson, Miranda Boyd, Madison Robinson, Halle Driscoll, Sara Perry, Chandra Day, Carli Ahlers, Caleb Ziegler, Alissa Giannini, Joseph Grant, Kenneth Sutton**,** Darla Ridenour.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

SUBJECT

Safety Busing - Requests for approval to transport students less than one and one-half miles for the 2022-2023 school year

REFERENCE

June 2018	Board approved the request for 99 school districts and 12 charter schools to transport students less than one and one-half miles for the 2017-2018 school year.
June 2019	Board approved the request for 97 school districts and 17 charter schools to transport students less than one and one-half miles for the 2018-2019 school year.
June 2021	Board approved the request for 93 school districts and 21 charter schools to transport students less than one and one-half miles for the 2020-2021 school year.
April 2022	Board approved the request for 97 school districts and 22 charter schools to transport students less than one and one-half miles for the 2021-2022 school year.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1006, and 1502, Idaho Code

BACKGROUND/DISCUSSION

Pursuant to Section 33-1006, Idaho Code, "The state board of education shall determine what costs of transporting pupils, including maintenance, operation and depreciation of basic vehicles, insurance, payments under contract with other public transportation providers whose vehicles used to transport pupils comply with federal transit administration regulations, "bus testing," 49 CFR part 665, and any revision thereto, as provided in subsection (4)(d) of this section, or other state department of education approved private transportation providers, salaries of drivers, and any other costs, shall be allowable in computing the transportation support program of school districts."

The transportation support program of a school district shall be based upon the allowable costs of transporting pupils less than one and one-half (1½) miles as provided in Section 33-1006(4)(b), Idaho Code, when approved by the State Board of Education.

The *Standards for Idaho School Buses and Operations* states, "All school districts submitting applications for new safety busing reimbursement approval shall establish a board policy for evaluating and rating all safety busing requests. The State Department of Education staff shall develop and maintain a measuring instrument model, which shall include an element for validating contacts with responsible organizations or persons responsible for improving or minimizing hazardous conditions. Each applying district will be required to annually affirm that conditions of all prior approved safety busing requests are unchanged.

The local board of trustees shall annually, by official action (33-1502, Idaho Code), approve all new safety busing locations. School districts that receive state reimbursement of costs associated with safety busing will re-evaluate all safety busing sites at intervals of at least every three years using the local board adopted measuring or scoring instrument. In order to qualify for reimbursement the local school board will, by official action, approve the initial safety-busing request and allow the students in question to be transported before the application is sent to the state. Consideration for reimbursement is contingent on the application being received by the State Department of Education Transportation Section on or before March 1 of the school year in which the safety busing began."

All requests are submitted on the Safety Busing form found in the Idaho Bus Utilization System (IBUS) Portal. Reminders are emailed to all districts and charter schools prior to March 1. All requests recommended for approval are compliant with Section 33-1006, Idaho Code.

Ninety-six (96) school districts and twenty-one (21) charter schools affecting 23,383 students applied for safety busing using the correct form and are being recommended for approval.

IMPACT

The approval of LEAs with safety-bused students listed in Attachment 1 allows LEAs to be reimbursed for routes that meet the safety busing requirements. Board inaction or denial of the safety bus waivers would result in a loss of funding for the LEA's in question.

ATTACHMENTS

Attachment 1 – Safety Busing Rider Count Report 2023

STAFF COMMENTS AND RECOMMENDATIONS

Section 33-1006, Idaho Code, allows for the reimbursement of cost to transport students 1.5 miles or more from the school and pupils less than 1.5 miles as provided in Section 33-1501, Idaho Code, when approved by the State Board of Education. Section 33-1501, Idaho Code, allows for the reimbursement of transportation cost for pupils less than 1.5 miles from the nearest school when in the judgment of the local board of trustees the age or health or safety of the pupil warrants it.

State Department of Education staff annually review school district requests and forward those meeting the requirements for safety busing to the Board for consideration. Staff recommends approval.

BOARD ACTION

I move to approve the requests by ninety-six (96) school districts and twenty-one (21) charter schools for approval to transport students less than one and one-half miles as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Safety Busing Rider Count Report 2022-2023

Districts	2022-2023
Aberdeen District	89
American Falls Joint District	197
Basin School District	0
Bear Lake County District	238
Blackfoot District	597
Blaine County District	516
Bliss Joint District	44
Boise Independent District	688
Bonneville Joint District	2896
Boundary County District	74
Butte County Joint District	47
Camas County District	0
Cambridge Joint District	7
Cascade District	0
Cassia County Joint District	486
Castleford District	6
Challis Joint District	18
Clark County District	25
Coeur D'alene District	0
Cottonwood Joint District	42
Council District	0
Culdesac Joint District	6
Dietrich District	0
Emmett Independent District	142
Firth District	0
Fremont County Joint District	0
Fruitland District	80
Future Public School, Inc.	10
Garden Valley District	0
Genesee Joint District	51
Glenns Ferry Joint District	142
Gooding Joint District	472
Hagerman Joint District	60
Hansen District	26
Homedale Joint District	366
Horseshoe Bend School District	109
Idaho Arts Charter School, Inc.	43
Idaho Falls District	1188
Jefferson County Joint District	1214
Jerome Joint District	500
Joint School District No. 2	575
Kamiah Joint District	24
Kellogg Joint District	38
Kimberly District	147

Kootenai District	12	
Kuna Joint District	228	
Lake Pend Oreille School District	233	
Lakeland District	0	
Lapwai District	46	
Madison District	388	
Marsh Valley Joint District	65	
Marsing Joint District	61	
Melba Joint District	15	
Midvale District	0	
Minidoka County Joint District	1224	
Moscow District	95	
Mountain Home District	282	
Mountain View School District	156	
Murtaugh Joint District	0	
Nampa School District	1637	
New Plymouth District	58	
North Gem District	19	
Notus District	122	
Oneida County District	88	
Orofino Joint District	42	
Parma District	109	
Payette Joint District	485	
Plummer-Worley Joint District	76	
Pocatello District	1761	
Post Falls District	116	
Potlatch District	29	
Preston Joint District	376	
Richfield District	0	
Ririe Joint District	110	
Rockland District	41	
Salmon District	81	
Salmon River Joint School District	0	
Shelley Joint District	0	
Shoshone Joint District	148	
Snake River District	47	
Soda Springs Joint District	0	
South Lemhi District	20	
St Maries Joint District	30	
Sugar-Salem Joint District	0	
Swan Valley Elementary District	19	
Teton County District	21	
Troy School District	50	
Twin Falls District	679	
Vallivue School District	1145	
Wallace District	108	
Weiser District	370	
Wendell District	87	

West Bonner County District	43	
West Jefferson District	30	
West Side Joint District	802	
Wilder District	120	
	22837	**96**
Charters		
Blackfoot Charter Community Learning Center, Inc.	35	
Cardinal Academy Incorporated	1	
Compass Public Charter School, Inc.	14	
Elevate Academy Inc.	0	
Falcon Ridge Public Charter School, Inc.	15	
Gem Prep: Meridian, Llc	0	
Gem Prep: Nampa, Llc	0	
Heritage Academy, Inc.	50	
Heritage Community Charter School, Inc.	132	
Idaho Science And Technology Charter School, Inc.	34	
Idaho Stem Academy, Inc.	18	
Legacy Public Charter School, Inc.	4	
Liberty Charter School, Inc.	5	
North Star Charter School, Inc.	0	
Project Impact Stem Academy, Inc.	0	
Rolling Hills Public Charter School, Inc.	30	
Thomas Jefferson Charter School, Inc.	56	
Treasure Valley Classical Academy, Inc.	86	
Victory Charter School, Inc.	3	
Vision Charter School, Inc.	63	
Xavier Charter School, Inc.	0	
	546	**21**
Districts	**22837**	**96**
Charters	**546**	**21**
	23383	

SUBJECT

Transportation Funding – 103% Cap Waiver

REFERENCE

June 2020	Board approved the request for six (6) districts to receive a funding cap waiver
June 2021	Board approved the request for eight (8) school districts to receive a funding cap waiver
June 2022	Board approved the request for six (6) school districts to receive a funding cap waiver

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1006, Idaho Code

BACKGROUND/DISCUSSION

Section 33-1006, Idaho Code designates certain bus runs as "hardship" runs, and allow the district to receive a higher cap based on the percentage of the district's bus runs that exceed by 103% the statewide average cost per mile and cost per rider.

As of March 8, 2023, 30 school districts and/or charter schools were negatively affected by the pupil transportation funding cap.

The State Department of Education received requests from various school districts and charter schools for a waiver of the 103% funding cap as provided in Section 33-1006, Idaho Code. Student Transportation staff reviewed these requests to ensure they meet the eligibility criteria. Of the 30 districts and charter schools negatively affected by the pupil transportation funding cap, only four districts have routes meeting the statutory requirements of a hardship bus run, which would allow the Board to grant a waiver. All four of these districts have applied for a waiver from the student transportation funding cap.

#341 Lapwai District submitted school bus routes that met the required criteria. This represents 44.44% of the bus runs operated by the district. When added to the 103% funding cap, as provided by law, this would allow the Board to increase their funding cap to a maximum of 147.44%.

#244 Mountain View School District submitted school bus routes that met the required criteria. This represents 65% of the bus runs operated by the district. When added to the 103% funding cap, as provided by law, this would allow the Board to increase their funding cap to a maximum of 168%.

#171 Orofino School District submitted school bus routes that met the required criteria. This represents 25% of the bus runs operated by the district. When added to the 103% funding cap, as provided by law, this would allow the Board to increase their funding cap to a maximum of 128%.

#305 Highland School District submitted school bus routes that met the required criteria. This represents 80% of the bus runs operated by the district. When added to the 103% funding cap, as provided by law, this would allow the Board to increase their funding cap to a maximum of 183%.

IMPACT

Approval of the cap waivers allows districts to be reimbursed for routes that meet the hardship criteria. Board inaction or denial of the funding cap waivers would result in a loss of funding for the school districts in question.

ATTACHMENTS

Attachment 1 – Negatively Affected Schools / Charters
Attachment 2 – Funding Cap Waiver Spreadsheet

STAFF COMMENTS AND RECOMMENDATIONS

At the June 2022 Regular Board meeting the Board approved waivers for 6 school districts: Orofino County, Mountain View, Moscow, Highland Joint, Lapwai, and Kimberly School Districts. All four of the school districts the Board is considering had waivers of the funding cap approved in 2022.

Pursuant to Section 33-1006, Idaho Code:

> "A school district may appeal the application of the one hundred three percent (103%) limit on reimbursable costs to the state board of education, which may establish for that district a new percentile limit for reimbursable costs compared to the statewide average, which is higher than one hundred three percent (103%). In doing so, the state board of education may set a new limit that is greater than one hundred three percent (103%), but is less than the percentile limit requested by the school district. However, the percentage increase in the one hundred three percent (103%) cap shall not exceed the percentage of the district's bus runs that qualify as a hardship bus run, pursuant to this subsection. Any costs above the new level established by the state board of education shall not be reimbursed. Such a change shall only be granted by the state board of education for hardship bus runs. To qualify as a hardship bus run, such bus run shall meet at least two (2) of the following criteria:
>
> (a) The number of student riders per mile is less than fifty percent (50%) of the statewide average number of student riders per mile;
> (b) Less than a majority of the miles on the bus run are by paved surface, concrete or asphalt road;
> (c) Over ten percent (10%) of the miles driven on the bus run are a five percent (5%) slope or greater.

The Department of Education transportation staff review each of the applications prior to submittal for Board consideration. Only those school districts that have met the statutory requirements may be considered for approval.

BOARD ACTION

I move to approve the request by #341 Lapwai School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2023 of 147.44%, for a total of $27,202 in additional funds from the public-school appropriation.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

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 2023 of 168%, for a total of $48,505 in additional funds from the public-school appropriation.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve the request by #171 Orofino School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2023 of 128%, for a total of $39,207 in additional funds from the public-school appropriation.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve the request by #305 Highland Joint District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2023 of 183%, for a total of $44,476 in additional funds from the public-school appropriation.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

District #	District Name	Reduction in Funding
002	JOINT SCHOOL DISTRICT NO. 2	$914,821
011	MEADOWS VALLEY DISTRICT	$41,127
061	BLAINE COUNTY DISTRICT	$39,271
071	GARDEN VALLEY DISTRICT	$74,010
072	BASIN SCHOOL DISTRICT	$52,231
131	NAMPA SCHOOL DISTRICT	$317,124
134	MIDDLETON DISTRICT	$47,895
137	PARMA DISTRICT	$6,738
171	OROFINO JOINT DISTRICT	$39,207
244	MOUNTAIN VIEW SCHOOL DISTRICT	$48,505
271	COEUR D'ALENE DISTRICT	$272,394
285	POTLATCH DISTRICT	$4,200
305	HIGHLAND JOINT DISTRICT	$44,476
314	DIETRICH DISTRICT	$5,891
341	LAPWAI DISTRICT	$27,202
381	AMERICAN FALLS JOINT DISTRICT	$46,479
391	KELLOGG JOINT DISTRICT	$5,007
393	WALLACE DISTRICT	$11,494
411	TWIN FALLS DISTRICT	$76,994
412	BUHL JOINT DISTRICT	$5,594
421	MCCALL-DONNELLY JOINT SCHOOL DISTRICT	$63,069
456	FALCON RIDGE PUBLIC CHARTER SCHOOL, INC.	$6,140
461	TAYLOR'S CROSSING PUBLIC CHARTER SCHOOL, INC.	$23,449
475	THE SAGE INTERNATIONAL SCHOOL OF BOISE, A PUBLIC CHARTER SCHOOL, INC.	$3,586
478	LEGACY PUBLIC CHARTER SCHOOL, INC.	$9,759
499	FUTURE PUBLIC SCHOOL, INC.	$20,081
511	PEACE VALLEY CHARTER SCHOOL, INC.	$10,405
513	PROJECT IMPACT STEM ACADEMY, INC.	$9,873
544	MOSAICS PUBLIC SCHOOL, INC.	$8,868
508	HAYDEN CANYON CHARTER SCHOOL, INC.	$19,993

Pupil Transportation Funding Formula Capped at Legislatively Mandated Percent of State Average Cost Per Mile and Cost Per Rider

Fiscal Year 2020-2021 Data - Approved Costs Reimbursed in Fiscal Year 2022-2022 (Eighteenth Capped Year)

Set percentage cap to apply to statewide average: 103%

Riders per Mile: 1.5

Revised: 1/15/2023 Second Draft

	Cost Per Mile	Cost Per Rider
Statewide Averages before cap	$5.22	$1,315
Statewide Averages after cap	$5.38	$1,354

Dist #	District Name	District Funding Capped - Reimbursement Reduced By:	Percent of Reimbursement Loss Subsequent to Cap Impact (See Columns X & Y)	Total 100% Reimbursable Costs Eligible at 50%	Funding Cap Penalty Waived	% Hardship Bus Run Waived	Final Payment Amount
171	OROFINO JOINT DISTRICT	$39,207	9.5%	$435,975	TRUE	0.0625	$580,262
244	MOUNTAIN VIEW SCHOOL DISTRICT	$48,505	7.9%	$546,443			$785,510
305	HIGHLAND JOINT DISTRICT	$44,476	24.2%	$0			$208,731
341	LAPWAI DISTRICT	$27,202	19.3%	$149,510			$160,570

STATE DEPARTMENT OF EDUCATION

SUBJECT

Adoption of Praxis II Tests and Idaho Cut Scores

REFERENCE

February 2020	Board approved Praxis II assessments and Idaho cut scores and amended the Content, Pedagogy and Performance Assessments rubric
February 2021	Board accepted the Professional Standards Commission recommendation to approve Praxis II assessments and Idaho cut scores
April 2022	Board accepted the Professional Standards Commission recommendation to approve proposed Praxis II assessments and Idaho cut scores
December 2022	Board accepted the Professional Standards Commission recommendation to approve proposed Praxis II assessments and Idaho cut scores

APPLICABLE STATUTE, RULE, OR POLICY

IDAPA 08.02.02.015.01.d - Standard Instructional Certificate
IDAPA 08.02.02.017.01 - Content, Pedagogy and Performance Assessment for Certification

BACKGROUND/DISCUSSION

One of the requirements for obtaining a Standard Instructional Certificate is that proficiency be shown in the area of endorsement being sought (IDAPA 08.02.02.015.01.d). Each candidate must meet or exceed the state qualifying score on the State Board of Education (Board)-approved content area assessment. Praxis II – Subject Assessments are one of the Board-approved content area assessments. The Professional Standards Commission is charged with recommending assessments and qualifying scores to the Board for approval (IDAPA 08.02.02.017.01). On February, 2, 2023, the Professional Standards Commission voted to recommend the following amendments to assessments and qualifying scores to the Board for approval:

- Adoption of Praxis II assessment 5355 Special Education: Foundational Knowledge, with a multi-state qualifying score of 145, to replace expiring assessments 5354 Special Education: Core Knowledge and Applications, and 5543: Special Education: Core Knowledge and Mild to Moderate Applications
- Adoption of Praxis II assessment 5205 Teaching Reading: Elementary, with a multi-state qualifying score of 159, to support the newly adopted Early Literacy K-3 endorsement.

IMPACT

Approval of assessments and cut scores ensures compliance with Idaho Administrative Code.

ATTACHMENTS

Attachment 1 – ETS Praxis II Assessments and Qualifying Scores

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to IDAPA 08.02.02.017, the Professional Standards Commission (Commission) recommends assessments and qualifying scores to the State Board of Education for approval. While the Commission is required to make recommendations to the Board in this area, the Board may also approve assessments and qualifying scores that have recommended by Board staff or other groups. IDAPA 08.02.02. includes multiple references to requirements for instructional staff candidates to receive a qualifying score on a Board approved content area, pedagogy, or performance assessment as applicable to the route or type of certification.

The Praxis II is one of the Board approved content area assessments. Receiving a qualifying score on a content area assessment is required for earning a standard instructional certificate, career technical degree-based certification, alternate routes for content area endorsements, and interim certification through an alternative authorization for content specialist. The PRAXIS II was approved by the Board in early 2000.

Qualifying scores were set by the Board based on recommendations from the Commission at the December 2003 Board meeting, effective September 1, 2004. A few updates to the qualifying scores in individual subject areas were made at the June 2005, April 2006, June 2006, October 2006 and February 2018 Board meetings. Starting in 2019, updates have come to the Board more regularly. Consideration of the attached qualifying scores is part of the ongoing process to maintain updated qualifying scores on Board-approved content, pedagogy or performance assessments.

In February 2020, the Board requested the Commission to include in their consideration and make recommendations on additional types of assessments that could serve as content, pedagogy, or performance assessment for certification purposes. The PRAXIS is the only assessment that the Commission has recommended at this time. The Board approved a mastery-based assessment and scoring rubric for determining the qualifying score in 2018 based on Board staff work and stakeholder input.

BOARD ACTION

I move to accept the recommendation of the Professional Standards Commission to approve the proposed Praxis II assessments and qualifying scores as provided in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Standard Instructional Certificate

NOTE: Passing scores on discontinued/expired tests will be accept for 5 years after the expiration date.

Endorsement Code	Endorsement	Content/ Grade Level	ETS Praxis II Subject Assessment	Idaho Cut Score	Multi State Cut Score	Comments:
7010	All Subjects (Candidates can take 5001 OR 7811)	(K-8)	Elementary Education: 5002 Reading and Language Arts Subtest AND	157	157	
			Elementary Education: 5003 Mathematics Subtest AND	157	157	
			Elementary Education: 5004 Social Studies Subtest AND	155	155	
			Elementary Education: 5005 Science Subtest	159	159	
7010	All Subjects (Candidates can take 5001 OR 7811)	(K-8)	CKT Elementary Education: 7812 Reading and Language Arts Subtest AND	161	161	
			CKT Elementary Education: 7813 Mathematics Subtest AND	150	150	
			CKT Elementary Education: 7814 Science Subtest AND	154	154	
			CKT Elementary Education: 7815 Social Studies Subtest	161	161	
8222	American Government/Political Science	(5-9)	5089 Middle School Social Studies	149	-	
7222		(6-12)	5931 Government/Political Science	149	149	
7770	American Indian Language	(K-12)	-	-	-	
7038	Bilingual Education	(K-12)	5362 English to Speakers of Other Languages	155	155	
8421	Biological Science	(5-9)	5442 Middle School Science	152	152	
7421		(6-12)	5236 Biology	154	154	5235 test to be discontinued with Aug. 2023 as the last day of administration. 5236 regenerated test available Sept. 2022
7083	Blended Early Childhood Education/Early Childhood Special Education	(Birth-Grade 3)	5025 Early Childhood Education OR Elementary Subtests (See All Subjects 5001 or 7811) AND	156	156	
			5692 Special Education: Early Childhood/Early Intervention	159	159	
7014	Blended Elementary Education/Elementary Special Education	(Grade 4-6)	Elementary Subtests (See All Subjects 5001 or 7811)	See All Subjects	See All Subjects	Must also hold the endorsement and successfully pass the requisite Praxis exams for Blended Early Childhood Education/Early Childhood Special Education endorsement
8440	Chemistry	(5-9) (6-12)	5442 Middle School Science	152	152	
7440		(6-12)	5246 Chemistry	146	146	5245 test to be discontinued with Aug. 2023 as the last day of administration. 5246 regenerated test available Sept. 2022
8144	Communication	(5-9)	5221 Speech Communication: Content Knowledge	143	-	
7144		(6-12)				
8400	Computer Science	(5-9)	5652 Computer Science	149	149	
7400		(6-12)				
9921	CTE - Agriculture Science & Technology	(6-12)	5701 Agriculture	147	147	
9093	CTE - Business Technology Education	(6-12)	5101 Business Education: Content Knowledge	148	154	
9400	CTE - Computer Science	(6-12)	5652 Computer Science	149	149	
9401	CTE - Engineering	(6-12)	5051 Technology Education	154	159	
9970	CTE - Family and Consumer Sciences	(6-12)	5122 Family and Consumer Sciences	153	153	
9092	CTE - Marketing Technology Education	(6-12)	5561 Marketing Education	158	-	
9981	CTE - Technology Education	(6-12)	5051 Technology Education	154	159	
7030	Deaf/Hard of Hearing	(Pre-K-12)	~~5354 Special Education: Core Knowledge and Applications~~ 5355 Special Education: Foundational Knowledge AND	~~145~~ 145	~~151~~ 145	5354 test to be discontinued with the last administration date of Aug. 2024. Test replaced with new test 5355, available Sept. 2023
			5272 Special Education: Education of Deaf and Hard of Hearing Students	160	160	
7019	Early Childhood Special Education	(Pre-K-3)	5025 Early Childhood Education OR Elementary Multiple Subtests (See All Subjects 5001 or 7811) AND	156	156	
			5692 Special Education: Early Childhood/Early Intervention	159	159	
7140	Early Literacy	(K-3)	5205 Teaching Reading: Elementary	159	159	
8451	Earth and Space Science	(5-9)	5442 Middle School Science	152	152	
7451		(6-12)	5572 Earth and Space Sciences	154	154	5571 test to be discontinued Aug. 2023 as the last day of administration. 5572 regenerated test available Sept. 2022

Standard Instructional Certificate						NOTE: Passing scores on discontinued/expired tests will be accept for 5 years after the expiration date.
Endorsement Code	Endorsement	Content/ Grade Level	ETS Praxis II Subject Assessment	Idaho Cut Score	Multi State Cut Score	Comments:
8228	Economics	(5-9)	5089 Middle School Social Studies	149	-	
7228		(6-12)	5911 Economics	150	150	
8990	Engineering	(5-9)	5051 Technology Education	154	159	
7990		(6-12)				
8120	English	(5-9)	5047 Middle School English Language Arts	164	164	
7120		(6-12)	5038 English Language Arts: Content Knowledge	167	167	
7126	English as a Second Language (ESL)	(K-12)	5362 English to Speakers of Other Languages	155	155	
7036	Exceptional Child Generalist	(K-8)	~~5543 Special Education: Core Knowledge and Mild to Moderate Applications~~ 5355 Special Education: Foundational Knowledge AND Elementary Subtests (See All Subjects 5001 or 7811)	~~153~~ 145	~~158~~ 145	5543 test to be discontinued, with the last administration date of Aug. 2024. Test replaced with new test 5355, available Sept. 2023
7037		(6-12)		See All Subjects	See All Subjects	
7029		(K-12)				
8226	Geography	(5-9)	5089 Middle School Social Studies	149	-	
7226		(6-12)	5921 Geography	153	-	
8452	Geology	(5-9)	5442 Middle School Science	152	152	
7452		(6-12)	5572 Earth and Space Sciences	154	154	5571 test to be discontinued with Aug. 2023 as the last day of administration. 5572 regenerated test available Sept. 2022
7028	Gifted and Talented	(K-12)	5358 Gifted Education	157	157	
8520	Health	(5-9)	5551 Health Education	155	-	
7520		(6-12)				
7521		(K-12)				
8221	History	(5-9)	5089 Middle School Social Studies	149	-	
7221		(6-12)	5941 World and U.S. History: Content Knowledge	141	-	
8133	Humanities	(5-9)	-	-	-	
7133		(6-12)				
8134	Journalism	(5-9)	5224 Journalism	153	153	
7134		(6-12)				
7080	Junior ROTC	(6-12)	-			
7139	Literacy	(K-12)	5206 Teaching Reading	156	156	
8320	Mathematics - Middle Level	(5-9)	5164 Middle School Mathematics	157	157	
7300	Mathematics	(6-12)	5165 Mathematics	159	159	
8820	Music	(5-9)	5113 Music: Content Knowledge	148	161	
7820		(6-12)				
7810		(K-12)				
7420	Natural Science	(6-12)	5436 General Science	141	141	Must also hold an endorsement and successfully pass the requisite Praxis exam in one of the following areas: Agriculture Science Technology (6–12), Biological Science (6–12), Chemistry (6–12), Earth and Space Science (6–12), Geology (6–12) or Physics (6–12)
7989	Online-Teacher	(Pre-K-12)	-	-	-	
8510	Physical Education (PE)	(5-9)	5091 Physical Education: Content Knowledge	143	-	
7512		(6-12)				
7511		(K-12)				
8430	Physical Science	(5-9)	5442 Middle School Science	152	152	
7430		(6-12)	5485 Physical Science	157	157	

Standard Instructional Certificate						NOTE: Passing scores on discontinued/expired tests will be accept for 5 years after the expiration date.
Endorsement Code	Endorsement	Content/ Grade Level	ETS Praxis II Subject Assessment	Idaho Cut Score	Multi State Cut Score	Comments:
8450	Physics	(5-9)	5442 Middle School Science	152	152	
7450		(6-12)	5266 Physics	145	145	
8231	Psychology	(5-9)	5391 Psychology	154	154	
7231		(6-12)				
8453	Science - Middle Level	(5-9)	5442 Middle School Science	152	152	
7200	Social Studies	(6-12)	5081 Social Studies: Content Knowledge	150	-	Must also hold an endorsement and successfully pass the requisite Praxis exam in one of the following areas: History, American Government/Political Science, Economics or Geography.
8220	Social Studies - Middle Level	(5-9)	5089 Middle School Social Studies	149	-	
8229	Sociology	(5-9)	5952 Sociology	154	154	
7229		(6-12)				
8236	Sociology/Anthropology	(5-9)	5952 Sociology	154	154	
7236		(6-12)				
7297	Teacher Leader - Instructional Specialist	-		-	-	
7296	Teacher Leader - Instructional Technology	-		-	-	
7298	Teacher Leader - Literacy	-	5206 Teaching Reading (OR)	156	156	This test is currently used for the Literacy K-12 endorsement
			5205 Teaching Reading: Elementary (OR)	159	159	This test is being recommended for the Early Literacy K-3 endorsement
			5302 Reading Specialist	165	165	This test was previously used in Idaho for the Literacy K-12 endorsement and was re-adopted for use aligning to this endorsement
7299	Teacher Leader - Mathematics	-	5164 Middle School Mathematics (OR)	157	157	This test is currently used for the Mathematics - Middle Level (5-9) endorsement
			5165 Mathematics (OR)	159	159	This test is currently used for the Mathematics (6-12) endorsement
			5037 Elementary Education: Math Specialist	153	153	
7045	Teacher Leader - Special Education	-		-	-	Individuals seeking the Teacher Leader - Special Education Endorsement are required to additionally hold a Standard Instructional Certificate endorsement Generalist K-12, K-8 or 5-9 endorsement
7020	Teacher Librarian	(K-12)	5312 School Librarian	154	154	5311 test to be discontinued with Aug. 2023 as the last day of administration. 5312 regenerated test available Sept. 2022
8137	Theater Arts	(5-9)	5641 Theatre	148	-	
7137		(6-12)				
8852	Visual Arts	(5-9)	5134 Art: Content Knowledge	151	158	
7852		(6-12)				
7851		(K-12)				

Standard Instructional Certificate						NOTE: Passing scores on discontinued/expired tests will be accept for 5 years after the expiration date.
Endorsement Code	Endorsement	Content/ Grade Level	ETS Praxis II Subject Assessment	Idaho Cut Score	Multi State Cut Score	Comments:
7035	Visual Impairment	(Pre-K-12)	~~5354 Special Education: Core Knowledge and Applications~~ 5355 Special Education: Foundational Knowledge AND	~~145~~ 145	~~151~~ 145	5354 test to be discontinued with the last administration date of Aug. 2024. Test replaced with new test 5355, available Sept. 2023
			5282 Special Education: Teaching Students with Visual Impairments	163	163	
8700	World Language (All other languages not listed below)	(5-9)	5841 World Language Pedagogy	151	158	
7700		(6-12)				
7710		(K-12)				
8702	World Language - American Sign Language	(5-9)	0634 American Sign Language Proficiency Interview (ASLPI) by Gallaudet	3 (score is equivalent to a 160 scale score)	160	
7702		(6-12)				
7701		(K-12)				
8796	World Language - Chinese	(5-9)	5665 Chinese (Mandarin): World Language	164	164	
7796		(6-12)				
7715		(K-12)				
8830	World Language - French	(5-9)	5174 French: World Language	156	162	
7730		(6-12)				
7712		(K-12)				
8740	World Language - German	(5-9)	5183 German: World Language	157	163	
7740		(6-12)				
7713		(K-12)				
7792	World Language - Japanese	(K-12)	5661 Japanese	156	156	
7750	World Language - Latin	(K-12)	5601 Latin	152	-	
7714	World Language - Russian	(K-12)	5671 Russian: World Language	130	130	New test - adopted by SBOE at their December 2022 meeting.
8720	World Language - Spanish	(5-9)	5195 Spanish: World Language	163	168	
7720		(6-12)				
7711		(K-12)				

STATE DEPARTMENT OF EDUCATION

SUBJECT

Appointments to the Professional Standards Commission

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1252, Idaho Code

BACKGROUND/DISCUSSION

Section 33-1252, Idaho Code, sets forth criteria for membership on the Professional Standards Commission (Commission). The Commission consists of eighteen (18) members including one (1) from the State Department of Education and one (1) from the Division of Career Technical Education. The remaining members shall be representative of the teaching profession of the State of Idaho, and not less than seven (7) members shall be certificated classroom teachers in the public school system and shall include at least one (1) teacher of exceptional children and at least one (1) in pupil personnel services.

The Idaho School Superintendents' Association, the Idaho Association of Secondary School Principals, the Idaho Association of Special Education Administrators, the education departments of private colleges, and the colleges of letters and sciences of the institutions of higher education may submit nominees for (1) position each. The community colleges and the education departments of the public institutions of higher education may submit nominees for two (2) positions.

Four (4) positions on the Commission are open for three (3)-year appointments, effective July 1, 2023: one (1) position representing certificated classroom teachers, one (1) position representing public higher education/teacher education, one (1) position representing school superintendents, and one (1) position representing directors of special education.

Nominations were sought from the Idaho Association of Colleges for Teacher Education (IACTE), Idaho Education Association (IEA), Northwest Professional Educators (NWPE), Idaho Indian Education Committee (IIEC), Idaho School Superintendents' Association (ISSA), and Idaho Association of Special Education Administrators (IASEA). Nominations for appointment or reappointment were received from IEA, IACTE, ISSA, and IASEA. Positions appointed to the Commission sit as representatives to the respective seats they are appointed to, not the association or group that nominated them for Board for consideration.

In compliance with Section 33-1252(2), Idaho Code, three (3) nominations are required to be put forward for each open position. Both the Idaho School Superintendents' Association and the Idaho Association of Special Education Administrators nominated their current Commission appointee for reappointment

and did not seek additional nominations from their membership. Jonelle Warnock of Boise School District and Katie Mathias of Boise State University are recommended for appointment to the Commission, and Lance Harrison of Preston School District and Ramona Lee of West Ada School District are recommended for reappointment to the Commission.

IMPACT

Board action allows for appointment or reappointment of members to the Professional Standards Commission, ensuring all seats on the Commission are filled.

ATTACHMENTS

Attachment 1 – Current Professional Standards Commission Members
Attachment 2 – Jonelle Warnock, nominated by IEA
Attachment 3 – Lindsey McKinney, nominated by IEA
Attachment 4 – Eric McDowell, nominated by IEA
Attachment 5 – Katie Mathias, nominated by IACTE
Attachment 6 - Jennifer Snow, nominated by IACTE
Attachment 7 – Taylor Raney, nominated by IACTE
Attachment 8 – Lance Harrison, nominated by ISSA
Attachment 9 – Ramona Lee, nominated by IASEA

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Section 33-1252(2), Idaho Code, "Except for the member from the staff of the State Department of Education, and the member from the staff of the Division of Career Technical Education, three (3) nominees for each position on the Commission shall be submitted to the State Superintendent of Public Instruction, for the consideration of the State Board of Education. Any state organization of teachers whose membership is open to all certificated teachers in the state may submit nominees for positions to be held by classroom teachers; the Idaho Association of School Superintendents may submit nominees for one (1) position, the Idaho Association of Secondary School Principals may submit nominees for one (1) position; the Idaho association of elementary school principals may submit nominees for one (1) position; the Idaho School Boards Association may submit nominees for one (1) position; the Idaho Association of Special Education Administrators may submit nominees for one (1) position; the education departments of the private colleges of the state may submit nominees for one (1) position, the community colleges and the education departments of the public institutions of higher education may submit nominees for two (2) positions, and the colleges of letters and sciences of the institutions of higher education may submit nominees for one (1) position." Additionally, Section 33-1252, Idaho Code, requires not less than seven (7) members be certificated classroom teachers in the public school system and shall include at least one (1) teacher of exceptional children and at least one (1) teacher in pupil personnel services. While not required, historical practice has been to identify whether a teacher serving on the

Commission is an elementary or secondary school teacher to assure a balance in the representation on the Commission.

Original appointments are made for a term of three years. Appointments to fill vacant positions are made for the remainder of the term they are filling. This process helps to limit the number of new appointments that have to be made in a single year and helps to assure some continuity of membership on the Commission.

BOARD ACTION

I move to appoint Jonelle Warnock of Boise School District to the Professional Standards Commission, replacing Chanel Harming of Lapwai School District, for a three-year term beginning July 1, 2023, and ending June 30, 2026, replacing Chanel Harming, representing certificated classroom teachers.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to appoint Katie Mathias of Boise State University to the Professional Standards Commission, replacing Emma Wood of Idaho State University, for a three-year term beginning July 1, 2023, and ending June 30, 2026, representing public higher education/teacher education.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to reappoint Lance Harrison of Preston School District to the Professional Standards Commission for a three-year term beginning July 1, 2023, and ending June 30, 2026, representing school superintendents.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to reappoint Ramona Lee of West Ada School District to the Professional Standards Commission for a three-year term beginning July 1, 2023, and ending June 30, 2026, representing special education administrators.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

2022-2023 Member Roster

Marianne Sletteland, Chair
Exceptional Child Teacher
Moscow School District #281
Term 7/1/22 – 6/30/25

Vanessa Anthony-Stevens, Public Teacher Education
University of Idaho
Term 7/1/22 – 6/30/25

Stephanie Brodwater, Classroom Teacher
Post Falls School District #273
Term (Partial) 10/19/22 – 6/30/25

Tate Castleton, Elementary Principal
Homedale Joint School District #370
Term 7/1/21 – 6/30/24

Kristi Enger, Educator Certification Director
Idaho Career Technical Education
Term 7/1/21 – 6/30/24

Angela Gillman, Classroom Teacher
Idaho Falls School District #091
Term 7/1/21 – 6/30/24

Katie Horner, Classroom Teacher
Murtaugh School District #418
Term 7/1/21 – 6/30/24

Lance Harrison, School Superintendent
Preston Joint District #201
Term (Partial) 4/21/22 – 6/30/23

Stacey Jensen, Classroom Teacher
Pocatello School District #025
Term 7/1/22 – 6/30/25

Chanel Harming, Vice Chair
Classroom Teacher
Lapwai School District #341
Term (Partial) 10/20/21-6/30/23

Ramona Lee, Special Education Administrator
West Ada School District #002
Term 7/1/20 – 6/30/23

Amy McBride, Secondary Principal
Twin Falls School District #411
Term 7/1/22 – 6/30/25

Jamee Nixon, College of Letters and Sciences
Northwest Nazarene University
Term 7/1/22 – 6/30/25

Karen Pyron, School Board Member
Butte County School District #111
Term 7/1/21 – 6/30/24

MeLissa Rose, Pupil Service Staff
Lakeland School District #272
Term 7/1/22 – 6/30/25

Lori Sanchez, Private Teacher Education
Northwest Nazarene University
Term 7/1/21 – 6/30/24

Emma Wood, Public Teacher Education
Idaho State University
Term 7/1/20 – 6/30/23

Ryan Cantrell, Chief Deputy Superintendent
State Department of Education
February 2, 2023 – June 30, 2026

Jonelle R. Warnock

Home:
[redacted]

School:
Boise High School
1010 W. Washington St.
Boise, Idaho 83702

Phone: 208-371-6511
E-mail: jonelle.warnock@boiseschools.org

Education
Summer 2017, Driver's Education endorsement
Summer 2010, Boise State Writing Project Fellow
May 2003, Library science endorsement, University of Idaho, Moscow, ID
May 1999, Masters of English, Boise State University, Boise, ID
May 1992, Bachelor of Arts, Whittier College, Whittier, CA
May 1988, High School Diploma, Borah High School, Boise, ID

Teaching Certificates/Endorsements
Idaho English 6-12, Library Media Specialist 6-12
Idaho Technology Certification
HOUSSE Highly Qualified in Language Arts

Education Experience
Boise High School Boise, Idaho
Learning Coach for all teachers and grade levels (2022-present)

West Jr. High School Boise, Idaho
AVID 9 (2012-2022)
English 9, Accelerated English 9 (2007-2022)
Library Media Specialist (2004-2007)
English 7, 8, 9, Yearbook (1993-1999)

Idaho Digital Learning Alliance Boise, Idaho
(adjunct with College of Eastern Idaho)
Dual Credit English 101/102 (2020-present)
English 10b (2022)

Boise State University Boise, Idaho
ENGL 481 Teaching Literature to Jr. and Sr. High Students (Spring 2015, Fall 2017)

Timberline High School Boise, Idaho
English 10, English 11, Student Leadership (1999-2004)

Professional Responsibilities/Committees
BSD ELA screener (2015-present)
BEA/BSD Joint Negotiations Team (2004-present)
West JHS Literacy Coach (2021-2022)
West JHS leadership team (2009-2022)
West JHS AVID site team (2012-2022)
West JHS Student Council Advisor (2010-2022)
Boise School District Pre-AP committee (2018-2022)
Idaho Coaching Network (2014-2019)
Wassmuth Center Human Rights Curriculum Committee (2021-2022)
Idaho Council of Teachers of English Board member (1999-2022)
Super Conference Committee (2017-2019)
BSD Instructional Support Trainer (2010-2017)
New Teacher Mentor (2019-2020)
Language Arts Department Chair, West Junior High School (2010-2015)
Past Boise School District Common Core curriculum committee for English 9
Student Teacher Supervisor/Mentor Teacher (11 student teachers)

Professional Organizations
National Council of Teachers of English
Idaho Council of Teachers of English
National Writing Project
Boise State Writing Project
National Education Association
Boise Education Association

Accolades and Recognition
2019-2021 Master Educator Premium recipient
2019 BSD Foundation Grant Recipient
2017 Rotary Distinguished Educator
2017 Century Link grant recipient
2013 Teacher of the Month– West Junior High School
2013 Idaho Council Teachers of English Teacher of the Year
2013 NCTE Secondary Teacher of Excellence by the Idaho Council of Teachers of English
2012 Rotary Distinguished Educator
Yearbook competition awards– 1995-1998

References
Robb Thompson- Boise HS principal- robb.thompson@boiseschools.org
Stephanie Myers- Boise Education Association- stephaniemyers@boiseea.org
Brandon Bolyard- Vallivue School District Secondary Instructional Coach- brandon.bolyard@vallivue.org

Lindsey McKinney

[redacted]

Objective: A position on the Idaho Professional Standards Commission.

Summary of Qualifications:

- Bachelor's of Science in Communication
- Idaho Teaching Certification in Business Education and Basic Mathematics
- Excellent communication skills
- Proven customer service relations
- Flexible work practices, willingness to learn new positions
- Recognized time management skills
- Proficient with Microsoft Office programs including Word, Excel, PowerPoint, Access, Publisher, and various other programs including Dreamweaver, Photoshop, and InDesign
- Good leadership skills
- Have passing Praxis scores in Business Education and Basic Mathematics
- Idaho Business Education Association Outstanding Secondary Educator 2020

Experience:

Orofino Jr/Sr High School
Orofino, ID
Business/Technology Teacher August 2019-present
Teach a wide range of business and technology subjects ranging from Word, Excel, Access, PowerPoint, Publisher, Keyboarding, Interactive Media, Accounting, Yearbook and Computer Technology. Served as the Business Professionals of America advisor, Student Council advisor, and a class advisor. Plan and implement lesson plans, create pacing schedule for coursework, interact with students and other staff members.

North Idaho College
Coeur d'Alene, ID
Dual Credit Instructor August 2018-present
Teach a wide range of Computer Applications classes ranging from Word, Excel, Access, PowerPoint, Outlook, and Computer Fundamentals. Plan and implement lesson plans, create pacing schedule for coursework, interact with students and other staff members.

Bruneau-Grandview School District
Bruneau, ID
Business/Technology Teacher August 2017-May 2019
Teach a wide range of business and technology subjects ranging from Word, Excel, Access, PowerPoint, Publisher, Keyboarding, Interactive Media, Business Communications, Sports and Entertainment Marketing and Personal Finance. Served as the Business Professionals of America advisor, Student Council advisor, and a class advisor. Plan and implement lesson plans, create pacing schedule for coursework, interact with students and other staff members.

Dietrich School District
Dietrich, ID
Business/Technology Teacher September 2015-May 2017
Teach a wide range of business and technology subjects ranging from Word, Excel, Access, PowerPoint, Publisher, Keyboarding, Economics, Business Law, Interactive Media, Business Communications, Business Administration and Sports and Entertainment Marketing. Served as the Business Professionals of America advisor, Yearbook advisor, a class advisor and served on the leadership and the budget committees. Plan and implement lesson plans, create pacing schedule for coursework, interact with students and other staff members.

Lindsey McKinney

Spokane Falls Community College
Pullman, WA
Computer Applications/Business Technology Instructor September 2014-June 2015
Teach a wide range of computer application subjects ranging from beginning to advanced Word, Excel, Access, PowerPoint, Outlook, Publisher, and Keyboarding. Plan and implement lesson plans, create pacing schedule for coursework, interact with students and other staff members.

Mountain View School District #244
Kooskia, ID
Substitute Teacher January 2014-June 2015
Substituted in various positions including paraprofessional positions, teachers and the office staff. Also assisted in other duties including before and after school bus duty, recess duty, and lunch duty. Handled classroom interruptions, took attendance, answered a multiline phone system, and interacted with students and other staff members.

Dabco Property Management
Pullman, WA
Property Manager November 2009-December 2013
Perform Data entry, opening and closing procedures, interact with residents in person and on the phone, filing, checking the mail, creating documents, processing rent payments, compiling leases and other forms, Yardi, general office duties, technical troubleshooting, and other duties as assigned.

Education:

American College of Education Indianapolis, IN
M. Ed Advanced Studies Business Expected Spring 2023
Classes in Risk Management, Financial Management, Strategic Innovation and Entrepreneurship, Law, Labor and Negotiations, Information Systems, Marketing Management, Designing Courses and Programs, Online Learning and Teaching.

University of Idaho Moscow, ID
Communication 2009
Career and Technical Education
Member of the U of I Marching Band, University Ambassador, Education classes, Integrated Business Curriculum, Accounting, Economics, other related business classes and several computer classes including Desktop Publishing using InDesign, Photoshop. Member of the U of I Chapter of Business Professionals of America. Treasurer for hall government, worked on projects on a team.

Idaho Education Association Positions Held:

IEA Board of Directors	August 2020-present
Orofino Education Association President	August 2019-present
IEA Human and Civil Rights Committee Chair	August 2017-present
IEA Human and Civil Rights Committee	January 2017- present
Presenter at Summer Institute	2017-present
Idaho Education Association Trainer	2019-present
NEA Leaders for Just Schools	2019-present
Bruneau-Grandview Association President	2017-2019
IEA Marketing and Branding Task Force	2017-2018
Dietrich Education Association President	2015-2017

References:
Available on Request

Eric McDowell, PhD.
[redacted]
Work: eric.mcdowell@sd283.org
[redacted]

2/22/2023

Professional Standards Commission
Idaho State Department of Education
650 West State Street
Boise, ID 83702

Greetings,

My name is Eric McDowell and I am the current science teacher at Kendrick Jr./Sr. High School. For the past 10 years, I have been heavily involved in my school and community in a variety of roles beyond my duties as a teacher. I have been a city councilor, the treasurer of the Juliaetta Community Improvement Association, the President of the Kendrick Education Association, and the secretary of the Kendrick Lions Club. I am also a prolific and successful grant writer who has brought over $100K into the Kendrick-Juliaetta community.

In my roles as a teacher and officer of my local teaching association, I have contributed to our local finally achieving an actual master agreement rather than the unofficial agreements that had existed since the late 1970s. This successful effort has played huge roles in minimizing teacher/staff turnover in my district as well as to make our small district competitive in Region 2. More recently, I was instrumental in my district in changing health insurance to the state health insurance, making insurance affordable for many district employees and their families.

I have dedicated much of my adult life to making both my school and its larger community a better place than I originally found it. Along the way, I have witnessed things I wish I could say I was making them up. It is my hope that my efforts could somehow prevent them from happening in the first place but one has to be realistic. Regardless, I am hopeful that I can further my profession and my student's futures by seeking a spot on Idaho's Professional Standards Committee.

Regards,

Eric McDowell

Eric McDowell, PhD

Eric McDowell, PhD.
[redacted]
Work: eric.mcdowell@sd283.org
[redacted]

Education:

- 1998 - 2003: Department of Molecular Biology and Biochemistry, University of Idaho, Moscow, Idaho; Degree: Bachelor of Science.
- 2003 - 2010: Department of Plant Science, University of Arizona, Tucson, Arizona; Degree: PhD in Plant Biology concerning plant trichome and rhizome biology.
- 2012-2014: Division of Education, Lewis-Clark State College, Lewiston, Idaho; Natural Science Teaching Certification.

Teaching Experience:

- Kendrick Jr./Sr. High School
  - 2012-present
  - Physical Science (9th grade)
  - Biology (10th grade)
  - Earth Science (8th grade)
  - Environmental Science (10-11th grades)
  - Physics (11-12th grades)
  - Chemistry (11-2th grades)
  - Integrative Science (9th grade)
  - New Teacher mentor
- NATS104, Plants and our World
  - Fall 2008, & 2009
  - Introductory botany/plant biology course for non-science majors
- PLS312, Plant and Animal Genetics
  - Spring 2007, 2008, 2009
  - Advanced genetic course for science majors
- Supervised/ trained summer interns and undergraduates lab assistants

Awards:

- 2005 - 2007: IGERT Research Fellow
- 2012 – Present: $90,547 total in grants awarded
  - Avista Foundation - Solar Panels 2016: $37,756.80
  - INL Classroom Improvement Grant – Apiaries 2015: $4,998.00
  - Captain Planet Foundation – Apiaries 2015: $2,499.09
  - Toshiba Foundation – Ghost Peppers 2015: $1192.91
  - CapED Education Foundation – Ghost Peppers: $703.00

- KJ7 Education Foundation – 3D Sandbox 2016: $1,000.00
- Idaho Stem Action Center – Gold Project 2016: $2,497.40
- LCCU Education Foundation – Composter Project 2017: $500.00
- INL Mini Grant - Composter Project 2017: $500.00
- Idaho Community Foundation – Bee Fab Project 2019: $19,100.00
- NezPerce Education Foundation – Bee Fab Project 2019: $8,000.00
- Innovia Education Foundation – Bee Fab Project 2019: $5,300.00
- KJ7 Education Foundation -2019 Cooking/3D filament/Lab Safety: $500.00
- NezPerce Education Foundation – Honey Dehydrator: $6,000.00
- MJ Murdock Fellow – 2021-2023

Memberships:

- 2012 – Present: Kendrick Education Association member
- 2016 – Present: Kendrick Education Association Negotiator
- 2016 – 2019: Kendrick Education Association Vice-President
- 2019 – Present: Kendrick Education Association President
- 2019 – Present: Idaho Education Association/Center for Teaching and Learning Trainer
- 2019 - Juliaetta City Council
- 2018 – Present: Kendrick-Juliaetta Lions Club – Club Secretary
- 2020 – Present: Juliaetta Community Improvement Association

Current Employer

- Kendrick Joint School District #283; Kendrick, Idaho (Aug. 2012 – present)

Publications:

- **McDowell ET.** (2010) A tale of two 'omes: Comparative genomics and important genes in specialized tissues. PhD dissertation. University of Arizona, Tucson.
- **McDowell ET, Kapteyn J, Li C, Shi F, An L, Descour A, Kang JH, Schmidt A, Schilmiller A, Howe GA, A. Jones AD, Pichersky E, Wilkerson C, Soderlund CA, Gang DR** (2010) Comparative functional genomic analysis of *Solanum* glandular trichome types. *Plant Physiology.*
- **Kapteyn J, He R, McDowell ET, Gang DR.** (2010) Incorporation of non-natural nucleotides into template-switching oligonucleotides reduces background and improves cDNA synthesis from very small RNA samples. *BMC Genomics.* 11:413.

Katie Rebholz Mathias

[redacted]

Experience

Boise State University, Boise ID
Director of Assessment & Reporting, College of Education October 2022-present

- Direct the continuous improvement of teacher education programs across campus through research efforts, managing annual reporting measures, achieving state and national accreditation, meeting external data requests, and supporting internal procedures such as program assessment reporting
- Implement a systemic quality assurance system and design, launch, and manage a college-wide data dashboard for strategic recruitment and retention, clinical and community partnerships, and research and productivity
- Serve as primary communication liaison among stakeholders; from faculty and staff to external policy-making bodies

College of Southern Idaho, Boise ID
Senior Coordinator, Early College August 2021-October 2022

- Spearhead strategic outreach to build quality, sustaining relationships between CSI and Treasure Valley schools to refine dual credit teaching and programming and assist students in the transition to college and post-secondary training and certification
- Serve as a liaison to the Office of the State Board of Education for the the Idaho Association of Collegiate Registrars and Admissions Officers (IACRAO) to increase go-on rates
- Assist in efforts towards continuous program improvement guided by state policy and national accreditation with the National Alliance of Concurrent Enrollment Partnerships (NACEP)

K12 Stride Inc., Boise ID August 2019-2021
Director, School Board and District Partner Relations

- Established a data dashboard centralizing information from over 60 non-profit charter school boards and district partners and utilized reporting for transparency across national teams
- Overhauled internal management and external board relations by formulating standard procedures and implementing custom tools and targeted training
- Contributed to the start-up and renewal of charter schools across the country, including the support and training of new school board members

Idaho State Department of Education, Boise ID April 2018-August 2019
Coordinator, Professional Standards Commission

- Managed the Professional Standards Commission on matters of educator licensure, teacher preparation, and professional ethics
- Planned, executed, and reported on state-wide educator preparation programs through Idaho and CAEP accreditation review processes to ensure compliance with educator preparation standards, including alternative routes to certification
- Continually revised educator preparation standards and endorsements by leading state-wide reviews and completing revisions to be incorporated through legislative rule

Gem Prep, Boise ID June 2014-June 2016
Student Advisor and English Teacher

- Designed and taught all online secondary English courses; delivered career and college advising; administered, graded, and analyzed interim and summative IRI and ISAT testing (SBAC)

K12 International High School, Boise ID May 2011-January 2014
English and Electives Teacher, Community Events & Upper School Teacher Training Coordinator

- Responsible for the teaching and management of 200+ online students per term; designed and led a comprehensive and detailed training for all new high school instructors; managed and promoted high school community activities

Elizabeth Seton Academy, Boston MA September 2007-June 2011
Teacher and Program Director

- Classroom instructor of English, reading, public speaking, and debate courses and director of free after-school tutoring and support program; supervised and led all-school MAP testing; ran SAT prep summer courses and directed freshman summer orientation

The Honorable Thomas J. Critchley, Jr., J.S.C., Newton NJ September 2006-September 2007
Law Clerk

- Assisted Judge in criminal, civil, and family court proceedings including detailed legal research and writing, preparing sentences, motions, and appeals
- Utilized negotiation skills to successfully mediate civil cases in order to promote fair settlements

Education & Certification

Idaho Education Credential Current
Standard Secondary English 6-12

American College of Education 2011
Master of Education (M.Ed.) in Curriculum and Instruction

Vermont Law School 2006
Juris Doctor (J.D.)

The Catholic University of America 2002
Bachelor of Arts (B.A.) in English Literature, minor in Philosophy

University of KwaZulu-Natal 2001
Community Service and Public Policy Program

Selected Achievements and Community Involvement

- *Second Vice-Chair,* Serve Idaho - Governor's Commission for Community Service 2020-present
- *Accreditation Reviewer,* AdvancED/Cognia 2019-present
- *Peer Reviewer,* Idaho Charter School Program (CSP) Grants 2018-2022
- *St. Mary's Food Bank Board Member,* St. Mary's Food Bank 2017-2020
- *Boise City Curb-It Pro Volunteer,* 2018-2019
- *Conference Presenter: Online Teacher Training,* iNACOL 2013
- *National Honor Society Board Member,* K12 International School 2012-2013
- *Special Education Team; Disciplinary Review Team Member,* Elizabeth Seton Academy 2007-2011
- *Student Government & Bar Association President,* Vermont Law School 2005-2006
- *Law Clerk,* NJ Attorney General, Division of Criminal Justice, Appellate Bureau, Summer 2005
- *Albert Schweitzer Fellow*, Vermont Law School 2004 – 2005
- *Community Service Award Recipient,* AmeriCorps NCCC 2003
- *Americorps National Civilian Community Corps (NCCC) Member,* SE United States, 2002-2003

Education:

Ph.D. Curriculum and Instruction The Pennsylvania State University. May 2003
Emphasis Area - Curriculum and Supervision.
Dissertation Title: *Living an Inquiry Stance Toward Teaching: Teachers' Perceptions of Teacher Inquiry within a Professional Development School Context.*

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

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

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

Academic Positions:

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

Teaching Assignments:

Boise State University, College of Education, Boise, ID

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

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

Summer 2014
ED-CIFS 506, *Issues in Education.* Course required for all master's degree candidates in education focusing on historical and contemporary social, economic, and organizational issues influencing education. (21 students enrolled; overall instructor rating: 4.8)

Teaching (continued):

Fall 2013

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

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

Summer 2013

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

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

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

Spring 2013

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

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

Fall 2012

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

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

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

Summer 2012

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

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

Spring 2012

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

Fall 2011

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

PDS Liaison, 19 Elementary Interns and Student Teachers

Teaching (continued):

Summer 2011

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

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

Spring 2011

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

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

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

PDS Liaison, 5 student teachers

Fall 2010

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

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

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

PDS Liaison, 5 Professional Year Interns; 1 Student Teacher

Summer 2010

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

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

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

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

Spring 2010

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

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

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

Teaching (continued):

Fall 2009

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

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

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

Summer 2009

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

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

Spring 2009

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

Fall 2008

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

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

PDS Liaison, 6 PY interns at 1 elementary school

Summer 2008

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

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

Spring 2008

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

PDS Liaison, 6 student teachers at 1 elementary school

Fall 2007

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

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

PDS Liaison, 6 PY interns at 1 elementary school

Teaching (continued):

Summer 2007

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

Spring 2007

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

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

Other Teaching Assignments:

ED-CIFS 575, *Teacher Leadership*
ED-BLESL 600, *Capstone Seminar*
ED-CIFS 231, *Introduction to Teaching and Learning*
ED-LTCY 597, *Social Justice Through Literacy*
ED-CIFS 581, *School Law*
ED-CIFS 597, *School, Family, and Community Partnerships*
ED-CIFS 230, *Introduction to Teaching/Block 1 Field Experience*

Graduate Assistantships:

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

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

Supervision and School Partnership Work:

Boise State University, College of Education, Boise, ID
2014-Present. *Associate Dean.* Coordinate, facilitate, supervise. Accreditation reporting.
2012-2014. *Teacher Education Coordinator* - Coordinate all field placements/experiences for elementary and secondary teacher education; facilitate unit governance meetings and work committees; participate in unit assessment and reporting.
2003-Present. *Liaison* – Supervise elementary and secondary school student teacher interns in placements at local partnership schools. Serve as university liaison to partnership school, hold meetings with interns and mentor teachers, facilitate intern placements at elementary and middle schools, and meet with ad-hoc Professional Development School committee. Served on the committee to revise Professional Year Field Guides and assessments. Developed PDS partnership with area elementary school.

The Pennsylvania State University, College of Education, University Park, PA
2002-2003. *Professional Development Associate* – University-based partner in State College Area School District-Penn State University Elementary PDS Partnership (ATE2002 Distinguished Program Award Winner). Supervised elementary school interns in a yearlong, integrated PDS program. Observed weekly, promoted reflective teaching, supported teacher inquiry, and lead field experience seminars. Collaborated with mentor teachers on teacher development and performance-based assessment of interns. Conducted annual program evaluations.
1999-2001. *Field Experience Supervisor* – Supervised prospective teachers in pre-student teaching field experience in secondary social studies, math, and foreign languages at selected secondary level schools. Conducted a weekly seminar on field experience issues.

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

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

Professional Teaching Positions:

1997-1999 *High School Teacher*. North Marion High School, ***Professional Development School,*** Marion County, WV. Taught *Journalism I, II, and III; Creative Writing* – introductory and advanced courses in journalism, newspaper, yearbook, and school publicity (grades 9 – 12). Contributed to the creation of county and state standards for journalism curriculum. Advised monthly publication of award-winning student newspaper and yearbooks. Managed Journalism Department finances. Handled news releases and school publicity.

1996 *Adjunct Instructor*. Fairmont State College, Department of Language and Literature, Fairmont, WV. Taught: *Journalism History*, *The Publications Process*, and *English Composition* and advised weekly college newspaper.

1995 *Student teacher/Intern*. Morgantown High School, Morgantown, WV. Taught in 7th – 9th grade English classes as well as 11th grade English and journalism classes in middle and high school level Professional Development Schools. Advised monthly publication of the student newspaper. Taught an integrated *Linking the Humanities* course with social studies teacher.

Research and Scholarship:

Refereed Articles

Snow, J.L., Dismuke, S.D., Zenkert, A.J., & Loffer, C. (in press). Re-culturing Educator Preparation Programs: A Collaborative Case Study of Continuous Improvement. Re-submitted to *The Teacher Educator*.

Snow, J.L., Martin, S.D., & Dismuke, S. (2015). "We do more than discuss good ideas": A Close Look at the Development of Professional Capital in an Elementary Education Liaison Group. *Teacher Education Quarterly* (42), 2, pp. 43-63.

Thiede, Keith W.; Brendefur, Jonathan L.; Osguthorpe, Richard D.; Carney, Michele B.; Bremner, Amanda; Strother, Sam; Oswalt, Steven; and **Snow, Jennifer L.** (2015). "Can Teachers Accurately Predict Student Performance?" *Teaching and Teacher Education, 49*, 36-44.

Snow, J.L. & Martin, S.D. (2014). Confessions of Practice: Multi-dimensional Interweavings of our Work as Teacher Educators. *The New Educator*, *10* (4), 331 – 353.

Snow, J.L. & Zenkert, A. J. (2012). Positions toward Inquiry: Partners in Knowledge Construction and Teacher Development Across the Professional Life Span. *Swiss Journal of Education*.

Research and Scholarship (continued):

Refereed Articles (continued)

Martin, S. **Snow, J.L.** & Torrez, C. (2011). Navigating the Terrain of Third Space: Tensions With/In Relationships in School-University Partnerships. *Journal of Teacher Education*, *62* (3) 299 - 311.

Snow-Gerono, J.L. (2010). Living an Inquiry Stance Toward Teaching in School-University Partnerships. *Teacher Education and Practice*, *23*(3), 331 – 334.

Snow-Gerono, J.L. (2009). Voices less silenced: What do veteran teachers value in school-university partnerships and initial teacher preparation? *The Teacher Educator*, *44* (4).

Snow-Gerono, J.L. & Gregory, A. (2009). Which path to educational equity? External policy influences internal school goals. *Interchange*, *40* (1), 1 - 22.

Snow-Gerono, J.L., Dana, N.F., & Nolan, J.F. (2008). Following up with PDS graduates: An emergent theory of novice teacher leadership. *School-University Partnership Journal*, *(2)*, 2, 55 - 68.

Snow-Gerono, J.L. (2008). Locating supervision: A reflective framework to negotiating tensions within conceptual and procedural foci for teacher development. *Teaching and Teacher Education (24)*, 1502 - 1515.

Hale, A., **Snow-Gerono, J.L., &** Morales-Brendefur, F., (2008). Transformative education for culturally diverse learners through narrative and ethnography. *Teaching and Teacher Education.* (24), 6, 1413-1425.

Snow-Gerono, J.L. & Budge, K. (2008). Subject, self, and social for leadership of place. *Academic Exchange Quarterly (12)*, 2, 150 - 154.

Franklin, C.A. & **Snow-Gerono, J.L.** (2007). Perceptions of Teaching in an Environment of Standardized Testing: Voices from the Field. *The Researcher(21)*, *1*, 2 - 21.

Freedman, D. M., **Snow, J.,** Slonaker, A., Antrop-Gonzalez, R., Duo, P. C., Huang, Hsiu-Ping (2006). Yearbook Disclosure In/Ex-Clusion: Excavating Past Dirt, Identity, and Memory. *Journal of Curriculum Theorizing (22)* 4, 123 - 134.

Snow-Gerono, J.L. & Franklin, C.A. (2006). Mentor Teachers Share Views on NCLB Implementation: What are the Affects on Initial Teacher Preparation? *Kappa Delta Pi Record (43)*, *1*, 20 - 24.

Henning, M.B., **Snow-Gerono, J.L.,** Reed, D. & Jones, A. (2006). Listening to children think critically about Christopher Columbus. *Social Studies and the Young Learner (10)*, *2*, 19 - 22.

Research and Scholarship (continued):

Refereed Articles (continued)

Dana, N.F., Yendol-Silva, D. & **Snow-Gerono, J.L.** (2006). Deconstructing Inquiry: Exploring the Domains and Contents of Teachers' Questions. *Action in Teacher Education, 27 (4)*, pp. 59 - 71.

Snow-Gerono, J.L. (2005). Naming inquiry: PDS teachers' perceptions of teacher research and living an inquiry stance toward teaching. *Teacher Education Quarterly, 32* (4) pp. 79 - 95.

Snow-Gerono, J.L. (2005). Professional Development in a Culture of Inquiry: PDS Teachers Identify the Benefits of Professional Learning Communities. *Teaching and Teacher Education, 21(3)* 241-256.

Gregory, A., Rawley, M.A., Rogien, L.R., **Snow-Gerono, J.,** & Yates, D.L. (2005). A Factious Analogous Analysis of *No Child Left Behind* Through the Lens of *Harry Potter and the Order of the Phoenix. The Researcher, 19* (1) pp. 42 - 52.

Snow-Gerono, J.L., Yendol-Silva, D. & Nolan, J.F. (2002). Reconceptualizing curriculum for the PDS: University faculty negotiate tensions in collaborative design of methods courses. *Action in Teacher Education, 24* (3), 63 – 73.

Dana, N.F., Yendol-Silva, D., & **Snow-Gerono, J.** (2002). Building a culture of inquiry in a Professional Development School. *Teacher Education & Practice, 15*(4), 71-89.

Bullock, P., Park, V., Rodriguez, E., & **Snow, J.L.** (2002). Redefining interdisciplinary curriculum: Collaboration and change in secondary teacher education. *Interchange, 33* (2), 159 – 182.

Snow-Gerono, J., Dana, N.F., & Silva, D.Y. (2001). Where are they now? PDS interns emerge as first-year teacher leaders. *The Professional Educator, 24* (1), 35 – 48.

Book Chapters

Torrez, C.A. F., **Snow-Gerono, J.L.,** & Martin, S. (2011). Negotiating Complex Relationships in School-University Partnerships: Befuddled, Bewildered, and Even Bemused. In Nath, J.L., Ramsey, J., Guadarrama, I. (Eds.) *Investigating University/School Partnerships: A Volume in Professional Development School Research. Professional Development School Research Volume IV*. (249 – 268), Information Age Publishing.

Osguthorpe, R. & **Snow-Gerono, J.L.** (2010). Decorating for NCATE. In Pinnegar, S. (Ed.) T*ensions in Teacher Preparation: Accountability, Assessment, and Accreditation, Volume 12* within the *Advances in Research on Teaching*. (pp. 35 – 54). Emerald Group Publishing Inc.

Research and Scholarship (continued):

Book Chapters (continued)

Gregory, A. & **Snow-Gerono, J. L.** (2010). Embracing alternatives: Examining family constructs in the stories of early childhood. In Carole Rhodes & Lori Wolf (Eds.). *Exploring social justice issues in teacher education.* (pp. 77 – 105).

Snow-Gerono, J.L. (2008). Portraits of an inquiry stance toward teaching: Exploring explicit relationships between inquiry and PDS. In Guadarrama, I., Ramsey, J., & Nath, J. (Eds.) *Research in Professional Development School Series, Volume 3.* (pp. 295 – 317). Charlotte, NC: Information Age Publishing.

Gregory, A. & **Snow-Gerono, J.L.** (2008). Understanding early literacy learning and teaching. In Larocque, M. & Darling, S.M. (Eds.) *Blended curriculum in the inclusive K-3 classroom: Teaching ALL young children.* Boston: Pearson Education.

Snow-Gerono, J.L. & Franklin, C.A. (2007). Accountability System's Narrowing Effect on Curriculum in the United States: A Report Within an Elementary Education Teacher Certification Program. L. Deretchin & C. Craig (Eds.) *ATE Teacher Education Yearbook XV: International Perspective on Accountability Systems and Their Impact on Students, Society and Teacher Preparation* (pp. 97 – 112). Scarecrow Education Publications.

Snow-Gerono, J.L. (2007). Calling for democratic education through curriculum work… In. J.D. Marshall, J. Sears, Allen, L., Roberts, P., & Schubert, W. *Turning points: A contemporary American memoir*, (Afterword), (pp. 273-277) New Jersey: Prentice-Hall.

Antrop-Gonzalez, R., Freedman, D. M., **Snow-Gerono, J.,** Slonaker, A., Duo, P. C., & Huang, Hsiu-Ping (2006). Understanding school culture: In/Exclusion within yearbook discourses. In D. E. Armstrong and B. J. McMahon (Eds.). *Inclusion in urban educational environments: Addressing issues of diversity, equity, and social justice*. Greenwich, CT: Information Age Publishing.

Snow-Gerono, J.L. & Franklin, C.A. (2006). Teacher Education in an Era of Standardization and Accountability: Elementary School Teachers Share their Perceptions of Teaching and Mentoring in an Environment of Testing. Proceedings for the 4th Annual Hawaii International Conference on Education, January, ISSN# 1541-5880.

Snow-Gerono, J.L. & Slonaker, A.L. (2004). Finding our discursive selves: Examining positionality and (silent) voices in school-university partnerships. In L. Coia, N. Brooks, S.J. Mayer, P. Pritchard, E. Heilman, M.L. Birch, & A. Mountain. (Eds.) *Democratic Responses in an Era of Standardization* (pp. 51 - 69), Troy, NY: Educators International Press, Inc.

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

Research and Scholarship (continued):

Book Reviews

Invited

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

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

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

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

Publications Under Review

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

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

Grants

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

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

Grants (continued):

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

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

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

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

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

Evaluation/Technical Reports

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

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

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

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

Evaluation/Technical Reports (continued):

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

International/National Conference Presentations

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

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

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

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

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

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

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

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

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

Research and Scholarship (continued):

International/National Conference Presentations (continued)

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

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

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

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

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

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

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

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

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

Research and Scholarship (continued):

International/National Conference Presentations (continued)

Snow, J.L., Hansen, F.B., Zenkert, A. J., & Gregory, A. E. (2010, April/May). Responsibly Just Engagement: Designing Systems and Frameworks for High Quality Teaching. Paper presented at the annual meeting of American Educational Research Association, Denver, CO.

Snow, J.L. & Zenkert, A. J. (2010, April/May). Cultivating an inquiry stance toward teaching: Authentic modeling and practice. Paper presented at the annual meeting of American Educational Research Association, Denver, CO.

Torrez, C.A. & **Snow, J.L.** (2010, February). Four Years Later--Not Much Has Changed: Teaching in a Testing Environment. Paper presented at the annual meeting of Association of Teacher Educators, Chicago, IL.

Snow, J.L., Hansen, F.B., Zenkert, A. J., & Gregory, A. (2009, October). Educating for responsibly just engagement: What will it take to ensure high quality experiences. Paper presented at the annual meeting of Curriculum and Pedagogy Conference, Decatur, GA.

Bullock, P. & **Snow, J.L.** (2009, October). Teacher educator and LGBTQ issues: Why are we seeing straight? Paper presented at the annual meeting of Curriculum and Pedagogy Conference, Decatur, GA.

Gregory, A.E., Cahill, M.A., **Snow-Gerono, J.L.,** Zenkert, A. J., Walther, J. VonMaur, A. (2008, December). Questioning texts: An analytic look at the texts of research-based programs. Paper presented at the annual meeting of the National Reading Conference,

Snow-Gerono, J.L. (2008, October). Supervision in teacher education: Collaborative inquiry groups to move 'beyond the triad.' Paper presented at annual meeting of Curriculum and Pedagogy Conference, Decatur, GA.

Zenkert, A.J. & **Snow-Gerono, J.L.** (2008, October). Male elementary school teachers: Characteristics with/in the life of 'other.' Paper presented at annual meeting of Curriculum and Pedagogy Conference, Decatur, GA.

Snow-Gerono, J.L. (2008, March). Voices less silenced? Perceptions of inservice teachers in education reform for initial teacher preparation. Paper presented at annual meeting of American Educational Research Association, New York, NY.

Franklin, C.A., **Snow-Gerono, J.L.** Martin, S. (2008, March). Befuddled, bewildered, and even bemused: A self-study of teacher educators in school-university partnerships. Paper presented at annual meeting of American Educational Research Association, New York, NY.

Research and Scholarship (continued):

International/National Conference Presentations (continued)

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

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

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

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

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

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

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

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

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

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

Research and Scholarship (continued):

International/National Conference Presentations (continued)

Bullock, P., **Snow-Gerono, J.L.,** Slonaker, A., Darcy, G.D., Slonaker, B., & Antrop-Gonzalez, R. (2006, October). *Curriculum workers network: Fostering support of social justice research action across diverse locations and contexts.* Paper presentation at annual meeting of the Curriculum and Pedagogy Group, Balcones Springs, Texas.

Snow-Gerono, J.L. & Gregory, A. (2006, April). *Working toward social justice through literacy within a 'standardized' context of professional development.* Paper presented at annual meeting of the American Educational Research Association, San Francisco, CA.

Gregory, A. & **Snow-Gerono, J.L.** (2006, April). *Imagining alternatives: Family constructs, stories of early childhood, and making ready for children.* Paper presented at annual meeting of the American Educational Research Association, San Francisco, CA.

Franklin, C.A. & **Snow-Gerono, J.L.** (2006, April). *Agency and frustration: Preservice teachers' perceptions of teaching in an environment of testing and accountability.* Paper presented at annual meeting of the American Educational Research Association, San Francisco, CA.

Franklin, C.A. & **Snow-Gerono, J.L.** (2006, January). *Teacher education in an era of standardization and accountability: Elementary school teachers share their perceptions of teaching and mentoring in an environment of testing.* Paper presented at the Hawaii International Conference on Education, Honolulu, Hawaii.

Gregory, A. & **Snow-Gerono, J.L.** (2005, December). *Literacy as transformative practice: Teachers' inquiry into social justice.* Paper presented at the annual National Reading Conference, Miami, FL.

Gregory, A. & **Snow-Gerono, J.L.** (2005, December). *Acknowledging alternatives: Examining family constructs in the stories of early childhood.* Study group conducted at annual National Reading Conference, Miami, FL.

Gregory, A., **Snow-Gerono, J.** & Billetz, N. (2005, November). *Balancing literacy instruction in the prek-primary grades in the norms of NCLB.* Workshop presented at the 45th Biennial Convocation, Kappa Delta Pi, Orlando, Florida.

Snow-Gerono, J.L. & Gregory, A. (2005, October). *Embracing a federal mandate? Teachers join together to implement program and cultivate learning communities.* Paper presented at the 6th Annual Conference on Curriculum and Pedagogy, Miami, Ohio.

Research and Scholarship (continued):

International/National Conference Presentations (continued)

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

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

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

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

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

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

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

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

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

Research and Scholarship (continued):

International/National Conference Presentations (continued)

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

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

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

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

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

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

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

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

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

Research and Scholarship (continued):

International/National Conference Presentations (continued)

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

Rodriguez, E., Bullock, P., Freedman, D. **Snow-Gerono, J.** (2001, October). *Disrupting to create anew: exploring the possibilities of narratives in the classroom.* Paper Presentation at the Conference on Curriculum and Pedagogy, Victoria, Canada.

Slonaker, A., **Snow-Gerono, J.,** & Slonaker, B. (2001, October). *Yearbook discourse In/Ex-clusion: Excavating past dirt, identity, and memory.* Interactive Discussion at the Conference on Curriculum and Pedagogy, Victoria, BC, Canada.

Freedman, D., Duo, P., Antrop-Gonzalez, R., Huang, H., Slonaker, A., & **Snow-Gerono, J.** (2001, October). *Excavating meaning: past dirt, identity, and memory within/on/between yearbook discourses.* Paper Presentation at The Conference on Curriculum Theory and Classroom Practice (the Bergamo Conference), Dayton, Ohio.

Snow, Jennifer L. and Silva, Diane Y. (2001, April). *Reconceptualizing Curriculum for the Professional Development School: Methods Faculty Self-Reflections.* Paper Presentation at the American Education Research Association, Seattle, Washington.

Snow, Jennifer L., Freedman, Debra; Rodriguez, Encarna; and Bullock, Patricia. (2000, November). *Narratives as emancipatory practice: The reconceptualizing of a secondary education course.* Paper Presentation at the 1st Annual Conference on Curriculum and Pedagogy, Austin, Texas.

Snow, Jennifer L.; Rodriguez, Encarna; and Bullock, Patricia. (2000, November). *Ask my paper doll who I am as a teacher…* Paper Presentation at the Arts-based Educational Research Conference, Austin, Texas.

Snow, Jennifer L. and Dempsey, Van. (1999, February). *Coordination of Teacher Education at a PDS.* Presentation at the 4th Annual Kansas University PDS Conference, Kansas City, Missouri.

Regional Conference Presentations

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

Research and Scholarship (continued):

Regional Conference Presentations (continued)

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

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

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

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

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

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

Local Conference Presentations

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

Discussant/Chair for Conference Sessions

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

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

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

Research and Scholarship (continued):

Discussant/Chair for Conference Sessions (continued)

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

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

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

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

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

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

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

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

General Professional:

2013-Present. *State Leadership Team Member.* Smarter Balanced Digital Library.
2011-Present. *Co-facilitator*, Idaho IHE Coalition.
2010. *Member,* University of Phoenix State Focused Review Team.
2010. *Participant*, Professional Standards Commission, Elementary Standards Review.
2009-2010. *Facilitator*, AERA Division B (Curriculum Studies) New Faculty Development Seminar.
2009-Present. *Participant*, Association of Teacher Education, Research Committee.
2007 – 2011. *Council Member.* Curriculum and Pedagogy Group (Membership Committee Chair; Program Committee Chair).
2009. *Facilitator*, Center for Teaching and Learning, Action Research Workshop.
2006-2007. *Member*, NNU State Review Team, NCATE.
2005-2007. *Participant*, Boise State Shared Leadership.

2003– 2006. *Inservice* – Presented inservices to Boise School District Special Education Paraprofessionals on Student Management (each semester).
2006. *Participant*, Boise State H3 Project Redesign Seminar.
2004, April. *Participant* – AERA Division K (Teacher Education) New Faculty Development Seminar.
2002-2004. *Book Editor*—Work with Dr. J. Daniel Marshall at Penn State University on the revisions for second edition of book, *Turning Points in Curriculum: A Contemporary American Memoir*.
2003. *Inservice* – Presented inservice with Dr. Nancy Dana on teacher inquiry for the Tyrone Area School District in Pennsylvania for secondary teachers and administration in line with their decision to focus on teacher research for self-directed supervision.

Service:

International/National

2013 - Present. *Editorial Board Member*. Journal of Teacher Education.
2009-Present. *Member*. Research Committee, Association of Teacher Educators.
2008-Present. *Member*. Dissertation Award Committee, Association of Teacher Educators.
2009-2012. *Co-Chair*. Program Committee, C&P Council.
2007-Present. *Member*. Council Curriculum and Pedagogy Group.
2007-Present. *Manuscript Reviewer*. Curriculum and Pedagogy Conference Proceedings.
2007-Present. *Book Reviewer*. SAGE Publications, Classroom management texts.
2007-Present. *Member*. Finance Committee, Curriculum and Pedagogy Group.
2006 – Present. *Manuscript Reviewer*. *Journal of Curriculum and Pedagogy.*
2006 – Present. *Manuscript Reviewer*. *Journal of Teacher Education.*
2006-Present. *Manuscript Reviewer*. *Teaching and Teacher Education.*
2002-Present. *Manuscript Reviewer*, *Action in Teacher Education.*
2006-2010. *Member*, Communications Committee, Curriculum and Pedagogy Group.
2005-Present. *Manuscript Reviewer*. *Journal of School Leadership.*
2007-2009. *Member*. Dissertation Award Committee, Curriculum and Pedagogy Group.
2003-2009. *Chair*, Membership Committee, Curriculum and Pedagogy Group.
2006. *Book Reviewer*. Pearson Education, Curriculum texts.
2002. *Manuscript Reviewer*, *Teaching Education.*
2003. *Book Reviewer*, Allyn & Bacon, Classroom Management texts.

State

2011-Present. *Co-facilitator*. IHE Coalition – Idaho.
2010. *Participant*, Idaho Elementary Education Teacher Professional Standards Revision.
2010. *Reviewer*, Idaho State Department of Education Review of University of Phoenix.
2006. *Reviewer*, NCATE/Idaho State Department of Education Review of NNU teacher education programs – elementary education, master's level reading degrees.
2002. *Participant*, Professional Standards Commission Review of Rubrics and Standards for Elementary Teacher Certification.

Service:

University

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

College

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

CIFS Department

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

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

Doctoral Committees:
Brad Coats (**Chair**, 2017)
Paul Sebastian (**Chair,** 2017)
Tana Jons (**Co-Chair,** 2017)
Leisl Milan (2016)
Jamie Sand (**Chair** 2016)
Bevin Etheridge (**Co-Chair,** Graduated December 2015)
Darcie Rae **(Co-Chair**, Graduated May 2015)
Jacob Skousen (Graduated May 2015)
Jennifer Gardner (Graduated May 2015)
Brady Webb (Graduated May 2015)
Ezra Gwilliams (**Co-Chair**, Graduated Fall 2013)
A.J. Zenkert (Graduated Fall 2013)
Kelley Moneymaker (Graduated Fall 2013)
Christina Ramirez-Nava (Graduated Fall 2013)
Pamela Briggs (**Chair**, Graduated, Summer 2012)
Josh Pfiester (Graduated, Summer 2012)
Jane McKevitt (Co-**Chair,** Graduated, Spring 2012)
Chris Haskell (**Chair**, Graduated, Spring 2012)
Bevin Etheridge (**Co-Chair**, Comps Spring 12)
Faith Beyer Hansen (Graduated, December 2011)
Eun Kyoung Yu (Graduated, August 2011)
Darlene Hartman-Hallam – (Graduated, May 2011)
Donnie Hale – (Graduated, May 2011)
Pam Gehrke (defended proposal, Spring 2011)
Greg Hoetker - Graduated, May 2010
Darcy Jack - graduated, May 2010
Jane Walther – graduated, December 2009
Julia Zarbnisky – graduated, December 2009
Brian Whitney – graduated May 2009
Linda Kirby - graduated December 2008
Mary Ann Cahill – graduated, May 2007
Jo Anne Lafferty – graduated, December 2005
Ruth Calnon – graduated, December 2005
Debra Yates – graduated December, 2005 (**Co-chaired dissertation**)
Celia King – (completed Comps, 2006)
Lisa Kinnaman (completed Comps, Spring 2008)

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

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

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

CURRICULUM VITAE

University of Idaho

NAME: Taylor Raney **DATE:** July 20, 2021

RANK OR TITLE: Director of Teacher Education, Associate Department Chair, Associate Professor of Curriculum and Instruction

DEPARTMENT: Curriculum and Instruction

OFFICE LOCATION AND CAMPUS ZIP:
Education Building 507
Mail Stop 3080

OFFICE PHONE: (208) 885-1027
FAX: (208) 885-6761
EMAIL: tcraney@uidaho.edu
WEB: www.uidaho.edu/ed/ci/taylorraney

DATE OF FIRST EMPLOYMENT AT UI: June 21, 2015

DATE OF PRESENT RANK OR TITLE: June 21, 2015

EDUCATION BEYOND HIGH SCHOOL:

Degrees:
Ph.D. (2015) Northwest Nazarene University, Educational Leadership
Ed.S. (2013) Northwest Nazarene University, Educational Administration
M.Ed. (2012) Northwest Nazarene University, Curriculum and Instruction
M.Ed. (2006) Northwest Nazarene University, Educational Administration
B.S.Ed. (2002) University of Idaho, Secondary Education

Certificates and Licenses:
Idaho Standard Secondary Credential: English 6/12, French K/12, Humanities 6/12, Psychology 6/12
Idaho Standard Administrator: School Principal Pre-K/12, Superintendent

EXPERIENCE:

Teaching Appointments:
2015–Present Clinical Associate Professor, Department of Curriculum and Instruction, University of Idaho, Moscow, ID
2003–2008 Secondary Teacher, West Junior & Boise Senior High Schools, Boise School District, Boise, ID

Academic Administrative Appointments:
2018-Present Associate Chair, Department of Curriculum and Instruction, College of Education, Health and Human Sciences, University of Idaho, Moscow, ID
2015-Present Director of Teacher Education, College of Education, Health and Human Sciences, University of Idaho, Moscow, ID
2015-2020 Elementary Program Coordinator, College of Education, Health and Human Sciences, Department of Curriculum and Instruction, University of Idaho, Moscow, ID
2015-2020 Secondary Program Coordinator, College of Education, Health and Human Sciences, Department of Curriculum and Instruction, University of Idaho, Moscow, ID
2020-present Core Program Coordinator, College of Education, Health and Human Sciences, Department of Curriculum and Instruction, University of Idaho, Moscow, ID
2013-2015 Director of Teacher Certification, Idaho State Department of Education, Boise, ID

2013-2015 Director of Professional Standards, Idaho State Department of Education, Boise, ID
2008-2013 Elementary School Principal, Caldwell School District, Caldwell

TEACHING ACCOMPLISHMENTS:

Areas of Specialization:
Curriculum and Instruction
Educational Leadership

Courses Taught:
ED 250, College of Education, Health and Human Sciences Ambassadors: Spring 2019, Fall 2019, Spring 2020, Fall 2020, Spring 2021, Fall 2021
ED 602, Literature Review, Fall 2021
EDCI 201, Contexts of Education: Fall 2017, Fall 2018
EDCI 301, Learning, Development, and Assessment: Fall 2015, Fall 2016
EDCI 401, Internship Seminar: Fall 2019 (f2f sec. 01, online sec. 02, and virtual sec. 03), Fall 2020, Fall 2021
EDCI 402, Practicum: Elementary Methods, Fall 2021
EDCI 404, Special Topics, World Languages Teaching Methods, Spring 2021
EDCI 408, Integrated Methods Practicum 1: Fall 2020, Spring 2021, Fall 2021
EDCI 409, Integrated Methods Practicum II: Spring 2019
EDCI 437, Secondary Foreign Language Methods: Fall 2019
EDCI 447, Secondary Foreign Language Methods Practicum: Fall 2019
EDCI 499, DS Secondary Foreign Language Methods, Fall 2021
EDCI 501, Internship Seminar: Fall 2019 (online)
EDCI 598, Intern: Secondary Teaching, Fall 2019, Spring 2020, Fall 2020, Spring 2021, Fall 2021
EDCI 599, Non-thesis Master's Research: Spring 2018, Summer 2018, Spring 2021
EDCI 600, Doctoral Research and Dissertation: Summer 2021
EDAD 534, The Principalship: Summer 2016
EDAD 595, Administration and Supervision of Personnel: Summer 2016, Summer 2017, Summer 2020, Summer 2021
ISEM 301, Alcohol and Drug Prevention: Spring 2016, Fall 2016, Spring 2017, Fall 2017, Spring 2019

SCHOLARSHIP ACCOMPLISHMENTS:

Refereed/Adjudicated

Scholarship of Application

Raney, T., Dousay, T., Jensen, J. (2021). University of Idaho CAEP Rejoinder. University of Idaho. Moscow, ID.

Raney, T., Dousay, T., Jensen, J. (2020, October). University of Idaho State Accreditation Report. University of Idaho. Moscow, ID.

Raney, T., Dousay, T., Jensen, J. Hollingshead, A. (2020, April). University of Idaho CAEP Self-Study Report Addendum. University of Idaho. Moscow, ID.

Raney, T., Dousay, T., Campbell, D., Jensen, J. Carr-Chellman, A., Hollingshead, A. (2019, July). University of Idaho CAEP Self-Study Report. University of Idaho. Moscow, ID.

Scholarship in Discovery

Scheef, A. R., Hollingshead, A., **Raney, T.**, Malone, K., Goebel, E., & Hayes, J. (In Review). School personnel perceptions of video conference IEP meetings. *Journal of Special Education Technology.*

Carr, A.A., **Raney, T.**, Campbell, D. (2020, November). Gem state inequalities: Examining the recent history of Idaho public school funding through Kozol's Lens. *Journal of Education Finance.*

Carr, A.A., **Raney, T.**, Campbell, D. (2019, September). Rural funding inequities: The case of Idaho's public schools. *Kappan Online*. (LINK)

Technical/Professional Reports:

Raney, T. (2015, May). Mathematics teacher certification in Idaho. Idaho Math Education Collaborative. Boise, ID.

Raney, T. (2015, January). Idaho tiered teacher licensure: Anticipated outcomes. Boise State University.

Raney, T. (2014, December). Issues in teacher certification. Teacher Education Coordinating Committee. University of Idaho

Raney, T. (2014, November). Tiered teacher licensure: What can the new teacher expect? Northwest Nazarene University.

Raney, T. (2014, October). Tiered licensure: Expected outcomes and ramifications. Lewis-Clark State College.

Raney, T., Clark, L., Kellerer, P., Gramer, R. (2014, August). Idaho Board of Education vision for tiered teacher licensure in Idaho. Idaho School Superintendents' Annual Conference. Boise, ID.

Raney, T. (2014, July). Tiered teacher licensure: Other states' requirements and outcomes. Idaho State Board of Education.

Raney, T. (2014, April). Educator ethics: What school administration and leadership should know and do to support student safety. University of Idaho – Boise.

Accepted Refereed Presentations at International, National, Regional, State, and Local Conferences:

Dousay, T., Darragh, J., **Raney, T.** (2021, June) Ready Preservice Teacher One: Creative solutions to virtual practicum experiences. P20 Conference: Learning by Doing, Twin Falls, ID.

Darragh, J., **Raney, T.** (2020, April). Text-a-Teacher: Exploring Virtual Mentoring with First-Year Teachers. American Educational Research Association Annual Conference, San Francisco, CA. (Conference canceled)

Raney, T. (2019, March). Active Learning in Static Classrooms. Active Learning Symposium. Center for Excellence in Teaching and Learning, Moscow, ID.

Rickey, D., **Raney, T.**, Pietryka, D., & DeGuire, D. (2019, January). Program Accreditation and Micro-Credentialing: Guided Discussions. Ted Andrews Winter Symposium, National Association of State Directors of Teacher Education and Certification, San Diego, CA.

Raney, T., Sanchez, L., Lord, J., Neill, M., Snow, J., & Colon, L. (2018, June). The power of collaboration in the Idaho Coalition for Educator Preparation. National Association of State Directors of Teacher Education and Certification Conference, Minneapolis, MN.

Raney, T., Snow, J., Sanchez, L., Kellerer, P., & VanMullem, H. (2017, February). EPP collaboration for continuous improvement across programs. American Association of Colleges of Teacher Education Annual Conference, Tampa, FL.

Raney, T. (2017, November). Idaho core standards and preparing teachers for a diverse world. University of Idaho Tribal Summit; Education: University and Tribal Partnerships, Moscow, ID.

Raney, T., Snow, J., Sanchez, L., & Linder, C. (2015, November). Elevating the profession: Toward a continuum of professional learning. Idaho School Boards Association Annual Convention, Coeur d'Alene, ID.

Raney, T., Sanchez, L., & Kellerer, P. (2015, October). Impact on reading fluency of double-dosed tier-one instruction for struggling kindergarten students. Northern Rocky Mountain Educational Research Association Conference, Boise, ID.

Raney, T. (2015, March). Educator ethics in a digital world. Idaho State Prevention Conference in Sun Valley, ID.

Raney, T. & Haas, S. (2014, August). Trends in educator ethics in Idaho. Idaho Association of School Administrators Summer Leadership Conference in Boise, ID.

Losee, L., Wallace, J., **Raney, T.**, & Barzee, S. (2014, May). NTEP: Mapping our state's progress to transform educator preparation. 4th National Summit on Educator Effectiveness in San Antonio, TX. Kennedy, T., Sharrard, J., Serna, I., Johnston, H.,

Kennedy, T., **Raney, T.**, & Hammond, K. (2002, October). FLES K-6: Improving public awareness and support of elementary foreign language education programs. Idaho Association of Teachers of Language and Culture Annual Conference in Boise, ID.

Panels

Panel Moderator. (June 2021). Idaho Indian Education Summit, University of Idaho, Moscow, ID

Grants Awarded

Additional Investigator, *Vandal Experience Conference for High School Counselors*. (Principal Investigator: Erick Larson) Funded by the University of Idaho Vandal Ideas Project. 2021. $15,000.

Senior Personnel. *Indigenous Knowledge for Effective Education Program (IKEEP)*. (Principal Investigator: V. Anthony-Stevens). Funded by the U.S. Department of Education. 2018-2023. Award Notification # S299B180040. $998,704.

Principal Investigator. *Network for Transforming Educator Preparation*. Funded by the Council of Chief State School Officers. 2013-2015. $240,000.

SERVICE:

Committee Assignments:

University Level, Campus-wide

Chair, Teacher Education Coordinating Committee, 2015-present
Member, University Curriculum Committee, 2016-2019
Chair, University Curriculum Committee, AY 2018-19
Stand-in Member (for colleague sabbatical), University Curriculum Committee, Spring 2022
Member, Academic Strategic Steering Committee, 2018-present
Administrator Alternate, Dismissal Hearings Committee, 2018-2021
Faculty, Dismissal Hearings Committee, 2021-present
General Education Steering Committee, 2020-present
Member, President's Council on Diversity and Inclusion, 2020-present

College Level, Education, Health and Human Sciences

Member, Leadership Team, 2015-present
Member, Search Committee, Dean, 2015-16
Chair, Search Committee, Director of Student Services, 2015-16
Chair, Teacher Education Academic Appeals Committee, 2015-present
Co-Chair, ad hoc faculty promotion bylaw committee, 2017
Member, College Coordinating Committee, 2015-present
Member, Promotion and Tenure Committee, 2018-2019
Member, Teacher Career Fair Steering Committee, 2015-present
Member, Search Committee, Student Services Support Staff, 2018
Member, Search Committee, Student Services Coordinator, AY 2018-19
Member, Clinical Faculty Promotion Committee, AY 2018-20
Member, Search Committee, Student Services Coordinator, Fall 2021
Member, Search Committee, Administrative Assistant, AY 2021-22
Chair, Search Committee, Assessment and Accreditation Coordinator, Fall 2021

Departmental Level
Agriculture and Extension Education (College of Agriculture and Life Sciences)
Member, Search Committee, Tenure Track Early Childhood Faculty, AY 2018-19
Member, Third Year Review Committee, Faculty Member, Agriculture Education, Spring 2019

Art & Design (College of Art and Architecture)
Member, Search Committee, Clinical Faculty Member, Art Education, AY 2018-19
Member, Third Year Review Committee, Clinical Faculty Member, Art Education, Spring 2022

Curriculum and Instruction (College of Education, Health and Human Sciences)
Member, Third Year Review Committee, Clinical Faculty Member, Spring 2016
Member, Search Committee, Tenure Track Special Education Faculty, 2016
Chair, Core and Elementary/Secondary Program Revision ad hoc Committee, 2015-2017
Member, IKEEP Advisory Board, 2016-present
Member, (Specific Faculty Member) Promotion Committee, Fall 2018
Member, Search Committee, Clinical Faculty Member, Elementary Teacher Education, 2020
Member, Search Committee, Tenure Track Faculty Member, Literacy Teacher Education, Spring 2021

Leadership and Counseling (College of Education, Health and Human Sciences)
Member, Search Committee, Clinical Faculty Member, Educational Leadership, Spring 2021

Lionel Hampton School of Music (College of Letters, Arts, and Social Sciences)
Ex Officio Member, Educational Leadership Accreditation Committee, Summer 2019-present
Member, (Specific Faculty Member) Clinical Faculty Third Year Review Committee, Fall 2019

Movement Sciences (College of Education, Health and Human Sciences)
Member, (Specific Faculty Member) Clinical Faculty Promotion Committee, Fall 2019
Member, Search Committee, Tenure Track Faculty Member, Physical Education, Spring 2021

Professional and Scholarly Organizations:
National Association of State Directors of Teacher Education and Certification, 2013-2018
Idaho Association of School Administrators, 2008-2019
Idaho School Superintendents' Association, 2013-2019
Phi Delta Kappa International, 2019-present

Intramural Service:
Faculty Advisor, Student National Education Association, 2020-present
Media Outreach Faculty Expert, Education Issues, University of Idaho, 2016-present
Faculty Advisor, Pi Kappa Alpha fraternity, University of Idaho, 2019-present
Faculty Advisor, Men's Lacrosse Club, University of Idaho, 2020-present

Outreach Service:
Council for the Accreditation of Educator Preparation Reviewer, 2016-present
National Association of State Directors of Teacher Education and Certification Professional Development Committee, 2016 – 2019
Professional Evaluation Review Committee (Idaho Department of Education), 2015
Idaho Coalition for Educator Preparation, 2013-present
Chair, 2016-2018

Idaho Association of Colleges of Teacher Education, 2013-present
-President, Fall 2020-present
Regions I and II Idaho School Superintendents' Association University of Idaho Liaison, 2015-present
Idaho Rural Schools Collaborative, 2015-present
Idaho Professional Standards Commission, Elementary Principal Representative, 2011-2013
Idaho Professional Standards Commission, Higher Education Representative, 2016-2019
Inclusive Education Task Force, Idaho Council on Developmental Disabilities, 2014-2017
Elementary Standards Review, Professional Standards Commission, January 2015
Core Standards Review, Professional Standards Commission, November 2016
CAEP Accreditation Team, Midwestern State University, 2017 – 2018
Member, Search Committee, Moscow School District, Moscow Middle School Principal, Spring 2017
Equitable Access to Excellent Educators, Idaho State Department of Education, 2019-present
Member, Curriculum Selection Committee, Idaho State Department of Education, 2018-present
Member, State Accreditation Review Team, Teach for America, Idaho, Fall 2019
Teaching, Learning, and Assessment Committee, Moscow School District, Idaho, Summer 2020-present
CAEP Accreditation Team, University of Portland, 2019 – 2020
CAEP Accreditation Team, Universidad Ana Ge Mendez-Recinto de Carolina, Puerto Rico, 2021
Idaho Indian Education Committee, 2021-present

Graduate Committees:
Northwest Nazarene University – Doctor of Philosophy
Harris, Dana
Hicks, Serena
Keller, Sheree
McMillan, Kendra
McPherson, Peter
O'Day, Mollee
Ziegler, Scott

University of Idaho – Doctor of Philososphy
Natividad de Conley, Gloria (chair)

Community Service:
Board of Directors: Family Advocates of Idaho, 2013-2015
Editorial Board: Idaho Press Tribune, 2012
Historical Preservation Commission of Moscow, 2016-2017

Honors, Awards, Recognitions:
Alumni Award for Excellence Inspirational Mentor, University of Idaho, 2020
Accomplished Under 40, Idaho Business Review, 2014

Non-credit Classes, Workshops, Seminars, Invited Lectures, etc.:
Guest lecturer: MUST 382: "Music Teaching and Administration." Moscow, ID, 30 January 2020.
Guest lecturer: EDCI 401: "Internship Seminar" each semester 2017-present

PROFESSIONAL DEVELOPMENT:

Scholarship:
2018, April: *American Educational Research Association*, New York, NY.
2018, March: *American Association of Colleges of Teacher Education Conference*, Baltimore, MD.

2015, October. *Northern Rocky Mountain Educational Research Association Conference.* Boise, ID.

Advising:
2015, September. *University of Idaho 12th Annual Advising Symposium*. Moscow, ID.

Administration/Management:
2019, March: *Council for the Accreditation of Educator Preparation Spring Conference,* Denver, CO.
2019, January: *National Association of State Directors of Teacher Education and Certification Winter Symposium,* San Diego, CA.
2018, July: *American Council on Education Leadership Academy*, Alexandria, VA.
2018, January: *Ted Andrews NASDTEC Winter Symposium,* San Diego, CA.
2017, September: *Council for the Accreditation of Educator Preparation Fall Conf.*, Washington, D.C.
2017, June: *Annual Convention: National Association of State Directors of Teacher Education and Certification.* New Orleans, LA.
2017, March: *American Association of Colleges of Teacher Education Conference*, Tampa, FL.
2017, January: *Ted Andrews NASDTEC Winter Symposium,* San Diego, CA.
2016, October: *Council for the Accreditation of Educator Preparation Fall Conference*, Washington, D.C.
2016, June: *Annual Convention*, *National Association of State Directors of Teacher Education and Certification.* Philadelphia, PA.
2016, February: *Ted Andrews NASDTEC Winter Symposium*. San Diego, CA.
2015, November: *Idaho School Boards Association Annual Convention*. Coeur d'Alene, ID.
2015, June: *Annual Convention*, *National Association of State Directors of Teacher Education and Certification.* Atlanta, GA.
2015, May: *State Consortium on Educator Effectiveness.* Atlanta, GA.
2015, April: *Network for Transforming Educator Preparation.* Durham, NC.
2015, February: *Ted Andrews NASDTEC Winter Symposium*. San Diego, CA.
2014, June: *Network for Transforming Educator Preparation*. San Francisco, CA.
2014, June: *Annual Convention*, National Association of State Directors of Teacher Education and Certification. Kansas City, MO.
2014, May: *State Consortium on Educator Effectiveness*. San Antonio, TX.
2014, April: *Developing Student Learning Objectives Summit,* National Education Association. Minneapolis, MN.
2014, February: *Ted Andrews NASDTEC Winter Symposium*. San Diego, CA.
2014, January: *Network for Transforming Educator Preparation*. Atlanta, GA.

Lance K. Harrison

[redacted] | lance.harrison@psd201.org | [redacted]

EDUCATION:

Doctor of Philosophy (PhD), Educational Leadership
Northwest Nazarene University, Nampa, ID, May 2019
- Dissertation: Ethics in Education - Educator Misconduct in Idaho

Education Specialist (EdS), Educational Leadership: Superintendent
Northwest Nazarene University, Nampa, ID, May 2016 Dean's List

Master of Science (MS), Educational Administration: Principalship
Idaho State University, Pocatello, ID, August 2000 GPA 4.0

Bachelor of Science (BS), Major: Elementary Education, Teaching Certificate
Brigham Young University, Provo, UT, April 1994 Graduate Cum Laude

EMPLOYMENT:

Preston Idaho School District #201 (1999-Present)
- Superintendent of Schools
- Director of Special Education
- Junior High Principal
- Elementary Principal
- District Elementary Director
- Literacy Coordinator
- High School Assistant Principal
- First Grade Teacher

Western Governor's University (WGU) (2018-Present)
- Clinical Supervisor – observe, evaluate, and support teacher candidates

Utah State University (USU) (2015-2017)
- Testing Proctor – administer and monitor remote assessments taken by university students to ensure accountability and integrity of the process

Grace Idaho School District (1994-1999)
- Teacher – Grades 2, 3, 5, 7, and 8
- Coach: HS Track & XC / JH Basketball

Church Educational System (1993-1994)
- 9th Grade Seminary Teacher, Spanish Fork Utah Intermediate School

LEADERSHIP:
- BYU Alumni Association Affiliate, Cache Valley Utah/Idaho Chapter (2007-2009)
- President IAESP, Region V (2007-2008)
- President Phi Delta Kappa (PDK), Utah State University Chapter (2006)

TRAINING:
- Network of Innovative School Leaders NISL (three-year participant)
- Principal Academy of Leadership PALS Professional Development
- Project Leadership PL Graduate (3-year training from State Department of Education)
- Teacher Observation and Evaluation Danielson Framework Courses
- Idaho School Law Conference (multiple-year attendee)

SERVICE:
- Idaho Professional Standards Commission Member (2022-2023)
- Classroom Behavior Trainer - Teachers in Ethiopia, Africa (2018)
- Educational Exchange Coordinator for Educators from Mongolia (2014-2015)
- Humanitarian Work in Orphanages and Schools in Vietnam (2010 & 2012)
- Franklin County Fair Board Member (2001-2008)
- Special Olympics Volunteer
- Idaho Comprehensive Literacy Course Instructor
- Church Mission: Two Year Volunteer - Detroit, Michigan
- Church Callings: Youth Advisor / Scout Master / Instructor / Young Men Leader
  Finance and Membership Clerk / Bishopric Counselor

AWARDS:
- National Emerging Leader – Selected by PDK as 1 of 13 U.S. Recipients (2007-2008)

INTERESTS: ♦ Spending time with family ♦ Learning new things ♦ Traveling home and abroad

RAMONA LEE

[redacted] | lee.ramona@westada.org

EDUCATION

B.S. Ed. Secondary Education and Special Education
University of Idaho, Moscow, Idaho **1991**
Teaching Endorsements: Mathematics 6/12, French 6/12, Special Education Generalist K/12

M.Ed. Special Education
University of Idaho, Moscow, Idaho
Emphasis in Low-Incidence Handicaps **1999**

Additional subsequent specialized coursework

- University of Idaho: **Special Education Administration.** Maintain current endorsement as Director of Special Education.
- Stephen F. Austin University, Nacogdoches, Texas: **Vision Impairments**
- Northwest Nazarene University, Nampa, Idaho: **Gifted and Talented Education**

EDUCATION EXPERIENCE

West Ada School District (Joint School District #2)
1303 E. Central Drive, Meridian, ID 83642
Director of Special Education, 504 Compliance Officer **2015-Present**
Responsible to oversee budget, personnel, and program implementation for Special Education in a school district of 40,000 students

Weiser School District #431
925 Pioneer Road, Weiser, ID 83672
Director of Special Education and Federal Programs **2012-2015**
Responsible to oversee budget, personnel, and program implementation for: Special Education, State LEP, Title III, Homeless, Title I-A, Title I-C (Migrant), and Rural Low-Income Schools programs

Fruitland School District #373
P.O. Box A, Fruitland, ID 83619 **2001-2012**
Special Education Teacher, Grades 7-8, (2001 –2004)
Special Education Director (2004-2012); District Homeless Liaison (2010-2012); LEP/Migrant Coordinator (2011-2012); Alternative School Director (2007-2011)

Kamiah School District #304
401 Hill Street, Kamiah, ID 83536 **1993-2001**
Special Education Teacher, Grades 5-8

Lewiston Independent School District #1
3317 12th Street, Lewiston, ID 83501 **1992-1993**
Special Education Teacher, High School Severe Disabilities Classroom

RELATED POSITIONS / EXPERIENCE

Idaho Professional Standards Commission, representing special education directors and IASEA, (2020-present)

Council for Administrators of Special Education (CASE); member of national professional development committee, (2021-present)

Idaho Special Education Director's Advisory Council (DAC); (2016-2019)

IESDB (Idaho Bureau of Educational Services for the Deaf and the Blind), Board member representing special education directors (2009-2017)

IASEA (Idaho Association of Special Education Administrators) Executive Board 2011-2014; President 2012-2013

Idaho CEC (Idaho Council for Exceptional Children) Executive Board 2016-2018;
President 2017

Idaho SDE Special Education Director's Advisory Council (DAC), 2016-2020

Severe Disabilities Teacher Certificate Advisory Group, (2008-2012)

Interagency Autism Planning Group (IAPG), (2010-2012)

Idaho LEADS project, Member of Fruitland team (2012)

SDE Smarter Balanced Advisory Committee (2014) representing special education directors

Medicaid Advisory Committee (2013-2016)
Chair of Interagency Agreement Comment workgroup (2014)

WORK WITH ADULT LEARNERS

CTOPP trained (Comprehensive Training of Paraprofessionals)
Conducted district-level paraprofessional trainings annually

Professional Development instructor for Northwest Nazarene University

Curriculum writer for special education coursework for Northwest Nazarene University

Adjust instructor for Boise State University (2018-2022) and Northwest Nazarene University (2021-2022)

AWARDS

Educator of the Year, Fruitland Chamber of Commerce	2008
Educator of the Year, Kamiah Masonic Lodge	2000

PROFESSIONAL MEMBERSHIPS

Association for Supervision and Curriculum Development (ASCD)
Council for Exceptional Children (CEC)
Council for Administrators of Special Education (CASE)
Idaho Association of Special Education Administrators (IASEA)

INTERESTS

Farming, Reading, Playing Guitar, Fly Fishing, Travel, Church Service, 4-H, MathCounts

PROFESSIONAL REFERENCES

Marcus Myers, Chief Academic Officer, West Ada School District, 1303 E. Central Drive, Meridian, ID 83642 (208) 350-5042

Dr. Mary Ann Ranells, former Superintendent, West Ada School District, 1303 E. Central Drive, Meridian, ID 83642, (208) 855-4500

Bret Heller, Assistant Superintendent, West Ada School District, 1303 E. Central Drive, Meridian, ID 83642, (208) 855-4500

Wade Wilson, Superintendent, Weiser School District #431, 925 Pioneer Road, Weiser, ID 83672, (208) 414-0616

Dr. Charlie Silva, Director of Special Education, Idaho State Department of Education, 640 West State Street, Boise, ID 83702, (208) 332-6806

Julie Solberg, School Psychologist (Retired), 1006 Aldape Cove, Boise, ID 83712, (208) 850-8313

Dave Davies, Principal, Weiser High School, 690 W. Indianhead Road, Weiser, ID 83672, (208) 414-2595

Darcy Beck, Special Education Supervisor, West Ada School District, 1303 E. Central Drive, Meridian, ID 83642, (208) 350-5117

SUBJECT

Strategic Plans – Postsecondary Institutions and Agencies under the Board's Governance

REFERENCE

April 2021	The Board reviewed the institution, agency, and special and health programs FY2022-FY2026 strategic plans.
June 2021	The Board approved the institution and agency FY2022 – FY2026 strategic plans and delegated approval of the FY2022 – FY2026 special and health programs strategic plans to the Executive Director.
October 2021	The Board was presented with the institution and agencies performance measure reports and progress toward meeting their FY2021-FY2025 strategic plan goals.
December 2021	The Board discussed changes to the K-20 FY2023-FY2027 Strategic Plan, including the addition of three postsecondary education focus areas.
February 2022	The Board approved changes to the K-20 FY2023-FY2027 Strategic Plan, including the addition of three postsecondary education focus areas.
April 2022	The Board discussed progress and priority areas for the institution FY2023-2027 Strategic Plans
October 2022	The Board was presented with the institution and agencies performance measure reports and progress toward meeting their FY2022-FY2026 strategic plan goals.
December 2022	The Board discussed changes to the K-20 FY2024-FY2028 Strategic Plan.
February 2023	The Board approved the K-20 Education FY2024-FY2028 Strategic Plan, including additional definition of some performance measures.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.M.1.
Section 67-1901 through 67-1903, Idaho Code.

BACKGROUND/ DISCUSSION

Pursuant to sections 67-1901 through 1903, Idaho Code, and Board Policy I.M. the institutions, agencies and special and health programs under the oversight of the Board are required to submit an updated strategic plan each year. At a minimum, the plans must encompass the current year and four years going forward. The Board planning calendar schedules these plans to come forward annually at the April and June Board meetings. This timeline allows the Board to review the plans, ask questions or request changes in April, and then have them

brought back to the regular Board meeting in June with changes if needed, for final approval while still meeting the state requirement that the plans be submitted to the Division of Financial Management (DFM) by July 1 of each year. Once approved by the Board, the Office of the State Board of Education submits all of the plans to DFM.

Board policy I.M. sets out the minimum components that must be included in the strategic plans and defines each of those components. The Board's requirements are in alignment with DFM's guidelines, and the requirements set out in sections 67-1901 through 67-1903, Idaho Code. Each strategic plan must include:

1. A comprehensive mission and vision statement covering the major programs, functions and activities of the institution or agency. Institution mission statements must articulate a purpose appropriate for a degree granting institution of higher education, with its primary purpose to serve the interests of its students and its principal programs leading to recognized degrees. In alignment with regional accreditation, the institution must articulate its purpose in a mission statement, and identify core themes that comprise essential elements of that mission.

2. General goals and objectives for the major programs, functions and activities of the organization, including a description of how they are to be achieved.

    i. Institutions (including Career Technical Education) shall address, at a minimum, instructional issues (including accreditation and student issues), infrastructure issues (including personnel, finance, and facilities), advancement (including foundation activities), and the external environment served by the institution.

    ii. Agencies shall address at a minimum, constituent issues and service delivery, infrastructure issues (including personnel, finance, and facilities), and advancement (if applicable).

    iii. Each objective must include at a minimum, one performance measure with a benchmark.

3. Performance measures must be quantifiable indicators of progress.

4. Benchmarks for each performance measure must be at a minimum, for the next fiscal year and include an explanation of how the benchmark level was established.

5. Identification of key factors external to the organization that could significantly affect the achievement of the general goals and objectives.

6. A brief description of the evaluations or processes to be used in establishing or revising general goals and objectives in the future.

7. Institutions and agencies may include strategies at their discretion.

Board policy I.M. also requires each plan to be submitted in a consistent format. The Planning, Policy and Governmental Affairs committee established the current template for strategic plan submittal and the Board adopted it at the April 2017 Board meeting.

In addition to the goals, objectives and performance measures chosen by each institution and agency, the Board has historically required a set number of uniform "systemwide" postsecondary performance measures. At the December 2017 Regular Board meeting, the Board discussed and approved the current systemwide performance measures. These systemwide performance measures are targeted toward measuring outcomes that are impacted by the implementation of the Complete College America Game Changers. The systemwide performance measures are required by the Board to be reported consistently across institutions. While each institution is required to include the systemwide performance measures in their strategic plans and performance measures reports, each institution currently sets their own benchmarks. In addition to these systemwide performance measures, systemwide performance measures in the Board's K-20 Education Strategic Plan that are dependent on data from the postsecondary institutions are required by the Board to be reported consistently between all eight postsecondary institutions.

The postsecondary systemwide performance measures set by the Board are:

<u>Timely Degree Completion</u>

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

<u>Remediation Reform</u>

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

Math Pathways

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

Guided Pathways

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

In addition to including the systemwide performance measures, the Board has consistently requested the benchmarks contained within the strategic plans be aspirational benchmarks, not merely a continuation of the "status quo."

All of the strategic plans are required to be in alignment with Idaho's K-20 Education strategic plan, approved by the Board in February.

IMPACT

The Work Session will give the Board the opportunity to provide feedback to the institution on any amendments they would like prior to the final strategic plans being brought back to the Board for consideration at the June Board meeting.

ATTACHMENTS

Attachment 01 – K-20 Education Strategic Plan
Attachment 02 – Strategic Planning Requirements

Institutions

Attachment 03 – University of Idaho
Attachment 04 – Boise State University
Attachment 05 – Idaho State University
Attachment 06 – Lewis-Clark State College

Community Colleges

Attachment 07 – College of Eastern Idaho
Attachment 08 – College of Southern Idaho
Attachment 09 – College of Western Idaho
Attachment 10 – North Idaho College

Agencies

Attachment 11 – Idaho Division of Career Technical Education
Attachment 12 – Idaho Division of Vocational Rehabilitation
Attachment 13 – Idaho Public Television
Attachment 14 – Idaho Public Charter School Commission
Attachment 15 – Idaho Public Schools/Department of Education

BOARD STAFF COMMENTS AND RECOMMENDATIONS

As part of the Board's constitutional and statutory responsibility for oversight and governance of public education in Idaho, the Board approves all of the public education related strategic plans. This includes the approval of each of the required strategic plans for the special programs and health programs that are funded through the various education budgets. In total, the Board has historically considered and approved 24 updated strategic plans annually, inclusive of the K-

20 Education Strategic Plan approved in February. All approved plans must meet the strategic planning requirements in Idaho Code, Board Policy, and any applicable Executive Orders that impact strategic planning. Review and approval of the strategic plans gives the Board the opportunity at the broader policy level to affect the long-term direction of public education in the state, evaluate the strategic direction of the institutions and agencies, direct the institutions and agencies to correct course as needed to assure alignment with the K-20 educational system goals, and measure the progress the institutions and agencies are making in meeting their goals and objectives as well as the Board's goals and objectives. Board members have reiterated in recent years that the most effective way to influence change in Idaho's educational system is to establish a clear strategy from the top-down and ensure alignment consistently through the system. Without alignment within the system, there can be no "systemness."

Review and approval of the strategic plans also gives the Board the opportunity to look at the mid- and long-term goals for public education in the state and provide direction to the institutions and agencies on what that course should be. Additionally, the process allows the Board to identify how progress will be measured by the institutions and agencies. The institution and agency strategic plans are also required to drive the annual budgeting and budget request process. The strategic plans, in conjunction with the three-year academic program plans the Board reviews and approves at the regular August Board meeting, allow the Board to view the system at a high level to assure the system is on course, or adjust as needed. The purpose of the strategic planning Work-Session is to engage the Board, institutions and agency administrators in a discussion around their strategic goals and objectives, how these goals and objectives work together as part of a system, and whether or not they are helping to make progress in accomplishing Idaho's education vision and mission.

During this year's strategic planning Work-Session, the institutions and Idaho Division of Career Technical Education have been asked to briefly talk about how their strategic plans align with or will help move the needle towards the Board's strategic goals and objectives approved by the Board at the February 2023 regular Board meeting.

While the discussion during the April Work Session is focused on the postsecondary institutions and the Idaho Division of Career Technical Education strategic plans, the agenda material includes all of the Board's agencies. Board members should feel comfortable asking questions about any of the strategic plans, including the agency plans. Idaho Public Television will include progress on their strategic plan as part of their annual report to the Board during the Planning, Policy and Governmental Affairs portion of the Board meeting agenda on Wednesday. The Idaho Division of Career Technical Education has been included in the Work Session to provide the Board with the opportunity to discuss or ask questions around the strategic plans of the technical colleges that are

imbedded in the community colleges, Lewis-Clark State College and Idaho State University and alignment with the career technical education secondary programs.

The Work Session will also give the Board the opportunity to discuss issues around data quality and reasoning around Board Policy I.M. requires that all systemwide measures be reported consistently between postsecondary institutions. Additionally, questions have come up around the staff guidance directing them to use the same methodology when reporting a base data point when that data point is used in calculating different performance measures.

With rejection of the Board's legislative idea clarifying the definition of agency the statutory requirements around strategic plan submittal, Board staff has discussed with the Division of Financial Management the requirement that the Special and Health programs also submit strategic plans. At this time, the Division of Financial Management staff has agreed that these plans will not need to be submitted this year. Based on this approval, only the postsecondary institution and agency strategic plans will be brought forward for approval by the Board at the June 2023 Board meeting. The Special Programs and Health Programs have submitted strategic plans to the Board Office, should Board members wish to review them. If they are required to be submitted to the Division of Financial Management this year, Board staff will include delegation of their approval to the Executive Director.

Attachment 15, the State Department of Education/Public Schools Strategic plan document is in draft format. With the transition to the new administration, the agency would like additional time to finalize the plan. The draft will give the Board an idea of the general direction the Department is going in. The final version will be completed in time for approval at the June Board meeting.

BOARD ACTION

This item is for institutional purposes only.

ATTACHMENT 1

Idaho State Board of Education

FY2024-2029
Idaho K-20 Public Education - Strategic Plan

MISSION

To drive improvement of the K-20 education system for the citizens of Idaho, focusing on quality, results, and accountability.

VISION

A student-centered education system that creates opportunities for all Idahoans to improve their quality of life.

An Idaho Education: High Potential – High Achievement

GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT – Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.

- **Objective A: Data Access and Transparency -** Support data-informed decision-making and transparency through analysis and accessibility of our public K-20 educational system.
- **Objective B: Alignment and Coordination** – Ensure the articulation and transfer of students throughout the education pipeline (secondary school, technical training, postsecondary, etc.).

GOAL 2: EDUCATIONAL READINESS – Provide a rigorous, uniform, and thorough education that empowers students to be lifelong learners and prepares all students to fully participate in their community and postsecondary and work force opportunities by assuring they are ready to learn at the next educational level.

- **Objective A: Rigorous Education** – Deliver rigorous programs that challenge and prepare students to transition through each level of the educational system.
- **Objective B: School Readiness** – Explore opportunities to enhance school readiness

GOAL 3: EDUCATIONAL ATTAINMENT – Idaho's public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy.

- **Objective A: Higher Level of Educational Attainment –** Increase completion of certificates and degrees through Idaho's educational system.
- **Objective B: Timely Degree Completion –** Close the achievement gap, boost graduation rates and increase on-time degree completion through implementation of the Game Changers (structured schedules, math pathways, co-requisite support).
- **Objective C: Access -** Increase access to Idaho's robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.

GOAL 4: WORKFORCE READINESS - The educational system will provide an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness.

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

ATTACHMENT 1

FY2024-2029
Idaho K-20 Public Education - Strategic Plan

An Idaho Education: High Potential – High Achievement

MISSION STATEMENT
To drive improvement of the K-20 education system for the citizens of Idaho, focusing on quality, results, and accountability.

VISION STATEMENT
A student-centered education system that creates opportunities for all Idahoans to improve their quality of life.

GUIDING VALUES
- Access
- Innovation
- Preparedness
- Resilience

MID-TERM PRIORITY FOCUS AREAS

Elementary and Secondary Education

- Literacy Proficiency and Growth – kindergarten through grade 4
- Mathematics Proficiency and Growth – grades 5 through 9
- High School Credit Recovery, Completion, and Transition (Workforce or Postsecondary)

Postseconday Education

- Recruitment and Access
- Retention
- Transfer and Completion

ATTACHMENT 1

GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT (systemness) – Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.

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

L	M	HS	R/A	R	T/C

Performance Measures:

I. **Development of a single K-20 data dashboard and timeline for implementation.**
   Benchmark: Completed by FY2024

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

L	M	HS	R/A	R	T/C

Performance Measures:

I. **Percent of Idaho community college transfers who graduate from a four-year institution.**
   Benchmark: 25% or more

II. **Percent of postsecondary first-time freshmen who graduated from an Idaho high school in the previous school year requiring remedial education in math and language arts split out by subject area.**
   Benchmark: 2 year – less than 20%[4]
   4 year – less than 20%[4]

GOAL 2: EDUCATIONAL READINESS (student-centered) – Provide a rigorous, uniform, and thorough education that empowers students to be lifelong learners and prepares all students to fully participate in their community and postsecondary and workforce opportunities by assuring they are ready to learn at the next educational level.

Objective A: Rigorous Education – Deliver rigorous programs that challenge and prepare students to transition through each level of the educational system.

L	M	HS	R/A	R	T/C

Performance Measures:

I. **Performance of students scoring at grade level or higher on the statewide reading assessment (broken out by grade level, K-3).**

Benchmark:

Idaho Reading Assessment	Benchmark
Kindergarten	55%
1st Grade	70%
2nd Grade	80%
3rd Grade	80%

II. Growth Fall to Spring of student cohorts scoring at grade level or higher on the statewide reading assessment (broken out by grade level, K-3).

Benchmark:

Idaho Reading Assessment	Benchmark
Kindergarten Cohort	55%
1st Grade	55%
2nd Grade	65%
3rd Grade	65%

II. Percentage of students meeting proficient or advance on the Idaho Standards Achievement Test (broken out by subject at each transition grade level, 5, 8, high school).

Benchmark:

Idaho Standards Achievement Test	Benchmark
Math	
5th Grade	58.59%
8th Grade	57.59%
High School	53.30%
ELA	
5th Grade	68.04%
8th Grade	67.64%
High School	73.60%
Science	-
5th Grade	50%
High School	45%

III. High School 4-year and 5-year Cohort Graduation rates.

Benchmark: 95%[4] or more

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

Benchmark: SAT Composite – 45%[1] or more
Evidence-Based Reading and Writing – 65% or more
Mathematics – 60% or more ACT Composite – 45%[1] or more
English – 80% or more
Mathematics – 65% or more
Reading – 70% or more
Science – 60% or more

V. **Percent of high school graduates who completed[2] one or more advanced opportunities** (break out by type of advanced opportunity).
Benchmark: 90%[1] or more

VI. **Percent of dual credit students who graduate high school with a certificate or associates degree.**
Benchmark: 3%[3] or more

VII. **Percent of high school graduates who enroll in a postsecondary institution:**
Within 12 months (within following academic year[1]) of high school graduation year.
Benchmark: 60%[4] or more
Within 36 months (within three academic years) of high school graduation year.
Benchmark: 80%[5] or more

Objective B: School Readiness – Explore opportunities to enhance school readiness.

L	M

Performance Measures:

I. **Percentage of students scoring at grade level on the statewide reading assessment during the Fall administration in kindergarten.**
Benchmark: 50%

GOAL 3: EDUCATIONAL ATTAINMENT (opportunity) – Idaho's public colleges and universities and career technical education programs fuel a strong workforce pipeline evidenced through a greater number of student completing certificates and/or degrees, including workforce credentials.

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

L	M	HS	R/A	R	T/C

Performance Measures:

I. **Total number of certificates/degrees conferred, by institution per year:**
a) Workforce Credentials (pending definition)
b) Certificates
c) Associate degrees
d) Baccalaureate degrees
e) Graduate degrees

[1] Academic year = fall, spring, and summer terms starting with the fall term.

ATTACHMENT 1

Total number of certificates/degrees produced, by institution annually	FY 2022 Results	Benchmark FY 2025	Benchmark FY2027
Workforce Certificates (based on certificates of less than one academic year)			
College of Eastern Idaho			
College of Southern Idaho		142	150
College of Western Idaho		301	335
North Idaho College		92	95
Certificates of at least one academic year	2485	**2485**	**3218**
College of Eastern Idaho	80	112	125
College of Southern Idaho	134	159	178
College of Western Idaho	1327	1486	1531
North Idaho College	568	690	711
Boise State University	0	NA	
Idaho State University	357	400	412
Lewis-Clark State College	19	27	28
University of Idaho	0	NA	
Associate degrees	3891	**4514**	**4649**
College of Eastern Idaho	276	309	318
College of Southern Idaho	1009	1130	1164
College of Western Idaho	1037	1161	1196
North Idaho College	717	700	721
Boise State University	127	150	155
Idaho State University	521	467	481
Lewis-Clark State College	204	275	283
University of Idaho	0	30	31
Baccalaureate degrees	7309	**8348**	**12911**
Boise State University	4,078	4351	4482
Idaho State University	1,073	1209	1245
Lewis-Clark State College	579	534	550
University of Idaho	1,579	1802	1856
Masters degrees	2149	**2399**	**2518**
Boise State University	1,062	1160	1195
Idaho State University	556	623	642
Lewis-Clark State College	0	NA	
University of Idaho	531	616	634
Doctoral or Professional degrees	518	**572**	**600**
Boise State University	58	65	67
Idaho State University	196	212	218
Lewis-Clark State College	0	NA	
University of Idaho	264	296	305

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

Benchmark: 2 year institutions - 75%[4] or more
4 year institutions - 85%[4] or more

IV. **Percent of full-time first-time freshman graduating within 150% of time or less (2yr and 4yr).**
Benchmark: 2 year institutions - 50%[4] or more
4 year institutions – 60% or more

Objective B: Timely Degree Completion – Close the achievement gap, boost graduation rates and increase on-time degree completion through implementation of the Game Changers (structured schedules, math pathways, co-requisite support).

R/A	R	T/C

Performance Measures:

I. **Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year[6] at the institution reporting.**
Benchmark: 50% or more

II. **Percent of new degree-seeking freshmen completing a gateway math course within two years.**
Benchmark: 80% or more

III. **Median number of credits earned at completion of associate's and baccalaureate degree program.**
Benchmark: Transfer Students: 69/138[3] or less
Benchmark: non-transfer students: 69/138[3] or less

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

L	M	HS	R/A	R	T/C

Performance Measures:

I. **Percent of students who complete the Free Application for Federal Student Aid (FAFSA).**
Benchmark: 60% or more

II. **Unduplicated headcount of graduates, by highest level credential attained by academic year.**
Benchmark: TBD

GOAL 4: WORKFORCE READINESS (opportunity) – The educational system will provide an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness.

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

ATTACHMENT 1

HS	R/A	R	T/C

Performance Measures:

I. **Percentage of high school student participating in apprenticeships and postsecondary students participating in internships.**
   Benchmark: New measure

II. **Percent of STEM baccalaureate degrees conferred compared to non-STEM degrees conferred** (CCA/IPEDS Definition of STEM fields).
   Benchmark: 25% more

III. **Increase in secondary career technical programs and postsecondary programs tied to workforce needs per year.**
   Benchmark: 50 or more per year up to identified need

KEY EXTERNAL FACTORS

The Board's responsibility of governance and oversight of public education in Idaho is focused on providing a high-quality educational system with opportunities and access for all Idaho residents regardless of where they intersect with the educational system. The structure of public education in Idaho provides an opportunity of focusing work towards common goals, however, the work of communicating out these common focus areas and helping each segment of the public education system to understand and make progress in those areas can be difficult when the system or parts of the system are not adequately resourced or there is not a common vision of success or accountability.

EVALUATION PROCESS

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

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

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[1] Benchmark is set based on the increase needed to meet the state educational attainment goal.
[2] Completed means dual credits earned, AP assessment with a score of 3 or greater, IB earned, etc.
[3] Benchmark is set based on analysis of available and projected resources (staff, facilities, and funding).
[4] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement and available and projected resources (staff, facilities and funding).

[5] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement and available and projected resources (staff, facilities and funding).
[6] Academic year means fall through summer term.

ATTACHMENT 2

Strategic Planning Requirements

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

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

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

1. A comprehensive mission and vision statement covering the major programs, functions and activities of the institution or agency. Institution mission statements must articulate a purpose appropriate for a degree granting institution of higher education, with its primary purpose to serve the educations interest of its students and its principal programs leading to recognized degrees. In alignment with regional accreditation, the institution must articulate its purpose in a mission statement, and identify core themes that comprise essential elements of that mission.

2. General goals and objectives for the major programs, functions and activities of the organization, including a description of how they are to be achieved.

    i. Institutions (including Career Technical Education) shall address, at a minimum, instructional issues (including accreditation and student issues), infrastructure issues (including personnel, finance, and facilities), advancement (including foundation activities), and the external environment served by the institution.

ii. Agencies shall address, at a minimum, constituent issues and service delivery, infrastructure issues (including personnel, finance, and facilities), and advancement (if applicable).

iii. Each objective must include at a minimum one performance measure with a benchmark.

3. Performance measures must be quantifiable indicators of progress.

4. Benchmarks for each performance measure must be, at a minimum, for the next fiscal year, and include an explanation of how the benchmark level was established.

5. Identification of key factors external to the organization that could significantly affect the achievement of the general goals and objectives.

6. A brief description of the evaluations or processes to be used in establishing or revising general goals and objectives in the future.

7. Institutions and agencies may include strategies at their discretion.

In addition to the required components and the definition of each component, Board policy I.M. requires each plan to be submitted in a consistent format, using a the template the Board requested at the June 2016 Board meeting. Additionally, Board policy I.M. requires the institutions to use a consistent methodology across institutions when reporting out on any systemwide performance measures. This includes the systemwide performance measures the Board has identified that each institution must include in their strategic plans and performance measure reports, and the performance measures in the Board's strategic plant that each of the postsecondary instiutions provides data for, that is then aggregated into a statewide measure.

University of Idaho
Strategic Plan and Process

FY24 – FY28

Base 10-year plan established for 2016 – 2025; approved by the SBOE June 2016
Reviewed and submitted March 2023 for FY24 – FY28

MISSION STATEMENT

The University of Idaho will shape the future through innovative thinking, community engagement and transformative education.

The University of Idaho is the state's land-grant research university. From this distinctive origin and identity, we will enhance the scientific, economic, social, legal, and cultural assets of our state and develop solutions for complex problems facing our society. We will continue to deliver focused excellence in teaching, research, outreach, and engagement in a collaborative environment at our residential main campus in Moscow, regional centers, extension offices and research facilities across Idaho. Consistent with the land-grant ideal, we will ensure that our outreach activities serve the state and strengthen our teaching, scholarly and creative capacities statewide.

Our educational offerings will transform the lives of our students through engaged learning and self-reflection. Our teaching and learning will include undergraduate, graduate, professional and continuing education offered through face-to-face instruction, technology-enabled delivery, and hands-on experience. Our educational programs will strive for excellence and will be enriched by the knowledge, collaboration, diversity and creativity of our faculty, students, and staff.

VISION STATEMENT

The University of Idaho will expand the institution's intellectual and economic impact and make higher education relevant and accessible to qualified students of all backgrounds.

GOAL 1: Innovate
Scholarly and creative work with impact

Scholarly and creative products of the highest quality and scope, resulting in significant positive impact for the region and the world. [1]

Objective A: *Build a culture of collaboration that increases scholarly and creative productivity through interdisciplinary, regional, national and global partnerships.*

Performance Measures:

I. Research Expenditures ($ thousand)

FY19 (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**Benchmark**	
					FY24 (2023-2024)	**FY28 (2027-2028)**
111,590	113,107	112,810	105,900	Available Later	**114** [2]	**116** [3]

Objective B: *Create, validate and apply knowledge through the co-production of scholarly and creative works by students, staff, faculty and diverse external partners.*

Performance Measures:

I. Terminal degrees in given field (PhD, MFA, etc.)

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark	
					FY24 (2023-2024)	**FY28 (2027-2028)**
251	242	322	403	Available Later	**325[2]**	**345[2]**

II. Number of Postdocs, and Non-faculty Research Staff with Doctorates

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark	
					FY24 (2023-2024)	**FY28 (2027-2028)**
83	103	106	122	Available Later	**110[2]**	**120[2]**

III. Number of undergraduate and graduate students paid from sponsored projects (System wide metric)

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark	
					FY24 (2023-2024)	**FY28 (2027-2028)**
660 (UG) & 467 (GR) 1,127 Total	657 (UG) & 418 (GR) 1,075 Total	660 (UG) & 390 (GR) 1,050 Total	740 (UG) & 336 (GR) 1,076 Total	Available Later	**675 (UG) & 425 (GR) 1,100 Total[2]**	**700 (UG) & 500 (GR) 1,200 Total[2]**

IV. Percentage of students involved in undergraduate research (System wide metric)

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark	
					FY24 (2023-2024)	**FY28 (2027-2028)**
58%	60%	56%	53%	Available Later	**60%[2]**	**65%[2]**

Objective C: *Grow reputation by increasing the range, number, type and size of external awards, exhibitions, publications, presentations, performances, contracts, commissions and grants.*

Performance Measures

I. Invention Disclosures

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark	
					FY24 (2023-2024)	FY28 (2027-2028)
26	35	29	20	Available Later	**30**[2]	**33**[2]

GOAL 2: Engage
Outreach that inspires innovation and culture

Suggest and influence change that addresses societal needs and global issues, and advances economic development and culture.

Objective A: *Inventory and continuously assess engagement programs and select new opportunities and methods that provide solutions for societal or global issues, support economic drivers and/or promote the advancement of culture.*

Performance Measures:

I. Go-On Impact[4]

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark	
					FY24 (2023-2024)	FY28 (2027-2028)
41.4%	41.4%	41.4%	41.4%	Available Later	**42%**Error! Bookmark not defined.	**43%**Error! Bookmark not defined.

Objective B: *Develop community, regional, national and/or international collaborations which promote innovation and use University of Idaho research and creative expertise to address emerging issues.*

Performance Measures:

I. Percentage Faculty Collaboration with Communities (HERI)

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark	
					FY24 (2023-2024)	FY28 (2027-2028)
57%	57%	57%	57%	Available Later	**60%**Error! Bookmark not defined.	**65%**Error! Bookmark not defined.

II. Economic Impact ($ Billion)

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark	
					FY24 (2023-2024)	FY28 (2027-2028)
1.10	1.10	1.01	1.01	Available Periodically	**1.1**Error! Bookmark not defined.	**1.2**Error! Bookmark not defined.

Objective C: *Engage individuals (*
, friends, stakeholders and collaborators), businesses, industry, agencies and communities in meaningful and beneficial ways that support the University of Idaho's mission.

Performance Measures:

I. Number of Direct UI Extension Contacts

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark	
					FY24 (2023-2024)	FY28 (2027-2028)
425,128	440,793	220,402	265,661	Available Later	**350,000**[5]	**430,000**[5]

II. NSSE Mean Service Learning, Field Placement or Study Abroad

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark	
					FY24 (2023-2024)	FY28 (2027-2028)
52%	53%	53%	45%	Available Later	**55%**Error! Bookmark not defined.	**60%**Error! Bookmark not defined.

III. Alumni Participation Rate[6]

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark	
					FY24 (2023-2024)	FY28 (2027-2028)
9.4%	8.0%	7.4%	6.5%	Available Later	**8.5%**Error! Bookmark not defined.	**10%**Error! Bookmark not defined.

IV. Dual credit (System wide metric) a) Total Credit Hours b) Unduplicated Headcount

					Benchmark

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	FY28 (2027-2028)
11,606 /2,450	11,504 / 2,371	8,996 / 1,886	8,835 / 1,868	Available Later	**11,500/2,370**Error! Bookmark not defined.	**12,500/2,660**Error! Bookmark not defined.

GOAL 3: Transform
Educational experiences that improve lives

Increase our educational impact.

Objective A: *Provide greater access to educational opportunities to meet the evolving needs of society.*

Performance Measures:

I. Enrollment

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark	
					FY24 (2023-2024)	**FY28 (2027-2028)**
11,841	11,926	10,791	11,303	11,507	**11,750**[2]	**13,000**[2]

Objective B: *Foster educational excellence via curricular innovation and evolution.*

Performance Measures:

I. Retention – New Students (System wide metric)

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark	
					FY24 (2023-2024)	**FY28 (2027-2028)**
76.7% Cohort 2018-19	76.7% Cohort 2019-20	74.3% Cohort 2020-21	73.5% Cohort 2021-22	Available Census Date	**80%**[7]	**84%**[7]

II. Retention – Transfer Students (System wide metric)

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark	
					FY24 (2023-2024)	**FY28 (2027-2028)**
82.6% Cohort 2018-19	82.9% Cohort 2019-20	79.7% Cohort 2020-21	79.6% Cohort 2021-22	Available Census Date	**80%**Error! Bookmark not defined.	**84%**Error! Bookmark not defined.

III. Graduates (All Degrees:IPEDS)[8], b)Undergraduate Degree (PMR), 6) Graduate / Prof Degree (PMR), d) % of enrolled UG that graduate (System wide metric), e) % of enrolled Grad students that graduate (System wide metric)

FY19 (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**Benchmark**	
					FY24 (2023-2024)	**FY28 (2027-2028)**
2,561 1,639 538/134 Retired by SBOE Retired by SBOE	2,646 1,675 592/132 Retired by SBOE Retired by SBOE	2,474 1,568 526/171 Retired by SBOE Retired by SBOE	2,543 1,507 595/208 Retired by SBOE Retired by SBOE	Available Later	**2,500**[2] **1,600**[2] **600/150**Error! Bookmark not defined. **20%**Error! Bookmark not defined. **31%**Error! Bookmark not defined.	**3,000**[2] **1,850**[2] **800/150**Error! Bookmark not defined. **20%**Error! Bookmark not defined. **31%**Error! Bookmark not defined.

IV. NSSE High Impact Practices

FY19 (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**Benchmark**	
					FY24 (2023-2024)	**FY28 (2027-2028)**
73%	77%	77%	70%	Available Later	**77%**Error! Bookmark not defined.	**80%**Error! Bookmark not defined.

V. Remediation a) Number, b) % of annual first time freshman from Idaho who need remediation in English/Reading

FY19 (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**Benchmark**	
					FY24 (2023-2024)	**FY28 (2027-2028)**
203/970 21%	220/1,005 22%	351/1,054 33%	402/1157 35%	Avail Later	**250/ 25%**Error! Bookmark not defined.	**142/ 12%**Error! Bookmark not defined.

VI. Number of UG degrees/certificates produced annually (Source: IPEDS Completions 1st & 2nd Major) Statewide Performance Measure

FY19 (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**Benchmark**	
					FY24 (2023-2024)	**FY28 (2027-2028)**

Bachelors: 1,848	Bachelors: 1,881	Bachelors: 1,738	Bachelors: 1,712	Available Later	**1,800[4]**	**2,000[4]**

VII. Percentage of UG degree seeking students taking a remedial course who complete a subsequent credit bearing course with a C or higher within one year of remedial enrollment Statewide Performance Measure

FY19 (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**Benchmark**	
					FY24 (2023-2024)	**FY28 (2027-2028)**
Math 51.9% ENGL 74.9%	Math 50.0% ENGL 73.4%	Math 52.4% ENGL 69.0%	Math 56.6.% ENGL 71.0%	Available Later	**Math 54%[4] ENGL 70%[4]**	**Math 56%[4] ENGL 77%[4]**

VIII. Percentage of first time UG degree seeking students completing a gateway math course within two years of enrollment.* Statewide Performance Measure

FY19 (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**Benchmark**	
					FY24 (2023-2024)	**FY28 (2027-2028)**
59.0%	59.1%	60.7%	59.3%	Available Later	**62%[4]**	**74%[4]**

** Course meeting the Math general education requirement.*

IX. Percentage of students completing 30 or more credits per academic year. Statewide Performance Measure

FY19 (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**Benchmark**	
					FY24 (2023-2024)	**FY28 (2027-2028)**
7,022 3,068 43.7%	6,641 2,787 42%	6,288 2,631 41.8%	6,368 2,455 38.6%	Available Later	**42%[4]**	**44%[4]**

X. Percentage of first-time, full-time UG degree/certificate seeking students who graduate within 100% of time. Statewide Performance Measure

					Benchmark

FY19 (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**FY24 (2023-2024)**	**FY28 (2027-2028)**
38.2% Cohort 2015-16	40.7% Cohort 2016-17	41.1% Cohort 2017-18	42.9% Cohort 2018-19	Available Later	**42%[4]**	**44%[4]**

XI. Percentage of first-time, full-time UG degree/certificate seeking students who graduate within 150% of time (Source: IPEDS). Statewide Performance Measure

FY19 (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**Benchmark**	
					FY24 (2023-2024)	**FY28 (2027-2028)**
56.1% Cohort 2013-14	59.5% Cohort 2014-15	59.1% Cohort 2015-16	61.0% Cohort 2016-17	Available Later	**60%[4]**	**62%[4]**

XII. Number of UG programs offering structured schedules.* Statewide Performance Measure

FY19 (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**Benchmark**	
					FY24 (2023-2024)	**FY28 (2027-2028)**
Retired by SBOE	Retired by SBOE	Retired by SBOE	Retired by SBOE	Retired by SBOE	**155/155[4]**	**155/155[4]**

**The definition of this metric was unclear, but all programs have an approved plan of study.*

XIII. Number of UG unduplicated degree/certificate graduates. Statewide Performance Measure

FY19 (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**Benchmark**	
					FY24 (2023-2024)	**FY28 (2027-2028)**
Bachelors: 1,639	Bachelors: 1,675	Bachelors: 1,568	Bachelors: 1,507	Available Later	**1,650[4]**	**2,000[4]**

Objective C: *Create an inclusive learning environment that encourages students to take an active role in their student experience.*

Performance Measures:

I. Equity Metric: First term GPA & Credits (% equivalent)

FY19 (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**Benchmark**	
					FY24 (2023-2024)	**FY28 (2027-2028)**
62.5%/50%	62.5%/62.5%	75%/75%	75%/87.5%	Available Later	**90%/90%**Error! Bookmark not defined.	**90%/90%**Error! Bookmark not defined.

GOAL 4: Cultivate
A valued and diverse community

Foster an inclusive, diverse community of students, faculty and staff and improve cohesion and morale.

Objective A: *Build an inclusive, diverse community that welcomes multicultural and international perspectives.*

Performance Measures:

I. Multicultural Student Enrollment (head count)

FY19 (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**Benchmark**	
					FY24 (2023-2024)	**FY28 (2027-2028)**
2,764	2,613	2,406	2,607	2,690	**2,750**[9]	**3,305**[9]

II. International Student Enrollment (heads)

FY19 (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**Benchmark**	
					FY24 (2023-2024)	**FY28 (2027-2028)**
755	662	475	526	648	**500**Error! Bookmark not defined.	**750**Error! Bookmark not defined.

III. Percentage Multicultural a) Faculty and b) Staff

FY19 (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**Benchmark**	
					FY24 (2023-2024)	**FY28 (2027-2028)**

20.6% / 12.1%	21.3% / 13.2%	20.6% / 13.4%	21.0% / 14.6%	Available Later	**22% / 14%**[Error! Bookmark not defined.]	**23% / 15%**[Error! Bookmark not defined.]

Objective B: *Enhance the University of Idaho's ability to compete for and retain outstanding scholars and skilled staff.*

Performance Measures:

I. Chronicle Survey Score: Job Satisfaction

FY19 (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**Benchmark**	
					FY24 (2023-2024)	**FY28 (2027-2028)**
Survey avg in the 2nd group of 5	Survey avg in the 2nd group of 5	Survey avg in the 3rd group of 5	Survey avg in the 3rd group of 5	Available Later	**Survey avg in the 4th group of 5**[10]	**Survey avg in the 4th group of 5**[10]

II. Full-time Staff Turnover Rate

FY19 (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**Benchmark**	
					FY24 (2023-2024)	**FY28 (2027-2028)**
15.8%	23.5%	19.7%	30%	Available Later	**17%**[11]	**15%**[11]

Objective C: *Improve efficiency, transparency and communication.*

Performance Measures:

I. Cost per credit hour (System wide metric)

FY19 (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**Benchmark**	
					FY24 (2023-2024)	**FY28 (2027-2028)**
$412	$423	$507	$404	Available Later	**$500**[12]	**$400**[12]

II. Efficiency (graduates per $100K) (System wide metric)

FY19 (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**Benchmark**	
					FY24 (2023-2024)	**FY28 (2027-2028)**

0.96	0.97	0.88	1.06	Available Later	**1.00**Error! Bookmark not defined.	**1.25**Error! Bookmark not defined.

Key External Factors

Factors beyond our control that affect achievement of goals

- *The COVID pandemic, and its impact on enrollment, retention, and the go-on rate.*
- *The general economy, tax funding and allocations to higher education.*
- *The overall number of students graduating from high school in Idaho and the region.*
- *Federal guidelines for eligibility for financial aid.*
- *Increased administrative burden increasing the cost of delivery of education, outreach and research activities.*

Evaluation Process
A brief description of the evaluations or processes to be used in establishing or revising general goals and objectives in the future.

The metrics will be reviewed annually to evaluate their continued appropriateness in assessing the various goals and processes. As the feedback from the annual review process is reviewed the effectiveness of the processes will be refined. These feedback cycles are in place for Strategic Plan Metrics, Program Prioritization Metrics, External Program Review Process as well as a continued examination of various elements of community need as well.

[1] Quality and scope will be measured via comparison to Carnegie R1 institutions with the intent of the University of Idaho attaining R1 status by 2025. See methodology as described on the Carnegie Foundation website (http://carnegieclassifications.iu.edu/).
[2] This was established as a means to achieve our end goal for enrollment and R1 status by 2025.
[3] This was established as a means to achieve our end goal for enrollment and R1 status by 2025.
[4] Measured via survey of newly enrolled students, For students who answered "Yes or No", "Somewhat No" or "Definitely no" to "In your high school junior year, were you already planning to attend college (UI or other)?" the percent that responded "Yes or No", "Somewhat Yes" or "Definitely Yes" to "Have the University of Idaho's information and recruitment efforts over the last year impacted your decision to go to college?"
[5] Internally set standard to assure program quality.
[6] Given data availability and importance for national rankings, percent of alumni giving is used for this measure.
[7] Based on a review of our SBOE peer institutions
[8] The IPEDS method for counting degrees and those used to aggregate the numbers reported on the Performance Measurement Report (PMR) for the State Board of Education (SBOE) use different methods of aggregation. As such the sum of the degrees by level will not match the total.
[9] Based on a review of the Idaho demographic and a desire to have the diversity match or exceed that of the general state population.
[10] Based on our desire is to reach the "Good" range (65%-74%), as established by the survey publisher.
[11] Based on HR's examination of turnover rates of institutions nationally.
[12] Established by SBOE.

Appendix 1

✓	State Board of Education Goals			
	Goal 1: EDUCATIONAL SYSTEM ALIGNMENT	*Goal 2: EDUCATIONAL ATTAINMENT*	*Goal 3: WORKFORCE READINESS*	
Institution/Agency Goals and Objectives				
GOAL 1: Innovate ***Scholarly and creative work with impact*** ***Scholarly and creative products of the highest quality and scope, resulting in significant positive impact for the region and the world***				
Objective A: Build a culture of collaboration that increases scholarly and creative productivity through interdisciplinary, regional, national and global partnerships.		✓	✓	
Objective B: Create, validate and apply knowledge through the co-production of scholarly and creative works by students, staff, faculty and diverse external partners.	✓		✓	
Objective C: Grow reputation by increasing the range, number, type and size of external awards, exhibitions, publications, presentations, performances, contracts, commissions and grants.			✓	
GOAL 2: Engage ***Outreach that inspires innovation and culture*** ***Suggest and influence change that addresses societal needs and global issues, and advances economic development and culture.***				
Objective A: Inventory and continuously assess engagement programs and select new opportunities and methods that provide solutions for societal or global issues, support economic drivers and/or promote the advancement of culture .		✓	✓	
Objective B: Develop community, regional, national and/or international collaborations which promote innovation and use University of Idaho research and creative expertise to address emerging issues.		✓	✓	

✓	State Board of Education Goals			
	Goal 1: EDUCATIONAL SYSTEM ALIGNMENT	*Goal 2: EDUCATIONAL ATTAINMENT*	*Goal 3: WORKFORCE READINESS*	
Objective C: Engage individuals (alumni, friends, stakeholders and collaborators), businesses, industry, agencies and communities in meaningful and beneficial ways that support the University of Idaho's mission.	✓	✓		
GOAL 3: Transform Educational experiences that improve lives ***Increase our educational impact.***				
Objective A: Provide greater access to educational opportunities to meet the evolving needs of society.		✓		
Objective B: Foster educational excellence via curricular innovation and evolution.		✓	✓	
Objective C: Create an inclusive learning environment that encourages students to take an active role in their student experience.		✓		
GOAL 4: Cultivate A valued and diverse community ***Foster an inclusive, diverse community of students, faculty and staff and improve cohesion and morale.***				
Objective A: Build an inclusive, diverse community that welcomes multicultural and international perspectives.		✓	✓	
Objective B: Enhance the University of Idaho's ability to compete for and retain outstanding scholars and skilled staff.		✓	✓	
Objective C: Improve efficiency, transparency and communication.	✓			

Appendix 2

Metric and Data Definitions

Guiding principle for metric selection and use.

The core guiding principle used in selecting, defining and tracking the metrics used in the strategic plan is to focus on measures key to university success while remaining as consistent with the metrics used when reporting to state, federal, institutional accreditation other key external entities. The desire is to report data efficiently and consistently across the various groups by careful consideration of the alignment of metrics for all these groups where possible. The order of priority for selecting the metrics used in the strategic plan is a) to use data based in the state reporting systems where possible, and b) then move to data based in federal and/or key national reporting bodies. Only then is the construction of unique institution metrics undertaken.

Metrics for Goal 1 (Innovate):

1.) **Terminal Degrees** in given field is the number of Ph.D., P.S.M., M.F.A., M.L.A., M.Arch, M.N.R., J.D., D.A.T., and Ed.D degrees awarded annually pulled for the IR Degrees Awarded Mult table used for reporting to state and federal constituents. This data is updated regularly and will be reported annually.
2.) **Postdocs, and Non-faculty Research Staff with Doctorates** as reported annually in the Graduate Students and Postdoctorates in Science and Engineering Survey (http://www.nsf.gov/statistics/srvygradpostdoc/#qs).
3.) **Research Expenditures** as reported annually in the Higher Education Research and Development Survey (http://www.nsf.gov/statistics/srvyherd/).
4.) **Invention Disclosures** as reported annually in the Association of University Technology Managers Licensing Activity Survey (http://www.autm.net/resources-surveys/research-reports-databases/licensing-surveys/).
5.) **Number of undergraduate and graduate students paid from sponsored projects:** This metric is a newly established SBOE metric. It is calculated by the Office of Research and reported annually.
6.) **Percent of students engaged in undergraduate research:** This is a metric from the PMR for the SBOE. These PMR data are pulled from the Graduating Senior Survey annually.

Metrics for Goal 2 (Engage):

1.) **Impact (UI Enrollment that increases the Go-On rate)**: The metric will rely on one or two items added to the HERI CIRP First Year Student Survey. We will seek to estimate the number of new students that were not anticipating attending college a year earlier. As the items are refined, baseline and reporting of the results will be updated.

2.) **Extension Contacts**: Outreach to offices in relevant Colleges (CALS, CNR, Engineering, etc.) will provide data from the yearly report to the Federal Government on contacts. This represents direct teaching contacts made throughout the year by recording attendance at all extension classes, workshops, producer schools, seminars and short courses.
3.) **Collaboration with Communities**: HERI Faculty Survey completed by undergraduate faculty where respondents indicated that over the past two years they had, "Collaborated with the local community in research/teaching." This survey is administered every three to five years.
4.) **NSSE Mean Service Learning, Field Placement or Study Abroad:** This is the average percentage of those who engaged in service learning (item 12 2015 NSSE), field experience (item 11a NSSE) and study abroad (item 11d) from the NSSE.
5.) **Alumni Participation Rate**: This is provided annually by University Advancement and represents the percentage of alumni that are giving to UI. It is calculated based on the data reported for the Voluntary Support of Education (VSE) report. (https://www.case.org/resources/voluntary-support-education-survey). It is updated annually.
6.) **Economic Impact:** This is taken from the EMSI UI report as the summary of economic impact. This report is updated periodically, and the data will be updated as it becomes available.
7.) **Dual Credit:** These data are pulled from the PMR which is developed for the SBOE annually.

Metrics for Goal 3 (Transform):

1.) **Enrollment:** This metric consists of headcounts from the data set used in reporting headcounts to the SBOE, IPEDS and the Common Data Set as of census date. The data is updated annually.
2.) **Equity Metric:** This metric is derived from the census date data used for reporting retention and graduation rate which is updated annually. The analysis is limited to first-time full-time students. The mean term 1 GPA and semester hours completed for FTFT students is calculated for all students combined and separately for each IPEDS race/ethnicity category. The mean for the 8 groups is compared to the overall mean. The eight groups identified here are American Indian or Alaska Native, Asian, Black or African American, Hispanic/Latino, International, Native Hawaiian or Other Pacific Islander, Two or More Races and White. If the mean for a group is below the overall mean by 1/3 or more of a standard deviation it is considered below expectations/equity. The percentage of these 8 groups meeting the equity cut off is reported. For example if 6 of the 8 groups meet equity it is reported as 75%. As there are groups with low numbers the best method for selecting the cut off was based on the principle of effect size (i.e., https://researchrundowns.wordpress.com/quantitative-methods/effect-size/).
3.) **Retention:** This is reported as first-time full-time student retention at year 1 using the data reported to the SBOE, IPEDs and the Common Data set. This is updated annually. The final goal was selected based on the mean of the 2015-16 year for the aspiration peer group for first-year retention as reported in the Common Data Set. This group includes Virginia Tech, Michigan State University and Iowa State University.
4.) **Graduates (all degrees):** This is reported from the annual data used to report for IPEDS and the Common Data set for the most recent year and includes certificates.

5.) **Degrees by level:** Items (a) to (c) under Graduates are pulled from the PMR established by the SBOE. These numbers differ from IPEDs as they are aggregated differently and so the numbers do not sum to the IPEDs total.
6.) **NSSE High Impact Practices:** This metric is for overall participation of seniors in two or more High Impact Practices (HIP). The national norms for 2015 from NSSE is saved in the NSSE folders on the IRA shared drive. The norms for 2015 HIP seniors places UI's percentage at 67%, well above R1/DRU (64%) and RH (60%) as benchmarks. The highest group (Bach. Colleges- Arts & Sciences) was 85%. The goal is to reach at least this level by 2025.
7.) **Remediation:** This metric comes from the PMR of the SBOE. It is updated annually.

Metrics for Goal 4 (Cultivate):

1.) **Chronicle Survey Score (Survey Average):** This metric is being baselined in spring 2016 and will utilize the "Survey Average" score. The desire is to reach the "Good" range (65%-74%), which is the 4th group of 5, or higher. The survey can be found here https://greatcollegesprogram.com/participation-reports.
2.) **Multicultural Student Enrollment**: The headcounts used for this metric will be derived from the data set used to report to the SBOE at fall census date. This is based on the categories used by IPEDS and the Common Data Set. The census date data is updated annually.
3.) **International Student Enrollment**: The headcounts used for this metric will be derived from the data set used to report to the SBOE at fall census date. This is based on the categories used by IPEDS and the Common Data Set. The census date data is updated annually.
4.) **Full-time Staff Turnover Rate** is obtained from UI Human Resources on an annual basis.
5.) **Percentage of Multicultural Faculty and Staff** is the percentage of full-time faculty and staff that are not Caucasian/Unknown from the IPEDS report. Full-time faculty is as reported in IPEDS HR Part A1 for full-time tenured and tenure track. Full-time staff is as reported in IPEDS B1 using occupational category totals for full-time non-instructional staff.
6.) **Cost per credit hour:** This metric is from the PMR for the SBOE and is update annually.
7.) **Efficiency:** This metric is from the PMR for the SBOE and is updated annually.

BOISE STATE UNIVERSITY

FY2024 THROUGH FY2028

MISSION STATEMENT
VISION
STRATEGIC PLAN
MAPPING OF STRATEGIC PLAN TO THE SBOE STRATEGIC PLAN
KEY EXTERNAL FACTORS

Blueprint for Success

2021 - 2026

Boise State University
Strategic Plan

Mission
Boise State University provides an innovative, transformative, and equitable educational environment that prepares students for success and advances Idaho and the world.

Vision
To be a premier student-success driven research university innovating for statewide and global impact.

STRATEGIC PLAN GOALS AND OBJECTIVES

Goal 1: Improve Educational Access and Student Success
Enhance the comprehensive student experience with a focus on student success and post-graduate outcomes.

Objective A: Create and enact a comprehensive, strategic enrollment and student success plan, including components related to supporting the whole student, recruitment, retention, graduation, and addressing equity gaps.

Performance Measures:

Unduplicated number of graduates (distinct by award level)[1]	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
>Undergraduate Certificate	360	413	515	629	Available Sept. 2023	727	1,012
>Associate	131	109	132	127		150	150
>Baccalaureate	3,289	3,525	3,754	3,947		4,074	4,933
>(SBOE target for bacc graduates[2])	(3,273)	(3,500)	(N/A)	(N/A)		N/A	N/A
>Graduate Certificate	219	184	166	174		175	200
>Master's	862	954	1,075	1,063		1,198	1,426
>Education Specialist	19	24	23	16		25	30
>Doctoral	45	53	50	58		60	75
Total Distinct Graduates	4,455	4,760	5,126	5,313		5,600	7,500

[1] SBOE required metric: timely degree completion. Distinct graduates by award level per year (summer, fall, and spring terms) as reported to IPEDS. Note that these totals cannot be summed to get the overall distinct graduate count due to some students earning more than one award (e.g., graduate certificate and a master's) in the same year.
[2] Number in parentheses is the SBOE target for the # of baccalaureate graduates as per PPGA agenda materials, August 12, 2012, Tab 10 page 3. SBOE specified targets only through 2020.

First year retention rate[3]	Fall 2018 cohort	Fall 2019 cohort	Fall 2020 cohort	Fall 2021 cohort	Fall 2022 cohort	Benchmark F2023 cohort	Benchmark F2027 cohort
>Percent of first-time, full-time freshmen retained	79.5%	77.8%	76.0%	79.2%		79.4%	80.6%
-Resident, Pell-Eligible only	72.0%	70.6%	67.0%	67.5%		73.3%	76.3%
-Resident, Not Pell-Eligible only	76.4%	75.1%	70.3%	76.8%	Available Oct. 2023	77.2%	78.0%
-Non-Resident, Pell-Eligible only	76.7%	75.6%	71.1%	76.3%		76.7%	77.5%
-Non-Resident, Not Pell-Eligible only	86.4%	83.7%	83.9%	84.4%		84.9%	85.7%
>Percent full-time transfers retained or graduated	74.7%	78.4%	77.8%	78.4%		79.0%	83.0%

4-year graduation rate[4]	Fall 2015 cohort	Fall 2016 cohort	Fall 2017 cohort	Fall 2018 cohort	Fall 2019 cohort	Benchmark Fall 2020 cohort	Benchmark Fall 2024 cohort
> % of first-time, full-time freshmen who graduated	30.7%	38.2%	39.7%	41.4%		43.0%	45.5%
-Resident, Pell-Eligible only	18.3%	20.5%	26.3%	27.8%		30.3%	35.0%
-Resident, Not Pell-Eligible only	25.0%	30.7%	33.1%	34.1%	Available Sept. 2023	35.1%	37.1%
-Non-Resident, Pell-Eligible only	35.5%	38.4%	34.1%	41.1%		42.1%	44.1%
-Non-Resident, Not Pell-Eligible only	48.0%	56.0%	53.5%	54.7%		55.5%	57.5%
>% of full-time transfers who graduated	50.4%	54.2%	57.7%	57.6%		59.0%	63.0%

6-year graduation rate[5]	Fall 2013 cohort	Fall 2014 cohort	Fall 2015 cohort	Fall 2016 cohort	Fall 2017 cohort	Benchmark Fall 2018 cohort	Benchmark Fall 2022 cohort
> % of first-time, full-time freshmen who graduated	50.4%	54.1%	53.0%	59.1%		62.0%	65.1%
-Resident, Pell-Eligible only	38.1%	42.5%	40.1%	41.8%		48.3%	55.3%
-Resident, Not Pell-Eligible only	48.0%	50.7%	52.6%	56.1%	Available Sept. 2023	57.1%	59.1%
-Non-Resident, Pell-Eligible only	52.5%	56.5%	55.5%	57.3%		58.3%	60.3%
-Non-Resident, Not Pell-Eligible only	67.1%	71.6%	68.2%	73.1%		74.1%	76.1%
>% of full-time transfers who graduated	58.5%	56.9%	59.7%	60.4%		62.0%	65.0%

[3] SBOE required metric: Retention measured as the percent of a cohort returning to enroll the subsequent year. Transfer retention reflect the percent of the full-time baccalaureate-seeking transfer cohort that returned to enroll the following year or graduated. Northwest Commission on Colleges and Universities (NWCCU) 2020 Standard 1.D.2 asks student achievement data to be disaggregated to measure and close equity gaps.
[4] SBOE required metric: guided pathways. % of first-time, full-time freshman graduating within 100% of time. NWCCU 2020 Standard 1.D.2 asks student achievement data to be disaggregated to measure and close equity gaps.
[5] SBOE required metric: timely degree completion. % of first-time, full-time freshman graduating within 150% of time. NWCCU 2020 Standard 1.D.2 asks student achievement data to be disaggregated to measure and close equity gaps.

Gateway math success of new degree-seeking freshmen[6]	FY19 (FA17 cohort)	FY20 (FA18 Cohort)	FY21 (FA19 cohort)	FY22 (FA20 cohort)	FY23 (FA21 cohort)	Benchmark	
						Fall 2022 cohort	Fall 2026 cohort
>% completed within two years	86.6%	86.8%	85.9%	85.7%	Available Sept. 2023	85.0%	87.0%

Progress indicated by credits per year[7]	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
>% of undergraduate degree seeking students with 30 or more credits per year	26.5%	28.7%	28.3%	27.9%	Available July 2023	29.0%	31.0%

Success in credit-bearing course (gateway) after remedial course[8]	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
>English	88.5%	87.1%	84.8%	78.9%	Available July 2023	83.0%	88.0%
>Mathematics	55.8%	56.7%	59.6%	65.1%		65.0%	67.0%

Degrees and Certificates Awarded[9]	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
>Undergraduate Certificate	360	411	515	629	Available Sept. 2023	727	1,012
>Associate	133	111	132	127		150	150
>Baccalaureate	3,472	3,680	3,929	4,080		4,211	5,099
>Graduate Certificate	221	189	170	185		185	200
>Master's	861	954	1,074	1,063		1,198	1,426
>Education Specialist	19	24	23	16		25	30
>Doctoral	45	53	50	58		60	75

[6] SBOE required metric: math pathways. Based on cohorts of incoming first-time bachelor degree seeking students (full- plus part-time) who complete a gateway course or higher within two years (e.g., students who entered in fall 2017 and completed a gateway math or higher by the end of summer 2019 are reported for FY19, etc.).

[7] SBOE required metric: timely degree completion. Percent of undergraduate, degree-seeking students completing 30 or more credits across one year (defined as summer, fall, and spring terms). Based on end-of-term data. Degree-seeking status is determined as of fall semester unless the student was not enrolled in fall, in which case summer is used; spring term is used for those students enrolled only for the spring term. Excludes students who earned degrees during the reported year and who did not reach the 30-credit threshold. Includes students meeting the criteria regardless of full- or part-time status or the number of terms enrolled in that year. Students enrolled part-time or for a partial year, especially for only one term, would not be expected to complete 30 credits; thus, the denominator may be inflated resulting in a lower percentage reported.

[8] SBOE required metric: reform remediation. Percent of undergraduate, degree-seeking students who took a remedial course and completed with a C- or above a subsequent credit-bearing gateway course (Math 123 or above, English 101P or above) within one year of taking the remedial course (e.g., students who took remedial course in fall 2018 and completed a subsequent course by the end of fall 2019). Math remediation defined as Math 025, 103, and 108 and English remediation defined as English 101P. The data shown for FY20 reflects students who took remedial during FY19 and completed the subsequent credit-bearing course during FY20.

[9] SBOE required metric: degree completion. Reflects the number of awards by level (first plus second major as reported to IPEDS). This is greater than the number of graduating students because some graduating students received multiple awards.

NSSE [10] High Impact Practice (HIP) [11] Participation	FY 2019[12]	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
>% of seniors who participated in at least one HIP vs. Peer Institutions	90% vs. 83% peers (+)	*NSSE every three years*	*NSSE postponed until Spring 2022*	87% vs. 82% peers (+)	*NSSE every three years*	90%	90%
>% of seniors who participated in two or more HIPs vs. Peer Institutions	71% vs. 54% peers (+)			61% vs. 51% peers (+)		70%	70%

Objective B: Integrate career education and experiential learning opportunities into the curriculum and the student experience to improve career readiness and post-graduation outcomes.

Performance Measures:

Students participating in courses with service-learning component	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
>Number of baccalaureate graduates who participated in a course with a Service-Learning component	1,482	1,557	1,537	1,466	Available July 2023	1,400	1,800
>Percent of baccalaureate students participating in service-learning course	46%	44%	42%	38%		35%	50%

Students participating in internships[13]	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
Number of students with internship credit	927	938	697	940	Available July 2023	1,000	1,200

NSSE[14] % participation in internships or similar experiences and in research	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
>% of seniors participating in internships and other applied experiences	52%	*NSSE every three years*	*NSSE postponed until Spring 2022*	51%	*NSSE every three years*	54.0%	56.0%
>% of seniors participating in research with faculty members	27%			21%		28.0%	30.0%

[10] Boise State generally administers the National Survey of Student Engagement (http://nsse.indiana.edu/), or NSSE, every three years, with slight disruption in this schedule due to the global pandemic. NSSE gathers information from first-years and seniors on a variety of aspects of their educational experiences. Because NSSE is administered by a substantial number of institutions, Boise State is able to benchmark itself against peer institutions; peer institutions were selected based on a set of criteria to identify Urban Peers. The (+) and (–) symbols denote statistically higher and lower than peers, respectively, whereas (=) indicates that Boise State is statistically the same as peers.
[11] High Impact Practices (HIPs) are widely known to positively affect student learning and retention. HIPs include service-learning, internships, research with faculty, study abroad, learning communities, and capstone courses. Comparisons are made to a set of Urban Peer institutions.
[12] FY19 data reflect the results of the FY18 NSSE. These data are provided as a point of comparison as we typically administer NSSE triennially.
[13] Unduplicated number of students with internship credit in a given year; these include courses numerically identified as 293, 493, and 590.
[14] Boise State generally administers the National Survey of Student Engagement (http://nsse.indiana.edu/), or NSSE, every three years, with slight disruption in this schedule due to the global pandemic.

Post-graduation outcomes[15]	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2024	Benchmark FY 2028
Percent of graduates with a primary activity after graduation of working full- or part-time for a business/organization or themselves, furthering their education, or serving the military or service organization							
>Undergraduate degree completers	76%	84%	82%	79%	Available Feb. 2024	82%	85%
>Graduate degree completers	85%	90%	89%	86%		88%	90%
Percent of graduates whose full-time work is related to the degree received							
>Undergraduate degree completers	83%	78%	82%	83%	Available Feb. 2024	83%	85%
>Graduate degree completers	95%	94%	94%	95%		95%	97%
Percent of graduates whose full-time work is related to their career goals							
>Undergraduate degree completers	84%	83%	84%	86%	Available Feb. 2024	85%	87%
>Graduate degree completers	97%	95%	97%	96%		97%	98%

Objective C: Expand educational access for all Idahoans through improved outreach, communication, financial aid, philanthropy, online resources and education

Performance Measures:

Access for Underserved Groups identified by SERP[16] (inclusive of First-time and Transfer and of Full-time and Part-time)	Fall 2018 cohort	Fall 2019 cohort	Fall 2020 cohort	Fall 2021 cohort	Fall 2022 cohort	Targets Fall 2023 cohort	Targets Fall 2026 cohort
Cohort Size of Idaho Resident Students							
>Pell-eligible[17]	1,043	996	901	886	929	943	1,028
>First Generation Rural	1,083	1,141	1,040	885	974	945	1,035
Cohort Size as a Percent of Cohort from Service Region 3[18]							
>Rural	12.6%	12.9%	14.8%	14.1%	14.0%	15.3%	17.3%
>Hispanic/Latinx	15.0%	15.2%	14.9%	15.5%	16.7%	16.2%	17.8%

[15] Post-graduation outcomes are from our annual Graduating Student Survey (GSS) plus the Follow-up Survey of non-respondents six months after graduation. The overall knowledge rates across the two surveys were as follows: 36% (+/-2% MoE) in FY19; 27% (+/- 2.3% MoE) in FY20; 37% (+/-1.8% MoE) in FY21; and 35% (+/-1.9% MoE). Note that only the Follow-up Survey was conducted with FY20 graduates due to disruptions of the global pandemic in spring 2020.

[16] Boise State's Strategic Enrollment and Retention Plan (SERP) specifies targets for access and progression for four groups identified as traditionally underserved: Rural, Hispanic/Latinx, First Generation, and Pell-eligible. The access measures are focused on Bachelor's Degree-seeking students.

[17] Pell-eligible is defined as Pell-eligible at the time of entry to the university.

[18] Achievement of targets will, in five years, close by half the gap between the composition of Boise State cohorts and the percent in Service Region 3's population as of the 2020 census. In the case of Hispanic/Latinx, the Service Region 3 population is limited to individuals 18 to 24 years old.

Dual / concurrent enrollment[19]	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
Number of credits produced	29,184	33,100	28,756	29,920	Available July 2023	34,000	37,500
Distinct number of students served	6,570	7,062	6,318	6,543	Available July 2023	7,500	9,000

Enrolled Idaho Students (Fall enrollment)	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
Number of enrolled degree-seeking resident undergraduates	10,830	10,689	10,309	9,729	9,667	9,850	10,000
Number of enrolled non-degree seeking resident undergraduates (includes dual enrollment)	5,498	5,982	3,773	5,316	5,935	7,500	9,000
Total number of enrolled students (degree-seeking and non-degree seeking)	16,328	16,671	14,082[20]	15,045	15,602	17,350	19,000
Number of new First-time degree-seeking students who are Idaho residents	1,596	1,630	1,441	1,517	1,831	1,850	1,925
Number of new Transfer degree-seeking students who are Idaho residents	933	901	894	843	862	865	900

Number of graduates with high impact on Idaho's college completion rate	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
Baccalaureate graduates from underrepresented groups							
>Rural Idaho[21]	528	459	505	544	Available Sept. 2023	550	750
>Hispanic/Latinx[22]	439	459	518	542		618	765
>First-generation[23]	1,391	1,476	1,570	1,623		1,791	2,107
>Pell eligible[24]	1,090	1,041	1,027	1,001		1,050	1,100
Baccalaureate graduates who are Idaho residents	2,200	2,208	2,284	2,269	Available Sept. 2023	2,500	3,000
Baccalaureate graduates of non-traditional age (30 and up)	845	847	828	879	Available Sept. 2023	1,000	1,250
Baccalaureate graduates who began as transfers from Idaho community college[25]	446	442	461	483	Available Sept. 2023	500	1,000

[19] Dual/concurrent enrollment credits and students are measures of activity that occur over the entire year at multiple locations using various delivery methods. When providing measures of this activity, counts over the full year (instead of by term) provide the most complete picture of the number of unduplicated students enrolled and the numbers of credits earned. Reflects data from the annual Dual Credit report to the Board.
[20] Decline in resident student enrollment in FY 2021 is mostly in non-degree seeking undergraduate student numbers (including the dual enrollment) and largely due to the impacts of the global pandemic.
[21] Distinct number of graduates who began college as residents from a rural area in Idaho. The definition for this measure was updated in 2020 to align with Boise State's new efforts to serve rural communities in Idaho. Rural is defined as all places outside of "Urban Areas and their Places" as specified by the U.S. Census Bureau. Data for all reported years reflect the new definition and goals.
[22] Distinct number of graduates who are Hispanic/Latino.
[23] First-generation is defined as students whose parents/guardians have not completed bachelor's degrees.
[24] Denotes students who were Pell eligible during any point of their enrollment at Boise State.
[25] Includes baccalaureate recipients in transfer cohorts whose institution prior to their initial Boise State enrollment was one of the four Idaho community colleges. Method captures most recent transfer institution for all students, even those whose transcripts are processed sometime after their Boise State enrollment has started.

True Blue Scholarship	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
Dollars awarded through need-based True Blue Promise Scholarship	$529,985	$637,185	$671,478	$860,858	Available Oct. 2023	$1.5M	$1.9M

Objective D: Cultivate a commitment to high quality, new and innovative learning experiences in all courses, curricula and co-curricula.

Performance Measures:

Students participating in courses with service-learning component	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
>Number of baccalaureate graduates who participated in a course with a Service-Learning component	1,482	1,557	1,537	1,466	Available July 2023	1,400	1,800
>Percent of baccalaureate students participating in service-learning course	46%	44%	42%	38%		35%	50%

Enrollment in programs delivered online (Fall enrollment)[26]	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
>Undergraduate	1,574	1,911	2,294	2,282	2,271	2,320	2,800
>Graduate	1,198	1,310	1,418	1,511	1,476	1,480	1,715
>Total	2,772	3,221	3,712	3,793	3,747	3,800	4,515

NSSE[27] Indicators: For Freshmen Only (% of peer group rating)	FY 2019[28]	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
Academic Challenge							
>Higher-order learning	99% (=)	*NSSE every three years*	*NSSE postponed until Spring 2022*	100% (=)	*NSSE every three years*	100%	105%
>Reflective & integrative learning	103% (=)			102% (=)		105%	105%
Learning with Peers							
>Collaborative learning	107% (+)			100% (=)		107%	107%
>Discussions with diverse others	101% (=)			103% (=)		103%	105%

[26] Indicates the number of officially enrolled students in a major or certificate that is delivered online.
[27] Boise State generally administers the National Survey of Student Engagement (http://nsse.indiana.edu/), or NSSE, every three years, with slight disruption in this schedule due to the global pandemic. The (+) and (–) symbols denote statistically higher and lower than peers, respectively, whereas (=) indicates that Boise State is statistically the same as peers.
[28] FY19 data reflect the results of the FY18 NSSE. These data are provided as a point of comparison as we typically administer NSSE triennially.

NSSE[29] Indicators: For Seniors Only (% of peer group rating)	FY 2019[30]	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
Learning with Peers							
>Collaborative learning	103% (=)	*NSSE every three years*	*NSSE postponed until Spring 2022*	96% (-)	*NSSE every three years*	105%	105%
>Discussions with diverse others	98% (=)			97% (-)		100%	102%
Experiences with faculty							
>Student-faculty interaction	101% (=)			98% (=)		103%	105%
>Effective teaching practices	99% (=)			102% (=)		100%	102%

Sponsored Projects funding and awards for Instruction and Training	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
>Total Funding	$3.2M	$5.9M	$2.3M	$3.8M	Available Feb 2024	$7M	$10M
>\# of Awards	18	29	19	23		35	50

Goal 2: Innovation for Institutional Impact

Expand and implement leading-edge innovations to provide access to integrated high-quality teaching, service, research and creative activities.

Objective A: Create an enduring culture of innovation.

Performance Measures:

Vertically Integrated Projects[31] (VIPs)	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
>Number of students enrolled in VIP credit	146	184	182	252	Available July 2023	275	350
>Number of VIP teams	18	21	23	33		35	35

Percent of research grant awards that are Interdisciplinary vs. single discipline[32]	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
>% of research grant awards that have PIs and Co-PIs in two or more academic departments (i.e., interdisciplinary)	17.6%	24.7%	16.9%	24.2%	Available July 2023	25.0%	30.0%

[29] Boise State generally administers the National Survey of Student Engagement (http://nsse.indiana.edu/), or NSSE, every three years, with slight disruption in this schedule due to the global pandemic. The (+) and (–) symbols denote statistically higher and lower than peers, respectively, whereas (=) indicates that Boise State is statistically the same as peers.
[30] FY19 data reflect the results of the FY18 NSSE. These data are provided as a point of comparison as we typically administer NSSE triennially.
[31] The Vertically Integrated Projects (VIPs) initiative unites students with faculty research in a team-based context. Students earn credit for participation, however, not all student participants sign up for credit. Only those students who are enrolled in VIP for credit are reported. Boise State is a member of the VIP national consortium that includes more than 20 universities and is hosted by Georgia Tech.
[32] Excludes no-cost extensions. Includes new grants only within "research-basic" or "research-applied" types. Represents per-grant, not per-person grant dollars. A new protocol for calculating these measures was implemented in fall 2019 and all data provided reflect this method.

Objective B: Build scalable university structures and align philanthropic and strategic investments that support innovation in all aspects of the university with a special focus on academic and athletic programming.

Performance Measures:

Advancement funding	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2024	Benchmark FY 2028
>Total gift income (outright gifts and previous pledge payments)	$25.3M	$15.5M	$21.1M	$25.8M	Available January 2024	$25M	$35M
>Total Endowment Value	$122.1M	$121.2M	$161.4M	$141.2M		$150M	$170M

Objective C: Establish individual and collective opportunity and accountability for innovation.

Performance Measures:

Inventions, Patents and Licenses (from the Office of Technology Transfer)	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2024	Benchmark FY 2028
> Inventions Disclosure	20	22	16	13	N/A	20	28
> Patents Issued	2	5	1	8		3	6
> Licenses / Options / Letters of Intent	25	19	22	32		30	40

Goal 3: Advance Research and Creative Activity

Advance the research and creative mission of the university community by fostering transformational practices, and supporting faculty, staff, and student excellence in these pursuits.

Objective A: Provide the physical space, policies, information systems, technology, budgetary and human resources to sustain and grow research and creative activities.

Performance Measures:

Total Research & Development Expenditures	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2024	Benchmark FY 2028
Expenditures as reported to the National Science Foundation	$39.8M	$43.3M	$46.1M	Available April 2023	Available April 2024	$47M	$52M

Sponsored Projects funding: # of Awards by Purpose	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2024	Benchmark FY 2028
>Research	235	255	265	225	Available February 2024	275	375
>Instruction/Training	18	30	19	23		35	50
>Other Sponsored Activities	125	126	141	172		158	200
>Total	378	411	425	420		468	600

Sponsored Projects funding: Dollars awarded by purpose	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
>Research	$31.6M	$38.5M	$43.9M	$36.9M	Available February 2024	$45M	$55M
>Instruction/Training	$3.2M	$6.1M	$2.3M	$3.8M		$7M	$10M
>Other Sponsored Activities	$18.7M	$13.7M	$19.1M	$27.1M		$20M	$25M
>Total	$53.5M	$58.2M	$65.3M	$68M		$72M	$88M

Publications of Boise State authors and citations of those publications over 5-year period	CY 2014-18	CY 2015-19	CY 2016-20	CY 2017-21	CY 2018-22	Benchmark	
						CY 2019-23	CY 2023-27
>Number of peer-reviewed publications by Boise State faculty, staff, students[33]	2,237	2,479	2,704	2,941	2,533	3,200	4,200
>Citations of peer-reviewed publications authored by Boise State faculty, staff, students[34]	10,167	14,711	17,550	19,217	22,390	20,000	25,000

<u>Objective B</u>: Develop an integrated, transdisciplinary, and accessible research ecosystem dedicated to student excellence and success.

Performance Measures:

NSSE[35] % of senior participating in research	FY 2019[36]	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
>% of students participating in research w/faculty members	27%	*NSSE every three years*	*NSSE postponed until Spring 2022*	21%	*NSSE every three years*	28.0%	30.0%

Number of doctoral graduates	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
Distinct graduates completing doctoral degrees (PhD, DNP, EdD)	45	53	50	58	Available Sept. 2023	60	75

[33] Number of publications over five-year span with Boise State listed as the institution for one or more authors, collected from Web of Science. It is important to note that this source captures publications of a limited portion of our faculty, leaving out certain types of publications especially by faculty in Arts and Humanities.
[34] Total citations, during the listed five-year span, of peer-reviewed publications published in that same five-year span; limited to those publications with Boise State listed as the institution for at least one author; from Web of Science. Excludes self-citations. It is important to note that this source captures citations from a limited portion of our faculty, leaving out certain types of publications especially by faculty in Arts and Humanities.
[35] Boise State generally administers the National Survey of Student Engagement (http://nsse.indiana.edu/), or NSSE, every three years, with slight disruption in this schedule due to the global pandemic.
[36] FY19 data reflect the results of the FY18 NSSE. These data are provided as a point of comparison as we typically administer NSSE triennially.

Carnegie Foundation Ranking[37]	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
>Basic Classification	R3 (Research: High)	R2 (Research: High)	R2 (Research: High)	R2 (Research: High)	R2 (Research: High)	R2 (Research: High)	R2 (Research: High)

Objective C: Invest in a Grand Challenges initiative to propel a transdisciplinary model for research and creative activity.

Performance Measures:

Percent of research grant awards and awarded grant $$ that are Interdisciplinary vs. single discipline	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
>Percent of research grant awards that have PIs and Co-PIs in two or more different academic departments (i.e., are interdisciplinary)	17.6%	24.7%	16.9%	24.2%	Available September 2023	25.0%	30.0%
>Average $$ per grant award for interdisciplinary grants	$323,410	$293,228	$333,321	$461,166		$350,000	$450,000
>Average $$ per grant award for single-discipline grants	$126,726	$227,654	$181,531	$147,401		$200,000	$300,000

Goal 4: Foster Thriving Community

Promote and advance a fair, equitable, and accessible environment to enable all members of the campus community to make a living, make a life and make a difference.

Objective A: Advance a learning and working environment dedicated to the flourishing, sense of belonging, and freedom of expression among all students, faculty, staff, alumni, and friends of the university.

Performance Measures:

NSSE[38]: Student ratings of administrative offices (% of peer group rating; for seniors only; higher score indicates better interaction)	FY 2019[39]	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
>Quality of interaction with academic advisors	100% (=)	*NSSE every three years*	*NSSE postponed until Spring 2022*	105% (+)	*NSSE every three years*	102%	105%

[37] Definitions of the classifications show are as follows: R2: Doctoral Universities – Higher research activity; R3: Doctoral Universities – Moderate research activity (as of 2018, Carnegie no longer has the R3 category, implementing a new Doctoral/Professional Universities category instead).
[38] Boise State generally administers the National Survey of Student Engagement (http://nsse.indiana.edu/), or NSSE, every three years, with slight disruption in this schedule due to the global pandemic. The (+) and (–) symbols denote statistically higher and lower than peers, respectively, whereas (=) indicates that Boise State is statistically the same as peers.
[39] FY19 data reflect the results of the FY18 NSSE. These data are provided as a point of comparison as we typically administer NSSE triennially.

>Quality of interaction with student services staff (career services, student activities, housing, etc.)	100% (=)			103% (+)		102%	105%
>Quality of interaction with other administrative staff and offices (registrar, financial aid, etc.)	103% (+)			103% (+)		105%	105%

NSSE[40] Indicators: For Seniors Only (% of peer group rating)	FY 2019[41]	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
Experiences with faculty	101% (=)	*NSSE every three years*	*NSSE postponed until Spring 2022*	98% (=)	*NSSE every three years*	103%	105%
>Student-faculty interaction							
Campus Environment	101% (=)			104% (+)		103%	105%
>Quality of interactions	90% (-)			91% (-)		95%	100%
>Supportive environment							

National College Health Assessment [42]	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
> Response to statement: "I feel that I belong at my college/university" (% agree)	*Survey instrument changed in 2019-20 so prior results NA*	90.2%	*Survey conducted every 2 years*	84.8%	*Survey in progress Spring 2023*	92%	>95%
> Response to statement: "Students' health and well-being is a priority at my college/university" (% agree)		85.7%		82.7%		90%	>95%
> Response to statement: "The campus climate encourages free and open discussion about students' well-being" (% agree)		89.6%		82.8%		90%	>95%

Human Resources Survey[43]	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
> Response to statement: "I can bring my whole authentic self to work" (% agree)	73%	*Survey conducted every 3-5 years*	*Survey conducted every 3-5 years*	NA	*Survey conducted every 3-5 years*	80%	85%
> Response to statement: "My unique attributes, traits, characteristics, skills, experience and background are valued at work" (% agree)	75%			NA		82%	85%

[40] Boise State generally administers the National Survey of Student Engagement (http://nsse.indiana.edu/), or NSSE, every three years, with slight disruption in this schedule due to the global pandemic. The (+) and (–) symbols denote statistically higher and lower than peers, respectively, whereas (=) indicates that Boise State is statistically the same as peers.

[41] FY19 data reflect the results of the FY18 NSSE. These data are provided as a point of comparison as we typically administer NSSE triennially.

[42] Boise State conducts the National College Health Assessment through the American College Health Association. The survey is conducted on a regular cycle, typically every two years. The survey instrument changed in 2019-20, so prior comparisons are not available. Response rates were 14.9% in FY20 (MoE +/- 3.5%) and 12.0% in FY22 (MoE +/- 3.9%).

[43] Boise State Human Resources conducted a campus-wide Listening Tour Survey in 2019 and a Work Well Survey in 2022. Some questions were updated or changed between the two surveys, and the survey is subject to ongoing improvements.

> Response to statement: "I would refer someone to work at Boise State" (% agree/yes)	82%			82%		85%	90%
>Response to statement: I feel valued in my job (% agree)	NA			72%		80%	90%
> My supervisor is responsive to my ideas, requests, and suggestions (% agree)	NA			81%		85%	90%

Objective B: Create a comprehensive, whole-employee experience that aligns university resources and is designed to enhance employee well-being and career growth at the university.

Performance Measures:

National Faculty & Staff Health Assessment [44]	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
> Response to statement: "My college/university cares about my health and well-being" (% agree)	70.6%	*Survey conducted on a cycle*	75.9%	*Survey conducted on a cycle*	*Survey conducted on a cycle*	80%	85%
> Response to statement: "My college/university promotes a culture of wellness" (% agree)	75%		75%			80%	85%
> Response to statement: "The health and well-being of university staff and faculty impacts student success and learning" (% agree)	96.1%		97.8%			>95%	>95%

Faculty and Staff Turnover	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
>Classified	20.9%	19.7%	18.4%	27.5%	Available January 2024	20%	15%
>Professional	17.1%	15.3%	16.0%	17.4%		15%	10%
>Faculty	6.5%	5.4%	7.1%	7.6%		6.5%	6.5%

Objective C: Create a transparent, centralized business operations model that responsibly uses university resources, supports collaboration, furthers academic-athletic connections, and promotes consistency across individual campus units.

[44] Boise State conducts the National Faculty & Staff Health Assessment through the American College Health. The survey cycle is being adjusted in FY23 and the survey will resume in FY24The response rates were as follows: 2021 was 24.5% (MoE +/- 3%); 2019 was 28.4% (MoE +/- 3%).

Performance Measures:

Expense per EWA-weighted Student Credit Hour (SCH)	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
$ per Resident Undergraduate SCH[45] >In 2015 $$ (i.e., inflation-adjusted) >Unadjusted	$309.21 $331.21	$327.61 $352.89	$318.45 $357.17	$321.82 $386.62	*Available Jan. 2024*	Very low increase (0.5 - 1%) in inflation adj $$	Very low increase (0.5 - 1%) in inflation adj $$
$ per Resident Undergraduate & Graduate SCH >In 2015 $$ (i.e., inflation-adjusted) >Unadjusted	$275.25 $294.83	$287.91 $310.12	$277.32 $311.04	$275.79 $331.32	*Available Jan. 2024*	Very low increase (0.5 - 1%) in inflation adj $$	Very low increase (0.5 - 1%) in inflation adj $$
$ per Total Undergraduate SCH[46] >In 2015 $$ (i.e., inflation-adjusted) >Unadjusted	$255.42 $273.59	$256.42 $276.21	$240.94 $270.24	$231.70 $278.35	*Available Jan. 2024*	Very low increase (0.5 - 1%) in inflation adj $$	Very low increase (0.5 - 1%) in inflation adj $$
$ per Total Undergraduate & Graduate SCH >In 2015 $$ (i.e., inflation-adjusted) >Unadjusted	$237.14 $254.01	$238.14 $256.52	$223.85 $251.07	$214.49 $257.67	*Available Jan. 2024*	Very low increase (0.5 - 1%) in inflation adj $$	Very low increase (0.5 - 1%) in inflation adj $$

Cost of Education[47] (resident undergraduate with 15 credit load per semester; tuition and fees)	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
>Boise State >WICHE average >Boise State as % of WICHE	$7,694 $8,630 89.2%	$8,068 $8,934 90.3%	$8,060 $9,154 88.0%	$8,060 $9,305 86.6%	$8,364 $9,588 87.2%	Remain less than the WICHE state average	

[45] Expense information is from the Cost of College study, produced yearly by Boise State's controller office. Includes the all categories of expense: Instruction/Student Services (Instruction, Academic Support, Student Services, Library), Institutional/Facilities (Cultural, Religious Life and Recreation, Museums, Gardens, etc., Net Cost of Intercollegiate Athletics, Net Cost of Other Auxiliary Operations, Plant Operations, Depreciation: Facilities, Depreciation: Equipment, Facility Fees Charged Directly to Students, Interest, Institutional Support), and Financial Aid. "Undergrad only" uses Undergrad costs and the sum of EWA weighted SCH for remedial, lower division, upper division. "Undergrad and graduate" uses undergraduate and graduate expenses, and includes EWA weighted credit hours from the undergraduate and graduate levels. "EWA-resident weighted SCH" refers to those credits not excluded by EWA calculation rules, which exclude non-residents paying full tuition and WUE students that exceed the cap. Inflation adjustment is made using the GDP Deflator with 2015 as the base year. A correction was made to the 2019 inflation-adjusted figures.

[46] Expense information as in previous footnote. "EWA-resident Total SCH" refers to all credits, residents, and nonresident, weighted using standard EWA calculation rules. Inflation adjustment is made using the GDP Deflator with 2015 as the base year. A correction was made to the 2019 inflation-adjusted figures.

[47] WICHE average from Table 1a of annual Tuition and Fees report. We use the unweighted average without California. A typical report can be found at http://www.wiche.edu/pub/tf.

Graduates per FTE	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
Baccalaureate graduates per undergraduate FTE[48]	21.6	22.1	23.8	24.7	Available Sept. 2023	25.0	26.5
Baccalaureate graduates per junior/senior FTE[49]	41.2	42.5	43.7	47.2		48.0	50.0
Graduate degree graduates per graduate FTE[50]	42.7	45.3	48.5	47.9		49.0	51.0

Objective D: Foster a sustainable campus that is both environmentally and socially responsible as well as economically feasible.

Performance Measures:

STARS (The Sustainability Tracking, Assessment & Rating System)	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
"STARS is intended to engage and recognize the full spectrum of higher education institutions…It encompasses long-term sustainability goals for already high-achieving intuitions, as well as entry points of recognition for institutions taking first steps toward sustainability."[51]	Not Applicable	Program Participant	Program Participant	Silver Award Recognition	Silver Award Recognition	Silver Award Recognition	Gold Award Recognition

Goal 5: Trailblaze Programs and Partnerships

By partnering with industry, government, and community organizations, enhance and foster path breaking interdisciplinary programs and activities that transcend traditional fields of study.

Objective A: Leverage existing partnerships and programs and develop new opportunities with Idaho employers and private partnerships to address workforce, research, educational, service, and athletic needs.

[48] Includes the unduplicated number of annual baccalaureate degree graduates divided by the IPEDS annual undergraduate FTE. It should be noted that IPEDS includes the credits taken by degree seeking and non-degree seeking students in calculating FTE.
[49] Includes the unduplicated number of annual baccalaureate degree graduates divided by the fall semester FTE of juniors and seniors. FTE are determined using total fall credits of juniors and seniors divided by 15. This measure depicts the relative efficiency with which upper-division students graduate by controlling for full and part-time enrollment.
[50] Includes unduplicated number of annual graduate certificates and master's and doctoral degree graduates divided by the IPEDS annual graduate FTE. It should be noted that IPEDS includes credits taken by degree seeking and non-degree seeking students in calculating FTE.
[51] Additional information on the STARS program may be found at https://stars.aashe.org/about-stars/

Performance Measures:

Carnegie Foundation Community Engagement Classification recognizing community partnerships and curricular engagement	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2024	Benchmark FY 2028
"Community engagement describes collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity. "[52]	Boise State was one of 76 recipients of the 2006 inaugural awarding of this designation. The classification was renewed in 2015.					Renewal of Community Engagement Classification in 2025	

Partnerships through Research & Economic Development[53]	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2024	Benchmark FY 2028
Total Distinct Number of Partners Classified by organizational type > Industry > Government > Non-Profit > Higher Education	NA	NA	301 58 124 34 85	Available May 2023	NA	Increase number of partners	Increase number of partners

<u>Objective B</u>: Expand partnerships across Idaho to ensure rural communities have access to high-quality educational programming that fits their needs.

Performance Measures:

Community Impact Program Participants[54]	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2024	Benchmark FY 2028
>Community Impact Program participants (new starts)	NA	NA	16	28	34	45	75
>Professional development participants			NA	35	52	35	50
>Academic certificates issued and percent of new starts			11 (69%)	24 (86%)	32 (94%)	36 (86%)	65 (86%)

[52] Additional information on the Carnegie Foundation Community Engagement Classification may be found at http://nerche.org/index.php?option=com_content&view=article&id=341&Itemid=618#CECdesc .
[53] Partnerships are characterized as collaborations for the mutually beneficial exchange of knowledge and resources with entities external to the university. Partner organizations may include any type of public, non-profit, or private organization; each organization is counted once even if multiple engagements exist.
[54] Boise State's Community Impact Program launched in fall 2020 and is focused on rural communities. The program is offered through a hybrid format and engages communities in McCall, Mountain Home, and Payette.

Number of graduates with high impact on Idaho's college completion rate	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
Baccalaureate graduates from underrepresented groups >Rural Idaho[55]	528	459	505	544	Available Sept. 2023	550	750
Baccalaureate graduates who began as transfers from Idaho community college[56]	446	442	461	483	Available Sept. 2023	500	1,000

Objective C: Create interdisciplinary structures to facilitate meaningful connections and experiences for students, faculty, and staff.

Performance Measures:

Vertically Integrated Projects[57] (VIPs)	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
>Number of students enrolled in VIP credit	146	184	182	252	Available July 2023	275	350
>Number of VIP teams	18	21	23	33		35	35

Percent of research grant awards and awarded grant $$ that are Interdisciplinary vs. single discipline	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
>Percent of research grant awards that have PIs and Co-PIs in two or more different academic departments (i.e., are interdisciplinary)	17.6%	24.7%	16.9%	24.2%	Available September 2023	25.0%	30.0%
>Average $$ per grant award for interdisciplinary grants	$323,410	$293,228	$333,321	$461,166		$350,000	$450,000
>Average $$ per grant award for single-discipline grants	$126,726	$227,654	$181,531	$147,401		$200,000	$300,000

[55] Distinct number of graduates who began college as residents from a rural area in Idaho. The definition for this measure was updated in 2020 to align with Boise State's new efforts to serve rural communities in Idaho. Rural is defined as all places outside of "Urban Areas and their Places" as specified by the U.S. Census Bureau. Data for all reported years reflect the new definition and goals.
[56] Includes baccalaureate recipients in transfer cohorts whose institution prior to their initial Boise State enrollment was one of the four Idaho community colleges. Method captures most recent transfer institution for all students, even those whose transcripts are processed sometime after their Boise State enrollment has started.
[57] The Vertically Integrated Projects (VIPs) initiative unites students with faculty research in a team-based context. Students earn credit for participation, however, not all student participants sign up for credit. Only those students who are enrolled in VIP for credit are reported. Boise State is a member of the VIP national consortium that includes more than 20 universities and is hosted by Georgia Tech.

Key External Factors

A wide variety of factors affects Boise State University's ability to implement the strategic plan. Here we present four factors that we regard as impediments to progress, the first two of which can be influenced by the state government and its agencies, and one external factor that may help accelerate our progress.

Budget cuts to higher education. Budget cuts and holdbacks to higher education in FY20 and FY21 have negatively influenced our ability to fully implement our new strategic plan, *Blueprint for Success*. More significantly, lack of consistent funding for the Enrollment Workload Adjustment (EWA) while the university experienced substantial enrollment growth has resulted in a 20% per-student EWA-weighted funding deficit relative to the average of the other three public four-year institutions. Boise State University has $8.9 million in cumulative unfunded EWA.

Compliance and Administrative oversight. Increases in state and federal compliance requirements are a growing challenge in terms of cost and in terms of institutional effectiveness and efficiency. Boise State University is subject to substantial administrative oversight through the State of Idaho Departments of Administration and Human Resources as well as other Executive agencies. Significant operational areas subject to this oversight include capital projects, personnel and benefit management, and risk and insurance. The additional oversight results in increased administrative and project costs due to multiple layers of review. The current system places much of the authority with the Department of Administration and the other agencies, but funding responsibility and ultimate accountability for performance with the State Board of Education and the University. As a result, two levels of monitoring and policy exist, which is costly, duplicative, and compromises true accountability.

Global Pandemic. This historic occasion, which created large new expenses and lost revenues in higher education, continues to affect our operations. Mental distress and burnout among students, faculty and staff remain. New cohorts of college students are more likely to have experienced learning loss while in high school (due to remote education and other stressors of the pandemic), which impacts their academic success in the university.

Effects of the economy and the market conditions. Increasing inflation, in particular the increases in cost of housing in the Boise metro area, and insufficient increases in State salaries are negatively impacting our ability to recruit and retain staff and faculty. This is impacting morale and well-being of our community, and these increased costs are exceeding our ability to offset our current revenue streams. In addition, a strong job market with higher entry-level wages and lower employment in the State affecting the college-going rates as fewer high school graduates are choosing to enroll in college.

Positive External Factor: Increasing collaborations among universities and colleges, and with industry / community partners. Presidents of all universities have been committed to working together and expanding both collaborative academic and research programming across institutions. In addition, expanded efforts to collaborate with industry and community partners will increase applied research opportunities and allow for the development of programming with expected high community impact.

Evaluation Process

Boise State reviews its strategic plan and considers amendments to the Blueprint for Success through an annual review of divisional strategic plan reporting. The six vice presidents of the university receive reports from every unit within their division that detail progress to date on the Blueprint for Success and their plans and recommendations for the coming year. Each division compiles these unit-level reports and provides an executive-level summary to the University Strategic Planning Council (USPC), a group composed of representatives from across all divisions in the university. In turn, the USPC provides a comprehensive summary for the President and Executive Team detailing progress and achievements on the strategic plan from across the institution.

Parallel to this process, a strategic planning data group tracks and assesses progress made on the metrics for the plan. In addition, feedback and ideas are always welcome “off cycle” through communication with the USPC or divisional teams. This process allows every level of the institution to chart their progress, provide feedback, and offer new directions for the plan. This information provides the basis for changes or amendments to the plan, something ultimately finalized at the Executive Team level.

Institution/Agency Goals and Objectives	*Goal 1: Improve educational access and student success*	*Goal 2: Innovation for institutional Impact*	*Goal 3: Advance research and creative activity*	*Goal 4: Foster thriving community*	*Goal 5: Trailblaze programs and partnerships*
GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT - Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.					
Objective A: Data Access and Transparency - Support data-informed decision-making and transparency through analysis and accessibility of our public K-20 educational system.	✓			✓	
Objective B: Alignment and Coordination – Ensure the articulation and transfer of students throughout the education pipeline (secondary school, technical training, postsecondary, etc.).	✓				✓
GOAL 2: EDUCATIONAL ATTAINMENT – Idaho's public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy.					
Objective A: Higher Level of Educational Attainment – Increase completion of certificates and degrees through Idaho's educational system.	✓	✓			✓
Objective B: Timely Degree Completion – Close the achievement gap, boost graduation rates and increase on-time degree completion through implementation of the Game Changers (structured schedules, math pathways, co-requisite support).	✓				

***Objective C: Access* - Increase access to Idaho's robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.**	✓	✓		✓	✓
GOAL 3: WORKFORCE READINESS- The educational system will provide an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness.					
***Objective A: Workforce Alignment* – Prepare students to efficiently and effectively enter and succeed in the workforce.**	✓	✓	✓	✓	✓
***Objective B: Medical Education* – Deliver relevant education that meets the health care needs of Idaho and the region.**	✓		✓		

Boise State Cybersecurity Report to the State Board of Education

February 2023

Executive Order 2017-02 requires Boise State University to incorporate the NIST Cybersecurity Framework (CSF) into our IT Risk Management frameworks and also to implement CIS Critical Security Controls (CSC) 1- 6 across the University's critical network infrastructure systems.

CSF is just one component of Boise State's IT Risk Management framework. To measure our Security Effectiveness we pattern with BitSight to provide real-time feedback on University systems CSF maturity. Average BitSight maturity is an A and maintained throughout the year, whereas the industry has maintained a D average. CSC Controls have been documented and on a maturity scale we are a level 2 with work left to do. Critical Security Controls 1-6 will be an ongoing process as we strive towards a level 3 maturity.

In the past 12 months we have

- Reviewed and updated all OIT Policies, waiting on implementation of policies
    - 8020 Server Administration
    - 8030 Desktop, Laptop, and Tablet PC Computing Standards
    - 8050 Software Patch Management
    - 8060 Information Privacy and Data Security
    - 8120 Identity Theft Prevention Program
    - 8180 Information Technology Change Management
- Implemented policy for change management
- Implemented minimum security standards for travel, server rooms, and servers
- Conducted 2 penetration tests and external review of critical systems
- Established a RansomWare playbook
- Implemented and replace several key security assets including threat detection and data loss prevent on Windows servers

In the next 12 months we plan

- Continuing maturity growth of CSF and CSC as outlined by State
- Compliance and assurance of inventory
- Reduce attack surface by removal of unused student accounts

Idaho State University

Strategic Plan
FY2024-2028

Mission
We engage students through learning and research opportunities that improve the intellectual vigor, cultural vitality, and health of our communities

Vision
We inspire a passion for knowledge and discovery.

Goal 1: Increase student access, opportunity, retention, and success

Objective 1.1: Increase access and enrollment using targeted recruitment efforts

Performance Measures:

1.1.a. Increase by 7% ISU's total number of enrolled degree-seeking students by FY28.

FY 2020 (2019-2020	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
9,114	9,115	9,115	9,087	9,370	9,753

Benchmark: Using 2021 as a baseline, increase the total # of enrolled degree-seeking students by 7% by FY28.

1.1.b. Increase by 7.5% first-generation student enrollment rates by FY28

FY 2020 (2019-2020	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
1,725	1,622	1,570	1,480	1,617	1,744

Benchmark: Using 2021 as a baseline, increase the number of first-generation student enrollment rates by 7.5%

1.1.c. Increase by 5% the enrollment rate of the number of undergraduate students from rural Idaho by FY28

FY 2020 (2019-2020	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
2,501	2,485	2,505	2,493	2,555	2,609

Benchmark: Using 2021 as a baseline, increase the # of Idaho rural students by 5% (124) by FY28.

<u>Objective 1.2</u>: Improve student retention by strengthening students' ISU experience

<u>Performance Measures:</u>

1.2.a Increase by 7% the fall-to-fall, full-time, first-time bachelor degree-seeking student retention rate by FY28

FY 2020 (2019-2020	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
63%	67%	71%	Available AUG. 2023	73%	74%

Benchmark: Using the FY21 outcome, increase by 7% by FY28.

1.2.b. Increase by 7% the percent of new degree-seeking freshmen completing a gateway math course within two years by FY28

FY 2020 (2019-2020	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
68%	71%	73%	Available AUG. 2023	75%	80%

Benchmark: Using the FY22 outcome, increase by 7% by FY28. The methodology for this metric was revised by SBOE in 2022 for all years. *All first-time undergraduate bachelor degree-seeking students in the fall term that are still enrolled for their second year that completed their gateway math course within two years. Transcripted credit from other institutions and secondary coursework is evaluated for this metric.*

1.2.c. Increase to 75% the percentage of students who register for the next semester prior to leaving on a break (get students to register for classes sooner) by FY28

FY 2020 (2019-2020	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
57%	64%	69%	Available AUG. 2023	70%	75%

Benchmark: Using the 2021 data, increase by 11% the total number of undergraduate students registering by 2028.

<u>Objective 1.3</u>: Improve ISU's graduation rate

<u>Performance Measures:</u>

1.3.a Increase by 9% the percent of first-time, full-time, freshmen graduating within 150% of time by FY28

FY 2020 (2019-2020	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
33%	36%	34%	Available AUG. 2023	38%	45%

Benchmark: Benchmark set by SBOE at 50%, increase by 9% using FY21 data by FY28. The FY24 and FY28 benchmarks were adjusted to be more realistic based on current trends.

1.3.b. Increase by 5% the percentage of undergraduate and graduate degrees awarded by FY28

FY 2020 (2019-2020	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
2,462	2,756	2,737	Available AUG. 2023	2,811	2,894

Benchmark: Using the 2021 outcome, increase by 5% the number of degrees awarded by FY28.

1.3.c. Increase by 16% the percent of undergraduate, degree-seeking students completing 30 or more credits per academic year by FY28.

FY 2020 (2019-2020	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
26%	24%	25%	Available AUG. 2023	36%	40%

Benchmark: Students that earn a degree in the academic year but did not earn 30 credits in the academic year are backed out of the metric. Using SBOE methodology and the established 2025 benchmark, increase by 16% by FY28. The methodology for this metric was revised by SBOE in 2022 for all years. Students that earn a degree in the academic year are not included. Transfer credits are excluded. Only undergraduate degree-seeking students in the fall term of the academic year are included in the metric.

1.3.d. Increase by 8% the percent of first-time, full-time, bachelor degree-seeking freshmen graduating within 150% of time.

FY 2020 (2019-2020	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
33%	36%	39%	Available MAR. 2024	41%	44%

Benchmark: Using FY21 (36%) IPEDs data, increase the overall goal to 44% by FY28

SBOE Aligned Measures (Identified in blue):

1. Timely Degree Completion

1.1 Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting

FY 2020 (2019-2020	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	**Benchmark**	
				FY2024 (2023-2024)	**FY2025** (2024-2025)
26%	24%	25%	Available AUG. 2023	36%	40%

Benchmark Definition: Benchmark set by the SBOE.

1.2 Percent of first-time, full-time freshmen graduating within 150% of time

FY 2020 (2019-2020	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	**Benchmark**	
				FY2024 (2023-2024)	**FY2025** (2024-2025)
33%	36%	34%	Available AUG. 2023	37%	39%

Benchmark Definition: The SBOE set a benchmark of 50%, but this is an unrealistic goal for ISU. ISU identified the stretch goal as 40% for FY26.

1.3a Total number of certificates of at least one academic year

FY 2020 (2019-2020	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	**Benchmark**	
				FY2024 (2023-2024)	**FY2025** (2024-2025)
219	300	357	Available AUG. 2023	360	365

Benchmark Definition: ISU increased its overall benchmark to 365 to account for the significant increase in FY22. **1.3b Total number of associate degrees**

FY 2020 (2019-2020	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	**Benchmark**	
				FY2024 (2023-2024)	**FY2025** (2024-2025)
420	494	521	Available AUG. 2023	512	519

Benchmark Definition: ISU identified its benchmark at 519, a 5% increase over FY2021.

1.3c Total number of baccalaureate degrees

FY 2020 (2019-2020	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	**Benchmark**	
				FY2024 (2023-2024)	**FY2025** (2024-2025)
1,155	1,284	1,073	Available AUG. 2023	1,340	1,356

Benchmark Definition: ISU identified its benchmark at 1,356, a 6% increase over FY2021.

1.4a Total number of unduplicated graduates (certificates of at least one academic year)

FY 2020 (2019-2020	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	**Benchmark**	
				FY2024 (2023-2024)	**FY2025** (2024-2025)
218	288	335	Available AUG. 2023	343	350

Benchmark Definition: ISU increased its benchmark at 350 to account for the significant increase in 2022.

1.4b Total number of unduplicated graduates (associate degrees)

FY 2020 (2019-2020	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	**Benchmark**	
				FY2024 (2023-2024)	**FY2025** (2024-2025)
411	489	509	Available AUG. 2023	515	519

Benchmark Definition: ISU identified its benchmark at 519, a 10% increase over FY2018.

1.4c Total number of unduplicated graduates (baccalaureate degrees)

FY 2020 (2019-2020	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	**Benchmark**	
				FY2024 (2023-2024)	**FY2025** (2024-2025)
1,104	1,227	1,031	Available AUG. 2023	1,255	1,291

Benchmark Definition: ISU identified its benchmark at 1,291, a 10% increase over FY2019.

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

	FY 2020 (2019-2020	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	**Benchmark**	
					FY2024	**FY2025**
Math	22%	28%	38%	Available AUG. 2023	44%	45%
English	68%	60%	64%	Available AUG. 2023	96%	72%

Benchmark Definition: The methodology for this metric was revised by SBOE in 2022 for all years. Student cohorts are all undergraduate degree-seeking students enrolled in a remedial or co-requisite course. The student has until the end of the next year's semester to successfully complete a college-level course. If the student passed a co-requisite course with a C- of higher, the student is counted as completing a college-level course within a year.

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

FY 2020 (2019-2020	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	**Benchmark**	
				FY2024 (2023-2024)	**FY2025** (2024-2025)
68%	71%	73%	Available AUG. 2023	44%	80%

Benchmark Definition: The SBOE changed its benchmark definition which resulted in ISU's data changing and overall benchmark adjusted to 80%

4. Guided Pathways -- Percent of first-time, full-time freshmen graduating within 100% of time

FY 2020 (2019-2020	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	**Benchmark**	
				FY2024 (2023-2024)	**FY2025** (2024-2025)
19%	24%	19%	Available AUG. 2023	25%	30%

Benchmark Definition: ISU identified its benchmark at 30%, a 6% increase over FY2021.

Goal 2: Strengthen programmatic excellence

Objective 2.1: Attract, support, and retain outstanding faculty and staff

Performance Measures:

2.1.a Increase by 5% the percentage of faculty and staff who feel satisfied with Idaho State University as their current employer by FY28

FY 2020 (2019-2020	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
Not Available	74%	Not Available	72%	76%	79%

Benchmark: Using FY2019 and 2021 outcomes, increase the total satisfaction level by 5% by FY28.

2.1.b. Improve employee retention, so retention is 2% higher than peer group for staff by FY28

FY 2020 (2019-2020	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
Not Available	Not Available	Not Available	Available AUG. 2023	>1%	>2%

Benchmark: Using CUPA survey data for ISU 2020 Peer group, compare to average turnover/retention using voluntary turnover data (excluding retirees) and 2% higher (staff) by FY28.

2.1.c. Improve faculty retention so retention is at or above peer comparison for faculty by FY28.

FY 2020 (2019-2020	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
Not Available	Not Available	Not Available	Available AUG. 2023	= to peer average	= or > than peer average

Benchmark: Using CUPA survey data for ISU 2020 Peer group, compare to faculty average turnover/retention using voluntary turnover data (excluding retirees) by FY28.

2.1.d. Create at least 10 "career ladder" opportunities that allow staff to progress in the roles by FY 28 (example: Staff Advisor, Advisor, Senior Advisor)

FY 2020 (2019-2020	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
Not Available	Not Available	Not Available	Available AUG. 2023	Available AUG. 2023	10

Benchmark: This will be a new program, so FY2023 may be the first year ISU can collect this data

<u>Objective 2.2</u>: Enhance ISU's infrastructure

<u>Performance Measures:</u>

2.2.a Improve the quality of ISU campus' buildings by reducing deferred maintenance by $24 million by FY28

FY 2020 (2019-2020	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
$4,827,632	$7,938,854	$7,020,339	Available AUG. 2023	15,000,000	$24,000,000

Benchmark: Using benchmark data between 2019-2022 data to inform planning to reduce DM by $24M/year so that the (2022) $450M DM backlog doesn't grow

2.2.b. Remodel 55 classrooms to meet the new classroom technology standard and adhere to a central repair and replacement schedule FY28

FY 2020 (2019-2020	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
0	0	17	Available AUG. 2023	20	55

Benchmark: Using 2020-2022 data as a baseline, the total sum of classrooms updated is 55 by FY28.

2.2.c. To support effective and efficient governance, evaluate 100% of ISU's existing policies by FY28

FY 2020 (2019-2020	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
Not Available	Not Available	16%	Available AUG. 2023	20%	100%

Benchmark: The establishment of the goal at 100% is based on the emphasis placed on the need to continuously improve governance effectiveness

<u>Objective 2.3</u>: Increase the number of nationally recognized programs

<u>Performance Measures:</u>

2.3.a Increase by ##% the number of nationally recognized top 100 programs by FY28

FY 2020 (2019-2020	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
Not Available	Not Available	Not Available	Available AUG. 2023	Available AUG. 2023	To Be Determined

Benchmark: FY2023 will be the first year ISU collects this data.

2.3.b. Increase by 7% the number of ISU students completing a capstone/senior project by FY28

FY 2020 (2019-2020	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
637	735	701	Available AUG. 2023	757	790

Benchmark: Using the 2021 outcome, increase the number of students completing by 7% by FY28.

2.3.c. Increase by 3% the percentage of ISU's KDHS programs that meet or exceed the first-time pass rate measured against the national average by FY28

FY 2020 (2019-2020	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
93%	92%	Available AUG. 2023	Available AUG. 2024	93%	95%

Benchmark: Using the 2021 data, increase by 3% the first-time pass rate by FY28. Data from many programs are not available until August of the following FY.

<u>Objective 2.4</u>: Align ISU's programs with community, regional, and national needs

<u>Performance Measures:</u>

2.4.a Increase by 65 the number of certificates and other stackable "microcredentials" offered at ISU by FY28.

FY 2020 (2019-2020	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
252	327	378	Available AUG. 2023	347	392

Benchmark: Using the 2021 outcome, increase by 65 by FY28.

2.4.b. Increase by 7.5% the number of ISU students graduating with degrees that align with Idaho Department of Labor's "Hot Jobs" list

FY 2020 (2019-2020	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
736	759	758	Available AUG. 2023	782	816

Benchmark: Using the 2021 outcome, ISU will increase the graduation rate by 7.5% by FY28.

2.4.c. By 2028, 90% of colleges' programs will complete alumni graduate surveys to identify changing trends in employer skill requirements

FY 2020 (2019-2020	**FY 2021** (2020-2021)	**FY 2022** (2021-2022)	**FY 2023** (2022-2023)	**Benchmark**	
				FY 2024 (2023-2024)	**FY2028** (2027-2028)
Not Available	Not Available	Not Available	Available AUG. 2023	To Be Determined	90%

Benchmark: FY2023 will be the first time this data is collected university-wide.

Goal 3: Cultivate external partnerships

<u>Objective 3.1</u>: Increase the number of relationships with corporate, non-profit, and government entities

<u>Performance Measures:</u>

3.1.a Increase by 100 the number of corporate donors providing student education funding by FY28

FY 2020 (2019-2020	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
462	249	304	Available AUG. 2023	315	349

Benchmark: Using 2021 data, increase 20 annually the number of new funds by FY28.

3.1.b. Increase by ##% the number of new/existing ISU partnerships resulting in CPIs/internships and/or clinical opportunities for ISU students

FY 2020 (2019-2020	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
Not Available	Not Available	Not Available	Available AUG. 2023	Available AUG. 2023	To Be Determined

Benchmark: 2023 will be the first year this data is collected.

3.1.c. Increase by ##% the perception of regional partners that ISU provides its graduates with the skills needed to succeed in their organizations by FY28

FY 2020 (2019-2020	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
Not Available	Not Available	Not Available	Available AUG. 2023	To Be Determined	To Be Determined

Benchmark: 2023 will be the first year this data is collected.

<u>Objective 3.2</u>: Maximize the impact of new and existing regional partnerships to support ISU's mission

<u>Performance Measures:</u>

3.2.a Increase by #% the number of student competitions, workshops, and other professional development events sponsored by or in partnership with corporate, non-profit, or governmental partners by FY 28

FY 2020 (2019-2020	**FY 2021** (2020-2021)	**FY 2022** (2021-2022)	**FY 2023** (2022-2023)	**Benchmark**	
				FY 2024 (2023-2024)	**FY2028** (2027-2028)
Not Available	Not Available	Not Available	Available AUG. 2023	Available AUG. 2023	To Be Determined

Benchmark: 2023 will be the first year this data is collected

3.2.b. Increase to 40% the number of off-campus CPI by FY28

FY 2020 (2019-2020	**FY 2021** (2020-2021)	**FY 2022** (2021-2022)	**FY 2023** (2022-2023)	**Benchmark**	
				FY 2024 (2023-2024)	**FY2028** (2027-2028)
18%	17%	30%	Available AUG. 2023	32%	40%

Benchmark: With the expectation that approximately 30% of internships will be off-campus in 2022, there will be an additional increase of 10% by FY28.

3.2.c. Increase by ##% the number of VIP visits from existing and new partners to ISU in a year by FY28

FY 2020 (2019-2020	**FY 2021** (2020-2021)	**FY 2022** (2021-2022)	**FY 2023** (2022-2023)	**Benchmark**	
				FY 2024 (2023-2024)	**FY2028** 2027-2028)
Not Available	Not Available	Not Available	Available AUG. 2023	Available AUG. 2023	To Be Determined

Benchmark: FY2023 will be the first year ISU tracks this measure.

Objective 3.3: Expand collaborations with K-12 and post-secondary educational institutions

Performance Measures:

3.3.a Increase by 59 transfer rates from Idaho community colleges to ISU by FY28

FY 2020 (2019-2020	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
196	224	225	Available AUG. 2023	246	280

Benchmark: Using the 2021 outcome, increase by 59 total transfer students by FY28.

3.3.b. Improve by 12 the number of University collaborations that result in establishing 4+1 and 3+2 degree options by FY28

FY 2020 (2019-2020	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
4	8	10	Available AUG. 2023	11	15

Benchmark: Using the 2019 data, increase by 12 the total number of collaborations by FY28.

3.3.c. Facilitate outreach programs that bring 60 high school counselors to one of ISU's campuses by FY 28.

FY 2020 (2019-2020	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
Not Conducted	Not Conducted	30	Available AUG. 2023	69	60

Benchmark: Using 2022 data (30), increase the number of Counselors attending an ISU Counselor event by 30 by FY28.

Goal 4: Expand research, clinical, and creative activities

Objective 4.1: Enhance the faculty's ability to initiate research and innovative projects

Performance Measures:

4.1.a Office for Research will host 5 workshops/meetings per year that educate faculty and researchers on compliance or other research issues by FY28

FY 2020 (2019-2020	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
Not Available	Not Available	3	Available AUG. 2023	5	25

Benchmark: Beginning FY23, the Office of Research will host five workshops/meetings annually over the five years.

4.1.b. Engage 2 first-time proposal submitters per year to receive grant writing help.

FY 2020 (2019-2020	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
Not Available	Not Available	17	Available AUG. 2023	19	27

Benchmark: Using FY22 data, Office of Research will increase by 2 a year the number of first time submitters over the five years, .

4.1.c. Increase by 1 per year the number of faculty / researchers that apply for Office for Research internal grants by FY28

FY 2020 (2019-2020	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
31	14	29	Available AUG. 2023	31	34

Benchmark: Using FY22 data, increase the goal by 5 based on current trends by FY28.

Objective 4.2: Increase productivity in research, scholarly, and creative activities

Performance Measures:

4.2.a Increase by 15% ISU's total dollar amount of IPEDs reported research expenditures by FY28

FY 2020 (2019-2020	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
$15,170,279	15,684,143	$17,245,175	Available AUG. 2024	$17,500,000	$18,036,764

Benchmark: Using the 2021 outcome, ISU will increase the number of dollars by $2,352,621 by FY28.

4.2.b. 10% increase to the three-year rolling average number of external grant proposals submitted by FY28

FY 2020 (2019-2020	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
338	336	296	Available AUG. 2023	347	363

Benchmark: Using a three-year rolling average, the total number will increase by approximately 7-a-year (34) by FY28.

4.2.c. Increase by 3 per year the number of faculty members who submit external grant proposals through the Office for Research by FY28

FY 2020 (2019-2020	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
179	159	149	Available AUG. 2023	165	174

Benchmark: Using 2021 data for faculty members, the total number will increase by 15 by FY28.

Objective 4.3: Capitalize on ISU clinical services as a source for clinical research

Performance Measures:

4.3.a Increase by 12% the percentage of KDHS students that participate in interprofessional educational/clinical research opportunities by FY28

FY 2020 (2019-2020	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
41%	84%	92%	Available AUG. 2023	93%	96%

Benchmark: Using the 2021 data, ISU will work to increase the total percentage by 12% by FY28.

4.3.b. Increase by 10% the percentage of KDHS faculty that participate in interprofessional educational/clinical research opportunities by FY28

FY 2020 (2019-2020	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
89%	84%	85%	Available AUG. 2023	88%	94%

Benchmark: Using the 2021 data, ISU will work to increase the total percentage by 10% by FY28.

4.3.c. Increase by # the number of faculty workload hours assigned to clinical service research by FY28

FY 2020 (2019-2020	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
Not Available	Not Available	Not Available	Available AUG. 2023	Available AUG. 2023	To Be Determined

Benchmark: ISU does not currently track faculty workload hours but will establish a method in FY23.

Objective 4.4: Enhance ISU student research, clinical, and creative opportunities

Performance Measures:

4.4.a Increase by 75% the number of graduate students participating in Graduate School research/ creative activity symposium / 3MT by FY28

FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
48	73	85	98	102	128

Benchmark: Using the 2021 outcome, increase the total number by 75% by FY28.

4.4.b. Increase by 25 the number of students who participate in the ISU undergraduate research symposium by FY28

FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
33	23 (online)	31	Available MAY 2023	41	56

Benchmark: Using the FY22 outcome, increase by five annually the number of students who participate by FY28.

4.4.c. Increase by 9% the number of undergraduate degree-seeking students enrolled in course-based undergraduate research by FY28

FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
3,064	2,984	2,924	Available AUG. 2023	3,352	3,612

Benchmark: Using the 2019 (3,287) outcome (due to COVID), the new goal is based on an approximate 9% increase by FY28.

Goal 5: Energize the Bengal community

Objective 5.1: Enhance student life and engagement

Performance Measures:

5.1.a Increase by 74 the number of students participating in career-related internships/ practica by FY28

FY 2020 (2019-2020	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
831	926	Available MAY 2023	Available MAY 2024	956	1,000

Benchmark: Using the 2021 outcome, increase the number of participants by 74 by FY28.

5.1.b. ##% of students living in ISU's housing score the quality of their accommodations a four or higher out of a total of five by FY28

FY 2020 (2019-2020	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
Not Available	Not Available	Not Available	Available AUG. 2023	To Be Determined	To Be Determined

Benchmark: ISU does not currently track overall student satisfaction with university housing but will begin in FY2023.

5.1.c. Increase by 777 the number of students who actively participate in formal mentoring programs with other students, faculty and staff, and ISU alumni by FY 28

FY 2020 (2019-2020	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
Not Available	Not Available	723	Available MAY 2023	1034	1500

Benchmark: The program's expectation was that it would be achievable in size by FY28.

Objective 5.2: Increase faculty and staff connection, engagement, and recognition

Performance Measures:

5.2.a Increase by 20% faculty attendance in workshops, panels, and other events hosted by ISU's Program for Instructional Effectiveness by FY28

FY 2020 (2019-2020	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
213	213	131	Available AUG. 2023	234	266

Benchmark: Using the 2020 outcome, a 20% increase per year by 2028.

5.2.b. Increase by 9% the overall faculty/staff pride in working for ISU by FY28

FY 2020 (2019-2020	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
Not Available	75%	Not Available	71%	77%	81%

Benchmark: A 2% increase every other year using the bi-annual employee engagement survey in FY23, FY25, and FY27.

5.2.c. Increase by 47% the number of faculty and staff nominees in the "Be a Bengal" program

FY 2020 (2019-2020	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
113	64	78	Available AUG. 2023	92	119

Benchmark: Using 2021 as the baseline, increase the goal by 11% (10) annually by FY28. The data and benchmark were adjusted based on updated information.

Objective 5.3: Increase alumni connections to and participation with ISU.

Performance Measures:

5.3.a Increase by 20% the value of endowed scholarships funded by alumni during the scholarship campaign

FY 2020 (2019-2020	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
$2,016,509	$385,401	$1,129,360	Available AUG. 2023	$416,233	$462,481

Benchmark: Using the 2021 outcome, increase new funds by 20% by FY28.

5.3.b. Increase by 3,300 the number ISU alumni participants attending campus events (e.g., speakers, networking opportunities by FY28

FY 2020 (2019-2020	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
12,743	14,891	24,692	Available AUG. 2023	26,000	28,000

Benchmark: FY2020 and 2021 represent online events. Due to improved tracking, and using 2022 data, increase by annually by 660 per year for 5 years.

5.3.c. Increase by 60% the number of alumni that attend alumni homecoming events by FY28

FY 2020 (2019-2020	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
Not Available	522	925	Available AUG. 2023	647	835

Benchmark: Using the 2021 data, increase the number of attendees at multiple events by 313 by FY28.

Objective 5.4: Increase ISU's impact on its communities

Performance Measures:

5.4.a Increase by ##% the number of community events ISU participates in by FY28.

FY 2020 (2019-2020	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
Not Available	Not Available	To Be Determined	Available AUG. 2023	Available AUG. 2023	To Be Determined

Benchmark: This data will be collected across the University for FY23.

5.4.b. Increase by 21% the percentage of students participating in course-based community-engaged learning by FY28

FY 2020 (2019-2020	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
45%	44%	43%	Available AUG. 2023	52%	65%

Benchmark: The goal is based on the 2021 achievement of 44% and an increase of 21% by FY28.

5.4.c. Increase by 10% attendance at ISU athletic events

FY 2020 (2019-2020	FY 2021 (2020-2021)	FY 2022 (2021-2022)	FY 2023 (2022-2023)	Benchmark	
				FY 2024 (2023-2024)	FY2028 (2027-2028)
31,746	33,054	66,300	Available AUG. 2023	76,681	82,159

Benchmark: Using the 2019 (74,690) data (due to COVID), increase by 10% (7,469) the attendance by FY28.

Key External Factors

Funding

Many of Idaho State University's strategic goals and objectives assume ongoing and sometimes substantive additional levels of State legislative appropriations. Without additional funding from the legislature, increasing operating costs will have to be absorbed by the students through tuition increases, which directly impact their ability to attend.

Legislation/Rules

Beyond funding considerations, many institutional and State Board of Education (SBOE) policies are embedded in state statutes and are not under institutional control. Changes to the statute desired by the institution are accomplished according to state guidelines. The proposed legislation, including both one-time and ongoing requests for appropriated funding, must be supported by the Governor, gain approval in the germane legislative committees, and pass both houses of the Legislature.

The required reallocation of staff resources, time, and effort to comply with directives related to the creation of the Complete College America/Idaho; the 60% Goal; and the additional financial and institutional research reporting requirements.

Institutional and Specialized Accreditation Standards

The Northwest Commission on Colleges and Universities (NWCCU) conducted its Year 7 accreditation evaluation in FY22. The evaluation resulted in two minor recommendations that have been addressed and will be resolved during the mid-cycle evaluation in 2024.

ISU has the largest number of degree programs with specialized accreditation among the state institutions, which significantly increases the workload in these programs due to the requirements for data collection and preparation of periodic reports. As with NWCCU, professional programs' specialized accrediting bodies periodically change their accreditation standards and requirements, which we must address.

The health professions' programs rely on the availability of clerkship sites in public and private hospitals, clinics, and medical offices within the state and region. The potential for growth in these programs depends on maintaining the student-to-faculty ratios mandated by the specialized accrediting bodies and the availability of a sufficient number of appropriate clerkship sites for our students.

Federal Government

The federal government provides many educational and extramural research funding for ISU and the SBOE. Funding is often tied to specific federal programs and objectives; therefore, it can significantly influence education policy and extramurally funded research agendas at the state and institutional levels. The recent decrease in funding for Pell Grants has negatively impacted our students' need-based financial aid.

Local/Regional/National/Global Economic Outlook

Conventional wisdom has long tied cyclic economic trends to corresponding trends in higher education enrollments. While some recent factors have caused this long relationship to

change slightly, the perceived and actual economic outlooks experienced by students continue to affect enrollment in degree programs and completion rates. A significant proportion of our students must work 20 or more hours and therefore cannot complete their education in a timely manner.

As a result of COVID, wages have significantly increased by almost double the federal minimum wage. This sharp increase in wages resulted in fewer individuals feeling they needed to attend higher education institutions for workforce training and education opportunities.

Achieving State Board of Education Goals

Achieving State Board of Education goals is a priority for ISU. Still, the University's leadership believes one of the Board's goals remains beyond ISU's reach within this five-year planning cycle. While the long-term objective for ISU is to achieve an 80% fall-to-fall retention rate of first-time, full-time bachelor degree-seeking students, this rate is a significant stretch in this five-year period. The expansion of competitive graduate programs at the Meridian Health Sciences Center, ISU-Twin Falls Center, and Idaho Falls Polytechnic Center can help produce positive impacts; ISU's current retention rate increase in 2021 to 65%. ISU's five-year goal remains 74%, even though it may be challenging. The University continues to focus on attaining the SBOE's goal throughout this and the next planning cycle. The reasons why a 74% retention rate is more realistic for the five-year plan are the following:

- Assessments of first-generation, low-income ISU students indicate that the number-one reason is inadequate funding for those who choose to leave the university. Students report that paying bills often becomes a priority over attending class or studying. Our region's systemic lack of resources is not easily rectified but is something we continually work toward developing solutions for. Many first-year students at ISU, particularly those from rural, economically unstable communities, lack the required math, laboratory science, and writing skills to meet the rigors of college coursework, placing them at an immediate disadvantage. This academic disadvantage leads to lower retention. ISU focuses on these areas of concern and is working to create opportunities to address them like expanding the College of Technology programs, scholarship programs, and a new, more effective placement testing method.
- New student retention efforts at ISU are being implemented; for example, a new academic advising program will take time to impact the overall retention rate.
- ISU implemented an early alert system in Fall of 2021 and is already seeing some success. Faculty are fully committed to supporting the program and students seem to be benefiting. We are already seeing improvements.
- Momentum Pathways, and its subordinate programs, is an SBOE-directed set of programs that is currently underway. Many of the initiatives within Pathways are being implemented, but the SBOE's emphasis is focusing on implementation timelines. Additional programs include increasing the go-on rate for high school students, increasing return-to-college and completion for adults, and closing gaps for under-represented graduates.

- ISU has high enrollment rates of first-generation, low-income students. These students have inadequate resources and limited support for navigating the complicated processes within a university. Therefore, these students are transient in nature, moving in and out of college, and are less likely to be retained from one year to the next.
- The Bengal Bridge initiative continues to expand each summer, so this program will also take time to impact the overall retention rate.

Evaluation Process
Idaho State University has established a process for evaluating and revising goals and objectives. ISU's academic and non-academic units track and evaluate the strategic plan's performance measures, and Institutional Research compiles the results
The Accreditation, Assessment, and Academic Program Review (AAAPR) Committee, a team of faculty and staff constituents meet quarterly to evaluate three factors affecting each objective's progress.

1. If the objective is falling short or exceeding expectations, the AAAPR re-examines the established benchmark to ensure it is realistic and achievable
2. Evaluate the objective's resourcing levels and its prioritization
3. Determine if the indicator(s) is adequately measuring the objective's desired outcome based on the SPC's original intent for that objective

Upon completion of its analysis, the Leadership Council will forward its recommendations for consideration to the President's Administrative Council for changes to the plan. Upon approval, the Institution will submit the updated plan to the State Board of Education for approval. The implementation of the changes will occur upon final approval.

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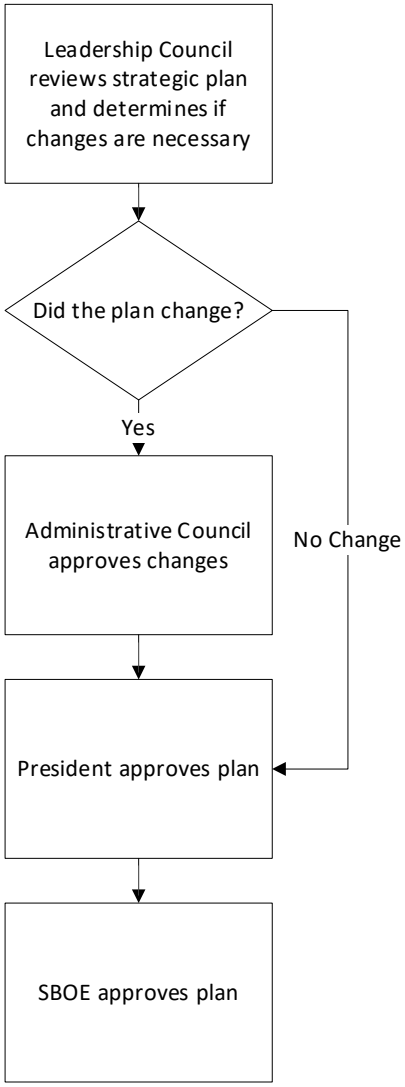
Evaluation Process



Appendix 1

	State Board of Education Goals			
	Goal 1: EDUCATION SYSTEM ALIGNMENT	*Goal 2: EDUCATION READINESS*	*Goal 3: EDUCATIONAL ATTAINMENT*	*Goal 4: WORKFORCE READINESS*
Idaho State University				
Goal 1: Increase student access, opportunity, retention, and success			✓	✓
Goal 2: Strengthen programmatic excellence		✓	✓	
Goal 3: Cultivate external partnerships	✓	✓	✓	✓
Goal 4: Expand research, clinical, and creative activities	✓		✓	✓
Goal 5: Energize the Bengal community		✓	✓	✓

Lewis-Clark State College Strategic Plan

Office of Institutional Research & Effectiveness

FY 2024 – FY 2028

LEWIS CLARK
STATE COLLEGE

LEWIS CLARK
STATE COLLEGE

Connecting Learning to Life

STRATEGIC PLAN
FY 2024 - 2028

LEWIS-CLARK STATE COLLEGE
1893

Submitted March, 2023

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MISSION STATEMENT

Lewis-Clark State College prepares students to become successful leaders, engaged citizens, and lifelong learners.

VISION STATEMENT

Idaho's college of choice for an educational experience that changes lives and inspires a commitment to Idaho's learning and civic engagement.

Goal 1: Strengthen and Optimize Instructional and Co-curricular Programming

Objective A: Optimize course and program delivery options

Performance Measure 1: Number of online and evening/weekend programs.

Definition: The number of degrees or certificates offered online or during evening or weekend hours.

Benchmark: Based upon current planning processes, LC State anticipates adding online degrees/certificates and evening & weekend programs of study beginning with the FY21 academic year forward. Note that LC State's relative percentage of fully online offerings is planned to remain at approximately 20% of the overall program mix.

Course Delivery Methods	FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24 (2023-24)	FY 28 (2027-28)
Online[1]	New Measure No Prior Benchmarks	36	40	42	49	57		
Benchmark			37	42	42	42	42	42
Achievement			MET	MET	MET	MET		
Evening/ Weekend[2]		0	7	7	7	7		
Benchmark			2	6	7	7	7	7
Achievement			MET	MET	MET	MET		

[1] List of online programs available here: http://catalog.lcsc.edu/programs/#filter=.filter_42

[2] The following programs/credentials are offered during evenings &/or weekends: Web Design & Development (cert., AAS, BAS), Business Administration (BA/BS), & Interdisciplinary Studies (BA/BS). A portion of these programs is available through weekend and evening delivery and number of the courses are offered online. Liberal Arts and Business Administration Associates degrees moving towards evening/weekend delivery.

Performance Measure 2: Proportion of courses in which course content is delivered online

Definition: The proportion of courses in which course content (e.g., syllabi & student grades) is delivered using an online learning management system (LMS).[3]

Benchmark: One hundred percent (100%) of courses have content available to students through the LMS.

Web Enhanced Courses	FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24-28 (2023-24 thru 2027-28)
% Sections	New Measure	Inventory current courses content on LMS	69%[4]	79%	89%	97%	
Benchmark	No Prior Bench-marks			100%	100%	100%	100%
Achievement				NOT MET	NOT MET	NOT MET	

[3] Metrics reported for each fiscal year are reported one year behind, such that the metric reported for FY21 is measuring delivery of course content from AY 2019-20.

[4] Seventy one percent (71%) of sections were reviewed. Metric shows the proportion of sections reviewed with course content posted on LMS.

Objective B: Ensure high quality program outcomes

Performance Measure 1: Licensing & certification

Definition: The proportion of LC State test takers who pass, or their average test scores, on professional licensure or certification exams.

Benchmark: Meet or exceed national or statewide averages.

Licensing/Cert. Exams			FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24-28 (2023-24 thru 2027-28)
Professional Degrees	NCLEX Registered Nurse[5]	LC State	99%	94%	95%	94%	91.4%	Not Yet Avail-able	Exceed National Average
		Benchmark: Nat'l Ave.	85%	86%	87%	85%	79.4%		
		Achievement	MET	MET	MET	MET	MET		
	NCLEX Practical Nurse[5]	LC State	100%	91%	100%	Not Available: Program on hiatus following Dec. 2019.			Exceed National Average
		Benchmark: Nat'l Ave.	87%	85%	86%				
		Achievement	MET	MET	MET				
	ARRT Radiology	LC State	95%	89%	76%	86%	90%	Not Yet Avail-able	Exceed National Average
		Benchmark: Nat'l Ave.	89%	89%	88%	84%	83.5%		
		Achievement	MET	MET	NOT MET	MET	MET		
	PRAXIS Teacher Education[6]	LC State[6]	168	170	171	166	166	Not Yet Avail-able	Meet State Average Scores
		Benchmark: State Ave.	170	168	170	168	167		
		Achievement	NOT MET	MET	MET	MET	NOT MET		
	ASWB Social Work	LC State	78%	57%	86%	77%	Not Yet Available		Exceed National Average
		Benchmark: Nat'l Ave.	69%	67%	69%	69%			
		Achievement	MET	NOT MET	MET	MET			

[5] FY 18-21 test results for first time test takers reported for April through March. FY 22 test results are for the 2021-2022 fiscal year.

Licensing/Certification Exams			FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24-28 (2023-24 thru 2027-28)
Workforce Training[7]	Pharmacy Technician	LC State	--%[8]	--%[8]	--%[9]	--%[9]	No Students Tested	Program Discon-tinued	Exceed National Average
		Benchmark: Nat'l Ave.	58%	57%					
		Achievement	NOT MET	MET					
	Paramedic[10]	LC State	89%	Cohorts complete every other year	--%[9]	88%	No Students Tested	No Students Tested Program will be Discon-tinued	Exceed National Average
		Benchmark: Nat'l Ave.	73%			79%			
		Achievement	MET			MET			
	Electrical Apprentice-ship Idaho Journeyman	LC State	100%	100%	91%	89%	91%	89%[11]	Exceed State Average
		Benchmark: State Ave.	77%	75%	77%	78%	77%	Not Available	
		Achievement	MET	MET	MET	MET	MET		

[6] Excludes tests 5003, 5004, and 5005, which are required for elementary certification, but which test background subject area content that is not taught in the Division of Teacher Education programs or majors connected to certification.

[7] Workforce Training at LC State also offers Certified Nursing Assistant (CNA) training requiring exit exam certification. However, a change in statewide contract with vendor does not stipulate that the vendor report the test results back to the institutions. CNA will be brought back as part of this performance measure if/when those records become available.

[8] To protect student privacy, statistics not reported when composed of less than five individual students aggregated.

[9] No students tested.

[10] Written exam results only.

[11] Preliminary figure: Reporting of Electrical Journeyman testing was moved to the Idaho Division of Occupational and Professional Licenses (IDOPL). LC State has not received test results back from IDOPL for its program assessment.

Objective C: Optimize curricular & co-curricular programming through *Connecting Learning to Life* initiative

Connecting Learning to Life has been verified as a curricular component of LC State 2- and 4-year degree programs, making experiential and applied learning a signature hallmark of an LC State education. 'Connecting' experiences fall under *applied learning*[12] or *experiential learning*[13]. Defined broadly to include internships, practica, apprenticeships, service learning, research, co-curricular engagement, etc., students complete applied or experiential learning within their chosen majors; and /or may reach outside their major for hands-on, co-curricular experiences.

Performance Measure 1: Curricular programing of applied and experiential learning opportunities

Definition: Courses, programs of study, majors, minors and certificates that serve as avenues of applied or experiential learning opportunities.

Benchmark: All programs of study offer graduates opportunities for applied &/or experiential learning. Long-term goals include expanding the development of signature certificates (currently LC State has three: Cybersecurity, Writing for the Web and Social Media, and Entrepreneurship) and new, interdisciplinary degree options through which "academic" and career-technical courses may be woven together.

[12] Applied learning = hand's on application of theory.

[13] Experiential learning = the process through which students develop knowledge, skills, and values from direct experiences outside a traditional academic setting.

Curricular Applied & Experiential Learning	FY 18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 21-22 (2020-21 thru 2021-22)	FY 23 (2022-23)	FY 24-28 (2023-24 thru 2027-28)
Apprenticeships	New	Developed inventory of applied & experiential learning: Identified Courses & Programs of Study/Majors, Minors, Certificates. No gaps were identified: All programs of study included curricular applied and experiential learning.	Developed *Signature Certificates* that knit together academic and Career & Tech. Edu (CTE) coursework	Marketed availability of *Signature Certificates*	Continue to promote signature certificates, retain existing certificate students, and encourage completion.	100% of LC State graduates participate in applied &/or experiential learning via curricular <u>or</u> co-curricular experiences.
Directed Study						
Field Experiences						
'Hands-on' courses						
Internships, Practica & Clinicals						
Performance Arts						
Service Learning						
Undergraduate Research						

Performance Measure 2: Co-Curricular programing of applied and experiential learning opportunities

Definition: Co-curriculum programming engaging students in applied &/or experiential learning outside of their chosen program's curriculum. Examples displayed in the table below.

Benchmark: 100% of LC State graduates participate in applied &/or experiential learning.

Co- Curricular Applied & Experiential Learning	FY 18 (2017 -18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24-28 (2023-24 thru 2027-28)
Intramural athletics	New	Developed inventory of co-curricular applied & experiential learning Reprioritized/ reorg. resources & staff to support co-curricular programming: Center of Student Leadership Student Employment & Career Center	Expanded peer mentor program. In fall 2019, 22 peer mentors assisted new entering students. Elements of co-curricular transcript & tracking software were launched with minor delay. Continued to expand functionality of software.	Co-curricular transcript, integrated with the Do More App, made functional. Expanded student clubs, organizations and in-person leadership development opportunities Career Readiness micro-credential unveiled in spring 2021 semester.	Career Fair Oct. '21 offered in a live format. Attendance of students & businesses increased from prior year. Exploring the possibility of including programming for regional high school students. Special breakout sessions connecting regional high schools' students and employers were conducted.	Four micro credential completers for the leadership certificate and two career readiness certificates pending completion in May, 2023. Increase of micro credentials planned for coming year. Expanded job fair offerings to meet healthcare needs in spring 2023 semester. Invested in menu of outdoor recreation programming to expand experiential learning	100% of LC State graduates participate in applied &/or experiential learning via curricular **or** co-curricular experiences.
Intercollegiate athletics							
Club Sports							
Leadership in clubs or organizations							
Peer mentorship							
Reserve Officer Training Corps (ROTC)/Military Education							
Residence life leadership							
Student government							
LC Work Scholars							
Work study/experience including tutoring							
Study abroad							

Goal 2: Optimize Student Enrollment, Retention and Completion

Objective A: Increase the college's degree-seeking student enrollment

Performance Measure 1: Direct from high school enrollment

Definition: The FTE of undergraduate degree-seeking, entering college students (measured at fall census) who graduated from high school the previous spring term.

Benchmarks derived from financial modeling of institutional viability and expansion[14]. Based upon financial modeling of campus viability, LC State would like to be 3,000 total FTE or experience a growth of 10% from current FTE by FY 25, necessitating a 1.6 percent increase annually. How that campus-wide goal extrapolates to direct high school enrollment is articulated in the table below.

Direct from High School Enrollment	FY18 (Fall '17)	FY 19 (Fall '18)	FY 20 (Fall '19)	FY 21 (Fall '20)	FY 22 (Fall '21)	FY 23 (Fall '22)	FY 24 (Fall '23)	FY 28 (Fall '27)
FTE	479	422	420	407	382	393		Available Fall '27 Census
Benchmark	New Measure – No Prior Benchmarks		429	436	442	449	456	483
Achievement			NOT MET	NOT MET	NOT MET	NOT MET		

Performance Measure 2: Adult enrollment

Definition: The FTE of degree-seeking students (measured at fall census) who are above the age of 24.

Benchmarks derived from financial modeling of institutional viability and expansion[14]. Based upon financial modeling of campus viability, LC State would like to be 3,000 total FTE or experience a growth of 10% FTE by FY25, necessitating a 1.6 percent increase annually. How that campus-wide goal extrapolates to adult enrollment is articulated in the table below.

Adult Learner (>24) Enrollment	FY18 (Fall '17)	FY 19 (Fall '18)	FY 20 (Fall '19)	FY 21 (Fall '20)	FY 22 (Fall '21)	FY 23 (Fall '22)	FY 24 (Fall '23)	FY 28 (Fall '27)
FTE	709	631	608	618	541	517	Available Fall '23 Census	Available Fall '27 Census
Benchmark	New Measure – No Prior Benchmarks		641	651	661	671	681	721
Achievement			NOT MET	NOT MET	NOT MET	NOT MET		

[14] More information on LC State's financial modeling of institutional viability and expansion can be found here: https://www.lcsc.edu/budget/budget-office-resources

Performance Measure 3: Online Headcount

Definition: The headcount of degree-seeking students (measured at fall census) who are taking courses online (both entirely online and partly online schedule of courses).[15]

Benchmarks derived from financial modeling of institutional viability and expansion[14]. Based upon financial modeling of campus viability, LC State would like to be 3,000 total FTE or experience a growth of 10% FTE by FY 25, necessitating a 1.6 percent increase annually. How that campus-wide goal extrapolates to online headcount is articulated in the table below[16].

Online Headcount	FY18 (Fall '17)	FY 19 (Fall '18)	FY 20 (Fall '19)	FY 21 (Fall '20)	FY 22 (Fall '21)	FY 23 (Fall '22)	FY 24 (Fall '23)	FY 28 (Fall '27)
HC	1,557	1,483	1,368	1650	1596	1471[17]	Available Fall '23 Census	Available Fall '27 Census
Benchmark	New Measure – No Prior Benchmarks		1,507	1,531	1,555	1,578	1,602	1,697
Achievement			NOT MET	MET	MET	NOT MET		

[15] Same definition as that used on the IPEDS Fall Enrollment Survey.

[16] This benchmark assumes that a 10% growth in FTE would also equate a 10% growth in headcount.

[17] Figure Preliminary: Reported to federally/IPEDS on April 5th, 2023.

Performance Measures 4: Direct transfer enrollment

Definition: The FTE of degree-seeking, entering transfer students (measured at fall census) who attended another college the previous spring or summer terms.

Benchmarks derived from financial modeling of institutional viability and expansion[14]. Based upon financial modeling of campus viability, LC State would like to be 3,000 total FTE or experience a growth of 10% FTE by FY 25, necessitating a 1.6 percent increase annually. How that campus-wide goal extrapolates to direct transfer enrollment is articulated in the table below.

Direct Transfer Enrollment	FY18 (Fall '17)	FY 19 (Fall '18)	FY 20 (Fall '19)	FY 21 (Fall '20)	FY 22 (Fall '21)	FY 23 (Fall '22)	FY 24 (Fall '23)	FY 28 (Fall '27)
FTE	173	149	171	168	163	156	Available Fall '23 Census	Available Fall '27 Census
Benchmark	New Measure – No Prior Benchmarks		151	174	177	179	181	191
Achievement			MET	NOT MET	NOT MET	NOT MET		

Performance Measure 5: Nonresident enrollment

Definition: The FTE of degree-seeking students (measured at fall census) who are not residents of Idaho.

Benchmarks derived from financial modeling of institutional viability and expansion[14]. Based upon financial modeling of campus viability, LC State would like to be 3,000 total FTE or experience a growth of 10% FTE by FY 25, necessitating a 1.6 percent increase annually. How that campus-wide goal extrapolates to nonresident enrollment is articulated in the table below.

Nonresident Enrollment	FY18 (Fall '17)	FY 19 (Fall '18)	FY 20 (Fall '19)	FY 21 (Fall '20)	FY 22 (Fall '21)	FY 23 (Fall '22)	FY 24 (Fall '23)	FY 28 (Fall '27)
Asotin Co. Resident FTE[18]	164	150	149	136	129	142	Available Fall '23 Census	Available Fall '27 Census
Benchmark	New Measure – No Prior Benchmarks		152	155	157	160	162	172
Achievement			NOT MET	NOT MET	NOT MET	NOT MET		
Nonresident FTE	359	329	319	326	351	367	Available Fall '23 Census	Available Fall '27 Census
Benchmark:	New Measure – No Prior Benchmarks		334	339	344	350	355	376
Achievement			NOT MET	NOT MET	MET	MET		

Objective B: Increase credential output

Performance Measure 1: Certificates and degrees[19]

Definition: The count of degrees/certificates awarded at each degree-level.[20]

[18] Asotin County residents pay a unique tuition & fee rate. More information about tuition & fees as they pertain to residency status available here: https://www.lcsc.edu/student-accounts/tuition-and-fees/tuition-and-fee-schedule-2021-2022

[19] State Board of Education postsecondary system wide measure.

[20] Consistent with IPEDS Completions Survey definitions.

Benchmarks developed to align with the Idaho State Board of Education's K-20 Strategic Plan[21] and achieve 1,050 total completions by AY 2035-36.[22]

Certificates & Degrees	FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24 (2023-24)	FY 28 (2027-28)
Certificates	21	15	26	51	62	Available Summer '23	Available Summer '24	Available Summer '28
Benchmark:	New Method	21	21	28	23	24	24	27
Achievement		NOT MET	MET	MET	MET			
Associates	425	347	365	218	204	Available Summer '23	Available Summer '24	Available Summer '28
Benchmark:	New Method	430	436	442	256	262	269	295
Achievement		NOT MET	NOT MET	NOT MET	NOT MET			
Baccalaureates	587	626	505	599	579	Available Summer '23	Available Summer '24	Available Summer '28
Benchmark:	New Method	594	646	666	496	509	521	571
Achievement		MET	NOT MET	NOT MET	MET			
Graduate Certificates	New				2	Available Summer '23	Available Summer '24	Available Summer '28
Benchmark:	New benchmark methodology will be established once baseline is established.							
Achievement								

[21] Goal 3, Objective A, Performance Measure I: "Total number of certificates/degrees conferred, by institution per year".

[22] Benchmarks re-aligned in FY22 to current version of Idaho State Board of Education's K-20 Strategic Plan assuming peer comparable retention and completion rates.

Performance Measures 2: Graduates[23]

Definition: The unduplicated count of graduates by degree-level.[24]

Benchmarks developed to align with the Idaho State Board of Education's K-20 Strategic Plan[21] and achieve 1,050 total completions by AY 2035-36.[22]

Graduates	FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24 (2023-24)	FY 28 (2027-28)
Certificates	20	15	25	42	54	Available Summer '23	Available Summer '24	Available Summer '28
Benchmark:	New Method	20	20	30	23	24	24	27
Achievement		NOT MET	MET	MET	MET			
Associates	410	325	357	206	192	Available Summer '23	Available Summer '24	Available Summer '28
Benchmark:	New Method	415	420	424	256	262	269	295
Achievement		NOT MET	NOT MET	NOT MET	NOT MET			
Baccalaureates	573	616	491	589	571	Available Summer '23	Available Summer '24	Available Summer '28
Benchmark:	New Method	580	622	628	496	509	521	571
Achievement		MET	NOT MET	NOT MET	MET			
Graduate Certificates	New				2	Available Summer '23	Available Summer '24	Available Summer '28
Benchmark:	New benchmark methodology will be established once baseline is established.							
Achievement								

[23] State Board of Education postsecondary system wide measure.

[24] Graduates of multiple degree-levels are counted in the category of their highest degree/certificate awarded.

Performance Measures 3: Graduation Rate - 150% normative time to degree attainment[25]

Definition: The proportion of first-time, full-time entering students who attain a degree or certificate within 150% normative time to degree[26].

Benchmarks developed to align with the Idaho State Board of Education's K-20 Strategic Plan[21] and achieve 1,050 total completions by AY 2035-36.[22]

First-Time Full-Time Cohorts	Attainment w/in 150% Time	FY18 (2012 Cohort)	FY 19 (2013 Cohort)	FY 20 (2014 Cohort)	FY 21 (2015 Cohort)	FY 22 (2016 Cohort)	FY 23 (2017 Cohort)	FY 24-28 (2018-22 Cohorts)
Entered as Bacc.-Seeking	Bacc.	33%	32%	31%	32%	29%	Available Spring 2024	
	Benchmark:	24%	25%	33%	34%	39%	39%	39%
	Achievement	MET	MET	NOT MET	NOT MET	NOT MET		
All First-Time, Full-Time Students	Bacc., Assoc, & Certificates	40%	38%	36%	37%	35%	Available Spring 2024	
	Benchmark:	29%	30%	39%	40%	38%	38%	38%
	Achievement	MET	MET	NOT MET	NOT MET	NOT MET		

[25] State Board of Education postsecondary system wide measure.

[26] One hundred and fifty percent (150%) normative time to degree is six years for baccalaureate degrees, three years for associate degrees, and one and a half years for a one year certificate. Calculations used IPEDS definitions.

Performance Measure 4: Graduation Rate - 100% normative time to degree attainment[27]

Definition: The proportion of first-time, full-time entering baccalaureate-seeking students who achieved a baccalaureate, associate, or certificate within 100% normative time to degree.

Benchmarks developed to align with the Idaho State Board of Education's K-20 Strategic Plan[21] and achieve 1,050 total completions by AY 2035-36.[22]

First-Time Full-Time Cohort	Attainment w/in 100% Time	FY18 (2014 Cohort)	FY 19 (2015 Cohort)	FY 20 (2016 Cohort)	FY 21 (2017 Cohort)	FY 22 (2018 Cohort)	FY 23 (2019 Cohort)	FY 24-28 (2020-24 Cohorts)
Entered as Bacc.-Seeking	Bacc.[28]	15%	21%	20%	24%[29]	21%[29]		
	Cert. & Assoc.	1%	1%	3%	4%	5%		
Benchmark		22%	23%	24%	23%	23%	23%	23%
Achievement		NOT MET	NOT MET	NOT MET	MET	MET		

[27] State Board of Education postsecondary system wide measure.

[28] Consistent with IPEDS Graduation Rates Survey definitions.

[29] Figure is preliminary: Policy has been interpreted to mean institutions are required to report data out of cadence with federal reporting, before periods of measurement have ended and before data can be adequately vetted.

Performances Measure 5: Retention rates

Definitions:

The retention or proportion of **first-time, full-time, baccalaureate-seeking students** who start college in summer or fall terms and re-enroll by the following fall term of the subsequent academic year.

The retention of the **entire degree-seeking student body**. The proportion of the total degree-seeking headcount of the prior academic year[30] who graduated or returned to attend LC State by the following fall of the subsequent academic year.

Benchmarks developed to align with the Idaho State Board of Education's K-20 Strategic Plan[21] and achieve 1,050 total completions by AY 2035-36.[22]

Retention	FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24 (2023-24)	FY 28 (2027-28)
First-Time, Full-Time, Baccalaureate-Seeking, Students	63%	60%	61%	63%	62%			
Benchmark: +2% annually	New Metric	61%	63%	65%	66%	67%	68%	68%
Achievement		NOT MET	NOT MET	NOT MET	NOT MET			
All Degree-Seeking Students	75%	75%	76%	74%	76%			
Benchmark: +2% annually	New Metric	77%	79%	81%	82%	83%	84%	84%
Achievement		NOT MET	NOT MET	NOT MET	NOT MET			

[30] Those enrolled as degree-seeking students on census day (October 15th for fall terms and March 15th for spring terms).

Performance Measure 6: 30 to Finish[31]

Definition: Percent of undergraduate, degree-seeking students, who started their attendance in the fall (or prior summer) term, completing 30 or more credits per academic year, excluding those who graduated midyear and those students who started their enrollment during spring semester.

Benchmarks derived from financial modeling of institutional viability and expansion[14]. Based upon financial modeling of campus viability, LC State would like to be 3,000 total FTE or experience a growth of 10% FTE by FY 25, necessitating a 1.6 percent increase annually. How that campus-wide-goal extrapolates to degree-seeking student credit load is articulated in the table below.

30+ credits per AY	FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24 (2023-24)	FY 28 (2027-28)
%	38%	31%	33%	29%	26%			
Benchmark	New Method	30%	32%	33%	35%	36%	38%	40%
Achievement		MET	MET	NOT MET	NOT MET			

[31] State Board of Education postsecondary system wide measure.

Performance Measure 7: Remediation[31]

Definition: Percent of degree-seeking students who took a remedial course and completed a subsequent credit bearing course (in the area identified as needing remediation) within a year with a "C" or better.

Benchmarks developed to align with the Idaho State Board of Education's K-20 Strategic Plan[21]. Analysis conducted by the Chief Research Officer identified the number of associates and baccalaureate degrees as needing to grow by eight percent by 2025, necessitating a one percent increase annually[32].

Remediation	FY18 (Fall 2016-Spring 2018)	FY 19 (Fall 2017-Spring 2019)	FY 20 (Fall 2018-Spring 2020)	FY 21 (Fall 2019-Spring 2021)	FY 22 (Fall 2020-Spring 2022)	FY 23 (Fall 2021-Spring 2023)	FY 24 (Fall 2022-Spring 2024)	FY 28 (Fall 2026-Spring 2028)
%	41%	43%	57%	52%	56%			
Benchmark	New Method	43%	52%	53%	54%	55%	57%	61%
Achievement		MET	MET	NOT MET	MET			

Performance Measure 8: Math Pathways[31]

Definition: Percent of new, degree-seeking freshmen who started in fall (or preceding summer) term and completed a gateway math course[33] within two years.

Benchmarks developed to align with the Idaho State Board of Education's K-20 Strategic Plan[21]. Analysis conducted by the Chief Research Officer identified the number of associates and baccalaureate degrees as needing to grow by eight percent by 2025 necessitating a one percent increase annually**Error! Bookmark not defined.**.

Math Pathways	FY18 (Fall 2017-Su 2019)	FY 19 (Fall 2018-Su 2020)	FY 20 (Fall 2019-Su 2021)	FY 21 (Fall 2020-Su 2022)	FY 22 (Fall 2021-Su 2023)	FY 23 (Fall 2022-Su 2024)	FY 24 (Fall 2023-Su 2025)	FY 28 (Fall 2027-Su 2029)
%	52%	49%	36%	44%	52%			
Benchmark:	New Method	53%	54%	56%	57%	58%	59%	62%
Achievement		NOT MET	NOT MET	NOT MET	NOT MET			

[32] Exact amount of growth required to remain in alignment with statewide goals is 1.14%, annually.

[33] Gateway math is defined institutionally as Math 123 and above.

Performance Measure 9: Workforce training enrollment

Definition: Duplicated headcounts of students enrolled in Workforce Training programs at LC State.

Benchmarks set by Director of Workforce Training accounting for regional market demand and worker demographics.

Workforce Training Enrollments	FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24-28 (2023-24 thru 2027-28)
Duplicated Headcount	3,563	3,699	2,893	2,513	2,737		
Benchmark:	New Bench-marking Method	3,600	3,650	3,700	3,750	3,800	3,800
Achievement		MET	NOT MET	NOT MET	NOT MET		

Performance Measure 10: Workforce training completion

Definition: Completions of LC State's Workforce Training courses[34].

Benchmarks are a proportion of the enrollments each fiscal year (FY) and set to maintain the high proportion of completions observed historically.

Workforce Training Completions	FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24-28 (2023-24 thru 2027-28)
Duplicated Completions	3,420	3,468	2,756	2,362	2,596		
Benchmark: Maintain	96%	94%	94%	94%	94%	94%	94%
Achievement		MET	MET	MET	MET		

[34] Completions measured by course because most Workforce Training offerings are designed as singular courses.

Goal 3: Foster and Support a Student-Centered/Teaching & Learning Campus and Community Culture

Objective A: Expand effective teaching practices programming

Performance Measure 1: Number of faculty and staff participating in effective teaching practices programming annually.

Definition: Duplicated headcount of attendees at events designated as effective teaching practices programming for faculty and staff. Programming examples include many of those offered at LC State's Center for Teaching & Learning and those coordinated by the President's Commission on College Diversity.

Benchmark: Steady increase in faculty & staff participation.

Faculty Staff Participation		FY 18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24-28 (2023-24 thru 2027-28)
Center for Teaching & Learning	Effective Teaching Practices Certificate	New Measure	Inventory programing	24	Program modified: Faculty certificate graduates now lead, volunteer, for effective teaching programming on campus.	28	20	Sustain or increase number of participants.
	Student Centered Programming [35]		Inventory programing	167	223	158	146	
President's Diversity Commission	Events Programming	New Measure	Inventoried current programming for baseline and planning purposes.	186	185	237	325[36]	Goal: 315

[35] Measured on the calendar year.

[36] Approximate attendance per event as follows: Multicultural Month 100; Idaho Human Rights Day 10; Native American Awareness Week 140; Veterans Day Lunch/ Recognition 10; Constitution Day 15; Women's History Month 150.

Performance Measure 2: Number of participants in community enrichment activities

Definition: Duplicated headcount of attendees at events arts and cultural programming offered through LC State's Center for Arts & History[37].

Benchmark: Steady increase in community participation.

Community Participation	FY 18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24-28 (2023-24 thru 2027-28)
Duplicated Headcount	New Measure	Plan: inventory programs to include following year. Tracking to be implemented with programming.		Impacted by pandemic protocols and personnel reductions. Tracking to be implemented when programming is recommenced.	4,239	2,929	Benchmark established once baseline is better understood

Goal 4: Increase and Leverage Institutional Resources to Achieve Enrollment, Employee Retention and Campus Planning Objectives

Objective A: Diversify revenue streams to allow for investment in campus programs and infrastructure

Performance Measure 1: New, ongoing revenue streams

Definition: New, revenue-generating initiatives.

Benchmarks: Implement new, annual giving initiatives (general and employee campaigns). Expand events revenue opportunities and outcomes. A careful consideration of campus areas and auxiliaries is ongoing in an attempt to monetize them to a more cost-neutral status.

[37] Number of people engaged through on-site exhibitions, online exhibits, in-person events, and Zoom public programs. Center for Arts & History: http://www.lcsc.edu/cah/.

Revenue Projects		FY 18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24-28 (2023-24 thru 2027-28)
LC State Foundation	Employee Giving Campaign[38]	New Measure	39%	41%	35%	34%	36%	45%
	Annual Day of Giving	New Measure /Event	Plan	Piloted	Took place May 2021	Did not occur/ staffing changes	$66,965[39]	New College-wide Giving Day
	Foundation Fee[38]			Implemented Jan. 1st, 2020		$9,389	$48,659[40]	Goal: $11,000
Monetize Auxiliaries[41]		New Measure	Plan	Cost-neutral financial modeling: Fee-based units move toward increased self-sustain-ability	Implemented revenue sharing model in which revenue generating operations provide institution with 10-25% share of yearly net revenue. Auxiliary operations reviewed for sustainability and increases in rental fees or services were adjusted to account for costs.[42]	Expand to include other auxiliaries & programs[43] (e.g., Res. Life & Events/ Conferences) Continue proficient use of COVID-19 relief funds Explore add'l grant funding for campus programs & auxiliaries	Auxiliaries with revenue generation potential: (e.g., Work Force Training, Testing Center, Events & Conferences, Residence Life, Security/ Parking)	Impact Measured

[38] One-year lag from measurement to reporting, therefore FY23 depicts results for FY22.

[39] Athletics only.

[40] $40,000 from one large donation.

Performance Measure 2: Federal, state, local and private grant funding

Definition: Grant funding dollars.

Benchmark: $100,000 growth annually, which is approximately 2% of the historical (four year) average.

Grants & Contract Funding	FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24-28 (2023-24 thru 2027-28)
Federal	$1,221,834	$1,506,459	$1,600,805	$ 841,935	$ 860,174	Available after July 1, 2023.	Institutional Financial Diversification
State & Local[44]	$2,671,345	$2,825,307	$3,218,872	$ 3,175,967	$ 3,362,640		
Private	$41,565	$44,800	$298,885	$ 185,950	$ 29,447		
Gifts[45]	$3,951,746	$1,337,379	$2,361,794	$ 2,886,613	$ 3,483,723		
Total	$7,886,490	$5,713,945	$7,480,356	$7,090,465	$ 7,735,984		
Benchmark: +$100,000 annually[46]	No Prior Bench-marks	$5,235,809	5,335,809	$5,435,809	$ 5,535,809		
Achievement		MET	MET	MET	MET		

[41] Within the parameters of State Board of Education Policy I.J., available here: https://boardofed.idaho.gov/board-policies-rules/board-policies/general-governing-policies-procedures-section-i/use-of-institutional-facilities-and-services-with-regard-to-the-private-sector/

[42] Revenue generating auxiliary units reviewed were Workforce Training, Testing Center, Events & Conferences, Security/Parking, Residence Life.

[43] Monetization of auxiliaries like Residence Life and Events & Conferences are on hold due to the disruptions in these areas' revenue streams caused by the pandemic.

[44] This item includes state scholarships awarded to the student, for the Opportunity Scholarship, and therefore may be resistant to change from institutional effort. FY 18 dollars include $223k in state scholarships and $625k in opportunity scholarships.

[45] Including grants that do not have restrictions or reporting requirements.

[46] Benchmark reflects $100,000 above the baseline, which is the historical four-year average of total grant funds ($5,135,809).

Objective B: Bring employee compensation up to policy/median benchmarks

Performance Measure 1: The number of employees not meeting compensation benchmarks.

Definition: The percent of employees whose compensation does not meet or exceed policy/median benchmarks as outlined in Idaho's compensation schedule for classified staff, College and University Professional Association (CUPA) for professional staff and faculty.[47]

Benchmark: Decrease the percent of employees not meeting these benchmarks by 5%, annually. Benchmarks for employee compensation based upon the number of years at the institution and current position considerations:

- Employees for 6-10 years: All greater than or equal to 80% of policy/median.
- Employees for 11-15 years: All greater than or equal to 90% of policy/median.
- Employees for 16 years or more: All at 100% of policy/median.

[47] Employee compensation data captured June of every fiscal year.

Compensation: % Employees not meeting benchmarks	FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24-28 (2023-24 thru 2027-28)
% of Total Employees	New Measure No Prior Bench-marks	58%	55%	64%	54%	21%	Bring all employees to benchmarks based upon years of service
Benchmark: -5% annually			53%	48%	43%	38%	
Achievement			NOT MET	NOT MET	NOT MET	MET	
% of Employees 6-10 years' service		39%	35%	52%	41%	10%	All at greater than or equal to 80% of policy/ median
Benchmark: -5% annually			34%	29%	24%	19%	
Achievement			NOT MET	NOT MET	NOT MET	MET	
% of Employees 11-15 years' service		58%	59%	62%	55%	19%	All at greater than or equal to 90% of policy/ median
Benchmark: -5% annually			53%	48%	43%	38%	
Achievement			NOT MET	NOT MET	NOT MET	MET	
% of Employees >16 years' service		73%	66%	76%	65%	31%	All at 100% of policy/ median
Benchmark: -5% annually			68%	63%	58%	53%	
Achievement			MET	NOT MET	NOT MET	MET	

Key External and Internal Factors

A key external factor during recent history has been the recovery of business operations from the Coronavirus pandemic. While many operations have gone back to pre-pandemic operational status, LC State's achievement of some of its strategic plan goals are still impacted, both positively and negatively. Successes include achievement of LC State's goals in relation to online course and program offerings, remediation and short-term workforce training credential goals. While enrollment in LC State's Workforce Training courses declined, the success rates of student completions maintained at or above 94%. Those goals that were likely negatively impacted by this external factor were the enrollments of those students coming directly from high school and directly from another institutional of higher

education (i.e., direct transfer). Those students seeking and achieving bachelor's degrees within normative time has declined, but it would appear these students are opting for short term credentialing (associates degrees and certificates) when they had initially sought to pursue a bachelor's degree. LC State's achievement of employee compensation goals have improved after being negatively impacted by pandemic initially. Employee compensation at LC State benefitted from the 2022 Idaho legislative raise to state employee compensation and a recalibration of compensation benchmarks to reflect subject area expertise of faculty.

The following assumptions about external and internal factors will continue to impact the institution as the FY 2024 Strategic Plan is implemented.

Lewis-Clark State College…

1. Will continue to be a moderately selective admission institution with a greater than 95% acceptance rate, serving a substantial number of first generation students, admitting students with various degrees of college preparation.
2. Will serve both residential and non-residential students, including those who commute, take online courses, are place-bound, and are working adults.
3. LC State is maintaining its aspirational goal to serve 3,000 FTE, which is particularly challenging in, a post-pandemic world, punctuated by declining local, regional and national high school graduating classes.
4. Will continue to forge strategic partnerships with other institutions, agencies, businesses, and organizations and the community at large for mutual benefit.
5. Will continue to play an active role in fulfilling the recommendations derived from:
    a. The Governor's 2017 Higher Education and Workforce Development taskforce.
6. Will continue to promote its brand and share its successes with multiple audiences, including prospective students.
7. Will continue to recruit faculty, staff and students across a wide range of demographics.
8. Relies on ongoing efforts to maximize operational efficiencies (e.g., program prioritization and internal resource reallocation); and increasing and leveraging grants, private fundraising to complement tuition revenue and reduced state support.
9. Will continue to assess its programs and services (program performance – program prioritization) to determine their efficacy and viability.
10. Master planning was engaged. The plan updated, submitted and approved by the SBOE. The plan can be found at: Microsoft Word - FY2021 Campus Master Plan - External - FINAL (lcsc.edu).
11. Will advocate for increased per-capita investment in LC state via EWA (Enrollment Workload Adjustment) formula revision considerations and state funding in support of LC State's mission, strategic goals, position and role in Idaho's education ecosystem as a small college experience.

Evaluation Process

LC State's Strategic Plan was originally developed for the 2013-2018 timeframe. In light of the college's updated mission, the waning utility of the college's old strategic plan, and a successful NWCCU accreditation evaluation, institutional goals and objectives were rewritten. A representative committee developed new strategies and objectives to guide the work of the college. The new goals and objectives were proposed in the 2018-2022 strategic plan, submitted for Board review during the March 2018 meeting and adopted during the June 2018 meeting. The current Strategic Plan presents a modification

of goal three. Since Board review, as presented in this plan report, the goals have been operationalized through relevant performance measures. System-wide performance measures are comingled among institutional performance measures to undergird LC State's commitment to "systemness". Institutional performance will undergo annual Cabinet review. Changes will be made in alignment with objective performance review and subjective evaluation of the involved campus stakeholders.

Red Tape Reduction Act

Administrative Rules are promulgated through the State Board of Education and this information is contained in the State Board of Education's K-20 Strategic Plan.

Addendum: Cyber Security
National Institute of Standards and Technology (NIST) Cybersecurity Framework

Governor Otter's Executive Order 2017-02 calls for:

> *All state agencies to immediately adopt and to implement by June 30, 2017, the National Institute of Standards and Technology (NIST) Cybersecurity Framework in order to better foster risk and cybersecurity management communications and decision making with both internal and external organizational stakeholders.*

On March 16, 2017 Michelle Peugh of Idaho's Division of Human Resources (DHR) sent an email attachment – authored by DHR Director Susan Buxton – to Ms. Vikki Swift-Raymond, Lewis-Clark State College's Director of Human Resource Services (HRS). Director Buxton's memo asked LC State to confirm that the college has adopted the NIST Cybersecurity Framework, per the governor's executive order. On April 15, 2017 Lewis-Clark State College President J. Anthony Fernández returned confirmation to Director Buxton that the college has adopted the NIST Framework.

Implementation of the Center for Internet Security (CIS) Controls

Governor Otter's Executive Order 2017-02 calls for "*agencies to implement the first five (5) Center for Internet Security Critical Security Controls (CIS Controls) for evaluation of existing state systems by June 30, 2018*." Lewis-Clark State College has accomplished the following:

- On October 4, 2016 Lewis-Clark State College contracted with CompuNet to perform a "gap analysis" of LC State's security posture relative to all twenty CIS Controls. CompuNet's report was delivered to LC State on October 19, 2016.
- On January 16, 2017 Governor Otter issued his cybersecurity executive order 2017-02.
- On February 2, 2017 Lieutenant Governor Brad Little held a statewide meeting to organize all agencies in a coordinated response to the governor's executive order. Lewis-Clark State College attended the meeting remotely. The Lieutenant Governor turned the meeting over to Lance Wyatt, Acting Chief Information Security Officer within Idaho's Office of the CIO. Mr. Wyatt described the statewide process, where:
    - Each agency would complete a self-assessment of one CIS Control per month, extending through the next five months.

  - Each agency would document its self-discovery in a data repository provided by the state.
  - Each agency would attend a statewide meeting held approximately every two weeks, for coordination, facilitation, and problem solving.
  - At the end of the self-assessment process, agencies would collaborate on cyber-security product selection that will aid in managing the first five CIS controls
  - Starting in summer 2017, each agency will begin remediation of perceived gaps in the first five controls, finishing the process prior to the governor's deadline of June 30, 2018.
- Lewis-Clark State College attended each of the state's cyber-security meetings during 2017,2018, and 2019.
  - Compliance discussions occurred in bi-weekly meetings 2017-2018, and the remediation requirement was replaced with a requirement to self-report the completion of the review of the first 5 controls.
  - In the April 18, 2018, agencies were informed that the State believed agencies had met all criteria for the Executive Order.
- Lewis-Clark State College attended the statewide higher education IT Security Symposium at Boise State on August 11, 2017. The goal of the meeting was to provide a consensus perspective for implementing security within the context of higher education.
- LC State has completed the self-assessment process led by Lance Wyatt, Chief Information Security Officer. All relevant data have been entered on the state's Sharepoint repository designed for collecting these data.
- Based on the Department of Administration's gap analysis, Lewis-Clark State College has implemented *Tenable Security Center Continuous View*, a product that addresses CIS controls 1-5.
- In July 2018, representatives of Idaho Office of the Governor announced two changes that expanded the governor's original executive order:
  - The Center for Internet Security deployed version 7 of its twenty controls, and the state said that all agencies would start the entire process again using the new controls.
  - Instead of limiting the self-study to the five controls listed in the governor's executive order, the Office of the Governor said that each agency will expand its study to include all 20 CIS Controls.
  - Lewis-Clark State College was required to answer 4 items:
    - Policy Definition, e.g. Does LC State have a written policy.
    - Control Implemented, e.g. Does LC State have controls implemented.
    - Control enforcement: automated or technically manualized.
    - Control reported to State.
  - Two additional items were added to the self-audit
    - Compliance notes
    - Risk assessed justification
- Lewis-Clark State College's administration committed the college to the acquisition of suitable hardware - and implement appropriate processes - that combine to minimize cyber-related risks revealed by the college's self-assessment. This resulted in the purchase and deployment of F5's *Big-IP*.

- As of January, 2020, LC State has complied with the Governor's directives, including the expansion in July 2018. The discovery process for Controls 15, 16, 19, and 20 were completed.
- Based on the statewide meeting on January 22, 2020, the State of Idaho will be assessing the following on a monthly basis
    - Phishing training progress
    - Written policy breadth and depth
- In June of 2021, the college worked with the CIO and CISO of the University of Idaho to conduct an initial Technology Risk Review. The review was completed in September 2021 and identified needed policy improvements, the need for Multifactor Authorization (MFA), and suggested several additional tools that would improve information security. Plans were made to incorporate the findings over the next 18 months.
- In July of 2021, the college conducted a limited cybersecurity penetration test using our auditors CliftonLarsonAllen (CLA) to complete a limited penetration test for 25 critical servers facing the Internet. These servers were scanned and found to be properly secured.
- In September 2021 LC State signed up for weekly external vulnerability security scans with the Cybersecurity & Infrastructure Security Agency (CISA), a part of Homeland Security. The scans are completed weekly with consolidated reports reviewed every Monday by the college cybersecurity and infrastructure team.
    - The report identifies any known risk or vulnerability as Critical, High, Medium, or Low.
    - All issues identified as Critical are triaged within two days and mitigated within two weeks.
    - All issues identified as High are triaged within one week and mitigated within four weeks.
    - Medium and Low issues are identified, assessed, and a mitigation strategy is chosen with an appropriate timeline.
    - This process is ongoing and continues every week.
- In April of 2022, LC State evaluated its cybersecurity posture using the Higher Education Information Security Council (HEISC) self-assessment tool and aligned the results to those early generated from the Critical Security Controls from the Center for Internet Security.
- In July 2022, LC State upgraded the Microsoft software licensing to A5 to enable the use of advanced security tools to further secure fixed and mobile computing devices.
- In September 2022, LC State added 100 licenses to our malware and control system for Apple products to help manage the growing number of iPads being used.
- In July 2022, LC State began testing MFA with IT staff and selected technically capable staff who volunteered to participate.
- In November of 2022, CISA began a full external penetration test scanning all college externally accessible sites. The test was completed at the end of November and the final report was delivered to the college on January 12, 2023
- In December 2022, LC State began deploying MFA to all employees. Individuals were allowed to sign-up as they were ready with a mandatory final date for enrollment of February 15. As of February 15, all employees were enrolled in MFA.
- In December 2022, LC State began an internal Cybersecurity Risk Assessment as part of a corrective action plan to align with GLBA requirements.

- In February 2023, LC State arranged for a complete external risk assessment as part of a corrective action plan to align with GLBA requirements.
- In February 2023, LC State formally began identifying and documenting the Risk Appetite for the college to aid in the completion of the Risk Register.
- In March 2023, the college created a Cybersecurity Risk Register to analyze and map all risks identified through internal and external risk assessments.
- In April 2023, LC State will begin formal Risk Mitigations for all critical, high, and medium risks identified on the Risk Register.

Implementation of the Employee Cybersecurity Training

Governor Otter's Executive Order 2017-02 calls for "*All executive branch agencies to require that all state employees complete the state's annual cybersecurity training commensurate with their highest level of information access and core work responsibilities*."

- In 2018, Idaho's Department of Human Resources distributed training software for use by all employees in Idaho.
- In 2018 Lewis-Clark State College's Department of Human Resource Services used DHR's software licensing to create a mandatory training requirement for all college employees, which was completed March 30, 2018.
- In February 2019, Lewis-Clark State College's Department of Human Resource Services used DHR's software licensing to create a second year of mandatory training requirement for all college employees, which was completed by April 2019. Confirmation of training was required in order to be eligible for State of Idaho changes in compensation.
- In October 2019 DHR sent an additional mandatory training video called "Phishing Attacks on Companies."
- All new employees are required to attend employee onboarding where they receive fundamental security and technical responsibilities training from senior IT staff.
- Each October and March, all employees are required to document the completion of mandated cybersecurity training. The competition of the training is included in the annual performance evaluation to ensure compliance.
- In September 2023, LC State partnered with the CyberDome out of Boise State University for the CyberDome to provide Security Operations Center (SOC) services to the college, logging services for the primary data center, and limited cybersecurity Artificial Intelligence (AI) analysis tools to aid in analyzing network traffic.

Implementation of the Specialized Cybersecurity Training

Governor Otter's Executive Order 2017-02 calls for "*The State Division of Human Resources, in conjunction with all executive branch agencies, to compile and review cybersecurity curriculum for mandatory education and training of state employees, and to determine appropriate levels of training for various classifications of state employees."*

In December 2017, LC State's Associate Director charged with cybersecurity completed SANS SEC566 "Implementing and Auditing the Critical Security Controls."

During 2019, LC State received cybersecurity training from SANS (*SysAdmin, Audit, Network, Security*), Tenable, F5, Cisco, and US-CERT (*US Computer Emergency Readiness Team*). In addition, several employees attended security training at *Interface Spokane*.

In 2021, All members of the network team attended Cisco-certified network operational and security training. The Network Admin and Senior Network Administrator renewed their Cisco certification after the training. (CCNA, and CCNP respectively.)

In October and November 2022, all technicians in the Help Desk Team were provided formal training is the secure deployment of desktop imaging using Microsoft InTune.

In 2022, the CTO attended formal training for the Certification in Governance of Enterprise Information Technology (CGEIT) which included 16 hours of IT Security Training.

CIS Controls™

Version 7: a prioritized set of actions to protect your organization and data from known cyber attack vectors.

CIS Controls V7 separates the controls into three distinct categories:

Basic:
Key controls which should be implemented in every organization for essential cyber defense readiness.

Foundational:
Technical best practices provide clear security benefits and are a smart move for any organization to implement.

Organizational:
These controls are more focused on people and processes involved in cybersecurity.

Basic

1. Inventory and Control of Hardware Assets
2. Inventory and Control of Software Assets
3. Continuous Vulnerability Management
4. Controlled Use of Administrative Privileges
5. Secure Configuration for Hardware and Software on Mobile Devices, Laptops, Workstations and Servers
6. Maintenance, Monitoring and Analysis of Audit Logs

Foundational

7. Email and Web Browser Protections
8. Malware Defenses
9. Limitation and Control of Network Ports, Protocols and Services
10. Data Recovery Capabilities
11. Secure Configuration for Network Devices, such as Firewalls, Routers and Switches
12. Boundary Defense
13. Data Protection
14. Controlled Access Based on the Need to Know
15. Wireless Access Control
16. Account Monitoring and Control

Organizational

17. Implement a Security Awareness and Training Program
18. Application Software Security
19. Incident Response and Management
20. Penetration Tests and Red Team Exercises

Appendix 1: Crosswalk of State Board of Education Goals with Institutional Goals & Objectives

	State Board of Education Goals		
Institutional Goals & Objectives	***Goal 1: Educational System Alignment***	***Goal 2: Educational Attainment***	***Goal 3: Workforce Readiness***
Goal 1: Strengthen & Optimize Instructional and Co-curricular Programming			
Objective A: Optimize course and program delivery options			✓
Objective B: Ensure high quality program outcomes		✓	
Objective C: Optimize curricular & co-curricular programming through *Connecting Learning to Life* initiative			✓
Goal 2: Optimize Student Enrollment, Retention and Completion			
Objective A: Increase the college's degree-seeking student enrollment	✓	✓	
Objective B: Increase credential output	✓	✓	✓
Goal 3: Foster and Support a Student-Centered/Teaching & Learning Campus and Community Culture			
Objective A: Expand effective teaching practices programming			
Goal 4: Increase and Leverage Institutional Resources to Achieve Enrollment, Employee Retention and Campus Planning Objectives			
Objective A: Diversify revenue streams to allow for investment in campus programs and infrastructure		✓	
Objective B: Bring all employee compensation up to policy/median benchmarks			

College of Eastern Idaho

Strategic Plan FY 2024-2028

June 1, 2023

FY 2024-2028

Strategic Plan

MISSION STATEMENT

To provide open-access to affordable, quality education that meets the needs of students, regional employers, and community.

VISION STATEMENT

Our vision is to be a superior community college. We value a dynamic environment as a foundation for building our college into a nationally recognized community college role model. We are committed to educating all students through progressive and proven educational philosophies. We will continue to provide high quality education and state-of-the-art facilities and equipment for our students. We seek to achieve a comprehensive curriculum that prepares our students for entering the workforce, articulation to advance their degree, and full participation in society. We acknowledge the nature of change, the need for growth, and the potential of all challenges.

State Metrics:

Timely Degree Completion

I. Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting

					Benchmark	
	FY 2019	FY 2020	FY 2021	FY 2022	2024	2028
Percentage	8%	6%	4%	10%	>12%	>16%

II. Percent of first-time, full-time, freshmen graduating within 150% of time[1]

					Benchmark	
	FY 2019	FY 2020	FY 2021	FY 2022	2024	2028
Grad Rate %150 IPEDS	58%	56%	46%	44%	>60%	>62%

III. Total number of certificates/degrees produced, broken out by:
   a) Certificates of at least one academic year
   b) Associate degrees

					Benchmark	
	FY 2019	FY 2020	FY 2021	FY 2022	2024	2028
Certificates	165	112	119	106	>116	>140
Associate Degrees	90	166	229	276	>304	>364

IV. Number of unduplicated graduates, broken out by:
   a) Certificates of at least one academic year
   b) Associate degrees

					Benchmark	
	FY 2019	FY 2020	FY 2021	FY 2022	2024	2028
Completers of Certificates	160	104	96	102	>117	>128
Completers of Degrees	90	164	215	263	>290	>350

Reform Remediation

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

					Benchmark	
	FY 2019	FY 2020	FY 2021	FY 2022	2024	2028
Students	28%	34%	45%	66%	>70%	>75%

Math Pathways

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

					Benchmark	
	FY 2019	FY 2020	FY 2021	FY 2022	2024	2028
Students	39%	53%	61%	53%	>58%	>70%

Guided Pathways

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

					Benchmark	
	FY 2019	FY 2020	FY 2021	FY 2022	2024	2028
FTFT Completers 100%	58%	49%	39%	39%	>40%	>43%

GOAL 1: A Well-Educated Citizenry
The College of Eastern Idaho will provide excellent educational opportunities to enter the workforce or to continue education with articulation agreements with universities.

Objective A: Access

Performance Measures:

I. Annual number of students who have a state funded or foundation funded scholarship:

					Benchmark	
	FY 2019	FY 2020	FY 2021	FY 2022	2024	2028
State Funded	84	86	81	86	>90	>120
Foundation Funded	298	278	194[4]	211	>250	>275

II. Percentage of entering CEI students who enroll in CEI programs during the first year after high school graduation:

					Benchmark	
FY	FY 2019	FY 2020	FY 2021	FY 2022	2024	2028
Percentage of Annual Enrollment who entered CEI within 1 year of High School	30.7%	27.4%	31.3%	35.0%	>40%	>45%

III. Total degree and certificate production and headcount:

					Benchmark	
	FY 2019	FY 2020	FY 2021	FY 2022	2024	2028
Degrees/Certificates	255	278	348	382	>407	>504
Completers	245	272	330	363	>400	>440

IV. Number of degree-seeking students taking at least one Distance Education course in the Fiscal year.

V. Percentage of degree-seeking students taking at least one Distance Ed Course in the Fiscal year.

					Benchmark	
	FY 2019	FY 2020	FY 2021	FY 2022	2024	2028
Headcount of degree-seeking Distance Ed students	NA	566	914	895	>939	>984
Percentage of Students taking a Distance Ed course to all degree-seeking students	NA	33.6%	50.7%	48.9%	>50%	>50%

Objective B: Adult Learner Re-Integration

Performance Measures:

I. Number of students enrolled in GED who are Idaho residents (not including ESL)
II. Number of students who complete their GED

					Benchmark	
	FY 2019	FY 2020	FY 2021	FY 2022	2024	2028
Enrolled	247	370	246	214	>300	>320
Completed	51	55	37	42	>50	>55

III. Number of undergrads awarded a Pell Grant.
IV. Percentage of First-time, Full-time student cohort awarded a Pell Grant.

					Benchmark	
	FY 2019	FY 2020	FY 2021	FY 2022	2024	2028
Number of students awarded a Pell grant	638	624	664	640	>650	>710
Percentage of FTFT students awarded a Pell	56%	54%	55%	58%	>60	>60

GOAL 2: Innovation and Economic Development

Objective A: Workforce Readiness

Performance Measures:

I. Number of CTE graduates who found employment in their area of training
II. Number of CTE graduates who are continuing their education
III. Number of CTE graduates who found employment in related fields

					Benchmark	
Grad by FY	FY 2019	FY 2020	FY 2021	FY 2022[2]	2024	2028
I. Employed In training area	224	211	260	N/A	>275	>300
II. Continuing education	22	49	68	N/A	>80	>95
III. Employed in related field	187	170	213	N/A	>235	>270

IV. Percentage of students who pass the TSA for certification:

					Benchmark	
Percentage By FY	FY 2019	FY 2020	FY 2021	FY 2022[5]	2024	2028
TSA Pass Percentage	95%	93%	94%	79%	90%	90%

GOAL 3: Data-Informed Decision Making

Objective A: Number of industry recommendations incorporated into career technical curriculum.[3]

Performance measures:

I. Number of workforce training courses created to meet industry needs.
II. Number of Customized Training courses offered.
III. WFT total Headcount:

					Benchmark	
	FY 2019	FY 2020[4]	FY 2021[4]	FY 2022	2024	2028
WFT Courses[3]	332	345	478	573	>660	>725
Customized Training Courses	2,926	466	561	549	>600	>660
Headcount	16,461	12,140	16,768	17,494	>18,360	>19,280

IV. Number of Males in annual credit-seeking enrollment.
V. Percentage of Males in annual credit-seeking enrollment.

					Benchmark	
	FY 2019	FY 2020	FY 2021	FY 2022	2024	2028
Number of Males	724	883	869	1,275	1,450	1,548
Percentage of Males in annual enrollment	35.5%	36.8%	33.1%	39.5%	42%	48%

GOAL 4: Effective and Efficient Educational System

Objective A: Enrolled students are retained and graduate with desired training

I. First-time, Full-time, Fall-enrolled students that are retained or graduate in the following Fall per IPEDS Fall Enrollment Report.

					Benchmark	
from IPED report	2019-20	2020-21	2021-22	2022-23[6]	2024	2028

First-time, Full-time Fall to Fall Retention	72%	67%	47%	50%	>52%	>60

II. First-time, Part-time, Fall-enrolled students that are retained or graduate in the following Fall per IPEDS Fall Enrollment Report.

					Benchmark	
from IPED report	2019-20	2020-21	2021-22	2022-23[6]	2024	2028
First-time, Part-time Fall to Fall Retention	54%	52%	39%	42%	>45%	>50%

GOAL 5: Student Centered

Objective A: CEI faculty provides effective and student-centered instruction.

Performance Measures:

I. Utilization of annual Student Satisfaction Survey results for Student Centeredness. Results are the gap per Noel Levitz Annual Survey:

					Benchmark	
	FY 2019	FY 2020	FY 2021	FY 2022	2024	2028
CEI	0.62	0.61	0.48	0.46	<0.50	<.50
PEERS	0.63	0.84	0.56	0.64	N/A	N/A

II. Utilization of results of Student Satisfaction Survey results for Financial Aid Services. Results are the gap per Noel Levitz Annual Survey.

					Benchmark	
	FY 2019	FY 2020	FY 2021	FY 2022	2024	2028
CEI	0.71	0.56	0.53	0.44	<0.5	<0.5
PEERS	0.73	0.99	0.62	0.70	N/A	N/A

III. Student to Faculty ratio per IPEDS Fall Enrollment report.

					Benchmark	
	FY 2019	FY 2020	FY 2021	FY 2022	2024	2028
Student to Faculty ratio	10.4 : 1	11.2 : 1	13.0 : 1	13.0 : 1	13.0 : 1	13.0 : 1

IV. Number of Early College students in annual enrollment.
V. Annual Early College Enrolled credits.

					Benchmark	
	FY 2019	FY 2020	FY 2021	FY 2022	2024	2028
Early College Students	349	519	734	1,318	>1,450	>1,600
Early College Credits	1,580	2,659	4,298	7,369	>8,105	>8,916

Objective B: Student support provides effective services

Performance Measures:

I. Percentage of students surveyed who rated the instruction they received in the tutoring center as very good to excellent:

					Benchmark	
	FY 2019	FY 2020	FY 2021	FY 2022	2024	2028
% Rating Very Good to Excellent	86.6%	87.3%	94.1%	89.5%	>90%	>90%

Performance Measures:

I. Library services meet the expectations of students. Results are the gap per Noel Levitz Annual Survey.

					Benchmark	
	FY 2019	FY 2020	FY 2021	FY 2022	2024	2028
CEI	0.19	0.37	0.11	-0.06	< 0.15	<0.4
PEERS	0.21	0.41	0.19	0.29	N/A	N/A

Performance Measures:

I. Number of applicants/students receiving CND services:

					Benchmark	
	FY 2019	FY 2020[4]	FY 2021	FY 2022	2024	2028
Clients Served	318	294	318	264	>310	>340

Key External Factors

1. Increased need for a more flexibly educated workforce

CEI has the largest workforce program in the state and a fifty-year history of providing employer-driven, market-responsive education. Institutional sustainability demands that workforce and credit-bearing programs purposefully collaborate. Credit-bearing students need more short-term credentials to prove their performance on key industry requirements, and workforce students need clear pathways and stackable credentials that re-invite them back as lifelong learners. We are purposefully developing bridges across the silos in program review, data collection, educational pathways, and others. We are also developing cross marketing on and off campus, so all stakeholders know the full range of our educational resources.

2. Inflation and population growth pressure

Inflation, supply chain complications, and job market pressure require extraordinary care to ensure that our resources are best allocated to achieve mission fulfillment. CEI is a human-centric organization. Employees are our greatest resource and investing in their success will ensure effective recruiting and retention. We will continue to identify ways to minimize expenses, develop public-private partnerships, and develop alternate revenue sources to ensure that we can always move the mission forward.

3. Greater need for nimble educational programming

CEI is committed to increasing stakeholder guidance, both on- and off-campus. We know that those closest to the problems will have the most specific answers, and our administration needs open, supported pathways to get unfiltered feedback. To strengthen on-campus channels, administration clarified reporting pathways, and it seeks bilateral communication through the Senates, committees, and campus-wide strategic conversations. We established faculty-inclusive/led committees that will deepen our academic freedom, academic integrity, professional development programs, prior learning assessment, and others. Overseen by the Academic Standards Committee, these committees will be working through an organized, shared process that identifies key research, develops published processes, evaluates their efficacy, and shares results throughout our community. Off campus, our administrators have set a goal to strengthen our K-12, advisory boards & community outreach. We use our Futuring Summits and other venues to discuss those expansions, share insights, and use that knowledge to create pragmatic, measurable priorities.

4. Careful conservation and growth of stakeholder investment

Our administration has used a futuring process since CEI's inception. Futuring is an evolutionary process that combines regular conversations and collaborative research to assess our strategic position. We identify current and emerging patterns, trends, and expectations to define our future direction, and we determine the most effective measures to evaluate each

developmental stage. Futuring allows us to continually realign our mission, planning, and intended outcomes of our programs and services to meet market needs and stakeholder expectations. We review our achievement indicators, which prompt new research questions. Each investigation clarifies short-term goals that lead us to our desired future.

Each year, administration invites a broad range of content experts to a futuring summit to study economic trends, industry trends, and stakeholder expectations. We are developing a research-based, data-driven development process that develops those identified trends into actionable tasks. This will allow us to best leverage our limited material and human resources, while minimizing risk.

5. Greater proof of higher education's value to its stakeholders

We have clear, published course-level and program-level outcomes. We are consciously developing the program-level outcomes to create a comprehensive, connected, and cohesive curriculum that is aligned with market needs. As a new institution, we are only just building enough student populations to expand our range of consistent credit-bearing programs. Even the definition of a program is receiving careful evaluation. Our faculty are researching widely to ensure that we build enough pathways that students can transfer easily into their program of choice. That is being balanced against the need for broadly available course offerings that can be completed on a clear track, on time, and with guidance on price-to-earnings implications.

6. Decreasing college enrollment and uneven completion rates

CEI is determined to use its disaggregated data to find and eliminate educational obstacles. CEI has set its focus groups, peer comparisons, and gathered its data into cohorts so that its data can be easily compared, and we are participating in the Postsecondary Data Partnership. We created a user-friendly documentation that can be understood easily and published widely, as well as created a variety of internal dashboards so that data is readily available to answer key questions. Our next steps will continue to use strategic data summits to examine the new data available through our software expansions, ensure consistent definitions, and seek key questions to sharpen our accuracy. We will also determine where data might be better employed and more deeply embedded in our reviews, discussions, and practices.

7. Funding:

Many of our strategic goals and objectives assume on-going and sometimes significant additional levels of State legislative appropriations. Recent funding for Career Technical Education has allowed CEI to respond to industry needs in a timely and efficient manner. The enrollment and graduation rates in many of the Career Technical Programs have limited facilities and seats available to students with waiting lists. State funding has allowed us to hire new instructors and reduce many of the waiting lists. We are actively engaged in the "go on" rate in Idaho and working with the local high schools to recruit students.

8. Futuring

CEI has decided to use futuring techniques as our approach to creating a strategic plan. Our approach is to first forecast what the demands of business and industry will be in the region 3 to 5 years in the future (environmental scan). We then select programming that would meet the needs of regional employers whether degrees, certifications or skills. Programming would need to compliment the mission of our two-year community college. We forecast the kinds of facilities needed to deliver the training and explore equipment and teaching strategies for delivery. These discussions are made actionable in our strategic plan.

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[1]Years in which data are reported line up with a corresponding starting cohort. For example, the Grad Rates Report is compiled 3 years after the cohort is established. So, FY2022 is a report on the Fall 2019 cohort, and FY2021 is a report on the Fall 2018 cohort and so forth.
[2]N/A - Has been used to indicate areas where reports or data have not finalized collection for the year in question or that are otherwise unavailable at the time this report was produced.
[3]CEI has adjusted this measure. It has changed from misc. course to more meaningful customized trainings and includes WFT total headcount.
[4]Covid-19 and the inability or difficulty in conducting some types of Face-to-Face instruction, work training, tutoring, recruiting and other student services have significantly impacted these results.
[5]CEI expects that our TSA pass rate will decrease as we have expanded our offerings in fields with a traditionally lower first-time pass rate, like computer networking and cybersecurity exams.
6- Current IPEDS Fall Enrollment Report data for 2022-23 is preliminary at this time.

	State Board of Education Goals				
	Goal 1: EDUCATIONAL SYSTEM ALIGNMENT	Goal 2: EDUCATIONAL READINESS	Goal 3: EDUCATIONAL ATTAINMENT	Goal 4: WORKFORCE READINESS	
CEI Goals and Objectives					
GOAL 1: A Well-Educated Citizenry					
Objective A: Access	X	X	X	X	
Objective B: Adult Learner Reintegration	X	X	X	X	
GOAL 2: Innovation & Economic Development					
Objective: Workforce Readiness	X	X	X	X	
GOAL 3: Data-Informed Decision Making					
Objective: Recruit and retain prioritized students	X	X	X	X	
GOAL 4: Effective and Efficient Educational System					
Objective: Ensure students are retained and graduate with industry-aligned skills	X	X	X	X	
GOAL 5: Student Centered					
Objective: CEI faculty provides effective and student-centered instruction.	X	X	X	X	

Objective B: Student support provides effective services	X	X	X	X	

2023-2027 (FY2024-2029)
STRATEGIC PLAN

MISSION STATEMENT

To provide quality educational, social, cultural, economic, and workforce development opportunities that meet the diverse needs of the communities we serve.

VISION STATEMENT

To improve the quality of life of those impacted by our services.

INSTITUTIONAL VALUES

Equity, Quality, Innovation

OUR STRATEGIC PLAN—THE CSI C-O-D-E

CODE (noun): a system of principles

Guided by the values of equity, quality, and innovation, the College of Southern Idaho pursues the following Strategic Goals, as established by the College of Southern Idaho Board of Trustees, and the President of the College of Southern Idaho.

STRATEGIC GOAL 1: CULTIVATE COMMUNITY ENGAGEMENT

Strategy #1: Enhance and expand community involvement and engagement.

Objective 1.1: Foster a climate of inclusivity so students, employees, and communities are welcomed, supported, and valued for their contributions.

Performance Measures:

1.1 Students who respond that they "Would recommend this college to a friend or family member." (Source: Community College Survey of Student Engagement [CCSSE])

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
				FY 2024	FY 2028
96%	95%	NA*	NA*	96%	96%

*Due to the pandemic, the college was unable to administer the CCSSE in the spring of 2020 or 2021. The CCSSE will be administered in the spring of 2023.
Benchmark: 96% [1] (by 2024)

Objective 1.2: Promote awareness of and participation in the innovative and high-quality educational, enrichment, and cultural opportunities the college provides.

Performance Measures:

1.2 The number of lives impacted by the services provided by the college (Source: CSI)

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
				FY 2024	FY 2028
19,652	18,148	17,782	19,340	20,000	21,000

Benchmark: 20,000 [2] (by 2024)

Objective 1.3: Collaborate with K-12 and employer partners to provide adaptive responses to community needs.

Performance Measures:

1.3.1 Dual Credit Enrollment by Credit and Headcount (Source: State Board of Education Dual Credit Report)

	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
					FY 2024	FY 2028
Headcount	6,613	7,648	7,472	8,866	9,097	TBD#
Credits	36,904	42,805	42,793	51,879	53,228	TBD#

Benchmark: > or = 2.6% increase in headcount and credits [3] (by 2024)

1.3.2 Region IV High School Immediate "Go On" Rate (Source: OSBE and CSI)

	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
					FY 2025	FY 2028
Overall	43.4%	39.4%	41.2%	37.4%	46.9%	50.0%
Subset attending CSI	57.2%	60.0%	61.6%	52.2%	65.0%	65.0%

Benchmark: 46.9% overall and 65% attending CSI [4] (by 2025)

1.3.3 Placement of Career Technical Education Completers (Source: Idaho CTE Follow-Up Report)

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
				FY 2024	FY 2028
98%	98%	99%	99%	99%	TBD#

Benchmark: Maintain placement at or above the average for the previous four years (98%) [5] (by 2024)

STRATEGIC GOAL 2: OPTIMIZE STUDENT ACCESS

Strategy #2: Enhance and expand quality and innovative educational opportunities grounded in equity and inclusion.

Objective 2.1: Establish robust support systems and processes that enhance and expand opportunities for entry, reentry, and retention.

Performance Measures:

2.1.1 Institutional Unduplicated Headcount of Non-Dual Enrollment Students (Source: PSR 1 Fall Snapshot Report)

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark	
				FY 2025	FY 2028
3,765	3,987	3,883	3,905	5,000	5,500

Benchmark: 5,000 [6] (by 2025)

2.1.2 Institutional Full Time Equivalency (FTE) Enrollment for Credit-Bearing Students (Source: PSR 1 Fall Snapshot Report)

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark	
				FY 2025	FY 2028
3,433	3,476	3,590	3,702	3,750	4,000

Benchmark: 3,750 [7] (by 2025)

2.1.3 Percentage of first-time, full-time, degree seeking students retained or graduated the following year (excluding death or permanent disability, military, foreign aid service, and mission) (Source: IPEDS)

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
				FY 2024	FY 2028
58% (355/607) Fall 2018 Cohort	61% (358/591) Fall 2018 Cohort	66% (445/678) Fall 2018 Cohort	60% (412/686) Fall 2019 Cohort	67%	70%

Benchmark: 67% [8] (by 2024)

Objective 2.2: Engage in a college-wide, systematic approach to developing and implementing training, certificate, and degree programs that support existing and emerging industries and expand equitable enrollment opportunities.

Performance Measures:

2.2.1 Number of associate degrees and certificates of one year or more produced annually (Source: IPEDS Completions) *Statewide Performance Measure*

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
				FY 2025	FY 2028
146 Certificates 839 Degrees	129 Certificates 947 Degrees	147 Certificates 947 Degrees	134 Certificates 1,009 Degrees	195 Certificates 1,067 Degrees	207 Certificates 1,132 Degrees

Benchmark: 195 Certificates/1067 Degrees [9] (by 2025) (SBOE)

2.2.2 Number of unduplicated graduates with associate degrees and/or certificates of one year or more produced annually (Source: IPEDS Completions) *Statewide Performance Measure*

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
				FY 2025	FY 2028
146 Certificates 795 Degrees	129 Certificates 861 Degrees	147 Certificates 876 Degrees	134 Certificates 943 Degrees	NA	NA

Benchmark: NA [9] (See 2.2.1)

2.2.3 Student Satisfaction Rate with Overall Educational Experience (Source: Community College Survey of Student Engagement)

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
				FY 2024	FY 2028
93%	90%	NA*	NA*	90%	90%

*Due to the pandemic, the college was unable to administer the CCSSE in the spring of 2020 and 2021. The CCSSE will be administered in the spring of 2023.
Benchmark: 90% [10] (by 2024)

STRATEGIC GOAL 3: DRIVE STUDENT SUCCESS

Strategy #3: Align quality and innovative educational programs with student needs, workforce demands, and employment opportunities.

Objective 3.1: Adapt learning environments, regardless of modality, to engage our diverse student population and to enhance student attainment of educational goals while using innovative technologies and pedagogies.

Performance Measures:

3.1.1 Percentage of degree seeking students taking a remedial math course who complete a subsequent credit bearing course with a C or higher within one year of remedial enrollment (Source: CSI) *Statewide Performance Measure*

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
				FY 2024	FY 2028
48% (435/914)	43% (339/785)	48% (484/1,012)	51% (384/759)	52%	55%

Benchmark: 52% [11] (by 2024)

3.1.2 Percentage of degree seeking students taking a remedial English course who complete a subsequent credit bearing course with a C or higher within one year of remedial enrollment (Source: CSI) *Statewide Performance Measure*

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
				FY 2024	FY 2028
78% (203/261)	73% (185/255)	71% (151/214)	69% (115/168)	75%	75%

Benchmark: 75% [11] (by 2024)

3.1.3 Percentage of first-time degree seeking students completing a gateway math course within two years of enrollment (Source: CSI) *Statewide Performance Measure*

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
				FY 2024	FY 2028
41% (485/1,187)	48% (499/1,044)	50% (517/1,030)	51% (597/1,183)	52%	55%

Benchmark: 52% [11] (by 2024)

Objective 3.2: Increase the rate of college completion by removing barriers, providing targeted support measures, creating multiple pathways to completion, and increasing flexible schedule options.

Performance Measures:

3.2.1 Percentage of students completing 30 or more credits per academic year (Source: CSI) *Statewide Performance Measure*

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
				FY 2024	FY 2028
14% (456/3,259)	15% (478/3,208)	13% (467/3,676)	13% (496/3,810)	15%	20%

Benchmark: 15% [12] (by 2024)

3.2.2 Percentage of first-time, full-time degree/certificate seeking students who graduate within 150% of time (Source: IPEDS) *Statewide Performance Measure*

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
				FY 2025	FY 2028
31% (193/629) Fall 2016 Cohort	35% (213/605) Fall 2017 Cohort	36% (210/591) Fall 2017 Cohort	44% (297/677) Fall 2018 Cohort	44%	46%

Benchmark: 44% [13] (by 2025)

3.2.3 Percentage of first-time, full-time degree/certificate seeking students who graduate within 100% of time (Source: IPEDS) *Statewide Performance Measure*

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
				FY 2024	FY 2028
20% (123/605) Fall 2017 Cohort	22% (128/591) Fall 2017 Cohort	31% (208/677) Fall 2018 Cohort	31% (212/686) Fall 2019 Cohort	NA	NA

Benchmark: NA (See 3.2.2)

3.2.4 Median credits earned at graduation (Source: CSI) *Statewide Performance Measure*

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
				FY 2025	FY 2028
75	74	73	71	69	69

Benchmark: 69 [14] (by 2025)

3.2.5 Transfer rates of non-CTE CSI graduates within 3 years of CSI graduation (Source: CSI)

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
				FY 2025	FY 2028
57% (2015-2016 Graduates)	63% (2016-2017 Graduates)	66% (2017-2018 Graduates)	67% (2018-2019 Graduates)	67%	70%

Benchmark: 67% [15] (by 2025)

Objective 3.3: Develop student support services to ensure a supportive and equitable environment for all.

Performance Measures:

3.3.1 Retention and Graduation Rates of Entering Students with High School GPAs of 3.0 or Lower (Source: College of Southern Idaho)

Metric	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
					FY 2025	FY 2028
Fall-to-Fall Retention	NA	NA	44.6% (798/1,788) (2012-13 through 2019-20 Cohorts)	46.1% (89/193) (2020-2021 Cohort)	Eliminate Gap	Eliminate Gap

150% of Time Graduation	NA	NA	16.3% (195/1,194) (2013-14 through 2018-19 Cohorts)	22.3% (37/166) (2019-2020 Cohort)	Eliminate Gap	Eliminate Gap

Benchmark: Eliminate Gap by 2025 [16]

STRATEGIC GOAL 4: ENSURE INSTITUTIONAL STABILITY

Strategy #4: Create a sustainable model for long-term growth that enhances equity, quality, and innovation.

Objective 4.1: Promote an environment that recognizes and supports engagement, innovation, collaboration, accountability, and growth.

Performance Measures:

4.1.1 Employee Satisfaction Survey Score (Source: Great Colleges to Work For Survey)

FY19 (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**Benchmark**	
				FY 2025	**FY 2028**
64%	59%	NA	NA	TBD	TBD

***The has not administered the Great Colleges to Work For Survey since 2019. The survey will be administered in the spring of 2023.**
Benchmark: TBD [17]

Objective 4.2: Develop, enhance, and align resources and processes that support strategic goals and result in institutional optimization and sustainability.

Performance Measures:

4.2.1 Maintain a Composite Financial Index (overall financial health) appropriate for a debt free college. (Source: Composite Financial Index)

FY19 (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**Benchmark**	
				FY 2024	**FY 2028**
4.39	4.41	5.09	6.70	4.0 or above	4.0 or above

Benchmark: 4.0 or above [18] **(by 2024)**

[#] FY 2028 benchmarks have not yet been set by the college for these metrics and/or cannot be set due to the benchmark being reliant on data from previous years.

KEY EXTERNAL FACTORS:

There are numerous external factors that could impact the execution of the College of Southern Idaho's Strategic Plan. These include, but are not limited to:

- Changes in the unemployment rate which has been shown to significantly impact enrollment
- Changes in local, state, and/or federal funding levels
- Changes to accreditation requirements
- Circumstances of and strategies employed by our partners (e.g., K-12, higher education institutions, local industry)
- Emergencies (pandemics, natural disasters, etc.)
- Legal and regulatory changes

EVALUATION PROCESS:
The College of Southern Idaho Strategic Plan is evaluated annually by its locally elected Board of Trustees. Benchmarks are established and evaluated throughout the year by the college employees. The college reports on achievement of benchmarks annually to the College of Southern Idaho Board of Trustees and to the Idaho State Board of Education.

NOTES:

[1] CSI has consistently received scores averaging 96% on this metric. The college seeks to maintain this high level of satisfaction from year to year. Cohort colleges scored 94% on this metric in the most current assessment year. In the survey, students are asked, "Would you recommend this college to a friend or family member?" (Percentage reflects those marking "Yes.")

> *Source Note: The Community College Survey of Student Engagement (CCSSE) is an annual survey administered to community college students across the nation by the Center for Community College Student Engagement. CSI regularly participates in the survey during the spring semester. In this metric, "comparison schools" consist of all other schools participating in the CCSSE during that term. Approximately 260 schools participated in the CCSSE during the most recent assessment period. The college was unable to participate in the CCSSE during 2020 and 2021 due to the pandemic. The college will next administer this survey in the spring of 2023.*

[2] In an attempt to measure lives impacted, the college tracks the number of individuals the college has served across all areas of the college including adult basic education, enrichment activities, credit-bearing coursework, and workforce development.

[3] The college has set a benchmark of an Early College growth rate that matches the growth rate of student enrollment in K-12 school districts in Region IV of the State of Idaho (CSI Region IV High School Enrollment vs CSI Dual Enrollment report). This measure is updated annually and supports the Idaho State Board of Education's Goals II.A.V (>90% of HS grads have participated in one or more advanced opportunity) and II.A.VI (>3% of HS grads simultaneously earn an associate degree).

[4] The college is working to increase the immediate Region IV "go on" rate directly to CSI and for all colleges. This benchmark has been set based upon Utah's pre-pandemic "go on" rate. This measure supports the Idaho State Board of Education's Goal II.A.VII (>60% of HS graduates attend college within 1 year; >80% within 3 years).

[5] This benchmark has been established based upon an average of the past four years of placement. (Source: Idaho CTE Follow-Up Report)

[6] The college has established a goal of enrolling 5000 non-dual credit students per semester by 2025. This measure supports the Idaho State Board of Education's Goal II.A.VII (>60% of HS graduates attend college within 1 year; >80% within 3 years).

[7] The college has established a goal of increasing FTE to 3,750 in the fall of 2025. This measure supports the Idaho State Board of Education's Goal II.A.VII (>60% of HS graduates attend college within 1 year; >80% within 3 years).

[8] The benchmark for first-time, full-time, degree seeking students has been set as a stretch benchmark in light of several college initiatives focused on retaining students, and in line with Amarillo College (TX), one of CSI's established peer comparator institutions that is exemplary in this area. This measure supports the Idaho State Board of Education's Goal III.A.III (>75% retention for 2-year institutions). The most recent data reflects an entry cohort one year prior to FY date. For example, FY21 data reflects Fall 2020 entry cohort.

[9] Benchmarks are set in cooperation with the Idaho State Board of Education. Benchmarks have been set for the numbers of certificates and degrees completed each year, rather than for the number individual graduates. These measures support the Idaho State Board of Education's Goal III.A.II.

[10] Ninety percent has been chosen as a target considering that comparison schools have averaged 86% during this same time period. Students are asked, "How would you evaluate your entire educational experience at this college?" (Percentage reflects those marking "Good" or "Excellent"). For more information on the CCSSE please see Note #1 above.

[11] These benchmarks have been established as stretch benchmarks in light of the college's work to move students initially placed into remediation into successful college level coursework as quickly as possible. These metrics support the Idaho State Board of Education's Goal III, Objective B, and in particular, Goal III.B.II (>60% within two years).

[12] In recognition of data showing that students who complete 30 or more credits per year have more long-term success in college than students who do not and are more likely to complete a certificate or degree, the college is working to encourage students to enroll in 30 or more credits per year. This measure supports the Idaho State Board of Education's Goal III.B.I (>50% per year).

[13] This benchmark has been established considering recent positive trends in this area and several initiatives the college has undertaken to increase completion rates and aligns with the success rates shown in the Northern Wyoming Community College District, one of CSI's established benchmark institutions. This measure supports the Idaho State Board of Education's Goal III.A.IV (>50% per year). The college has chosen to set a benchmark for the 150% of time completion rate, but not for the 100% of time completion rate due to the availability of comparison data from peer institutions.

[14] The college has worked to reduce the number of credits earned at graduation by students through orientation, advising, and the use of guided pathways. This target reflects ongoing work in this area. This measure supports and aligns with the Idaho State Board of Education's Goal III.B.III (69 credits or less).

[15] The college is working to better support students who intend to transfer after graduation. (Most recent data reflects an entry cohort three years prior to FY date. For example, FY22 data reflects fall 2018 entry cohort.)

[16] Research at CSI has revealed that the most significant predictor of college success for entering students is high school grade point average. Further, data show that males, and students who self-identify as Hispanic, tend to arrive at CSI with lower high school grade point averages than other populations. With the goal of addressing equity issues with college completion, CSI has elected to track the success of students who arrive at CSI with a low high school grade point average, and to strategically direct services toward them in order to close achievement gaps between those students and students who enter with a grade point average of 3.0 or higher.

[17] The college has participated in the Great Colleges to Work For survey in the past to assess employee satisfaction and issues of campus climate. Participation is expected to take place again in the spring of 2023, after which benchmarks will be established.

> *Source Note: "The Great Colleges to Work For® program was designed to recognize colleges that have been successful in creating great workplaces and to further research and understand the factors, dynamics and influences that have the most impact on organizational culture in higher education" (Great Colleges to Work For, 2023). The college will next administer this survey in the spring of 2023.*

[18] This benchmark recognizes a Composite Financial Index Ratio that has been deemed to be appropriate for debt-free colleges by the Composite Financial Index. A ratio above 4.0 indicates a level of fiscal health that allows institutions to direct resources to allow for transformation.

Alignment with Idaho State Board of Education 2024-2029 Strategic Plan	State Board of Education Goals			
	Goal 1: EDUCATIONAL SYSTEM ALIGNMENT	*Goal 2: EDUCATIONAL READINESS*	*Goal 3: EDUCATIONAL ATTAINMENT*	*Goal 4: WORKFORCE READINESS*
College of Southern Idaho Goals and Objectives				
GOAL #1: CULTIVATE COMMUNITY ENGAGEMENT				
Strategy #1: Enhance and expand community involvement and engagement.				
Objective 1.1: Foster a climate of inclusivity so students, employees, and communities are welcomed, supported, and valued for their contributions.				
Objective 1.2: Promote awareness of and participation in the innovative and high-quality educational, enrichment, and cultural opportunities the college provides.				
Objective 1.3: Collaborate with K-12 and employer partners to provide adaptive responses to community needs.	✓	✓		✓
GOAL #2: OPTIMIZE STUDENT ACCESS				
Strategy #2: Enhance and expand quality and innovative educational opportunities grounded in equity and inclusion.				
Objective 2.1: Establish robust support systems and processes that enhance and expand opportunities for entry, reentry, and retention.	✓	✓	✓	
Objective 2.2: Engage in a college-wide, systemic approach to developing and implementing training, certificate, and degree programs that support existing and emerging industries and expand equitable enrollment opportunities.		✓	✓	✓
GOAL #3: DRIVE STUDENT SUCCESS				
Strategy #3: Align quality and innovative educational programs with student needs, workforce demands, and employment opportunities.				
Objective 3.1: Adapt learning environments, regardless of modality, to engage our diverse student population and to enhance student attainment of educational goals while using innovative technologies and pedagogies.	✓		✓	✓
Objective 3.2: Increase the rate of college completion by removing barriers, providing targeted support measures, creating multiple pathways to completion, and increasing flexible schedule options.	✓		✓	
Objective 3.3: Develop student support services to ensure a supportive and equitable environment for all.		✓	✓	
GOAL #4: ENSURE INSTITUTIONAL STABILITY				
Strategy #4: Create a sustainable model for long-term growth that enhances equity, quality, and innovation.				
Objective 4.1: Promote an environment that recognizes and supports engagement, innovation, collaboration, accountability, and growth.				
Objective 4.2: Develop, enhance, and align resources and processes that support strategic goals and result in institutional optimization and sustainability.	✓			

Updated March 2023

College of Western Idaho
Strategic Plan FY 2024 – 2028

STATUTORY AUTHORITY

This plan has been developed in accordance with Northwest Commission on Colleges and Universities (NWCCU) and Idaho State Board of Education standards. The statutory authority and the enumerated general powers and duties of the Board of Trustees of a junior (community) college district are established in Sections 33-2101, 33-2103 to 33-2115, Idaho Code.

MISSION STATEMENT

College of Western Idaho is committed to empowering students to succeed by providing affordable and accessible education to advance the local and global workforce.

VISION STATEMENT

The College of Western Idaho will be a best-in-class community college that provides quality, affordable, and accessible education by delivering innovative and cost-effective programming that empowers students, leads to economic and social mobility, and meets evolving community needs.

GOAL 1: Student Success

CWI values its students and is committed to supporting their success in reaching their educational and career goals.

Objective 1A: Advance Student Success by Optimizing the Student Lifecycle

Performance Measures:

I. ***Number of degrees/certificates produced annually (IPEDS Completions)***

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**Benchmark**	
					FY24	**FY28**
Degrees						
962	**906**	**956**	**951**	**1,037**	**>=1,000**	**>=1,084**
Certificates of at least 1 year						
295 (434 w/Gen. Ed awards)	**324** (538 w/Gen. Ed awards)	**347** (1,286 w/Gen. Ed awards)	**332** (1,164 w/Gen. Ed awards)	**302** (1,327 w/Gen. Ed awards)	**>=300**	**>=350**

Benchmark (state-wide performance measure): *Number of degrees produced annually (IPEDS completions) will meet or exceed 1,084 degrees by 2028. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).*

Benchmark (state-wide performance measure): *Number of certificates of at least one year produced annually (IPEDS completions) will be meet or exceed 350 certificates by 2028. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).*

II. Number of unduplicated graduates (IPEDS Completions)

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**Benchmark**	
					FY24	**FY28**
Degrees						
898	**880**	**924**	**920**	**1,009**	**>=960**	**>=1,040**
Certificates of at least 1 year						
227 (366 w/Gen. Ed awards)	**268** (481 w/Gen. Ed awards)	**287** (1,218 w/Gen. Ed awards)	**261** (1,090 w/Gen. Ed awards)	**241** (1,260 w/Gen. Ed awards)	**>= 222**	**>=231**

Benchmark (state-wide performance measure): *Number of unduplicated graduates with degrees (IPEDS completions) will be greater than or equal to 1,040 by 2028. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).*

Benchmark (state-wide performance measure): *Number of unduplicated graduates with certificates of at least one year (IPEDS completions) will be greater than or equal to 231 by 2028. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).*

III. Percentage of students completing 30 or more credits per academic year

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**Benchmark**	
					FY24	**FY28**
4%	**5%**	**4%**	**4%**	**4%**	**>=5%**	**>=7%**

Benchmark (state-wide performance measure): *Percentage of students completing 30 or more credits per academic year will meet or exceed the FY21 Idaho 2-year Community College Average of*

7% by 2028. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).

IV. Percentage of first-time, full-time degree/certificate seeking students who graduate within 150% of time (IPEDS Graduation Rates)

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**Benchmark**	
					FY24	**FY28**
Fall Cohort 2015 21%	**Fall Cohort 2016 22%**	**Fall Cohort 2017 23%**	**Fall Cohort 2018 25%**	**Fall Cohort 2019 27%**	**>=27%**	**>=30%**

Benchmark (state-wide performance measure): *Percentage of first-time, full-time degree/certificate seeking students who graduate within 150% of time (IPEDS Graduation Rates) will meet or exceed 30% by 2028. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).*

V. Percentage of first-time, full-time degree/certificate seeking students who graduate within 100% of time (IPEDS Graduation Rates)

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**Benchmark**	
					FY24	**FY28**
Fall Cohort 2016 12%	**Fall Cohort 2017 13%**	**Fall Cohort 2018 14%**	**Fall Cohort 2019 16%**	**Fall Cohort 2020 14%**	**>=16%**	**>=20%**

Benchmark (state-wide performance measure): *Percentage of first-time, full-time degree/certificate seeking students who graduate within 100% of time (IPEDS Graduation Rates) will meet or exceed 20% by 2028. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).*

VI. Percentage of degree seeking students taking a remedial course who complete a subsequent credit bearing course with a C or higher within one year of remedial enrollment

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**Benchmark**	
					FY24	**FY28**
English: 71% Math: 17%	**English: 70% Math: 23%**	**English: 74% Math: 27%**	**English: 70% Math: 25%**	**English: 64% Math: 25%**	**English: >=70% Math: >=27%**	**English: >=74% Math: >=31%**

Benchmark (state-wide performance measure): *Percentage of degree seeking students taking a remedial course who complete a subsequent credit bearing course with a C or higher within one year of remedial enrollment will be 74% for English and will meet or exceed 31% for Math by 2028. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).*

VII. Percentage of first-time degree seeking students completing a gateway math course within two years of enrollment

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**Benchmark**	
					FY24	**FY28**
18%	**24%**	**27%**	**31%**	**30%**	**>=33%**	**>=37%**

Benchmark (state-wide performance measure): *Percentage of first-time degree seeking students completing a gateway math course within two years of enrollment will meet or exceed 37% by 2028. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).*

Key External Factors

There are a number of key external factors that can have significant impact on CWI's ability to fulfill the mission and institutional priorities in the years to come. Some of these include:

- *Continued revenue. 35% of CWI's revenue comes from State of Idaho provided funds (general fund, CTE, etc.). Maintaining parity with the state's other community colleges is a stated objective within our strategic plan. Ongoing state funding is vital to the continued success of CWI.*
- *Enrollment. CWI is actively engaged in recruiting and retention efforts in all areas of student enrollment. With nearly 50% of revenue generated by active enrollments, it is critical that CWI reach out in meaningful ways to its service area to support ongoing learning opportunities for the community and maintain fiscal stability for the college.*
    - *CWI's student success outcomes have been affected by long-term economic and social impacts of COVID-19.*
- *Economy. Recent years have shown that the state and national economy have significant impacts on enrollment in higher education. Current trends in the local economy indicate strong employment rates, which may also be impacting CWI enrollment.*

Evaluation Process

The College of Western Idaho is currently operating in its Comprehensive Strategic Plan for 2024-2026 and created associated performance metrics and benchmarks. Evaluations are initiated at regular intervals, the scope and timing of which are determined by the lifecycle of the necessary processes and the impact to our students and institution. Where processes are maintained in a database, regular and recurring reports are leveraged to evaluate against stated standards. Where a more qualitative evaluation is employed, surveys or manual audits are performed to gauge delivery and performance.

When improvements are determined to be necessary, scope and impact to the student or business processes are then evaluated, desired outcomes are determined and a stated goal is formulated and then measured against existing goals or strategies to determine if it can be incorporated into existing structure or would be stand alone in nature. Once a new goal is incorporated, an evaluative process will be created, benchmarking will be established and recurring evaluations made.

North Idaho College

FY2024 - 2028
Strategic Plan

MISSION STATEMENT
North Idaho College meets the diverse educational needs of students, employers, and the northern Idaho communities it serves through a commitment to student success, educational excellence, community engagement, and lifelong learning.

VISION STATEMENT
As a comprehensive community college, North Idaho College strives to provide accessible, affordable, quality learning opportunities. North Idaho College endeavors to be an innovative, flexible leader recognized as a center of educational, cultural, economic, and civic activities by the communities it serves.

GOAL 1: STUDENT SUCCESS
A vibrant, lifelong learning environment that engages students as partners in achieving educational goals to enhance their quality of life.

Goal 1, Objective A: Provide innovative, progressive, and student-centered programs and services.
Performance Measures

I. Percentage of entering degree/certificate-seeking students who were awarded a degree or certificate, transferred, or are still enrolled at eight years after entry. *Source: IPEDS Outcome Measures Survey.* [CCM 257]

					Benchmark	
FY 2019	**FY 2020**	**FY 2021**	**FY 2022**	**FY2023**	**FY 2024**	**FY 2028**
48.6% 2011-2012 cohort followed through 8/31/2019	51.2% 2012-2013 cohort followed through 8/31/2020	51.6% 2013-2014 cohort followed through 8/31/2021	54.4% 2014-2015 cohort followed through 8/31/2022	Available July 2023	52%	54%

Benchmark: 54% [1] (by 2028)

II. Percentage of NIC Dual Credit students who participated in dual enrollment during any year of high school and matriculated at NIC within one year following their high school graduation. *Source: NIC Trends.* [CCM 227]

					Benchmark	
FY 2019	**FY 2020**	**FY 2021**	**FY 2022**	**FY2023**	**FY 2024**	**FY 2028**
32.1% (350/1092) 2018 HS Grad Cohort	27.1% (329/1216) 2019 HS Grad Cohort	26.5% (327/1235) 2020 HS Grad Cohort	26.3% (319/1211) 2021 HS Grad Cohort	Available July 2023	26%	27%

Benchmark: 27% [2] (by 2028)

III. Percentage of NIC Dual Credit students who participated in dual enrollment during any year of high school and matriculated at other institutions within one year following their high school graduation. *Source: NIC Trends.* [CCM 228]

					Benchmark	
FY 2019	**FY 2020**	**FY 2021**	**FY 2022**	**FY2023**	**FY 2024**	**FY 2028**
51.6% (563/1092) 2018 HS Grad Cohort	50.2% (611/1216) 2019 HS Grad Cohort	47.3% (584/1235) 2020 HS Grad Cohort	46.2% (560/1211) 2021 HS Grad Cohort	Available July 2023	47%	49%

Benchmark: 49% [3] (by 2028)

IV. Total number of degrees/certificates produced, broken out by a) certificates of less than one year; b) certificates of at least one year; and c) associate degrees. *Statewide Performance Measure. Source: NIC Trends.* [CCM 238]

					Benchmark	
FY 2019	**FY 2020**	**FY 2021**	**FY 2022**	**FY2023**	**FY 2024**	**FY 2028**
a) 74 b) 604 c) 681 Total Awards: 1359	a) 121 b) 620 c) 659 Total Awards: 1400	a) 96 b) 639 c) 734 Total Awards: 1469	a) 83 b) 568 c) 734 Total Awards: 1385	Available July 2023	a) 97 b) 645 c) 741 Total Awards: 1483	a) 98 b) 652 c) 749 Total Awards: 1499

Benchmark: a) 98 b) 652 c) 749 [4] (by 2028)

V. Number of unduplicated graduates broken out by a) certificates of less than one year; b) certificates of at least one year; and c) associate degrees. *Statewide Performance Measure. Source: NIC Trends.* [CCM 239]

					Benchmark	
FY 2019	**FY 2020**	**FY 2021**	**FY 2022**	**FY2023**	**FY 2024**	**FY 2028**
a) 65 b) 583 c) 650 Total overall unduplicated count: 872	a) 105 b) 604 c) 619 Total overall unduplicated count: 893	a) 85 b) 629 c) 676 Total overall unduplicated count: 921	a) 68 b) 550 c) 681 Total overall unduplicated count: 897	Available July 2023	a) 86 b) 635 c) 683 Total overall unduplicated count: 930	a) 87 b) 642 c) 690 Total overall unduplicated count: 939

Benchmark: a) 87 b) 642 c) 690 [5] (by 2028)

<u>Goal 1, Objective B: Engage and empower students to take personal responsibility and to actively participate in their educational experience.</u>

Performance Measures

I. Percentage of CTE Graduates that responded to a follow-up survey who achieved positive placement after leaving postsecondary education. *Source: NIC Trends.* [CCM 177]

					Benchmark	
FY 2019	**FY 2020**	**FY 2021**	**FY 2022**	**FY2023**	**FY 2024**	**FY 2028**
87.9% 2018-19 Graduates	83.8% 2019-20 Graduates	85.1% 2020-21 Graduates	77.2% 2021-22 Graduates	Available July 2024	85%	87%

Benchmark: 87% [6] (by 2028)

II. Percentage of non-remedial courses (duplicated student headcount) completed in the fall term with a C or better. *Source: NIC Trends.* [CCM 108]

					Benchmark	
FY 2019	**FY 2020**	**FY 2021**	**FY 2022**	**FY2023**	**FY 2024**	**FY 2028**
81.0% 13,459/16,614 Fall 2018	81.0% 12,854/15,873 Fall 2019	80.3% 11,777/14,666 Fall 2020	82.2% 11,764/14,315 Fall 2021	Available July 2023	80%	82%

Benchmark: 82% [7] (by 2028)

<u>Goal 1, Objective C: Promote programs and services to enhance access and successful student transitions.</u>

Performance Measures

I. Persistence Rate: Full-time, first-time and new transfer-in students who persist to spring or receive an award that first fall as a percentage of that population. *Source: NIC Trends.* [CCM 155]

					Benchmark	
FY 2019	**FY 2020**	**FY 2021**	**FY 2022**	**FY2023**	**FY 2024**	**FY 2028**
80.7% (671/832) Fall 18 to Spring 2019	79.8% (604/757) Fall 19 to Spring 2020	79.2% (568/717) Fall 20 to Spring 2021	79.2% (563/711) Fall 21 to Spring 2022	Available July 2023	79%	80%

Benchmark: 80% [8] (by 2028)

II. Retention Rate: Full-time, first-time, degree/certificate-seeking student retention rates as defined by IPEDS. *Source: Integrated Postsecondary Education Data System (IPEDS).* [CCM 025]

					Benchmark	
FY 2019	**FY 2020**	**FY 2021**	**FY 2022**	**FY2023**	**FY 2024**	**FY 2028**
55.0% (377/686) Fall 2018 cohort	56.1% (361/644) Fall 2019 cohort	61.7% (366/593) Fall 2020 cohort	60.7% (372/613) Fall 2021 cohort *(Preliminary)*	Available July 2023	61%	63%

Benchmark: 63% [9] (by 2028)

III. Retention Rate: Part-time, first-time, degree/certificate-seeking student retention rates as defined by IPEDS. *Source: Integrated Postsecondary Education Data System (IPEDS).* [CCM 026]

					Benchmark	
FY 2019	**FY 2020**	**FY 2021**	**FY 2022**	**FY2023**	**FY 2024**	**FY 2028**
32.6% (78/239) Fall 2018 cohort	35.4% (86/243) Fall 2019 cohort	38.6% (101/262) Fall 2020 cohort	45.2% (114/252) Fall 2021 cohort *(Preliminary)*	Available July 2023	36%	37%

Benchmark: 37% [10] (by 2028)

IV. Percent of undergraduate, degree/certificate-seeking students completing 30 or more credits per academic year at the institution reporting. *Statewide Performance Measure. Source: NIC Trends.* [CCM 195]

					Benchmark	
FY 2019	**FY 2020**	**FY 2021**	**FY 2022**	**FY2023**	**FY 2024**	**FY 2028**
10.5% (329/3120)	9.9% (288/2920)	10.2% (284/2785)	10.3% (268/2605)	Available July 2023	9%	10%

Benchmark: 10% [11] (by 2028)

V. Percent of first-time, full-time, degree/certificate-seeking students graduating within 150% of time. *Statewide Performance Measure. Source: Integrated Postsecondary Education Data System (IPEDS).* [CCM 196]

					Benchmark	
FY 2019	**FY 2020**	**FY 2021**	**FY 2022**	**FY2023**	**FY 2024**	**FY 2028**
25.4% (174/683) Fall 2016 Cohort	28.1% (188/668) Fall 2017 Cohort	28.3% (194/686) Fall 2018 Cohort	26.4% (170/644) Fall 2019 Cohort	Available July 2023	28%	30%

Benchmark: 30% [12] (by 2028)

VI. Percent of first-time, full-time, degree/certificate-seeking students graduating within 100% of time. *Statewide Performance Measure. Source: Integrated Postsecondary Education Data System (IPEDS).* [CCM 199]

					Benchmark	
FY 2019	**FY 2020**	**FY 2021**	**FY 2022**	**FY2023**	**FY 2024**	**FY 2028**
20.2% (135/668) Fall 2017 Cohort	18.7% (128/686) Fall 2018 Cohort	17.4% (112/644) Fall 2019 Cohort	25.4% (151/594) Fall 2020 Cohort *(Preliminary)*	Available July 2023	17%	20%

Benchmark: 20% [13] (by 2028)

GOAL 2: EDUCATIONAL EXCELLENCE

High academic standards, passionate and skillful instruction, professional development, and innovative programming while continuously improving all services and outcomes.

<u>Goal 2, Objective A: Evaluate, create and adapt programs that respond to the educational and training needs of the region.</u>

Performance Measures

I. Market Penetration: Unduplicated headcount of credit students as a percentage of NIC's total service area population. *Source: NIC Trends.* [CCM 037]

					Benchmark	
FY 2019	**FY 2020**	**FY 2021**	**FY 2022**	**FY2023**	**FY 2024**	**FY 2028**
2.9% 6,900/240,202	2.7% 6,586/245,861	2.4% 6,098/253,227	2.2% 5,717/265,384	Available July 2023	2.3%	2.0%

Benchmark: 2.0% [14] (by 2028)

II. Market Penetration: Unduplicated headcount of non-credit students as a percentage of NIC's total service area population. *Source: NIC Trends.* [CCM 038]

					Benchmark	
FY 2019	**FY 2020**	**FY 2021**	**FY 2022**	**FY2023**	**FY 2024**	**FY 2028**
2.3% 5,419/240,202	1.8% 4,471/245,861	1.9% 4,794/253,227	1.6% 4,189/265,384	Available July 2023	1.8%	1.7%

Benchmark: 1.7% [15] (by 2028)

III. Percent of undergraduate, degree/certificate-seeking students taking a remediation course completing a subsequent credit bearing course (in the area identified as needing remediation) within a year with a "C" or higher. *Statewide Performance Measure. Source: NIC Trends.* [CCM 203/204]

Math

					Benchmark	
FY 2019	**FY 2020**	**FY 2021**	**FY 2022**	**FY2023**	**FY 2024**	**FY 2028**
27.3% (188/688) 17-18 cohort	27.5% (145/528) 18-19 cohort	30.9% (146/473) 19-20 cohort	30.6% (129/422) 20-21 cohort	Available July 2023	26%	26%

English

					Benchmark	
FY 2019	**FY 2020**	**FY 2021**	**FY 2022**	**FY2023**	**FY 2024**	**FY 2028**
22.7% (80/352) 17-18 cohort	29.9% (73/244) 18-19 cohort	21.1% (51/242) 19-20 cohort	24.0% (48/200) 20-21 cohort	Available July 2023	20%	25%

Benchmark: Math 25%; English 25% [16] (by 2028)

IV. Percent of new degree/certificate-seeking freshmen completing a gateway math course within two years. *Statewide Performance Measure. Source: NIC Trends.* [CCM 198]

					Benchmark	
FY 2019	**FY 2020**	**FY 2021**	**FY 2022**	**FY2023**	**FY 2024**	**FY 2028**
53.2% (314/590) 16-17 cohort	59.4% (326/549) 17-18 cohort	52.5% (294/560) 18-19 cohort	52.3% (274/524) 19-20 cohort *preliminary*	Available July 2023	30%	31%

Benchmark: 31% [17] (by 2028)

<u>Goal 2, Objective B: Engage students in critical and creative thinking through disciplinary and interdisciplinary teaching and learning.</u>

Performance Measures

I. Student perceptions of Student-Faculty Interactions. *Source: Community College Survey of Student Engagement (CCSSE).* [CCM 162]

					Benchmark	
FY 2019	**FY 2020**	**FY 2021**	**FY 2022**	**FY2023**	**FY 2024**	**FY 2028**
52.2 Spring 2015 Top Schools 58.9	52.2 Spring 2017 Top Schools 58.5	50.9 Spring 2019 Top Schools 60.1	47.3 Spring 2021 Top Schools 60.7	Spring 2023 Available July 2023	N/A	50

Benchmark: Standardized Benchmark Mean of 50 [18] (by 2028)

Note: Survey administered every other year so data points may not line up with FY headers.

II. Student perceptions of Support for Learners. *Source: Community College Survey of Student Engagement (CCSSE).* [CCM 165]

					Benchmark	
FY 2019	**FY 2020**	**FY 2021**	**FY 2022**	**FY2023**	**FY 2024**	**FY 2028**
46.4 Spring 2015 Top Schools 59.8	44.2 Spring 2017 Top Schools 58.4	48.6 Spring 2019 Top Schools 60.9	42.2 Spring 2021 Top Schools 60.5	Spring 2023 Available July 2023	N/A	50

Benchmark: Standardized Benchmark Mean of 50 [19] (by 2028)

Note: Survey administered every other year so data points may not line up with FY headers.

Goal 2, Objective C: Strengthen institutional effectiveness, teaching excellence and student learning through challenging and relevant course content, and continuous assessment and improvement.

Performance Measures

I. Percentage of Student Learning Outcomes Assessment (SLOA) goals met over 3-year plan. *Source: NIC Trends.* [CCM 114]

					Benchmark	
FY 2019	**FY 2020**	**FY 2021**	**FY 2022**	**FY2023**	**FY 2024**	**FY 2028**
89%	81%	90%	90%	Available July 2023	90%	90%

Benchmark: At least 80% of SLOA goals are consistently progressing or met [20] (by 2028)

II. Full-time to Part-time faculty ratio. *Source: NIC Trends.* [CCM 029]

					Benchmark	
FY 2019	**FY 2020**	**FY 2021**	**FY 2022**	**FY2023**	**FY 2024**	**FY 2028**
0.8:1.0 161FT & 210PT	0.7:1.0 150FT & 213PT	0.8:1.0 144FT & 173PT	0.8:1.0 131FT & 153PT	Available July 2023	0.8:1.0	0.8:1.0

Benchmark: No less than 0.8:1.0 [21] (by 2028)

Goal 2, Objective D: Recognize and expand faculty and staff scholarship through professional development.

Performance Measures

I. Professional Development resources are disbursed through a competitive and peer-reviewed process annually. *Source: NIC Trends.* [CCM 115]

					Benchmark	
FY 2019	**FY 2020**	**FY 2021**	**FY 2022**	**FY2023**	**FY 2024**	**FY 2028**
$180,950	$89,267	$59,345	$103,502	Available July 2023	Maintain or increase funding levels	Maintain or increase funding levels

Benchmark: Maintain or increase funding levels [22] (by 2028)

Note: FY20 and FY21 decline due to COVID-related travel restrictions.

GOAL 3: COMMUNITY ENGAGEMENT
Collaborative partnerships with businesses, organizations, community members, and educational institutions to identify and address changing educational needs.

Goal 3, Objective A: Advance and nurture relationships throughout our service region to enhance the lives of the citizens and students we serve.

Performance Measures

I. Percentage of student evaluations of workforce training and community education courses with a satisfaction rating of above average. *Source: NIC Trends.* [CCM 054]

					Benchmark	
FY 2019	**FY 2020**	**FY 2021**	**FY 2022**	**FY2023**	**FY 2024**	**FY 2028**
96% (348/363)	98% (281/286)	96% (303/317)	99% (214/217)	Available July 2023	96%	96%

Benchmark: 96% [23] (by 2028)

Goal 3, Objective B: Demonstrate commitment to the economic/business development of the region.

Performance Measures:

I. Licensure Pass Rates. *Source: NIC Trends.* [CCM 091]

					Benchmark	
FY 2019	**FY 2020**	**FY 2021**	**FY 2022**	**FY2023**	**FY 2024**	**FY 2028**
99%	93%	95%	96%	Available July 2023	90%	90%

Benchmark: 90% [24] (by 2028)

Goal 3, Objective C: Promote North Idaho College in the communities we serve.

Performance Measures

I. Dual Credit annual credit hours taught in the high schools as percentage of total dual credit hours taught. *Source: Idaho State Board of Education Dual Credit Report.* [CCM 020]

					Benchmark	
FY 2019	**FY 2020**	**FY 2021**	**FY 2022**	**FY2023**	**FY 2024**	**FY 2028**
8,111 41.4% of total	7,721 credits 39.3% of total	6,218 credits 33.5% of total	6,857 credits 36.6% of total	Available July 2023	34%	35%

Benchmark: 35% (by 2028) [25]

II. Dual Credit annual credit hours as percentage of total credits. *Source: Idaho State Board of Education Dual Credit Report.* [CCM 019]

					Benchmark	
FY 2019	**FY 2020**	**FY 2021**	**FY 2022**	**FY2023**	**FY 2024**	**FY 2028**
19,594 credits 20% of total	19,658 credits 21% of total	18,534 credits 21% of total	18,722 credits 22% of total	Available July 2023	20%	21%

Benchmark: 21% [26] (by 2028)

III. Dual Credit unduplicated annual headcount and percentage of total. *Source: Idaho State Board of Education Dual Credit Report.* [CCM 017]

					Benchmark	
FY 2019	**FY 2020**	**FY 2021**	**FY 2022**	**FY2023**	**FY 2024**	**FY 2028**
1,983 29% of total	1,970 30% of total	1,670 27% of total	1,636 29% of total	Available July 2023	27%	28%

Benchmark: 28% [27] (by 2028)

Goal 3, Objective D: Enhance community access to college.

Performance Measures

I. Distance Learning proportion of credit hours. *Source: National Community College Benchmarking Project (NCCBP).* [CCM 258]

					Benchmark	
FY 2019	**FY 2020**	**FY 2021**	**FY 2022**	**FY2023**	**FY 2024**	**FY 2028**
23.4% 11,250/47,979 Fall 2018	24.5% 11,099/45,355 Fall 2019	43.9% 18,828/42,874 Fall 2020	39.5% 16,399/41,517 Fall 2021	Available July 2023	30%	30%

Benchmark: 30% of total student credit hours is achieved [28] (by 2028)

GOAL 4: DIVERSITY

A learning environment that celebrates the uniqueness of all individuals and encourages cultural competency.

Goal 4, Objective A: Foster a culture of inclusion.

Performance Measures

I. Percentage of students enrolled from diverse populations. *Source: NIC Trends.* [CCM 105]

					Benchmark	
FY 2019	**FY 2020**	**FY 2021**	**FY 2022**	**FY2023**	**FY 2024**	**FY 2028**
78.3% White 13.2% Other 8.5% Unknown	77.8% White 14.5% Other 7.7% Unknown	77.9% White 14.9% Other 7.2% Unknown	77.6% White 15.2% Other 7.2% Unknown	Available July 2023	Maintain a diverse, or more diverse population than the population within NIC's service region	Maintain a diverse, or more diverse population than the population within NIC's service region

Benchmark: Maintain a diverse, or more diverse population than the population within NIC's service region [29] (by 2028)

Goal 4, Objective B: Promote a safe and respectful environment.

Performance Measures

I. Percentage of students surveyed that perceive NIC encourages contact among students from different economic, social, and racial or ethnic backgrounds. *Source: Community College Survey of Student Engagement (CCSSE).* [CCM 106]

					Benchmark	
FY 2019	**FY 2020**	**FY 2021**	**FY 2022**	**FY2023**	**FY 2024**	**FY 2028**
42.7% Spring 2015 National Average 53.5%	38.4% Spring 2017 National Average 55.1%	50.1% Spring 2019 National Average 56.2%	40.9% Spring 2021 National Average 57.3%	Spring 2023 Available July 2023	N/A	45%

Benchmark: 45% [30] (by 2028)
Note: Survey administered every other year so data points may not line up with FY headers.

Goal 4, Objective C: Develop culturally competent faculty, staff and students.

Performance Measures

I. Number of degree/certificate-seeking students who met the proficiency outcomes for identified GEM 5 and GEM 6 diversity competencies. *Source: NIC Trends.* [CCM 174]

					Benchmark	
FY 2019	**FY 2020**	**FY 2021**	**FY 2022**	**FY2023**	**FY 2024**	**FY 2028**
86%	88%	87%	88%	Available July 2023	87%	90%

Benchmark: 90% of degree/certificate-seeking students [31] (by 2028)

GOAL 5: STEWARDSHIP

Economic and environmental sustainability through leadership, awareness, and responsiveness to changing community resources.

Goal 5, Objective A: Exhibit trustworthy stewardship of resources.

Performance Measures

I. Tuition revenue as a percentage of total revenue. *Source: NIC Trends.* [CCM 172]

					Benchmark	
FY 2019	**FY 2020**	**FY 2021**	**FY 2022**	**FY2023**	**FY 2024**	**FY 2028**
23.9%	23.1%	21.3%	21.3%	Available July 2023	21%	Total tuition revenue not to exceed 33.3% of revenue

Benchmark: Total tuition revenue not to exceed 33.3% of revenue [32] (by 2028)

II. Tuition and Fees for full-time, first-time, in-district students, full academic year. Source: Integrated Postsecondary Education Data System (IPEDS). [CCM 130]

					Benchmark	
FY 2019	**FY 2020**	**FY 2021**	**FY 2022**	**FY2023**	**FY 2024**	**FY 2028**
$3,396 NIC Percentile Score 73%	$3,396 NIC Percentile Score 73%	$3,396 NIC Percentile Score 73%	$3,396 NIC Percentile Score 73%	Available July 2023	73%	75%

Benchmark: 75th percentile [33] (by 2028)
Note: Higher percentile scores represent lower costs. For example, data indicates that NIC is less expensive than 73% of the institutions in its peer comparison group. Benchmark/target is to reach 75%.

III. Auxiliary Services generates sufficient revenue (net income) to cover direct costs of operations. *Source: NIC Trends.* [CCM 170]

					Benchmark	
FY 2019	**FY 2020**	**FY 2021**	**FY 2022**	**FY2023**	**FY 2024**	**FY 2028**
$22,927	($130,011)	($90,281)	$206,258	Available July 2023	Annual direct costs maintained	Annual direct costs maintained

Benchmark: Annual direct costs maintained [34] (by 2028)

Goal 5, Objective B: Demonstrate commitment to an inclusive and integrated planning environment.

Performance Measures

I. NIC will utilize the Postsecondary Data Partnership (PDP) Dashboards
Benchmark: By 2024
Note: This target has been achieved; measure is currently under review.

Goal 5, Objective C: Explore, adopt, and promote initiatives that help sustain the environment.

Performance Measures

II. Energy consumption per gross square foot as determined by gas/electric costs. *Source: NIC Trends.* [CCM 192]

					Benchmark	
FY 2019	**FY 2020**	**FY 2021**	**FY 2022**	**FY2023**	**FY 2024**	**FY 2028**
$0.94 per gross square foot $684,137/ 727,863 sq ft	$0.86 per gross square foot $653,996/ 756,863 sq ft	$0.90 per gross square foot $683,073/ 756,863 sq ft	$0.95 per gross square foot $722,741/ 756,863 sq ft	Available July 2023	$0.90 per gross square foot	$0.90 per gross square foot

Benchmark: $0.90 per gross square foot [35] (by 2028)

KEY EXTERNAL FACTORS

- North Idaho College is currently under a show cause sanction imposed by the Northwest Commission on Colleges and Universities
- Changes in the economic environment, including the COVID-19 pandemic
- Changes in local, state, or federal funding levels
- Changes in local, state, or national educational priorities
- Changes in education market (competitive environment)

EVALUATION PROCESS

- Details of implementation
  - The Executive Accreditation and Planning Team leads the President's Cabinet in an annual review and revision of the strategic plan. The strategic plan is organized to align with North Idaho College's core values. Together, the core values and the strategic plan guide NIC to mission fulfillment.

- Status of goals and objectives
  - North Idaho College's goals for the strategic plan are also the college's core values. The objectives to meet the goals are reviewed with the data collected to determine if benchmarks have been met. The review process often leads to the following questions:
    - Is the data we are collecting providing information related to goal attainment?
    - Is additional data needed to better understand goal attainment?
    - Do the objectives need revision to reach goal attainment?
  - There were no substantial changes made to the goals and objectives in the past academic year.

Footnotes

[1] Benchmark is set based on IPEDS data from comparator institutions combined with current institutional challenges the desired level of achievement. Numbers for those comparator institutions range between 59% and 63% (based on median of comparator group institutions, 2011-12 through 2013-14, latest available). Cohort includes first-time degree/certificate-seeking and new transfer degree/certificate-seeking students for the fiscal year. Includes students who received a degree/certificate, transferred, or are still enrolled after eight years. [CCM 257]

[2] Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. National Student Clearinghouse results were used to calculate these numbers. Numbers are as of 02/27/2023. Data refreshes nightly so prior year trends may have changed slightly. Students who graduate during a fall or winter term may not be fully represented. [CCM 227]

[3] Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. National Student Clearinghouse results were used to calculate these numbers. Numbers are as of 02/27/2023. Data refreshes nightly so prior year trends may have changed slightly. Other Institutions excludes NIC. Students who graduate during a fall or winter term may not be fully represented. [CCM 228]

[4] Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. Total awards by award level. Historical data has been revised to reflect current IPEDS definitions which reflect a change in methodology, effective October 2020. Data prior to FY21 may not reflect what was previously reported to IPEDS. [CCM 238]

[5] Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. Counts are unduplicated by award level. Historical data has been revised to reflect current IPEDS definitions which reflect a change in methodology, effective October 2020. Data prior to FY21 may not reflect what was previously reported to IPEDS. [CCM 239]

[6] Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. This measure is currently under review due in part to methodology differences that exist between data collection processes. Positive placement includes employed and/or employed related to training. Percentages are calculated on respondents only. [CCM 177]

[7] Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. This measure represents the number of students (duplicated headcount) who completed non-remedial courses with a C or better (or P or S). Denominator is the duplicated count of students enrolled in non-remedial courses at the end of term. Does not include labs, incompletes, or audits. [CCM 108]

[8] Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. [CCM 155]

[9] Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. Benchmark calculations exclude the outlier year. Anticipate FYE program to increase retention. This cohort represents a small percentage of NIC's total credit student population. FY22 numbers are pre-IPEDS submission. [CCM 025]

[10] Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. Benchmark calculations exclude the outlier year. Anticipate FYE program to increase retention. This cohort represents a small percentage of NIC's total credit student population. FY22 numbers are pre-IPEDS submission. [CCM 026]

[11] Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. Based on a cohort of students that excludes non-degree/certificate-seeking, Dual Credit, and 100% audits. Includes registered credits and credits awarded through placement tests, Summer/Fall/Spring. Refreshed nightly so numbers may change slightly, i.e., incomplete grade changes. Impacted by COVID. Aspire to get back to pre-COVID levels in 2023 and 2027 will improve due to FYE program. [CCM 195]

[12] Benchmark is set based on IPEDS data from comparator institutions combined with current institutional challenges and the desired level of achievement. [CCM 196]

[13] Benchmark is set based on IPEDS data from comparator combined with current institutional challenges and the desired level of achievement. FY22 numbers (Fall 2020 cohort) are pre-IPEDS submission and should be considered preliminary at this point. [CCM 199]

[14] Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. Benchmark factors in decrease in enrollment and increase in population. Service Area population numbers are based on latest United States Census Bureau estimates (2021). [CCM 037]

[15] Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. FY22 enrollment decline due to fewer Community Education courses now being offered. Benchmark factors in decrease in enrollment and increase in population. Service Area population numbers are based on latest United States Census Bureau estimates (2021). [CCM 038]

[16] Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. [CCM 203/204]

[17] Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. Full year cohort, first-time degree/certificate-seeking, full- and part-time (IPEDS). Gateway courses include MATH 123, 130, 143, 147, 157, 160, 170, and 253. [CCM 198]

[18] Benchmark is set based on the standardized mean of benchmark scores. Data points represent benchmark scores for the CCSSE Benchmark: Student-Faculty Interaction. Benchmarks are groups of conceptually related survey items that address key areas of student engagement. Benchmark scores are standardized to have a mean of 50 and a standard deviation of 25 across all respondents. Top Schools are those that scored in the top 10 percent of the cohort by benchmark. CCSSE is a survey administered to community college students across the nation. [CCM 162]

[19] Benchmark is set based on the standardized mean of benchmark scores. Data points represent benchmark scores for the CCSSE Benchmark: Support for Learners. Benchmarks are groups of conceptually related survey items that address key areas of student engagement. Benchmark scores are standardized to have a mean of 50 and a standard deviation of 25 across all respondents. Top Schools are those that scored in the top 10 percent of the cohort by benchmark. CCSSE is a survey administered to community college students across the nation. [CCM 165]

[20] Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. Each action for the goals is rated on a scale of 1 to 3: 3 = Action Met, 2 = Consistently Progressing, or 1 = Not Attempted. N/A = future timeline for the goal. The mean score of all actions is calculated and the percentage is used to evaluate this measure. The goals are evaluated annually. [CCM 114]

[21] Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. Counts include all active employees. [CCM 029]

[22] Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. Reflects the total of the Faculty PIP, Staff PIP, and Professional Development Fund and all expenses in the staff development line item for the general fund departments. Does not include tuition waivers for NIC courses taken by NIC employees. FY20 and FY21 substantially lower than prior years due to COVID-related travel restrictions. [CCM 115]

[23] FY22 cohort of students is smaller due to a decrease in number of Community Education classes offered. Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. [CCM 054]

[24] Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. Percentages shown reflect the average pass rate of all programs. Programs may vary year to year. FY22 includes Dental Hygiene, Medical Lab Technology, Physical Therapy Assistant, Practical Nursing, Registered Nursing, and Surgical Technology. In the evaluation of NIC's strategic plan, there is an additional benchmark that is considered aspirational and is extra-ordinary compared with similar institutions (peer groups). This component acknowledges that NIC has achieved a level of excellence on a particular measure and has little room for improvement, but should be encouraged to sustain this high level over time. Performance in the top third of the relevant comparator group is the threshold for sustained excellence for most measures. However, for any measure involving the performance of students on professional and occupational licensure tests, sustained excellence is considered to have been met with a passage rate of 90 percent or above. [CCM 091]

[25] Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. [CCM 020]

[26] Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. [CCM 019]

[27] Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. [CCM 017]

[28] Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. Data reflects the number of Distance Learning student credit hours out of number of both distance and non-distance student credit hours, end-of-term. Includes courses and programs in which ALL instructional portions can be completed remotely. Non-instructional, in-person requirements (e.g., orientation and testing) does not exclude a course or program from being classified as exclusively distance learning. This includes credit distance learning courses that are web-based, computer mediated, asynchronously AND synchronously via zoom, etc. in which the learner and learning resources can be generally separated by time and/or space. Does not include hybrid or other courses that require a portion to be done in person. [CCM 258]

[29] Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. Latest NIC Service Region comparison = 89% White, 9.2% Other, and 1.8% Unknown. (Source: U.S. Census Bureau Quick Facts, July 2021). [CCM 105]

[30] Benchmark is based on national comparators combined with the desired level of achievement. Represents the percentage of students who answered "quite a bit" or "very much" to one individual survey question. The Community College Survey of Student Engagement (CCSSE) is a survey administered to community college students across the nation. [CCM 106]

[31] Proficiency outcomes were defined in the spring of 2021. GEM = General Education Requirements. GEM 5 = Humanistic & Artistic Ways of Knowing; GEM 6 = Social & Behavioral Ways of Knowing. Note: NIC started collecting proficiency outcome for all GEM courses in FY19. During the first year a limited number of courses were assessed. The college expects an increase in the number of courses assessed to increase as more faculty participate in the process. Consequently, the college is predicting a decrease in the percentage of students who meet the proficiency outcomes. Percentages represent the weighted average of GEM 5 and GEM 6. [CCM 174]

[32] Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. FY21 decline due in part to CARES federal funding received. [CCM 172]

[33] Benchmark is set based on IPEDS data from comparator institutions combined with the desired level of achievement. Higher percentile scores represent lower costs. For example, data indicates that NIC is less expensive than 73% of the institutions in its peer comparison group. Benchmark/target is to reach 75%. [CCM 130]

[34] Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. Auxiliary Services Operating Units include: Bookstore, Dining Services, Residence Hall, Student Union Operations, Financial Services, and the Student Wellness & Recreation Center. These Operating Units provide students and the North Idaho College campuses services that are not covered by tuition dollars and/or state fees. Cardinal Card Office, Parking Services, and Conference & Events were transferred to Campus Service Units in FY19 and FY20 and are not reported in this summary. Enrollment decline resulted in lower student fee generation, the primary source of funding for Student Union Operations and the Student Wellness & Recreation Center. FY22 Revenues from Sales and Operational Expenses are markedly lower than FY21 due the accounting treatment caused by a return to a Profit & Loss agreement with North Idaho College's food service provider, Sodexo America LLC., in addition to CARES funding received in FY21. Debt-service for the Residence Hall was retired in FY22. Remaining debt-service attaches to the Student Wellness & Recreation Center (interest only through FY22). Stewardship is displayed by leveraging resources to contribute to the economic viability of North Idaho College. [CCM 170]

[35] Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. [CCM 192]

We prepare Idaho's youth and adults for high-skill, in-demand careers.

Strategic Plan

FY2024-FY2028

STRATEGIC PLAN

MISSION STATEMENT
The mission of the career technical education (CTE) system is to prepare Idaho's youth and adults for high-skill, in-demand careers.

VISION STATEMENT
The vision of Idaho Division of Career Technical Education (IDCTE) is to be:

1. A premiere educational opportunity for students and adults to gain relevant workforce and leadership skills in an applied setting;
2. A gateway to meaningful careers and additional educational opportunities; and
3. A strong talent pipeline that meets Idaho business workforce needs.

GOAL 1
EDUCATIONAL SYSTEM ALIGNMENT – Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.

Objective A: *Support State Board Policy III.Y by aligning CTE programs among the technical colleges and ensuring that secondary program standards align to those postsecondary programs.*

Performance Measure:

I. ***Percent of secondary programs that have been reviewed and validated for updates to industry standards and postsecondary alignment.***
Baseline data/Actuals: Baseline FY23 – begin work

	FY20 (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**Benchmark FY24**	**Benchmark FY28**
	N/A	**N/A**	**N/A**		**TBD**	**TBD**

Benchmark: Align 100 percent of programs by FY2028.

Objective B: *Technical assistance and support for CTE programs – Provide timely, accurate, and comprehensive support to CTE programs that meets the needs of administrators and instructors at both the secondary and postsecondary levels.*

Performance Measure:

I. ***The overall satisfaction levels of respondents with the support and assistance provided by CTE.***
Baseline data/Actuals: Initial Survey 2016

	FY20 (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**Benchmark FY24**	**Benchmark FY28**
	3.78	**3.47**	**3.59**		**Maintain 3.5 or higher**	**Maintain 3.5 or higher**

Benchmark: Maintain overall satisfaction levels of 3.5 or higher. [i]

Objective C: *Data-informed improvement – Develop quality and performance management practices that will contribute to system improvement, including current research, data analysis, and strategic and operational planning.*

Performance Measures:

I. ***Design and develop a career technical education data management system to encompass program and educator data.***
Baseline data/Actuals: 2022 development began

	FY20 (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**Benchmark FY24**	**Benchmark FY28**
n/a	**n/a**	**n/a**	**Gap analysis completed**		**Select vendor**	**Data system fully implemented**

Benchmark: By FY2024, define required outputs of new data system.[ii]

II. ***Secondary programs are visited for quality, performance and technical assistance.***
Baseline data/Actuals: FY2022 – Resume program quality visits.

	FY20 (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**Benchmark FY24**	**Benchmark FY28**
n/a	**n/a**	**n/a**	**125 of 933 = 13%**		**100% over five years**	**100% over five years**

Benchmark: All secondary programs are subject to a visit on a 5-year rotation.[iii]

Objective D: *Funding Quality Programs – Secondary and postsecondary programs will include key components that meet the definition of a quality program and are responsive to the needs of business and industry.*

Performance Measure:

I. ***Develop and implement a secondary program assessment model that clearly identifies the elements of a quality program.***
Baseline data/Actuals: FY2017: Develop a plan for program assessment.

FY20 (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**Benchmark FY24**	**Benchmark FY28**
Measures expanded and defined	**Used stakeholder feedback to develop Program Quality Measures. Piloted model.**	**Program review documents were piloted and final documents included feedback. Programs (25) started using new documents.**		**Implement in FY2023**	**Fully implemented**

Benchmark: Identify schedule to comprehensively assess high quality secondary CTE programs with qualitative and quantitative review. This Program Quality Initiative is a subset of the Division's overall secondary program review process.

Objective E: *Create systems, services, resources, and operations that support high performing students in high performing programs and lead to positive placements.*

Performance Measures:

I. ***Secondary student pass rate for Technical Skills Assessment (TSA).***
Baseline data/Actuals: Baseline FY17 – 56

FY20 (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**Benchmark FY24**	**Benchmark FY28**
No assessment data due to COVID-19	**65.6**	**67.6**		**68.3**	**TBD**

Benchmark: 68.3 pass rate by FY2024.[iv]

II. ***Positive placement rate of secondary concentrators (includes postsecondary education, advanced training, military, service program or employment).***
Baseline data/Actuals: Baseline FY15 – 94.1

FY20 (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**Benchmark FY24**	**Benchmark FY28**
97.0	**87.9**	**95.0**		**95**	**95**

Benchmark: Maintain placement rate at or above 95 percent.[v]

Implementation of competency-based SkillStack® microcredentials for all relevant programs of study. Baseline data/Actuals: Baseline FY16 – 0	**FY20** (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**Benchmark FY24**	**Benchmark FY28**
	35 of 54 = 65%	**54 of 54 = 100%**	**51 of 55 = 93%**		**100%**	**100%**

Benchmark: By FY2025, implement SkillStack® for 100 percent of programs.[vi]

III. ***Number of programs that align with industry driven standards and outcomes.***
Baseline data/Actuals: FY2017 Actual – 37

FY20 (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**Benchmark FY24**	**Benchmark FY28**
52 of 54 = 96%	**54 of 54 = 100%**	**55 of 55 = 100%**		**100%**	**100%**

Benchmark: Align 100 percent of programs by FY2024.[vii]

GOAL 2
EDUCATIONAL READINESS- Provide a rigorous, uniform, and thorough education that empowers students to be lifelong learners and prepares all students to fully participate in their community and postsecondary and workforce opportunities by assuring they are ready to learn at the next educational level.

Objective A: *Workforce Training – Non-credit training will provide additional support in delivering skilled talent to Idaho's employers.*

Performance Measure:

I. ***The percent of Workforce Training students who complete their short-term training.***
Baseline data/Actuals: FY2018 – Identify Baseline

FY20 (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**Benchmark FY24**	**Benchmark FY28**
92	**90**	**92**		**90**	**90**

Benchmark: 90 percent average completion.[viii]

Objective B: *Adult Education (AE) – AE will assist adults in becoming literate and obtaining the knowledge and skills necessary for employment and economic self-sufficiency.*

Performance Measure:

I. ***The percent of AE students making measurable improvements in basic skills necessary for employment, college, and training (i.e. - literacy, numeracy, English language, and workplace readiness).***
Baseline data/Actuals: FY2016 – 23

FY20 (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**Benchmark FY24**	**Benchmark FY28**
29	**22**	**32**		**43**	**TBD (or n/a federal)**

Benchmark: By FY2024, 43% of AE students make measurable progress.[ix]

Objective C: *Centers for New Directions (CND) – CNDs will help foster positive student outcomes, provide community outreach events and workshops, as well as collaborate with other agencies.*

I. **Performance Measure:*****Percent of positive outcomes/retention that lead to completing a CTE program of study, entering employment or continuing their training.***
Baseline data/Actuals: FY 2016 – 89

FY20 (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**Benchmark FY24**	**Benchmark FY28**
66	**58**	**67**		**67**	**69**

Benchmark: 67% positive outcome rate annually.[x]

GOAL 3
EDUCATIONAL ATTAINMENT –Idaho's public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy.
Objective A: *Talent Pipelines/Career Pathways – CTE students will successfully transition from postsecondary education to the workplace through a statewide career pathways model.*

Performance Measures:

I. ***Positive placement rate of postsecondary program completers (includes additional postsecondary education, advanced training, military, service program or employment).***
Baseline data/Actuals: Baseline FY15 – 84.7

FY20 (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**Benchmark FY24**	**Benchmark FY28**
94.9	**91.0**	**92.0**		**95**	**95**

Benchmark: Maintain placement rate at or above 95 percent.[xi]

II. ***The percent of secondary CTE concentrator graduates who enroll in a postsecondary institution.***
Baseline data/Actuals: Baseline FY17 – 35.5

FY20 (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**Benchmark FY24**	**Benchmark FY28**
44.4	**49.0**	**50.0**		**60**	**60**

Benchmark: 60 percent by FY2024.[xii]

Objective B: *Higher Level of Educational Attainment – Increase completion of microcredentials.*

Performance Measure:

I. ***Total number of microcredentials earned for non-secondary students.***
Baseline data/Actuals: FY2020 – Identify Baseline

FY20 (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**Benchmark FY24**	**Benchmark FY28**
1,145	**280**	**360**		**Improvement**	**Improvement**

Benchmark: Annual improvement. [xiii]

GOAL 4
WORKFORCE READINESS –The educational system will provide an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness.

Objective A: *CTE concentrators will demonstrate college and career readiness.*
Performance Measure:

I. ***Percent of secondary concentrators who meet workforce readiness and CTE diploma requirements.***
Baseline data/Actuals: Baseline FY22 – 25%

FY20 (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**Benchmark FY24**	**Benchmark FY28**
n/a	**n/a**	**1,685 of 6,806 = 25%**		**25%**	**50%**

Benchmark: 50 percent earn workforce readiness and CTE diploma by 2028. [xiv]

Objective B: *CTE teachers will track student progress for pathway completion through the microcredential platform.*

Performance Measure:

I. ***The number of secondary CTE teachers that actively track student progress through the microcredential platform.***

Baseline data/Actuals: FY2020 – Identify Baseline

FY20 (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**Benchmark FY24**	**Benchmark FY28**
116	**147**	**202**		**Improvement**	**Improvement**

Benchmark: Annual improvement.

Key External Factors

- *Lack of knowledge, perceptions, and stigma regarding career opportunities available through career technical education. As the labor market and overall economic conditions improve, fewer students are expected to enroll in postsecondary CTE programs.*
- *Policies, practices, legislation, and governance external to IDCTE.*
- *Ability to attract and retain qualified instructors, particularly those who are entering teaching from industry.*
- *Local autonomy and regional distinctions including technical college institutional priorities/varied missions.*
- *Timely access to relevant, comprehensive, and accurate data from external reporting sources affects the ability of IDCTE to conduct statewide data analyses.*

Evaluation Process

Objectives will be reviewed at least annually (more frequently if data is available). The IDCTE Leadership Team will review the data in terms of its alignment with objectives, as well as assess progress toward reaching benchmarks. As necessary, the team will identify barriers to success, strategies for improvement, and any additional resources necessary to make measurable progress. As appropriate, IDCTE will make requests through its budget and legislative requests to support the agency's goals and objectives.

[i] Based on survey results; intended to improve communication and feedback with secondary and postsecondary stakeholders. FY20 results only include a response from secondary stakeholders.
[ii] Based on IDCTE goal to improve data accuracy and reduce reporting burden on districts.
[iii] Based on IDCTE goal to improve program assessment process. Counts do not include program reviews conducted during desk audits. Visits include the following approved programs: clusters, pathways middle school and individualized occupational training.
[iv] Federally negotiated benchmark. FY24 targets are negotiated and approved after Strategic Plan deadline. Five-year benchmark unavailable due to federal timeline.
[v] Based on IDCTE goal to ensure high placement rates for CTE programs. Based on students who participated in follow-up survey.
[vi] IDCTE goal to coincide SkillStack® rollout with the completion of program alignment and standard setting.

[viii] Based on goal to ensure high completion rate for short-term training and to better meet workforce needs by increasing the talent pipeline.
[ix] Federally negotiated benchmark. FY24 targets are negotiated and approved after Strategic Plan deadline. Results lower due to COVID-19. Five-year benchmark unavailable due to federal timeline.

[x] Based on goal of continuing current outcome rates. Results lower due to COVID-19.
[xi] Based on IDCTE goal to ensure high placement rates for CTE programs..
[xii] Based on goal to improve positive placement rate at the secondary level and to better meet workforce needs by increasing the talent pipeline. Data includes students identified through National Clearinghouse data. This matches OSBE methodology.
[xiii] Non-secondary students include those associated with workforce training centers, Idaho Department of Correction/Juvenile Corrections and other educational entities outside of secondary programs.
[xiv] Numbers are reported by the districts and include duplicate students if students belong to more than one pathway and earn criteria for the diploma in multiple pathways.

Strategic Plan

Idaho Division of Vocational Rehabilitation

FY2024 - 2028

Content and Format

The Strategic Plan (Plan) is divided into three sections. The first two sections describe the programs administered under the Idaho Division of Vocational Rehabilitation (IDVR). Each program (Vocational Rehabilitation and the Council for the Deaf and Hard of Hearing), independently outline specific goals, objectives, performance measures, benchmarks and/or baselines for achieving their stated goals. The final section addresses external factors impacting the Division, and SBOE's strategic plan evaluation process.

Due to requirements outlined in the Workforce Innovation and Opportunity Act (WIOA) and from Rehabilitation Services Administration (RSA), IDVR programmatically operates under a Program Year instead of a Federal Fiscal Year. The Program Year (PY) aligns with Idaho's State Fiscal Year time period (July 1-June 30). This Plan covers fiscal years 2024 through 2028.

This is the fifth year of IDVR's Plan as a result of the significant changes resulting from the Workforce Innovation and Opportunity Act (WIOA) and the Division's latest Comprehensive Statewide Needs Assessment (CSNA), both of which impacted the goals and objectives for the Vocational Rehabilitation program. The mission statement reflects the focus on the dual customer, individuals with disabilities and employers. The Workforce Innovation and Opportunity Act dramatically shifted the performance indicators for the VR program to align with the other core WIOA programs. RSA negotiated targets for all Primary Performance Indicators (PPIs) every even year (e.g., April 2022) for the subsequent two program years. This Strategic Plan reflects the new negotiated targets. The majority of PPIs, except Measure Skill Gains, are lagging indicators. The Division has aligned all PPI data from SY2021 forward using RSA's defined cohort periods for the respective state years, this allows the Division to report complete data.

Vocational Rehabilitation

Vision

An Idaho where all individuals with disabilities have the opportunity to participate in the workforce and employers value their contributions.

Mission

To prepare individuals with disabilities for employment and career opportunities while meeting the needs of employers.

Vocational Rehabilitation

Goal 1 – Provide quality, relevant, individualized vocational rehabilitation services to individuals with disabilities to maximize their career potential.

Objective 1: Expand, monitor, and improve pre-employment transition services (Pre-ETS) to students with disabilities and similar services to youth.

Performance Measure 1.1: Number of students receiving Pre-employment Transition Services (Pre-ETS)

SY 2019	SY 2020	SY 2021	SY 2022	SY 2023	Benchmark	
					SY 2024	SY 2028
885	1012	1210	1968	Available July 2023	1968	2000

Benchmark: Greater than or equal to 1968 for SY24 [1]

Performance Measure 1.2: Number of youth applications for program participants under the age of 25.

SY 2019	SY 2020	SY 2021	SY 2022	SY 2023	Benchmark	
					SY 2024	SY 2028
738	586	496	496	Available July 2023	496	536

Benchmark: Greater than or equal to 496 for SY24 [2]

Objective 2: Provide a comprehensive array of services to individuals with disabilities, including individuals with Most Significant Disabilities (MSD).

Performance Measure 2.1: For all successful Supported Employment closures: the percentage of customers employed in the 2nd quarter after exit.

SY 2019	SY 2020	SY 2021	SY 2022	SY 2023	Benchmark	
					SY 2024	SY 2028
81.67%	81.67%	77.77%	86.55%	Available July 2023	80%	85%

Benchmark: Greater than or equal to 80% for SY24[3]
Note: Data for SY2022 is based on RSA's cohort period 7/1/2020 - 6/30/2021.

Performance Measure 2.2: For all successful Supported Employment closures: the percentage of customers employed in the 4th quarter after exit.

SY 2019	SY 2020	SY 2021	SY 2022	SY 2023	Benchmark SY 2024	Benchmark SY 2028
74.2%	76.13%	67.56%	75.28%	Available July 2023	72.5%	75%

Benchmark: Greater than or equal to 72.5% for SY24 [4]
Note: Data for SY2022 is similar to RSA's cohort period 1/1/2020 – 12/31/2020.

Performance Measure 2.3: Number of Regions where Customized Employment is available.

SY 2019	SY 2020	SY 2021	SY 2022	SY 2023	Benchmark SY 2024	Benchmark SY 2028
3	3	2	0	0	0	8 Regions (100%)

Benchmark: Present in 4 (50%) of Regions [5] (by SY25)
Note: Customized Employment stalled in SY20. National efforts to launch this new service have also experienced challenges. The Division is committed to launch a new pilot in SY25.

Objective 3: Hire and retain qualified staff to deliver quality vocational rehabilitation services.

Performance Measure 1: Percentage of counselors who meet Comprehensive System of Personnel Development (CSPD) compliance.

SY 2019	SY 2020	SY 2021	SY 2022	SY 2023	Benchmark SY 2024	Benchmark SY 2028
68%	70.5%	70.8%	74.00%	Available July 2023	85%	85%

Benchmark: Greater than 85% for SY24 [6]. This continues to be a stretch goal for the Division.

Goal 2 – Improve VR program efficiency through continuous quality improvement activities.

Objective 1: Meet or exceed targets for the first five Primary Performance Indicators established by the US Department of Education, Rehabilitation Services Administration (RSA).

Performance Measure 2.1: Meet or exceed negotiated targets on the following five Primary Performance Indicators (PPIs).

Performance Measure	SY2019	SY2020	SY2021	SY2022	SY2023	Benchmark	
						SY2024	SY2028
1. Employment Rate – 2nd Qtr after Exit	60.4%	60.4%	60.2%	63.2%	Avail July 2023	60.0%	62.0%
2. Employment Rate – 4th Qtr after Exit	58.2%	57.4%	58.2%	57.3%	Avail July 2023	58.3%	60.0%
3. Median Earnings – 2nd Qtr after Exit (per quarter)	$4,075	$4,025	$4,125	$4,456	Avail July 2023	$4,500	$5,000
4. Credential Attainment	33.1%	30.4%	41.9%	56.9%	Avail July 2023	44%	48.5%
5.Measurable Skill Gains	35.3%	51.2%	55.7%	58.6%	Avail July 2023	57.6%	65.1%

Benchmarks: All PPI benchmarks are negotiated with RSA for a two-year period in alignment with the Combined State Plan cycle. Benchmarks for SYs 23 & 24 were negotiated in April 2022 and are reflected in this plan.[11] Benchmarks for SY2028 are projected.

Note: Data for SY2022 for PPI's 1 & 3 above reflects RSA's cohort period 7/1/2020-6/30/2021 & data for PPI's 2 and 4 above reflects RSA's cohort period 1/1/2020–12/31/2020.

Objective 2.2: Evaluate the satisfaction of customer's vocational rehabilitation experience and service delivery.

Performance Measure 2.2: Customer satisfaction rate.

SY 2019	SY 2020	SY 2021	SY 2022	SY 2023	Benchmark	
					SY 2024	SY 2028
80.1%	80.3%	80.7%	82.86%	Available July 2023	90%	90%

Benchmark: Greater than or equal to 90% for SY24[12.] This continues to be a stretch goal for the Division.

Objective 2.4: Collaborate with Community Rehabilitation Program partners to improve the quality of services.

Performance Measure 2.4: Of those cases using CRP employment services (non-assessment), the percentage which contributed to successful case closure.

SY 2019	SY 2020	SY 2021	SY 2022	SY 2023	Benchmark SY 2024	Benchmark SY 2028
42.5%	43.13%	44.35%	51.1%	Available July 2023	51%	55%

Benchmark: Greater than or equal to previous year in SY24[13.]

Goal 3 – Meet the needs of Idaho businesses

Objective 3.1: IDVR to be recognized by the business community as the disability experts in the workforce system by providing employers with skilled workers who maintain employment with that employer.

Performance Measure 3.1.1: Retention Rate with the Same Employer the 4th quarter after exit.

SY 2019	SY 2020	SY 2021	SY 2022	SY 2023	Benchmark SY 2024	Benchmark SY 2028
*68.8%	*71.2%	*69.1%	*70.6%	Available July 2023	70%	72.5%

Benchmark: Greater than or equal to 70% for SY24 [14]

Note: Data for SY2022 reflects RSA's cohort period 1/1/2020 – 12/31/2020. This continues to be a 'pilot' measure and has not been formally negotiated with RSA. The current benchmark is proxy until formal negotiation occur sometime in the future.

*The rates for this measure were previously underreported, as the measure asks only for participants who were employed in both the 2nd and 4th quarters after exit in the denominator. This impacted previous Strategic Plan reporting for SYs 2019-2022. This report includes corrected performance data.

Council for the Deaf and Hard of Hearing (CDHH)

Role of CDHH

CDHH is an independent agency. This is a flow-through council for budgetary and administrative support purposes only with no direct programmatic implication for IDVR. The following is the Council for the Deaf and Hard of Hearing's Strategic Plan.

Mission

Dedicated to making Idaho a place where persons, of all ages, who are deaf or hard of hearing have an equal opportunity to participate fully as active, productive and independent citizens.

Vision

To ensure that individuals who are deaf, hard of hearing, or hearing impaired have a centralized location to obtain resources and information about services available.

Goal #1 – Work to increase access to employment, educational and social-interaction opportunities for persons who are deaf or hard of hearing.

1. ***Objective***: Continue to provide information and resources.

Performance Measure 1.1: Track when information and resources are given to consumers.

SY 2019	SY 2020	SY 2021	SY 2022	SY 2023	Benchmark	
					SY 2024	SY 2028
20 Library loans 24 packages of information 112 FB posts	43 Library loans 90 pkgs of info 108 FB posts 667 clear masks & 11,340 paper masks distributed	59 Library loans 40 pkgs of info 166 FB posts clear masks & 11,340 paper masks distributed	70 Library loans 80 pkgs of info 169 FB posts 14,578 people reached	Available July 2023	85 Library loans 90 pkgs of info 185 FB posts	100 Library loans 105 pkgs of info 200 FB posts

Benchmark: 2 or more new brochures or information packets created in SY24 [15]

Goal #2 – Increase the awareness of the needs of persons who are deaf and hard of hearing through educational and informational programs.

1. ***Objective***: Continue to increase the awareness.

Performance Measure 2.1: Deliver presentations and trainings to various groups through education and social media.

SY 2019	SY 2020	SY 2021	SY 2022	SY 2023	Benchmark SY 2024	Benchmark SY 2028
89	89	51	49	Available July 2023	60	70

Benchmark: 49 or more presentation delivered in SY24 [16]

Goal #3 – Encourage consultation and cooperation among departments, agencies, and institutions serving the deaf and hard of hearing.

1. ***Objective***: Continue encouraging consultation and cooperation.

Performance Measure 3.1: Track when departments, agencies, and institutions are cooperating (such as Department of Corrections and Health and Welfare).

SY 2019	SY 2020	SY 2021	SY 2022	SY 2023	Benchmark SY 2024	Benchmark SY 2028
64	48	48	50	Available July 2023	55	55

Benchmark: Present at 50 or more local, state and federal agencies in SY24 [17]

Goal #4 – Provide a network through which all state and federal programs dealing with the deaf and hard of hearing individuals can be channeled.

1. ***Objective***: The Council's office will provide the network.

Performance Measure 4.1: Track when information is provided.

SY 2019	SY 2020	SY 2021	SY 2022	SY 2023	Benchmark SY 2024	Benchmark SY 2028
2,456 calls	5,777 calls	7,173 calls	5,299 calls/text 12,155 emails	Available July 2023	Track calls	Track calls

Benchmark: Track all calls in SY24 [18]

Goal #5 – Determine the extent and availability of services to the deaf and hard of hearing, determine the need for further services and make recommendations to government officials to ensure that the needs of deaf and hard of hearing citizens are best served.

1. ***Objective***: The Council will determine the availability of services available.

Performance Measure 5.1: The Council will administer assessments and facilitate meetings to determine the needs.

SY 2019	SY 2020	SY 2021	SY 2022	SY 2023	Benchmark SY 2024	Benchmark SY 2028
Met	Met	Met	Met	Available July 2023	Meet goal	Meet goal

Benchmark: Meet goal in SY24 [19]

Goal #6 – To coordinate, advocate for, and recommend the development of public policies and programs that provide full and equal opportunity and accessibility for the deaf and hard of hearing persons in Idaho.

1. Objective: The Council will make available copies of policies concerning deaf and hard of hearing issues.

Performance Measure 6.1: Materials that are distributed about public policies.

SY 2019	SY 2020	SY 2021	SY 2022	SY 2023	Benchmark SY 2024	Benchmark SY 2028
Met	Met	Met	Met	Available July 2023	Meet goal	Meet goal

Benchmark: Meet goal in SY24 [20]

Goal #7 – To monitor consumer protection issues that involve the deaf and hard of hearing in the State of Idaho.

1. ***Objective***: The Council will be the "go to" agency for resolving complaints from deaf and hard of hearing consumers concerning the Americans with Disabilities Act.

Performance Measure 7.1: Track how many complaints are received regarding the ADA.

SY 2019	SY 2020	SY 2021	SY 2022	SY 2023	Benchmark SY 2024	Benchmark SY 2028
168 ADA Issues	172 ADA Issues	160 ADA Issues	155 ADA Issues	Available July 2023	Track Issues	Track Issues

Benchmark: Track all complaints in SY24 [21]

Goal #8 – Submit periodic reports to the Governor, the legislature, and departments of state government on how current federal and state programs, rules, regulations, and legislation affect services to persons with hearing loss.

1. ***Objective***: The Council will submit reports.

Performance Measure 8.1: Reports will be accurate and detailed.

SY 2019	SY 2020	SY 2021	SY 2022	SY 2023	Benchmark	
					SY 2024	SY 2028
Completed	Completed	Completed	Completed	Available July 2023	Pending	Pending

Benchmark: Complete for SY24 [22]

External Factors Impacting IDVR

The field of Vocational Rehabilitation is dynamic due to the nature and demographics of the customers served and the variety of disabilities addressed. Challenges facing the Division include:

Recruitment and Retention of Qualified Personnel

IDVR is dedicated to providing the most qualified personnel to address the needs of the customers served by the organization. Challenges in staff recruitment and retention continue to be problematic and persistent over the past several years. Recruitment challenges continue due to lower wages as compared to the priviate sector, other Idaho state agencies as well as neighboring states higher wages and the fact that employers are all competitng for the same human talent. The Division continues to evaluate and implement new strateiges in an effort to improve the recruitment and retention rates of qualified personnel (e.g., providing tuition assistance, offering recruitment and retention bonuses, etc.). IDVR continues to develop relationships with universities specifically offering a Master's Degree in Rehabilitation Counseling, as well as engaging with related Bachelor Degreed programs to help feed the talent pipeline.

State and Federal Economic and Political Climate

While Idaho has seen continuous and sustained improvement in its economic growth over the past several years there are a variety of influences which can affect progress. Individuals with disabilities continue to experience much higher unemployment rates, even in strong economic times. IDVR recognizes this and strives to develop relationships within both the private and public sectors in an effort to increase employment opportunities and livable wages for its customers.

IDVR is impacted by decisions made at the federal level. The VR program continues to experience pressures added by the requirements of the Workforce Innovation and Opportunity Act (WIOA). The expanded customer base (potentially eligible students and serving Idaho businesses), and Idaho's population growth, along with additional data and reporting requirements has forced the agency to reevaluate the way work is accomplished and by who. The Division has launched a major initiative to explore efficiencies including technology and work processes to partially alleviate excessive pressures.

Serving students and youth with disabilities continues to be an essential goal and priority for the Division. WIOA mandates VR agencies reserve 15% of their budgets for the provision of Pre-employment transition services (Pre-ETS). This change has shifted the population served but also serving that population in innovative ways.

EVALUATION PROCESS

The State Board of Education Planning, Policy, and Governmental Affairs Committee reviews the Idaho Division of Vocational Rehabilitation strategic plan on an annual basis. Changes may be brought forward to the Board for consideration in future meetings. This review and re-approval takes into consideration performance measure progress reported to the Board in the October meeting.

Footnotes:

[1] Benchmarks are set based on an internal measure of performance and informed by the Division's SRC. Services for students are a major focus under WIOA.
[2] Benchmarks are set based on an internal measure of performance and informed by the Division's SRC. Services for youth are a major focus.
[3] Benchmarks are set based on an internal measure of performance and informed by the Division's State Rehabilitation Council (SRC) and are similar to the federal common performance measures.
[4] Benchmarks are set based on an internal measure of performance and informed by the Division's State Rehabilitation Council (SRC) and are similar to the federal common performance measures.
[5] Benchmarks are set based on an internal measure of performance and informed by the SRC, implementing the CE pilot services across the state is the goal.
[6] Benchmarks are set based on an internal program measure and represents a commitment to the development of quality vocational rehabilitation counselors, meeting this standard ensures that individuals with disabilities in Idaho receive services through certified professionals and promotes more efficient, comprehensive, and quality services. The baseline is an arbitrary percentage established by IDVR and is a stretch goal the agency aspires to achieve.
[7] Benchmarks are set based on federally negotiated targets for a two-year period (SY 2023 & 2024).
[8] Benchmarks are set based on federally negotiated targets for a two-year period (SY 2023 & 2024).
[9] Benchmarks are set based on federally negotiated targets for a two-year period (SY 2023 & 2024).
[10] Benchmarks are set based on federally negotiated targets for a two-year period (SY 2023 & 2024).
[11] Benchmarks are set based on federally negotiated targets for a two-year period (SY 2023 & 2024).
[12] Benchmarks are set based on an internal measure of performance and was established by the Division's SRC to gauge customer satisfaction with program services and identify areas for improvement. The benchmark of 90% is arbitrary; however, it is typically utilized as a threshold for quality performance.
[13] Benchmarks are set based on an internal measure of performance and informed by the Division's SRC. The emphasis is on quality services provided by Community Rehabilitation Programs.
[14] Benchmarks are established based on federally negotiated targets. The Vocational Rehabilitation program is in a period of "transition" to continue to collect baseline data to establish performance levels which will be used to inform negotiated targets in future year beginning with SY 2023. *(RSA-TAC-18-01, January 19, 2019) This* performance measure is useful in determining whether VR is serving employers effectively by improving the skills of customers and decreasing employee turnover.
[15] Benchmarks are set based on an internal program measure to expand information to Idaho's deaf and hard of hearing population, to include brochures and information via electronic and social media. The Council is the only clearinghouse of information in Idaho about deaf and hard of hearing issues. This benchmark was established to adhere to Idaho statute 67, chapter 73.
[16] Benchmarks are set based on internal program measure to provide information about the needs of persons who are deaf or hard of hearing. The benchmark was created because the Council is the only state agency to provide this type of information. CDHH has hired a part time Communications and Outreach Coordination to increase awareness and make presentations throughout the state. This benchmark was established to adhere to Idaho statute 67, chapter 73.
[17] Benchmarks are set based on internal program measure to provide information about deaf and hard of hearing issues. CDHH partnered with JFAC to procure funding for a full-time interpreter and partnered with the Sexual Abuse/Domestic Violence Coalition. This benchmark was established to adhere to Idaho statute 67, chapter 73.
[18] The Council has historically been the organization where individuals and groups come for information concerning deaf and hard of hearing issues. The benchmark was created to continue tracking the information. This benchmark was established to adhere to Idaho statute 67, chapter 73.
[19] Benchmarks are set based on internal program measure to determine the need for public services for deaf and hard of hearing community and was established because there was a Task Force that met to determine the need of mental health services that need to be provided to deaf and hard of hearing individuals. This benchmark was established to adhere to Idaho statute 67, chapter 73.
[20] Benchmarks are set to provide information where interpreters can get information about current issues and has established a printed list of Sign Language Interpreters and also on the Council's website. This benchmark was established per the request of the Idaho Registry of Interpreters of the Deaf to support the legislation. This benchmark was established to adhere to Idaho statute 67, chapter 73.

[21] Benchmarks are set based to provide information, in collaboration with the Northwest ADA Center, about the Americans with Disability Act (ADA). The benchmark was established to continue that partnership and to adhere to Idaho statute 67, chapter 73.
[22] Benchmarks are set based on internal program measure to provide information about deaf and hard of hearing issues, this benchmark was established to adhere to Idaho statute 67, chapter 73.

IPCSC

IDAHO PUBLIC CHARTER SCHOOL COMMISSION

Strategic Plan 2024-2028

Idaho Public Charter School Commission

514 W Jefferson St Ste. 303

Boise, Idaho 83702

Phone: (208)332-1561

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Alan Reed, Chairman

Mel Rivera, Interim Director

Part I. Agency Overview

Agency overview

The Idaho Public Charter School Commission (IPCSC) is Idaho's state-level charter school authorizing entity. The IPCSC is made up of 7 appointed commissioners who serve as the governing body and 5 employees who execute the day-to-day work. The IPCSC maintains a chair and vice chair as well as three standing committees: finance, new petitions, and renewals. IPCSC currently occupies 1095 square feet in the Borah Building, Suite 241.

Because charter schools are not managed by a district office, the authorizer's role is to ensure that the operations, financial health, and academic outcomes of a charter school justify the school's use of public funds. At its core, the IPCSC is a risk-management team that serves a variety of stakeholders, including students, taxpayers, policy makers, school boards, and school administrators.

Mission: The IPCSC's mission is to cultivate exemplary public charter schools.

Vision - The IPCSC envisions that living our mission will result in:

- Quality - Idaho families have exemplary charter school options.
- Autonomy - Charter schools design and implement unique educational programs.
- Accountability - Charter schools meet standards defined in the performance framework.
- Compliance - Charter schools operate in compliance with laws, rules, and regulations.
- Advocacy - The IPCSC advocates for student and public interests.

Part II. Performance Measures

Summary

Goal 1: The IPCSC will cultivate a portfolio of exemplary charter schools.
Objective A: The IPCSC will make data-driven decisions.
Objective B: The IPCSC will provide effective oversight.

Goal 2: The IPCSC will advocate for student, taxpayer, and charter sector interests.
Objective A: The IPCSC will contribute to effective charter school law.
Objective B: The IPCSC will execute a communication plan.
Objective C: The IPCSC will provide technical assistance

Goal 1: The IPCSC will cultivate a portfolio of exemplary charter schools.
Objective A: The IPCSC will make data-driven decisions.
Alignment: SBE 1A - Data Access and Transparency

Measure 1: Petition Evaluation Reports/ Meeting Minutes

Target 1: 100% of new charter school petitions approved without conditions will meet all of the established standards of quality.

Result: 100% of new charter school petitions approved without conditions met all established standards of quality. The IPCSC received 5 new charter school petitions in FY23. 1 withdrew before hearing; 3 did not meet all standards and were subsequently approved with conditions; 1 did meet all standards and was approved with no conditions.

	FY22	FY23	FY24	FY25	FY26
# of Petitions Approved Without Conditions	1	1			
# of approved petitions meeting all established standards of quality	1	1			
Benchmark:	100%	100%	100%	100%	100%
Achievement:	Met	Met			

Measure 2: Annual School Performance Reports/ Final Orders

Target 1: All schools whose renewal applications are approved without conditions meet all standards on the school's most recent annual performance report.

Result: 10 of the 11 schools renewed without conditions in FY23 met the minimum standard on all measures of the on the school's most recent annual performance report. One charter did not meet all standards, but was renewed without conditions.

	FY22	FY23	FY24	FY25	FY26
# Charters Meeting All Standards	4/12	10			
# Charters Renewed Without Conditions	4/12	11			
Benchmark:	100%	100%	100%	100%	100%
Achievement:	Met	Met			

Target 2: All schools whose renewal applications are approved with conditions include conditions specific to the unmet measures noted in the school's most recent annual performance report.

Result: All schools renewed with conditions in FY22 included conditions specific to each measure on which the school did not meet standard as reported in the school's most recent annual performance report. Pursuant to Idaho Code, each condition includes a specific due date and revocation will be considered if conditions are not met at that time.

	FY22	FY23	FY24	FY25	FY26
# Charters with Unmet Standards in FY22	8	7			
# of Conditional Renewals w/ Conditions for Each Unmet Standard	7	6			
# of Non-Renewed Charters	1	0			
Benchmark:	100%	86%			
Achievement:	Met	Not Met			

Measure 3: Meeting Minutes

Target 1: The IPCSC will engage in at least five (5) professional development mini-sessions to be conducted at regular commission meetings each year.

Result: The IPCSC engaged in five trainings in FY23 including discussing articles regarding the structure of education services providers, receiving instruction on the renewal hearing procedures, and two trainings are planned for June regarding charter facilities and the legislative process.

	FY22	FY23	FY24	FY25	FY26
# of training opportunities engaged	5	5			
Benchmark:	5	5			
Achievement:	Met	Met			

Goal 1: The IPCSC will cultivate a portfolio of exemplary charter schools.

Objective B: The IPCSC will provide effective oversight.

Alignment: Idaho Code §33-5209A and §33-5210, regarding accountability

Measure 1: Performance Framework

Target 1: 95% of IPCSC schools will meet or exceed standard on each operational measure each year.

	Governance Structure	Governance Oversight	Governance Compliance	Student Services	Data Transparency	Facility Services	Ops. Compliance
2020-21 Result	94%	96%	92%	96%	86%	100%	90%
2021-22 Result	98%	96%	89%	75%	96%	96%	68%
2022-23 Result							
2023-24 Result							
2024-25 Result							
Benchmark:	95%	95%	95%	95%	95%	95%	95%
Achievement:	Met	Met	Not Met	Not Met	Met	Met	Not Met

Target 2: 90% of IPCSC schools will meet or exceed standard on each financial measure each year.

	Current Ratio (assets to liabilities)	Min. 60 Days Cash	Positive 3-Yr Aggregate Total Margin	Positive Multi-Yr Cash Flow	Debt Service Coverage at least 1.1	Debt/Asset Ratio less than .9	Meeting Enrollment Projections
2020-21 Result	84%	80%	88%	84%	69%	78%	72%
2021-22 Result	96%	92%	96%	70%	70%	80%	70%
2022-23 Result							
2023-24 Result							
2024-25 Result							
Benchmark:	90%	90%	90%	90%	90%	90%	90%
Achievement:	Met	Met	Met	Not Met	Not Met	Not Met	Not Met

Target 3: 75% of IPCSC schools will meet or exceed standard on all academic measures by 6/30/2025.

General Education	Math Proficiency	ELA Proficiency	Literacy Proficiency	Alt. Math	Alt ELA	Progress Grad	Additional Grad
2020-21 Result	38%	71%	72%	Baseline 50%	Baseline 67%	NA	NA
2021-22 Result	77%	80%	77%	50%	63%	Baseline 50%	Baseline 38%
2022-23 Result							
2023-24 Result							
2024-25 Result							
Benchmark:	75%	75%	75%	50%	67%	50%	38%
Achievement:	Met	Met	Met	Met	Not Met	NA	NA

Measure 2: Complaint and Concern Log

Target 1: 95% of identified concerns will be resolved within 30 days or on-track for resolution within 30 days.

Result: The IPCSC received 30 documented complaints in FY23. 28 of these complaints were resolved within 30 days, having been referred through the schools grievance procedures.

	FY22	FY23	FY24	FY25	FY26
# of Complaints Received	43	30			
# of Complaints Resolved w/in 30 days or on track to resolution w/in 30 Days	41	28			
% of Complaints Resolves promptly	95%	93%			
Benchmark:	95%	95%	95%	95%	95%
Achievement:	Met	Not Met			

Measure 3: Courtesy Letters

Target 2: 95% of the concerns that cannot be resolved within 30 days are engaged as a formal investigation and documented via courtesy letters.

Result: Of the 2 complaints/ concerns that were not resolved within 30 days, both issues were resolved upon further investigation and formal notification of the issue.

	FY22	FY23	FY24	FY25	FY26
# of concerns not resolved within 30 days	2	2			
# of concerns addressed via courtesy letter	2	2			
Benchmark:	95%	95%	95%	95%	95%
Achievement:	Met	Met			

Goal 2: The IPCSC will advocate for student, taxpayer, and charter sector interests.
Objective A: Contribute to effective charter school law.
Alignment: Idaho Code §33-5213, regarding duty to administer and enforce chapter
Measure 1: Maintenance of Effort Records

	FY22	FY23	FY24	FY25	FY26
Actual Hours	4% 83 hours	6% 125 hours			
Benchmark:	Baseline	6%	8%	9%	10%
Achievement:	NA	Met			

Goal 2: The IPCSC will advocate for student, taxpayer, and charter sector interests.
Objective B: Communicate effectively with Stakeholders

Measure 1: Newsletter and Social Media Data

Target 1: The IPCSC will achieve a 75% open rate on quarterly newsletters sent to all IPCSC school administrators and board chairs by June 30, 2025.

Result:

Newsletter	FY22	FY23	FY24	FY25	FY26
# of Recipients	355	455			
Open Rate	60%	57%			
Benchmark:	Baseline	70%	73%	75%	75%
Achievement:	NA	Not Met			

Measure 2: School Survey Participation Rate

Target 1: 95% of IPCSC schools will provide feedback via an annual feedback survey.

Result:

Stakeholder Survey	FY22	FY23	FY24	FY25	FY26
# of Recipients	136	584			
Response Rate	29%	15%			
Benchmark:	45%	55%	75%	85%	95%
Achievement:	Not Met	Not Met			

Goal 2: The IPCSC will advocate for student, taxpayer, and charter sector interests.

Objective C: Facilitate access to meaningful resources for charter schools.

Alignment: Idaho Code §33-5209, regarding enforcement

Measure 1: Network Event Attendance Rosters

Target 1: The IPCSC will engage at least 100 unique stakeholders each year through networking events by June 30, 2025.

Result: The IPCSC hosted 6 networking events a total of 60 participants engaged. The strategic planning committee has identified expanding these networking opportunities as a goal.

Events	FY22	FY23	FY24	FY25	FY26
# of Participants	TBD	60			
# of Events	Mid-June	6			
Benchmark:	Baseline	60 4	75 5	90 5	100 5
Achievement:	NA	Met			

Measure 2: Annual Performance Reports

Target 1: Provide outreach to every school that does not meet standard on one or more measure as reported on the school's annual performance report by February 15th.

Task 1: Program Managers will engage in outreach with all schools whose annual reports indicates a rating of "approaches" or "does not meet" standard on any measure by February 15th each year.

Result: Across all measures (financial, operational, and academic) 32 schools did not meet standard on one or more measures. PCSC staff were able to discuss the outcomes with 24 of these schools (75%) prior to 2/15/23. Outreach continues beyond this date.

	FY22	FY23	FY24	FY25	FY26
% of schools not meeting one or more standard that were provided direct outreach by 2/15/23	65%	85%			
Benchmark:	65%	75%	85%	95%	100%
Achievement:	Met	Met			

Key External Factors

- Lack of public awareness of charter schools;
- The autonomy of independent charter school governing boards;
- Legislation;
- Corporate influence on entities external to the IPCSC; and
- The impact on assessment of student mobility in a school choice setting.

Evaluation

The IPCSC will evaluate the successes and challenges of progress toward objectives at least once throughout the year. In FY23, the IPCSC established a strategic planning committee that intends to meet multiple times each year to engage in long-term goal setting through annual strategic planning work and making recommendations to the larger governing body.

FY 2024-2028
STRATEGIC PLAN

MISSION STATEMENT
We harness the power of public media to encourage lifelong learning, connect our communities, and enrich the lives of all Idahoans. We tell Idaho's stories.

VISION STATEMENT
Inspire, enrich and educate the people we serve, enabling them to make a better world.

SBoE Goal 1: EDUCATIONAL SYSTEM ALIGNMENT
Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.

IdahoPTV Objectives:

Objective A: Maintain a digital statewide infrastructure in cooperation with public and private entities.

Performance Measures:
I. Number of DTV translators.[1]

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark	
					FY24	FY28
47	46	46	46		46	46

II. Percentage of Idaho's population within our signal coverage area.[2]

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark	
					FY24	FY28
98.8%	98.8%	98.8%	98.9%		98.9%	98.9%

Objective B: Nurture and foster collaborative partnerships with other Idaho state entities and educational institutions to provide services to the citizens of Idaho.

Performance Measure:
Number of partnerships with other Idaho state entities and educational institutions.[3]

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark	
					FY24	FY28
49	41	55	68		45	55

Objective C: Provide access to IdahoPTV new media content to citizens, anywhere, that supports participation and education.

Performance Measures:
I. Number of visitors to our websites.[4]

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark	
					FY24	FY28
2,263,398	**1,635,238**	**1,979,811**	**857,687**		**1,200,000**	**1,200,000**

II. Number of visitors to IdahoPTV/PBS video player.[5]

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark	
					FY24	FY28
230,522	**504,332**	**915,331**	**1,900,128**		**1,500,000**	**1,500,000**

III. Number of alternative delivery platforms and applications on which our content is delivered.[6]

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark	
					FY24	FY28
11	**12**	**13**	**14**		**15**	**18**

Objective D: Broadcast educational programs and provide related resources that serve the needs of Idahoans, which include children, ethnic minorities, learners, and teachers.

Performance Measure:
Number of broadcast hours of educational programming.[7]

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark	
					FY24	FY28
25,480	**24,853**	**24,918**	**23,835**		**22,000**	**22,000**

Objective E: Contribute to a well-informed citizenry.

Performance Measure:
Number of broadcast hours of news, public affairs and documentaries.[8]

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark	
					FY24	FY28
11,755	**11,947**	**12,329**	**11,876**		**13,000**	**13,000**

Objective F: Provide relevant Idaho-specific information.

Performance Measure:
Number of broadcast hours of Idaho-specific educational and informational programming.[9]

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark	
					FY24	FY28
1,986	**1,393**	**2,431**	**1,592**		**1,600**	**1,600**

Objective G: Provide high-quality, educational television programming and new media content.

Performance Measure:
Number of awards for IdahoPTV media and services.[10]

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark	
					FY24	FY28
57	**68**	**81**	**67**		**55**	**55**

Objective H: Operate an effective and efficient organization.

Performance Measures:
I. Total FTE in content delivery and distribution.[11]

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark	
					FY24	FY28
21	**18**	**18**	**16.8**		**<24**	**<24**

II. Successfully comply with FCC policies/PBS programming, underwriting and membership policies/CPB guidelines.[12]

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark	
					FY24	FY28
Yes/Yes/Yes	**Yes/Yes/Yes**	**Yes/Yes/Yes**	**Yes/Yes/Yes**		**Yes/Yes/Yes**	**Yes/Yes/Yes**

SBoE GOAL 2: EDUCATIONAL READINESS
Provide a rigorous, uniform, and thorough education that empowers students to be lifelong learners and prepares all students to fully participate in their community and postsecondary and work force opportunities by assuring they are ready to learn at the next educational level.

Objective: Be a relevant, educational and informational resource to all citizens.

Performance Measures:
I. Number of educational outreach and training events for teachers, students and parents.[13]

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark	
					FY24	FY28
*	**101**	**58**	**135**		**110**	**140**

*New performance measure beginning FY20

II. Average number per month during the school year of local unique users utilizing PBS learning media.[14]

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark	
					FY24	FY28
*	7,137	9,997	7,567		7,000	7,000

*New performance measure beginning FY20

KEY EXTERNAL FACTORS

Funding – Idaho Public Television's funding depends upon a combination of State General Funds; an annual grant from the Corporation for Public Broadcasting that receives its revenue from Congress; Federal grants; and private donations from individuals, corporations and foundations. All four of these sources are subject to changes in economic conditions, political considerations, and competition from other non-profits and government entities. The largest portion of funding for Idaho Public Television comes from voluntary private contributions. Idaho Public Television ranks in the top one-third of Public Broadcasting Service (PBS) stations nationwide for overall donor revenue and donor retention. Average contribution per donor is $152.00 per year. Philanthropic giving is directly affected by many external factors such as global events, federal and state charitable giving laws, and inflated cost-of-living factors that diminish discretionary giving budgets.

Regulatory Changes – With the greatest portion of Idaho Public Television funding coming from private contributions, the changes to federal tax policy have the distinct potential to negatively impact charitable giving. In addition, Idaho Public Television operates under numerous other rules and regulations from entities such as the Federal Aviation Administration, Federal Communications Commission, Department of the Interior, Department of Agriculture, Department of Education, Department of Homeland Security, and others. Changes to those policies and regulations could impact operations.

Broadband/New Media Devices – As viewers increasingly obtain their video content via new devices (computers, tablets, smartphones, smart TVs, etc.), in addition to traditional broadcast, cable and satellite, Idaho Public Television must invest in the technology to meet our viewers' needs and to make sure our content and services are available when and where viewers want to access them. The ability of public television stations to raise private contributions and other revenue via these new platforms continues to be a significant challenge.

ATSC 3.0 – Recently, the FCC adopted standards for a new, improved television technology. Like the move from analog to digital, this new standard will make all previous television equipment obsolete for both the broadcaster and the consumer. Currently, adoption of this new standard is voluntary, but we expect that eventually it will become mandatory. Planning for this new standard is already underway; and as equipment is replaced, every effort is being made to ensure it is upgradable to the new standard. Significant new funding will need to be obtained to make this technology change happen. There will be small competitive federal grants to assist stations to transition equipment to this new standard, which is tied to public safety.

Political Environment – In 2022 the Idaho GOP drafted and passed a resolution encouraging "the Idaho Legislature to divest the State of Idaho from Idaho Public Television in such a way

that allows continued operation in the private sector AND does not hinder State-originated EAS service to the public." While this may pose a challenge at some point in the future, it also provides IdahoPTV with an opportunity to educate and inform legislators on the importance of IdahoPTV's role in the statewide Emergency Alert System (EAS).

Aging Equipment and Public Safety – Much of the equipment in our statewide broadcast network has been depreciated, and the expected lifespan has been surpassed. A long-range plan and funding strategy have been developed, and we are looking at avenues in state government, private and federal grants, as well as other private funds, to support capital replacement. IdahoPTV is working closely with the Idaho Military Division-Public Safety Communications to ensure that digital microwave connectivity for our signal and that of first responders is available. We work with Idaho Office of Emergency Management to build upon existing strategies and explore emerging technologies in emergency communication, an area of mutual interest. This effort seeks to leverage best practices and technological advances to ensure that within their shared service areas, the public is provided with vital emergency information and crisis related communication such as: providing live broadcast and media pool coverage of disaster related events; transmission of mandatory national alerts via the Emergency Alert System, including geo-targeted Amber Alerts, weather and emergency information distributed to all broadcast markets in the state; the backup alert signals for wireless carriers in the state called Wireless Emergency Alerts (WEA), which is currently delivered using PBS' Warning, Alert and Response Network (WARN) and IdahoPTV's infrastructure.

EVALUATION PROCESS

Idaho Public Television uses the following methods to evaluate our services:

We are a member of the Organization of State Broadcasting Executives (OSBE), an association of chief executive officers of state public broadcasting networks, whose members account for almost half of the transmitters in the public television system. OSBE gathers information, keeps years of data on file, and tracks trends. OSBE members are represented on the policy teams for our national organizations, including PBS, America's Public Television Stations, and National Educational Telecommunications Association.

We have a statewide advisory Friends board, currently 30 directors and 13 emeritus directors, with broad community and geographic representation. This board meets formally on a quarterly basis. It serves as a community sounding board to provide input.

Through Nielsen data, Google Analytics, Domo Business Analytics (in partnership with PBS analytics) and other research information, we have access to relevant metrics to make informed and successful marketing and programming decisions. Viewership helps determine which content is most relevant to the community we serve and how to best serve the people of Idaho. We also receive feedback from the community regarding our work. Our production team ascertains issues in the community and uses this information to plan local program productions. Each quarter, we prepare and post on the FCC website lists of programs we air that provide the station's most significant treatment of community issues.

IdahoPTV continues to do qualitative and quantitative research on existing programs. Surveys have been conducted and research has been executed by external entities to design content, define platform use, and metrics for success. It has proved a useful tool to launch a new series

or re-engineer an existing one. External groups have provided surveys and analytics, demographic data, environmental scans, content audits and communications plans. We have also used surveys and other analytical tools to look at what our education department is doing for Idaho communities and how people see our work. We see this as a way to better understand and serve all Idahoans on all platforms.

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1. Benchmark is based on industry standard and the need to reach as many Idahoans as possible via all the content and video technologies.
2. Benchmark is based on industry standard and the need to reach as many Idahoans as possible via all the content and video technologies.
3. Benchmark is based on an analysis of historical trends combined with desired level of achievement.
4. Benchmark is based on agency research and the need to reach as many Idahoans as possible via all the content and video technologies and to reach younger demographics.
5. Benchmark is based on agency research and the need to reach as many Idahoans as possible via all the content and video technologies and to reach younger demographics.
6. Benchmark is based on agency research and the need to reach as many Idahoans as possible via all the content and video technologies and to reach younger demographics.
7. Benchmark is based on an analysis of historical trends combined with desired level of achievement.
8. Benchmark is based on an analysis of historical trends combined with desired level of achievement.
9. Benchmark is based on an analysis of historical trends combined with desired level of achievement.
10. Benchmark is based on industry standard combined with desired level of achievement.
11. Benchmark is based on industry standard combined with analysis of workforce needs.
12. Benchmark is based on industry standard of best practices.
13. Benchmark is based on an analysis of historical trends combined with desired level of achievement.
14. Benchmark is based on an analysis of historical trends combined with desired level of achievement.

	State Board of Education Goals				
	Goal 1: EDUCATIONAL SYSTEM ALIGNMENT	***Goal 2: EDUCATIONAL READINESS***	***Goal 3: EDUCATIONAL ATTAINMENT***	***Goal 4: WORKFORCE READINESS***	***Goal 5:***
Institution/Agency Goals and Objectives					
GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT – Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.					
Objective A: Maintain a digital statewide infrastructure in cooperation with public and private entities.	✓				
Objective B: Nurture and foster collaborative partnerships with other Idaho state entities and educational institutions to provide services to the citizens of Idaho.	✓				
Objective C: Provide access to IdahoPTV new media content to citizens, anywhere, that supports participation and education.	✓				
Objective D: Broadcast educational programs and provide related resources that serve the needs of Idahoans, which include children, ethnic minorities, learners, and teachers.	✓				
Objective E: Contribute to a well-informed citizenry.	✓				
Objective F: Provide relevant Idaho-specific information.	✓				
Objective G: Provide high-quality, educational television programming and new media content.	✓				
Objective H: Operate an effective and efficient organization.	✓				

GOAL 2: EDUCATIONAL READINESS – Provide a rigorous, uniform, and thorough education that empowers students to be lifelong learners and prepares all students to fully participate in their community and postsecondary and work force opportunities by assuring they are ready to learn at the next educational level.					
Objective: Be a relevant, educational and informational resource to all citizens.		✓			
GOAL 3: EDUCATIONAL ATTAINMENT – Idaho's public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy.					
GOAL 4: WORKFORCE READINESS – The educational system will provide an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness.					

Idaho State Department of Education
Strategic Plan

FY2024 – 2028

MISSION STATEMENT

The Idaho State Department of Education provides the highest quality of support and collaboration to Idaho's public schools, teachers, students and parents.

VISION STATEMENT

Supporting Schools and Students to Achieve.

GOALS

1. Ensure 80% of Idaho's K-3 students are proficient readers, as indicated by the Idaho Reading Indicator (IRI).
   - (State Board Alignment: Goal 2, Educational Readiness).
2. All Idaho students graduate ready for life and prepared for college, job training and in-demand careers
   - (State Board Alignment: Goal 3, Educational Attainment; Goal 4, Workforce Readiness).
3. Idaho attracts and retains great teachers and school building leaders
   - (State Board Alignment: Goal 2, Educational Readiness).
4. Collaborate with Idaho education stakeholders to promote academic growth and student achievement
   - (State Board Alignment: Goal 1, Educational System Alignment)

GOAL 1

Ensure 80% of Idaho's K-3 students are proficient readers, as indicated by the Idaho Reading Indicator (IRI).

Objective A: Support school district and public charter schools that align with the science of reading.

The State Department of Education is committed to supporting schools in choosing research-based early literacy, proven to be effective in helping our Idaho students learn how to read. Our Idaho Content Standards are the basis for recommended curriculum. Additionally, the SDE's Content and Curriculum team will be working with local educators/stakeholders and Idaho's top-performing schools to identify early literacy curricula that meet the needs of local communities, while ensuring all students learn at a high level. Additionally, the SDE will focus on identifying high-performing practices throughout Idaho to ensure all districts know "what's working" in

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Idaho education. Through this process, the SDE will work to ensure these "best practices" are offered, through professional development, to all Idaho schools.

Objective B: 50 'new' Idaho schools will understand and use the Professional Learning Community practice, as a means to ensure their students are achieving reading proficiency on the IRI.

The Professional Learning Community (PLC) model, resulting in systems support in the form of Response to Intervention (RtI) and/or a Multi-Tiered System of Support MTSS), is a key activity in improving Idaho's K-3 literacy schools. PLCs focus on data-based, student-centered decisions regarding curriculum, teaching (instruction) and personnel. As our Idaho schools implement PLCs with fidelity, Idaho students will participate in core reading programs focused on the Science of Reading, participate in research-based Tier II interventions, and receive individualized Tier III reading supports, designed to assist our most challenged readers.

Performance Measures: Percentage of students placing as proficient/at grade level on the spring Idaho Reading Indicator (IRI) K-3.

Graphic Coming Soon

GOAL 2
All Idaho graduates are ready for life and prepared for college, job training and in-demand careers.

Objective A: Provide ongoing support and professional development around the Idaho College and Career Readiness Competencies.

Proficiency in basic academic skills, including math, reading, and writing, are foundational to an educated and productive citizenry. Successful application of this learning requires both technical and behavioral competencies.

Approved in 2017 by the Idaho State Board of Education, these competencies represent a set of knowledge, skills, and attributes that broadly prepare high school graduates for a successful transition into some form of postsecondary education and/or the workplace. College and career readiness is the attainment and demonstration of these competencies.

Objective B: Ensure funding and programs are strategically aligned for student achievement.

The Public School appropriation is provided to ensure Idaho schools receive the support they need to help our Idaho students achieve success. The State Department of Education is responsible for ensuring the professional development and contracted services align with the vision to support early literacy, middle school math, and career/technical education in Idaho.

Specific projects associated with this strategy include:

- Align H267: Idaho Career Ready Students Program expenditures with the Idaho College and Career Readiness Competencies and local community needs related to CTE
  Align contracted services with education partners (i.e., Idaho Building Capacity Project,

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Regional Math Centers, SMART Coaches, Cultivating Readers, etc.) to ensure (1) consistent, comparable, research-based support throughout Idaho, stemming from (2) a clear scope of work, created through collaboration with SDE-established priorities.

Objective C: Implementation of the Idaho Career Reading Students (ICRS) program (H267) and facilitate its alignment with added-cost funding and other career technical investments.

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Performance Measures: TBD

Graphic Coming Soon

GOAL 3
Idaho attracts and retains great teachers and school building leaders.

Objective A: Work with university and alt-route partners to ensure Idaho teachers are prepared for the difficulties of real-world, classroom teaching.

A teacher's first year of classroom experience often influences whether the teacher will remain in the profession for 3+ years (or move away from the teaching profession). Ensuring our Idaho teachers are prepared for challenges associated with real-world classroom behavior management and the teaching skills necessary to ensure all students learn (i.e., trained in the Science of Reading) is a top priority in working with our university partners.

Specific projects associated with this strategy include:

- Survey/interview first-year staff to inquire on their level of preparedness for their first year of teaching: Identity areas for improvement.
- Survey/interview teachers choosing to leave the profession in their first 5 years of teaching: Identify reasons for leaving.
- Review university syllabi to ensure teacher preparation programs are providing training for real-world, classroom management and working with students who exhibit disruptive behavior in the classroom.
- Review university syllabi to ensure teacher preparation programs are explicitly training teachers in the Science of Reading as part of the K-8 certificated training.

Objective B: Work with the State Board of Education, Idaho universities and local school districts to provide on-site training and mentorship for teachers in their first and second years of classroom teaching.

Performance Measures: Reduce the percentage of Idaho teachers leaving the profession within the first 5 years of service.

Graphic Coming Soon

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GOAL 4
Collaborate with Idaho education stakeholders to promote academic growth and student achievement

Objective A: Provide targeted support to identified districts.

The Idaho Consolidated State Plan outlines Idaho's accountability system for identifying schoolstargeted for improvement, based on requirements in the Elementary and Secondary Education Act, reauthorized as Every Student Succeeds Act (2015). The State Department of Education will work with Idaho schools to implement the Professional Learning Community (PLC)model of student support as a means to provide systemic change leading to student achievement. Additionally, SDE staff will work with Idaho schools to develop Response to Intervention (RtI) and Multi-Tiered Systems of Support (MTSS) to Idaho students through the PLC model.

Specific projects associated with this strategy include:

- Work with education partners and stakeholders to consolidate and align school supports from the Idaho Building Capacity Project, Regional Math Centers, the Idaho Superintendent Network, the Idaho Principal Network, SMART Coaches, ELA coaches (IBC), Capacity Builders, Cultivating Reading coaches, etc, etc.
- Provide on-site training and support to Idaho schools in the development and implementation of the PLC model for student support
- Provide on-site training and support to Idaho schools in the development and implementation of the RtI and MTSS models to support, within the PLC framework.
- Provide on-site training and support in the research and adoption process of research-based reading and math curricula for Idaho students.

Performance Measures: TBD

Graphic Coming Soon

Key External Factors
Movement toward meeting the specified goals is contingent on the actions of state policymakers, efforts of education stakeholders and the work occurring in districts and charter schools.

Evaluation Process
The objectives outlined in this plan will be reviewed at least annually to assess the SDE's progress toward reaching benchmarks. As necessary, the SDE will identify barriers to success, strategies for improvement and any additional resources necessary to make measurable progress. The SDE will align its annual budget request and legislative agenda to support schools and students to achieve.

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STATE DEPARTMENT OF EDUCATION
APRIL 25, 2023

TAB	DESCRIPTION	ACTION
1	**SUPERINTENDENT'S PRIORITIES**	Information Item
2	**UNIVERSITY OF IDAHO TEACHER PREPARATION PROGRAM**	Information Item
3	**ESEA CONSOLIDATED STATE PLAN - AMENDMENT**	Action Item

STATE DEPARTMENT OF EDUCATION

SUBJECT
University of Idaho Teacher Preparation Program

APPLICABLE STATUTE, RULE, OR POLICY
Section 33-114, Idaho Code

BACKGROUND/DISCUSSION
The University of Idaho Educator Preparation Program is a Board approved educator preparation program for certification purposes.

Dr. Brooke Blevins, Dean of the University of Idaho College of Education, Health and Human Sciences will provide an update and overview of the Educator Preparation Program and include information on how the U of I is ensuring that its graduates are utilizing the science of reading techniques to teach Idaho students.

As the State Department of Education explores ways to increase English/language arts (ELA) scores, they have heard from experts that ELA scores will rise if Idaho teachers are utilizing the science and practice of reading as they are teaching reading to Idaho students in kindergarten through grade 12.

IMPACT
This informational item will give Board members an opportunity to discuss with Dean Blevins the steps the University of Idaho is taking in assuring all of the teacher candidates exiting their program are learner ready when they enter the class room as well as how they are aligning to the Board's comprehensive literacy plan and dyslexia handbook.

BOARD STAFF COMMENTS AND RECOMMENDATIONS
In addition to those sections of Idaho Code that establish the responsibility of setting educator certification requirements with the State Board of Education, Section 33-114, Idaho Code, establishes the supervision and control of professional education personnel with the Board and assigns the responsibility to the Board for the approval of programs that educate school personnel in all higher education institutions in the state, both public and private. This includes setting standards for educator preparation programs that include administrator programs, instructional staff programs, and pupil services staff programs. Additionally, the Board is responsible for setting content area standards and the requirements for the approval and review of all approved educator preparation programs. Board staff are currently working to update the program review process, focusing on identifying highly effective programs and incorporating feedback from not only existing approved educator preparation programs but also educators working in Idaho public schools who work directly with completers from Board approved educator preparation programs and student outcomes.

BOARD ACTION

This item is for informational purposes only.

STATE DEPARTMENT OF EDUCATION

SUBJECT

Superintendent's Priorities

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Bylaws (Operational Procedures) Section E.4.
Sections 33-125, 125A, and 127, Idaho Code

BACKGROUND/DISCUSSION

Idaho State Board of Education Bylaws establish the superintendent of public instruction as responsible for 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.

Debbie Critchfield was sworn into office as the Idaho Superintendent of Public Instruction on January 2, 2023. She will update the State Board of Education on the Superintendent's priorities over the past three months and moving forward.

- Financial Literacy
- Parental Rights
- Graduation Requirements
- Post-Legislative Tour
- Curriculum Review
- Behavioral Health
- Math Initiative
- Career Ready Students
- Empowering Parents

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to the Idaho Constitution, Article IX, Section 2, the state superintendent of public instruction is established as an ex officio member of the Board of Education. Additionally, Article IX, Section 7, established the superintendent of public instruction as one of the members of the State Board of Land Commissioners. No other duties are prescribed by the Constitution, all other duties are set either through Idaho Code or the Board's Governing Policies and Procedures. In addition to appointments to the Idaho School Safety and Security Advisory Board and the Board of Directors for the Idaho Bureau of Educational Services for the Deaf and Blind, Idaho Code assigns responsibility for carrying out polices, procedures and duties authorized by law or established by the Board for elementary and secondary school maters to the State Department of Education, as an executive agency of the Board, and the state superintendent as the executive officer for the Department. Additional responsibilities include such things as appointing staff to the Department of Education as prescribed in chapter 16, title 59 and chapter 53, title 67, Idaho code; to set uniform accounting and financial reports, management of identified grants; approval of staff contracting forms and district budgeting forms; appointing initial trustee members for newly created school districts; and issue orders of school district boundary changes after approval by the applicable electors, to name a few. Section 33-107, Idaho Code,

authorizes the Board to delegate additional duties to its chief executive officers and executive secretary. Delegation of statutory duties of the Board must be done through the establishment of such delegation in Board policy.

BOARD ACTION

This item is for informational purposes only.

STATE DEPARTMENT OF EDUCATION

SUBJECT

Elementary Secondary Education Act (ESEA) - Consolidated State Plan - Amendment

REFERENCE

June 2017	Board received an update on the development of and initial draft of Idaho's Consolidated State Plan and provided input and feedback.
August 2017	Board approved Idaho's Every Student Succeeds Act (ESSA) Consolidated Plan and approved the Department to submit the plan to the U.S. Department of Education on behalf of the Board.
February 2018	Board approved a revised Consolidated State Plan based on review and feedback from the U.S. Department of Education.
December 2018	Board received the Accountability Oversight Committee 2018 Student Achievement Report and Recommendations.
February 2019	Board approved amendments to the Idaho Consolidated State Plan.
August 2019	Board received an assessment and accountability update.
March 2020	Board approved a waiver submission to the U.S. Department of Education of several reporting and accountability requirements outlined in the Consolidated Plan in response to COVID-19 disruptions. The Board also waived the requirement in 08.02.03.111 for the administration of the Idaho Standard Achievement Test (ISAT) and alternate assessments for students with significant cognitive disabilities, in English Language Arts, Math and Science, in grades 3-8 and high school for the 2019-2020 school year.
April 6, 2020	Board received an update on the availability of additional ESEA waivers from the U.S. Department of Education.
April 13, 2020	Board approved a waiver for submission to the U.S. Department of Education of several reporting and accountability requirements outlined in the Consolidated Plan in response to COVID-19 disruptions. The Board also waived the requirement in 08.02.03.111 for the administration of the Idaho Standard Achievement Test (ISAT) and alternate

	assessments for students with significant cognitive disabilities, in English Language Arts, Math, and Science, in grades 3-8 and high school for the 2019-2020 school year.
October 2020	Board received an update on assessment administration and accountability calculations for the 2020-2021 school year.
January 2021	Board approved an accountability addendum based on existing U.S. Department of Education guidance for modifying calculations and identifications following the 2020-2021 school year.
April 2021	Board reviewed the proposed accountability waiver and postponed action pending waiver of the 95 percent participation rule in IDAPA 08.02.03.112.
June 2021	Board waived the 95 percent participation rule in IDAPA 08.02.03.112 and approved the accountability waiver and school identification for submission to the U.S. Department of Education.
December 15, 2021	Board received an update on proposed future amendments to the ESEA Consolidated State Plan.
April 2022	Board approved the 2021-2022 Addendum to the Idaho ESEA Consolidated Sate Plan based on existing U.S. Department of Education guidance for modifying calculations and identifications following the 2021-2022 school year.
June 2022	Board approved temporary rule Docket 08-0203-2202, including the addition of chronic absenteeism to Section 112 Subsection 03, School Quality Measures, and student engagement survey to Section 112 Accountability, as well as amending the assessment section to account for administering assessments at the high school level using a modified cohort model.
August 2022	Board approved proposed rule Docket 08-0203-2201, including the addition of chronic absenteeism to Section 112 Subsection 03, School Quality Measures, and student engagement survey to Section 112 Accountability, as well as amending the assessment section to account for administering assessments at the high school level using a modified cohort model.
October 2022	Board approved the 2022-2023 Amendment to the Idaho ESEA Consolidated Sate Plan.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-110, Idaho Code IDAPA 08.02.03

BACKGROUND/DISCUSSION

The U.S. Department of Education approved Idaho's ESEA Consolidated State Plan (Plan) in March 2018. Prior to the 2018-2019 school year, the state implemented its new school accountability system for through the Board's amendments to IDAPA 08.02.03. In accordance with the Plan, schools were identified for Comprehensive Support and Improvement (August 2018), Targeted Support and Improvement (October 2018). As we strive for continuous improvement of the system, the State Department of Education (Department) conducted an evaluation of the accountability system to ensure the individual metrics and the system as a whole functioned as intended. This analysis and stakeholder feedback after the system was operationalized identified areas of the Plan where additional information or updates are necessary to best serve schools and students.

Department staff met with the Board's Accountability Oversight Committee (AOC) on January 20, 2022 and February 14, 2022 to finalize the draft of 2021-2022 ESEA Addendum for the 2021-2022 school year, which was necessary as a result of the COVID-19 disruptions. The addendum was approved by the Board on April 20, 2022 to include the following changes:

- Adjusting growth calculation methodology for the progress in achieving English language proficiency indicator.

- Pausing some of the school quality or student success indicators not used in school identification due to data collection issues.

- Adjusting identification methodology due to COVID-19 disruptions and data availability for
  - Comprehensive support and improvement schools;
  - Targeted support and improvement schools; and
  - Additional targeted support and improvement schools; and

- Adjusting exit criteria for the comprehensive support and improvement schools.

In May 2022, the Department drafted a proposed ESEA Consolidated State Plan amendment for the 2022-2023 school year, consistent with the previously approved 2021-2022 ESEA addendum, along with additional technical corrections. In addition, the proposed ESEA Consolidated State Plan amendment for the 2022-2023 school year also reflects that the Board approved pending rule Docket 08-0203-2101 and temporary rule Docket 08-0203-2202, including the removal of student engagement survey and the addition of chronic absenteeism as part of the school quality or student success indicator. Lastly, the proposed ESEA Consolidated State Plan amendment extends the 2022 long-term goals to 2023 for the academic achievement and four-year graduation rate indicators due to COVID-19 related disruptions and limited data availability.

The Department collected public comments on the proposed ESEA Consolidated State Plan amendment from May 9 to June 7, 2022. A public comments survey link was posted on the Department's website and was also emailed to 866 internal and external stakeholders. A total of 33 responded, most anonymously; nine (9) from a school or local education agency. Large majorities commenting on the replacement of the engagement survey by chronic absenteeism opposed this measure (14 of 16 opposed it for K-8 schools; 10 of 16 opposed it for high schools), see Attachment 3 for the actual comments.

In August 2022, the Department once again drafted a proposed amendment to the Consolidated State Plan of the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeed Act (ESSA) for the 2022-23 school year, consistent with the State Board of Education (Board) adopted proposed rule Docket 08-0203-2201. The proposed amendment includes the addition of two non-academic indicators: a student engagement survey and chronic absenteeism, as part of the state accountability system. The proposed amendment also substantially modifies the academic indicator for the high school testing population, impacting how the Department calculates participation and proficiency rates for federal and state accountability and reporting purposes. The proposed amendment also adjusts the school improvement qualitative review criteria for small schools.

The Department collected public comments on the proposed ESEA Consolidated State Plan amendment from August 29 to September 23, 2022. A public comments survey link was posted on the Department's website and was also emailed to all superintendents, charter school administrators, district testing coordinators, and principals, as identified in the state longitudinal data system K-12 program contact file. In addition, the notification was forwarded to Title I-A practitioners, special education directors, and external stakeholders including, but not limited to, the Idaho Education Association, Idaho Association of School Administrators, and Idaho School Boards Association. A total of 33 responses were received, most anonymously; nine (9) from a school or local education agency. Large majorities commenting on the replacement of the engagement survey by chronic absenteeism opposed this measure (14 of 16 opposed it for K-8 schools; 10 of 16 opposed it for high schools), see Attachment 3 for the actual comments.

The amendment was approved by the Board on October 20, 2022 and subsequently submitted to the U.S. Department of Education for their approval. In March 2022, the Department once again drafted a proposed amendment to the Consolidated State Plan of the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeed Act (ESSA) for the 2022-23 school year, in response to the feedback provided by the U.S. Department of Education. The proposed amendment includes technical corrections and clarifications requested by the U.S. Department of Education, in addition to a request to extend the 2022 long-term goals to 2024.

The Department collected public comments on the proposed ESEA Consolidated State Plan amendment from March 23 to April 6, 2023. A public comments survey link was posted on the Department's website and was also emailed to all superintendents, charter school administrators, district testing coordinators, and principals, as identified in the state longitudinal data system K-12 program contact file. In addition, the notification was also sent to the external stakeholders such as the Idaho School Boards Association and Idaho Association of School Administrators. A total of 6 responded, three of which had comments relevant to the proposed ESEA Consolidated State Plan.

IMPACT

Once the 2022-2023 amendment is approved by the Board, it will be resubmitted to the U.S. Department of Education. This agenda item provides the Board with information on proposed changes to the ESEA Consolidated State Plan that are necessary as a result of the feedback received from the U.S. Department of Education. Proposed changes will not take effect until the amendment is approved by U.S. Department of Education.

ATTACHMENTS

Attachment 1 – ESEA Consolidated State Plan SY2022-2023 Amendment
Attachment 2 – ESEA Consolidated State Plan SY2022-2023 Summary of Change Round 3
Attachment 3 – Public Comments on the Proposed Amendment Round 3

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Section 33-110, Idaho Code, designates the State Board of Education as the State Educational Agency (SEA) and authorizes the Board to negotiate with the federal government, and to accept financial or other assistance to further the cause of education. The Elementary Secondary Education Act (ESEA) as reauthorized by the Every Student Succeeds Act (ESSA) of 2015 requires each state's SEA to submit plans outlining how they will meet the requirements of ESSA to be eligible for the federal funding attached to the requirements. States were allowed to submit individual plans for each Title contained in the law or they had the option to submit a single consolidated plan. Idaho, like most states, submitted a single consolidated plan. The Board approved Idaho's Consolidated State Plan at the August 2017 Board meeting. Provisions in ESSA (34 C.F.R. § 299.13(b) and 299.15(a) – Consultation and Stakeholder Engagement, 34 C.F.R. § 299.13(b) – Public Notice and Outreach and Input, and ESSA § 8540 Governor's Consultation) require much broader stakeholder engagement than was previously required under the Elementary and Secondary Education Act in the development of state plans.

In addition to codifying Idaho's accountability framework requirements for state and federal accountability in administrative rule, IDAPA 08.02.03.112.04 provides that the State Board of Education is responsible for determining methodologies for reporting progress and determining performance on the accountability measures. Any changes to the state accountability framework or the state comprehensive

assessment program identified in IDAPA 08.02.03 must be promulgated through the negotiated rulemaking process prior to those amendments being made in the ESEA Consolidated State Plan. Methodologies for determining progress, setting growth and achievement targets, or identifying schools based on the performance measures can be changed through Board action without having to amend or waive any provisions in IDAPA 08.02.03. As the SEA, any amendments or requests for waivers to the ESEA Idaho Consolidated State Plan must be approved by the Board prior to submittal of the plan to the U.S. Department of Education. Any amendments or waivers that conflict with the accountability provisions in IDAPA 08.02.03 would also require a waiver or amendment to those provisions. IDAPA 08.02.03 sets out the metrics used for school and district accountability, and designates the State Board of Education as the body responsible for setting annual measurable progress goals and outcomes for schools not meeting those goals. IDAPA 08.02.03 requires all of the measures in the accountability framework be collected and used. While the majority of the measures in the accountability framework were established in 2016, chronic absenteeism was added in 2021, effective for the 2021-2022 school year. This amendment to the accountability framework in state Administrative Code went through the full negotiated rulemaking process. During the negotiated rulemaking process on 1 comment was received with concerns around using chronic absenteeism, with the majority of feedback agree than using chronic absenteeism and removing the engagement survey was a more meaningful measure for schools.

At the time the Board established the existing accountability framework, the intention was to provide multiple measures of school and district performance that would provide a more complete picture of school performance and opportunities provided to students, and that all of the accountability measures would be made available to the public. At this time, there are a number of school quality measures such as those related to college and career advising that had not been previously collected and reported.

The process the Board uses for making amendments to the Consolidated State Plan includes those amendments first being submitted to the Accountability Oversight Committee (AOC) for their recommendation and then coming to the Board for formal action. Small technical changes or temporary waivers may be submitted directly to the Board for consideration without recommendation from the Accountability Oversight Committee when time is of the essence. The proposed amendments replace the engagement survey with the chronic absenteeism school quality measure, extension of the 2022 long-term tools to 2024, and makes technical corrections. The Accountability Oversight Committee has reviewed the amendments and recommends approval by the Board. Board staff recommends approval.

BOARD ACTION

I move to approve the Amendment to the Elementary and Secondary Education Act of 1965 (ESEA) as amended by the Every Student Succeeds Act (ESSA) Consolidated State Plan as provided in Attachment 1, and to authorize the Board President to submit the amendment request on behalf of the State Board of Education.

Moved by _____ Seconded by _____ Carried Yes _____ No ____

Idaho's Consolidated State Plan

IDAHO STATE DEPARTMENT OF EDUCATION
IDAHO STATE BOARD OF EDUCATION

650 W STATE STREET, 2ND FLOOR
BOISE, IDAHO 83702

(208) 332 6800

WWW.SDE.IDAHO.GOV/TOPICS/CONSOLIDATED-PLAN

Idaho's Consolidated State Plan

The Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act

~~June 18, 2019~~
March 23, 2023 Redlined Version
Amended

INTRODUCTION

Section 8302 of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA),[1] requires the Secretary to establish procedures and criteria under which, after consultation with the Governor, a State educational agency (SEA) may submit a consolidated State plan designed to simplify the application requirements and reduce burden for SEAs. ESEA section 8302 also requires the Secretary to establish the descriptions, information, assurances, and other material required to be included in a consolidated State plan. Even though an SEA submits only the required information in its consolidated State plan, an SEA must still meet all ESEA requirements for each included program. In its consolidated State plan, each SEA may, but is not required to, include supplemental information such as its overall vision for improving outcomes for all students and its efforts to consult with and engage stakeholders when developing its consolidated State plan.

COMPLETING AND SUBMITTING A CONSOLIDATED STATE PLAN

Each SEA must address all of the requirements identified below for the programs that it chooses to include in its consolidated State plan. An SEA must use this template or a format that includes the required elements and that the State has developed working with the Council of Chief State School Officers (CCSSO).

Each SEA must submit to the U.S. Department of Education (Department) its consolidated State plan by one of the following two deadlines of the SEA's choice:

- **April 3, 2017;** or
- **September 18, 2017**.

Any plan that is received after April 3, but on or before September 18, 2017, will be considered to be submitted on September 18, 2017.

Alternative Template

If an SEA does not use this template, it must:

- Include the information on the Cover Sheet;
- Include a table of contents or guide that clearly indicates where the SEA has addressed each requirement in its consolidated State plan;
- Indicate that the SEA worked through CCSSO in developing its own template; and
- Include the required information regarding equitable access to, and participation in, the programs included in its consolidated State plan as required by section 427 of the General Education Provisions Act. See Appendix C.

Individual Program State Plan

An SEA may submit an individual program State plan that meets all applicable statutory and regulatory requirements for any program that it chooses not to include in a consolidated State plan. If an SEA intends to submit an individual program plan for any program, the SEA must submit

[1] *Unless otherwise indicated, citations to the ESEA refer to the ESEA, as amended by ESSA.*

the individual program plan by one of the dates above, in concert with its consolidated State plan, if applicable.

Consultation

Under ESEA section 8540, each SEA must consult in a timely and meaningful manner with the Governor or appropriate officials from the Governor's office, including during the development and prior to submission of its consolidated State plan to the Department. A Governor shall have 30 days prior to the SEA submitting the consolidated State plan to the Secretary to sign the consolidated State plan. If the Governor has not signed the plan within 30 days of delivery by the SEA, the SEA shall submit the plan to the Department without such signature.

Assurances

In order to receive fiscal year (FY) 2017 ESEA funds on July 1, 2017, for the programs that may be included in a consolidated State plan, and consistent with ESEA section 8302, each SEA must also submit a comprehensive set of assurances to the Department at a date and time established by the Secretary. In the near future, the Department will publish an information collection request that details these assurances.

For Further Information:
If you have any questions, please contact your Program Officer at OSS.[State]@ed.gov (e.g., OSS.Alabama@ed.gov).

COVER PAGE

Contact Information and Signatures

SEA Contact (Name and Position):

Sherri Ybarra
State Superintendent of Public Instruction
(208) 332-6815
sybarra@sde.idaho.gov

Dr. Linda Clark
President, Idaho State Board of Education
(208) 334-2270
clarklindaid@gmail.com

Idaho State Department of Education
PO Box 83720
Boise ID 83720

By signing this document, I assure that: *To the best of my knowledge and belief, all information and data included in this plan are true and correct. The SEA will submit a comprehensive set of assurances at a date and time established by the Secretary, including the assurances in ESEA section 8304.*
Consistent with ESEA section 8302(b)(3), the SEA will meet the requirements of ESEA sections 1117 and 8501 regarding the participation of private school children and teachers.

Authorized SEA Representative (Printed Name)
Superintendent Sherri Ybarra

Dr. Linda Clark,
President, Idaho State Board of Education

February 27, 2019

Signature of Authorized SEA Representatives
Superintendent Sherri Ybarra

Date:

Dr. Linda Clark,
President, Idaho State Board of Education

Date: February 27, 2019

Governor
Brad Little

Date SEA provided plan to the Governor under ESEA section 8540:

Signature of Governor

Date: February 27, 2019

COVER PAGE FOR THE 2023 AMENDMENT

Contact Information and Signatures	
SEA Contact (Name and Position) Kurt Liebich, President, Idaho State Board of Education	Telephone 208-332-1571
Mailing Address: 650 West State Street Suite 307 Boise, ID 83720	Email Address: Florence.lince@osbe.idaho.gov
Authorized SEA Representative (Printed Name) **Kurt Liebich**	Telephone: 208-332-1571
Signature of Authorized SEA Representative	Date: November 14, 2022
Authorized SEA Representative (Printed Name) **Sherri Ybarra**	Telephone: 208-332-6815
Signature of Authorized SEA Representative	Date: November 15, 2022

The SEA, through its authorized representative, agrees to the enclosed assurances.

PROGRAMS INCLUDED IN THE CONSOLIDATED STATE PLAN

Instructions

Indicate below by checking the appropriate box(es) which programs the SEA included in its consolidated State plan. If an SEA elected not to include one or more of the programs below in its consolidated State plan, but is eligible and wishes to receive funds under the program(s), it must submit individual program plans for those programs that meet all statutory and regulatory requirements with its consolidated State plan in a single submission.

☒ Check this box if the SEA has included all of the following programs in its consolidated State plan.

Or

If all programs are not included, check each program listed below that the SEA includes in its consolidated State plan:

☐ Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies
☐ Title I, Part C: Education of Migratory Children
☐ Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
☐ Title II, Part A: Supporting Effective Instruction
☐ Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
☐ Title IV, Part A: Student Support and Academic Enrichment Grants
☐ Title IV, Part B: 21st Century Community Learning Centers
☐ Title V, Part B, Subpart 2: Rural and Low-Income School Program
☐ Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act: Education for Homeless Children and Youth Program (McKinney-Vento Act)

Instructions

Each SEA must provide descriptions and other information that address each requirement listed below for the programs included in its consolidated State plan. Consistent with ESEA section 8302, the Secretary has determined that the following requirements are absolutely necessary for consideration of a consolidated State plan. An SEA may add descriptions or other information, but may not omit any of the required descriptions or information for each included program.

a. **Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies (LEAs)**

1. **Challenging State Academic Standards and Assessments** *(ESEA section 1111(b)(1) and (2) and 34 CFR §§ 200.1–200.8.)*[2]

2. **Eighth Grade Math Exception** *(ESEA section 1111(b)(2)(C) and 34 CFR § 200.5(b)(4)):*

i. Does the State administer an end-of-course mathematics assessment to meet the requirements under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA?

☐ Yes

☒ No

ii. If a State responds "yes" to question 2(i), does the State wish to exempt an eighth-grade student who takes the high school mathematics course associated with the end-of-course assessment from the mathematics assessment typically administered in eighth grade under section 1111(b)(2)(B)(v)(I)(aa) of the ESEA and ensure that:

a. The student instead takes the end-of-course mathematics assessment the State administers to high school students under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;

b. The student's performance on the high school assessment is used in the year in which the student takes the assessment for purposes of measuring academic achievement under section 1111(c)(4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4)(E) of the ESEA;

c. In high school:

i. The student takes a State-administered end-of-course assessment or nationally recognized high school academic assessment as defined in 34 CFR § 200.3(d) in mathematics that is more advanced than the assessment the State administers under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;

ii. The State provides for appropriate accommodations consistent with 34 CFR § 200.6(b) and (f); and

iii. The student's performance on the more advanced mathematics assessment is used for purposes of measuring academic achievement under section 1111(c)(4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4)(E) of the ESEA.

☐ Yes

☒ No

iii. If a State responds "yes" to question 2(ii), consistent with 34 CFR § 200.5(b)(4), describe, with regard to this exception, its strategies to provide all students in the State the opportunity to be prepared for and to take advanced mathematics coursework in middle school.

Not applicable.

[2] *The Secretary anticipates collecting relevant information consistent with the assessment peer review process in 34 CFR § 200.2(d). An SEA need not submit any information regarding challenging State academic standards and assessments at this time.*

3. **Native Language Assessments** (ESEA section 1111(b)(2)(F) and 34 CFR § 200.6(f)(2)(ii)):

i. Provide its definition for "languages other than English that are present to a significant extent in the participating student population," and identify the specific languages that meet that definition.

Idaho's definition for languages other than English that are present to a significant extent in the participating student population, is a language spoken by 5% or more of all students, or 20% or more of English Learners.

Over 150 different language and dialects are native to Idaho students. To identify specific languages other than English that are present to a significant extent, we referenced our data from the SY1516 Consolidated State Performance Report, which captures the top five (5) commonly spoken languages shown in Table 1 below.

Table 1: Idaho's top five languages spoken by English Learner populations

Language	# of EL Students
Spanish	11,124
Arabic	389
Swahili	196
Somali	148
Chinese	133

Spanish is the most predominant language, representing nearly 80% of our English Language learners.

ii. Identify any existing assessments in languages other than English, and specify for which grades and content areas those assessments are available.

Currently the Idaho Standards Achievement Test (ISAT) in Science, administered in grades 5, 8, and 11 ~~and 7~~, is offered in both English and Spanish. The statewide mathematics assessment, developed by Smarter Balanced and administered in grades 3-8 and high school, is offered in a Spanish/English stacked translation format. Neither the ISAT English Language Arts by Smarter Balanced or the English Language Proficiency Assessment developed by WIDA, are offered in translated versions because English language is a critical component of the measured constructs of these two required statewide assessments.

iii. Indicate the languages identified in question 3(i) for which yearly student academic assessments are not available and are needed.

At this time, there are no other languages of origin for students that constitute a large enough percentage of the statewide student population to require additional translated versions of any Idaho Statewide assessment.

iv. Describe how it will make every effort to develop assessments, at a minimum, in languages other than English that are present to a significant extent in the participating student population including by providing

a. The State's plan and timeline for developing such assessments, including a description of how it met the requirements of 34 CFR § 200.6(f)(4);
b. A description of the process the State used to gather meaningful input on the need for assessments in languages other than English, collect and respond to public comment, and consult with educators; parents and families of English learners; students, as appropriate; and other stakeholders; and
c. As applicable, an explanation of the reasons the State has not been able to complete the development of such assessments despite making every effort.

Not applicable.

4. **Statewide Accountability System and School Support and Improvement Activities** *(ESEA section 1111(c) and (d))*:

i. **Subgroups** *(ESEA section 1111(c)(2))*:
a. List each major racial and ethnic group the State includes as a subgroup of students, consistent with ESEA section 1111(c)(2)(B).

Within Idaho's accountability system, all required consistently underperforming subgroups are included in both federal reporting, as well as comprehensive and targeted school identifications.

- Economically disadvantaged are students with a free or reduced-price lunch status.
- English learners are those who have not yet tested as English proficient.
- Major racial and ethnic groups include American Indian or Alaskan Native, Asian, Black or African American, Native Hawaiian or Pacific Islander, White, Hispanic or Latino.
- Students with disabilities are students that meet eligibility criteria as outlined in the Idaho Special Education Manual according to the Individuals with Disabilities Education Act (IDEA).

b. If applicable, describe any additional subgroups of students other than the statutorily required subgroups (*i.e.*, economically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners) used in the Statewide accountability system.

Not applicable.

c. Does the State intend to include in the English learner subgroup the results of students previously identified as English learners on the State assessments required under ESEA section 1111(b)(2)(B)(v)(I) for purposes of State accountability (ESEA section 1111(b)(3)(B))? Note that a student's results may be included in the English learner subgroup for not more than four years after the student ceases to be identified as an English learner.
☒ Yes
☐ No

d. If applicable, choose one of the following options for recently arrived English learners in the State:

☒ Applying the exception under ESEA section 1111(b)(3)(A)(i); or
☐ Applying the exception under ESEA section 1111(b)(3)(A)(ii); or
☐ Applying the exception under ESEA section 1111(b)(3)(A)(i) or under ESEA section 1111(b)(3)(A)(ii). If this option is selected, describe how the State will choose which exception applies to a recently arrived English learner.

ii. Minimum N-Size *(ESEA section 1111(c)(3)(A))*:

a. Provide the minimum number of students that the State determines are necessary to be included to carry out the requirements of any provisions under Title I, Part A of the ESEA that require disaggregation of information by each subgroup of students for accountability purposes.

The minimum number of students required for the all-students group and each student group listed in section A(4)(i)(a) of this plan to be included for accountability is N >= 20. Previously, Idaho used N >= 25, however after Idaho's Data Management Council (DMC) changed its policy to reduce the minimum number of students for reporting purposes from 10 to 5, the ISDE will reduce the minimum number of students for accountability purposes by a commensurate 5 students.

The minimum number of students required for graduation rate to be included for accountability is N >= 20.

Idaho rule IDAPA 08.02.03.112(5)(d)(i), describes the number of days students must be enrolled in school for accountability purposes: "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."

b. Describe how the minimum number of students is statistically sound.

ISDE's analysis showed that the difference in the number of K-8 and high schools captured in Idaho's school identification system changed very little between N >=25, N >= 20, and N >= 15. Table 2 shows how many of Idaho's Title I schools meet the N-size requirement with N >= 20.

Table 2: Approximate Number of Title I schools included in identification system N >= 20

School type	Achievement	Student growth	English Prof.	Graduation rate
K-8 (349 total)	337	314	137	NA
High school (67 total)	64	NA	8	43
Alternative high school (16 total)	11	NA	1	13

c. Describe how the minimum number of students was determined by the State, including how the State collaborated with teachers, principals, other school leaders, parents, and other stakeholders when determining such minimum number.

Idaho solicited feedback on the state's minimum N-size for accountability purposes through our online feedback opportunities as well as our in-person feedback forums, which were attended by education stakeholders of all types. Minimum N-size was brought up specifically to understand whether stakeholders had concerns about continuing to use the N-size as determined under the NCLB flexibility waiver.

Feedback from stakeholders, including teachers, administrators, school board members, indicated that N >= 20 is preferred in order to ensure that the performance of each student alone does not have an unreasonable impact on whether the school is identified for comprehensive support and improvement.

However, legislators specifically indicated a desire for Idaho's N-size to avoid leaving very small schools out of school improvement results. Due to this feedback, Idaho's original plan called for the N-size for all students to be N >= 20, but for student groups and graduation rate Idaho would use N >= 10. Feedback from the U.S. Department of Education indicated that this approach was not in compliance with ESSA.

Because there is broad agreement among stakeholders that an N-size smaller than N >= 20 introduces too much noise into comprehensive support and improvement results, Idaho will use N >= 20 for the all students group as well as each student subgroup. However, achievement results for smaller groups of students will still be reported on the school report card as long as they meet state N-size requirements described in section A(4)(2)(e) of this plan.

d. Describe how the State ensures that the minimum number is sufficient to not reveal any personally identifiable information.[3]

[3] Consistent with ESEA section1111(i), information collected or disseminated under ESEA section 1111 shall be collected and disseminated in a manner that protects the privacy of individuals consistent with section 444 of the General Education Provisions Act (20 U.S.C. 1232g, commonly known as the "Family Educational Rights and Privacy Act of 1974"). When selecting a minimum n-size for reporting, States should consult the Institute for Education Sciences report "*Best Practices for Determining Subgroup Size in Accountability Systems While Protecting*

The State of Idaho places a high value on preserving the privacy of students and safeguarding their personally identifiable information (PII). To ensure that student data is treated with the utmost security, Idaho has enacted statutory protections found in Idaho Code § 33-133.
As part of this protection, the statute permits the release of student data in aggregate. It requires that "the minimum number of students shall be determined by the state board of education."

To provide oversight and guidance over the collection, retention, and security of student data, the State Board of Education created the Data Management Council (DMC). This controlling body has set rules on minimum numbers reported in aggregate. These minimums supersede any other minimums that may be defined elsewhere unless expressly permitted by the DMC.

e. If the State's minimum number of students for purposes of reporting is lower than the minimum number of students for accountability purposes, provide the State's minimum number of students for purposes of reporting.

DMC policy page 5 states:
Any release of data that would result in the ability to identify the personally identifiable information (PII) of an individual must be approved by the Data Management Council, aggregated to a minimum cell size of 5, or masked/blurred. This includes situations where a calculation can be done to arrive at a single count of less than 5 students that would risk exposure of PII. Instances where 100% or 0% of students fall within one category and would risk the exposure of PII must also be approved by the Data Management Council or masked/blurred since doing so discloses information on either all or no students and thereby violates the minimum cell size policy.

In order to protect student privacy, we must redact data in any cells of less than 5 students or where the difference between the total of one or more cells of categorical data is less than 5 of the total student population. In addition, Data Management Council Policies and Procedures call for at least two cells to be redacted in most cases in order to prevent any cell required for redaction to be derived. Under DMC policy additional cells may be required to be redacted until the total of the exempt and therefore redacted aggregate data in a line or column equals 5 or more. Zero is considered a number.

Performance of student groups that are too small to be included in school identification ~~will still be~~ is reported on the state website and on the state report card so long as the reporting meets the redaction rules detailed above. Enrollment numbers and percentages ~~will be~~ are displayed so long as there is at least one student within the subgroup.

iii. **Establishment of Long-Term Goals** *(ESEA section 1111(c)(4)(A))*:

Personally Identifiable Student Information" to identify appropriate statistical disclosure limitation strategies for protecting student privacy.

a. **Academic Achievement** *(ESEA section 1111(c)(4)(A)(i)(I)(aa))*

i. Describe the long-term goals for improved academic achievement, as measured by proficiency on the annual statewide reading/language arts and mathematics assessments, for all students and for each subgroup of students, including: (1) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State, and (2) how the long-term goals are ambitious.

Idaho's long-term goal for English/Language Art and Mathematics ~~will be~~ is to reduce the percentage of non-proficient students by 33% over six years. "Proficient" means that a student has met or exceeded grade level standards in a specific subject as determined by performance on the associated assessment. Robust stakeholder feedback took place to set long-term goals for the state that achieve a balance of both ambitious and achievable. While several options were considered, the ~~below~~ long-term goals below were agreed upon by all stakeholders due to the following:

- The goals result in closing achievement gaps, especially for student groups that currently show the lowest achievement.
- The target year – 6 years from 2017 – encompasses half of a student's K-12 career and therefore achieving the goal would impact students that are currently in the K-12 education system.

Historical data analysis indicates that, had these goals been set in the 2015 school year, a substantial number of schools would have achieved their school-level goal in 2016.

Calculation:Long-term goal = 2016 % proficient/advanced + ((1/3) x (100 – 2016 % proficient/advanced))
Interim progress goal = Difference between the long-term goal and the baseline / 6

Due to disruptions related to COVID-19 and field testing, the 2022 long-term goal has been extended to 2023.

Table 3: Mathematics - 2016 baseline, ~~2022~~ 2024 long-term goal, and ~~2017-2021~~ 2017-2023 interim targets

Mathematics	2016	2017	2018	2019	2020	2021	2022	2023	2024
All Students	41.6%	44.8%	48.1%	51.3%	54.6%	57.8%	61.1%	61.1%	61.1%
Economically Disadvantaged	30.3%	34.2%	38.0%	41.9%	45.8%	49.7%	53.5%	53.5%	53.5%
Students with Disabilities	15.2%	19.9%	24.6%	29.3%	34.0%	38.8%	43.5%	43.5%	43.5%
English Learners	7.1%	12.3%	17.4%	22.6%	27.7%	32.9%	38.1%	38.1%	38.1%
Black / African American	22.2%	26.5%	30.8%	35.2%	39.5%	43.8%	48.1%	48.1%	48.1%

Mathematics	2016	2017	2018	2019	2020	2021	2022	2023	2024
Asian or Pacific Islander	56.8%	59.2%	61.6%	64.0%	66.4%	68.8%	71.2%	71.2%	71.2%
American Indian or Alaskan Native	19.4%	23.9%	28.4%	32.8%	37.3%	41.8%	46.3%	46.3%	46.3%
Hispanic or Latino	22.0%	26.3%	30.7%	35.0%	39.3%	43.7%	48.0%	48.0%	48.0%
Native Hawaiian / Other Pacific Islander	33.6%	37.3%	41.0%	44.7%	48.4%	52.0%	55.7%	55.7%	55.7%
White	46.6%	49.6%	52.5%	55.5%	58.5%	61.4%	64.4%	64.4%	64.4%
Two Or More Races	42.2%	45.4%	48.6%	51.8%	55.0%	58.3%	61.5%	61.5%	61.5%

Table 4: English Language Arts/Literacy - 2016 baseline, ~~2022~~ 2024 long-term goal, and ~~2017-2021~~ 2017-2023 interim targets

ELA/Literacy	2016	2017	2018	2019	2020	2021	2022	2023	2024
All Students	53.0%	55.6%	58.2%	60.8%	63.4%	66.1%	68.7%	68.7%	68.7%
Economically Disadvantaged	40.6%	43.9%	47.2%	50.5%	53.8%	57.1%	60.4%	60.4%	60.4%
Students with Disabilities	15.0%	19.7%	24.4%	29.2%	33.9%	38.6%	43.3%	43.3%	43.3%
English Learners	6.9%	12.1%	17.2%	22.4%	27.6%	32.8%	37.9%	37.9%	37.9%
Black / African American	34.1%	37.8%	41.4%	45.1%	48.7%	52.4%	56.1%	56.1%	56.1%
Asian or Pacific Islander	65.0%	66.9%	68.9%	70.8%	72.8%	74.7%	76.7%	76.7%	76.7%
American Indian or Alaskan Native	30.6%	34.5%	38.3%	42.2%	46.0%	49.9%	53.7%	53.7%	53.7%
Hispanic or Latino	33.6%	37.3%	41.0%	44.7%	48.4%	52.0%	55.7%	55.7%	55.7%
Native Hawaiian / Other Pacific Islander	46.7%	49.7%	52.6%	55.6%	58.5%	61.5%	64.5%	64.5%	64.5%
White	57.9%	60.2%	62.6%	64.9%	67.3%	69.6%	71.9%	71.9%	71.9%
Two Or More Races	54.5%	57.0%	59.6%	62.1%	64.6%	67.1%	69.7%	69.7%	69.7%

ii. Provide the measurements of interim progress toward meeting the long-term goals for academic achievement in Appendix A.

Tables 3 and 4 above provide the interim progress goals towards meeting the state's long-term goals for academic achievement in English Language Arts/Literacy and Mathematics. Interim progress goals are also available in Appendix A.

iii. Describe how the long-term goals and measurements of interim progress toward the long-term goals for academic achievement take into account the improvement necessary to make significant progress in closing statewide proficiency gaps.

By reducing the percentage of non-proficient students by one-third over the next six years, the students in subgroups whose baseline is farther behind the all-students group have a more ambitious long term goal, and interim measures to reach that goal, which will close achievement gaps for all student subgroups, using attainable targets.

b. **Graduation Rate.** *(ESEA section 1111(c)(4)(A)(i)(I)(bb))*

i. Describe the long-term goals for the four-year adjusted cohort graduation rate for all students and for each subgroup of students, including: (1) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State, and (2) how the long-term goals are ambitious.

The Idaho State Board of Education has established a goal that Idaho's 4-year cohort graduation rate will be 95% by 2023. In seeking to align the long-term goal to this established goal, the state will reduce non-graduates by 75% over six years.

Calculation:
Long-term goal = Class of 2016 % graduating + (75% x (100 – Class of 2016 % graduating))
Interim progress goal = Difference between the long-term goal and the baseline / 6
Note: The all students graduation rate long-term goal has been rounded up to align with the Idaho State Board of Education's existing graduation rate goal.

Due to disruptions related to COVID-19, the 2022 long-term goal has been extended to 2023.

Table 5a: 4 year Graduation rate – Class of 2016 baseline, Class of ~~2022~~ 2024 long-term goal, and Class of 2017-Class of ~~2021~~ 2023 interim targets
***Reporting of 4 Year graduation rates lags 1 year**

4 year Graduation Rate	Class of 2016	Class of 2017	Class of 2018	Class of 2019	Class of 2020	Class of 2021	Class of 2022	Class of 2023	Class of 2024
All Students	79.7%	82.2%	84.8%	87.3%	89.9%	92.4%	94.9%	94.9%	94.9%
Economically Disadvantaged	71.9%	75.4%	78.9%	82.4%	86.0%	89.5%	93.0%	93.0%	93.0%
Students with Disabilities	60.5%	65.4%	70.4%	75.3%	80.3%	85.2%	90.1%	90.1%	90.1%
English Learners	73.3%	76.6%	80.0%	83.3%	86.7%	90.0%	93.3%	93.3%	93.3%
Black / African American	77.8%	80.6%	83.4%	86.1%	88.9%	91.7%	94.5%	94.5%	94.5%
Asian or Pacific Islander	83.1%	85.2%	87.3%	89.4%	91.6%	93.7%	95.8%	95.8%	95.8%
American Indian or Alaskan Native	58.5%	63.7%	68.9%	74.1%	79.3%	84.4%	89.6%	89.6%	89.6%
Hispanic or Latino	73.7%	77.0%	80.3%	83.6%	86.9%	90.1%	93.4%	93.4%	93.4%
Native Hawaiian / Other Pacific Islander	69.7%	73.5%	77.3%	81.1%	84.9%	88.6%	92.4%	92.4%	92.4%
White	81.3%	83.6%	86.0%	88.3%	90.7%	93.0%	95.3%	95.3%	95.3%
Two Or More Races	77.3%	80.1%	83.0%	85.8%	88.7%	91.5%	94.3%	94.3%	94.3%

ii. If applicable, describe the long-term goals for each extended-year adjusted cohort graduation rate, including (1) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; (2) how the long-term goals are ambitious; and (3) how the long-term goals are more rigorous than the long-term goal set for the four-year adjusted cohort graduation rate.

Long-term goal = Class of 2017 % graduating + (75% x (100 – Class of 2017 % graduating))

Interim progress goal = Difference between the long-term goal and the baseline/5

TABLE 5b: 5-Year graduation rate long term goals and interim progress goals
***Reporting of 5 Year graduation rates lags 2 years**

5 year Graduation Rate	Baseline Class of 2017	Class of 2018	Class of 2019	Class of 2020	Class of 2021	Class of 2022	Class of 2023
All Students	82.00%	84.7%	87.4%	90.1%	92.8%	95.5%	95.5%
Economically Disadvantaged	75.00%	78.8%	82.5%	86.3%	90.0%	93.8%	93.8%
Students with Disabilities	65.50%	70.7%	75.9%	81.0%	86.2%	91.4%	91.4%
English Learners	79.30%	82.4%	85.5%	88.6%	91.7%	94.8%	94.8%
Black / African American	75.60%	79.3%	82.9%	86.6%	90.2%	93.9%	93.9%
Asian or Pacific Islander	88.00%	89.8%	91.6%	93.4%	95.2%	97.0%	97.0%
American Indian or Alaskan Native	67.50%	72.4%	77.3%	82.1%	87.0%	91.9%	91.9%
Hispanic or Latino	78.40%	81.6%	84.9%	88.1%	91.4%	94.6%	94.6%
Native Hawaiian / Other Pacific Islander	79.70%	82.7%	85.8%	88.8%	91.9%	94.9%	94.9%
White	83.10%	85.6%	88.2%	90.7%	93.2%	95.8%	95.8%
Two Or More Races	79.30%	82.4%	85.5%	88.6%	91.7%	94.8%	94.8%

iii. Provide the measurements of interim progress toward the long-term goals for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate.

Interim progress goals are in tables 5a and 5b above and in Appendix A.

iv. Describe how the long-term goals and measurements of interim progress for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate take into account the improvement necessary to make significant progress in closing statewide graduation rate gaps.

As with goals for reading/language arts and mathematics assessments, by reducing the number of non-graduating students by 75% over six years, student groups with lower rates of graduating students will be required to increase the number of graduates at a faster rate in order to meet the state's goals.

English Language Proficiency. *(ESEA section 1111(c)(4)(A)(ii))*
Idaho determines a student's eligibility as an English Learner in a multi-step process, beginning with an initial home language survey, completed at registration. If the home language survey indicates a language other than English is the primary language spoken at home, the student is then screened using the ~~WIDA ACCESS Placement Test (W-APT)~~ WIDA Screener for Kindergarten or WIDA Screener. The student's results from this screener determine eligibility and inform the students plan for developing English language skills.

The ACCESS for ELL ~~assessment~~ is administered to all identified English Learners, annually, and includes assessments in reading, writing, listening and speaking. A student receives an overall composite score and a scale score in each of the four domains.

The reading and writing domains are weighted 35% each in the overall composite, while the speaking and listening are weighted 15% each in the overall composite.

Following the 2020 ACCESS for ELL administration, a student ~~will be~~ is considered proficient when they receive a composite score equal to or greater than 4.2, with a minimum score of 3.5 in the domains of reading, writing and listening, and a minimum score of 1 in the speaking domain.

The change ~~comes~~ came after analysis of both Idaho and WIDA Consortium data, consultation with stakeholders and assessment measurement experts as well as considering the rigor of English Language assessed by the ACCESS for ELL.

After analyzing the 2016, 2017 and 2018 results from the WIDA ACCESS ~~assessment~~ for ELL, Idaho has updated the measure of expected progress. The new measure of expected progress as captured in table 6a, considers the student's initial ELP level, and recognizes student's English language development is not equal to the years served in an EL program, but influenced by their initial ELP level.

The expected time to English Language Proficiency also serves educators in the development of the student's EL plan in setting realistic and attainable growth targets, with a focus on meeting students where they are and moving students where they need to be, so they can successfully access academic content and be college and career ready.

~~**TABLE 6a Idaho Expected Growth to English Language Proficiency**~~

~~Initial ACCESS ELP Level~~	~~Target~~	~~Year 1~~	~~Year 2~~	~~Year 3~~	~~Year 4~~	~~Year 5~~
~~6 – Reaching~~	~~*~~	~~*~~	~~*~~	~~*~~	~~*~~	~~*~~
~~5 – Bridging~~	~~*~~	~~*~~	~~*~~	~~*~~	~~*~~	~~*~~

~~Initial ACCESS ELP Level~~	~~Target~~	~~Year 1~~	~~Year 2~~	~~Year 3~~	~~Year 4~~	~~Year 5~~
~~4 – Emerging~~	~~Expected Proficiency Level~~	~~Level 4~~	~~Level 4~~	~~NA~~	~~NA~~	~~NA4~~
~~4 – Emerging~~	~~Expected Progress~~	~~4.0-4.1~~	~~4.2+~~	~~NA~~	~~NA~~	~~NA4~~
~~3 – Developing~~	~~Expected Proficiency Level~~	~~Level 3~~	~~Level 3/4~~	~~Level 4~~	~~NA~~	~~NA~~
~~3 – Developing~~	~~Expected Progress~~	~~3.0-3.5~~	~~3.6-4.1~~	~~4.2+~~	~~NA~~	~~NA~~
~~2 – Expanding~~	~~Expected Proficiency Level~~	~~Level 2~~	~~Level 3~~	~~Level 3/4~~	~~Level 4~~	~~NA~~
~~3 – Expanding~~	~~Expected Progress~~	~~2.5-2.9~~	~~3.0-3.5~~	~~3.6-4.1~~	~~4.2+~~	~~NA~~
~~1 – Entering~~	~~Expected Proficiency Level~~	~~Level 1~~	~~Level 2~~	~~Level 3~~	~~Level 3/4~~	~~Level 4~~
~~1 – Entering~~	~~Expected Progress~~	~~1.5-1.9~~	~~2.0-2.9~~	~~3.0-3.5~~	~~3.6-4.1~~	~~4.2+~~

~~* Considered English Language Proficient in Idaho~~

Initial ACCESS for ELL Proficiency Level Composite (2017 or later)	Calculated Growth Year 1*	Calculated Growth Year 2*	Calculated Growth Year 3*	Calculated Growth Year 4*	Calculated Growth Year 5*
6.0 Reaching	**	**	**	**	**
5.0 – 5.9 Bridging	**	**	**	**	**
4.0 – 4.9 Expanding	4.0+	4.2+	**	**	**
3.0 – 3.9 Developing	3.0+	3.6+	4.2+	**	**
2.0 – 2.9 Emerging	2.5+	3.0+	3.6+	4.2+	**
1.0 – 1.9 Entering	1.5+	2.0+	3.0+	3.6+	4.2+

** Only years in which the student was continuously enrolled in Idaho schools count for the year counter in the first row of this table.*
*** English learners must meet proficiency (Idaho Language Instruction Educational Program exit criteria) to be considered as making the expected progress.*

v. Describe the long-term goals for English learners for increases in the percentage of such students making progress in achieving English language proficiency, as measured by the statewide English language proficiency assessment, including: (1) the State-determined timeline for such students to achieve English language proficiency and (2) how the long-term goals are ambitious.

Idaho will reduce the number of English learners who are not making expected progress to English proficiency, as defined above by 1/3 over five years. This five-year long-term goal has been reset to reflect the change to the expected progress, using 2018 data as the baseline.

Table 6b: Percent of Students Making Expected Progress toward English proficiency 2018 baseline, ~~2023~~ 2024 long-term goal, and ~~2019-2022~~ 2019-2023 interim targets

2018 Baseline	2019	2020	2021	2022	2023	2024
74.07%	75.80%	77.53%	79.26%	80.98%	82.71%	82.71%

vi. Provide the measurements of interim progress toward the long-term goal for increases in the percentage of English learners making progress in achieving English language proficiency in Appendix A.

Interim progress goals are in Table 6b above and Appendix A.

iv. **Indicators** *(ESEA section 1111(c)(4)(B))*

Idaho ~~will~~ annually and publicly reports progress on all measures in the state's Accountability Framework (Appendix B), originally approved by the Idaho State Board of Education and the Idaho Legislature in 2017. These measures were agreed upon by Idaho's stakeholders as the next step forward in education accountability in the state to ensure that all students are college and career ready. Idaho believes defining success requires going beyond statewide test scores and should illustrate multiple measures reflecting the many facets of our students. All measures in the Accountability Framework reflect Idaho's values and will further empower educators and parents to engage in educational decisions about their children.

The Accountability Framework ~~will be~~ is used to meet both state and federal school accountability requirements and ~~will be~~ is broken up by school categories.

A subset of the measures in the Accountability Framework ~~will be~~ is used as the accountability indicators required by ESSA, and described in this section. Idaho ~~will~~ uses these indicators every three years to determine schools for comprehensive support and improvement, and each year to determine schools for targeted support and improvement, using the methodology described in sections A(4)(v) and A(4)(vi) of this plan.
It should be noted that the state accountability framework groups schools into three categories so meaningful differentiation can be made between like schools. The following school categories are outlined in the state accountability framework:

School Categories

- Kindergarten through grade eight (K-8): Schools in this category include elementary and middle schools as defined in IDAPA Rule 08.02.03.112.05.f.

- High Schools, not designated as alternative high schools, as defined in Subsection 112.05.f.
- Alternative High Schools

The indicators Idaho ~~will~~ uses for school identification as required by ESSA are listed by school category.

Academic Measures by School Category
K-8:
- Achievement on Idaho Standards Assessments in English Language Arts and Math
- Growth – as determined by the percentage of students on track to be proficient within three years.
- English Learners making progress towards English language proficiency.

High School:
- Achievement on Idaho Standards Assessments in English Language Arts and Math
- English Learners making progress towards English language proficiency.
- Four (4) year cohort graduation rate

Alternative High School:
- Achievement on Idaho Standards Assessments in English Language Arts and Math
- English learners making progress towards English language proficiency.
- Four (4) year cohort graduation rate

School Quality Measures by School Category
K-8:
- ~~Satisfaction and Engagement survey administered to students in grades K-8~~
- Chronic absenteeism rates for grades K-8.

High School:
- College and Career Readiness indicators, determined through a combination of students participating in advanced opportunities, earning industry recognized certification and/or participation in recognized high school apprenticeship programs.

Alternative High School:
- College and Career Readiness indicators, determined through a combination of students participating in advanced opportunities, earning industry recognized certification and/or participation in recognized high school apprenticeship programs.

a. **Academic Achievement Indicator**. Describe the Academic Achievement indicator, including a description of how the indicator (i) is based on the long-term goals; (ii) is measured by proficiency on the annual Statewide reading/language arts and mathematics assessments; (iii) annually measures academic achievement for all students and separately for each subgroup of students; and (iv) at the State's discretion, for each public high school in the State, includes a measure of student growth, as measured by the annual Statewide

reading/language arts and mathematics assessments.

Idaho's Academic Achievement Indicator is achievement on the statewide tests in Mathematics and English Language Arts/Literacy and meets the criteria for academic indicators as described in section A(4)(iv)(a) of this plan.

Academic achievement indicator measures:

- K-8 Schools
    - Idaho Student Achievement Test (ISAT) Mathematics grades 3-8
    - ISAT English Language arts (ELA)/Literacy grades 3-8
- High Schools
    - ISAT Mathematics
    - ISAT ELA/Literacy
- Alternative High Schools
    - ISAT Mathematics
    - ISAT ELA/Literacy

The academic achievement indicator represents the proficiency on statewide mathematics and ELA/Literacy tests. In the school identification system, academic achievement for K-8 schools is the actual, non- averaged achievement in that school year. For high school, students are allowed to demonstrate their mastery of the high school content standards by taking the assessment at least once in high school prior to or during their 11th grade year.

The state administers and reports the grade level assessments ~~to all students~~ annually and provides comparative data across subgroups.

Used for all schools in state: Both academic indicators in this section are used for all schools in the state according to the school categories as outlined in Idaho's Accountability Framework.

Same calculation for all schools: The same calculation is used for all schools in the state for the academic indicators. This is further described in the process of annual meaningful differentiation methods later in this section.

Validity and reliability: The academic indicators are calculated using statewide test scores in Mathematics and English Language Arts. The Idaho Standard Achievement Tests, developed by Smarter Balanced, have met validity and reliability criteria as outlined in the Federal Assessment Peer Review.

Based on long-term goals: Both academic indicators are aligned directly to Idaho's long-term goals.

Proficiency on statewide reading/language arts and mathematics assessments: The academic indicators are based on the percentage of students scoring proficient or advanced on these assessments. Results from both content areas will be weighted equally. Please see annual meaningful differentiation of schools methodology for further explanation.

Disaggregation: Each academic indicator can be disaggregated for each student group.

95% participation: Both academic indicators measure the performance of at least 95% of all students and 95% of all students in each student group.

b. **Indicator for Public Elementary and Secondary Schools that are Not High Schools (Other Academic Indicator).** Describe the Other Academic Indicator, including how it annually measures the performance for all students and separately for each subgroup of students. If the Other Academic Indicator is not a measure of student growth, the description must include a demonstration that the indicator is a valid and reliable statewide academic indicator that allows for meaningful differentiation in school performance.

Idaho's Other Academic Indicator is Academic Growth as defined below and meets the criteria for academic indicators as described in section A(4)(iv)(a) of this plan.

Other Academic indicator measures:

- Student Growth to proficiency in English Language Arts/Literacy using a 3 year trajectory model
- Student Growth to proficiency in Mathematics using a 3 year trajectory model

The state ~~will~~ determines the gap between a student's most recent scale score and the scale score necessary to reach proficiency in 3 years. From there, a linear path is created and the minimum score needed to be proficient in three years. A student ~~will be~~ is considered 'on-track' if they meet their annual target on the path to proficiency. For example, a fourth grade student scored 2420 in 3rd grade mathematics and requires 120 scale score points to reach proficiency in mathematics by sixth grade. The student must increase his or her scale score by at least 40 points in the current year to be on track. Student growth targets ~~will be~~ are calculated annually.

The percentage of students 'on track' to be proficient in three years ~~will be~~ is calculated for English Language Arts/Literacy and Mathematics separately and weighted equally.

Disaggregation: The other academic indicator can be disaggregated for each student group. Student growth can be disaggregated for each student group.

Validity and reliability: Student growth calculations are a valid and reliable measure and have been used by the U.S. Department of Education to understand and measure the growth of schools and districts.

95% participation: The growth rate indicator measures the performance of at least 95% of all students and 95% of all students in each student group.

c. **Graduation Rate.** Describe the Graduation Rate indicator, including a description of (i) how the indicator is based on the long-term goals; (ii) how the indicator annually measures graduation rate for all students and separately for each subgroup of students; (iii) how the

indicator is based on the four-year adjusted cohort graduation rate; (iv) if the State, at its discretion, also includes one or more extended-year adjusted cohort graduation rates, how the four-year adjusted cohort graduation rate is combined with that rate or rates within the indicator; and (v) if applicable, how the State includes in its four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rates students with the most significant cognitive disabilities assessed using an alternate assessment aligned to alternate academic achievement standards under ESEA section 1111(b)(2)(D) and awarded a State-defined alternate diploma under ESEA section 8101(23) and (25).

Table 7 below describes Idaho's graduation rate indicators. Idaho uses the four-year adjusted cohort graduation rate for the graduation rate indicator, which follows federal guidelines. See section A(4)(v) for how the graduation rate indicator ~~will be~~ is used for meaningful differentiation of schools. Idaho does not award a state-defined alternate diploma. Based on stakeholder feedback~~.~~, Idaho calculated a five-year cohort graduation rate for the first time in 2018/2019. The Five year cohort graduation rate ~~will be~~ is reported for all high schools.

Table 7: Graduation rate indicators

Indicator	Measure	Description
Graduation Rate	The four-year cohort graduation rate	The percent of students graduating using the four-year graduation cohort rate calculation within a school reported[4] in the current school year.

Used for all high schools in state: The graduation rate indicator is used for all high schools in the state.

Same calculation for all high schools: The same calculation is used for all schools in the state for the graduation rate indicator.

Based on long-term goals: The graduation rate indicator is aligned directly to Idaho's long-term goals.

Disaggregation: The graduation rate indicator can be disaggregated for each student group. The graduation rate indicator can be disaggregated for each student group.

Validity and reliability: The federally-required four-year cohort graduation rate has been shown to be valid and reliable.

d. **Progress in Achieving English Language Proficiency (ELP) Indicator.** Describe the Progress in Achieving ELP indicator, including the State's definition of ELP, as measured by the State ELP assessment.

[4] *Graduation rate lags by one school year.*

Idaho administers the ~~Access 2.0~~ ACCESS for ELL developed by WIDA as our English Language Proficiency Assessment. The progress in achieving ELP is defined in section iv.c above.

e. **School Quality or Student Success Indicator(s).** Describe each School Quality or Student Success Indicator, including, for each such indicator: (i) how it allows for meaningful differentiation in school performance; (ii) that it is valid, reliable, comparable, and statewide (for the grade span(s) to which it applies); and (iii) of how each such indicator annually measures performance for all students and separately for each subgroup of students. For any school quality or indicator that does not apply to all grade spans, the description must include the grade spans to which it does apply.

Table 8: School Quality Indicators

School Category	Measure
K-8	~~Satisfaction and Engagement survey administered to students in grades 3-8.~~ Chronic absenteeism rates for grades K-8.
High School	College and Career Readiness indicators, determined through a combination of students participating in advanced opportunities, earning industry recognized certification and/or participation in recognized high school apprenticeship programs.
Alternative High School	College and Career Readiness indicators, determined through a combination of students participating in advanced opportunities, earning industry recognized certification and/or participation in recognized high school apprenticeship programs.

Table 8 describes the school quality indicators used in our school identification methodology. Additional school quality indicators are found in Appendix B, described at the end of this section and included in annual reporting on the state, district and school report card used as our tool for annual meaningful differentiation.

Disaggregation: Each school quality indicator can be disaggregated for each student group.

Validity and reliability:
The validity of chronic absenteeism is supported by numerous studies that have found strong linkages between chronic absenteeism and other key indicators of student performance and success such as improved academic achievement, increased graduation rates, and lower dropout rates. The reliability of the collected data is largely ensured by a consistent reporting methodology, the use of a standardized state definition of chronic absenteeism, and a singular data collection system that has already been established and used for reporting. Idaho is confident in the accurate reporting of attendance data because Idaho has used an average daily attendance (ADA) funding model for many years for all school districts.

All local education agencies in Idaho have been submitting chronic absenteeism data since the 2018-2019 school year to the state. Idaho defines chronic absenteeism the same as the definition provided by the U.S. Department of Education in the EDFacts file spec FS195:

"The unduplicated number of students absent 10% or more school days during the school year. A student was absent if he or she was not physically on school grounds and was not participating in instruction or instruction-related activities at an approved off-grounds location for at least half the school day".

~~The school climate survey will be administered through AdvancED's online platform to students in grades 3-8 (students in grades 9-12 will be surveyed beginning in 2018/19). Schools will be expected to ensure that all student groups are adequately represented in the results by maintaining a 90% participation rate or above. The survey is designed to provide quick access to meaningful and actionable data at the school and district level to improve teaching and learning practices, while also providing valid and reliable results at the state level for purposes of statewide reporting and accountability. Please refer to Appendix E for more information.~~

The college and career readiness indicator will be calculated for every student using data collected by the ISDE, State Board of Education, or the Idaho Division of Career and Technical Education (ICTE).

Students who demonstrate early success in college and career preparation opportunities have an increased likelihood of entry and success in education and career training after high school. College and career preparation is determined by calculating the percent of students who have demonstrated success preparation for education and/or career training after high school through advanced course work, technical skills attainment or work experience. Advanced coursework includes advance placement courses, dual credit courses, and international baccalaureate programs. Students earn credit by passing the course. Technical Skills Assessment (TSA) is a pathway program that measures a student's understanding of the technical requirements of the occupational pathway. The TSA is a nationally validated, industry-based assessment, administered by an approved vendor, such as Career Technical Education. All juniors and seniors enrolled in a capstone course are required to take the TSA. Work experience includes credit for internships and job shadowing. A student earns work experience credit by passing the established criteria for that experience. At a minimum, each work experience aligns to Idaho's Content Standards. In this way, the work experience requirements for credit are consistent and comparable across the State. The LEA may require additional criteria above and beyond the Standards.

The three options in the college and career ready indicators in Idaho's Accountability framework are equally accessible and reflective of stakeholder feedback and State Board of Education Goals, and allow for meaningful differentiation among all high schools and alternative schools in the state.

Each college and career indicator will include all 12th graders in the denominator providing a true measure of student's access to advanced coursework and a measure of performance throughout their high school experience.

The numerator and denominator are summarized below:

The # of 12th grade students in a high school meeting one or more of the three College and Career options divided by the number of 12th grade students.

Idaho's high school students have equitable access to Advanced Opportunities. Idaho requires that all high schools offer Advanced Opportunities. Idaho rule 08.02.03.106.01 states: "All high schools in Idaho shall be required to provide Advanced Opportunities, as defined in Section 007, or provide opportunities for students to take courses at the postsecondary campus."

In addition, each student in Idaho has $4,125 available to them to cover costs associated with Advanced Opportunities. These funds may be used to pay for dual credits, overload courses, or certificate exams.

Additional school quality and student success indicators not used in school identification. Additional school quality indicators in the state accountability framework include students enrolled in grade 8 taking pre-algebra or higher-level math courses and students in grade 9 taking algebra 1 or higher-level math courses in our high schools and alternative high schools. Enrollment in math courses is based on the total population of students in the applicable grade and ~~will be~~ is disaggregated by sub-groups.

Research shows that students learn more in schools that emphasize high academic expectation and students that take higher-level academic courses learn more. This research supports the use of the enrollment in on-grade or above grade mathematics courses as an indicator of school quality and student success. This indicator also allows for evaluation of school programs in aligning curriculum and instruction in setting high expectation.

Credit recovery and accumulation in Idaho alternative schools as a measure of school quality and student success is predicated on the specific academic needs of students in alternative high schools. The state intends to identify the number of courses taken for credit recovery – which is defined as, any course for which a student received credit after previously attempting the same or equivalent course where credit was not earned. The State Department of Education is working with alternative schools to determine the most meaningful way of articulating this in our reporting of the indicators in the state, district and school report cards. Business rules for reporting will be finalized in May 2018.

The final indicator of school quality and student success; communication with parents on student achievement, which applies to all school configurations, ~~will be~~ was implemented in the 2018/2019 school year. ~~and stakeholders will be involved in defining how this will be collected and reported.~~

v. **Annual Meaningful Differentiation** *(ESEA section 1111(c)(4)(C))*

a. Describe the State's system of annual meaningful differentiation of all public schools in the State, consistent with the requirements of section 1111(c)(4)(C) of the ESEA, including a description of (i) how the system is based on all indicators in the State's accountability system, (ii) for all students and for each subgroup of students. Note that each state must comply with the requirements in 1111(c)(5) of the ESEA with respect to accountability for charter schools.

Idaho ~~will~~ annually and publicly reports progress on all measures in the state's Accountability Framework (Appendix B), approved by the Idaho State Board of Education and the Idaho Legislature in 2017. These measures were agreed upon by Idaho's stakeholders as the next step forward in education accountability in the state to ensure that all students are college and career ready. Idaho believes defining success requires going beyond statewide test scores and should illustrate multiple measures reflecting the many facets of our students.

All measures in the Accountability Framework reflect Idaho's state values and ~~will~~ further empower educators and parents to engage in educational decisions about student achievement. Idaho ~~will~~ reports results for each indicator disaggregated by all student subgroups for all schools. Idaho's stakeholders were outspoken in their opposition to a summative rating for each school. It was felt that the complex calculations required to produce a summative score are not transparent, sometimes misleading, and result in a system that is not useful for parents and educators. In order to produce a meaningful report card, Idaho ~~is developing~~ has developed a user-friendly report card that allows for data to be summarized and visualized in ways most useful to parents and community members. The state also ~~plans to~~ incorporated tools for comparing schools to each other. This ~~will~~ allows all education stakeholders to use the multiple measures in the Accountability Framework to differentiate schools.

If the State uses a different methodology for annual meaningful differentiation than the one described in section 4(v)(a) above for schools for which an accountability determination cannot be made (*e.g.*, P-2 schools), describe the different methodology, indicating the type(s) of schools to which it applies.

The CSI process for identifying the lowest performing schools relies on multiple measures of school performance to accurately identify schools with systemic challenges. Consequently, to progress through Step 6 above and receive a composite score, schools must meet the n size threshold of 20 students in a minimum number of key indicators.
For K-8 schools, the key indicators are:

- Academic Achievement
  - ISAT/IDAA Proficiency Rate in ELA/literacy
  - ISAT/IDAA Proficiency Rate in Mathematics
- Academic Growth
  - Student Growth toward Proficiency – ISAT ELA/Literacy

- Student Growth toward Proficiency – ISAT Mathematics
- English Learner Growth toward English Language Proficiency

K-8 schools must have a value for at least one academic achievement measure and one academic growth measure listed above to receive a composite score.

For High Schools and Alternative High Schools, the key indicators are:

- Academic Achievement
  - ISAT/IDAA Proficiency Rate in ELA/literacy
  - ISAT/IDAA Proficiency Rate in Mathematics
- Graduation Rate
  - Four-year cohort graduation rate (High Schools)

High Schools and Alternative High Schools must have a value for at least one academic achievement measure and a graduation rate to receive a composite score.

When schools meet the n size requirements for the key indicators described above, the SDE ~~will~~ uses the results in the standard, Lowest-Performing CSI process with the weights distributed across the available indicators. However, if the school still fails to meet the n size requirements for the minimum number of indicators, the school will be subject to a qualitative review process.

Qualitative Review Process

In the qualitative review process, the SDE ~~will~~ convenes a review committee ~~comprised of; The Chief Deputy Superintendent, Director of Assessment & Accountability, Director of Federal Programs, Accountability Coordinator, School Improvement Coordinator, a superintendent or delegate representing a local education agency, the Director of Special Education and the Director of EL/Migrant Education,~~ to review the school's characteristics and performance ~~of~~ using available data. This ~~team~~ committee will review ~~de-identified~~ information about the school, including ~~Title I Status, Grades Served and~~ the following:

- Title I status
- Grades served
- Detailed school type (e.g. career technical school, adjudicated school, etc.)
- Number of students in the denominator of each accountability measure
- Performance in each measure
- Student achievement progress and growth based on criteria established by the State Technical Assistance Team (STAT)
- ~~Quintiles in each measure, calculated among all schools part of the qualitative data review process without n-size restrictions~~
- ~~The overall distribution of Proficiency Rate for ELA/literacy, Proficiency Rate for Mathematics, and Graduation Rate, in a scatter plot~~

- ~~The range of performance of schools in the bottom 5 % as identified in the standard process~~
- ~~For High Schools and Alternative High Schools, whether the school was identified for Low High School graduation Rate~~
- For schools serving grades not assessed in our accountability system, the review committee will consider the school's performance on the statewide early literacy assessment as a metric of comparison. While not a measure in our identification system, the statewide literacy assessment is a measure in our accountability framework and is a key performance indicator in annual meaningful differentiation in our report card.

The committee will use the information available during the qualitative review to determine if the school should be identified for comprehensive support and improvement.

vi. **Identification of Schools** *(ESEA section 1111(c)(4)(D))*

a. **Comprehensive Support and Improvement Schools**. Describe the State's methodology for identifying not less than the lowest-performing five percent of all schools receiving Title I, Part A funds in the State for comprehensive support and improvement.

Idaho ~~will identify~~ identified schools in the beginning of the 2018-19 school year using data from 2015-16, 2016-17, and 2017-18. In the case of the ~~new school climate~~ student engagement survey, only data from the end of the 2017-18 school year ~~will be~~ was used. Idaho ~~will then~~ originally planned to identify schools every three years thereafter, using the same review of three prior years' data. Although this original identification schedule was delayed by COVID-19 disruptions, Idaho will return to a three-year identification cycle starting in the beginning of the 2022-2023 school year. Feedback from stakeholders strongly emphasized a three-year identification cycle in order to build a system that supports the development of sustainable school improvement strategies. School leaders will be able to dedicate time to planning and early implementation in the first year of identification and will have an additional two full years to implement their school improvement strategies, with the intent of generating sustainable change at the school.

ISDE ~~will~~ reviews identification data annually to determine whether schools would be identified during an off-cycle year. If schools are found that are not currently identified but would have been identified if the current year were on-cycle will be notified and offered support and thought partnership from staff. Those schools will be added to a watch list and this will be noted on the school report card.

A subset of the measures in the Accountability Framework ~~will be~~ is used as accountability indicators as required by ESSA, described in section A(4)(iv) of this plan. Idaho ~~will~~ uses these indicators every three years to identify schools for comprehensive support and improvement, and each year to determine schools for targeted support and improvement,

using the methodology described in this section and section A(4)(vi) of this plan.

~~Idaho's philosophy is to create a system of school identification that allows ISDE to identify schools for improvement if they are both the lowest performing in the state and not improving student outcomes as measured by the student growth to proficiency trajectory model. ISDE desires to avoid two common challenges associated with school accountability:~~

~~*Growth Ceiling Issue:* Using Idaho's previous rating system, it was possible for very high-performing schools to receive low ratings due to lack of growth, despite there being little room available for progress.~~

~~*Low Baseline Issue:* Previously, even if schools were improving at a fast rate, they could receive poor ratings due to low baseline performance.~~

The steps below describe the calculation steps the state will use in identifying the lowest-performing five percent of all schools receiving Title I, Part A funds.

***Step 1**:*
For each indicator used in school identification, combine the performance of students in the school for the most recent three years and calculate a weighted average. For indicators for which three years of statewide data is not available, the state ~~will~~ combines performance for the number of years that are available.

The example below demonstrates the three year average calculation for math achievement.

Math Assessment	2016		2017		2018		Three year average calculation for Math achievement	
# proficient	95	95.0%	100	78.7%	79	57.20%	274	75.07%
# tested	100	proficiency	127	proficiency	138	proficiency	365	proficiency

***Step 2**:* Select a school and identify the three-year weighted average value of the first indicator (among the academic and school quality indicators described in section iv.)

As an example, the academic achievement indicator for Math, which is the percentage of students scoring at proficient or advanced. From the example calculation above, this value is 75% for a hypothetical school – School X.

School X math performance

Current year Proficient/Advanced
75%

***Step 3**:* Determine the school's rank on that indicator relative to all other public schools in the state in the same school category.

School	Achievement	Rank
P	99%	1
F	98%	2
AA	96%	3
S	94%	4
-	●	●
-	●	●
X	**75%**	**197**
-	●	●
-	●	●
G	32%	378

To continue our example, assume School X's math achievement was about in the middle relative to other schools in the state, ranking 197 of 378 schools.

There are 181 schools with lower Achievement than School X and 196 that have higher Achievement than School X.

Step 4: Calculate the school's percentile rank for the indicator. The percentile rank is a simple calculation: divide the number of schools below the school in question by the total number of public schools in the state in the same school category. This number is then multiplied by 100. This calculation provides the percent of schools in the state that fall below the target school in that indicator.

For our hypothetical school X, the calculation would be as follows:

Math Achievement Percentile Rank

$$\frac{\text{Number of schools below School X (181)}}{\text{Total Number of schools (378)}}$$

Using this calculation, we determine that 48 percent of schools in the state fall below School X in the math academic achievement indicator.

***Step 5**:* Repeat steps 1-4 for all indicators.

Step 6: Calculate a composite value for the school based on the available indicators. The composite value is calculated by applying the weights described in section b (below) to the percentile ranks for each indicator (determined at the end of step 4) and summing these values.

***Step 7**:* Repeat steps 1-6 for all schools in the state.

Step 8 Rank schools from highest to lowest within their school category based on their composite value.

Step 9 Identify the composite value that would capture the bottom 5% of Title I schools within the K-8, high school, and alternative high school categories.

Idaho ~~will~~ designates both Title I and Non-Title I schools with composite scores at or below the relevant 5% threshold value as schools identified for comprehensive support and improvement.

***Step 10**:* Idaho ~~will~~ also celebrates schools for their work to meet the needs of their students by recognizing:

- Schools that meet or exceed the interim progress goals for each indicator.
- Schools that fall into the 90th percentile rank or above using the school identification methodology for each of the indicators in the framework.

i. Describe the weighting of each indicator in the State's system of annual meaningful differentiation, including how the Academic Achievement, Other Academic, Graduation Rate, and Progress in ELP indicators each receive substantial weight individually and, in the aggregate, much greater weight than the School Quality or Student Success indicator(s), in the aggregate.

When identifying comprehensive and targeted support and improvement schools as described above, the school quality indicator ~~will be~~ is weighted at 10% for all schools, with the remaining indicators weighted evenly across the remaining 90%.

See Table 9 below for an outline of indicator weights for Idaho's most common school configurations. ~~Stakeholder feedback indicated a desire to avoid assigning artificial weights to each indicator because the weights may appear arbitrary. However, because the school quality indicators are new to Idaho, ISDE has determined that weighting this indicator at 10% is appropriate during the first years of implementation. With this weighting, the academic indicators receive substantial weight both individually and in aggregate, much greater than the weight of the School Quality/Student Success indicator.~~

Table 9: Indicator weights for Idaho's most common Title I school configurations (percent)

School Type (Title 1 Schools)	Math	ELA/ Literacy	Student Growth – Math	Student Growth – ELA/Literacy	English Learner Proficiency	Graduation Rate	School Quality
K-8	18	18	18	18	18	NA	10
K-8 (no ELs)	22.5	22.5	22.5	22.5	NA	NA	10
High school	22.5	22.5	NA	NA	22.5	22.5	10
High school (no ELs)	30	30	NA	NA	NA	30	10
Alternative high school	22.5	22.5	NA	NA	22.5	22.5	10
Alternative high school (no ELs)	30	30	NA	NA	NA	30	10

Comprehensive Support and Improvement Schools. Describe the State's methodology for identifying all public high schools in the State failing to graduate one third or more of their students for comprehensive support and improvement.

Beginning in 2019, the state ~~will~~ calculates and reports both a 4-year cohort and a 5-year cohort graduation rate annually for all traditional and alternative high schools.

Beginning in 2021, Idaho ~~will identify~~ identifies all high schools in the state with a 5-year cohort graduation rate less than 67%, based on a three year weighted average, for comprehensive support and improvement.

The change to using a 5-year rate specifically addresses the challenges and unique needs of our alternative high schools, which are required to serve students who are at risk for dropping out due to academic and social or emotional challenges. Using a 5-year cohort graduation rate average for all high schools recognizes the unique challenges and important work educators and students accomplish in preparing students for college and/or career. The use of a 5-year cohort graduation rate also allows the state to meaningfully differentiate high schools in our accountability system.

c. **Comprehensive Support and Improvement Schools**. Describe the methodology by which the State identifies public schools in the State receiving Title I, Part A funds that have received additional targeted support under ESEA section 1111(d)(2)(C) (based on

identification as a school in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State's methodology under ESEA section 1111(c)(4)(D)) and that have not satisfied the statewide exit criteria for such schools within a State-determined number of years.

If a Title 1 school is identified for additional targeted support under section A(4)(vi)(f) of this plan for three consecutive years (i.e., the school has not met the statewide exit criteria for two consecutive years immediately after the year in which it was identified for additional targeted support), that school will be identified as a comprehensive support and improvement school.

d. **Year of Identification**. Provide, for each type of schools identified for comprehensive support and improvement, the year in which the State will first identify such schools and the frequency with which the State will, thereafter, identify such schools. Note that these schools must be identified at least once every three years.

Idaho ~~will begin~~ began identifying comprehensive support and improvement schools for the 2018-19 school year and originally planned to repeat this process every three years ~~thereafter~~. Due to COVID-19 disruptions, the identification schedule was pause. Idaho re-identifies schools prior to the 2022-2023 school year and then continues to identify schools every three years thereafter.

Targeted Support and Improvement. Describe the State's methodology for annually identifying any school with one or more "consistently underperforming" subgroups of students, based on all indicators in the statewide system of annual meaningful differentiation, including the definition used by the State to determine consistent underperformance. *(ESEA section 1111(c)(4)(C)(iii))*

While the lowest-performing five percent of schools will be identified as comprehensive support and improvement schools every three years, the methodology for identifying these schools will be calculated annually for the purpose of identifying schools for targeted support and improvement.

The comprehensive support and improvement calculations will be run for all students to identify the lowest-performing five percent of schools. The same calculations will then be run for each subgroup of students (when meeting the n size requirements). Idaho identifies targeted support and improvement schools based on a student group composite below the bottom 5% of state average composite for all students and in the bottom five (5) percent of the corresponding student group composites.

The composite score is calculated based on three most recent years of data. For indicators for which three years of statewide data is not available, Idaho combines performance for the number of years that are available.

~~Idaho will identify targeted support and improvement schools based on student group achievement gaps. The percent proficient/advanced for each student group will be~~

~~compared to the percent proficient/advanced for all students not in that group for each indicator in the state's accountability framework as listed in Appendix B. This will be done for each school and each student group that meets Idaho's n-size requirement.~~

~~A consistently underperforming student group in Idaho is any student group that has an achievement gap, relative to its non-group peers, of 35 percentage points or more in any indicator in the accountability framework for three consecutive years. A school with a consistently underperforming student group will be identified for targeted support and improvement.~~

~~For example, a school with a tested Hispanic population that meets or exceeds Idaho's n-size requirement will have the percent of Hispanic students who are proficient/advanced in English/Language Arts and Mathematics compared with the percent of non-Hispanic students who are proficient/advanced in English/Language Arts and Mathematics.~~
~~If this achievement gap is 35 percentage points or more in Mathematics for three consecutive years, the school would be identified for targeted support and improvement. The same would be the case if the calculation revealed a 35 percentage point achievement gap in English/Language Arts for the most recent three consecutive years (e.g. achievement results in 2019, 2018 and 2017 would be used to identify schools for TSI in 2019 identification cycle). The same methodology will apply to each indicator used to identify schools for Comprehensive Support and Improvement.~~

~~Targeted support and improvement schools will first be identified in the 2018-19 school year and each year thereafter.~~

~~A school will not be identified for TSI where the subgroup performance meets or exceeds the states interim progress goal for that metric.~~

~~The definition of the consistently underperforming student groups used to determine targeted support and improvement schools are:~~

- ~~Economically disadvantaged are students with a free or reduced-price lunch status.~~
- ~~English learners are those who have not yet tested as English proficient.~~
- ~~Major racial and ethnic groups include American Indian or Alaskan Native, Black or African American, Native Hawaiian or Pacific Islander, Hispanic or Latino, Asian, and White.~~
- ~~Students with disabilities are students that meet eligibility criteria as outlined in the Idaho Special Education Manual according to the Individuals with Disabilities Education Act (IDEA).~~

Each targeted support and improvement school will be required to develop and implement an improvement plan that is aligned to the long-term goals for the state, and approved by their LEA.

To exit targeted support and improvement, a school must not be identified using the methodology described above.

f. **Additional Targeted Support.** Describe the State's methodology for identifying schools in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State's methodology under ESEA section 1111(c)(4)(D), including the year in which the State will first identify such schools and the frequency with which the State will, thereafter, identify such schools. *(ESEA section 1111(d)(2)(C)-(D))*

~~While the lowest-performing five percent of schools will be identified as comprehensive support and improvement schools every three years, the~~ The methodology for identifying ~~these~~ additional targeted support schools will be calculated annually ~~for the purpose of identifying schools for additional targeted support~~.

~~The comprehensive support and improvement calculations will be run for all students to identify the lowest-performing five percent of schools.~~ The same calculations as used for comprehensive support and improvement identifications will ~~then~~ be run among targeted support and improvement schools for all subgroups of students (when meeting the n size requirements). The final, weighted composite value for each student group will be compared with that for schools that are (or would be) identified for comprehensive support and improvement.

If the composite value for any of the subgroups is below that for the highest performing school in the bottom 5% of the comprehensive identification schools, the school will be identified for additional targeted support and improvement.

The composite score is calculated based on three most recent years of data. For indicators for which three years of statewide data is not available, Idaho combines performance for the number of years that are available.

To exit additional targeted support, a school must not be identified using the methodology described above.

g. **Additional Statewide Categories of Schools**. If the State chooses, at its discretion, to include additional statewide categories of schools, describe those categories.

The state does not identify additional statewide categories of schools.

vii. **Annual Measurement of Achievement** *(ESEA section 1111(c)(4)(E)(iii))*: Describe how the State factors the requirement for 95% student participation in statewide mathematics and reading/language arts assessments into the statewide accountability system.

Idaho understands that in order to provide a fair and accurate picture of school success, and to help parents, teachers, school leaders, and state officials understand where students are struggling and how to support them, the state must ensure high participation in statewide assessments.

According to current Idaho Administrative Code (IDAPA 08.02.03.112(e)), "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." For the purposes of this plan, "~~measureable~~ measurable progress on ISAT proficiency" is defined as not having met the school's interim progress measure toward its long-term goals in any group where 95% participation is not attained.

Additionally, "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."

Should a school or LEA not meet the 95% participation minimum standard, the local school board will be notified by the State Board of Education that the school or district has failed to meet the minimum standard of reporting and that this will be reflected on the state report card. The ISDE will support the school or LEA to write a parent outreach plan that addresses how it will engage parents and community members in order to meet the 95% participation minimum standard. In addition, ISDE will develop policies requiring the LEA to use a portion of its funds pursuant to 33-320, Idaho Code (Continuous Improvement Plans) for local school board and superintendent training on data-driven decision-making and assessment literacy.

If a school has at least 95% participation in any year, the school ~~will not be~~ is not required to submit a parent outreach plan for the following year.

viii. **Continued Support for School and LEA Improvement** *(ESEA section 1111(d)(3)(A))*

a. **Exit Criteria for Comprehensive Support and Improvement Schools**. Describe the statewide exit criteria, established by the State, for schools identified for comprehensive support and improvement, including the number of years (not to exceed four) over which schools are expected to meet such criteria.

Lowest performing 5% of schools:
To exit comprehensive support and improvement a school identified in the lowest performing 5% of schools must:

- No longer meet the eligibility criteria for comprehensive support and improvement (no longer be in the lowest 5%), and
- Achieve ELA and Math results above the ~~20th~~ 10th percentile within each school category for the all student group, and
- Articulate in writing a plan for sustaining improved student achievement. The plan will be submitted to and approved by the State Technical Assistance Team (STAT). This plan will articulate measurable goals, aligned strategies, and a robust monitoring plan. This sustainability plan must explain how the school will maintain a strong rate of growth and change for students while addressing how the school intends to ensure sustainability without additional improvement funds.

A school may not exit if student outcomes (e.g. proficiency rates) have not improved from the point of identification.

Schools with graduation rate below 67%:
Schools identified for comprehensive support and improvement by failing to graduate two-thirds of its graduating cohort may exit from comprehensive status if:

- The school's average graduation rate over the previous 3 years exceeds 67%, or
- The school's graduation rate for two consecutive years exceeds 67%.

b. **Exit Criteria for Schools Receiving Additional Targeted Support**. Describe the statewide exit criteria, established by the State, for schools receiving additional targeted support under ESEA section 1111(d)(2)(C), including the number of years over which schools are expected to meet such criteria.

Schools identified for additional targeted support will be assigned school improvement goals with a three-year timeline for the student group for which the school was identified for additional targeted support. These goals will be aligned with a long-term goal for that student group to reduce the gap to 100% proficiency in each indicator by half over 6 years with 2016 as the baseline year. To exit, a school must:

- No longer meet the eligibility criteria for additional targeted support, and
- Achieve ELA and Math results above the ~~20th~~ 10th percentile within each school category, for all subgroups for which the school was identified for targeted support and improvement.

A school may not exit if student outcomes (e.g. proficiency rates) have not improved from the point of identification.

c. **More Rigorous Interventions**. Describe the more rigorous interventions required for schools identified for comprehensive support and improvement that fail to meet the State's exit criteria within a State-determined number of years consistent with section 1111(d)(3)(A)(i)(I) of the ESEA.

More rigorous interventions in a school failing to meet Idaho's exit criteria after three years will be led by the State Technical Assistance Team (or STAT, see section A(4)(viii)(e) for a complete description), who will facilitate the completion of a Comprehensive and Integrated Field Review (CIFR) that will lead to next steps for the school. Below is a description of the steps the STAT will complete to determine more rigorous interventions.

Notification of insufficient progress from the Superintendent of Public Instruction will go to:

- The Idaho State Board of Education
- The local school board
- The superintendent of the LEA with the building principal copied
- The public via the School Accountability Report Card

Next steps include:

- The ISDE conducts a Comprehensive and Integrated Field Review (CIFR) during the fall following the third year of identification (see below for membership and protocol).
- The State Board of Education may direct the use of some of the LEA's continuous improvement funds pursuant to 33-320, Idaho Code for local school board training in school improvement.
- A leadership coach may be assigned to the local school board and LEA leader to inform school improvement at the local level.

Membership of the Comprehensive and Integrated Field Review Team may include:

- ISDE representatives
- LEA/school administrators and teachers from the region with similar demographics, which may include a school librarian
- Persons nominated by Idaho School Boards Association, Idaho Association of School Administrators, Idaho Association of Special Education Directors, Idaho Education Association
- Administration/faculty applicants from high achieving schools chosen by the State Department of Education

Comprehensive and Integrated Field Review protocol:

- Observe a stratified sample of faculty including teachers of special populations, using a standard protocol. The protocol will include a subset of the indicators that align with the state's current teacher evaluation system.
- Interview focus groups with teachers, parents, students, and noncertified staff (e.g. food service, custodians and paraprofessional.
- Interview LEA and school administrators.
- Collect and interpret data.
- Recommend additional school interventions to school, LEA, and state leadership.
- School, LEA, and state leaders agree upon and implement new interventions for the school.

d. **Resource Allocation Review**. Describe how the State will periodically review resource allocation to support school improvement in each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.

Idaho will identify all LEAs with 50% or more of comprehensive and targeted support and improvement schools every year.

For LEAs with 50% or more comprehensive and targeted support and improvement schools the state will annually review ESSA Federal program resource allocations from the LEA to the school through the Consolidated Federal and State Grant Application (CFSGA). Budget and expenditure information, supports and resources, and student performance will be analyzed to determine the effectiveness of those supports.

ISDE has access to a wide variety of resources, including funding, expertise, math and ELA coaches, leadership training, and assessment development. The allocation of these resources will first be applied to those comprehensive and targeted schools, especially the LEAs that have more than 50% of schools identified for comprehensive or targeted support.

e. **Technical Assistance**. Describe the technical assistance the State will provide to each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.

Idaho is committed to a robust statewide system of support. Our system of support is designed to pair local issues with local solutions and draws from a variety of resources and programs to build the capacity of schools and LEAs for continuous and sustainable improvement. The statewide system of support is managed and coordinated by the State Technical Assistance Team (STAT). This team is responsible for overseeing all school improvement grants for comprehensive and targeted schools. The STAT works with LEAs to ensure that improvement plans are evidence-based and managed for high performance.

The STAT will provide a network approach to improving instruction and achievement for each school identified as comprehensive support and improvement. The STAT will include members of the executive team, federal programs director, ~~associate deputy of federal programs,~~ director of special education, ~~director of Title III,~~ director of curriculum and instruction, director of assessment, school improvement coordinator, a Career and Technical Education (CTE) representative, a state board of education representative, and members of the local LEA and school leadership teams. Depending upon the needs of the schools identified for comprehensive or targeted assistance, other specialists will be asked to provide input, such as school library or charter school representatives.

Plan implementation and management support may be provided by the STAT if specifically requested by the LEA or school. The assistance may be in the form of conducting a comprehensive needs assessment, drafting a comprehensive plan, defining evidenced-based interventions, defining key indicators to measure and monitor, conducting periodic data collection, evaluating the data, and making necessary corrections in the interventions.

As shown in Table 10 below, the statewide system of support includes strategies and activities that LEAs and schools can select based on need. Schools identified for comprehensive support and improvement will likely need to draw on multiple strategies, whereas schools identified for targeted support and improvement may apply focused resources on meeting the needs of particular groups of students. This could include drawing on the English Learner Program to support EL students or providing extended learning time to help accelerate learning for specific groups of students. All funded activities and programs are evaluated regularly for evidence of effective implementation and to assess the degree to which services and activities are evidence-based. Programs draw on guidance from the U.S. Department of Education's What Works Clearinghouse and expertise from the Northwest Comprehensive Center and Regional Education Lab Northwest.

The STAT will ensure that school improvement plans meet evidence-based requirements under ESSA, and that the state interventions being applied to schools are evaluated to

ensure that they are high quality and resulting in improved outcomes for students.

State-led school improvement activities are funded through the state administrative set-aside for 1003(a) funds. Services are provided directly to schools identified for improvement, when requested by the LEA as an optional part of the 1003(a) funding formula.

Table 10: Strategies used in the Idaho statewide system of support

Strategy	Activity	Provider/program	Funding source
Creating/implementing comprehensive and targeted school improvement	Diagnostic evaluation/needs assessment to determine key challenges and root causes	ISDE or approved provider	Title I-A School Improvement funds
Creating/implementing comprehensive and targeted school improvement	Comprehensive school improvement and leadership coaching	Idaho Capacity Builders	Title I-A School Improvement funds
Improving leadership effectiveness	Training/Mentoring for School Board Members	ISDE, Idaho School Boards Association, Idaho Building Capacity Project	School Improvement funds
Improving leadership effectiveness	Leadership coaching	Idaho Building Capacity Project	School improvement funds
Improving leadership effectiveness	Mentoring and support for principals	Idaho Principals Network Idaho Principal Mentoring Project	School improvement funds Title II-A
Improving leadership effectiveness	Mentoring and support for superintendents	Idaho Superintendents Network	School improvement grant
Improving leadership effectiveness	School improvement training for local school boards and superintendents	ISDE or contract vendor	State funds pursuant to 33-320, Idaho Code

Strategy	Activity	Provider/program	Funding source
Improving leadership effectiveness	Mentoring, training, and support for emerging CTE leaders and prospective CTE administrators	Leadership Institute	State funds (CTE)
Aligning curriculum and improving instruction	Professional development and technical assistance in curriculum and standards development and alignment and research-based instructional improvement	Approved providers; state regional mathematics or ELA specialists	State funds
Aligning curriculum and improving instruction	Idaho Content Standards/Literacy coaching	Idaho Coaching Network, ELA/Literacy	State funds
Aligning curriculum and improving instruction	Training on the Idaho Content Standards and technical assistance with how to align curriculum, instruction, and assessment practices	Idaho Coaching Network/ELA/ Literacy Coaches, Idaho Math Centers	State funds
Aligning curriculum and improving instruction	Educator evaluation training and coaching	ISDE and SBOE Educator Effectiveness Coordinators	State funds
Aligning curriculum and improving instruction	Opportunities to implement STEM curriculum	STEM Action Center	State and federal funds
Aligning curriculum and improving instruction	Training on Assessment and Data Literacy	ISDE	State funds (CTE)

Strategy	Activity	Provider/program	Funding source
Aligning curriculum and improving instruction	Training on the Idaho Career Technical Content Standards and technical assistance with how to align programs and assessments.	ICTE Reach Professional Development Conference; Program Quality Managers	State funds
Aligning curriculum and improving instruction	Participating in the Idaho Mastery Education Network	ISDE	State funds
Supporting English learners	Technical assistance with EL program design	Idaho English Learner Program	State and federal funds
Supporting English learners	Training on WIDA standards and technical assistance on aligning WIDA standards with Response to Intervention (RTI) practices	Idaho English Learner Program	State and federal funds
Supporting Special Education students	Multi-tiered instructional training and coaching	SESTA team of Special Education Idaho Center on Disabilities and Human Development	State funds, special education funds
Supporting Special Education students	Training on intensive interventions, assessments and strategies related to special education	SESTA team of Special Education Idaho Center on Disabilities and Human Development	Special education funds

Strategy	Activity	Provider/program	Funding source
Extended learning time	Technical assistance on how to redesign the school day using extended learning and/or other opportunities (e.g., 21st Century Community Learning Centers and school or public libraries)	ISDE and/or Idaho Universities	Title IV
Family and community engagement	Technical assistance in the inclusion of families and the community in the school improvement planning and implementation process	ISDE-Family Engagement Coordinator	State funds
Family and community engagement	Access to and support with the Family Engagement Tool (FET)	ISDE-Family Engagement Coordinator	State funds
Family and community engagement	Career and Technical Student Organizations (CTSOs) provide student leadership opportunities and community engagement	ICTE	-

Strategy	Activity	Provider/program	Funding source
Family and community engagement	Career and Technical Program Advisory Committees provide community partnerships and industry input for CTE programs	ICTE	State funds (CTE)

The following describes each of these strategies and activities in greater detail:

Management of Comprehensive and Targeted School Improvement
LEAs and schools need guidance and support in conducting needs assessments, prioritizing goals and needs, and developing improvement plans that are actionable and effective. ISDE partners with local and regional organizations to provide this assistance.

Comprehensive needs assessment and action plan: As part of the state's support, all comprehensive support and improvement schools will conduct a comprehensive needs assessment. The needs assessment may include an examination of four key components of each school: climate and culture, student engagement, leadership, and stakeholder perspectives and experiences. Data will be collected and analyzed using key performance and improvement indicators for school quality and learner outcomes. Areas of improvement will include a root-cause analysis to determine appropriate solutions. Improvement areas will be prioritized, and this information will help guide LEAs in writing their comprehensive support and improvement plans and will help the STAT provide ongoing support assistance. If the LEA would like assistance from ISDE in either conducting the diagnostic evaluation or recommending an external provider, the school improvement coordinator will provide the information and resources.

Action plans from the diagnostic evaluation will address the why, who, what, when, and resource allocation for making improvement changes. A vision for the school will be developed and the school's strategic direction—setting short-term (one year) and long-term (three to five years) goals—will be identified. An important component of the plan will include external stakeholder involvement in the development process and during the implementation of the plan. External stakeholders will include, at a minimum, the principal and other school leaders, teachers, and parents. The LEA will address in the plan how it will monitor and oversee the plan's implementation, as well as how the effectiveness of the plan will be evaluated. Title I-A school improvement funds may be used to fund a comprehensive needs assessment if the LEA chooses to use an external provider. Additionally, grant funds will be available for all Title I schools identified as comprehensive support and improvement for the purpose of implementing system changes, strategies, and interventions as identified in the school's improvement plan based on the results of the comprehensive needs assessment.

The STAT will meet regularly either in person or via web conference (depending on where team members are located). The state school improvement coordinator will develop the

agenda with input from STAT member stakeholders and will facilitate the meetings. One of the key responsibilities of this group will be to review data to inform strategies for improvement. Data from each of the stakeholders will be provided to the STAT members ahead of the meeting time. The purpose of the meeting will be to review progress from the last meeting and identify action plan supports and next steps for the following meeting. All stakeholder members are mutually responsible for the improvement of the school.

Given that the STAT will have members who are part of ISDE's executive team, ISDE will have an internal system of control with regular feedback provided to the superintendent and cabinet. The STAT members will also be responsible for continuing to convene regular meetings of a core team, which will include representatives from ISDE, CTE, and OSBE leadership. ISDE, the STAT, and the core team will have access to technical assistance from external providers and will reach out to staff from other state education agencies to brainstorm challenges.

The STAT will use the LEA and school improvement plans as a component of analysis of school progress. This team will work with LEAs to examine school data in an iterative process that includes an initial benchmark of student achievement levels, delivery of the prescribed intervention, a second assessment of progress, continued intervention, and a third assessment of progress.

If the monitoring of data demonstrates *no improvement in student progress* toward desired outcome(s) after two cycles within one year of the initial grant, the STAT, in collaboration with the LEA, should determine modification to the intervention(s) or a redefinition of the intervention. The new or modified intervention should be implemented and the monitoring process should begin again.

If the school no longer falls in the category of comprehensive support due to the *significant increase in achievement and/or growth* or it is the conclusion of the STAT that the school's processes and procedures will result in higher levels of student outcomes, ISDE and the LEA will discuss termination of designation and a plan for interim measures of progress, student data, and scaffolded support. The school will be considered exited, but the additional funding allocated for support will no longer be distributed.

Idaho Building Capacity Project: Central to the strategy of providing assistance with the management of school improvement is the Idaho Building Capacity (IBC) Project. The project began in 2008 and is now a cornerstone of ISDE's statewide system of support and its approach to school improvement. Idaho Capacity Builders are experienced educators who have in-depth knowledge of school improvement processes and demonstrated experience implementing change processes. All schools identified for comprehensive or targeted support will receive support from a Capacity Builder. Capacity Builders coach leaders and leadership teams through the tasks of improvement with monthly training and assist in promoting alignment among the various parts within the school or LEA system. Capacity Builders are provided with a toolkit of evidence-based school improvement resources and, in partnership with school and LEA leaders, help create and implement a customized school improvement plan. The Capacity Builders are managed by regional school improvement coordinators at Boise State University, Idaho State University, and University of Idaho.

Improving Leadership Effectiveness

The statewide system of support includes several activities to increase the effectiveness of LEA and school leadership. The following activities draw on the strengths and assets of Idaho's educators while providing focused support to leaders of schools identified for comprehensive or targeted support and improvement.

Idaho Principals' Network (IPN): The IPN brings school principals together in a professional learning community that is singularly focused on improving outcomes for all students by improving the quality of instruction in all schools. Through the IPN, principals participate in a balance of content, professional conversation, and collegial instructional rounds related directly to instructional leadership, managing change, and improving the overall effectiveness of the instructional core. For example, the network has worked on improving classroom observations, building turnaround leadership competencies, and instructional rounds. For schools identified for comprehensive support and improvement, the IPN is required and provides coaching and support unique to the leadership needs of each principal. Data collected in July 2017 indicated that IPN participants overwhelmingly indicated satisfaction with the program. Over 95% of participants would either recommend or strongly recommend the program and indicated that the workshops are useful and directly impact their work.

Idaho Superintendents' Network (ISN): The ISN was developed by ISDE in partnership with Boise State University's Center for School Improvement and Policy Studies. The purpose of this project is to support the work of LEA leaders in improving outcomes for all students by focusing on the quality of instruction. The network comprises committed superintendents who work together to develop a cohesive and dedicated leadership community focused on teaching and learning. The superintendents support each other as they bring about change and collectively brainstorm obstacles that may prevent improvement in the quality of the instruction in their LEAs. ISDE acts as a resource and provides the necessary research, experts, and planning to bring superintendents from across the state together to discuss self-identified issues. The ISN is a key resource for superintendents in LEAs with schools that are in comprehensive and targeted designation in order to support and build their capacity in specific aspects of leadership. Areas of support provided by the ISN include transforming district central offices for learning improvements, using data to improve teacher effectiveness and instruction, and creating strong stakeholder relationships. The ISN is required for district superintendents with one or more schools identified for comprehensive support and improvement.

The Idaho Principal Mentoring Project (IPMP): The IPMP is designed for early career principals in Idaho. This project is voluntary and will provide new to position principals multiple levels of support. The program hires highly distinguished principals and/or superintendents trained by the state to mentor school leaders. Principal mentors are assigned to principal mentees based on need and experience. Mentors coach leaders through the tasks of improvement with regular high-performance phone calls. Principal mentors are provided with a toolkit of mentoring resources and work with mentees to create a customized mentoring plan that focuses on developing the skills and dispositions in four critical areas of school level leadership: interpersonal and facilitation skills, teacher observation and feedback, effective school-level practices and classroom-level practices,

and using data to improve instruction. Data collected in July 2017 showed that 100% of IPMP participants indicated satisfaction with the program and that it directly impacts their work. Moving forward, IPMP participation will be required for new principals serving in schools identified for comprehensive support and improvement.

Idaho Career & Technical Education (CTE) Leadership Institute: Leadership Institute was developed to foster professional development and provide leadership training and opportunities for Idaho professionals in career and technical education. The goal is to train individuals to become local, district, or state-level administrators of career and technical programs. CTE programs in Idaho exist at the middle, secondary, and postsecondary levels, and workforce training exists in noncredit settings such as community colleges and correctional facilities. Each year applicants for Leadership Institute are nominated by a peer, supervisor, or other CTE administrator who recognize the leadership potential of the nominee. New selected members are placed into a cohort to join other cohorts in a rolling 27-month professional development journey that includes training on state and national policy, CTE funding and governance, administration of CTE programs and schools, introduction to national CTE professional associations and advocacy, and personal leadership discovery and growth. Professional staff at ICTE lead the cohorts and act as mentors for the Leadership Institute participants throughout their time in the cohort and beyond.

Aligning Curriculum and Improving Instruction

Professional development and technical assistance from state content specialists: Idaho has a network of local teacher leaders and content specialists who provide high-quality professional development across the state. The Idaho Regional Mathematics Centers are housed within the colleges of education at each of Idaho's four-year institutions of higher education: Boise State University, Lewis Clark State College, Idaho State University and University of Idaho. The staff of each Regional Mathematics Center provides both regional, district and school-specific support in mathematics education. Each center has developed and utilizes a systematic method to gauge regional, district or school needs and readiness in order to provide equal opportunity to services. To ensure a lasting change in Idaho educators' instructional practice, center programs are of sufficient quality, duration and frequency.

The Idaho Content Literacy Coaches are a group of more than 600 teacher leaders who provide professional development on the Idaho Content Standards, along with lessons, units, and assessments aligned to the Idaho Content Standards. For schools identified as in need of comprehensive or targeted support and improvement, regional mathematics and literacy specialists provide job-embedded coaching.

For schools that are implementing mastery education, expertise from the Idaho Mastery Education Network will be a critical resource for implementing this important but challenging shift in how students learn and are assessed. In addition, mastery education may be used as a strategy for school improvement in schools that are not yet implementing mastery education.

Educator effectiveness coordinator: Educator effectiveness is a program that provides LEAs with standards, tools, resources, and support to increase teacher and principal effectiveness and consequently increase student achievement. ISDE's and OSBE's educator effectiveness

coordinators integrate educator effectiveness policies and resources within Idaho's statewide system of support. Schools identified for comprehensive or targeted support and improvement may utilize the educator effectiveness program for the following: integrating observation and evaluation into continuous school and LEA improvement; technical assistance and professional development on effective instructional strategies and interventions; and creating school and LEA improvement plans that integrate educator observation and evaluation practices with resources, strategies, assessments, and evaluation procedures that will adequately address the needs of all learners.

Supporting English Learner Students

Schools identified for comprehensive or targeted support and improvement may serve disproportionately high percentages of EL students compared with other schools in the state. ISDE is part of the WIDA Consortium and provides the following supports:

Technical assistance with EL program design and implementation: The Idaho English Learner Program assists school districts with federal and state requirements of ELs. Program staff works with LEAs to create, implement, and maintain language development programs that provide equitable learning opportunities for ELs. The Idaho EL and Title III Program also provides support for all Idaho educators of EL students through professional learning opportunities that are intentionally designed based on evidence about student and teacher needs.

Training on WIDA standards and technical assistance on aligning WIDA standards with RTI practices: The Idaho State EL and Title III Program partners with the WIDA consortium to provide training and technical assistance in implementing the WIDA standards and assessments for English language development and in using data to design and manage instruction and support for EL students.

Extended Learning Time

Adjusting the frequency and intensity of interventions can be facilitated by the provision of extended learning time for students and educators. The state encourages LEAs to review school schedules for efficient use of available time and to ensure that available time is effectively used for instruction and academic intervention. LEAs are encouraged to determine how—within existing frameworks and resources—schools can provide interventions and supports beyond scheduled instructional time and how they might use school improvement funds to extend learning time beyond the school day. In particular, schools may leverage school or public libraries in order for students to access additional education resources outside of regular class time during the regular school day. Additionally, LEAs are encouraged to evaluate and determine how extended professional learning time can be made available for educators within schools identified for comprehensive improvement.

Family and Community Engagement

ISDE provides resources to support LEAs and schools in taking an evidence-based approach to involving families and the community in improving student outcomes.

Family and community engagement coordinator: ISDE has built a system to engage parents within the improvement process. The family and community engagement coordinator

identifies, plans, and implements methods that would support LEA leaders and their schools in engaging families and the community at large in the discussion of continuous school improvement.

Family engagement tool: Idaho has collaborated with the Academic Development Institute, the parent organization for the Center on Innovation and Improvement, to provide the Family Engagement Tool (FET) as a resource to all Idaho schools. The FET guides school leaders through an assessment of indicators related to family engagement policies and practices. The resulting outcome is a set of recommendations that can be embedded in the school's improvement plan. As described on the FET website (www.families-schools.org/FETindex.htm), the tool provides: a structured process for school teams working to strengthen family engagement through the school improvement plan; rubrics for improving LEA and school family engagement policies, the home-school compact, and other policies connected to family engagement; documentation of the school's work for the LEA and state; and a reservoir of family engagement resource for use by the school.

Career & Technical Student Organizations (CTSOs): CTSOs are an integral, co-curricular part of all CTE programs. They provide opportunities for students to learn and practice leadership skills in the classroom, the school, the community, and within their organization. CTSO members perform community service projects. They may also engage with business and industry community leaders during board meetings, fundraising, and CTSO conferences where the community leaders attend to act as judges for competitive events. CTSOs are, in effect, the part of CTE programs that is visible to the community.

Technical Advisory Committees (TACs): TACs support CTE programs by providing input on curriculum and projects, collaborating on and/or securing equipment and other program needs, and supporting the educators and schools where CTE programs are housed, as practical and appropriate. TAC members become involved not only for CTE programs but also the school and the community to advocate for program improvement and student success.

Fiscal Management
Idaho's Public School Finance Department provides technical support to LEAs. Finance department staff also prepares reports about revenues, expenditures, budgets, attendance and enrollment, staffing, and school property taxes with information provided by LEAs. For LEAs seeking support on fiscal management and budgetary issues, the State Assistance Team will help coordinate support from the finance department.

ICTE provides technical assistance and oversight to administrators, managers, and teachers regarding the funding distributed through its office. This funding includes, but is not limited to, CTE added-cost funds, career technical school funds, and Idaho Quality Program Standards (IQPS) grants for secondary programs, postsecondary program funding, and Perkins funding for middle, secondary, and postsecondary programs.

f. **Additional Optional Action**. If applicable, describe the action the State will take to initiate additional improvement in any LEA with a significant number or percentage of schools that are consistently identified by the State for comprehensive support and improvement and are not meeting exit criteria established by the State or in any LEA with a significant number

or percentage of schools implementing targeted support and improvement plans.

Not applicable.

5. **Disproportionate Rates of Access to Educators** (*ESEA section 1111(g)(1)(B)):* Describe how low-income and minority children enrolled in schools assisted under Title I, Part A are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, and the measures the SEA agency will use to evaluate and publicly report the progress of the State educational agency with respect to such description.[5]

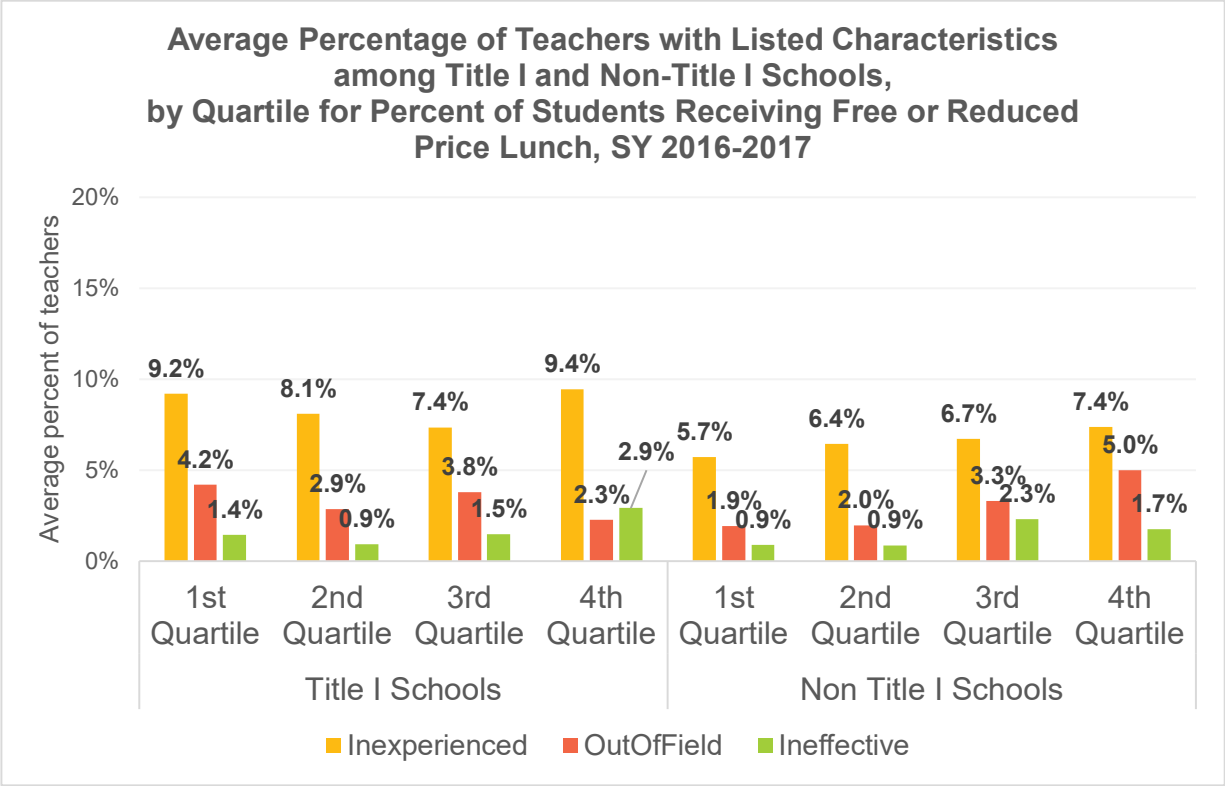
   ISDE created a cross-agency workgroup in 2015 to measure the equitable distribution of educators across the state. ISDE works to analyze educator experience, credentials, and need. The data analysis does not point to disparities in terms of the distribution of personnel who are working with low-income or minority students. The data analysis did identify a shortage of personnel and a higher than desired amount of inexperienced teachers across all areas. The findings became part of Idaho's Equity Plan submitted to the U.S. Department of Education on June 1, 2015, and sparked a statewide effort to study recruitment and retention. This workgroup continues to meet monthly to address various needs around teacher workforce strategies to recruit, retain, and equitably distribute teachers.

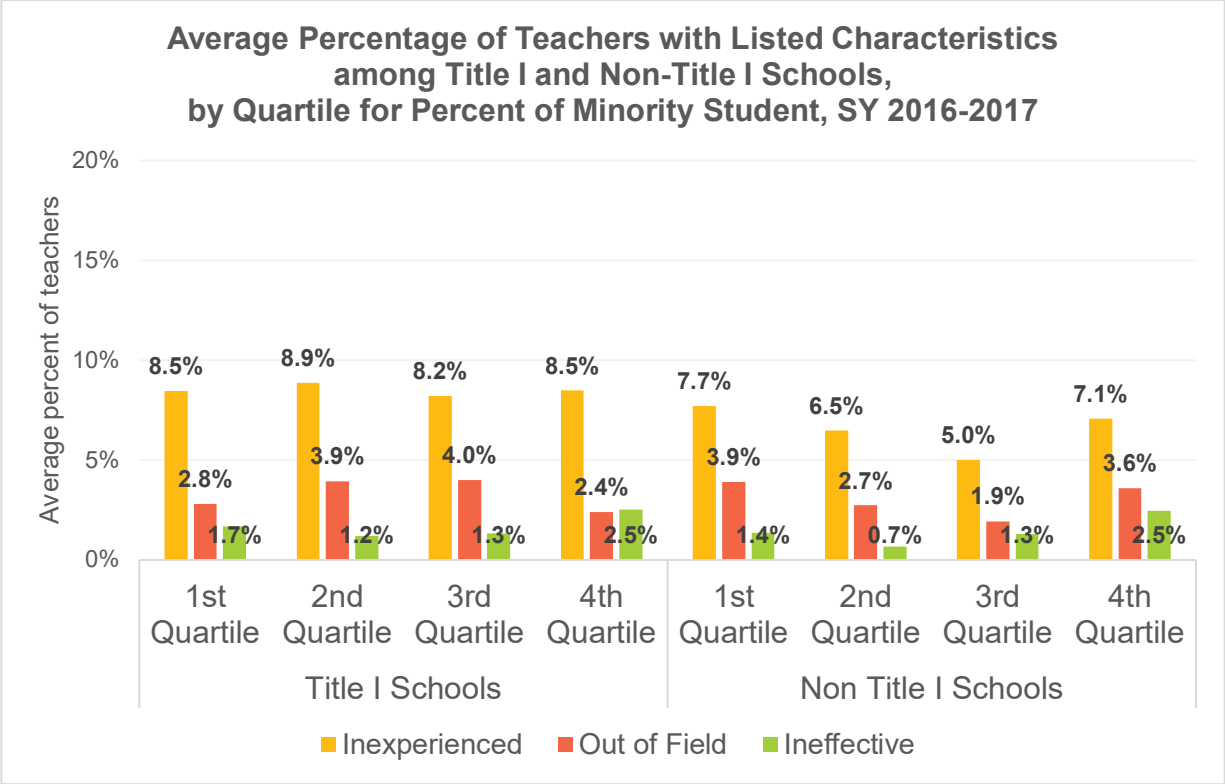
   As illustrated in the approved Equity Plan, Idaho has found that there is little to no correlation between student group and educator quality in the state. Instead, Idaho is working to address a general challenge with teacher recruitment and retention statewide, especially in Idaho's rural and remote school districts. Recruitment and retention of effective educators is a cornerstone focus in both school improvement (using state funds, supplemented by Title I-A school improvement funds) and Effective Educators (Title II-A state activities and set-aside funds). The goal is to support educators at every level of the system.

   In addition, the State Board of Education convened an educator pipeline workgroup in 2016, which is working to release recommendations for addressing Idaho's teacher recruitment and retention challenge this year (2017). This workgroup has representation from diverse stakeholder groups, including ISDE, teachers, school administrators, school board members, parents, and the business community.

   In 2017, the ISDE ran the data for inexperienced, out-of-field, and unqualified teachers in relation to minority and low-income students in Title I-A and non-Title I-A schools to determine to what extent, if any, there may be gaps. The results of this data for the 2016-2017 school year are included below. While this updated data shows some disparity in the distribution of teachers, the gaps are small and will be monitored annually.

[5] *Consistent with ESEA section 1111(g)(1)(B), this description should not be construed as requiring a State to develop or implement a teacher, principal or other school leader evaluation system.*





For the purpose of regularly analyzing the rates at which low-income and minority students are taught by ineffective, out-of-field, and/or inexperienced teachers, the following definitions are used:

- Ineffective teacher:
  - Majority (50% +1 student) of his/her students have NOT met their measurable student achievement targets (pursuant to 33-1001, Idaho Code), or
  - Has a summative evaluation rating of unsatisfactory.
- Out-of-field teacher: not appropriately certificated or endorsed for the area in which he/she is teaching
- Inexperienced teacher: in his/her first year of practice
- Low-income student: from economically disadvantaged families
- Minority student: identified as a member of a minority race or ethnicity

Note that Idaho's ineffective teacher definition is in alignment with the requirements in the state's salary apportionment law (Career Ladder) found in 33-1001, Idaho Code for educators to advance on the compensation table. The ineffective teacher definition went into effect July 1, 2017 so this data will not be officially in place until after the 2017-2018 school year.

Beginning with the 2017-2018 school year, ISDE will annually run data to analyze these rates and to assess whether or not low income and minority students are taught at a higher rate by teachers deemed to be ineffective, out-of-field, or inexperienced. If gaps arise or are identified, the ISDE will provide specific support and assistance to the building, LEA, and/or region where the disparity exists. Each LEA will identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, out-of-field, or inexperienced teachers. Progress will be evaluated annually, as described in Idaho's Educator Equity Plan.

Progress on rates at which low-income and minority students in schools assisted under Title I, Part A are taught by ineffective, out-of-field, and/or inexperienced teachers will be publicly reported when published annually on the ISDE website at: http://www.sde.idaho.gov/topics/ed-equity/index.html.

6. **School Conditions** (*ESEA section 1111(g)(1)(C)):* Describe how the SEA will support LEAs receiving assistance under Title I, Part A to improve school conditions for student learning, including through reducing: (i) incidences of bullying and harassment; (ii) the overuse of discipline practices that remove students from the classroom; and (iii) the use of aversive behavioral interventions that compromise student health and safety.

   Existing state supports will be leveraged to increase the impact of Title IV-A funds. After multiple years of stakeholder organizing and working with the Idaho Legislature, a law was passed during the 2015 session that increased the requirements of LEAs to address bullying and harassment including: ongoing professional development for all staff at the school building level, the expectation that all staff intervene when bullying/harassment occurs, the implementation of a graduated series of consequence for policy violators, and annual reporting of bullying incidents to ISDE.

   The Idaho Legislature has also appropriated $4 million ongoing in formula funds to establish safe and drug free schools. These funds can be leveraged to establish optimal conditions for

learning, improve school climate, implement special programs, and explore alternatives to suspension and expulsion. In an effort to maximize these resources and assist LEAs in implementing best practices, ISDE hosts an annual conference focused on the prevention of risk behaviors, out of school time programs, and family/community engagement called the *Idaho Prevention and Support Conference.* Approximately 700 school counselors, teachers, administrators (including charter and alternative), school resource officers, juvenile probation officers, judiciary representatives, school psychologists, and other stakeholders attend every year. Recent conference themes include addressing bullying/harassment and Adverse Childhood Experiences (ACEs). ISDE has focused heavily on ACEs as this research makes a strong case for trauma-informed disciplinary policy and practice.

Additionally, ISDE won a Garret Lee Smith grant focused on youth suicide prevention from the Substance Abuse and Mental Health Services Administration and implemented Sources of Strength (an evidence-based youth suicide prevention program) in select schools from 2014 through 2016, and again in 2020 through 2025. One outcome of this ongoing work was the Idaho Legislature's establishment of the state's first Office of Suicide Prevention in the Department of Health and Welfare with an appropriation of $1.6 million and four new full-time staff positions to continue implementing the Sources of Strength program in schools. This program has demonstrated efficacy not only in preventing suicide but also a wide range of risk behaviors, as it focuses on developing internal strengths such as grit, resilience, hope, and connectedness.

These supports will be used to increase the impact of Title IV-A funds appropriated for LEA and ISDE efforts to address bullying and harassment. The strategies in Table 11 below already have a presence and existing supports in Idaho, and ISDE will encourage LEAs to use Title IV-A funds for these purposes if local data merits the need.

Table 11: Strategies for addressing behavior, discipline, and bullying/harassment

Strategy	Timeline	Funding sources
Idaho Prevention and Support Conference	Spring annually	Title IV-A

Strategy	Timeline	Funding sources
• Support LEAs with existing initiatives: • Positive Behavior Interventions and Supports (school-wide, systemic approach to improved culture and supports based on data) • Restorative justice practices • Mentoring programs such as Big Brothers, Big Sisters • Alternatives to suspension/expulsion (special programs) • Sources of Strength (secondary level) • Good Behavior Game (primary level) • Suicide Prevention Gatekeeper Training • Youth Mental Health First Aid • Mental Health assessment and referral • Crisis response/de-escalation training for school staff • School nurse position with student health room • Wellness programs (Coordinated School Health) • Multi-tiered systems of support • Development of risk assessment protocols and policies • Parenting programs such as Nurturing Parenting • Child sexual abuse prevention initiatives such as Stewards of Children	Ongoing	Title IV-A
Idaho School Safety Symposium	Fall annually	Title IV-A
• Brings together school, government, community leaders, and parents to discuss school safety • Collaboration on current obstacles and challenges • Strategic planning is done in collaboration to guide SEA efforts in addressing school safety in the year ahead • Annually reports out to stakeholders on past efforts and progress • Review key events and emergency response from prior years • Partner in sponsorship with other key agencies, including Office of Drug Policy, Department of Juvenile Justice, and the Department of Health and Welfare	Ongoing	Title IV-A

The ISDE will also access—and encourage LEAs to access—the expertise of the regional Equity Assistance Center funded by the U.S. Department of Education to promote greater understanding of equity and to ensure equal access to educational opportunities for all students, regardless of race, ethnicity, gender, or national origin.

7. **School Transitions** *(ESEA section 1111(g)(1)(D))*: Describe how the State will support LEAs receiving assistance under Title I, Part A in meeting the needs of students at all levels of schooling (particularly students in the middle grades and high school), including how the State will work with such LEAs to provide effective transitions of students to middle grades and high school to decrease the risk of students dropping out.

The ISDE was deliberate in including a wide range of stakeholders in informing this Consolidated State Plan, in particular, the Title IV part A section includes feedback from representatives focused on suicide prevention, foster youth, homeless youth, families living in poverty, drop-out prevention, children of military families, rights of disabled students, Native American advocacy, neglected youth, migratory families and English learners.

Increasing Opportunities and Outcomes for College and Career: Idaho has a single State Board of Education that oversees its entire P–20 education system. This structure promotes consistency and allows for strategic planning across the entire P–20 education continuum, from kindergarten through college or career attainment. The SBOE sets benchmarks for the percentage of Idaho students graduating from high school, attending postsecondary institutions, and completing college and/or being ready to assume careers. Examples of the implementation of these goals include the support for advanced opportunities (with specific goals for the percentages of students completing advanced opportunities), Next Steps Idaho, which provides web-based guidance through the admissions process and funding streams, as well as efforts at the high school level, such as Idaho College Application Week.

Several committees and taskforces ~~is~~ in Idaho are also working to create a seamless transition from high school to college and career. The Governor's Higher Education Taskforce and Workforce Development Taskforce, convened by the SBOE, which include representatives from diverse stakeholder groups, are working to generate recommendations to further improve Idaho's effort. The SBOE also adopted a statewide definition of college and career readiness in June 2017, which ~~will be~~ was operationalized with college and career readiness standards for high school students that are now in ~~development~~ place.

Transition to School: Idaho does not currently offer state-sponsored prekindergarten, although some LEAs use their Title I and local funds to support this effort. Transitions from prekindergarten to kindergarten are clearly articulated in the State Special Education Manual for students with disabilities. This guidance also addresses student progress through the grade continuum.

Idaho assesses all K–3 students on foundational literacy skills at least twice per year. Any student who is identified as "at risk" must receive a minimum of 30 hours (if slightly below grade level) or 60 hours (if below grade level) of additional intervention. The intervention must meet the evidence-based standard, and LEAs must write plans and identify progress annually to the state. During the 2016 session of the Idaho Legislature, funding for the intervention was increased from approximately $2 million to $9.3 million. During the 2017 legislative session, funding was increased again to $11.4 million.

Middle Level: Idaho recognizes that decisions about college and career are often made prior to high school. To this end, the Middle-Level Credit System was instituted in May 2007 with the purpose of improving rigor, relevance, and relationships in the middle grades; identifying pockets of success throughout Idaho to develop best practices for all middle schools; and ensuring every Idaho student is prepared to be successful in high school and beyond. The Middle-Level Credit System focuses on five key areas: student accountability, middle-level curriculum, academic intervention, leadership among staff at the middle level, and student transitions between the middle and high school grades. This system provides the flexibility for LEAs to meet the unique needs of their students while maintaining quality.

In addition, 8th graders are required to complete learning plans for high school and beyond before transitioning to 9th grade. The state has developed a career information system for middle school and high school students that enables a student to learn about the skills and dispositions required in a wide range of jobs and professional fields. Eighth grade students also have access to college and career advisors, in which Idaho has invested heavily in recent years.

High School: ISDE supervises K–12 education and has identified priorities that are aligned with the vision of SBOE. The first goal of ISDE's plan is ensure that all Idaho students persevere in life and are ready for college and careers. Every high school student is required to take a set of required courses, and every junior has the opportunity to take a nationally recognized college admission assessment, currently the Scholastic Aptitude Test, which is paid for by the state.

The legislature has appropriated state funds for students to offset costs associated with college entrance exams, dual credit, Advanced Placement, International Baccalaureate, and overload courses. Each student is eligible for $4,125.00 to use beginning in 8th grade. Idaho's dual credit participation has increased dramatically in recent years, with more students entering a two- or four-year university with transferable credits toward major or general education requirements. Thirty-two percent of high school students participated in Advanced Opportunities during the 2015-16 school year, which grew to ~~47%~~ 41% of high school students in ~~2016-17~~ 2020-21.

Career Technical School (CTS): ICTE oversees special CTE schools, referred to Career Technical Schools. These schools are designed to provide high-end, state-of-the-art technical programs and also meet certain other requirements in addition to the requirements of CTE programs in comprehensive high schools, such as field experiences and enrollment from multiple high schools. Career Technical Schools must also provide postsecondary alignment for all of their programs, giving students the opportunity to earn technical competency credits at Idaho postsecondary institutions with similar CTE programs.

Alternative Schools: Idaho's alternative schools help students find success through a personalized approach. The supports and flexibility provided to alternative schools emphasize the specific needs of at-risk students. The alternative schools specifically work with students in grades 6-12 who are transitioning from elementary to middle/junior high

and middle/junior high to high school in order to help them be successful at the next level.

Students enrolled in alternative schools in Idaho receive additional support not always found in traditional secondary schools. This may include assigning fewer classes per day and tailoring instruction to students' individual needs. Students are provided the opportunity to attend summer school in order to make up credits or to get a head start on the coming school year. In addition to the academic requirements, alternative schools are required to provide services based on student needs, including daycare centers for students who are parents and direct social services such as social workers and specialized counselors and psychologists.

ISDE provides specific support for alternative schools, in addition to what is provided to traditional secondary schools. In order to provide specialized instruction and additional supports, alternative schools are provided more funding per student than a traditional secondary school. Alternative schools are also reimbursed for the cost of providing summer school. Alternative schools are invited to participate in the Idaho Prevention and Support Conference and are encouraged to participate in a strand of workshops specifically focused on alternative school best practices and needs. They have also been specifically targeted to participate in programs that provide innovative instructional practices, such as the Idaho Mastery Education Network.

English Learners: ISDE supports the efforts of LEAs to help English learner students (ELs) gain English proficiency while simultaneously meeting challenging state academic content and student academic achievement standards. The Idaho English Learner Program assists LEAs with federal and state requirements related to ELs. The program helps LEAs create, implement, and maintain language development programs that provide equal learning opportunities for ELs. The goal is to develop curricula and teaching strategies that embrace each learner's unique identity to help break down barriers that prevent ELs from succeeding in school.

The Idaho State EL and Title III Program provides support for all Idaho educators of ELs through professional learning opportunities that are intentionally designed based on the timely needs of EL educators. We recognize that as the number of ELs grows, all educators must be mutually responsible for the language development and academic success of ELs and, therefore, all teachers are language teachers. Partnerships with Idaho's institutes of higher education are essential for incorporating components of EL education into preservice teacher education in an effort to prepare teachers with appropriate instructional strategies for the ELs in their classrooms.

Students with Disabilities: The ISDE Special Education Department works collaboratively with LEAs, agencies, and parents to ensure students with disabilities receive quality, meaningful, and needed services. The department has program coordinators for dispute resolution, funding, program monitoring, results-driven accountability, special populations, secondary transition, and data management. The department also works collaboratively with the Special Education Support and Technical Assistance (SESTA) project through Boise State University. SESTA provides statewide professional development, training, and support

to LEA leaders, teachers, and paraprofessionals who support students with disabilities.

Next Steps: Despite the significant steps taken to create purposeful alignment from preschool to college, the state recognizes the need for additional supports at critical transitions, such as elementary to middle school and middle school to high school. During the 2017–18 school year a task force comprising LEA leaders with transition plans in place, SBOE staff, and ISDE program coordinators will be convened to provide guidance to all LEAs, schools, and families on creating systems of support for students. This work led to the establishment of the of the nextsteps.idaho.gov website, that provides resources and information for students, families, and educators alike. Resources address career development, education and training, and personal exploration activities. During the 2021-2022 academic year, a dual credit online advising module was added to meet the Idaho law mandating advising for all high school students who have accumulated 15 college credits or more through the Advanced Opportunities Program.

The State Board of Education has set a goal that 60% of Idahoans ages 25-34 will have some sort postsecondary degree or certificate. While there is much work to be done to meet or exceed this goal, the state is committed to providing high quality educational opportunities and outcomes for all Idahoans.

e. **Title I, Part C: Education of Migratory Children**

1. **Supporting Needs of Migratory Children** *(ESEA section 1304(b)(1))*: Describe how, in planning, implementing, and evaluating programs and projects assisted under Title I, Part C, the State and its local operating agencies will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, are identified and addressed through:

Planning

State Comprehensive Needs Assessment Process: As part of the continuous improvement cycle, Idaho completed a new Comprehensive Needs Assessment (CNA) spring 2016, based on the Office of Migrant Education Comprehensive Needs Assessment Toolkit. This process included stakeholders, appropriate ISDE and LEA staff, and parents. Results of the needs assessment surveys for staff, parents, and secondary students provided a snapshot of perceived needs from the stakeholders most directly involved in the education of migrant children and from the children themselves. Intensive analysis of student performance data also informed the process. Finally, Parent Advisory Council (PAC) feedback throughout the process provided ongoing parent insight into student and family needs, especially those of preschool students and out-of-school youth. The CNA is the foundation of the Service Delivery Plan (SDP) and its measurable program outcomes and objectives.

LEA Comprehensive Needs Assessment Process and Toolkit: ISDE provides tools to the LEAs for performing local needs assessments. The Idaho needs assessment surveys, suggestions for conducting a local CNA, and strategies for collecting and reporting needs data are found in the Idaho LEA Migrant Education Program (MEP) Comprehensive Needs Assessment Toolkit. The toolkit can be found on the Migrant webpage under Resource File in Migrant Services http://www.sde.idaho.gov/el-migrant/migrant/index.html. LEAs are provided with technical assistance in performing the CNA process and are monitored to ensure that local needs assessments are taking place.

State Service Delivery Plan: Idaho completed a new Service Delivery Plan in the spring of 2017 based on concerns raised in the Comprehensive Needs Assessment that included migrant stakeholders. All migrant funded LEAs have received new Measurable Program Objectives (MPOs) and have provided assurances to the Idaho MEP through the consolidated grant application process that they will work to implement the strategies and evaluate the results as measured by the MPOs. Data is collected at the end of the performance period from every project LEA, showing their self-evaluation of their progress at meeting the MPOs. The Idaho MEP will aggregate this data to evaluate the progress of the Idaho MEP at serving the unique needs of migrant students.

Implementation

The State Department of Education implements the Service Delivery Plan through the Consolidated Federal and State Grant Application completed by LEAs each year, which includes the MPOs from the state Service Delivery Plan. In Idaho, one-third of LEAs have small migrant programs and receive minimal funding, therefore MPOs that are more appropriate to larger programs are optional for smaller programs. LEAs select which of the optional MPOs they will implement for the coming year. Required MPOs are pre-selected

for all LEAs. LEAs then briefly describe their plan for implementing each MPO selected in the grant application.

Evaluation
Idaho has a Migrant Student Information System, created by in-house developers. In this system, each LEA reports whether or not it has achieved the selected MPO from the submitted consolidated plan. They also report supporting information for each MPO. LEAs are required to submit this information in the fall so services delivered in the summer may be included. ISDE uses this data to evaluate the overall program success at meeting MPOs and for analyzing the Service Delivery Plan and data collection methods for needed revisions.

In addition, Idaho has a three-year cycle of monitoring that includes a site visit, interviews with parents, secondary students, teachers, the family liaison, administrators, the local migrant director and business manager. Monitoring occurs as a consolidated process with all federal programs represented. The migrant program also conducts informal monitoring of migrant summer school programs through site visits. Each LEA that offers a summer program is visited at least once every three years.

i. The full range of services that are available for migratory children from appropriate local, State, and Federal educational programs;

It is critical that migrant students in Idaho have equal access to all appropriate local State, and Federal programs in addition to supplemental MEP services designed to meet the Measurable Program Outcomes (MPOs) identified in the Service Delivery Plan (SDP).

In order to ensure that this takes place, the Idaho MEP has a two-pronged approach. First, ISDE MEP staff has provided, and continues to provide, intensive training and technical assistance to LEAs to ensure that they do not use migrant funds to provide services to migrant students that they would normally be eligible to receive, regardless of migrant status (supplanting). By ensuring that LEAs understand that migrant funds must be used after other programs provide services, we ensure that migrant students receive every service that they are entitled to under other programs, in addition to migrant services. Second, collaboration by migrant and other program staff at both a state and local level is a clear expectation shared with local migrant directors in training and is part of the ISDE monitoring process. State monitoring includes an indicator that requires proof that LEA migrant staff are in collaboration with other local, State and Federal educational programs, including Title I-A, III-A, McKinney-Vento and others. Indeed, many Idaho LEA migrant programs are small enough that the family liaison is the only migrant staff person. He or she often provides services through advocacy (support services) both within the school and in the community, ensuring that the children receive the services they need from school, health and other social services in the community (referred services). This collaboration ensures that migrant students' needs are addressed in schools by multiple programs.

Services provided to preschool-aged students are included in three MPOs in the category of School Readiness. Since Idaho does not have state-funded preschool, LEAs generally do not serve these students through local, State and other Federal programs. In Idaho, Migrant

funds may be used to pay fees for migrant students to attend developmental preschool programs as peer models, who would not otherwise be able to attend. Some LEAs with larger migrant populations provide preschool as a site-based migrant preschool. Other LEAs offer programs including home visits with materials and training provided to parents. Many LEAs offer preschool services through summer programming.

Out of School Youth (OSY)

Idaho uses materials developed by the Office of Migrant Education's Consortium Incentive Grant (CIG) "Solutions for Out of School Youth" (SOSY), including the OSY Profile adapted for Idaho. LEAs fill out this profile gathering data on the needs of the out of school youth and dropouts and provide referrals to other agencies, such as the High School Equivalency Program (HEP), agencies that can provide training opportunities, and social and health services to these youth. These profiles are submitted to the ISDE. In addition, the state provides MP3 players with intensive English curriculum for LEAs to use with out of school youth and dropouts who need help with learning English.

Drop-outs

Idaho's MEP strives for all migrant students to graduate. Our approach is to provide services and activities to keep students on track for graduation. For all migrant secondary students, including those who are at-risk for dropping out, we implement the services and activities mentioned above for out of school youth. In addition, ten of our Migrant-funded districts employee Migrant graduation specialists to prevent students from dropping out of school. Migrant graduation specialists have access to the Portable Assisted Support Sequence (PASS) courses for their students. They also connect students with local and state funded credit accrual and credit recovery opportunities. If a Migrant funded district does not have a migrant graduation specialist, the Migrant family liaison coordinates with the districts' counseling staff to ensure migrant students receive the necessary supports for academic success. Lastly, Idaho's State MEP hosts a Migrant Student Leadership Institute for migrant sophomores and juniors every July. Migrant students who are considered at-risk of dropping out are encouraged to apply for the Institute. The Institute is housed at Boise State University with a focus on college, career, and leadership skills. Services provided to secondary migrant students are focused at keeping students in school until they graduate.

If our efforts to keep students in school are unsuccessful, district migrant personnel attempt to contact the student to identify reasons for dropping out. Each situation is unique, thus assistance and support will vary with each student. At times, migrant staff are able to help students re-enroll in school. Other times, staff are able to help students by referring them to High School Equivalency (HEP) programs or other local GED programs, referrals to vocational training, and other health and social services if applicable. While dropouts are not mentioned specifically in all of Idaho's MPOs, all our strategies are geared towards preventing our migrant students from dropping out.

ii. Joint planning among local, State, and Federal educational programs serving migratory children, including language instruction educational programs under Title III, Part A;

The state models collaboration with joint planning of Title I-C and Title III. Title III, Title I-C, and State EL are part of one department at the ISDE. Starting fall of 2017-2018 the working group that collaborated on the recent Comprehensive Needs Assessment and Service Delivery Plan will continue as an advisory panel to the Idaho MEP. This group will be combined with the EL advisory panel as many of the members of each group work with overlapping populations. We will establish a method of rotating members over time and will include State and LEA federal programs staff, family liaisons, K-12 teachers, migrant preschool teachers, parents, and representatives from other agencies who work with migrant families, including the High School Equivalency program (HEP), College Assistance Migrant Program (CAMP) and Migrant Seasonal Head Start (MSHS). Other possible members include representatives from the Idaho Commission on Hispanic Affairs, Institutes of Higher Education, and the State Board of Education. This collaborative group will address concerns and provide advice to continue program development.

LEAs are trained to coordinate Title I-C with Title III in parent outreach, parent advisory councils (PACs), and afterschool programming. For example, LEAs are trained to include migrant program staff in planning and implementing of non-migrant programs to ensure that migrant students are a priority and that those programs meet migrant students' needs. Since many migrant families also use a language other than English in the home and have children who are designated as English learners, these families provide planning, implementing and evaluative feedback to LEAs for both programs.

iii. The integration of services available under Title I, Part C with services provided by those other programs; and

After identifying the needs of migrant students, migrant staff also assesses the availability of non-migrant programming to meet those needs and use migrant funds to provide supplemental programs that meet unmet needs. For example, Idaho does not provide state-funded preschool, so migrant LEAs have implemented a variety of preschool programs, including summer programs, to meet the school readiness needs of our migrant children. In cases where other programs offer services, the migrant programs in LEAs support migrant families by enhancing home school communication and by advocating for migrant students and families to participate in all other programs.

iv. Measurable program objectives and outcomes.

This section outlines how Idaho's Measurable Program Outcomes (MPOs) will produce statewide results through specific educational or educationally-related services. The MPOs will allow the Migrant Education Program (MEP) to determine whether, and to what degree, the program has met the unique educational needs of migrant children and youth as identified through the Comprehensive Needs Assessment (CNA). It should be noted that some MPOs are required of all project LEAs, while others are optional. This determination is

made by the ISDE staff in order to accommodate funded LEAs that serve very few students through mainly providing non-instructional support and referred services.

School Readiness

Measurable Program Outcomes (MPOs)	Key Strategies	LEA Options
1.1) By the end of program year 2017-2018, 80% of migrant parents attending parent involvement activities will report on a pre/post survey that they have an increased ability to support school readiness activities in the home.	1.1) Provide migrant parents with ideas, activities, and materials for use at home with their children to promote first language development and school readiness through site-based or home- based family literacy opportunities (e.g., language acquisition, packets with school supplies, books, and activities).	Required
1.2) By the end of program year 2017-2018, 90% of students attending at least 40 hours of migrant preschool will show a gain on a pre/post-test of school readiness skills.	1.2) Provide migrant funded site-based preschool services to migrant children ages 3- 5 (e.g., during the regular school day, as an evening program, or as part of a summer school program).	Optional
1.3) By the end of program year 2017-2018, 30% of all identified migrant-eligible preschool-aged children will be served.	1.3) Participate in the activities of the Preschool Initiative Consortium Incentive Grants (CIG) and share materials, strategies, and resources with migrant families.	Optional

English Language Arts Achievement

Measurable Program Outcomes (MPOs)	Key Strategies	LEA Options
2.1) By the end of program year 2017-2018, 80% of migrant K-2 students will receive resources to promote early literacy as measured by resource distribution logs.	2.1) Provide resources through migrant funds to promote early literacy (e.g., extended day kindergarten, backpacks and school supplies, family literacy nights and opportunities, individual libraries, migrant summer school expeditionary opportunities, tutoring, after school programs).,	Optional
2.2a) By the end of program year 2017-2018, 80% of migrant students who participate in an extended school service taught by qualified migrant staff will show gains of at least 20% or grade level proficiency on a pre/post assessment of grade-level ELA skills for students in grades 3-12. 2.2b) By the end of program year 2017-2018, 80% of migrant students who participate in an extended school service taught by qualified migrant staff will earn at least one secondary English credit for students in grades 7-12.	2.2 Use qualified staff to provide supplemental ELA extended school services aligned with state standards and proficiencies (e.g., summer school for ELA, IDLA-advancement, Plato, dual enrollment, community colleges, academies offered by Institutes of Higher Education (IHEs), Portable Assisted Study Sequence (PASS), after school tutoring, home-based instruction).	Optional
2.3) By the end of program year 2017-2018, 80% of teachers participating in migrant-sponsored ELA professional development will report on a survey that they successfully applied the research-based instructional strategies on supplemental literacy instruction.	2.3) Provide opportunities for migrant staff to attend LEA, regional, state, and/or national level ELA professional development (e.g., migrant funds are used to send staff to PD events).	Optional

Measurable Program Outcomes (MPOs)	Key Strategies	LEA Options
2.4) By the end of program year 2017-2018, 80% of migrant parents attending parent involvement activities (one-on-one or in groups) will report on a pre/post survey that the resources they received have increased their ability to provide ELA academic support at home.	2.4) Provide ongoing (year-round) access and training on specific resources (e.g., school supplies, educational materials, books and multicultural literature) needed by migrant parents and students.	Required

Mathematics Achievement

Measurable Program Outcomes (MPOs)	Key Strategies	LEA Options
3.1) By the end of program year 2017-2018, 80% of migrant K-2 students will receive resources to promote early numeracy as measured by resource distribution logs.	3.1) Provide resources through migrant funds to promote early numeracy (e.g., extended day kindergarten, backpacks and school supplies, family math nights and opportunities, mathematics manipulatives, migrant summer school, expeditionary opportunities, tutoring, after school programs).	Optional
3.2a) By the end of program year 2017-2018, 80% of migrant students who participate in an extended school service taught by qualified migrant staff will show gains of at least 20% or grade level proficiency on a pre/post assessment of grade-level math skills for students in grades 3-12.	3.2) Use qualified staff to provide supplemental math extended school services aligned with state standards and proficiencies (e.g., summer school for math, IDLA-advancement, Plato, dual enrollment, community colleges, Idaho National Lab, math camps, academies offered by IHEs).	Optional
3.2a) By the end of program year 2017-2018, 80% of migrant students who participate in an extended school service taught by qualified migrant staff will earn at least one secondary math credit for students in grades 7-12.		Optional

Measurable Program Outcomes (MPOs)	Key Strategies	LEA Options
3.3) By the end of program year 2017-2018, 80% of migrant staff participating in migrant-sponsored math professional development will report on a survey that they successfully applied the research-based instructional strategies during supplemental math instruction.	3.3) Provide opportunities for migrant staff to attend LEA, regional, state, or national level math professional development (e.g., migrant funds are used to send staff to PD events).	Optional
3.4) By the end of program year 2017-2018, 80% of migrant parents attending parent involvement activities will report on a pre/post survey that they have an increased ability to support math education at home.	3.4.a) Identify organizations, experts, and resources to provide family math engagement opportunities and share information with parents (e.g., Parent Math Night, manipulatives, guest speakers, community and job outings focused on math in their world). 3.4.b) Provide opportunities for migrant parents to attend local, regional, state, and national math family engagement events and activities.	Required

High School Graduation and Dropout Prevention

Measurable Program Outcomes (MPOs)	Key Strategies	LEA Options
4.1) By the end of 2019-2020 program year, the migrants' graduation rate will increase by 3%.	4.1a) Develop and implement a student monitoring system to follow migrant secondary students' progress toward grade promotion and graduation. 4.1b) Implement an individual plan for any migrant secondary student, who is at-risk for dropping out as demonstrated by lost credits. 4.1c) Provide a secondary migrant graduation specialist or other migrant staff to support migrant students towards grade promotion and graduation for 7th – 12th grades.	Optional
4.2) By the end of the program year 2017-2018, the percentage of secondary migrant students receiving an instructional and/or support service will increase by 20% (or 80% served overall if already serving most of their students).	4.2.a) Provide instructional services during the school day, before or after school, or during summer school for credit accrual for secondary migrant students (e.g., tutoring, study skills elective classes, PASS, credit recovery classes, internships). 4.2.b) Provide support services (e.g., supplemental supplies and fees, advocacy etc.).	Required

Measurable Program Outcomes (MPOs)	Key Strategies	LEA Options
4.3) By the end of program year 2017-2018, 80% of migrant students or parents participating, will report on a pre/post survey that the information gained was useful in promoting the goal of high school graduation and/or college and career readiness.	4.4) Provide parents and students with information and supportive events related to high school graduation and/or college and career readiness at a minimum of twice per year (e.g., Migrant Summer Leadership Institute, college visits, presentations at Parent Advisory Committee (PAC) meetings, College Assistance Migrant Program (CAMP) collaborations, leadership institutes, career fairs/speakers, Career Information System (CIS) software training).	Required
4.4) By the end of the program year 2019-2020, 90% of migrant dropouts who can be located will receive educational, support, or referral services.	4.4a) Make every effort to contact every student who has not enrolled in school as expected (e.g. multiple attempts using all available resources, such as school records, MSIX Missed Enrollment Report, MSIS Discrepancy Report, etc.). 4.4b) For any student who has dropped out of school in grades 7-12, conduct an exit interview with the student and the parents to determine and alleviate barriers to re-enrollment. 4.4c) Providing educational counseling support services to provide students with multiple options for continuing their education (e.g. alternative schools, online opportunities, GED programs, job-training programs).	Required

Non-instructional Support Services

Measurable Program Outcomes (MPOs)	Key Strategies	LEA Options
5.1) By the end of program year 2017-2018, 80% of migrant staff participating will report an increase in student engagement based on staff surveys.	5.1) Provide professional development (PD) on migratory lifestyle and unique needs of migrant students (e.g., program and cultural awareness presentation, field or home visits for teachers and administrators, training on mobility /academic/social gaps).	Required
5.2) By the end of program year 2017-2018, 80% of migrant parents participating will report an increase in student engagement based on parent surveys.	5.2) Provide workshops, meetings, and resources to parents and the community on ways to support and involve migrant students (e.g., extra-curricular activities, parenting classes, parent literacy workshops, instructional home visits).	Required
5.3) By the end of program year 2017-2018, at least two local partnerships and/or agreements among the school LEA and community healthcare providers and public health agencies will be established to provide health services to migrant families.	5.3) Establish partnerships and/or agreements among the school LEA and community healthcare providers (such as Lions Club and the regional health district) and public health agencies to provide health services to migrant families, such as Memoranda of Understanding.	Required
5.4) By the end of program year 2017-2018, 80% of migrant parents participating in parent involvement activities will report on a pre/post survey that they have an increased understanding of how to access community health services.	5.4) Provide information on, and referrals to, individualized health advocacy services to benefit migrant families needing health services (e.g., glasses, dental, immunizations).	Required

Promote Coordination of Services (*ESEA section 1304(b)(3)*): Describe how the State will use Title I, Part C funds received under this part to promote interstate and intrastate

coordination of services for migratory children, including how the State will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year.

ISDE continues to participate in the Migrant Student Information Exchange (MSIX) Data Quality Initiative. Idaho ensures that accurate and complete records are being uploaded to MSIX in order to give liaisons access to up-to-date information on students' academic risk and progress. Further, training has been provided and will continue to be provided in using MSIX information to better serve migrant students. LEAs also receive training in accessing data from Idaho's Migrant Student Information System (MSIS), which provides extensive information on Idaho migrant students, facilitating intrastate transfer of records.

Table 12: Migrant Student Information Exchange agreements

Intrastate Coordination and Records Transfer	Interstate Coordination and Records Transfer
• Idaho's MSIS includes individual immunization records with dates and health alerts • MSIS includes historical information on all Idaho assessments including the Idaho Reading Indicator, Idaho Standards Achievement Tests of English language arts and math and English language proficiency assessment (ACCESS for ELL) • MSIX Consolidated Records includes course history	• MSIX Consolidated Records report for assessments, course history, and move history • MSIX for Move Notifications • MSIX for Data Requests

As part of its consolidated plan, each LEA must complete the following question: "Describe the LEA's coordination efforts with other agencies, including the timely transfer of student records." As part of this question, LEAs must describe "How does the LEA ensure that students who move are served right away in their new LEA (i.e., MSIX, phone calls)?" Acceptable responses must include both MSIX notifications and direct communications with receiving LEAs.

In the event that an MSIX Data Request is received at a time of year when the family liaison and regional ID&R coordinator are not available (school breaks), the request will escalate to the Idaho MEP and data will be provided directly to the requestor by state migrant staff.

Idaho's MEP promotes intrastate and interstate coordination by participating in the following:

- ISDE collaborates with the Community Council of Idaho, Idaho's Migrant Seasonal Head Start provider to create a Memorandum of Understanding completed by LEAs with the local Head Start every two years to promote recruiting and services provided to preschool students.
- ISDE MEP staff and many LEA staff participate in the National Association of State Directors of Migrant Education (NASDME) conference annually.
- ISDE MEP Director attends NASDME General Membership meetings to collaborate with other State MEP Directors.
- ISDE MEP Director and staff attend Migrant Annual Director's Meeting (ADM) to learn and collaborate from Office of Migrant Education (OME) and other State MEP Directors.
- The state provides statewide Parent Advisory Council (PAC) meetings six times per year in the fall and spring in three locations across the state.
- Idaho's MEP director is the northwest regional representative to the Collaboration Work Group (CWG) with the Office of Migrant Education. Although new to this role, she will share information from the CWG with MEP Directors in the northwest region and serve as an advocate for the needs of these states.
- The Idaho MEP provides training/collaboration meetings to migrant directors across the state three times per year.
- The ISDE organizes a biannual Federal Programs Conference that provides information, training, and opportunities for collaboration among LEA and ISDE staff regarding all federal programs and special education.
- The state participates in the Bi-National program and contracts with an experienced person to administer the program. LEAs use the Mexican Transfer Document to ensure that students leaving the United States to Mexico will be able to register their students in school.

i. **Use of Funds** (ESEA section 1304(b)(4)): Describe the State's priorities for the use of Title I, Part C funds, and how such priorities relate to the State's assessment of needs for services in the State.

Title I, Part C Funds are used to implement the strategies identified in our service delivery plan in order to meet the Measureable Performance Outcomes. Funding is also used to support parent advisory councils and other parent involvement activities at both the state and local level. Finally, funds are used for statewide efforts in identification and recruitment of migrant children and youth.

The State's Comprehensive Needs Assessment completed in 2016-2017 defines concerns and proposed solutions. The Service Delivery Plan responded to the concerns and incorporated proposed solutions to create appropriate strategies and Measurable Performance Outcomes.

f. **Title I, Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk**

1. **Transitions Between Correctional Facilities and Local Programs** *(ESEA section 1414(a)(1)(B)):* Provide a plan for assisting in the transition of children and youth between correctional facilities and locally operated programs.

   Transitional services to support students transitioning from the LEA to the correctional facility enables students to continue their education. Transitional services to support the transition of students from correctional facilities to LEAs ensure a planned and smooth transition for students returning to school.

   Participating schools coordinate with facilities working with delinquent children and youth to ensure that each student is participating in an education program comparable to the one operating in the student's school. Schools make every effort to ensure the correctional facility working with students are aware of a student's existing individualized education program.

   Procedures based on the needs of the student, including the transfer of credits that such student earns during placement; and opportunities for such students to participate in credit-bearing coursework while in secondary school, postsecondary education, or career and technical education programming for each of the two types of programs Title I-D Subpart 1 and 2 are outlined below. The state will place a priority for such children to attain a regular high school diploma, to the extent feasible. The ISDE has established the following procedures to ensure the timely re-enrollment of each student who has been placed in the juvenile justice system in secondary school or in a re-entry program

   Idaho has two state agency programs under Title I, Part D Subpart 1. The Idaho Adult Correctional Program and the Idaho Juvenile Correctional Program and both are required to annually identify in Idaho's yearly application (Consolidated Federal and State Grant Application, or CFSGA) transition activities that take place at their respective programs and meet the 15 to 30 percent reservation of funds for re-entry or transition services as required by law. Both programs are required to provide a detailed explanation on how the facility will coordinate with counselors, school districts, and/or postsecondary educational institutions or vocational/technical training programs in assisting students' transition.

   Under Title I, Part D Subpart 2 Idaho has twenty-four local programs, serving either neglected or delinquent students. Subpart 2 programs are required to provide transitional services (although no specific funding percentage like is described in Subpart 1 programs is required since it is not outlined in the law) to assist students in returning to locally operated schools and to promote positive academic and vocational outcomes for youth who are neglected and/or delinquent. These Subpart 2 programs are also required to annually identify in Idaho's CFSGA their transition services.

   In the fall of 2017, ISDE will add information on best practices and tools on the state web site for youth returning from correctional facilities or institutions for neglected or delinquent children and youth. The tools and professional development for facilities to

implement a support system to ensure their continued education and the involvement of their families and communities will be conducted and completed by April 2018.

A new coordinator for the Neglected, Delinquent, and At-Risk program was hired January 16, 2018 and is in the process of reviewing transitional plans for facilities participating in Subpart 1 and Subpart 2 to determine the effectiveness of these plans and provide resources and tools on the ISDE website and onsite- training.

Upon a student's entry into the Neglected, Delinquent or At-Risk facility, the staff will work with the youth's family members and the local educational agency that most recently provided services to the student (if applicable). This process will include ensuring that the relevant and appropriate academic records and plans regarding the continuation of educational services for such child or youth are shared jointly between the facility and LEA in order to facilitate the transition of such children and youth between the LEA and the correctional facility. The facility will consult with the LEA for a period jointly determined necessary by the facility and LEA upon discharge from that facility, to coordinate educational services so as to minimize disruption to the child's or youth's achievement.

2. **Program Objectives and Outcomes** *(ESEA section 1414(a)(2)(A)):* Describe the program objectives and outcomes established by the State that will be used to assess the effectiveness of the Title I, Part D program in improving the academic, career, and technical skills of children in the program.

   Objective 1: Title I, Part D programs will provide for individualization of instructional experience beginning with an intake process that includes an identification of each student's academic strengths and weaknesses in reading and math. Outcome: Each Title I, Part D program will provide educational services for children and youth who are neglected or delinquent to ensure that they have the opportunity to meet challenging State academic content and achievement standards.

   Objective 2: Title I, Part D programs will ensure that all neglected and delinquent students accrue school credits that meet state requirements for grade promotion and secondary school graduation. Outcome: Each Title I, Part D program will pre and post-test each student using a standards-based test to determine academic growth during the student's placement in the academic program.

   Objective 3: Title I, Part D programs will ensure that all neglected and delinquent students have the opportunity to transition to a regular community school or other education program operated by an LEA, complete secondary school (or secondary school equivalency requirements), and/or obtain employment after leaving the facility. Outcome: Title I, Part D programs will annually report on the types of transitional services and the number of students that have transitioned from the facilities to the regular community schools or other education programs, completed secondary school (or secondary school equivalency requirements), and/or obtained employment after leaving the facility.

Objective 4: Title I, Part D programs will ensure (when applicable) that neglected and delinquent students have the opportunity to participate in postsecondary education and job training programs. Outcome: Title I, Part D programs will annually report on the number of neglected and delinquent students who were given the opportunity to participate in postsecondary education and job training programs.

g. **Title II, Part A: Supporting Effective Instruction**

1. **Use of Funds** *(ESEA section 2101(d)(2)(A) and (D))*: Describe how the State educational agency will use Title II, Part A funds received under Title II, Part A for State-level activities described in section 2101(c), including how the activities are expected to improve student achievement.

State Level Activities – Administrators and Libraries

Idaho Principal Mentoring Project: According to the 2012 Rand Corporation (Burkauser, et. al, 2012) study on first year principals, "improving the principal placement process to ensure that individuals are truly ready for and supported in their new roles could have important implications for student achievement—particularly in low-performing schools." The Idaho Principal Mentoring Project seeks to provide this support with the ultimate goal of principal retention and increased student achievement.

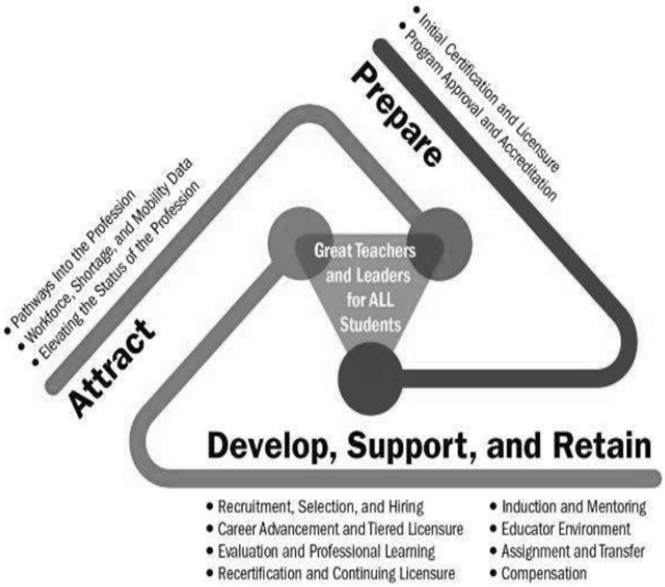
Title II-A funds are used to implement the Idaho Principal Mentoring Project (`), which was a new program in 2016-2017 and designed for early career principals. See section A(4)(viii)(e) of the plan for a complete description of the IMPM. The project provides another level of support to those entering a leadership position. While participation has been voluntary, new principals serving in schools identified for comprehensive support and improvement will be required to take advantage of the program. In 2016-17, 20 principals participated, and approximately 30 principals will participate in 2017-18.

Whereas the Idaho Building Capacity (IBC) project (see section A(4)(viii)(e) of this plan) is designed to build local capacity at a systems level, IPMP is designed to provide one-on-one mentoring to new leaders. The mentors are highly distinguished principals or superintendents, selected and trained by the state to mentor new school leaders. A needs assessment administered to mentees and principal mentors determines the assignment of principal mentors to mentees based on need and experience. Mentors coach new leaders through the tasks of improvement with regular structured virtual or in-person check-ins. Each mentor/mentee team creates a customized mentoring plan that focuses on developing the skills and dispositions in four critical areas of school level leadership: interpersonal and facilitation techniques, teacher observation and feedback, effective school-level and classroom-level practices, and the use of data to improve instruction. The program has two main objectives: to increase the rate of effectiveness of new administrators and to decrease turnover among rural and struggling schools.

Support for School Libraries: Title II-A funds are used to partner with the Idaho Commission for Libraries to expand the annual Idaho School Libraries professional development. In schools where full-time school librarians are properly trained and supported, students achieve at significantly higher levels than students in schools with no full-time librarian (see: School Libraries Work! A Compendium of Research Supporting the Effectiveness of School Libraries). Title II-A funds will ensure more librarians are able to benefit from this valuable training, and more students will have access to a trained school librarian.

State Level Activities – Educators

The Idaho State Board of Education established an Educator Pipeline Work Group in 2016 to explore teacher pipeline issues across the state. Some of the early recommendations are aligned to allowable Title II-A projects. The Talent Development Systems graphic below, produced by American Institutes for Research (AIR), illustrates a three-pronged approach to addressing teacher shortages that guides Idaho's work.



In order to address teacher retention the Work Group first recommends increased professional development opportunities and support for teachers across the continuum, including induction programs, evaluation feedback for the purpose of professional growth and learning, and teacher leadership pathways. The following state level activities are aligned with these goals:

Continued Support for the Idaho Instructional Framework: Title II-A funds are used to support training and deepen understanding of Idaho's Instructional Framework through in-person workshops delivered around the state. A new approach under the flexibility of ESSA will be to deliver more of this training directly to LEAs in rural parts of the state. Workshops may include but not be limited to the following:

- Advanced Instructional Coaching Using the Framework for Teaching
- Calibration and Collaborative Self-Assessment of Observation Skills
- Data Literacy Using Assessment in Instruction
- Designing a Quality Teacher Evaluation Model
- Engagement for Student Learning
- Exploring Domains 1 and 4 of the Framework for Teaching
- Introduction to the Framework for Teaching and Deeper Understanding
- Instructional Coaching Using the Framework for Teaching
- Instructional Rounds
- Learning-Focused Conversations
- Mentoring Using the Framework for Teaching

- Observation Skills Using the Framework for Teaching
- Special Education: Introduction to the Framework for Teaching
- Special Education: Observation Skills Using the Framework for Teaching
- State of Idaho Framework Facilitators, Level 1
- Talk About Teaching: Clustering the Components

Facilitated conversations around the state's instructional framework – dialogue among teachers, instructional coaches, mentors, peer coaches, consulting teachers, preservice teachers, cooperating teachers, administrators, higher education faculty, teacher leaders, superintendents, and other district leaders – creates opportunities for deeper collaboration in and across the education system, impacting teacher growth and ultimately student achievement.

Mentoring and Coaching: In 2013 the Governor's Task Force for Improving Education made 21 Recommendations creating a strategic plan for education systems across the state. One of these recommendations was that each district develop a mentoring and induction program for the support of new teachers based on the Idaho Mentor Program Standards. Recommendations put forth in 2017 from the Educator Pipeline Work Group echoed the call, and outlined an even greater need since moving to a certification system in which new teachers have three years to move from Residency to Professional status.

Comprehensive induction and mentoring programs have been associated with first-year teachers showing student performance gains equivalent to those of fourth-year teachers who did not have this support (Strong, 2006). Though Title II-A funds alone will not be sufficient to establish robust mentoring and induction programs statewide, ISDE and the State Board of Education will investigate how we may use Title II-A funds to support and expand upon the foundation that is in place with the goal of increased student learning. See Appendix D for additional research supporting a focus on educator mentoring.

An AIR policy brief published in May 2014 (Potemski & Matlach, 2014) noted that effective state induction policies include program standards to establish consistent expectations for mentoring and induction activities across the state. In 2009 the State Board of Education, in conjunction with ISDE, established and published such standards. Using these standards to provide a vision and guidelines for local planners to use in the design and implementation of a high-quality mentoring program for beginning teachers, the state hopes to increase the number of effective induction programs in every region of Idaho. Partnering with higher education institutions, Title II-A funds would allow university partners to facilitate induction support for new teachers in high need LEAs across the state of Idaho. Faculty from higher education institutions in Idaho (public and private, four-year and two-year) are interested in the performance of their graduates in their early years of teaching. Investigating new teacher performance serves two main goals: continuous improvement for educator preparation programs and the identification of key supports for new teachers in terms of induction communities, practice, strategies, and outcomes. This project would study how the structures of one induction program in identified high need LEAs influences teacher performance and PK-12 student learning to inform future programs.

Additionally, the state strongly encourages and supports LEAs using Title II-A funds to recruit and train mentors within those LEAs identified for comprehensive and targeted support.

LEA Optional Use of Funds Aligned with State Level Activities
The uses of funds described below are not required of LEAs but are encouraged as we work to attract and certify more teachers for Idaho's classrooms. The Educator Pipeline Work Group has supported the development of alternative paths to certification that will not sacrificing rigor.

Grow Your Own: Idaho is experiencing teacher shortages in various content areas and geographic areas, and especially in rural parts of the state. To ensure that LEAs with schools identified for comprehensive and targeted support are fully staffed by effective educators, ISDE encourages LEAs use of Title II-A funds to embrace Grow Your Own programs. LEAs can actively recruit current classified staff (paraprofessionals) into the teaching profession, using Title II-A funds to support them in their attainment of full certification. In addition, the state recognizes the need for more teachers and leaders of color, and is committed to increasing the number of American Indian and Hispanic/Latino teachers and recommends that LEAs support the full certification of teachers of color through available routes.

Idaho currently provides financial support for concurrent high school and college credit but, at present, no courses are offered that fulfill requirements for an education degree. While Idaho explores increasing the opportunities for high school students in this area, ISDE is investigating scholarship opportunities for high school students who commit to teaching in high-need areas for a designated amount of time.

Partnership Supports
Idaho Division of Career and Technical Education (ICTE) offers a program to recruit and retain career and technical education (CTE) teachers who have qualified for endorsements in a CTE area based on their professional work experience. These occupational teaching certifications begin as a Limited Occupational Specialist (LOS), then after completion of coursework and/or teacher training, advance to a Standard Occupational Specialist, and finally to an Advanced Occupational Specialist. The LOS certification is a three-year interim certificate, and during that time, ICTE provides statewide and regional training for the LOS teachers through the Inspire Cohort. The goal of the Inspire Cohort program is to not only recruit and train new occupationally endorsed teachers but also to assimilate them into the teaching profession with connections to other LOS colleagues and a fully supported first-year experience and beyond. Inspire faculty, personal mentors, and state-level program managers provide the foundation for these new teachers at no out-of-pocket expense to the teacher. Oversight of the Inspire Cohort is maintained by ICTE, thus ensuring consistent training and mentoring, with a goal to produce a greater impact on student achievement sooner in their teaching careers. The Inspire Cohort is open to all LOS teachers employed in a CTE program and is funded with state funds for the purpose of encouraging completion of the program.

2. **Use of Funds to Improve Equitable Access to Teachers in Title I, Part A Schools** *(ESEA section 2101(d)(2)(E))*: If an SEA plans to use Title II, Part A funds to improve equitable access to effective teachers, consistent with ESEA section 1111(g)(1)(B), describe how such

funds will be used for this purpose.

Idaho does plan to use some Title II-A funds to improve equitable access to effective teachers, as described above. Idaho will target Title II-A funds to schools in comprehensive support and improvement through the IPMP, in addition to the Title I-A funds used for the Idaho Superintendents Network and Idaho Principals Network (as described in section A(4)(viii)(e) of this plan). Title II-A funds will also be used to train teachers in Idaho's instructional framework and address educator mentoring. These strategies will help to ensure that all students have access to effective teachers.

ISDE created a cross-agency workgroup in 2015 to study the equitable distribution of educators across the state. ISDE worked with REL Northwest to analyze educator preparedness (inexperienced), content knowledge (teaching outside of field), and need (grade spans or content area). While the data analysis did not point to disparities in terms of the distribution of personnel who are working with low-income or minority students, it did identify a shortage of personnel across all areas, including areas not previously identified. The findings became part of Idaho's Equity Plan submitted to the U.S. Department of Education on June 1, 2015, and they sparked a statewide effort to study recruitment and retention.

ISDE again partnered with REL Northwest to conduct surveys and interviews of a sampling of Idaho LEAs. The process was completed in June 2016. The salient challenge reported by the superintendents interviewed was recruitment and retention of staff. Many of the superintendents are taking short-term measures (e.g., Teach for America, Idaho Digital Learning Academy for secondary coursework, multi-grade classrooms) to meet their needs but expressed concern that the issue was larger than any one LEA could tackle. One superintendent remarked, "*We are one teacher away from losing several programs.*" LEAs expressed concern that the issue was not limited to teachers, but also affected administrative personnel.

Table 13: Proposed programs for supporting educators

Timeline: July 2017 to September 2022

Strategy	Funding sources
Idaho Building Capacity Network	Title I: School improvement
Idaho Superintendents Network	Title I: School improvement
Idaho Principals Network	Title I: School improvement
Idaho Principal Mentoring Project	Title II-A
Mentoring and Coaching	Title II-A
School Libraries	Title II-A
Instructional Framework	Title II-A

3. **System of Certification and Licensing** *(ESEA section 2101(d)(2)(B))*: Describe the State's system of certification and licensing of teachers, principals, or other school leaders.

Educator certification in the state of Idaho is clearly defined within Idaho Administrative Code (IDAPA). This code puts forth rigorous expectations for teachers, pupil personnel, principals, directors of special education, and superintendents who are prepared by both Idaho and out-of-state institutions of higher education. IDAPA ensures that educators are prepared not only with the necessary knowledge gained through course work, but through clinical field experiences as well. Alternative routes to certification are also clearly defined and available to those who wish to enter the education profession through non-traditional means. IDAPA specifically outlines alternative routes to ensure all educators within Idaho, regardless of certification route, are prepared to the fullest extent. In addition, twenty percent (20%) of Standards for Initial Certification of Professional School Personnel are reviewed annually by the Idaho Professional Standards Commission in an effort to continuously maintain rigor and improve upon current practice. Specifics within IDAPA detailing specific requirements for educator certification are described in the following paragraphs:

A Standard Instructional Certificate requires: A minimum of 20 semester credit hours, or 30 quarter credit hours, in the philosophical, psychological, and methodological foundations, instructional technology, and in the professional subject matter which shall include at least three semester credit hours or four quarter credit hours in reading and its application to the content area. [IDAPA 08.02.02.015.01.a.i] The certificate must include an endorsement area as well. Some endorsement requirements are as follows:

An All Subjects Endorsement requires: Twenty (20) semester credit hours, or 30 quarter credit hours, in the philosophical, psychological, and methodological foundations, instructional technology, and professional subject matter must be in elementary education including at least 6 semester credit hours, or 9 quarter credit hours, in developmental reading. This endorsement must be accompanied by at a minimum of one additional subject area endorsement allowing teaching of that subject through grade nine or kindergarten through grade 12. [IDAPA 08.02.02.022.03]

A Blended Early Childhood/Early Childhood Special Education Endorsement requires: A minimum of 30 semester credit hours, or 45 quarter 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 in the areas of child development and learning; curriculum development and implementation; family and community relationships; assessment and evaluation; professionalism; and application of technologies. [IDAPA 08.02.02.022.07]

An Exceptional Child Generalist Endorsement requires: Thirty (30) semester credit hours in special education, or closely related areas, as part of an approved special education program. [IDAPA 08.02.02.023.07]

A Secondary Content Area Endorsement requires: Preparation in at least two fields of teaching. One of the teaching fields must consist of at least 30 semester credit hours, or 45 quarter credit hours and a second field of teaching consisting of at least 20 semester credit hours, or 30 quarter credit hours. Preparation of not less than 45 semester credit hours, or 67 quarter credit hours, in a single subject area may be used in lieu of the two teaching field requirements. [IDAPA 08.02.02.015.01.c]

Clinical Requirements Idaho Administrative Code articulates clinical requirements for teacher candidates. There are no specific state requirements with regard to preservice teaching experience in diverse settings or with special student populations. For the Standard Instructional Certificate, which includes all instructional endorsements, at least six semester credit hours, or nine quarter credit hours, of student teaching in the grade range and subject areas as applicable to the endorsement are required. [IDAPA 08.02.02.015.01.a.ii]

Administrator Certification requires at least 30 semester credit hours, or 45 quarter credit hours of graduate study in school administration based on the specific administrator area (school principal, director of special education, or superintendent). The program must include the competencies of the Idaho Foundation Standards for School Administrators. [IDAPA 08.02.02.015.03]

Alternative Routes to Certification When a professional position cannot be filled by an LEA with someone who has the correct endorsement/certification, the LEA may request an alternative authorization for certification. An alternative authorization is valid for one year, and may be renewed for two additional years. Prior to application, a candidate must hold a Bachelor's degree. The LEA must provide supportive information attesting to the ability of the candidate to fill the position. [IDAPA 08.02.02.042]

Alternative Authorization – Teacher to New Certification/Endorsement Candidates will work toward completion of the alternative route preparation program in conjunction with the employing LEA and the participating educator preparation program (college/university or non-traditional route). Candidates must complete a minimum of nine semester credits annually or make adequate progress to be eligible for extension of up to a total of three years. The participating educator preparation program shall provide procedures to assess and credit equivalent knowledge, dispositions, and relevant life/work experiences. Additionally, the alternative authorization allows teachers to use the National Board Certification process to gain an endorsement in a corresponding subject area or by obtaining a graduate degree in a content specific area.

Two pathways are also available to some teachers, depending upon endorsement(s) already held.

- Pathway 1 - Endorsements may be added through state-approved testing and a mentoring component. The appropriate test must be successfully completed within the first year of certification in an area closely compatible with an endorsement for which the candidate already qualifies and is experienced. This pathway requires the successful completion of a one-year state-approved mentoring component.

- Pathway 2 – Endorsements may be added through state-approved testing in an area less closely compatible with an endorsement for which the candidate already qualifies and is experienced. The appropriate test must be successfully completed within the first year of the certification along with the successful completion of a robust one-year state-approved mentoring component. [IDAPA 08.02.02.042.01]

Alternative Authorization – Content Specialist The purpose of this alternative authorization is to offer an expedited route to certification for individuals who are highly and uniquely qualified in a subject area to teach in an LEA with an identified need for teachers in that area. Alternative authorization in this area is valid for one year and renewable for up to two additional years. Prior to application, a candidate must hold a bachelor's degree. The candidate shall meet enrollment qualifications of the alternative route preparation program. A consortium comprised of a designee from the educator preparation program, a representative from the LEA, and the candidate shall determine preparation needed to meet the Idaho Standards for Initial Certification of Professional School Personnel. This preparation must include mentoring and a minimum of one classroom observation per month until certified. [IDAPA 08.02.02.042.02]

Alternative Authorization – CTE Occupational Specialist The purpose of the occupational specialist certification is to permit individuals with several years of experience and often industry certification in a CTE-related occupation to teach secondary and postsecondary CTE students. These occupational teaching certifications begin as a Limited Occupational Specialist (LOS) for individuals with 6,000 to 16,000 hours of full-time, recent, successful, and gainful employment. After completion of coursework and/or teacher training at each level, teachers advance to a Standard Occupational Specialist, and finally to an Advanced Occupational Specialist. All occupationally certified teachers must meet the Idaho Standards for Initial Certification of Professional School Personnel. [IDAPA 08.02.036]

Content Knowledge, Pedagogy, and Performance As per IDAPA 08.02.02.018, all certification and endorsement areas require the candidate to demonstrate content knowledge, pedagogy, and performance. The state approved assessment for demonstration of content knowledge is the Praxis II assessment. Candidates must have a passing score on the Praxis II assessment for the content area they are seeking certification and endorsement.

Teacher Standards All Idaho teacher preparation programs are guided by the *Idaho Core Teacher Standards* (see Table 14 below). These standards provide guidelines for what all Idaho teachers must know and be able to do.

Foundation and Enhancement Standards Foundation and Enhancement Standards refer to additional knowledge and performances a teacher must know in order to teach a certain content area. The Foundation and Enhancement Standards, therefore, further "enhance" the standard. In this way, the Idaho Core Teacher Standards, Foundation Standards and Enhancement Standards are "layered" to describe what a teacher in the content area must know and be able to do in order to be recommended to the state for initial certification.

Pupil Personnel and Administrator Certification Standards There are several certification standards for pupil personnel professionals and school administrators that are also addressed through the Idaho teacher certification processes. These include School Administrators, School Counselors, School Nurses, School Psychologists, School Social Workers: Because of the unique role of these professionals, their standards are independent of the Idaho Core Teaching Standards but are still written in the same performance-based format: Knowledge and Performances.

Table 14: Idaho Content Teaching Standards

The Learner and Learning

Standard number and title	Standard description
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.

Content Knowledge

Standard number and title	Standard description
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.

Instructional Practice

Standard number and title	Standard description
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.

Professional Responsibility

Standard number and title	Standard description
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.

Current Work Regarding Certification of Educators

The Professional Standards Commission (PSC) annually reviews 20 percent of the preparation standards to align with national standards and best practices. This process allows Idaho to keep up to date with standards and best practices. In addition, the Office of the State Board of Education has convened a Teacher Certification Workgroup to look at the current certification requirements. The purpose of the workgroup is to maintain high standards to assure that all students have access to highly effective, learner-ready teachers and other LEA staff to ensure academic achievement for all students. The identified areas of focus for the workgroup are:

- Bring current certification practices in alignment with Idaho statute and administrative code.
- In those areas where current practice is best practice, amend administrative code to align with practice.
- Areas where current practice is not aligned with state law:
  - Individuals teaching outside of grade ranges authorized by certificate (certificate limits the grade level range individuals can teach, regardless of the endorsement)
  - Active certificates with attached endorsements that are not authorized in IDAPA
  - Positions reported as pupil service staff for which no corresponding endorsement exists
- Review alternate routes to certification to determine whether Idaho's existing routes offer adequate flexibility for aspiring educators while also assuring qualified individuals capable of advancing student learning are in the classroom.
- Review the mechanism for individuals with specialized skills, or from industry, to teach one or two classes.

In addition, the State Board of Education's Teacher Pipeline Workgroup will make recommendations which may include rule or statute changes to remove barriers for effective teachers to enter and stay in Idaho's classrooms.

4. **Improving Skills of Educators** *(ESEA section 2101(d)(2)(J))*: Describe how the SEA will improve the skills of teachers, principals, or other school leaders in order to enable them to identify students with specific learning needs, particularly students with disabilities, English learners, students who are gifted and talented, and students with low literacy levels, and provide instruction based on the needs of such students.

   Idaho addresses the identification of high need students through a variety of supports.

   The Special Education Department in partnership with the Special Education Support and Technical Assistance team, provides professional development to teachers and administrators in meeting the needs of students with disabilities. This professional development includes identifying and qualifying students for services under the Individuals with Disabilities in Education Act (IDEA).

   Idaho has standardized procedures for identifying English (EL) students. Idaho recognizes that all educators are responsible for the language development and academic success of ELs, therefore, the ISDE Title III Department, provides professional development support for all educators in the area of language development through content instruction. Additional information is available at http://www.sde.idaho.gov/el-migrant/el/index.html.

   Idaho law requires LEA's to identify and serve gifted students. The state provides funds to support the professional development in the area of identification. The funds also support services provided to students once identified. Under IDAPA 08.02.03.999, districts are required to write a three-year plan for each student identified as gifted and talented in the areas of academics, visual/performing arts, creativity, and leadership. Teachers of these students receive annual training through the Edufest summer conference featuring nationally recognized experts in the field of gifted and talented education. Additional

information is available at http://www.sde.idaho.gov/academic/gifted-talented.

Commissioned in December 2012 by Governor C.L. "Butch" Otter, the Task Force for Education recognized reading proficiency is a major benchmark in a student's education and that students must learn to read before they can read to learn content in other subject areas. The task force was assembled to study and collaborate on how Idaho's education system could better prepare its children for success. One focus of the Task Force was the recommendation that students demonstrate mastery of literacy before moving on to significant content learning. The task force also recommended a better tool for identifying students with low literacy levels.

To support these recommendations, the legislature has appropriated more than $11 million dollars to support research based intervention strategies to improve outcomes for students. Funds can be used in a variety ways, including professional development for educators to identify students with literacy deficiencies. The new assessment to identify struggling readers includes a screener, diagnostic and progress monitoring system to provide teachers with rich data that focuses on specific deficiencies in literacy skills for students in Kindergarten through third grade. Fifty-seven schools across the state are implementing the new reading assessment in a pilot administration in the 2017-2018 school year. A statewide implementation is scheduled for the 2018-2019 school year.

5. **Data and Consultation** *(ESEA section 2101(d)(2)(K))*: Describe how the State will use data and ongoing consultation as described in ESEA section 2102(d)(3) to continually update and improve the activities supported under Title II, Part A.

   Data are collected on all state-led professional development activities to assess the quality and efficacy of those experiences. For example, the IPMP and Idaho Instructional Framework components of section A(4)(viii)(e) of this plan include survey data collected from participants of these programs in 2017.

   Meaningful consultation was conducted with stakeholders, including teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders, parents, community partners, and other organizations or partners with relevant and demonstrated expertise in the development of this program plan. ISDE will seek advice, based on statewide data review, regarding equity data and student achievement data, and consult with this group of stakeholders at least annually on how to best improve the activities to meet the purpose of this program. Additionally, LEAs annually submit a Consolidated Federal and State Grant Application (CFSGA) for Title II-A, which includes listing professional development program activities, describing how each is expected to improve academic achievement, and identifying the evidence level of criteria each activity meets. The application is reviewed and then approved after all application criteria are met. During monitoring visits, each LEA provides documentation evidencing how the professional development activities improved academic achievement. As evident in the plan, activities under this part are coordinated with other related strategies, programs, and activities being conducted by ISDE.

6. **Teacher Preparation** *(ESEA section 2101(d)(2)(M))*: Describe the actions the State may take to improve preparation programs and strengthen support for teachers, principals, or other school leaders based on the needs of the State, as identified by the SEA.

   Idaho is currently focusing its Title II-A funds toward supporting educators in rural, high-poverty, and high-minority schools. However, as stated above in section D(1), ISDE and the State Board of Education will investigate how we may use Title II-A funds to support teacher preparation and mentoring.

h. **Title III, Part A, Subpart 1: English Language Acquisition and Language Enhancement**

1. **Entrance and Exit Procedures** *(ESEA section 3113(b)(2)):* Describe how the SEA will establish and implement, with timely and meaningful consultation with LEAs representing the geographic diversity of the State, standardized, statewide entrance and exit procedures, including an assurance that all students who may be English learners are assessed for such status within 30 days of enrollment in a school in the State.

~~Idaho State Department of Education (ISDE) has always implemented standardized procedures for identifying and exiting English (EL) students. However, ESSA provided the ISDE with an opportunity to revise the state's procedures for entrance and exiting students from EL services to comply with revisions to the law with the support and assistance of the ESSA EL Workgroup. The workgroup was comprised of district EL coordinators, principals, teachers, EL coaches, paraprofessionals, and higher education faculty from all educational regions in the state. LEAs with high to low incidence EL populations were also targeted for this work. The EL Workgroup began this work on September 16, 2016 with a face-to-face meeting and continued to meet during the 2016-2017 school year for a total of 6 meetings to establish standardized entrance and exit procedures that were appropriate and implementable by all districts and charter schools in Idaho. The Workgroup created a statewide Home Language Survey (HLS) and a "Decision to Assess" Matrix as well as guidance documents to assist all LEAs with this process. These documents can be accessed via the EL Department webpage: http://www.sde.idaho.gov/el-migrant/el/index.html under Resources Files, Program Information.~~

~~In addition, the LEA must sign an annual assurance with their consolidated application for federal funds stating that they will identify and assess potential English Learners within 30 days as outlined in the statewide standardized procedures. In addition, LEAs must also describe how they will serve identified English Learners.~~

~~In spring 2017 the ISDE Title III staff traveled to 15 locations around the state to provide training to all LEAs on the newly revised statewide entrance and exiting procedures. This major undertaking was necessary to ensure a successful statewide implementation beginning in August 2017. ISDE also updated Title III monitoring protocols to ensure LEAs are implementing the statewide entrance and exiting procedures.~~

~~All of this work has been well received by Idaho's LEAs, motivating the ESSA EL Workgroup members to continue serving as an EL advisory panel to the State EL/Title III department at the ISDE. This panel will collaborate with the Migrant Advisory Panel and will consist of some of the same members.~~

Entrance Procedures: Idaho's ESSA EL Workgroup has established the following EL Program Entrance Procedures and Criteria:

Step 1: All LEAs administer the Statewide Home Language Survey (HLS) to all newly enrolling students in the district/charter. They then use the "Decision to Assess" Matrix to determine whether the student is a potential EL. Original HLSs are filed in students' cumulative files.

Statewide Home Language Survey Questions:

1. What language(s) are spoken in the home?

2. What language(s) does your student speak most often?
3. What language(s) did your student first learn?
4. Which language does your child speak with you?
5. Which language do you use when speaking with your child?
6. Which language do you want phone calls and letters?
7. What is your relationship to the child?
8. Is there any additional information you would like the school to know about your child?

The Home Language Survey is currently available in Spanish and is being translated in additional languages represented in the state. English and translated HLS forms are available on the Idaho State EL and Title III Programs website for all LEAs to download.

Step 2: If a student is identified as a potential EL, LEAs use additional resources and data to determine whether the student has already been identified as an EL in another LEA. If the following resources indicate that the student either has screened out of EL eligibility or has previously exited from EL programming, then the student does not qualify for EL program placement.

- Idaho's English Learner Management System (ELMS)
- Cumulative file review for WIDA assessments
- Cumulative file review for English Learner Plans
- Cumulative file review for EL exit forms
- Communication with previous district (if necessary)

Step 3: LEAs proceed with an English Language Proficiency (ELP) Screener Assessment administration, either WIDA Screener for Kindergarten ~~W-APT~~ or WIDA Screener, depending on the student's grade level and time of year of enrollment. They use the following Statewide EL Entrance Criteria to determine whether a student qualifies for EL or whether they screen out of EL eligibility.

Table 15: Idaho's Statewide EL Entrance Criteria

~~Grade~~	~~First semester~~	~~Second semester~~
~~Kindergarten~~	~~Kindergarten W-APT Listening/Speaking must = 29 or 30 points "Exceptional"~~ ~~Reading must be 6+ points~~ ~~Writing must be 5+ points~~	~~Kindergarten W-APT Listening/Speaking must = 29 or 30 points "Exceptional"~~ ~~Reading must be 11+ points~~ ~~Writing must be 14+ points~~

~~Grade~~	~~First semester~~	~~Second semester~~
~~1st Grade~~	~~Kindergarten W-APT Listening/Speaking must = 29 or 30 points "Exceptional"~~ ~~Reading must be 14+ points~~ ~~Writing must be 17+ points~~	~~(Same as 2nd-12th grade)~~
~~2nd – 12th Grade~~	~~WIDA Screener Assessment~~ ~~5.0 Composite Proficiency Level + at least 4.0 in each domain of listening speaking, reading, and writing.~~	~~WIDA Screener Assessment~~ ~~5.0 Composite Proficiency Level + at least 4.0 in each domain of listening speaking, reading, and writing.~~

Grade	First semester	Second semester
Kindergarten	WIDA Screener for Kindergarten • ≥ 5.0 Oral Language Proficiency Level • ≥ 4.0 Listening Proficiency Level • ≥ 4.0 Speaking Proficiency Level	WIDA Screener for Kindergarten • ≥ 5.0 Oral Language Proficiency Level • ≥ 4.0 Listening Proficiency Level • ≥ 4.0 Speaking Proficiency Level • ≥ 2.0 Literacy Score
1st Grade	WIDA Screener for Kindergarten • ≥ 5.0 Oral Language Proficiency Level • ≥ 4.0 Listening Proficiency Level • ≥ 4.0 Speaking Proficiency Level • ≥ 4.0 Literacy Score	(Same as 2nd-12th grade)

Grade	First semester	Second semester
2nd – 12th Grade	WIDA Screener • ≥ 5.0 Overall Proficiency Level Score • ≥ 4.0 Speaking Proficiency Level • ≥ 4.0 Reading Proficiency Level • ≥ 4.0 Writing Proficiency Level	WIDA Screener • ≥ 5.0 Overall Proficiency Level Score • ≥ 4.0 Speaking Proficiency Level • ≥ 4.0 Reading Proficiency Level ≥ 4.0 Writing Proficiency Level

Screener assessment and program placement must occur within 30 days of the student's enrollment in the LEA. In order to ensure that potential ELs with special needs are correctly identified, the EL advisory panel will collaborate with special education stakeholders to establish alternate entrance criteria and processes for identifying ELs with special needs.

The ESSA EL Workgroup created a statewide process for identifying students whose parents may have indicated "English Only" on their Home Language Survey but who have exhibited characteristics of second language learners necessitating a need to amend the original HLS. In addition, the workgroup developed a statewide process to remove the EL designation from a student who was erroneously identified. Lastly, the workgroup has assisted the ISDE with revising the parental notification form including an option to waive ELD services.

~~The SDE notes the entrance criteria above is the same as initial/previous exit criteria that is updated in the proposed amendment on pages 18 and 19. The WIDA Screener is used only for program identification and has been in place one full school year. As such, the state is still analyzing the performance results and gathering input from stakeholders and we expect additional data and discussions to inform potential changes to the state entrance criteria in the future.~~

Exit Procedures: Idaho's ESSA EL Workgroup has established the following EL Program Exit Procedures and Criteria ~~to be~~ first implemented in the 2019/2020 school year, based on the 2020 ACCESS for ELL results:

Step 1: LEAs review annual EL proficiency assessment data to determine which students have met Idaho's EL Exit Criteria. Idaho administers the WIDA ACCESS ~~2.0~~ for ELL or Alternate ACCESS for ELL to annually assess for EL proficiency.

~~With 2 years of ACCESS 2.0 data, Idaho's percentage of students meeting the EL exit criteria was less than 1% each year. This low percentage prompted the Idaho SDE to work with multiple stakeholders to revise Idaho's EL Exit Criteria. The following details capture the revised EL exit criteria and comes after analysis of both Idaho and WIDA Consortium~~

~~data, consultation with stakeholders and assessment measurement experts as well as considering the rigor of English Language assessed by the ACCESS.~~

The ACCESS ~~assessment~~ for ELL is administered to all identified English Learners, annually, and includes assessments in reading, writing, listening and speaking. A student receives an overall composite score and a scale score in each of the four domains.

The reading and writing domains are weighted 35% each in the overall composite, while the speaking and listening domains are weighted 15% each, in the overall composite.

~~Following the 2020 ACCESS administration, a~~ A student ~~will be~~ is considered proficient when they receive a composite score equal to or greater than 4.2, with a minimum score of 3.5 in the domains of reading, writing and listening, and a minimum score of 1 in the speaking domain.

Step 2: When students meet the exit criteria on the English language proficiency assessment, LEA staff members re-designate students to "exited year 1 monitoring" status in their school information systems. LEAs are required to complete the exiting process for eligible students before the end of the school year in which the student met the exit criteria. In other words, LEAs must use the results from the spring ACCESS ~~2.0~~ for ELL and Alternate ACCESS for ELL assessment to update students' EL status in their school information system and inform parents by the end of the school year.

Step 3: LEAs will use a statewide exit form that is shared and explained to parents/families in a language they can understand to inform them of their child's program exit. In addition LEAs inform parents/families of the child's transition into a monitoring status for two years.

In order to ensure that ELs with special needs are correctly exited, the EL advisory panel collaborated with special education stakeholders to establish criteria and processes for exiting ELs with special needs taking the Alternate ACCESS for ELL. The following is a result of this collaboration:

- ALT-ACCESS for ELL exit criteria
- P2 Composite Proficiency Level

2. English learners with significant disabilities as documented by an Individualized Education Plan (IEP) will exit from the EL program when reaching P2 composite proficiency level on the ALT-ACCESS for ELL. **SEA Support for English Learner Progress** *(ESEA section 3113(b)(6))*: Describe how the SEA will assist eligible entities in meeting:

i. The State-designed long-term goals established under ESEA section 1111(c)(4)(A)(ii), including measurements of interim progress towards meeting such goals, based on the State's English language proficiency assessments under ESEA section 1111(b)(2)(G); and

ii. The challenging State academic standards.

Assistance to LEAs for Long-Term Language Proficiency and Academic Goals

The State EL/Title III Department exists to assist LEAs with creating, implementing, and improving language instruction educational programs that provide equal learning opportunities for ELs. In order to achieve this, the State EL/Title III Department will analyze

the long-term goals and interim progress for English language proficiency and academic standards established under ESEA section 1111(c)(4)(A)(ii). This ongoing and annual analysis will assist the department in determining statewide and individualized support needed for LEAs.

Moreover, with EL accountability now housed under Title I, the State EL/Title III Department staff are critical members on the previously mentioned State Technical Assistant Team (STAT). This group will be responsible for tracking progress, discussing data, and identifying needs and resources.

Additionally, the department will continue to review and monitor LEAs' annual EL plan within the Consolidated Federal and State Grants Application (CFSGA). LEAs must describe their Language Instruction Educational Program(s) (LIEP) to serve their ELs. These plans also include an opportunity for the LEA to describe linguistic and academic goal(s) for their English learners. Furthermore, LEAs describe within their State EL Plans their methods for meeting these linguistic and academic goals by describing coordination of services with other supporting programs, method for incorporating WIDA English Language Development Standards within instruction, and professional learning opportunities provided to all staff in the LEA on best practices in teaching English learners. The State EL/Title III Department will review the LEAs linguistic and academic goals for alignment to the long-term goals and interim progress for English language proficiency and academic standards established under ESEA section 1111(c)(4)(A)(ii). Additionally, the department uses this information to support LEAs in their individualized efforts. For example, if neighboring LEAs have similar goals, ISDE can target support regionally.

Currently, the ISDE has the following supports in place for schools and LEAs that can be tailored to address the specific linguistic and academic needs of their ELs:

Cross Collaboration
The EL/Title III Department engages in state-level collaboration with other ISDE programs such as Special Education, Migrant, Title I, and others to address the needs of English Learners. Examples of state-level collaboration include professional learning opportunities for administrators, teachers, and paraprofessionals of English Learners as well as a consolidated grant application and program monitoring for LEAs. The STAT team is another example of cross collaboration.

Ongoing Technical Assistance
Ongoing technical assistance for all LEAs is provided in a variety of ways listed below. However, individualized technical assistance can be requested by an LEA at any time and may be delivered through a variety of methods:

1. Phone, email, and individual site visits
2. The EL Department webpage http://sde.idaho.gov/el-migrant/el/index.html
3. Quarterly webinars
4. Biweekly newsletters
5. Regional trainings

Idaho Legislature
The Idaho Legislature provides funding to LEAs for ELs. House Bill 287 appropriates $450,000 for three-year grants to assist LEAs with meeting the academic needs of English Learners. House Bill 289 provides over 1 million dollars for research-based programs for ELs.

State Title III Consortium
State Title III Consortium employs two (2) EL coaches who travel to LEAs around the state to support them and provide onsite technical assistance personalized to their needs.

EL Advisory Panel
The EL advisory panel assists the ISDE with state-wide planning and support on EL-related topics such as creating state-wide identification and exiting criteria for all LEAs.

Professional Development/Training
The Idaho State EL/Title III Department provides support for all Idaho educators of ELs through professional learning opportunities that are intentionally designed based on the timely needs of EL educators. ISDE recognizes that as the number of ELs grows, all educators must be mutually responsible for the language development and academic success of ELs and, therefore, all teachers are language teachers. In fall 2017 the ISDE EL/Title III Department will provide regional intensive professional learning workshops on classroom instructional strategies for classroom teachers K-12 to support language development through content instruction.

State and National Partnerships
The State/Title III Department staff participates in and collaborates with multiple national partners and other state agencies for support in trending EL topics: Teaching English to Speakers of Other Languages (TESOL), Center for Applied Linguistics (CAL), WIDA, Wisconsin Center for Educational Research (W-CER), Regional Educational Laboratory (REL), Chief Counsel of State School Officers (CCSSO), EL State Collaborative on Assessment Student Standards (SCASS), Title I National Organization, and National Association of State Title III Directors. Lastly, additional partnerships with Idaho's institutes of higher education provide components of EL education in preservice teacher education in an effort to prepare teachers with appropriate instructional strategies for the ELs in their classrooms.

The ISDE will continue to adapt, create, and implement additional supports for ELs in Idaho's schools based on need as identified through data.

3. **Monitoring and Technical Assistance** (ESEA section 3113(b)(8)): Describe:
   i. How the SEA will monitor the progress of each eligible entity receiving a Title III, Part A sub-grant in helping English learners achieve English proficiency; and
   ii. The steps the SEA will take to further assist eligible entities if the strategies funded under Title III, Part A are not effective, such as providing technical assistance and modifying such strategies.

Monitoring the implementation of Federal programs and the use of funds is a requirement of each of the Federal programs and an essential function of the ISDE. The ISDE monitors all LEAs thoroughly and in a variety of ways to ensure that all children have a fair, equitable, and significant opportunity to obtain a high-quality education. Moreover, the ISDE provides leadership and guidance to LEAs through technical assistance for the purpose of assisting LEAs with implementing highly effective educational programs to increase student achievement in Idaho. ISDE implements the following processes for monitoring federal programs including Title III-A:

Consolidated Federal and State Grant Application (CFSGA)

The Idaho Consolidated Federal & State Grant Application serves as an LEA's application for federal program funds. A consolidated approach, instead of separate applications for each of the individual programs, allows the programs to be cooperatively planned and implemented, and also helps to reduce the administrative burden. In addition, the CFSGA allows the EL/Title III Coordinator to monitor/review annual applications for Title III compliance, linguistic and academic goals, and use of funds. If an LEA's plan does not meet the criteria for approval, she coaches the LEA until the plan meets all the requirements. This approach is proactive in that it provides assistance before the LEA receives funding.

Selection Process for Onsite and Desk Monitoring of LEAs

In determining the list of LEAs to be monitored for the upcoming school year, the ISDE reviews several considerations:

1. The list of LEAs considered for monitoring in the upcoming year are derived from the ISDE's Ongoing LEA Master List, which identifies the year each LEA was last monitored.
2. Each federal program identifies risk factors for the LEAs identified for potential monitoring. Risk factors may be determined using data including the following:
   - State assessment performance data
   - Date/Year the LEA was previously monitored
   - Number and type of findings from the previous monitoring visit (such as programmatic, fiscal, policy, repeat findings)
   - Results of previous findings
   - Personnel turnover – new or inexperienced federal programs director or new superintendent
   - Audit Findings (such as incomplete audits or type of audit findings)
   - Significant carryover balances
   - Non-participation in state offered trainings
   - Other "high-risk" factors identified by ISDE program coordinators (such as sudden and/or significant increase in English Learners, formal compliance complaint filed with the ISDE, SBOE, and/or U.S. Department of Education - Office for Civil Rights)
3. Approximately 25 LEAs are identified for monitoring annually. Monitoring is conducted by ISDE program staff either through on-site or desk monitoring.

Monitoring Process for Title III –A

During the monitoring visit, the EL/Title III Coordinator conducts classroom observations, interviews with staff, principals, students, and parents to determine if the LEA is addressing

the linguistic and academic needs of their ELs. Additionally, the coordinator seeks evidence of support for the linguistic and academic goals described in the CFSGA.

Consolidated State Performance Report (CSPR)
Annual CSPR data submitted by the LEA for federal reporting is another opportunity for monitoring and possible technical assistance. LEA data is reviewed for accuracy as well as for state and local level trends.

Participation in STAT Team
As mentioned before, the State EL/Title III department will work with the STAT team to monitor the progress of LEAs and provide technical assistance based on the recommendations of this team.

The above mentioned activities and processes will assist the ISDE in identifying LEAs that may need more specific and individualized support in identifying effective strategies for their ELs. If an LEA continues to struggle with implementing effective strategies for EL English proficiency, the ISDE will convene with the STAT team to determine additional resources needed to provide intensive support. Resources could include, but not limited to, in-depth professional development, recommendations for Title III program revisions and opportunities for peer observations with successful Title III districts.

i. **Title IV, Part A: Student Support and Academic Enrichment Grants**

1. **Use of Funds** *(ESEA section 4103(c)(2)(A)):* Describe how the SEA will use funds received under Title IV, Part A, Subpart 1 for State-level activities.

State Level Activities

Four percent of Idaho's Title IV-A allocation targeted for state activities total $77,600, of that, approximately $20,000 will be directed toward required activities including training LEAs on applying for Title IV-A funds through the ISDE's Consolidated State and Federal Grant Application and compliance monitoring. ~~The remaining $57,600 will be prioritized to expand professional development surrounding STEM in concert with the STEM Action Center.~~

LEA Optional Use of Funds Aligned with State Level Activities

ISDE will leverage and expand the resources and support of the Governor's STEM Action Center by assuring LEAs are aware of the Center and the training and tools it offers to engage more students in STEM related coursework and activities. The primary function of the STEM Action Center is to support a well-rounded STEM education for all Idahoans, K – career. This is accomplished by creating partnerships with other state agencies, out of school entities, non-profits, educators, administrators, communities, businesses, and industries to support the development of Idaho's STEM talent pipeline, ensuring continued growth of Idaho's STEM-based economy. The STEM Action Center will continue to focus on opportunities for educators, students, and communities by supporting professional development for educators, grants for resources and communities, STEM awareness events, and opportunities for students to participate in STEM competitions, camps, internships, mentorships, and apprenticeships. Targeted support, leveraging both federal and state funding, will help to ensure equitable access to and awareness of STEM for all students throughout Idaho.

The ISDE and STEM Action Center will work collaboratively to inform districts and to provide guidance in implementation regarding the wide range of activities that are permissible under Title IV-A to improve STEM instruction and learning. Examples of how state funds will be used to increase STEM activity in LEAs include:

- Expansion of high-quality STEM courses.
- Increased access to STEM for underserved and at-risk student populations.
- Support for student participation in nonprofit STEM competitions.
- Increased opportunities for hands-on learning in STEM.
- Integration of other academic subjects, including the arts, into STEM subject programs.
- Creation or enhancement of STEM specialty schools.
- Integration of classroom-based, afterschool, and informal STEM instruction.

Idahoans understand that a well-rounded, community-oriented, student-focused education provides the knowledge and skills to live, learn, work, create, and contribute to society. STEM experiences enhance 21st century workforce skills such as collaboration, innovation, problem-solving, critical and creative thinking, and teamwork. These experiences should be integrated across disciplines and should focus on project-based learning, inquiry, and discovery. All students should have the opportunity to learn these critical 21st century workforce skills. Therefore, the Idaho STEM Action Center will work collaboratively with

Idaho state educational agencies to transform how Idaho educates our children in order to enhance their life prospects, empower their communities, and build an inclusive, sustainable, innovation-based economy where our citizens can thrive.

Title IV-A state funds will also support ISDE staff in providing technical assistance for LEAs in the creation of local Title IV-A plans and applying for funding as well as monitoring for compliance with federal rules and regulations. While compliance monitoring visits focus on adherence to the rules and regulations, the ISDE aims to use these visits as opportunities to provide technical assistance in addressing deficiencies and offering best practices in supporting students.

The ISDE will support LEAs in directing their Title IVA allocations to provide equitable access to a well-rounded education and rigorous coursework in subjects in which female students, minority students, English learners, students with disabilities, or low-income students are underrepresented. Such subjects could include English, reading/language arts, writing, science, technology, engineering, mathematics, world languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, or physical education.

Existing state supports will be leveraged to increase the impact of LEA Title IV-A funds around strengthening the instructional core and increasing access to a broad range of educational opportunities. Idaho currently has robust supports in place focused on a well-rounded education that includes professional development for teachers, instructional coaches and mastery education funded by state dollars.

Additionally, the ISDE plans on leveraging state and local resources to imbed music, the arts, foreign languages, environmental education and civics to expand offerings for students. Partners include the Idaho Commission for Libraries, the Idaho Commission on the Arts, and the Wassmuth Center for Human Rights. Resources from these entities will be compiled and provided to LEAs seeking to expand their course offerings and supplemental materials.

Regarding supporting safe and healthy students, LEA Title IV-A funds may increase existing efforts to equip LEA personnel with best practices around crisis intervention, school violence prevention, suicide prevention and alternatives to suspensions and expulsions through existing statewide trainings and resources.

Table 16: Title IV-A use of funds

Strategy	Timeline	Funding sources
Provide specialized STEM professional development to LEAs.	Ongoing and on demand	Federal Title IVA funds

2. **Awarding Subgrants** *(ESEA section 4103(c)(2)(B))*: Describe how the SEA will ensure that awards made to LEAs under Title IV, Part A, Subpart 1 are in amounts that are consistent with ESEA section 4105(a)(2).

In order to ensure that the requirement was accurately interpreted, the SDE used a manual which was compiled and released by the US Department of Education on June 30, 2017. A link to the manual can be found below:

https://safesupportivelearning.ed.gov/sites/default/files/Subgranting_FY_2017_Title_IV_A_LEAs_QA.pdf

An excel template was created consistent with the scenario 1 from the manual (p 2). The template includes built in formulas which include the following steps:

4. Determine initial formula allocations based on LEA shares of Title I, Part A funds for the preceding fiscal year.
5. Adjust upward allocations for LEAs whose initial allocation is below $10,000.
6. Adjust downward, on a proportional basis, the initial formula allocations for all LEAs receiving more than $10,000.
7. Repeat steps (iterations) as many times as necessary until there is no grant award with less than $10,000.

The initial calculation is performed by the Federal Programs Department at the same time Title I, Part A allocations are calculated. Calculations and formulas are reviewed by the Student Engagement, Career & Technical Readiness Department for checks and balances.

Once finalized, the allocations are populated into the Idaho State Departments online mechanism for LEA to submit plans and request funds for all title programs (Consolidated Federal and State Grant Application- CFSGA). Once populated LEAs are not able to request less than the populated amount, thereby assuring all LEAs receive no less than $10,000 in Title IVA funds.

j. **Title IV, Part B: 21st Century Community Learning Centers**

1. **Use of Funds** *(ESEA section 4203(a)(2)):* Describe how the SEA will use funds received under the 21st Century Community Learning Centers program, including funds reserved for State-level activities.

ISDE reserves 2 percent of the appropriated amount for administration (approx. $110,000), which supports 1.08 FTE: partial salaries for a director, state coordinator, program specialist, and administrative assistant. The administration funds for Title IV-B are used to support eligible LEAs, Community-Based Organizations, Indian tribes or tribal organizations, and other public/private entities. Each year the ISDE provides regional trainings for interested organizations in applying for Title IV-B grant funds. The ISDE also use administrative funds for costs associated with the peer review process and required USED meetings.

ISDE reserves 3 percent of the appropriated amount for state activity (approx. $270,000), which supports 0.9 FTE: partial salaries for a director, state coordinator, program specialist, and administrative assistant. The state activity funds for Title IV-B are used to support current grantees in providing monitoring and technical assistance. The ISDE partners with the Idaho Afterschool Network and Idaho STARS in developing and implementing school age quality standards, which state activity funds support regional coordinators to provide all areas of Idaho in-depth coaching and technical assistance. The ISDE also uses state activity funds to perform a statewide evaluation to assess the program's effectiveness in meeting performance measures.

Table 17: Title IV-B use of funds

Strategy	Timeline	Funding sources
New Grantee Training	Summer 2017	Title IV-B State Administrative Funds
21st CCLC Directors Meeting	Fall 2017	Title IV-B State Activity Funds
Regional Bidder's Workshops	Fall 2017	Title IV-B State Administrative Funds
Peer Review Process Meeting	Spring 2018	Title IV-B State Administrative Funds
21st CCLC Directors Meeting	Spring 2018	Title IV-B State Activity Funds
21st CCLC Summer Institute	Summer 2018	Title IV-B State Administrative Funds
Grantee Monitoring & Technical Assistance	Ongoing	Title IV-B State Activity Funds

2. **Awarding Subgrants** *(ESEA section 4203(a)(4)):* Describe the procedures and criteria the SEA will use for reviewing applications and awarding 21st Century Community Learning Centers funds to eligible entities on a competitive basis, which shall include procedures and criteria that take into consideration the likelihood that a proposed community learning center will help participating students meet the challenging State academic standards and any local academic standards.

ISDE reserves not less than 93 percent of the appropriated amount for LEA subgrants (approx. $5.2 million). Each year the ISDE hosts a grant competition (as unallocated funds allow) to applicants according to ESEA Sec. 4201(b)(3). The ISDE awards 5-year grants with a minimum of $50,000 per award. Award amounts are based on the applicant's needs and services provided to students; however, the ISDE provides guidance to applicants on typical award amounts based on per-pupil expenditures.

The ISDE awards subgrants through a competitive process based on the merit of an applicant's grant application: needs assessment for before and after-school programs, project design, measures of effectiveness, budget, and other assurances as outlined in ESEA Sec. 4204. The ISDE awards additional points for entities that target students: (1) attending schools that are implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA Sec. 1111(d); and (2) who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities, or who lack strong positive role models.

The ISDE provides technical assistance and facilitates the grant application process; however, does not participate in the decision making of the awards to applicants. The ISDE recruits a variety of peer reviewers (via email, newsletter, website, press release), which consists of individuals with diverse expertise, organization representation, geographic location, gender, racial and ethnic representation. The ISDE trains all reviewers and hosts a 1-day in-person meeting to discuss submitted applications. Ultimately, the peer reviewers make the decision of awarded applications based on the applicant's grant application and established scoring rubric.

Table 18: Title IV-B awarding subgrants timeline

Strategy	Timeline	Funding sources
Regional Bidder's Workshops	Fall 2017	Title IV-B State Administrative Funds
Grant Application Opens	Fall 2017	-
Grant Application Closes	January 2018	-
Peer Review	Spring 2018	-
Peer Review Process Meeting	Spring 2018	Title IV-B State Administrative Funds
Grant Awards Announced	April 2018	-
Funding to Grantees Begins	July 1	Title IV-B LEA Subgrants

k. **Title V, Part B, Subpart 2: Rural and Low-Income School Program**

1. **Outcomes and Objectives** *(ESEA section 5223(b)(1))*: Provide information on program objectives and outcomes for activities under Title V, Part B, Subpart 2, including how the SEA will use funds to help all students meet the challenging State academic standards.

   74% (113 of 153) of Idaho's LEAs and schools meet the state's definition of rural. The goal for students in rural schools is the same for all students—to achieve at the same level of proficiency and have access to higher education resources to be successful after high school. In order to achieve equity for rural students, the state has designated staff to support rural and low-income school programs and has created a working state plan for these programs http://www.sde.idaho.gov/federal-programs/rural/index.html. The plan was created in consultation with LEAs. The process for grant applications includes the Consolidated Federal and State Grant Application (CFSGA) online reporting system for LEAs to submit an application that includes budget, selected activates for use of funds, and measurable goals. The state also has an electronic evaluation report that is due in June each year.

   Table 19: Title V-B objectives and outcomes

Objective	Outcome
Objective 1: Rural school students achieve at the same level of proficiency as all other students, and have access to higher education resources to be successful after high school.	Outcomes: Each Rural Low Income School (RLIS) grantee program will provide educational services for children and youth as described in the CFSGA to ensure that they have the opportunity to meet challenging State academic content and achievement standards.
Objective 2: ISDE has a method and annual timeline for providing annual technical assistance to RLIS eligible LEAs.	Outcomes: All RLIS LEA Federal Program directors and business managers attend training on RLIS requirements and eligibly at annual regional meeting.

2. **Technical Assistance** *(ESEA section 5223(b)(3))*: Describe how the SEA will provide technical assistance to eligible LEAs to help such agencies implement the activities described in ESEA section 5222.

   The state coordinator collaborates with Title I, Title II, Title III, and family and community coordinators; the charter school coordinator; and 21st Century Learning Center division to ensure program alignment and access to resources as well as in-person training at least twice per year with LEA technical assistance as needed. In addition, Idaho rural LEAs have the opportunity to be part of Northwest Rural Innovation and Student Engagement (NW RISE), a multi-state project that creates learning communities among schools in the rural northwest. Educators from Alaska, Idaho, Oregon, and Washington participate in NW RISE.

   The project is part of the Northwest Comprehensive Center and includes two face-to-face meetings per year as well as monthly opportunities for members to collaborate through video conference and a dedicated social media account through Schoology. In addition,

consultation and technical assistance is provided through the state's system of support which includes both on-site support through projects like Idaho Building Capacity, Math Centers, Idaho Content ELA Coaches, and opportunities to network with peers through the Idaho Superintendents Network and Idaho Principals Network.

I. Education for Homeless Children and Youth program, McKinney-Vento Homeless Assistance Act, Title IX, Subtitle B

1. **Student Identification** *(722(g)(1)(B) of the McKinney-Vento Act)*: Describe the procedures the SEA will use to identify homeless children and youth in the State and to assess their needs.

All LEAs are required to have a local board-approved homeless policy that describes how the LEA will implement the following: definitions, identification, school selection, enrollment, transportation, services, disputes, free meals, eligibility for Title I services, training, coordination, and preschool. To assist in the identification of children and youth without housing, public notice of the education rights of homeless children and youth are to be disseminated and posted where such children and youth receive services. ISDE provides free brochures and posters. The state coordinator and Local Liaison contact information is listed on each poster to provide technical assistance regarding enrollment, identification, and other issues affecting students in homeless situations. Liaisons are also provided from the National Center for Homeless Education toll-free help line. ISDE requires a Student Residency Questionnaire in which the nighttime living status of every student is assessed by enrollment documentation. This living status form is disseminated twice per year. Each LEA has an identified liaison responsible for conducting the assessment and verification of homeless children and youth. Once the liaison verifies eligibility of the child or youth they are reported in the LEA student management system that uploads to the Idaho System for Educational Excellence (ISEE) K–12 longitudinal data management system. Samples are available at http://www.sde.idaho.gov/federal-programs/homeless/index.html

Identification of children and youth experiencing homelessness and assessing their needs is primarily the responsibility of the Local Educational Agencies (LEAs). The ISDE supports identification and needs assessment by:

1. Providing annual regional training to local liaisons on the implementation of policies and regular processes for identification of homeless students and assessment of their needs and tracking liaison training;
2. Regularly notifying LEAs of training opportunities through the National Center for Homeless Education (NCHE);
3. Annually monitoring the needs assessment process for LEAs through onsite monitoring visits and the completion of a self-assessment application;
4. Providing a best practice needs assessment worksheet and summary tool from NCHE on the ISDE website at http://www.sde.idaho.gov/federal-programs/homeless/index.html; and
5. Assuring that the ISDE State Coordinator is a participating member of the Idaho Continuum of Care and Idaho HUD Homeless Advisory Council so that identification and needs assessment issues that merge in non-school contexts are appropriately addressed.

Additionally, a new State Coordinator has been hired for Idaho and begins January 16, 2018. Part of this position's 2018 goal will be to reconvene the Idaho Homeless Education Advisory Team (IHEAT), which includes the State Coordinator and LEA liaison representation from around the State. The major focus of this group's efforts will be to analyze state-wide

data resulting in state-level action plans to better assist LEAs in recognizing and addressing needs.

2. **Dispute Resolution** *(722(g)(1)(C) of the McKinney-Vento Act)*: Describe procedures for the prompt resolution of disputes regarding the educational placement of homeless children and youth.

   All LEA liaisons are familiar with the ISDE dispute resolution policy posted on the ISDE website (www.sde.idaho.gov/federal-programs/homeless/index.html*)* through annual trainings provided by the state coordinator. All LEAs must have a written dispute resolution process that aligns with the state policy. This requirement is checked during onsite federal program monitoring visits, and LEAs submit assurances when they submit their annual application for funding through the CFSGA process. All LEAs must have a written notice of decision, also part of our monitoring process. Sample letters are provided on the ISDE website. Homeless children and youth are provided all services during the dispute resolution process. A new state coordinator has been hired at the ISDE and begins work January 16, 2018. Reviewing and revising all forms and verbiage on the website to reflect the Every Student Succeeds Act will be a priority.

3. **Support for School Personnel** *(722(g)(1)(D) of the McKinney-Vento Act)*: Describe programs for school personnel (including the LEA liaisons for homeless children and youth, principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten the awareness of such school personnel of the specific needs of homeless children and youth, including runaway and homeless children and youth.

   ISDE provides staff development to LEA liaisons, including: provisions of the McKinney-Vento Education for Homeless Children and Youth program; related state laws; the special needs of students experiencing homelessness; resource materials; and strategies for training teachers, counselors, support staff, administrators, homeless service providers, advocates, and others.

   All liaisons are required to attend annual training on McKinney-Vento and Homeless Education to heighten the awareness of the specific needs of children and youth experiencing homelessness, including runaway and other unaccompanied homeless youth. Webinars and regional trainings are offered by the state and liaisons are regularly notified of trainings through the National Center for Homeless Education throughout the year. Local designated liaisons are required to have annual training for all staff including transportation, nutrition, custodial, and secretarial on their role and specific needs of homeless children and youth, including runaway youth and unaccompanied youth.

   Idaho is beginning a partnership with Edify who has developed an online training and professional development model for the credentialing of Homeless Education Liaisons. The model consists of Beginning, Intermediate and Advanced levels of specific topics, units, and lessons. Liaisons who pass assessments for each level's lessons receive a certificate of achievement. This technology will allow the State Coordinator to assess Liaison learning

outcomes in real time to target technical assistance and resources. This program will be required of LEA liaisons and will include a specialized module and assessment on runaway and unaccompanied youth as well as a unit on human trafficking. This technology will also enable the State coordinator to assure that local liaisons are aware of the specific needs of runaway and other unaccompanied homeless youth.

The new state coordinator, in place effective January 16, 2018, will have as a goal for 2018 to update the ISDE webpage at http://www.sde.idaho.gov/federal-programs/homeless/index.html to include information and resources on the needs of runaways to support training for all appropriate school personnel and community. Although ISDE's current monitoring tool requires evidence of an LEA level policy that ensures equitable access to services for runaway youth, the 2018-2019 monitoring tool will be updated to include evidence of school personnel training to heighten the awareness of the specific needs of runaway children and youth as identified in 722(g)(1)(D).

4. **Access to Services** (*722(g)(1)(F) of the McKinney-Vento Act)*: Describe procedures that ensure that:

i. Homeless children have access to public preschool programs, administered by the SEA or LEA, as provided to other children in the State;

ii. Homeless youth and youth separated from public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youth described in this clause from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies; and

iii. Homeless children and youth who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs, if such programs are available at the State and local levels.

a. **Public preschool programs:** Idaho Code 33-201 identifies school-aged children as between the ages of five and twenty-one. Idaho does not fund pre-school programs. ISDE's Student Residency Questionnaire (nighttime living status of every student) includes questions about siblings in the family and assists with students eligible for secondary education who may not be currently identified. LEA liaisons collaborate with various agencies and service providers who work with homeless youth and youth separated from the public schools, such as the Idaho Department of Health & Welfare, Salvation Army, area shelters, and Community Action Partnership Association of Idaho to make them aware of protections available to homeless, unaccompanied youth. LEA liaisons collaborate with service providers to advocate on behalf of these children and youth to ensure that the students have the opportunity to return to school and participate in these programs. ISDE has established collaboration with Head Start, and the ISDE state coordinator has been appointed to the Idaho Infant and Toddler Council.

b. **Equal Access to Appropriate Secondary Education and Support Services:** The state coordinator provides training with LEA liaisons pertaining to the critical element of identification of youth who are separated from public schools with equal access, without

barriers to full or partial credit. Training and resources specifically for school counselors at the secondary level are being developed to make sure homeless youth are receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with state, local, and school policies. Partnerships with Title I-A and other federal programs are used when available to access online courses, summer school, and tutoring for credit recovery.

In addition to training, Idaho conducts annual onsite monitoring and requires the submission of an annual self-assessment each year an LEA does not have an onsite visit. Part of the monitoring process includes requiring evidence that the LEA policy and school processes and procedure ensure that homeless youth and runaway youth receive appropriate credit for full or partial coursework satisfactorily completed while attending public school.

c. **Eligible Children and Youth Do Not Face Barriers:** Every effort is made by all Homeless Liaisons and the state coordinator to include students in all academic and extracurricular activities. LEAs have policies to ensure homeless children and youths who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities. Outreach is made by the liaison as needed to local support groups to assist with needs students might have to participate is extracurricular activities. ISDE is actively coordinating and collaborating with state athletic associations to ensure access and opportunity for students.

5. **Strategies to Address Other Problems** *(722(g)(1)(H) of the McKinney-Vento Act)*: Provide strategies to address other problems with respect to the education of homeless children and youth, including problems resulting from enrollment delays that are caused by—

i. requirements of immunization and other required health records;
ii. residency requirements;
iii. lack of birth certificates, school records, or other documentation;
iv. guardianship issues; or
v. uniform or dress code requirements.

Idaho state and local policies prohibit LEAs from denying a child enrollment for lack of records and include short timelines for obtaining needed records, certifications, and other documents. All LEAs are required to set aside a minimum of 0.25 of 1% of their Title I allocation for homeless students. This can be used for all the above, as needed. For all subgrants and beginning in 2016–2017, a needs assessment must be completed for the set-aside. ISDE and LEAs use the results of surveys, focus groups, and training evaluations to identify additional barriers caused by enrollment delays. ISDE disseminates information and provides technical assistance about how to remove barriers to school access throughout the state in its resource documents, trainings, and articles for publication. ISDE encourages LEAs to seek aid from local service or charitable organizations to help provide assistance that helps meet these needs. The State Coordinator is working in partnership with the Idaho Volunteer Lawyers Program to assist liaisons and youth across the state with issues and barriers that cannot be resolved at the local level. LEA's requiring uniforms must provide these items to enrolled homeless or foster youth. In addition, MV Homeless Education

Grant funds and homeless set aside funds can used to provide necessary clothing for school dress codes or school activities.

6. **Policies to Remove Barriers** (*722(g)(1)(I) of the McKinney-Vento Act)*: Demonstrate that the SEA and LEAs in the State have developed, and shall review and revise, policies to remove barriers to the identification of homeless children and youth, and the enrollment and retention of homeless children and youth in schools in the State, including barriers to enrollment and retention due to outstanding fees or fines, or absences.

The ISDE and all LEAs must have a current homeless education policy that removes barriers to identification, enrollment, and retention including those due to outstanding fees, fines, or absences of homeless children and youth.

The ISDE State Coordinator for the Education of Homeless Children will annually review and recommend revisions to state-level policies or procedures that may create barriers to the identification, enrollment, and retention of students identified as homeless. This review will be conducted in collaboration and coordination with other state and federally funded programs, including Title I, Title III, Migrant Education, IDEA, and Indian Education. Such review will be conducted with input from LEAs receiving subgrant funds.

The state coordinator will provide regular trainings and ongoing technical assistance to LEA Liaisons and staff on all provisions of the McKinney-Vento Homeless Education Act.

The state coordinator will provide written guidance documents regarding the needs to enroll and retain children and youth who are homeless, including the unique needs of various at-risk and diverse subgroups of students.

Statewide and regional-level trainings will address policies and procedures to assure students remain enrolled in their school of origin for the duration of the school year, regardless of attendance status. These trainings will also focus on strategies to minimize barriers to enrollment and retention related to outstanding fees, fines, or absences.

During annual trainings, local liaisons will bring their current policies to be reviewed. The policies will be examined to determine if these are legal, and clear. If needed, policies will be revised to be ready for local board approval. The ISDE requires that LEAs annually review policies as a best practice, and revise as necessary. Many school districts are working with the Idaho School Boards Association on writing and revising policies.

The ISDE has added monitoring indicators reflecting this requirement to the Federal Programs Monitoring Tool. LEA policies and school processes and procedures are monitored through the onsite federal program monitoring process, which requires specific evidence of compliance, and include a review of district policies and procedures to ensure that homeless students and their families receive education services for which they are eligible.

The state coordinator tracks all concerns and requests for assistance. These technical assistance queries, along with data gathered through monitoring of compliance with the McKinney-Vento Act during the Federal Programs monitoring process, are regularly evaluated to search for areas of weakness in the State's implementation of the statute. Areas of weakness are made foci of technical assistance and training activities in the state.

7. **Assistance from Counselors** *(722(g)(1)(K))*: A description of how youths described in section 725(2) will receive assistance from counselors to advise such youths, and prepare and improve the readiness of such youths for college.

   The state coordinator works with LEA liaisons and school counselors at the secondary level to make sure homeless youth are receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with state, local, and school policies. A new indicator has been added to the 17-18 monitoring tool to address how youth will receive assistance from counselors to prepare and improve the readiness for college. It is a requirement and an expectation from the ISDE that counselors/liaisons will inform unaccompanied homeless youth of their status as independent students under section 480 of the Higher Education Act of 1965, and that they may obtain assistance from the liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid. ISDE training will be offered to counselors as well as training in collaboration with Higher Education program staff.

Appendix A Measurements of Interim Progress

Instructions: Each SEA must include the measurements of interim progress toward meeting the long-term goals for academic achievement, graduation rates, and English language proficiency, set forth in the State's response to Title I, Part A question 4.iii, for all students and separately for each subgroup of students, including those listed in response to question 4.i.a. of this document. For academic achievement and graduation rates, the State's measurements of interim progress must take into account the improvement necessary on such measures to make significant progress in closing statewide proficiency and graduation rate gaps.

a. **Academic Achievement**
Mathematics - 2016 baseline, ~~2022~~ 2024 long-term goal, and ~~2017-2021~~ 2017-2023 interim targets

Mathematics	2016	2017	2018	2019	2020	2021	2022	2023	2024
All Students	41.6%	44.8%	48.1%	51.3%	54.6%	57.8%	61.1%	61.1%	61.1%
Economically Disadvantaged	30.3%	34.2%	38.0%	41.9%	45.8%	49.7%	53.5%	53.5%	53.5%
Students with Disabilities	15.2%	19.9%	24.6%	29.3%	34.0%	38.8%	43.5%	43.5%	43.5%
English Learners	7.1%	12.3%	17.4%	22.6%	27.7%	32.9%	38.1%	38.1%	38.1%
Black / African American	22.2%	26.5%	30.8%	35.2%	39.5%	43.8%	48.1%	48.1%	48.1%
Asian or Pacific Islander	56.8%	59.2%	61.6%	64.0%	66.4%	68.8%	71.2%	71.2%	71.2%
American Indian or Alaskan Native	19.4%	23.9%	28.4%	32.8%	37.3%	41.8%	46.3%	46.3%	46.3%
Hispanic or Latino	22.0%	26.3%	30.7%	35.0%	39.3%	43.7%	48.0%	48.0%	48.0%
Native Hawaiian / Other Pacific Islander	33.6%	37.3%	41.0%	44.7%	48.4%	52.0%	55.7%	55.7%	55.7%
White	46.6%	49.6%	52.5%	55.5%	58.5%	61.4%	64.4%	64.4%	64.4%
Two Or More Races	42.2%	45.4%	48.6%	51.8%	55.0%	58.3%	61.5%	61.5%	61.5%

English Language Arts/Literacy - 2016 baseline, ~~2022~~ 2024 long-term goal, and ~~2017-2021~~ 2017-2023 interim targets

ELA/Literacy	2016	2017	2018	2019	2020	2021	2022	2023	2024
All Students	53.0%	55.6%	58.2%	60.8%	63.4%	66.1%	68.7%	68.7%	68.7%

ELA/Literacy	2016	2017	2018	2019	2020	2021	2022	2023	2024
Economically Disadvantaged	40.6%	43.9%	47.2%	50.5%	53.8%	57.1%	60.4%	60.4%	60.4%
Students with Disabilities	15.0%	19.7%	24.4%	29.2%	33.9%	38.6%	43.3%	43.3%	43.3%
English Learners	6.9%	12.1%	17.2%	22.4%	27.6%	32.8%	37.9%	37.9%	37.9%
Black / African American	34.1%	37.8%	41.4%	45.1%	48.7%	52.4%	56.1%	56.1%	56.1%
Asian or Pacific Islander	65.0%	66.9%	68.9%	70.8%	72.8%	74.7%	76.7%	76.7%	76.7%
American Indian or Alaskan Native	30.6%	34.5%	38.3%	42.2%	46.0%	49.9%	53.7%	53.7%	53.7%
Hispanic or Latino	33.6%	37.3%	41.0%	44.7%	48.4%	52.0%	55.7%	55.7%	55.7%
Native Hawaiian / Other Pacific Islander	46.7%	49.7%	52.6%	55.6%	58.5%	61.5%	64.5%	64.5%	64.5%
White	57.9%	60.2%	62.6%	64.9%	67.3%	69.6%	71.9%	71.9%	71.9%
Two Or More Races	54.5%	57.0%	59.6%	62.1%	64.6%	67.1%	69.7%	69.7%	69.7%

b. **Graduation Rates**

4 year Graduation rate Class of 2016 baseline, Class of ~~2022~~ 2024 long-term goal, and Class of 2017-Class of ~~2021~~ 2023 interim targets

4 year Graduation Rate	Class of 2016	Class of 2017	Class of 2018	Class of 2019	Class of 2020	Class of 2021	Class of 2022	Class of 2023	Class of 2024
All Students	79.7%	82.2%	84.8%	87.3%	89.9%	92.4%	94.9%	94.9%	94.9%
Economically Disadvantaged	71.9%	75.4%	78.9%	82.4%	86.0%	89.5%	93.0%	93.0%	93.0%
Students with Disabilities	60.5%	65.4%	70.4%	75.3%	80.3%	85.2%	90.1%	90.1%	90.1%
English Learners	73.3%	76.6%	80.0%	83.3%	86.7%	90.0%	93.3%	93.3%	93.3%
Black / African American	77.8%	80.6%	83.4%	86.1%	88.9%	91.7%	94.5%	94.5%	94.5%
Asian or Pacific Islander	83.1%	85.2%	87.3%	89.4%	91.6%	93.7%	95.8%	95.8%	95.8%
American Indian or Alaskan Native	58.5%	63.7%	68.9%	74.1%	79.3%	84.4%	89.6%	89.6%	89.6%
Hispanic or Latino	73.7%	77.0%	80.3%	83.6%	86.9%	90.1%	93.4%	93.4%	93.4%
Native Hawaiian / Other Pacific Islander	69.7%	73.5%	77.3%	81.1%	84.9%	88.6%	92.4%	92.4%	92.4%
White	81.3%	83.6%	86.0%	88.3%	90.7%	93.0%	95.3%	95.3%	95.3%
Two Or More Races	77.3%	80.1%	83.0%	85.8%	88.7%	91.5%	94.3%	94.3%	94.3%

5 year Graduation rate – Class of 2017 baseline, Class of ~~2021~~ 2023 long-term goal, and Class of 2018 -~~2020~~ 2022 interim targets.

5 year Graduation Rate	Baseline Class of 2017	Class of 2018	Class of 2019	Class of 2020	Class of 2021	Class of 2022	Class of 2023
All Students	82.00%	84.7%	87.4%	90.1%	92.8%	95.5%	95.5%

5 year Graduation Rate	Baseline Class of 2017	Class of 2018	Class of 2019	Class of 2020	Class of 2021	Class of 2022	Class of 2023
Economically Disadvantaged	75.00%	78.8%	82.5%	86.3%	90.0%	93.8%	93.8%
Students with Disabilities	65.50%	70.7%	75.9%	81.0%	86.2%	91.4%	91.4%
English Learners	79.30%	82.4%	85.5%	88.6%	91.7%	94.8%	94.8%
Black / African American	75.60%	79.3%	82.9%	86.6%	90.2%	93.9%	93.9%
Asian or Pacific Islander	88.00%	89.8%	91.6%	93.4%	95.2%	97.0%	97.0%
American Indian or Alaskan Native	67.50%	72.4%	77.3%	82.1%	87.0%	91.9%	91.9%
Hispanic or Latino	78.40%	81.6%	84.9%	88.1%	91.4%	94.6%	94.6%
Native Hawaiian / Other Pacific Islander	79.70%	82.7%	85.8%	88.8%	91.9%	94.9%	94.9%
White	83.10%	85.6%	88.2%	90.7%	93.2%	95.8%	95.8%
Two Or More Races	79.30%	82.4%	85.5%	88.6%	91.7%	94.8%	94.8%

c. **Progress in Achieving English Language Proficiency English proficiency – 2018 baseline, ~~2023~~ 2024 long term goal and ~~2019-2022~~ 2019-2023 interim targets**

2018 Baseline	2019	2020	2021	2022	2023	2024
74.07%	75.80%	77.53%	79.26%	80.98%	82.71%	82.71%

Appendix B Idaho's Accountability Framework

State satisfaction and engagement survey administered to parents, students, and teachers

01. **School Category.**
a. Kindergarten through grade eight (K-8): Schools in this category include elementary and middle schools as defined in Subsection 112.05.f.
b. High Schools, not designated as alternative high schools, as defined in Subsection 112.05.f.
c. Alternative High Schools
02. **Academic Measures by School Category.**
a. K-8:
i. Idaho Standards Achievement Tests (ISAT) Proficiency.
ii. ISAT growth toward proficiency based on a trajectory model approved by the State Board of Education.
iii. ISAT proficiency gap closure.
iv. Idaho statewide reading assessment proficiency.
v. English Learners achieving English language proficiency.
vi. English Learners achieving English language growth toward proficiency.
b. High School:
i. ISAT proficiency.
ii. ISAT proficiency gap closure.
iii. English Learners achieving English language proficiency.
iv. English Learners achieving English language growth toward proficiency.
v. 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.
vi. 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.
c. Alternative High School:
i. ISAT proficiency.
ii. English learners achieving English language proficiency.
iii. English learners achieving English language growth towards proficiency.
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.
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.
03. **School Quality Measures by School Category.**
a. K-8:
i. Students in grade 8 enrolled in pre-algebra or higher.
~~ii. State satisfaction and engagement survey administered to parents, students, and teachers (effective starting in the 2018-2019 school year).~~
iii. Communication with parents on student achievement (effective starting in the 2018-2019 school year).
iv. Chronic absenteeism.
b. High School:

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.

~~ii. State satisfaction and engagement survey administered to parents, students, and teachers (effective starting in the 2018-2019 school year).~~

iii. Students in grade 9 enrolled in algebra I or higher.

iv. Communication with parents on student achievement (effective starting in the 2018-2019 school year).

v. Chronic absenteeism.

c. Alternative High School:

i. Credit recovery and accumulation.

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.

iii. State satisfaction and engagement survey administered to parents, students, and teachers (effective starting in the 2018-2019 school year).

iv. Communication with parents on student achievement (effective starting in the 2018-2019 school year).

v. Chronic absenteeism.

Appendix C GEPA 427 Statement

Information Regarding Equitable Access to and Participation in the Programs included in the Idaho Consolidated State Plan

The Idaho State Department of Education (ISDE) adheres to Section 427 of the General Education Provisions Act (GEPA). In carrying out its educational mission, the Idaho State Department of Education will ensure to the fullest extent possible equitable access to, participation in, and appropriate educational opportunities for individuals served. Federally funded activities, programs, and services will be accessible to all teachers, students and program beneficiaries. The ISDE ensures equal access and participation to all persons regardless of their race, color, ethnicity, religion, national origin, age, citizenship status, disability, gender or sexual orientation in its education programs, services, and/or activities.

For state-level activities as well as all other activities supported by federal assistance through our electronic grant application, ISDE will fully enforce all federal and state laws and regulations designed to ensure equitable access to all program beneficiaries and to overcome barriers to equitable participation. The ISDE will hold LEAs accountable for ensuring equal access and providing reasonable and appropriate accommodations to meet the needs of a diverse group of students, staff, community members and other participants.

Steps taken to ensure equitable access may include, but are not limited to the following; developing and administering a pre-participation survey to all potential participants in order to identify special accommodation needs (i.e., wheelchair access, assistive technology, transportation assistance); holding program related sessions/activities in Americans with Disabilities Act (ADA) accessible and compliant facilities; printing materials in multiple languages, when appropriate; offering multi-lingual services for participants and others as needed and appropriate; responsiveness to cultural differences; fostering a positive school climate through restorative practices; conducting outreach efforts and target marketing to those not likely to participate; making program materials available in braille or via audiotapes, when appropriate; providing assistive technology devices to translate/make accessible grant and program materials for participants requiring such accommodations; using technologies to convey content of program materials; using materials that include strategies for addressing the needs of all participants; pre-program gender and cultural awareness training for participants; development and/or acquisition and dissemination of culturally relevant and sensitive curriculum and informational materials; use of transportation services that include handicapped accommodations; transportation vouchers or other forms of assistance, on an as needed basis, to members (including teachers, students, and families) who must use public transportation to attend program activities.

Appendix D Research Supporting Educator Mentoring Focus

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~~Appendix E~~

~~Psychometric Summary of AdvancED's Student Engagement Survey~~

~~Purpose~~

~~The purpose of this report is to provide an overview of the psychometric properties of AdvancED's Student Engagement Survey. It is based on a pilot study AdvancED conducted with a total sample size of 20,494 students. The representative sample of students spanned three states: Alabama, North Dakota, and South Carolina. The characteristics of the sample are shown in Table 1 below. Special attention was given to the oversampling of minority groups within the original sampling framework in order to test for any bias that could have arisen between testing groups based on any demographic characteristic.~~

~~**Table 1.** Sample Size of the Pilot Study with Race Percentages by Groups~~

~~Race/Ethnicity~~	~~High School~~	~~Middle School~~	~~Elementary School~~
~~American Indian or Alaska Native~~	~~1.0%~~	~~2.0%~~	~~2.7%~~
~~Asian~~	~~1.5%~~	~~0.9%~~	~~0.9%~~
~~Black or African American~~	~~27.1%~~	~~27.6%~~	~~27.1%~~
~~Native Hawaiian or Other Pacific Islander~~	~~0.4%~~	~~0.4%~~	~~0.6%~~
~~Two or More Races~~	~~7.0%~~	~~10.8%~~	~~10.2%~~
~~White~~	~~59.9%~~	~~55.9%~~	~~55.2%~~
~~Unknown~~	~~3.1%~~	~~2.4%~~	~~3.3%~~
~~Actual Sample Size~~	~~6514~~	~~6880~~	~~7100~~

~~Overview of the Student Engagement Survey~~

~~The Student Engagement Survey was designed to measure elementary, middle and high school student engagement through student opinions about their learning experiences. The 20 items are categorized under the three domains of engagement type (behavior, cognitive and emotional). These domains are then broken down further by three components of engagement quality – committed, compliant and disengaged. Finally, each component is aligned to two levels. Thus, the committed component has an "invested" or "immersed" level; the compliant component has a "strategic" or "ritual" level; and the disengaged component has a "retreatism" or "rebellion" level.~~

~~Results are categorized by engagement type and quality of engagement. Survey results provide a useful summary of the detailed information represented in students' responses and provides information relative to a benchmark. A respondent who finishes the survey is labeled as Committed, Compliant, or Disengaged for each of the three domains. This label is based on~~

~~which component of engagement the respondent answers the majority of the time within each factor. It should be noted that the Behavioral domain has six items which means it is possible that a respondent has an even number of responses across two or more components. In these cases, the respondent would be labeled as having a "mixed engagement type. The percentage reported for each domain is calculated by counting the number respondents in each domain out of the total number of respondents taking part in the survey. The percentage reported for each component of engagement is calculated in the same way.~~

~~Reliability and Validity~~

~~Data from the pilot were used to examine the reliability and validity of the three versions of the instrument – elementary, middle, and high school students. Reliability was tested using Cronbach's Alpha, with values of .7 and above representing adequate internal consistency (see Table 2). The Middle and High student groups of the Student Engagement Survey fall within the "good" range for reliability. The exception in this case is the Elementary students where the reliability was found to be closer to "adequate". It is theorized that drop in reliability may actually be a byproduct of the respondents ages and mental capacity as opposed to survey content. All three groups received survey questions that are similar in content with some differentiation among groups.~~

~~Table 2.~~ ~~Reliability of Student Engagement Surveys.~~

~~Group~~	~~Reliability~~
~~High School~~	~~0.80~~
~~Middle School~~	~~0.80~~
~~Elementary School~~	~~0.67~~

~~Construct validity was examined using confirmatory factor analysis. Table 3 below shows the results of the CFA across several common fit indices. All values in Table 3 represent good fit of the data to the model across all of the fit indices. "Good" is defined as Root Mean Square Residual (RMSR) and the Root Mean Square Error of Approximation (RMSEA) less than 0.05 and Goodness of Fit Index (GFI), Comparative Fit Index (CFI) and Normed Fit Index (NFI) between 0.90 and 0.95.~~

~~Table 3.~~ ~~Three Factor Fit Indices for Student Engagement Surveys.~~

~~Group~~	~~RMSR~~	~~RMSEA~~	~~GFI~~	~~CFI~~	~~NFI~~
~~High School~~	~~0.0132~~	~~0.0339~~	~~0.9795~~	~~0.9420~~	~~0.9341~~
~~Middle School~~	~~0.0133~~	~~0.0342~~	~~0.9770~~	~~0.9385~~	~~0.9341~~
~~Elementary~~	~~0.0095~~	~~0.0259~~	~~0.9860~~	~~0.9422~~	~~0.9311~~

~~Rasch Results~~

~~Each individual item was reviewed using a Rasch analysis, utilizing several fit indices to determine how well the items performed. Across all three forms, 3 of items on the high school form, 3 items from the middle school form, and 1 item from the elementary form were considered "on bounds" meaning their values were close to the threshold values used to determine item fit. All other items were within commonly accepted parameters and considered to be functioning exceptionally well within the confines of the instrument. A table of these values is not presented given the large number of items but is available upon request.~~

~~Differential Item Functioning Results~~

~~Similarly, Differential Item Functioning (DIF) analysis was conducted to examine the performance of items in relation to different demographic groups. As an example, Table 4 shows the results of DIF analysis for a single survey item that tests bias relative to two race categories. DIF test values for item #12: "The skills I am learning in class…" are included in Table 4. Mantel-Haenszel P-Values greater than 0.05 and effect sizes less than the absolute value of 0.25 are labeled as not having bias between the groups being investigated. In other comparisons where DIF was indicated, we believe it is an artifact of sample size (for example, American Indian and Alaska Native) but AdvancED will continue to monitor this as more respondents use the measure.~~

~~**Table 4.** DIF Results for Item #12 Based on Black/African American versus White Race Categories for all Subgroups.~~

~~**Group**~~	~~**Mantel-Haenszel P-Value**~~	~~**Effect Size**~~
~~High School~~	~~0.0750~~	~~0.00~~
~~Middle School~~	~~0.2289~~	~~0.00~~
~~Elementary School~~	~~0.1331~~	~~0.03~~

~~*ESSA Plan, North Dakota Department of Public Instruction*, 31 Aug. 2017, pp. 422–423., www.nd.gov/dpi/SchoolStaff/SSI/ESSA/plan/~~

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Comment Request; Proposed 2022-23 Amendment to the Consolidated State Plan

A Notice by the Idaho State Department of Education on 03/23/23

SUMMARY

The Idaho State Department of Education (SDE) has revised the proposed amendment to the Consolidated State Plan of the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeed Act (ESSA) for the 2022-23 school year, based on the feedback received from the U.S. Department of Education. The revised, proposed amendment includes the description of chronic absenteeism, the technical correction to the additional targeted support and improvement (ATSI) calculation methodology, and the extended 2024 long-term goals.

DATES

Interested persons and entities are invited to submit comments on or before Thursday, April 6, 2023.

ADDRESSES

Comments in response to this notice should be submitted at https://idsdoe.qualtrics.com/jfe/form/SV_1zFIIOTTos7fAnI.

For the proposed 2022-23 amendment to the ESEA Consolidated State Plan, go to https://www.sde.idaho.gov/assessment/accountability/files/general/Idaho-Consolidated-State-Plan-2022-2023-Amendment.pdf.

For the current ESEA Consolidated State Plan, go to https://www.sde.idaho.gov/topics/consolidated-plan/files/Idaho-Consolidated-State-Plan-2019-Amendment.pdf.

QUESTIONS

For specific questions related to collection activities, please contact Ayaka Nukui at anukui@sde.idaho.gov or 208-332-6926.

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SUPPLEMENTARY INFORMATION

Chronic Absenteeism Definition

The U.S. Department of Education requested the SDE to clarify the validity and reliability of the chronic absenteeism measure. Specifically, the following description has been added on page 25 of the proposed amendment to meet this request.

> The validity of chronic absenteeism is supported by numerous studies that have found strong linkages between chronic absenteeism and other key indicators of student performance and success such as improved academic achievement, increased graduation rates, and lower dropout rates. The reliability of the collected data is largely ensured by a consistent reporting methodology, the use of a standardized state definition of chronic absenteeism, and a singular data collection system that has already been established and used for reporting. Idaho is confident in the accurate reporting of attendance data because Idaho has used an average daily attendance (ADA) funding model for many years for all school districts.
>
> All local education agencies in Idaho have been submitting chronic absenteeism data since the 2018-2019 school year to the state. Idaho defines chronic absenteeism the same as the definition provided by the U.S. Department of Education in the EDFacts file spec FS195:
>
> "The unduplicated number of students absent 10% or more school days during the school year. A student was absent if he or she was not physically on school grounds and was not participating in instruction or instruction-related activities at an approved off-grounds location for at least half the school day".

Expected Implications

There are currently no expected implications to LEAs and schools.

Additional Targeted Support and Improvement (ATSI) Technical Correction

The U.S. Department of Education requested the SDE to clarify the ATSI calculation methodology. Specifically, the following update has been made on page 37 of the proposed amendment to meet this request. This technical correction does not change the original intent of the methodology to identify the bottom five percent of targeted support and improvement schools for ATSI.

> ~~While the lowest-performing five percent of schools will be identified as comprehensive support and improvement schools every three years, the~~ The methodology for identifying ~~these~~ additional targeted support schools will be calculated annually ~~for the purpose of identifying schools for additional targeted support~~.

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~~The comprehensive support and improvement calculations will be run for all students to identify the lowest-performing five percent of schools.~~ The same calculations as used for comprehensive support and improvement identifications will ~~then~~ be run among targeted support and improvement schools for all subgroups of students (when meeting the n size requirements). The final, weighted composite value for each student group will be compared with that for schools that are (or would be) identified for comprehensive support and improvement.

Expected Implications

There are currently no expected implications to LEAs and schools.

Extension of 2022 Long-term Goals to 2024

The SDE proposed to extend the 2022 long-term goals to 2023 during the last round of public comment window. The proposed 2022-23 amendment further extends the 2022 long-term goals to 2024 due to the following reasons:

- In 2020, ISAT/IDAA was not offered to students in Idaho due to school closures related to COVID-19 pandemic, resulting in no statewide assessment results for that year.
- In 2021, the 95% statewide assessment participation rate requirement was waived due to COVID-19 disruptions, resulting in a low participation rate among some schools.
- In 2021, an independent field test was conducted for IDAA ELA/literacy and mathematic, producing compatible yet incomparable results based on Wyoming's cutscores.
- In 2022, IDAA was operationalized for the first time.
- In 2023, Idaho elected a new superintendent, and the alignment between the Idaho State Board of Education strategic goal and the Idaho's consolidated state plan was sought.

Expected Implications

There are currently no expected implications to LEAs and schools.

STATE DEPARTMENT OF EDUCATION
APRIL 25, 2023

ATTACHMENT 3

Recorded Date	Please tell us about yourself:	What is your organization? - Selected Choice	Organization Name	What is your role? - Selected Choice	Your Information - First Name	Your Information - Last Name	Your Information - City	Comment for Chronic Absenteeism Definition	Comments for Additional Targeted Support and Improvement (ATSI) Technical Correction	Comments for Extension of 2022 Long-term Goals to 2024
3/24/2023 8:25	I am making comments on behalf of an entity or organization.	Local Education Agency	Madison School District #321	District Administrator	Landon	LeFevre	Rexburg	The only concern I have about this definition is it doesn't allow an LEA to delineate the difference between absenteeism due to a disability or due to truancy.	No comment	no comment
3/27/2023 8:24	I am making comments on behalf of an entity or organization.	School	Emerson Alternative High School	School Administrator	Michael	Keyes	Rigby	Alternative schools should not be funded vis ADA. A mastery based system would be more impactful for students that have jobs and or care for family members. If the student can prove mastery then why do they need to be in a seat for 60 + hours? A mastery based system would allow more students to be successful in an alternative setting because they could complete the required material then move on, opening up a seat for another student.		
3/30/2023 7:15	I am making comments to represent myself or another person.	Organization	n/a	District Administrator	n/a	n/a	n/a	n/a	n/a	n/a
4/1/2023 16:01	I am making anonymous comments.								To clarify, does this imply identification as a CSI school may also include that school's identification as TSI or ATSI? With the percent criteria, it appears that way, however, wouldn't qualifying in all 3 areas potentially lead to misidentifying (or not identifying) otherwise qualified ATSI/TSI schools?	
4/6/2023 9:53	I am making comments to represent myself or another person.	School	Malad Middle School	School Administrator	Robert	Hannah	Malad City	I'm just wondering if remote learning or virtual learning can be acknowledged to reduce the numbers of who we are counting as absent.		
4/6/2023 10:00	I am making anonymous comments.							l		

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
APRIL 25, 2023

TAB	DESCRIPTION	ACTION
1	**BOARD POLICY III.Z. PLANNING AND DELIVERY OF POSTSECONDARY PROGRAMS AND COURSES – FIRST READING**	Action Item
2	**BOARD POLICY III.M. PUBLIC POSTSECONDARY ACCREDITATION – SECOND READING**	Action Item
3	**BOARD RESOLUTION PROHIBITING DIVERSITY STATEMENTS IN HIRING AND PROMOTING AN ENVIRONMENT OF BELONGING FOR ALL STUDENTS AT PUBLIC POSTSECONDARY INSTITUTIONS**	Action Item
4	**COMPLETE COLLEGE IDAHO REPORT**	Action Item
5	**STUDENT MENTAL HEALTH UPDATE**	Information Item
6	**BOISE STATE UNIVERSITY – NEW INSTITUTE FOR MICROELECTRONICS EDUCATION AND RESEARCH**	Information Item

SUBJECT

Board Policy III.Z, Planning and Delivery of Postsecondary Programs and Courses – First Reading

REFERENCE

October 20, 2016	The Board approved the first reading of the proposed amendments to Board Policy III.Z., updating institutions' statewide program responsibilities.
December 15, 2016	The Board approved the second reading of proposed amendments to Board Policy III.Z.
December 21, 2017	The Board approved the first reading of proposed amendments to Board Policy III.Z., changing the planning timeframe from five years to three years.
February 15, 2018	The Board approved the second reading of proposed amendments to Board Policy III.Z.
June 21, 2018	The Board approved the first reading of proposed amendments to Board Policy III.Z., adding responsibilities for applied baccalaureate degrees to each region.
August 16, 2018	The Board approved the second reading of proposed amendments to Board Policy III.Z.
June 10, 2020	The Board approved the first reading of proposed amendments to Board Policy III.Z., changing the name of a statewide program listed for the University of Idaho.
August 26, 2020	The Board approved the second reading of proposed amendments to Board Policy III.Z.
February 18, 2021	The Board approved the first reading of proposed amendments to Board Policy III.Z that added new definitions for high-demand programs and joint programs.
April 22, 2021	The Board approved the second reading of proposed amendments to Board Policy III.Z.
October, 2022	The Board approved the first reading of proposed amendments to Board Policy III.Z. that described a set of minimum criteria by which the Board will evaluate proposals by the universities to offer new associate degrees and proposals by the community colleges to offer baccalaureate degrees.
December 21, 2022	The Board approved the second reading of Board Policy III.Z.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.Z. and Section III.G.
Section 33-113, Idaho Code

Section 33-123, Idaho Code
Section 33-2101, Idaho Code

BACKGROUND/DISCUSSION

The purpose of Board Policy III.Z, "is to ensure Idaho's public postsecondary institutions meet the educational and workforce needs of the state through academic planning, alignment of programs and courses, and collaboration and coordination." The purpose is to also meet the statutory requirement to "as far as practicable prevent wasteful duplication of effort" by the institutions.

In 2022, Lewis-Clark State College ("LC-State") and University of Idaho ("UI") were selected as two of 73 institutions throughout the nation to participate in the U.S. Department of Education's Second Chance Pell Experiment. This program allows incarcerated individuals to access federal Pell grants to pay for higher education. LC-State and UI have worked closely with the Idaho Department of Correction to increase programming for adults within the prison system.

LC-State has specifically requested action from the Board to allow it to offer face-to-face academic undergraduate education in prison locations outside its designated Service Regions (Regions I and II). The college has established a Memorandum of Understanding with the Department of Correction that would allow it to offer face-to-face undergraduate courses and programs throughout the prison system. LC-State has offered face-to-face instruction at the Idaho Correctional Institution – Orofino during the 2022-23 academic year to approximately 58 students in courses leading to associate degrees in liberal arts, business, and welding. However, LC-State is currently only designated by Policy III.Z. to offer undergraduate education in Regions I and II using the face-to-face modality. Similarly, UI is only designated to offer face-to-face graduate education in Regions I and II.

Four possible approaches have been identified that would allow LC-State to offer face-to-face undergraduate and education in prison locations outside its designated Service Regions:

1. The college could work within the parameters currently established by Policy III.Z. and establish separate Memoranda of Understanding with Designated Institutions in other service regions where it desires to offer face-to-face academic undergraduate education in prisons;
2. The Board could modify Policy III.Z. to create a new academic Service Region that would include all adult correctional facilities under the jurisdiction of the Department of Correction, designating the college to provide academic undergraduate in this new, non-geographical Service Region;
3. The Board could modify policy to exempt face-to-face academic undergraduate education in prison facilities from the Service Region restrictions in Policy III.Z, allowing all institutions so desiring, including LC-

State, to offer face-to-face courses and programs in every prison location in the state; or

4. The Board could waive certain provisions in Policy III.Z. to allow the college to offer face-to-face undergraduate education outside its designated service regions temporarily, until a more permanent solution can be agreed upon.

In all scenarios, no institution is restricted from offering online programming in the prison systems throughout the state because Policy III.Z. designations do not apply to programs that are 90% or more online. Currently, only LC-State is offering and planning to offer face-to-face academic undergraduate education in the prisons, though other institutions have indicated they may desire to do so in the future.

Additionally, in all scenarios, Career Technical Education (CTE) in the prison system would continue to be delivered regionally as currently designated in Policy III.Z. No institution is allowed to offer CTE programs in the prisons outside its geographically designated region without formal agreement from the Designated Institutions in other regions and in coordination with the Division of CTE.

IMPACT

Board approval of option two, three or four would allow LC-State to offer face-to-face academic undergraduate education in other Service Regions in the upcoming academic year. Approval of Option 2 would require the Board to designate one or more institutions to offer academic undergraduate education in the prison systems. Both LC-State and UI have indicated a desire to be a Designated Institution for this new Service Region under this option. If the Board chooses not to take any of these three actions, then LC-State would need to work within the current parameters of Board Policy to offer programming this coming academic year.

ATTACHMENTS

Attachment 1 – Board Policy III.Z. Planning and Delivery of Postsecondary Programs and Courses – Service Region Version – First Reading
Attachment 2 – Board Policy III.Z. Planning and Delivery of Postsecondary Program and Courses – Exception Version – First Reading

STAFF COMMENTS AND RECOMMENDATIONS

Board staff recognizes that the adult prison population is uniquely separate from all other populations of potential students in Idaho. These individuals are also highly mobile within the prison system. Continuity and consistency of educational opportunities throughout the system is important. Moreover, educational programming in the prisons requires unique and specialized approaches to ensure security.

Board staff commends the leadership of LC-State and UI in providing academic undergraduate education in the prison system through the Second Chance Pell pilot. Staff agree that it is desirable that LC-State, in particular, be able to offer face-to-face programming in the upcoming academic year, given its status as a Second Chance Pell pilot institution and the establishment of an MOU with the

Department of Correction. UI has stated that it does not currently offer face-to-face programming but would like the option to do so in the future.

While current policy provides a path for LC-State to offer face-to-face programs in the upcoming academic year through several MOUs with the other institutions, staff would be supportive of streamlining this process through one of the latter three options. The institutions involved will make arguments for and against each option to the Board directly and request the Board to decide on the best option to pursue at this time.

BOARD ACTION

I move to approve the first reading of proposed amendments to Board Policy III. Z., Planning and Delivery of Postsecondary Education Programs and Courses, which create a new Service Region, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

OR

I move to approve the first reading of proposed amendments to Board Policy III. Z., Planning and Delivery of Postsecondary Education Programs and Courses, which provide an exception to this policy for face-to-face academic undergraduate education in prison locations, as submitted in Attachment 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

OR

I move to waive the provisions in Board Policy III. Z., Planning and Delivery of Postsecondary Education Programs and Courses, that require Lewis-Clark State College to enter into Memoranda of Agreements with other institutions to offer face-to-face academic undergraduate education in prison locations outside Regions I and II for 2023-2024 academic year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
Subsection: Z. Planning and Delivery of Postsecondary Programs and Courses
~~December 2022~~June 2023

The purpose of this policy is to ensure Idaho's public postsecondary institutions meet the educational and workforce needs of the state through academic planning, alignment of programs and courses (hereinafter referred to collectively as "programs"), and collaboration and coordination. This subsection shall apply to the University of Idaho, Boise State University, Idaho State University, Lewis-Clark State College, College of Eastern Idaho, College of Southern Idaho, College of Western Idaho, and North Idaho College (hereinafter "institutions"). The State Board of Education (the Board) aims to optimize the delivery of academic programs while allowing institutions to grow and develop consistent with their vision and mission with an appropriate alignment of strengths and sharing of resources.

This policy requires the preparation and submission of academic plans to advise and inform the Board in its planning and coordination of educational programs in a manner that enhances access to quality programs, while concurrently increasing efficiency, avoiding unnecessary duplication and maximizing the cost-effective use of educational resources through coordination between institutions. As part of this process, the Board hereby identifies and reinforces the responsibilities of the institutions governed by the Board to deliver Statewide Programs. The provisions set forth herein serve as fundamental principles underlying the planning and delivery of programs pursuant to each institution's assigned Statewide and Service Region Program Responsibilities. These provisions also require collaborative and cooperative agreements, or memorandums of understanding, between and among the institutions.

This policy is applicable to campus-based face-to-face programs, including those that use technology to facilitate and/or supplement a physical classroom experience. It also applies to hybrid and blended programs where a substantial portion of the content is delivered on-line and typically has reduced seat time.

1. Definitions

   a. Designated Institution shall mean an institution whose main campus is located in a service region as identified in subsection 2.b.ii.1) and 2) below; and which possesses the first right to offer programs within its designated service region(s).

      i. With respect to academic programs, Designated Institutions and Partnering Institutions shall have Service Region Program Responsibility for those regions identified in subsection 2.b.ii.1).

      ii. With respect to career technical programs, Designated Institutions and

Partnering Institutions shall include only the College of Southern Idaho, College of Western Idaho, North Idaho College, College of Eastern Idaho, Lewis-Clark State College, and Idaho State University and shall have Service Region Program Responsibility for those regions identified in subsection 2.b.ii.2).

b. A memorandum of understanding (MOU) is an agreement between two or more institutions offering duplicative programs within the same service region that details how such programs will be delivered in a collaborative manner. An MOU is intended to provide specific, practical details that build upon what has been provided in each Institution's Plan.

c. High-Need Program shall mean a program identified by an institution or the Board as critical to supporting the future growth of a profession.

d. Joint Program shall mean an educational program jointly developed and delivered concurrently by two or more institutions.

e. Partnering Institution shall mean either
   i. an institution whose main campus is located outside of a Designated Institution's identified service region but which, pursuant to a Memorandum of Understanding, offers Regional Programs in the Designated Institution's primary service region, or
   ii. an institution not assigned a Statewide Program Responsibility which, pursuant to a Memorandum of Understanding with the institution assigned the Statewide Program Responsibility, offers and delivers a statewide educational program.

f. Service Region Program shall mean an educational program identified by the Board to be delivered by a Designated Institution within its respective service region that meets regional educational and workforce needs.

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.

h. Statewide Program shall mean an educational program identified by the Board to be delivered by a particular institution which meets statewide educational and workforce needs. Lewis-Clark State College, College of Eastern Idaho, North Idaho College, College of Southern Idaho, and College of Western Idaho do not have Statewide Program Responsibilities.

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.

2. Planning and Delivery Process and Requirements

   a. Planning

      i. Three-Year Plan

         The Board staff shall, using the Institution Plans submitted, create and maintain a rolling three (3) year academic plan (Three-Year Plan) which includes all current and proposed institution programs. The Three-Year Plan shall be approved by the Board annually at its August Board meeting.

      ii. Institution Plan

         Each institution shall, in accordance with a template to be developed by the Board's Executive Director or designee, create and submit to Board staff a rolling three (3) year academic plan, to be updated annually, that describes all current and proposed programs and services to be offered in alignment with each institution's Statewide and Service Region Program Responsibilities (the Institution Plan). Institution Plans shall be developed pursuant to a process of collaboration and communication with the other institutions in the state.

         1) Statewide Programs

            Institutions assigned a Statewide Program Responsibility shall plan for and determine the best means to deliver such program. Each institution assigned a Statewide Program Responsibility shall include in its Institution Plan all currently offered and proposed programs necessary to respond to the workforce and educational needs of the state relating to such Statewide Program Responsibilities. Each Institution Plan shall include the following information for proposed Statewide programs:

            a) A description of the Statewide Programs to be delivered throughout the state and the anticipated resources to be employed.

            b) A description of the Statewide Programs to be offered by a Designated or Partnering Institution.

            c) A summary of the Memoranda of Understanding (MOUs), if any, to be entered into with Partnering Institutions pursuant to Subsection 2.b.iii. below.

         2) Service Region Programs

            It is the responsibility of the Designated Institution to plan for and determine

the best means to deliver Service Region Programs that respond to the educational and workforce needs of its service region. If, in the course of developing or updating its Institution Plan, the Designated Institution identifies a need for the delivery of a program within its service region, and the Designated Institution is unable to provide the program, then the Designated Institution shall coordinate with a Partnering Institution (including institutions with Statewide Program Responsibilities if applicable) located outside of the service region to deliver the program in the service region.

The Institution Plan developed by a Designated Institution shall include the following:

a) A description of the proposed academic programs to be delivered in the service region, or outside of the service region, by the Designated Institution and the anticipated resources to be employed.

b) A description of proposed programs to be offered in the service region by Partnering Institutions, including any anticipated transition of programs to the Designated Institution.

c) A description of proposed Statewide Programs to be offered in the service region by an institution with Statewide Program Responsibilities, or by the Designated Institution in coordination with the institution holding the Statewide Program Responsibility.

d) A summary of proposed MOU's, if any, to be entered into between the Designated Institution and any Partnering Institutions in accordance with Subsection 2.b.iii. below.

e) A summary of collaborative programs created to meet areas designated as high-need.

3) Institution Plan Updates

Institution Plans shall be updated and submitted to Board staff annually as follows:

a) Preliminary Institution Plans shall be developed according to a template provided by the Board's Executive Director or designee and submitted to the Council for Academic Affairs and Programs (CAAP) for review, discussion and coordination annually in April.

b) Following review by CAAP, Institution Plans shall be submitted to Board staff. Upon submission of the Institution Plans to Board staff, the Board's Executive Director or designee shall review the Institution Plans for the

purpose of optimizing collaboration and coordination among institutions, ensuring efficient use of resources, and avoiding unnecessary duplication of programs.

c) In the event the Board's Executive Director or designee recommends material changes, he/she shall work with the institutions and then submit those recommendations to CAAP for discussion prior to submission to the Board for inclusion in the Three-Year Plan.

d) The Board's Executive Director or designee shall then provide their recommendations to the Board for enhancements, if any, to the Institution Plans at a subsequent Board meeting. The Board shall approve the Institution Plans annually through the Three-Year Plan submitted by Board staff. Board approval of Institution Plans acts as a roadmap for institutional planning and does not constitute Board approval of a program. Institutions are still required to follow the standard program approval process as identified in Board Policy Section III.G to gain program approval.

b. Delivery of Programs

i. Statewide Program Delivery
The Board has established statewide program responsibilities for the University of Idaho, Boise State University, and Idaho State University. Each institution must assess the need for, and when determined by the assessment, ensure the statewide delivery of educational programs assigned by the Board. A statewide program list consisting of statewide program responsibilities shall be updated by the Board every two years in accordance with a schedule developed by the Executive Director or designee. The program list will be contained in the Board approved three-year plan document and maintained by Board staff.

ii. High-Demand Programs
The Board recognizes that the need for high-demand, high-need programs may require joint delivery by multiple institutions statewide. These high-demand programs must be delivered through collaboration between institutions in order to preserve rural and statewide access. Service region restrictions and primary institution first rights to offer a program do not apply to Board identified high-demand programs. Criteria for statewide program high-demand designation includes, but is not limited to:

1) Idaho Department of Labor data,

2) Idaho industry demand as demonstrated by unfilled positions and industry data,

3) Demonstrated Idaho state needs for programs supporting underserved populations, and

4) Requested by the Board.

An institution wishing to offer a high-demand program that does not have statewide responsibility in the program area must meet the criteria above, have a signed MOU with the Institution with the Statewide Program Responsibility, and the approval of the Board's Executive Director or designee. At that point, the Partnering Institution shall include the program in its Institution Plan. If the Board determines that an emergency need exists for a program that the Institution with Statewide Program Responsibility cannot meet, then upon Board approval the two Institutions shall enter into an MOU for the delivery of such program.

iii. Service Region Program Delivery

The Board has established service regions for the institutions based on the six geographic areas identified in Section 33-2101, Idaho Code. A Designated Institution shall have the Service Region Program Responsibility to assess and ensure the delivery of all educational programs and services necessary to meet the educational and workforce needs within its assigned service region.

1) Academic Service Regions

Region I shall include the area within Area No.1 under Section 33-2101, Idaho Code. Lewis-Clark State College, the University of Idaho, and North Idaho College are the Designated Institutions serving undergraduate needs. The University of Idaho is the Designated Institution serving the graduate education needs. Lewis-Clark State College, and North Idaho College are the Designated Institutions serving applied baccalaureate degree needs.

Region II shall include the area within Area No.2 under Section 33-2101, Idaho Code. Lewis-Clark State College and the University of Idaho are the Designated Institutions serving undergraduate needs. The University of Idaho is the Designated Institution serving the graduate education needs.

Region III shall include the area within Area No.3 under Section 33-2101, Idaho Code. Boise State University and College of Western Idaho are the Designated Institutions serving undergraduate needs. Boise State University is the Designated Institution serving graduate education needs. Boise State University and College of Western Idaho are the Designated Institutions serving applied baccalaureate degree needs.

Region IV shall include the area within Area No.4 under Section 33-2101, Idaho Code. Idaho State University and College of Southern Idaho are the

Designated Institutions serving undergraduate needs. Idaho State University is the Designated Institution serving the graduate education needs, with the exception that Boise State University will meet undergraduate and graduate business program needs. Idaho State University and College of Southern Idaho are the Designated Institutions serving applied baccalaureate degree needs.

Region V shall include the area within Area No.5 under Section 33-2101, Idaho Code. Idaho State University is the Designated Institution serving undergraduate and graduate education needs.

Region VI shall include the area within Area No.6 under Section 33-2101, Idaho Code. Idaho State University and College of Eastern Idaho are the Designated Institutions serving undergraduate education needs. Idaho State University is the Designated Institution serving the graduate education needs. Idaho State University and College of Eastern Idaho are the Designated Institutions serving applied baccalaureate degree needs.

Region VII is a non-geographical region that shall include all adult correctional facilities under the jurisdiction of the Idaho Department of Correction. In cooperation with the State Board of Correction ~~per~~pursuant to Section 33-123, Idaho Code, Lewis-Clark State College is the Designated Institution serving undergraduate education and applied baccalaureate degree needs. University of Idaho is the Designated Institution serving graduate education needs. Designated Institutions in Regions III, IV, V, and VI are not designated to offer academic undergraduate education in correctional facilities within their respective Service Regions.

2) Career Technical Service Regions

Postsecondary career technical education is delivered by six (6) institutions, each having responsibility for serving one of the six geographic areas identified in Section 33-2101.

Region I shall include the area within Area No.1 under Section 33-2101, Idaho Code. North Idaho College is the Designated Institution.

Region II shall include the area within Area No.2 under Section 33-2101, Idaho Code. Lewis-Clark State College is the Designated Institution.

Region III shall include the area within Area No.3 under Section 33-2101, Idaho Code. College of Western Idaho is the Designated Institution

Region IV shall include the area within Area No.4 under Section 33-2101, Idaho Code. College of Southern Idaho is the Designated Institution.

Region V shall include the area within Area No.5 under Section 33-2101, Idaho Code. Idaho State University is the Designated Institution.

Region VI shall include the area within Area No.6 under Section 33-2101, Idaho Code. College of Eastern Idaho is the Designated Institution.

3) Program Offerings by Partnering Institutions

If a Partnering Institution (other than an institution with Statewide Program Responsibilities) identifies a Service Region Program not identified, or anticipated to be identified, in a Designated Institution's Plan, and the Partnering Institution wishes to offer such program in the Designated Institution's service region, then the Partnering Institution may communicate with the Designated Institution for the purpose of allowing the Partnering Institution to deliver such program in the service region and to include the program in the Designated Institution's Plan. In order to include the program in the Designated Institution's Plan, the Partnering Institution must demonstrate the need within the service region for delivery of the program, as determined by the Board (or by the Administrator of the Division of Career Technical Education in the case of career technical level programs). In order to demonstrate the need for the delivery of a program in a service region, the Partnering Institution shall complete and submit to the Chief Academic Officer of the Designated Institution, to CAAP and to Board staff, in accordance with a schedule to be developed by the Board's Executive Director or designee, the following:

a) A study of business and workforce trends in the service region indicating anticipated, ongoing demand for the educational program to be provided.

b) A survey of potential students evidencing demand by prospective students and attendance sufficient to justify the short-term and long-term costs of delivery of such program.

c) A complete description of the program requested to be delivered, including a plan for the delivery of the program, a timeline for delivery of the program, the anticipated costs of delivery, the resources and support required for delivery (including facilities needs and costs), and program syllabuses.

iv. Associate Degrees at Universities and Baccalaureate Degrees at Community Colleges

When a university proposes to offer an associate degree or a community college proposes to offer a baccalaureate degree, the Board will evaluate the proposed degree using at least the following criteria:

1) Demand
   Proposed offerings must be to meet an urgent, local need based on where students who complete the offering will be employed rather than on where the students reside. The demand for the proposed offering needs to be clear, urgent, and compelling, as evidenced through data and industry input. Commitments of practical support (e.g. funding, internships, etc.) from industry stakeholders constitutes evidence of demand.

2) Specialization
   The proposed offering must be based on the unique capability at the institution, founded on specialized instructional expertise and any infrastructure necessary for program delivery.

3) Non-Competitiveness
   The proposed offering must be non-competitive with other institutions' offerings within the identified service area (whether regional or statewide) and supported by other institutions within the service area. The Executive Director or designee may request written commitments from the presidents of other institutions within the service area expressing conceptual and, if necessary, practical support for the proposed program.

4) Collaboration
   Alternative approaches to meeting the identified demand addressed by the proposed offering should be fully considered, including potential collaboration with other institutions. High-demand programs must be offered through inter-institutional collaboration as described in this policy.

5) Resources
   The institution must have sufficient resources to develop and deliver the proposed offering.

These criteria do not apply to Associate Degrees in General Studies currently offered or proposed to be offered by the universities.

v. Memoranda of Understanding

The Board encourages and fosters orderly and productive collaboration between Idaho's public institutions. Memoranda of Understanding can support such collaboration.

Institutions proposing to offer a joint program shall develop an MOU to identify the specific roles of each participating institution; the student-related processes associated with delivery of the program; and a timeline for review.

When an institution desires to offer a program already being offered by another institution in the latter institution's service region, an MOU shall be developed between the institutions to offer the program.

If a Designated Institution has identified a workforce or educational need for the delivery of a program within its service region and is unable to provide the program, the Designated Institution may collaborate with a Partnering Institution to offer the program. An MOU will not be required for review or approval prior to implementation in this case. Institutions are required to follow the standard program approval processes as identified in Board Policy III.G to obtain program approval.

An institution with Statewide Program Responsibility need not enter into an MOU with any other institutions before offering the statewide program in service regions outside the service region of the institution with Statewide Program Responsibility. If an institution desires to offer a program for which another institution has Statewide Program Responsibility, the institution that does not have Statewide Program Responsibility shall be required to enter into an MOU with the institution that has Statewide Program Responsibility for that program.

When an institution with Statewide Program Responsibility or Service Region Program Responsibility desires to offer a program within a service region where such program is currently being offered by another institution, the institutions shall enter into a transition MOU that includes an admissions plan between the institutions providing for continuity in student enrollment during the transition period.

Idaho public postsecondary institutions may enter into MOUs with out-of-state postsecondary institutions or private postsecondary institutions to offer programs. Such MOUs do not require notification or approval by the Board but shall be shared with the Council on Academic Affairs and Programs. While the Board does not prohibit MOUs with out-of-state postsecondary institutions, agreements with in-state public institutions are preferred.

Articulation agreements between any postsecondary institutions for the purposes of facilitating course or program transfer do not require approval by the Board. Such agreements shall be managed and tracked by the institutions and shall be reported to the Board on an annual basis as part of the three-year planning process. All articulation agreements must be in compliance with Section 33-3729, Idaho Code, and Board Policy III.V.

All MOUs shall be submitted in conjunction with related program proposals following the standard program approval processes as identified in Board Policy III.G.

vi. Facilities

For programs offered by a Partnering Institution (whether an institution with Statewide Program Responsibilities, or otherwise) within a municipal or metropolitan area that encompasses the campus of a Designated Institution, the Partnering Institution's programs offerings shall be conducted in facilities located on the campus of the Designated Institution to the extent the Designated Institution is able to provide adequate and appropriate property or facilities (taking into account financial resources and programmatic considerations), or in facilities immediately adjacent to the campus of the Designated Institution. Renting or building additional facilities shall be allowed only upon Board approval, based on the following:

1) The educational and workforce needs of the local community demand a separate facility at a location other than the campus of the Designated Institution or adjacent thereto as demonstrated in a manner similar to that set forth in Subsection 2.b.ii.1) above, and

2) The use or development of such facilities are not inconsistent with the Designated Institution's Plan.

Facilities rented or built by a Partnering Institution (whether an institution with Statewide Program Responsibilities, or otherwise) on, or immediately adjacent to, the "main" campus of a Designated Institution may be identified (by name) as a facility of the Partnering Institution, or, if the facility is rented or built jointly by such institutions, as the joint facility of the Partnering Institution and the Designated Institution. Otherwise, facilities utilized and programs offered by one or more Partnering Institutions within a service region shall be designated as "University Place at (name of municipality)."

For programs offered by a Partnering Institution (whether an institution with Statewide Program Responsibilities, or otherwise) within a municipality or metropolitan area encompassing a campus of a Designated Institution, to the extent programmatically possible, auxiliary services (including, but not limited to, bookstore, conference and other auxiliary enterprise services) and student services (including, but not limited to, library, information technology, and other auxiliary student services) shall be provided by the Designated Institution. To the extent programmatically appropriate, registration services shall also be provided by the Designated Institution. It is the goal of the Board that a uniform system of registration ultimately be developed for all institutions governed by the Board. The Designated Institution shall offer these services to students who are enrolled in programs offered by the Partnering Institution in the same manner, or at an increased level of service, where appropriate, as such services are offered to the Designated Institution's students. An MOU between the Designated Institution and the Partnering Institution shall outline how costs for these services will be allocated.

vii. Duplication of Courses

If courses necessary to complete a Statewide Program are offered by the Designated Institution, they shall be used and articulated into the Statewide Program.

viii. Discontinuance of Programs

Unless otherwise agreed between the applicable institutions pursuant to an MOU, if, for any reason, (i) a Designated Institution offering programs in its service region that supports a Statewide Program of another institution, (ii) a Partnering Institution offering programs in the service region of a Designated Institution, or (iii) an institution holding a Statewide Program Responsibility offering Statewide Programs in the service region of a Designated Institution, wishes to discontinue offering such program(s), it shall use its best efforts to provide the institution with Statewide or Service Region Program Responsibility, as appropriate, at least one (1) year's written notice of withdrawal, and shall also submit the same written notice to the Board and to oversight and advisory councils. In such case, the institution with Statewide or Service Region Program Responsibilities shall carefully evaluate the workforce need associated with such program and determine whether it is appropriate to provide such program. In no event will the institution responsible for the delivery of a Statewide or Service Region Program be required to offer such program (except as otherwise provided herein above).

3. Existing Programs

Programs being offered by a Partnering Institution (whether an institution with Statewide Program Responsibilities, or otherwise) in a service region prior to July 1, 2003, may continue to be offered pursuant to an MOU between the Designated Institution and the Partnering Institution, subject to the transition and notice periods and requirements set forth above.

4. Oversight and Advisory Councils

The Board acknowledges and supports the role of oversight and advisory councils to assist in coordinating, on an ongoing basis, the operational aspects of delivering programs among multiple institutions in a service region, including necessary resources and support and facility services, and the role of such councils in interacting and coordinating with local and regional advisory committees to address and communicate educational needs indicated by such committees. Such interactions and coordination, however, are subject to the terms of the MOU's entered into between the institutions and the policies set forth herein.

5. Resolutions

All disputes relating to items addressed in this policy shall be forwarded to the Board's Executive Director or designee for review. The Board's Executive Director or designee shall prescribe the method for resolution. The Board's Executive Director or designee may forward disputes to CAAP and, if necessary, make recommendations regarding resolution to the Board. The Board will serve as the final arbiter of all disputes.

6. Exceptions

   a. This policy is not applicable to programs for which 90% or more of all activity is required or completed online, or dual credit courses for secondary education.

   b. This policy also does not apply to courses and programs specifically contracted to be offered to a private, corporate entity. However, in the event that an institution plans to contract with a private corporate entity (other than private entities in the business of providing educational programs and course) outside of their Service Region, the contracting institution shall notify the Designated Institutions in the Service Region and institutions with Statewide Program Responsibilities, as appropriate. If the corporate entity is located in a municipality that encompasses the campus of a Designated Institution, the Board encourages the contracting institution to include and draw upon the resources of the Designated Institution insomuch as is possible.

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
Subsection: Z. Planning and Delivery of Postsecondary Programs and Courses
~~December 2022~~June 2023

The purpose of this policy is to ensure Idaho's public postsecondary institutions meet the educational and workforce needs of the state through academic planning, alignment of programs and courses (hereinafter referred to collectively as "programs"), and collaboration and coordination. This subsection shall apply to the University of Idaho, Boise State University, Idaho State University, Lewis-Clark State College, College of Eastern Idaho, College of Southern Idaho, College of Western Idaho, and North Idaho College (hereinafter "institutions"). The State Board of Education (the Board) aims to optimize the delivery of academic programs while allowing institutions to grow and develop consistent with their vision and mission with an appropriate alignment of strengths and sharing of resources.

This policy requires the preparation and submission of academic plans to advise and inform the Board in its planning and coordination of educational programs in a manner that enhances access to quality programs, while concurrently increasing efficiency, avoiding unnecessary duplication and maximizing the cost-effective use of educational resources through coordination between institutions. As part of this process, the Board hereby identifies and reinforces the responsibilities of the institutions governed by the Board to deliver Statewide Programs. The provisions set forth herein serve as fundamental principles underlying the planning and delivery of programs pursuant to each institution's assigned Statewide and Service Region Program Responsibilities. These provisions also require collaborative and cooperative agreements, or memorandums of understanding, between and among the institutions.

This policy is applicable to campus-based face-to-face programs, including those that use technology to facilitate and/or supplement a physical classroom experience. It also applies to hybrid and blended programs where a substantial portion of the content is delivered on-line and typically has reduced seat time.

1. Definitions

   a. Designated Institution shall mean an institution whose main campus is located in a service region as identified in subsection 2.b.ii.1) and 2) below; and which possesses the first right to offer programs within its designated service region(s).

      i. With respect to academic programs, Designated Institutions and Partnering Institutions shall have Service Region Program Responsibility for those regions identified in subsection 2.b.ii.1).

      ii. With respect to career technical programs, Designated Institutions and

Partnering Institutions shall include only the College of Southern Idaho, College of Western Idaho, North Idaho College, College of Eastern Idaho, Lewis-Clark State College, and Idaho State University and shall have Service Region Program Responsibility for those regions identified in subsection 2.b.ii.2).

b. A memorandum of understanding (MOU) is an agreement between two or more institutions offering duplicative programs within the same service region that details how such programs will be delivered in a collaborative manner. An MOU is intended to provide specific, practical details that build upon what has been provided in each Institution's Plan.

c. High-Need Program shall mean a program identified by an institution or the Board as critical to supporting the future growth of a profession.

d. Joint Program shall mean an educational program jointly developed and delivered concurrently by two or more institutions.

e. Partnering Institution shall mean either
   i. an institution whose main campus is located outside of a Designated Institution's identified service region but which, pursuant to a Memorandum of Understanding, offers Regional Programs in the Designated Institution's primary service region, or
   ii. an institution not assigned a Statewide Program Responsibility which, pursuant to a Memorandum of Understanding with the institution assigned the Statewide Program Responsibility, offers and delivers a statewide educational program.

f. Service Region Program shall mean an educational program identified by the Board to be delivered by a Designated Institution within its respective service region that meets regional educational and workforce needs.

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.

h. Statewide Program shall mean an educational program identified by the Board to be delivered by a particular institution which meets statewide educational and workforce needs. Lewis-Clark State College, College of Eastern Idaho, North Idaho College, College of Southern Idaho, and College of Western Idaho do not have Statewide Program Responsibilities.

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.

2. Planning and Delivery Process and Requirements

   a. Planning

      i. Three-Year Plan

         The Board staff shall, using the Institution Plans submitted, create and maintain a rolling three (3) year academic plan (Three-Year Plan) which includes all current and proposed institution programs. The Three-Year Plan shall be approved by the Board annually at its August Board meeting.

      ii. Institution Plan

         Each institution shall, in accordance with a template to be developed by the Board's Executive Director or designee, create and submit to Board staff a rolling three (3) year academic plan, to be updated annually, that describes all current and proposed programs and services to be offered in alignment with each institution's Statewide and Service Region Program Responsibilities (the Institution Plan). Institution Plans shall be developed pursuant to a process of collaboration and communication with the other institutions in the state.

         1) Statewide Programs

            Institutions assigned a Statewide Program Responsibility shall plan for and determine the best means to deliver such program. Each institution assigned a Statewide Program Responsibility shall include in its Institution Plan all currently offered and proposed programs necessary to respond to the workforce and educational needs of the state relating to such Statewide Program Responsibilities. Each Institution Plan shall include the following information for proposed Statewide programs:

            a) A description of the Statewide Programs to be delivered throughout the state and the anticipated resources to be employed.

            b) A description of the Statewide Programs to be offered by a Designated or Partnering Institution.

            c) A summary of the Memoranda of Understanding (MOUs), if any, to be entered into with Partnering Institutions pursuant to Subsection 2.b.iii. below.

         2) Service Region Programs

            It is the responsibility of the Designated Institution to plan for and determine

the best means to deliver Service Region Programs that respond to the educational and workforce needs of its service region. If, in the course of developing or updating its Institution Plan, the Designated Institution identifies a need for the delivery of a program within its service region, and the Designated Institution is unable to provide the program, then the Designated Institution shall coordinate with a Partnering Institution (including institutions with Statewide Program Responsibilities if applicable) located outside of the service region to deliver the program in the service region.

The Institution Plan developed by a Designated Institution shall include the following:

a) A description of the proposed academic programs to be delivered in the service region, or outside of the service region, by the Designated Institution and the anticipated resources to be employed.

b) A description of proposed programs to be offered in the service region by Partnering Institutions, including any anticipated transition of programs to the Designated Institution.

c) A description of proposed Statewide Programs to be offered in the service region by an institution with Statewide Program Responsibilities, or by the Designated Institution in coordination with the institution holding the Statewide Program Responsibility.

d) A summary of proposed MOU's, if any, to be entered into between the Designated Institution and any Partnering Institutions in accordance with Subsection 2.b.iii. below.

e) A summary of collaborative programs created to meet areas designated as high-need.

3) Institution Plan Updates

Institution Plans shall be updated and submitted to Board staff annually as follows:

a) Preliminary Institution Plans shall be developed according to a template provided by the Board's Executive Director or designee and submitted to the Council for Academic Affairs and Programs (CAAP) for review, discussion and coordination annually in April.

b) Following review by CAAP, Institution Plans shall be submitted to Board staff. Upon submission of the Institution Plans to Board staff, the Board's Executive Director or designee shall review the Institution Plans for the

purpose of optimizing collaboration and coordination among institutions, ensuring efficient use of resources, and avoiding unnecessary duplication of programs.

c) In the event the Board's Executive Director or designee recommends material changes, he/she shall work with the institutions and then submit those recommendations to CAAP for discussion prior to submission to the Board for inclusion in the Three-Year Plan.

d) The Board's Executive Director or designee shall then provide their recommendations to the Board for enhancements, if any, to the Institution Plans at a subsequent Board meeting. The Board shall approve the Institution Plans annually through the Three-Year Plan submitted by Board staff. Board approval of Institution Plans acts as a roadmap for institutional planning and does not constitute Board approval of a program. Institutions are still required to follow the standard program approval process as identified in Board Policy Section III.G to gain program approval.

b. Delivery of Programs

i. Statewide Program Delivery
The Board has established statewide program responsibilities for the University of Idaho, Boise State University, and Idaho State University. Each institution must assess the need for, and when determined by the assessment, ensure the statewide delivery of educational programs assigned by the Board. A statewide program list consisting of statewide program responsibilities shall be updated by the Board every two years in accordance with a schedule developed by the Executive Director or designee. The program list will be contained in the Board approved three-year plan document and maintained by Board staff.

ii. High-Demand Programs
The Board recognizes that the need for high-demand, high-need programs may require joint delivery by multiple institutions statewide. These high-demand programs must be delivered through collaboration between institutions in order to preserve rural and statewide access. Service region restrictions and primary institution first rights to offer a program do not apply to Board identified high-demand programs. Criteria for statewide program high-demand designation includes, but is not limited to:

1) Idaho Department of Labor data,

2) Idaho industry demand as demonstrated by unfilled positions and industry data,

3) Demonstrated Idaho state needs for programs supporting underserved populations, and

4) Requested by the Board.

An institution wishing to offer a high-demand program that does not have statewide responsibility in the program area must meet the criteria above, have a signed MOU with the Institution with the Statewide Program Responsibility, and the approval of the Board's Executive Director or designee. At that point, the Partnering Institution shall include the program in its Institution Plan. If the Board determines that an emergency need exists for a program that the Institution with Statewide Program Responsibility cannot meet, then upon Board approval the two Institutions shall enter into an MOU for the delivery of such program.

iii. Service Region Program Delivery

The Board has established service regions for the institutions based on the six geographic areas identified in Section 33-2101, Idaho Code. A Designated Institution shall have the Service Region Program Responsibility to assess and ensure the delivery of all educational programs and services necessary to meet the educational and workforce needs within its assigned service region.

1) Academic Service Regions

Region I shall include the area within Area No.1 under Section 33-2101, Idaho Code. Lewis-Clark State College, the University of Idaho, and North Idaho College are the Designated Institutions serving undergraduate needs. The University of Idaho is the Designated Institution serving the graduate education needs. Lewis-Clark State College, and North Idaho College are the Designated Institutions serving applied baccalaureate degree needs.

Region II shall include the area within Area No.2 under Section 33-2101, Idaho Code. Lewis-Clark State College and the University of Idaho are the Designated Institutions serving undergraduate needs. The University of Idaho is the Designated Institution serving the graduate education needs.

Region III shall include the area within Area No.3 under Section 33-2101, Idaho Code. Boise State University and College of Western Idaho are the Designated Institutions serving undergraduate needs. Boise State University is the Designated Institution serving graduate education needs. Boise State University and College of Western Idaho are the Designated Institutions serving applied baccalaureate degree needs.

Region IV shall include the area within Area No.4 under Section 33-2101, Idaho Code. Idaho State University and College of Southern Idaho are the

Designated Institutions serving undergraduate needs. Idaho State University is the Designated Institution serving the graduate education needs, with the exception that Boise State University will meet undergraduate and graduate business program needs. Idaho State University and College of Southern Idaho are the Designated Institutions serving applied baccalaureate degree needs.

Region V shall include the area within Area No.5 under Section 33-2101, Idaho Code. Idaho State University is the Designated Institution serving undergraduate and graduate education needs.

Region VI shall include the area within Area No.6 under Section 33-2101, Idaho Code. Idaho State University and College of Eastern Idaho are the Designated Institutions serving undergraduate education needs. Idaho State University is the Designated Institution serving the graduate education needs. Idaho State University and College of Eastern Idaho are the Designated Institutions serving applied baccalaureate degree needs.

2) Career Technical Service Regions

Postsecondary career technical education is delivered by six (6) institutions, each having responsibility for serving one of the six geographic areas identified in Section 33-2101.

Region I shall include the area within Area No.1 under Section 33-2101, Idaho Code. North Idaho College is the Designated Institution.

Region II shall include the area within Area No.2 under Section 33-2101, Idaho Code. Lewis-Clark State College is the Designated Institution.

Region III shall include the area within Area No.3 under Section 33-2101, Idaho Code. College of Western Idaho is the Designated Institution

Region IV shall include the area within Area No.4 under Section 33-2101, Idaho Code. College of Southern Idaho is the Designated Institution.

Region V shall include the area within Area No.5 under Section 33-2101, Idaho Code. Idaho State University is the Designated Institution.

Region VI shall include the area within Area No.6 under Section 33-2101, Idaho Code. College of Eastern Idaho is the Designated Institution.

3) Program Offerings by Partnering Institutions

If a Partnering Institution (other than an institution with Statewide Program Responsibilities) identifies a Service Region Program not identified, or

anticipated to be identified, in a Designated Institution's Plan, and the Partnering Institution wishes to offer such program in the Designated Institution's service region, then the Partnering Institution may communicate with the Designated Institution for the purpose of allowing the Partnering Institution to deliver such program in the service region and to include the program in the Designated Institution's Plan. In order to include the program in the Designated Institution's Plan, the Partnering Institution must demonstrate the need within the service region for delivery of the program, as determined by the Board (or by the Administrator of the Division of Career Technical Education in the case of career technical level programs). In order to demonstrate the need for the delivery of a program in a service region, the Partnering Institution shall complete and submit to the Chief Academic Officer of the Designated Institution, to CAAP and to Board staff, in accordance with a schedule to be developed by the Board's Executive Director or designee, the following:

a) A study of business and workforce trends in the service region indicating anticipated, ongoing demand for the educational program to be provided.

b) A survey of potential students evidencing demand by prospective students and attendance sufficient to justify the short-term and long-term costs of delivery of such program.

c) A complete description of the program requested to be delivered, including a plan for the delivery of the program, a timeline for delivery of the program, the anticipated costs of delivery, the resources and support required for delivery (including facilities needs and costs), and program syllabuses.

iv. Associate Degrees at Universities and Baccalaureate Degrees at Community Colleges

When a university proposes to offer an associate degree or a community college proposes to offer a baccalaureate degree, the Board will evaluate the proposed degree using at least the following criteria:

1) Demand
Proposed offerings must be to meet an urgent, local need based on where students who complete the offering will be employed rather than on where the students reside. The demand for the proposed offering needs to be clear, urgent, and compelling, as evidenced through data and industry input. Commitments of practical support (e.g. funding, internships, etc.) from industry stakeholders constitutes evidence of demand.

2) Specialization
The proposed offering must be based on the unique capability at the institution, founded on specialized instructional expertise and any infrastructure necessary for program delivery.

3) Non-Competitiveness
The proposed offering must be non-competitive with other institutions' offerings within the identified service area (whether regional or statewide) and supported by other institutions within the service area. The Executive Director or designee may request written commitments from the presidents of other institutions within the service area expressing conceptual and, if necessary, practical support for the proposed program.

4) Collaboration
Alternative approaches to meeting the identified demand addressed by the proposed offering should be fully considered, including potential collaboration with other institutions. High-demand programs must be offered through inter-institutional collaboration as described in this policy.

5) Resources
The institution must have sufficient resources to develop and deliver the proposed offering.

These criteria do not apply to Associate Degrees in General Studies currently offered or proposed to be offered by the universities.

v. Memoranda of Understanding

The Board encourages and fosters orderly and productive collaboration between Idaho's public institutions. Memoranda of Understanding can support such collaboration.

Institutions proposing to offer a joint program shall develop an MOU to identify the specific roles of each participating institution; the student-related processes associated with delivery of the program; and a timeline for review.

When an institution desires to offer a program already being offered by another institution in the latter institution's service region, an MOU shall be developed between the institutions to offer the program.

If a Designated Institution has identified a workforce or educational need for the delivery of a program within its service region and is unable to provide the program, the Designated Institution may collaborate with a Partnering Institution to offer the program. An MOU will not be required for review or approval prior to implementation in this case. Institutions are required to follow the standard program approval processes as identified in Board Policy III.G to

obtain program approval.

An institution with Statewide Program Responsibility need not enter into an MOU with any other institutions before offering the statewide program in service regions outside the service region of the institution with Statewide Program Responsibility. If an institution desires to offer a program for which another institution has Statewide Program Responsibility, the institution that does not have Statewide Program Responsibility shall be required to enter into an MOU with the institution that has Statewide Program Responsibility for that program.

When an institution with Statewide Program Responsibility or Service Region Program Responsibility desires to offer a program within a service region where such program is currently being offered by another institution, the institutions shall enter into a transition MOU that includes an admissions plan between the institutions providing for continuity in student enrollment during the transition period.

Idaho public postsecondary institutions may enter into MOUs with out-of-state postsecondary institutions or private postsecondary institutions to offer programs. Such MOUs do not require notification or approval by the Board but shall be shared with the Council on Academic Affairs and Programs. While the Board does not prohibit MOUs with out-of-state postsecondary institutions, agreements with in-state public institutions are preferred.

Articulation agreements between any postsecondary institutions for the purposes of facilitating course or program transfer do not require approval by the Board. Such agreements shall be managed and tracked by the institutions and shall be reported to the Board on an annual basis as part of the three-year planning process. All articulation agreements must be in compliance with Section 33-3729, Idaho Code, and Board Policy III.V.

All MOUs shall be submitted in conjunction with related program proposals following the standard program approval processes as identified in Board Policy III.G.

vi. Facilities

For programs offered by a Partnering Institution (whether an institution with Statewide Program Responsibilities, or otherwise) within a municipal or metropolitan area that encompasses the campus of a Designated Institution, the Partnering Institution's programs offerings shall be conducted in facilities located on the campus of the Designated Institution to the extent the Designated Institution is able to provide adequate and appropriate property or facilities (taking into account financial resources and programmatic considerations), or in facilities immediately adjacent to the campus of the Designated Institution. Renting or building additional facilities shall be allowed

only upon Board approval, based on the following:

1) The educational and workforce needs of the local community demand a separate facility at a location other than the campus of the Designated Institution or adjacent thereto as demonstrated in a manner similar to that set forth in Subsection 2.b.ii.1) above, and

2) The use or development of such facilities are not inconsistent with the Designated Institution's Plan.

Facilities rented or built by a Partnering Institution (whether an institution with Statewide Program Responsibilities, or otherwise) on, or immediately adjacent to, the "main" campus of a Designated Institution may be identified (by name) as a facility of the Partnering Institution, or, if the facility is rented or built jointly by such institutions, as the joint facility of the Partnering Institution and the Designated Institution. Otherwise, facilities utilized and programs offered by one or more Partnering Institutions within a service region shall be designated as "University Place at (name of municipality)."

For programs offered by a Partnering Institution (whether an institution with Statewide Program Responsibilities, or otherwise) within a municipality or metropolitan area encompassing a campus of a Designated Institution, to the extent programmatically possible, auxiliary services (including, but not limited to, bookstore, conference and other auxiliary enterprise services) and student services (including, but not limited to, library, information technology, and other auxiliary student services) shall be provided by the Designated Institution. To the extent programmatically appropriate, registration services shall also be provided by the Designated Institution. It is the goal of the Board that a uniform system of registration ultimately be developed for all institutions governed by the Board. The Designated Institution shall offer these services to students who are enrolled in programs offered by the Partnering Institution in the same manner, or at an increased level of service, where appropriate, as such services are offered to the Designated Institution's students. An MOU between the Designated Institution and the Partnering Institution shall outline how costs for these services will be allocated.

vii. Duplication of Courses

If courses necessary to complete a Statewide Program are offered by the Designated Institution, they shall be used and articulated into the Statewide Program.

viii. Discontinuance of Programs

Unless otherwise agreed between the applicable institutions pursuant to an MOU, if, for any reason, (i) a Designated Institution offering programs in its

service region that supports a Statewide Program of another institution, (ii) a Partnering Institution offering programs in the service region of a Designated Institution, or (iii) an institution holding a Statewide Program Responsibility offering Statewide Programs in the service region of a Designated Institution, wishes to discontinue offering such program(s), it shall use its best efforts to provide the institution with Statewide or Service Region Program Responsibility, as appropriate, at least one (1) year's written notice of withdrawal, and shall also submit the same written notice to the Board and to oversight and advisory councils. In such case, the institution with Statewide or Service Region Program Responsibilities shall carefully evaluate the workforce need associated with such program and determine whether it is appropriate to provide such program. In no event will the institution responsible for the delivery of a Statewide or Service Region Program be required to offer such program (except as otherwise provided herein above).

3. Existing Programs

   Programs being offered by a Partnering Institution (whether an institution with Statewide Program Responsibilities, or otherwise) in a service region prior to July 1, 2003, may continue to be offered pursuant to an MOU between the Designated Institution and the Partnering Institution, subject to the transition and notice periods and requirements set forth above.

4. Oversight and Advisory Councils

   The Board acknowledges and supports the role of oversight and advisory councils to assist in coordinating, on an ongoing basis, the operational aspects of delivering programs among multiple institutions in a service region, including necessary resources and support and facility services, and the role of such councils in interacting and coordinating with local and regional advisory committees to address and communicate educational needs indicated by such committees. Such interactions and coordination, however, are subject to the terms of the MOU's entered into between the institutions and the policies set forth herein.

5. Resolutions

   All disputes relating to items addressed in this policy shall be forwarded to the Board's Executive Director or designee for review. The Board's Executive Director or designee shall prescribe the method for resolution. The Board's Executive Director or designee may forward disputes to CAAP and, if necessary, make recommendations regarding resolution to the Board. The Board will serve as the final arbiter of all disputes.

6. Exceptions

   a. This policy is not applicable to programs for which 90% or more of all activity is required or completed online, or dual credit courses for secondary education.

~~a.~~b. This policy is not applicable to face-to-face academic undergraduate and graduate ~~programs~~ education offered within adult correctional facilities under the jurisdiction of the Idaho Department of Correction.

~~b.~~c. This policy also does not apply to courses and programs specifically contracted to be offered to a private, corporate entity. However, in the event that an institution plans to contract with a private corporate entity (other than private entities in the business of providing educational programs and course) outside of their Service Region, the contracting institution shall notify the Designated Institutions in the Service Region and institutions with Statewide Program Responsibilities, as appropriate. If the corporate entity is located in a municipality that encompasses the campus of a Designated Institution, the Board encourages the contracting institution to include and draw upon the resources of the Designated Institution insomuch as is possible.

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.
August 24, 2022	The Board approved a second reading of Board Policy III.M.
February 15, 2023	The Board approved a first reading of Board Policy III.M., Public Postsecondary Accreditation to clarify the intent of the policy related to the accrediting body approved by the Board.

APPLICABLE STATUES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.M. Public Postsecondary Accreditation
Section 33-107, Idaho Code

BACKGROUND/DISCUSSION

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 for the transfer of credits to and between the public postsecondary institutions, including the requirement that transferring credits must be earned at an institution accredited by an accrediting body recognized by the Board.

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 policy currently states that all eight institutions shall “be evaluated” by NWCCU based on a seven-year accreditation cycle. The proposed change will clarify the long-standing intent of this policy that institutions shall “be accredited” by NWCCU and “evaluated” on a seven-year accreditation cycle.

IMPACT

The proposed amendments will clarify the intent of this Board policy to require all public postsecondary institutions in Idaho to be accredited by NWCCU.

ATTACHMENTS

Attachment 1 – Board Policy III.M. Public Postsecondary Accreditation – Second Reading

STAFF COMMENTS AND RECOMMENDATIONS

There were no changes between first and second readings. Board staff recommends approval of this policy change to ensure clarity around the Board's requirements for accreditation.

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~~ April 2023~~2~~

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~~ accredited by the Northwest Commission on Colleges and Universities (NWCCU) and evaluated ~~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 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 formal NWCCU accreditation visits to an institution, the president will notify the Board's Executive Director of such visit and schedule a time and place for Board representation during each visit. The Board's Executive Director (or designee) and Board member(s) shall visit the NWCCU self-study team as determined by the Board's Executive Director upon consultation with the NWCCU review team.

    b. Copies of the NWCCU reports completed by an institution shall be submitted to the Board's Executive Director at the same time the report is forwarded to 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 prior to its submission to 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 NWCCU.

SUBJECT

Board Resolution Prohibiting Use of Diversity Statements in Hiring and Promoting an Environment of Belonging for All Students at Public Postsecondary Institutions

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section II.P.

BACKGROUND/DISCUSSION

The Idaho State Board of Education has long affirmed its interest in promoting an environment of belonging for all students at the public postsecondary institutions it governs. Faculty and staff are responsible for creating a welcoming and dynamic learning environment for all students, as an outgrowth of their investment in student success.

The Board recognizes that a requirement for faculty applicants to demonstrate a commitment to diversity, equity, and inclusion through a written statement (known as a "diversity statement") may lead to hiring decisions based on factors other than merit. At the national level, some faculty have also raised concerns that use of diversity statements in hiring may violate First Amendment rights, academic freedom principles, or both. The Board is not aware of any specific concerns by faculty in Idaho, nor the extent to which diversity statements have been used for hiring decisions at Idaho's public postsecondary institutions.

IMPACT

This Board Resolution prohibits the use of diversity statements in hiring at Idaho State University, Boise State University, Lewis-Clark State College and the University of Idaho. It also reaffirms the Board's goal that faculty and staff continue to create and nurture a safe, welcoming and dynamic learning environment of belonging for all students.

ATTACHMENTS

Attachment 1 – Resolution

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Staff notes additional background related to diversity statements in faculty hiring as provided by The Foundation for Individual Rights in Education:[1]:

> *Institutions of higher education have both the authority and obligation to prevent unlawful discrimination on campus, as well as an interest in employing faculty who work toward the academic success of students of various backgrounds and identities. But [diversity statement requirements] frequently go further, compelling faculty to affirm contested views on matters of public debate or to embed specific ideological perspectives in their academic activities. This violates faculty members' individual rights*

[1] https://www.thefire.org/news/fire-releases-statement-use-diversity-equity-and-inclusion-criteria-faculty-hiring-and

> *and thwarts values like intellectual freedom, epistemic humility, and open-mindedness that underlie a university's mission to produce and disseminate knowledge…[Such requirements] are especially concerning given that adverse consequences for those who hold or voice dissenting, minority, or simply unpopular opinions are increasingly common on campus.*

Staff recommends approval of the Resolution and direction from the Board to codify the principles of the Resolution in Board policy.

BOARD ACTION

I move to approve the Resolution set forth in Attachment 1, the title of which is as follows:

> Board Resolution Prohibiting Use of Diversity Statements in Hiring and Promoting an Environment of Belonging for All Students at Public Postsecondary Institutions

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to direct staff to develop a proposed amendment to Board policy codifying the principles of this Resolution and bring the amendment forward for first reading not later than the August 2023 Board meeting.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ATTACHMENT 1

Idaho State Board of Education

650 W. State Street ● Suite 307 ● Boise, ID ● 83702
P.O. Box 83720 ● Boise, ID ● 83720-0037

A RESOLUTION PROHIBITING USE OF DIVERSITY STATEMENTS IN HIRING AND PROMOTING AN ENVIRONMENT OF BELONGING FOR ALL STUDENTS AT PUBLIC POSTSECONDARY INSTITUTIONS

WHEREAS, the general supervision of the state educational institutions of the state of Idaho is vested in the State Board of Education pursuant to Article IX, §2 of the Idaho Constitution and Idaho Code § 33-101; and

WHEREAS, the Board of Education serves as the Board of Regents of the University of Idaho (Article IX, §10 of the Idaho Constitution; Idaho Code § 33-2802), and the Board of Trustees of Idaho State University (Idaho Code § 33-3003), Boise State University (Idaho Code § 33-4002), Lewis-Clark State College (Idaho Code § 33-3102); and

WHEREAS, it is in the best interest of the institutions to create a welcoming and dynamic learning environment of belonging by administrators, faculty, and staff who are invested in the success of every student; and

WHEREAS, prospective and current faculty and other staff may be or previously have been invited or required to demonstrate their commitment to the principles of diversity, equity, and inclusion through a written “diversity statement” as a condition of hiring; and

ATTACHMENT 1

WHEREAS, the use of written diversity statements to evaluate candidates for hire may result in employment decisions based on factors other than one's own merit;

NOW, THEREFORE, BE IT RESOLVED that Idaho State University, Boise State University, Lewis-Clark State College and the University of Idaho shall not invite nor require any candidate for hire to demonstrate commitment to the principles of diversity, equity, and inclusion through a written diversity statement.

BE IT FURTHER RESOLVED that administrators, faculty and staff at the institutions shall continue to create and nurture a safe, welcoming and dynamic learning environment of belonging for all students.

ADOPTED and APPROVED by the Idaho State Board of Education, April ____, 2023.

_____
Kurt Liebich, President

SUBJECT

Complete College Idaho Report

REFERENCE

August 2010	Board established an attainment goal that 60% of Idaho's 25-34 year olds will have a postsecondary degree or certificate by 2020.
August 2011	Board reviewed data regarding Idaho's status in meeting the 60% goal by 2020, and heard strategies to meet the goal.
December 2011	Board approved the framework for Complete College Idaho: A Plan for Growing Talent to Fuel Innovation and Economic Growth in the Gem State, and directed staff to obtain stakeholder feedback and buy-in, and bring back the plan for approval at the June 2012 Board meeting.
June 2012	Board approved the postsecondary degree and certificate projections and the Complete College Idaho: A Plan for Growing Talent to Fuel Innovation and Economic Growth in the Gem State.
June 2015	Board approved changes to Board Policy III.S., establishing co-requisite, accelerated, and emporium support models as the approved delivery of remedial instruction, a strategy included in the Complete College Idaho plan.
September 2017	Board adopts the Governor's Higher Education Task Force recommendations, which includes Complete College America 'Game Changer' strategies.
December 2017	Board received an update on implementation of Complete College America 'Game Changer' strategies from institutions.
April 2018	Board received an update on the impact of Complete College Idaho funding.

BACKGROUND / DISCUSSION

In 2010, the Board established an attainment goal that 60% of Idaho's 25- to 34-year-old age demographic would have a postsecondary credential by 2020. The Governor's 2017 Higher Education Task Force called for this goal to be revised or extended. Subsequent to the Board adopting the 60% attainment goal, in August 2011, Board Staff presented revised degree completion projections and proposed possible strategies to aid the state in meeting the 60% attainment goal.[1] In December 2011, the Board approved the framework for Complete College Idaho: A Plan for Growing Talent to Fuel Innovation and Economic

[1] Within its strategic plan the State Board has since replaced the population-based 60% attainment goal with institutionally unique credential production goals.

Growth in the Gem State (CCI Plan). The Board, at its June 2012 meeting, approved the final version of the CCI Plan.

Legislative funding for implementing CCI strategies was allocated to four-year institutions beginning in 2014, and community colleges beginning in 2015. In 2017, CCI key indicators, including degree attainment, course completion, and job placement, were reported by the President of the State Board of Education to the Joint Finance-Appropriations Committee, the Senate Education Committee, and the House Education committee. This report discussed the implementation and effectiveness of funding appropriated for the CCI initiative. Institutions have continued to report annually to the State Board of Education staff on key CCI strategies, particularly strategies related to remediation.

Office of the State Board of Education convened a CCI Summit at Idaho State University that included change leaders from each postsecondary institution. Institutions provided updates on the status of CCI strategy implementation at their respective campuses.

Over the past fifteen years, Complete College America's recommendations have matured as continued research has emerged; at the same time, institutions have deepened and extended their use of student success strategies that support student learning and success. The current report offers an updated, comprehensive assessment of the CCI strategies at each institution. At most institutions, many strategies are now woven into standard institutional practices that support and improve student retention and degree attainment. It also offers recommendations for the next phase of the CCI work.

IMPACT

Adoption by the Board of the report's recommendations for the next phase of CCI work would provide strategic direction to Board staff and institutional leaders in support of continued efforts to improve student retention and degree completion. Given the changes in CCA's structure and strategies, as well as the various efforts throughout the public postsecondary system in Idaho toward these goals, renewed strategic direction is critical to ensure we continue building effectively on the work and outcomes of the past decade.

ATTACHMENTS

Attachment 1 – Complete College Idaho Report
Attachment 2 – Complete College Idaho Report Presentation

STAFF COMMENTS AND RECOMMENDATIONS

Board Staff commend the institutions for their systemic integration of most CCI strategies. These efforts have stretched over many years and have involved multiple faculty, staff, and administrators at each institution. At this point, these strategies have largely been integrated into institutional practices, most notably in each institution's student enrollment and retention planning processes. More

specifically, of the nineteen CCA Game Changers, at least twelve are fully implemented across the eight institutions. The remaining seven have been implemented at some campuses and are in progress at the others.

Staff look forward to working with the institutions on the next stage and recommend acceptance of the report and approval of the recommendations.

BOARD ACTION

I move to accept the Complete College Idaho report and approve the recommendations contained therein as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Complete College Idaho: 2022 Update

Executive Summary

In the past ten years, Idaho post-secondary institutions have made significant strides with student retention, persistence, and graduation. These improvements are the result of substantial campus-level efforts to improve the course options for first-year students, develop proactive advising, increase student basic needs support, and remove sometimes-invisible barriers hindering student success. The individual campus efforts were strengthened and supported by the strategic, statewide Complete College Idaho (CCI) plan that was set forth a decade ago.

Idaho post-secondary institutions have made significant progress in nearly all areas, often under challenging circumstances. This report describes the history of the Complete College Idaho plan, documents the statewide success in most areas, and offers recommendations for the future.

CCA and CCI: A Brief Timeline

2010	Idaho joins the Complete College America (CCA) alliance
2012	The State Board of Education releases the "Complete College Idaho: A Plan for Growing Talent to Fuel Innovation and Economic Growth in the Gem State." This plan includes goals for higher education related to transforming remediation (English and math), structuring for success (math pathways, advising, degree pathways), and rewarding retention and degree completion.
2012-2017	Each area of focus includes a wide range of initiatives, and most result in substantial system-wide improvements. Throughout this time, faculty and administrators from all eight institutions gather regularly to share resources, analyze data, and implement new curricular structures and student support programs.

2017	CCA's Game Changers released: 1. Structured Schedules 2. Corequisite Remediation 3. Math Pathways 4. GPS Direct (Meta-Majors, Academic Maps, and Advising) 5. #15 to Finish
October 2017	Governor Otter's Higher Education Task Force recommends continued effort around college completion through full implementation of the CCA Game Changers. These strategies continue the efforts of earlier years; for example, corequisite remediation had been a specific focus beginning in 2012 – while others brought new energy to and support for initiatives around advising, scheduling, and setting credit enrollment expectations for students that would lead to on-time graduation.
2018-2022	Institutions continue implementing or deepening CCA Game Changer strategies, with varying focus and intensity depending on unique institutional contexts.
2021	CCA releases an updated Strategic Framework.
June 2022	Complete College Idaho Summit convenes.

Current Engagement with CCI Initiatives

In 2021, CCA realigned their organizational Strategic Framework around four conceptual Pillars: Structure, Purpose, Momentum, and Support. Each pillar includes numerous specific strategies, including the earlier Game Changers, while adding additional strategies to reflect a larger number of evidence-based approaches that enhance college completion.

In June 2022, provosts and other leaders of CCI initiatives from each Idaho institution convened at Idaho State University to offer updates on their institutions' progress with the CCA Game Changers and share best practices. In addition to the institutional updates, participants were surveyed on the strategies in the new CCA Strategic Framework to gauge institutions' familiarity with the broader set of strategies as well as their interest in each of these areas. While this data is impressionistic, it is heartening to see how many of the newer strategies are very familiar to the institutions. In many cases, these initiatives have been infused into the fabric of institutional strategic plans, providing evidence of the long-term staying power of these efforts.

This report offers an overview of the institutions' progress with the 2017 Game Changers (bolded below) as well as with CCA's expanded set of strategies.

Structure

The pillar of Structure includes several of the 2017 Game Changers: **Math Pathways**, an approach to math instruction that moves away from a "College Algebra for all" approach to one that provides students with different entry-level math options depending on their major and career goals; **Meta-Majors**, and **Academic Maps**, both of which provide students with clear degree plans; and **Smart (or Structured) Schedules**. This pillar also includes Stackable Certificates, and while that was not one of the earlier Game Changers, it has been an area of interest and activity for the institutions for several years now.

At the summit, all institutions reported substantial implementation of Math Pathways, Meta-Majors, and Academic Maps. While there has been uneven implementation of Smart Scheduling and Stackable Certificates, there is a lot of interest in these areas, particularly around Certificates. Most institutions are currently engaged in purposefully developing appropriate certificate and microcredentialing options for their students. The following examples highlight how institutions have already developed Structural changes in nearly all of these areas[1].

Math Pathways[2]

"Math pathways" is a strategy designed to better align entry-level math with students' majors. For example, historically, all college students have been required to take College Algebra, a course that is not appropriate for most non-STEM majors. In Idaho, nearly all institutions have made significant progress in adding entry-level, pathway-specific math courses. Most have developed courses for pre-education, liberal arts, and STEM majors; some have added other specialized gateway courses, like Boise State's "Business Algebra" and ISU's "Business Statistics." Several community colleges have added program-specific math courses more appropriate for Associate degrees and technical certificates, such as CWI's "Personal Finance" and "Technical Math" offerings.

Each institution continues to collect and assess student success data in these courses. Continued collaboration among college faculty, as well as with Idaho's Math Transitions Network[3], will bring better K-16 alignment in math instruction. While institutions can and should continue to strengthen their math pathways, in collaboration with faculty from across campus, math faculty should be commended for their attention to creating multiple new courses that better serve students.

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[1] Structured (or Smart) Scheduling is supported by Idaho institutions, but other Game Changers were of higher impact and have received more focused attention. The institutions are sensitive to student needs and work to provide course offerings in a number of modalities; these efforts have only increased since the recent pandemic. Online Idaho will be another resource for students as they seek to complete coursework on time.

[2] Elizabeth Ganga and Amy Mazzarelio, "Math Pathways: Expanding Options for Success in College Math," *Education Commission of the States*, October 2018.

[3] The Idaho Math Transitions Project is a Board-led collaboration between higher education math faculty and high school math teachers to improve alignment of mathematics courses and expectations, particularly at the transition from high school to college mathematics.

Meta-Majors and Degree Maps[4]

According to CCA's findings, students are best served by a purposeful combination of flexibility and structure. **Meta-Majors** and **Degree Maps** offer students a variety of ways to understand and navigate their degree plans. For example, default program maps, preset schedules that allow students to opt out rather than opt in, four-year plans, flexible meta-majors for undecided students, and proactive advising are all designed to help students choose a major within their first year and to have clear progress milestones, each of which increases the likelihood of college completion.

At the June summit, representatives from each institution gave brief updates on progress on their implementation of **Meta-Majors** and **Degree Maps**. All institutions have implemented both strategies, and they have done so with nuanced, context-specific approaches while also sharing resources and ideas. For example, LCSC drew from CEI's earlier work on meta-majors to, in turn, create their own set of these degree plans. Four-year plans are available for majors at the four year institutions; when combined with proactive advising and when built with on-time degree completion in mind, these tools can help students navigate their degree completion.

Purpose

CCA identifies four strategies within the pillar of Purpose: first-year experience, career exploration, academic and career alignment, and adult learning engagement. Even though none of these strategies are included in the 2017 Game Changers, the institutions did report on their adult learning programs at the June summit. Further, when surveyed, all of the institutional representatives identified these strategies as areas with which they are already actively engaged and for which they have developed programming. Two campuses identified these areas as their "highest priority," four others identified that they are "currently working on these strategies," and the remaining two are interested in learning more. The following examples highlight how institutions have already developed Purpose-driven efforts on their campuses.

Adult Learning Programs[5]

Institutions have all implemented strategies to engage adult learners through using a number of institution-specific approaches, from specific degree paths to flexible options to increasing opportunities for Prior Learning Assessments. For example, the College of Eastern Idaho was a finalist for the "Million Dollar Community College Challenge," which is sponsored by the Lumina Foundation. This effort is designed to help community colleges tell their story to prospective students of all kinds, and CEI capitalized on this opportunity by creating marketing materials that welcome a broad range of students.

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[4] Davis Jenkins, Hana Lahr, John Fink, Elizabeth Ganga, "What are We Learning About Guided Pathways: Part 3," *Community College Research Center*, April 2018.

[5] Ann E. Person, Julie Bruch, and Ashley Hong, "How States and Institutions Can Work Together to Serve Adult Learners: Lessons From Adult Promise," *Mathematica*, July 2021.

CEI has also reimagined career services to better serve all students, but in particular, working adults.

Additionally, institutions have also made significant strides with increasing the available options for prior learning assessments that accelerate students' progress toward degree completion and/or that provide greater flexibility for working adults. For example, CWI has taken explicit steps to add PLA options for every course possible and is developing an AAS Leadership degree that includes up to 45 PLA credits. Boise State has revised their degree for working adults/degree completion into a comprehensive, integrated Interdisciplinary Professional Studies degree that includes stackable certificates and is fully online. They have also added an online degree program that engages distance learners in a lower-cost, simplified general education pathway as a way to access fully online degrees in a number of areas, from health care sciences to business and cybersecurity management.

Academic and Career Exploration and Alignment[6]

All institutions have strengthened various efforts to create clearer pathways to post-graduate life for students. For example, LCSC has created preset schedules for first-year students as well as a semester-long credit-bearing orientation that most students complete and that serves to orient students to degree planning and campus support. ISU's proactive advising tool, ISU Navigate, is directly integrated into the Career Center and provides students immediate access to relevant resources and career planning.

Many institutions are also developing specific, targeted programming around the first-year experience while also working on specific initiatives to improve retention to the second year of college, and while these strategies were not reported on in June, they are efforts that should be encouraged and amplified.

Momentum

The pillar of Momentum includes: Credit for Competency, Multiple Measures Placement, **Corequisite Support** (previously Corequisite Remediation), Dual Credit, and **15 to Finish**/Staying on Track. There has been sustained investment in the 2017 Game Changers and all of these strategies for many years at all Idaho institutions. Most of these initiatives were among the earliest ones that CCA supported, and so institutions report that they are "far" or "very far" along in implementation; they are collectively farthest along with dual credit. The brief descriptions below speak to the significant effort that institutions have put into these initiatives that help students gain access to credit-bearing coursework and maintain momentum throughout their educational experience.

Corequisite Support[7] [8]

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[6] Catalina Covacevich, Anthony Mann, Filippo Besa, Jonathan Diaz, and Cristina Santos, "Thinking about the future: Career readiness insights from national longitudinal surveys and from practice," *OECD*, June 2021.

[7] "No Room for Doubt," *Complete College America*, 2021

[8] A.W. Logue, Daniel Douglas, and Mari Wanatabe-Rose, "Corequisite Mathematics Remediation: Results Over Time and in

First-Year Writing: CCA has long advocated for corequisite entry-level writing coursework as a much more effective approach to "remediation" for entry-level college students. In first-year writing courses across Idaho, this curricular structure was quickly adopted, with some schools implementing corequisite courses as early as 2012. This became a rich area of professional development among the Idaho institutions, and as faculty in first-year writing mentored and supported each other through workshops and campus visits, all institutions decided to move to corequisite approaches within a few years. Idaho's configuration of successful credit-bearing first-year writing courses that support student learning, and that were developed collaboratively across institution types, has brought national attention and acclaim.

Non-credit bearing, remedial courses for first-year writing are no longer offered at any public postsecondary institution in Idaho. Instead, English 101 is offered in a select number of corequisite modalities (the support class/credits may be taught by a different instructor, for example, or include Writing Center visits). This corequisite English course, ENGL 101 Plus, is offered in either 4-credit or 5-credit (some community colleges) packages. Importantly, all of these credits count toward general education and/or graduation, thus supporting students in an on-time graduation[9].

Entry-level Math: Entry-level math courses have also long been an area of focus and attention for first-year math educators in Idaho. Math program coordinators have worked tirelessly over the past ten years as they reduced the number of non-credit bearing courses, transitioned to corequisite models, explored ways to improve the emporium approach, and continuously gathered data and reflected on that data. These reforms have been implemented in a variety of ways.

All institutions have reduced the number of non-credit bearing (remedial) courses and most have made significant progress on increasing the number of students who begin in credit-bearing coursework. For example, Boise State has transitioned from two pre-general education-level classes (025 and 108) to one (103 Mathematics Transitions for Success). Additionally, students within one course may be accelerated to the next class, even within the same semester. They are provided co-requisite, embedded support as needed. As another example, ISU has added a corequisite option; students are completing the course at satisfactory rates, and fewer students are being placed into the developmental course to begin with.

Corequisite uptake in mathematics has not been uniform, but several institutions are newly committed to moving as many students as possible into credit-bearing, co-requisite supported mathematics courses. Some institutions, like College of Eastern Idaho, only offer corequisite math, while others are continuing to move toward corequisite offerings. North Idaho College, for example, is working to develop and

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Different Contexts," *Educational Evaluation and Policy Analysis*, 41.3, 2019.

[9] Students who enroll in ENGL 101 Plus have similar pass rates to those who begin in ENGL 102. Further, they also complete ENGL 102 at similar rates as those who begin in ENGL 101. This is notable in that this effect is seen across institutions: students who may otherwise be at some kind of academic risk are succeeding and continuing to make academic progress. The significant increases in success rates for students in first-year writing classes have had a direct impact on the improving retention rates at almost all institutions.

implement corequisite options within its three math pathways, with full implementation planned for fall 2024.

These efforts are paying off; when it is fully implemented, success rates have increased in both corequisite and subsequent math courses. The vast majority of Idaho students will be best served by placement approaches that place students into general education mathematics courses, with well-designed corequisite approaches providing support for students at the time of need.

Think 30/#15 to Finish[10] [11]

CCA promotes a number of completion strategies that have been demonstrated to encourage on-time student graduation. **#15 to Finish** is a part of the 2017 Game Changers, as is its related approach, "Think 30." These strategies encourage students to complete 30 credits each year or 15 credits each semester to remain on track for degree completion. Of note is that another related strategy for on-time completion – completing gateway Math and English courses in the first year – has already been infused into the institutional practices of Idaho institutions. All have integrated prerequisites into subsequent courses and other strategies for requiring students to complete these courses in their first year, if not their first semesters.

The Think 30 and Fifteen to Finish initiatives have been adopted by all of the institutions at both the institutional level and more specifically within advising and orientation offices. At several institutions, for example, an "On time, On track. Think 30" marketing campaign has been integrated into registration presentations for new and prospective students. The other institutions have added it to advising modules, prospective student presentations, and broader on-campus marketing initiatives.

The institutions have also recognized the importance of all of these Momentum-focused strategies as part of their larger commitments to increasing student attendance, persistence, and graduation. At the College of Western Idaho, for example, leadership has identified first-time, full-time student fall-to-fall retention as an institutional priority. To that end, they have designed interventions to better support full-time students. For example, student credit loads are flagged and included in advising reports for added context for both students and advisors. Additionally, they have added an Advising Hub module within their LMS which guides students through a process designed to help them calculate their credit load for each semester. In a similar vein, Lewis-Clark State College has set specific targets for the increase in full-time students, and they are using a variety of approaches to encourage students to attend and be successful with a full-time schedule, including adding 30 credits/year as a criterion for merit-based

[10] Meredith Kolodner, "6 Reasons You Might Not Graduate On Time (and What to Do About it)," *New York Times*, April 6 2017.

[11] Doug Shapiro, Afet Dundar, Phoebe Khasiala Wakhungu, Xin Yuan, Angel Nathan, Youngsik Hwang, Completing College: A State-Level View of Student Attainment Rates (Signature Report No. 12a), *National Student Clearinghouse Research Center*, March 2017.

scholarships.

Support

The pillar of Support includes strategies related to **Proactive Advising** and Student Support, 360 degree Coaching, and Student Basic Needs. At the June summit, institutions report high levels of interest and implementation in all areas, but particularly in active academic support and proactive advising. Participants also reported that all institutions have implemented these strategies and are still engaged with them; all eight institutions listed them as either "high priority" or "working on this strategy right now." Students' basic needs, which includes mental health needs, are an especially high priority for institutions as demand rose in these areas during the pandemic and has remained high since then. For example, institutions now have food pantries and micro-grants for short term emergency loans, and most are actively exploring ways to reduce or eliminate financial holds on transcripts. The following description of efforts around the 2017 Game Changer of Proactive Advising speaks to how this strategy has been integrated at the institutions.

Proactive Advising[12]

All institutions have enhanced advising, recognizing that wrap-around support is critically important for helping students stay on track and gain momentum. Institutions have increased the ways in which they advise, coach, and mentor students, from refining and targeting specific kinds of advising (enrollment specialists and student success advisors at CSI), to adding specialized advisors (Health Sciences advisors at ISU), to enhancing new student orientation (ISU).

Further, institutions have taken numerous notable and innovative steps to continuously improve how students find and work with advisors. Boise State is adding a mobile advising appointment booking app, for example, and ISU has expanded their pilot of EAB/Navigate to proactively engage struggling students before it's too late and to increase advising opportunities. Each institution is continuing to focus on advising because of the strong link between advising and student success.

Recommendations

The pressures of the recent pandemic and its aftermath have resulted in an upheaval in college attendance and student persistence rates. We highly commend the efforts of each campus to address the significant challenges of the past few years even while continuing to engage with initiatives that enhance student engagement, persistence and graduation.

Idaho's partnership with Complete College America has been critically important for setting statewide

[12] Jennifer Varney, Intrusive advising. *Academic Advising Today,* 30.3, September 2007.

goals and implementing research-based strategies that have led to improvements (sometimes significant) in retention, persistence, and degree completion across all institutions. Now that the original Game Changers and even most of the strategies in the updated CCA Strategy Framework have been embraced – so much so that many of them are infused into institutional strategic plans – future steps can continue to foster this success. Currently, we have an opportunity to reflect and refocus on college completion efforts that will have a meaningful impact on Idahoans. In that spirit, we offer recommendations in the following areas:

Celebrate, Maintain, and Strengthen Commitments to CCA Game Changers:

1. The institutions should be encouraged to review, maintain, and deepen their commitment to the original and newly revised CCA Game Changers. These eighteen strategies have largely been integrated at each campus; some will be differently applicable, and each institution should review and prioritize these evidence-based practices in a context-specific way.
2. Too many Idaho students continue to be required to take pre-general education mathematics courses. The Board should direct OSBE Staff to gather national recommendations, meet with stakeholders, and revise Policy III.S to more accurately reflect current best practices around general education math. Many states have completely eliminated remedial/non-general education math offerings because students are more successful in corequisite models, and our policy can respond to Idaho's context while also reflecting national best practices.

Increase Transfer-Friendly Programs and Policies:

3. The Board should incentivize and celebrate any programs and initiatives designed to facilitate student transfer to and from institutions. The institutions can, with some resources, scale and systematize community college-university degree partnerships. These most often take the form of 2+2 agreements and joint degrees; many options are now possible due to the Joint/Co-Enrollment MOU that has recently been established. This MOU, which enables students to move more fluidly among institutions, has the potential to have an outsized positive impact on the college completion rates for first-generation, Pell-eligible, and rural Idahoans.

Revise General Education Framework:

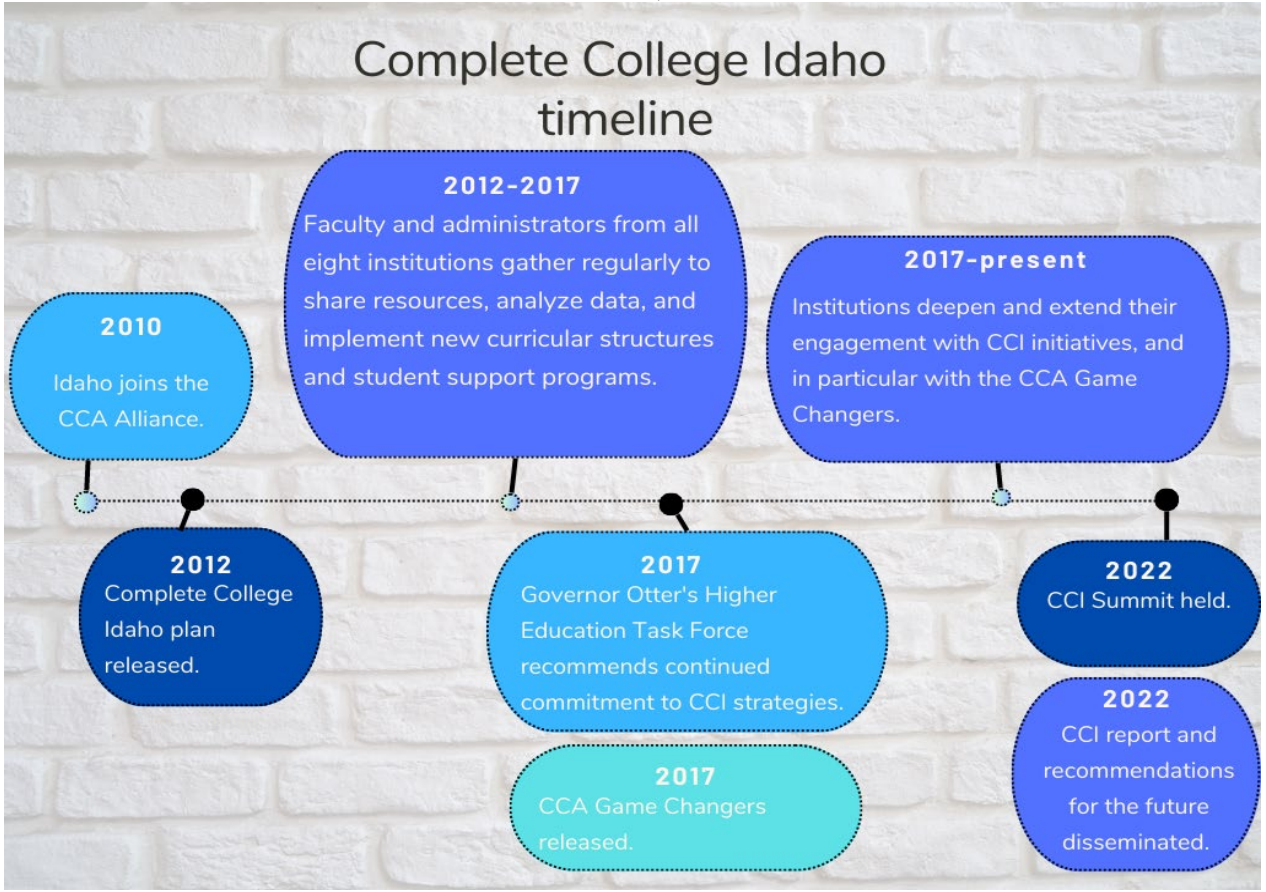
4. The Board should direct OSBE Staff to conduct a comprehensive review of Idaho's current general education framework and create a plan for its next iteration. Idaho has strong faculty leadership in general education across the state, and there is an opportunity to lead in creating a vision for general education that emphasizes the habits of mind, critical thinking experiences, and durable skills that are fostered in these foundational courses.

Create Purposeful Reporting:

5. Institutions should work with Board staff to determine appropriate reporting and accountability for these efforts.

Complete College Idaho

2022 Update


Complete College Idaho timeline
2010
Idaho joins the CCA Alliance.
2012
Complete College Idaho plan released.
2012-2017
Faculty and administrators from all eight institutions gather regularly to share resources, analyze data, and implement new curricular structures and student support programs.
2017
Governor Otter's Higher Education Task Force recommends continued commitment to CCI strategies.
2017
CCA Game Changers released.
2017-present
Institutions deepen and extend their engagement with CCI initiatives, and in particular with the CCA Game Changers.
2022
CCI Summit held.
2022
CCI report and recommendations for the future disseminated.

current engagement

Fully Implemented CCA Game Changers

- Career exploration
- Stackable certificates and credentials
- Proactive advising
- Academic and career alignment
- Credit for competency
- Student basic needs
- Adult learning engagement
- Corequisite support for English/Writing
- Active academic support
- Academic maps and milestones
- Dual enrollment
- Math pathways

CCA Game Changers In Progress

- First year experience
- Meta majors
- Smart schedules
- Multiple measures placement
- 15-to-finish/ stay on track
- Corequisite support for math
- 360 degree coaching

next steps: five recommendations

Celebrate, Maintain, and Strengthen Commitments to CCA Game Changers

Recommendation 1:

The institutions should be encouraged to review, maintain, and deepen their commitment to the original and newly revised CCA Game Changers.

These eighteen strategies have largely been integrated at each campus; some will be differently applicable, and each institution should review and prioritize these evidence-based practices in a context-specific way.

Celebrate, Maintain, and Strengthen Commitments to CCA Game Changers

Recommendation 2:

The Board should direct OSBE Staff to gather national recommendations, meet with stakeholders, and revise Policy III.S to more accurately reflect current best practices around general education math.

Many states have completely eliminated remedial/non-general education math offerings because students are more successful in corequisite models, and our policy can respond to Idaho's context while also reflecting national best practices.

Increase Transfer-Friendly Programs and Policies

Recommendation 3:

The Board should incentivize and celebrate any programs and initiatives designed to facilitate student transfer to and from institutions.

The institutions can, with some resources, scale and systematize community college-university degree partnerships. These most often take the form of 2+2 agreements and joint degrees; many options are now possible due to the Joint/Co-Enrollment MOU that has recently been established. This MOU, which enables students to move more fluidly among institutions, has the potential to have an outsized positive impact on the college completion rates for first-generation, Pell-eligible, and rural Idahoans.

Revise General Education Framework

Recommendation 4:

The Board should direct OSBE Staff to conduct a comprehensive review of Idaho's current general education framework and create a plan for its next iteration.

Idaho has strong faculty leadership in general education across the state, and there is an opportunity to lead in creating a vision for general education that emphasizes the habits of mind, critical thinking experiences, and durable skills that are fostered in these foundational courses.

Create Purposeful Reporting

Recommendation 5:

Institutions should work with Board staff to determine appropriate reporting and accountability for these efforts.

SUBJECT

Student Mental Health Update

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Over the past year, members of the Council on Student Affairs (COSA) have had numerous discussions regarding the mental health struggles seen on Idaho's postsecondary campuses. The number of students needing mental health services is rising, and this is having an impact on academic and non-academic programs. COVID relief funds have been used to increase support for students facing mental health challenges, but these funds are being rapidly depleted. Institutional leaders are concerned about how these mental health issues are impacting students and their ability to succeed. They are also concerned about the future support for students as federal funding runs out. The COSA chair, Dr. Andrew Hanson, met with the Presidents Leadership Council (PLC) last fall to discuss these concerns on behalf of COSA, and the PLC charged COSA with gathering additional information from campus counseling and health services staff and other stakeholders on the current state of student mental health at Idaho's public institutions.

IMPACT

This agenda item creates an opportunity for campus representatives to provide the Board with their findings from their recent examinations of student mental health on campus. Additionally, information will be provided on some of the additional resources that campuses are utilizing to meet the needs of students.

ATTACHMENT

Attachment 1 – Student Mental Health Update Presentation

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff have been engaged in conversations related to the mental health needs of students and are aware of the increased need for mental health services that directly support students in completing their education. Most of Idaho's public institutions were able to use some COVID relief funds to assist campuses in meeting the mental health needs of students with either additional staff or contracted mental health services. Noting the significant needs of students along with the looming end of COVID funding, Board staff are concerned about our institutions' ongoing ability to meet the rising demand for mental health services. Additional funds may be needed and perhaps there could be some institutional savings with a statewide contract for some services.

BOARD ACTION

This item is for information purposes only.

Student Mental Health Challenges in Idaho

Andrew T. Hanson
LC State Senior Vice President/Vice President for Student Affairs
Chair, Council of Student Affairs

The genesis and the problem…

- Observations about students, student engagement, and student achievement post-pandemic
- Casual observations about student behavior – more frequent problems and more severe
- Discussions about strategies…
- Studies pointing to some causal factors…

Higher Education…snapshots

- LC State (Fall 2022 HC = 3783)
  - Counseling appointments, 1073 between July and December 2022; total face-to-face appointments have nearly doubled since AY 2017-18: 1501 appointments vs. 2804 in AY 21-22
  - 47% = general anxiety, 41% depression, 35% social anxiety, 33% suicide ideation
  - Therapy Assisted Online (TAO) and RESPOND
- Boise State University (Fall 2022 HC = 26,182)
  - Counseling Encounters, FY17 = 4105 and FY22 = 8162
  - Crisis Counseling, FY17 = 271 and FY22 = 335
  - JED Foundation/JED Campus (substance abuse and suicide prevention programming)

Higher Education…snapshots

- Idaho State University (Fall 2022 HC = 12,319)
  - 51.4% increase in crisis appointments and an increase of 41.8% in the number of unique clients attending a crisis appointment.
  - 33.7% of clients we've seen this fall have engaged in self-injury (e.g. cutting, burning, headbanging, etc.).
  - 43.3% of clients we've seen this fall have "seriously considered attempting suicide" at some point.
  - MySSP
- University of Idaho (Fall 2022 HC = 11,507)
  - Fall 2022 (as of Nov 28) counseling data – 251 psychiatric visits, 2004 counseling appointments

Higher Education…snapshots

- North Idaho College
  - 1.0 FTE Counselor
  - Relationship issues, academic distress, and depression are top three presenting concerns
  - 487 students participated in 889 counseling sessions since Spring 2019
- College of Western Idaho
  - Top reasons students seek counseling = anxiety, depression, and loneliness
  - JED Foundation, Therapy Assisted Online
- College of Eastern Idaho
  - 52% of counseling clients above national average for depression, 49% above for general anxiety, 50% above for social anxiety.
- College of Southern Idaho
  - 1133 counseling visits during 21-22 academic year
  - 21-22 stats: 75% reported stress, 62% reported depression/anxiety
  - Fall 2022 stats: 97% reported depression/anxiety
  - BetterMynd

Youth Risk Behavior Survey

Idaho Department of Education, 2021, p. 35

- 990 Idaho high school students, grades 9 - 12
- The percentage of Idaho high school students who felt so sad or hopeless (almost every day for the 2+ weeks in a row) during the past 12 months increased significantly from 27.3% in 2011 to 44.8% in 2021.
- The percentage of Idaho high school students who did something to purposely hurt themselves without wanting to die increased significantly from 17.5% in 2011 to 27.9% in 2021
- The percentage of Idaho high school students who seriously considered attempting suicide during the previous 12 months increased significantly from 15.4% in 2011 to 21.3% in 2021.

What's happening and what's next…

- Postsecondary mental health providers and Student Affairs officers are engaged in discussions
- Several initiatives underway at different higher ed campuses to address the management of student mental health
- Statewide groups and councils share these concerns
- Need to engage with K-12 and address the issues, challenges, and solutions on a K-20 basis
- Need to develop more consistent data collection methods at the postsecondary level
- Need to recognize and respond to the relationship between mental health and student achievement

BOISE STATE UNIVERSITY

SUBJECT

Institute for Microelectronics Education and Research

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Boise State University proposes to establish a new Institute for Microelectronics Education and Research (MER). The institute will be a premier hub in the northwestern United States to advance education, research, and next-generation technologies in the microelectronics field. MERs partnerships will engage with industry and government (local, state, and federal) entities, as well as other northwest universities. The institute will pave the way for a robust microelectronics workforce; elevating economic development in Idaho.

The institute is intended to support both research and education furthering Boise State's mission and supporting Idaho partnerships. It is aligned with Boise State's Blueprint for Success by supporting the following strategic goals:

- *Improve Educational Access and Student Success*: MER will serve Idaho through its offerings to allow all Idahoans to participate in this exciting field. It will leverage career technical, community college, and university partnerships, and thus students will understand the pathways toward various careers.
- *Innovation for Institutional Impact*: MER will coordinate and work with partners to leverage existing and upcoming funding opportunities to impact.
- *Advance Research and Creative Activity*: MER's focus on optimizing resources will allow Boise State to take full advantage of funding opportunities as the result of the Creating Helpful Incentives to Produce Semiconductors (CHIPS) and Science Acts of 2022, and future funding supporting the microelectronics industry. Our ability to focus and partner with industrial partners in this work will increase our rate of success.
- *Trailblaze Programs and Partnerships*: MER's focus is on meeting workforce needs of industry and collaborating in research. Existing partnerships will be strengthened, and new ones established through the work in education and research.

IMPACT

With the federal investment in microelectronics through the CHIPS and Science Act of 2022, and the subsequent plans by Micron of a $15 billion-dollar semiconductor fabrication facility, expectations are strong for a substantial increase in the need for undergraduate and graduate students across multiple disciplines over the next decade. This funding represents a once in a generation opportunity for the university to obtain not only substantial federal research

funding, but also develop strong engineering and related educational programs to meet the needs of the US technology industries.

Considering the $52.7 billion dollars in the CHIPS act alone, the impact to Idaho will be substantial with potentially thousands of well-paying jobs; however, without meaningful investment in the university as part of this opportunity to provide local industry with much needed scientists, engineers and business professionals needed to support these companies, Idaho may not be well-positioned to meet the industry needs and provide the opportunity for high paying careers to Idaho residents. In addition to the direct hires of estimated 900 engineers and scientists, and approximately 200 business operations staff by Micron, there are numerous support vendors who will also hire these same graduates.

MER will help Boise State University develop opportunities for educational, workforce, and research funding and provide connections and collaborations across campus to improve our microelectronics related efforts. These opportunities will in turn improve education in the disciplines that potentially provides more scholarships and internships, improves teaching lab equipment, and provides greater undergraduate research. There will also be support for professional development of the current workforce of scientists and engineers, and engagement with community colleges for the training of technicians.

There are expected to be several revenue streams for the startup (one time) and ongoing efforts of MER. This will include funds from the university to support the institute depending upon other revenue and changes. The other revenue includes:

a. Federal Grants and Facilities & Administrative (F&A). Through the CHIPS and Science Act, there are numerous funding opportunities for Boise State University, the State of Idaho, and the region. These include requests for proposals (already ongoing) from the Department of Defense, the National Science Foundation, the Department of Commerce, and the Department of Energy. The calls provide a range of funding opportunities including education/workforce, university physical/research infrastructure, and research. Many of these opportunities require state, industry, and regional university collaborations of which MER will coordinate. Therefore, some funding may come directly to MER as the entity supporting these efforts at Boise State. In addition, faculty pursuing a variety of funding will leverage MER's capabilities to obtain funding, and some percentage of the F&A from the funding will go to support MER.
b. Other (Work Force Development). As part of the efforts in Idaho to support the semiconductor industry, the Idaho Work Force Development Council is anticipating funding to stand up educational/workforce efforts. MER will participate in such efforts in collaboration with colleges. It is planned to request funds ($150,000 per year) to support MER efforts for three years.

c. Other (Industry Support). MER will work with industry across Idaho and the

region to provide opportunities for both the university and industry. Efforts will include: taking input on educational efforts, providing access to students for internships and careers, and providing research collaboration opportunities. Boise State will request gifts/membership fees from participating industries to allow access to MER efforts on campus and in the region anticipating $30,000 to $40,000 per year.

The institute will require a full-time director recruited by industry to run the institute. Salary is prorated in FY23 with annual salary expected to be approximately $275,000. A part-time project manager will also be required for operational support in FY23 and an administrative assistant starting in FY24. Other costs include travel and materials. Total financial impact is $85,751-$345,128 over a four-year period.

ATTACHMENTS

Attachment 1–Institute for Microelectronics Education and Research Proposal

STAFF COMMENTS AND RECOMMENDATIONS

As provided in the proposal, the proposed research institute will consist of four main objectives to include:

- leveraging and accelerating activities to fulfill the needs of industry and government;
- coordinating innovative educational pathways and curriculum for K-16 and graduate programs that support microelectronics workforce in STEM and non-STEM disciplines;
- continuing collaborative efforts with industry to provide opportunities for professional development and career changes for the current workforce; and;
- leveraging university research infrastructure and support to fast-track and expand research funding opportunities related to microelectronics industry.

The institute will not direct instruction but will coordinate educational, research, and workforce activities across campus through existing programs. This includes coordinating and advising on courses to avoid redundancy and duplicative efforts.

The proposal completed the review process and was presented to the Council on Academic Affairs and Programs on April 6, 2023 and to the Instruction, Research, and Student Affairs committee on April 13, 2023. Staff notes that the fiscal impact for the proposed institute surpasses the threshold for Executive Director approval and is being forwarded to the Board for its consideration consistent with Board Policy III.G. Board staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to establish the Institute for Microelectronics Education and Research as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Institutional Tracking No. _____

Idaho State Board of Education

PROPOSAL FORM

Instructional and Administrative Units

Date of Proposal Submission:	February 16, 2023
Institution Submitting Proposal:	Boise State University
Name of College, School, or Division:	Division of Academic Affairs, Division of Research and Economic Development and Division of Advancement
Name of Department(s) or Area(s):	Academic Affairs
Title of Proposed Unit	Institute of Microelectronics Education and Research
Proposed Implementation Date:	April 2023

Indicate whether this request is either of the following:

[X] New Administrative Unit [ ] New Instructional Unit

JoAnn S. Lighty (Feb 17, 2023 08:57 PST) 02/17/2023
College Dean — Date

Nancy F Glenn 02/24/2023
Nancy F Glenn (Feb 24, 2023 14:08 MST)
Vice President for Research **(as applicable)** — Date

Matthew Ewing 02/23/2023
Matthew Ewing (Feb 23, 2023 12:42 PST)
Vice President for University Advancement — Date

3/29/2023
OSBE Program Manager/IDCTE Director, Program Services — Date

Jo Ellen DiNucci 03/02/2023
Jo Ellen DiNucci (Mar 2, 2023 12:51 MST)
FVP/Chief Fiscal Officer — Date

State Administrator, IDCTE — Date

John Buckwalter (Feb 24, 2023 17:07 MST) 02/24/2023
Provost/VP for Instruction — Date

Chief Financial Officer, OSBE — Date

03/09/2023
President — Date

TJ Bliss 4/5/23
Chief Academic Officer, OSBE — Date

SBOE/Executive Director or Designee Approval — Date

1. What are the goals and objectives for the new unit?

   GOALS
   The Institute of Microelectronics Education and Research (MER) will be a premier hub in the northwestern United States to advance education, research, and next-generation technologies in the microelectronics field. MERs partnerships will engage with industry and government (local, state, and federal) entities, as well as other northwest universities. The institute will pave the way for a robust microelectronics workforce; elevating economic development in Idaho.

   OBJECTIVES
   a. Through a cohesive approach to educational, workforce, and research opportunities, MER will leverage and accelerate activities to fulfill the needs of industry and government.

   b. MER will coordinate innovative educational pathways and curriculum for K-16 and graduate programs to support the microelectronics workforce both in STEM and non-STEM disciplines.

   c. Continued collaborations with industry will provide opportunities for professional development and career changes for the current workforce.

   d. MER will leverage university research infrastructure and support to fast-track and expand research funding opportunities related to the microelectronics industry. It will be intentionally nimble and able to pivot and respond to both student demand and industry needs.

2. What is the relationship of the unit to the university's mission and priorities? Is the unit involved in instruction and if so, to what extent?

   a. MER is intended to support both research and education furthering the university's mission and supporting Idaho partnerships. It is aligned with Boise State's Blueprint for Success by supporting the strategic goals:

   - *Improve Educational Access and Student Success*: MER will serve Idaho through its offerings to allow all Idahoans to participate in this exciting field. It will leverage career technical, community college, and university partnerships, and thus students will understand the pathways toward various careers.

   - *Innovation for Institutional Impact*: MER will coordinate and work with partners to leverage existing and upcoming funding opportunities to impact.

   - *Advance Research and Creative Activity*: MER's focus on optimizing resources will allow Boise State to take full advantage of funding opportunities as the result of the CHIPS and Science Acts of 2022, and future funding supporting the microelectronics industry. Our ability to focus and partner with industrial partners in this work will increase our rate of success.

   - *Trailblaze Programs and Partnerships*: MER's focus is on meeting workforce needs of industry and collaborating in research. Existing partnerships will be strengthened, and new ones established through the work in education and research.

b. MER will coordinate educational, research, and workforce activities across campus through existing programs, however, it will not provide direct instruction. MER will work with academic units, industry, and community colleges to develop instructional needs for the microelectronics workforce across all campus disciplines. It will coordinate this work by reaching out to college leaders and relevant academic units to advise on courses and coordinate efforts on campus to avoid redundancy and duplicative efforts. Regarding research, MER will work with campus investigators to identify research opportunities and will work with other universities and industry to support larger programs such as centers. MER will also act as the point of contact for investigators requesting letters of support or collaboration from industry and government.

3. What is the demand for the unit's services? What population will the unit serve?

With the federal investment in microelectronics through the **Creating Helpful Incentives to Produce Semiconductors (CHIPS) and Science Act of 2022** and the subsequent plans by Micron of a $15 billion-dollar semiconductor fabrication facility, expectations are strong for a substantial increase in the need for undergraduate and graduate students across multiple disciplines over the next decade. This funding represents a once in a generation opportunity for the university to obtain not only substantial federal research funding, but also develop strong engineering and related educational programs to meet the needs of the US technology industries. Considering the $52.7 billion dollars in the CHIPS act alone, the impact to Idaho will be substantial with potentially thousands of well-paying jobs; however, without meaningful investment in the University as part of this opportunity to provide local industry with much needed scientists, engineers and business professionals needed to support these companies, Idaho may not be well-positioned to meet the industry needs and provide the opportunity for high paying careers to Idaho residents. In addition to the direct hires of estimated 900 engineers and scientists, and approximately 200 business operations staff by Micron, there are numerous support vendors who will also hire these same graduates.

MER will help Boise State develop opportunities for educational, workforce, and research funding and provide connections and collaborations across campus to improve our microelectronics related efforts. These opportunities will in turn improve education in the disciplines that potentially provides more scholarships and internships, improves teaching lab equipment, and provides greater undergraduate research. MERs will especially serve Boise State students from the following programs:

- Electrical Engineering
- Computer Systems Engineering
- Computer Science
- Materials Science and Engineering
- Mechanical Engineering
- Chemistry
- Physics
- Cyber-Operations and Resilience
- STEM Education
- Accounting
- Finance
- Supply Chain Management

There will also be support for professional development of the current workforce of scientists and engineers, and engagement with our community colleges for the training of technicians.

4. Describe the proposed unit's organizational structure.

MER will be managed by a Director selected from the microelectronics industry. The Director of MER will report to Dr. John Buckwalter, Provost and Vice President for Academic Affairs at Boise State. The Director will also work directly with Dr. Nancy Glenn, Vice President of Research and Economic Development, and Mr. Matthew Ewing, Vice-President of University Advancement. These connections ensure that the Director and MER have visibility and interactions across campus.

MER will have two boards: (1) an external Industry Advisory Board (IAB) and (2) an internal campus committee / advisory board, or Internal Steering Committee (ISC). The IAB, comprised of current and past industry experts and executives, will help the director and Boise State connect with industry, determine industry education and workforce needs, and also help MER and the university navigate funding opportunities including collaborations with industry.

The Internal Steering Committee (ISC) will include members (Associate Deans, or similar) from each of Boise State's four colleges with MER related efforts (the College of Engineering, the College of Arts and Sciences, the College of Business and Economics and the College of Education.) Board representatives will also be selected by the Provost, the Vice President of Research and Economic Development, and the Vice President of Advancement. MER, with help from the advisory boards, will establish sub-committees to support cross campus efforts in education, research, and advancement to ensure collaboration and to reduce/minimize redundant and competing efforts.

MER will coordinate and collaborate with higher education institutions in Idaho as appropriate. A mechanism for regular information exchange and communication will be planned. Collaborations with CWI are already established, and Boise State looks forward to and anticipates further collaborations as things become more defined.

5. What targets have been set to assess the proposed unit's success in achieving objectives?

As the goals are to engage with industry and prepare students for training in the relevant microelectronics disciplines, the assessments are based on each of the units' activities. These include *but are not limited to* the targets and metrics below.

OBJECTIVE	TARGETS	METRICS
MER will leverage and accelerate activities to *fulfill the needs of industry and government*.	Cohesive and collaborative approach to educational, workforce, and research opportunities.	Number of industry, government, and educational, partners.
MER will coordinate and innovative educational pathways for K-16 and graduate programs to support the microelectronics workforce both in STEM and non-STEM disciplines.	Coordinate and accelerate the creation of **microelectronics curriculum** at all levels that is relevant and cutting edge with accessible pathways to career readiness.	*Quality:* The institute will work collaboratively with relevant academic units to develop curriculum and new programs informed by student needs, with multiple pathways to engagement and career success.
	K-12 partnerships: support education and awareness of microelectronics	Number of K-12 partnerships and engagement with rural communities; partnerships and participants in programming

	Post-secondary recruitment and retention: -Attract and support the success of students from all backgrounds to Boise State's microelectronics educational programs -Partnerships with the College of Western Idaho to support training and transfer of students -Explore partnership with the College of Southern Idaho	-Help increase engineering and computer science graduates pursuing microelectronics as a career to more than 15 graduates per year. -Help increase the number of Hispanic, rural, and low-income students. -Establish targets for Business and Economics, Chemistry, Physics.
Continued collaborations with industry will provide opportunities for professional development and career changes for the current workforce.	**Continuing Education:** recruit and retain participants to Boise State's professional development programs through Extended Studies and in collaboration with industry partners.	Number of programs; participants in relevant professional development programs; number of industry partners; revenue generated.
MER will leverage university research infrastructure and support to fast-track and expand research funding opportunities related to the microelectronics industry. It will be intentionally nimble and able to pivot and respond to both student demand and industry needs.	**Increase external funding** for microelectronics workforce development, research, and education.	Submission of 3-4 proposals per year to federal and state agencies and to industry.

6. Briefly describe the processes that will demonstrate the quality of the unit.
   The quality of the unit will be assessed quarterly, annually, and every three years.

   a. Quarterly meetings with the external Industry Advisory Board (IAB) and the Internal Steering Committee (ISC) to report on progress toward targets and propose appropriate action.
   b. Annual reports to the Provost, the Vice President of the Division of Research and Economic Development, and the Vice President for University Advancement on MER.
   c. The center will participate in Program Prioritization to formally assess quality, relevance, and impact with annual updates

7. Indicate the number of students, businesses, industries, and/or other clients to be served by this unit. Include a description of faculty participation and student involvement in the unit if applicable.

   a. Students: Each year, approximately 100 undergraduate Boise State students and 10-20 graduate students will be participating or influenced by MER. Students will take updated courses, overview courses in microelectronics, and pursue certificates related to microelectronics. Students will have undergraduate research and internship opportunities.

K-12 will be exposed to microelectronics industries and be able to develop pathways. Community college students will see pathways to Bachelor of Science degrees, and community college technicians will be trained (approximately 30-50 per year) in the Boise State University cleanroom. Graduate students will have expanded research opportunities.

b. Businesses: More than 20 regional businesses (internships, scholarships, apprenticeships, employment). Examples: *Micron, Marvell, On Semiconductor, Applied Materials.*

c. All participating units will have some level of involvement, but this will vary significantly across campus. The participating units include: Electrical Engineering, Computer Systems Engineering, Computer Science, Materials Science and Engineering, Mechanical Engineering, Chemistry, Physics, Cyber-Operations and Resilience, STEM Education, Accounting, Finance, and Supply Chain Management.

d. MER will involve approximately 30 faculty from multiple units across Boise State, including the College of Engineering, the College of Arts and Sciences, the College of Education, and the College of Business and Economics. Faculty will provide content to relevant courses and work with industry and MER to develop content. Industry experts will present "state-of-the-art" educational lectures and work with industry through outreach programs. Faculty will also have numerous research funding opportunities for state, federal, and industry sources that MER will help guide.

8. Financial Impact: Using the **budget template**, provide a narrative budget summarizing the needs and requirements for implementing the new unit.

MER Revenue (Budget Section II): There are expected be several revenue streams for the startup (one time) and ongoing efforts of MER. This will include funds from the university to support the institute depending upon other revenue and changes. The other revenue includes:

a. Federal Grants and Facilities & Administrative (F&A) (II.3). Through the CHIPS and Science Act, there are numerous funding opportunities for Boise State, the State of Idaho, and the region. These include requests for proposals (already ongoing) from the Department of Defense (DoD), the National Science Foundation (NSF), the Department of Commerce (NIST), and the Department of Energy (DoE.) The calls provide a range of funding opportunities including education/workforce, university physical/research infrastructure, and research. Many of these opportunities require state, industry, and regional university collaborations of which MER will coordinate. Therefore, some funding may come directly to MER as the entity supporting these efforts at Boise State. In addition, faculty pursuing a variety of funding will leverage MER's capabilities to obtain funding, and some percentage of the F&A from the funding will go to support MER. These funding opportunities are anticipated, however, are not yet obtained.

b. Other (Work Force Development) (II.6). As part of the efforts in Idaho to support the semiconductor industry, the Idaho Work Force Development Council is anticipating funding to stand up educational/workforce efforts. MER will participate in such efforts in collaboration with colleges. It is planned to request funds ($150,000 per year) to support MER efforts for 3 years. These work force development grant opportunities are also anticipated, however, are not yet obtained.

c. Other (Industry Support) (II.6). MER will work with industry across Idaho and the region to provide opportunities for both the university and industry. Efforts will include: taking input on educational efforts, providing access to students for internships and careers, and providing research collaboration opportunities. We will request gifts/membership fees from participating industries to allow access to MER efforts on campus and in the

region anticipating $30,000 to $40,000 per year.

MER Operations (Budget Section III): The institute will require a full-time Director, 1 FTE project manager and 1 administrative support person, as well travel and operational expenses. The Director will be recruited from industry and will oversee the internal and external activities of MER.

The Director will be critical to engaging industry; state and federal agencies; community colleges; and regional universities. This person is anticipated to have a salary ~$275,000 per year. The project manager (~$63,104 per year at 1.0 FTE) will advise the Director and provide internal logistics for university operations including policies and procedures, faculty engagement, work with other college and university entities. In FY24, we plan to add an administrative support person (~$42,000 per year at 1 FTE) to help with internal and external meetings and activities, and provide operational assistance, including travel. It is expected that the Director will travel at a cost of approximately $10,000 per year to various industry locations, other universities, and community colleges within Idaho and external to Idaho. Office supplies ($3,000 per year) will support the institute operations.

Operations of MER may be adjusted and scaled according to the realized revenue streams and successful grant awards.

Program Resource Requirements.

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

I. PLANNED STUDENT ENROLLMENT

	FY 23 (3 months		FY 24		FY 25		FY 26	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments		N/A		N/A		N/A		N/A
B. Shifting enrollments		N/A		N/A		N/A		N/A
Total Enrollment	0	0	0	0	0	0	0	0

II. REVENUE

	FY 23 (3 months		FY 24		FY 25		FY 26	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request								
2. Institution Funds	$116,347.30		$302,098.56		$317,671.52		$328,711.66	
3. Federal (grants and F&A)			$50,000.00		$50,000.00		$50,000.00	
4. New Tuition Revenues from Increased Enrollments								
5. Student Fees								
6. Other (i.e., Gifts): State Work Force Development, Industry Support (membership)			$30,000.00	$150,000.00	$30,000.00	$150,000.00	$35,000.00	$150,000.00
Total Revenue	$116,347	$0	$382,099	$150,000	$397,672	$150,000	$413,712	$150,000

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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 23 (3 months		FY 24		FY 25		FY 26	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs								
1. FTE	2.0		3.0		3.0		3.0	
2. Faculty								
3. Adjunct Faculty								
4. Graduate/Undergrad Assistants								
5. Research Personnel								
6. Directors/Administrators	$ 68,750		$ 283,250		$ 291,748		$ 300,500	
7. Administrative Support Personnel			$ 43,260		$ 44,558		$ 45,895	
8. Project Manager	$ 15,751		$ 64,893		$ 66,840		$ 68,845	
9. Fringe Benefits	$ 26,847		$ 127,695		$ 131,526		$ 135,472	
10. Other:								
Total Personnel and Costs	$ 111,347	$ -	$ 519,099	$ -	$ 534,672	$ -	$ 550,712	$ -

	FY 23 (3 months		FY 24		FY 25		FY 26	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures								
1. Travel	$3,000.00		$10,000.00		$10,000.00		$10,000.00	
2. Professional Services								
3. Other Services								

4. Communications								
5. Materials and Supplies	$2,000.00		$3,000.00		$3,000.00		$3,000.00	
6. Rentals								
7. Materials & Goods for Manufacture & Resale								
8. Miscellaneous								
Total Operating Expenditures	$5,000	$0	$13,000	$0	$13,000	$0	$13,000	$0

	FY 23 (3 months		FY 24		FY 25		FY 26	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay								
1. Library Resources								
2. Equipment								
Total Capital Outlay	$0	$0	$0	$0	$0	$0	$0	$0

	FY 23 (3 months		FY 24		FY 25		FY 26	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
D. Capital Facilities Construction or Major Renovation								
E. Other Costs								
Utilites								
Maintenance & Repairs								
Other								

Total Other Costs	$0	$0	$0	$0	$0	$0	$0	$0
TOTAL EXPENDITURES:	$116,347	$0	$532,099	$0	$547,672	$0	$563,712	$0
Net Income	$0	$0	-$150,000	$150,000	-$150,000	$150,000	-$150,000	$150,000

Budget Notes (specify row and add explanation where needed; e.g., "I.A.,B. FTE is calculated using…"):

II.2	Funds include support from the university
II.3	Through CHIPS funding, numerous grant opportunities in education and research are expected with annual revenue to MER through direct and indirect funds estimated at $50,000 per year. These funds are expected to coninue with future funding efforts (grants) that support the institute. Grant opportunites inlcude from NSF, NIST, DoD, DoE.
II.6	We expect to apply for state Work Force Development grants ($150,000 per year) which will offset some costs for 3 years. We also expect to have industry members pay a fee ($30,000 to $40,000 total) to have access to MER for students, interns, research, etc.
III.A.6	A director, recruited from industry, will run the institute. Salary in Y23 is prorated for FY start date. Afterward, an annual salary is required for this full time position.
III.A.7	We plan to add an administrative assistant starting in FY 24. One FTE, ongoing position.
III.A.8	A project manager will provide operational support for the institute. This is expected to be a 1.0 FTE position and will be ongoing.
III.A.9	Fringe is calculated for all positions.
III.B.1	Travel is requested for the director both within Idaho (community colleges, industry) and external to Idaho (industry)
III.B.5	Materials to operate the office are requested (computers, copying, office supplies, etc)

TAB	DESCRIPTION	ACTION
1	**BOISE STATE UNIVERSITY** New Residence Hall Construction and Financing	Action Item
2	**IDAHO STATE UNIVERSITY** Athletics Funding Cap	Action Item
3	**IDAHO STATE UNIVERSITY** Meridian Campus Master Plan	Action Item

BOISE STATE UNIVERSITY

SUBJECT

First Year Student Housing – Project Budget and Construction

REFERENCE

October 2021	Board approved Planning and Design of First-Year Residence Hall
August 2022	Idaho State Board of Education (Board) approved FY23 Six-Year Capital Improvement Plan

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.K.3.

BACKGROUND/DISCUSSION

In 2020, Boise State University (Boise State) partnered with a consulting group, Brailsford and Dunleavey (B&D), to develop a plan for future student housing. That process included both an assessment of current demand for student housing and the creation of an action plan for additional residence halls. The market analysis identified an aggregate demand for 738 additional beds, with the most significant shortfalls in traditional (freshman) and apartment-style (graduate) housing. In October of 2021, the Board approved Boise State's request to undertake planning and design of a first-year residence hall to address that demand.

A thorough site analysis considered numerous options for this project. Careful consideration of the campus master plan and mindful preservation of future academic sites led to a location with an infill strategy. The selected site, which is immediately adjacent to Albertsons Library and the Taylor/Keiser housing complex, will strengthen ties to both existing housing and core academic facilities. Additionally, the site is along Cesar Chavez Lane and the Boise River, our campus' northern edge. A student housing facility here will advance the campus master plan's goal to "Integrate the Boise River and Greenbelt into Campus." A site map is included as Attachment 1.

In April 2022, AMD/Hummel Architects entered into a contract with the Idaho Division of Public Works to design a 450-bed project. Construction documents will be completed in June 2023 with construction advertisement to follow. Exterior building renderings are included as Attachment 2.

The total project cost, including design, construction, contingency, fees, testing and inspections, and FF&E is estimated not to exceed $70 million. The financing plan will be to issue general revenue bonds along with using institutional reserves. In accordance with Board policy, the university will return in June to request Board

approval of the debt financing. The preliminary project budget is included as Attachment 3.

IMPACT

Expanded first-year housing will meet the growing demand for on-campus housing, which will have a positive impact on recruitment, retention and graduation rates. Placement of this project will foster an opportunity to improve the surrounding site and further leverage unique campus amenities.

ATTACHMENTS

Attachment 1 – Site Map
Attachment 2 – Exterior Renderings
Attachment 3 – Project Budget

BOARD STAFF COMMENTS AND RECOMMENDATIONS

This project was included in the University's six-year capital improvement plan provided to the Board in August 2021. At that time, it had an estimated cost of $45M. At the October 2021 Board meeting where planning and design was approved, the University did not provide an update to the overall cost estimate. At the October 2021 Board meeting, the Board approved Boise State's request to move forward with the planning and design for first-year student housing for a total cost not to exceed $4.5M.

The original project cost of $45M was estimated prior to building design and site investigation and the university considered it a preliminary number. The current project cost estimation of $70M was completed by two professional cost estimators and was based on 100% Design Development level drawings. It also includes a significant contingency for cost escalation and unknown conditions.

Staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to construct a first-year residence hall, including the project budget for a cost not to exceed $70 million, pending approval of the debt financing at a subsequent Board meeting.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

BAHR

TAB 1 Page 1

LANDSCAPE NOTES:

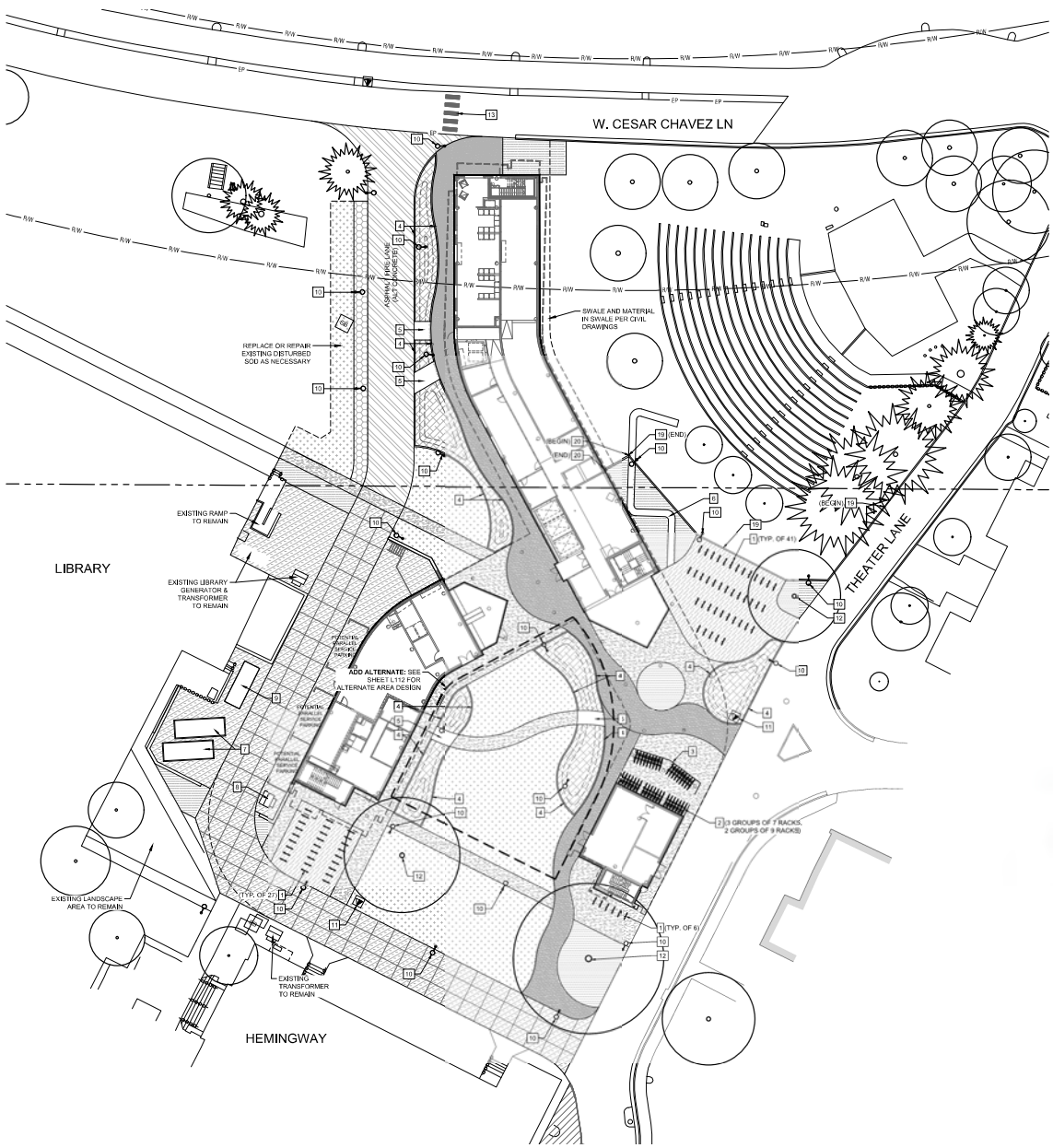
1. REGULATIONS & STANDARDS
   1.1. All contractor work shall be conducted in accordance with ISPWC (Idaho Standard Public Works Construction), 2020 (or most recent published); and City of Boise, ID codes, standards and state and local regulations.
2. EXISTING CONDITIONS
   2.1. All utilities shall be located prior to construction and protected. Any damage to structures, utilities or concrete will be replaced at contractor's expense.
   2.2. The site has many existing improvements such as underground utilities, curb and gutter, light poles and sidewalks.
   2.3. See Engineer's plans for information about existing features.
      2.3.1. Refer to civil plans for all existing and/or proposed drainage pipes & locations, utilities. Protect all drainage at all times, protect all utilities at all times.
3. GRADING & SITE PREPARATION
   3.1. Prepare finish grades for planting by grubbing and removing weeds. If necessary apply Round-Up (or equivalent herbicide), using a certified applicator. Remove rocks and other materials over 2".
   3.2. All gravel overprep to be removed and disposed of off site.
   3.3. Finish grade to be smooth transition to allow for entire site to be a natural flowing space.
   3.4. Fine grade lawn areas to elevations set by Engineer's plans with positive drainage away from structures.
   3.5. Refer to Engineer's plans for grading information & for all drainage pipes and locations. Protect and retain drainage at all times.
   3.6. No pooling or standing water will be accepted per industry standards.
4. SOILS
   4.1. Lawn areas shall receive 12" min depth of screened topsoil.
   4.2. All planter beds shall receive 18" min depth of screened topsoil.
   4.3. Reuse of existing topsoil that has been stockpiled on site is permitted if:
      4.3.1. Topsoil is tested and analyzed to ensure a proper growing medium. Provide additional amendments as determined by soil tests.
      4.3.2. Topsoil is to be loose, friable sandy loam that is clean and free of toxic materials, noxious weeds, weed seeds, rocks, grass or other foreign materials.
      4.3.3. Topsoil shall have a ph of 6.5 to 8.0.
      4.3.4. If on site topsoil does not meet these minimum standards contractor is responsible for providing approved imported topsoil or improving onsite topsoil per the approval of the project manager.
   4.4. If imported topsoil is used it must be from a local source and be screened free of any debris or foreign matter. Topsoil must not contain rocks, sticks, lumps, or toxic matter and has a pH of 6.5-8.0.
   4.5. Smooth, compact, and fine grade topsoil in lawn areas to smooth and uniform grade .5" below adjacent surfaces.
   4.6. Amend all new plantings with 2 parts topsoil. 1 part compost.
5. LAWN AREAS
   5.1. Sodded lawn to be tall turf-type fescue, or approved other.
   5.2. Sodded lawn to be regionally/locally harvested, lay sod within 24 hours of harvesting.
   5.3. Lay sod to form a solid mass with offset, tightly fitted joints on even grades.
   5.4. Any existing lawn that is damaged shall be replaced with sodded lawn of the same type of existing lawn.
   5.5. All lawn areas adjacent to planter beds, gravel areas, or aggregate pathways shall have 4" black steel edging installed per manufacturer recommendations. Other applications to be approved by owner and landscape architect.
   5.6. Lawn adjacent to buildings, structures shall be a minimum of 18" away from foundations. Lawn adjacent to fences or other screening elements shall be a minimum of 9" away.
      5.6.1. Install ½" chips or other approved gravel mulch type in mow strip at a depth of 3" over commercial grade weed barrier fabric installed per manufacturer recommendations.
   5.7. Provide tree rings with a minimum 3' diameter around all trees located in lawn, mulch type & installation/application to match all other planter beds.
6. PLANTER BED MULCH
   6.1. All planter beds to receive 3" depth of ½" chat rock mulch or approved equal, submit for approval prior to placement. Install over commercial grade weed barrier fabric per manufacturer recommendations.
7. PLANTS
   7.1. All plant material shall be installed per industry standards.
   7.2. All plant material shall meet or exceed the minimum federal standards as regulated by ANSI z60.1, American Standard for Nursery Stock. Plants not meeting these standards for quality, or plants determined to be unhealthy by Owner's representative, will be rejected.
   7.3. All Ball and Burlap trees to be installed per Ball&B and Burlapped planting detail. All shrubs to be installed per detail.
   7.4. Trees and shrubs over 30" shall not be planted within clear vision triangles.
   7.5. Fertilize all trees and shrubs with 'Agriform' planting tablets or approved equal. Apply per manufacturers recommendations.
8. IRRIGATION
   8.1. Irrigation system shall be built to the following specifications:
   8.2. Adhere to city codes when connecting to city water.
   8.3. All irrigation material to be new with manufacturers' warranty fully intact.
   8.4. Install outdoor rated controller in specified location on plan, in a lock box with 2 keys. Coordinate with project manager and general contractor on exact location.
      8.4.1. Controller to have On/Off rain switch or rain shut off device that does not alter program.
   8.5. All remote control valves (including master control valve) to have flow control device.
   8.6. Irrigation system piping to be minimum class 200 PVC or approved equal. sleeves to be double the size of pipes located within, all wires to be contained in separate sleeves 1-1/2" dia min.
   8.7. All pipe above 3" caliper to be gasketed, with approved joint restraints at all 45, TEE, ELL, 22, 11.
   8.8. Use common trenching where possible..
   8.9. All PVC located under hardscapes to be schedule 40 PVC with same req's as above.
   8.10. All wires to be Paige wire 7350 or 7351 direct bury wire at a minimum of 12" below finished grade.
   8.11. Connect mainline to point of connection in approximate location shown on plan.
   8.12. Contractor is responsible complying with all codes and paying all permits necessary.
   8.13. Sprinkler heads shall have matched precipitation within each control circuit. Velocities shall not exceed 5 feet per second.
   8.14. All drip irrigation to be buried 2" below finished grade.
   8.15. Water schedule to be provided at a min of 80% evapotranspiration as determined by the local ET.
   8.16. Install all irrigation per irrigation drawings. utilize material specified or approved equal.
   8.17. Contractor shall confirm the static water pressure at least five days before construction begins and to contact the landscape architect in writing if the pressure is below 80 psi.
   8.18. If any discrepancies are found, then local codes shall prevail.
9. CONTRACTOR RESPONSIBILITIES
   9.1. Estimated quantities are shown for general reference only. Contractor shall be responsible for all quantity estimates.
   9.2. All plant material and workmanship shall be guaranteed for a period of one year beginning at the date of Acceptance by Owner. Replace all dead or unhealthy plant material immediately with same type and size at no cost to Owner.
   9.3. Landscape contractor to turn in as built drawings at the end of project. Substantial completion will not be granted until 2 copies @ 1"=20' scale are turned in and approved by owner's representative.
10. In the event of a discrepancy, notify the Landscape Architect immediately.

LANDSCAPE MATERIALS LEGEND:

- SOD LAWN - SEE NOTE 5/L101
- LANDSCAPE MULCH / STANDARD PLANTER BED - SEE NOTE 6/L101 AND SHEETS L111 & L112
- STORM WATER PLANTERS - SEE DETAIL 4/L150 AND SHEETS L111 & L112
- GRASS-CRETE FIRE LANE - TURFSTONE PAVER BY MUTUAL MATERIALS OR OTHER APPROVED BY OWNER. AFTER PAVERS ARE INSTALLED, SPREAD TOP SOIL AND TALL TURF LINE FESCUE SEED ACROSS GRIDS.
- BASE BID: ASPHALT PAVING AT FIRE LANE - SEE CIVIL PLANS FOR ASPHALT PROFILE DETAIL.
- STANDARD GRAY CONCRETE FLATWORK - SEE LANDSCAPE SITE PLAN FOR SCORE JOINT LAYOUT AND SEE CIVIL PLANS FOR FLATWORK DETAILS.
- HEAVY DUTY CONCRETE - SEE LANDSCAPE SITE PLAN FOR SCORE JOINT LAYOUT AND SEE CIVIL PLANS FOR FLATWORK DETAILS.
- COLORED CONCRETE FLATWORK - COLOR: MESQUITE (677) BY DAVIS COLORS OR OTHER APPROVED EQUAL. SEE CIVIL PLANS FOR FLATWORK DETAILS.
- ECORASTER E40 GRID FILLED WITH ½" CHAT MULCH. SEE DETAIL 3L1/L150. INSTALL PER MANUFACTURER'S RECOMMENDATIONS. ENSURE FINISH SURFACE IS FLUSH WITH ADJACENT CONCRETE FLATWORK.
- EXISTING TREES TO REMAIN - SEE TREE PROTECTION NOTES SHEET L010

LANDSCAPE KEYNOTES:

1. BIKE RACK - ARC RACK FROM DERO, FINISH: STAINLESS OR OTHER APPROVED BY OWNER, IN GROUND MOUNT PER MANUFACTURER'S RECOMMENDATIONS.
2. VERTICAL STACKING BIKE RACK - DUPLEX FROM DERO. EACH GROUP SHALL HAVE 7-9 RACKS. SEE PLANS FOR LAYOUT. ATTACH AND MOUNT PER MANUFACTURER'S RECOMMENDATIONS.
3. SCREEN WALL SURROUNDING BIKE RACKS PER ARCHITECTURAL PLANS.
4. LANDSCAPE CURB AT STORMWATER PLANTER EDGE - SEE DETAIL 4L/150.
5. CONCRETE SIDEWALK BRIDGE OVER STORMWATER PLANTER - INSTALL (2) 4" DRAIN PIPES TO CONNECT PLANTERS ON BOTH SIDES OF WALKWAYS. CONCEAL PIPES TO ENSURE CROSSING OVER PLANTER HAS A BRIDGE LOOK & FEEL.
6. GRAVEL TRAIL - 3" DEPTH OF 95% COMPACTED ROAD MIX. FIELD FIT TO SLOPE UP TO TOP OF AMPHITHEATER. SEE CIVIL PLANS FOR GRADING INFORMATION.
7. TRASH ENCLOSURE - SEE ARCHITECTURAL FOR MORE INFORMATION.
8. TRANSFORMER - SEE ELECTRICAL PLANS FORE MORE INFORMATION.
9. GENERATOR - SEE ELECTRICAL PLANS FORE MORE INFORMATION.
10. POLE LIGHT - SEE ELECTRICAL PLANS FOR MORE INFORMATION.
11. BLUE EMERGENCY LIGHT - SEE ELECTRICAL PLANS FOR MORE INFORMATION.
12. EXISTING TREE TO REMAIN - RETAIN AND PROTECT PER TREE PROTECTION NOTES, SHEET L010.
13. CROSSWALK TO GREENBELT - COORDINATE WITH BOISE STATE FOR EXACT CROSSWALK PLACEMENT.
14. ADD ALTERNATE: TREE GRATE - 7' ROUND FLAT RAINBOW TREE GRATE BY URBAN ACCESSORIES OR OTHER APPROVED BY OWNER. INSTALL PER MANUFACTURER'S RECOMMENDATIONS.
15. ADD ALTERNATE: CONCRETE SEAT WALL - SEE DETAIL 5/L150.
16. ADD ALTERNATE: GAS FIRE PIT - TAVOLA 88 SLIM FIRE TABLE BY PRISM HARDSCAPES. INSTALL PER MANUFACTURER'S RECOMMENDATIONS. INSTALL EMERGENCY SHUT-OFF VALVE PER MECHANICAL PLANS.
17. ADD ALTERNATE: HAMMOCK AND SLACKLINE POST - SEE DETAIL 6/L150 FOR DESIGN INTENT.
18. ADD ALTERNATE: MOVEABLE FURNITURE. FURNITURE TO BE PROVIDED BY OWNER - SEE DETAIL 7/L150 FOR DESIGN INTENT.
19. EXISTING RETAINING WALL TO REMAIN - RETAIN AND PROTECT.
20. NEW RETAINING WALL - MATERIAL TO MATCH EXISTING. ATTACH TO EXISTING WALL AT POINT OF REMOVAL. COORDINATE WITH CIVIL AND STRUCTURAL FOR MORE INFORMATION.



STACK ROCK GROUP
LANDSCAPE ARCHITECTURE & MASTER PLANNING
404 S 8th St. #154
Boise, ID 83702
(208) 345-6500 | StackRockGroup.com
SRG PN: 22-0470

KEYNOTES

REFERENCE NOTES

HUMMEL ARCHITECTS

AndersonMasonDale Architects

Project:
STUDENT RESIDENCE HALL - BOISE STATE UNIVERSITY
Boise, Idaho
DPW PROJECT NO : 22- 201

100% DESIGN DEVELOPMENT - 02/17/2023

Sheet:
LANDSCAPE SITE PLAN

ATTACHMENT 1

Revisions:

Project No:	22-006
Drawn By:	DW
Checked By:	WH
Date:	02/01/2023

Sheet No:
L101

Elevation: West

Elevation: East

Residence Hall Courtyard (South)

First Year Student Housing Project
Project Budget

Project Number:	DPW 22-201
Project Title:	First Year Student Housing Project
Date:	April 2023

Category	Project Budget
Architectural Fees	$4,400,000.00
Construction Costs	$46,000,000.00
Testing, Inspections and Misc.	$2,500,000.00
Construction Contingency	$3,600,000.00
Subtotal	$56,500,000.00

University Costs	$9,000,000.00
Project Contingency	$4,500,000.00

Total Project Budget	**$70,000,000.00**

IDAHO STATE UNIVERSITY

SUBJECT

FY2022 One-Time Athletics Expenditures

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections V.X.3, V.X.4.
Idaho Code § 33-3717
Idaho Administrative Code, IDAPA 08.02.04 – Section 112, Accountability

BACKGROUND/DISCUSSION

Idaho State Board of Education (Board) policy V.X.4 states that the institution may request one-time changes to the Athletic spending limit to address non-routine programmatic changes.

Idaho State University (ISU) is requesting a one-time adjustment to its Athletics spending limits for FY22 due to the combination of two extraordinary situations that occurred that fiscal year.

First, in November 2021, Idaho State University initiated a change in the football coaching staff. This change resulted in a number of expenses that were not planned for in the preparation of the annual budget, which caused ISU to exceed the athletic spending limits. There was a period of time during which ISU was paying two sets of coaches. The changeover of the football coaching staff resulted in significant one-time, non-routine expenses of $264,034, which included the following:

- A new head coach salary that was an increase over the prior salary
- Ongoing contractually required payments to the former head coach
- Overlap in payout to former assistants while the new assistants were hired
- One-time recruitment and operating expenses related to staff turnover.

The second factor that caused expenditures over the Board limits were pandemic related. The NCAA extended the scholarships to allow an extra year for student athletes impacted by COVID-19. ISU experienced increased scholarship costs to cover those additional student athlete COVID-19 eligibility years. In addition, the Big Sky Conference imposed COVID-19 related health and safety protocols for team travel that required additional travel expenses. The total of these non-routine COVID-19 related expenses was $176,022.

These two items created a total FY22 expenditure limit excess in one-time, non-routine additional expenses of $440,056 or 7.8% over ISU's FY2022 Athletics Spending Limit (Policy V.X.3) of $5,658,700.

IMPACT

ISU has already incurred these expenses as reflected in ISU's FY2022 audited financial statements. Board policy allows for the request of a one-time exception. ISU is requesting Board approval of the expense limit change to allow the expenses to be covered as they have currently been incurred. If the exception is not allowed, ISU will create a repayment plan to comply with the policy limits.

It should be noted that ISU experienced another change-over in football coaching staff this year. However, since ISU had already discovered the FY22 excess, this was addressed in the current year budget to ensure it would not reoccur.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board Policy V.X.4. states:

> *Adjustments to Athletic Spending limits: Institution chief executive officers may Request from the Board, one -time or permanent changes to the above-described spending limits to address non-routine programmatic changes. Changes that may be used as evidence for adjustments to the Athletic Spending Limit may include but are not limited to the addition of new sports, new expenditures related to gender equity or other compliance requirements, transitions to different athletic conferences, expansion of team rosters and schedules, inflationary factors related to the expense of academic support and tutoring, room and board increases, or atypical spikes in tuition rates.*

The athletic limits are calculated annually based on the rate of change for the next fiscal year of ongoing State appropriated funds compared to the ongoing State appropriated funds in the current fiscal year, unless set through Board action.

The request from Idaho State University is for Board action to increase the athletic limits consistent with Policy V.X. In FY 2022, the amount established by the Board was $5,658,700. In FY 2023, the amount established by the Board was $6,041,900. The requested increase will revise the Fiscal Year 2022 limit to $6,098,756, while the FY 2023 limit will stay at $6,041,900.

Staff recommends approval.

BOARD ACTION

I move to approve the request by Idaho State University to approve the one-time adjustment to its Athletics spending limits for Fiscal Year 22.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

IDAHO STATE UNIVERSITY

SUBJECT

Idaho State University Meridian Campus Master Plan

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.K.8.

BACKGROUND/DISCUSSION

In 2020 Idaho State University purchased 22.024 acres located at 785 South Locust Grove Road, located to the north of the existing ISU Meridian Campus to create space to expand existing health care programs and create new health care programs at the Skaggs Health Sciences Center in Meridian. Through an interactive process with Idaho State University stakeholders, a preliminary master plan has been drafted and a blueprint for future development has been identified. Although this master plan is subject to modification as development occurs, the concept of new building placements with associated programs has been identified.

In 2022, Idaho State University engaged Hummel Architects to perform preliminary programming and to produce a site improvement placement master plan for the 22-acre addition to the Meridian Campus. Additionally, the existing campus buildings and infrastructure were reviewed for re-utilization of space as well as delineating which programs will need to move or expand into the new development. The University conducted visioning sessions to identify overall guiding principles for the master plan for both the existing and new campus spaces. As a result, a preliminary program was established. These program spaces are outlined and indicate the eventual need for approximately 950,000 additional square feet for the newly acquired parcel and 184,000 square feet of expansion for the existing property.

This master plan is a living document as programs, buildings, and prioritization change over time. However, the initial purpose of this master plan is to engage the City and the State for their input and to allow the development of the initial infrastructure to be designed to prepare the property for future construction.

IMPACT

Property development including costs in engineering inspections, soil testing, water and sewer infrastructure, utilities, earthwork, landscaping, paving, and roadways were part of the 2023 legislative budget request submitted by the Governor and partial funding was approved by the legislature. Thus, the initial infrastructure installation will likely be soon forthcoming as a project for Board approval if the Board approves the master plan.

ATTACHMENTS

Attachment 1 – Proposed ISU Meridian Master Plan

BOARD STAFF COMMENTS AND RECOMMENDATIONS

ISU's proposed master plan for its Meridian Campus complies with Board Policy V.K.8, which states:

> *"Each institution shall develop a seven (7) to fifteen (15) year Campus Master Plan (CMP). The CMP shall serve as a planning framework to guide the orderly and strategic growth and physical development of an institution's campus. The CMP shall be consistent with and support the institution's current mission, core themes, strategic plan, and six-year capital construction plan. The CMP and substantive updates thereto must be approved by the Board."*

Note: Board Policy V.K.2.a. provides that the six-year capital construction plan is a rolling list of planned major construction projects which is reviewed by the Board each August and subsequently submitted to the Division of Public Works and the Permanent Building Fund Advisory Council for consideration each year as part of the Governor's fiscal year budget request.

The six-year capital construction plan is distinct from the long-term CMP, which deals with the entire campus footprint (buildings, green areas, roads and walkways, parking areas, etc.) and its evolution over an extended planning horizon.

Staff recommends approval.

BOARD ACTION

I move to approve the request by Idaho State University to approve its Meridian Campus Master Plan.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ATTACHMENT 1

Idaho State University

Meridian Campus Master Plan

BAHR

HUMMEL ARCHITECTS

Pedestrian Path Looking North Towards Interdisciplinary Clinics

BAHR

Introduction

Idaho State University was founded in 1901 on its Pocatello, Idaho Campus. Currently, the university serves students in several locations within the State of Idaho. Around 2008, Idaho State University purchased part of an existing building in Meridian Idaho, a former Jabil Manufacturing facility, and consolidated several programs within the Treasure Valley. During 2008, a master plan for the re-purposed building was drafted to provide consolidation with opportunities for existing and future program growth. Since the initial master plan was drafted, Idaho State University's vision has grown beyond the capacity of the current building.

In 2020 Idaho State University purchased approximately 22-acres to the north of their Meridian Campus to expand existing programs and create new programs in Meridian. Through an interactive process with Idaho State University Stakeholders a preliminary program has been drafted and several buildings have been identified. Although this master plan is susceptible to change, the concept of new building placements with associated programs have been identified.

Executive Summary

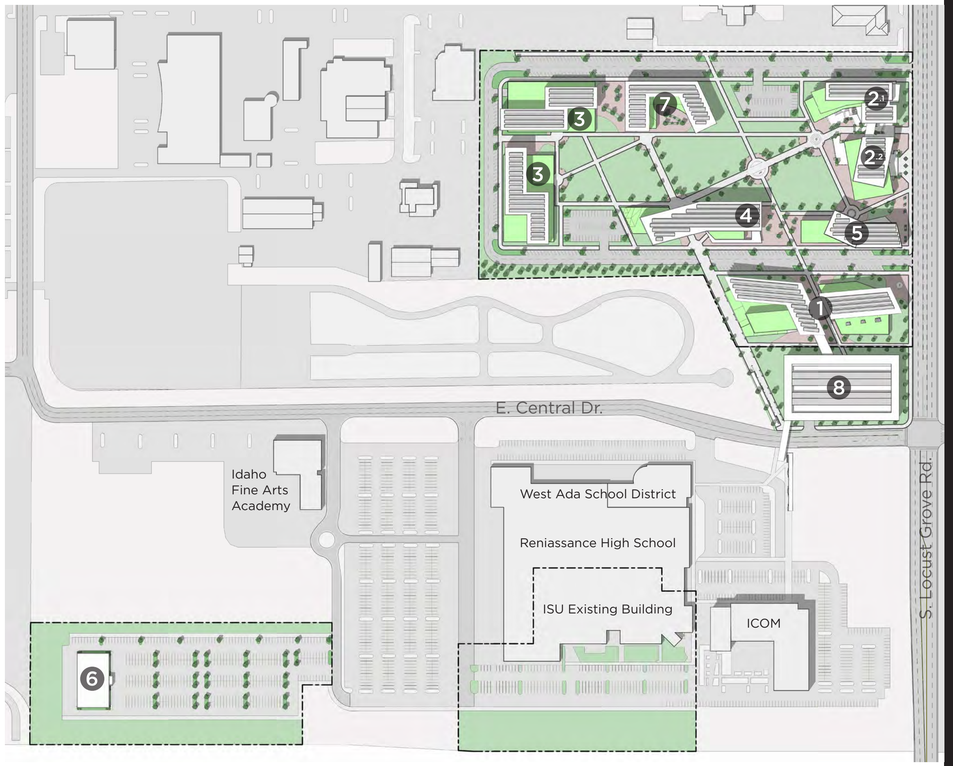
In 2022, Hummel Architects was engaged by Idaho State University to perform a preliminary program and building placement master plan for the new 22-acres. Additionally, the existing campus was reviewed for re-utilization of spaces as well as delineating which programs move or expand into the 22- acres.

Through an interactive process with Idaho State University Stakeholders, a vision session was conducted to identify over-all guiding principals for the master plan, for the campus.

With Idaho State University Stakeholders input, a preliminary program was established to address where major programs will be located. These program spaces are outlined and indicate the need for approximately 950,000 s.f. for the 22-acre expansion and 184,000 s.f. for the existing campus.

This master plan must be a living document as programs, buildings, and prioritization may change over the course of many years. Initial purpose of this master plan is to engage City and State municipalities for their review and approval allowing some appropriate infrastructure to be designed and ultimately constructed. Infrastructure maybe the first phase of implementing this campus master plan.

Internal Campus Looking Southwest at Multi-Use Facility

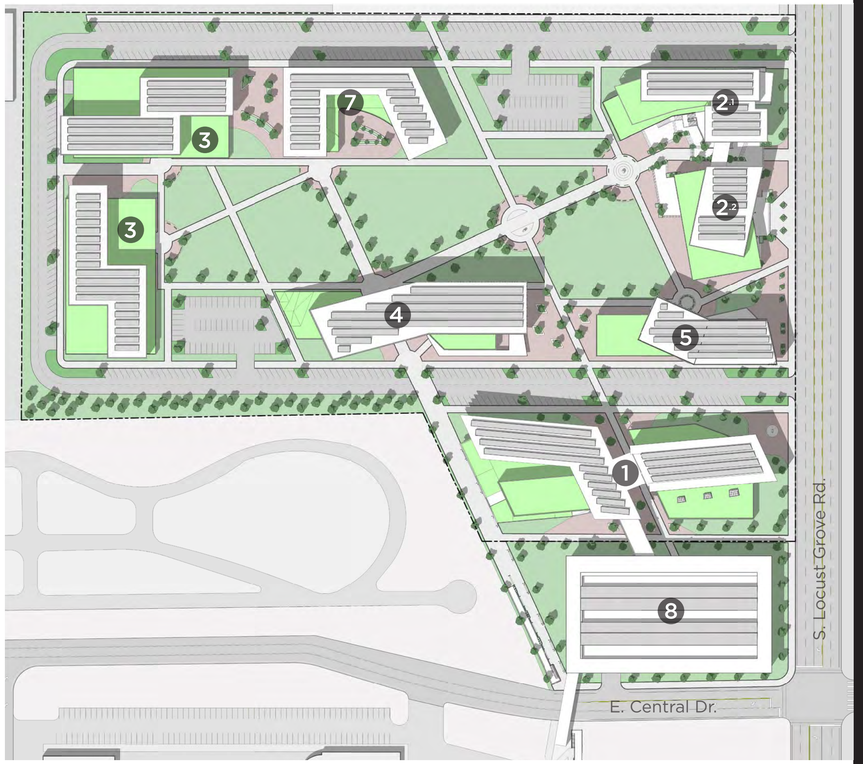


ATTACHMENT 1

Site Plan

1	Interdisciplinary Clinics 6 Floors 290,000 sf
2.1	Interdisciplinary Biosciences Research 6 Floors 129,000 sf
2.2	ISU Innovation Center 5 Floors 84,000 sf
3	Housing (2 Buildings) 5 Floors 130 Units, 100 Parking Stalls 132,500 sf
4	Multi – Use Facility 5 Floors 137,000 sf
5	Medical Education 6 Floors 116,000 sf
6	Maintenance + Utilities 2 Floors 24,000 sf
7	Living + Learning 5 Floors 1st + 2nd Floor Academic 3rd – 5th Floor 75 Housing Units
8	Parking Garage 6 Floors 1000–1200 Parking Stalls

Locust Grove Looking West



Enlarged Site Plan

1 Interdisciplinary Clinics
6 Floors
290,000 sf

2.1 Interdisciplinary Biosciences Research
6 Floors
129,000 sf

2.2 ISU Innovation Center
5 Floors
84,000 sf

3 Housing (2 Buildings)
5 Floors
130 Units, 100 Parking Stalls
132,500 sf

4 Multi – Use Facility
5 Floors
137,000 sf

5 Medical Education
6 Floors
116,000 sf

6 Maintenance + Utilities
2 Floors
24,000 sf

7 Living + Learning
5 Floors
1st + 2nd Floor Academic
3rd – 5th Floor 75 Housing Units

8 Parking Garage
6 Floors
1000–1200 Parking Stalls

HUMMEL ARCHITECTS

Looking South Towards Medical Education

ATTACHMENT 1

Campus Aerial Looking North

1 Interdisciplinary Clinics

2.1 Interdisciplinary Biosciences Research

2.2 ISU Innovation Center

3 Housing

4 Multi-Use Facility

5 Medical Education

6 Maintenance + Utilities

7 Living + Learning

8 Parking Garage

HUMMEL ARCHITECTS

Locust Grove Looking West to Internal Campus

ATTACHMENT 1

Campus Aerial Looking West

1 Interdisciplinary Clinics

2.1 Interdisciplinary Biosciences Research

2.2 ISU Innovation Center

3 Housing

4 Multi-Use Facility

5 Medical Education

6 Maintenance + Utilities

7 Living + Learning

8 Parking Garage

HUMMEL ARCHITECTS

Internal Campus Looking South at Multi-Use Facility

ATTACHMENT 1

Campus Aerial Looking Southwest

1 Interdisciplinary Clinics

2.1 Interdisciplinary Biosciences Research

2.2 ISU Innovation Center

3 Housing

4 Multi-Use Facility

5 Medical Education

6 Maintenance + Utilities

7 Living + Learning

8 Parking Garage

HUMMEL ARCHITECTS

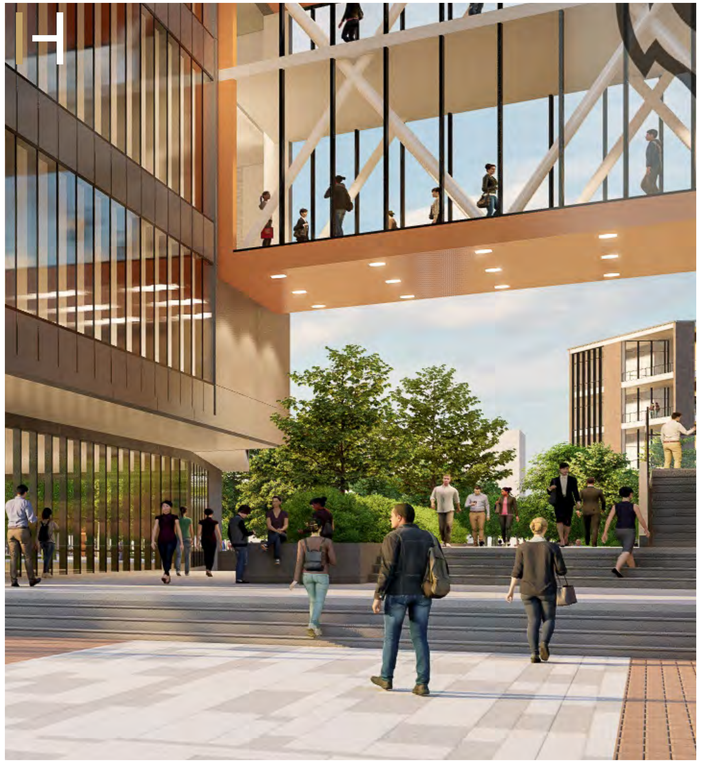
Corner of Central Drive + Locust Grove

BAHR

HUMMEL ARCHITECTS

Locust Grove Looking West
HUMMEL

Locust Grove Looking West



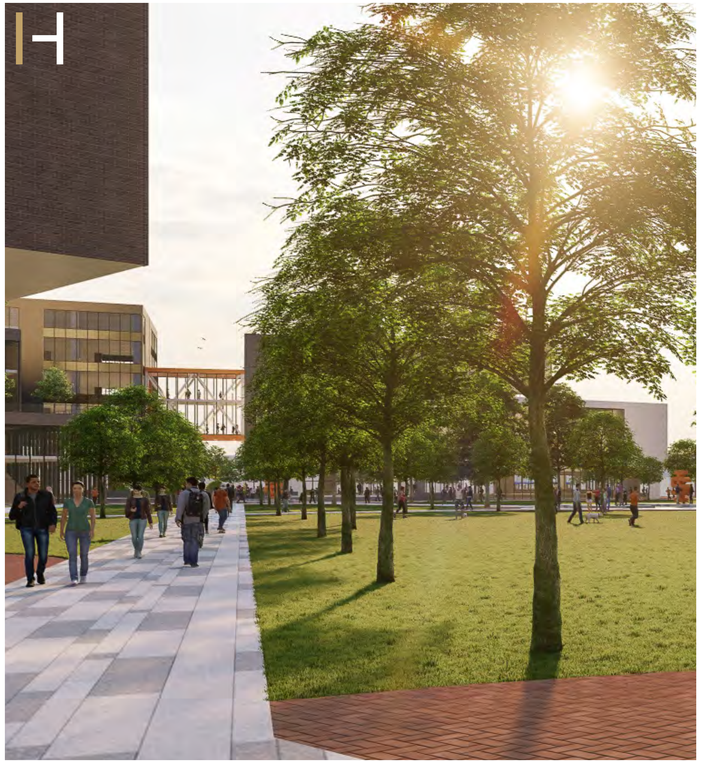
Locust Grove Looking Southwest

Pedestrian Path Looking North Towards Interdisciplinary Clinics

HUMMEL

Multi-Use Facility Looking Towards Interdisciplinary Clinics

HUMMEL ARCHITECTS



Living + Learning Looking Towards Multi-Use Facility

HUMMEL

Living + Learning Looking Southeast

BAHR

Interdisciplinary Biosciences Research Looking Towards Multi-Use Facility

HUMMEL

BAHR

HUMMEL ARCHITECTS

Internal Campus Looking Southwest

BAHR

HUMMEL

BAHR

HUMMEL
ARCHITECTS

TAB	DESCRIPTION	ACTION
1	UNIVERSITY OF IDAHO - ANNUAL REPORT	Information Item
2	UNIVERSITY OF IDAHO - 4-H AND STEM EDUCATION PRESENTATION	Information Item
3	IDAHO PUBLIC TELEVISION - ANNUAL REPORT	Information Item
4	IDAHO DIGITAL LEARNING ACADEMY - ANNUAL REPORT	Information Item
5	EDUCATOR PREPARATION PROGRAMS – PERFORMANCE MEASURES	Action Item
6	ACCOUNTABILITY OVERSIGHT COMMITTEE – ANNUAL REPORT AND RECOMMENDATIONS	Action Item
7	2023 LEGISLATIVE UPDATE	Information Item
8	BOARD POLICY IV.B. STATE DEPARTMENT OF EDUCATION AND IV.D. STANDARDS REVIEW PROCESS AND CERTIFICATION ENDORSEMENTS (NEW SECTION) – FIRST READING	Action Item
9	BOARD POLICY I.J. FACILITIES USE – FIRST READING	Action Item
10	TEMPORARY RULE – DOCKET 08-0201-2301 – ENROLLMENT REPORTING	Action Item
11	BOUNDARY COUNTY SCHOOL DISTRICT – TRUSTEE ZONE BOUNDARY CHANGES	Action Item

UNIVERSITY OF IDAHO

SUBJECT

University of Idaho (UI) Annual Progress Report

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section I.M.4

BACKGROUND/DISCUSSION

This agenda item fulfills the requirement established in Board Policy I.M.4 for each institution to provide an annual progress report on the institution's strategic plan, details of implementation, status of goals and objectives, and information on other points of interest in accordance with the schedule and format established by the Board's Executive Director.

The University of Idaho's annual published progress report is attached. Any updates will be provided through the presentation. Annual performance measure reports are presented to the Board at the regular October Board meeting.

IMPACT

The University of Idaho's strategic plan drives the University's integrated planning, programming, budgeting, and assessment cycle and is the basis for the institution's annual budget requests and performance measure reports to the State Board of Education, the Division of Financial Management and the Legislative Services Office.

ATTACHMENTS

Attachment 1 – Annual Report

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board Policy I.M. requires each institution and agency to report to the Board annually on "progress on the approved strategic plan, details of implementation, status of goals and objectives, and expanded information on points of interest and special appropriations."

The institution annual progress report gives the Board the opportunity to discuss advancement toward the institution's strategic plan goals, initiatives the institution may be implementing to meet those goals, barriers identified and progress toward the Board's educational system initiatives. Additionally, this time will be used to update the Board on the institution program prioritization implementation.

BOARD ACTION

This item is for informational purposes only.

WORLD CLASS IDAHO FOCUSED

ANNUAL REPORT | APRIL 2023

BEST COLLEGES U.S.News & WORLD REPORT NATIONAL UNIVERSITIES 2022-2023

NO. 1
BEST VALUE
Public University
in the **West**

University of Idaho

WORLD CLASS IDAHO FOCUSED

The University of Idaho delivers an unprecedented educational value for students and innovative research that fuels our state's economy.

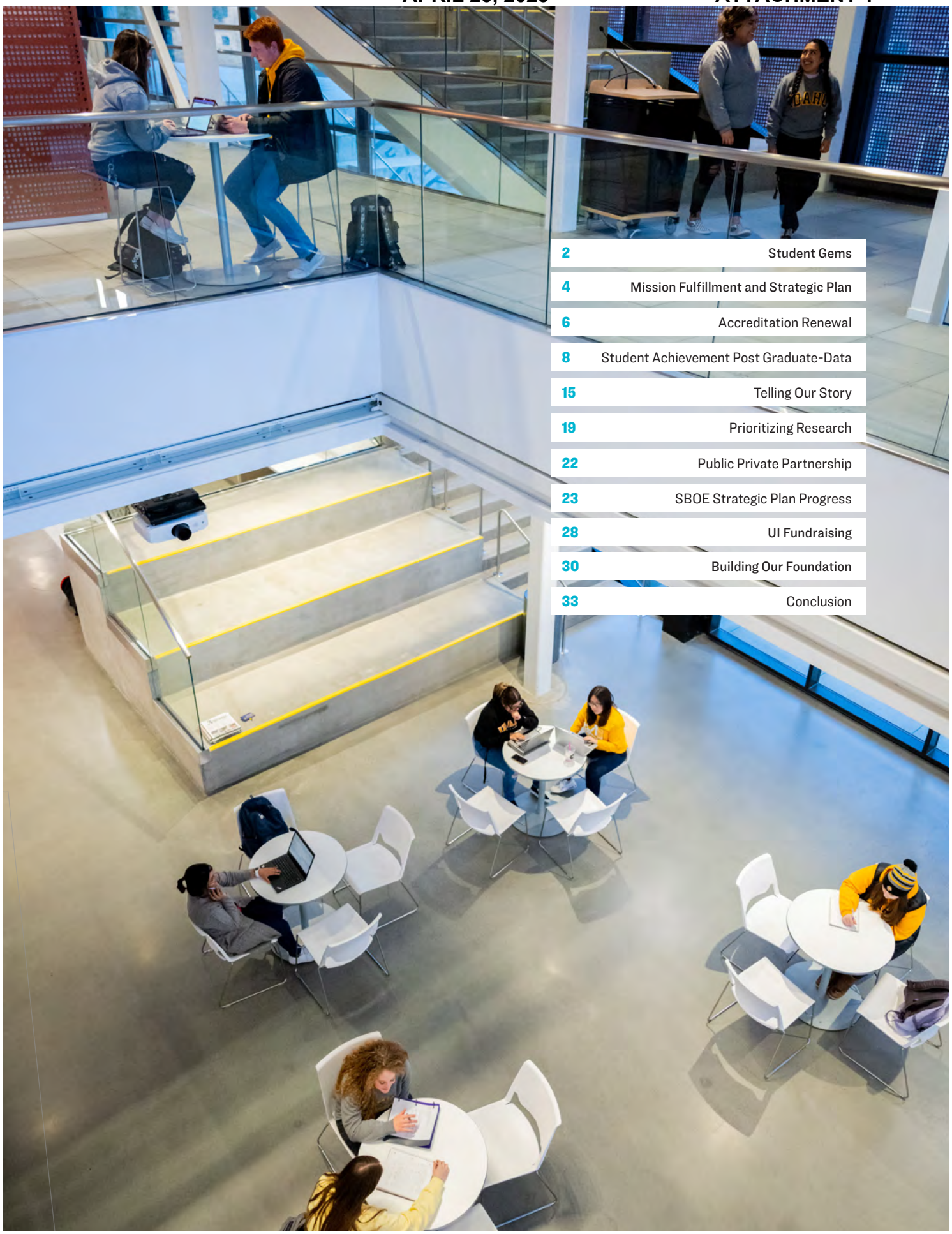
It is our mission to build on our rich traditions of access and outreach as Idaho's land grant institution. We educate Idaho's future leaders and disseminate our research to support residents in each of the state's 44 counties.

Our 2023 annual report, "World Class, Idaho Focused" includes countless examples of how the U of I advances its mission throughout the state. This report includes the progress made on our institutional strategic plan, highlighted by our successful accreditation review last spring. It also emphasizes our institutional pillars of supporting student success, prioritizing research and telling our story. In addition, this report establishes baselines related to the State Board of Education's new strategic plan.

The following pages feature just a handful of highlights from a banner year for the University of Idaho. From a record-setting freshman class, to research breakthroughs to new fundraising milestones, the U of I continues to build positive momentum. Our enrollment growth fuels our financial stability and investments in strategic priorities are beginning to produce big wins.

As students discover our immense value, our employees support Idaho industries and communities. The U of I truly is world class and Idaho focused.

President Scott Green

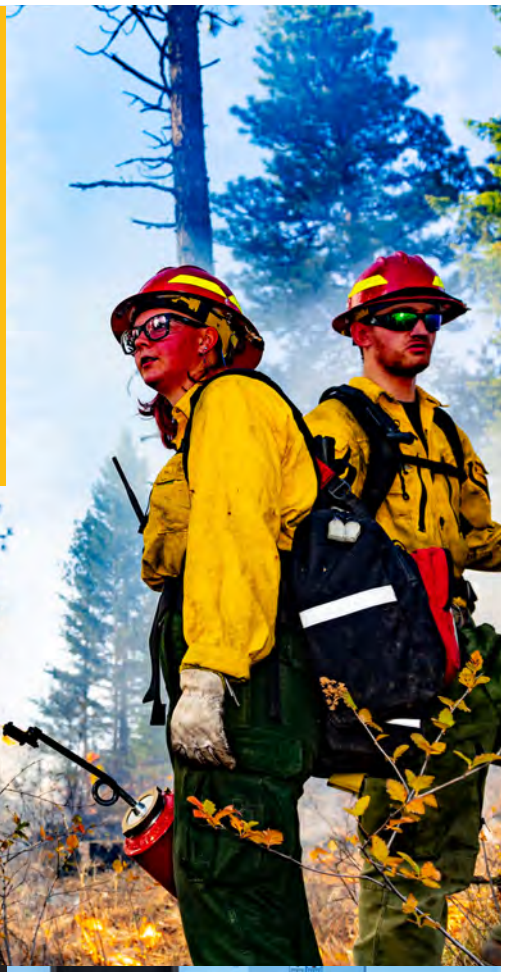


2	Student Gems
4	Mission Fulfillment and Strategic Plan
6	Accreditation Renewal
8	Student Achievement Post Graduate-Data
15	Telling Our Story
19	Prioritizing Research
22	Public Private Partnership
23	SBOE Strategic Plan Progress
28	UI Fundraising
30	Building Our Foundation
33	Conclusion

student
GEMS

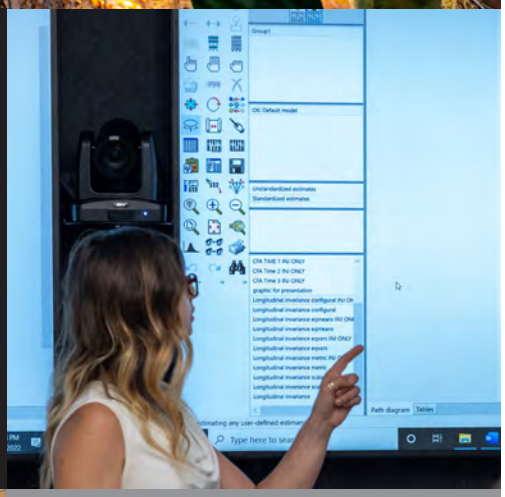
20 NATIONAL MERIT SCHOLARS

in 2022 freshman class and
61 total enrolled



2,525 DEGREES and CERTIFICATES

awarded in 2021-22



STATE-BEST 6-YEAR

Graduation rate increased from

59% to 61%.

Overall enrollment

INCREASE

of about **3%** in 2022

UI grads earn the

TOP STARTING SALARIES

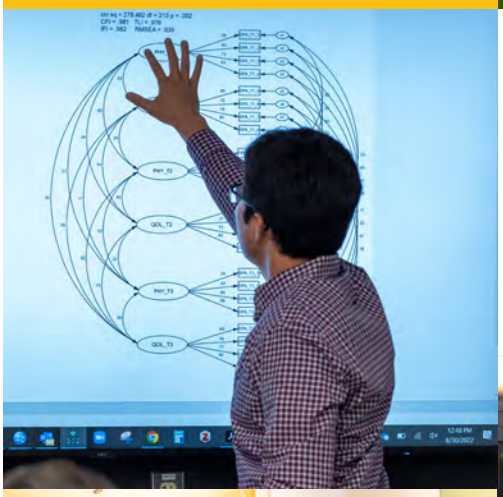
in Idaho

More than

$900K

in scholarships for

cybersecurity students



OVER HALF

of UI undergraduates participate in

RESEARCH,

highest in the state.

MISSION FULFILLMENT

In 2019, leadership took a fresh look at the university's progress on the 10-year strategic plan (2016-2025) and its strength to drive mission fulfillment. Facing a budget deficit and enrollment challenges, the university created a sustainable financial model to guide future university decisions. The result was the Vandal Hybrid Financial Model, developed using four guiding principles:

- Mission alignment
- Transparency
- Agility and adaptability
- Incentive based

The model drives our successful financial stability and future program development.

The Vandal Hybrid Finance Model has elements of program prioritization built into it that inform decisions about how to spend new revenues. We continue to use the model to reallocate current year funds and award new revenues based on the guiding principles above. As part of our last Academic Program Prioritization effort, the decision was made to close several programs. While we have had no new significant program prioritization activity to report since April 2022, we will officially close the Materials Science program in Spring 2023. There are two remaining undergraduates, one master's level and one Ph.D. student who all plan to graduate. The final faculty member's contract ends this semester.

With the disruption of the status quo and a new president, three strategic initiatives or pillars were identified in 2020 as the foundation for mission fulfillment:

1. **Supporting student success**
2. **Prioritizing research**
3. **Telling the story of our institution**

University leadership will continue to monitor and discuss strategic plan metrics. Progress is communicated annually, through the provost's report to the State Board of Education.

Rather than making reactive changes to immediately create a new strategic plan, the U of I has paused on further changes to strategic plan metrics to aggressively focus on strategic initiatives, mission, students, and collecting more consistent data. This strategy is working as evidenced by the recent accreditation renewal, as well as increases in enrollment and record-breaking scholarship support.

University leadership is committed to engaging more deeply with and learning from internal and external environments to identify targets that are better informed and aligned with the institution's mission. Future strategic plan work will be grounded in lessons learned from past processes and demonstrated evidence of where the University of Idaho will have the greatest impact going forward.

The Circle of Success shown in Figure 1 demonstrates how strategic initiatives support the U of I's mission and values.

Figure 1: Circle of Success

This framework is supported by the Northwest Commission on Colleges and Universities.

ACCREDITATION RENEWAL

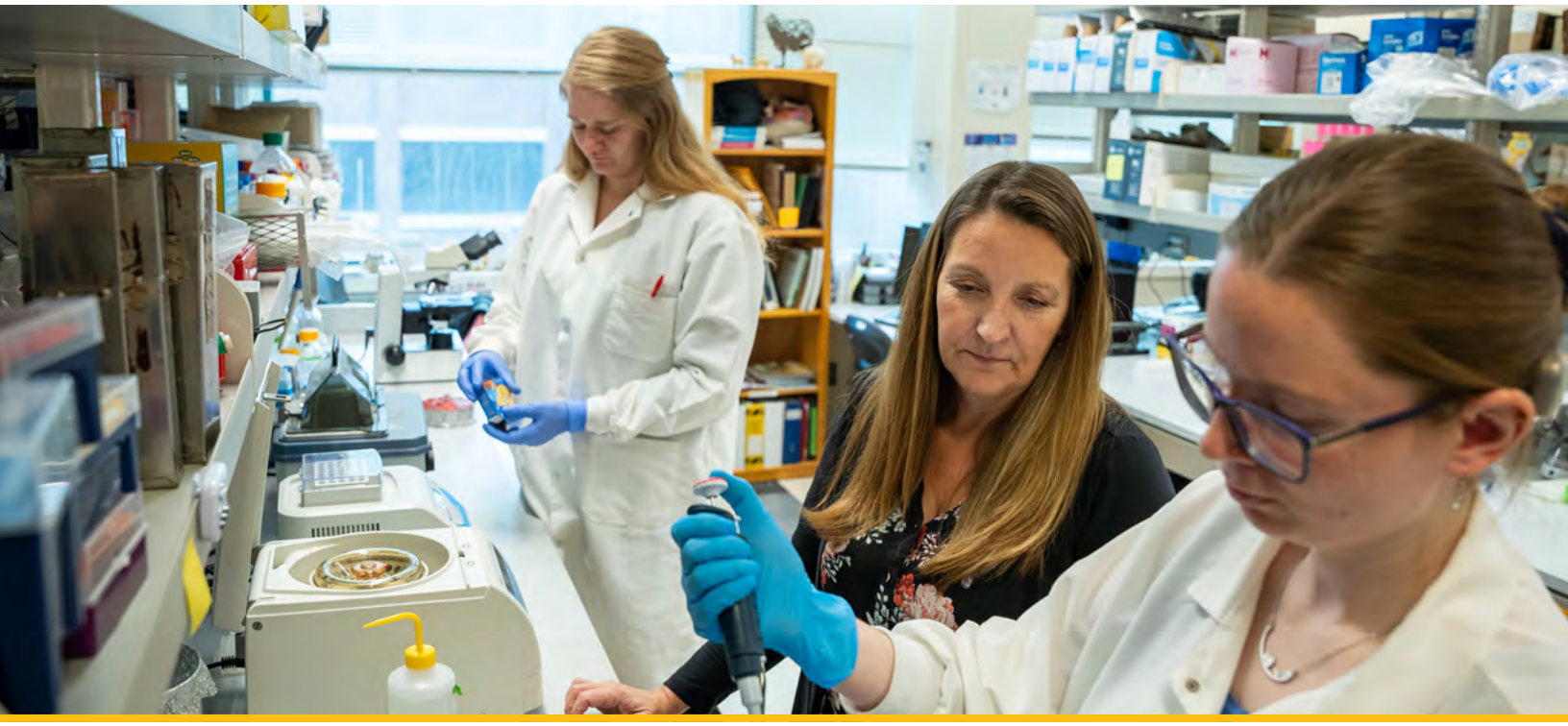
The U of I's accreditation was renewed in 2022 after undergoing the Evaluation of Institutional Effectiveness by the Northwest Commission on Colleges and Universities (NWCCU). The Commission's Peer Evaluation Report included four **commendations** for:

1. **The commitment and passion that faculty and staff have for the University of Idaho. Evaluators recognized the enthusiastic esprit de corps of the university, with the word "family" used many times.**
2. **Leadership of the President and Provost, and their teams, for significantly improving the financial situation of the university and focusing the institution on key strategic priorities. In general, evaluators noted a sense of optimism about the future of the institution, and trust in leadership to seek broad input on decisions.**
3. **Increased transparency and accessibility of actionable data to inform decision-making.**
4. **Its Student Success Team and University Advising Services support of U of I students. These groups have implemented several initiatives to add value for students. Some examples include adding additional advising positions, increasing interaction with students, accommodating student preferences for advisor appointments, developing advisor training, and conducting data-informed student outreach.**

The Commission did not highlight any areas out of compliance. The group issued five **recommendations** for areas "Substantially in Compliance but in Need of Improvement." They are:

1. Use the results of program and general education assessments to inform academic and learning-support planning and practices to continuously improve student learning outcomes.
2. Widely share within the institution indicators of student achievement, including but not limited to persistence, completion, retention and postgraduation success, for the purpose of closing barriers to academic excellence and success (equity gaps).
3. Publish on the University's website the disaggregated indicators of student achievement that are benchmarked against peer institutions.*
4. Ensure that there are clear policies for work assignments for faculty and staff, that they are applied consistently at the unit level, and that faculty and staff have a clear understanding of their work assignments and how those are reflected in evaluation criteria.
5. Evaluate current staffing levels for faculty and staff to ensure that the institution employs faculty and staff sufficient in role, number, and qualifications to achieve its organizational responsibilities, educational objectives, and academic policies, and ensure the integrity and continuity of its academic programs.

* The U of I has already addressed Recommendation 3. Other recommendations will be addressed in an ad hoc report to NWCCU due in 2025.



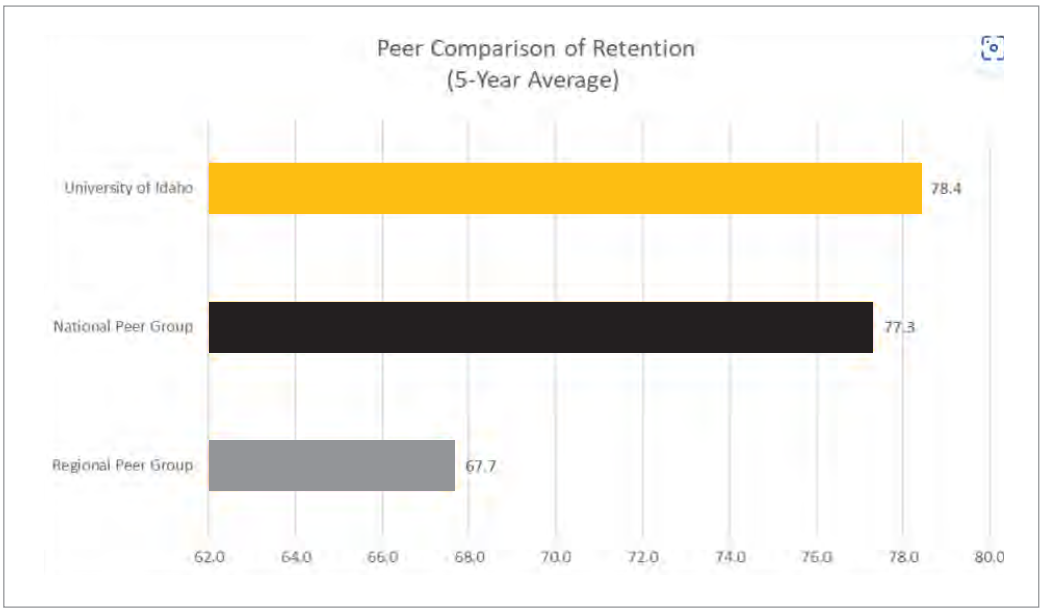
STUDENT ACHIEVEMENT AND POST-GRADUATION DATA

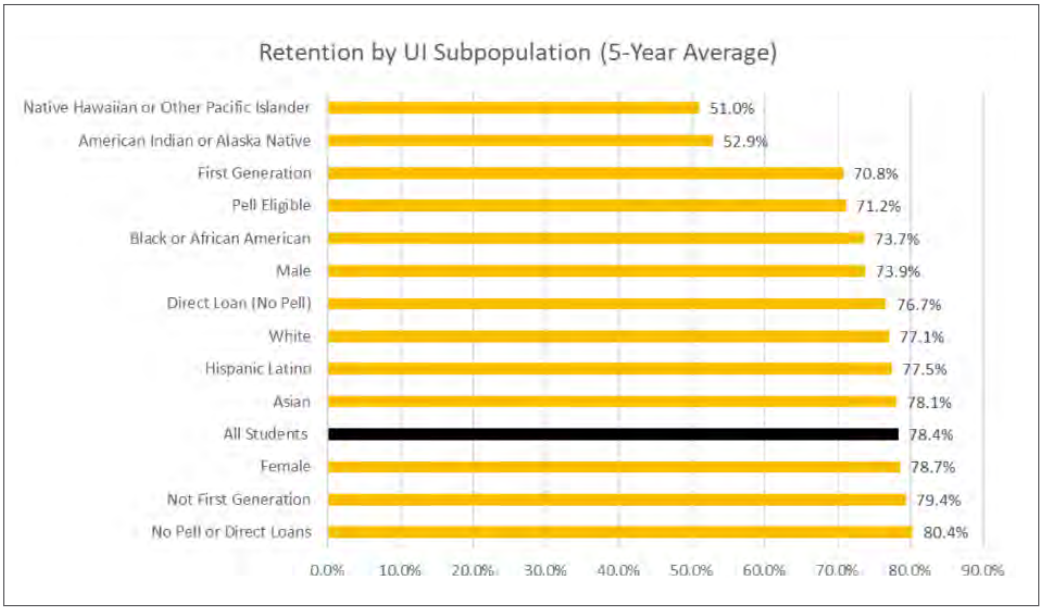
When considering student retention and persistence to graduation, we examine how a student is integrated into the campus community both academically and socially. Among many tools the U of I employs, warning indicators are placed in VandalStar by faculty when students are struggling academically. This triggers wrap-around services including tutoring, writing center support, or social support from resident advisors and others to give students the best opportunity to build their skills and graduate.

RETENTION

Retention is the percentage of first-year students that return to the same institution for the second year. Students who are not retained by the same institution may be enrolled at another institution.

Data Source: IPEDS, 2017 – 2021 (Five Year Averages)



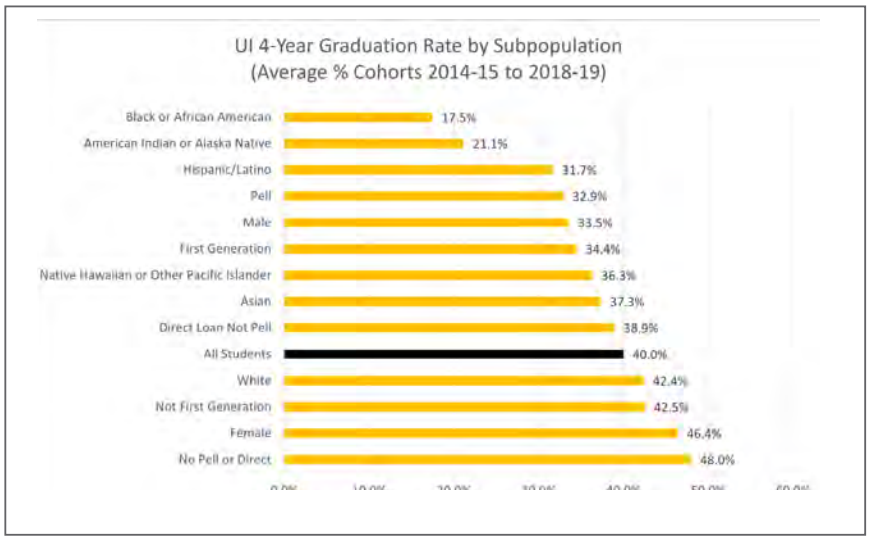


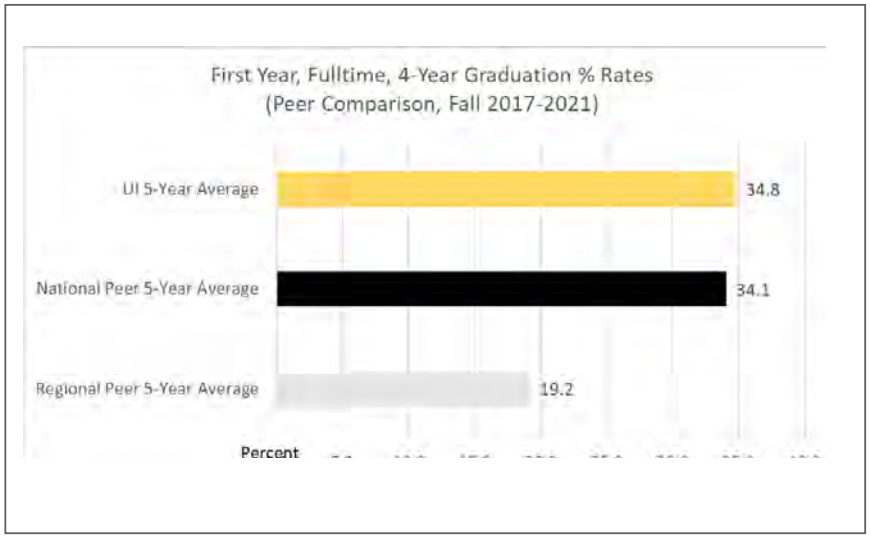
COMPLETION

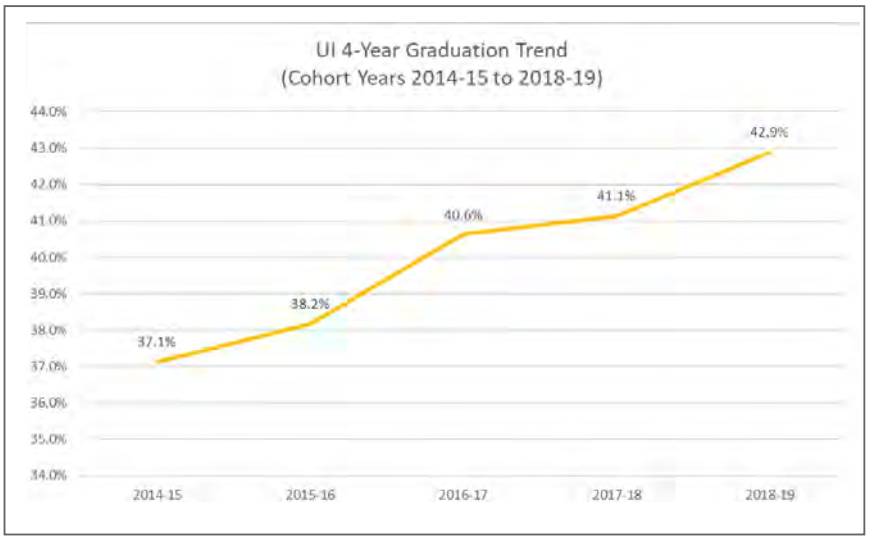
4 Year graduation rate

Completion rates provide the percentages of students who graduate or complete their program within a specified timeframe.

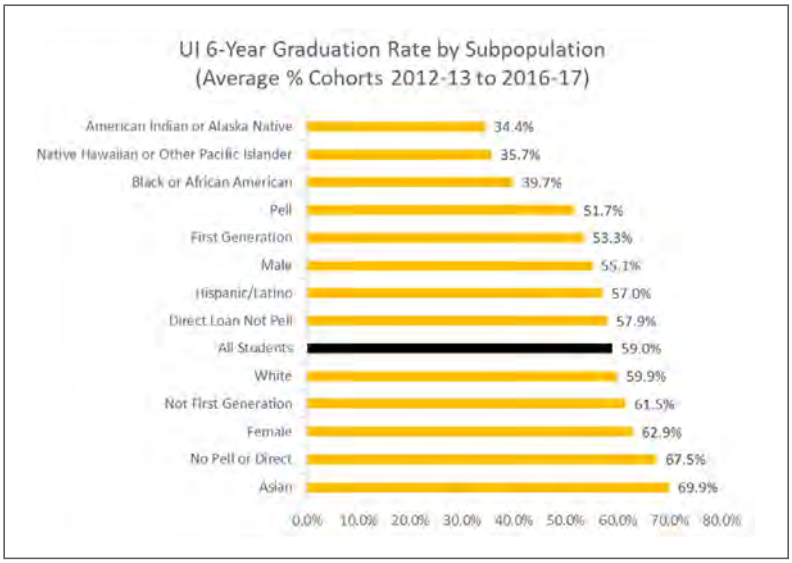
Data Source: IPEDS

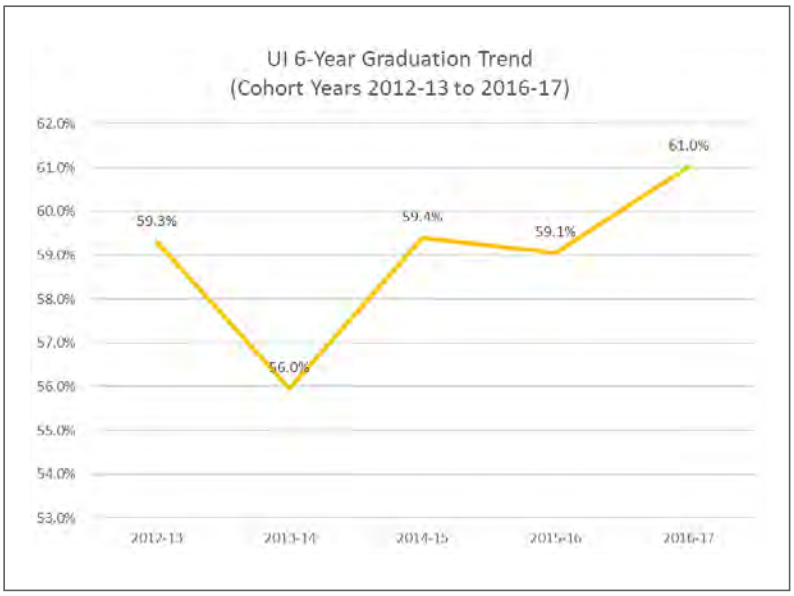




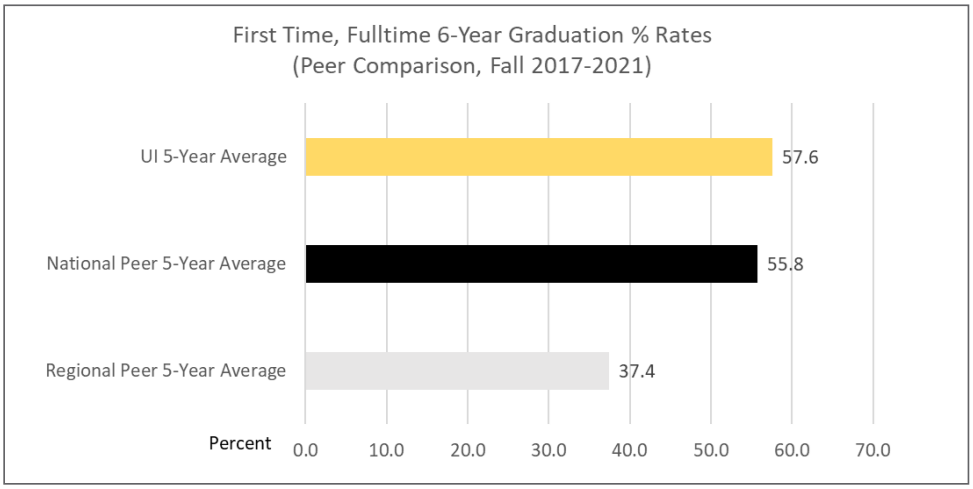


6 Year graduation rate





Overall, our retention and graduation rates are points of pride. It is important to identify students who may need different types of support to complete their degrees. The U of I invests in the College Assistant Migrant Program (CAMP) and Trio programs as well as others to support students who want additional services, and to build community. In addition, we re-formed a state-wide Hispanic Advisory Council. Members serve as advisors and advocates for recruitment, retention, and student onboarding programs to help all Hispanic students succeed. Other retention and graduation strategies are highlighted later in our Strategic Enrollment Plan (SEP).

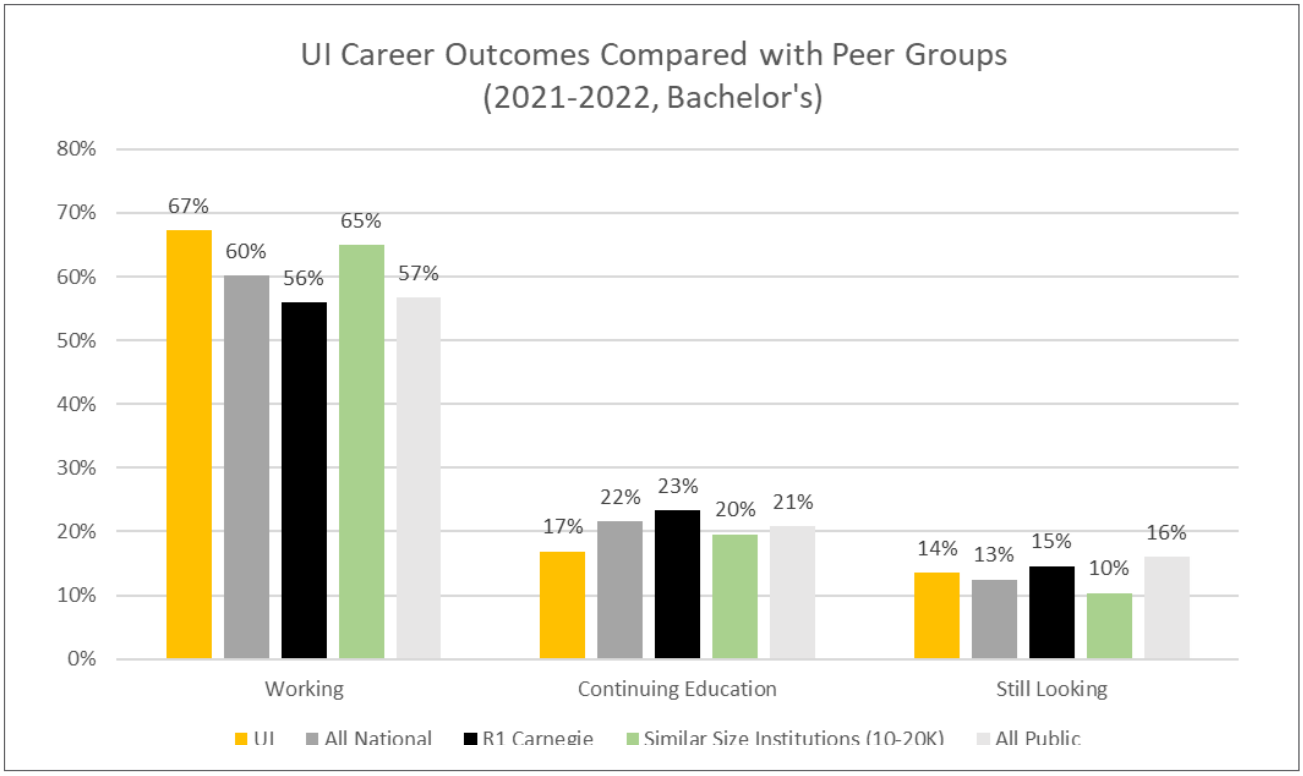


POST-GRADUATE SUCCESS

Post-graduate success is measured by how well students fare in their careers within six-months of graduation. Data is collected from U of I graduates using NACE's First-Destination Survey by the Career Center. We track the percentage of students who are working (part or full-time), continuing their education (earning another degree such as a master's or doctorate), or are still looking for employment.

Recent graduates are sent the survey approximately 5 months after graduation from the U of I.

More U of I graduates are working after graduation than their peers nationally. Fueling this success are frequent, large and successful career fair events, intertwined career objectives and classroom learning, and career counselors with strong ties to colleges and majors.



We have focused our efforts on programs that help students translate their education into practical workplace skills, make industry contacts, and establish careers in their chosen fields. Some examples include:

CAPSTONE PROJECTS

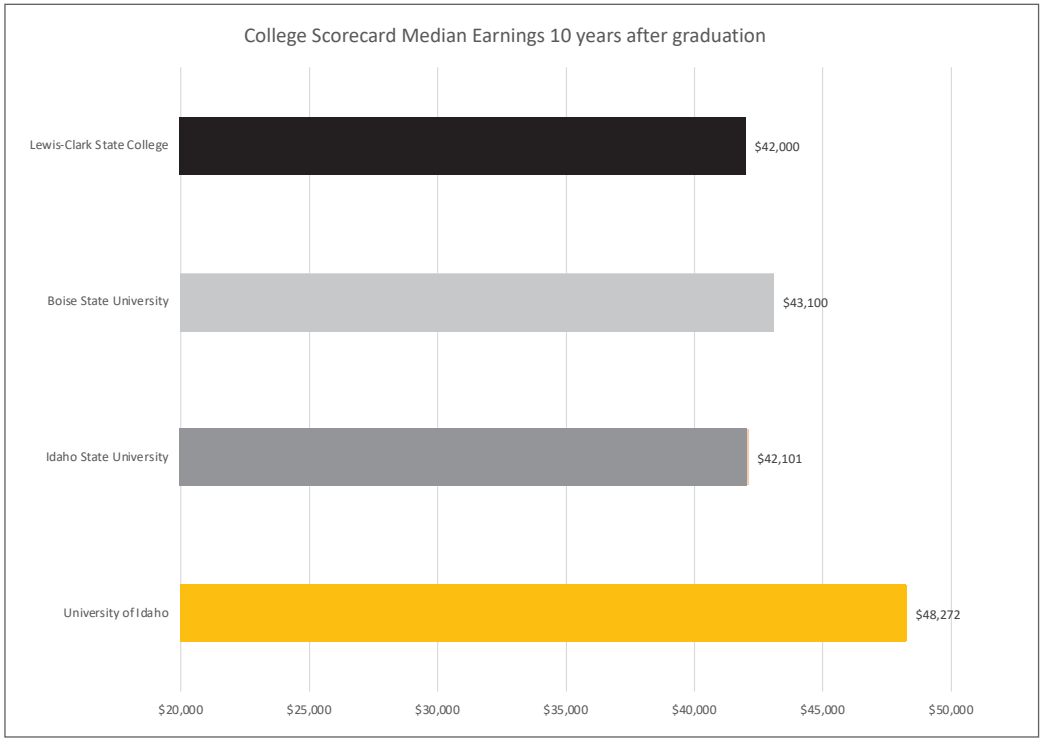
Most majors at the U of I require students nearing the end of their college years to create a project that integrates and applies what they've learned to a real-world challenge. The project might be a research paper, a performance, or a portfolio of "best work." These are increasingly tied to internships and other experiential learning to enhance their value and ensure students can translate their academic work into the real world. In many cases, professionals in industry serve as advisors and mentors for these projects.

CAREER FAIRS

Each year U of I Career Services brings hundreds of employers to campus to network with, interview and hire U of I students and alumni. Signature events include career fairs held twice annually and a teacher career fair featuring education recruiters from the Pacific Northwest and beyond. In the spring of 2023, a record 175 of employers attended the Spring Career Fair.

INTERNSHIPS AND CO-OPS

Students gain real-world experience in their fields, crafting opportunities with their faculty mentors, and college career advisors to support the connection between the theoretical and the practical. The U of I is the only university in the pacific northwest with a co-op program that allows students to alternate between academic coursework and paid full-time employment that counts toward graduation requirements.



STRATEGIC ENROLLMENT PLAN (SEP)

The University of Idaho consulted with Ruffalo Noel Levitz (RNL) in 2022 to formalize and implement the next Strategic Enrollment Plan (SEP). The SEP plan has resulted in the creation of task forces who are charged with the implementation of prioritized strategies to support student success.

THE SEP TASK FORCES ARE FOCUSED UPON:

- Financial Aid / Scholarship
- Integrated Recruitment / Communication
- Onboarding and Melt Reduction
- Retention
- Transfer Student Recruitment
- International Student Experience

Implementation of action items are linked to key performance indicators for **recruitment** and **retention/student success**. The recruitment goal is to increase the incoming freshmen class of 1) Idahoans, 2) Western Undergraduate Exchange and non-resident students, and 3) international students using effective marketing and financial support strategies. Additionally, **transfer strategies** are being implemented to help with transfer from a community college to the U of I.

To further enhance financial support for U of I students, the SEP includes a new scholarship program which includes **merit-based** and **need-based** scholarships. Additionally, there are new strategies to encourage and support more families to file a FAFSA which will further aid our Idahoans in making college accessible and affordable.

Student success is key to strategic enrollment management and the SEP addresses retention initiatives. **Strong academic advising is key** in supporting students in completion of their degree. The University of Idaho's coordinated advising model offers professional and faculty advising and mentoring strategies to provide wrap around support to our students.

Our career advisors are located within each college to support our students and encourage them to participate in **career fairs, internships, experiential learning opportunities, and high impact programs (HIPS).**

Academic living and learning communities within our residence halls are coordinated with colleges to promote strong engagement of our students and better retention and degree progression. Faculty led and individual **study abroad opportunities** with scholarship support allow our students to experience academic topics while gaining global perspectives that employers are demanding.

BEST VALUE IN THE WEST

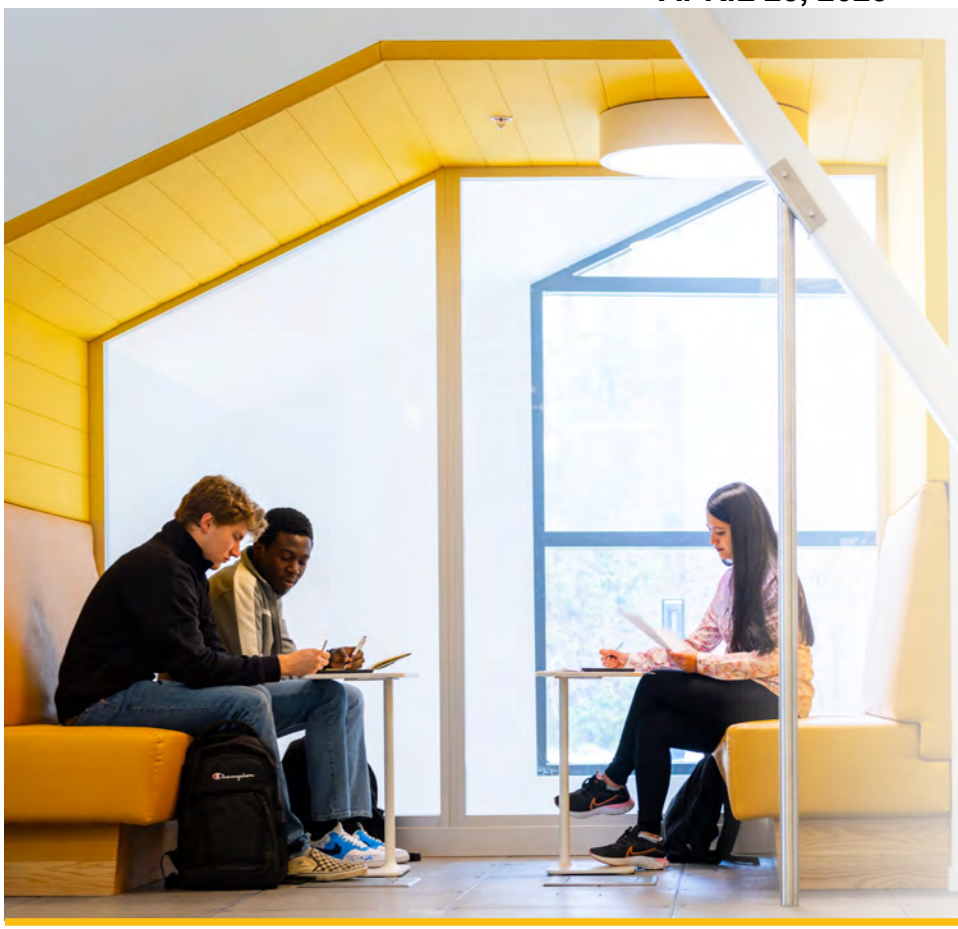
U.S. News & World Report named the University of Idaho the Best Value Public University in the West among public colleges for a third straight year and remained second nationally behind the University of North Carolina. The ranking recognizes the overall quality of the institution in relation to the cost of attendance and the level of need-based aid or scholarships offered. The U of I was also ranked in the top 6% of all public universities on the Top Public Schools list, ahead of regional land grant peers in Montana, Washington, Nevada, Wyoming and Utah.

BEST COLLEGES U.S.News & WORLD REPORT NATIONAL UNIVERSITIES 2022–2023

NO. 1
BEST VALUE
Public University
in the **West**

A+ RATING FOR SCHOLARSHIP TRANSPARENCY

The University of Idaho was the only school in the state recognized with an A+ rating in scholarship transparency by Universitybusiness.com. The rating is based on how well universities provide clear, easily accessible information about financial aid to ensure students and parents understand the net cost of a college education.



A RECORD NUMBER OF CAMPUS VISITS

Over the past two years the U of I has hosted more than 5,500 campus visitors, with about 3,500 prospective students touring campus. UIdaho Bound and Meet the Vandals events are attracting large numbers of prospective students. Our UIdaho Bound events throughout the spring will draw well over 1,000 students to explore campus, register for classes and take part in orientation activities. As of March 1 our admissions were up 12% over the same time last year.

THE COLLEGE TOUR

The U of I will be featured on Season 7 of the Amazon Prime series The College Tour in 2023. The video is currently available before Season 7 airs, and has already drawn thousands of views on YouTube in the first three months. When the episode is available via Amazon Prime, it will introduce thousands of viewers to the University of Idaho and will be a valuable tool for recruiting.

U OF I'S RETURN ON INVESTMENT

The Bipartisan Policy Center determined that the average student's return on investment at the U of I is $573,297. The BPC is dedicated to promoting policies that make education more affordable, accessible, effective, and efficient. The Center used data from the U.S. Department of Education to determine its net return on investment figures.

STUDENT SUCCESS

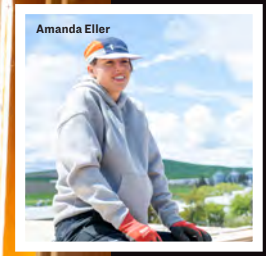
Simon Nguy explored the world of investing at the U of I through the Davis Investment Group. The program allows a team of students to manage a portfolio of $900,000 in long-term investments, providing hands-on experience in the finance world. Nguy interned at Mountain West Bank in Coeur d'Alene and he plans on a career in finance.

As a 2021 Summer Undergraduate Research Fellow, senior ***Grace Meyer*** worked alongside U of I professor Omi Hodwitz on the Guantanamo Recidivism Study and the Terrorist Recidivism Study, collecting demographics on people accused of terrorism who were held in military detention at Guantanamo Bay, and those convicted of terrorism in the U.S. court system. She helped compile data with the goal of answering a question: Which system is more effective at preventing recidivism? Were people held in one system more likely to commit another crime after being released than those held in the other?

Madalyn Asker

STUDENT SUCCESS CONT.

Sterling Jones


Amanda Eller

Brenna Church

U of I students often learn by taking on our state's toughest challenges. The affordable housing shortage is affecting communities throughout Idaho. Architecture students ***Madalyn Asker, Brenna Church, Amanda Eller and Sterling Jones*** helped design and build the first of several small houses in Lupine Flats, a planned community of six homes in Moscow. A partnership with the Moscow Affordable Housing Trust and a private construction firm enabled the students to gain invaluable experience on the job site while directly addressing the housing shortage. The first completed home was purchased last year, and the proceeds will go toward building more small houses in the coming years.

Senior ***Keera Paull*** spent last summer extracting and sequencing bacteriophage and bacterial DNA from honeybee samples collected in the Pacific Northwest. Her goal is to help protect bees from American foulbrood, a fatal honeybee disease caused by bacteria that kill bee larvae. Paull, who earned the Beverly Flowers Memorial Scholarship, helped researchers understand how microbes in a honeybee's environment contribute to bee health.

PRIORITIZING RESEARCH

The University of Idaho drives Idaho industries and provides practical solutions to the world's toughest challenges. From agriculture to hydrology to forestry and education, U of I research delivers immense value by re-patriating federal dollars through grants that enrich our communities.

HIGHLIGHTS

- Last fall, faculty in the College of Agricultural and Life Sciences won a grant worth up to **$55 million from the U.S. Department of Agriculture** to fund climate-smart agriculture research in our state. The grant will enable the U of I to deploy much of its research to farm and ranch partners at scale to evaluate the return on investment of implementing practices like cover cropping and low water usage technologies. These tools hold the promise of improving water quality while using less water and helping sustain plant and soil health.

- A U of I-led research team earned a **$6.8 million award from the USDA's National Institute of Food and Agriculture's Specialty Crop Research Initiative** to develop new diagnostic tools, management practices and resources for controlling harmful nematodes in potato fields. The four-year project is funded through the USDA National Institute of Food and Agriculture's Specialty Crop Research Initiative. The project's goals include developing support models to guide growers' management decisions, identifying molecular assays to differentiate nematode pathotypes, developing resistant potato varieties and creating a "smart chemical" for nematode-specific control.

- Faculty in our College of Education received a **$2 million grant from the National Science Foundation** to address the underrepresentation of American Indian and Alaska Native students-based STEM education activities for public K-12 and undergraduate students. The U of I will help develop American Indian/Alaska Native-based STEM education activities for all public school levels through undergraduate studies, expand the network to tribes and communities serving AI/AN students and design faculty development models to encourage more participation in teaching.

- College of Natural Resources professor Leda Kobziar is pioneering a new area of research called pyroaerobiology – the study of living microorganisms found in plumes of forest fire smoke – to better understand the effects of fire on human and ecological health. Kobziar earned a **$500,000 grant from the National Science Foundation** to fund her research, which could have major implications for fire mitigation, fire recovery and air quality.
- The **Center for Ecohydraulics Research** is housed at the Idaho Water Center in Boise, and provides graduate students a world class research program to study links between physical processes and aquatic ecosystems. The program interacts with the U of I's other water programs in the College of Natural Resources, the Idaho Water Resources Research Institute and the Waters Resources Program.

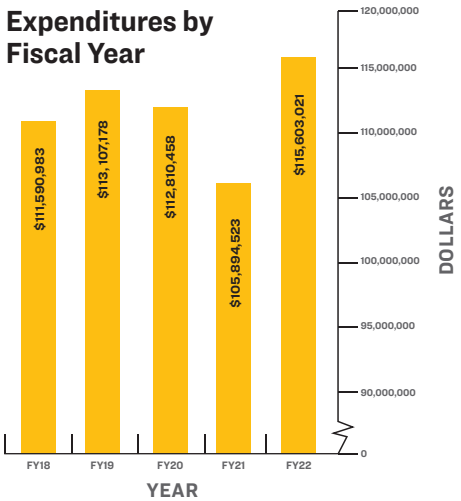
$115.6 MILLION IN EXPENDITURES

A university working group focusing on the steps to achieve R-1 status under the Carnegie Classification of Institutions of Higher Education developed a roadmap in 2020. U of I will invest in post-doctoral researchers and graduate students to help faculty accomplish research objectives. The benefit to the university, the state of Idaho and our partners throughout the state will be a larger share of federal research dollars, higher quality research programs and a greater ability to attract quality faculty and students.

FY22 RESEARCH ACTIVITY AND EXPENDITURES

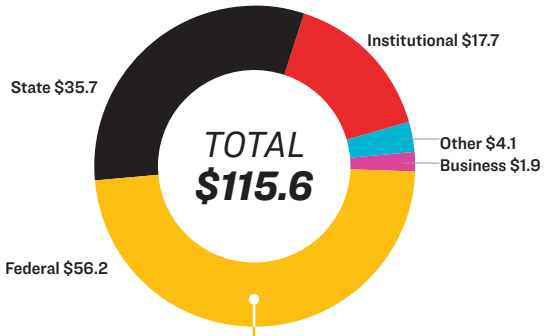
Expenditures are actual dollars spent on research as a measure of research activity, a research activity is the number of proposals and dollars awarded, not all of which is spent at the time of the report.

Total Research Expenditures by Fiscal Year



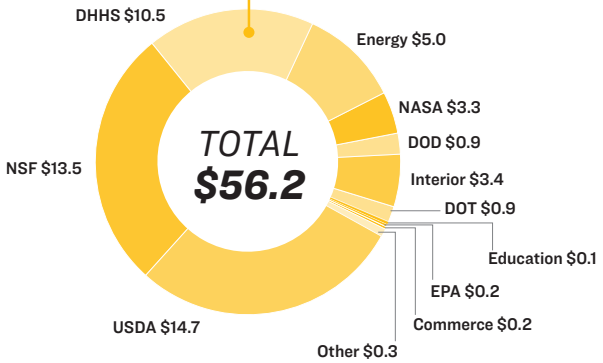
Total Research Expenditures in FY22 by Funding Source

(Dollars in Millions)



Portion of Federal Research Expenditures by Sponsoring Agency

(Dollars in Millions)



Summary of Sponsored Proposals & Awards Activity in FY22

SPONSORED PROJECTS	NUMBER	AMOUNT
Proposals Submitted	813	$417,691,090

AWARDS RECEIVED	NUMBER	AMOUNT
New Awards	453	$70,896,215
Other Actions	280	$42,828,377
TOTAL AWARDS	**733**	**$113,724,592**

FY 22 STATS	$116 M in research expenditures;	453 new awards	20 invention disclosures	13 new licenses

PUBLIC PRIVATE PARTNERSHIP (P3) LEADS TO POSITIVE OUTCOMES

In November 2020, the University of Idaho signed a 50-year concession agreement for the institution's utility systems. It is an exciting example of a funding mechanism that monetizes non-strategic assets, transfers risk to the private sector, promotes high quality educational programming, and ultimately enhances creativity and coordination by bringing many experts to the table. The partnership with Sacyr Plenary Utility Partners Idaho (SPUPI) and McKinstry provides a new metric driven strategy to invest in student success, research and telling our story to better recruit students. It delivers benefits to the state of Idaho and taxpayers by providing financing for a deferred maintenance plan for our utility systems. With this P3 agreement, the University has benefitted from a minimum annual investment of $6 million in revenue generating strategic initiatives.

STATE BOARD OF EDUCATION STRATEGIC PLAN PROGRESS

GOAL 1

OBJECTIVE A: DATA ACCESS AND TRANSPARENCY

- A+ rating for **scholarship transparency**: The University of Idaho was the only institution in the state recognized with an A+ rating in scholarship transparency by Universitybusiness.com.

OBJECTIVE B: ALIGNMENT AND COORDINATION

- Full implementation of the **I Transfer portal**, which allows a student to enter previous coursework to see how it will apply to any degree across the University, even prior to application.
- Inclusion of four-year plans in our catalog which allows both the freshman student as well as future transfers to understand the **pathway to completion** in four years.
- Recent purchase of TES software that will be a new and more readable interface for our **transfer equivalencies** will replace the current home-grown transfer equivalency guides. The new software provides a more modern and versatile program that will include a better display of our transfer equivalencies and allow faster turnaround in course evaluations.
- Transition to a **fully digital transcript** receiving process from the Admissions Office allows for better customer service in our ability to track where a transcript is in the evaluation process.
- The Office of the Registrar worked with departments to **better align our test score credit awards with the other Idaho institutions**, specifically in the area of international baccalaureate test credits.
- The Office of the Registrar is working with the Department of Modern Languages to award ACE recommended language credit for STAMP test scores, which is the system used at the institution to measure language proficiency. These scores will award credit and will also come with a **digital badge** from the administering test agency.

GOAL 2

OBJECTIVE A: RIGOROUS EDUCATION

- The U of I's 2022 freshman class included 20 **National Merit Scholars**. There are now 61 National Merit Scholars enrolled at U of I.
- The average **incoming GPA** for U of I freshmen is 3.47. Of first-time, first-year students 29% had a GPA between 3.75 and 3.99, and 7.4% had a GPA of 4.0.

OBJECTIVE B: SCHOOL READINESS

- This year the U of I launched the **4-H Learn Everywhere** pilot to allow K-12 students to earn school district approved credits for 4-H project mastery. The innovative 4-H Learn Everywhere program successfully connects public, private, online, and homeschool students with **hands-on experiences** that propel them toward high school graduation.
- As Idaho's first provider to implement this program, we are offering two projects this inaugural year, Civic Engagement: Know Your Government and Animal Science. These two projects were selected because of their well-developed curriculum, community support, and strong program participation. School districts are requiring approval on a case-by-case basis, therefore the pilot is working with three counties to start. **Know Your Government** – Civic Engagement is signing up students now to participate, and **Animal Science** students will begin their programs in Spring 2023. 15 students have started the process to receive credit for participation in one of the projects.

GOAL 3

OBJECTIVE A: HIGHER LEVEL OF EDUCATIONAL ATTAINMENT

- U of I awarded **2,525 degrees and certificates** in 2021-22.
- Plans are underway to award associate degrees to students who've completed the requirements for a two-year degree, but stopped out before earning a bachelor's degree.

OBJECTIVE B: TIMELY DEGREE COMPLETION

- U of I has the top **6-year graduation rates** in the state. 6-year grad rate raised from 59.1% to 61% in 2022.

OBJECTIVE C: ACCESS

- About **52%** of incoming freshmen in 2022 were **first-generation** college students.
- **Cultivating Future Educational Leaders for Idaho Schools**

  The West Ada School District, Idaho's largest school district, faced a critical shortage of qualified candidates for leadership positions. Realizing that they needed to act quickly, administrators turned to the University of Idaho's **College of Education, Health and Human Sciences** for a solution. Having partnered with the university before to address staffing needs, West Ada School District was confident that the university's Educational Leadership program would provide them with highly qualified and competent candidates to fill these critical roles.

  In May, **26 teachers are graduating with their principal credentials**, ready to step into leadership positions. The U of I's Educational Leadership program not only helps to fulfill the district's needs for leadership, but it also helps to retain experienced teachers in the field of education. These new principals will serve as role models and inspire future teachers to continue their education and take on leadership positions themselves.

  Through our partnership with the West Ada School District and other districts throughout the state, our program will help to address the pressing need for educational leaders in Idaho. Our graduates will not only serve as role models and inspire future teachers but will also make a positive impact on their schools and communities, creating better outcomes for Idaho students.

- **Leading Cybersecurity in the Northwest**

  At the University of Idaho, we are proud to be one of the National Security Agency's first seven National Centers of Academic Excellence in Cyber Defense Education. Our commitment to cybersecurity training, education, and research has made us a leader in the field.

  Our programs are designed to train cybersecurity professionals at all levels of deployment, from entry-level system analysts to the most sophisticated researchers. With full-fledged Bachelor's, Master's, and PhD programs, we provide students with the technical skills necessary to make Idaho's industry a leader in next-generation cybersecurity.

  We are proud to offer more than **$4 million in cybersecurity training scholarships** through the CyberCorps Scholarship and Grant for Service from the National Science Foundation. These scholarships cover full tuition and fees, as well as a $25,000 stipend for upper division undergraduate students and $34,000 for graduate students studying cybersecurity. We have 95 students enrolled in our bachelor's and master's degree programs, and we are excited to launch our new PhD program next year. We are committed to providing our students with the best possible cybersecurity education and training, and the University of Idaho is uniquely positioned to lead the way in this field.

GOAL 4

OBJECTIVE A: WORKFORCE ALIGNMENT

The University of Idaho's College of Natural Resources launched three new **associate degree programs** in 2022 aimed at meeting the growing workforce needs in forestry industries. The programs in wildland fuels and fire mitigation, forestry operations, and forest nursery management, prepare students for jobs after two years of education. These offerings were approved by the State Board of Education in April 2022 and are the first associate degrees offered at the University of Idaho.

With the introduction of these new degree programs, the University of Idaho is taking a crucial step toward addressing the growing workforce needs in forestry and is providing excellent opportunities for students to pursue their career goals. The coursework in these programs is flexible, and students gain essential skills through hands-on training while forming partnerships with real-world stakeholders in the forestry and forest products industries. Despite the timing of final approval, five students have already enrolled in the new two-year degree programs in the Spring 2023 semester, and there has been significant interest with over 80 applicants for the Fall 2023 semester.

OBJECTIVE B: MEDICAL EDUCATION

- The WWAMI (Washington, Wyoming, Alaska, Montana, and Idaho) **Project ECHO Idaho,** launched in 2018, is instrumental in addressing the unique needs of Idaho's medical sector. In a largely rural state where access to quality healthcare can be a challenge, ECHO Idaho has partnered with healthcare providers across the state to offer innovative and responsive strategies.

  Through regularly scheduled Zoom sessions, ECHO Idaho has been able to provide free continuing medical education credit to nearly 6,000 participants, improving their knowledge about 14 different clinical content areas and offering over **26,000 hours of free training**. By doing so, ECHO Idaho is bridging the healthcare gap for Idaho's r**ural and underserved communities**.

  One of the major benefits of ECHO Idaho is that it helps address the shortage of healthcare professionals in rural areas. By providing continuing education and support to healthcare providers across the state, ECHO Idaho is helping to increase knowledge for providers in rural and professional shortage areas, enhance professional satisfaction and reduce isolation, and ultimately retain providers in rural areas. This is reflected in the program's statistics: during 2022, ECHO Idaho provided education through 14 distinct programs and content areas, providing 537 professional development sessions to 1,454 unique healthcare professionals.

- Founded in 2017, the **North Idaho Area Health Education Center (NI-AHEC)** in partnership with Idaho's premier medical school, WWAMI, works to develop a pipeline of healthcare professionals equipped to meet the unique needs of Idaho's rural and/or underserved communities. As one of three Centers in Idaho, NI-AHEC partners with local organizations, clinics, hospitals, and schools to develop and deliver a portfolio of learning opportunities for students in grades 9-12, health professions students, and health care professionals.
- Since 2013, the Idaho WWAMI Medical Education program has partnered with rural and underserved communities across the state of Idaho to participate in the **Targeted Rural Underserved Track (TRUST)** program. This program matches medical students to these communities where they work longitudinally with physician preceptors over the course of their medical school careers. This experience helps generate a physician workforce specifically trained for rural and underserved areas.

UI FUNDRAISING

- In October, the U of I launched the final phase of its capital campaign: **Brave. Bold. Unstoppable.** The campaign centers on three themes – Student Success, Sustainable Solutions for Idaho and a Thriving Idaho for All, and the goal is to raise **$500 million by 2025**. Through FY 2022 the campaign had raised more than $342.5 million, including more than **$110 million toward scholarships**.
- The U of I set a new fundraising record, bringing in **$64.6 million in FY22**. A total of **6,464 donors** made 15,089 gifts. 114 new endowments were established through $11 million in gifts.
- Vandal Giving Day (April 4. 2022), saw the U of I raise $732,396 in just 1,889 minutes.

GIVING HIGHLIGHTS

INDIVIDUALS/FAMILIES

- **William C. Fitzhugh, M.D. '71**, who passed away last year, left an estate gift of more than $3 million to support scholarships for Idaho WWAMI medical students, which will help reduce the cost of a medical education and address the shortage of physicians in Idaho. Dr. Fitzhugh grew up in Kimberly, Idaho and practiced ophthalmology in southern Idaho for 34 years.
- **Karen Harris** gave $300,000 in FY22 to establish a scholarship endowment to honor her late husband, **Frank W. Harris '67**. A few months later, she made her second gift by committing a bequest valued at $300,000, which will grow the endowment, ensuring scholarship support for mechanical engineering students in perpetuity.
- Micron co-founder and entrepreneur **Tom Nicholson** '59 and his wife Diana are long-time U of I volunteers and donors whose recent gifts totaling $1 million will benefit the College of Agricultural and Life Sciences, the ICCU Arena and Vandal Success Scholarships.

CORPORATIONS/ORGANIZATIONS

- **Scoular,** a leading provider of agribusiness supply chain solutions worldwide, in North America and Asia, gave $500,000 to the Idaho Center for Agriculture, Food and the Environment (CAFE).
- **St. Luke's Health System** is the only Idaho-based, not-for-profit health system. In addition to its previous support of the Idaho WWAMI building, in FY22 the group gave $500,000 to the scholarship endowment it established to support Idaho WWAMI medical students.
- **AgWest Farm Credit** has provided financial support to several U of I initiatives for more than a decade. In FY22, the agricultural lending cooperative gave $300,000 to support technology and infrastructure at the Pitkin Nursery, which serves as the State Nursery of Idaho, and $300,000 to an endowed professorship in soil sciences.
- Lumber producer **Idaho Forest Group's** gifts of more than $600,000 are supporting industrial robotics labs and equipment, precision forestry and supply chain innovation, scholarships and student recruitment efforts.
- **The Laura Moore Cunningham Foundation** continues its generous support through a gift of $500,000 to the McCall Field Campus, along with more than $360,000 to advance student success through its access and business scholarship endowments.

BUILDING ON OUR FOUNDATION

IDAHO CAFE

Thanks to key investment from the state, the Idaho Center for Agriculture, Food and the Environment is becoming a reality this year. When finished, CAFE will be the largest research dairy in the country and allow faculty and staff to address constraints on water usage and environmental quality while supporting the agricultural sectors of dairy, livestock and cropland, as well as the food processing industries. A partnership between education, industry and economic development stakeholders will result in dynamic research and education to develop solutions to complex problems.

Research at CAFE will cover a broad range of areas from agriculture economics impacts and labor management to nutrient and wastewater management.

PARMA RESEARCH AND EXTENSION CENTER

Idaho has nearly 25,000 farms and ranches, which produce more than 185 different commodities. One of the founding missions of the University of Idaho is to help these farmers, ranchers and associated businesses succeed, through our research and education programs. And one of the best ways to see this in action is at the Parma Research and Extension Center. In 2025, the Center will celebrate a century of supporting Treasure Valley farmers through research focused on the production, harvesting and storage of vegetables, forages, cereals, hops, mint, fruit and seed crops. This partnership has helped ensure Idaho seeds are ranked the best in the world. Seeds like lettuce, carrots, onions and turnips are harvested, cleaned, packaged and shipped to more than 120 countries worldwide – creating thousands of Idaho jobs in the process. The new research and extension center will allow the U of I to deliver critical research and service to Idaho growers.

MCCALL FIELD CAMPUS

Our McCall Field Campus is home to the McCall Outdoor Science School, or MOSS, the premier experiential STEM Education program in Idaho. Each year, thousands of Idaho K-12 students visit the McCall Field Campus to gain hands-on education in STEM fields.

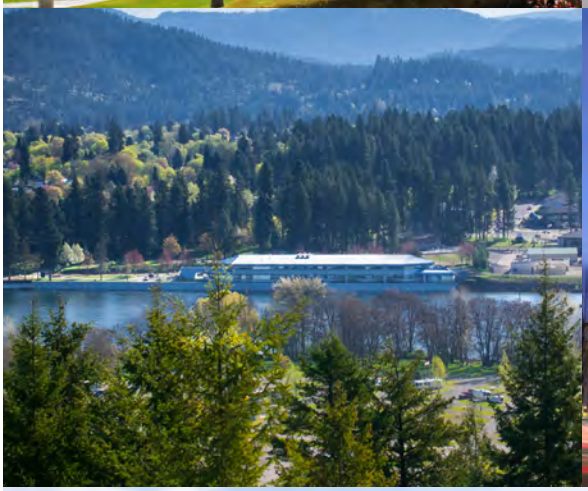
Plans are in place to expand and remodel the dining lodge and kitchen as part of the campus master plan. The expansion will triple the capacity of the facility.

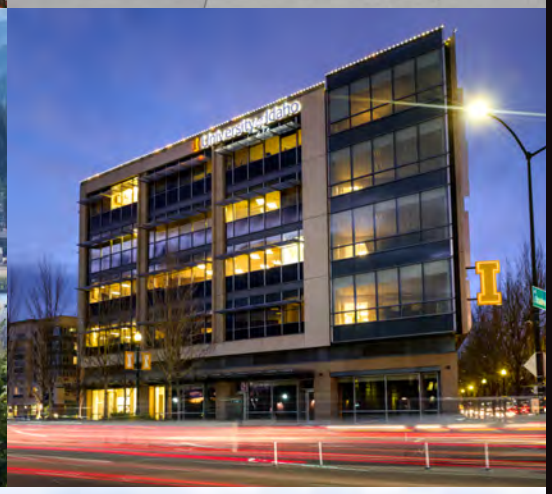
The MOSS program aligns with the workforce goals of major employers in our state including Micron and the INL that are dedicated to expanding K-12 STEM learning opportunities. Analysis of State Board of Education data shows that MOSS students are more likely to continue in school with “go-on” rates 20% higher than statewide averages. Our goal is to make the MOSS experience available to every student in the state, and ultimately increase the supply of STEM-ready students.

MEAT SCIENCE CENTER

The U of I plans to build the Meat Science and Innovation Center on the west side of campus. This facility will be critical for workforce training and research. The current building is more than 50 years old and is the only USDA-inspected facility in the region. The limited space in the building restricts our ability to deliver modern programs and meet local processing needs. The Center allows us to add value to Idaho agricultural products. Instead of shipping cows out of state for processing, this facility ensures we keep Idaho cows in Idaho – adding to our state's bottom line through sales and income tax returns. The new Meat Science and Innovation Center will house Vandal Brand Meats and help us address a big need in the industry for workforce development and training. It's already garnered more than $5.6 million in private support from more than 30 stakeholders statewide and it will play a central role in powering Idaho's livestock, agriculture, and meat processing industries.

The University of Idaho delivers remarkable value for students and for the state of Idaho. Our research powers industry and provides practical solutions to the state's toughest challenges. Despite significant obstacles in recent years, the U of I continues to grow enrollment, fundraise at a record-breaking pace and expand its research portfolio. We remain committed to delivering education that is world class and Idaho focused.





University of Idaho

UNIVERSITY OF IDAHO

SUBJECT

University of Idaho (UI) Extension 4-H STEM K-12 Programming Overview

BACKGROUND/DISCUSSION

Nationwide and in Idaho, there is a growing demand for employees with skills in science, technology, engineering and math (STEM). UI Extension 4-H Youth Development is helping to meet that demand through programs focused on these areas. Claire Sponseller, State STEM 4-H Youth Development Leader, will present information on how STEM is a cornerstone of 4-H and includes programs in agriculture, natural and biological sciences, technology, and engineering. Ms. Sponseller will share how 4-H activities cover topics that are exciting to youth and relevant to Idaho's economy, including water quality, animal health, robotics and drones, coding, electronics, 3-D printing and physical computing.

IMPACT

This presentation will open a dialogue for additional partnerships and connections across the state to support STEM education through 4-H.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The University of Idaho manages nine research and extension offices across Idaho and six affiliated research centers. Research and extension centers are located in Aberdeen, Caldwell, Carmen, Idaho Falls, Kimberly, Palouse, Parma, Tetonia and Twin Falls. In addition to the research and extension offices, the University of Idaho has 42 county extension county offices.

BOARD ACTION

This item is for informational purposes only.

IDAHO PUBLIC TELEVISION

SUBJECT

Idaho Public Television (IPTV) Annual Report

REFERENCE

August 2020	Board received Idaho Public Television's Annual Report.
October 2021	Board appointed Jeff Tucker as the new General Manager of Idaho Public Television.
April 2022	Board received Idaho Public Television's Annual Report.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section I.M.3.

BACKGROUND/DISCUSSION

This agenda item fulfills the Board's requirement for IPTV to provide a progress report on the agency's strategic plan, details of implementation, status of goals and objectives and information on other points of interest in accordance with a schedule and format established by the Board's Executive Director.

Jeff Tucker, General Manager of Idaho Public Television, will provide an overview of IPTV's progress in carrying out the agency's strategic plan as well as an informational update on the agency's legislative agenda, infrastructure upgrade project (from April 2022), new programs presented in the past year, educational outreach work, statewide anti-vaping education campaign funded by and allocation from the Millennium Fund and other items of note.

ATTACHMENTS

Attachment 1 – IPTV FY 2023 Annual Agency Review PowerPoint Presentation

STAFF COMMENTS AND RECOMMENDATIONS

Idaho Public Television serves as a provider of high-quality educational content around the state. Idaho Public Television not only provides resources to educators in the classroom, but also to individuals in the home, reaching many areas of the state that have no other access outside of the student's attendance at their local public school. The annual report provides the Board with the opportunity to discuss how Idaho Public Television's efforts support the Board's strategic goals.

BOARD ACTION

This item is for informational purposes only.

IDAHO PUBLIC TELEVISION PBS

IdahoPTV Annual Report

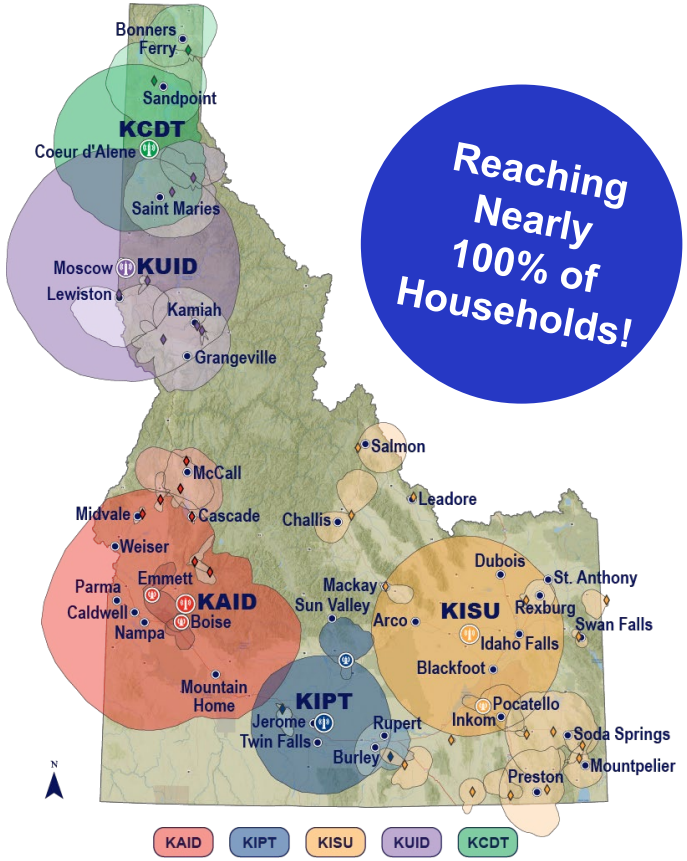
Jeff Tucker

April 26, 2023

Idaho State
Board of Education

IDAHO
PUBLIC TELEVISION
PBS

FRIENDS OF
IDAHO
PUBLIC TELEVISION



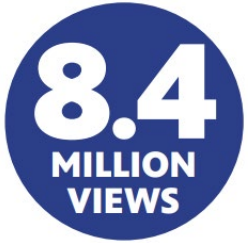
Reaching Nearly 100% of Households!

IDAHO PUBLIC TELEVISION PBS

IDAHO PLUS WORLD CREATE KIDS

- 5 Transmitters
- 46 Repeaters
- Studios in Each Region
- IdahoPTV Feeds Paid Services
- Emergency Alerts
- Public Safety

Viewership and Awards



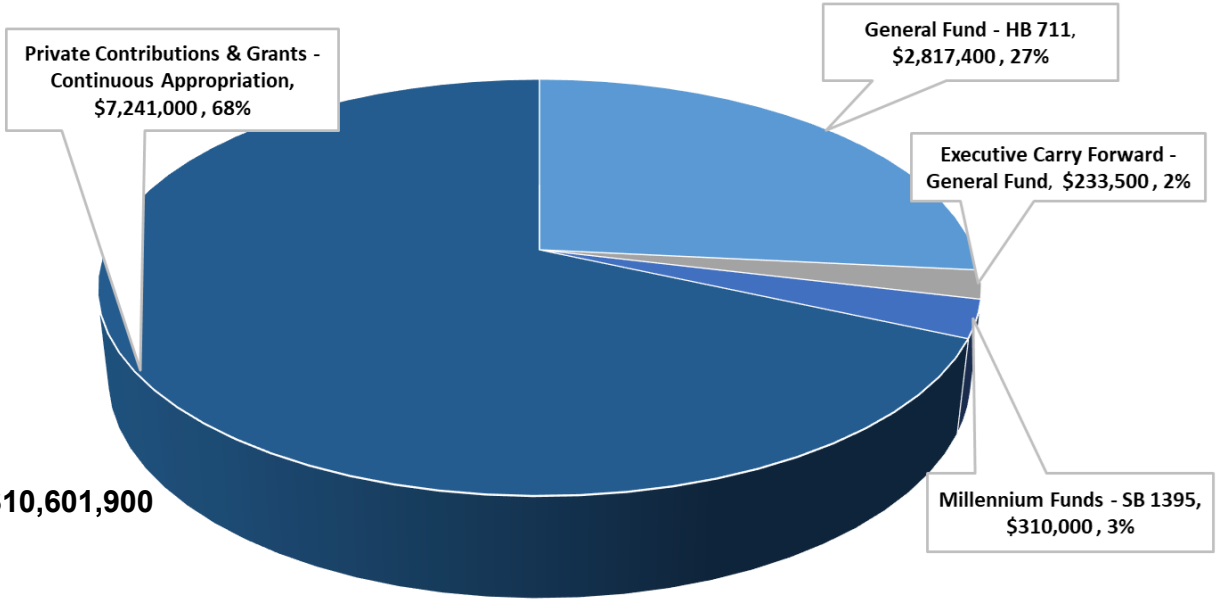
More than 800,000 unique viewers watched in June of 2022

Viewers and Donors in all Counties

67 International, National and Regional Awards

FY 2022

IdahoPTV - FY 2023
Estimated Expenditures



Total: $10,601,900

What We're Known For…

NOVA

MASTERPIECE

NATURE

GREAT PERFORMANCES

PBS NEWSHOUR

FRONTLINE

FIRING LINE with MARGARET HOOVER

Cook's Country

AMERICAN EXPERIENCE

This Old House

Molly of Denali

Splash and Bubbles

Daniel Tiger's Neighborhood

Let's Go Luna!

Curious George

Pinkalicious & Peterrific

Xavier Riddle and the Secret Museum

Telling Idaho's Stories

IDAHO PUBLIC TELEVISION
Outdoor Idaho
Since 1983
40th Season
September-Looking Back, Moving Forward
May-Prehistoric Idaho
October-Nature as Classroom
December-Biking Idaho

IDAHO PUBLIC TELEVISION
Outdoor Idaho
Since 1983
This is Rodeo

IDAHO
EXPERIENCE
6th Season
September-Bootleggers
October-Erma Hayman House
December-Naval Reactor
January-Nisei Paradox
March-Hidden Gems

IDAHO
EXPERIENCE
LIGERTOWN
Streaming now at the PBS App
or video.idahoptv.org
LIGERTOWN FARM
A PRIVATE COLLECTION
LIGERS AND LIONS
IDAHO
PUBLIC TELEVISION
PBS

IDAHO
EXPERIENCE
Sweet Idaho

createid
An IDAHO PUBLIC TELEVISION PBS Original

KNOW VAPE SOUNDING THE ALARM about Idaho's youth vaping crisis

IDAHO PUBLIC TELEVISION PBS

WATCH *Nic Sick*, a documentary featuring Idaho teens, parents, health and toxicology experts, law enforcement, and vaping prevention and cessation counselors.

WIN **$10,000 in prizes** that will go to Idaho teens who enter and win the KNOW VAPE video contest. Deadline: April 1.

SHARE Social media campaigns aimed at teens and adults that feature testimonials, excerpts from the documentary and helpful resources.

DOWNLOAD **FREE** resources about the dangers of vaping, how to talk to teens about vaping, prevention and quitting.

GET Idaho standards-based curriculum for the classroom.

Nic Sick, a KNOW VAPE documentary

Premieres March 21 @ 7 PM
Watch **Live** | Stream **Anytime**

Get more resources at
IdahoPTV.org/KNOWVAPE

The KNOW VAPE campaign was developed by Idaho Public Television with assistance from Idaho's seven public health districts and made possible by a grant from Idaho's Millennium Fund.

KNOW VAPE — Media Campaign: Total Budget $75,000

KNOW the dangers of YOUTH vaping.

March

Radio	Week of 3/6	Week of 3/13	Week of 3/20	Week of 3/27	Total
Boise DMA					
KJOT	42/42*				$466
KQXR	38/38*				$870
KRVB	20/20* & Traffic Reports on 3/20 & 3/21				$354
KTHI	40/40*				$560
LaPoderosa (Hispanic)					$1,000
					Total: $3,250

Television	Week of 3/6	Week of 3/13	Week of 3/20	Week of 3/27	Total
Boise DMA					
SparkLight	140 Spots				$1,820
Twin Falls					
SparkLight	100 Spots				$800
North Idaho					
KLEW	34/34* Utilized $500 and trade				$500
Pocatello/ Idaho Falls					
SparkLight					$1,120
					$4,240

IDAHO IN SESSION

Legislature Live

Governor Live

Judiciary Live

Special Events

520,834 streaming session
1,272,985 total page views

FY 2020–2022

A partnership of LSO, Legislature, Governor, Supreme Court & IdahoPTV

IDAHO PUBLIC TELEVISION PBS

Operational funding provided by:

BOISE STATE UNIVERSITY SCHOOL OF PUBLIC SERVICE

ASSOCIATION OF IDAHO CITIES AIC

ICBA IDAHO CABLE BROADBAND ASSOCIATION

University of Idaho McClure Center for Public Policy Research

Additional Funding Provided By: FRIENDS OF IDAHO PUBLIC TELEVISION Endowment

Hardware and Close Captioning Provided By:
THE IDAHO LEGISLATURE &
IDAHO LEGISLATIVE SERVICES OFFICE

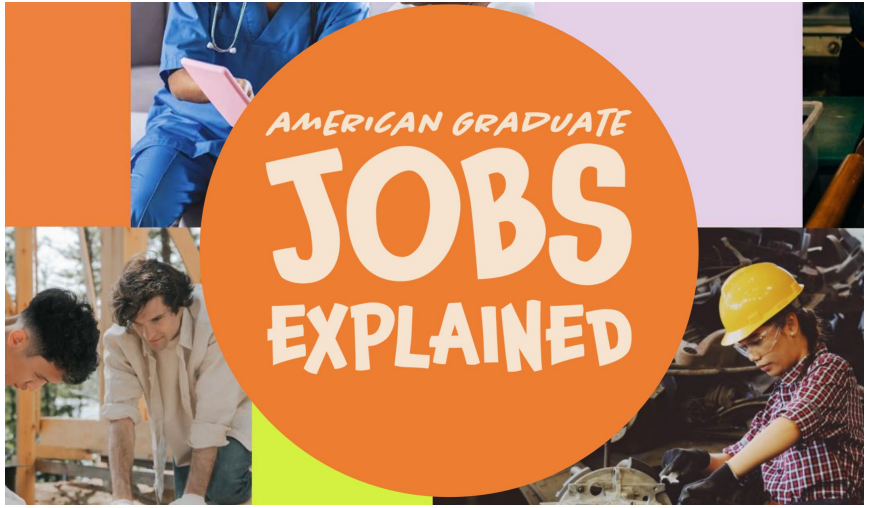
idahoptv.org/insession

idahoptv.org/civility

idahoptv.org/civics

Workforce Development

AMERICAN GRADUATE
GETTING TO WORK



The Learning Ecosystem

IdahoPTV Education supports the entire learning ecosystem, serving parents and caregivers, formal and informal educators, and community organizations focused on children's education.

Educators & Parents Trust Us

IDAHO STORYTIME IN A BOX

PBS KIDS FAMILY & Community Learning

TECH talk TUESDAY
IDAHO PUBLIC TELEVISION PBS Montana PBS

Workforce Development

AMERICAN GRADUATE GETTING TO WORK℠

cpb Corporation for Public Broadcasting

Program	Program Description	Discussion Questions	Learning G
	"Daniel Tiger's Neighborhood" stars 4-year-old Daniel Tiger, his family, and friends as they learn key skills for navigating school and life. Catchy strategy songs about learning social and emotional skills will have the whole family singing! This show for preschoolers ages 2 to 4 is inspired by the iconic "Mister Rogers' Neighborhood."	• What did Daniel do today? How did he feel? Can you tell me about a time when you felt that way? • What song did Daniel sing? What did Daniel sing about? • What did Daniel make-believe? What do you like to make believe? • How is your family like Daniel's family? How is it different? Let's make a song that our family can sing together.	• Self-Awar • Self-Man • Social Aw • Social Stu • Relations Gar
AUTISM DISABILITY INCLUSION MILITARY FAMILIES SINGLE PARENT			

Program	Program	Program
PERSEVERANCE PROBLEM-SOLVING	EXPLORATION STEM	
Donkey Hodie and her pals empower kids to dream big and overcome obstacles in their own lives! To work hard and persevere in the face of failure! To be resourceful and discover that they are capable of solving problems on their own! Oh, and to laugh themselves silly along the way!	observant and curious bunny rabbit in Animal Town, will introduce kids ages 3 to 5 to science, nature and community through adventures with her friends.	

- What dilemma or challenge are you facing? How can you overcome it?
- Relationship Skills

Games & activities

Back to top of page

Back to top of page

Research shows that PBS KIDS...

- Prepares children for school
- Boosts early literacy skills
- Improves Math knowledge & skills
- Strengthens parent support
- Increases Teacher Knowledge of Students' Math Learning & Development
- Leads to Learning Gain Comparable to High-Quality Pre-K

PBS LearningMedia

PBS LearningMedia | IDAHO PUBLIC TELEVISION PBS

Search | Sign in | Sign up for free!

Subjects | Grades | Student site

THE IDAHO COLLECTION

IDAHO PUBLIC TELEVISION PBS

Collections > **Idaho Collection**

In This Collection: *Media Gallery (12), Video (18) for Grades All*

This project is a collaboration of Idaho Public Television and the Idaho Commission for Libraries and is partially funded through the Broadband Technology and Opportunities Program.

Idaho Collection

Share to Google Classroom | Social Share | Favorite

This collection focuses on educational resources from award-winning productions produced by Idaho Public Television. This collection highlights the places, issues and people that make up the unique state of Idaho.

PBS KIDS
cpb
Ready To Learn

IDAHO
END
PARK PARALLEL ONLY

FAMILIES

Questions?

IDAHO DIGITAL LEARNING ACADEMY

SUBJECT

Idaho Digital Learning Academy - Annual Report

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-5501, Idaho Code
Idaho Administrative Code, IDAPA 08.04.01 Rules Governing the Idaho Digital Learning Academy

BACKGROUND/DISCUSSION

According to IDAPA 08.04.01 Rules Governing the Idaho Digital Learning Academy, an annual report is required to be submitted each year to the State Board of Education. This request is to meet the requirements as outlined in the rule. This report will include Accreditation, Acceptable Use, and an Idaho Digital Learning Academy fee schedule in order to be in compliance with statute and State Board rule.

The 2002 Idaho Legislature created the Idaho Digital Learning Academy as an online, school-choice learning environment (Title 33 Chapter 55, Idaho Code). Idaho Digital Learning Academy is a statewide virtual school providing Idaho students and school districts with greater access to a diverse assortment of courses and opportunities. IDLA was created to address the educational needs of all Idaho students: traditional, home schooled, at-risk, and gifted learners and provides service to Idaho students and all Idaho School Districts. Rigorous online courses delivered by highly qualified Idaho faculty assists the state in preparing Idaho students to meet Idaho's high school graduation requirements, Idaho standards, and the increased demand from colleges and industry and Idaho's workforce.

Idaho Digital Learning Academy served approximately 43,031 enrollments for 2021-2022, which is a 30% decrease from 2020-2021 as districts returned to in-person learning. Ninety-five percent of high schools in Idaho participated in 2020-2021. The number one reason students cited for enrolling in the Idaho Digital Learning Academy was "Online Course Preference" with "Classes not offered locally" taking the second position. Other reasons include scheduling conflicts; advanced placement; dual credit; early graduation; foreign languages; and credit recovery.

Idaho Digital Learning Academy is accredited through Cognia Accreditation.

IMPACT

This updated will provide the Board with a statutorily required update on the Idaho Digital Learning Academy's fee policy statement and acceptable use policy as well as provide an opportunity for the Board to ask questions about IDLA's plans for the coming academic year.

ATTACHMENTS

Attachment 1 – Fee Policy Statement
Attachment 2 – Acceptable Use Policy
Attachment 3 – Annual Report

STAFF COMMENTS AND RECOMMENDATIONS

Idaho Digital Learning Academy served approximately 61,579 enrollments for 2020-2021, which is a 92% increase from 2019-2020 as districts leaned on online options during the pandemic. Ninety-five percent of high schools in Idaho participated in 2020-2021.

The Idaho Digital Learning Academy is currently doing business as the Idaho Digital Learning Alliance to better reflect the evolution of the services IDLA provides and the expanded partnerships they share with local education agencies. For IDLA to officially change their name to the Idaho Digital Learning Alliance, Section 33-5502, Idaho Code, would need to be amended changing the reference from the Idaho Digital Learning Academy to the Idaho Digital Learning Alliance and the remainder of the section in chapter 55, title 33 would need to be amended to reflect the change to the word "academy." Additionally, until such time as the statute is amended, the references to the IDLA in IDAPA 08.04.01 must match the statutory designation.

BOARD ACTION

This item is for informational purposes only.

ATTACHMENT 1

P.O. Box 10017, Boise, ID
83707
208.342.0207
IdahoDigitalLearning.org

2023-2024 Idaho Digital Learning Academy Fee Policy

Fees for Idaho Digital Learning Academy: The fee schedule for 2023 -2024 is determined upon a per-enrollment basis. An "enrollment" is defined as one (1) student enrolled in one (1) Idaho Digital Learning Academy course. Idaho Digital Learning Academy enrollment fees outlined in this Fee Policy apply to all Idaho Digital Learning Academy courses unless noted otherwise below.

Idaho Digital Learning Academy Per-Enrollment Cost: The cost for one (1) enrollment is $75 for Idaho students.

Advanced Placement/Dual Credit Courses: Courses designated as "Advanced Placement or Dual Credit" will not incur a per-enrollment cost unless courses are delivered in a custom session (see Custom Session Courses below). Schools cannot request Advanced Opportunity funding for Advanced Placement or Dual Credit classes that are delivered through a custom session.

In collaboration with Idaho Digital Learning Academy, School Districts shall assist students with the obtainment of college credit, examinations, and materials such as textbooks (see Textbooks section in District MOU).

Advanced Opportunities: Idaho Digital Learning Academy (IDLA) supports students that have access to Advanced Opportunities funds. IDLA does not invoice schools/students for courses marked for Advanced Opportunities funding. These courses are directly funded by the State Department of Education. IDLA will not process a payment or payment reversal of Advanced Opportunities outside of the fiscal year, July 1st through June 30th. If a course is marked in error for Advanced Opportunities and it is not funded, IDLA will invoice the school/district of enrollment directly.

Scholarships:
Qualifying students must be registered with an Idaho public school. Each student must be registered by their local school's Idaho Digital Learning Academy site coordinator. The site coordinator must request a scholarship from the local Regional Coordinator. The scholarship is for $50 of the $75 Idaho Digital Learning Academy enrollment fee. Scholarships are limited; the remaining course fee balance of $25 will be invoiced to the school/district for payment.
Scholarships cannot be applied to:

- Students registered in Custom Session courses.
- Students registered for Advanced Opportunities funding.
- Students registered for AP/DC Courses - Exams or textbooks.

- If a student fails to successfully complete a course for which a scholarship has been applied, the student is ineligible for a future scholarship until successfully completing one subsequent IDLA course.

Custom Session Courses: Any courses requested and implemented through Idaho Digital Learning Academy's Custom Course program will incur costs based on the Custom Session Policy (see Idaho Digital Learning Academy website for information and request form). This includes district requests for Hybrid Custom Sessions. All Custom Sessions require a minimum of 12 students and will incur costs based on the following fee structure:

Custom Session Fee Structure:

Elementary Launchpad ELA	Select Middle School Courses: Keyboarding, Pathways, 8th Grade Career Exploration, Computer Science Discoveries, STEM Careers, Everyone Can Create with iPads (8 unit / 4 unit)	Standard Cohort and Credit Recovery	AP and DC Courses	Hybrid (with live instruction)
$30 each	$30 - 8 Unit/$15 - 4 Unit	$75 each	$75 each	$75 each

Elementary Launchpad ELA, (Grade bands (k-2) and (3-5))
$30/each student

Select Middle School Courses (Keyboarding, Pathways to Success, 8th Grade Career Exploration, Computer Science Discoveries, STEM Careers, and Everyone Can Create with iPads)
$30/each: 8 unit version of courses listed above
$15/each: 4 unit version of courses listed above

Standard Cohort, Credit Recovery, AP, and Dual Credit Courses
$75/each student

Hybrid Courses (2 days live instruction)
$75/each student

Reduced Fee Courses:
Idaho Digital Learning Academy offers select courses at a reduced rate.

Reduced Fee	Courses
$30 per enrollment	Elementary Launchpad ELA
$30 per enrollment	Keyboarding - Middle School (8 unit) Pathways to Success - Middle School (8 unit)

	8th Grade Career Exploration - Middle School (8 unit) Computer Science Discoveries - Middle School (8 unit) STEM Careers - Middle School (8 unit) Everyone Can Create with iPads - Middle School (8 unit)
$15 per enrollment	Keyboarding - Middle School (4 unit) Pathways to Success - Middle School (4 unit) 8th Grade Career Exploration - Middle School (4 unit) STEM Careers - Middle School (4 unit)

Idaho Digital Learning Academy reserves the right to modify the fee policy. Districts will be notified of any changes.

Idaho Digital Learning Academy Refund Policy

Idaho Digital Learning Academy requires that all drops are requested or confirmed by the Site Coordinator during the school year. Drop requests initiated by a parent or guardian will be accepted for summer courses only. For a course fee to be eligible for a refund and for a student to be exempt from a grade report, a drop must be initiated during the following times:

Orientation: If the student does not complete orientation, they will not be enrolled in classes and a full refund of fees will be granted.

All cohort and credit recovery sessions:

- 6, 9, or 10 weeks or Custom Sessions: The Idaho Digital Learning Academy Office must be notified by Friday of the 2nd week of class to receive a full refund and remove the student from the course.
- 16-week session: The Idaho Digital Learning Academy Office must be notified by Friday of the 3rd week of class to receive a full refund and remove the student from the course.

Flex sessions:

- The drop deadline for all flex classes is 14 days after the student gains course access.
- If a student is inactive in class for 14 consecutive days, the instructor may initiate a drop process. The Site Coordinator either confirms the drop or can request additional time for the student to become active in the course.

After the drop deadline:

- Grades will be reported for all students remaining in courses regardless of completion, and the full fee will be invoiced to the district.
- Exceptions to the drop deadline may be requested by the district for extenuating circumstances.

ATTACHMENT 2

IDAHO DIGITAL LEARNING ACADEMY ACCEPTABLE USE POLICY

Proper use and behavior in a distance learning environment will be determined by your school's existing guidelines covered in the district's Acceptable Use Policy (AUP) and the Idaho Digital Learning Academy's Acceptable Use of Technology Policy.

Idaho Digital Learning Academy Acceptable Use of Technology Policy (AUP)

Computers, computer networks and the internet provide essential tools that support distance learning and Idaho Digital Learning Academy. All students are expected to use Idaho Digital Learning Academy and the resources provided to access Idaho Digital Learning Academy for purposes appropriate to the education environment.

You must refrain from any use that is not consistent with the policies, purposes or objectives of either the hosting district or Idaho Digital Learning Academy.

Prohibited uses of technology

- The use of communication tools (email, discussion boards, web pages, chat, and others) should not be used for any communication that is:
  - defamatory
  - inaccurate
  - abusive
  - rude
  - obscene
  - profane
  - sexually explicit
  - threatening
  - harassing
  - racially offensive
  - illegal
  - encouraging the use of illegal materials
  - inconsistent with the policies, purposes or objectives of either the hosting district or Idaho Digital Learning Academy

- Impersonating another individual, including, but not limited to, the use of another user's login or password, communicating or completing work on behalf of another individual, or mocking others in a derogatory manner.

- Revealing personal or private information to others such as home address, age, gender, phone number, etc. You should also be cautious when releasing this information about yourself.

- Disrupting the use of technology by another user or service. This includes, but is not limited to, attempts to harm or destroy data, uploading and/or creating

computer viruses, uploading and/or downloading information without need, sending or receiving of data with the intent to degrade network performance, etc.

- Violation of any local, state, or federal regulation or statute.

- You will not use Idaho Digital Learning Academy resources to sell or offer to sell any goods or services without prior approval of both the hosting district Board and the Idaho Digital Learning Academy board.

- Idaho Digital Learning Rights and Responsibilities.

- Idaho Digital Learning Academy reserves the right to monitor all activity related to Idaho Digital Learning Academy courses or sites.

- Idaho Digital Learning Academy reserves the right to block or remove any material that is not consistent with policies, purposes, or objectives of either the host district or Idaho Digital Learning Academy.

- Opinions, advice, services and all other information expressed by Idaho Digital Learning Academy g staff, students, information providers or instructors are those of the individual and do not represent the position of Idaho Digital Learning Academy.

Discipline

Student discipline for violation of any part of the policies, rules, or procedures of Idaho Digital Learning Academy shall be based on the severity of the infraction.

- If the Idaho Digital Learning Academy teacher or monitor feels your behavior is not consistent with the policies, purposes, or objectives of the hosting district, or Idaho Digital Learning Academy, the teacher will notify your site coordinator.

- The site coordinator is then responsible for bringing the matter before the appropriate school administrator(s) for disciplinary action.

- The teacher may also wish to hold a conference with you and your parents.

- The Idaho Digital Learning Academy board of directors also reserves the right to enact additional disciplinary action including the ability to revoke the offending student's privilege of using Idaho Digital Learning Academy.

IDAHO DIGITAL LEARNING ACADEMY

(IDLA)

State Board of Education

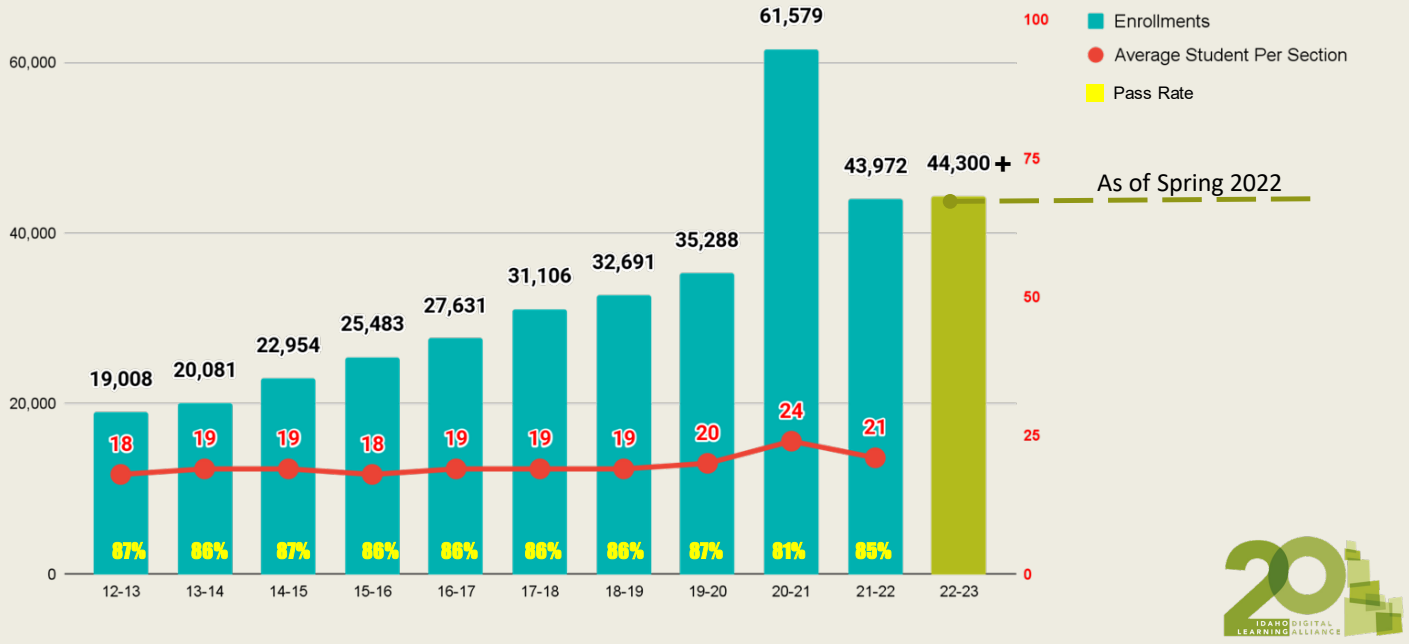
April 26, 2023

IDAHO'S ONLINE VIRTUAL SCHOOL

- Created **in 2002 by the Idaho Legislature** and **Idaho Educators**
  (Title 33, Chapter 55 Idaho Code)
- **Partners** with school districts to provide **supplemental** learning opportunities
- IDLA is a **top leader in online education nation-wide**, often paving the way for other organizations to follow.

Idaho State Board of Education | IASA Idaho Association of School Administrators | IETA Idaho Education Technology Association | IDAHO EDUCATION ASSOCIATION | IDAHO SBA School Boards Association | Idaho ASBO Association of School Business Officials | Idaho Legislature | IDAHO LEARNING DIGITAL ALLIANCE

IDLA ENROLLMENTS & AVERAGE COURSE SIZE



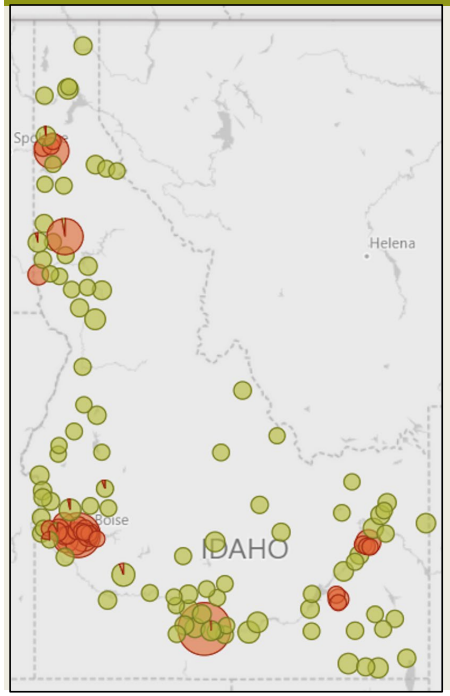
SERVING ALL IDAHO STUDENTS

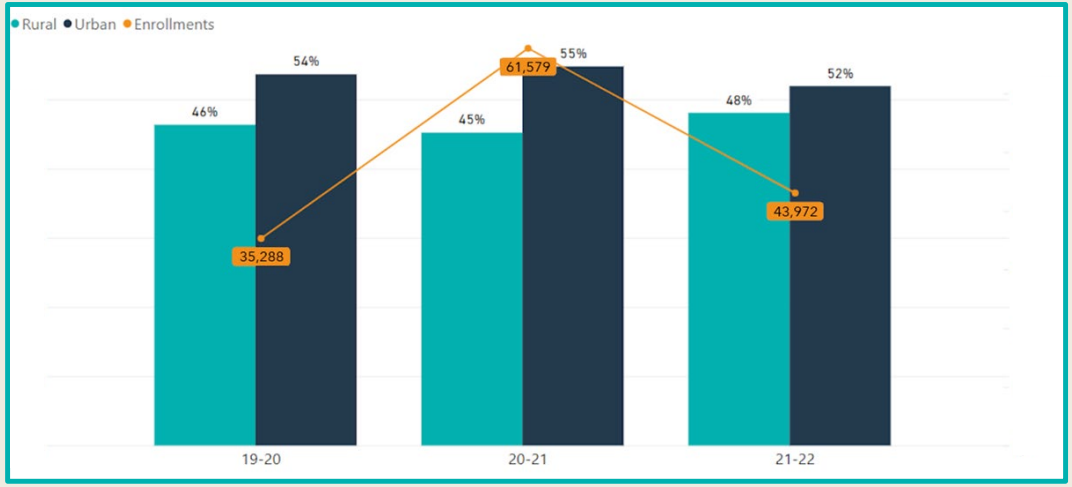
IDLA Partnered with Idaho School Districts Last Year Providing Classes to 409 Schools

The majority of enrollments from rural schools take classes because the classes are not offered locally.

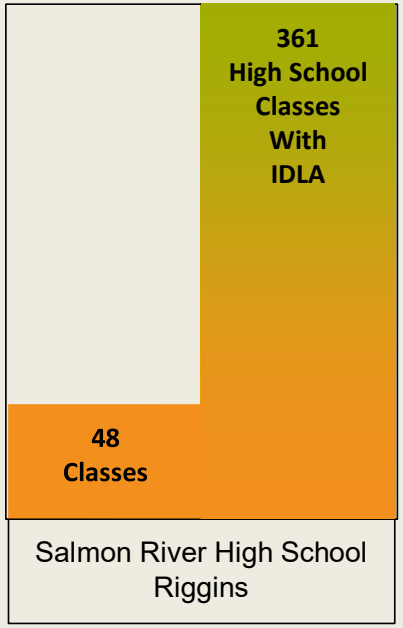
Most enrollments from urban schools take classes for schedule flexibility so they focus on CTE and Dual Credit.

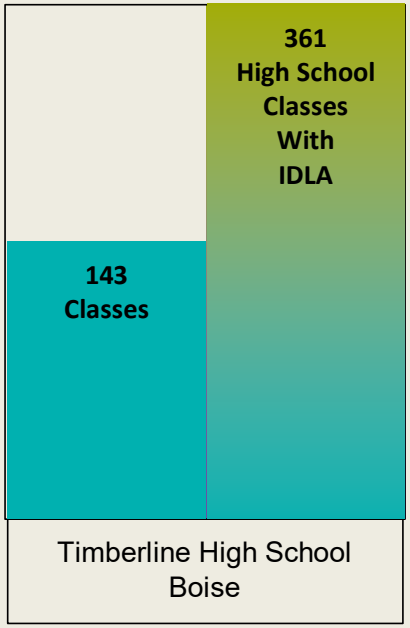
RURAL & URBAN ENROLLMENTS





COURSE OFFERINGS





FEATURED COURSES

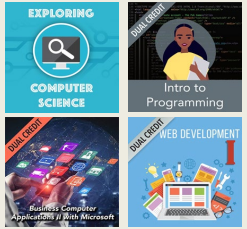
Advanced Placement and Dual Credit

Workforce Development

Career Technical Education

Innovative!

Computer Science

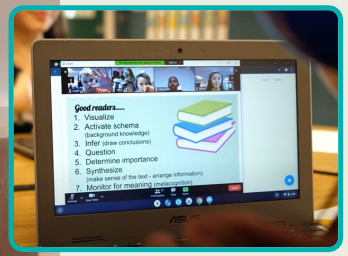


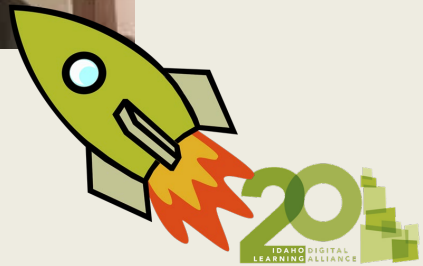
New Courses

Financial Literacy

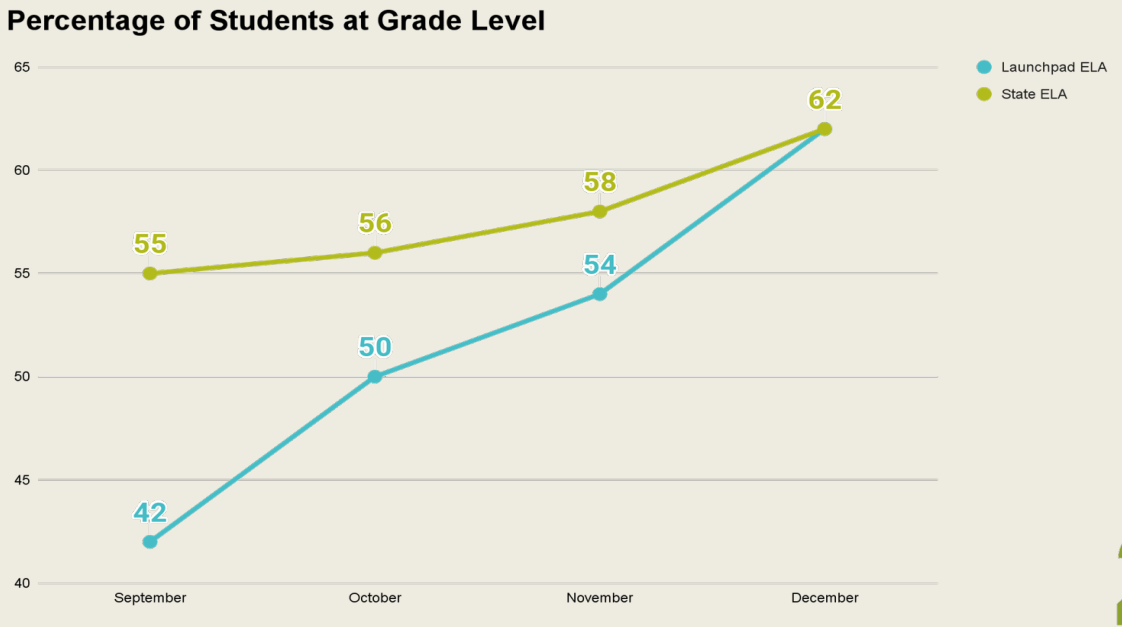
IDAHO LEARNING DIGITAL ALLIANCE

LAUNCHPAD

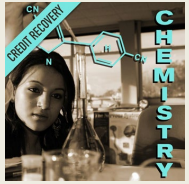

Good readers.....
1. Visualize
2. Activate schema
(background knowledge)
3. Infer (draw conclusions)
4. Question
5. Determine importance
6. Synthesize
(make sense of the text - arrange information)
7. Monitor for meaning (metacognition)

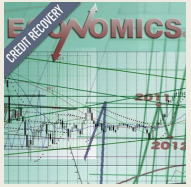

20
IDAHO LEARNING DIGITAL ALLIANCE

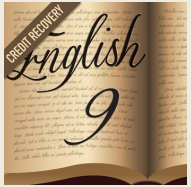
LAUNCHPAD STATE COMPARISON

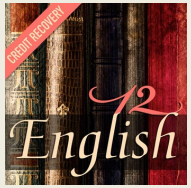


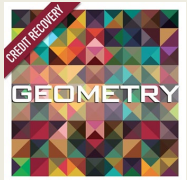
CREDIT RECOVERY

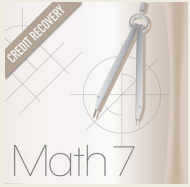


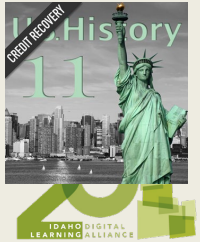




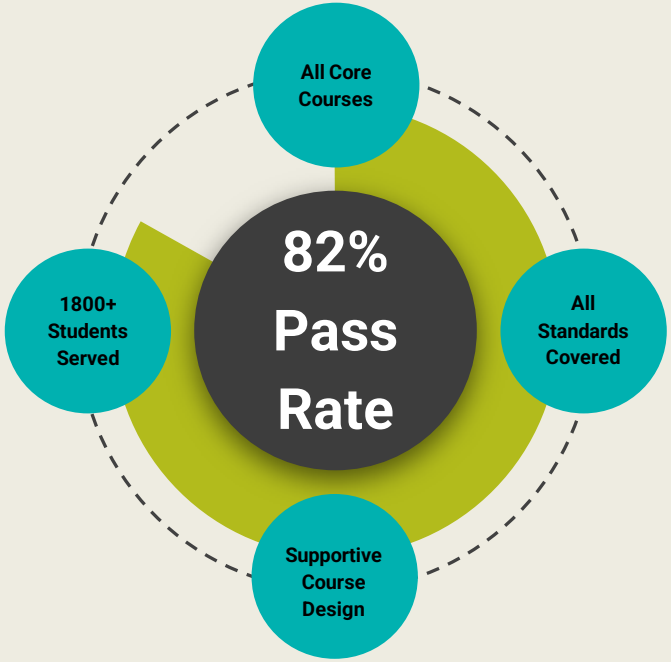






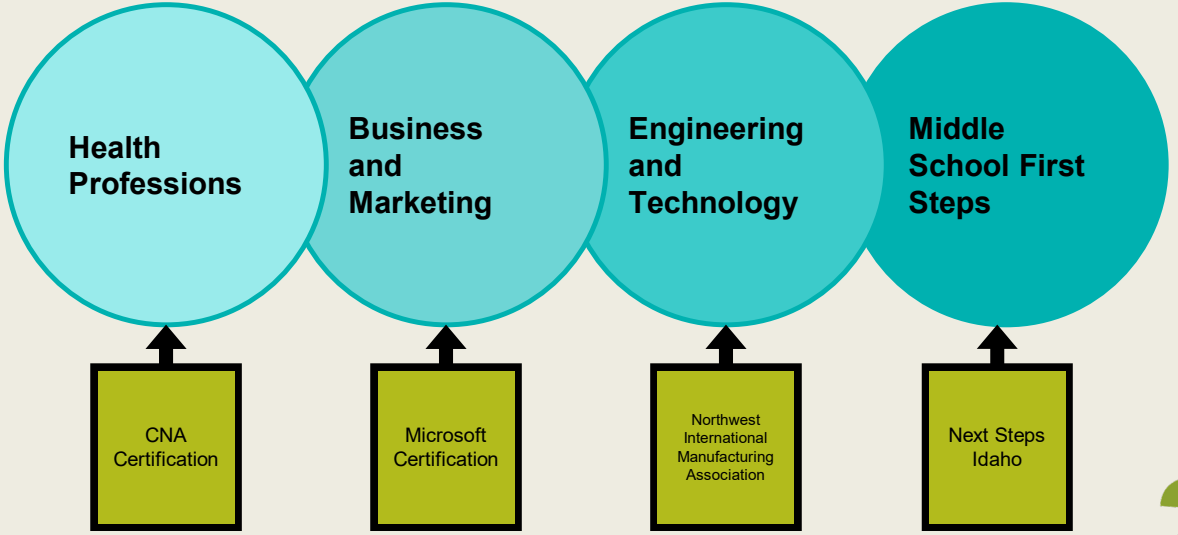


CREDIT RECOVERY:
SUPPORTING STUDENTS TOWARD GRADUATION



1900+ Credits Recovered

WORKPLACE READINESS:
CTE CLASSES AND INDUSTRY CERTIFICATIONS



SINCE 2020-2021

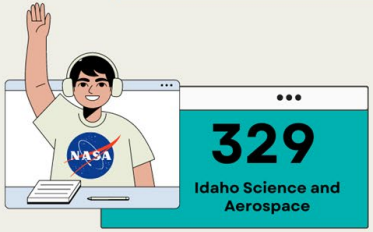
11
Microsoft Certifications

21
CNA Certificates

3,347
8th Grade Career Explorations

195
You Lead Entrepreneurship

200
Cybersecurity Basics Technical Certificate

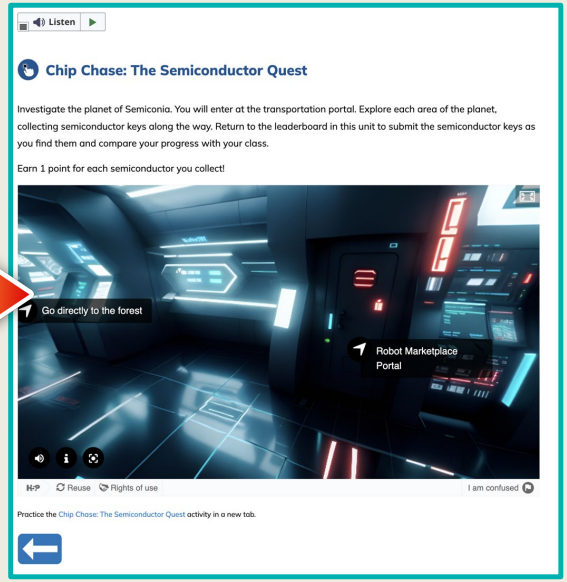


329
Idaho Science and Aerospace

WORKPLACE READINESS:
SUPPORTING IDAHO'S SEMICONDUCTOR INDUSTRY

Activity 2: What are you Already Doing?

1. Mentorship Program(s)
2. Curriculum (Existing)
3. Internships + Apprenticeship
4. Access to Students
   - Recruitment
   - Outreach
   - Advising
5. Summer Camps + Clubs + Day Event / Field Trip



PAYETTE HIGH SCHOOL

QUESTIONS?

SUBJECT

Educator Preparation Programs Performance Measures and Definition – Low Performing

REFERENCE

October 2016	Board was updated on progress made toward developing educator preparation program effectiveness/performance measures.
December 2016	Board approved the proposed measures for determining Educator Preparation Program Provider effectiveness.
February 2022	Board directed staff to bring back recommendations for new performance measures that were more meaningful.
December 2022	Board adopted EPP Performance Measure Report and Title II effectiveness designations and moved that new performance measures referenced in December would come back to the Board for consideration no later than the April 2023 Board meeting.

APPLICABLE STATUTE, RULE, OR POLICY

Higher Education Act of 1965, §207 (2008).

BACKGROUND/DISCUSSION

Annually, the Office of the State Board of Education (Board) certifies and submits Idaho's Higher Education Act of 1965, as amended, Title II report to the U.S. Department of Education (USDOE). The report includes data from public and private teacher preparation programs authorized by the State Board of Education to prepare individuals for certification in Idaho. On October 16, 2016, the USDOE released the revised Title II requirements. The rule imposes new reporting measures—beyond the basics required for annual reports under the Higher Education Act—which identify levels of program effectiveness to drive continuous improvement.

The final federal regulations incorporate extensive stakeholder and public feedback obtained throughout four years of federal negotiated rulemaking, public hearings, and public comment processes. The intent of the new rule is to promote transparency about the effectiveness of all educator preparation providers (traditional, alternative routes, and distance) by requiring states to report annually—at the program level—on the following measures:

- Feedback from graduates and their employers on the effectiveness of program preparation; and
- Student learning outcomes measured by novice teachers' student growth, teacher evaluation results, and/or another state-determined measure that is

relevant to students' outcomes, including academic performance, and meaningfully differentiates amongst teachers; and

- Placement and retention rates of graduates in their first three years of teaching, including placement and retention in high-need schools; and
- Other program characteristics, including assurances that the program has specialized accreditation or graduate candidates with content and pedagogical knowledge, and quality clinical preparation, who have met rigorous exit requirements.

States are allowed flexibility in determining how to weigh all outcome measures but are required to categorize program effectiveness using at least three levels of performance (effective, at-risk, and low-performing) annually. These federal requirements are designed to facilitate ongoing feedback amongst programs, prospective teachers, schools and districts, states and the public.

In early 2013, while the proposed Title II (Higher Education Act) rule was moving through the process of negotiated rulemaking at the federal level, Idaho's educator preparation programs were meeting with Board staff to develop common assessments and create consistency in measuring program outcomes. The Idaho measures were shaped in alignment with the proposed federal rule and, as a result, the rubric developed by Board staff with feedback from the educator preparation programs was approved by the Board at the December 2016 regular Board meeting. Since that time the Board approved educator preparation programs have struggled to provide the data necessary to complete the annual report. As a result Board staff have worked with all of the Board approved educator preparation programs, both traditional and non-traditional to develop a new rubric that can be used to fairly rate all programs in compliance with the Title II requirements.

Work on the performance measures was resumed as the Board office returned to full staffing in the summer of 2021. Significant issues with the performance measures were revealed in the process of preparing the report that was presented at the February 2021 Regular Board meeting. These included a lack of data uniformity among Educator Preparation Programs, substantial unavailable/missing data, concerns about the validity of certain measures, and major changes to relevant standards and statute since the original development and adoption of the rubric. Due to additional staff turnover, the October 2019 timeline was not met.

In December 2022, Board staff started working with a group composed of a representative from each Educator Preparation Program. The group was tasked with providing feedback on the proposed performance measures in the hope that consensus could be reached. These representatives were from public, non-public, and non-traditional Educator Preparation Programs. The group met four times: 12/5/2022, 12/19/2022, 1/9/2023, 3/10/2023.

IMPACT

If the Board approves the performance measures recommended, as outlined in Attachment 1, the new performance measures will be used for the Annual Performance Measures Report that will be completed every October.

ATTACHMENTS

Attachment 1 – Idaho's Annual Educator Preparation Program Performance Measures

STAFF COMMENTS AND RECOMMENDATIONS

At minimum, states must use the 2016-17 academic year to design their reporting system in consultation with stakeholders. They could choose to use 2017-18 as a pilot year and were required to fully implement the system in 2018-19. For programs not performing at an "effective" level, federal consequences outline that such programs will become ineligible for the Teacher Education Assistance for College and Higher Education (TEACH) grants. The first year for which any program might lose TEACH grant eligibility was 2021-22. The TEACH grant program is a federal program that provides grants of up to $4,000 per year to students who agree to teach for four years in an elementary or secondary school, or educational service agency that serves students from low-income families.

In addition to the Title II reporting and rating requirements, comprehensive educator preparation program performance measures will allow the Board to evaluate the effectiveness of all of the programs approved by the Board, public, non-public, traditional and non-traditional programs. This information will help to inform the Board and other state policy makers on the effectiveness of approved programs along with standard and alternate routes to educator preparation.

Board staff have met with representative of the existing Board approved educator preparation programs four times to discuss potential performance measures. The group could only come to consensus on one measure:

- Indicator: Pedagogical Knowledge
  - Performance Measure: The percentage of candidates who passed the Common Summative Assessment (Teaching Framework) at a basic or better in all 22 components
    - Source of Data: Educator Preparation Program Reported Data

Board staff have been attempting to work with stakeholders to establish meaning full measures of performance and effectiveness since the original performance measures were approved by the Board in 2016. At that time there was loose consensus with the measures developed by the group of representatives from the EPP programs, however, when it was time to pull the data for the report it became clear that the measures or the data available would not provide the information necessary to annually rate the programs as required.

Staff recommends approval of the performance measures as presented, with the understanding that as the data is pulled and compiled additional amendments may need to be brought back to the Board for approval.

BOARD ACTION

I move to approve the proposed performance measures for determining Educator Preparation Provider program effectiveness, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ATTACHMENT 1

Idaho State Board of Education

Annual Performance Measures for Reporting on Educator Preparation Program Performance

Educator Preparation Program effectiveness and classification per Title II HEA will be indicated through three performance levels--***low-performing teacher preparation program, at-risk teacher preparation program,*** *and* ***effective teacher preparation program*** based on implementation of the following indicators:

Indicator	Performance Measure	Indicator Points
Pedagogical Knowledge	**The percentage of candidates who passed the Common Summative Assessment (Idaho Teaching Evaluation Framework) at a basic or better in all 22 components**	**20**
Content Knowledge	**The percentage of candidates who passed an Idaho State Board approved content assessment on the first attempt**	**20**
Completer Effectiveness on Student Achievement	**The percentage of completers, in their first year of teaching, who met their student achievement or student success indicator target**	**15**
Completer Effectiveness on Professional Practice	**The percentage of completers eligible and obtained the Idaho Professional Endorsement**	**15**
Placement in an Idaho Local Education Agency	**The percentage of completers who began working as a full-time teacher and/or pupil service staff in an Idaho Local Education Agency the next school year**	**15**
Persistence in an Idaho Local Education Agency	**The percentage of completers who persist in Idaho Local Education Agencies for 3 years**	**15**

Proposed Overall Educator Preparation Program Scoring
≥ 75 points available = "Effective" Program
50 - 74.9 of points available = "At Risk" Program
0 - 49.9 of points available = "Low Performing" Program

Indicator Scoring
Indicator points will be totaled by the Educator Preparation Program's indicator percentage multiplied by the number of points available for each indicator.

- Indicator Scoring
  - ≥ 75 points available = "Effective"
  - 50 - 74.9 of points available = "At Risk"
  - 0 - 49.9 of points available = "Low Performing"
- *Note: If an Educator Preparation Program is "low performing" in any indicator, then the program is unable to obtain an "overall effective" program score.*

SUBJECT

FY 22 Accountability Oversight Committee Recommendations Report

REFERENCE

August 2017	Board approved Idaho's ESSA Plan, including a new state and federal accountability system that utilizes multiple measures to identify schools for recognition and support, including a high school measure on college and career readiness.
December 2018	Board received the AOC's fiscal year 2019 report, including student achievement data and an analysis on the first year of implementation of the state's new K-12 school accountability system.
February 2019	Board approved amendments to the ESSA Plan, based recommendations from the Assessment and Accountability team at the SDE and the AOC.
June 2020	Board received the AOC's fiscal year 2020 report with recommendations regarding assessment and accountability, as related to analysis of the data in the SDE's 2018-19 Student Achievement Report.
February 2021	Board adopted recommendations from the AOC related to the state's high school accountability assessment, thus initiating the negotiated rulemaking process for IDAPA 08.02.03.111, Assessment in the Public Schools.
April 2021	Board adopted recommendations from the AOC related to the K-8 school quality measure used for school identification, thus initiating the negotiated rulemaking process for IDAPA 08.02.03 – Section 112, Accountability.
June 2021	Board received the AOC's fiscal year 2021 report with recommendations regarding restructuring future reports.
April 2022	Board received the AOC's fiscal year 2022 report with recommendations to improve student outcomes, as related to analysis of the data in the SDE's 2020-21 Student Achievement Report.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section I.Q. Accountability Oversight Committee
Section 33-110, Idaho Code
Idaho Administrative Code, IDAPA 08.02.03.111, 112, and 114

BACKGROUND/DISCUSSION

The Board's Accountability Oversight Committee (AOC) was established in April 2010 as an ad-hoc committee. Board policy I.Q. assigns two responsibilities to the committee:

a. Provide recommendations to the Board on the effectiveness of the statewide student achievement system and make recommendations on improvements and/or changes as needed.
b. Develop and review an annual report of student achievement. This report shall be compiled collaboratively by Board and State Department of Education (Department) staff and submitted to the committee for review. The committee will forward the report to the Board with recommendations annually.

In summer and fall 2022, the AOC, Board staff, and Department staff agreed to continue the collaborative approach used in recent years for this report, and identified the student achievement data the AOC would review. The Department compiled the data into the 2021-2022 Student Achievement Report. On January 18 and February 9 and 10, 2023, the AOC reviewed the Student Achievement Report, analyzing the included data and developing related recommendations to improve outcomes.

The FY 23 Accountability Oversight Committee Recommendations Report (Attachment 1) includes an Executive Summary with priority recommendations from the committee. The AOC requests that the Board adopt the Executive Summary, which would then be published as a separate document for distribution and implementation.

The full report includes conclusions resulting from the data analysis and recommendations, divided between policy recommendations for the Board and implementation recommendations for the Department. The recommendations are further separated between short-term and long-term actions, and definitions of these timelines are provided in the Section 3 introductory material. The FY 23 Accountability Report includes two appendices: Appendix A, the 2020-2021 Student Achievement Report; and Appendix B, Recommendations for Future Analyses, which recommends additional data to be considered for review in the future, as appropriate.

The following recommendations are the committee's highest priority recommendations, as included in the report's Executive Summary:

Early Literacy

Priority Recommendation for the Board and Department (short-term):

- Maintain commitment to the early literacy initiative, including financial and support resources, with a focus on subgroups and cohorts most impacted by the pandemic.

Middle Grades Math

Priority Recommendation for the Board and Department (short-term):

- Support the efforts of the newly formed Middle Grades Math Work Group. While awaiting the Work Group's recommendations, strongly encourage LEAs to focus a substantial portion of their remaining ARP ESSER funds and other resources on math interventions, accelerated instruction, and math-related professional development.

High School Graduation

Priority Recommendation for the Board and Department (short-term):

- Direct LEAs to establish early warning systems to identify students at risk for dropping out, coupled with robust interventions and supports for identified students.

Chronic Absenteeism

Priority Recommendation for the Board and Department (short-term):

- Expand the collaboration between the State Board and State Department to provide support and resources to districts and schools to reduce absenteeism.

IMPACT

The recommendations outlined in the AOC Recommendations Report are intended to guide the Board and Department to adjust policies and practices in an effort to develop structures that support improved student achievement. If the Board adopts the Executive Summary of the report, including the Priority Recommendations, the Board and Department will need to collaborate on next steps toward implementation, including distribution of the Executive Summary to LEAs. As written, none of the priority recommendations directly impact statute or administrative code at this time. However, agency staff could determine that steps towards implementation necessitate change. If this occurs, staff will bring suggested changes to the Board for approval through the appropriate process.

All other recommendations in the full report will be reviewed individually by the appropriate agency to determine timelines and appropriate actions. Any recommendations impacted by statute or Administrative Code will be brought back for Board consideration as legislative ideas or through the negotiated rulemaking process.

ATTACHMENTS

Attachment 1 – FY 23 Accountability Oversight Committee Recommendations Report, March 2023 (including appendices)

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Staff is supportive of the priority recommendations presented in the Executive Summary of the FY 23 Accountability Oversight Committee Recommendations Report. Staff recommends the Board adopt the Executive Summary, thus directing

Board and Department staff to distribute the Executive Summary and work together to identify next steps for implementation.

Due to the varying types of recommendations within the full report, individual recommendations, as necessary and based on Board direction, will be brought back to the Board for final approval after being vetted through their applicable processes.

BOARD ACTION

I move to adopt the FY 23 Accountability Oversight Committee Recommendations Report Executive Summary, as submitted within Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ACCOUNTABILITY OVERSIGHT COMMITTEE

FY 23 Recommendations Report

March 2023

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SECTION 1: INTRODUCTION

Background

The Accountability Oversight Committee (AOC) was created in 2010 as an ad hoc committee of the State Board of Education (Board). The committee's membership is provided at the end of this report.

Per Board policy, the AOC is tasked with providing the Board with recommendations regarding the effectiveness of or need for changes to the statewide accountability system. Additionally, the committee is expected to annually review student achievement data and provide recommendations to the board.

This report is intended to build upon other data sources to aid the Board in understanding K-12 student achievement and to present the Board with short-term and long-term recommendations regarding how the state can continue to make progress. Per the AOC's FY 21 Recommendations Report, as approved by the Board in June 2021, the AOC reviews certain data in alternating years, with attention given to certain content areas each year (particularly English language arts (ELA) or math). This allows the addition of special focus data based on relevant interests of the Board. The FY 23 special focus is a follow-up on Covid-19 impacts.

In summer and fall 2022, the AOC, Board staff, and State Department of Education (SDE) staff agreed to continue the collaborative approach that has been used in recent years for this work. The group reviewed previously established plans regarding the data the AOC would review, including data referenced in the state's ARP ESSER plan and data included in the FY 22 AOC Report requiring follow-up to further gauge the impacts of the Covid-19 pandemic on student achievement. The SDE compiled the data into the 2021-2022 Student Achievement Report (Appendix A).

On January 18 and February 9 and 10, 2023, the AOC reviewed the data included in the 2021-2022 Student Achievement Report and began developing this report. Each data review included a time for analysis, discussion, and development of related recommendations to improve outcomes. Additionally, AOC members made a number of suggestions regarding potential data analyses to be considered for future reports, as provided in Appendix B.

The AOC is presenting this report to the State Board of Education for consideration at the April 2023 meeting.

Report Structure

The following report is structured around key metrics of student achievement. The FY 23 report has a math emphasis and integrates Covid-19 follow-up data within the appropriate content sections of the report. Where relevant, sections begin by revisiting the midterm and long-term goals set in Idaho's Consolidated State Plan aligned to the Every Student Succeeds Act (ESSA). Revisiting the goals contextualizes for the Board current Idaho student achievement relative to the original goals set in the Consolidated State Plan.

A brief and focused Executive Summary is provided as Section 2. If approved by the Board, the Executive Summary will also be released as a stand-alone document for distribution to districts, schools, and partners. The Executive Summary provides the AOC's four priority recommendations paired with figures that summarize related data.

Section 3 provides the full body of the AOC's conclusions and recommendations. Additionally, relevant ESSA Consolidated State Plan goals are presented and discussed at the beginning of each applicable subsection of Section 3. The conclusions represent a summary of the AOC's data interpretations with an emphasis on points of celebration and concern. The AOC's recommendations are presented after the conclusions, split between policy recommendations for the Board and implementation recommendations for the SDE. The recommendations are further separated between short-term and long-term actions and include notes to indicate if they are ongoing recommendations (i.e., previously included in the FY 22 AOC Report).

Section 4 includes a list of AOC committee members and their affiliations.

DISCLAIMER

This report is an internal working document of the Accountability Oversight Committee (AOC), an ad hoc committee of the Idaho State Board of Education. The recommendations presented here are the opinions of the AOC and not necessarily that of the Board unless explicitly accepted by them.

SECTION 2: EXECUTIVE SUMMARY

The purpose of this section is to provide a compact overview of the highest priority findings and recommendations found in the FY 23 AOC Recommendations Report, including Appendix A: 2021-2022 Student Achievement Report. Please see the full report for additional details.

Positive Findings

- During the 2021-2022 school year, based on the evidence provided in Appendix A, Idaho students made measureable progress overcoming the impacts of the COVID 19 pandemic.
- Spring 2022 IRI scores for All Students trailed 2019 scores by 2 percentage points, having recovered 3 of the 5 percentage point drop that occurred during the pandemic.
- An all time high of 55.5% of All Students were proficient or advanced on the ISAT English Language Arts assessment.
- English Learners continued to exhibit solid performance on ACCESS and ISAT Math.
- Native Americans and Alaskan Natives achieved substantial improvements in 4 and 5 year graduation rates over the past 5 years.

Early Literacy

Figure 1: Spring IRI % At Grade Level, Unmatched Groups

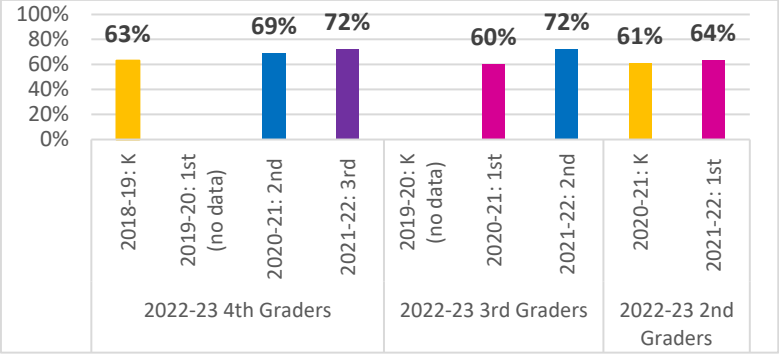
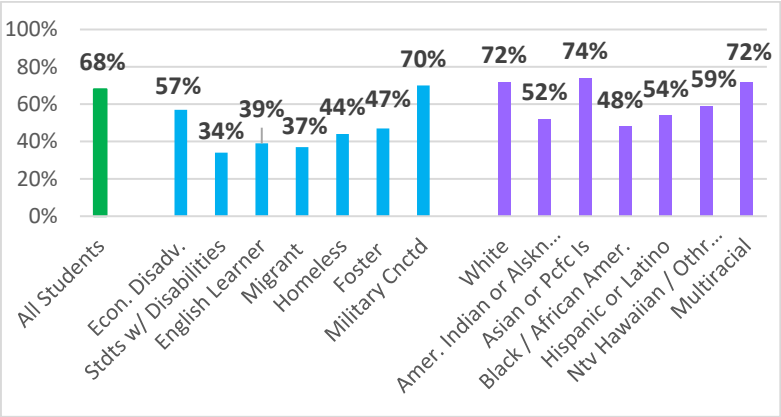


Figure 2: IRI Spring 2022 % At Grade Level, by Subgroup



Findings

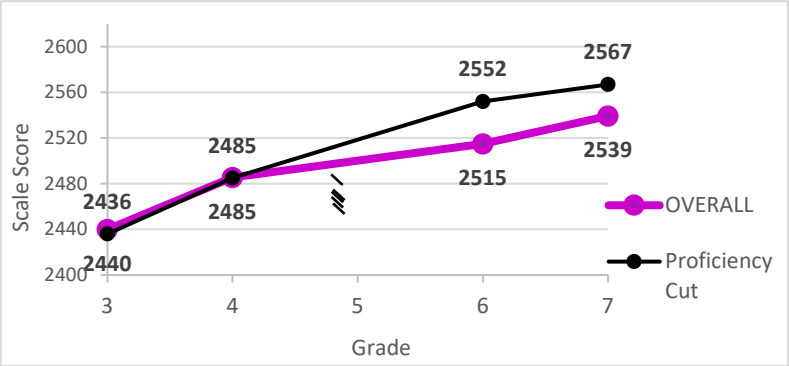
- Certain groups of students, were more impacted by the pandemic and their performance has not yet fully rebounded to pre-pandemic levels (Figure 1).
- Learning gaps between subgroups and their reference groups remain large and longstanding (Figure 2).

Priority Recommendation

Maintain commitment to the early literacy initiative, including financial and support resources, with a focus on subgroups and cohorts most impacted by the pandemic.

Middle Grades Math

Figure 3: Mean Overall Scale Score, Grade 7 Cohort (N = 18,550)



Findings

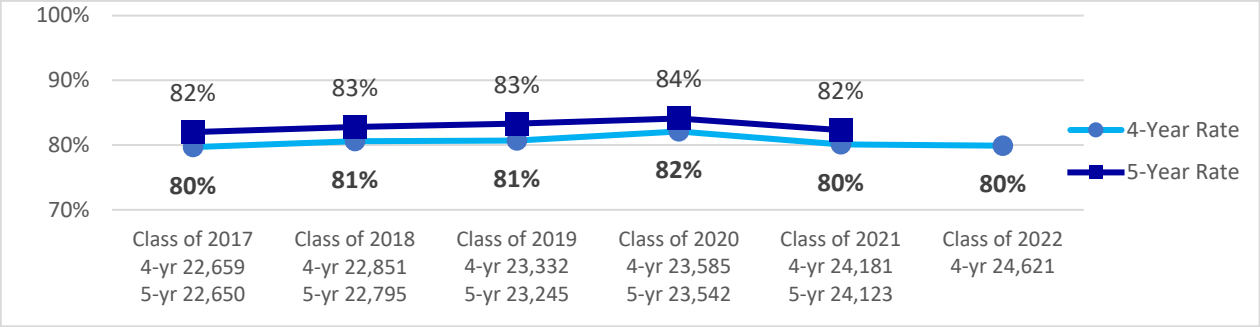
- Longitudinal data analyses reveal a divergence between expectations for students (as outlined in the academic standards and assessed via the ISAT) and student math performance after 4th grade.

Priority Recommendation

Support the efforts of the newly formed Middle Grades Math Work Group. While awaiting the Work Group's recommendations, strongly encourage LEAs to focus a substantial portion of their remaining ARP ESSER funds and other resources on math interventions, accelerated instruction, and math-related professional development.

High School Graduation

Figure 4: 4-year and 5-year Cohort Graduation Rates, All Students



Findings

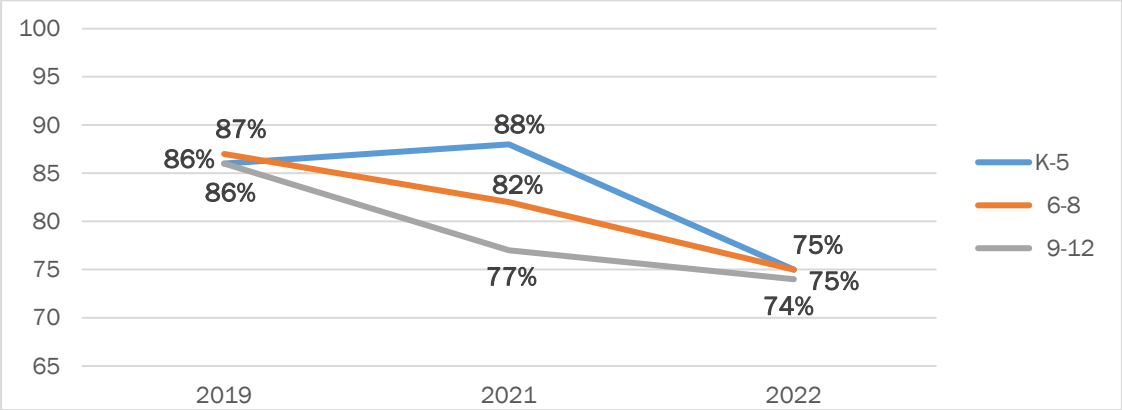
- 4 and 5 year graduation rates for all students have not increased, but instead, have remained stable for the past five years.
- As shown by additional figures in the full report (Appendix A, Figures 31-32 and 34-35), large differentials in graduation rates of subgroups remain.

Priority Recommendation

Direct LEAs to establish early warning systems to identify students at risk for dropping out, coupled with robust interventions and supports for identified students.

Chronic Absenteeism

Figure 5: Pre and Post Pandemic % Adequate Attendance, by Grade Level Band



Findings

- Absenteeism spiked post-pandemic. Figure 5 illustrates the drop in Adequate Attendance over the past 3 years.
- In SY 2021-22, 25% of students did not have Adequate Attendance.

Priority Recommendation

Expand the collaboration between the State Board and State Department to provide support and resources to districts and schools to reduce absenteeism.

SECTION 3: RECOMMENDATIONS

Suggestions for Reading Section 3

Before reading the following subsections, readers should look at the Associated Data list directly under the header of each subsection. These lists direct readers to the relevant figures, tables, and bulleted data interpretations found in the FY 23 Idaho State Department of Education Student Achievement Report. The SDE Student Achievement Report can be found in Appendix A of this report. Looking through the relevant SDE Student Achievement Report information will prepare readers to process the conclusions and recommendations contained in each subsection. To further guide readers, the relevant SDE Student Achievement Report figures and tables are listed within the body of the following subsections so readers can quickly revisit them as they read.

Recommendations Definitions

Based on the AOC's experience with the time and energy it takes to implement recommendations, the following definitions are used when referring to Short-term Actions and Long-term Actions in the Recommendations tables in Section 3.

- ✓ Short-term Actions: Work on this recommendation should begin as soon as possible, with the goal that the recommendation be completed within approximately two (2) years after the Board's approval.
- ✓ Long-term Actions: While planning can begin sooner, these are recommendations that generally are expected to take more than two (2) years to come to fruition. Sometimes, these recommendations first require the completion of a Short-term Action.

Important Data Consideration

For all categories of data, there has been a noticeable decrease in the group (n) size for Econonomically Disadvantaged students. However, this is mostly attributable to difficulty in identifying students for this category. During the past decade or so, the number of schools identified as schoolwide Title I schools has increased. Additionally, during the pandemic (SY 2020-21 and 2021-22), free and reduced lunch was provided to all students. These changes made it more challenging for schools to accurately identify students as economically disadvantaged.

Enrollment

Associated Data: 2021-2022 Student Achievement Report (Appendix A), Figures 1-5, pgs. 9-14

Conclusions: Enrollment

- Based on the enrollment decrease in SY 2020-21 and the substantial increase in 2021-22, it is clear some students left the public school system during the height of the pandemic and returned in 2021-22.
  - Due to how the U.S. Census data is collected (self report), it is not possible to determine the extent to which population growth impacted increased enrollment.
- Some subgroups in Idaho experienced growth between 2019 and 2022.
  - Groups experiencing notable increases include Hispanic or Latin, Two or More Races, Students with Disabilities, Homeless, and Migrant (Figs. 4-5, pgs. 12-13).
- The steep drop in the population of Economically Disadvantaged students between 2019 and 2022 is likely the result of a combination of pandemic effects and changes in reporting and gathering data (Fig. 5, pg. 13).

Recommendations - Enrollment

Policy Recommendations – State Board of Education

Short-term Actions

1. Establish a valid and reliable metric to identify students facing economic disadvantage, with an emphasis on identifying an approach that will be consistent and manageable for LEAs to implement.

Long-term Actions

Implementation Recommendations – State Department of Education

Short-term Actions

1. Implement a valid and reliable collection of economically disadvantaged data.
   a. Ensure LEAs understand any adjustments to the data collection process and support them in implementation.

Long-term Actions

English Language Arts/Literacy and English Language Learning

ESSA Consolidated State Plan Goals – English Language Arts, All Grades

Table 1 revisits the long-term goals established for the ESSA Consolidated State Plan for ISAT English Language Arts performance. The long-term goals were calculated using the 2016 proficiency rates as a baseline and setting targets to reduce the percentage of non-proficient students by one third by 2022. Given that Idaho's first administration of the ISAT by Smarter Balanced was in 2014-15, the process was completed with limited data. Additionally, due to challenges related to the pandemic, Idaho's long-term goals are being extended for an additional year (without change).

Table 1: ESSA Consolidated State Plan Long-term Goals for English Language Arts, Continuously enrolled students

Student Group	2016 Baseline	2019 Interim Target	2019 Actual	2021 Interim Target	2021 Actual	2022 Interim Target	2022 Actual	2023 Long-Term Goal
All Students (Grades 3-8 & HS)	**53.0%**	**60.8%**	**55.6%**	**66.1%**	**54.5%**	**68.7%**	**55.5%**	**68.7%**
Economically Disadvantaged	40.6%	50.5%	42.7%	57.1%	40.4%	60.4%	39.8%	60.4%
Students with Disabilities	15.0%	29.2%	14.2%	38.6%	13.6%	43.3%	15.3%	43.3%
English Learners	6.9%	22.4%	18.9%	32.8%	23.3%	37.9%	26.1%	37.9%
Asian or Pacific Islander	65.0%	70.8%	66.2%	74.7%	66.9%	76.7%	68.5%	76.7%
American Indian or Alaskan Native	30.6%	42.2%	32.0%	49.9%	29.7%	53.7%	31.0%	53.7%
Black / African American	34.1%	45.1%	32.1%	52.4%	31.2%	56.1%	32.7%	56.1%
Hispanic or Latin	33.6%	44.7%	36.9%	52.0%	36.2%	55.7%	37.8%	55.7%
Native Hawaiian / Other Pac Isl	46.7%	55.6%	52.8%	61.5%	48.3%	64.5%	44.9%	64.5%
White	57.9%	64.9%	60.5%	69.6%	59.5%	71.9%	60.2%	71.9%
Two or More Races	54.5%	62.1%	57.4%	67.1%	57.1%	69.7%	60.0%	69.7%

Data Considerations:

- The Consolidated State Plan long-term goals and measurements of interim progress were originally set to substantially reduce the percentage of non-proficient students for each group. However, the methodology used resulted in interim targets above what would normally be considered excellent growth on a standardized assessment. The state intends to update the approach to setting these goals, but has delayed the process due to the pandemic and a leadership transition at the SDE.
- The values in the 2019 Actual, 2021 Actual, and 2022 Actual columns may not exactly match the data in the Student Achievement Report, as the data in Appendix A represents all

students, while the data in the Actual columns above represent continuously enrolled students. Per IDAPA 08-02-03.112.05.b.i, a student is considered continuously enrolled if he/she is "in the same public school from the end of the first eight weeks or fifty-six calendar days of the school year through the state approved spring testing administration period, not including the make-up portion of the test window."

Brief Analysis:

- While student performance on the ISAT ELA assessment improved in 2022, no student group met ESSA Consolidated State Plan 2022 Interim Targets for English Language Arts.
- Actual 2022 student group performance ranged from 8.2 to 28 percentage points below the interim targets.

Table 2 revisits the long-term goals established for the ESSA Consolidated State Plan for English Learners' Progress in Achieving English Language Proficiency, as measured using the English Language Proficiency Assessment. The long-term goals were calculated to reduce the number of English Learners not making expected progress towards English language proficiency by one third by 2023.

Table 2: ESSA Consolidated State Plan Long-term Goals for English Learners' Progress in Achieving English Language Proficiency*

Student Group	2018 Baseline	2019 Interim Target	2019 Actual	2021 Interim Target	2021 Actual	2022 Interim Target	2022 Actual	2023 Long-Term Goal
English Learners (Grades K-12)	74.1%	75.8%	76.2%	79.3%	48.1%	81.0%	50.5%	82.7%

Data Considerations:

- Idaho introduced new proficiency and progress measures for English Learners (ELs) in 2020, so the 2021 and 2022 data cannot be compared to prior years.
- As previously noted, Idaho adjusted the ACCESS assessment in 2017 and the scores required for ELs to exit the program in 2019-20. The latter shift resulted in a substantial reduction in the population of students taking this assessment in 2021 and 2022, and should be kept in mind when reviewing the data.
- The English language proficiency performance distribution in the 2021-22 Student Achievement Report will not match the data provided in Table 2 above. The data in the Student Achievement Report shows the percentage of students with scores in each performance category on the English Language Proficiency Assessment (the ACCESS 2.0). On the other hand, Table 2 reflects the percentage of students making adequate growth towards proficiency based on targets established using a calculation outlined in the ESSA Consolidated State Plan. Due to changes in cut scores on the assessment, these targets were updated in 2019 through an amendment to the Consolidated State Plan.

Brief Analysis:

- English Learners did not meet ESSA Consolidated State Plan 2022 Interim Targets for progress in achieving English language proficiency. Additionally, English Learners are not on target to meet 2023 long-term goals.
- The group scored 30.5 percentage points below the target.

Conclusions: Idaho Reading Indicator (IRI)

Associated Data: 2021-2022 Student Achievement Report (App. A), Figures 6-10, pgs. 15-20

- 2022 spring proficiency rates of All Students (fig. 6, pg. 16) show performance has nearly recovered since the pandemic (2019: 70% vs. 2022: 68%). Idaho educators, students, administrators, and parents / guardians should be commended.
- Additional grade level analyses (fig. 7, pg. 17) reveal pandemic impacts on specific cohorts of students, who may need additional support to acquire strong reading and literacy skills. 1st and 2nd graders in Spring 2022 had proficiency rates 3 percentage points below pre-pandemic.
- Subgroup analyses reveal areas of success and challenge.
  - English Learners' proficiency rate was 8 percentage points above 2019 (31% to 39%, fig. 9, pg. 19). This is another bright spot that needs recognition.
  - Out of the 16 subgroups analyzed, only White, Asian or Pacific Islander, Two or More Races, Female, and Military Connected subgroups met or exceeded the K-3 All Students state average of 68% in spring 2022.
  - Most other subgroups are not making progress and continue to manifest learning gaps of 1 to 34 percentage points below the K-3 All Students state average (figs. 8-10, pgs. 18-20).
  - Hispanic or Latin, the largest minority group, had a 54% proficiency rate in spring 2022, 14 percentage points short of the K-3 All Students state average (fig. 8, pg 18).

Conclusions: ISAT English Language Arts

Associated Data: 2021-2022 Student Achievement Report (App. A): Figures 11-18, pgs. 21-30

- It is a credit to Idaho students, educators, and parents / guardians that for All Students, All Grades (3-8 and high school), the ISAT ELA data shows the pandemic impact was minimal and Idaho students' ISAT ELA scores have nearly recovered (fig. 11, pg. 22).
  - The percentage of students scoring Advanced was the highest since 2017 (fig. 11, pg. 22).

- Longitudinal cohort analyses show that Idaho students' average scores remain at or above the proficiency cut by late elementary or early middle school grades (figs.16-18, pgs. 28-30).
- Although overall performance is good, work remains.
  - The 2022 percentages of students scoring proficient or advanced ranged from 50% in 3rd grade to 62% in high school (fig. 14, pg. 25). This means 40% to 50% of students in lower grades do not score proficient, while 38% of high schools are not proficient.
  - Longitudinal cohort analyses show emerging evidence that writing and integrating information are a challenge, in the elementary grades (figs. 16-18, pgs. 28-30).
  - Closing subgroup learning gaps remains a top priority.

Conclusions: English Language Proficiency Assessment

Associated Data: 2021-2022 Student Achievement Report (App. A): Figure 19, pgs. 31-32

Data Considerations:

- Idaho adjusted (lowered) the cut scores needed for students to exit EL programs in 2019-2020, resulting in many more students "testing out" of the programs. This is evident in the drop in EL group sizes after 2019-2020 in Fig. 19.
- Conclusions related to the performance of English Learners on the English Language Proficiency Assessment will be limited, as EL performance is not a scheduled focus area for the FY 23 AOC report. Thus, only one graph of basic data was requested and included in the 2021-22 Student Achievement Report. EL performance will be focused upon in greater detail in next year's report.

Conclusions:

- Between 2019 and 2022, there was a notable shift of English Language Proficiency Assessment scores toward lower student performance, with more students scoring in the bottom three categories (i.e. Entering, Emerging, and Developing) (fig. 19, pg. 32).
  - While this could be attributed to the pandemic, it is likely that an additional cause was that the EL population changed due to adjusted exit criteria. To understand the downward shift in performance, we would need to closely examine additional data (e.g. student grades, time in program, etc.).
- During the two years since implementation of new exit criteria and the end of the pandemic, percentages in all performance categories have remained quite consistent.
  - If pandemic effects occurred, Idaho EL students have neither experienced further deterioration nor substantial growth.
  - EL students, however, made notable improvements on other assessments (i.e., IRI and ISAT Math), as indicated in other sections of this report.

Recommendations - ELA/Literacy and English Learning

Policy Recommendations – State Board of Education

Short-term Actions

1. Maintain the commitment to accelerated learning for K-4 Literacy (FY 22 Recommendation, with expansion).
   a. Continue to monitor cohorts up to grade 6 to ensure continued growth for all students.
   b. Focus on cohorts of students most impacted by the pandemic: 2021-22 Grades 1 and 2, and students in subgroups (FY 22 Rec).
   c. Ensure the state's new professional development platform has an effective mechanism for identifying and sharing best practices in K-4 Literacy.
2. Gather research regarding the impact of expanded full-day kindergarten in the state.
3. Expand partnerships with stakeholder groups committed to serving specific student populations to engage in coordinated efforts to identify short- and long- term strategies to address performance differentials (FY 22 Rec).

Long-term Actions

1. Based on recommendations from appropriate stakeholder groups, develop plans to reduce performance differentials between subgroups (FY 22 Rec).
2. In alignment with the AOC's February 2021 recommendations to the Board, continue to explore options to allow high school students to choose between multiple assessments for HS accountability (including assessments beyond college readiness, such as CTE, ASVAB, etc.).

Implementation Recommendations – State Department of Education

Short-term Actions

1. Provide focused professional development to districts, schools, administrators, and other educational leaders on how to interpret IRI and ISAT data (particularly at the domain and claim levels) and use it to make instructional and curriculum decisions (FY 22 Rec).
   a. Support districts and schools in identifying how to use IRI and ISAT data to formulate strategic interventions for specific subgroup populations of students (FY 22 Rec).
      – Promote use of the ISAT interims and interim data as tools to support instruction (new).
   b. Ensure professional development is appropriately targeted and differentiated across roles (teachers, vs. administrators, etc.).
   c. Review the effectiveness of existing state literacy initiative efforts to ensure LEAs receive strong support.
2. Facilitate sharing of full-day kindergarten best practices between LEAs.
3. In coordination with the Board, expand partnerships with stakeholder groups committed to serving specific student populations (FY 22 Rec).
4. Identify highly effective districts and schools performing above expectations, particularly with specific subgroups of students. Recognize / reward them and share their strategies (FY 22 Rec).

Long-term Actions

1. Continue implementation support to the K-4 Literacy Initiative (FY 22 Rec), with expansion to K-6 to ensure accelerated learning continues with students impacted by the pandemic.
2. Maintain high quality professional development on K-4 Literacy, use of IRI data, and use of ISAT Claim level data (FY 22 Rec).

Mathematics

ESSA Consolidated State Plan Goals – Mathematics, All Grades

Table 3 revisits the long-term goals established for the ESSA Consolidated State Plan for ISAT Mathematics performance. The long-term goals were calculated using the 2016 proficiency rates as a baseline and setting targets to reduce the percentage of non-proficient students by one third by 2022. Given that Idaho's first administration of the ISAT by Smarter Balanced was in 2014-15, the process was completed with limited data.

Table 3: ESSA Consolidated State Plan Long-term Goals for Mathematics, Continuously-enrolled Students

Student Group	2016 Baseline	2019 Interim Target	2019 Actual	2021 Interim Target	2021 Actual	2022 Interim Target	2022 Actual	2023 Long-Term Goal
All Students (Grades 3-8 and 10)	**41.6%**	**51.3%**	**45.1%**	**57.8%**	**40.3%**	**61.1%**	42.7%	**61.1%**
Economically Disadvantaged	30.3%	41.9%	32.8%	49.7%	27.6%	53.5%	28.3%	53.5%
Students with Disabilities	15.2%	29.3%	12.8%	38.8%	9.1%	43.5%	12.5%	43.5%
English Learners	7.1%	22.6%	15.7%	32.9%	14.6%	38.1%	17.4%	38.1%
Asian or Pacific Islander	56.8%	64.0%	60.1%	68.8%	57.7%	71.2%	59.2%	71.2%
American Indian or Alaskan Native	19.4%	32.8%	22.1%	41.8%	17.8%	46.3%	20.2%	46.3%
Black / African American	22.2%	35.2%	19.8%	43.8%	16.8%	48.1%	20.4%	48.1%
Hispanic or Latin	22.0%	35.0%	25.9%	43.7%	21.4%	48.0%	23.6%	48.0%
Native Hawaiian / Other Pac Isl	33.6%	44.7%	38.3%	52.0%	32.9%	55.7%	32.4%	55.7%
White	46.6%	55.5%	50.3%	61.4%	45.5%	64.4%	47.8%	64.4%
Two or More Races	42.2%	51.8%	46.0%	58.3%	40.7%	61.5%	44.5%	61.5%

Data Considerations:

- The student achievement percentages shown in Table 3 in the 2019 Actual, 2021 Actual, and 2022 Actual columns represent continuously enrolled students. The values will not exactly match the data in the Student Achievement Report, as the data in Appendix A represents all students, not just those who are continuously enrolled.

Brief Analysis:

- No student group met ESSA Consolidated State Plan 2022 Interim Targets for mathematics. Additionally, no student group is on target to meet 2023 long-term goals.
- Actual 2022 student group performance ranged from 12 to 31 percentage points below interim targets.
- Possible reasons for not meeting interim and long-term goals include initially setting goals based on limited data and pandemic effects. But even before the pandemic years, Idaho was not on track to reach long-term goals. This was a consequence of inadequate year-over-year growth in scores across all groups (relative to the established goals).

Conclusions: ISAT Math

Associated Data: 2021-2022 Student Achievement Report (App. A), Figures 20-28, pgs. 33-46

- The percentages of students who scored proficient or advanced continued to be at a high in 3rd grade (52%) and then steadily decreased across later grades to just 34% proficiency in high school (fig. 27, pg. 43).
- ISAT Math longitudinal cohort analyses of composite and claim scores reveal substantial divergence from proficiency cut scores beginning in the 4th and 5th grades (figs. 24-26, pgs. 39-41).
    - There are slight but consistent performance differentials across the claims with student performance higher on Concepts and lower on both Solve Problems and Reason, Communicate. This may reflect that students can demonstrate a basic grasp of foundational concepts, but struggle with deeper mathematical reasoning.
- In both analyses comparing students' math proficiency level from one year to the next, most students remained in the same proficiency category from one year to the next. Among those who moved, the plurality moved downward.
    - From 2019 to 2021, 39% moved down to Basic from Proficient, compared to 14% who moved up from Basic to Proficient
    - From 2021 to 2022, a shorter timespan, 29% moved 1 step down to Basic, compared to 24% who moved a step up to Proficient.
- Both English Learners and Economically Disadvantaged students closed their performance gap some in 2020-21 (as noted in the FY 22 AOC report) and then held steady in 2021-22. While the gaps for both groups remains substantial (EL: 33 pt gap, Econ Disadv: 24 pt gap), it is clear some improvement has occurred (table 4, pg. 45).

- All other subroups maintained consistent performance gaps, with most gaps remaining significant (tables 3-4, pgs. 44-45).
  - Some subgroups have proficiency rates that are half or less than half of the rate of their reference group (i.e., American Indian, Hispanic or Latin, Black, English Learners, Homeless, Foster Care, Migrant, and Students with Disabilities).
  - These persistent gaps continue to pose a challenge to Idaho's education system and thus require more focused attention.
- While it is clear the pandemic had an impact on math performance, the problem of math score growth rates decreasing as students progress through the K-12 system occurred consistently prior to the pandemic. Thus, the data reflects persistent challenges with mathematics curriculum and/or instruction beginning in the upper elementary grades.
  - Based on multiple data sources, it is clear that math performance was more impacted by the pandemic than ELA and it is recovering at a slower pace. However, modest recovery was achieved in 2022.
  - 43% of the All Students group scored proficient or advanced, a 3 percentage point gain from 2021, and only 2 percentage points lower than 2019 (fig. 20, pg. 33).
  - Gaining ground on pandemic losses is a credit to Idaho's educators, students, administrators, parents, and guardians.
- Historical differences among school types appeared to close some in 2020-21. However, it seems this may have been due to population shifts (where students enrolled that year), as divergences in performance began to re-emerge in 2021-22.

Recommendations – Mathematics

Policy Recommendations – State Board of Education

Short-term Actions

1. Support the efforts of the newly formed Middle Grades Math Work Group. While awaiting their recommendations, strongly encourage LEAs to focus a substantial portion of their remaining ARP ESSER funds and other resources on math interventions, accelerated instruction, and math-related professional development.
2. Expand partnerships with stakeholder groups committed to serving specific student populations to engage in coordinated efforts to identify strategies to address performance differentials (FY 22 Rec).

Long-term Actions

1. Based on recommendations from the Math Work Group, work with SDE to ensure plans are developed and implemented with timelines and outcome measures in place.
2. Develop budgets and engage with the legislature to identify and request resources and funds needed to implement the Math Work Group's recommendations.
3. In alignment with the AOC's February 2021 recommendations to the Board, continue to explore options to allow high school students to choose between multiple assessments for HS accountability (including assessments beyond college readiness, such as CTE, ASVAB, etc.).

Implementation Recommendations – State Department of Education

Short-term Actions

1. Support the efforts of the newly formed Middle Grades Math Work Group. While awaiting their recommendations, strongly encourage LEAs to focus a substantial portion of their remaining ARP ESSER funds and other resources on math interventions, accelerated instruction, and math-related professional development.
2. Work with the Math Work Group to review statute and rule (including I.C. 33-1627) to ensure policy is aligned to current needs in mathematics education, and submit suggested edits to the Board.
3. Build upon previous efforts to engage districts and schools in quality, ongoing, focused professional development to improve math instruction (FY 20 & FY 22 Rec).

Long-term Actions

1. Based on recommendations from the Math Work Group, and with support of the Board, ensure plans are developed and implemented with timelines and outcome measures in place.
2. Work with the Board to develop budgets and engage with the legislature to develop support for providing the resources and funds to implement recommendations of the Math Work Group.

a. Professional development efforts need to be embedded and connected to relevant content (FY 22 Rec).
   - Promote use of the ISAT interims and interim data as tools to support instruction (new).
b. Ensure professional development is appropriately targeted and differentiated across roles (teachers, vs. administrators, etc.).
c. Ensure math performance data (as provided in the Student Achievement Reports) is widely shared (FY 22 Rec).
   - The State, districts, and schools need to use claim and target level analyses to guide professional development and curricular and instructional changes (FY 22 Rec).
d. Ensure teachers are engaging in the depth and rigor of the standards (FY 22 Rec).
   - While LEAs are making efforts to teach to the standards, claim level math analyses reveal deeper math skills (such as reasoning) may not be consistently taught.
   - Work with LEAs to ensure all students (including subgroups such as SPED, EL, Title I) receive grade-level core math instruction.

4. Identify highly effective districts and schools with math performance above expectations. Recognize / reward them and share their strategies (FY 22 Rec).

High School to Postsecondary Transition

Graduation Rate Definitions

- ✓ Four Year Cohort Graduation Rate: The four year cohort graduation rate calculation is defined in federal law. Students are assigned to their cohort when they enter 9th grade. The four year cohort graduation rate measures the percentage of students who graduate within four years of beginning 9th grade (including the summer after the fourth year). Students who transfer into districts are assigned into the appropriate cohort based on when they entered 9th grade (regardless of the grade of transfer). Students are removed from the cohort (for the state of Idaho) only if they transfer out to be educated out-of-state or homeschooled.
- ✓ Five Year Cohort Graduation Rate: The five year cohort graduation rate maintains the same cohort as the four year cohort and gives them an additional year to graduate (until the summer after the fifth year). Thus, the five year cohort graduation rate includes all students who graduate within four years and those who graduate when given an additional year to complete.

ESSA Consolidated State Plan Goals – 4 Year and 5 Year Cohort Graduation Rates

Tables 4 and 5 review the long-term goals established for the ESSA Consolidated State Plan for the 4 year and 5 year Cohort Graduation Rates. The long-term goals for the 4 year graduation rate were set using the Board's Strategic Plan goal of a 95% graduation rate (for all students) as a guide. The calculation used reduces the percentage of non-graduates by approximately 75% by the Class of 2022. The 5 year Cohort Graduation Rate goals were established through the 2019 amendment to Idaho's Consolidated State Plan, with an expectation that the state's 5 year rates should be slightly higher than the 4 year rates.

Table 4: ESSA Consolidated State Plan Long-term Goals for 4-year Cohort Graduation Rates

Student Group	Class of 2016 Baseline	Class of 2019 Interim Target	Class of 2019 Actual	Class of 2021 Interim Target	Class of 2021 Actual	Class of 2022 Interim Target	Class of 2022 Actual	Class of 2023 Long-Term Goal
All Students	**79.7%**	**87.3%**	**80.7%**	**92.4%**	**80.1%**	**94.9%**	**79.9%**	**94.9%**
Economically Disadvantaged	71.9%	82.4%	72.5%	89.5%	70.0%	93.0%	69.6%	93.0%
Students with Disabilities	60.5%	75.3%	56.1%	85.2%	56.0%	90.1%	56.6%	90.1%
English Learners	73.3%	83.3%	74.4%	90.0%	61.0%	93.3%	65.4%	93.3%
American Indian or Alaskan Native	58.5%	74.1%	67.6%	84.4%	69.0%	89.6%	73.4%	89.6%
Asian or Pacific Islander	83.1%	89.4%	88.9%	93.7%	86.0%	95.8%	85.4%	95.8%

Black / African American	77.8%	86.1%	73.6%	91.7%	68.0%	94.5%	69.1%	94.5%
Hispanic or Latin	73.7%	83.6%	73.9%	90.1%	72.0%	93.4%	73.0%	93.4%
Native Hawaiian / Other Pac Isl	69.7%	81.1%	76.5%	88.6%	75.0%	92.4%	71.6%	92.4%
White	81.3%	88.3%	82.6%	93.0%	83.0%	95.3%	81.9%	95.3%
Two or More Races	77.3%	85.8%	79.0%	91.5%	77.0%	94.3%	76.5%	94.3%

Brief Analysis:

- No student group met ESSA Consolidated State Plan 2022 Interim Targets for 4-year Cohort Graduation Rate. Additionally, no student group is on target to meet 2023 long-term goals.
- Actual 2022 student group performance averaged 23.2 percentage points (range 10.4-33.5) below interim targets.
- Possible reasons for not meeting interim and long-term goals include initially setting goals based on expectations for rapid growth that were not realistic and pandemic effects. However, Idaho was not on track to reach long-term goals prior to the pandemic due to inadequate year-over-year growth in 4-year graduation rates.

Table 5: ESSA Consolidated State Plan Long-term Goals for 5-year Cohort Graduation Rates*

Student Group	Class of 2017 Baseline	Class of 2019 Interim Target	Class of 2019 Actual	Class of 2020 Interim Target	Class of 2020 Actual	Class of 2021 Interim Target	Class of 2021 Actual	Class of 2022 Long-Term Goal
All Students	**82.0%**	**87.4%**	**83.3%**	**90.1%**	**84.1%**	**95.5%**	**82.3%**	**95.5%**
Economically Disadvantaged	75.0%	82.5%	75.8%	86.3%	77.0%	93.8%	73.4%	93.8%
Students with Disabilities	65.5%	75.9%	60.9%	81.0%	62.0%	91.4%	59.8%	91.4%
English Learners	79.3%	85.5%	79.0%	88.6%	69.0%	94.8%	66.2%	94.8%
Asian or Pacific Islander	88.0%	91.6%	91.3%	93.4%	90.0%	97.0%	87.5%	97.0%
American Indian or Alaskan Native	67.5%	77.3%	70.3%	82.1%	68.0%	91.9%	72.7%	91.9%
Black / African American	75.6%	82.9%	79.0%	86.6%	73.0%	93.9%	73.9%	93.9%
Hispanic or Latin	78.4%	84.9%	77.7%	88.1%	79.0%	94.6%	75.6%	94.6%
Native Hawaiian / Other Pac Isl	79.7%	85.8%	79.2%	88.8%	76.0%	94.9%	79.7%	94.9%
White	83.1%	88.2%	84.8%	90.7%	86.0%	95.8%	84.2%	95.8%
Two or More Races	79.3%	85.5%	80.6%	88.6%	82.0%	94.8%	78.0%	94.8%

Brief Analysis:

- No student group met ESSA Consolidated State Plan 2021 Interim Targets for 5-year Cohort Graduation Rate. Additionally, no student group is on target to meet 2023 long-term goals.
- Actual 2021 student group performance averaged 21.3 percentage points (range 9.5-31.6) below interim targets.
- Possible reasons for not meeting interim and long-term goals include initially setting goals based on limited data (and with high expectations) and pandemic effects. Due to inadequate year-over-year growth in 5-year graduation rates (in comparison to interim targets), Idaho has not been on track to reach long-term goals since the goals were established in 2019.

Conclusions: Graduation Rates

Associated Data for Graduation Rates: 2021-2022 Student Achievement Report (App. A), Figures 29-35, pgs. 47-53.

- Graduation rates for All Students, both 4 and 5 year, were essentially stable between 2017 and 2022 (fig. 29, pg. 47).
  - There was a slight increase in 4 and 5 year rates in 2020, which was likely due to adjusted (reduced) graduation requirements due to spring school closures, since the gains were not sustained.
- Traditional schools had the highest 4 and 5 year graduation rates between 2018 and 2022 of any school type (figs. 30 & 33, pgs. 48 & 51).
  - While they still lag behind other types of schools, there are interesting upward trends in graduation rates for Virtual Charter Schools and Alternative Virtual Charter Schools that need exploration to determine if there are best practices to disseminate statewide (figs. 30 & 33, pgs. 48 & 51).
- American Indian or Alaskan Native 4 and 5 year graduation rates made substantial progress during 2018-2022 (figs 31 & 34, pgs. 49 & 52).
  - This is a notable achievement that needs recognition.
  - Discussions with schools, districts, and stakeholder groups who work with this student population may reveal best practices for statewide dissemination.
- Large differentials in 4 and 5 year graduation rates remain between most student subgroups and their reference groups (figs. 31-32 & figs. 34-35, pgs. 49-50 & 52-53).

Conclusions: Go On Rates

Associated Data for Go On Rates: 2021-2022 Student Achievement Report (App. A), Figures 36-41, pgs. 54-60

- 5 year Go On rates for Native American, Alaskan Natives held up well over the pandemic years and achieved an all time high of 61% in 2022 (fig. 40, pg. 59).
  - This is a notable achievement that needs recognition. Discussions with schools, districts, and stakeholder groups who work with this student population could reveal best practices for statewide dissemination.
- Go On rates at 1, 3, and 5 years appear to have been negatively impacted by the pandemic and have not recovered. These effects are most pronounced at 1 and 3 years and less so at 5 years (figs. 36-41 , pgs. 55-60).
  - Subgroup sizes vary both within and across groups (for all Go On rates) so analyses and interpretations need to take this variability into consideration.
  - 1 and 3 year Go On rates were most impacted. For the All Students group, 1 year Go On rates dropped from 46% in 2019 to 39% (2020), 38% (2021), and 37% (2022) (fig. 36, pg. 55). Similar patterns emerged for most subgroups and across 3 year rates (figs. 36-39, pgs. 55-58).
  - 5 year Go On rates were least affected by the pandemic, although there is evidence of slight effects (figs. 40-41, pgs. 59-60).
  - The natural delay of this data may mean that any post-pandemic rebound has not yet been seen. An additional year of data will be essential.
- It is notable that the current Go On measure does not include postsecondary work completed during high school or all viable paths that high school graduates take after graduation.

Conclusions: Course Completion and Recovery

Associated Data for Course Completion: 2021-2022 Student Achievement Report (App. A), Table 5, pgs. 71-75

- As of the 2021-22 school year, course completion data is self-reported by LEAs with an open field. As a result, the number and variety of responses received (700+) prevents meaningful analysis or development of valid conclusions.
- Course recovery data was not provided with the Student Achievement report due to the level of difficulty in pulling or analyzing that data. The AOC is aware that course recovery data may be improved for the 2022-23 school year.

Recommendations – Graduation and Go On Rates, and Course Completion

Policy Recommendations – State Board of Education

Short-term Actions

1. Continue to expand efforts to use Next Steps Idaho, college and career advising, and other initiatives to encourage students to graduate from high school and pursue postsecondary education (FY 22 rec).
2. Review SDE research regarding early warning systems and develop plans to address dropout prevention (FY 22 rec).
3. Consider use of Grade 11 ISAT Scores in the state's Direct Admissions Framework (FY 22 rec, moved from long-term to short-term).
4. Utilize partnerships with stakeholder groups focused on specific student subgroups to develop strategies to address differentials in graduation rates between student groups (FY 22 rec).
5. Work to improve how data related to high school course completion and recovery data is collected and managed.

Long-term Actions

1. Engage with the SDE to collaboratively develop a dropout prevention plan.
2. Continue to engage in collaborative work across state agencies, including the Board, SDE, CTE, Labor, and Workforce Development Council, to ensure the state utilizes a comprehensive definition of Go On and a valid and reliable process for measuring it.
3. Engage in a process to create and require use of standardized codes for: common high school courses, credit given (full, partial, incomplete), and course recovery.

Implementation Recommendations – State Department of Education

Short-term Actions

1. Direct LEAs to establish early warning systems to identify students at risk for dropping out coupled with robust interventions and supports for students.
   a. Gather evidence regarding districts' early warning systems and dropout prevention efforts. Identify best practices used within and out of state. Present research and recommendations to the Board (FY 22 Rec).
   b. Guide LEAs to leverage absenteeism data and supports as a key early warning sign for dropout prevention.
2. Identify districts and schools with graduation rates above expectations. Recognize / reward them and share their strategies (FY 22 Rec).

Long-term Actions

1. Implement the dropout prevention plan, as collaboratively developed by Board and SDE (FY 22 Rec).

Attendance and Engagement

Attendance Definitions

The following definitions related to attendance are used in this report, as aligned to the Attendance Works model:

- ✓ Adequate Attendance: 91% to 100% attendance
- ✓ Chronically Absent: 81 to 90% attendance
- ✓ Severely Chronically Absent: 80% or lower attendance

Data Considerations

- The definition of "chronically absent" and "severely chronically absent" include absences for any reason, including those who would have been considered excused by the school (based on district or school policy).
  - Since absences for medical reasons (including contracting Covid-19 or being quarantined due to a close contact) are included, the population of students identified as chronically absent during the 2020-21 and 2021-22 school years likely includes students who would not have had similar absenteeism pre-pandemic.
  - Qualitative information received by AOC members and staff indicates that some districts and schools made their policies more strict regarding allowing students to attend while sick, which could lead to additional absences related to illness.
  - The correlation between absenteeism and performance may be lower during and coming out of the pandemic than at other times, since the group of students experiencing absences could include higher performing students who are more likely to maintain proficiency despite their absences.
- As indicated previously, the reduced group size for Economically Disadvantaged is likely a result of the changes in how students are being identified. Since we do not know the impact this population change has had on the data, this caveat should be kept in mind when reviewing any analysis of data pertaining to the Economically Disadvantaged subgroup.

Conclusions: Attendance

Associated Data: 2021-2022 Student Achievement Report (App. A), Figures 42-48, pgs. 61-68

- Adequate attendance, defined as attending school 91% to 100% of the time, dropped considerably over the past four years. For the All Students group, adequate attendance dropped from 87% in 2019 to 75% in 2022 (fig. 42, pg. 62).
  - Grades 9-12 experienced a 12 percentage point drop in adequate attendance between 2019 (86%) and 2022 (74%) (fig. 43, pg. 63).
  - Grades 6-8 experienced a 12 percentage point drop in adequate attendance between 2019 (87%) and 2022 (75%) (fig. 43, pg. 63).

- Grades K-5 experienced a 13 percentage point drop in adequate attendance between 2019 (88%) and 2022 (75%) (fig. 43, pg. 63).

- Severe chronic absenteeism for All Students, defined as attending school less than or equal to 80% of the time, doubled from 3% in 2019 to 6% in 2022 (fig. 42, pg. 62).
- No subgroup avoided substantial drops in attendance (figs. 44-45, pgs. 64-65).
  - Of the 15 subgroups analyzed, drops in adequate attendance between 2019 and 2022 ranged from 9-19 percentage points.
  - 7 subgroups had adequate attendance rates below 70% and 2 have rates below 60%.
  - Addressing achievement gaps between subgroups and their reference groups will be even more difficult than before in the face of such low percentages of adequate attendance.
- It is worth noting that other states are experiencing similar deteriorations in student attendance in the last two years, so there are opportunities to collaborate with others to better understand the problem and identify ideas for improvement.
- Substantial national research indicates chronic absenteeism exhibits a strong relationship to students' academic achievement (including their likelihood to read on grade level and/or dropout of high school), which supports Idaho's focus on chronic absenteeism.[1]
  - Based on SY 2020-21 and 2021-22 data, there is a relationship between attendance and ISAT scores (figs. 47-48, pgs. 67-68).
  - Since this data is only for years impacted by the pandemic, additional years of post-pandemic data will be needed to fully understand the connection.

Conclusions: Engagement

Associated Data: 2021-2022 Student Achievement Report (App. A), Figures 49-50, pgs. 69-70

- Student engagement decreased during the pandemic and remained the same in 2022.
- After staff engagement hit a high in 2021, it decreased in 2022, while parent engagement climbed.
- It is notable that while nearly all students participated in the engagement survey, staff and parent surveys are opt-in, thus, changes may be impacted by the population that chooses to take the survey in a given year.
- While use of an engagement survey is required by rule, districts may now administer a survey of their choosing for all students with the exception of those attending alternative high schools. As a result, standardized data will not be available for all LEAs, so future analyses will be limited.

[1] Allensworth, Gwynne, Moor & de la Torre, 2014; Balfanz & Byrnes, 2012; Baltimore Education Research Consortium, 2011; Chen & Rice, 2016; Ely & Fermanich, 2013; Ginsburg, Jordan & Chang, 2014

Recommendations – Enrollment, Attendance, and Engagement

Policy Recommendations – State Board of Education

Short-term Actions

1. Given the drops seen in attendance, engagement, and achievement at the middle school level, establish a Middle Grades Work Group to examine issues and make recommendations to the Board to improve middle grades (6-9) education (FY 22 Rec).
   a. The Middle Grades Work Group should be established within or in direct partnership with the Math Work Group.
2. Identify additional attendance data points to gather (medical vs. truancy) and implement plans to include them in ISEE.
3. Work with SDE to ensure all parties (Board, SDE, LEAs) understand and use common terminology and measures related to attendance and absenteeism.

Long-term Actions

1. Develop budget plans that address sustainability of funding to districts for implementing strategies to reduce chronic absenteeism in alignment with the Attendance Works model (FY 22 Rec).

Implementation Recommendations – State Department of Education

Short-term Actions

1. Provide districts and schools with professional development and data regarding the impact of attendance on student outcomes and strategies they can use to improve attendance using the Attendance Works model (FY 22 Rec).
   a. Given that attendance varies by student subgroups, ensure districts and schools have the info they need to strategically target resources (FY 22 Rec).
   b. Engage in face-to-face meetings (such as IASA regional meetings) to inform LEAs of the integration of absenteeism into the accountability model, how to access data, and the state's endorsement of the Attendance Works model.

Long-term Actions

1. Work with the Board to support development of budgets that sustain funding to districts for implementation of strategies to address attendance, mental health, and engagement (FY 22 Rec).

   c. When working with LEAs with substantial minority populations (particularly American Indian), recognize and address the impact of culture and generational trauma on school attendance and engagement.
2. Identify effective models for addressing educator and student mental health. Share models with districts and encourage them to use stimulus funds to launch those efforts quickly (FY 22 Rec.).
3. Identify models to support student engagement, particularly in the secondary grades (6-12). Distribute engagement data and models to districts for implementation (FY 22 Rec).
4. Encourage districts and schools to continue to use school culture and/or engagement surveys (after the statewide administration is concluded) to inform their decision-making (FY 22 Rec).

SECTION 4: ACCOUNTABILITY OVERSIGHT COMMITTEE MEMBERS

Chair

Roger Stewart, Ph.D.	Retired Professor, College of Education, Boise State University Designated Seat: Student Achievement Assessment and Data

Ex-Officio Members

Linda Clark, Ed.D	Vice President, Idaho State Board of Education Retired Superintendent, West Ada School District #2
Cindy Siddoway	Member, Idaho State Board of Education Owner, Siddoway Sheep Co. and Juniper Mountain Ranch Former School Board Trustee, West Jefferson School District #253
Ryan Cantrell, Ed.S	Chief Deputy Superintendent, Idaho State Department of Education

Designated Members

Laurie Copmann, M.Ed.	Assistant Principal, Minico High School Designated Seat: School Level Administrator
Julian Duffey, M.Ed.	Special Education Director, Jefferson County School District #251 Owner, Balance Point, LLC. Designated Seat: Special Education
Jodie Mills, Ed.S.	Administrator of Teaching and Learning, Boise School District #1 Designated Seat: School District Assessment and Accountability
Wendy Johnson, Ed.S.	Superintendent, Kuna School District #3 Designated Seat: School District Superintendent

At-Large Members

Iris Chimburas	Director of Indian Education, Lapwai School District #341 Member, Indian Education Committee
Anne Ritter, MS.Ed., J.D.	Board Member, Meridian Medical Arts Charter School Former School Board Trustee, West Ada School District #2

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2021-2022
Student Achievement Report

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DATA NOTES

The data presentation in this report conform to the rules and standard practices adopted by the Idaho State Department of Education to protect potentially personally identifiable information (PII), and to guard against overinterpretation of small differences.

Redaction

In compliance with Idaho law we redact data in order to protect personal identity. This means that we do not report data in any cells of fewer than 5 students or where the difference between the total of one or more cells of categorical data is fewer than 5 of the total student population. In addition, Data Management Council Policies and Procedures (DMC) call for at least two cells to be redacted in most cases where any total is available, in order to prevent any cell required for redaction to be derived. Under DMC policy additional cells may be required to be redacted until the total of the exempt and therefore redacted aggregate data in a line or column equals 5 or more. Zero is considered a number.

The State Department of Education (SDE) uses two levels of redaction communication to protect privacy: (1) reporting no data at all or (2) by “blurring” the actual data, which provides some numeric information, without exposing underlying private data. Specifically, cells that meet the standard fewer-than-five redaction rule are reported using the “NSIZE” notation. Cells that meet the n size requirement, but cannot be disclosed because of their relationship to another cell that is redacted are blurred with the use of “>” or “<” notations. Please be aware that the blurred results are always true (e.g. a cell listed with < 25% will have a real value of under 25%), but do not include an indication of how much above or below the listed value the actual percentage falls.

Level of Precision

In this report, most composites, rates, percentages, and averages are calculated to 10 places beyond the decimal. For reporting, they are rounded to full numbers, with no places beyond the decimal. The resulting level of precision better matches the level of accuracy of the underlying data, and helps avoid the overinterpretation of small, inconsequential differences that likely result from the types of random error that affect all data. One exception will be U.S. Census numbers, because of their size.

INTRODUCTION

The Assessment and Accountability Department, on behalf of the Idaho State Department of Education, presents Idaho's 2021-2022 annual Student Achievement Report. The information presented is a compilation of the results of the summative assessments for all students, unless otherwise noted. The data presented may not match reports published to fulfill accountability requirements.[1] Student demographic designations represent information that districts and charters provided through the Idaho System for Educational Excellence (ISEE).

The observations provided represent the reflections, understanding, and experience of the Assessment and Accountability Department staff, as well as reflections from other department staff.

Questions about the data or observations presented can be directed to Ayaka Nukui, Interim Director of Assessment and Accountability for the Idaho State Department of Education.

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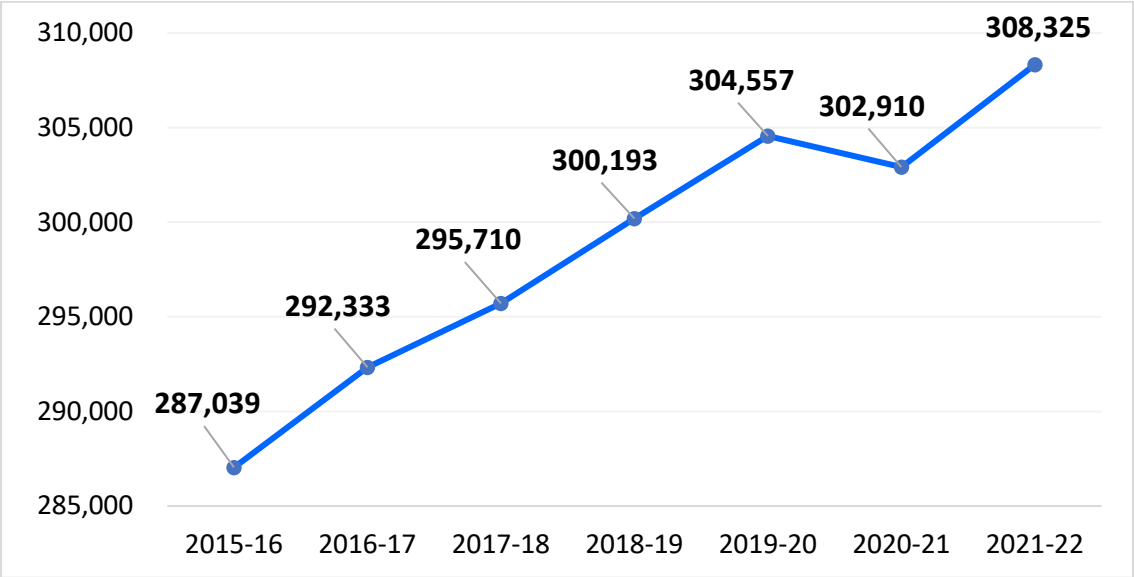
[1] Inclusion and weighting rules vary depending on the accountability metric and requirement.

ENROLLMENT

This report reviews the achievements of the 308,325 students in Idaho's public schools in 2021-22. These official numbers come from the Spring Enrollment Count that includes all students in grades kindergarten through 12 who are enrolled on the first Friday of May. Districts and charter schools report enrollment counts via ISEE to the Idaho Statewide Longitudinal Data System (SLDS). The count does not show whether a student is enrolled on a half-time or full-time basis. The enrollment count for the following entities are not part of the report card: (1) Juvenile Detention Centers; (2) Idaho Digital Learning Academy (IDLA); and (3) Schools governed by: (a) Idaho Department of Correction; (b) Idaho Department of Juvenile Corrections; (c) Idaho Educational Services for the Deaf and Blind (d) Tribal organizations; (e) Special purpose schools, as accredited; and (f) Summer schools/programs.

As seen in Figure 1, enrollment has increased by about 8,100 students over the past three years since 2018-19, and by about 21,000 since 2015-16. This amounts to an increase of 1.8% since last year, higher than the 1.5% annual growth from 2016 through 2020. Coming years will reveal whether the annual pre-pandemic growth will resume.

Figure 1: Idaho Public School Enrollment over Three Years



We situate our upcoming review of school year 2021-22 in the historical context of recent years, and the context of U.S. and Idaho population changes (U.S. Census Bureau).

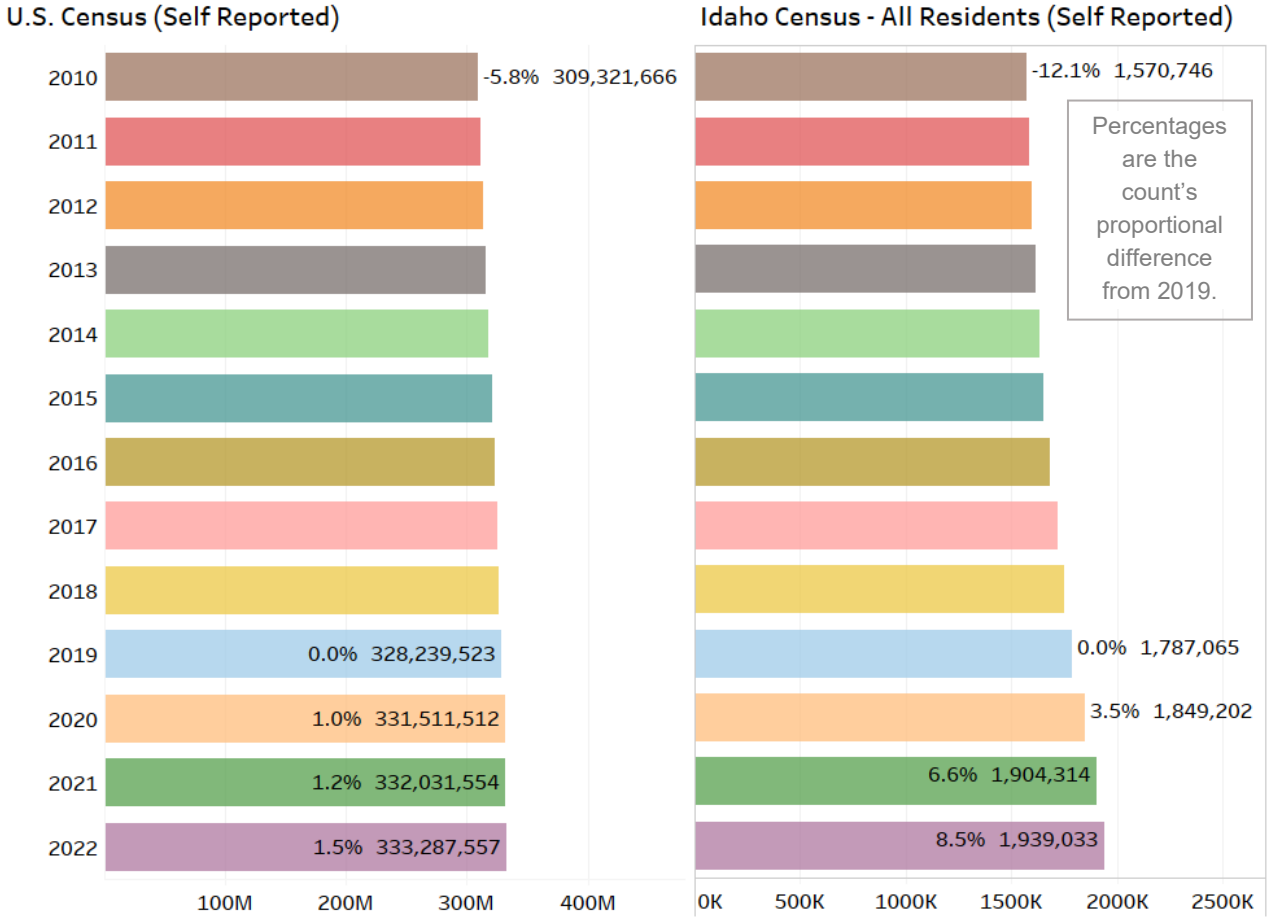
U.S. versus Idaho Census Trends

This section reviews U.S. Census data against Idaho's school enrollment data to understand the broader context of Idaho's trends[2].

Figure 2 shows population counts from 2010 through 2022. Percentages show change since 2019. The figure shows that Idaho is growing much faster than the U.S. Specifically,

- the U.S. population grew 7.3% since 2010, or about 0.6% per year.
- Idaho's population grew 20.6% in the same period, more than three times faster than the U.S.
- Idaho's growth of 8.5% since 2019 was nearly six times faster than the U.S. pace.

Figure 2: Census Counts & Percentage Difference from 2019: U.S. v Idaho, 2010-22



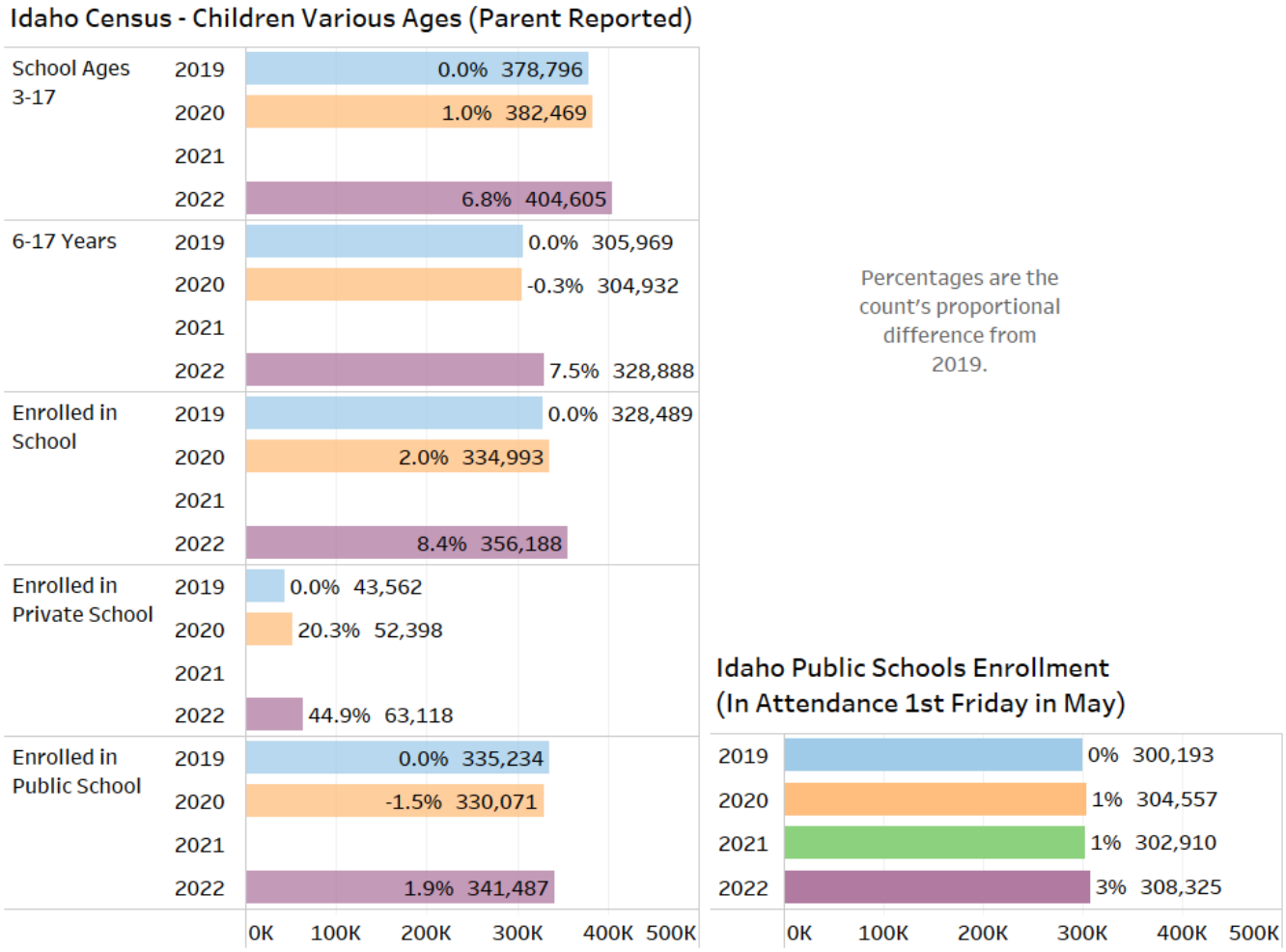
[2] Annual Estimates of the Resident Population for the United States, Regions, States, District of Columbia, and Puerto Rico: April 1, 2020 to July 1, 2022 (NST-EST2022-POP). Source: U.S. Census Bureau, Population Division, Release Date: July 2022;
Annual Estimates of the Resident Population for the United States, Regions, States, and Puerto Rico: April 1, 2010 to July 1, 2019 (NST-EST2019-01). Source: U.S. Census Bureau, Population Division, Release Date: December 2019.

Idaho Census versus Idaho's Public-School Enrollment Trends

As seen in Figure 3, Idaho's student population, as counted on the first Friday each May, grew by 3% since 2019, somewhat faster than the Census's reported growth among students enrolled in public schools in the same period. In addition, the Census counts are higher. Both differences reflect Census versus SDE differences in data collection and reporting. For example, SDE's data report only students in attendance on the first Friday in May; whereas, the Census data are based on parental self-report over a period of time per year. For these reasons, one should exercise caution when interpreting differences or similarities.

- The Census showed 6.8% and 7.5% growth in school-age children since 2019, depending on the age range.
- Though the Census reported 8.4% growth in Idaho's overall school enrollment since 2019, compared to SDE's report of 3%, Census data also showed just 1.9% growth in public-school versus 44.9% growth in private-school enrollment in the same period.

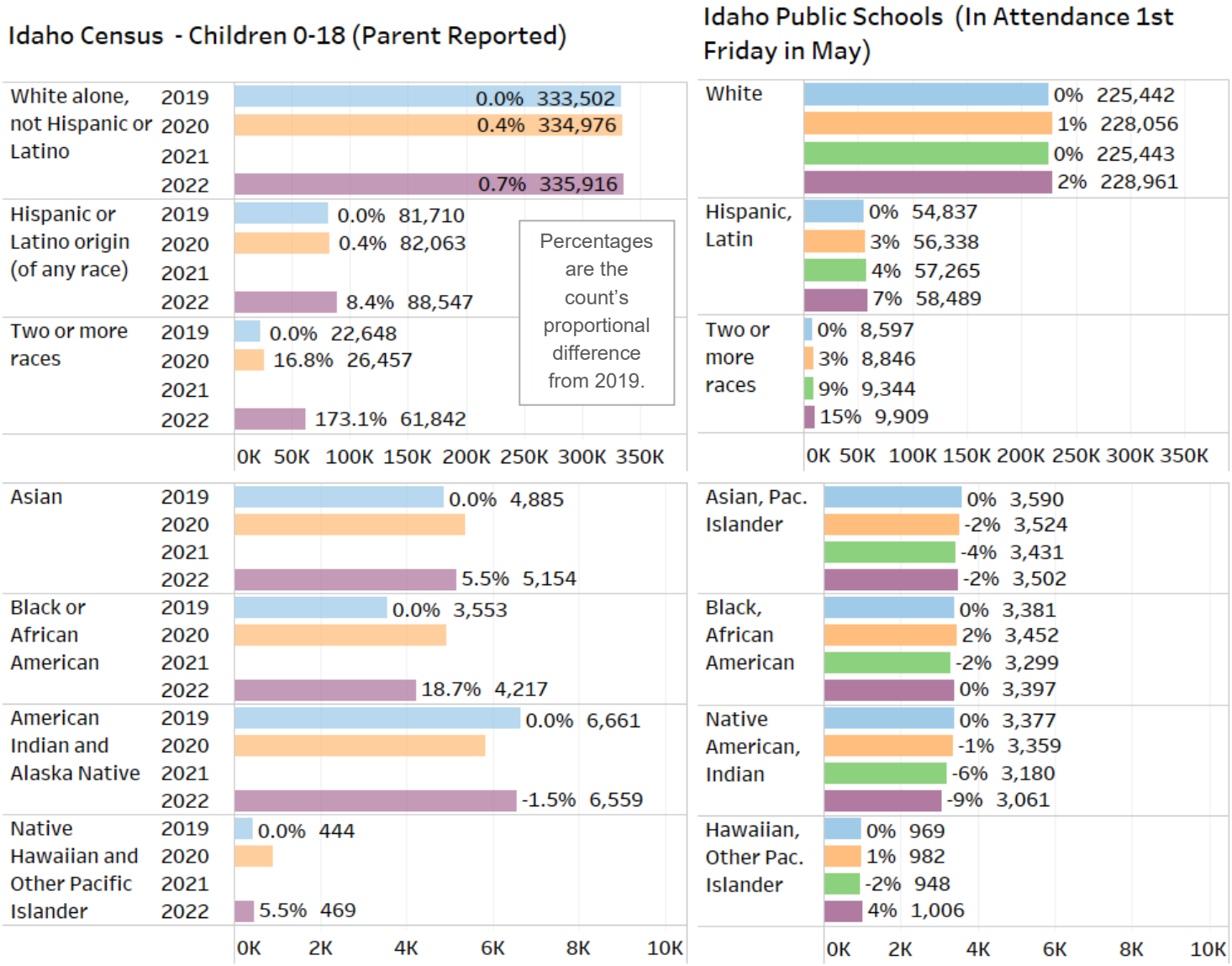
Figure 3: Percent Change from 2019 & Counts: Census v School Enrollment



As seen in Figure 4 and Figure 5, the proportional and count changes in Idaho's schools' student groups since 2019 do not track well against those of Idaho's population, as reported by the U.S. Census. The numerous methodological differences between the two systems, e.g., in data capture and reporting, render interpretation of differences or similarities inappropriate.

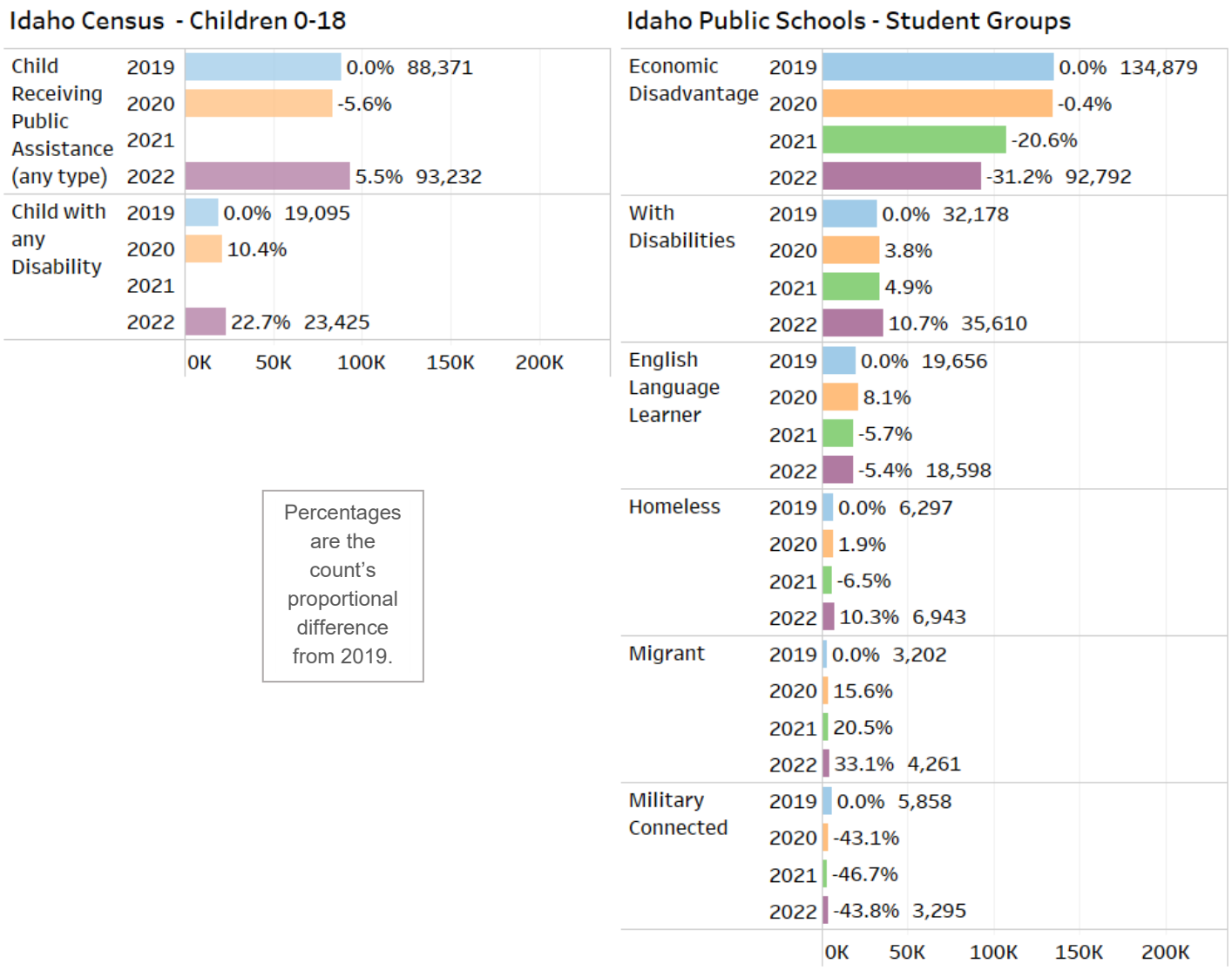
Regarding Idaho's public student enrollment, despite hopeful appearances, we cannot conclude that this year's uptick in enrollment counts among race/ethnicity groups whose numbers declined during the pandemic represents a return of those students or others. Further, a different trend appears among Native Americans: their numbers continue a decline begun before the pandemic, and bear additional investigation.

Figure 4: Percent Change v. 2019 & Counts: Census v. School Enrollment by Race



As seen in Figure 5, the proportional changes and counts in Idaho's schools' student groups since 2019 do not track well against those of Idaho's population, as reported by the U.S. Census,[3] rendering interpretation of differences or similarities inappropriate.

Figure 5: Percent Change from 2019 & Counts: Census v Schools' Student Groups



[3] As noted earlier, one methodological difference is that SDE's data include only students in attendance on the first Friday in May; whereas, the Census data are based on parental self-report over a period of time per year. Other differences include particularities of the Census, such as data-capture barriers to locating families without stable domiciles or addresses, resistance by certain groups to reporting, some for fear of legal repercussions, the fact that reports are complex, weighted estimates from samples in non-decade years, rather than full census counts, and other factors.

Continued Enrollment Monitoring Needed

Based on this year's review of Census findings and enrollment trends in Idaho's public schools, continued monitoring of the following is warranted:

1. U.S. and Idaho population trends;
2. Idaho Census distribution across public versus private school enrollment;
3. Idaho public school enrollment fluctuations and trends, especially for vulnerable student groups.

English Language Arts and Literacy; English Learners

This section reviews Idaho students' performance on reading assessments including the Idaho Reading Indicator (IRI) for students in kindergarten through grade 3; the ACCESS 2.0 assessment for students learning English in kindergarten through grade 12; and the Idaho Standards Achievement Test (ISAT/IDAA) for students in grades 3-8 and 10.

Early Literacy – Kindergarten through 4th Grade

Early literacy is measured by the IRI, the ISAT ELA, and the ACCESS for English Learners.

Idaho Reading Indicator (IRI)

School year 2018-19 was the first year of the statewide implementation of the new IRI. Legacy IRI scores could not be compared directly with scores from the new IRI, for two reasons. First, the legacy IRI testing procedure was a one-on-one assessment between the proctor and student. It was approximately one minute in length and it measured only one aspect of literacy – oral fluency.

By contrast, the new IRI is a computer-adaptive screener and diagnostic assessment taken on a tablet or computer. It uses multiple, short tests to measure the foundational skills of literacy: Listening Comprehension, Letter Knowledge, Phonemic Awareness, Vocabulary, Spelling, Alphabetic Decoding, Reading Comprehension, and Text Fluency. Students in each grade complete a specific combination of these sub-assessments. For example, kindergarteners are not assessed on spelling.

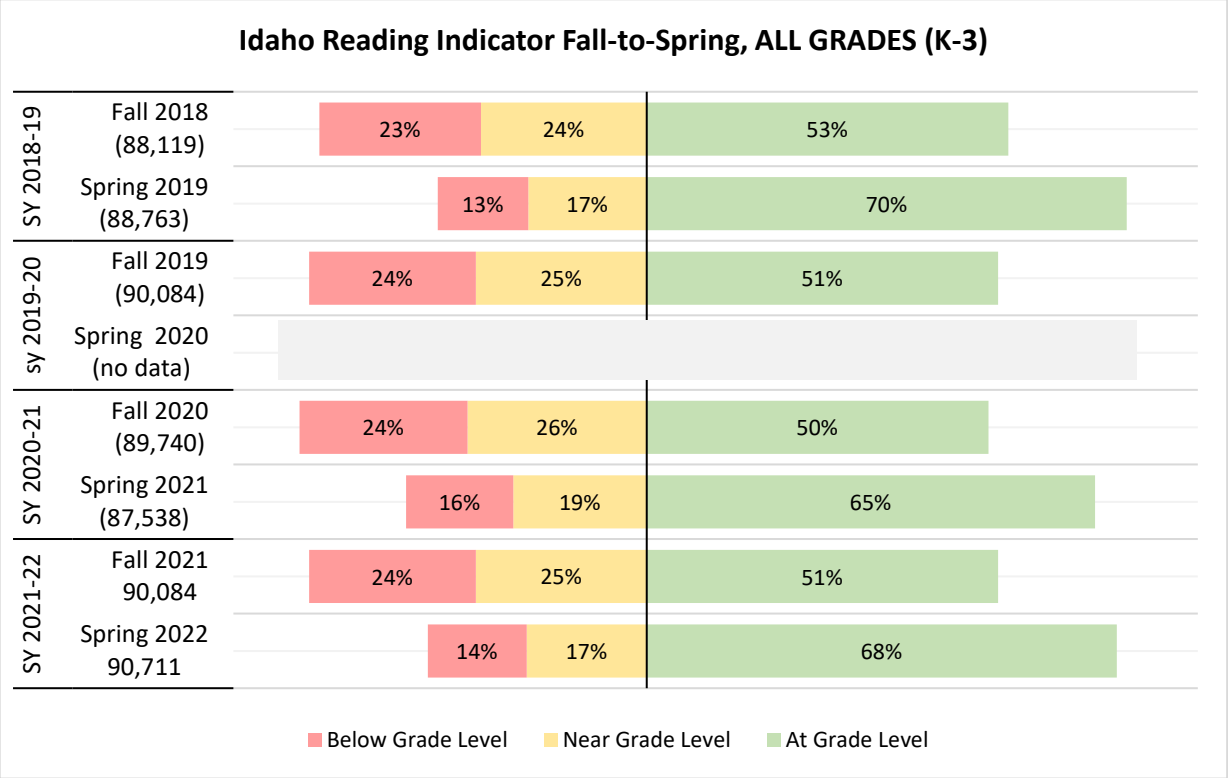
The IRI reports scores for each subtest and for overall literacy ability.

As seen in Figure 6, COVID-19 appears to have taken a toll from which students overall are rebounding.

Scores showed:

- Relatively stable Fall scores – 1-point fluctuation across three Falls, 2019 - 2021.
- A 3-point stronger finish in Spring 2022 than Spring 2021 reading At Grade Level.
- The gap narrowed to 2 points between pre-COVID (2018-19) and now in reading At Grade Level for both fall and spring.
- Fewer reading Below Grade Level in Spring 2022 than Spring 2021: 2-point decline, and now within 1 point of pre-COVID spring level.

Figure 6: IRI Fall-to-Spring Performance across Four Years

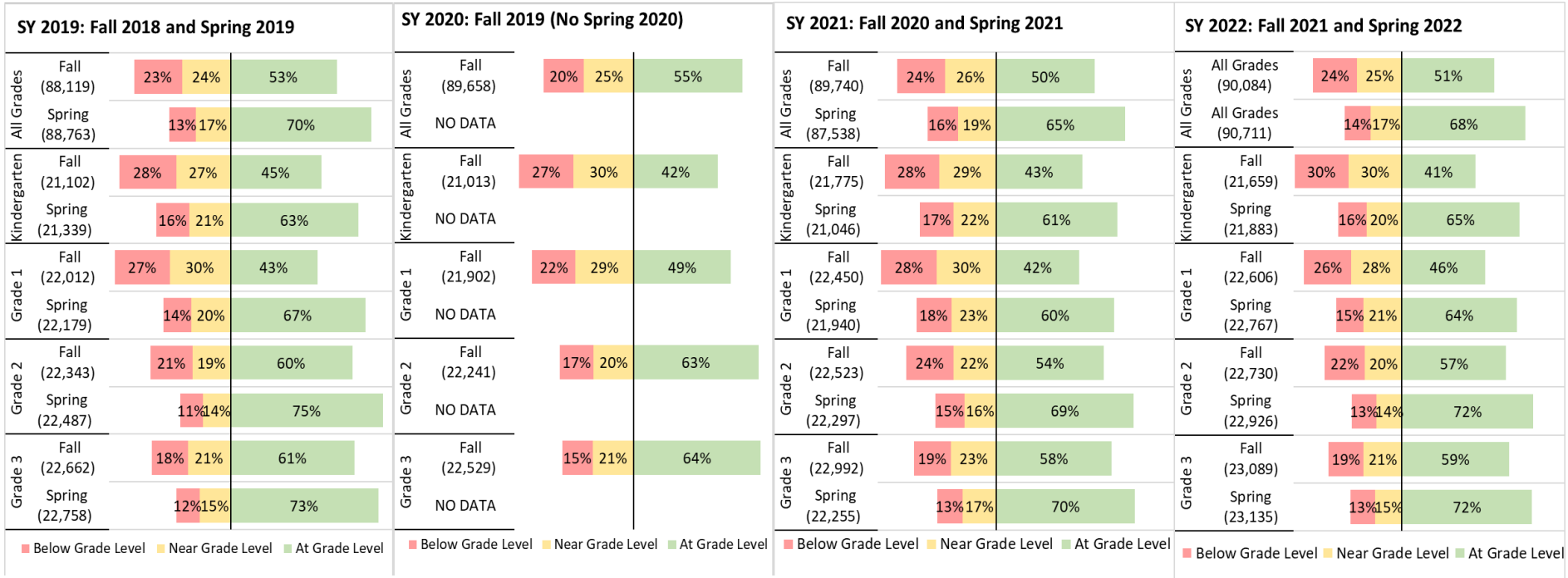


Note. Spring 2020 data are not available because of COVID-related lapses in test-taking.

As seen in Figure 7, which shows each grade's performance:

- For grades 1-3, the Fall 2021 proportions scoring At Grade Level were 1-4 percentage points higher than the prior fall, except for Kindergarten, which was 3 points lower.
- As a full measure of teaching effect, every grade's Spring 2022 At-Grade-Level percentages were 2-4 points higher than last spring – Kindergarten's was 65%, the highest in four years.
- Kindergarten and 1st-grade students made the greatest Fall-to-Spring improvements, compared to students in grades 2 and 3, whose improvements were steady but smaller.
- The proportion scoring Below Grade Level decreased from fall to spring in all grades.
- The percent Below Grade Level in Spring 2022 dropped 1-3 points versus last spring, except in grade 3, which was unchanged.

Figure 7: IRI Fall-to-Spring Performance per Grade across Four Years



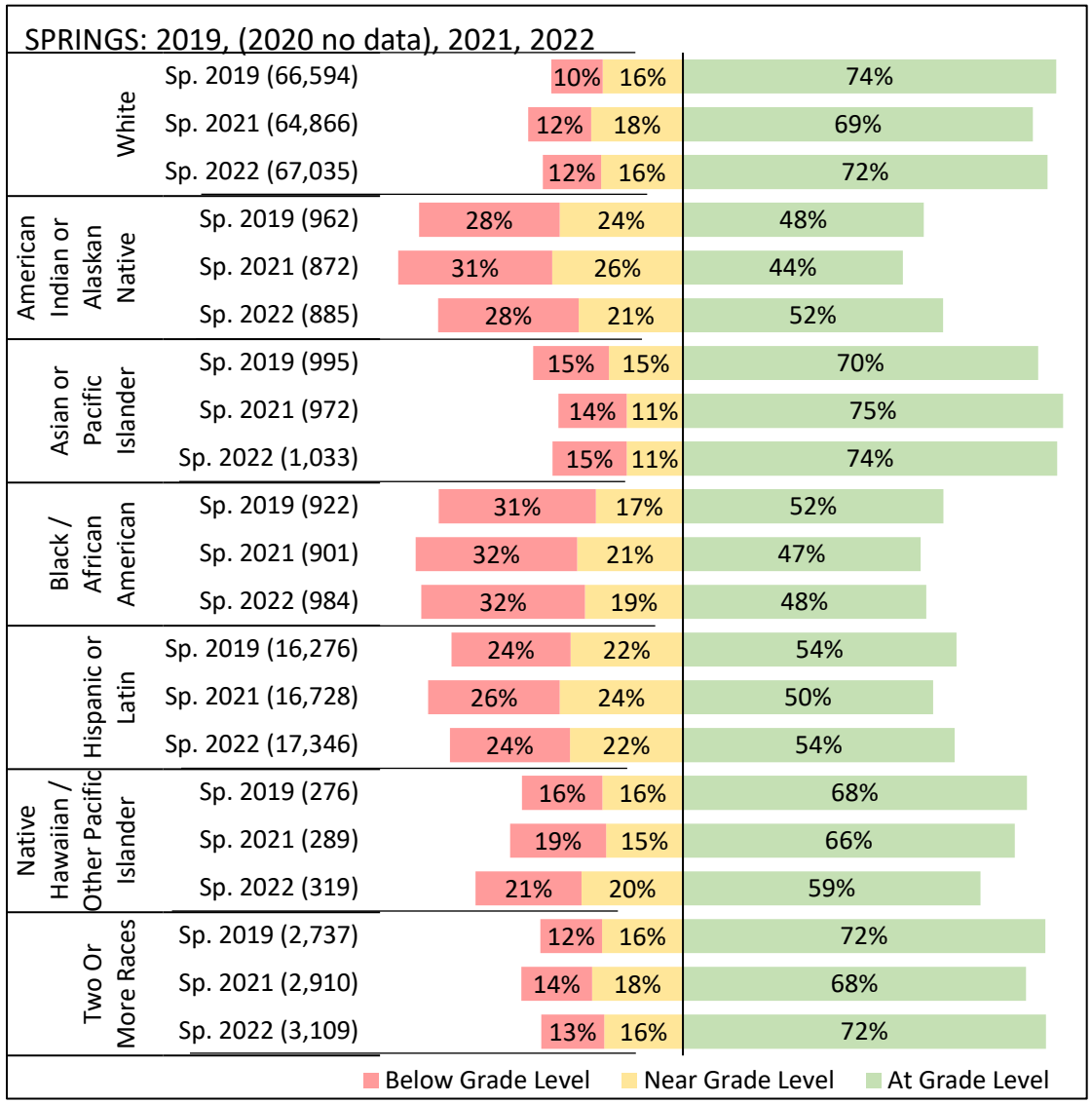
Note. Spring 2020 data are not available because of COVID-related lapses in test-taking.

IRI Performance by Race-Ethnicity – All Grades

As seen in Figure 8

- Race-ethnicity groups are rebounding from the COVID slump manifest in Spring 2021.
- IRI spring proportions At Grade Level rose 3-8 percentage points from 2021 to 2022 for all race-ethnicity groups except Native Hawaiians and Asians. Most groups also saw declines in proportions scoring Below Grade Level.
- Native Hawaiians' proportion At Grade Level declined 7 points since last year; Asians, with the highest overall performance of all groups, showed a 1-point decline.

Figure 8: Spring IRI by Race and Ethnicity in 2019, 2021, and 2022



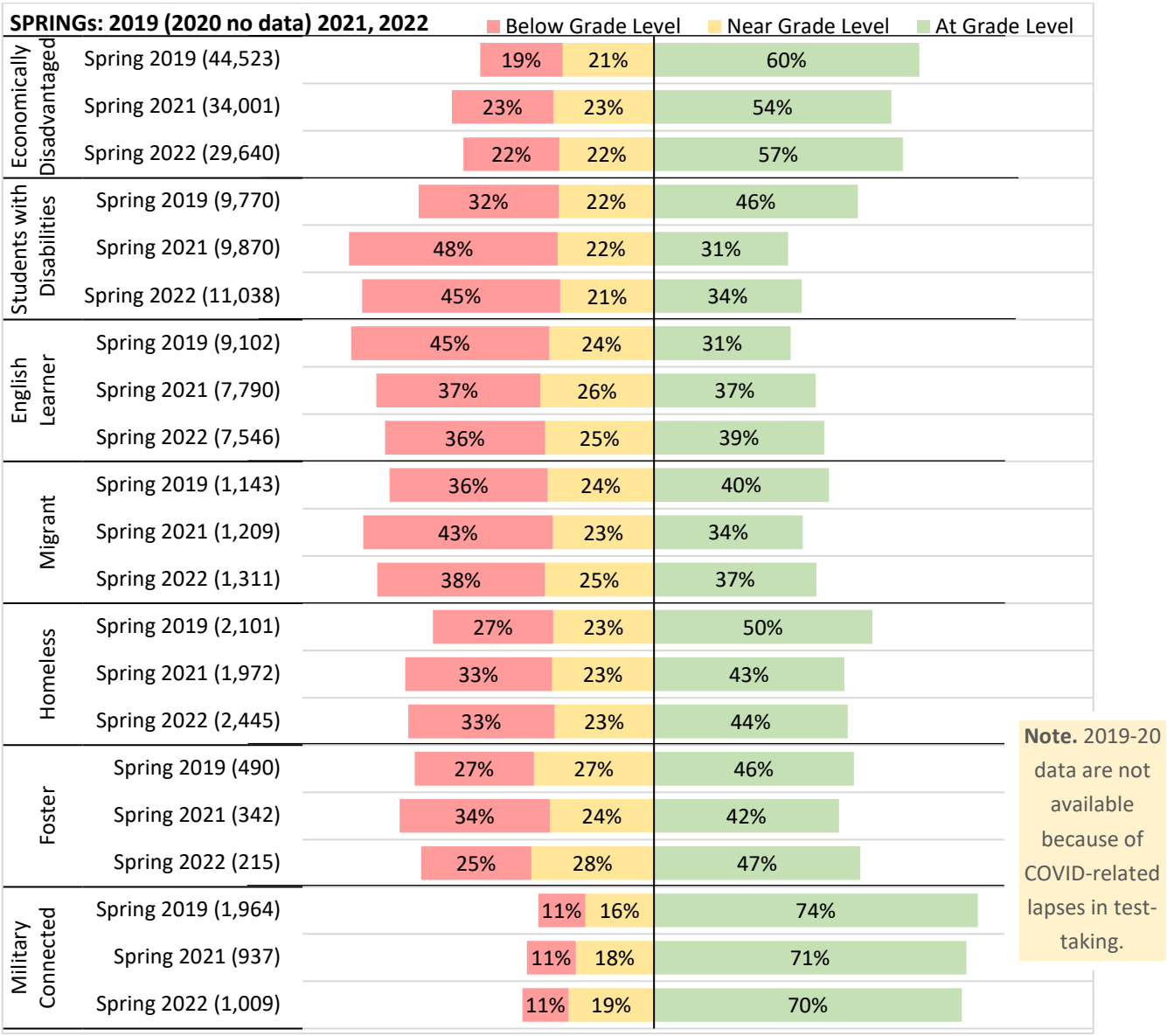
Note. 2019-20 data are not available because of COVID-related lapses in test-taking.

IRI Performance by Student Group – All Grades

As seen in Figure 9:

- Student groups are rebounding from the COVID slump manifest in Spring 2021.
- All student groups increased in the proportion performing At Grade Level and declined or remained stable in the proportions Below Grade Level from Spring 2021 to Spring 2022, except Military-connected students.
- Military-connected students, who show the highest performance among all groups, declined since 2019 in At Grade Level proportions, and increased commensurately in Near Grade Level proportions.

Figure 9: Spring IRI Performance Levels of Student Groups



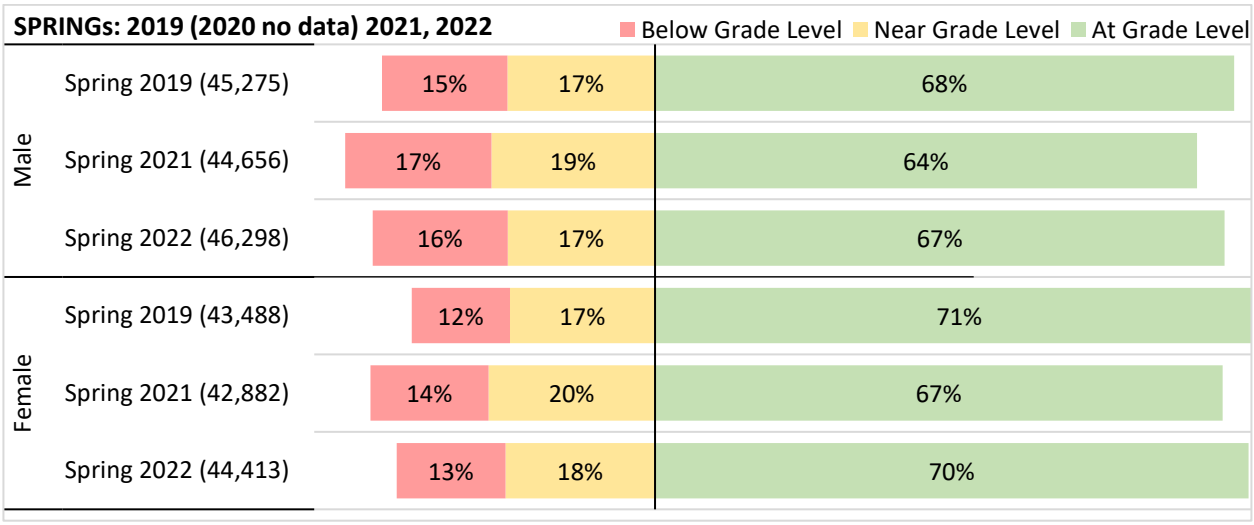
Note. 2019-20 data are not available because of COVID-related lapses in test-taking.

IRI Performance by Gender – All Grades

As seen in Figure 10:

- Girls and boys are rebounding from the COVID slump manifested in Spring 2021.
- Both girls and boys gained three percentage points performing At Grade Level since last year, and decreased by three points performing Below Grade Level.
- The performance gap favoring girls remained steady at 3 points at both the top and bottom performance tiers.

Figure 10: Spring IRI Performance Levels and Gender



Note. 2019-20 data are not available because of COVID-related lapses in test-taking.

Idaho Standards Achievement Tests

Students in grades 3-8 and 10 take the Idaho Standards Achievement Test (ISAT) to determine whether they have met the standards for their grade level in English Language Arts/Literacy (ELA), Science, and Mathematics (Math).[4] These tests are administered to provide ongoing monitoring of individual, school, district, and state progress. ISAT Math and ELA comprise key elements of Idaho's school accountability system.

The ISAT English language arts and math items address a variety of aptitudes, from short-term recall to reading, subtraction, and problem solving. The ISAT summative assessment is administered during the last 8 weeks of the school year. It consists of two parts, a computer-adaptive test and performance tasks. The main objectives are threefold: (1) To indicate both student achievement and learning growth as part of program evaluation and accountability for schools, districts, and the state; (2) to provide valid, reliable, and fair measures of students' progress toward, and attainment of, the knowledge and skills required to be college and career ready; and (3) to optimize students' ability to demonstrate their full knowledge and skills by leveraging the strengths of computer-adaptive testing. These summative assessments are an important component of the statewide comprehensive assessment detailed IDAPA 08.02.03.111.06.

Students with disabilities can participate in the statewide comprehensive ISAT assessment system in one of three ways. They can take the:

- general assessment without accommodations;
- general assessment with accommodations; or
- Idaho Alternate Assessment or IDAA for students who qualify.

The Idaho Alternate Assessment (IDAA) is the alternate assessment option under the ISAT assessment system. It is intended for students with the most significant cognitive disabilities who meet four participation criteria. They represent about 1% of the total student population, and their Individual-Education-Program (IEP) team determines if they qualify for the IDAA based on the participation criteria.

This document adopts the shorthand of referring to findings from the Idaho Standards Achievement Test as ISAT findings, even though they are formally ISAT/IDAA findings, because they include IDAA test results, unless otherwise indicated.

[4] School Year 2021-22 is the last year in which students will take their Summative ELA and Math ISAT assessment in 10th grade. Starting in School Year 2022-23, high school students will instead take only the 11th-grade ELA, Math, and Science ISAT assessments, but they may take the Math or ELA assessments in 10th grade, or rarely 9th grade, after completing instruction on all high school standards.

ISAT English Language Arts (ELA), 2017–2022

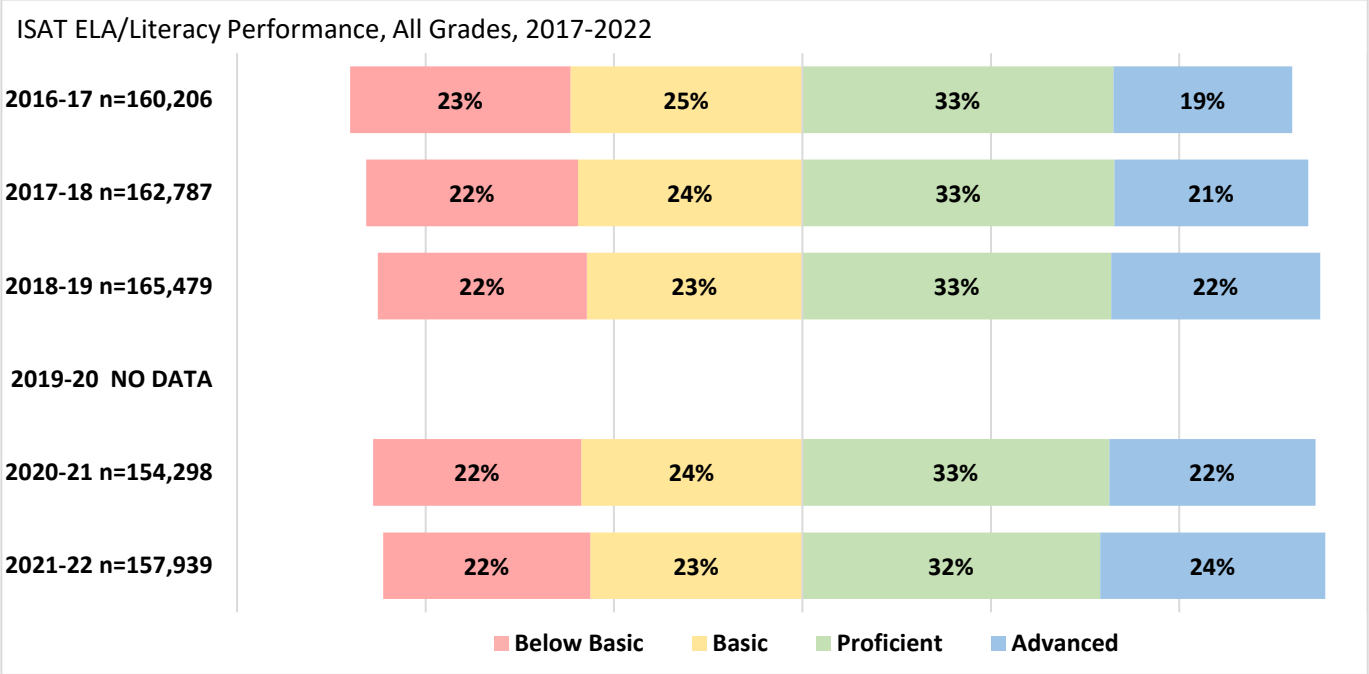
After students take the ISAT ELA assessment, their results are reported in two primary ways: four categorical achievement levels and scale scores. Students fall into one of four categories of performance called achievement levels, based on their scale scores. The graph below shows the performance of students in grades 3-8 and 10, across the four achievement levels.

ISAT ELA, All Grades

Figure 11 shows that:

- The proportion achieving Advanced increased steadily through 2019 with a small decline in 2021 and a full rebound in 2022. The same is true for the proportion performing at least proficient (proportion in levels Proficient plus Advanced).
- The relatively consistent year-to-year proportions in both Proficient and Below Basic across the years suggests that scale score changes within these groups were too small to cause movement out of categories. At the same time, these group-level scores do not show the trajectory of individual students across time.

Figure 11: ISAT ELA-Literacy, All Grades, SYs 2017-2022



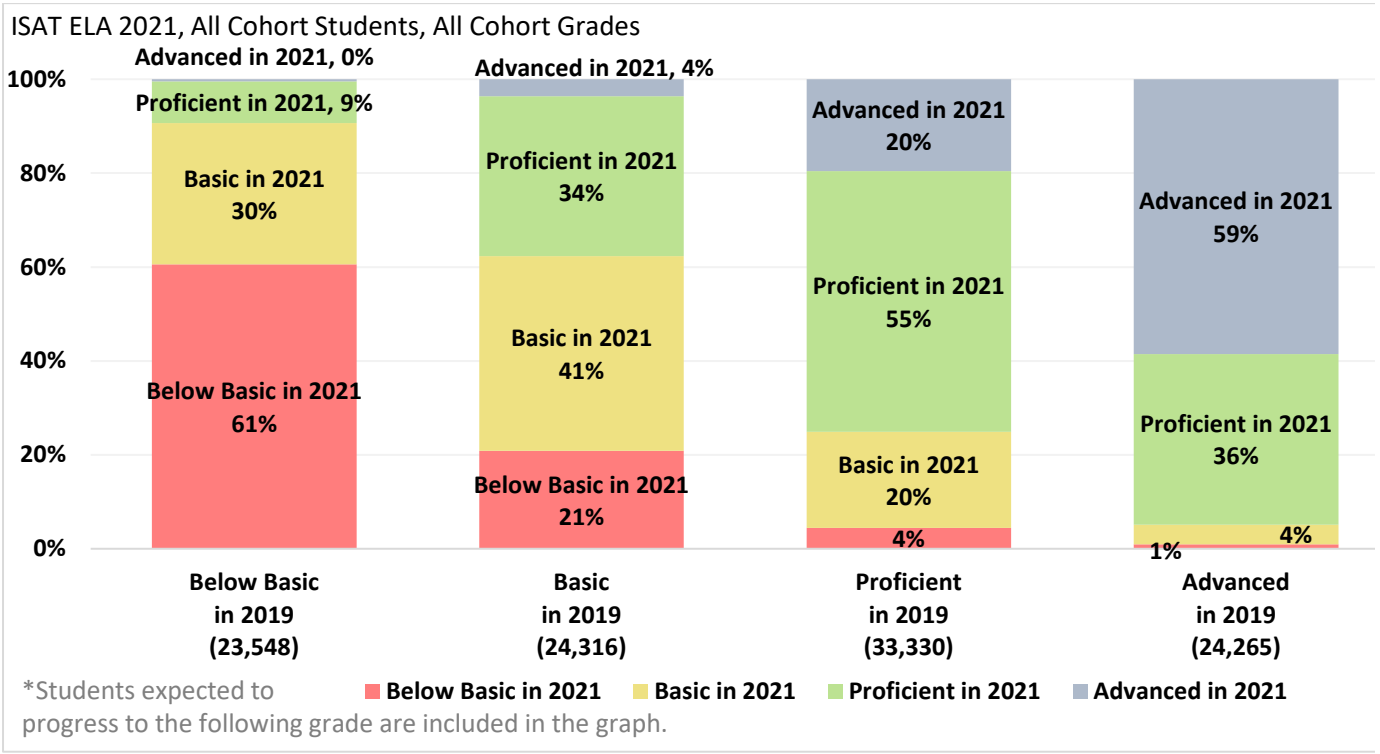
Note. 2019-20 data are not available because of COVID-related lapses in test-taking.

ISAT ELA – How Much Did Idaho Students Move Across Proficiency Levels?

Figure 12 shows the change versus stability of students' ISAT ELA proficiency levels across two measurement times - 2019 versus 2021 and 2021 versus 2022. Each vertical, stacked bar represents all the students in the cohort who started at a specific ISAT ELA proficiency level in 2019 – the far-left bar represents those starting at Below Basic; at the far right are students starting in Advanced. The stacked sections within a bar represent where a student was two years later in 2021. For example, 61% of those starting at Below Basic in 2019 were still there in 2021 (the red section of the first bar). Overall, the stacked bars show that:

- The plurality of students did **not move** ELA proficiency level from 2019 to 2021, with the two most stable groups being at the extremes - Below Basic and Advanced.
- The greatest movement was <u>into Proficient</u> in 2021, either downward from Advanced in 2019 (36%) or upward from Basic (34%).

Figure 12: ISAT ELA Proficiency Level in 2021 Shown Per 2019 Starting Level



*Students expected to progress to the following grade are included in the graph.

Method Note. This analysis included just 105,459 students, which was 64% of the 165,000 students who tested in 2019, for two reasons.

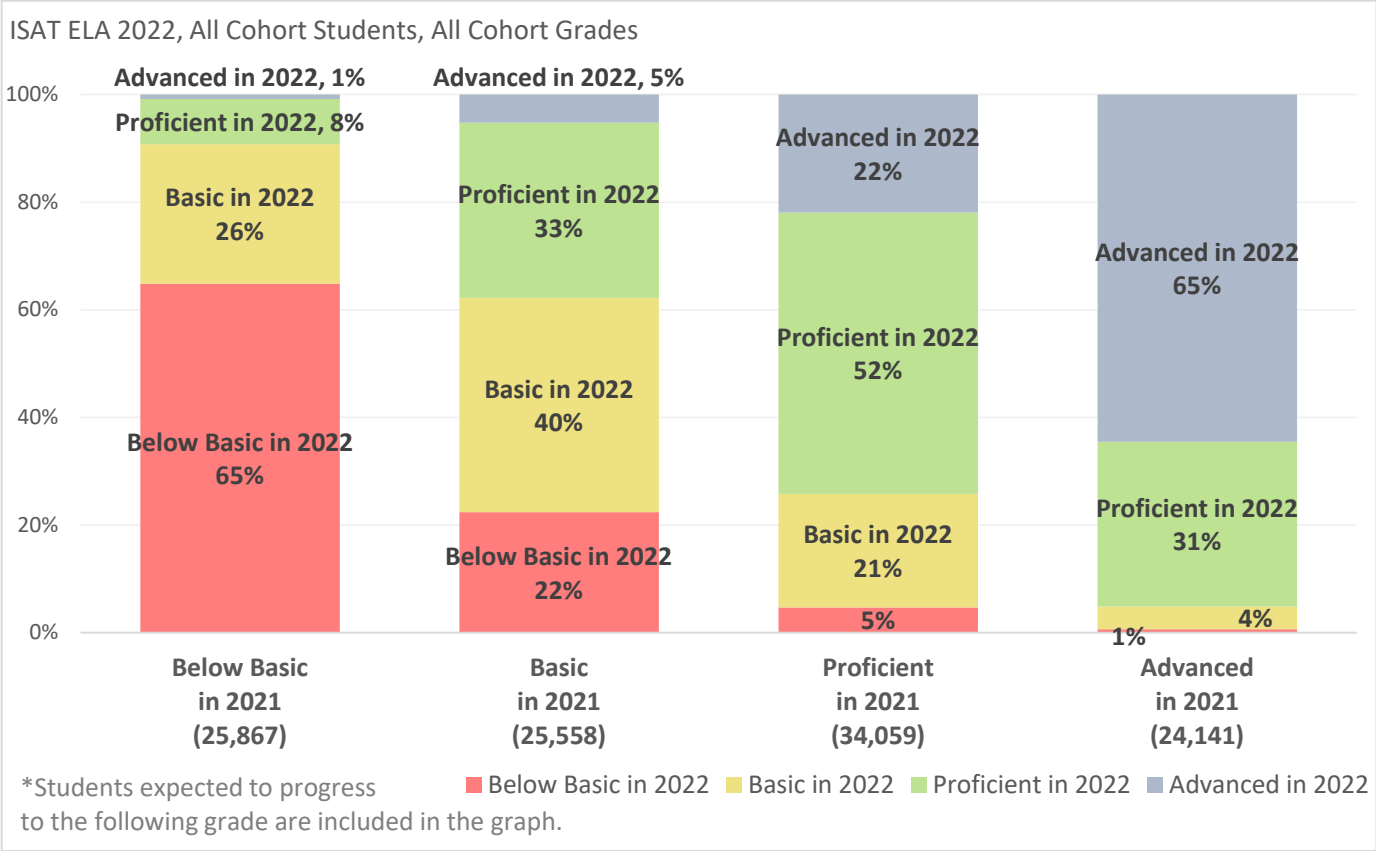
It excluded three grades from analyses, amounting more than 55,000 students because those included had to be in tested grades in each of the analyzed years, which were separated by a 2-year gap. Students needed to be in a grade in 2019 that was two grades below those included in 2021. In other words, it included only grades 3-5 and 8 in 2019, which rolled into grades 5-8 and 10 in 2021.

Matching across time also loses students who move from the state or leave public schools.

Figure 13 shows the progression from 2021 to 2022 ISAT ELA scores, paralleling Figure 12 data for 2019-to-2021. Overall, the stacked bars show:

- Great similarity to the findings of 2019 to 2021.
- The plurality of students did **not move** ELA proficiency level from 2021 to 2022, with the two most stable groups being at the extremes - Below Basic and Advanced.
- As in 2021, the greatest movement was into Proficient in 2022, either downward from Advanced in 2019 (31%) or upward from Basic (33%).
- The most notable difference from last year were the larger proportions remaining in the extremes (Below Basic and Advanced were both 65% this year versus 61% and 59%, respectively, last year).

Figure 13: ISAT ELA Proficiency Level in 2022 Shown Per 2021 Starting Level



Method Note. This analysis included just 109,625 students, which was 69% of the 158,000 students who tested in 2021, for two reasons.

It excluded three grades from analyses, amounting to more than 45,000 students because those included had to be in tested grades in each of the analyzed years, which were separated by a 1-year gap. Students needed to be in a grade in 2021 that was one grade below those included in 2022. In other words, it included only grades 3-7 in 2021, which rolled into grades 4-8 in 2022.

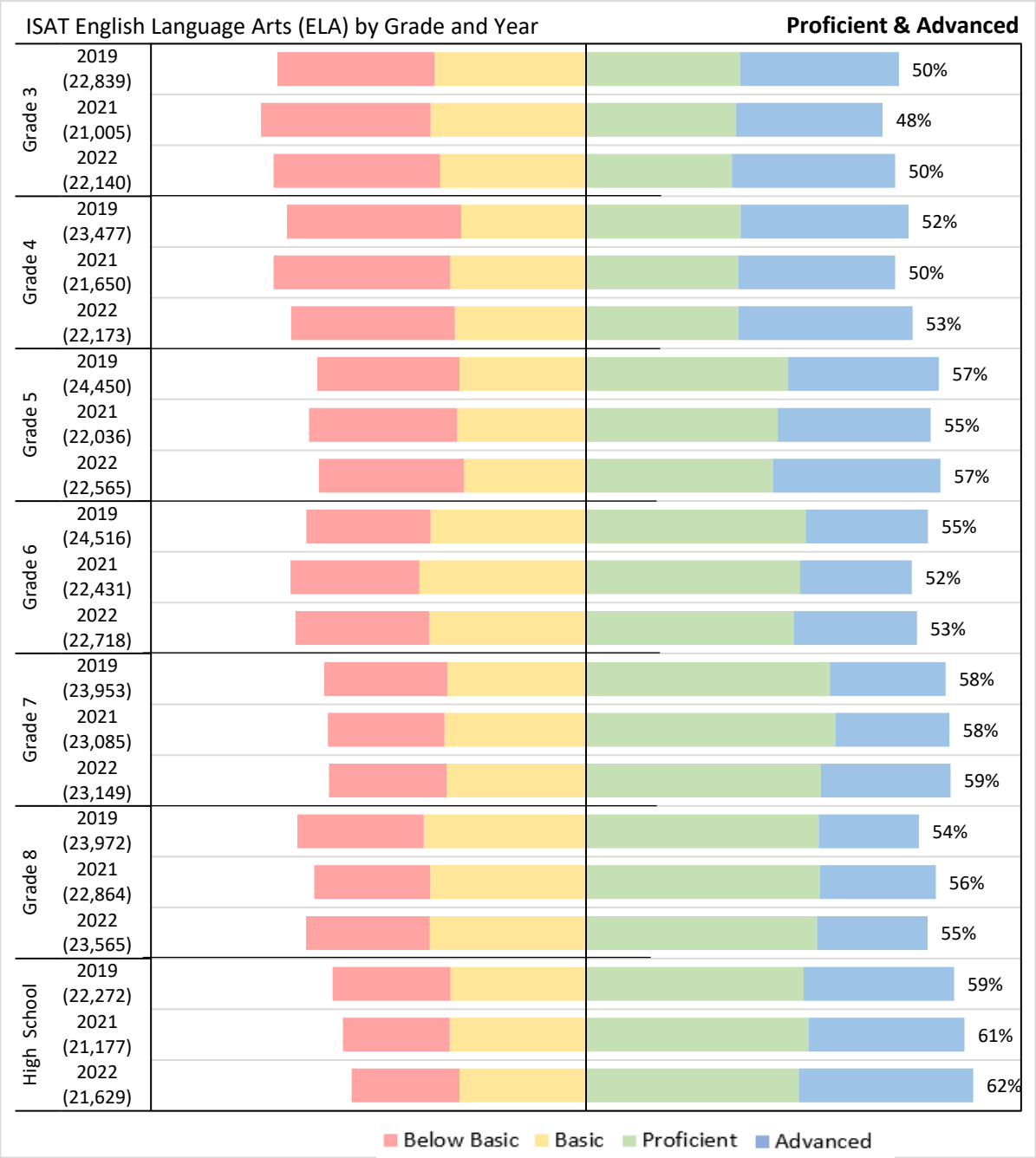
Matching across time also loses students who move from the state or leave public schools.

ISAT English Language Arts Performance by Grade

Figure 14 shows that:

- In all grades except Grade 6, the 2022 proportions performing proficient (Advanced or Proficient) have rebounded to equal or exceed the pre-COVID (2019) proportions.
- All grades' proportions performing proficient increased from last year, except 8th grade, which dropped 1 point.
- Across all three years, the proportions proficient rose consistently from grades 3 through 10, except for annual drops of 2-4 points in 6th and 8th grades from the prior grade.

Figure 14: ISAT ELA/Literacy by Grade in 2019, 2021, and 2022



Note. 2019-20 data are not available because of COVID-related lapses in test-taking.

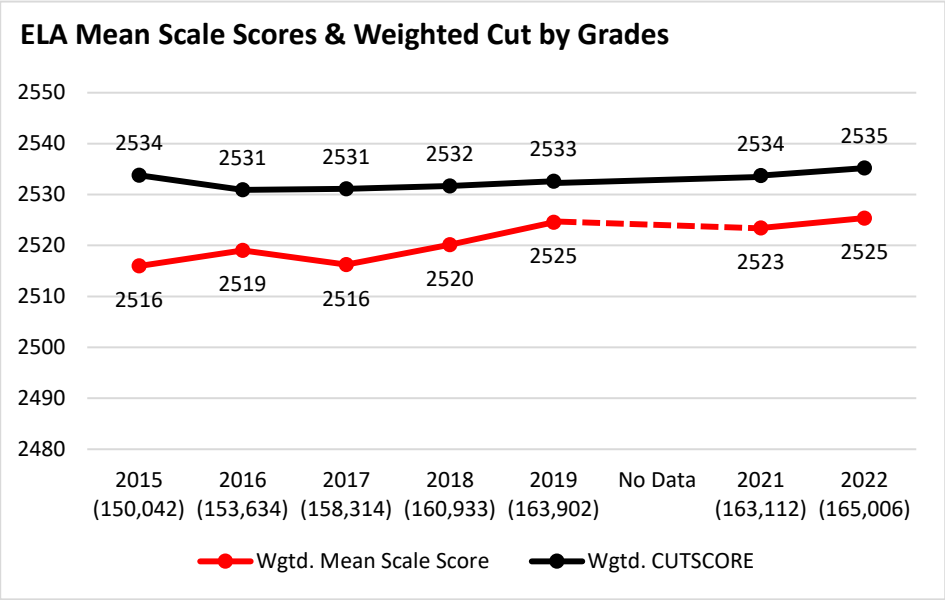
ISAT ELA Mean Performance Across the Years

This section reviews the average scale scores in ELA per year, across all grades. Each year's weighted, mean scale score was calculated by multiplying the mean scale score per grade by the number of students taking the assessment in that grade; summing those products; and then dividing by the total number of test-takers that year. The same method was applied to calculating a weighted-average cut-score per year. The grade's cut score (which rises gradually from grade 3-10) was multiplied by the number of students taking the assessment in that grade, that year; the sum of those products was divided by the total number of test-takers that year. This method explains why the weighted-average cut scores differ somewhat per year. They reflect the differing numbers of students per grade taking the assessment.

Figure 15 shows another view of the rebound in performance following the COVID-19-related declines.

- Mean literacy scores across grades recovered to their pre-COVID level in 2022 after a 2-point dip in 2021.
- Likewise, the distance below the weighted cut score also recovered to an average of 10 scale points.
- This rebound follows a progressive improvement from 2017 through 2019 in both mean scale scores and declining mean score-to-cut score gaps.

Figure 15: ISAT ELA Scale Scores per Grade



Longitudinal Review of ELA Performance

This analysis reviewed the ELA performance of three cohorts of students who were in either the 7th, the 8th, or the 10th grade in school year 2022. Included in each analysis were all students with a score in all grades in the cohort, and only students who progressed to the expected next grade. The Idaho cohort analyses and graphs for 2021-22 were generated following the same process as the Math cohort analysis in 2020-21. Data were taken from all attempted summative tests with claim scores in Idaho going back to the first year of Smarter Balanced summative testing in 2014-15. Any students who took two summative tests in one school year or who repeated a grade across school years were then removed from the dataset. Test scores for individual students were linked across years using the student individual ID.

The different cohorts for Math and ELA were then formed separately by selecting all students who had summative tests for the corresponding grade in each year according to the cohort plan in Table 1. Shaded areas indicate that no testing was performed in 2020 because of COVID-19 closures and absences, and no testing in Grade 9 was required because the analysis is based on testing done for accountability purposes. For the years in question, Idaho high school accountability testing was performed in Grade 10 and participation rates for Grade 9 testing were much lower than for accountability grades.

Table 1: Cohort Test Grades and Years for 2021-2022 Analysis

Grade 10 Cohort		Grade 8 Cohort		Grade 7 Cohort	
Test Grade	Year	Test Grade	Year	Test Grade	Year
10	2022	8	2022	7	2022
9	2021	7	2021	6	2021
8	2020	6	2020	5	2020
7	2019	5	2019	4	2019
6	2018	4	2018	3	2018
5	2017	3	2017		
4	2016				
3	2015				

Note: No testing in 2020, and Grade 9 testing was not required for accountability purposes.

The same analysis was performed for each of the six cohorts (three Math and three ELA cohorts):

1. Calculate the mean overall and mean claim scores for each year.
2. Calculate the merge rate for each cohort for each year as the number of students in the cohort divided by that year's total sample size for the grade.
3. Plot the average overall and claim scores, along with the proficiency cut scores, across years.

The following graphs show both composite scores and their constituent claims scores. Claim scores evaluate achievement on each of the three skills that comprise English Language proficiency – Read, Write, Listen-Interpret, and Integrate-Research. The claim scores are combined into the Overall composite.

The graphs show the Overall composite score in yellow; the Proficiency Cut Score in **black**, and the claims in other colors. The Cut score is the level at which a student is considered proficient within the grade. A double slash (****) and a gray vertical bar appear over years with missing data.

The 7th-grade cohort analysis below shows that:

- The Interpret-Listen claim had the highest score across the grades. The Integrate claim had the lowest means until 6th grade, when it surpassed all except Interpret.
- The Write and Integrate claims were the most variable across time and crossed the Proficiency Cut only in 6th or 7th grade.
- By Grade 7, all claims' means exceeded the cut score; the Read and Interpret-Research had equaled or exceeded the Proficiency Cut in all grades.
- By 4th grade, the Reading, Interpret, and Composite means surpassed the Proficiency Cut for that grade.

Figure 16: ISAT ELA Mean Scores of 7th-Grade Cohort SYs 2018-2022

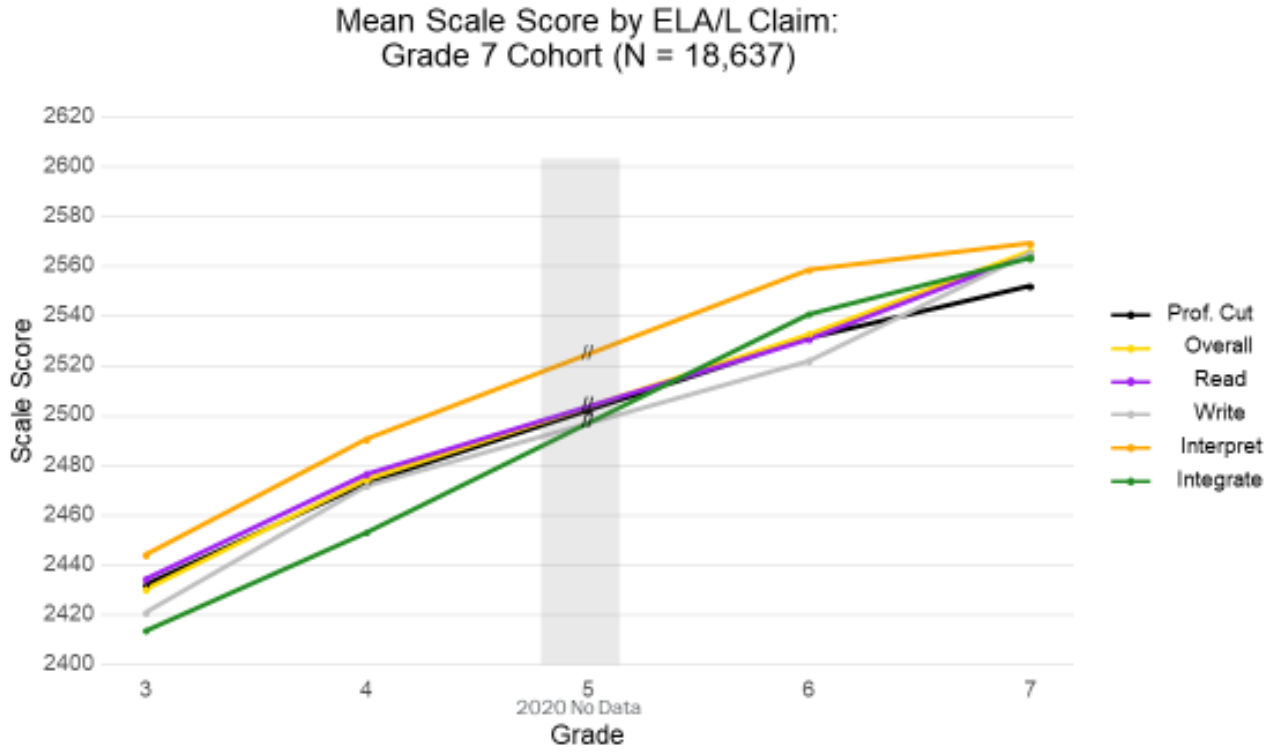
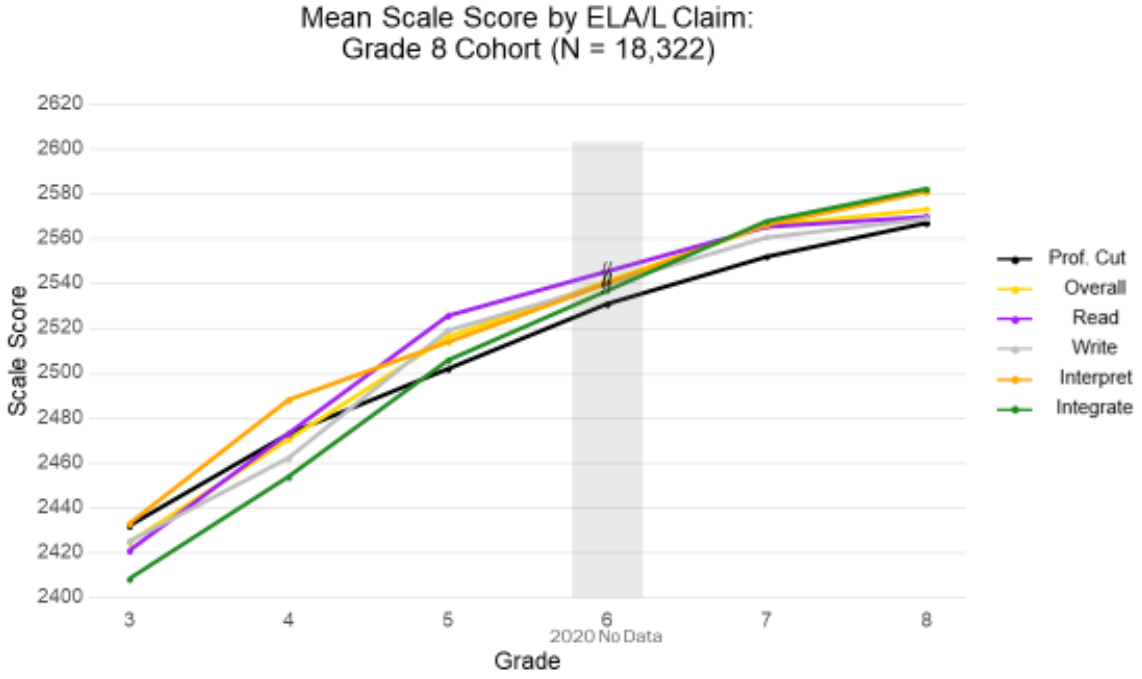


Figure 17 shows the 8th-grade cohort analysis.

- The mean claim scores for 8th grade varied somewhat less from one another than those in the 7th-grade cohort causing their lines to appear closer together than was true for the younger cohort.
- Yet, similar to the pattern seen in the 7th-grade cohort, the Integrate claim was the most variable by grade, starting at the bottom in 3rd grade of this cohort but rising to the top by 8th grade.
- For this cohort, the composite and all the claims reached or exceeded the Proficiency Cut by 5th grade - about the same time as in the 7th-grade cohort and a grade earlier than in the 10th-grade cohort.
- These findings closely resemble those of last year's 8th-grade cohort.

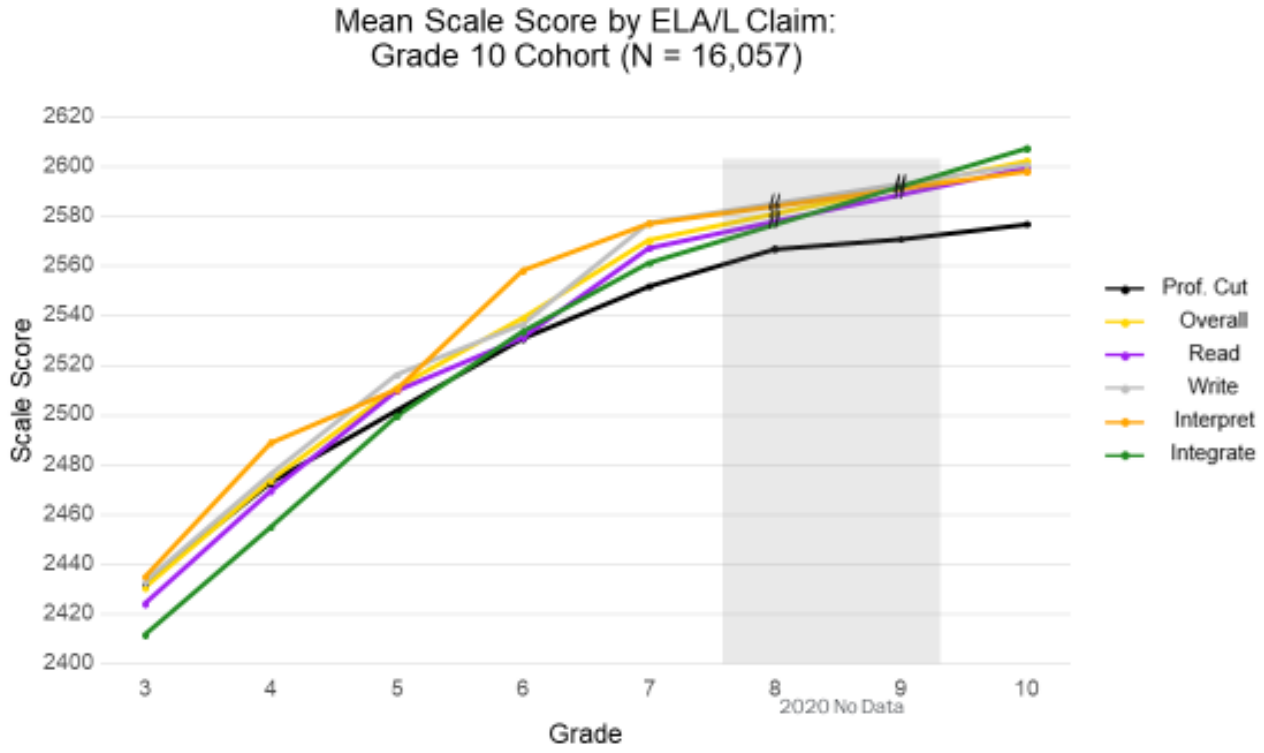
Figure 17: ISAT ELA Mean Scores of 8th-Grade Cohort SYs 2017-2022



As seen in Figure 18 showing the 10th-grade cohort:

- Again, the Integrate claim had the lowest mean scores until 10th-grade when it rose to the top.
- By contrast, the Interpret-Listening claim was highly variable, starting at the top but finishing at the bottom versus other claims.
- By 6th grade, all claims had achieved the Proficiency Cut.
- Again, these findings resemble those of last year's 10th-grade cohort.

Figure 18: ISAT ELA Mean Scores of 10th-Grade Cohort SYs 2015–2022



Idaho English Language Proficiency Assessment for English Learners

The WIDA suite of assessments is used to screen, monitor, and exit Idaho students from a research-based English language instruction educational program. Using the WIDA Screener for kindergarten and the WIDA Screener (for all other grades), districts and charters are able to identify newly enrolled students for additional language support services. After identification, Idaho English Learners (ELs) participate annually in a standardized English language proficiency assessment (the ACCESS) to monitor academic English language growth in four distinct language domains: Reading, Writing, Listening, and Speaking. The ACCESS is typically administered from the last week in January to the first week in March.

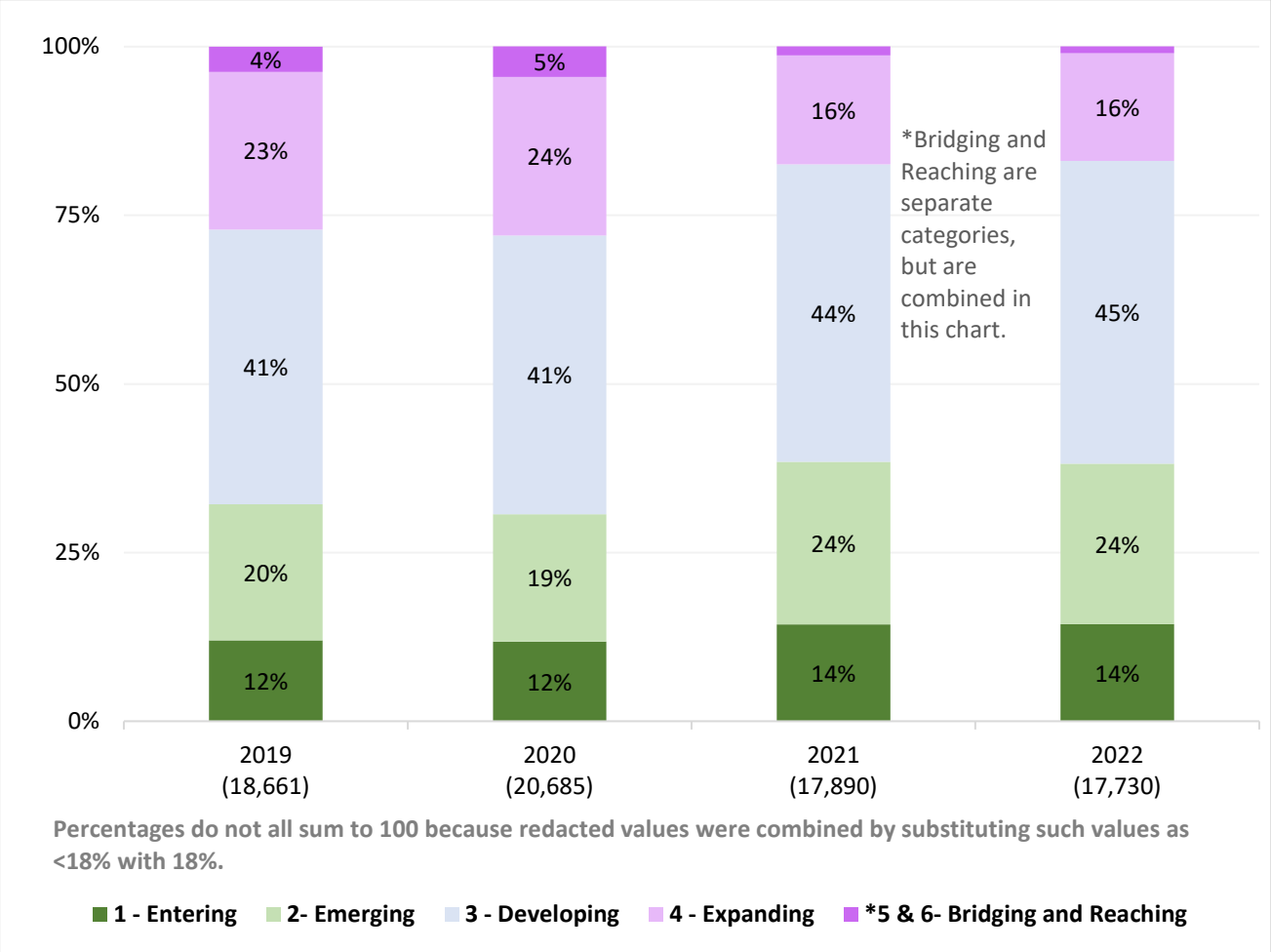
ACCESS for English learners (ELs) delivers proficiency level scores ranging from 1.0 to 6.0 for students in kindergarten through grade 12. Idaho has based screening and exit criteria on these proficiency level scores since 2016. In 2017, the SDE slightly lowered the individual language domain (Reading, Writing, Listening, and Speaking) proficiency level targets for exiting the program from 5.0 on each of the four domains to 4.0, leaving overall composite cut-off unchanged. Three years later, based on its statewide analyses comparing ACCESS performance levels and ISAT ELA performance, SDE implemented another exit criterion update in 2019-20. These modifications lowered the overall composite proficiency level exit cut score from 5.0 to 4.2; the Reading, Writing, and Listening domain cut scores from 4.0 to 3.5; and the Speaking cut from 5.0 to 1.0[5]. The effects of this modification were twofold. First, the percentage exiting proportion more than quadrupled from 4.2% in 2018-19 to 19.3% in 2019-20. Second, those remaining to take the ISAT in 2021 on average had a lower English language proficiency than the ELs had in prior years, which might be expected to cause a decline in ISAT ELA scores. Yet, the opposite was observed (as seen in Figure 19).

[5] This low score of 1.0 took into account that the Speaking measure relied on a recording technology that artificially reduced the Speaking score to 1.0 if a student stopped and re-started the recorder.

Figure 19 shows that from 2018-19 through 2021-22, the proportions of English learners in each proficiency level remained relatively stable, taking into account the change in exit criteria in 2021[6].

- The proportions per level have been stable since 2020-21, with a slight uptick in the two middle categories – Emerging and Developing – and slightly fewer in the top two categories.
- These proportions of students in the six levels varied by status in the program. Waived and Continuing students concentrated in Developing (not shown in the graph).

Figure 19: English Language Proficiency - English Language Learners, 2019-2022



[6] In 2020-21, the total proportion of ELs in Expanding and Bridging declined by 12 percentage points, mostly because of the modified exit criteria applied in 2020.

MATH ACHIEVEMENT

Idaho students' achievement in math is measured annually in the Spring summative ISAT Math assessment. After students take the ISAT ELA assessment, their results are reported in two primary ways: four categorical achievement levels and scale scores. Students fall into one of four categories of performance called achievement levels, based on their scale scores.

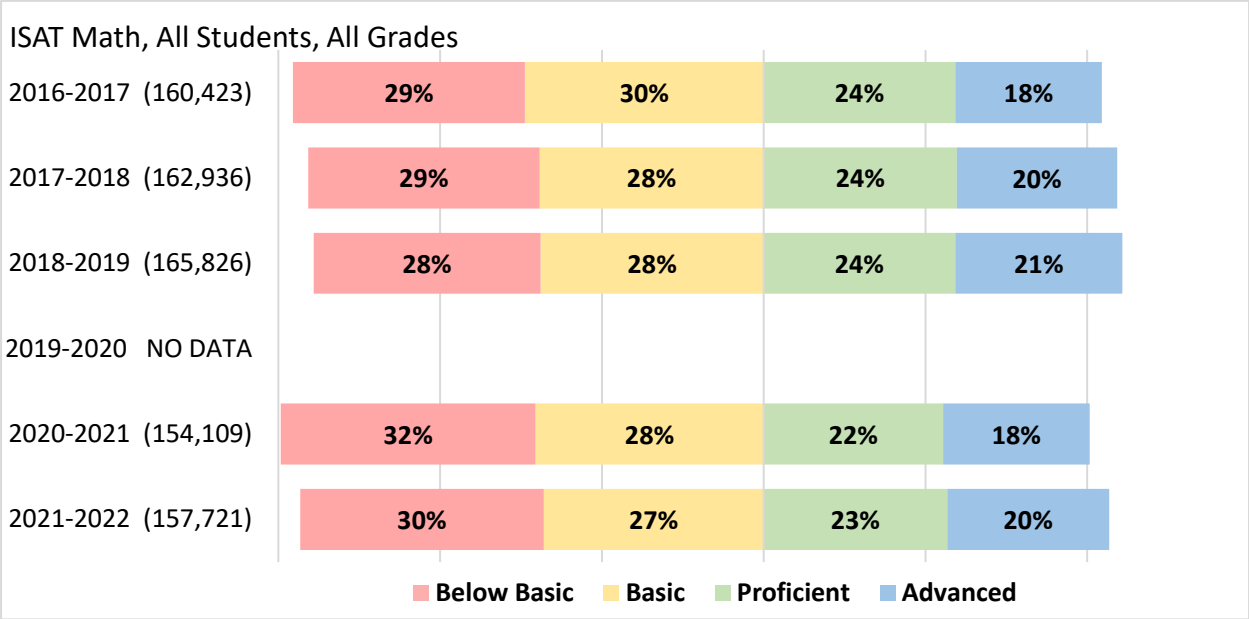
In this section we review the performance of (a) proficiency levels of all students across all grades (3-8 and 10); (b) scale scores of three grade cohorts of student as they progress from grades 3 through 10; (c) average scale scores versus cut scores for all students; and (d) performance of various race-ethnicity and other student groups, averaged across all grades 3-8 and 10.

ISAT Math Achievement

The ISAT Math findings show a similar COVID-19 effect to those seen in other assessments.

- The proportion of math-proficient students (Proficient or Advanced) rose by 3 percentage points since 2021, recovering more than half of the COVID-related loss of 5 points.
- By contrast, the proportion scoring Below Basic is still the highest in five years.

Figure 20: ISAT Math SYs 2017-2022



Note. 2019-20 data are not available because of COVID-related lapses in test-taking.

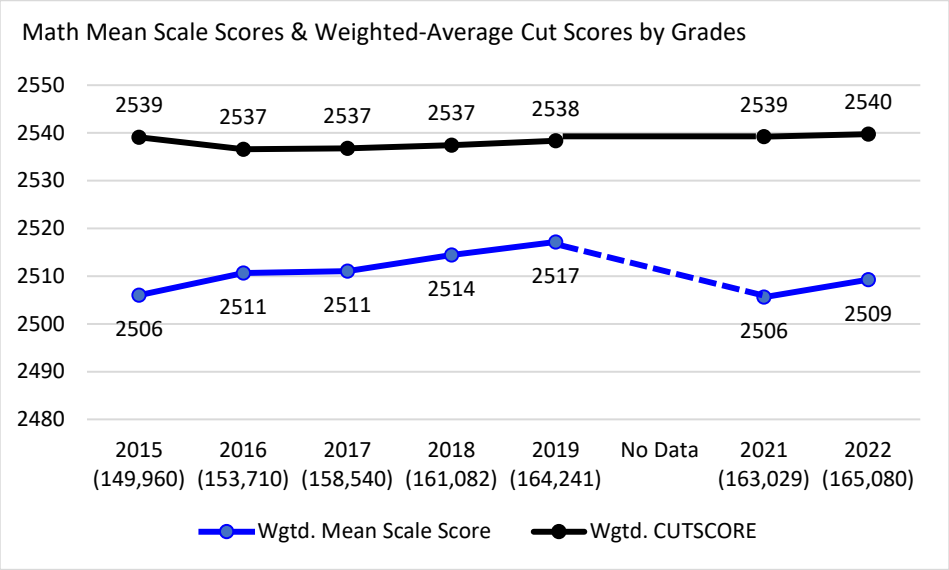
ISAT Math Average Performance Across the Years

This section reviews the average scale scores in Math per year, across all grades.

Figure 21 shows scale scores and cut scores from 2015 through 2022.

- Average math scores across grades rose 3 points toward their pre-COVID level in 2022 after a 12-point dip in 2021.
- More importantly, the distance below the weighted cut score declined by 4 points since 2021, now averaging 30 points compared to the 2019 gap of 21 points (and 33 points in 2015).
- This move upward follows a progressive improvement from 2015 through 2019 in both mean scale scores and declining mean score-to-cut score gaps.

Figure 21: ISAT Math Scale Scores and Cut Scores per Grade



Calculation of weighted-average scale score per year. Each year's reported scale score is a weighted average, calculated as follows.

- Multiply each grade's mean scale score by the number of students taking the assessment in that grade;
- Sum those products;
- Divide the sum by the total number of test-takers that year.

Calculation of weighted-average cut score per year. A parallel method was used to calculate the weighted cut-score per year:

- Multiply each grade's standard cut score (which rises gradually from grade 3-10) by the number of students taking the assessment in that grade, that year;
- Sum those products;
- Divide the sum by the total number of test-takers that year.

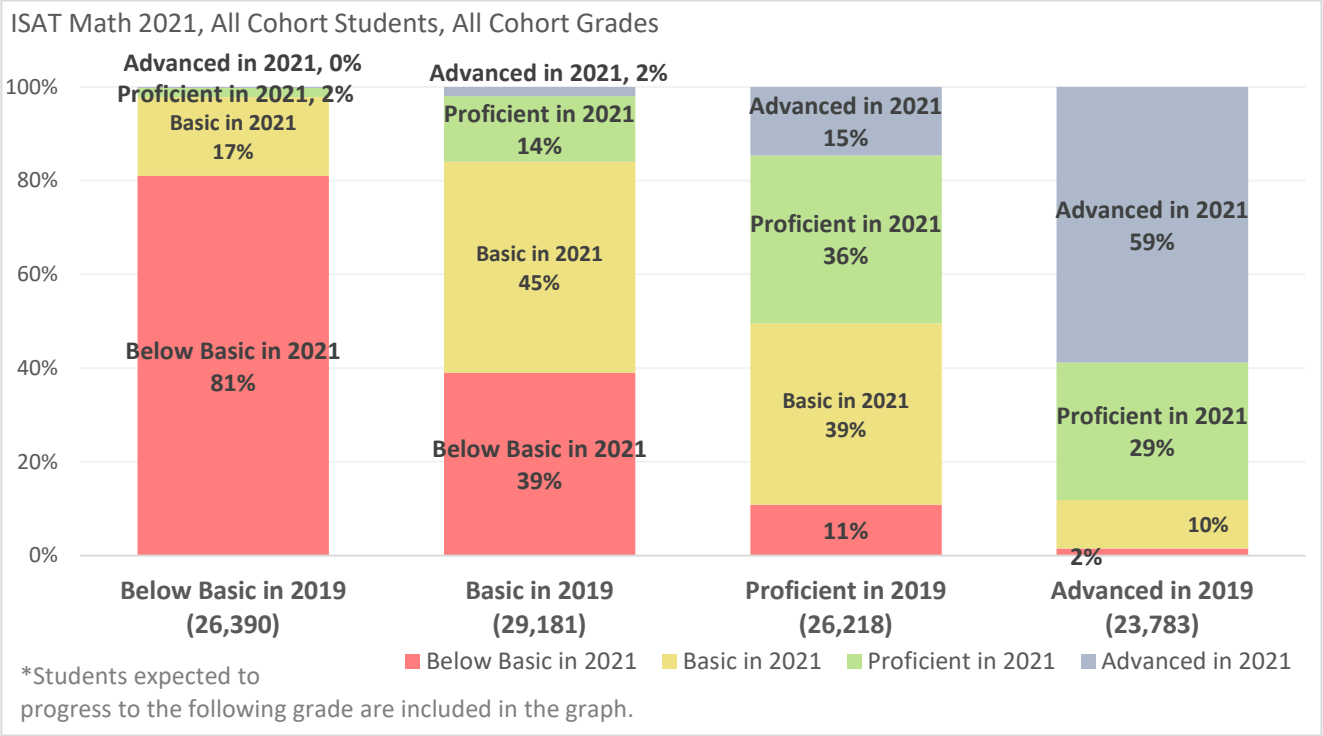
This method explains why the weighted-average cut scores differ somewhat per year. They reflect the differing numbers of students per grade taking the assessment.

ISAT Math – How Much Did Idaho Students Move Across Proficiency Levels?

Figure 22 shows the change versus stability of students' ISAT Math proficiency levels across two measurement times, 2019 versus 2021, and parallels the ELA analyses on pages 23-24. Each vertical, stacked bar includes all the students in the cohort who started at a specific ISAT Math proficiency level in 2019: the far-left bar represents those starting at Below Basic; at the far right are students starting in Advanced. The stacked sections within a bar show where a student was 2021, e.g., 81% who started Below Basic in 2019 were still there in 2021 (red section, first bar). The graph shows:

- The plurality of students did **not move** Math proficiency level from 2019 to 2021; the two most stable groups were Below Basic and Advanced.
- The greatest movement was downward from Basic to Below Basic and from Proficient to Basic, both 39% across the two years.
- These findings show the same, marked contrast to ELA seen in other analyses: downward, instead of upward movement, and far greater stability at the bottom (81% v. 60%).

Figure 22: ISAT Math Proficiency Level in 2021 Shown Per 2019 Starting Level



Method Note. This analysis included just 109,625 students, which was 69% of the 158,000 students who tested in 2021, for two reasons.

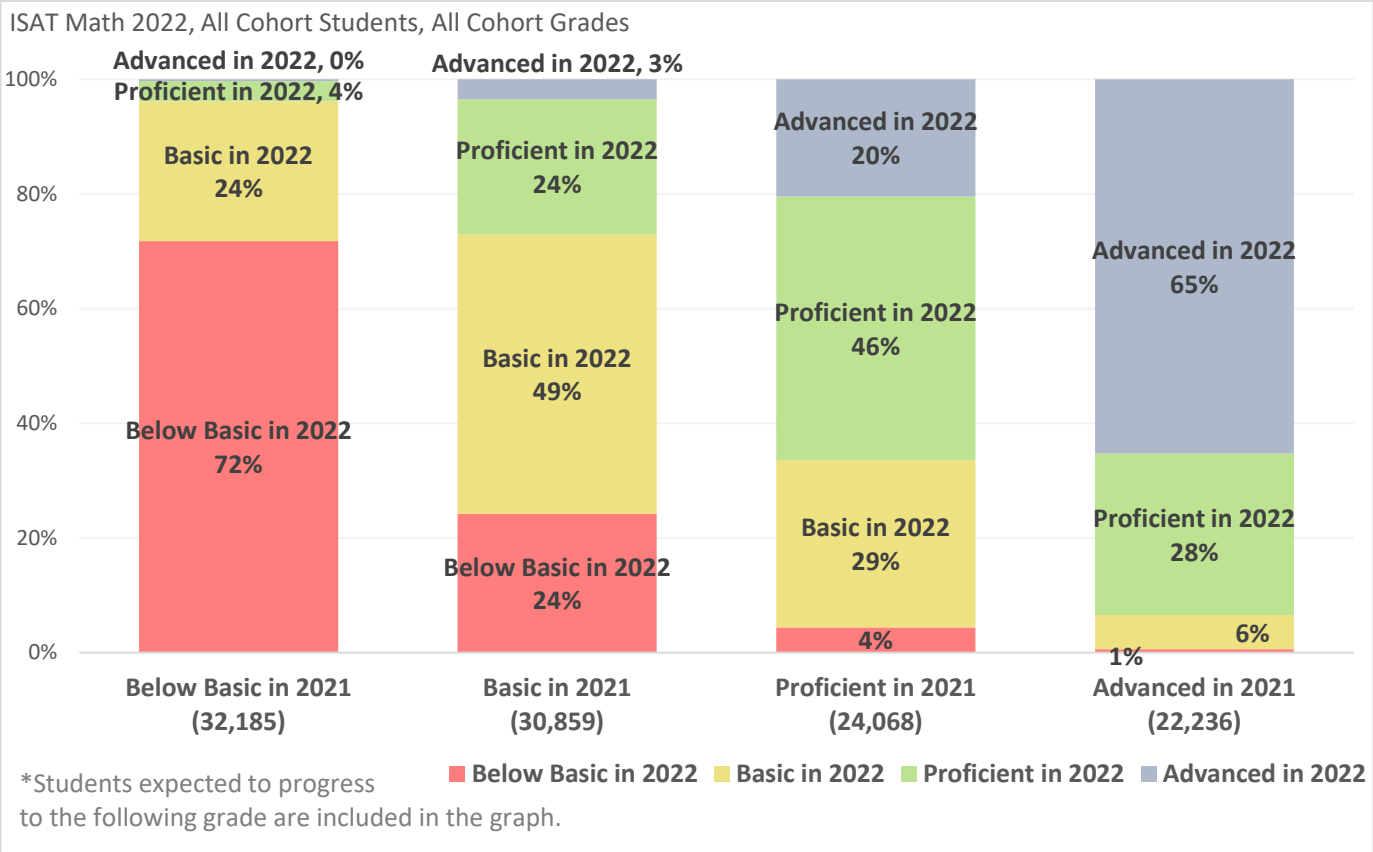
It excluded three grades from analyses, amounting to more than 45,000 students because those included had to be in tested grades in each of the analyzed years, which were separated by a 1-year gap. Students needed to be in a grade in 2019 that was one grade below those included in 2021. In other words, it included only grades 3-7 in 2021, which rolled into grades 4-8 in 2022.

Matching across time also loses students who move from the state or leave public schools.

Figure 23 shows the progression from 2021 to 2022 ISAT Math scores, paralleling Figure 22's depiction. Overall, the stacked bars show that:

- Great similarity to the findings of 2019 to 2021.
- The plurality of students did **not move** ELA proficiency level from 2021 to 2022, with the two most stable groups being at the extremes - Below Basic and Advanced.
- The greatest movement was into Proficient in 2022, either downward from Advanced in 2019 (31%) or upward from Basic (33%).
- The most notable difference from last year were (a) the smaller proportion remaining in Below Basic (72% this year v 81% last year) and (b) the greater proportion remaining in Advanced (65% v. 59%). The decreased stability in Below Basic is quite positive, because stability would be favored, given the shorter time frame this year.

Figure 23: ISAT Math Proficiency Level in 2022 Shown Per 2021 Starting Level



Method Note. This analysis included just 105,459 students, which was 67% of the 158,444 students who tested in 2019, for two reasons.

It excluded three grades from analyses, amounting to more than 45,000 students because those included had to be in tested grades in each of the analyzed years, which were separated by a 1-year gap. Students needed to be in a grade in 2021 that was one grade below those included in 2022. In other words, it included only grades 3-7 in 2021, which rolled into grades 4-8 in 2022.

Matching across time also loses students who move from the state or leave public schools.

Longitudinal Review of Three Grade Cohorts' ISAT Math Performance Claims

This analysis reviewed the Math and ELA performance of three cohorts of students who were in either the 7th, the 8th, or the 10th grade in SY 2021-22. It examined their mean scale scores progressing from school year 2015 through 2022. For both 7th- and 8th-grade cohorts, the graph starts in their 3rd grade because that is the first grade the ISAT is administered. It progresses to their cohort grade in 2022. For the 10th-grade cohort, it starts in their 3rd grade in 2014-15.

Included in each analysis were all students with a score in all grades in the cohort, and only students who progressed to the expected next grade. The Idaho cohort analyses and graphs for 2021-22 were generated following the same process as for the Math cohort analysis in 2020-21. Data were taken from all attempted summative tests with claim scores in Idaho going back to the first year of Smarter Balanced summative testing in 2014-15. Any students who took two summative tests in one school year or who repeated a grade across school years were then removed from the dataset. Test scores for individual students were linked across years using the student individual ID.

The different cohorts for Math and ELA were then formed separately by selecting all students who had summative tests for the corresponding grade in each year according to the cohort plan in Table 1. Shaded areas indicate that no testing was performed in 2020 because of COVID-19 closures and absences, and no testing in Grade 9 was required because the analysis is based on testing done for accountability purposes. For the years in question, Idaho high school accountability testing was performed in Grade 10 and participation rates for Grade 9 testing were much lower than for accountability grades.

Table 2: Cohort Test Grades and Years for 2021-22 Analysis

Grade 10 Cohort		Grade 8 Cohort		Grade 7 Cohort	
Test Grade	Year	Test Grade	Year	Test Grade	Year
10	2022	8	2022	7	2022
9	2021	7	2021	6	2021
8	2020	6	2020	5	2020
7	2019	5	2019	4	2019
6	2018	4	2018	3	2018
5	2017	3	2017		
4	2016				
3	2015				

Note: No testing in 2020, and Grade 9 testing was not required for accountability purposes.

The same analysis was performed for each of the six cohorts (three Math and three ELA cohorts):

1. Calculate the mean overall and mean claim scores for each year.
2. Calculate the merge rate for each cohort for each year as the number of students in the cohort divided by that year's total sample size for the grade.
3. Plot the average overall and claim scores, along with the proficiency cut scores, across years.

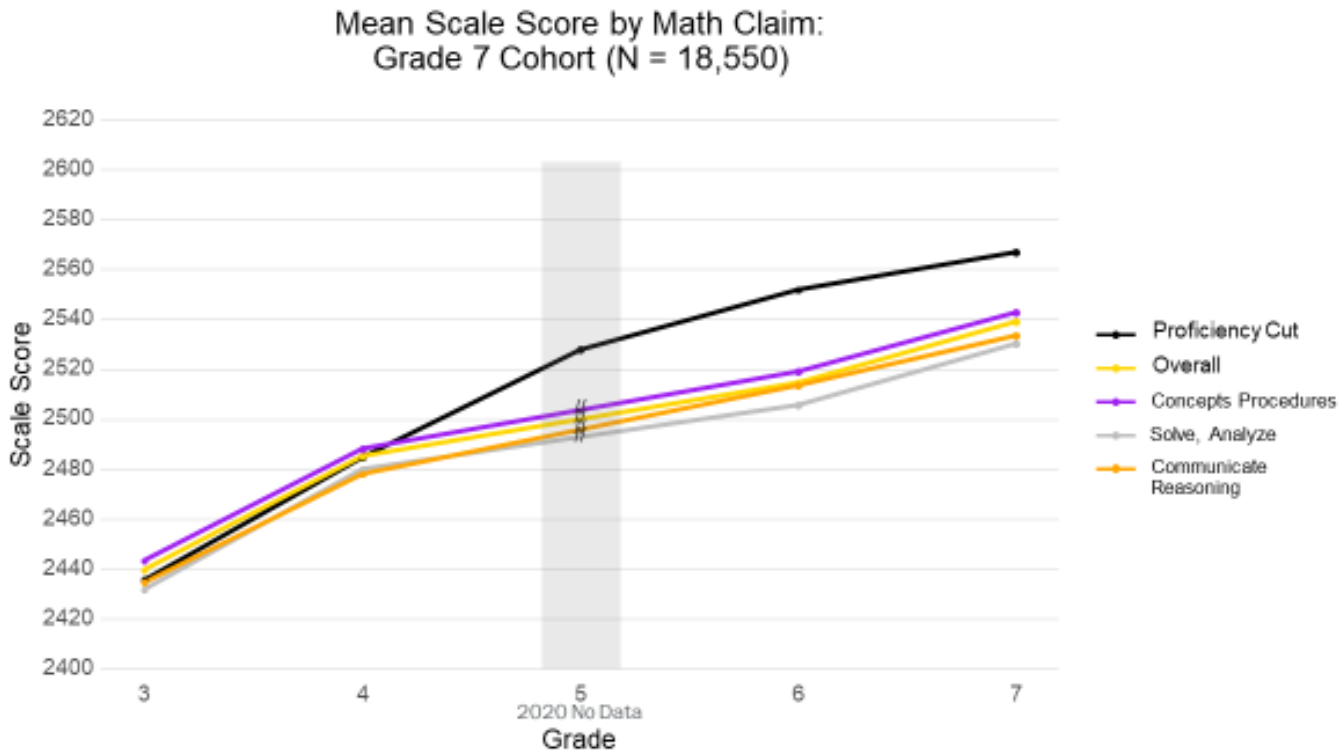
The following graphs show both composite scores and their constituent claims scores. Claim scores evaluate achievement on each of the three skills that comprise Math proficiency – Concepts, Procedures; Solve Problems, Analyzing; and Reason and Communicate. The claim scores are combined into the Overall composite.

The cohort graphs on the following pages show the composite score in yellow; the Proficiency Cut Score in **black**, and the claims in other colors. The Cut score is the level a student is considered proficient within the grade. A double slash (****) symbol and a gray vertical bar appears over years with missing data to indicate the lack of data for that year.

The pattern for all three cohorts is very similar:

- Students' means started in grade 3 at or above proficiency in the Concepts claim and the Overall composite.
- By grade 4, students' progress on all claims and the composite flattened and diverged dramatically below the Proficiency Cut, which continued to rise.
- In this youngest cohort, students narrowed their achievement gap from the Proficiency Cut on all claim scores in the final year – 7th grade. This narrowing did not occur for other cohorts or grades.

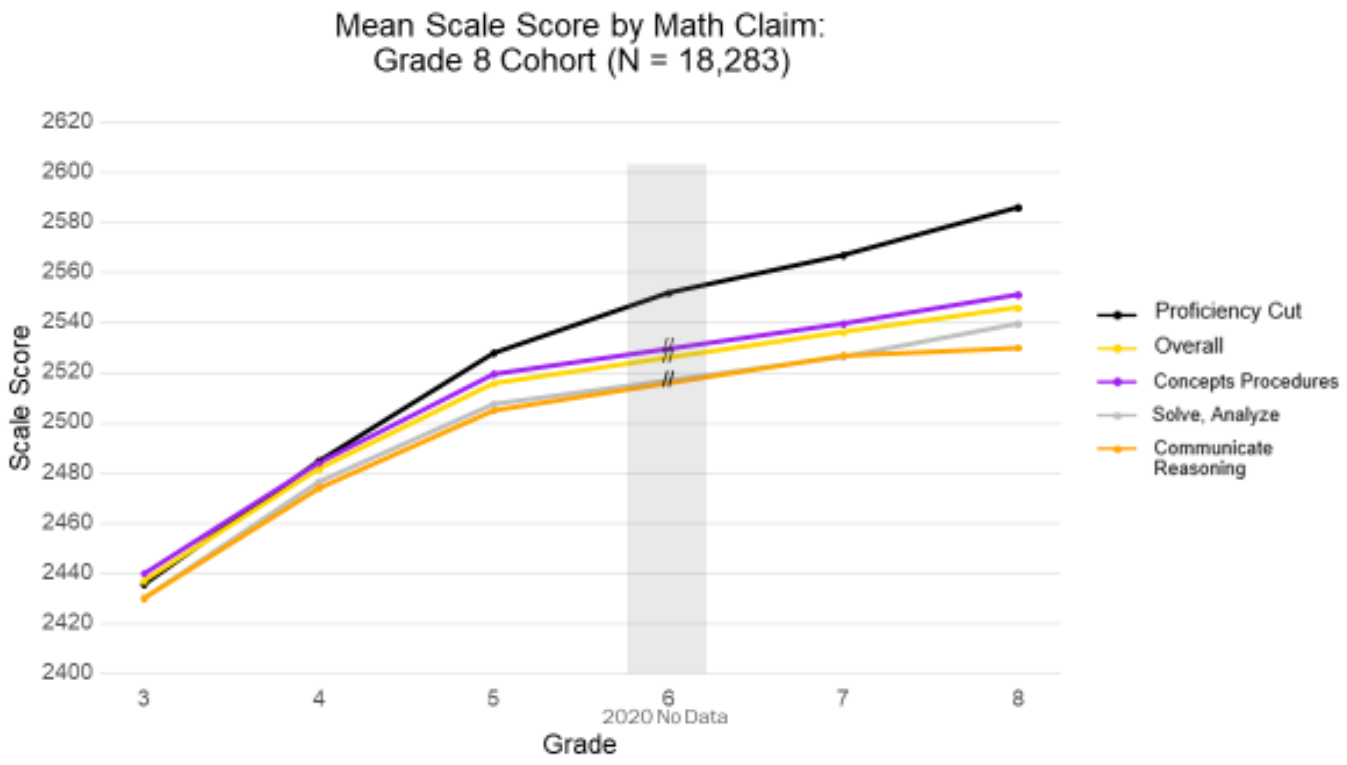
Figure 24: ISAT MATH Scale Scores, Grade-7 Cohort by Claim, SYs 2018-2022



The pattern for the 8th-grade cohort, seen in Figure 25, resembles the younger cohort, though the gap from proficiency continues to grow larger after the COVID gap and into 8th grade

- Students' means started in grade 3 at or near proficiency in the Concepts claim and the Overall composite.
- By grade 5, students' scores lagged below the Proficiency Cut, and fell steadily behind through the final year.

Figure 25: ISAT MATH Scale Scores, Grade-8 Cohort by Claim, SYs 2017-2022

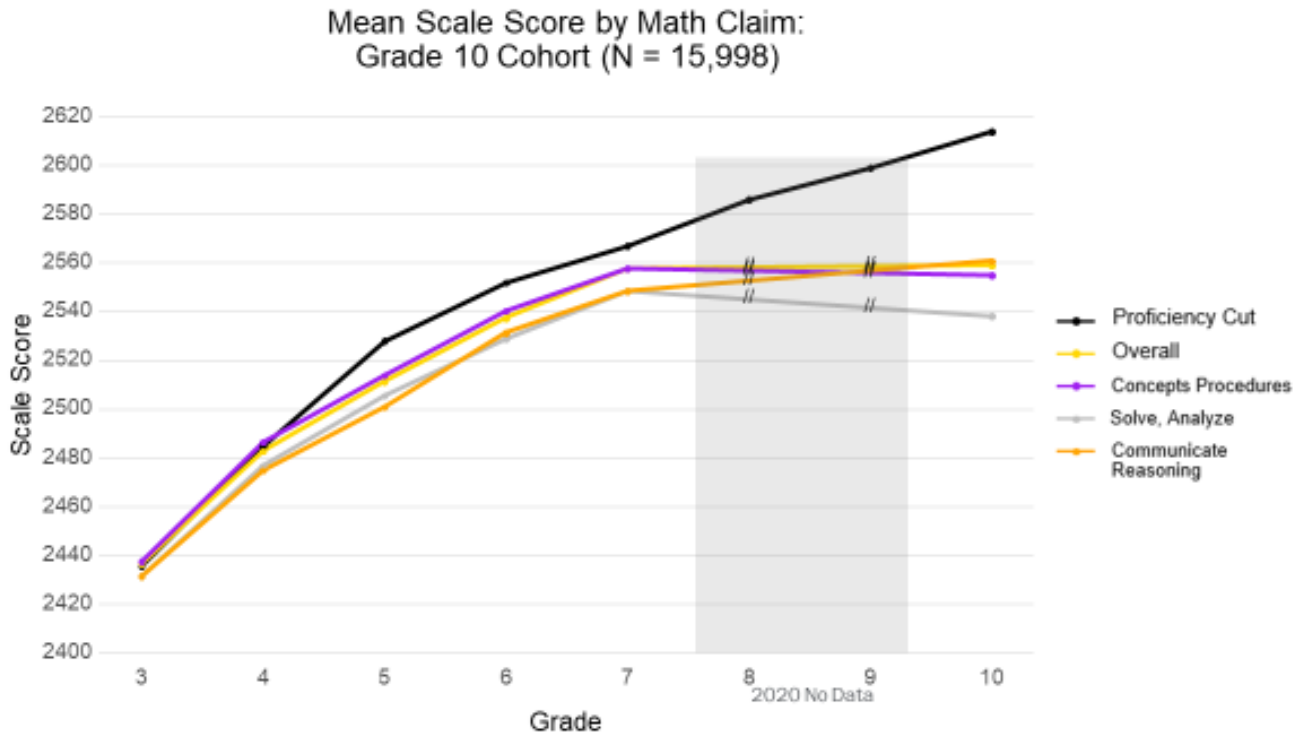


V

Figure 26, depicting the 10th-grade cohort, reveals a similar, though more worrying trend.

- Only in the 10th-grade cohort did the average on any of the claims or the Overall composite decline in one grade compared to the prior grade measured. In this case that measure was three years prior, from pre- to post-COVID.
- Both Concepts and Solve-Analyze claims declined from 7th grade to 10th grade (2019 to 2022).
- Only the Communicate, Reasoning claim mean rose in that same time period.
- These findings mirror those found in last year's longitudinal, cohort analyses.

Figure 26: ISAT MATH Scale Scores, Grade-10 Cohort by Claim, SYs 2015-2022



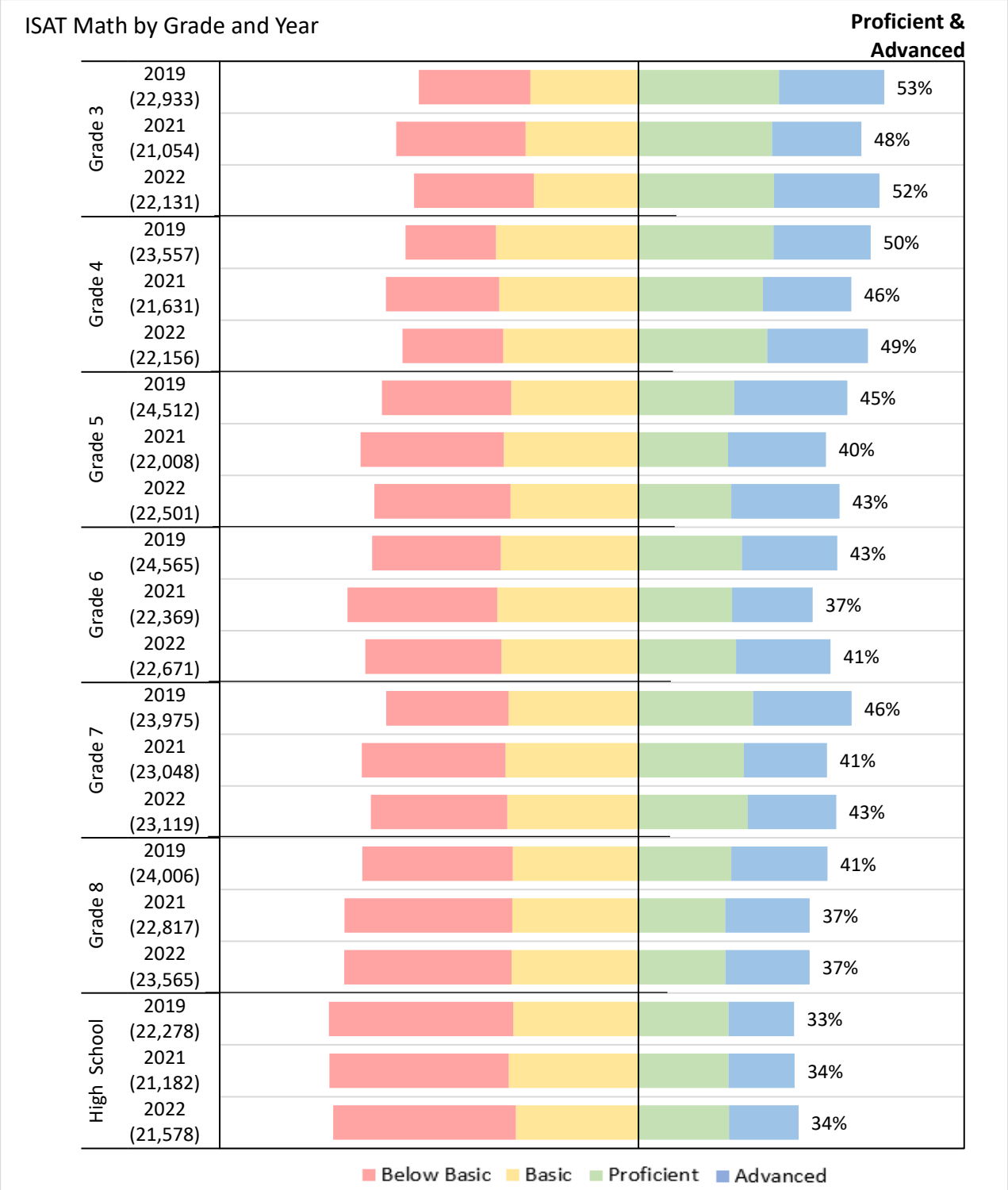
ISAT Math Performance by Grades 3-8, 10

Figure 27, next page, shows the proportional size of each ISAT Math proficiency level; the numbers to the right of each stacked bar are the total proportions of students who scored proficient (either Proficient or Advanced). Findings show a consistent trend of decreasing proficiency in higher grades, but encouraging signs that student performance is recovering since the 2021, COVID-related decline.

Findings show:

- The total proportion proficient in 2022 per grade grew to within two percentage points of the pre-COVID, 2019 levels, with two exceptions: one good, one not good.
    - 7th-grade proficiency grew by 2 points since 2021, but remained 3 points lower than in 2019.
    - 8th-grade proficiency in both 2021 and 2022 remained four percentage points lower than in 2019.
- The 2022 proportion proficient decreased from a high of 52% in 3rd grade to 34% in high school, a trend also seen in in the prior three years of testing, and mirrored in the longitudinal analyses (Figure 24 through Figure 26 above).
- The decline in proportion proficient from Grade 3 through 10 was consistent per grade step, except for Grade 7, which in all three years was at least 2 percentage points higher than Grade 6, raising it to, or above, the Grade-5 proportion.

Figure 27: ISAT Math Proficiency by Grade in 2019, 2021, and 2022



Note. 2019-20 data are not available because of COVID-related lapses in test-taking.

ISAT Math Performance by Race/Ethnicity – All Grades

As seen in Table 3 below, all race-ethnic groups have increased in proficiency since 2021, and gaps have remained stable or decreased, with one exception.

- Hawaiian, Pacific Islanders' proportion proficient declined by an additional percentage point since 2021 to 32%.
- By contrast their non-Hawaiian counterparts improved by three points, widening the gap from seven to nine percentage points.
- A change in the number or proportion is unlikely the reason. Hawaiians, Pacific Islanders' proportion of the total student population has remained steady at 3% since 2017. It increased from 446 to 481 since 2017, keeping pace with the growth in overall student enrollment.

Table 3: ISAT Math by Race-Ethnicity, 2017 through 2022

Category	Group	2017		2018		2019		2020	2021		2022	
		Proficient	Percentage-point Difference	Prof.	Diff.	Prof.	Diff.		Prof.	Diff.	Prof.	Diff.
All Students	All Students	**43%**	-	**45%**	-	**45%**	-	-	**40%**	-	**43%**	-
American Indian, Alaskan Native	American Indian	**21%**		**21%**		**22%**			**18%**		**20%**	
	Not American Indian	43%	22	45%	24	45%	23		40%	22	43%	23
Hispanic, Latin	Hispanic	**23%**		**25%**		**26%**			**21%**		**24%**	
	Not Hispanic	47%	23	49%	24	49%	24		45%	23	47%	23
Black	Black	**20%**		**20%**		**20%**			**17%**		**20%**	
	Not Black	43%	23	45%	25	45%	26		41%	24	43%	23
White	Not White	**27%**		**29%**		**30%**			**25%**		**28%**	
	White	48%	21	50%	21	50%	21		45%	20	48%	20
Hawaiian Pacific Islander	Hawaiian	**37%**		**39%**		**38%**			**33%**		**32%**	
	Not Hawaiian	43%	6	45%	5	45%	7		40%	7	43%	10
Two or More Races	Two or More Races	**43%**		**45%**		**46%**			**41%**		**45%**	
	Not Multiracial	43%	0	45%	-1	45%	-1		40%	0	43%	-2
Asian	Asian	**59%**		**58%**		**60%**			**57%**		**59%**	
	Not Asian	42%	-16	44%	-14	45%	-15		40%	-17	43%	-17

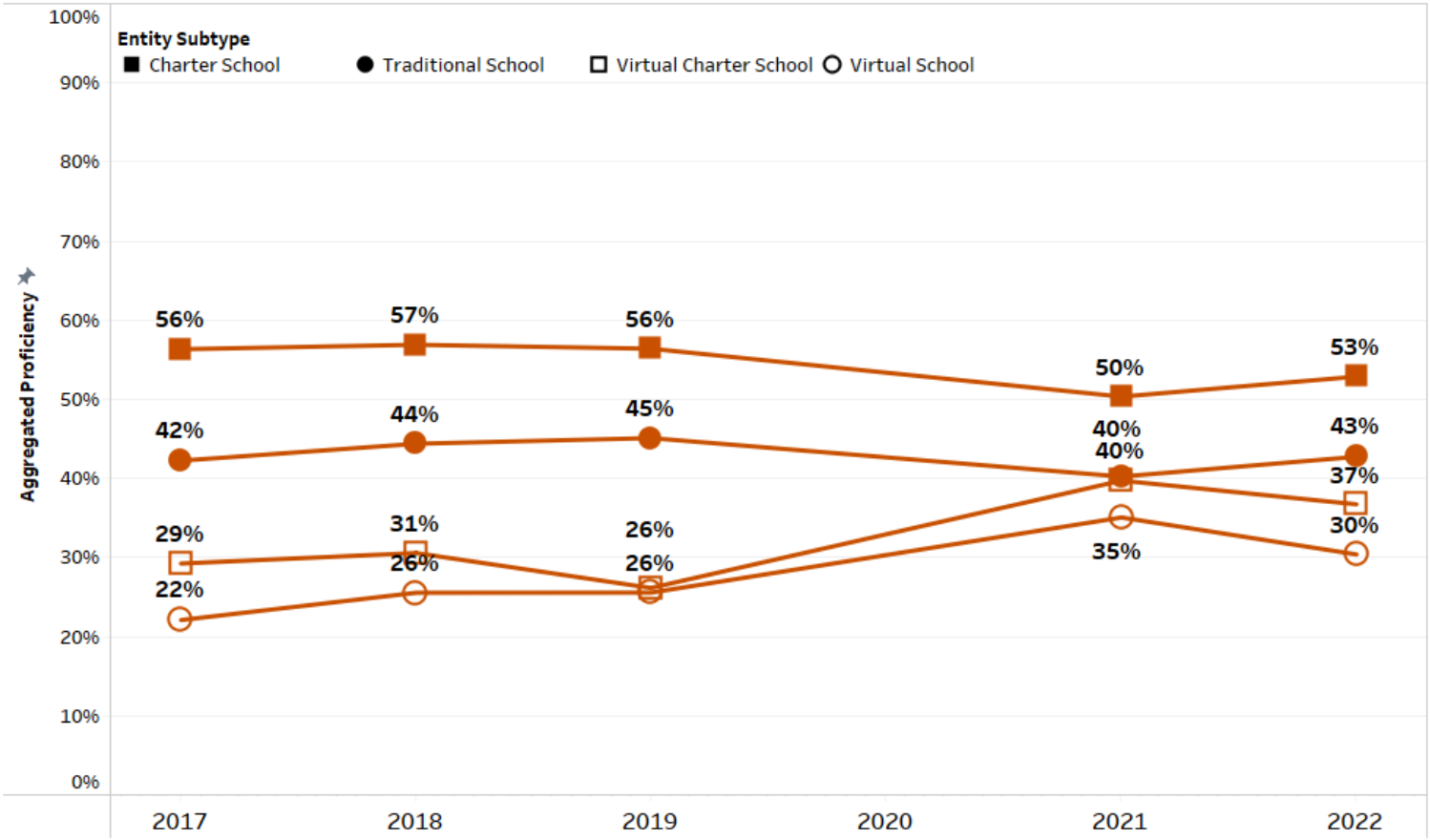
As seen in Table 4 below, all student groups and their complement-groups increased in proficiency since 2021, and gaps have remained stable or decreased in that time, with two exceptions.

- Economically disadvantaged students remained at 28% proficient since 2021, their lowest since 2017. But their difference from other students was the lowest in five years – 20 percentage points. The decreasing gap may reflect how students are assigned to these groups. Since 2017 the number of students identified as economically disadvantaged decreased 40% from 78,000 to 47,000, representing a decline from 51% to 20% of enrolled students (no school-lunch-program data were collected). Over the same time, enrollment increased by 3%.
- Although students in foster care increased in proportion proficient since 2021, their gap versus those not in care rose by two points to 26 points - the same gap recorded for two of the past three years. The proportion of proficient among those not in foster care rebounded more since last year than for those in care. The number of students reported being in foster care declined 54% since 2017 from 514 (3.3% of all students) to 239 (1.5%), even though the total number of children placed in foster homes increased in the same period.

Table 4: ISAT Math by Student Groups in 2017 through 2022

Category	Group	2017		2018		2019		2020	2021		2022	
		Proficient	Pct.-point Difference	Prof.	Dif.	Prof.	Dif.		Prof.	Dif.	Prof.	Dif.
All Students	All Students	**43%**	-	**45%**	-	**45%**	-	-	**40%**	-	**43%**	-
English Learners	English Learners	**12%**		**12%**		**16%**			**15%**		**17%**	
	Not English Learner	44%	33	46%	34	47%	31		43%	28	45%	28
Homeless	Homeless	**21%**		**23%**		**25%**			**18%**		**21%**	
	Not Homeless	43%	22	45%	22	45%	21		41%	22	43%	22
In Foster Care	In Foster Care			**19%**		**20%**			**16%**		**17%**	
	Not in Foster Care			45%	26	45%	26		40%	24	43%	26
Migrant	Migrant	**16%**		**19%**		**19%**			**15%**		**17%**	
	Not Migrant	43%	27	45%	26	45%	26		41%	26	43%	26
Military Connected	Military Connected			**45%**		**41%**			**38%**		**44%**	
	Not Military Connected			45%	-1	45%	4		40%	3	43%	-1
Economic Disadvantage	Disadvantaged	**31%**		**32%**		**33%**			**28%**		**28%**	
	Not Disadvantaged	55%	24	56%	24	55%	23		47%	20	49%	20
Students with Disabilities	With Disabilities	**13%**		**14%**		**13%**			**10%**		**13%**	
	Without Disabilities	46%	33	48%	34	49%	36		44%	34	47%	34

Figure 28: MATH Proficiency for Locale Designations and School Types



	2017	2018	2019	2020	2021	2022
Charter School	8,344	8,620	9,715		10,868	11,306
Traditional School	134,408	136,026	137,923		125,743	132,354
Virtual Charter School	544	618	614		544	1,229
Virtual School	99	351	967		5,875	4,939

Proficiency-proportion gaps among school types narrowed by 20 percentage points in 2021, but began to diverge in 2022. Proficiency rates at Charter and Traditional schools rose since 2021 by three points; whereas proportions in both Charter and Traditional Virtual schools dropped by as much.

HIGH SCHOOL GRADUATION RATES, AND GO-ON RATES

Idaho students' rates of graduation and going on to post-secondary education appear here.

Graduation Rate

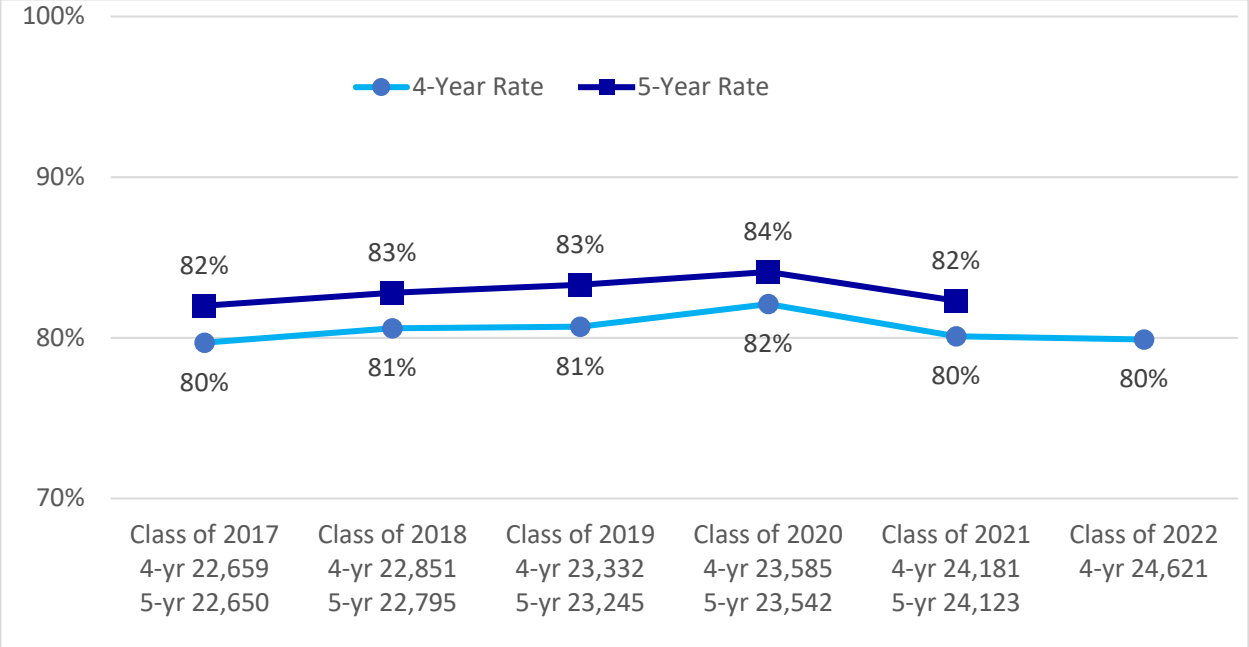
We report graduation rate in two measures: the proportion graduating within four years of entering 9th grade (4-year Graduation Rate) and the proportion graduating within five years of entering 9th grade (5-year Graduation Rate). The 5-year rate is typically higher, because it includes all students who graduated in four years, plus those requiring an additional year to complete their high school requirements. Both include students who were enrolled in an Idaho school from their 9th grade onward, and any who moved into Idaho at some time during their high school years. The two counts appearing below each point on the graph are the 4- and 5-year cohort counts. The two may differ if students moved into or out of Idaho's public-school system in their fifth year.

Cohort Graduation Rate: Classes of 2017–2022

In 2022, 80% of Idaho's high school students graduated in four years. As seen in Figure 29:

- The 4-year cohort size has increased steadily, showing an 9% gain since 2017.
- The 5-year rate averages 2 percentage points higher than the 4-year rate.
- Both the 4-year and 5-year graduation rates are at the 2017 level following the 2020-COVID uptick, which may have resulted from relaxed completion standards.

Figure 29: 4-year and 5-year Graduation Rates per Cohort

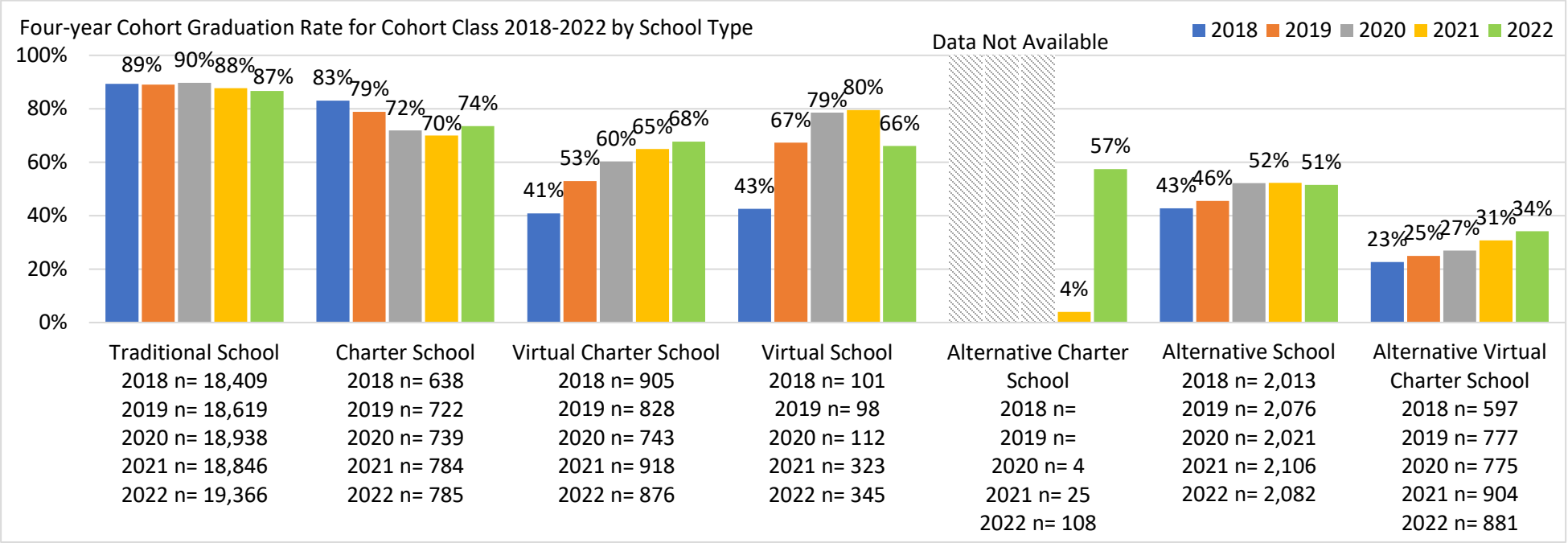


4-Year Graduation Rates Across Years – School Type and Student Groups

As seen in Figure 30:

- Compared to other school types, traditional schools achieved the highest 4-year graduation rates, by at least six percentage points in a given year, since 2018, ranging from 87% in 2022 to 90% in 2020.
- Charter schools' rate rose four points in 2022 to 74% since 2021, reversing their three-year decline since 2018.
- By contrast, virtual schools' rates dropped 14 points in 2022 to 66%, reversing their precipitous rise in rates since 2018.
- Virtual charter schools and alternative virtual charters had steady rises in graduation rates since through 2022 to 68% and 34%, respectively.
- Alternative schools have held relatively steady at 51%-52% since 2020.

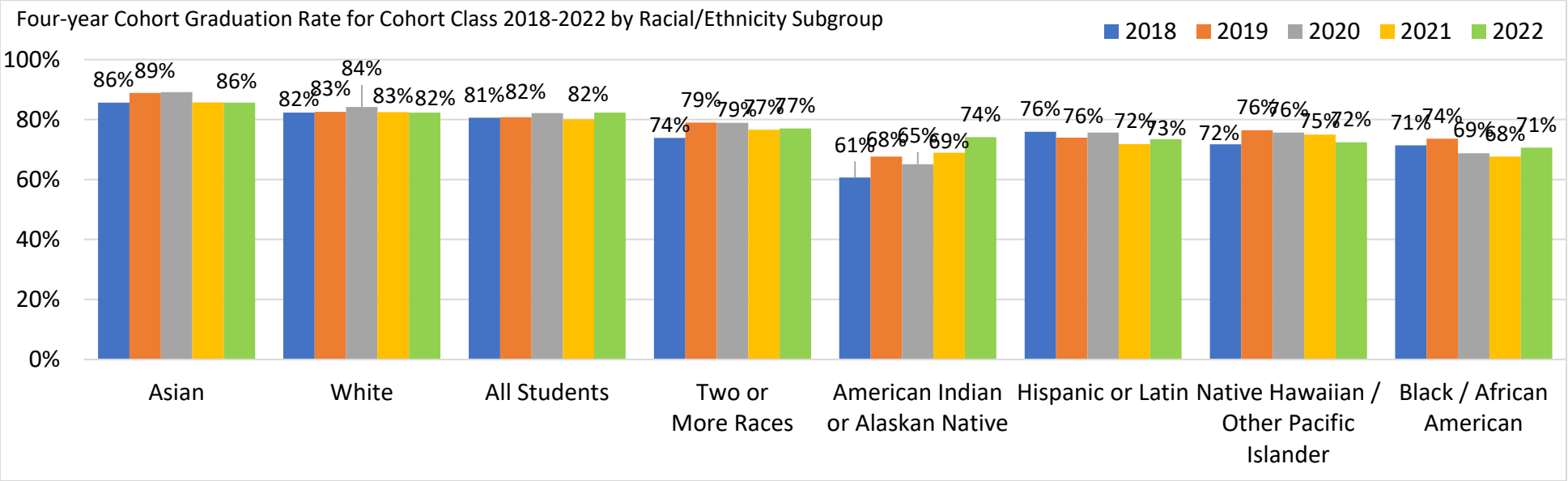
Figure 30: 4-Year Graduation Rate per School Type



As seen in Figure 31, four-year graduation rates held relatively stable within race-ethnicity groups across the past five years, with the greatest variability among Blacks and American Indians.

- Rates were highest among Asians and whites; lowest among Native Hawaiians and African Americans; and relatively stable for most groups, with three exceptions.
- American Indians' rate rose more in the past five years than any other group (13 percentage points), though they were also the most variable across the years, in part because of their relatively small group size compared to most other subgroups.
- Rates of students reporting two or more races increased by three percentage points since 2018.
- Hispanics' rate rose one point since last year, but has declined by three points since 2018.

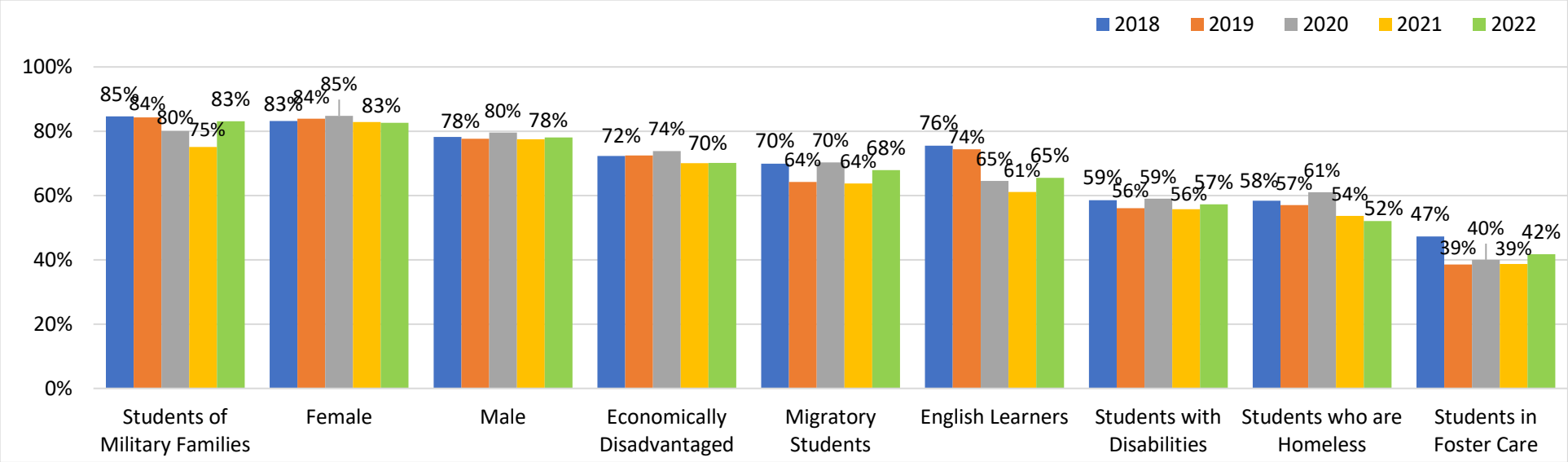
Figure 31: 4-Year Graduation Rates per Cohort by Race/Ethnicity



As seen in Figure 31:

- In general, students in military families and females graduated at the highest rates; whereas students with disabilities, and students who were homeless or were in foster care had the lowest graduation rates.
- English learners dropped 11 points since 2018, but the same as in 2020. The criteria for identifying English Learners changed in 2020, making it the appropriate baseline comparison year.
- The lower-performing groups also showed greater cohort-to-cohort variability, partly because of their smaller group sizes.

Figure 32: 4-Year Graduation Rates per Cohort by Student Groups



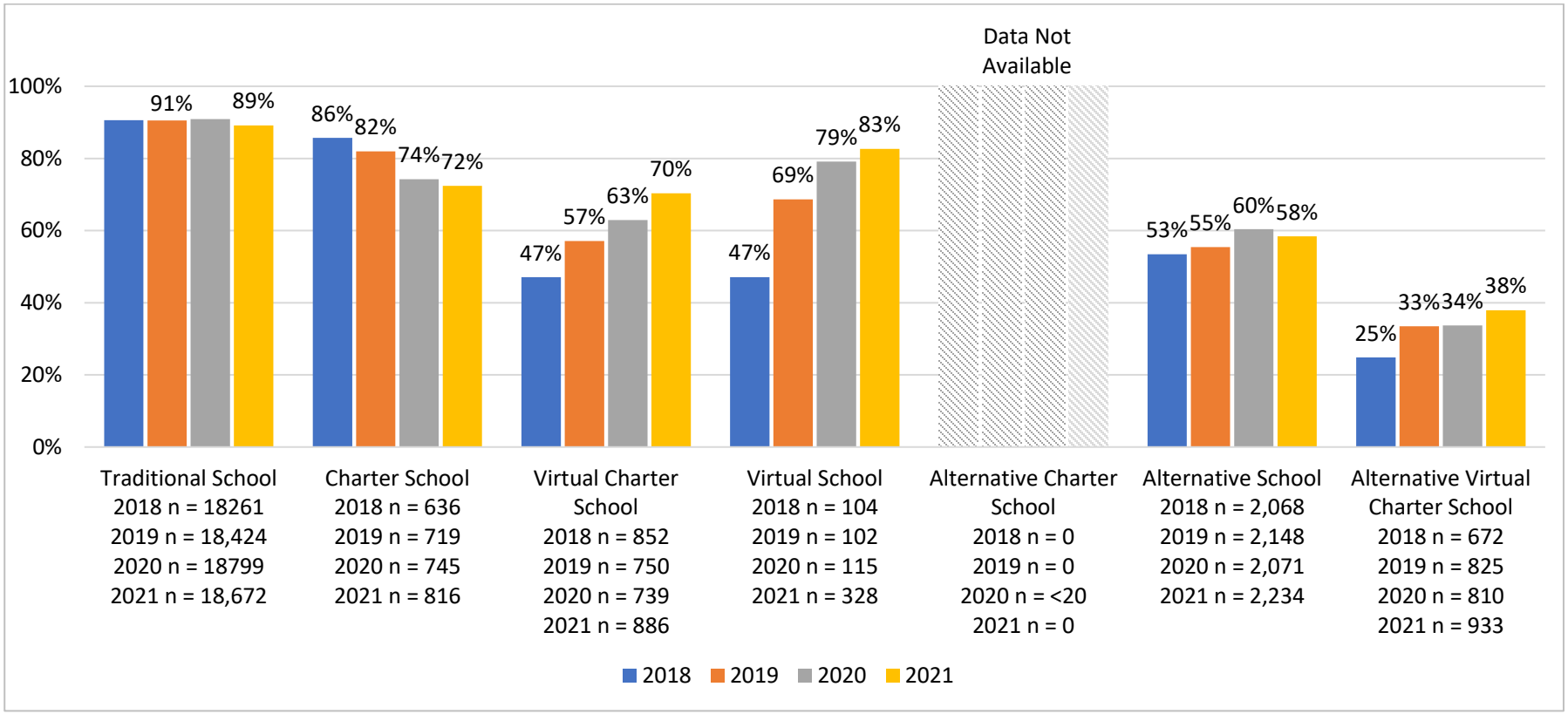
*The criteria for identifying English Learners changed in 2020, making prior years' rates incomparable to those following the change.

5-Year Graduation Rates Across Years – School Type and Student Groups

As seen in Figure 33, the pattern for 5-year graduation rates since 2018 is similar to that for the 4-year rates:

- Rates were considerably higher in traditional schools than in other school types, holding steady at 91% through the 2020 cohort, and dropping to 89% in the 2021 cohort.
- Charter schools' decline in the 5-year graduation rate continued to a low of 72% for the 2021 cohort.
- Virtual schools, virtual charter schools, and alternative virtual charters continued their rise in rates through the 2021 cohort.
- Alternative schools' rate declined by 2 points to 58% since the prior cohort.

Figure 33: 5-Year Graduation Rate per School Type

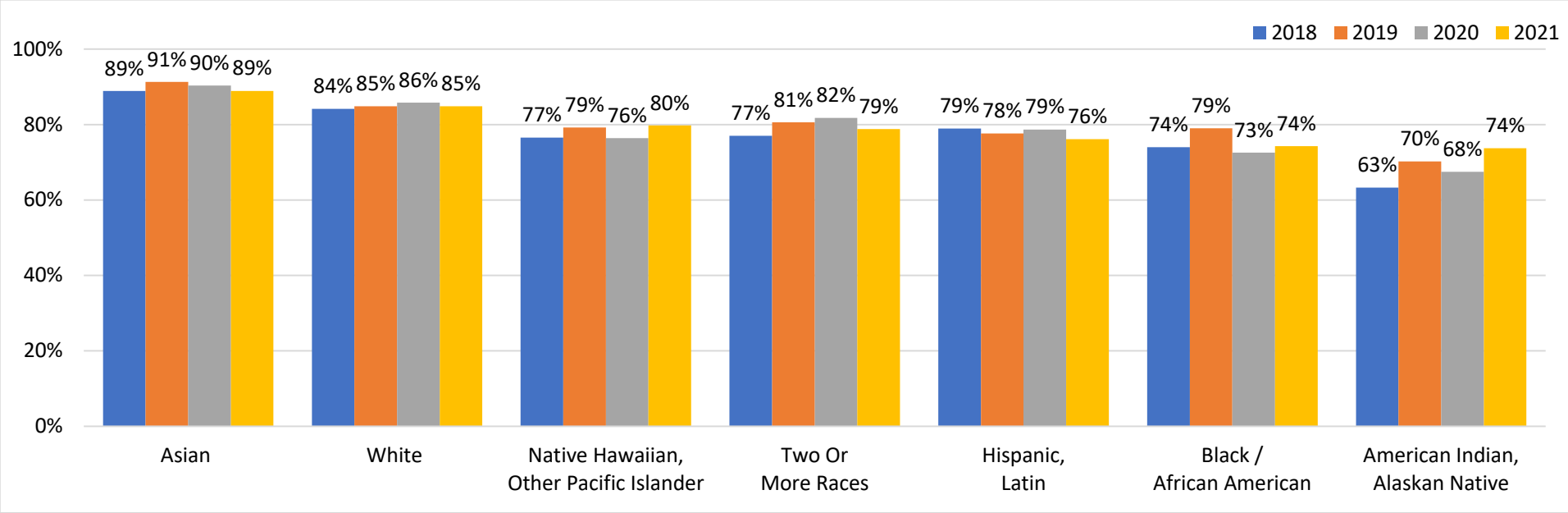


As seen in Figure 34:

Figure 34 shows that 5-year graduation rates have held relatively stable within race-ethnicity groups across the past four years, with the greatest variability among Blacks and American Indians.

- In general, Asians and whites had the highest graduation rates; whereas Blacks and American Indians had the lowest; these lower-performing groups also showed greater cohort-to-cohort variability.
- Native Hawaiians, African Americans, and American Indians rose 1-6 points in 5-year rates for the 2021 cohort versus the 2020 cohort.
- In most groups, the 2018 cohort had the lowest 5-year graduation rates; the 2019 cohort was among the top performers across four years.

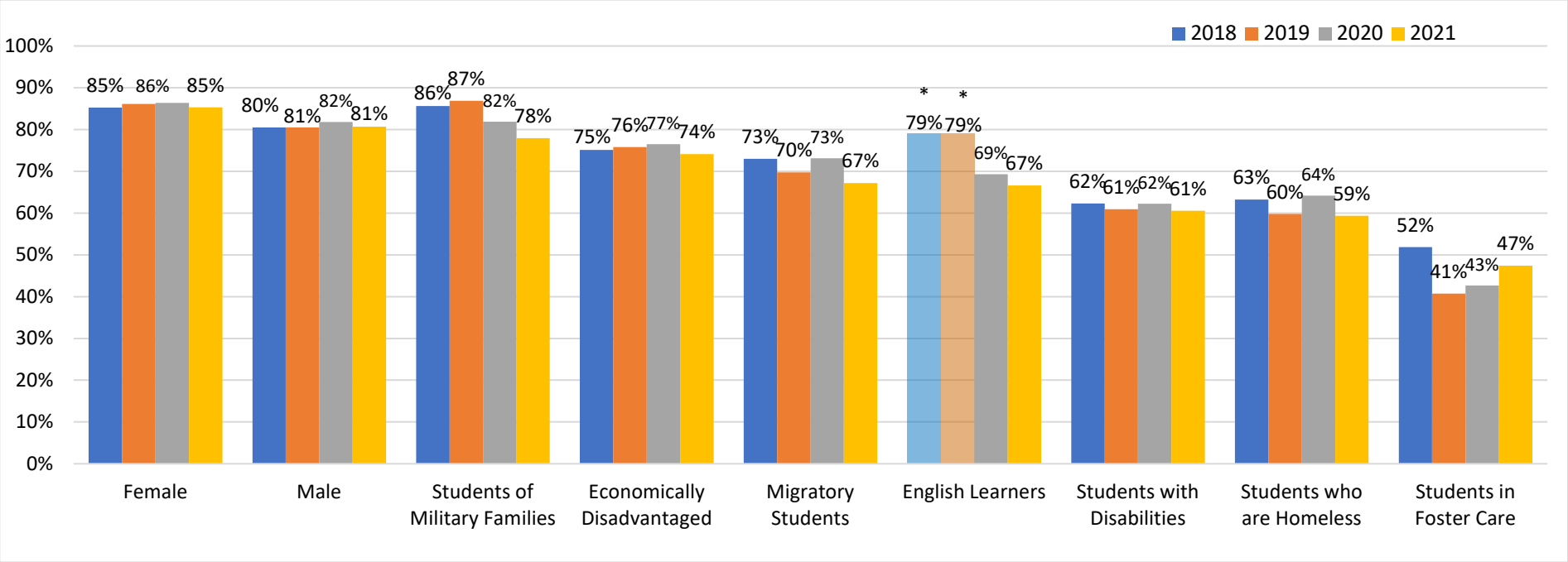
Figure 34: 5-Year Graduation Rates per Cohort by Race/Ethnicity



As seen in Figure 35, 5-year graduation rates have held relatively stable within student groups across the past four years, with the greatest variability among students in foster care and those who are migrants.

- In general, females, males, and students in military families graduated at higher rates; whereas students who were homeless or were in foster care had the lowest graduation rates.
- These lowest-performing groups also showed the greatest cohort-to-cohort variability.

Figure 35: 5-Year Graduation Rates per Cohort by Student Groups



**The criteria for identifying English Learners changed in 2020, making prior years' rates incomparable to those following the change.*

GO-ON RATES

Students' rates of continuing to post-secondary training strongly affect a state's economy and its citizens' lifetime earnings. Idaho's go-on rates reflect the percentage of high school graduates who pursue post-secondary education within one, three, or five years of graduation. Go-on status is counted based on the student's graduation year (not on the graduation cohort, which drives the calculation of graduation rates). The denominators used to calculate go-on rates include all students who graduated in the spring or summer of the academic year. For instance, the 1-year go-on rate for 2017-18 is the proportion of all students graduating in spring or summer 2018 (at the end of the 2017-18 academic year) who pursued higher education within one year of graduating. The 3-year go-on rates maintain the same graduating class, but consider the percentage that enrolled in post-secondary education within three years of graduating, and likewise for the 5-year go-on rate.

Idaho's Office of the State Board of Education (OSBE) provided the go-on data, which it now terms "college-going" data. Counted in these data are Idaho high-school graduates taking courses at any 4-year or 2-year institution of learning beyond high school, whether the student is pursuing a certificate, a degree, or is just taking courses. Also counted are training or job-preparation programs, such as cosmetology and barber training, massage, and other trades training that appear in the available data sources.

The two data sources OSBE consults are (1) the eight Idaho public, post-secondary institutions; and (2) the National Student Clearinghouse (NSC)[7], which receives data from institutions nationwide that accept federal financial aid. Some known post-secondary programs and program types are not included in these reported rates because they do not appear in either source, e.g., Career Technical Education badges, Northwest Lineman, U.S. military, apprenticeship programs except those linked to the reported institutions, and some small training programs, e.g., for cosmetology, massage, barber.[8]

[7] National Student Clearinghouse: https://www.studentclearinghouse.org/

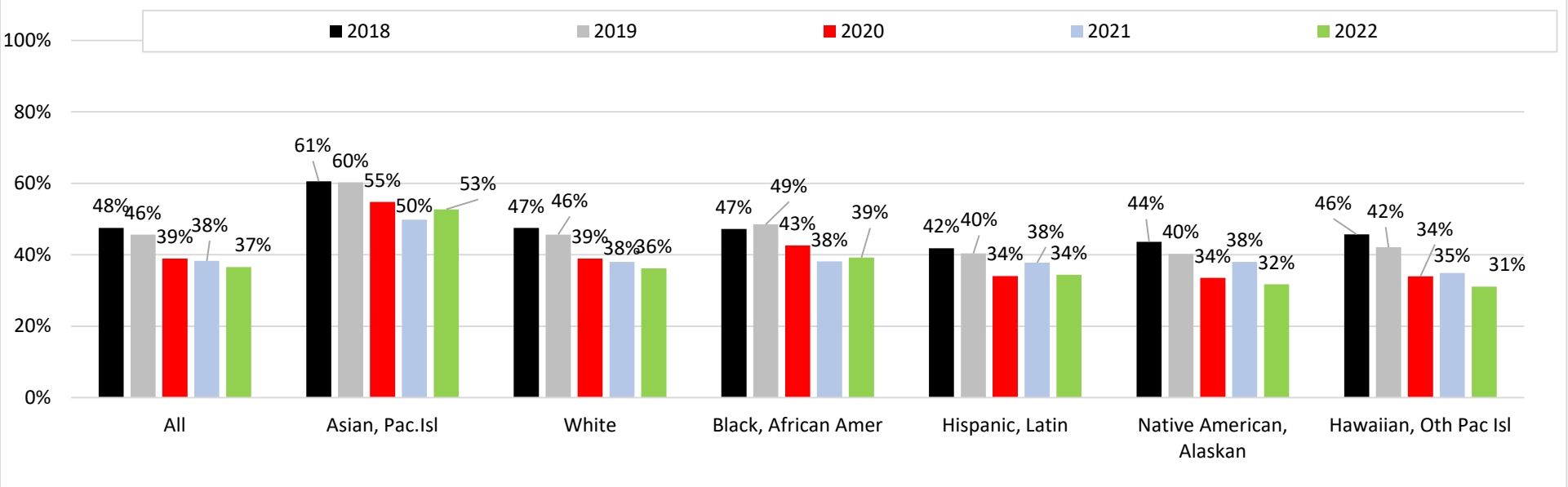
[8] Included in the rate calculation are students attending all Idaho pubic, post-secondary institutions, and all students attending any institutions listed in the National Student Clearinghouse (NSC). These Idaho schools appeared in the NSC counts last year: Apollo College, Boise State University, Brigham Young University – Idaho, Broadview University, College America - Stevens Henager, College of Eastern Idaho, College of Southern Idaho, College of Western Idaho, Idaho State University, ITT Technical Institute – Boise, Lewis-Clark State College, North Idaho College, Northwest Nazarene University, Stevens-Henager College, Stevens-Henager College Nampa, The College of Idaho, University of Idaho. In addition, in a typical year, Idaho graduates attend post-secondary institutions in about every state in the USA. The full list is available from OSBE-Research on request.

1-Year Go-On Rates

As seen in Figure 36, 1-year go-on rates have declined steadily to 37% overall from 48% in 2018.

- This declining go-on trend was true for all except two groups: rates among Asians and Blacks increased 4 and 1 percentage points, respectively since last year.
- By contrast, rates dropped by 4-6 points since last year among Hispanics, Native Americans, and Native Hawaiians. Note that the numbers of graduating Native Hawaiians has remained relatively small, never exceeding 190 statewide.

Figure 36: 1-Year Go-On Rates by Race and Ethnicity

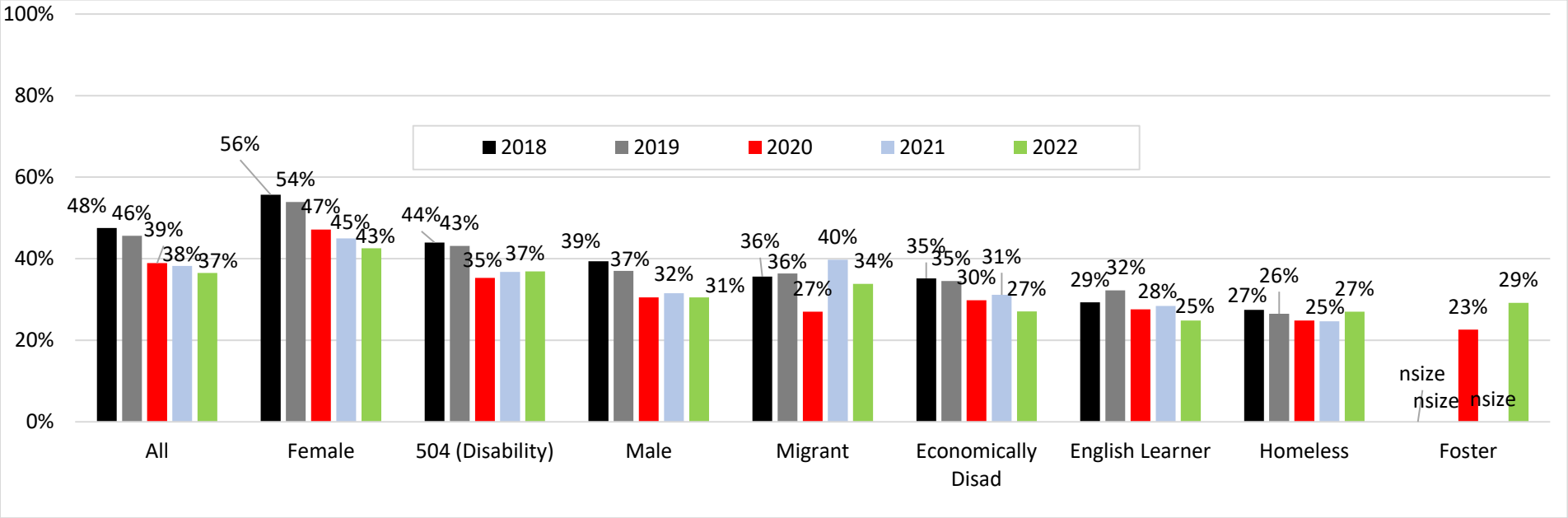


COHORT Class	Ns: All Students	Asian	White	Black	Hispanic	Native American	Hawaiian
2018	18,781	459	17,024	339	3,073	559	151
2019	19,449	468	17,561	402	3,187	684	164
2020	20,300	500	18,417	418	3,442	722	165
2021	19,773	512	18,041	383	3,195	755	172
2022	20,176	548	18,474	444	3,463	769	190

Figure 37 shows a similar pattern for student groups, though the gaps from lowest- to highest-matriculating groups tended higher, compared to gaps among race-ethnicity groups

- 1-year go-on rates continued a 5-year decline since 2018, though the 1-point decline since last year is less than in some other years.
- Declines since 2021 were greatest among migrants, English learners, and economically disadvantaged students: 3-6 percentage points.
- The numbers of foster and migrant students in the analyses are low, making their annual changes more variable than those of other groups. Findings for groups with five or fewer students in the numerator, or fewer than 20 in the denominator are redacted.

Figure 37: 1-Year Go-On Rates by Student Groups



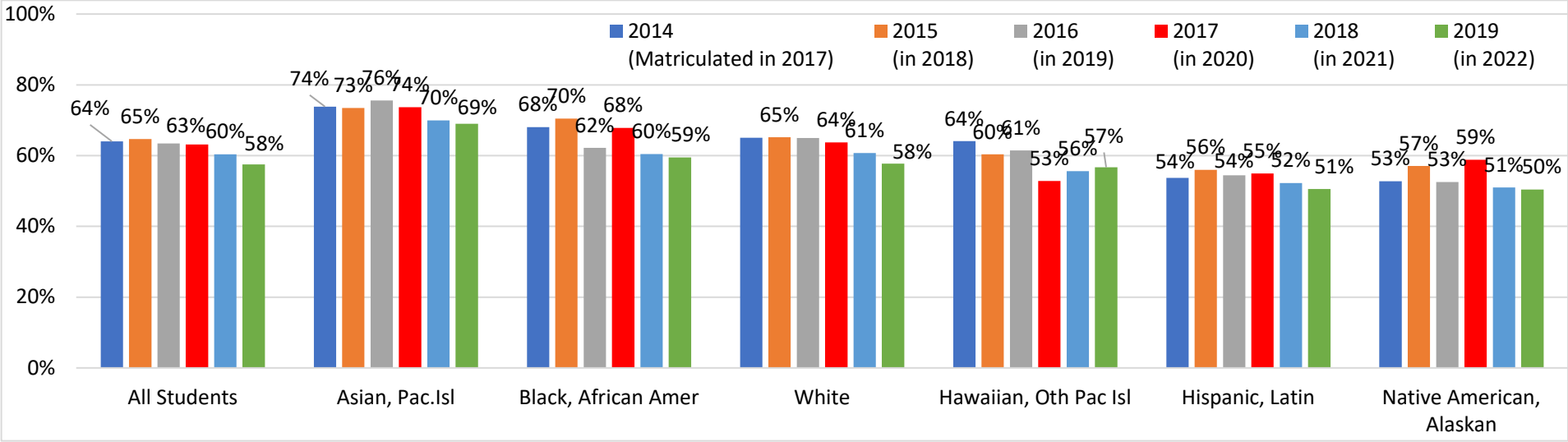
COHORT Class	Ns: All Students	Female	504	Male	Migrant	Economic Disadvantage	English Learner	Homeless	Foster
2018	18,781	9,348	805	9,433	132	6,094	444	455	< 35
2019	19,449	9,899	786	9,550	132	5,875	540	453	< 35
2020	20,300	10,217	1,087	10,083	185	5,585	624	463	< 35
2021	19,773	9,877	1,162	9,896	156	4,067	482	361	< 35
2022	20,176	10,078	1,196	10,098	192	3,383	579	418	< 35

3-Year Go-On Rates

As seen in Figure 38, 3-year go-on rates generally declined in the past five years, with the observed rate per matriculation year dropping by six points since 2018. The disparity between highest- and lowest-matriculating race-ethnicity groups was 21 points in 2017, 19 points in 2022.

- The red bars show matriculation in 2020, which stood out for most groups – it differed more from the following cohort than from the preceding one, except for Hawaiians. For them, 2020 differed greatly from both prior and succeeding cohorts.
- 2022 saw a decline in matriculation among most groups, with 3- to 9-point drops since 2018. Note that the numbers of graduating Native Hawaiians has remained relatively small, never exceeding 164 statewide.

Figure 38: 3-Year Go-On Rates by Race, Ethnicity and Class Cohort

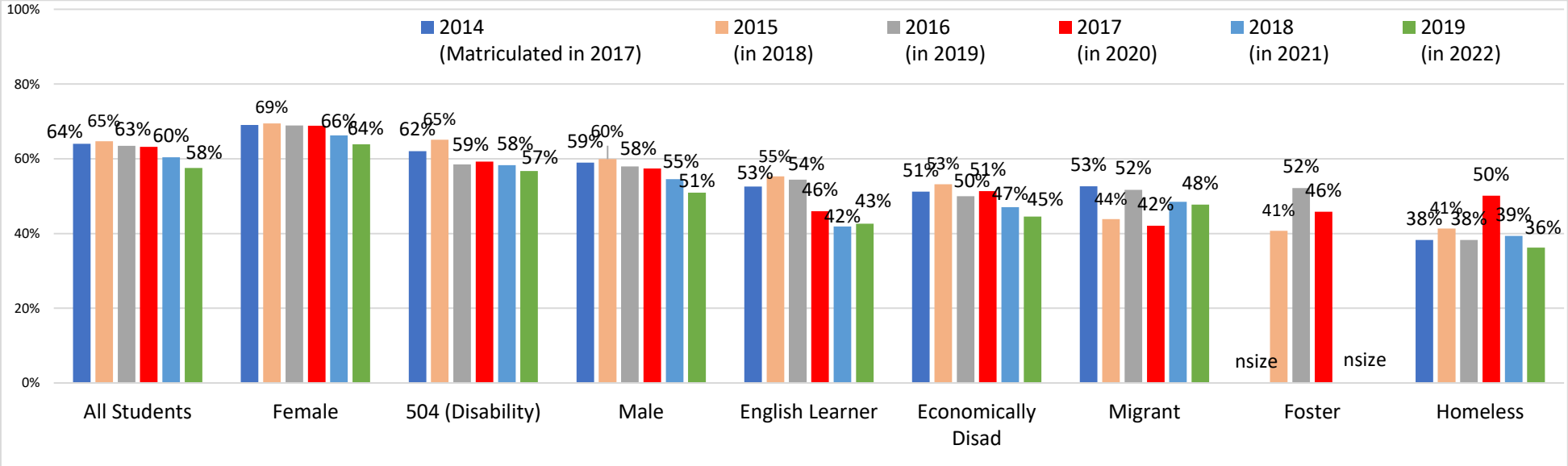


COHORT Class	Ns: All Students	Asian	Black	Hawaiian	White	Hispanic	Native American
2014 (Matriculated in 2017)	17,877	390	313	128	15,918	2,621	544
2015 (in 2018)	17,065	362	264	111	15,435	2,521	536
2016 (in 2019)	17,509	332	315	109	14,168	2,671	257
2017 (in 2020)	17,792	422	311	142	16,104	2,770	597
2018 (in 2021)	18,781	459	339	151	17,024	3,073	559
2019 (in 2022)	19,449	468	402	164	17,561	3,187	684

As seen in Figure 39, several student groups experienced quite low 3-year go-on rates. The disparity between the highest- and lowest-matriculating groups dropped from 31 percentage points in 2017 to 28 points in 2022.

- The red bars show matriculation in 2020, which stood out for most groups – it differed more from the following cohort than from the preceding one, except for the lowest-performing groups – students who were economically disadvantaged, or migrant, or homeless. For them, 2020 differed greatly from both prior and succeeding cohorts.
- This year saw an additional decline in matriculation among most groups of 1-5 points for many. The small numbers of foster students in the analyses reduced the ability to interpret changes.

Figure 39: 3-Year Go-On Rates by Student Groups and Class Cohort



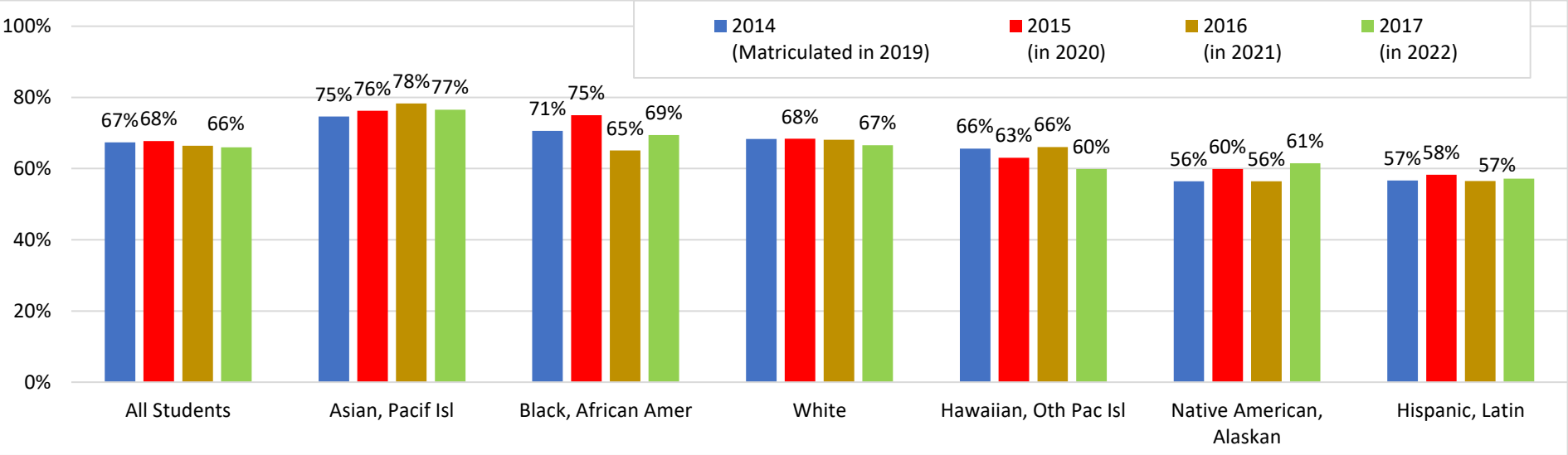
COHORT Class	Ns: All Students	Female	504 (Disability)	Male	English Learner	Economic Disadvantage	Migrant	Foster	Homeless
2014 (Matriculated in 2017)	17,877	8,964	448	8,913	1,106	6,329	95	< 35	277
2015 (in 2018)	17,065	8,506	473	8,559	1,082	5,655	73	< 35	322
2016 (in 2019)	17,509	8,785	588	8,724	1,105	6,051	89	< 35	345
2017 (in 2020)	17,792	8,958	660	8,834	459	6,382	107	< 35	351
2018 (in 2021)	18,781	9,348	805	9,433	444	6,094	132	< 35	455
2019 (in 2022)	19,449	9,899	786	9,550	540	5,875	132	< 35	453

5-Year Go-On Rates

As seen in Figure 36, the increase in go-on rates from the 3- versus 5-year duration was less than for the 1- versus 3-year duration. Yet, consistent with trends for 1-year and 3-year rates, the 5-year matriculation rates have generally declined in the past four years, though by more modest 1-5 percentage points per matriculation year since 2019.

- The disparity between highest- and lowest-matriculating race-ethnicity groups was 19 points in 2019, versus 20 points in 2022.
- By five years after graduation, the large majority of those likely to pursue post-secondary education have done so, and that rate has not varied greatly from cohort to cohort. In other words, the red bars show the 2020 matriculation rate as less different from other years' rates in this 5-year go-on graph than was true for the 3-year and 1-year graphs.

Figure 40: 5-Year Go-On Rates by Race, Ethnicity and Class Cohort

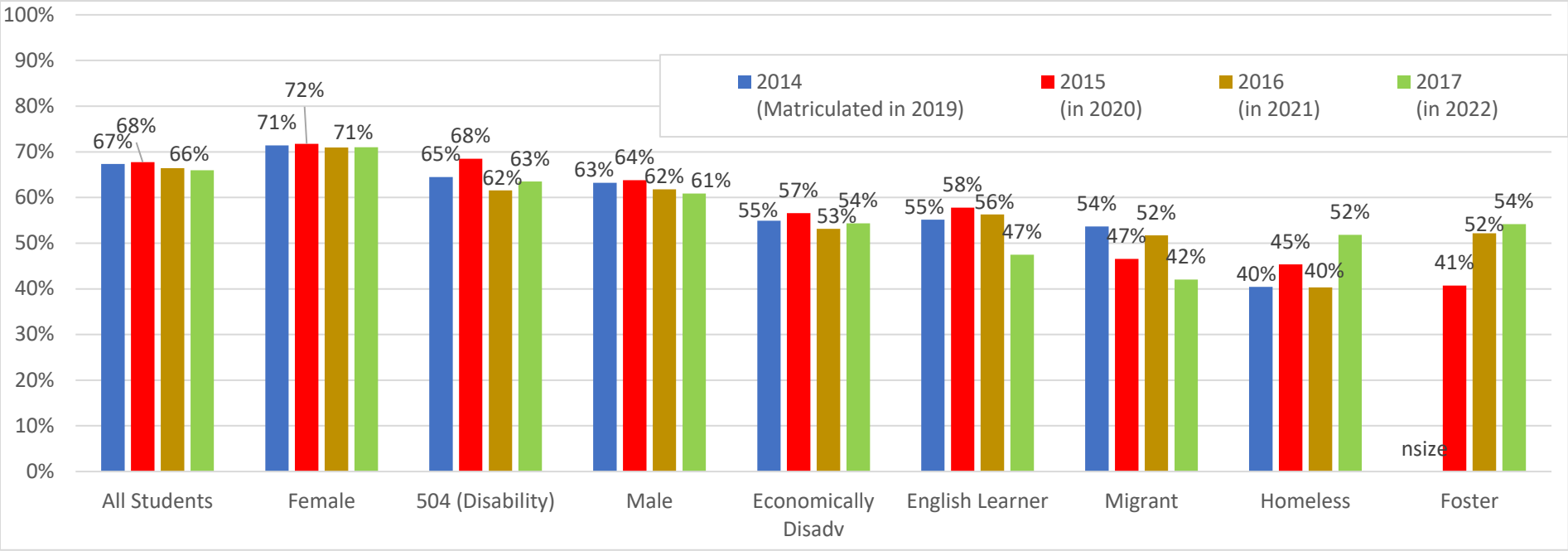


COHORT Class	Ns: All Students	Asian	Black	White	Hawaiian	Native American	Hispanic
2014 (Matriculated in 2019)	17,877	390	313	15,918	128	544	2,621
2015 (in 2020)	17,065	362	264	15,435	111	536	2,521
2016 (in 2021)	17,509	332	315	14,168	109	257	2,671
2017 (in 2022)	17,792	422	311	16,104	142	597	2,770

As seen in Figure 41,

- The disparity between highest- and lowest-matriculating race-ethnicity groups declined from 31 points in 2019 and 2020 to 29 points in 2022.
- The leveling of 5-year rates across the cohorts, as seen in the race-ethnicity graph was less true for the other student groups seen below. Specifically, matriculation in since 2019 remained highly variable for migrant, homeless, and foster students, whose rates were also 25-31 points below the highest-matriculating group.

Figure 41: 5-Year Go-On Rates by Student Group and Class Cohort



COHORT Class	All Students Ns	Female	504 (Disability)	Male	Economic Disadvantage	English Learner	Migrant	Homeless	Foster
2014 (Matriculated in 2019)	17,877	8,964	448	8,913	6,329	1,106	95	277	< 35
2015 (in 2020)	17,065	8,506	473	8,559	5,655	1,082	73	322	< 35
2016 (in 2021)	17,509	8,785	588	8,724	6,051	1,105	89	345	< 35
2017 (in 2022	17,792	8,958	660	8,834	6,382	459	107	351	< 35

ATTENDANCE AND ENGAGEMENT

Both attendance and student engagement in school have well-documented, strong relationships to school success.

Attendance

The State Department of Education reports on two indices of student attendance or absenteeism.

Chronic Absenteeism Flag. This measure became part of our accountability system this year, replacing student engagement as part of the identification of schools as high-performing or in need of additional assistance.

Idaho districts and charter schools report if a student is "Chronically Absent" via ISEE, creating a Chronic Absenteeism flag on the student's record. The presence of the flag indicates that the student was enrolled in the base school for at least 10 school days at any time during the school year, and missed at least 10% of the total school days in which she or he was enrolled at that school. This is reported for grades K-12 upon students' exit from the school. Students are considered absent when they miss more than 50% of a school day for any reason. The State Department of Education stores the attribute as reported by the districts and charter schools and does not validate it against the Proportion of Days in Attendance measure reported here and explained below. At the request of the AOC, this document reports the second measure – proportion of days in attendance – instead of SDE's accountability measure, chronic absenteeism.

Proportion Attendance Category. For this report, we categorized and analyzed the proportion of reported days a student is in attendance during the school year among all students identified in the official accountability roster of students in attendance in an Idaho school on the first Friday in May.

Proportion of Days Reported Positive Attendance = Numerator /Denominator, WHERE:

- Denominator = total number of reported instructional days, at the enrolled school, for the entire year.
- Numerator = total number of instructional days of positive reported attendance for at least 1 hour, at the enrolled school, for the entire school year.

We analyzed those percentages using 10-percentage-point categories from 100% down to 60%. Finding little difference among the relatively few students in the lowest categories below 71%, we decreased to three categories:

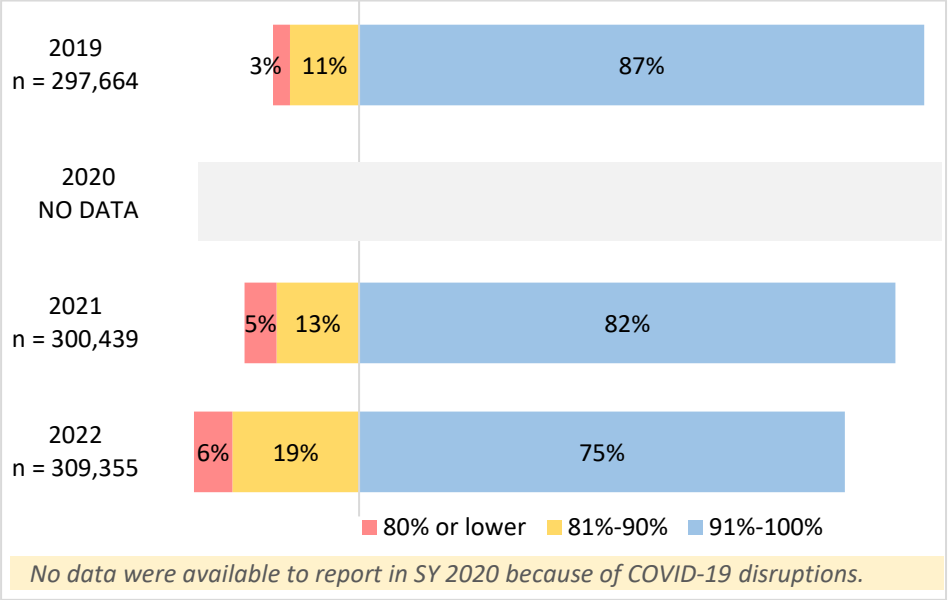
1. **Adequate Attendance**, or attendance on 91%-100% of the days in the entire school year
2. and 3. **Chronic Absence**, in two, successively more severe categories
    - 81%-90% of days in attendance
    - 80% or fewer days in attendance

In all three years, at least 2% of students reported attendance in more than one school. We analyzed and reported only students in a single school, choosing the one with the highest proportion, because we lacked the data required to combine multiple values. We reported findings for just Proportion Attendance Category, rather than Chronic Absenteeism. Though the two measures differ somewhat in their exact assignment, they differ little in their patterns of relationships to important outcomes.

Attendance per Proportion-Attendance Category

As seen in Figure 42, the proportion attending adequately dropped since 2019 – five points from 2019 to 2021, and another seven points in 2022.

Figure 42: Student Attendance – All Students, All Grades



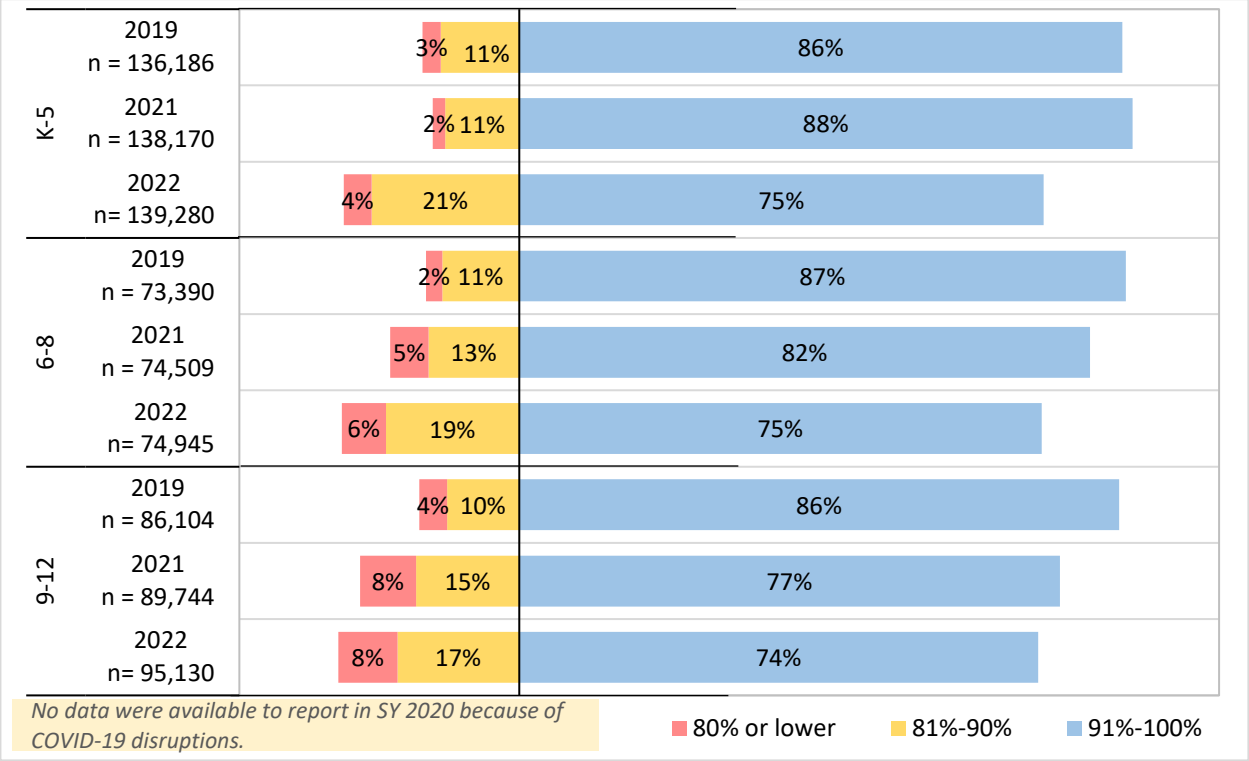
This section shows that attendance declined dramatically since last year among all groups, and is especially low among some groups of students.

Proportion Attendance per Grade and Student Group in 2019-2022

Figure 43 shows the impact of the COVID years on school attendance.

- Though elementary students attended at higher rates than older students in 2019 and 2021, the grade-related difference diminished to just one percentage point in 2022.
- The rates of low (81%-90%) and lowest (80% or lower) attendance increased commensurately in 2022.

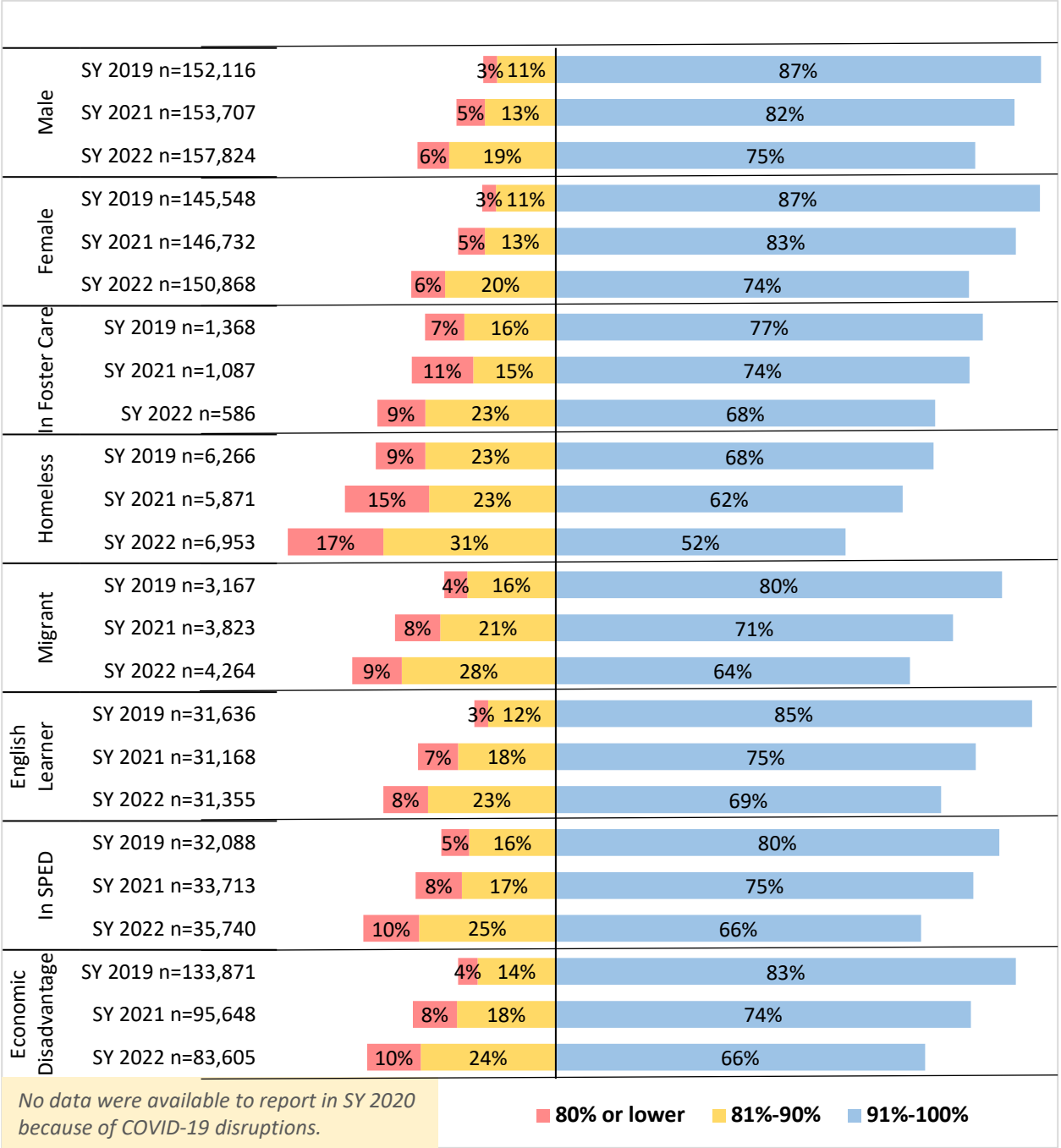
Figure 43: Student Attendance and Grade



As seen in Figure 44, all groups declined in adequate attendance (91%-100%) since 2019 and again since 2021 by at least six percentage points.

- Those with the lowest adequate attendance were students who were migrants or homeless.
- Just 52% of students experiencing homelessness attended adequately – the lowest proportion among the groups.

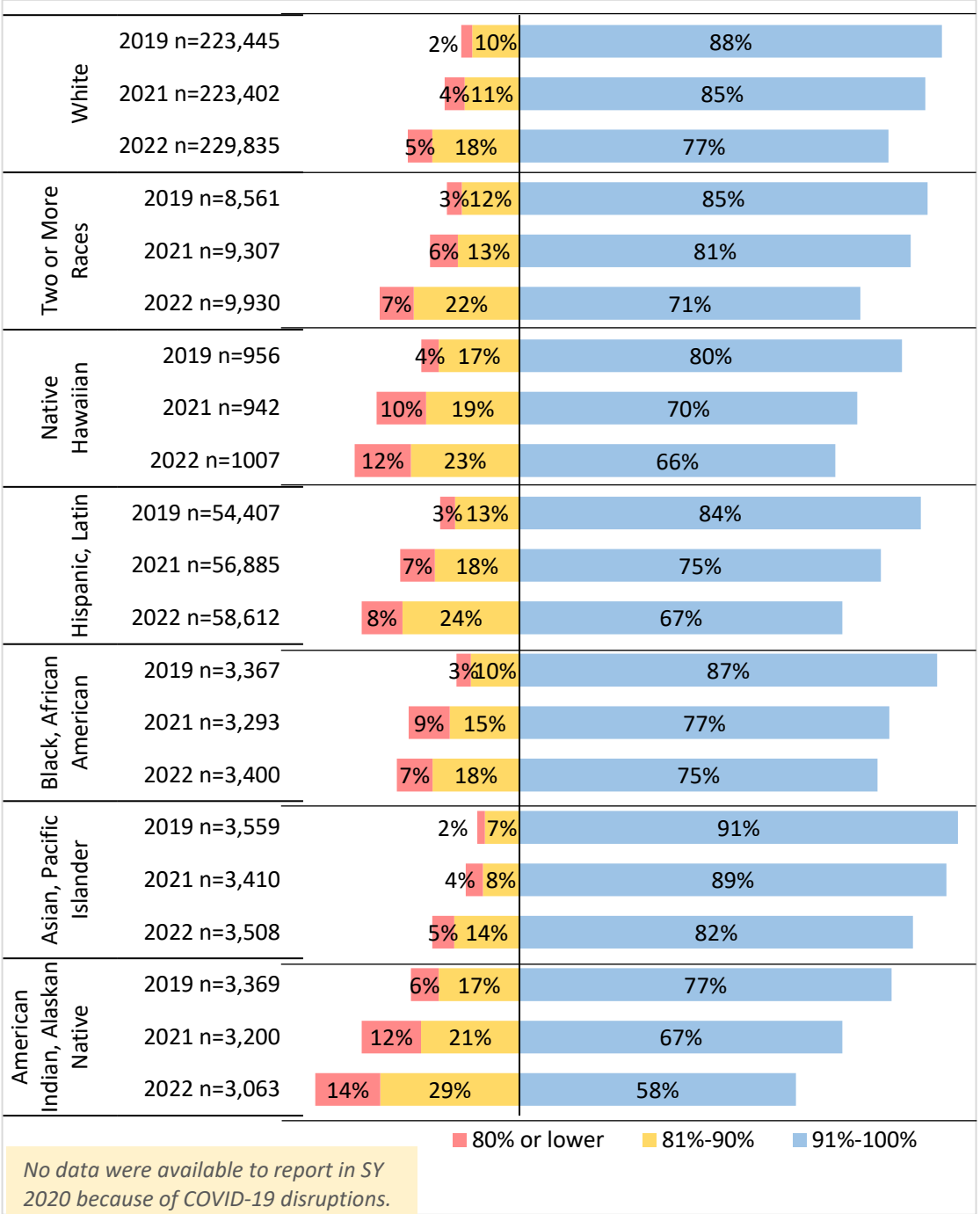
Figure 44: Student Attendance and Student Groups



As seen in Figure 45:

- Students who were Asian, white, or Black had the highest proportions of adequate attendance.
- American Indians, Native Hawaiians, and Hispanics had the lowest proportions.

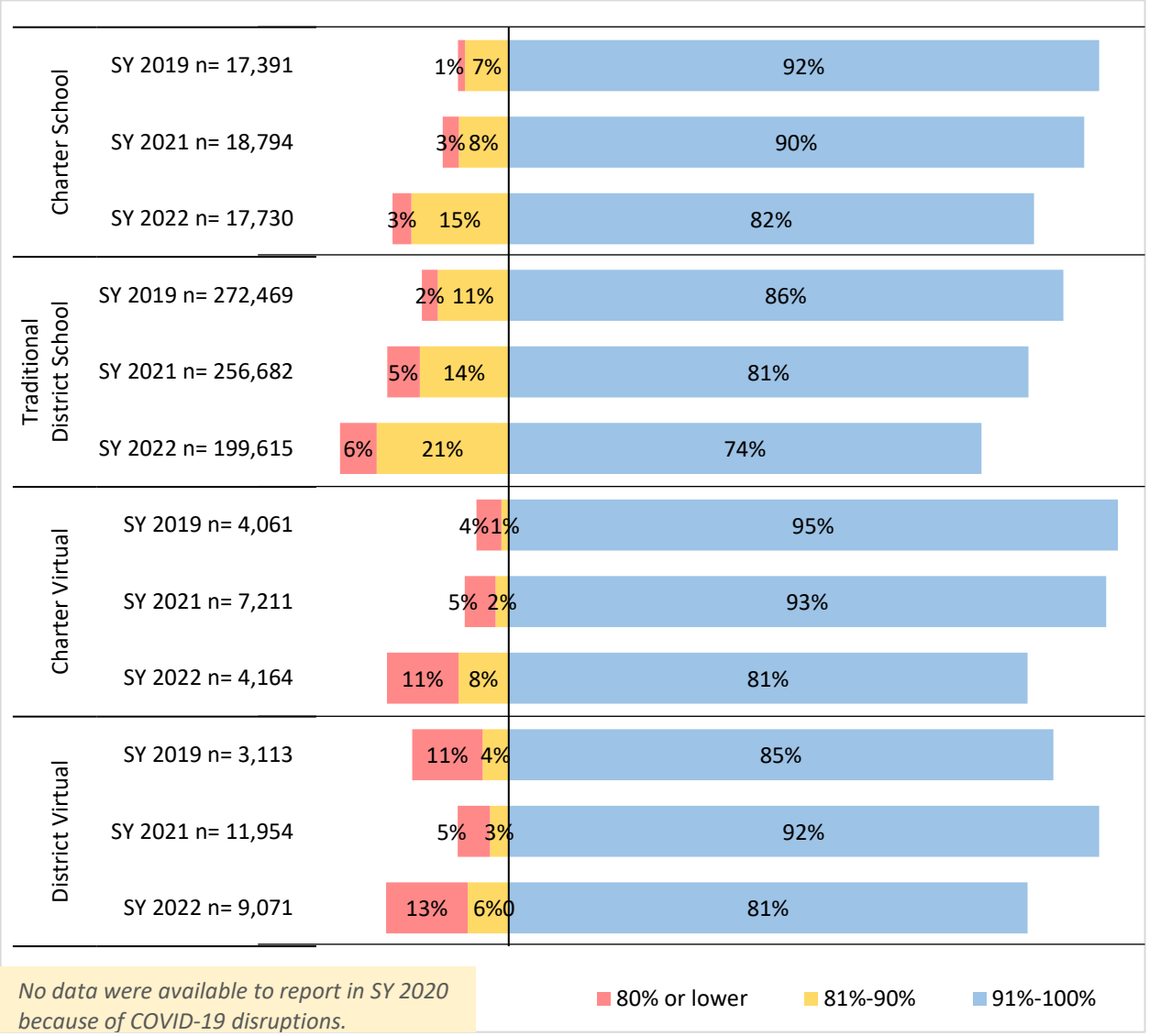
Figure 45: Student Attendance and Race-Ethnicity



As seen in Figure 46, all four school types lost attendance ground since last year.

- In 2022, traditional district schools had the lowest proportion attending adequately (74%), followed by the other three school types at 81% or 82%.
- All showed lower rates of adequate attendance this year than in 2019, with district virtual schools having lost the least (4 percentage points) compared to charter virtual schools, which lost the most (14 points).

Figure 46: Student Attendance and School Type



No data were available to report in SY 2020 because of COVID-19 disruptions.

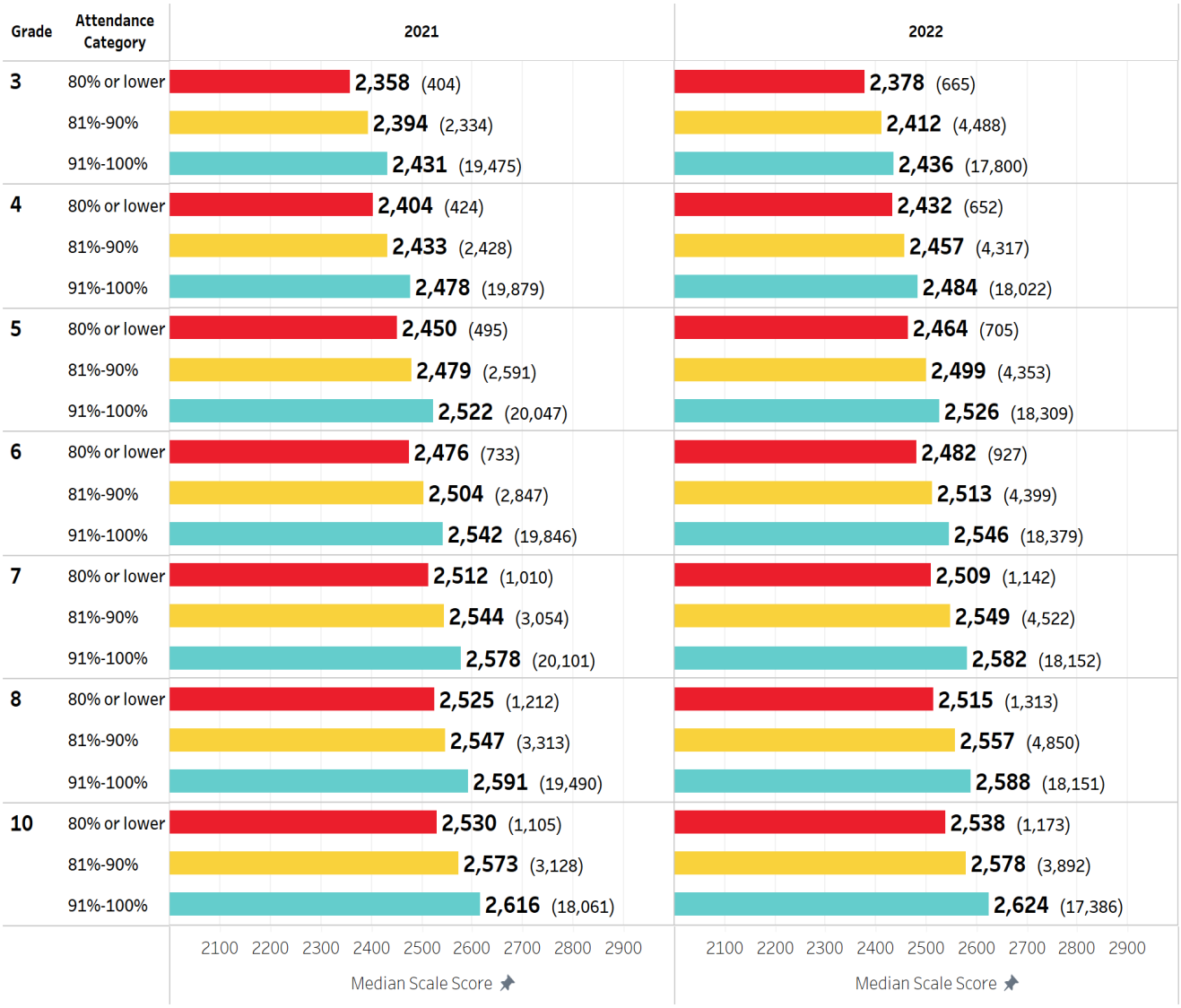
ISAT Median Scale Scores by Attendance Proportion Category

ISAT ELA and Math scores were positively correlated with attendance.

As seen in Figure 47,

- ISAT ELA scores increased steadily by attendance level, from 80% attendance upward.
- This pattern was true in all grades and in both 2021, and 2022.
- The correlation is clear but small, accounting for between 1% and 4% of the variance in performance per grade and year.

Figure 47: 2021 ISAT ELA Median Scores by Grade and Attendance

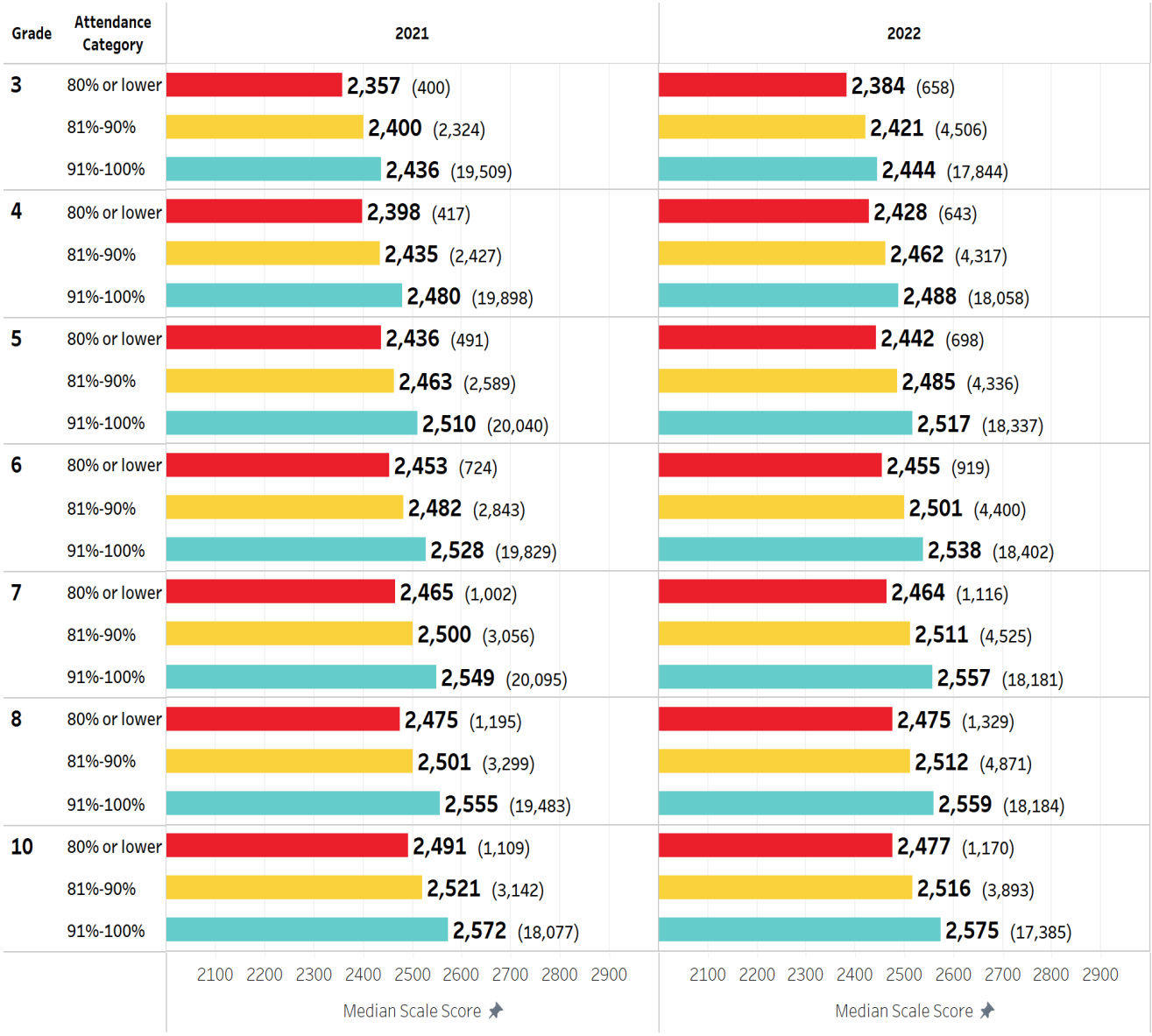


No data were available to report in SY 2020 because of COVID-19 disruptions.

As seen in Figure 48, ISAT Math scores were positively correlated with attendance.

- ISAT Math scores increased steadily by attendance level, from 80% attendance upward.
- This pattern was true in all grades and in both 2021, and 2022.
- The correlation is clear but small, accounting for between 1% and 4% of the variance in performance per grade and year.

Figure 48: 2021 ISAT Math Median Scores by Grade and Attendance



No data were available to report in SY 2020 because of COVID-19 disruptions.

Engagement of Students, Parents, Staff

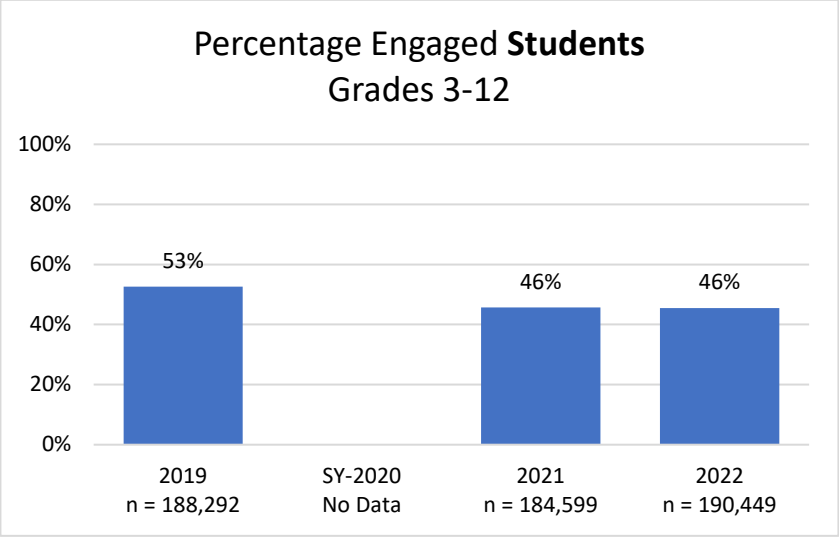
Student engagement is Idaho's measure of school quality. Each year, students complete an online survey answering questions about their thoughts, feelings, and behaviors toward school. Responses are confidential and 100% participation is encouraged, but no penalty is associated with a participation threshold.

Student Engagement Overall

This graph shows the overall proportion of students identified as engaged, based on survey responses.

As seen in Figure 49, student engagement in grades 3 through 12 has declined since 2019 from 53% to 46%, and remained stable since last year.

Figure 49: Percentage of Engaged Students in Grades 3-12



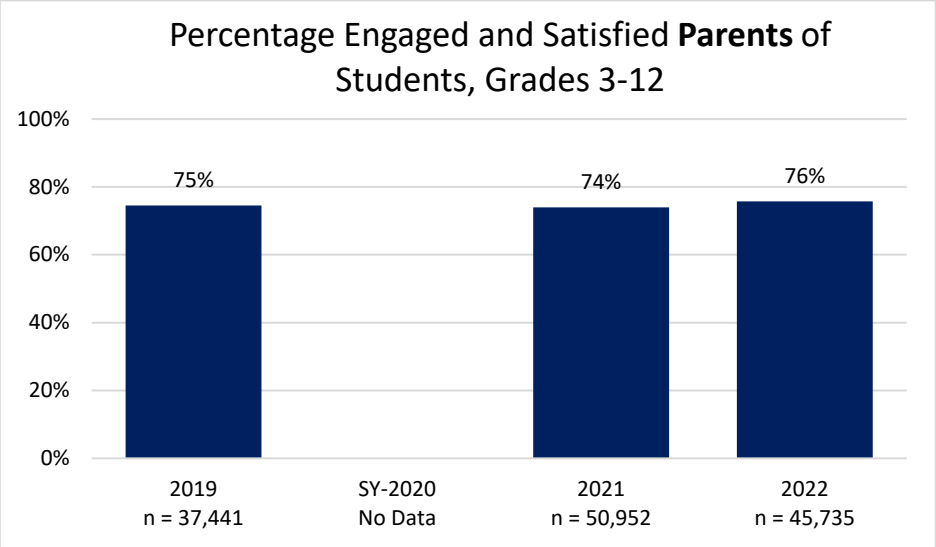
Satisfaction and Engagement of Parents and Staff

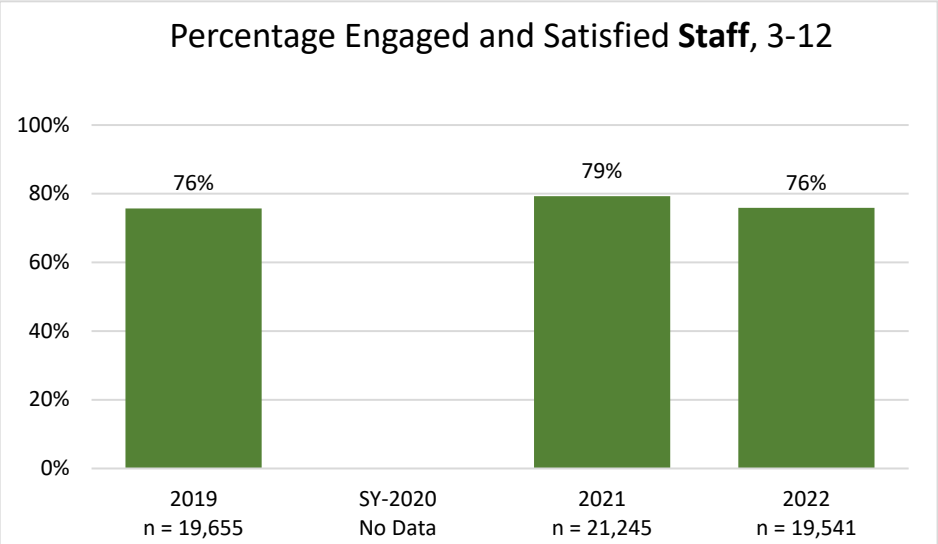
Parents and staff are encouraged to complete the surveys using an anonymous, online application offered by their school, making school-specific findings available. A parent's answers may be included more than once because parents are invited to complete a survey for each child in school.

As seen in Figure 50:

- Satisfaction and engagement held relatively steady or increased somewhat from 2019 to 2021 for both parents and staff. Parent evaluation increased somewhat in 2022; whereas staff satisfaction declined.
- Participation counts also increased from 2019 to 2021 among both staff and parents, but then declined in 2022

Figure 50: Satisfaction and Engagement of Parents and Staff





APPENDIX A: COURSE COMPLETION DATA DOWNLOAD

The following table shows the grades earned and credit earned among high school students (grades 9-12) in school year 2022, as reported in ISEE. The entries in the *Grade Earned* field may be traditional grades, A+ through F, or many other codes that may be entered as free text. The analysis of these data will require a regularization of these entries, as they are reported in ISEE.

Table 5: 2022 Idaho High School Students' Course Grades and Credit Earned

Grade Earned	Full Credit	Partial Credit	No Credit
A	438,662	77	561
B	196,949	176	430
C	124,162	91	303
P	75,009	109	4,456
A-	68,595	102	220
D	68,022	6	207
A+	46,998	165	118
B-	42,517	116	179
B+	42,218	110	142
C+	26,535	70	89
C-	25,999	57	109
D-	15,502		75
D+	14,075	3	57
	3,231		47,314
NG	1,417		20
M	1,240		
5	1,089		1
4	767		210
6	753		
3	558		99
A +	315		
7	306		
Pass	238		
F	209		82,874
NC	139	2	9,244
CR	107		2
S	106		416
PC	62		
IP	60		12
INC	60		224
E	50		
NP	45		1,226
EP	45		

Grade Earned	Full Credit	Partial Credit	No Credit
PR	42		
AP	34		
L	31		
I	25	2	2,637
99	19		
95	19		
PB	18		19
98	17		
90	17		
AUD	16		74
94	16		
96	14		
100	14		
93	12		
D*	11		
RE	10		119
97	10		
92	10		
91	9		
81	9		
87	8		
86	8		
85	8		
W	7		243
83	7		
D-CR	6		
B*	6		
84	6		
80	6		
N	5		1
A*	5		
71	5		
WF	4	2	526
IAP	4		
FA	4		1,430
C*	4		
89	4		
88	4		
78	4		
76	4		
73	4		
70	4		

Grade Earned	Full Credit	Partial Credit	No Credit
60	4		
P-CR	3		
82	3		
RF	2		
N/C	2		4,893
F+	2		
77	2		
75	2		
62	2		
61	2		
Y	1		
UG	1		14
R	1		14
LCA	1		1,096
D0	1		
B`	1		
79	1		
74	1		
68	1		
67	1		
66	1		
2+	1		
102	1		
101	1		
0	1		18
*R	1		
(R)	1		188
XP			47
X			6
WP			31
WM			11
WFO			1
WD			59
WC			56
WB			50
WA			80
U			153
PN			30
No Credit			44
NM			39
NCP			1
NCD+			7

Grade Earned	Full Credit	Partial Credit	No Credit
NCD-			9
NCD			2
NCC+			2
NCC-			6
NCB+			6
NCB-			4
NCA+			3
NCA-			2
NCA_			1
NCA			30
NC P			8
NC F			2
NC D			5
NC C			8
NC B			3
NC A			5
N0			2
IN			2
FR			1
Fail			171
F*			7
EA		38	253
DN			43
CP			1
CD*			1
CD			33
BR			1
BN			26
AN			19
AC			35
56			1
50			2
49			1
47			1
46			1
42			1
41			1
36			1
35			1
3.5			79
22			1
2.5			10

Grade Earned	Full Credit	Partial Credit	No Credit
2			71
10			8
1.5			1
1			28
*F			3
_			132

The Idaho State Department of Education's mission is to provide the highest quality of support and collaboration to Idaho's public schools, teachers, students, and parents.

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APPENDIX B
Recommendations for Additional Analyses

In developing the 2020-2021 Student Achievement Report, the Accountability Oversight Committee (AOC) identified additional analyses that may be valuable in the future, to the extent possible. This appendix presents the AOC's suggestions.

IRI

Previous

- To make IRI data more informative, sub-score (domain) analyses should be conducted to identify areas of state-wide strength and weakness.
- Adjust the graph looking at score movement on the IRI to be similar to the ISAT graph – rather than looking at whether the IRI score was the same, up, or down, show the new score category that students scored in (i.e. the percentage of students who score below grade level who landed in each of the three score categories the following year).
- When enough data is available, conduct a longitudinal cohort analysis of IRI.
- IRI sub-score / domain scores analyses, including all students and subgroups.

New

- In FY 24 Report, look at an IRI longitudinal, cohort analysis, if possible based on n size
- Closely review full-time vs. part-time kindergarten data to determine the impact in the next 5 years
- Look at IRI a little differently to review summer learning loss – review data by Fall-Spring, Fall-Spring and Fall-Fall-Fall, Spring-Spring-Spring.
- Use lexile levels to look at student's reading skills across grades (IRI to ISAT connection)

English Language Proficiency Assessment (ELPA)

New

- In FY 24, look at EL students who exited when the exit criteria changed (Spring 2020) and how they are doing based on other metrics (ISAT ELA, possibly others).

APPENDIX B
Recommendations for Additional Analyses

ISAT ELA and Math

New

- Per ARP ESSER, the AOC needs to receive and review ISAT interim data (ASAP).
- Math target level data, particularly for the middle grades (4-9).

High School – College Readiness, Graduation Rates, and Go On

Previous

- Conduct a separate analysis on High School graduation, reviewing data regarding when students drop out, etc.
    - Consider the impact of mastery-based education on graduation
    - Consider the impact of CTE on graduation and Go On
    - Look at dropouts by age, grade, credits, gender, and subgroups
    - Given that five year graduation rates are consistently higher than four year and that some subgroups experience substantial increases in graduation rate when the 5th year is considered, acquiring a deeper understanding of how the four year graduating population and the five year population are similar and different is needed to better understand how to address the needs of both.
- College and Career Readiness data need to be disaggregated into middle school and high school to get a better understanding of where changes have occurred.
- After 2022, the population of Idaho students who take the PSAT and SAT will most likely change because of the removal of the SAT as a requirement for Idaho high school graduation. It is likely the population will shift towards a more homogenous group of students who are planning and preparing for matriculation into post-secondary four-year institutions that either allow the SAT as part of an applicants' admission portfolio or require the SAT for admission. Thus, it will be important to continue to monitor these scores in the coming years to ascertain whether Idaho high schools are preparing all students who choose to take the assessments for college success.

SUBJECT

2023 Legislative Update

REFERENCE

June 2022	The Board approved legislative ideas for the 2023 legislative session.
August 2022	The Board approved legislative proposals and proposed administrative rules for the 2023 legislative session.
November 2022	The Board approved pending administrative rules for the 2023 legislative session.
February 2023	The Board received an update on the Board's legislative agenda and education related bills introduced during the 2023 legislative session.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-107(5)(b), Idaho Code

BACKGROUND/DISCUSSION

This agenda item will provide the Board with an update on the education related legislation that was enacted by the 2023 Legislature.

Board Submitted Legislation:

At the August 2022 Regular Board meeting the Board approved 15 legislative proposals. As part of the Executive Agency Legislative process, the Division of Financial Management (DFM) approved seven of the Board's legislative proposals to be introduced to the 2023 Legislature. Two of the seven legislative proposals were combined and submitted as a single combined bill. Of the six final legislative proposals, four were approved by the Legislature:

- Teacher Registered Apprenticeship Program Barriers – Policy Issue
- Career Technical School Added Cost Funding Eligibility and Regional Career Technical Charter Schools – Administrative Changes
- Self-Directed/Extended Learning – Technical Changes (SB 1015)
- Education Opportunity Resource Committee – Technical Changes

Administrative Code (rules)

In November 2022, the Board approved seven pending administrative rules. Pending administrative rules have the force and effect of law and go into effect when the Legislature adjourns sine die at the end of the legislative session in which they are considered. The Legislature may accept a rule in whole or in part, only those rules or sections of non-fee rules that are not rejected by both chambers go into effect. All of the pending negotiated rules approved by the Board went into effect, in whole or in part, at the end of the 2023 legislative session. One subsection of Docket 08-0111-2201 was rejected by both chambers. Western Governor's

Association recently registered as a business in Idaho and as a result became an eligible institution for use of the Opportunity Scholarship.

Education/Agency Related Legislation

Attachment 1, lists all of the education-related legislation that was introduced at the time of agenda production. An updated list will be provided at the Board meeting and Board staff will be prepared to walk the Board through any of the listed legislation to answer questions regarding the impact that a given piece of legislation may have on the state educational system or explain specific details of the legislation. The Board may choose to support, oppose, or remain neutral/silent on any of the legislation discussed.

IMPACT

This update provides the Board with the status of education and agency-related legislation that has been introduced, or the Board has been requested to weigh in on. Any items the Board chooses to support or oppose will provide Board staff with the authorization to share the Board's position with legislators, including authorization to testify for or against bills based on the Board's action(s).

ATTACHMENTS

Attachment 1 – Introduced Education/Agency Related Legislation

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Attachment 1 provides a list of education-related legislation and legislation impacting state agencies and institutions, including those under the Board's governance. The status of each bill, at the end of the legislative session, is provided.

The following pieces of legislation either directly impact the work of the Board office or have generated a number of inquiries requesting clarification. Section 33-107(5), Idaho Code, charges the Board with enforcing the education laws of the state, in accordance with this duty, it is necessary from time to time for the Board to issue procedural orders or agency guidance where clarification is necessary, and no rulemaking authority has been granted to the Board. Pursuant to Section 67-5250, Idaho Code, "unless otherwise prohibited by any provision of law, each agency shall index by subject all agency guidance documents…"agency guidance" means all written documents, other than rules, orders, and pre-decisional material, that are intended to guide agency actions affecting the rights or interests of persons outside the agency.

House Bill(HB)24, Senate Bill(SB)1167(trailer bill): Idaho Launch Program – the trailer bill for the Idaho Launch programs removes the prohibition of awarding opportunity scholarships, however, it removes community colleges from the list of eligible postsecondary institutions at which that students can use the Opportunity Scholarship. The legislation goes into effect on July 1, 2026. Following that date

students will no longer be able to use the scholarship at a community college. There are no provisions allowing students who have already received the scholarship and are using it at a community college to continue to use it at a community college. These students would need to transfer to a program at one of the four-year institutions. Students enrolled in programs at the technical colleges at Lewis-Clark State College or Idaho State University would still be able to use the scholarship in those programs. Idaho Launch awards would be able to be used at a training provider recognized by the Idaho Workforce Training Council or a community college. Eligible students will have to be Idaho residents, graduate from an accredited high school in Idaho (or equivalent) and enroll in or apply to an eligible institution beginning in the fall semester following high school graduation and have used Next Steps Idaho (or equivalent career exploration program) and have completed a career pathway plan that meets the minimum requirements established by the Workforce Development Council. Grant awards cannot exceed $8,000 per student. If funding exceeds the number of eligible students, unused appropriations may be used to provide enhanced grant funding to either eligible students or eligible adult learners.

HB92: Financial Literacy – The Board promulgated a rule during the 2022-2023 negotiated rulemaking process adding a financial literacy component to the existing Economics, one (1) credit graduation requirement. As a result of this negotiated process, the rule was written in a way that provided local education agencies with flexibility in implementing the requirement. As written, the schools could add financial literacy standards to the economics courses or implement a stand alone financial literacy course. Credits could be awarded for either course based on the secondary school's accreditation standards or through student mastery of the standards. Schools implementing the requirement through their economics courses would still be required to have a properly certificated and endorsed teacher teaching economics at the high school level. Currently, the Board has not established a financial literacy endorsement, therefore, if the school were to implement the requirement as a standalone course, a teacher that is certificated and holds at least one endorsement at the high school level could teach the course. Students who take the course at the middle grades level would be able to have the credits added to their high school transcripts pursuant to the existing requirements in IDAPA 08.02.03. This rule took effect when the Legislature adjourned sine die and will be in effect for the 2023-2024 school year. Career technical education courses that incorporate the financial literacy content standards may also be used to meet the credit requirement. HB92 creates Section 33-1614, Idaho Code, which requires all local education agencies who serve students in grades 9 through 12, one or more courses in personal financial literacy and money management. This requirement includes any school serving students in grade 9 even if it is a middle school or junior high school. As written, this requirement does not require every student to take the course, only that the school provides (the opportunity) to take the course. This is similar to an existing computer science course requirement for secondary schools. Section 33-1614, Idaho Code, goes further to list a number of competency areas that must be

covered by the course. Completion of the course fulfills the financial literacy high school graduation requirement. It does not fulfill the economics requirement and would not fulfill the requirement that students learn the financial literacy content standards unless they were incorporated into the course. Making the course available through the Idaho Digital Learning Academy would meet the requirement to provide the course. Additionally, the language does not include a requirement for the student to successfully complete the course, only that they complete the course for it to be used to meet the graduation requirement. While the Board has the authority to waive education related administrative rules, it does not have the authority to waive statutory requirements. The provisions of this bill go into effect July 1, 2023.

HB202: National Motto – This bill creates a Section 33-141, Idaho Code. Section 33-141, Idaho Code, requires an educational institution under the supervision, governance, or control of the State Board of Education or the Board of Regents of the University of Idaho to display the national motto when it is donated and meets certain specifications. While the intent of this legislation was for it to apply to the postsecondary institutions and public schools, as written, it appears to only apply to postsecondary institutions. While the term "educational institution" is not defined in chapter 1, its use throughout the chapter is in reference to postsecondary institutions. Elementary and secondary schools are referred to as "public schools."

HB206: Administrative Rules – This bill amends the Administrative Procedures Act and the requirements for legislative approval of administrative rules. The amendments include requiring both chambers of the Legislature to approve pending rules prior to them taking effect, similar to how fee-rules are approved now. Amendments also remove the provision requiring rules to expire each year if not extended by concurrent resolution and establishes an eight-year review-cycle of codified rules, require the review of temporary rules, and requires all hearings to be recorded and posted on the agency's website. Additional amendments include the removal of the Division of Financial Management's Administrative Rules Coordinator, to establish rules implementing the Administrative Procedures Act.

HB269: Career Exploration – This bill establishes a requirement for every student in grade 7 or grade 8 to complete a career exploration course aligned to the "First Step" standards. The Idaho Division of Career Technical Education developed and piloted the First Step standards starting in 2018 as part of the initiative moving career technical education down to grade 7. These standards had not previously been required to be approved by the Board. The Division will bring the standards forward for Board consideration at the June regular Board meeting to meet the approval requirement created by the statute. Additionally, the new section of Idaho Code requires all staff teaching the course to have participated in Board approved professional development. The Division has developed professional development for the First Step standards and will bring it forward for Board approval at the June Board meeting. The professional development and standards are available to

career technical education (CTE) teachers and non-CTE teachers. Existing requirements in Section 33-1212A, already require individuals providing college and career advising and mentorship to receive training. Further, a career pathway plan is required to be developed by students, for the plan to be parent approved, and allows for parents to opt their students out of the requirement. These requirements are consistent with the existing requirements for career pathway plans in IDAPA 08.02.03.

HB281: Classroom restraint and seclusion – This bill amends Section 33-1224, Idaho Code and prohibits the use of restraint and seclusion to be used as forms of discipline methods of classroom governance. Additional amendments provide definitions of terms used and requirements for professional development. While the amendments in this bill are fairly specific there have been some questions about whether the Board will promulgate rules to provide further clarifications on the implementation of the requirements. Agencies, including the Board, may only promulgate administrative rules when they are given specific statutory authority to do so. Section 33-1224 does not provide authority to promulgate administrative rules to implement the provisions of the amended section of code.

HB311: Community Colleges Upper Division Courses – This bill amends Section 33-2107A, Idaho Code, to allow for the Legislature to appropriate funds for the cost of operating upper division courses at a community college. Section 33-2107A, Idaho Code authorizes community colleges to operate third- and fourth-year college curriculum with powers to grant baccalaureate degrees in liberal arts and sciences, business, and education, with Board approval. The operation of upper divisions courses is required to be kept separate from other operations and restricts the costs of operation to be provided by tuition and fees paid by the student or through gifts and grants. The amendment will allow for general fund appropriations to be used as well.

BOARD ACTION

This item is for informational purposes only.

ATTACHMENT 1

Bill No	Description	
H0012	State agencies, donations, sponsors - Adds to existing law to prohibit state agencies from donating to or sponsoring a nongovernmental event or organization unless required to do so by law, and to provide that any public officer knowingly in violation shall be in violation of Section 18-5701(10), Idaho Code.	**01/20/2023** House - Reported Printed and Referred to State Affairs
H0014	Human resources, compensation - Amends existing law to provide for advancements in pay based on certain factors and to provide for retention bonuses in certain circumstances.	**01/31/2023** House - U.C. to be returned to Commerce & Human Resources Committee
H0019	Idaho launch grant program - Amends and adds to existing law to establish the Idaho Launch Grant Program and to revise provisions regarding the In-Demand Careers Fund. (Replaced w/HB24)	**01/23/2023** House - Reported Printed and Referred to Education
H0023	Div of bldg safety, occ licenses - Amends existing law to replace references to the Division of Building Safety with the Division of Occupational and Professional Licenses, including 33-356. School Building Design and Energy Efficiency; 33-511. Maintenance of Schools; 33-909. Public School Facilities Cooperative Funding Program -- Fund Created; 33-1017. School Safety and Health Revolving Loan and Grant Fund; 33-1613. Safe Public-School Facilities Required; 39-4113. Plan Reviews -- Maximum Fees and School Inspections; Chapter 80, Title 39, Idaho Uniform School Building Safety Act; and 67-2901B. Inspection of Motor Carriers (including school buses).	02/062023 House - Read Third Time in Full – Passed: Ayes 68 Nays 0 Abs/Excd 2 02/24/2023 - Read third time in full – Passed: Ayes 32 Nays 0 Abs/Excd 3 **03/06/2023** House - Reported **Signed by Governor** on March 6, 2023
H0024	Idaho launch grant program - Amends and adds to existing law to establish the Idaho Launch Grant Program and to revise provisions regarding the In-Demand Careers Fund. Creates a program administered through the Workforce Development Council that provides grants for graduating high school students, and if funding remains workforce training for adults. Phases out the Opportunity Scholarship and Postsecondary Credit Scholarship. *Trailer Bill SB 1151*	02/06/2023 House - Passed: Ayes 36 Nays 34 Abs/Excd 0, title approved, to Senate 03/22/2023 Senate – Passed: Ayes 20 Nays 15 Abs/Excd 0 **03/28/2023** House - Reported **Signed by Governor** on March 28, 2023
H0039	WWAMI, contract - Repeals existing law relating to contract requirements for certain medical students.	**01/27/2023** House - Reported Printed and Referred to Ways & Means
H0041	Dev impact fees, schools - Amends existing law to provide for the use of development impact fees for school facilities.	**01/30/2023** House - Reported Printed and Referred to Ways & Means
H0058aaS	School bond elections, dates - Amends existing law to remove school bond and levy election dates in August and March.	02/10/2023 House - Read Third Time in Full – Passed: Ayes 43 Nays 26 Abs/Excd 10 **03/27/2023** Senate - Referred to 14th Order for amendment

ATTACHMENT 1

H0068	Oversight cmte, repeal, perf evals - Amends and repeals existing law to remove the Joint Legislative Oversight Committee, to place the Office of Performance Evaluations under the Legislative Council, and to revise the office's duties. Requires the current performance measure reports to be submitted to the new Office of Performance Evaluations and requires them to present findings on each agency to the legislative council.	02/09/2023 House - Read Third Time in Full – Passed: Ayes 57 Nays 13 Abs/Excd 00 **2/10/2023** Senate - Introduced, read first time; referred to: State Affairs
H0079	Taxes, school, property - Amends, repeals, and adds to existing law to provide property tax relief by establishing and funding the School District Facilities Fund to provide moneys to school districts in lieu of property taxes, to increase the homeowner exemption, to increase circuit breaker eligibility, to revise distributions for the State Public Defense Fund, and to reduce the number of dates on which school levy and bond elections may be held.	**02/03/2023** House - Reported Printed and Referred to Revenue & Taxation
H0084	Rural nursing loan repayment prgm - Adds to existing law to establish a rural nursing loan repayment program administered through the Division of Health and Welfare.	**02/27/2023** House - U.C. to be returned to Health & Welfare Committee
H0091aa	Govt employees, membership fees - Adds to existing law to prohibit the state government and its employees from paying membership fees or dues with public funds and to provide exemptions.	**03/03/2023** House - **Failed**: Ayes 31 Nays 38 Abs/Excd 1, Filed in Office of Chief Clerk
H0092	Financial literacy, grades - Adds to existing law to require financial literacy courses in certain grades.	02/13/2023 House - Passed: Ayes 67 Nays 0 Abs/Excd 3 03/09/2023 Senate - Passed: Ayes 34 Nays 0 Excused 1; title approved; to House **03/20/2023** House - Reported **Signed by Governor** on March 20, 2023
H0097	State govt, agreements, list - Amends and adds to existing law to provide that all state officers and agencies shall report agreements entered into to the State Controller.	02/23/2023 – House - Read Third Time in Full – Passed – Ayes 69 Nays 0 Abs/Excd 1 03/13/2023 Senate - Passed: Ayes 34 Nays 0 Excused 1; title approved; to House **03/20/2023** House - Reported **Signed by Governor** on March 20, 2023
H0105	National motto, displayed, schools - Adds to existing law to require all educational institutions under the general supervision, governance, or control of the state board of education or the board of regents of the university of Idaho must display a durable poster or a framed copy of a representation of the national motto, "In God We Trust", when the funds or the poster is donated to the educational institution.	**02/22/2023** House - U.C. to be returned to Education Committee

ATTACHMENT 1

H0112	*Education opportunity resource – Amends current law to update references to the staff to the Education Opportunity Resource Committee from the Department of Education to Board of Education.*	*02/28/2023 House - Read Third Time in Full – Passed: Ayes 69 Nays 0 Abs/Excd 1* *03/13/2023 Senate - Passed: Ayes 34 Nays 0 Excused 1; title approved; to House* ***03/16/2023** House - Reported **Signed by Governor** on March 16, 2023*
H0113	Charter and virtual schools - Amends existing law regarding certain procedures for charter and virtual schools, including exemption from financial measures and allows school districts to authorize virtual charter schools.	02/10/2023 House – Passed: Ayes 69 Nays 0 Abs/Excd 1 03/16/2023 Senate – Passed: Ayes 34 Nays 0 Abs/Excd 1 **03/29/2023** House - **Delivered to Governor** at 9:40 a.m. on March 29, 2023
H0114	Abuse of school employees - Amends existing law to provide that abusing public school employees who are acting within the course and scope of their duties is a misdemeanor.	**02/10/2023** House - Reported Printed and Referred to Judiciary, Rules & Administration
H0139	School and library protection act - Adds to existing law to prohibit distribution of certain materials to children. Any minor child who accesses such material in violation of this policy would be entitled to bring a civil action against the school or library.	**02/14/2023** House - Reported Printed and Referred to Education
H0140	Classroom behavior management - Amends existing law to revise provisions regarding classroom behavior management. Provides guidance on the definitions and use of restraint and seclusion.	**02/14/2023** House - Reported Printed and Referred to Education
H0151	School board of trustees, elections - Amends existing law to revise provisions regarding elections for a school board of trustees.	**02/15/2023** House - Reported Printed and Referred to State Affairs
H0153	Bridge year physicians - Adds to existing law to provide for limited licenses for medical school graduates who are not accepted into a residency program.	02/24/2023 – House - Read Third Time in Full – Passed: Ayes 67 Nays 0 Abs/Excd 3 03/13/2023 Senate - Passed: Ayes 33 Nays 1 Excused 1; title approved; to House **03/21/2023** House - Reported **Signed by Governor** on March 21, 2023
H0155	Vaccines, prohibition - Adds to existing law to prohibit requiring, for certain purposes, a COVID-19 vaccine or a vaccine offered under emergency use authorization.	02/20/2023 – House - Read Third Time in Full – Passed: Ayes 49 Nays 21 Abs/Excd 0 **03/03/2023** Senate - Reported out of committee; to 14th Order for amendment
H0163	School policies, parental rights - Amends existing law to provide for certain disclosures and school policies regarding notify parents of student disclosures and mental health concerns.	02/27/2023 – House - Read Third Time in Full – Passed: Ayes 67 Nays 3 Abs/Excd 0 03/13/2023 Senate - Passed: Ayes 34 Nays 0 Excused 1; title approved; to House **03/22/2023** House - Reported **Signed by Governor** on March 22, 2023

ATTACHMENT 1

H0170aaS	State agencies, donations, sponsor - Adds to existing law to prohibit state agencies from donating to or sponsoring a nongovernmental event or organization, to provide exceptions, and to provide a penalty.	02/23/2023 – House - Read Third Time in Full – Passed: Ayes 55 Nays 14 Abs/Excd 1 **03/21/2023** Senate - Referred to 14th Order for amendment
H0171	Sch board trustees, two-year terms - Amends existing law to provide that, effective in 2024, school board trustees will be elected to two-year terms at general elections.	**02/21/2023** House - Reported Printed and Referred to State Affairs
H0174aaS	Agency policy documents - Adds to existing law to provide that agency policy statements and guidance documents shall not have the force and effect of law.	03/21/2023 House – Passed: Ayes 66 Nays 4 Abs/Excd 0 03/29/2023 Senate – Passed: Ayes 33 Nays 0 Abs/Excd 2 **04/03/2023 House - Reported Signed by Governor** on April 3, 2023
H0181	Advanced opportunities, funds - increases the funding for Advanced Opportunities program from $4125 per student to $4625 per student. Additionally, the bill removes the $500 per course, $1000 per year cap limit on Career Technical Education (CTE) courses, allowing the full $4625 to be used towards CTE courses if a student so chooses.	03/02/2023 – House - Read Third Time in Full – Passed: Ayes 65 Nays 0 Abs/Excd 5 **03/03/2023** Senate - Introduced, read first time; referred to: Education
H0189	Public contracts, boycotts - Adds to existing law to prohibit public contracts with companies that boycott certain business sectors.	03/02/2023 House - Passed: Ayes 53 Nays 17 Abs/Excd 0, title approved, to Senate **03/03/2023** Senate - Introduced, read first time; referred to: State Affairs
H0191	Public procurement, standards - Amends and adds to existing law to provide that procurement decisions shall not be based on environmental, social, and governance standards.	03/02/2023 House - Passed: Ayes 59 Nays 10 Abs/Excd 1, title approved, to Senate 03/14/2023 Senate – Passed: Ayes 28 Nays 7 Abs/Excd 0 **03/23/2023** House - Reported **Signed by Governor** on March 23, 2023
H0194	Approp, pub schls deaf blind, add'l– Relates to the appropriation to the Public Schools Educational Support Program's Division of Educational Services for the Deaf and the Blind for fiscal year 2023.	02/27/2023 – House - Read Third Time in Full – Passed: Ayes 68 Nays 1 Abs/Excd 1 03/08/2023 Senate – Passed: Ayes 35 Nays 0 Abs/Excd 0 **03/15/2023** House - Reported **Signed by Governor** on March 15, 2023
H0195	National motto, display, schools – Creates a requirement for public educational institutions to display the national motto in certain circumstances. *Replaced by HB202*	**02/23/2023** House - Reported Printed and Referred to Education
H0196	School boards, clubs, organizations - Amends existing law to provide that school boards shall have the authority to adopt policies and procedures regarding student clubs and organizations.	**02/23/2023** House - Reported Printed and Referred to Education

ATTACHMENT 1

H0197	Admin rules, legislature, process – Amends, repeals, and adds to existing law to revise provisions regarding the legislative review of administrative rules requiring affirmative approval for rules to go into effect. *Replace by HB 206*	**03/02/2023** House - U.C. to be returned to State Affairs Committee
H0202aaS	Display National Motto– Creates a requirement for public educational institutions to display the national motto in certain circumstances. *Replaced HB195*	03/01/2023 House - Read Third Time in Full – Passed: Ayes 59 Nays 11 Abs/Excd 0 03/22/2023 Senate – Passed: Ayes 27 Ayes 8 Abs/Excd 0 **03/27/2023** House - Reported **Signed by Governor** on March 27, 2023
H0203	Public school health insurance fund– Amends existing law to revise provisions regarding the public-school health insurance participation fund. . It extends the time limit allowed before sunset to be 2025.	03/13/2023 House - Read Third Time in Full – Passed - 50-18-2 03/28/2023 Senate – Passed: Ayes 24 Nays 11 Abs/Excd 0 **03/30/2023** House - **Delivered to Governor** at 10:35 a.m. on March 30, 2023
H0204	State board of ed, elected members– Amends existing law to provide for State Board of Education member elections. *Replaced by HB280*	**02/27/2023** House - Reported Printed and Referred to Education
H0206aaS,aaS	Admin rules, legislature, process– Amends, repeals, and adds to existing law to revise provisions regarding the legislative review of administrative rules requiring affirmative approval by both chambers for rules to go into effect. *Replaces HB197*	03/01/2023 – House - Read Third Time in Full – Passed: Ayes 59 Nays 11 Abs/Excd 0 03/02/2023 Senate – Passed: Ayes 26 Nays 6 Abs/Excd 3 **04/06/2023 House - Law without signature** - April 6, 2023
H0208	Approp, pub schls teachers, add'l – Relates to the appropriation to the Public Schools Educational Support Program's Division of Teachers for fiscal year 2023. Adds $1.5M for professional development related to dyslexia requirements.	03/02/2023 House - Read Third Time in Full - Passed: Ayes 57 Nays 13 Abs/Excd 0, title approved, to Senate 03/13/2023 Senate - Passed: Ayes 26 Nays 7 Excused 2; title approved; to House **03/16/2023** House - Reported **Signed by Governor** on March 16, 2023
H0217	Community college, bacc degrees – Amends existing law to authorize the establishment of certain baccalaureate degrees.	**02/27/2023** House - Reported Printed and Referred to Education
H0218	Classrooms, restraint, seclusion – Amends existing law to revise provisions regarding classroom behavior management. Prohibits seclusion and restrain from being used as student punishment. *Replaced by HB281*	**02/27/2023** House - Reported Printed and Referred to Education
H0219aaS	Scholarships, armed forces, officer – Amends existing law to revise eligibility and other provisions regarding Armed Forces and public safety officer scholarships.	03/08/2023 House: Passed: Ayes 65 Nays 5 Abs/Excd 0 03/15/2023 Senate – Passed: Ayes 33 Nays 0 Abs/Excd 2 **04/03/2023 House - Reported Signed by Governor** on April 3, 2023

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H0220	School athletic events – Adds to existing law to require cash be accepted for entry fees to school athletic events.	03/02/2023 – House - Read Third Time in Full – Passed: Ayes 59 Nays 9 Abs/Excd 2 **03/24/2023** Senate – **Failed**: Ayes 16 Nays 18 Abs/Excd 1
H0222	Approp, edu bu, college univ, add'l Relates to the appropriation to the State Board of Education and the Board of Regents of the University of Idaho for fiscal year 2023.	03/02/2023 House - Passed: Ayes 56 Nays 14 Abs/Excd 0, title approved, to Senate 03/14/2023 – Senate - Read third time in full – Passed: Ayes 27 Nays 8 Abs/Excd 0 **03/20/2023** House - Reported **Signed by Governor** on March 20, 2023
H0225	School attendance, home school – Amends existing law to revise provisions regarding school attendance and to provide for a definition of homeschooling and prohibition from public schools enrolling homeschooled students.	**02/28/2023** House - Reported Printed and Referred to Education
H0226	Community colleges, emerg authority – Adds to existing law to provide for an investigation into the residency of a community college trustee and to provide for emergency authority of the State Board of Education when a community college's accreditation is threatened.	**02/28/2023** House - Reported Printed and Referred to Education
H0227	Library selection, access policies – Adds to existing law to require selection and access policies for public libraries and public school libraries.	**02/28/2023** House - Reported Printed and Referred to Education
H0228	Sex education, definitions Amends existing law to revise definitions.	03/08/2023 House – Passed: Ayes 57 Nays 11 Abs/Excd 2 03/24/2023 Senate – Passed: Ayes 23 Nays 11 Abs/Excd 1 **03/29/2023** House - Reported **Signed by Governor** on March 29, 2023
H0231	Sexual exhibitions, minors, public – Adds to existing law to provide that certain persons and institutions must take reasonable steps to restrict the access of minors in certain instances, to provide for a civil action in certain instances, and to prohibit the use of public facilities and public assets for sexual exhibitions.	**03/01/2023** House - Reported Printed and Referred to State Affairs
H0240	School board trustee elections – Amends existing law to revise provisions regarding elections for a school board of trustees.	03/09/2023 House - Passed: Ayes 68 Nays 1 Abs/Excd 1, title approved, to Senate 03/28/2023 Senate – Passed: Ayes 34 Nays 0 Abs/Excd 1 **03/31/2023 House - Reported Signed by Governor** on March 31, 2023
H0243	*Professional school personnel – Amends existing law the State Board of Education to update the Initial Standards for School Personnel used for evaluating educator preparation programs.*	***03/08/2023*** *House -* ***Failed****: Ayes 31 Nays 39 Abs/Excd 0, Filed in Office of Chief Clerk*

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H0247	Property tax reduction by voters – Amends existing law to provide for property tax reduction by city or county initiative and to require voter approval of levy rate increases.	**03/02/2023** House - Reported Printed and Referred to State Affairs
H0255	Impact fees, govt agreements – Amends existing law to revise provisions regarding intergovernmental agreements for development impact fees.	**03/02/2023** House - Reported Printed and Referred to Revenue & Taxation
H0256	Development impact fees, refund – Amends existing law to provide for the refund of wrongfully charged development impact fees.	**03/02/2023** House - Reported Printed and Referred to Revenue & Taxation
H0267	Career ready students program – Adds to existing law to establish the Career Ready Students Program grant funding for career technical education programs in the Department of Education and requires the current distribution formula for CTE program added cost funding in Board policy to be revised to include new grant awarded programs. New formula must be developed by State Superintendent and approved by the Board.	03/09/2023 House - Passed: Ayes 53 Nays 15 Abs/Excd 2, title approved, to Senate 03/24/2023 Senate – Passed: Ayes 24 Nays 10 Abs/Excd 1 **03/29/2023** House - **Delivered to Governor** at 9:40 a.m. on March 29, 2023
H0268	Training for school boards – Amends and adds to existing law to establish training requirements for school board members.	**03/08/2023** House - **Failed**: Ayes 30 Nays 39 Abs/Excd 1, Filed in Office of Chief Clerk
H0269aaS	School courses, career exploration – Adds to existing law to establish career exploration courses.	03/09/2023 House - Passed: Ayes 45 Nays 20 Abs/Excd 5, title approved, to Senate 03/24/2023 Senate – Passed: Ayes 32 Nays 2 Abs/Excd 1 **03/31/2023 House - Reported Signed by Governor** on March 31, 2023
H0272	Sex education – Amends existing law to revise provisions regarding sex education.	**03/03/2023** House - Reported Printed and Referred to Education
H0274	TikTok, state employee, prohibition – Adds to existing law to prohibit state employees from using or downloading TikTok on a state-issued device, to provide that the state shall implement controls to prevent the use of TikTok on state-issued devices, and to provide a penalty.	03/08/2023 House – Passed: Ayes 67 Nays 3 Abs/Excd 0 03/21/2023 Senate – Passed: Ayes 32 Nays 0 Abs/Excd 3 **03/24/2023** House - Reported **Signed by Governor** on March 24, 2023
H0275	Approp, edu bd, charter com, orig – Relates to the appropriation to the Public Charter School Commission for fiscal year 2024.	**03/09/2023** House - **Failed**: Ayes 30 Nays 39 Abs/Excd 1, Filed in Office of Chief Clerk
H0276	Approp, public television, orig Relates to the appropriation to Idaho Public Television for fiscal year 2024.	03/09/2023 House - Passed: Ayes 47 Nays 22 Abs/Excd 1, title approved, to Senate 03/17/2023 Senate – Passed: Ayes 22 Nays 12 Abs/Excd 1 **03/22/2023** House - Reported **Signed by Governor** on March 22, 2023

ATTACHMENT 1

H0280	State board of ed, elections – Amends existing law to provide for State Board of Education member elections. *Replaces HB 204, Replaced by HB 293.*	**03/08/2023** House - Reported Printed and Referred to Education
H0281	Classrooms, restraints, seclusion - Amends existing law to revise provisions regarding classroom behavior management. Prohibits restraint and seclusion from being used as a form of punishment. *Replaces HB218*	03/09/2023 House - Passed: Ayes 45 Nays 22 Abs/Excd 3, title approved, to Senate 03/28/2023 Senate – Passed: Ayes 21 Nays 12 Abs/Excd 2 **04/03/2023 House - Reported Signed by Governor** on April 3, 2023
H0286aaS	Bond, levy communications – Amends existing law to require that a taxing district include certain information when communicating with voters regarding a bond or levy proposal.	03/14/2023 House - Passed: Ayes 52 Nays 15 Abs/Excd 3, title approved, to Senate 03/29/2023 Senate – Passed: Ayes 32 Nays 3 Abs/Excd 0 **04/04/2023 House - Reported Signed by Governor** on April 4, 2023
H0289	Idaho education opportunity program Amends and adds to existing law to establish the Idaho Education Opportunity Program. Creates ESA program allows for private school tuition.	**03/09/2023** House - Reported Printed and Referred to Education
H0290	Colleges, sectarian, accreditation – Amends existing law to revise the definition of "authorized chartering entity." Would allow any Idaho postsecondary institution accredited by a national accreditor, sectarian and non-sectarian, to authorize charter schools.	**03/09/2023** House - Reported Printed and Referred to Education
H0292	Property tax relief, schools, homes – Amends, repeals, and adds to existing law to create property tax relief by creating the School District Facilities Fund and the Homeowner Property Tax Relief Account, both of which are funded by state moneys.	03/14/2023 House - Passed: Ayes 63 Nays 7 Abs/Excd 0, title approved, to Senate 03/20/2023 Senate – Passed: Ayes 32 Nays 3 Abs/Excd 0 03/28/2023 Returned from Governor vetoed onMarch 27, 2023 03/28/2023 House – vote to override veto – Passed: Ayes 58 Nays 12 Abs/Excd 0 03/29/2023 Senate – vote to override veto – Passed: Ayes 28 Nays 7 Abs/Excd 0 **03/31/2023** House - **Transmitted to Secretary of State**
H0293	State board of education, election – Adds to and amends existing law to provide for State Board of Education member elections. *Replaces HB 280*	**03/15/2023** House - **Failed**: Ayes 34 Nays 35 Abs/Excd 1, Filed in Office of Chief Clerk
H0296	School moneys, general fund - Amends existing law to provide for the treatment of moneys in the Public School Income Fund and the In-Demand Careers Fund as moneys from the General Fund.	**03/20/2023** House - U.C. to be returned to Appropriations Committee
H0300	Approp, voc rehab, orig– Relates to the appropriation to the Division of Vocational Rehabilitation for fiscal year 2024.	03/15/2023 House – Passed: Ayes 68 Nays 0 Abs/Excd 0 03/24/2023 Senate – Passed: Ayes 33 Nays 1 Abs/Excd 1

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		03/29/2023 House - Reported **Signed by Governor** on March 29, 2023
H0309	Schools, polling locations– Amends existing law to provide that no in-person student instruction shall take place on certain election days.	03/16/2023 House - Passed: Ayes 37 Nays 32 Abs/Excd 1, title approved, to Senate **03/17/2023** Senate - Introduced, read first time; referred to: Education
H0311	Community colleges, funding– Amends existing law to allow legislative appropriations for upper divisions in community college districts.	03/16/2023 House - Passed: Ayes 68 Nays 0 Abs/Excd 2, title approved, to Senate 03/24/2023 Senate - Read third time in full – Passed: Ayes 29 Nays 3 Abs/Excd 3 **03/29/2023** House - Reported **Signed by Governor** on March 29, 2023
H0313	Feminine hygiene products, schools– Adds to existing law to require the provision of feminine hygiene products.	**03/20/2023** House - Failed: Ayes 35 Nays 35 Abs/Excd 0, Filed in Office of Chief Clerk
H0314	School and library protection act– Amends and adds to existing law to prohibit certain materials from being promoted, given, or made available to a minor by a school or public library and to provide a cause of action.	03/20/2023 House – Passed: Ayes 40 Nays 30 Abs/Excd 0 03/30/2023 Senate – Passed: Ayes 26 Nays 9 Abs/Excd 0 **04/06/2023 House - Veto SUSTAINED** by House: Ayes 46 Nays 24 Abs/Excd 0
H0315	Community college closure, property– Adds to existing law to provide for assumption of a community college's property by the Board of Examiners when the college ceases operation or has its accreditation revoked.	**03/28/2023** House - Bill Previously Held at Desk, Referred to Education
H0320	Community colleges, levy– Amends existing law to provide that a levy for a community college may not be made if the college's accreditation has been revoked and is not restored within two years.	**03/28/2023** House - Bill Previously Held at Desk, Referred to Education
H0321	Community college, authority– Adds to existing law to provide for emergency governing authority over a community college when the college's accreditation is threatened or revoked.	**03/28/2023** House - Bill Previously Held at Desk, Referred to Education
H0336	Approp, edu bd, ag research, orig – Relates to the appropriation to the Agricultural Research and Cooperative Extension Service for fiscal year 2024.	03/20/2023 House – Passed: Ayes 62 Nays 8 Abs/Excd 0 03/27/2023 Senate – Passed: Ayes 27 Nays 8 Abs/Excd 0 **03/29/2023** House - Reported **Signed by Governor** on March 29, 2023
H0343	Approp, edu bd, charter com, orig – Relates to the appropriation to the Public Charter School Commission for fiscal year 2024.	03/22/2023 House – Passed: Ayes 64 Nays 1 Abs/Excd 5 03/27/2023 Senate – Passed: Ayes 32 Nays 3 Abs/Excd 0 **03/30/2023 House - Reported Signed by Governor** on March 30, 2023
H0347	Tax credit, school choice – Adds to existing law to establish the school choice tax credit.	**03/22/2023** House - Reported Printed and Referred to Revenue & Taxation

ATTACHMENT 1

H0353	Approp, edu department, orig – Relates to the appropriation to the Department of Education for fiscal years 2023 and 2024.	03/23/2023 House – Passed: Ayes 50 Nays 17 Abs/Excd 03/27/2023 Senate – Passed: Ayes 26 Nays 9 Abs/Excd 0 **03/29/2023** House - Reported **Signed by Governor** on March 29, 2023
H0363	Approp, edu bd, career tech, orig – Relates to the appropriation to the Division of Career Technical Education for fiscal year 2024.	03/24/2023 House – Passed: Ayes 48 Nays 15 Abs/Excd 7 03/28/2023 Senate – Passed: Ayes 27 Nays 7 Abs/Excd 1 **03/31/2023 House - Reported Signed by Governor** on March 31, 2023
H0364	Approp, education, trailer – Relates to the appropriation to the State Department of Education and the Division of Career Technical Education for fiscal year 2024.	03/23/2023 House – Passed: Ayes 41 Nays 23 Abs/Excd 6 03/28/2023 Senate – Passed: Ayes 28 Nays 6 Abs/Excd 1 **04/03/2023 House - Reported Signed by Governor** on April 3, 2023
HCR017	Rule rejection, state board of ed – States findings of the Legislature and rejects certain rules of the State Board of Education relating to Rules Governing Public Charter Schools and Rules of the Public Charter School Commission.	03/30/2023 House – Adopted: Ayes 65 Nays 4 Abs/Excd 1 03/30/2023 Senate - Introduced, read first time; referred to: Education
S1001	State-owned dwellings – Repeals existing law relating to procedures for state-owned dwellings.	**01/27/2023** House - Read First Time, Referred to State Affairs
S1008	Universities, concealed weapons – Repeals and adds to existing law to revise provisions regarding concealed weapons.	**01/19/2023** Senate - Reported Printed; referred to State Affairs
S1015	*Learning opps, full-time – Amends existing law to limit applicability to full-time students.*	*03/02/2023 Senate - Read third time in full – Passed: Ayes 29 Nays 6 Abs/Excd 0* *03/21/2023 House – Passed: Ayes 46 Nays 23 Abs/Excd 1* ***03/28/2023** Senate - **Signed by Governor** on 03/28/23*
S1038	Freedom in edu savings accounts – Adds to existing law to provide for education savings accounts.	**02/27/2023** Senate - Failed: Ayes 12 Nays 23 Excused 0; to Secretary of Senate
S1042aa	Public charter school program – Amends existing law to exempt certain public charter schools from having to demonstrate strong academic results to qualify for the Public Charter School Facilities Program and to revise a limitation on issuing bonds under the Public Charter School Facilities Program.	03/06/2023 Senate – Passed: Ayes 33 Nays 0 Abs/Excd 2 03/16/2023 House - Passed: Ayes 68 Nays 1 Abs/Excd 1, title approved, to Senate **03/22/2023** Senate - **Signed by Governor** on 03/22/23
S1043	Paublic charter school loan fund – Repeals and adds to existing law to remove the Public Charter School Debt Reserve Fund and to provide for a revolving loan fund.	02/28/2023 Senate - Read third time in full – Passed: Ayes 35 Nay 0 Abs/Excd 0 03/14/2023 House - Passed: Ayes 66 Nays 3 Abs/Excd 1, title approved, to Senate **03/22/2023** Senate - **Signed by Governor** on 03/22/23
S1055aa	Education, levies - Amends existing law to revise provisions regarding levies.	**03/29/2023** Senate - Recommitted to Local Government & Taxation

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S1057	Parental rights, protect minors act - Adds to existing law to establish the Parental Rights Protection of Minors Act to protect minors from exposure to harmful materials on certain devices.	**02/09/2023** Senate - Reported Printed; referred to State Affairs
S1060	Impact fees, public schools - Amends existing law to provide for the use of development impact fees for public school facilities.	**02/10/2023** Senate - Reported Printed; referred to Local Government & Taxation
S1068	State employees, sick leave plan - Amends and adds to existing law to establish provisions regarding a voluntary employees' beneficiary association plan for Idaho state employees.	**02/13/2023** Senate - Reported Printed; referred to Commerce & Human Resources
S1069	*Teacher apprenticeships - Amends existing law to provide for teacher apprenticeships.*	*03/03/2023 Senate - Passed: Ayes 32 Nays 1 Excused 2; title approved; to House* *03/21/2023 House – Passed: Ayes 68 Nays 0 Abs/Excd 2* ***03/30/2023** Senate - **Signed by Governor** on 03/30/23*
S1070aaH	*Career technical centers - Amends existing law to revise provisions regarding certain funding for career technical centers and certain authority of the Division of Career Technical Education.*	*03/02/2023 Senate - Read third time in full – Passed: Abs 35 Nays 0 Abs/Excd 0* *03/30/2023 House – Passed:- Ayes 66 Nays 2 Abs/Excd 2* ***04/05/2023 Senate - Signed by Governor** on 04/05/23*
S1071aa	Sexuality, gender, K to grade 4 - Amends existing law to prohibit instruction on human sexuality, sexual orientation, or gender identity prior to fifth grade.	03/08/2023 Senate - Passed: Ayes 28 Nays 7 Excused 0; title approved; to House **03/13/2023** House - Read First Time, Referred to Education
S1075	Homeowner property tax relief - Amends and adds to existing law to establish provisions regarding the homeowner property tax relief program.	**02/13/2023** Senate - Reported Printed; referred to Local Government & Taxation
S1076	Private school tuition, tax credit - Adds to existing law to provide an income tax credit for private school tuition.	**02/13/2023** Senate - Reported Printed; referred to Local Government & Taxation
S1083	Political subdivisions, purchasing - Amends existing law to revise provisions regarding procuring services or personal property.	**03/02/2023** Senate - Read third time in full – Passed: Ayes 35 Nays 0 Abs/excd 0 03/23/2023 House – Passed: Ayes 68 Nays 0 Abs/Excd 2 **03/29/2023** Senate - **Signed by Governor** on 03/29/23
S1095	Child protection, notification - Amends existing law to provide for notification to a local law enforcement agency when a report of child abuse, abandonment, or neglect is made to the Department of Health and Welfare.	**02/14/2023** Senate - Reported Printed; referred to Health & Welfare
S1099aa	Pupil and parental rights act - Adds to existing law to enact the Protection of Pupil and Parental Rights Act.	**03/27/2023** Senate - Referred to 14th Order for amendment
S1100aa	Public schools, privacy, safety - Adds to existing law to establish privacy and safety standards in public schools.	03/09/2023 Senate - Passed: Ayes 28 Nays 7 Excused 0; title approved; to House 03/16/2023 House - Passed: Ayes 59 Nays 10 Abs/Excd 1, title approved, to Senate **03/23/2023** Senate - **Signed by Governor** on 03/23/23

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S1101	Education, enrollment, transfers - Amends existing law to revise provisions regarding the enrollment and transfer of pupils between school districts.	**02/14/2023** Senate - Reported Printed; referred to Education
S1102	Parental rights, school records - Amends existing law to provide for certain disclosures and school policies.	**02/14/2023** Senate - Reported Printed; referred to Education
S1103	School endowment income facilities - Amends and adds to existing law to provide for the public-school endowment income facilities fund. meet the rising number of students. This legislation redirects revenues from Idaho Endowment Lands to specifically be used for Idaho K-12 school facilities. A distribution formula based on square footage and school population is used to disperse funding.	**02/14/2023** Senate - Reported Printed; referred to Education
S1106	Child protection, parent rights - Adds to existing law to provide rights of parents, guardians, and others during child protection investigations.	**02/17/2023** Senate - Reported Printed; referred to Judiciary & Rules
S1125	Open enrollment – Amends existing law to revise provisions regarding the enrollment and transfer of pupils.	03/08/2023 Senate - Passed: Ayes 35 Nays 0 Excused 0; title approved; to House 03/21/2023 House – Passed: Ayes 63 Nays 5 Abs/Excd 2 **03/28/2023** Senate - **Signed by Governor** on 03/28/23
S1136	Approp, STEM action center, orig - Relates to the appropriation to the STEM Action Center for fiscal year 2024.	03/07/2023 Senate – Passed: Ayes 31 Nays 4 Abs/Excd 0 03/14/2023 House - Passed: Ayes 68 Nays 0 Abs/Excd 2, title approved, to Senate **03/21/2023** Senate - **Signed by Governor** on 03/21/23
S1144	Empowering parents, tuition grants – Relates to the appropriation to the State Board of Education and the Board of Regents of the University of Idaho for Health Education Programs for fiscal year 2024.	**03/07/2023** Senate - Reported Printed; referred to Education
S1147	Approp, edu bd, hlth prgms, orig – Relates to the appropriation to the State Board of Education and the Board of Regents of the University of Idaho for Health Education Programs for fiscal year 2024.	03/13/2023 Senate - Passed: Ayes 24 Nays 9 Excused 2; title approved; to House 03/16/2023 House - Passed: Ayes 44 Nays 25 Abs/Excd 1, title approved, to Senate **03/23/2023** Senate - **Signed by Governor** on 03/23/23
S1151	Idaho launch grant program – Amends and adds to existing law to establish provisions regarding the Idaho Launch Grant Program and the Idaho In-Demand Careers Fund. *Trailer bill for HB 24*	**03/08/2023** Senate - Reported Printed; referred to Commerce & Human Resources
S1153aa	Teacher spending accounts – Adds to existing law to establish provisions regarding teacher spending accounts.	03/17/2023 Senate – Passed: Ayes 34 Nays 0 Abs/Excd 1 **03/20/2023** House - Read First Time, Referred to Education

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S1160	Approp, edu bd, comm college, orig – Relates to the appropriation to the State Board of Education for Community Colleges for fiscal year 2024.	03/15/2023 Senate – Passed: Ayes 24 Nays 9 Abs/Excd 2 03/21/2023 House – Passed: Ayes 47 Nays 21 Abs/Excd 2 **03/29/2023** Senate - **Signed by Governor** on 03/29/23
S1161	Tuition grants, empowering parents – Amends, repeals, and adds to existing law to revise provisions regarding the Empowering Parents Program and to provide for tuition grants.	03/16/2023 Senate - Passed: Ayes 19 Nays 15 Excused 1; title approved; to House **03/20/2023** House - Bill Previously Held at Desk, Referred to Education
S1163	Minors, harmful materials, devices – Adds to existing law to establish the Parental Rights Protection of Minors Act to protect minors from exposure to harmful materials on certain devices.	**03/23/2023** Senate - **Failed**: Ayes 17 Nays 18 Excused 0; to Secretary of Senate
S1167	Idaho launch grant program – Amends and adds to existing law to establish provisions regarding the Idaho Launch Grant Program and the Idaho In-Demand Careers Fund. *Trailer bill to HB 24*	03/22/2023 Senate – Passed: Ayes 21 Nays 14 Abs/Excd 0 03/30/2023 House – Passed: Ayes 51 Nays 16 Abs/Excd 3 **04/05/2023 Senate - Signed by Governor** on 04/05/23
S1176	Approp, edu bd, college univ, orig – Relates to the appropriation to the State Board of Education and the Board of Regents of the University of Idaho for College and Universities and the Office of the State Board of Education for fiscal year 2024.	03/21/2023 Senate – Passed: Ayes 22 Nays 13 Abs/Excd 0 03/23/2023 House – Passed: Ayes 41 Nays 28 Abs/Excd 1 **03/29/2023** Senate - **Signed by Governor** on 03/29/23
S1177	Approp, edu bd, special prgms, orig – Relates to the appropriation to the State Board of Education and the Board of Regents of the University of Idaho for Special Programs for fiscal year 2024.	03/21/2023 Senate – Passed: Ayes 25 Nays 10 Abs/Excd 0 03/24/2023 House – Passed: Ayes 48 Nays 17 Abs/Excd 5 **03/29/2023** Senate - **Signed by Governor** on 03/29/23
S1179	Approp, work dev council, orig – Relates to the appropriation to the Workforce Development Council for fiscal year 2024.	03/21/2023 Senate – Passed: Ayes 22 Nays 12 Abs/Excd 1 03/23/2023 House – Passed: Ayes 39 Nays 31 Abs/Excd 0 **03/29/2023** Senate - **Signed by Governor** on 03/29/23
S1187aa	Minors, harmful materials, policies – Amends and adds to existing law to revise an affirmative defense regarding disseminating material harmful to minors and to provide for the establishment of provisions regarding policies to protect minors from harmful materials.	**03/29/2023** Senate - Retained on calendar
S1188aa	Minors, enjoining harmful material – Amends existing law to provide that certain institutions may be enjoined for selling, distributing, or promoting material harmful to minors and to provide for the abrogation of existing ordinances, rules, and regulations.	**03/29/2023** Senate - Retained on calendar
S1191	State personnel, compensation – Adds to existing law to provide limitations regarding telecommuting, to provide requirements for salary adjustments and savings, and to establish a Human Resources and Employee Compensation Legislative Study Committee.	**03/21/2023** Senate - Reported Printed; referred to State Affairs

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S1197	Approp, perm bldg fund, orig – Relates to the appropriation to the Department of Administration for the Division of Public Works for fiscal years 2023 and 2024.	03/24/2023 Senate – Passed: Ayes 24 Nays 10 Abs/Excd 1 03/30/2023 House – Passed: Ayes 43 Nays 25 Abs/Excd 2 **04/05/2023 Senate - Signed by Governor**
S1202	Approp, edu bd, office orig, add'l – Relates to the appropriation to the Office of the State Board of Education for fiscal years 2023 and 2024.	03/31/2023 Senate – Passed: Ayes 21 Nays 12 Abs/Excd 2 03/30/2023 House – Passed: Ayes 33 Nays 29 Abs/Excd 8 **04/04/2023 Senate - Signed by Governor** on 04/04/23
S1203	Approp, child care, add'l – Relates to the appropriation to the Department of Health and Welfare and the Department of Labor for fiscal year 2023.	03/27/2023 Senate – Passed: Ayes 21 Nays 14 Abs/Excd 0 03/30/2023 House – Passed: Ayes 43 Nays 27 Abs/Excd 0 **04/05/2023 Senate - Signed by Governor** on 04/05/23
S1204	Approp, pub schls admin, orig – Relates to the appropriation to the Public Schools Educational Support Program's Division of Administrators for fiscal year 2024.	03/27/2023 Senate – Passed: Ayes 25 Nays 10 Abs/Excd 0 03/30/2023 House – Passed: Ayes 52 Nays 17 Abs/Excd 1 **04/03/2023 Senate - Signed by Governor** on 04/03/23
S1205	Approp, pub schls teachers, orig – Relates to the appropriation to the Public Schools Educational Support Program's Division of Teachers for fiscal year 2024.	03/30/2023 Senate – Passed: Ayes 33 Nays 2 Abs/Excd 0 03/30/2023 House – Passed: Ayes 69 Nays 0 Abs/Excd 1 **04/05/2023 Senate - Signed by Governor** on 04/05/23
S1206	Approp, pub schls operations, orig – Relates to the appropriation to the Public Schools Educational Support Program's Division of Operations for fiscal year 2024.	03/29/2023 Senate – Passed: Ayes 24 Nays 9 Abs/Excd 2 03/30/2023 House – Passed: Ayes 54 Nays 15 Abs/Excd 1 **04/05/2023 Senate - Signed by Governor** on 04/05/23
S1207	Approp, pub schls children's, orig – Relates to the appropriation to the Public Schools Educational Support Program's Division of Children's Programs for fiscal year 2024.	03/27/2023 Senate – Passed: Ayes 25 Nays 10 Abs/Excd 0 03/30/2023 House – Passed: Ayes 50 Nays 20 Abs/Excd 0 **04/05/2023 Senate - Signed by Governor** on 04/05/23
S1208	Approp, pub schls facilities, orig – Relates to the appropriation to the Public Schools Educational Support Program's Division of Facilities for fiscal year 2024.	03/27/2023 Senate – Passed: Ayes 31 Nays 4 Abs/Excd 0 03/29/2023 House – Passed: Ayes 68 Nays 0 Abs/Excd 2 **04/03/2023 Senate - Signed by Governor** on 04/03/23
S1209	Approp, pub schls cntrl srvs, orig – Relates to the appropriation to the Public Schools Educational Support Program's Division of Central Services for fiscal year 2024.	03/27/2023 Senate – Passed: Ayes 26 Nays 9 Abs/Excd 0 03/30/2023 House – Passed: Ayes 49 Nays 20 Abs/Excd 1 **04/05/2023 Senate - Signed by Governor** on 04/05/23
S1210	Approp, pub schls deaf blind, orig – Relates to the appropriation to the Public Schools Educational Support Program's Division of Educational Services for the Deaf and the Blind for fiscal year 2024.	03/27/2023 Senate – Passed: Ayes 32 Nays 3 Abs/Excd 0 03/29/2023 House – Passed: Ayes 69 Nays 0 Abs/Excd 1 **04/03/2023 Senate - Signed by Governor** on 04/03/23
S1212	Approp, work dev council, add'l – Relates to the appropriation to the Workforce Development Council for fiscal year 2024.	03/28/2023 Senate – Passed: Ayes 20 Nays 15 Abs/Excd 0 03/30/2023 House – Passed: Ayes 37 Nays 30 Abs/Excd 3 **04/05/2023 Senate - Signed by Governor** on 04/05/23
S1215	Approp, pub schls children's, trlr – Relates to the appropriation to the Public Schools Educational Support Program's Division of Children's Programs for fiscal year 2024.	**03/30/2023** Senate - Reported Printed; referred to Finance
SCR107	Rule rejection, state board of ed – States findings of the Legislature and rejects a certain rule of the State Board of	03/28/2023 Senate – Adopted: voice vote 03/30/2023 House – Adopted: Ayes 58 Nays 11 Abs/Excd 1

ATTACHMENT 1

	Education relating to Registration of Postsecondary Educational Institutions and Proprietary Schools.	**03/31/2023** Senate - Reported **delivered** to the **Secretary of State** on 03/31/23
SJR102	Sectarian approps, repeal - Proposes a state constitutional amendment to repeal the prohibition on sectarian appropriations.	**02/02/2023** Senate - Reported Printed; referred to State Affairs

SUBJECT

Board Policy IV.B. State Department of Education and IV.D. Educator Preparation, Certification, and Standards (new section) – First Reading

REFERENCE

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 changes to Board Policy IV.B., adding instructional staff certificate endorsements that had been removed from Idaho Administrative Code 08.02.02 effective March 15, 2022.
August 2022	Board approved the second reading of proposed changes to Board Policy IV.B.
October 2022	Board approved the first reading of proposed policy amendments, incorporating amendments to the certification endorsements requested by the PSC and Department staff.
December 2022	Board approved second reading of proposed amendments to Board policy IV.B. requested by the PSC.

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

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 and by moving these provisions to Board Policy, the Board is now able to be

more responsive to requests from public schools to adjust these requirements, if needed, to help with the current teacher shortage.

Over the previous two years the Board has approved amendments to Administrative Code and Board policy incorporating the endorsement portion of the certification requirements into Board Policy IV.B. Prior to this work, the standards review requirements were already established in this section of Board policy. With more individuals outside of agency staff now accessing Board Policy IV.B. to look up the certificate endorsement requirements it has been determined that splitting the policy out into two sections will make it easier for the certification requirements to accessed.

IMPACT

Amendments to Board Policy IV.B. and the creation of a new section of Board policy, Board Policy IV.D., will make it easier for individuals to access the certification endorsement requirements and find language regarding the review and approval of certification standards.

ATTACHMENTS

Attachment 1 – Board Policy IV.B. – First Reading
Attachment 2 – Board Policy IV.D. – First Reading

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.

The proposed amendments move the existing requirements from Board policy IV.B., the section of policy specific to the Department of Education, to a new section of Board policy, Board policy IV.D. The provisions being moved from Board Policy IV.B. are not specific to the Department of Education. Rather, the provisions being moved pertain to certificate endorsement requirements and standards approval processes. This move will make the endorsement requirements easier to find and search. Only non-substantive changes have been made to the existing language in Board policy IV.B. that is relocated to the new Board policy IV.D. The non-substantive changes consist of number changes,

references to acronyms and sentence ordering. No existing requirements or processes have been amended.

Staff recommends approval.

BOARD ACTION

I move to approve the first reading of Board Policy IV.B., as provided in Attachment 1 and Board Policy IV.D., as provided in Attachment 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ATTACHMENT 1

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: IV. ORGANIZATION SPECIFIC POLICIES AND PROCEDURES
Subsection: B. State Department of Education ~~December 2022~~June 2023

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 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 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

ATTACHMENT 1

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 governance 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 endorsements are established in IDAPA 08.02.02.021.~~

a. ~~All Subjects (K-8). Thirty (30) semester credit hours to include coursework in discipline-specific methods of teaching elementary subject areas, cognitive processes, learner development, learning differences, literacy and language development, K-8 subject content, classroom management and behavioral supports, instructional strategies and interventions, and formative and summative assessments.~~

b. ~~American Government /Political Science (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching the social sciences, six (6) semester credit hours in American government, six (6) semester credit hours in U.S. history survey, and three (3) semester credit hours in comparative government. Course work may include three (3) semester credit hours in world history survey. Remaining coursework must be in political science.~~

c. ~~Anthropology (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching the social sciences and in the area of anthropology. Coursework may include six (6) semester credit hours in sociology.~~

d. ~~Bilingual Education (K-12). Twenty (20) semester credit hours to include coursework in bilingual education methods; upper division coursework in one (1) modern language other than English, including writing and literature; cultural diversity; 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 biliteracy. To obtain this endorsement, the candidate must score an advanced low or higher (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.~~

e. ~~Biological Science (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching science, lab safety, molecular and organismal biology, heredity, ecology, and biological adaptation.~~

f. ~~Blended Early Childhood Education/Early Childhood Special Education (Birth - Grade 3). Thirty (30) semester credit hours to include coursework in methods of teaching early childhood and special education, child development and learning, curriculum development and implementation, family and community relationships, assessment and evaluation, central concepts of birth - grade 3 subjects, professionalism, and 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.~~

g. ~~Blended Elementary Education/Elementary Special Education (Grade 4 - Grade 6). Twenty (20) semester credit hours to include coursework in methods of~~

~~teaching elementary and special education, central concepts of grade 4 - grade 6 subjects, assessment, and clinical experiences in grades four (4) through six (6). This endorsement may only be used in conjunction with the Blended Early Childhood/Early Childhood Special Education (Birth – Grade 3) endorsement and cannot be used in a middle school setting.~~

~~h. Blind and Low Vision (Pre-K-12) Thirty (30) semester credit hours to include coursework in methods of teaching the blind and visually impaired, assessment and evaluation, designing and monitoring individualized education programs, central concepts of academic subjects, special education law, family and community relationships, and accommodations and modifications for the blind and visually impaired.~~

~~i. Chemistry (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching science, lab safety, and inorganic and organic chemistry.~~

~~j. Communication (5-9 or 6-12). Complete one (1) of the following options:~~

~~i. Twenty (20) semester credit hours to include coursework in methods of teaching communication arts, interpersonal communication, argumentation/personal persuasion, group communication, nonverbal communication, public speaking, journalism/mass communication, and social media; or~~

~~ii. Complete an endorsement in English and complete (12) semester credit hours to include coursework in methods of teaching communication arts, interpersonal communication, argumentation/personal persuasion, and public speaking.~~

~~k. Computer Science (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching computer science; data representation and abstraction; design, development, and testing algorithms; software development processes; digital devices, systems, and networks; and the role of computer science and its global impact.~~

~~l. Deaf/Hard of Hearing (Pre-K-12). Thirty (30) semester credit hours to include coursework in methods of teaching the deaf/hard of hearing, bimodal communication, sign language acquisition and learning, literacy development, hearing technology, spoken language development, students with disabilities, assessments, designing and monitoring individualized education programs, and special education law.~~

~~m. Early Childhood Special Education (Pre-K-3). Twenty (20) semester credit hours to include coursework in methods of teaching early childhood; 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; planning, implementing,~~

~~and evaluating environments and materials for young children ages three to eight (3-8); identifying and working with atypical young children ages three to eight (3-8); designing and monitoring individualized education programs; special education law; and parent-teacher relations. This endorsement may only be added to the Exceptional Child Education (K-8 or K-12) endorsement.~~

n. ~~Early Literacy (K-3). Twenty (20) semester credit hours to include coursework in methods of teaching reading and writing; the body of knowledge regarding the science of reading; the cognitive process of learning to read and write; phonological and phonemic awareness; oral language development; phonics, vocabulary, fluency, and comprehension; diagnostic literacy assessments and analysis leading to the development and implementation of individual reading improvement plans; data analysis related to early recognition of literacy difficulties including characteristics of dyslexia; data driven instruction and intervention; language acquisition and development; stages of reading and writing development; early elementary reading and writing resources including children's literacy advocacy strategies for meeting the needs of struggling readers and writers; and the Idaho Comprehensive Literacy Plan.~~

o. ~~Earth and Space Science (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching science, lab safety, earth science, astronomy, and geology.~~

p. ~~Economics (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching the social sciences, three (3) semester credit hours in microeconomics, three (3) semester credit hours in macroeconomics, and six (6) semester credit hours in personal finance/consumer economics. Remaining course work must be in business, economics, or finance.~~

q. ~~Engineering (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching engineering and in areas of engineering.~~

r. ~~English (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in secondary English language arts methods, grammar, American literature, British literature, multicultural/world literature, young adult literature, literary theory, and advanced composition.~~

s. ~~English as a Second Language (ESL) (K-12). Twenty (20) semester credit hours to include coursework in methods of teaching language acquisition, a modern language other than English, cultural diversity, linguistics, second language acquisition theory and practice, foundations of ESL/bilingual education, legal foundations of ESL/bilingual education, and identification and assessment of English learners.~~

t. ~~Exceptional Child Education (K-8, 6-12, or K-12). Thirty (30) semester credit hours to include coursework in methods of teaching the exceptional child, learner~~

~~development and individual learning differences, assessment and evaluation, designing and monitoring individualized education programs, central concepts of academic subjects, individual behavioral supports, instructional strategies and interventions, special education law, family and community relationships, and accommodations and modifications.~~

~~u. Geography (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching the social sciences, cultural geography, and physical geography, and a maximum of six (6) semester credit hours in world history survey. Coursework may include three (3) semester credit hours in economics. Remaining coursework must be in geography.~~

~~v. Geology (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching science, lab safety, and in the area of geology.~~

~~w. Gifted and Talented Education (K-12). Twenty (20) semester credit hours to include coursework in methods of teaching gifted and talented learners, assessment and identification of gifted and talented learners, differentiated instruction, creative and critical thinking, social and emotional needs of gifted and talented learners, program design, curriculum, and instruction.~~

~~x. Health (5-9, 6-12, or K-12). Twenty (20) semester credit hours to include coursework in secondary methods of teaching health; planning, organization, and administration of a school health program; health, wellness, and behavior change; mental/emotional health; nutrition; human sexuality; and health risk behaviors. Remaining semester credits must be in health-related coursework. To obtain a Health (K-12) endorsement, applicants must complete coursework in elementary health methods.~~

~~y. History (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching the social sciences, six (6) semester credit hours in U.S. history survey, and six (6) semester credit hours in world history survey. Coursework may include three (3) semester credit hours in American government. Remaining coursework must be in history.~~

~~z. Humanities (5-9 or 6-12). Complete an endorsement in English, history, music, theatre arts, visual arts, or world language; and complete twenty (20) semester credit hours as follows:~~

~~i. English endorsement - twenty (20) semester credit hours in two (2) or more of the following areas: architecture, comparative world religion, dance, history, humanities survey, music, philosophy, theatre arts, visual arts, and world language.~~

~~ii. History endorsement - twenty (20) semester credit hours in two (2) or more of the following areas: architecture, comparative world religion, dance, humanities survey, literature, music, philosophy, theatre arts, visual arts,~~

~~and world language.~~

~~iii. Music endorsement - twenty (20) semester credit hours in two (2) or more of the following areas: architecture, comparative world religion, dance, history, humanities survey, literature, philosophy, theatre arts, visual arts, and world language.~~

~~iv. Theatre arts endorsement - twenty (20) semester credit hours in two (2) or more of the following areas: architecture, comparative world religion, dance, history, humanities survey, literature, music, philosophy, visual arts, and world language.~~

~~v. Visual arts endorsement - twenty (20) semester credit hours in two (2) or more of the following areas: architecture, comparative world religion, dance, history, humanities survey, literature, music, philosophy, theatre arts, and world language.~~

~~vi. World language endorsement - twenty (20) semester credit hours in two (2) or more of the following areas: architecture, comparative world religion, dance, history, humanities survey, literature, music, philosophy, theatre arts, and visual arts.~~

~~aa. Journalism (5-9 or 6-12). Complete one (1) of the following options:~~

~~i. Twenty (20) semester credit hours in the area of journalism to include coursework in methods of teaching communication arts and six (6) semester credit hours in communication arts.~~

~~ii. Complete an English endorsement and twelve (12) semester credit hours to include coursework in methods of teaching communication arts and in the area of journalism.~~

~~bb. Literacy (K-12). Twenty (20) semester credit hours to include coursework in methods of teaching reading and writing; foundations of literacy including reading, writing, listening, speaking, viewing, and language; language acquisition and development; diversity of literacy learners; literacy in the content area; literature for youth; diagnostic reading and writing; literacy assessments; data analysis and identification of characteristics of literacy difficulties including dyslexia; data driven instruction; instructional interventions; and the Idaho Comprehensive Literacy Plan.~~

~~cc. Mathematics (6-12). Twenty (20) semester credit hours to include coursework in secondary methods of teaching mathematics, Euclidean and transformational geometry, linear algebra, discrete mathematics, statistical modeling and probabilistic reasoning, and the first two (2) courses in a standard calculus sequence.~~

~~dd. Mathematics - Middle Level (5-9). Twenty (20) semester credit hours to include coursework in secondary methods of teaching mathematics, algebraic thinking, functional reasoning, Euclidean and transformational geometry, and statistical modeling and probabilistic reasoning. Six (6) semester credit hours of computer~~

~~programming may be substituted for six (6) semester credit hours of mathematics content.~~

~~ee. Music (5-9 or 6-12 or K-12). Twenty (20) semester credit hours to include coursework in secondary methods of teaching music, theory and harmony, aural skills, music history, conducting, applied music, and piano proficiency (class piano or applied piano). To obtain a Music (K-12) endorsement, applicants must complete elementary music methods coursework.~~

~~ff. Natural Science (5-9 or 6-12). Complete one (1) of the following options:~~

~~i. Complete an endorsement in one of the following: biological science, chemistry, Earth science, geology, or physics; and complete a total of twenty-four (24) semester credit hours as follows:~~

~~1) Biological science endorsement. Eight (8) semester credit hours in each of the following: chemistry, physics, and Earth science or geology.~~

~~2) Chemistry endorsement. Eight (8) semester credit hours in each of the following: biology, physics, and Earth science or geology.~~

~~3) Earth science or geology endorsement. Eight (8) semester credit hours in each of the following: biology, chemistry, and physics.~~

~~4) Physics endorsement. Eight (8) semester credit hours in each of the following areas: biology, chemistry, and Earth science or geology.~~

~~ii. Complete an endorsement in Agriculture Science and Technology, and complete twenty-four (24) semester credit hours to include coursework in methods of teaching science, lab safety, and six (6) semester credit hours in each of the following: biology, chemistry, physics, and Earth science or geology.~~

~~gg. Online Teacher (K-12). Twenty (20) semester credit hours to include coursework in methods of online teaching; assistive technology; learning management systems and content management systems; synchronous, asynchronous, and blended learning environments; and instructional strategies for the online environment. Candidates must complete an eight (8)-week online clinical practice in a K-12 setting or complete one (1) year of verifiable, successful experience as a teacher delivering online instruction in a K-12 setting within the past three (3) years.~~

~~hh. Physical Education (PE) (5-9 or 6-12 or K-12). Twenty (20) semester credit hours to include coursework in secondary methods of teaching PE; sports, skillful movement, physical activity, and outdoor skills; student evaluation in PE; safety and prevention of injuries; fitness and wellness; PE for special populations; exercise physiology; kinesiology/biomechanics; motor behavior; and current certification in cardiopulmonary resuscitation, automated external defibrillator use, and first aid. To obtain a PE K-12 endorsement, applicants must complete coursework in elementary PE methods.~~

~~ii. Physical Science (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching science, lab safety, and in the area of physical science to include a minimum of eight (8) semester credit hours in each of the following: chemistry and physics.~~

~~jj. Physics (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching science, lab safety, and in the area of physics.~~

~~kk. Psychology (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching the social sciences and in the area of psychology.~~

~~ll. Science – Middle Level (5-9). Twenty-four (24) semester credit hours to include coursework in methods of teaching science, lab safety, and eight (8) credits in each of the following: biology, earth science, and physical science.~~

~~mm. Social Studies (6-12). Complete one of the following options:~~

~~i. A course in methods of teaching the social sciences and twelve (12) semester credit hours in each of the following: American government/political science, economics, geography, and history~~

~~ii. A course in methods of teaching the social sciences, fifteen (15) semester credit hours in each of the following: American government/political science and history, and nine (9) semester credit hours in each of the following: economics and geography.~~

~~iii. Complete an endorsement in American government/political science, economics, geography, or history and complete a total of thirty-six (36) semester credit hours as follows:~~

~~1) American government/political science endorsement - twelve (12) semester credit hours in each of the following: economics, geography, and history.~~

~~2) Economics endorsement – twelve (12) semester credit hours in each of the following: American government/political science, geography, and history.~~

~~3) Geography endorsement – twelve (12) semester credit hours in each of the following: American government/political science, economics, and history.~~

~~4) History endorsement – twelve (12) semester credit hours in each of the following: American government/political science, economics, and geography.~~

~~nn. Social Studies – Middle Level (5-9). Twenty (20) semester credit hours to include coursework in methods of teaching the social sciences and at least five (5) semester credit hours in each of the following: geography, history, and American government/political science or economics.~~

oo. ~~Sociology (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching the social sciences and in the area of sociology. Coursework may include six (6) semester credit hours in anthropology.~~

pp. ~~Teacher Leader. Teacher leaders hold a standard instructional certificate or a degree-based career technical certificate and provide technical assistance to teachers and other staff with regard to the selection and implementation of appropriate teaching materials, instructional strategies, and procedures to improve educational outcomes for students. Individuals 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~~

~~1) Complete three (3) years of full-time certificated teaching experience while under contract in an accredited school setting.~~

~~2) Complete a state board approved program of at least twenty (20) post baccalaureate semester credit hours of study aligned to Idaho Teacher Leader Standards at an accredited college or university or a state board approved equivalent. Coursework to include clinical supervision, instructional leadership, and advanced pedagogical knowledge, and demonstrated competencies in the following areas: providing feedback on instructional episodes, engaging in reflective dialogue centered on classroom instructional management and/or experience, focused goal-setting and facilitation of individual and collective personal growth, understanding the observation cycle, and knowledge and expertise in data management platforms.~~

~~3) Complete ninety (90) supervised contact hours to include facilitation of both individual and group professional development activities.~~

~~ii. Teacher Leader – Instructional Technology~~

~~1) Complete three (3) years of full-time certificated teaching experience while under contract in an accredited school setting.~~

~~2) Complete a state board approved program of at least twenty (20) post baccalaureate semester credit hours of study aligned to Idaho Teacher Leader Standards at an accredited college or university or a state board approved equivalent. Coursework to include technology integration and assessments, online education infrastructure and execution, instructional technology theory and foundations pedagogy, systems and performance evaluation, and applied project experiences.~~

~~3) Complete ninety (90) supervised contact hours to include facilitation of both individual and group professional development activities.~~

~~iii. Teacher Leader – Literacy~~

~~1) Hold a literacy endorsement or meet the requirements of a literacy endorsement, and complete three (3) years of full-time certificated teaching experience while under contract in an accredited school~~

~~setting.~~

2) ~~Complete a state board approved program of at least twenty (20) post baccalaureate semester credit hours of study aligned to Idaho Teacher Leader Standards at an accredited college or university or a state board approved equivalent. Coursework to include foundational literacy concepts; fluency, vocabulary development, and comprehension; literacy assessment concepts; and writing process; all of which are 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.~~
3) ~~Complete ninety (90) supervised contact hours to include facilitation of both individual and group professional development activities.~~

iv. ~~Teacher Leader – Mathematics~~

1) ~~Hold a mathematics (6-12) or (5-9) endorsement and complete three (3) years of full-time certificated teaching experience while under contract in an accredited school setting.~~
2) ~~Complete a state board approved program of at least twenty (20) post baccalaureate semester credit hours of study aligned to Idaho Teacher Leader Standards at an accredited college or university or a state board approved equivalent. Coursework to include number and operation, geometry, algebraic reasoning, measurement and data analysis, and statistics and probability, all of which are centered on the following emphases: structural components of mathematics; modeling, justification, proof, and generalization; and specialized mathematical knowledge for teaching.~~
3) ~~Program shall include ninety (90) supervised contact hours to include facilitation of both individual and group professional development activities.~~

v. ~~Teacher Leader – Special Education~~

1) ~~Hold an Exceptional Child Education endorsement or Blended Early Childhood Education/Early Childhood Special Education endorsement and complete three (3) years of full-time certificated teaching experience, at least two (2) years of which must be in a special education classroom setting, while under contract in an accredited school setting.~~
2) ~~Complete a state board approved program of at least twenty (20) post baccalaureate semester credit hours of study aligned to Idaho Teacher Leader Standards at an accredited college or university or a state board approved equivalent. Coursework to include 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; 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.~~

~~3) Program shall include ninety (90) supervised contact hours to include facilitation of both individual and group professional development activities.~~

~~qq. Teacher Librarian (K-12). Twenty (20) semester credit hours to include coursework in collection development and materials selection, literature for children and/or young adults, organization of information to include cataloging and classification, school library administration and management, library information technologies, information literacy, and reference and information service.~~

~~rr. Theatre Arts (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in secondary methods of teaching theatre arts, acting and directing, and six (6) semester credits in technical theatre/stagecraft.~~

~~ss. Visual Arts (5-9, 6-12, or K-12). Twenty (20) semester credit hours to include coursework in methods of teaching secondary arts, 2-dimensional and 3-dimensional studio areas, six (6) semester credit hours in foundation art and design, and three (3) credits in art history. To obtain a Visual Arts (K-12) endorsement, applicants must complete elementary arts methods coursework.~~

~~tt. World Language (5-9, 6-12 or K-12). Twenty (20) semester credit hours to include coursework in methods of teaching language acquisition, twelve (12) intermediate or higher credits in a specific world language, and coursework in two (2) or more of the following areas: grammar, conversation, composition, culture, or literature. To obtain an endorsement in a specific world language (K-12), applicants must complete an elementary methods course. To obtain an endorsement in a specific world 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.~~ i. ~~A qualifying score on a state board approved specific world language content assessment, or if a specific world language content assessment is not available, a qualifying score on a state board approved world language pedagogy assessment.~~

ATTACHMENT 2

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: IV. ORGANIZATION SPECIFIC POLICIES AND PROCEDURES
Subsection: D. Educator Preparation, Certification, and Standards June 2023

1. 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 Certificated School Personnel

The Standards for Certificated 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 certifications 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. Subject area certification standards must be in alignment with their corresponding subject area content standards incorporated by reference into IDAPA 08.02.03, where applicable. Reviews of career technical education (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 non-CTE educator standards. 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.

2. 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. To be eligible for each type of endorsement, either the following credit requirement must be met or the individual must have qualified to add the endorsement through one of the routes for Alternative Authorization for new endorsements established in IDAPA 08.02.02.021. 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.

a. All Subjects (K-8). Thirty (30) semester credit hours to include coursework in discipline-specific methods of teaching elementary subject areas, cognitive processes, learner development, learning differences, literacy and language development, K-8 subject content, classroom management and behavioral supports, instructional strategies and interventions, and formative and summative assessments.

b. American Government /Political Science (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching the social sciences, six (6) semester credit hours in American government, six (6) semester credit hours in U.S. history survey, and three (3) semester credit hours in comparative government. Course work may include three (3) semester credit hours in world history survey. Remaining coursework must be in political science.

c. Anthropology (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching the social sciences and in the area of anthropology. Coursework may include six (6) semester credit hours in sociology.

d. Bilingual Education (K-12). Twenty (20) semester credit hours to include coursework in bilingual education methods; upper division coursework in one (1) modern language other than English, including writing and literature; cultural diversity; 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 biliteracy. To obtain this endorsement, the candidate must score an advanced low or higher (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.

e. Biological Science (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching science, lab safety, molecular and organismal biology, heredity, ecology, and biological adaptation.

f. Blended Early Childhood Education/Early Childhood Special Education (Birth - Grade 3). Thirty (30) semester credit hours to include coursework in methods of teaching early childhood and special education, child development and learning, curriculum development and implementation, family and community relationships, assessment and evaluation, central concepts of birth - grade 3 subjects, professionalism, and 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.

g. Blended Elementary Education/Elementary Special Education (Grade 4 - Grade 6). Twenty (20) semester credit hours to include coursework in methods of teaching elementary and special education, central concepts of grade 4 - grade 6 subjects, assessment, and clinical experiences in grades four (4) through six (6). This endorsement may only be used in conjunction with the Blended Early

Childhood/Early Childhood Special Education (Birth – Grade 3) endorsement and cannot be used in a middle school setting.

h. Blind and Low Vision (Pre-K-12) Thirty (30) semester credit hours to include coursework in methods of teaching the blind and visually impaired, assessment and evaluation, designing and monitoring individualized education programs, central concepts of academic subjects, special education law, family and community relationships, and accommodations and modifications for the blind and visually impaired.

i. Chemistry (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching science, lab safety, and inorganic and organic chemistry.

j. Communication (5-9 or 6-12). Complete one (1) of the following options:

   i. Twenty (20) semester credit hours to include coursework in methods of teaching communication arts, interpersonal communication, argumentation/personal persuasion, group communication, nonverbal communication, public speaking, journalism/mass communication, and social media; or
   ii. Complete an endorsement in English and complete (12) semester credit hours to include coursework in methods of teaching communication arts, interpersonal communication, argumentation/personal persuasion, and public speaking.

k. Computer Science (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching computer science; data representation and abstraction; design, development, and testing algorithms; software development processes; digital devices, systems, and networks; and the role of computer science and its global impact.

l. Deaf/Hard of Hearing (Pre-K-12). Thirty (30) semester credit hours to include coursework in methods of teaching the deaf/hard of hearing, bimodal communication, sign language acquisition and learning, literacy development, hearing technology, spoken language development, students with disabilities, assessments, designing and monitoring individualized education programs, and special education law.

m. Early Childhood Special Education (Pre-K-3). Twenty (20) semester credit hours to include coursework in methods of teaching early childhood; 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; planning, implementing, and evaluating environments and materials for young children ages three to eight (3-8); identifying and working with atypical young children ages three to eight (3-8); designing and monitoring individualized education programs; special education

law; and parent-teacher relations. This endorsement may only be added to the Exceptional Child Education (K-8 or K-12) endorsement.

n. Early Literacy (K-3). Twenty (20) semester credit hours to include coursework in methods of teaching reading and writing; the body of knowledge regarding the science of reading; the cognitive process of learning to read and write; phonological and phonemic awareness; oral language development; phonics, vocabulary, fluency, and comprehension; diagnostic literacy assessments and analysis leading to the development and implementation of individual reading improvement plans; data analysis related to early recognition of literacy difficulties including characteristics of dyslexia; data driven instruction and intervention; language acquisition and development; stages of reading and writing development; early elementary reading and writing resources including children's literacy advocacy strategies for meeting the needs of struggling readers and writers; and the Idaho Comprehensive Literacy Plan.

o. Earth and Space Science (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching science, lab safety, earth science, astronomy, and geology.

p. Economics (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching the social sciences, three (3) semester credit hours in microeconomics, three (3) semester credit hours in macroeconomics, and six (6) semester credit hours in personal finance/consumer economics. Remaining course work must be in business, economics, or finance.

q. Engineering (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching engineering and in areas of engineering.

r. English (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in secondary English language arts methods, grammar, American literature, British literature, multicultural/world literature, young adult literature, literary theory, and advanced composition.

s. English as a Second Language (ESL) (K-12). Twenty (20) semester credit hours to include coursework in methods of teaching language acquisition, a modern language other than English, cultural diversity, linguistics, second language acquisition theory and practice, foundations of ESL/bilingual education, legal foundations of ESL/bilingual education, and identification and assessment of English learners.

t. Exceptional Child Education (K-8, 6-12, or K-12). Thirty (30) semester credit hours to include coursework in methods of teaching the exceptional child, learner development and individual learning differences, assessment and evaluation, designing and monitoring individualized education programs, central concepts of academic subjects, individual behavioral supports, instructional strategies and

interventions, special education law, family and community relationships, and accommodations and modifications.

u. Geography (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching the social sciences, cultural geography, and physical geography, and a maximum of six (6) semester credit hours in world history survey. Coursework may include three (3) semester credit hours in economics. Remaining coursework must be in geography.

v. Geology (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching science, lab safety, and in the area of geology.

w. Gifted and Talented Education (K-12). Twenty (20) semester credit hours to include coursework in methods of teaching gifted and talented learners, assessment and identification of gifted and talented learners, differentiated instruction, creative and critical thinking, social and emotional needs of gifted and talented learners, program design, curriculum, and instruction.

x. Health (5-9, 6-12, or K-12). Twenty (20) semester credit hours to include coursework in secondary methods of teaching health; planning, organization, and administration of a school health program; health, wellness, and behavior change; mental/emotional health; nutrition; human sexuality; and health risk behaviors. Remaining semester credits must be in health-related coursework. To obtain a Health (K-12) endorsement, applicants must complete coursework in elementary health methods.

y. History (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching the social sciences, six (6) semester credit hours in U.S. history survey, and six (6) semester credit hours in world history survey. Coursework may include three (3) semester credit hours in American government. Remaining coursework must be in history.

z. Humanities (5-9 or 6-12). Complete an endorsement in English, history, music, theatre arts, visual arts, or world language; and complete twenty (20) semester credit hours as follows:

   i. English endorsement - twenty (20) semester credit hours in two (2) or more of the following areas: architecture, comparative world religion, dance, history, humanities survey, music, philosophy, theatre arts, visual arts, and world language.
   ii. History endorsement - twenty (20) semester credit hours in two (2) or more of the following areas: architecture, comparative world religion, dance, humanities survey, literature, music, philosophy, theatre arts, visual arts, and world language.
   iii. Music endorsement - twenty (20) semester credit hours in two (2) or more of the following areas: architecture, comparative world religion, dance,

history, humanities survey, literature, philosophy, theatre arts, visual arts, and world language.

iv. Theatre arts endorsement - twenty (20) semester credit hours in two (2) or more of the following areas: architecture, comparative world religion, dance, history, humanities survey, literature, music, philosophy, visual arts, and world language.

v. Visual arts endorsement - twenty (20) semester credit hours in two (2) or more of the following areas: architecture, comparative world religion, dance, history, humanities survey, literature, music, philosophy, theatre arts, and world language.

vi. World language endorsement - twenty (20) semester credit hours in two (2) or more of the following areas: architecture, comparative world religion, dance, history, humanities survey, literature, music, philosophy, theatre arts, and visual arts.

aa. Journalism (5-9 or 6-12). Complete one (1) of the following options:

i. Twenty (20) semester credit hours in the area of journalism to include coursework in methods of teaching communication arts and six (6) semester credit hours in communication arts.

ii. Complete an English endorsement and twelve (12) semester credit hours to include coursework in methods of teaching communication arts and in the area of journalism.

bb. Literacy (K-12). Twenty (20) semester credit hours to include coursework in methods of teaching reading and writing; foundations of literacy including reading, writing, listening, speaking, viewing, and language; language acquisition and development; diversity of literacy learners; literacy in the content area; literature for youth; diagnostic reading and writing; literacy assessments; data analysis and identification of characteristics of literacy difficulties including dyslexia; data driven instruction; instructional interventions; and the Idaho Comprehensive Literacy Plan.

cc. Mathematics (6-12). Twenty (20) semester credit hours to include coursework in secondary methods of teaching mathematics, Euclidean and transformational geometry, linear algebra, discrete mathematics, statistical modeling and probabilistic reasoning, and the first two (2) courses in a standard calculus sequence.

dd. Mathematics - Middle Level (5-9). Twenty (20) semester credit hours to include coursework in secondary methods of teaching mathematics, algebraic thinking, functional reasoning, Euclidean and transformational geometry, and statistical modeling and probabilistic reasoning. Six (6) semester credit hours of computer programming may be substituted for six (6) semester credit hours of mathematics content.

ee. Music (5-9 or 6-12 or K-12). Twenty (20) semester credit hours to include coursework in secondary methods of teaching music, theory and harmony, aural skills, music history, conducting, applied music, and piano proficiency (class piano or applied piano). To obtain a Music (K-12) endorsement, applicants must complete elementary music methods coursework.

ff. Natural Science (5-9 or 6-12). Complete one (1) of the following options:

i. Complete an endorsement in one of the following: biological science, chemistry, Earth science, geology, or physics; and complete a total of twenty-four (24) semester credit hours as follows:
1) Biological science endorsement. Eight (8) semester credit hours in each of the following: chemistry, physics, and Earth science or geology.
2) Chemistry endorsement. Eight (8) semester credit hours in each of the following: biology, physics, and Earth science or geology.
3) Earth science or geology endorsement. Eight (8) semester credit hours in each of the following: biology, chemistry, and physics.
4) Physics endorsement. Eight (8) semester credit hours in each of the following areas: biology, chemistry, and Earth science or geology.

ii. Complete an endorsement in Agriculture Science and Technology, and complete twenty-four (24) semester credit hours to include coursework in methods of teaching science, lab safety, and six (6) semester credit hours in each of the following: biology, chemistry, physics, and Earth science or geology.

gg. Online Teacher (K-12). Twenty (20) semester credit hours to include coursework in methods of online teaching; assistive technology; learning management systems and content management systems; synchronous, asynchronous, and blended learning environments; and instructional strategies for the online environment. Candidates must complete an eight (8)-week online clinical practice in a K-12 setting or complete one (1) year of verifiable, successful experience as a teacher delivering online instruction in a K-12 setting within the past three (3) years.

hh. Physical Education (PE) (5-9 or 6-12 or K-12). Twenty (20) semester credit hours to include coursework in secondary methods of teaching PE; sports, skillful movement, physical activity, and outdoor skills; student evaluation in PE; safety and prevention of injuries; fitness and wellness; PE for special populations; exercise physiology; kinesiology/biomechanics; motor behavior; and current certification in cardiopulmonary resuscitation, automated external defibrillator use, and first aid. To obtain a PE K-12 endorsement, applicants must complete coursework in elementary PE methods.

ii. Physical Science (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching science, lab safety, and in the area of physical

science to include a minimum of eight (8) semester credit hours in each of the following: chemistry and physics.

jj. Physics (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching science, lab safety, and in the area of physics.

kk. Psychology (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching the social sciences and in the area of psychology.

ll. Science – Middle Level (5-9). Twenty-four (24) semester credit hours to include coursework in methods of teaching science, lab safety, and eight (8) credits in each of the following: biology, earth science, and physical science.

mm. Social Studies (6-12). Complete one of the following options:

i. A course in methods of teaching the social sciences and twelve (12) semester credit hours in each of the following: American government/political science, economics, geography, and history

ii. A course in methods of teaching the social sciences, fifteen (15) semester credit hours in each of the following: American government/political science and history, and nine (9) semester credit hours in each of the following: economics and geography.

iii. Complete an endorsement in American government/political science, economics, geography, or history and complete a total of thirty-six (36) semester credit hours as follows:

1) American government/political science endorsement - twelve (12) semester credit hours in each of the following: economics, geography, and history.
2) Economics endorsement – twelve (12) semester credit hours in each of the following: American government/political science, geography, and history.
3) Geography endorsement – twelve (12) semester credit hours in each of the following: American government/political science, economics, and history.
4) History endorsement – twelve (12) semester credit hours in each of the following: American government/political science, economics, and geography.

nn. Social Studies – Middle Level (5-9). Twenty (20) semester credit hours to include coursework in methods of teaching the social sciences and at least five (5) semester credit hours in each of the following: geography, history, and American government/political science or economics.

oo. Sociology (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching the social sciences and in the area of sociology. Coursework may include six (6) semester credit hours in anthropology.

pp. Teacher Leader. Teacher leaders hold a standard instructional certificate or a degree-based career technical certificate and provide technical assistance to teachers and other staff with regard to the selection and implementation of appropriate teaching materials, instructional strategies, and procedures to improve educational outcomes for students. Individuals 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
   1) Complete three (3) years of full-time certificated teaching experience while under contract in an accredited school setting.
   2) Complete a state board approved program of at least twenty (20) post baccalaureate semester credit hours of study aligned to Idaho Teacher Leader Standards at an accredited college or university or a state board approved equivalent. Coursework to include clinical supervision, instructional leadership, and advanced pedagogical knowledge, and demonstrated competencies in the following areas: providing feedback on instructional episodes, engaging in reflective dialogue centered on classroom instructional management and/or experience, focused goal-setting and facilitation of individual and collective personal growth, understanding the observation cycle, and knowledge and expertise in data management platforms.
   3) Complete ninety (90) supervised contact hours to include facilitation of both individual and group professional development activities.

ii. Teacher Leader – Instructional Technology
   1) Complete three (3) years of full-time certificated teaching experience while under contract in an accredited school setting.
   2) Complete a state board approved program of at least twenty (20) post baccalaureate semester credit hours of study aligned to Idaho Teacher Leader Standards at an accredited college or university or a state board approved equivalent. Coursework to include technology integration and assessments, online education infrastructure and execution, instructional technology theory and foundations pedagogy, systems and performance evaluation, and applied project experiences.
   3) Complete ninety (90) supervised contact hours to include facilitation of both individual and group professional development activities.

iii. Teacher Leader – Literacy
   1) Hold a literacy endorsement or meet the requirements of a literacy endorsement, and complete three (3) years of full-time certificated teaching experience while under contract in an accredited school setting.
   2) Complete a state board approved program of at least twenty (20) post baccalaureate semester credit hours of study aligned to Idaho Teacher

Leader Standards at an accredited college or university or a state board approved equivalent. Coursework to include foundational literacy concepts; fluency, vocabulary development, and comprehension; literacy assessment concepts; and writing process; all of which are 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.

3) Complete ninety (90) supervised contact hours to include facilitation of both individual and group professional development activities.

iv. Teacher Leader – Mathematics

1) Hold a mathematics (6-12) or (5-9) endorsement and complete three (3) years of full-time certificated teaching experience while under contract in an accredited school setting.
2) Complete a state board approved program of at least twenty (20) post baccalaureate semester credit hours of study aligned to Idaho Teacher Leader Standards at an accredited college or university or a state board approved equivalent. Coursework to include number and operation, geometry, algebraic reasoning, measurement and data analysis, and statistics and probability, all of which are centered on the following emphases: structural components of mathematics; modeling, justification, proof, and generalization; and specialized mathematical knowledge for teaching.
3) Program shall include ninety (90) supervised contact hours to include facilitation of both individual and group professional development activities.

v. Teacher Leader – Special Education

1) Hold an Exceptional Child Education endorsement or Blended Early Childhood Education/Early Childhood Special Education endorsement and complete three (3) years of full-time certificated teaching experience, at least two (2) years of which must be in a special education classroom setting, while under contract in an accredited school setting.
2) Complete a state board approved program of at least twenty (20) post baccalaureate semester credit hours of study aligned to Idaho Teacher Leader Standards at an accredited college or university or a state board approved equivalent. Coursework to include 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; 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.

3) Program shall include ninety (90) supervised contact hours to include facilitation of both individual and group professional development activities.

qq. Teacher Librarian (K-12). Twenty (20) semester credit hours to include coursework in collection development and materials selection, literature for children and/or young adults, organization of information to include cataloging and classification, school library administration and management, library information technologies, information literacy, and reference and information service.

rr. Theatre Arts (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in secondary methods of teaching theatre arts, acting and directing, and six (6) semester credits in technical theatre/stagecraft.

ss. Visual Arts (5-9, 6-12, or K-12). Twenty (20) semester credit hours to include coursework in methods of teaching secondary arts, 2-dimensional and 3-dimensional studio areas, six (6) semester credit hours in foundation art and design, and three (3) credits in art history. To obtain a Visual Arts (K-12) endorsement, applicants must complete elementary arts methods coursework.

tt. World Language (5-9, 6-12 or K-12). Twenty (20) semester credit hours to include coursework in methods of teaching language acquisition, twelve (12) intermediate or higher credits in a specific world language, and coursework in two (2) or more of the following areas: grammar, conversation, composition, culture, or literature. To obtain an endorsement in a specific world language (K-12), applicants must complete an elementary methods course. To obtain an endorsement in a specific world 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 board approved specific world language content assessment, or if a specific world language content assessment is not available, a qualifying score on a state board approved world language pedagogy assessment.

SUBJECT

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

REFERENCE

October 2019	The Board approved the first reading of proposed amendment to Board Policy I.J. to remove the reporting requirement for president-approved alcohol permits at each regularly scheduled Board meeting, and allow events in conjunction with student athletic events to be approved by the institution's chief executive officer within the same restrictions as other permittable events. The Board requested that the policy be referred back to the Planning, Policy, and Governmental Affairs committee to develop policy revisions delegating all alcohol permit approval to the CEOs of the institutions, including those in conjunction with student athletic events and tailgating operations, within reasonable parameters.
February 2020	The Board approved the first reading of proposed amendment to Board Policy I.J. to remove the reporting requirement for president-approved alcohol permits at each regularly scheduled Board meeting, and allow events in conjunction with student athletic events to be approved by the institution's chief executive officer within the same restrictions as other permittable events. The Board requested that additional changes be made to ensure complete delegation to the CEO's of the institutions, specifically to remove the stipulation that attendees of a Permitted Event must receive a ticket, registration, or invitation.
April 2020	Board approved second reading of amendments.
February 2022	Board approved first reading of amendments expanding permitted events to include educational programs.

APPLICABLE STATUTE, RULE, OR POLICY

Governing Policies and Procedures, Section I.J. Use of Institutional Facilities and Services with Regard to the Private Sector

BACKGROUND/DISCUSSION

Board Policy I.J. Use of Institutional Facilities and Services in Regards to the Private Sector requires the use facilities be related to the mission of the institution and not directly competitive with services and facilities reasonably available from the private sector and sets out limited provisions under which the consumption of alcohol in institutional facilities is authorized. At the October 2019 Regular Board meeting, the Board approved a first reading of amendments to Board policy I.J.

requested by the four-year institutions. The Board requested that the institutions include an additional policy revision to delegate to the chief executive officers of the institutions all alcohol permit approval, including those in conjunction with student athletic events and tailgating operations, within reasonable parameters. The second reading of these amendments were approved by the Board at the April 2022 regular Board meeting.

While these amendments expanded the authorization for the approval of alcohol service on the institution campuses, the authorization was still limited to specific events over a set period of time. In late November 2022, the University of Idaho requested an amendment to the policy that would also allow for the approval of alcohol service "in conjunction with educational programming at the institution where managing sales and service of alcohol is a material element of a degree or certificate program." In discussions with staff and the Planning, Policy and Governmental Affairs Committee it was determined that the identification of whether alcohol service was a material element was not well defined and a better approach would be to amend the policy so the current delegation also included locations regardless of whether or not the service was tied to a degree program.

IMPACT

Approval of the proposed amendments will delegate to the chief executive officers of the postsecondary institutions all alcohol permit approval authority within the parameters set in the Board policy.

ATTACHMENTS

Attachment 1 – Board Policy I.J. Use of Institutional Facilities and Services with Regard to the Private Sector, Second Reading

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Further expanding the delegation of these approvals is in alignment with the Board's overall delegation to the institution presidents regarding the day to day management of the institutions.

Amendments were submitted between the first and second reading to clean up remaining language in the policy regarding the location of the events and to expand the sale of alcohol to include retail locations on campus. The Planning, Policy and Governmental Affairs Committee discussed the additional amendments and determined that expanding the sale of alcohol to retail locations on campus was outside of changes that could be made between and the first and second readings. Only those changes consistent with the expansion of the policy revisions discussed during the first reading have been incorporated into the second ready of the policy.

Staff recommends approval.

BOARD ACTION

I move to approve the second reading of amendments to Board Policy I.J. Use of Institutional Facilities and Services with Regard to the Private Sector, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ATTACHMENT 1

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES
SUBSECTION: J. Use of Institutional Facilities and Services with Regard to the Private Sector **April ~~2020~~2023**

1. Use of Institutional Facilities and Services

   a. Consistent with education's primary responsibilities of teaching, research, and public service, the institutions, under the governance of the State Board of Education and Board of Regents of the University of Idaho (Board), have and will continue to provide facilities and services for educational purposes. Such services and facilities, when provided, should be related to the mission of the institution and not directly competitive with services and facilities reasonably available from the private sector. The institutions' provision of services and facilities should be educationally related. In addition, the Board recognizes that the institutions have a role in assisting community and economic development in a manner that supports the activities of the private sector. To this end, cooperation with local, state, and federal agencies is encouraged.

   b. Priority and guidelines for use of institutional services and facilities are as follows:
      i. Institutionally sponsored programs and projects.
      ii. Community programs or projects of an educational nature where the services or facilities provided by the institutions are directly related to the teaching, research, or service mission of the institution.
      iii. Local, state, or federally sponsored programs and projects.
      iv. The institutions will maintain a list of special events, services and facilities provided in those special events, the sponsor's name, the date of the use, and the planned or expected number of persons attending. This list will be available for public inspection. Individual institutional policies should be adopted in accordance with this general philosophy and policy statement of the Board. To this end, a coordinated effort between the public and private sector is encouraged.

2. Possession, Consumption, and Sale of Alcohol Beverages at Institutional Facilities

   a. ~~The possession, consumption, and sale of alcoholic beverages is generally prohibited at institutional facilities except as allowed through the Board's Governing Policies and Procedures.~~ The chief executive officer ("CEO") of each institution may approve the possession, sale, or consumption of alcoholic beverages ~~only as permitted by and~~ in compliance with this policy. The CEO must ensure that the decisions to allow possession and consumption of alcoholic beverages are consistent with the proper image and the mission of the institution.

   b. Each institution shall maintain a policy providing for an institutional Alcohol Beverage Permit process. For purposes of this policy, the term "alcoholic

beverage" shall include any beverage containing alcoholic liquor as defined in Idaho Code Section 23-105. Approval of the possession, sale, or consumption of alcoholic beverages shall be evidenced by issuance of a written Alcohol Beverage Permit issued by the CEO of the institution which may be issued only in response to a completed written or electronic application. An Alcohol Beverage Permit may only be issued to allow the sale, consumption or possession of alcoholic beverages on the campus grounds provided that all of the following minimum conditions are met. An institution may develop and apply additional, more restrictive, requirements for the issuance of an Alcohol Beverage Permit. The CEO has the authority by the Board to issue Alcohol Beverage Permits that meet or exceed the following requirements.

i. An Alcohol Beverage Permit may be granted only for a specifically designated event ("Permitted Event") which may include an ongoing operation at the institution. Each Permitted Event shall be defined by the activity planned, the area or location in which the activity will take place and the period of time during which the activity will take place. The activity planned for the Permitted Event must be consistent with the proper image and mission of the institution. The area or location in which the activity will take place must be defined with particularity, and must encompass a restricted space or area suitable for properly controlling the possession, service, consumption of alcoholic beverages. ~~The time period for the activity must be a single continuous time period for a separate defined occurrence (such as a dinner, a conference, a reception, a concert, a sporting competition or similar event). An event with no predetermined conclusion shall not be a Permitted Event. The area or location of the Permitted Event, the restricted space or area therein for the service possession, and consumption of alcoholic beverages and the applicable time periods for the Permitted Event must each be set forth in the Alcohol Beverage Permit and in the application therefore.~~
ii. Food must be available at the Permitted Event. Consumption of alcoholic beverages and food cannot be the sole purpose of a Permitted Event.
iii. Non-alcoholic beverages must be readily available at every Permitted Event.
iv. Only those who are of lawful age to consume alcoholic beverages, will be authorized to possess and consume alcoholic beverages at the Permitted Event. An Alcohol Beverage Permit for a Permitted Event may allow alcoholic beverages to be possessed and consumed throughout the Permitted Event area~~, provided that the area is fully enclosed, and provided further that the area is such that entry into the area and exit from the area can be controlled to ensure that only those authorized to enter the area do so and that no alcoholic beverages leave the area~~.
v. The Alcohol Beverage Permit, any required local catering permit, and applicable state or local alcoholic beverages permits shall be posted in a conspicuous place at the defined area where alcoholic beverages are authorized to be possessed and consumed or shall be readily available upon request.
vi. When the institution is the sponsor/host of the Permitted Event, the institutional unit responsible for the event completes the Alcohol Beverage

Permit application. Any event sponsored/hosted by any recognized unit of the institution for an institutional purpose is an institution sponsored event. When a non-institution third party is the sponsor/host of the Permitted Event, the third party completes the application. The third party is responsible for compliance with all applicable laws of the state of Idaho and the local jurisdiction with respect to all aspects of the event, including the possession, sale, and consumption of alcoholic beverages.

vii. The sale, service and consumption of alcoholic beverages at a Permitted Event shall be confined to the specific event, area or activity identified on the Beverage Permit application. Service of alcohol at the Permitted Event must be done by authorized institutional employees or through institution approved third-party contractors (such as caterers or institution food service providers) TIPS training shall be required for all individuals responsible for alcohol service. For approved third party contractors, responsibility for TIPS training lies with the contractor. In no event shall the general public or any participants in a Permitted Event be allowed to bring alcoholic beverages into a Permitted Event, or leave the defined area where possession and consumption is allowed while in possession of an alcoholic beverage.

viii. The event sponsor and those individuals and contractors furnishing alcohol at the Permitted Event shall be responsible for ensuring that no one under the legal drinking age, or visibly intoxicated person is supplied with any alcoholic beverage or allowed to consume any alcoholic beverage at the Permitted Event. All third-party event sponsors and all third party contract alcohol providers shall indemnify the institution, State Board of Education and the State of Idaho for all damages resulting from that entity's negligence. All third party event sponsors and all contract alcohol providers must provide proof of appropriate insurance coverage, including host liquor liability and liquor legal liability, in amounts and coverage limits sufficient to meet the needs of the institution, but in no case less than $1,000,000 minimum coverage per occurrence and $2,000,000 general aggregate. Such insurance must list the institution, its officers, directors, employees, agents and volunteers, the State Board of Education and the State of Idaho as additional insureds. Proof of the required insurance must be in the form a formal endorsement to the policy evidencing the coverage and the required additional insureds for the duration of the event.

ix. The Alcohol Beverage Permit shall set forth the time at which sale, service, possession and consumption of alcoholic beverages will be permitted, which shall be strictly enforced. Service and sale of alcoholic beverages shall stop at a time in advance of the time of closure of the event or location sufficient to allow an orderly and temperate consumption of the balance of the alcoholic beverages then in possession of the participants of the event prior to closure of the event or location.

x. These guidelines shall apply to both institutional and non-institutional groups using institutional facilities.

c. The CEO of each institution has the authority to authorize tailgating that meets or

exceed the following requirements.

i. Specific parking lots or limited areas of campus grounds may be designated as tailgating areas for home games or games hosted by the institution.
ii. Within tailgate areas, game patrons and their private guests may consume alcohol as long as they abide by all local and state regulations governing alcohol usage including, but not limited to, minor in possession or consumption of alcoholic beverages and public intoxication.
iii. Alcohol consumption in tailgating areas shall be limited to the same day of an event hosted by the institution.
iv. Alcoholic beverages must be held in an opaque container that is not labeled or branded by an alcohol manufacturer or distributor. Alcohol may not be taken from the designated tailgate area into any other area.
v. The institutions shall not sell alcohol or serve alcohol in the tailgate area nor license or allow any vendor to sell or dispense alcohol in the tailgate area unless approved as a Permitted Event. Only private individuals authorized to be in the tailgate area may bring alcohol into the tailgate area for personal use by themselves and their guests. Each institution may place additional restrictions on activities in the tailgate area as seen fit to maintain order in the area.

d. Within residential facilities owned, leased or operated by an institution, the CEO may allow the possession or consumption of alcoholic beverages by persons of legal drinking age within the living quarters of persons of legal drinking age. Consumption of alcohol shall not be permitted in the general use areas of any such residence facility. Possession of alcohol within the general use areas of a residential facility may only be done in a facility where consumption has been authorized by the CEO, and such possession shall be only as is incidental to, and reasonably necessary for, transporting the alcohol by the person of legal drinking age to living quarters where consumption is allowed. The term "living quarters" as used herein shall mean, and be limited to, the specific room or rooms of a residential facility which are assigned to students of the institution (either individually or in conjunction with another roommate or roommates) as their individual living space.

3. Institutions shall not advertise alcoholic beverages on campus grounds or in any institutional facilities. Provided, however, responsible drinking campaigns or advertising are not prohibited.

SUBJECT

Temporary Rule – Docket 08-0201-2301, Rules Governing Administration – Average Daily Attendance Reporting Methodology

REFERENCE

August 2019	Board considered and rejected a proposed rule, Docket 08-0102-1901, setting reporting requirements for enrollment FTE and directed staff to bring back a temporary rule at the conclusion of planned visits in each of the regions to gather feedback.
October 2019	Board approved temporary rule establishing the enrollment FTE in a substantially similar format as presented at the Regular August Board meeting.
August 2020	Board approved temporary and proposed rule setting reporting criteria for average daily attendance and full-time equivalent enrollment reporting and waived the GED application fee.
November 23, 2020	Board approved amended temporary and pending rule Docket 08-0201-2001, establishing FTE enrollment reporting methodology and allowing average daily attendance to be calculated based on the FTE enrollment numbers.
December 7, 2020	Board approved temporary rule allowing ADA to be calculating using student FTE enrollment for FY2021.
December 15, 2021	Board approved temporary rule allowing ADA to be calculated using student FTE enrollment for FY 2022.
April 2022	Board approved temporary rule allowing ADA to be calculated using student FTE enrollment for FY 2023.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1001, 33-1002, 33-1003, 33-1003A, 33-1027, 33-1028, and 33-1619, Idaho Code
Idaho Administrative Code, IDAPA 08.02.01, Rules Governing Administration

BACKGROUND/DISCUSSION

Section 33-1002, Idaho Code, authorizes the Board to set through Administrative Code the methodology for reporting attendance for the purpose of calculating average daily attendance as it applies to public school funding. For the 2020-2021 academic year, in response to the COVID-19 pandemic and the disruption to in-person learning, the Board approved a temporary rule allowing the FTE student enrollment methodology established in IDAPA 08.02.01 to be used for reporting attendance for calculating Average Daily Attendance (ADA). Prior to the pandemic, average annual attendance rates ran around 95%, which means that 95% of public school students are in attendance on any given day. During the pandemic, while schools are open and instructing students, they reported an average attendance rate around 80%.

School districts and charter schools have indicated increased instances of students being out at much higher rates than normal. As a result of the lower daily attendance rates and the negative impact this will have on public school funding, several school district administrators and charter schools asked the Board to consider extending the temporary rule allowing FTE student enrollment to be used for calculating ADA for the 2021-2022 school year through the 2022-2023 school year.

Temporary rules expire at the end of each legislative session unless additional action is taken prior to the start of the legislative session to request the legislature extend the temporary rule for an additional year. If extended by the legislature, the rule would stay in place until the end of the following session. There was no request to extend the current temporary rule during the session and the temporary ruled approved by the Board at the April 2022 Board meeting expired when the 2023 Legislature adjourned sine die.

IMPACT

The temporary rule will confer a benefit by providing stability to public school funding during the remainder of FY 23 school year. Due to the ongoing after effects of the pandemic, school districts and public schools are experiencing very high levels of daily absenteeism. This has a significant negative impact on public schools' budgets. While these students are still receiving instruction, schools are reporting higher rates of students being out sick or quarantining than what was seen prior to the pandemic. The proposed amendment would stabilize the funding by allowing average daily attendance to be calculated based on the number of enrolled students rather than those in school on each day

ATTACHMENTS

Attachment 1 – Temporary Rule Docket 08-0201-2301– Student FTE Enrollment and Average Daily Attendance

BOARD STAFF COMMENTS AND RECOMMENDATIONS

While school districts and charter schools are still required to report attendance, the daily attendance numbers reported to date indicate there would be a significant reduction in mid-term support units for FY 2023 should ADA be calculated based on daily attendance rather the average FTE enrollment. The public school funding formula calculates funding based on mid-term support units and support units calculated based on the "best of 28 weeks" Average Daily Attendance (ADA) and support units. Salary based apportionment is based on mid-term support units and makes up the bulk of the public school funding. Discretionary funding is distributed based on the "best of 28 weeks" support unit calculations done later in the school year.

The February 15, 2023 foundation payment was based on 16,663.84 support units. Had the support units been calculated based on half-day/full-day attendance the mid-term support units would have been 15,661, a variance of 1,002.84 support units. Based on an estimated statewide average midterm support unit value of

$119,152, the loss of support units would result in a loss of approximately $120M to school districts statewide.

With the expiration of the temporary rule, Docket 08-0201-2201, the methodology for calculating ADA has reverted back to half-day and full-attendance reports. Without approval of a new temporary rule extending the average FTE enrollment methodology for calculating ADA for the remainder of FY 23, the support units used for distributing discretionary funding will be significantly reduced. Approval of the new temporary rule will extend the average FTE enrollment methodology through the remainder of the current school year (FY23).

Temporary rules go into effect at the time of Board approval unless an alternative effective date is specified by Board action. To qualify as a temporary rule, the Governor must find the rule meets one of three criteria and give approval:

- provides protection of the public health, safety, or welfare;
- is to come into compliance with deadlines in amendments to governing law;
- federal programs; or
- is conferring a benefit.

At the time of the agenda material production, the Governor had not yet provided approval to promulgate the temporary rule. Once approved by the Board, enactment of the temporary rule will be contingent on the Governor's approval.

Staff recommends approval.

BOARD ACTION

I move to approve the temporary rule Docket 08-0201-2301, allowing average student FTE enrollment to be used for calculating average daily attendance, as submitted in Attachment 1, effective April 7, 2023 through June 30, 2023, contingent on approval to promulgate the temporary by the Governor.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ATTACHMENT 1

08.02.01 – RULES GOVERNING ADMINISTRATION

000. LEGAL AUTHORITY.
All rules in IDAPA 08.02.01, "Rules Governing Administration," are promulgated pursuant to the authority of the State Board of Education under Article IX, Section 2 of the Idaho Constitution and under Sections 33-101, 33-105, 33-107, 33-116, 33-117, 33-308, 33-320, 33-310B, 33-512, 33-513, 33-905, 33-1279, 33-1403, 33-1405, 33-2004 and Chapter 10, Title 33, Idaho Code. Specific statutory references for particular rules are also noted as additional authority where appropriate. (3-15-22)

001. SCOPE.
Uniform and thorough standards and governance by the State Board of Education for the establishment and maintenance of a general, uniform and thorough system of public education. (3-15-22)

002. WRITTEN INTERPRETATIONS.
In accordance with Section 67-5201(19)(b)(iv), Idaho Code, any written interpretations of the rules of this chapter are available at the Office of the State Board of Education located at 650 W. State St., Room 307, Boise, Idaho 83702. (3-15-22)

003. -- 006. (RESERVED)

007. WAIVERS.
The State Board of Education may grant a waiver of any rule not required by state or federal law to any school district upon written 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. (3-15-22)

008. DEFINITIONS.
01. Course. A unit of instruction that may be determined based on the amount of instructional time or predetermined level of content and course outcomes. (3-15-22)

02. Virtual Course. A course where instruction is provided in an on-line format and does not necessarily include face-to-face instruction. (3-15-22)

009. -- 049. (RESERVED)

050. ALTERING SCHOOL DISTRICT BOUNDARIES.
The State Board of Education sets forth the following rules to govern the application and hearing procedures for alteration of school boundaries pursuant to Section 33-308, Idaho Code. A written application from the person or persons requesting alteration of school district boundaries, including the reasons for making the request, will be submitted to the Department of Education. (3-15-22)

01. Written Statement of Support. A written statement supporting or opposing the proposed alteration will be prepared by each board of trustees no later than ten (10) days following its first regular meeting held following receipt of the written application prepared by the person or persons requesting the alteration. Such request and supporting materials shall be forwarded to the Superintendent of Public Instruction. (3-15-22)

02. Review of Request. The Superintendent of Public Instruction shall appoint a hearing officer in accordance with State Board of Education Governing Policies and Procedures to review the proposed alteration of boundaries. (3-15-22)

03. Criteria for Review of Request. The hearing officer shall review the proposed alteration of boundaries taking into account the following criteria: (3-15-22)

a. Will the alteration as proposed leave a school district with a bonded debt in excess of the limit proscribed by law; (3-15-22)

b. Is the proposed alteration in the best interests of the children residing in the area described in the petition. In determining the best interests of the children the hearing officer shall consider all relevant factors which may include: (3-15-22)

i. The safety and distance of the children from the applicable schools; (3-15-22)

ii. The views of the interested parties as these views pertain to the interests of the children residing in the petition area; (3-15-22)

iii. The adjustment of the children to their home and neighborhood environment; and (3-15-22)

iv. The suitability of the school(s) and school district which is gaining students in terms of capacity and community support. (3-15-22)

04. Market Value. The market value, for tax purposes, of the two (2) districts prior to the requested transfer and of the area proposed to be transferred will be provided. (3-15-22)

05. Decision by State Board Education. The recommendation from the hearing on the matter shall be forwarded to the State Board of Education for decision in accordance with the Board's Governing Policies and Procedures. (3-15-22)

06. Additional Information. The applicant may submit any additional information which is deemed to be appropriate in assisting the State Board of Education to make the decision. (3-15-22)

051. -- 149. (RESERVED)

150. DEVIATION FROM STANDARD EMPLOYMENT CONTRACT FORM.
The State Superintendent of Public Instruction has approved a standard employment contract form. Any deviation from this contract form must be approved by the State Superintendent of Public Instruction and reviewed for reapproval once every three (3) years. (3-15-22)

151. -- 199. (RESERVED)

200. EMERGENCY CLOSURE - TEACHER STRIKE OR WITHHOLDING OF SERVICE.
The State Board of Education does not recognize a teacher strike or the withholding of service as sufficient cause to declare an emergency closure. The primary concern of the State Board of Education is for the instructional program available to students. (3-15-22)

201. -- 249. (RESERVED)

250. PUPIL ACCOUNTING AND REQUIRED INSTRUCTIONAL TIME.

01. Day in Session When Counting Pupils in Attendance. (3-15-22)

a. A school day for grades one through twelve (1-12) may be counted as a "day in session" when the school is in session and students are under the guidance and direction of teachers in the teaching process for not less than four (4) hours or its equivalent of instruction per day. Lunch periods, breaks, passing time and recess will not be included in the four (4) hours. For kindergarten, each session will be at least two and one-half (2 1/2) hours per day. (3-15-22)

b. Half-day Session. A half-day in session occurs when the students in grades one through twelve (1-12) are under the guidance and direction of teachers in the teaching process for a minimum of two and one-half (2 1/2) hours or its equivalent of instruction or the teachers are involved in staff development activities for not less than

two and one-half (2 1/2) hours. Students attending less than a half-day in session may have their hours aggregated by week for reporting purposes. (3-15-22)

02. Day of Attendance - Kindergarten. A day of attendance for a kindergarten pupil is one in which a pupil is under the direction and guidance of a teacher while school is in session or under homebound instruction. A homebound student is one who is unable to attend school for at least ten (10) consecutive days due to illness, accident or an unusual disabling condition. Attendance will be reported in half-day increments. Particularly, enrollment figures are not to be used for the beginning nor closing weeks of school. (3-15-22)

03. Day of Attendance (ADA) - Grades One Through Twelve (1-12). A day of attendance is one in which a pupil is under the guidance and direction of a teacher or other authorized school district personnel while school is in session and under the instruction of a teacher employed by the district in which the pupil resides or employed through the Idaho digital learning academy, with the exception as stated in "day in session" above. Attendance will be reported in full or half-days. (3-15-22)

04. Average Daily Attendance. Average daily attendance will be reported by averaging the full-time equivalent enrollment by week for students receiving instruction. To be considered as a student receiving instruction, the student must have regular contact with the applicable instructional or pupil service staff member and be completing assignments as applicable to the grade range and course the student is enrolled in. For funding purposes, full-time equivalent enrollment in an alternative summer school program shall be based on the student attending 225 hours or more or the proportional share of hours up to one (1) average day of attendance.

05. Full-Time Equivalent (FTE) Enrollment Reporting. (3-15-22)

a. Full-time equivalent (FTE) enrollment will be based on the courses in which students are reported to be enrolled. To appropriately account for the differences in courses and schedules, FTE will be calculated using the minutes per week metric of the reported courses which is an indicator of the amount of content delivered in the course. (3-15-22)

b. For each student, the minutes per week of all reported courses will be summed to provide a total course minutes per week, and this number will be used to determine the FTE enrollment of the individual student. The student will generate an FTE enrollment equal to the proportion of the total minutes per week of the reported courses for the student divided by 1200 with a maximum FTE of: (3-15-22)

i. Kindergarten: 0.5 FTE (3-15-22)

ii. Grades one (1) to twelve (12): 1.0 FTE (3-15-22)

c. Students enrolled in more than one (1) LEA will have their FTE enrollment fractionalized between the LEAs in which they are enrolled by dividing the course minutes per week that the student is enrolled at each LEA by the total course minutes per week for the student reported by all LEAs. (3-15-22)

d. Courses in LEAs with block scheduling that result in students receiving instruction for a period greater than one (1) week will use an average of the course minutes per week over a two-week period as the minutes per week for the course. (3-15-22)

e. Students enrolled in an alternative summer school or alternative night school program of two hundred twenty-five (225) or more hours of instruction may be counted as an additional zero point two five (0.25) FTE. Alternative summer school enrollment will be included in the October 1 reporting period. (3-15-22)

f. Students enrolled in an alternative summer school or alternative night school program of less than two hundred twenty-five (225) hours FTE will be determined based on the proportional share of two hundred twenty-five (225) hours the program consists of. (3-15-22)

g. Students enrolled in more than one (1) LEA in grade seven (7) through grade twelve (12) shall count enrollment at all LEAs for determining eligibility of overload courses identified in Sections 33-4601 and 33- 4602, Idaho Code. (3-15-22)

251. DATA COLLECTION.
LEA's will report the required information for state and federal reporting and decision-making. The reporting will be done in accordance with the requirements established in Chapter 10, Title 33, Idaho Code, or as needed for state and federal purposes. Each LEA is required to verify and assure the accuracy of the data submitted on a timeframe established by the state board of education or its designee. (3-15-22)

01. State Data System. In accordance with the provisions of Section 33-133, Idaho Code, the following data elements will be added to the state data system: (3-15-22)

a. Grade Point Average (GPA); and (3-15-22)

b. Chronic Absenteeism. (3-15-22)

c. Student address. (3-15-22)

252. DATA VALIDITY.

01. Responsibility. LEA Administrators are responsible for the accuracy of the data submitted by the LEA. (3-15-22)

a. Data must be verified and corrected within 30 business days, based on the LEA's calendar, of receiving written notification of issues in submitted data. The timeline for correcting data may be extended if LEA staff are actively working with state longitudinal data system staff to correct the issue. (3-15-22)

b. Data reported by the LEAs used for funding purposes, including placement on the career ladder, must come through the state longitudinal data system. When discrepancies are identified, it is the responsibility of the LEA to update the submitted data prior to any adjustments being made. Funding will be withheld until such data is corrected. (3-15-22)

253. UNIQUE EDUCATION IDENTIFIER.

01. Assignment. Each student enrolling in an Idaho public LEA or participating in a public educational program will be assigned a unique student identifier. The unique education identifier shall follow the student and will be used by each LEA in which the student is enrolled or participating. The unique student identifier will follow the student into the public postsecondary education. (3-15-22)

a. LEAs must obtain unique student identifiers by providing the following information for each student: (3-15-22)

i. Complete legal name, including first, middle, last, and suffix as written on a legal document such as birth certificate, passport, visa, or other such legal document. (3-15-22)

ii. Date of birth. (3-15-22)

iii. Gender. (3-15-22)

b. LEAs may be required to provide any or all of the following additional information to help ensure unique identification such as: (3-15-22)

i. Prior school attended, if known. (3-15-22)

ii. Zip code of residence. (3-15-22)

iii. Race and Ethnicity. (3-15-22)

iv. Birth parents' first and last name. (3-15-22)

v. Parents' or guardians' first and last name(s). (3-15-22)

vii. County of birth. (3-15-22)

254. -- 299. (RESERVED)

300. FUNDS WITHHELD - LATE SUBMISSION OF RECORDS.
All required records from each LEA will be reported by the required deadlines. If an LEA is delinquent in reporting and is determined to be noncompliant, payment to that LEA will be withheld until such time as the LEA has met its obligation. (3-15-22)

301. -- 349. (RESERVED)

350. EARLY GRADUATION.
Any high school student who completes the number of credits and exiting standards required by both the state and the school district prior to completing eight (8) semesters of high school work may petition the local superintendent and board of trustees to graduate early. When calculating the aggregate average daily attendance for the educational support program, students graduating from high school prior to the end of the school year will have their ADA for the first semester (second trimester) counted as if they were in attendance during the second semester (third trimester) of the school year. (3-15-22)

351. -- 399. (RESERVED)

400. SPECIAL EDUCATION FUNDING FOR DISTRICTS WITH APPROVED PROGRAMS.

01. Reimbursement for Exceptional Child Support Units. State reimbursement provided by exceptional child support units is based on the following formula: (3-15-22)

a. Preschool students will generate funding based upon the weekly hours and minutes they are enrolled in special education. (3-15-22)

b. From the fall elementary enrollment of kindergarten through grade six (K-6), subtract elementary residential facility students and multiply the result by six one-hundredths (.06). Add the elementary residential facility students to the product. (3-15-22)

c. From the fall regular secondary enrollment of grades seven through twelve (7-12), subtract secondary residential facility students and multiply the result by fifty-five one-thousandths (.055). Add the secondary residential facility students to the product. (3-15-22)

d. Add the juvenile detention facility students to the total. (3-15-22)

e. Use the exceptional child divisor to determine the number of exceptional child units. Secondary programs with a smaller divisor may use the smaller divisor for their secondary computation. (3-15-22)

f. Elementary and secondary exceptional child support units will be calculated using one hundred percent (100%) Average Daily Attendance (ADA): the ADA will be subtracted from their respective regular elementary and secondary administrative unit for computing the support unit. (3-15-22)

02. Contracting for Educational and Related Services.

a. A school district which contracts for special education services with another agency may claim reimbursement up to a maximum amount of state funding, as annually determined by the State Department of Education, less the district's certified annual tuition rate. When any agency contracts for the education of exceptional children, all such children will be enrolled in the district of their residence and the agency will certify to the home school district the daily record of attendance of such student. (3-15-22)

b. For special education contracts between local school districts, the district receiving service will pay the district providing service the amount of the providing district's local annual tuition rate as certified under the provision of Idaho Code. The school district providing service will include students served within such contract within the total number of special education students used to calculate exceptional education support units. Charges for additional costs may be negotiated between the districts. (3-15-22)

c. The State Department of Education will determine if public and private schools and facilities meet state standards for an approved special education program. Any agency aggrieved by the Department of Education's final decision may appeal that decision to the State Board of Education. (3-15-22)

401.-- 449. (RESERVED)

450. REIMBURSEMENT TO DISTRICTS FOR SUBSTITUTE TEACHER COSTS.
The Professional Standards Commission (PSC) is authorized to reimburse the employing district for a classroom teacher member of the PSC for the costs incurred in the employment of a substitute teacher for a member while the member is engaged in PSC business. Such reimbursement may be made for each instance in which a substitute is employed as a replacement for a member beyond six (6) days during a given school year. Reimbursement may be made upon request by the employing district submitted in a manner determined by the PSC. Reimbursement will be based upon the prevailing rate for substitutes in that district. (3-15-22)

451. -- 499. (RESERVED)

500. SCHOOL DISTRICT BUILDING ACCOUNT (NON-LOTTERY MONEY).
The board of trustees of any school district may apply to the State Board of Education to receive a payment or payments from the School District Building Account as authorized under Section 33-905(3a), Idaho Code. (3-15-22)

01. Application for Payment. The application for payments from the School District Building Account will include: (3-15-22)

a. A statement of need; (3-15-22)

b. A statement of the condition and use of all of the district's existing facilities including the dates of construction and any significant remodeling or additions; (3-15-22)

c. A history of the district's classroom student/teacher ratios, how these ratios have been affected by a lack of classroom space, and how these ratios would be improved by the project being requested. This statement should include building by building ratios as well as the overall district student/teacher ratio; (3-15-22)

d. A statement of the district's existing tax levies for school plant facilities and bond interest redemption, along with how these levies relate to the district's levy capacity; (3-15-22)

e. A statement of the district's market value for assessment purposes as such valuation existed on December 31 of the previous year, as well as other factors, if any, that affect the district's ability to finance school construction; (3-15-22)

f. A statement of past efforts to levy for the project for which funding is being requested; (3-15-22)

g. A description of any unique or special circumstances that should be considered in the evaluation of

the application; (3-15-22)

02. **Application Deadline**. The deadline for submitting applications will be January 30th of each year. (3-15-22)

03. **Eligibility**. The State Board of Education will be responsible for determining which school districts receive payments from the School District Building Account. The State Board will: (3-15-22)

a. Review all applications submitted by the established deadline, taking into consideration the criteria of need, wealth, and effort established in Section 33-905, Idaho Code; (3-15-22)

b. Require resubmission of an application only when there have been substantial changes in the district which could alter the status of original determination; (3-15-22)

c. Determine a priority of school districts eligible to receive monies from the School District Building Account. Such priority will be based on a point system. Once established, the priority will be annually reviewed. Unless significant new information has been submitted which impacts the original determination, the priority will not be altered; (3-15-22)

d. Determine a priority within forty-five (45) days of the application submission deadline; and (3-15-22)

e. Award to each successful grantee twenty-five percent (25%) of the costs of the approved project. (3-15-22)

04. **Point System for Determining Priority**. The point system for determining the priority of eligible districts is based on the following rating and weighted values: (3-15-22)

a. Need: zero through ten (0-10) points, three and one half (3.5) weighted value for each point awarded; (3-15-22)

b. Effort: zero through ten (0-10) points, two (2.0) weighted value for each point awarded; (3-15-22)

c. Ability: zero through ten (0-10) points, two (2.0) weighted value for each point awarded; (3-15-22)

d. Past efforts (levies attempted but failed): zero through ten (0-10) points, five tenths (.5) weighted value for each point awarded; (3-15-22)

e. Student/teacher ratio improvement: zero through ten (0-10) points, one (1.0) weighted value for each point awarded; and (3-15-22)

f. Unique/special circumstances zero through ten (0-10) points: one (1.0) weighted value for each point awarded. (3-15-22)

05. **Documentation of Revenue Sources**. The school district will, within twelve (12) months of receipt of the approved state portion, submit documentation to the State Board of Education of the approved revenue source or sources that will be used to raise the district's portion. Failure to meet this requirement will result in return of the state grant along with any interest accrued on these monies. (3-15-22)

501. -- 549. (RESERVED)

550. OUT-OF-STATE TUITION.

01. Annual Agreement. An annual agreement for out-of-state tuition, signed by a local board of trustees and approved by the State Board of Education, may allow students who are residents of an Idaho school district that borders on an adjacent state to attend school in the adjacent state for educational services in kindergarten through grade twelve (K-12). (3-15-22)

02. State Support Program Allowance. An Idaho school district will be eligible to receive from the state educational support program an amount equal to the cost of the out-of-state tuition contract less the amount of local district contribution times the percentage the average daily attendance (ADA) of tuition students is to the total ADA in the school district. (3-15-22)

551. -- 599. (RESERVED)

600. REIMBURSEMENT TO DISTRICTS FOR A FEASIBILITY STUDY OF HIGH SCHOOL OR SCHOOL DISTRICT CONSOLIDATION.

01. Application Procedure. Applications for reimbursement will be submitted to the State Superintendent of Public Instruction in narrative form with the following supporting documents: (3-15-22)

a. A copy of the feasibility study; (3-15-22)

b. A copy of the consolidation plan, when appropriate; (3-15-22)

c. A summary of school board deliberations or joint sessions that were held by the participating school boards; (3-15-22)

d. A summary of all public hearings held, if any; and (3-15-22)

e. An itemized listing of reimbursable costs. (3-15-22)

02. Reimbursable and Non-Reimbursable Costs. Allowable costs for a feasibility study may include contracts for technical services, and the costs of public hearings, telephone bills, supplies, materials, publications, and travel. The costs of the following items will not qualify for reimbursement: (3-15-22)

a. A salary of any person regularly employed part-time or full-time by the school district; (3-15-22)

b. Rental of district-owned facilities; (3-15-22)

c. Costs incurred more than three (3) years prior to the application. (3-15-22)

03. Maximum Reimbursement Allowed. The total costs reimbursed will not exceed ten thousand dollars ($10,000) for each feasibility study. A school district may receive reimbursement for more than one (1) feasibility study, but the aggregate total reimbursement for all studies will not exceed ten thousand dollars ($10,000) during any consecutive three (3) year period. (3-15-22)

04. Notification of Approval. Upon verifying applicant school district's fiscal encumbrance for a feasibility study, the State Department of Education will notify the district and include the reimbursement payment in the district's apportionment payment for the year in which the expenses were incurred. (3-15-22)

601. -- 649. (RESERVED)

650. GENERAL EDUCATION DEVELOPMENT TESTS/IDAHO HIGH SCHOOL EQUIVALENCY CERTIFICATE.

The primary objective of the State Board of Education is to have all students complete their formal education and graduate from high school. However, students who drop out of school and believe it is in their best interest to take the (General Education Development) GED. test may do so under the following conditions and, upon successful completion of all GED requirements, may apply for an Idaho High School Equivalency Certificate (HSEC). (3-15-22)

01. General Education Development Tests. General Education Development (GED) tests are given by approved testing centers for a statewide fee set by the Idaho Division of Career Technical Education. Candidates must make the minimum score for passing the GED test as established by the GED Testing service. (3-15-22)

02. Age Criteria. The applicant must satisfy one (1) of the following age criteria: (3-15-22)

a. The applicant must be at least eighteen (18) years of age; (3-15-22)

b. The applicant may be sixteen (16) or seventeen (17) years of age and be one (1) year or more behind in credits earned, expelled, recommended by the school, pregnant, or a parent. In such cases, the applicant is eligible if the applicant's school verifies in writing that the student meets one of the above criteria and this verification is on file at the testing center prior to any testing. The school may give its verification only after the applicant and his or her parent or guardian submit in writing a request for the applicant to take the GED tests and the applicant and the applicant's parent or guardian have met with school officials to review and discuss the request. (In cases where the applicant is not living with a parent or guardian, the parent or guardian's verification is not necessary.); (3-15-22)

c. The applicant may be sixteen (16) or seventeen (17) years of age and be entering college, the military, or an employment training program, enrolled in an Adult Basic Education Program, enrolled in the Job Corps, or incarcerated. In such cases, the applicant is eligible if the institution involved applies in writing for the applicant to take the GED tests and this application is on file at the testing center prior to any testing. (3-15-22)

03. Proof of Identity. Test takers must present proof of identification that shows legal name, date of birth, signature, address and photograph. Valid drivers' licenses, passports, military, and other forms of government-issued identification are acceptable. Two (2) forms of identification may be provided to meet these criteria. (3-15-22)

04. Idaho High School Equivalency Certificate. The State Department of Education will issue an Idaho High School Equivalency Certificate (HSEC) to eligible applicants. To be eligible to receive an HSEC, an applicant must submit the following documents to the Division of Career Technical Education: (3-15-22)

a. An official report of GED test results showing successful completion of all requirements applicable to the version of the GED test taken by the applicant. Test scores are accepted as official only when reported directly by the State's approved vendor for transcripts and records management, the Transcript Service of the Defense Activity for Non-Traditional Education Support (DANTES), or, in special cases, the GED Testing Service. (3-15-22)

b. Individuals who took the exam prior to January 1, 2014, must also furnish documentation that they met the American Government requirement of the State of Idaho. This requirement may be met by resident study in high school or college, correspondence study from an accredited university, DANTES, or by successfully passing the American Government test furnished by the testing center. (3-15-22)

c. A completed form DD295 on all service personnel. This form is not required of veterans and non-veteran adults. (3-15-22)

d. A copy of a discharge if the applicant is a veteran of military service. (3-15-22)

651. -- 800. (RESERVED)

801. CONTINUOUS IMPROVEMENT PLANNING AND TRAINING.
In accordance with Section 33-320, Idaho Code, every local education agency (LEA) shall develop and maintain a strategic plan that includes a continuous improvement process focused on improving student performance of the LEA. (3-15-22)

01. Definitions. (3-15-22)

a. Administrator. As used in this section administrator means the superintendent of the school district or administrator of a charter school. (3-15-22)

b. Board. Board means the Idaho State Board of Education. (3-15-22)

c. Executive Director. Executive Director means the Executive Director of the Idaho State Board of Education. (3-15-22)

d. Local Education Agency Board. As used in this section local education agency or LEA Board means the board of trustees of a school district or board of directors of a charter school. (3-15-22)

e. Local Education Agency. As used in this section local education agency (LEA) means public school district or charter school. (3-15-22)

f. Continuous Improvement Plan. As used in this section, a continuous improvement plan focuses on annual measurable outcomes and the analysis of data to assess and prioritize needs and measure outcomes. (3-15-22)

02. Reimbursement Eligibility. LEA's may request reimbursement for training conducted pursuant to Section 33-320, Idaho Code. Such training must be available to local governing board members and school district and charter school administrators. To be eligible for reimbursement the training and trainer must meet the following criteria: (3-15-22)

a. Training. The training must cover one (1) or more the follow subjects: (3-15-22)

i. Continuous improvement planning training. Continuous improvement planning training must include, but is not limited to, training on continuous process improvement, use and analysis of data, and methods for setting measurable targets based on student outcomes; (3-15-22)

ii. School finance; (3-15-22)

iii. Administrator evaluations, including, but not limited to, specifics on the Idaho state evaluation requirements and framework; (3-15-22)

iv. Ethics; or (3-15-22)

v. Governance. (3-15-22)

b. Documentation of Training. Training records shall be kept by the LEA showing: (3-15-22)

i. The length of the training in hours; (3-15-22)

ii. The subject(s) covered by the training; (3-15-22)

iii. The participants included in the training or validation of attendance of specific participants as applicable; and (3-15-22)

i. The curriculum, agenda, or other documentation detailing the content of the training. (3-15-22)

c. Training Format. A majority of the LEA board and the administrator must collaborate on the continuous improvement plan and engage students, parents, educators and the community, as applicable to the training subject and format. The training facilitator must be physically present or have the ability to interact directly with all training participants. Sufficient time must be provided during the sessions to give the participants an opportunity to discuss issues specific to the LEA. (3-15-22)

d. Trainer Qualifications. The trainer must meet the following qualifications: (3-15-22)

i. May not be a current employee of the LEA; (3-15-22)

ii. Must have two (2) years of documented training experience in the area of training being provided for the LEA; and (3-15-22)

iii. Must provide at least three (3) recommendations from individuals who participated in past training sessions conducted by the trainer. These recommendations must be included with the application to determine the trainer's qualifications. (3-15-22)

e. Qualified Trainers. Trainer qualifications will be determined by the Office of the State Board of Education. The State Board of Education will maintain a list of qualified trainers and the subject areas in which they are qualified. (3-15-22)

i. An individual or company may submit an application for consideration to be placed on the list of qualified trainers or the LEA may submit the application on behalf of the individual or company. (3-15-22)

ii. Applications must be submitted to the Executive Director in a format established by the Executive Director. (3-15-22)

iii. Trainer qualifications must be determined prior to the LEA's request for reimbursement of training costs. (3-15-22)

03. **Audit**. If requested, LEA's must provide training documentation or other information to verify eligibility prior to reimbursement. (3-15-22)

802. (RESERVED)

803. STATEWIDE AVERAGE CLASS SIZE.

For the purpose of determining the statewide average class size used in school district staff allowance calculations, school districts shall be grouped as follows: (3-15-22)

01. **Group 1**. Group 1 shall consist of school districts with an elementary divisor, pursuant to Section 33-1004, Idaho Code, of twenty (20) for grades one (1) through three (3) and twenty-three (23) for grades four (4) through six (6), and a secondary divisor of eighteen point five (18.5.) (3-15-22)

02. **Group 2**. Group 2 will consist of school districts with an elementary divisor, pursuant to Section 33-1004, Idaho Code, of twenty (20) for grades one (1) through three (3) and twenty-three (23) for grades four (4) through six (6), and a secondary divisor less than eighteen point five (18.5.) (3-15-22)

03. **Group 3**. Group 3 will consist of school districts with elementary divisors, pursuant to Section 33-1004, Idaho Code, of nineteen (19) or twenty (20) for grades one (1) through six (6), and a secondary divisor of less than eighteen point five (18.5.) (3-15-22)

04. **Group 4**. Group 4 will consist of school districts with elementary divisors, pursuant to Section 33-1004, Idaho Code, of less than nineteen (19) for grades one (1) through six (6), and a secondary divisor of less than eighteen point five (18.5.) (3-15-22)

804. -- 999. (RESERVED)

SUBJECT

Boundary County School District Trustee Zones Boundaries Amendment

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 Boundary School District trustee zones

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-313, Idaho Code

BACKGROUND/DISCUSSION

Pursuant to Section 33-313, Idaho Code, after the decennial census reports school districts were required to 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.

At the January 13, 2022 Board meeting, the Board approved new trustee zones for Boundary School District based on census blocks resulting in changes to the existing trustee zone boundaries (see Attachment 1). The changes resulted in significant issues for various stakeholders in Boundary County as detailed in Attachment 2. Boundary School District requests a return to the trustee zone boundaries that existed in 2011.

Section 33-313, Idaho Code, is not specific to what constitutes equalization. At the April 5, 2021 Special Board meeting the Board adopted the following criteria for rezoning proposals:

- For the purpose of determining “equalized” populations between trustee zones, no one trustee zone shall differ in population by more than 10 percent (10%) from any other trustee zone within the school district or community college district.
- School districts shall use the most current State Board of Education approved legal descriptions for their school district boundary.
- Trustee zone boundaries shall follow census block boundaries or the exterior boundary of the school district, whichever is applicable. Trustee zone boundaries will group census blocks within common identifiable lines and trustee zone legal descriptions:
  - Will follow common identifiable lines, i.e., section lines, subdivision boundaries, road centerlines, waterways, railroad lines, etc.

  - Will split census blocks only when the proposal can demonstrate to the State Board of Education that any proposed deviation from census block boundaries will accurately account for all individuals within that census block.
- There may be circumstances in which the census block lines and the proposed trustee zone boundary lines do not match. In such cases the inconsistencies will need to be identified and a proposed solution for 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 licenses 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:
  - Include the proposed trustee zone boundaries
  - Include the existing trustee zone boundaries
  - Clearly delineate which is the existing and which is the proposed trustee zone boundary
  - Include census block boundaries and populations within each block

IMPACT

Approval of the proposed Boundary school district trustee zones will return to zones to those that existed in 2011 and is within the parameters set by the Board at its April 2021 Board meeting.

ATTACHMENTS

Attachment 1 – Boundary County School District 2022 trustee zone map, approved at January 13, 2022 Board meeting
Attachment 2 – March 23, 2023 letter to Board from Boundary County School District Superintendent
Attachment 3 – Proposed 2023 proposed Boundary County School District School District trustee zone map
Attachment 4 – Proposed 2023 Boundary Country 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 become effective. Section 33-308, Idaho Code, requires 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."

Boundary School District has requested that the district be allowed to return to the zones which existed in 2011 and which are familiar to the community. Although the 2011 trustee zones do not follow census blocks, they do meet the other requirements set by the Board at its April 5, 2021 meeting. Specifically, the proposed Boundary School District trustee zones:

- Are not bizarrely-shaped leading to potential gerrymandering;
- Returns the district to the trustee zones approved by the Board in 2011 following township and section lines and geographic boundaries including Highway 95 and the Kootenai River;
- Do not differ more than 10 percent from any other trustee zone in the school district*;*
- Account for all areas within the district boundary;
- Contains legal descriptions for the trustee zones prepared by a licensed professional land surveyor;
- Utilizes the 2020 Census Data as the source for population data

Staff recommends approval of the request.

BOARD ACTION

I move to approve Boundary School District's trustee boundary rezoning proposal legal descriptions submitted in Attachment 4**.**

Moved by _____ Seconded by _____ Carried Yes ____ No _____

BCSD 101
BOUNDARY COUNTY SCHOOL DISTRICT 101
BONNERS FERRY, IDAHO

Highest Zone Population		2,554
Trustee Zone	Trustee Zone Population	% Difference
1	2428	4.9%
2	2336	8.5%
3	2554	0.0%
4	2319	9.2%
5	2419	5.3%
Total	12,056	
Target Zone Population		2,411

Trustee Zones - 2022

- ZONE-1
- ZONE-2
- ZONE-3
- ZONE-4
- ZONE-5

Data Sources

Data Description	Source	Web Link
Population-Tabular	US Census Bureau	https://www2.census.gov/programs-surveys/decennial/2020/data/01-Redistricting_File--PL_94-171/Idaho/
Population- Census Blocks	US Census Bureau	https://www.census.gov/geographies/mapping-files/time-series/geo/tiger-geodatabase-file.html
School District Boundaries	Idaho State Tax Commission	https://www.census.gov/geographies/mapping-files/time-series/geo/tiger-geodatabase-file.html
Idaho Road Network	US Census Bureau	https://www.census.gov/geographies/mapping-files/time-series/geo/tiger-geodatabase-file.html
Idaho Water	US Census Bureau	https://www.census.gov/geographies/mapping-files/time-series/geo/tiger-geodatabase-file.html
Railroads	Idaho State Tax Commission	http://tax.idaho.gov/i-1074.cfm

Archived Data Final Projection Format	
Coordinate System: IDTM83	
Projection: Transverse_Mercator	
False_Easting: 2500000.000000	
False_Northing: 1200000.000000	
Central_Meridian: -114.000000	
Scale_Factor: 0.999600	
Latitude_Of_Origin: 42.000000	
Linear Unit: Meter (1.000000)	
Geographic Coordinate System: GCS_North_American_1983	
Angular Unit: Degree (0.017453292519943299)	
Prime Meridian: Greenwich (0.000000000000000000)	
Datum: D_North_American_1983	
Spheroid: GRS_1980	
Semimajor Axis: 6378137.000000000000000000	
Semiminor Axis: 6356752.314140356100000000	
Inverse Flattening: 298.257222101000000000	

Trustee zones will be digitally archived as ArcGIS format shapefiles. They will be projected to a common coordinate system: IDTM83

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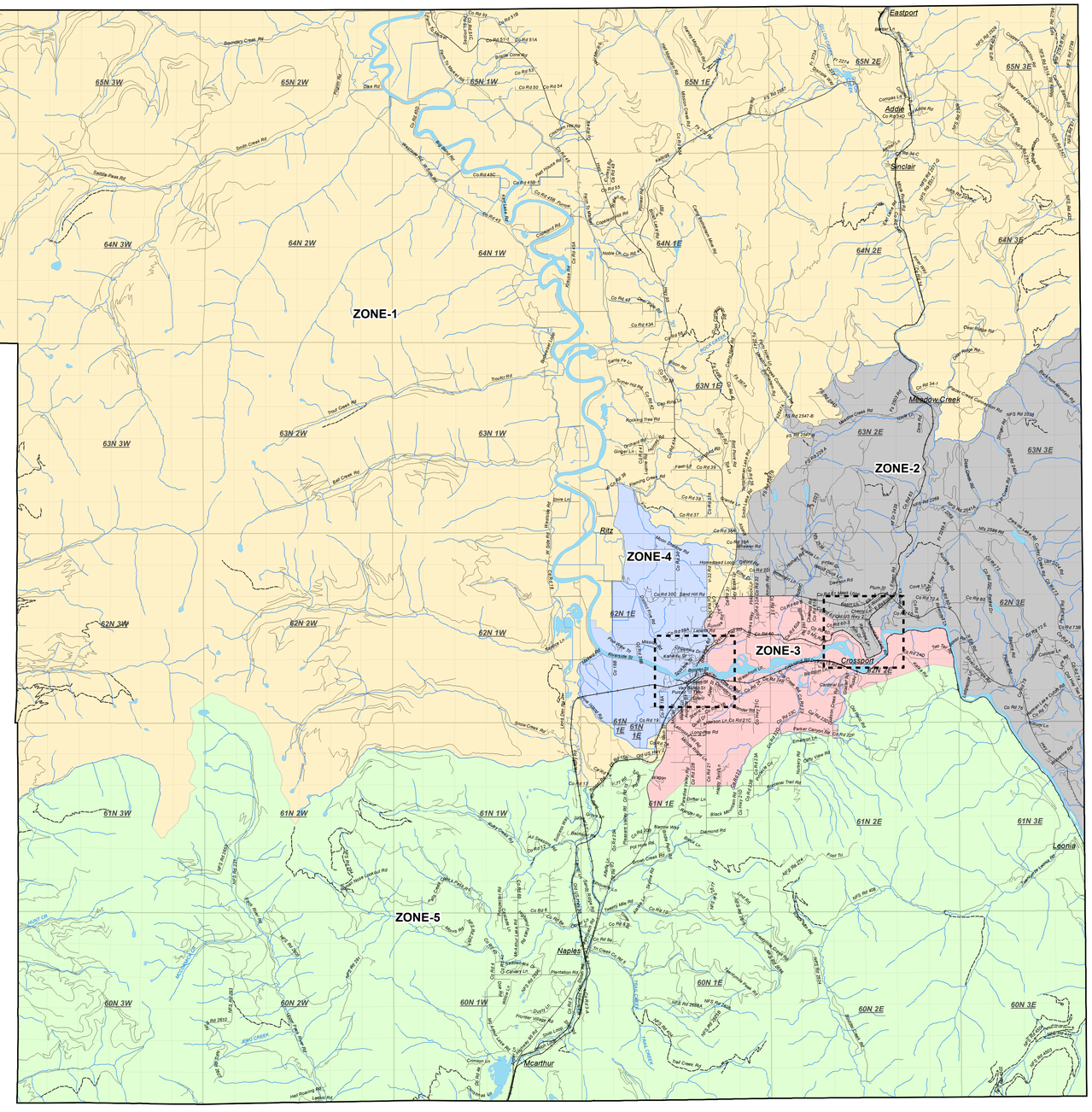
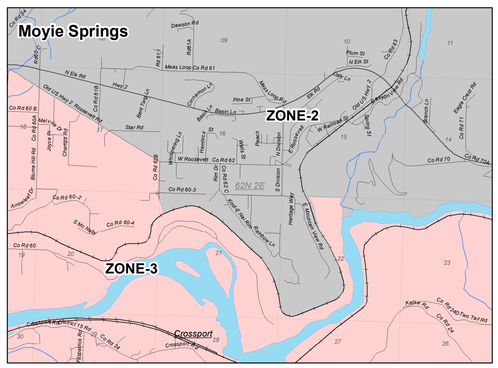
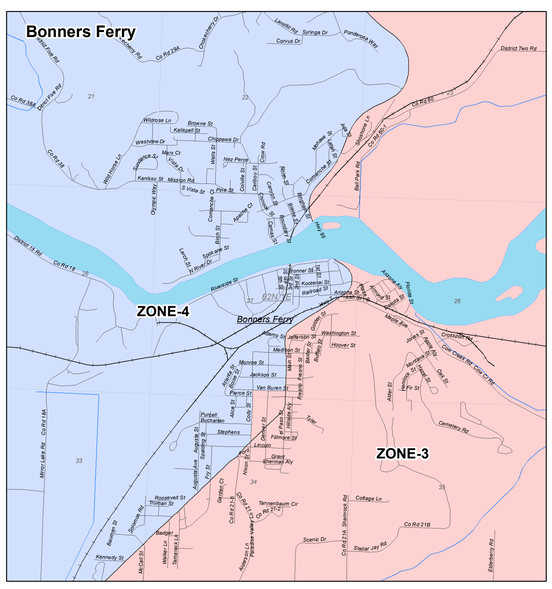
SCALE
1:110,000

0 1 2 4 6 8 Miles







BCSD 101
BOUNDARY COUNTY SCHOOL DISTRICT 101
BONNERS FERRY, IDAHO

District Office | 7188 Oak Street, Bonners Ferry, Idaho 83805 | 208.267.3146 | www.bcsd101.com
Mrs. Jan Bayer, Superintendent

March 23, 2023

Idaho State Board of Education
650 W State St 3rd Floor
Boise, ID 83720

Dear President Liebich and Board Members:

Thank you for accepting Boundary County School District #101's request to submit for approval a new 2023 Trustee Zones Map. As explained by Misty Swanson from the Idaho School Board Association there was confusion and disconnect on the initially submitted and approved Trustee Zones Map in January 2022.

The 2022 approved Trustee Zones Map significantly changed our zones based solely on census blocks and bizarre shapes compared to our 2011 Trustee Zones Map that was based on townships, sections, and natural dividers. Both maps are attached for your viewing. There are several reasons we are asking for the return to townships and sections as presented in the 2023 Proposed Trustee Zones Map:

1) The township and section lines are explainable to the public. The only lines that do not follow the township and section lines are as follows:
    a) The dividing line between Zone 3 and Zone 4 is Highway 95. The division is concrete, explainable, and visual. The division at Highway 95 still meets the less than 10% population variance;
    b) The dividing line between Zone 2 and Zone 3 uses the section line and the Kootenai River in order to preserve the less than 10% population variance, but splits census zones. The division we are proposing is concrete, explainable, and visual;
    c) The dividing line between Zone 2 and Zone 5 is the Kootenai River. It does split census zones, but there is a concrete, explainable, and visual divide that still meets the less than 10% variance.
2) By following township and section lines, Highway, 95, and the Kootenai River the trustee zones are explainable and avoid bizarrely-shaped zones;
3) The County is concerned about the significant changes from the 2011 Trustee Zones Map that no longer follow the township and section lines or dividers such as Highway 95 and the Kootenai River; and
4) Lastly, we do not want to be accused of gerrymandering. By significantly changing the map from townships and section lines to census blocks it appears in Zone 2 we intentionally placed our longest standing board member with our newest board member. We are all working to unite our community, not divide our community.

According to Idaho Code 33-313(4), "Any proposal shall include a legal description of each trustee zone as the same would appear as proposed, a map of the district showing how each trustee zone would then appear, and the approximate population each would then have, should the proposal to change any trustee zones become effective." All the information is provided in our attached documents.

Furthermore, all criteria outlined in the Planning, Policy, and Governmental Affairs April 5, 2021 meeting for Idaho School District and Community College Trustee Zone Equalization are met as follows:

1) Legal descriptions for each trustee zone are attached, meet professional standards and were reviewed and approved by Russell Badgley, Professional Land Surveyor, at James A. Sewell & Associates, LLC.;
2) The 2023 Proposed Trustee Zone Map shows each trustee zone by color and is attached. This map also shows each township, section, census block, census numbers, and major highways and waterway.
3) The 2023 Proposed Trustee Zone Map notes the population of each trustee zone;
4) The 2023 Proposed Trustee Zone Map identifies the trustee zone, trustee zone population, and the % population variance for each trustee zone. The population summary is accurate based on 2020 Census Data and GPS through Innovate. The highest population is Zone 3 with 2,574 people. The Zone 1 variance is 8.9%, Zone 2 variance is 7.5%, Zone 4 variance is 7.0%, and Zone 5 is 8.0%. All proposed trustee zone variances are less than the 10% variance allowed;
5) The resources used to complete the trustee zone maps are the 2020 Census, Township, Sections, Structure Points (addresses), and verification by James A. Sewell & Associates; and
6) Boundary County School District has 5 Trustee Zones. The expiration for each zone is noted below:
    - Zone 1 - 12/31/25
    - Zone 2 - 12/31/25
    - Zone 3 - 12/31/23
    - Zone 4 - 12/31/23
    - Zone 5 - 12/31/25

Lastly, for complete transparency, any census block that is split occurred to follow township and section lines, Highway 95, or the Kootenai River in order to avoid bizarrely-shaped zones and accusations of gerrymandering. The proposed trustee zones are all concrete, explainable, and visual.

Thank you for considering our 2023 Proposed Trustee Zone Map as our legal map going forward. If you need any additional information, please let me know at jan.bayer@mail.bcsd101.com or at 208-267-3146.

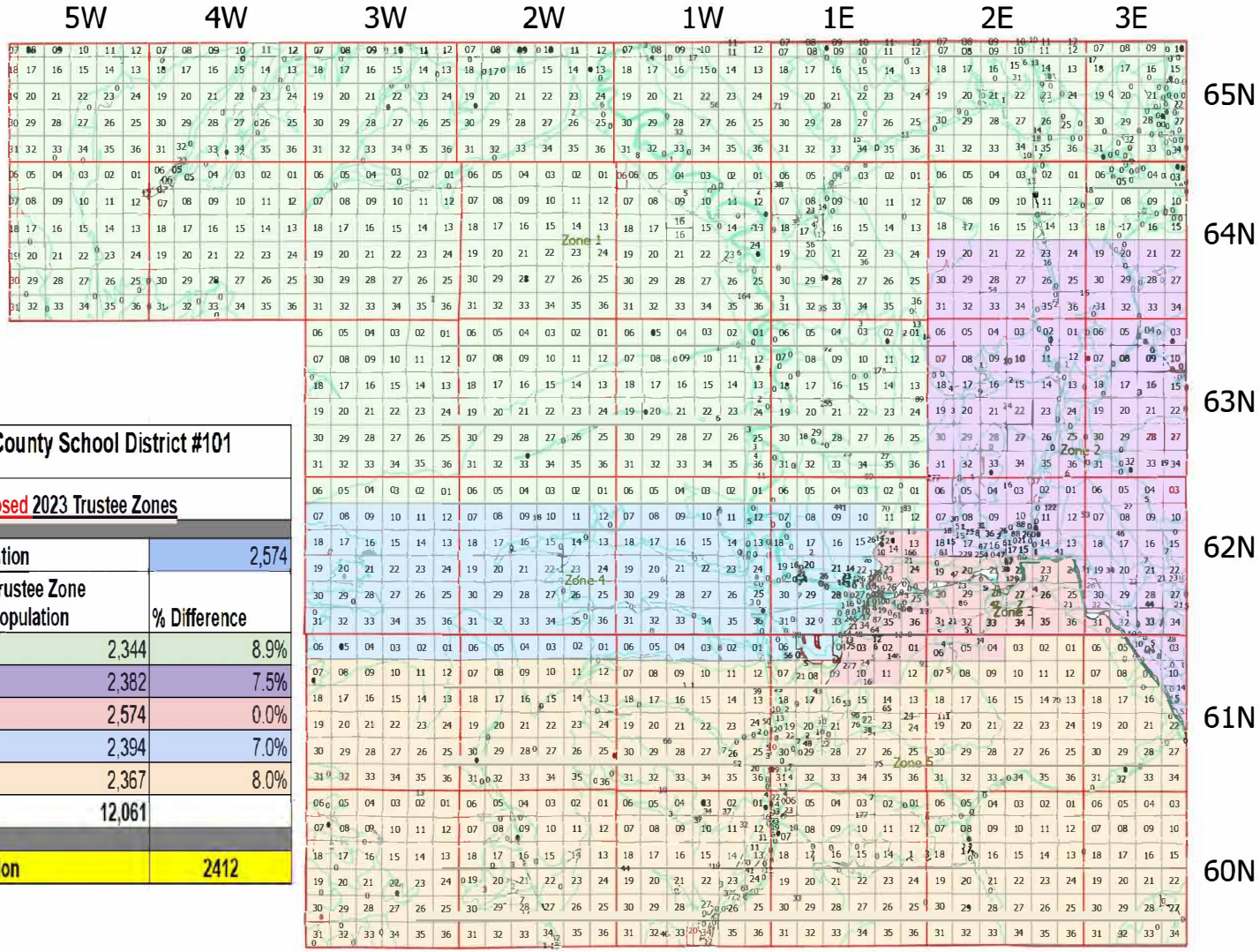
Sincerely,

Jan Bayer

Jan Bayer
Superintendent

BCSD 101
BONNERS FERRY, IDAHO

MARCH 2023 TRUSTEE ZONE MAP



Boundary County School District #101		
Proposed 2023 Trustee Zones		
Highest Zone Population		2,574
Trustee Zone	Trustee Zone Population	% Difference
1	2,344	8.9%
2	2,382	7.5%
3	2,574	0.0%
4	2,394	7.0%
5	2,367	8.0%
Total	12,061	
Target Zone Population		2412

Boundary County School District #101
Trustee Zone Legal Descriptions

TRUSTEE Zone #1 is legally described as:

Beginning at the SW corner of Section 6, T62N, R3W, thence North 6.96 miles along the Bonner/Boundary County line to the SW corner of Section 31, T64N, R3W; thence West 11.24 miles along the Bonner/Boundary County line to the SW corner of Section 31, T64N, R5W; thence North 10.52 miles along the Idaho/Washington border to the Canada/USA border; thence East 44.72 miles along the Canada/USA border to the Idaho/Montana border and the NE corner of Section 10, T65N, R3E; thence South 7.49 miles along the Idaho/Montana border to the SE corner of Section 15, T64N, R3E; thence West 9.84 miles to the SW corner of Section 18, T64N, R2E; thence South 11.02 miles to the SE corner of Section 12, T62N, R1E; thence West 1.59 miles to the centerline of US Highway 95; thence South along US Highway 95 to the West line of Section 14, T62N, R1E; thence North 1.67 miles to the SE corner of Section 3, T62N, R1E; thence West 21.78 miles to the Point of Beginning.

TRUSTEE Zone #2 is legally described as:

Beginning at the SW corner of Section 18, T62N, R2E, thence North 12.09 miles to the NW corner of Section 19, T64N, R2E; thence East 9.84 miles to the Idaho/Montana border and the NE corner of Section 22, T64N, R3E; thence South 18.74 miles along the Idaho/Montana border to the North bank of the Kootenai River where it intersects the East line of Section 22, T61N, R3E; thence North and West along the North bank of the Kootenai River to the South line of Section 13, T62N, R2E; thence West 5.63 miles to the Point of Beginning.

TRUSTEE Zone #3 is legally described as:

Beginning at a point on the South line of Section 9, T61N, R1E where it intersects with US Highway 95, thence North along the centerline of US Highway 95 to the intersection of Cody Street in the City of Bonners Ferry; thence North on Cody Street to Van Buren Street; thence East on Van Buren Street to the centerline of US Highway 95; thence North along US Highway 95 through the City of Bonners Ferry to its intersection with the North line of Section 14, T62N, R1E; thence East 1.59 miles to the NE corner of Section 13, T62N, R1E; thence South 1 mile to the NW corner of Section 19, T62N, R2E; thence East 5.63 miles to a point where the North bank of the Kootenai River intersects the South line of Section 13, T62N, R2E; thence South and East along the North bank of the Kootenai River to where it intersects the South line of Section 32, T62N, R3E; thence West 4.65 miles to the NE corner of Section 4, T61N, R2E; thence South 1 mile to the SE corner of Section 4, T61N, R2E; thence West 3.98 miles to the SE corner of Section 2, T61N, R1E; thence South 1 mile to the SE corner of Section 11, T61N, R1E; thence West 2.86 miles to the Point of Beginning.

TRUSTEE Zone #4 is legally described as:

Beginning at SW corner of Section 6, T61N, R3W, thence North 5.98 miles along the Bonner/Boundary county line to the NW corner of Section 7, T62N, R3W; thence East 21.78 miles to the NE corner of Section 10, T62N, R1E; thence South 1.67 miles to the centerline of US Highway 95; thence South along US Highway 95 to the intersection of Van Buren Street in the City of Bonners Ferry; thence West on Van Buren Street to Cody Street; thence South on Cody Street to the centerline of US Highway 95; thence South along US Highway 95 to its intersection with the South line of Section 4, T61N, R1E; thence West 20.37 miles to the Point of Beginning.

TRUSTEE Zone #5 is legally described as:

Beginning at the SW corner of Section 31, T60N, R3W, which is the SW corner of Boundary County, thence North along the Bonner/Boundary county line 11 miles to the NW corner of Section 7, T61N, R3W; thence East 20.37 miles to the intersection of the North line of Section 9, T61N, R1E with US Highway 95; thence South along US Highway 95 to the South line of Section 9, T61N, R1E; thence East 2.86 miles to the NW corner of Section 13, T61N, R1E; thence North 1 mile to the NW corner of Section 12, T61N, R1E; thence East 3.98 miles to the NW corner of Section 10, T61N, R2E; thence North 1 mile to the NW corner of Section 3, T61N, R2E; thence East 4.65 miles to the North bank of the Kootenai River; thence South and East along the North bank of the Kootenai River to the Idaho/Montana border; thence South 8.20 miles along the Idaho/Montana border to the SE corner of Section 34, T60N, R3E; thence West 33.79 miles along the Bonner/Boundary county line to the Point of Beginning.

PROFESSIONAL LAND SURVEYOR
REGISTERED
12458
3/22/23
STATE OF IDAHO
RUSSELL E. BADGLEY

TAB	DESCRIPTION	ACTION
1	**BAHR - INTERCOLLEGIATE ATHLETICS** FY2022 Revenue and Expenses Reports	Information Item
2	**BAHR - INTERCOLLEGIATE ATHLETICS** FY2022-23 Compensation Reports	Information Item
3	**BAHR - INTERCOLLEGIATE ATHLETICS** FY2023 Gender Equity Reports	Information Item
4	**IRSA – PROGRAM PROGRESS REPORTS**	Information Item
5	**IRSA – ONLINE JOINT GRADUATE CERTIFICATE IN NUCLEAR SAFEGUARDS AND SECURITY**	Information Item

SUBJECT

Intercollegiate Athletics Reports of Revenues and Expenses

REFERENCE

June 2016 Board directed that the universities' National Collegiate Athletics Association (NCAA) "Agreed Upon Procedures Reports" would be provided to the Board and would also serve as the revenues/expenses reporting template for Lewis-Clark State College.

APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education (Board) Governing Policies & Procedures, Section V.X.5.

BACKGROUND/DISCUSSION

Responsibility, management, control, and reporting requirements for athletics are detailed in Board Policy V.X. The college and universities are required to submit regular financial reports as specified by the Board office. For the universities, the revenue and expenses reported must reconcile to the NCAA "Agreed Upon Procedures Reports" that are prepared annually and reviewed by the Board's external auditor.

Board policy V.X. establishes limits on how much state appropriation (including appropriated spending authority for tuition and fees) each institution can expend for intercollegiate athletics. Increases to the limits are generally tied to changes to the appropriated funds (General Funds and tuition and fees), or through Board approval. The policy provides a mechanism for Chief Executive Officers to request Board approval for one-time or ongoing changes to the limits when justified on the basis of adding or expanding programs, investing in facility upgrades or repairs, meeting new federal or state regulatory compliance requirements, and/or meeting intercollegiate athletic association or conference requirements. The current policy allows the ability for institutions to increase the student athletic fees without regard to the general education appropriation.

IMPACT

The reports of Revenues and Expenses are presented for each institution for fiscal year 2022 in Attachments 1 through 4.

ATTACHMENTS

Attachment 1 Boise State University
Attachment 2 Idaho State University
Attachment 3 University of Idaho
Attachment 4 Lewis-Clark State College

STAFF COMMENTS AND RECOMMENDATIONS

The Athletics Reports show results for fiscal year 2022. It should be noted that state funds are critical to support the student athletes and athletic programs at the four institutions. Ticket sales, contributions, and program revenues are insufficient to enable the athletic programs to be fully self-supporting. Representatives from the institutions will be available to respond to questions from Board members if necessary.

BOARD ACTION

This item is for informational purposes only.

BOISE STATE UNIVERSITY ATHLETIC DEPARTMENT
STATEMENT OF REVENUES AND EXPENSES
YEAR ENDED JUNE 30, 2022
(UNAUDITED)

	Football	Men's Basketball	Other Men's Sports	Women's Basketball	Women's Volleyball	Other Women's Sports	Nonprogram Specific	Totals
OPERATING REVENUES								
Ticket Sales	$ 5,865,217	$ 1,301,213	$ -	$ 20,289	$ 12,781	$ 26,605	$ -	$ 7,226,105
Student Fees	-	-	-	-	-	-	3,761,925	3,761,925
Direct Institutional Support	-	-	141,095	816,819	349,850	981,913	4,892,488	7,182,165
Direct Institutional Support (OST Waivers & Work Study)	1,317,489	197,311	388,273	208,470	188,835	1,154,476	15,151	3,470,005
Indirect Institutional Support	-	-	-	-	-	-	2,180,691	2,180,691
Guarantees	425,000	-	-	-	-	11,000	-	436,000
Contributions	5,149,325	764,366	160,529	-	-	623,730	2,415,618	9,113,568
In Kind	380,651	107,363	-	-	-	-	-	488,013
Media Rights	4,117,896	913,568	-	-	-	-	-	5,031,464
NCAA Distributions	605,795	467,494	149,312	92,652	85,524	521,486	-	1,922,263
Conference Distributions	1,460,571	79,001	-	-	-	20,945	-	1,560,518
Conference Distributions of Bowl Generated Revenue	120,833	-	-	-	-	-	-	120,833
Program Novelty Parking Concession	484,719	105,831	-	1,650	1,040	2,164	-	595,404
Royalties Licensing Advertisement Sponsorship	5,020,624	1,083,943	5,250	16,903	10,649	43,164	14,000	6,194,533
Sport Camp Revenues	160,234	14,344	1,789	758	7,352	179,715	-	364,192
Other Operating Revenue	325,505	1,463	36,156	1,463	-	108,831	312,002	785,420
Bowl Revenues	136,048	-	-	-	-	-	-	136,048
Total Operating Revenue	25,569,907	5,035,897	882,405	1,159,003	656,031	3,674,030	13,591,873	50,569,147

BOISE STATE UNIVERSITY ATHLETIC DEPARTMENT
STATEMENT OF REVENUES AND EXPENSES (CONTINUED)
YEAR ENDED JUNE 30, 2022
(UNAUDITED)

	Football	Men's Basketball	Other Men's Sports	Women's Basketball	Women's Volleyball	Other Women's Sports	Nonprogram Specific	Totals
OPERATING EXPENSES								
Athletic Student Aid	$ 2,345,707	$ 402,599	$ 587,783	$ 381,537	$ 306,368	$ 2,265,022	$ 115,853	$ 6,404,869
Athletic Student Aid (OST Waiver)	1,317,489	197,311	388,273	208,470	188,835	1,154,476	-	3,454,854
Guarantees	700,000	231,640		52,500	6,000	-	-	990,140
Coaching Salaries Benefits Bonuses	4,256,474	1,512,384	535,820	759,603	374,159	1,725,576	62,117	9,226,133
Support Staff Admin Compensation Benefits and Bonuses	1,590,232	157,381	28,588	92,940	10,988	114,665	7,455,148	9,449,942
Recruiting	408,502	100,744	31,206	67,639	33,974	130,286	-	772,351
Team Travel	1,054,781	796,991	495,272	349,472	166,501	1,039,816	55,000	3,957,831
Sports equipment Uniforms supplies	434,111	29,711	37,730	4,978	5,293	135,814	7,192	654,830
Game Expenses	662,678	226,823	17,086	113,816	51,251	133,427	68,152	1,273,233
Fund Raising Marketing and Promotion	40,339	16,335	204	8,070	1,818	6,929	525,110	598,805
Sport Camp Expenses	72,212	5,847	40	938	4,518	13,339	-	96,893
Spirit Groups	-	-	-	-	-	-	227,795	227,795
Athletic Facilities Debt Service Leases and Rental Fees	2,567,941	182,240	100,050	182,240		400,199	266,799	3,699,467
Direct overhead and Admin Expenses	1,345,202	68,175	90,013	49,771	24,075	251,296	1,356,659	3,185,190
Indirect Institutional Support	-	-	-	-	-	-	2,180,691	2,180,691
Medical Expenses Insurance	39,200	10,609	6,051	725	5,820	27,386	931,509	1,021,299
Memberships and Dues	62,763	15,881	6,188	16,193	1,336	9,761	675,173	787,294
Student-Athlete Meals (non-travel)	641,838	69,829	17,996	20,785	20,185	83,205	25,311	879,148
Other Operating Expenses	551,352	114,641	33,618	29,674	24,938	115,903	246,590	1,116,716
Bowl Expenses	351,466	-	-	-	-	-	-	351,466
Capital	84,064	9,259	-	12,745	-	-	133,657	239,725
Total Operating Expenses	18,526,350	4,148,398	2,375,917	2,352,094	1,226,058	7,607,099	14,332,756	50,568,673
EXCESS (DEFICIENCY) OF REVENUES OVER (UNDER) EXPENSE BEFORE CARRYFORWARD	7,043,557	887,499	(1,493,512)	(1,193,091)	(570,027)	(3,933,069)	(740,883)	474
EXCESS (DEFICIENCY) OF REVENUES OVER (UNDER) EXPENSE AFTER CARRYFORWARD	$ 7,043,557	$ 887,499	$ (1,493,512)	$ (1,193,091)	$ (570,027)	$ (3,933,069)	$ (740,883)	$ 474

IDAHO STATE UNIVERSITY
ATHLETICS
6/30/22

		MEN'S BASKETBALL	FOOTBALL	OTHER MEN'S SPORTS	WOMEN'S BASKETBALL	WOMEN'S VOLLEYBALL	OTHER WOMEN'S SPORTS	NON SPECIFIC	FINAL PROGRAM FY22	FINAL BALANCE FY21	BALANCE %CHANGE
REVENUE:											
1	Ticket Sales	48,110	155,933	7,251	28,422	4,590	12,291	-	256,596	51,895	394.45%
2	Direct State or Other Government Support	353,309	1,086,381	192,390	347,812	372,773	1,920,858	1,138,833	5,412,356	4,375,405	23.70%
3	Student Fees	-	-	-	-	-	-	1,744,850	1,744,850	1,838,604	-5.10%
4	Direct Institutional Support	-	-	-	-	-	-	736,400	736,400	781,400	0.00%
5	Less-Transfers to Institution	-	-	-	-	-	-	-	-	-	0.00%
6	Indirect Institutional Support	-	28,289	9,175	-	-	9,175	113,599	160,239	113,394	41.31%
6A	Indirect Institutional Support - Athletic Facilities Debt Service, Lea	-	-	-	-	-	-	83,375	83,375	94,700.00	0.00%
7	Guarantees	385,000	850,000	500	65,000	-	11,500	-	1,312,000	144,500	807.96%
8	Contributions	2,500	-	-	468	64	1,100	269,300	273,432	321,606	-14.98%
9	In-Kind	33,550	35,997	6,203	38,621	26,364	48,249	286,311	475,295	288,425	64.79%
10	Compensation and Benefits Provided by a third party	-	-	-	-	-	-	-	-	-	0.00%
11	Media Rights	-	-	-	-	-	-	83,183	83,183	22,571	268.53%
12	NCAA Distributions	-	-	-	-	-	-	747,515	747,515	701,386	6.58%
13	Conference Distributions (Non Media or Bowl)	3,238	(280)	30	(70)	2,822	3,533	1,889	11,163	28,491	-60.82%
14	Program, Novelty, Parking and Concession Sales	-	-	4,696	-	-	7,051	33,545	45,293	12,880	251.65%
15	Royalties, Licensing, Advertisement and Sponsorships	-	-	-	-	-	-	456,561	456,561	320,011	42.67%
16	Sports Camp Revenue	46,672	-	11,606	13,274	54,320	48,776	45,957	220,604	142,106	55.24%
17	Athletics Restricted Endowment and Investments Income	-	-	-	-	-	-	-	-	-	0.00%
18	Other Operating Revenue	-	-	-	-	-	-	118,300	118,300	117,892	0.35%
19	Bowl Revenues	-	-	-	-	-	-	-	-	-	0.00%
	Total Operating Revenue	872,379	2,156,320	231,851	493,527	460,933	2,062,533	5,859,617	12,137,161	9,355,267	29.74%
OPERATING EXPENDITURES:											
20	Athletics Student Aid	270,136	1,131,124	215,573	281,486	204,083	957,096	102,040	3,161,537	3,164,455	-0.09%
21	Guarantees	12,000	-	823	6,900	4,000	-	-	23,723	10,500	125.93%
22	Coaching Salaries/Benefits/Bonuses pd by the Univ & Related	353,309	1,099,782	194,908	350,510	153,288	597,850	-	2,749,648	2,243,103	22.58%
23	Coaching Salaries, Benefits and Bonuses paid by Third Party	-	-	-	-	-	-	-	-	-	0.00%
24	Support Staff/Admin Compensation/Benefits/Bonues pd by Univ &	14,222	118,161	4,325	4,973	19,752	17,920	1,549,498	1,728,850	1,432,974	20.65%
25	Support Staff/Admin Compensation/Benefits/Bonuses paid by	-	-	-	-	-	-	-	-	-	0.00%
26	Severance Payments	-	-	-	-	-	-	-	-	-	0.00%
27	Recruiting	45,033	135,104	13,942	48,910	23,530	67,216	20,337	354,072	18,236	1841.59%
28	Team Travel	207,237	486,151	137,817	248,522	112,942	396,970	65,570	1,655,209	831,187	99.14%
29	Sports Equipment, Uniforms and Supplies	40,398	354,999	56,203	37,347	27,639	138,477	218,243	873,305	731,539	19.38%
30	Game Expenses	99,376	65,479	7,761	85,127	24,847	48,862	203,405	534,857	384,514	39.10%
31	Fund Raising, Marketing and Promotion	495	585	6,636	462	416	1,045	103,584	113,223	90,122	25.63%
32	Sports Camp Expenses	47,631	6,713	3,452	15,458	40,616	30,545	38,603	183,019	46,584	292.88%
33	Spirit Groups	-	-	-	-	-	-	-	-	-	0.00%
34	Athletic Facilities Debt Service, Leases and Rental Fees	-	-	-	-	-	-	-	-	-	0.00%
35	Direct Overhead and Administrative Expenses	19,842	81,704	2,045	31,534	18,855	61,493	403,999	619,473	463,836	33.55%
36	Indirect Institutional Support	-	28,289	9,175	-	-	9,175	196,974	243,614	208,094	0.00%
37	Medical Expenses and Insurance	-	9,821	-	-	-	-	412,340	422,161	292,871	44.15%
38	Memberships and Dues	730	-	549	2,145	1,889	3,449	70,149	78,911	78,507	0.51%
39	Student-Athlete Meals (non-travel)	20,012	140,408	4,723	25,757	7,008	23,589	18,206	239,704	102,929	132.88%
40	Other Operating Expenses	31,457	66,801	11,661	54,586	37,090	38,002	221,663	461,260	290,078	59.01%
41	Bowl Expenses	-	-	-	-	-	-	-	-	-	0.00%
	Total Operating Expenses	1,161,880	3,725,122	669,593	1,193,718	675,953	2,391,690	3,624,611	13,442,567	10,389,530	29.39%
	Net Increase/Deficit	(289,501)	(1,568,802)	(437,742)	(700,191)	(215,020)	(329,157)	2,235,006	(1,305,406)	(1,034,263)	-26.22%
	VALUE OF NONRESIDENT FEE WAIVERS	180,216	599,112	179,365	305,445	157,937	583,078				

UNIVERSITY OF IDAHO ATHLETIC DEPARTMENT
STATEMENT OF REVENUES AND EXPENSES
YEAR ENDED JUNE 30, 2022
(UNAUDITED)

	Football	Men's Basketball	Other Men's Sports	Women's Basketball	Women's Volleyball	Other Women's Sports	Nonprogram Specific	Totals
OPERATING REVENUES								
Ticket Sales	$ 281,726	$ 88,842	$ -	$ 24,686	$ 5,268	$ -	$ 236	$ 400,758
Student Fees	-	-	-	-	-	-	1,716,896	1,716,896
Direct Institutional Support	2,541,341	574,913	452,880	524,319	352,083	1,071,142	6,585,016	12,101,694
Indirect Institutional Support	-	-	-	-	-	-	401,216	401,216
Indirect Institutional Support - Athletic Facilities Debt Service, Lease, and Rental Fees	-	-	-	-	-	-	391,456	391,456
Guarantees	1,875,000	75,000	2,313	55,000	-	2,553	-	2,009,866
Contributions	726,522	104,622	237,134	105,015	66,544	527,151	1,133,877	2,900,865
In-Kind	8,400	4,200	-	4,200	-	-	8,400	25,200
Compensation and Benefits Provided by 3rd Party	322,772	20,000	4,000	20,500	7,500	15,500	15,000	405,272
Media Rights	-	-	-	-	-	-	83,183	83,183
NCAA Distributions	132,505	32,878	79,173	34,809	29,627	159,806	567,505	1,036,303
Conference Distributions (Non-Media or Bowl)	-	-	-	-	-	-	33,398	33,398
Program, Novelty, Parking, and Concessions	28,409	5,647	-	2,417	271	176	-	36,920
Royalties, Licensing, Advertising, and Sponsorships	40,000	13,400	-	5,000	-	-	504,793	563,193
Sports Camp Revenues	58,627	-	-	-	-	-	-	58,627
Athletics Restricted Endowment and Investment Income	194,355	33,314	65,046	24,293	34,689	149,892	73,068	574,657
Other Operating Revenues	163	-	-	-	-	100	273,458	273,721
Total Operating Revenues	6,209,820	952,816	840,546	800,239	495,982	1,926,320	11,787,502	23,013,225

See accompanying Notes to Statement of Revenues and Expenses.

UNIVERSITY OF IDAHO ATHLETIC DEPARTMENT
STATEMENT OF REVENUES AND EXPENSES (CONTINUED)
YEAR ENDED JUNE 30, 2022
(UNAUDITED)

	Football	Men's Basketball	Other Men's Sports	Women's Basketball	Women's Volleyball	Other Women's Sports	Nonprogram Specific	Totals
OPERATING EXPENSES								
Athletic Student Aid	$ 2,246,354	$ 424,334	$ 748,477	$ 381,133	$ 284,163	$ 1,775,517	$ 112,988	$ 5,972,966
Guarantees	80,000	4,274	14,827		6,720	27,562		133,383
Coaching Salaries, Benefits, and Bonuses	1,872,756	431,553	249,549	478,419	286,529	589,986		3,908,792
Coaching Salaries, Benefits, and Bonuses Paid by 3rd Party	322,772	20,000	4,000	20,500	7,500	15,500		390,272
Support Staff/Admin Compensation Benefits and Bonuses	84,302	7,181	12,164	4,514	6,509	22,431	2,744,973	2,882,074
Support Staff/Admin Compensation Benefits and Bonuses Paid by 3rd Party			-			-	15,000	15,000
Recruiting	129,235	65,113	11,733	70,781	39,677	57,726		374,265
Team Travel	831,235	281,198	330,705	291,942	101,023	643,182		2,479,285
Sports Equipment, Uniforms, and Supplies	259,299	34,809	55,380	46,678	23,314	112,915	143,307	675,702
Game Expenses	231,703	209,657	4,341	155,801	70,116	45,692		717,310
Fund Raising, Marketing, and Promotion			-			-	393,811	393,811
Sports Camp Expenses	24,645		-			-		24,645
Athletic Facilities, Debt Service, Leases, and Rental Fees			-			-	391,456	391,456
Direct Overhead and Administrative Expenses	2,180	606	-	1,248	10,176	1,872	25,783	41,865
Indirect Institutional Support			-			-	401,216	401,216
Medical Expenses and Insurance			-	740		-	447,346	448,086
Memberships and Dues			3,479		265	7,736	68,225	79,705
Student-Athlete Meals (Non-Travel)	51,092	12,140	864	914		937	76,057	142,004
Other Operating Expenses	508,517	45,054	58,801	36,879	8,571	111,817	2,048,482	2,818,121
Total Operating Expenses	6,644,090	1,535,919	1,494,320	1,489,549	844,563	3,412,873	6,868,644	22,289,958
EXCESS (DEFICIENCY) OF REVENUES OVER (UNDER) EXPENSE	$ (434,270)	$ (583,103)	$ (653,774)	$ (689,310)	$ (348,581)	$ (1,486,553)	$ 4,918,858	$ 723,267
OTHER REPORTING ITEMS								
Total Athletics-Related Debt	$ -	$ -	$ -	$ -	$ -	$ -	$ 43,215,000	$ 43,215,000
Total Institutional Debt	$ -	$ -	$ -	$ -	$ -	$ -	$ 134,505,000	$ 134,505,000

See accompanying Notes to Statement of Revenues and Expenses.

Lewis-Clark State College Intercollegiate Athletics Department
Statement of Revenues and Expenses
For the Year Ended June 30, 2022 (Unaudited)

	Baseball	Men's Basketball	Men's Golf	Men's Tennis	Men's XC	Men's Track	Women's Volleyball	Women's Basketball	Women's Golf	Women's Tennis	Women's XC	Women's Track	Non-Program Specific	Grand Total
Operating Revenues														
01 Ticket Sales	26,500	11,660					3,180	11,660						**53,000**
02 Student Fees													355,740	**355,740**
03 Direct State/Govt Support	243,381	127,653	30,024	12,487	38,996	38,707	133,333	127,158	30,025	12,487	38,369	38,083	557,546	**1,428,249**
04 Direct Institutional Support (excludes Out of State Waivers)													206,900	**206,900**
05 Direct Institutional Support (Out of State Waivers)	328,264	62,589	66,778	116,836	26,118	30,844	134,481	52,974	46,634	137,809	36,260	48,644	65,647	**1,153,878**
06 Indirect Institutional Support													125,095	**125,095**
07 Guarantees														**0**
08 Contributions													553,568	**553,568**
09 In-Kind	11,750	6,600					8,750	6,100						**33,200**
10 Compensation & Benefits Provided by 3rd Party														**0**
11 Media Rights													500	**500**
12 NCAA Distributions														**0**
13 Conference Distributions (Non-Media or Bowl)													810,831	**810,831**
14 Program, Novelty, Parking & Concessions														**0**
15 Royalties, Licensing, Advertising & Sponsorships														**0**
16 Sports Camp Revenues	32,228	59,612			262		0	29,540			262			**121,904**
17 Athletics Restricted Endowment & Investment Income														**0**
18 Other Operating Revenues														**0**
Total Operating Revenues	**642,123**	**268,114**	**96,802**	**129,323**	**65,376**	**69,551**	**279,744**	**227,432**	**76,659**	**150,296**	**74,891**	**86,727**	**2,675,827**	**4,842,865**
Operating Expenditures														
19 Athletic Student Aid	436,832	162,706	93,567	130,961	47,918	39,569	224,110	150,834	68,241	158,434	76,876	59,319	65,646	**1,715,013**
20 Guarantees	2,175	15,564	0	0	0	0	0	2,000	0	0	0	0	0	**19,739**
21 Coaching Salaries, Benefits & Bonuses	267,079	149,999	32,760	12,497	39,012	38,980	133,333	149,223	32,749	12,497	38,384	50,193		**956,706**
22 Coaching Salaries, Benefits & Bonuses Paid by 3rd Party														**0**
23 Support Staff/Admin Compensation Benefits & Bonuses													376,597	**376,597**
24 Support Staff/Admin Compensation Benefits & Bonuses Paid by 3rd Party														**0**
25 Recruiting	16,576	25,344	133	196	665	1,321	18,259	5,741	1,220	197	628	2,023	14,878	**87,181**
26 Team Travel	65,231	31,885	28,881	16,589	20,843	38,442	48,281	41,701	27,957	19,228	20,280	38,489	668	**398,475**
27 Sports Equipment, Uniforms & Supplies	38,312	31,900	8,878	5,478	20,049	21,358	14,398	16,209	9,516	2,893	22,433	21,439	11,816	**224,679**
28 Game Expenses	23,291	19,208	4,401	242	1,304	1,470	20,181	21,647	4,473	262	1,008	1,819	35,202	**134,508**
29 Fund Raising, Marketing & Promotion														**0**
30 Sports Camp Expenses	11,132	12,102			497		0	7,832			497		1	**32,061**
31 Spirit Groups														**0**
32 Athletic Facilities, Debt Service, Leases & Rental Fees														**0**
33 Direct Overhead & Administrative Expenses														**0**
34 Indirect Institutional Support	11,750	6,600	0	0	0	0	8,750	6,100	0	0	0	0	125,095	**158,295**
35 Medical Expenses & Insurance													15,719	**15,719**
36 Memberships & Dues														**0**
37 Other Operating Expenses	280	1,639	206	210	296	293	743	4,365	305	0	714	284	473,635	**482,970**
Total Operating Expenditures	**872,658**	**456,947**	**168,826**	**166,173**	**130,584**	**141,433**	**468,055**	**405,652**	**144,461**	**193,511**	**160,820**	**173,566**	**1,119,257**	**4,601,943**
Excess (Deficiency) of Revenues Over (Under) Expenses	**(230,535)**	**(188,833)**	**(72,024)**	**(36,850)**	**(65,208)**	**(71,882)**	**(188,311)**	**(178,220)**	**(67,802)**	**(43,215)**	**(85,929)**	**(86,839)**	**1,556,570**	**240,922**
Other Reporting Items														
38 Conference Realignment Expenses													0	0
39 Total Athletics Related Debt													0	0
40 Total Institutional Debt													0	0
41 Value of Athletics Dedicated Endowments													2,060,672	2,060,672
42 Value of Institutional Endowments													11,514,532	11,514,532

SUBJECT

Intercollegiate Athletics Employee Compensation Report

REFERENCE

April 2021	Board received FY 2020-21 athletics compensation reports
April 2022	Board received FY 2021-22 athletics compensation reports

APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education (Board) Governing Policies & Procedures, Section II.H.

BACKGROUND/ DISCUSSION

The attached reports show actual compensation figures for FY2022 and estimated compensation figures for FY2023. The sources of funding for athletic department positions vary widely. A number of the most highly paid coaching positions are funded entirely from program revenues.

IMPACT

The reports detail the contracted salary received by athletics administrators and coaches, including bonuses, supplemental compensation and perquisites, if applicable.

ATTACHMENTS

Attachment 1 – Boise State University	FY22 Actual
Attachment 2 – Boise State University	FY23 Estimate
Attachment 3 – Idaho State University	FY22 Actual
Attachment 4 – Idaho State University	FY23 Estimate
Attachment 5 – University of Idaho	FY22 Actual
Attachment 6 – University of Idaho	FY23 Estimate
Attachment 7 – Lewis-Clark State College	FY22 Actual
Attachment 8 – Lewis-Clark State College	FY23 Estimate

STAFF COMMENTS AND RECOMMENDATIONS

The Board has delegated, through Board Policy II.B., personnel management authority to the president of each institution, except for those responsibilities specifically retained by the Board. Board policy II.H. authorizes the president of an institution to enter into a contract for the services of a coach or athletic director with that institution for a term of up to three (3) years. A contract with a term (whether fixed or rolling) of more than three (3) years, or with a total annual compensation amount of $350,000 or higher, is subject to approval by the Board.

BOARD ACTION

This item is for informational purposes only.

ATTACHMENT 1

Intercollegiate Athletics Compensation Report
Boise State University
FY22 Budgeted Base Salary and Actual Other Compensation

				Compensation				Contract Bonus			Perks				Funding		
PCN	Depart/Name/Title		Athletic FTE	Base Salary	Camps/ Clinics	Other	Equip Co	Academic Perform.	Winning Perform.	Post Season Other	Club Memb	Car	Other	Multi-Yr Contract	State Approp.	Program Revenue	All Other
	Athletic Administration																
1349	Michael Walsh	Assoc AD, Business Development & Innovation	1.00	85,010		-	1,000	-	-	-	No	No	No	No		85,010	1,000
1523	Kathryn Chase	NCAA Compliance (Financial Aid)	1.00	54,142		-	-	-	-	-	No	No	No	No	54,142	-	-
1700	Heather Berry	Associate AD, HR Services	1.00	93,475		300	2,500	-	-	-	No	No	No	No		93,775	2,500
1701	Jeramiah Dickey	Executive Director, Athletics	1.00	410,010		-	2,500	27,500	-	7,500	Yes	Yes	No	Yes		445,010	2,500
1702	Robert Carney	Sr. Assoc AD, Strat Plan & Cap Proj	1.00	113,901		1,900	2,500	4,000	2,000	1,500	No	No	No	No		123,301	2,500
1711	Marc Paul	Assoc AD Sports Performance Health & Wellness	1.00	93,870		-	2,500	-	-		No	No	No	No		93,870	2,500
1715	Tyler Smith	Director SPHW	1.00	71,032		600	1,000	-	-		No	No	No	No	71,032	600	1,000
1717	Christina Van Tol	Sr Assoc SWA	1.00	136,365		-	2,500	8,000	-		No	Yes	No	No	136,365	8,000	2,500
1724	Messer, Kelsey	Head Cheer/Dance Coach	1.00	42,078		-	500	-	-		No	No	No	No		42,078	500
1725	Brandon Voigt	Asst Athletic Trainer	1.00	51,854		600	500	-	-		No	No	No	No	51,854	600	500
1726	Donald Rich	Assist AD, SPHW- Football	1.00	100,006	400	-	700	-	-		No	No	No	No		100,006	1,100
1727	Doug Link	Assoc Director, Athletic Media Relations	1.00	51,251		-	500	-	-		No	No	No	No		51,251	500
1736	Cameron Howard	Dir of Community & Fan Engmt	1.00	49,026		300	500	-	-		No	No	No	No		49,326	500
1739	Garrett Ton	Asst AD, Facility Operations	1.00	65,478		-	1,000	-	-		No	No	No	No		65,478	1,000
1740	Craig Lawson/Walsh	Director, Athletic Media Relations	1.00	64,002		300	1,000	-	-		No	No	No	No	-	64,302	1,000
1741	Christopher Nichol	Academic Advisor, Director of Tutor Program	1.00	49,691		-	500	1,500	-		No	No	No	No	46,264	4,927	500
1742	Julie Rising	Assistant AD, Events	1.00	65,478		1,200	500	-	-		No	No	No	No		66,678	500
1743	Naomi Lam	Assistant Business Manager	1.00	44,574		-	500	-	-		No	No	No	No	44,574	-	500
1749	Mary Grace Testa	Assistant Athletic Trainer	1.00	42,910		-	500	-	-		No	No	No	No		42,910	500
1751	Jordan Feeney	Facility Operations Supervisor	1.00	55,640		1,200	500	-	-		No	No	No	No		56,840	500
1753	Raul Ibarra	Assistant Director, Athletic Equipment Operations	1.00	48,339		900	500	-	-		No	No	No	No		49,239	500
1755	Vacant	Assistant Director Creative Services	0.00	-		-	-	-	-		No	No	No	No		-	-
1758	Lucas Johnson	Assistant Dir. Sports Perf. Coach	1.00	33,509		-	500	-	-		No	No	No	No		33,509	500
1759	Brenda Robinson	Assoc Athletic Director CFO	1.00	90,085		1,000	2,500	-	-		No	No	No	No	90,085	1,000	2,500
1760	Taylor Harding	Asst Athletic Trainer	1.00	42,910	250	-	500	-	-		No	No	No	No		42,910	750
1761	Rayan Hawili	Associate Director, Sports Performance Coach	1.00	47,320	300	-	500	-	-	-	No	No	No	No		47,320	800
1763	Vacant/Craig Lawson	Associate Sports Info Director	1.00	49,026		-	-	-	-	-	No	No	No	No		49,026	-
1764	Justin LaChapelle	Athletic Technical Support Specialist	1.00	51,979		-	500	-	-	-	No	No	No	No		51,979	500
1766	Vacant	Asst Director of Compliance	1.00	42,910		-	-	-	-	-	No	No	No	No		42,910	-
1767	Kyle Moeller	Asst Director, Athletic Equipment Operations	1.00	44,346		-	500	-	-	-	No	No	No	No		44,346	500
1768	Bell, Michael	Director, Creative Services	1.00	54,038		-	500	-	-	-	No	No	No	No		54,038	500
1769	James Gerfen	Ticket Service Coordinator	1.00	46,010		500	500	-	-	-	No	No	No	No		46,510	500
1770	Daryn Colledge	Director Development Varsity B	1.00	49,026		-	250	-	-	-	No	No	No	No		49,026	250
1773	Brandon Voigt	Asst Athletic Trainer	1.00	70,013	2,980	-	500	-	-		No	No	No	No		70,013	3,480
1774	Joseph Nickell	Associate AD, Strategic Comm	1.00	90,106		-	2,500	-	-		No	No	No	No		90,106	2,500
1776	Jordan Britton	Business Manager	1.00	54,038		-	500	-	-		No	No	No	No		54,038	500
1834	Daniel Saline	Associate AD, Strategic Comm	1.00	49,026		-	500	-	-		No	No	No	No		49,026	500
1941	Jarred Nelson	Asst Director Sports Performance	1.00	38,106		-	500	-	-		No	No	No	No		38,106	500
2403	Stephanie Donaldson	Dir Ath Performance Psychologh	1.00	104,250		-	1,000	-	-		No	No	No	No		104,250	1,000
3005	Vacant/Anita Guerricabeitia	Assistant Director, Development	1.00	82,992		-	1,000	-	-	-	No	No	No	No		82,992	1,000
3023	Cody Smith	Associate AD Facility & Ops	1.00	79,310		2,900	2,500	-	-	-	No	No	No	No		82,210	2,500
3064	Dominic Shelden	Assistant AD Creative Serivces	1.00	65,478		-	1,000	-	-	-	No	No	No	No		65,478	1,000
3110	Vacant/Emily Keller	Academic Advisor	1.00	44,554		-	500	-	-	-	No	No	No	No	44,554	-	500
3125	Matthew Thomas	Asst AD, Marketing & Community Engagement	1.00	71,386		-	1,000	-	-	-	No	No	No	No		71,386	1,000
3132	Jennifer Bellomy	Asst AD, Compliance	1.00	71,510		-	1,000	-	-	-	No	No	No	No		71,510	1,000
3145	Gabe Rosenvall	Associate AD Student-Athlete Academic Services	1.00	93,642		-	2,500	5,500	-	-	No	No	No	No	93,642	5,500	2,500
3150	Shelby Larson	Social Media Content Strategist	1.00	42,910		-	500	-	-	-	No	No	No	No		42,910	500
3154	Joshua Bender	Director, Marketing & Promotions	1.00	49,026		1,000	500	-	-	-	No	No	No	No		50,026	500
3167	Sara Swanson Whiles	Assistant AD, Student-Athlete Development	1.00	65,770		-	1,000	1,500	-	-	No	No	No	No		67,270	1,000
3188	Vacant	Assistant Director Donor Relations & events	1.00	52,000		-	500	-	-	-	No	No	No	No		52,000	500
3410	Taryn Schutte	Director of Athletic Admin.	1.00	55,848		-	500	-	-	-	No	No	No	No		55,848	500
3502	Andy Atkinson	Director, Ath Info & Digital Tech	1.00	79,331		-	1,000	-	-	-	No	No	No	No		79,331	1,000
3529	Jodie Faulk	Asst Director of Compliance	1.00	49,026		-	500	-	-		No	No	No	No		49,026	500
3530	Tyler Whitmer	Assistant AD, SPHW - Olympic Sports Perform	1.00	73,258		-	1,500	-	-		No	No	No	No		73,258	1,500
3545	Vacant/ Hansen	Asst AD Ticket Operations	1.00	49,587		-	500	-	-		No	No	No	No		49,587	500
3549	Nathan Burk/Matt Brewer	Associate Athletic Director, Compliance	1.00	100,006		-	2,500	-	-		No	No	No	No		100,006	2,500
3563	Eric Kile	Director, Student Athlete Learning Center	1.00	53,290		-	500	1,500	-		No	No	No	No	53,290	1,500	500
3584	Molly Dickson	Assist AD, Bronco Athletic Association	1.00	77,002		-	500	-	-		No	No	No	No		77,002	500
3805	Keita Shimada	Assistant AD, SPHW - Olympic Sports Medicine	1.00	73,258		-	1,000	-	-		No	No	No	No		73,258	1,000
3806	Abigail Bass/ Denno	Assistant Athletic Trainer	1.00	42,910	652	-	500	-	-	-	No	No	No	No		42,910	1,152
3950	Rene Barraza	Asst Manager, Athletic Events and Facilities	1.00	44,346		300	500	-	-	-	No	No	No	No		44,646	500
3970	Syringa Larson	Dir of Stdnt-Ath Med Sup Serv.	1.00	50,669		-	500	-	-	-	No	No	No	No		50,669	500
4023	Andrew Bondi	Ticket Service Coordinator	1.00	44,554		500	500	-	-	-	No	No	No	No		45,054	500
4130	Kathy Haumann	Business Operations Manager BAA	1.00	57,470		-	500	-	-	-	No	No	No	No		57,470	500
4149	Shawn McGowan	Assist Athletic Trainer - FB	1.00	42,910	1,028	-	500	-	-	-	No	No	No	No		42,910	1,528
4165	Kacey Huntington	Assistant Business Manager	1.00	46,010		-	500	-	-	-	No	No	No	No	46,010	-	500
4174	Cody Gougler	Senior Associate Director, External Affairs	1.00	110,011			2,500	-	-	-	No	Yes	No	No		110,011	2,500
4185	Jake Mankin	Assoc AD Ticket Sales & Operations	1.00	85,010		1,200	2,500	-	-	-	No	No	No	No		86,210	2,500
4198	Jacob Isaacson	Assistant Director, Graphic Design	1.00	42,910			250	-	-	-	No	No	No	No		42,910	250
4201	Sarah Hastings	Academic Advisor	1.00	42,910			500	-	-	-	No	No	No	No		42,910	500
4202	Samantha Wade	Director, Sports Nutrition	1.00	70,013			500	-	-	-	No	No	No	No		70,013	500

ATTACHMENT 1

Intercollegiate Athletics Compensation Report
Boise State University
FY22 Budgeted Base Salary and Actual Other Compensation

				Compensation				Contract Bonus			Perks				Funding		
PCN		Depart/Name/Title		Athletic FTE	Base Salary	Camps/ Clinics	Other	Equip Co	Academic Perform.	Winning Perform.	Post Season Other	Club Memb	Car	Other	Multi-Yr Contract	State Approp.	Program Revenue	All Other
4221		Cody St. John	Ath Sports Ops, Coord, Assc.	1.00	42,910			500	-	-	-	No	No	No	No		42,910	500
4242		Justin Rogers	Assistant Athletic Director Ticket Sales & Service	1.00	70,013			500	-	-	-	No	No	No	No		70,013	500
4246		Nicole Criner	Assistant Director Development	1.00	42,910			500	-	-	-	No	No	No	No		42,910	500
4247		Vacant	Associate Athletic Director, BAA	1.00	87,173			-	-	-	-	No	No	No	No		87,173	-
4259		Jeremy Malnes	Assistant Director, Ticket Sales & Service	1.00	42,910			250	-	-	-	No	No	No	No		42,910	250
4260		Daniel Calhoun	Assistant Director, Ticket Sales & Service	1.00	42,910			250	-	-	-	No	No	No	No		42,910	250
4268		Adam Yetter	Asst Athletic Trainer	1.00	44,346	1,480	-	500	-	-		No	No	No	No		44,346	1,980
4272		Allie Lepori	Assistant Director, Athletic Personnel Services	1.00	45,906							No	No	No	No		45,906	-
4279		Kelli Nooney	Student Athlete Development Coord	1.00	47,008		-	500	-	-	-	No	No	No	No		47,008	500
4280		Vacant New Position	Assistant Director Athletic Media Relations	1.00	42,910							No	No	No	No		42,910	-
4281		Amanda DiEnno	Associate Athletic Trainer Soccer	1.00	42,910							No	No	No	No		42,910	-
4903		Matthew Mayer	Assistant AD Business Operations	1.00	65,478	7,000	200	500	-	-	-	No	No	No	No	65,478	200	7,500
4925		Katherine Dores	Director, Athletic Personnel Services	1.00	62,005		200	500	-	-	-	No	No	No	No		62,205	500
4931	*	Mike Keller	Associate AD Major Giving	1.00	50,003		-	2,500	-	-	-	No	No	No	No		50,003	2,500
4935		Laine Brown	Assistant Athletic Trainer	1.00	45,781	1,350	-	500	-	-	-	No	No	No	No		45,781	1,850

* Mike Keller is 50% paid from University Advancement

	Men's Sports																	
	Football																	
1704		Andy Avalos	Head Coach	1.00	1,475,011		-	3,000	15,000	-		No	Yes	No	Yes		1,490,011	3,000
1705		Kelly Poppinga	Assistant Coach	1.00	220,002	1,000	-	2,000	6,750	-	-	No	Yes	No	Yes		226,752	3,000
1706		Timothy Plough	Assistant Coach	1.00	270,005	1,000	-	2,000	8,100	-	-	No	Yes	No	Yes		278,105	3,000
1707		Frank Maile	Assistant Coach	1.00	270,005	1,000	-	2,000	7,800	-	-	No	Yes	No	Yes		277,805	3,000
1708		Spencer Danielson	Defensive Coordinator	1.00	290,014	1,000	-	2,000	10,900	-	-	No	Yes	No	Yes		300,914	3,000
1728		Brandon Pietrzyk	Assistant Coach, FB Strength & Conditioning	1.00	85,010	500	-	500	-	-	-	No	No	No	No		85,010	1,000
1730		Michael Joel Schneider	Director of Football Administration	1.00	75,005	3,500	-	2,000	5,000	-	-	No	No	No	No		80,005	5,500
1752		Dale Holste	Assoc Dir, Athletic Equipment Operations	1.00	64,126	4,000	-	2,000	-	-	-	No	No	No	No		64,126	6,000
1757		Dustin Kelley	Asst Director Athletic Equipment Operations	1.00	48,152	2,000	-	500	-	-	-	No	No	No	No		48,152	2,500
1762		Jason Cvercko	Director of Recruiting Football	1.00	55,016	1,000	-	500	1,543	-	-	No	No	No	No		56,559	1,500
1772		Lucas White	Assistant Coach, Strength & Conditioning/Football	1.00	69,638	1,000	-	500	-	-	-	No	No	No	No		69,638	1,500
1781		Deontrae Cooper	Coaching assistant	1.00	35,006							No	No	No	No		35,006	-
1787		Louis Major	Director Football External Relations	1.00	90,002							No	No	No	No		90,002	-
3030		Delete PCN/Winters	Chief of Staff/Delete PCN	1.00	89,648	1,500	-	2,000	2,689	-	-	No	Yes	No	No		92,337	3,500
3103		Keith Bhonapha	Assistant Coach	1.00	125,008	1,000	-	2,000	5,950	-	-	No	Yes	No	Yes		130,958	3,000
3109		Demario Warren	Assistant Coach	1.00	120,016	1,000	-	2,000	3,300	-	-	No	Yes	No	No		123,316	3,000
3134		Matthew Miller	Assistant Coach	1.00	160,014	1,000	-	2,000	7,300	-	-	No	Yes	No	No		167,314	3,000
3153		Kagy, Reid	Director, Sports Perf Coach FB	1.00	165,006	500	-	2,000	4,800	-	-	No	No	No	Yes		169,806	2,500
3160		Kane Ioane	Assistant Coach	1.00	225,014	1,000	-	2,000	6,000	-	-	No	Yes	No	Yes		231,014	3,000
3162		Timothy Keane	Assistant Coach	1.00	225,014	1,000	-	2,000	6,750	-	-	No	Yes	No	No		231,764	3,000
3186		Nate Potter	Assistant Coach	1.00	220,002	1,000	-	2,000	9,250	-	-	No	Yes	No	No		229,252	3,000
4147		Kiyoshi Harris	Coordinator of Recruiting Relations	1.00	60,008	1,000	-	500	1,543	-	-	No	No	No	No		61,551	1,500
4152		Brooke Pahukoa	Associate Director, Football Administration	1.00	60,008	2,000	-	500	1,389	-	-	No	No	No	No		61,397	2,500
4159		Jayln Baker	Asst Dir Sports Performance Coach FB	1.00	35,027	500	-	500	-	-	-	No	No	No	No		35,027	1,000
4267		Dirk Koetter	Senior Football Analyst	1.00	24,003			-	-	-	-	No	No	No	No		24,003	-
4269		Will Heffner	Offensive Coaching Assistant	1.00	24,003			-	-	-	-	No	No	No	No		24,003	-
4273		Ron Collins	Senior Football Analyst	1.00	24,003			-	-	-	-	No	No	No	No		24,003	-
4274		Michael Frisina	Special Teams Coaching Asst.	1.00	24,003			-	-	-	-	No	No	No	No		24,003	-
4275		Calin Criner	Defensive Coaching Assistant	1.00	24,960	1,500			-	-		No	No	No	No		24,960	1,500
4276		Kasey Richardson	Dir. FB Video/Technology	1.00	48,859		-	500	-	-	-	No	No	No	No		48,859	500
4284		Meredith (Butch) Henry	Athletic Operations Coordinator	1.00	42,910				-	-		No	No	No	No		42,910	-
5549		Kharyee Marshall	Defensive Coaching Assistant	1.00	51,355	1,500	-	500	-	-	-	No	No	No	No		51,355	2,000
	Basketball																	
1710		Leon Rice	Head Coach	1.00	748,197		-	10,000	-	43,000	-	No	Yes	No	Yes		791,197	10,000
1712		Michael Burns	Assistant Coach	1.00	164,549		-	2,500	-	19,746		No	Yes	No	No		184,295	2,500
1714		Timothy Duryea	Assistant Coach	1.00	150,010		-	2,500	-	18,001		No	Yes	No	No		168,011	2,500
1745		David Moats	Director, Men's BB Operations	1.00	51,022	4,575	-	2,000	-	6,123		No	No	No	No		57,145	6,575
3133		Roy Barsh II/Bergerson	Assistant Coach	1.00	145,392		-	2,500	-			No	Yes	No	Yes		145,392	2,500
4254		Lexus Williams	Coaching Assistant	1.00	40,019			500	-	-	-	No	No	No	No		40,019	500
	Golf																	
3566		Dan Potter	Head Coach	1.00	80,018		-	2,000	3,000	-	-	No	Yes	No	No		83,018	2,000
1486		Joe Panzeri	Assistant Coach	1.00	24,003			500	-	-	-	No	No	No	No		24,003	500
	Tennis																	
3151		Paluka Shields	Head Coach	1.00	80,018		-	2,000	3,000	-	-	No	Yes	No	Yes		83,018	2,000
3178		Alex Free	Assistant Coach	1.00	45,011		-	500	-	-	-	No	No	No	No	45,011	-	500
	Men/Women's Track & Field																	
1400		Benjamin Wetli	Asst Coach Track & Field & CC	1.00	51,626		-	500	2,400	1,000	4,065	No	No	No	No		59,091	500
1719		Rachel McFarlane/Cody Sohn	Asst Coach Track & Field & CC	1.00	43,118		-	750	2,400	1,000	2,000	No	No	No	No	43,118	5,400	750
1721		Travis Hartke	Assoc Head CC & Asst Track and Field Coach	1.00	63,523		-	1,000	2,400	1,000	4,541	No	No	No	No	63,523	7,941	1,000

Intercollegiate Athletics Compensation Report
Boise State University
FY22 Budgeted Base Salary and Actual Other Compensation

				Compensation				Contract Bonus			Perks				Funding		
PCN	Depart/Name/Title		Athletic FTE	Base Salary	Camps/ Clinics	Other	Equip Co	Academic Perform.	Winning Perform.	Post Season Other	Club Memb	Car	Other	Multi-Yr Contract	State Approp.	Program Revenue	All Other
2223	Corey Ihmels	Head Coach	1.00	145,018		-	4,000	12,000	6,600	8,000	No	Yes	No	Yes		171,618	4,000
3177	Gavin O'Neal	Assistant Coach, Track & Field	1.00	53,726		-	500	1,200			No	No	No	No	53,726	1,200	500
4041	Andrew Green	Assistant Coach, Track & Field	1.00	33,197		-	500	1,200			No	No	No	No		34,397	500
	Women's Sports																
	Basketball																
1720	Heather Sower	Assistant Coach	1.00	97,802		-	1,000	-	-	-	No	No	No	No	97,802	-	1,000
1744	Cori Smith	Dir, Women's BB Operations	1.00	48,547		-	500	-	-	-	No	No	No	No	48,547	-	500
2226	Gordon Presnell	Head Coach	1.00	308,110		-	7,500	-	-	-	No	No	No	Yes	308,110	-	7,500
3129	Michael Petrino	Assistant Coach	1.00	97,011		-	1,000	-	-	-	No	No	No	No	97,011	-	1,000
3181	Cariann Ramirez	Assistant Coach	1.00	97,802		-	1,000	-	-	-	No	No	No	No	97,802	-	1,000
	Soccer																
1722	James Thomas	Head Coach	1.00	109,990	47,000	-	2,000	3,000	-	-	No	No	No	Yes	109,990	3,000	49,000
1723	Elizabeth Ruiz	Assistant Coach	1.00	37,939	25,125	-	500	1,500	-	-	No	No	No	No	37,939	1,500	25,625
1748	Max Weber	Assistant Coach	1.00	52,790	31,500	-	500	1,500	-	-	No	No	No	No		54,290	32,000
	Volleyball																
1716	Shawn Garus	Head Coach Volleyball	1.00	140,878		-	3,500	5,000	9,500	-	No	Yes	No	Yes	140,878	14,500	3,500
3130	Candy Murphy	Assistant Coach Volleyball	1.00	75,275		-	500	1,200	4,517	-	No	No	No	No	75,275	5,717	500
3176	Hayley Peterson	Assistant Coach Volleyball	1.00	48,506		-	500	1,200	2,910	-	No	No	No	No	48,506	4,110	500
4282	Vacant New Position	Director of Operations, Volleyball	1.00	42,910			-	-	-	-	No	No	No	No	42,910	-	-
	Beach Volleyball																
1817	Allison Buck Voigt	Head Coach Beach Volleyball	1.00	55,016		-	1,000	2,000	-	-	No	No	No	No		57,016	1,000
4040	Alex Venardos	Assistant Coach Beach Volleyball	1.00	36,504		-	500	1,200	2,190	-	No	No	No	No		39,894	500
	Gymnastics																
3164	Patti Murphy	Assistant Coach	1.00	43,368		-	500	1,200	-	-	No	No	No	No	43,368	1,200	500
3174	Tina Bird	Head Coach	1.00	91,790		-	2,000	2,000	-	-	No	Yes	No	No	91,790	2,000	2,000
4047	Ivan Alexov	Assistant Coach	1.00	77,397		-	500	1,200	-	-	No	No	No	No		78,597	500
	Tennis																
3163	Sherman Roghaar	Head Coach Womens Director	1.00	89,627	539	-	2,000	7,000	-	-	No	Yes	No	Yes	89,627	7,000	2,539
3179	Maria Lopez	Assistant Coach	1.00	54,080	1,017	-	500	1,200	-	-	No	No	No	No		55,280	1,517
	Golf																
3127	Kailin Downs	Head Coach	1.00	65,000		-	2,000	-	-	-	No	Yes	No	Yes	65,000	-	2,000
	Softball																
1737	Justin Shults	Head Coach	1.00	90,002	2,000	-	2,000	-	-	-	No	Yes	No	Yes	90,002	-	4,000
1738	Francis Strub	Assistant Coach	1.00	40,019	7,772	-	500	-	-	-	No	No	No	No	40,019	-	8,272
1747	Allison Walljasper	Assistant Coach	1.00	60,008	6,404	-	500	-	-	-	No	No	No	No	60,008	-	6,904
	Grand Totals		**156.00**	**14,103,586**	**171,872**	**15,100**	**169,450**	**210,364**	**117,587**	**27,606**					**2,587,254**	**11,886,988**	**341,322**

ATTACHMENT 2

Intercollegiate Athletics Compensation Report
Boise State University
FY23 Est Base Salary and Other Compensation

				Compensation				Contract Bonus			Perks				Funding			Salary
PCN	Depart/Name/Title		Athletic FTE	Base Salary	Camps/ Clinics	Other	Equip Co	Academic Perform.	Winning Perform.	Post Season Other	Club Memb	Car	Other	Multi-Yr Contract	State Approp.	Program Revenue	All Other	Annualized Change
	Athletic Administration																	
1349	Michael Walsh	Assoc AD, Business Development & Innovation	1.00	94,370		-	1,500	-	-	-	No	No	No	No		94,370	1,500	11%
1523	Kathryn Chase	NCAA Compliance (Financial Aid)	1.00	57,117		-	-	-	-	-	No	No	No	No	57,117	-	-	5%
1700	Heather Berry	Sr. Associate AD, HR Services & Chief of Staff	1.00	115,003		671	2,500	-	-	-	No	No	No	No		115,674	2,500	23%
1701	Jeramiah Dickey	Executive Director, Athletics	1.00	429,915		-	4,000	32,500	7,500	30,000	Yes	Yes	No	Yes		499,915	4,000	5%
1702	Robert Carney	Sr. Assoc AD, Strat Plan & Cap Proj	1.00	120,141		5,000	2,500	-	-	-	No	No	No	No		125,141	2,500	5%
1711	Marc Paul	Assoc AD Sports Performance Health & Wellness	1.00	105,019		-	2,000	-	-	-	No	No	No	No		105,019	2,000	12%
1715	Tyler Smith	Director SPHW	1.00	75,733		600	750	-	-	-	No	No	No	No	75,733	600	750	7%
1717	Christina Van Tol	Sr Assoc AD, SWA	1.00	143,416		-	2,500	-	-	-	No	Yes	No	No	143,416	-	2,500	5%
1724	Messer, Kelsey	Head Cheer/Dance Coach	1.00	44,387		-	1,000	-	-	-	No	No	No	No		44,387	1,000	5%
1725	Krysta Fryer	Asst Athletic Trainer	1.00	44,429		600	500	-	-	-	No	No	No	No	-	45,029	500	-14%
1726	Bradley Kimble	Assistant AD, SPHW- Football	1.00	104,666	400	-	1,000	-	-	-	No	No	No	No		104,666	1,400	5%
1727	Doug Link	Assoc Director, Athletic Media Relations	1.00	53,872		-	500	-	-	-	No	No	No	No		53,872	500	5%
1736	Cameron Howard	Dir of Community & Fan Engmt	1.00	51,542		400	750	-	-	-	No	No	No	No		51,942	750	5%
1739	Garrett Ton	Assistant AD, Facility Operations	1.00	67,454		1,500	1,000	-	-	-	No	No	No	No		68,954	1,000	3%
1740	Craig Lawson	Director, Athletic Media Relations	1.00	67,517		300	-	-	-	-	No	No	No	No	-	67,817	-	5%
1741	Christopher Nichol	Academic Advisor, Director of Tutor Program	1.00	53,789		-	500	-	-	-	No	No	No	No	53,789	-	500	8%
1742	Julie Rising	Assistant AD, Events	1.00	69,077		1,500	1,000	-	-	-	No	No	No	No		70,577	1,000	5%
1743	Naomi Lam	Assistant Business Manager	1.00	45,906	2,000	53	500	-	-	-	No	No	No	No	-	45,958	2,500	3%
1749	Mary Grace Testa	Assistant Athletic Trainer	1.00	47,133		-	500	-	-	-	No	No	No	No		47,133	500	10%
1751	Jordan Feeney	Facility Operations Supervisor	1.00	61,006		2,000	750	-	-	-	No	No	No	No		63,006	750	10%
1753	Raul Ibarra	Assistant Director, Athletic Equipment Operations	1.00	50,710		900	500	-	-	-	No	No	No	No		51,610	500	5%
1758	Lucas Johnson	Assistant Director, Sports Perf. Coach	1.00	43,680	800	-	-	-	-	-	No	No	No	No		43,680	800	30%
1759	Brenda Robinson	Associate AD, CFO	1.00	95,014	2,000	1,300	2,000	-	-	-	No	No	No	No	95,014	1,300	4,000	5%
1760	Taylor Harding	Assistant Athletic Trainer	1.00	47,133	250	-	500	-	-	-	No	No	No	No		47,133	750	10%
1761	Lauren Sale	Associate Director, Sports Performance Coach	1.00	41,246	300	-	500	-	-	-	No	No	No	No		41,246	800	-13%
1763	Nathan Lowery	Associate Sports Info Director	1.00	50,502		-	500	-	-	-	No	No	No	No		50,502	500	3%
1764	Justin LaChapelle	Athletic Technical Support Specialist	1.00	54,829		-	500	-	-	-	No	No	No	No		54,829	500	5%
1766	Robert Kautz	Assistant Director of Compliance	1.00	42,910		-	500	-	-	-	No	No	No	No		42,910	500	0%
1767	Jeffrey Barlow	Assistant AD, Athletic Equipment Operations	1.00	68,016		-	500	-	-	-	No	No	No	No		68,016	500	53%
1768	Bell, Michael (Alex)	Director, Creative Services	1.00	56,992		-	750	-	-	-	No	No	No	No		56,992	750	5%
1769	James Gerfen	Ticket Service Coordinator	1.00	48,214		700	500	-	-	-	No	No	No	No		48,914	500	5%
1770	Daryn Colledge	Director of Development, Varsity B	1.00	51,542		-	500	-	-	-	No	No	No	No		51,542	500	5%
1773	Brandon Voigt	Director, Athletic Training - Football	1.00	73,840	2,980	-	750	-	-	-	No	No	No	No		73,840	3,730	5%
1774	Delete PCN /Joseph Nici	Associate AD, Strategic Comm	1.00	11,661		-	2,500	-	-	-	No	No	No	No		11,661	2,500	-87%
1776	Jordan Britton	Business Manager	1.00	56,992	3,000	-	250	-	-	-	No	No	No	No	56,992	-	3,250	5%
1834	Colby Harms	Assistant Director, Graphic Design - Football	1.00	46,010		-	500	-	-	-	No	No	No	No		46,010	500	-6%
1941	Jarred Nelson	Assistant Director, Sports Performance Coach	1.00	47,029		-	-	-	-	-	No	No	No	No		47,029	-	23%
2403	Stephanie Donaldson	Director, Athletic Performance Psychology	1.00	109,637		-	1,000	-	-	-	No	No	No	No		109,637	1,000	5%
3005	Vacant	Assistant Director, Development	1.00	50,003		-	1,000	-	-	-	No	No	No	No		50,003	1,000	-40%
3023	Cody Smith	Associate AD, Facility & Ops	1.00	83,658		5,000	2,000	-	-	-	No	No	No	No		88,658	2,000	5%
3064	Dominic Shelden	Assistant AD, Creative Serivces	1.00	74,090		-	1,000	-	-	-	No	No	No	No		74,090	1,000	13%
3110	Alissa Lauer	Academic Advisor	1.00	47,424		-	500	-	-	-	No	No	No	No	-	47,424	500	6%
3125	Delete PCN/Matthew Thc	Asst AD, Marketing & Community Engagement	1.00	19,027		-	1,000	-	-	-	No	No	No	No		19,027	1,000	-73%
3132	Jennifer Bellomy	Assistant AD, Compliance	1.00	75,213		-	1,000	-	-	-	No	No	No	No		75,213	1,000	5%
3145	Gabe Rosenvall	Associate AD, Student-Athlete Academic Services	1.00	98,758		-	2,000	-	-	-	No	No	No	No	98,758	-	2,000	5%
3150	Shelby Larson	Social Media Content Strategist	1.00	44,970		-	500	-	-	-	No	No	No	No		44,970	500	5%
3154	Joshua Bender	Interim Assistant AD (Director, Marketing & Promotio	1.00	51,542		1,300	750	-	-	-	No	No	No	No		52,842	750	5%
3167	Sara Swanson Whiles	Assistant AD, Student-Athlete Development	1.00	70,886		-	1,000	-	-	-	No	No	No	No		70,886	1,000	8%
3188	Jacob Howell	Director, Donor Relations & Events	1.00	50,502		-	500	-	-	-	No	No	No	No		50,502	500	-3%
3410	Vacant	Director of Athletic Administration	1.00	58,926		-	500	-	-	-	No	No	No	No		58,926	500	6%
3502	Andy Atkinson	Director, Ath Info & Digital Tech	1.00	83,450		-	1,000	-	-	-	No	No	No	No		83,450	1,000	5%
3529	Jodie Faulk	Director of Compliance	1.00	51,376		-	750	-	-	-	No	No	No	No		51,376	750	5%
3530	Tyler Whitmer	Assistant AD, SPHW - Olympic Sports Perform	1.00	80,288		-	1,000	-	-	-	No	No	No	No		80,288	1,000	10%
3545	Chris Apenbrink	Assistant Director, Ticket Operations	1.00	46,010		-	250	-	-	-	No	No	No	No		46,010	250	-7%
3549	Nathan Burk	Sr. Associate AD, Compliance	1.00	115,003		-	2,500	-	-	1,000	No	No	No	No		116,003	2,500	15%
3563	Eric Kile	Director, Student Athlete Learning Center	1.00	57,741		-	750	-	-	-	No	No	No	No	57,741	-	750	8%
3584	Molly Lenty	Assistant AD, Bronco Athletic Association	1.00	80,662		-	1,000	-	-	-	No	No	No	No		80,662	1,000	5%
3805	Keita Shimada	Assistant AD, SPHW - Olympic Sports Medicine	1.00	80,288		-	1,000	-	-	-	No	No	No	No		80,288	1,000	10%
3806	Abigail Bass	Assistant Athletic Trainer	1.00	46,488	840	600	500	-	-	-	No	No	No	No		47,088	1,340	8%
3950	Rene Barraza	Asst Manager, Athletic Events and Facilities	1.00	46,613		400	500	-	-	-	No	No	No	No		47,013	500	5%
3970	Syringa Larson	Director of Stdnt-Ath Med Supprt Services	1.00	53,435	940	-	750	-	-	-	No	No	No	No		53,435	1,690	5%
4023	Andrew Bondi	Assistant Director, Ticket Operations	1.00	51,002		1,500	500	-	-	-	No	No	No	No		52,502	500	14%
4130	Kathy Haumann	Business Operations Manager, BAA	1.00	60,403		-	500	-	-	-	No	No	No	No		60,403	500	5%
4149	McKenna Drevno	Assistant Athletic Trainer - FB	1.00	44,429	1,028	-	500	-	-	-	No	No	No	No		44,429	1,528	4%
4165	Kacey Huntington	Assistant Business Manager	1.00	48,381	2,000	-	500	-	-	-	No	No	No	No	48,381	-	2,500	5%
4174	Cody Gougler	Sr. Associate AD, External Affairs	1.00	116,043			2,500	-	-	-	No	Yes	No	No		116,043	2,500	5%
4185	Jake Mankin	Associate AD, Ticket Sales & Operations	1.00	94,370		1,000	2,000	-	-	-	No	No	No	No		95,370	2,000	11%
4198	Jacob Isaacson	Assistant Director, Graphic Design	1.00	47,757			500	-	-	-	No	No	No	No		47,757	500	11%
4201	Sarah Hastings	Academic Advisor	1.00	47,424			500	-	-	-	No	No	No	No		47,424	500	11%
4202	Samantha Wade	Director, Sports Nutrition	1.00	73,590	350		1,000	-	-	-	No	No	No	No		73,590	1,350	5%
4221	Cody St. John	Director of Operations, Boas	1.00	45,115			500	-	-	-	No	No	No	No		45,115	500	5%
4242	Justin Rogers	Assistant Athletic Director, Ticket Sales & Service	1.00	78,354			1,000	-	-	-	No	No	No	No		78,354	1,000	12%
4246	Nicole Criner	Assistant Director, Development	1.00	45,115			500	-	-	-	No	No	No	No		45,115	500	5%
4259	Jeremy Malnes	Assistant Director, Ticket Sales & Service	1.00	44,970			500	-	-	-	No	No	No	No		44,970	500	5%
4260	Daniel Calhoun	Assistant Director, Ticket Sales & Service	1.00	44,970			500	-	-	-	No	No	No	No		44,970	500	5%
4268	Adam Yetter	Associate Athletic Trainer	1.00	56,035	170	-	750	-	-	-	No	No	No	No		56,035	920	26%
4272	Allie Lepori	Interim Special Asst to the AD (Assistant Director, At	1.00	45,906			500	-	-	-	No	No	No	No		45,906	500	0%
4279	Kelli Nooney	Student-Athlete Development Coordinator	1.00	49,941		-	500	-	-	-	No	No	No	No		49,941	500	6%
4280	Alex Semadeni	Assistant Director, Athletic Media Relations	1.00	42,910			500	-	-	-	No	No	No	No		42,910	500	0%
4281	Amanda DiEnno	Associate Athletic Trainer Soccer	1.00	44,429	180	600	500	-	-	-	No	No	No	No		45,029	680	4%
4285	Michiel Logan	Director of Events, SSC	1.00	50,502			750	-	-	-	No	No	No	No		50,502	750	New

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				Compensation				Contract Bonus			Perks				Funding			Salary
PCN	Depart/Name/Title		Athletic FTE	Base Salary	Camps/ Clinics	Other	Equip Co	Academic Perform.	Winning Perform.	Post Season Other	Club Memb	Car	Other	Multi-Yr Contract	State Approp.	Program Revenue	All Other	Annualized Change
4302	Myron Domininic Duarte	Assistant Director, Creative Services	1.00	45,906			500	-	-	-	No	No	No	No		45,906	500	New
4306	Eric Leitzinger	Asst Director, Ath Counseling & Performance Psycho	1.00	70,013			500	-	-	-	No	No	No	No		70,013	500	New
4318	Bailey Carpenter	Assistant Director, Events - SSC	1.00	42,910			250	-	-	-	No	No	No	No		42,910	250	New
4319	Lauren Hazel	Assistant Director, Graphic Design	1.00	46,010			250	-	-	-	No	No	No	No		46,010	250	New
4321	Suzanne Lavender	Assistant AD, Strategic Communications	1.00	65,000		86	500	-	-	-	No	No	No	No		65,086	500	New
4331	Alyssa Perk	Associate Director Marketing	1.00	45,011			250	-	-	-	No	No	No	No		45,011	250	New
4336	Allison Iverson	Assistant Director, Business Dev & Revenue Innovat	1.00	45,906				-	-	-	No	No	No	No		45,906	-	New
4369	Vacant	Director, Creative Services	1.00	55,661				-	-	-	No	No	No	No		55,661	-	New
4386	Vacant	Assistant Director, Creative Services	1.00	45,906				-	-	-	No	No	No	No		45,906	-	New
4903	Matthew Mayer	Assistant AD, Business Operations	1.00	69,077	4,500	400	1,000	-	-	-	No	No	No	No	69,077	400	5,500	5%
4925	Katherine Dores	Director, Athletic Personnel Services	1.00	65,416		200	1,000	-	-	-	No	No	No	No		65,616	1,000	6%
4931 *	Mike Keller	Associate AD, Major Gifts	1.00	52,738		-	2,000	-	-	-	No	No	No	No		52,738	2,000	5%
4935	Laine Brown	Assistant Athletic Trainer	1.00	56,035	1,350	-	750	-	-	-	No	No	No	No		56,035	2,100	22%

* Mike Keller is 50% paid from University Advancement

	Men's Sports																	
	Football																	
1704	Andy Avalos	Head Coach	1.00	1,550,016		-	3,250	50,000	60,000	50,000	No	Yes	No	Yes		1,710,016	3,250	5%
1705	Erik Chinander	Assistant Coach	1.00	220,002	2,000	-	2,000	6,600	-	-	No	Yes	No	Yes		226,602	4,000	0%
1706	Bush Hamdan	Assistant Coach	1.00	400,005	2,000	-	2,500	-	-	-	No	Yes	No	Yes		400,005	4,500	48%
1707	Jabril Frazer	Assistant Coach	1.00	120,016	2,000	-	2,000	15,600	-	-	No	Yes	No	Yes		135,616	4,000	-56%
1708	Spencer Danielson	Defensive Coordinator	1.00	425,000	2,000	-	2,500	16,801	5,800	11,601	No	Yes	No	Yes		459,201	4,500	47%
1728	Bradley Minter	Assistant Coach, FB Strength & Conditioning	1.00	90,002	4,500	-	750	-	-	-	No	No	No	No		90,002	5,250	6%
1730	Michael Joel Schneider	Director of Football Administration	1.00	75,005	20,000	-	1,000	3,644	-	-	No	No	No	No		78,649	21,000	0%
1752	Dale Holste	Assoc Dir, Athletic Equipment Operations	1.00	67,122	8,000	-	1,000	-	-	2,685	No	No	No	No		69,806	9,000	5%
1757	Steven Schulte	Asst Director Athletic Equipment Operations	1.00	48,006	2,000	-	500	-	-	1,920	No	No	No	No		49,927	2,500	0%
1762	Jason Cvercko	Director of Recruiting Football	1.00	65,000	3,000	-	750	1,650	-	2,600	No	No	No	No		69,250	3,750	18%
1772	Jaylan Reid	Assistant Coach, Strength & Conditioning/Football	1.00	70,013	4,500	-	500	-	-	-	No	No	No	No		70,013	5,000	1%
1787	Louis Major	Director Football External Relations	1.00	90,002	6,000		1,000		1,800	3,600	No	No	No	No		95,402	7,000	0%
3103	Montgomery, James	Assistant Coach	1.00	195,000	2,000	-	2,750	3,750	-	-	No	Yes	No	Yes		198,750	4,750	56%
3109	Demario Warren	Assistant Coach	1.00	160,016	2,000	-	2,000	3,600	2,400	4,801	No	Yes	No	No		170,817	4,000	33%
3134	Matthew Miller	Assistant Coach	1.00	160,014	2,000	-	2,000	9,601	3,200	6,401	No	Yes	No	No		179,216	4,000	0%
3153	Ben Hilgart	Director, Sports Perf Coach FB	1.00	180,003	4,500	-	2,000	9,601	-	-	No	No	No	Yes		189,604	6,500	9%
3160	Kane Ioane	Assistant Coach	1.00	225,014	2,000	-	2,000	12,001	4,500	9,001	No	Yes	No	Yes		250,516	4,000	0%
3162	Timothy Keane	Assistant Coach	1.00	225,014	2,000	-	2,000	13,501	4,500	9,001	No	Yes	No	No		252,016	4,000	0%
3186	Nate Potter	Assistant Coach	1.00	220,002	2,000	-	2,000	6,600	4,400	8,800	No	Yes	No	Yes		239,802	4,000	0%
4147	Deontrae Cooper	Coordinator of Recruiting Relations	1.00	45,906	2,000	-	500		-	1,836	No	No	No	No		47,742	2,500	-24%
4152	Brooke Pahukoa	Associate Director, Football Administration	1.00	60,008	6,000	-	1,000	2,778	-	2,400	No	No	No	No		65,186	7,000	0%
4159	Tyrell Smith	Asst Dir Sports Performance Coach FB	1.00	35,006	4,500	-	500	-	-	-	No	No	No	No		35,006	5,000	0%
4267	Dirk Koetter	Senior Football Analyst	1.00	24,960			500	-	1,454	2,908	No	No	No	No		29,322	500	4%
4269	Taylor Kolste	Offensive Coaching Assistant	1.00	24,960	3,000		500	-	-	-	No	No	No	No		24,960	3,500	4%
4273	Ron Collins	Senior Football Analyst	1.00	24,960			500	-	-	-	No	No	No	No		24,960	500	4%
4274	Michael Frisina	Special Teams Coaching Asst.	1.00	24,960	6,000		500	-	-	-	No	No	No	No		24,960	6,500	4%
4275	Calin Criner	Defensive Coaching Assistant	1.00	24,960	3,000		500	-	-	-	No	No	No	No		24,960	3,500	0%
4276	Kasey Richardson	Dir. FB Video/Technology	1.00	48,859		-	500	-		1,954	No	No	No	No		50,814	500	0%
4284	Meredith (Butch) Henry	Athletic Operations Coordinator	1.00	42,910				-	-	-	No	No	No	No		42,910	-	0%
4310	Vacant/Kiyoshi Harris	Recruiting assistant	1.00	32,240				-	-	-	No	No	No	No		32,240	-	
4316	Vacant/De'andre Pierce	Recruiting assistant	1.00	30,014	1,500	-	500	-	-	-	No	No	No	No		30,014	2,000	New
	Basketball																	
1710	Leon Rice	Head Coach	1.00	900,016		-	4,000	-	108,002	72,001	Yes	Yes	No	Yes		1,080,019	4,000	20%
1712	Michael Burns	Assistant Coach	1.00	194,542		-	2,000	-	23,345	15,563	No	Yes	No	No		233,451	2,000	18%
1714	Timothy Duryea	Assistant Coach	1.00	180,003		-	2,000	-	21,600	14,400	No	Yes	No	No		216,004	2,000	20%
1745	David Moats	Director of Recruiting, MBB	1.00	74,256	14,058	-	2,000	-	8,911	5,940	No	No	No	No		89,107	16,058	46%
3133	Roberto Bergerson	Assistant Coach	1.00	130,000		-	2,000	-	15,600	10,400	No	Yes	No	Yes		156,000	2,000	-11%
4254	Lexus Williams	Coaching Assistant	1.00	45,906	1,500		500	-	5,509	3,672	No	No	No	No		55,087	2,000	15%
4305	Michael Johnson	Director Men's BB Operations	1.00	49,005	550		1,000	-	5,881	3,920	No	No	No	No		58,806	1,550	New
	Golf																	
3566	David Trainor	Head Coach	1.00	80,018		-	4,000	-	-	-	No	Yes	No	Yes		80,018	4,000	0%
1486	Joe Panzeri	Assistant Coach	1.00	24,960			2,000	1,200	-	-	No	No	No	No		26,160	2,000	4%
	Tennis																	
3151	Paluka Shields	Head Coach	1.00	80,018	308	-	4,000	-	-	-	No	Yes	No	Yes		80,018	4,308	0%
3178	Alex Free	Assistant Coach	1.00	45,011		-	2,000	-	-	-	No	No	No	No	-	45,011	2,000	0%
	Men/Women's Track & Field																	
1400	Benjamin Wetli	Assoc Head CC & Asst Track and Field Coach	1.00	65,000		-	2,000	6,195	3,900	10,400	No	No	No	No		85,495	2,000	26%
1719	Rachel McFarlane	Asst Coach Track & Field & CC	1.00	44,429		-	2,000	2,587	2,666	7,109	No	No	No	No	44,429	12,361	2,000	3%
1721	Travis Hartke	Assoc Head CC & Asst Track and Field Coach	1.00	65,437		-	2,500	7,623	3,926	10,470	No	No	No	No	65,437	22,019	2,500	3%
2223	Corey Ihmels	Head Coach	1.00	155,002		-	4,000	12,000	9,300	24,800	No	Yes	No	Yes		201,102	4,000	7%
3177	Gavin O'Neal	Assistant Coach, Track & Field	1.00	55,349		-	2,000	3,224	3,321	8,856	No	No	No	No	55,349	15,400	2,000	3%
4041	Andrew Green	Assistant Coach, Track & Field	1.00	34,195		-	2,000	1,992	2,052	5,471	No	No	No	No		43,710	2,000	3%
	Women's Sports																	
	Basketball																	
1720	Heather Sower	Assistant Coach	1.00	100,734		-	2,000	5,868	6,044	4,029	No	No	No	No	100,734	15,942	2,000	3%
1744	Cori Smith	Director Women's BB Operations	1.00	50,024		-	600	2,913	3,001	2,001	No	No	No	No	50,024	7,915	600	3%
2226	Gordon Presnell	Head Coach	1.00	308,110		-	4,000	18,000	8,000	10,000	No	No	No	Yes	308,110	36,000	4,000	0%
3129	Michael Petrino	Assistant Coach	1.00	99,923		-	2,000	5,821	5,995	3,997	No	No	No	No	99,923	15,813	2,000	3%
3181	Cariann Ramirez	Assistant Coach	1.00	100,734		-	2,000	5,868	6,044	4,029	No	No	No	No	100,734	15,942	2,000	3%
	Soccer																	
1722	James Thomas	Head Coach	1.00	115,490	20,000	-	4,000	-	-	-	No	No	No	Yes	115,490	-	24,000	5%

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				Compensation				Contract Bonus			Perks				Funding			Salary
PCN	Depart/Name/Title		Athletic FTE	Base Salary	Camps/ Clinics	Other	Equip Co	Academic Perform.	Winning Perform.	Post Season Other	Club Memb	Car	Other	Multi-Yr Contract	State Approp.	Program Revenue	All Other	Annualized Change
1723	Elizabeth Ruiz	Assistant Coach	1.00	37,939	21,500	-	2,000	-	-	-	No	No	No	No	37,939	-	23,500	0%
1748	Max Weber	Assistant Coach	1.00	52,790	26,500	-	2,500	-	-	-	No	No	No	No		52,790	29,000	0%
	Volleyball																	
1716	Shawn Garus	Head Coach Volleyball	1.00	147,930	597	-	4,000	6,525	-	-	No	Yes	No	Yes	147,930	6,525	4,597	5%
3130	Candy Murphy	Associate Head Coach Volleyball	1.00	75,275	9,000	-	2,500	4,517	-	-	No	No	No	Yes	75,275	4,517	11,500	0%
3176	Hayley Peterson	Assistant Coach Volleyball	1.00	52,000	3,000	-	2,000	2,910	-	-	No	No	No	No	52,000	2,910	5,000	7%
4282	Brindl Langley	Director of Operations, Volleyball	1.00	42,910			1,000	-	-	-	No	No	No	No	42,910	-	1,000	0%
	Beach Volleyball																	
1817	Allison Buck Voigt	Head Coach Beach Volleyball	1.00	55,016	430	-	4,000	2,751	-	-	No	No	No	No		57,767	4,430	0%
4040	Alex Venardos	Assistant Coach Beach Volleyball	1.00	36,504	1,000	-	2,000	1,825	-	-	No	No	No	No		38,329	3,000	0%
	Gymnastics																	
3164	Patti Murphy	Assistant Coach	1.00	43,368	5,250	-	2,000	2,168	-	2,168	No	No	No	No	43,368	4,337	7,250	0%
3174	Tina Bird	Head Coach	1.00	91,790	7,900	-	4,000	4,590	-	4,590	No	Yes	No	No	91,790	9,179	11,900	0%
4047	Ivan Alexov	Assistant Coach	1.00	77,397	6,250	-	2,000	3,870	-	3,870	No	No	No	No		85,136	8,250	0%
	Tennis																	
3163	Sherman Beck Roghaar	Head Coach Womens Director	1.00	92,331	895	-	4,000	4,481	-	-	No	Yes	No	Yes	92,331	4,481	4,895	3%
3179	Maria Lopez	Assistant Coach	1.00	54,080	37	-	2,000	-	-	-	No	No	No	No		54,080	2,037	0%
	Golf																	
3127	Kailin Downs	Head Coach	1.00	67,517		-	4,000	3,250	-	-	No	Yes	No	Yes	67,517	3,250	4,000	4%
4334	Vacant New Position	Asst Coach Women's Golf	1.00	24,960	0	-	2,000	-	-	-	No	No	No	No	-	24,960	2,000	New
	Softball																	
1737	Justin Shults	Head Coach	1.00	95,014		-	4,000	4,500	-	-	No	Yes	No	Yes	95,014	4,500	4,000	6%
1738	Francis Strub	Assistant Coach	1.00	47,507		-	2,000	2,001	-	-	No	No	No	No	47,507	2,001	2,000	19%
1747	Allison Walljasper	Assistant Coach	1.00	60,008		-	2,000	3,000	-	-	No	No	No	No	60,008	3,000	2,000	0%
	Grand Totals		**166.00**	**15,308,531**	**240,363**	**26,610**	**220,350**	**307,906**	**338,653**	**378,196**					**2,549,839**	**13,810,056**	**460,713**	**16,820,608**

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Depart/Name/Title			Athletic FTE	Compensation: Base Salary**	Compensation: Camps/ Clinics	Compensation: Media	Compensation: Equip Co & Other	Contract Bonuses: Academic Perform.	Contract Bonuses: Winning Perform..	Contract Bonuses: Other	Perks: Club Mbership	Perks: Car	Perks: Other	Multi-Yr Contract	Funding: State Approp.	Funding: Program Revenue	Funding: All Other
Athletic Administration:																	
Pauline Thiros		Athletic Director	0.80	147,367							Yes	Yes		Yes	147,367		
Robyn Sharp		Sr Assc AD Int Op&Sprt Prf/SWA	1.00	87,325										No	87,325		
Nikole Cook		Academic Advisor	0.89	37,797										No		37,797	
Steven Schaack		Asst AD for Media Relations	1.00	70,321										No	70,321		
Jonathan Match		Asst Director Media Relations	1.00	40,322										No	40,322		
Dustin Enslinger		Head Athletic Trainer	1.00	61,725										No	61,725		
Nicolas Anderson		Asst Sports Trainer	1.00	41,500										No	500	41,000	
Santiago Segura Barron		Asst Sports Trainer	1.00	40,902										No	40,902		
Brandon Payne		Athletic Sport Trainer	1.00	46,217										No	46,217		
Elizabeth Reinstein	A	Athletic Sport Trainer	0.44	15,957										No	15,957		
Morgan Pook	B	Athletic Sport Trainer	0.56	20,474										No	20,474		
Ross Thorpe		Athletic Sport Trainer	0.89	37,615										No	13,542	24,073	
Brandon Stephens		Dir of Strength & Conditioning	0.98	58,739										No	47,578	11,161	
Brandon Rodewald		Asst Dir of Strength and Conditioning	1.00	51,579										No		51,579	
Caroline Lipka		Director of Sports Marketing	0.85	36,207										No		36,207	
Quintin Kohorst		Athletic Equipment Manager	1.00	54,791										No	54,791		
Spencer Salvesen		Senior Maint. Craftsman/Game Ops	0.50	14,833										No		14,833	
Ted Gambles	A	Admin Assistant	0.59	17,284										No	17,284		
Melissa Dixon	B	Admin Assistant	0.41	12,041										No	12,041		
Becky Naber		Mgmt Assistant	1.00	39,579										No	39,579		
Men's Sports																	
Football																	
Robert Phenicie	A	Hd Coach	0.46	102,742			44,460					Yes		Yes	147,202		
Charles Ragle	B	Hd Coach	0.56	118,406										Yes	103,406	15,000	
Michael Philipp	A	Asst Coach/Offensive Line	0.45	22,683										No	22,683		
Ryan Payne	B	Asst Coach/Offensive Line	0.53	28,001										No	17,268	10,733	
Joe Hall		Asst Coach	1.00	41,199										No	41,199		
Roger Cooper	A	Defensive Coordinator	0.48	42,649								Yes		No	34,119	8,530	
Timothy Schaffner	B	Defensive Coordinator	0.52	47,458										No	39,290	8,168	
Tyson Munns	A	Dir of Football Operations/Video Coor.	0.93	53,409										No	53,409		
Byron Hout	B	Dir of Football Operations/Video Coor.	0.07	4,272										No	4,272		
Kody Hensley	B	Asst Coach	0.05	1,615										No	1,615		
Byron Hout	A	Asst Coach	0.87	39,443										No	38,970	473	
Dominique Steward	B	Asst Coach / Academic Liaison	0.50	24,914										No	22,914	2,000	
Hagen Graves	A	Asst Coach / Academic Liaison	0.40	16,154										No	16,154		
Michael Ferriter	A	Asst Coach - Offensive Coor.	0.39	34,179										No	34,179		
Taylor Mazzone	B	Asst Coach - Offensive Coor.	0.57	54,375										No	47,675	6,700	
Vincent Amey		Asst Coach/Defensive Ends	0.50	25,824										No	25,824		
Edgar Weiser		Asst Coach/Tight Ends	0.55	33,890										No	30,790	3,100	
Charles Yancy	A	Asst Coach	0.64	23,810										No	23,810		
DaVonte Neal	B	Asst Coach	0.36	13,575										No		13,575	
Tevita Fiefia	A	Asst Coach/Special Teams Coor.	0.74	43,880										No	43,880		
Nicholas Alaimalo	B	Asst Coach/Running Backs	0.31	15,048										No	12,570	2,478	
Basketball																	
Ryan Looney		Hd Coach	0.96	110,476	8,000			5,000		15,000		Yes		Yes	110,476	20,000	8,000
Rosbie Mutcherson		Asst Coach	1.00	44,010	3,000									No	44,010		3,000
Davis Furman		Asst Coach	1.00	36,793	6,000									No	36,793		6,000
Jose White		Asst Coach	1.00	51,994	8,000									No	51,994		8,000

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Tennis																	
Alexander Free		Hd Coach	0.86	34,881										No	34,881		
(A) = indicates previous coach / employee																	
(B) = indicates current coach / employee																	
Track & Field																	
Hillary L. Merkley		Hd Coach	0.46	31,148						325		Yes		Yes	31,148		325
Drew Jones		Asst Coach	0.46	20,213										No	18,152	2,062	
Joseph Silvers		Asst Coach	0.50	20,462										No	20,462		
Cross Country																	
Nathan Houle		Hd Coach	0.50	28,663										No	28,663		
Women's Sports																	
Basketball																	
Seton Sobolewski		Hd Coach	0.96	124,078		10,000		8,000	8,500	126		Yes		Yes	124,078	26,626	
Ryan Johnson	A	Asst Coach	0.83	49,218			4,050			2,000		Yes		No	49,218		6,050
Maiya Michel	B	Asst Coach	0.17	10,369										No	8,369	2,000	
James Brewster	A	Asst Coach	0.27	12,063										No	12,063		
Dora Goles	B	Asst Coach	0.14	5,231										No	5,231		
Courtnie Smith		Asst Coach	1.00	38,811	6,444									No	38,811		6,444
Volleyball																	
Samantha Stuart	A	Hd Coach	0.90	57,230	10,200			1,000				Yes		Yes	57,230	1,000	10,200
Sean Carter	B	Hd Coach	0.08	6,279										Yes	6,279		
Chelsea Scott	B	Asst Coach	0.09	3,671										No	3,671		
Robert Berrett	A	Asst Coach	0.90	37,623	9,000									No	37,623		9,000
Tennis																	
Gretchen Maloney		Hd Coach	0.92	47,760				2,000						No	47,760	2,000	
Track & Field																	
Hillary L. Merkley		Hd Coach	0.46	31,148				700				Yes		Yes	31,148	700	
Drew Jones		Asst Coach	0.46	20,213										No	18,152	2,062	
Joseph Silvers		Asst Coach	0.50	20,462										No	20,462		
Golf																	
Dallen Atkins		Hd Coach	0.37	23,449										No	23,449		
Greta Carlson		Asst Coach	0.12	4,620										No	4,620		
Cross Country																	
Nathan Houle		Hd Coach	0.50	28,663										No	28,663		
Soccer																	
Deborah Brereton	A	Hd Coach	0.51	36,309	8,960							Yes		Yes	36,309		8,960
Dustin Downey	B	Hd Coach	0.56	35,528										Yes	35,528		
Jack Curtin	B	Hd Coach	0.47	20,329										No	20,329		
Sarah Arsenault	A	Asst Coach	0.53	22,768	1,750									No	22,768		1,750
Softball																	
Andrew Rich		Hd Coach	1.00	65,048								Yes		Yes	65,048		

Intercollegiate Athletics Compensation Report
Idaho State University
FY 2022 Actual Compensation

Depart/Name/Title			Athletic FTE	Compensation: Base Salary**	Compensation: Camps/ Clinics	Compensation: Media	Compensation: Equip Co & Other	Contract Bonuses: Academic Perform.	Contract Bonuses: Winning Perform..	Contract Bonuses: Other	Perks: Club Mbership	Perks: Car	Perks: Other	Multi-Yr Contract	Funding: State Approp.	Funding: Program Revenue	Funding: All Other
Jamie Wiggins	A	Asst Coach	0.95	40,423										No	40,423		
Kelsey Broadus	B	Asst Coach	0.07	2,125										No	2,125		
Rebekah Cervantes		Asst Coach	1.00	33,283										No	33,283		
Totals			48.25	2,875,441	61,354	10,000	48,510	16,700	8,500	17,451					2,626,371	343,856	67,729

(A) = indicates previous coach / employee
(B) = indicates current coach / employee

(*) These coaches receive pay for their participation in off-campus clinics or events.
These earnings are not reflected in the Regular Salary payroll costs for Idaho State University.

If a coach has an agreement with an apparel company, cash payments (payroll) should be reported as compensation. Report the value of of clothes and equipment that you know coaches receive in the Perks--Other column. Payments from the foundation should be reported in the other column. Indicate "Yes" or "No" if department employees have an assigned car. If there has been turnover in a position, the FTE should reflect the percent of time employed.

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Depart/Name/Title			Athletic FTE	Compensation: Base Salary	Compensation: Camps/ Clinics	Compensation: Media	Compensation: Equip Co & Other	Contract Bonus: Academic Perform.	Contract Bonus: Winning Perform.	Contract Bonus: Other	Perks: Club Mbership	Perks: Car	Perks: Other	Multi-Yr Contract	Funding: State Approp.	Funding: Program Revenue	Funding: All Other	Base Salary Annualized Change**
Athletic Administration:																		
Pauline Thiros		Athletic Director	1.00	190,000							Yes	Yes		Yes	190,000			3%
Robyn Sharp		Sr Assc AD Int Op&Sprt Prf/SWA	1.00	93,537										No	93,537			7%
Nikole Cook		Academic Advisor	1.00	44,300										No		44,300		4%
Jonathon Match		Asst AD for Media Relations	1.00	61,500										No	61,500			New
Ryan Cheney		Asst Director Media Relations	1.00	42,500										No	42,500			New
Brandon Stephens		Dir of Strength & Conditioning	1.00	70,000										No	51,051	18,949		17%
Caroline Lipka		Director of Sports Marketing	1.00	45,335										No		45,335		7%
Thomas Renner		Athletic Equipment Manager	1.00	52,000										No	52,000			New
Spencer Salvesen		Senior Maint. Craftsman/Game Ops	0.50	16,380										No		16,380		10%
Melissa Dixon		Admin Assistant	1.00	30,035										No	30,035			2%
Becky Naber		Mgmt Assistant	1.00	43,638										No	43,638			10%
Brandon Rodewald		Asst. Dir. Strength & Conditioning	1.00	57,614										No	57,614			New
Football																		
Cody Hawkins	B	Hd Coach	0.51	106,575										Yes	106,575			New
Charles Ragle	A	Hd Coach	0.40	84,988								Yes		No	84,988			0%
Korey Rush	B	Asst Coach	0.46	18,308										No	13,730	4,578		New
Pierre Cormier	A	Asst FB Coach/Secondary/CB	0.45	13,626										No		13,626		New
Jacob Thomas	B	Asst Coach/Runing Backs/Run Game	0.59	41,110										No	41,110			New
Ryan Payne	A	Asst Coach/Offensive Line	0.56	30,654										No	20,921	9,733		3%
Devin Holiday		Asst Coach	1.00	40,471										No	40,471			New
Josh Runda	B	Defensive Coordinator	0.49	41,846										No	41,846			New
Timothy Schaffner	A	Asst Coach/Defensive Coordinator	0.63	59,611								Yes		No	50,454	9,158		3%
Jesse Thompson	B	Asst FB Coach/Director FB Ops	0.53	33,173										No	33,173			New
Byron Hout	A	Director of Football Oper./Video Coord.	0.60	31,650										No	31,650			-14%
Kody Hensley		Asst Coach	1.00	32,327										No	32,327			0%
Mark Weber	B	Asst Coach/O-line	0.53	39,807										No	39,807			New
Vincent Amey	A	Asst Coach/Defensive Ends	0.41	22,042										No	22,042			3%
Edgar Weiser	A	Asst Coach/Tight Ends	0.56	35,859										No	35,859			3%
Scott Theissen	B	Asst Coach/Offensive Coor.	0.44	26,538										No	26,538			New
Taylor Mazzone	A	Asst Coach/Offensive Coor.	0.64	63,131										No	63,131			3%
Josh Mondt	A	Asst Coach/Wide Receivers	0.52	18,173										No	18,173			New
Dominique Stewart	A	Asst Coach/Wide Receivers	0.56	27,762										No	27,762			New
Nicholas Alaimalo		Asst Coach/Running Backs	0.95	52,089										No	48,391	3,698		15%
Jeff Pitman	B	Dr. of Football Perf.	0.49	27,076										No	14,770	12,306		New
Paea Moala		Video Coordinator	1.00	32,000										No		32,000		New
Basketball																		
Ryan Looney		Hd Coach	0.96	118,307								Yes		Yes	118,307			7%
Davis Furman		Asst Coach	1.00	40,717										No	40,717			11%
Rosbie Mutcherson		Asst Coach	1.00	48,118										No	48,118			9%
Jose White		Asst Coach	1.00	56,071										No	56,071			8%
Tennis																		
Oliver Good		Hd Coach	1.00	42,500										No	42,500			New

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Track & Field																		
Hillary L. Merkley		Hd Coach	0.45	33,468								Yes		Yes	33,468			7%

Intercollegiate Athletics Compensation Report
Idaho State University
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Depart/Name/Title		Athletic FTE	Compensation: Base Salary	Compensation: Camps/ Clinics	Compensation: Media	Compensation: Equip Co & Other	Contract Bonus: Academic Perform.	Contract Bonus: Winning Perform.	Contract Bonus: Other	Perks: Club Mbership	Perks: Car	Perks: Other	Multi-Yr Contract	Funding: State Approp.	Funding: Program Revenue	Funding: All Other	Base Salary Annualized Change**
Joseph Silvers	Asst Track & Field Coach	0.50	22,280										No	22,280			9%
Drew Jones	Asst Track & Field Coach	0.50	21,959										No	21,959			0%
Cross Country																	
Nathan Houle	Hd Coach	0.50	30,923										No	30,923			8%
Basketball																	
Seton Sobolewski	Hd Coach	0.96	133,019								Yes		Yes	133,019			7%
Maiya Michel	Asst Coach	1.00	64,000								Yes		No	64,000			2%
Dora Goles	Asst Coach	1.00	40,000										No	40,000			3%
Courtnie Smith	Asst Coach	1.00	45,000										No	45,000			16%
Volleyball																	
Sean Carter	Hd Coach	0.91	70,980								Yes		Yes	70,980			2%
Chelsea Scott	Asst Coach	1.00	41,500										No	41,500			2%
Tennis																	
Gretchen Maloney	Hd Coach	0.92	51,456										No	51,456			8%
Track & Field																	
Hillary L. Merkley	Hd Coach	0.45	33,468								Yes		Yes	33,468			7%
Joseph Silvers	Asst Track & Field Coach	0.50	22,280										No	22,280			9%
Drew Jones	Asst Track & Field Coach	0.50	21,959										No	21,959			0%
Golf																	
Todd Loveland	Hd Coach	0.37	41,500										No	23,999	17,501		New
Cross Country																	
Nathan Houle	Hd Coach	0.50	30,923										No	30,923			8%
Soccer																	
Dustin Downey	Hd Coach	1.00	67,465								Yes		No	67,465			6%
Jack Curtin	Asst Coach	1.00	43,260										No	43,260			0%
Softball																	
Andrew Rich	Hd Coach	1.00	68,094								Yes		Yes	68,094			5%
Rebekah Cervantes	Asst Coach	1.00	45,000										No	45,000			35%
Kelsey Broadus	Asst Coach	1.00	32,500										No	32,500			0%
Grand Total		45.85	2,892,402	0	0	0	0	0	0					2,664,839	227,564	0	

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Intercollegiate Athletics Compensation Report
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				Compensation				Contract Bonus			Other				Funding			
Depart/PCN/Name/Title			Athletic FTE	Base Salary	Camps/ Clinics	Media	Equip Co & Other	Academic Perform	Winning Perform.	Other	Club Memb.	Car	Other	Multi-Yr Contract	State Approp.	Program Revenue	All Other	Comments
Athletic Administration																		
8475	Gawlik, Terry	Athletic Director	1.00	204,259		15,000		10,000		4,632		yes+		yes	214,259	15,000		
8480	Haldeman, Garrett	Assoc AD, Business	1.00	90,002			1,094 ^^									91,096		New
8651	Vacant	Asst Business Mgr	0.00	0												-		vacant
8482	McIlraith, Sean	Administrative Coordinator	1.00	46,221												46,221		
8691	Vacant	Administrative Coordinator	0.00	0												-		vacant
8490	Castro, Anthony	Asst AD, Equipment	0.50	29,062												29,062		Resigned
8490	Grove, John	Asst AD, Equipment	0.50	12,496												12,496		New Hire
8491	Boswell, Elijah	Asst Equip Mgr	0.50	28,010												28,010		Resigned
8491	Peeler, Jarrett	Asst Equip Mgr	0.50	5,985												5,985		New Hire
8492	Layman, Rickey	Director of Video & Technology	1.00	51,727			2,367 ^^									54,093		New Hire
8636	Kellogg, Zachary	Asst Video Svcs Coord	1.00	29,021												29,021		Resigned
8636	Garner, Michael	Asst Video Svcs Coord	0.00	3,050												3,050		Resigned
8484	Pathomsiri, Nawanont	Multimedia Content Coord	1.00	12,410												12,410		New Hire
8484	Burt, Brittney	Multimedia Content Coord	0.00	11,270												11,270		Resigned
8495	Parrott, Casey	Dir Athletic Communications	1.00	27,120			4,700 ^^									31,820		New Hire
8495	St. Pierre, Joe	Dir Athletic Communications	0.00	12,474												12,474		Resigned
8494	Cutting, Kyle	Asst Dir Marketing	1.00	12,386												12,386		New Hire
8494	McFeeley, Paige	Asst Dir Communications	0.00	9,492												9,492		Resigned
8493	McCrea, Colton	Asst Dir Communications	1.00	30,013			255 ^^									30,268		New Hire
8493	Hall, Wyatt	Asst Dir Communications	0.00	5,522												5,522		Resigned
8504	Walsh, Christopher	Hd Trainer	1.00	75,154											75,154	-	0	
8500	Kuribayashi, Natsumi	Asst Trainer	1.00	32,395											32,395	-		New Hire
8500	Pomar, Justin	Asst Trainer	1.00	7,722											7,722	-		Resigned
8650	Malinich, Clayton	Asst Trainer	1.00	45,891											45,891	-	0	
8660	Johnson, Kassandra	Asst Trainer	1.00	46,474												46,474	0	
8483	Asplund, Stacy	Student Insurance Coord	1.00	36,330											36,330	-		
8689	Heim, Caleb	Head Strength Coach	1.00	1,346												1,346		New Hire
8689	Scharnhorst, Jacob	Head Strength Coach	0.00	65,605												65,605		Non-Renewed
8687	Croninger, Noah	Asst Strength	1.00	27,359												27,359		Resigned
8688	Gemberling, Miles	Assoc Strength	1.00	38,919												38,919		Resigned
8630	Mooney, Timothy	Assoc AD/External Ops	1.00	123,209								yes				123,209		
6534	Martin, Matthew	Assoc AD/Revenue Gen	1.00	91,360											91,360			
8644	Anderson, Eric	Admin Coor, Fundraising	1.00	38,894												38,894		
8692	Wolcott, Jerek	Asst AD, Mrktg & Fan Engagmt	1.00	55,741												55,741		new position

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				Compensation				Contract Bonus				Other				Funding			
Depart/PCN/Name/Title			Athletic FTE	Base Salary	Camps/ Clinics	Media	Equip Co & Other	Academic Perform	Winning Perform.	Other	Club Memb.	Car	Other	Multi-Yr Contract	State Approp.	Program Revenue	All Other	Comments
6379	Jackson, Michael	Director of Ticket Ops	1.00	49,246												49,246		Resigned
6376	Graham, Ty	Asst Dir Ticket Ops	1.00	1,309												1,309		New Hire
6376	Lindsey, Riley	Asst Dir Ticket Ops	0.00	29,537			2,606 ^^									32,143		New Hire-Resig
6376	Maley, Ryan	Asst Dir Ticket Ops	0.00	1,613												1,613		Resigned
6179	Grove, Sara	Learning Spec	0.05	24 *												24		New Hire
6179	Martin, Sydney	Learning Spec	0.00	1,249 *												1,249		Resign
Men's Sports																		
Men's Football																		
8550	Petrino, Paul	Hd Coach	1.00	171,692		255,000	185	20,000				yes+		yes	191,692	255,185		
8557	Gilbert, Nicholas	Assistant	0.00	89,309			7,589 ^^					yes+			89,309	7,589	0	New hire - Non-
8559	Breske, Michael	Assistant	0.00	141,229											141,229	-	0	Non-renew
8558	Pryce, Tracy	Assistant	0.00	50,983											50,983			Non-renew
8556	Molnar, Charles	Assistant	0.00	82,273		5,272						yes+			82,273	5,272	0	Non-renew
8552	Elliss, Luther	Assistant	0.00	45,525											45,525	-	0	Non-renew
8553	Smith, Vernon	Assistant	0.00	70,322								yes+			70,322	-	0	Non-renew
8554	Breske, Adam	Assistant	0.00	68,992								yes+			68,992	-	0	Non-renew
8551	Reader, Brian	Assistant	0.00	88,793											88,793	-	0	Increase for O C
8555	Clark, Rene	Assistant	0.00	29,896											29,896	-	0	New Hire- Non-r
8555	Schultz, James	Assistant	0.00	1,508											1,508	-	0	Resign
8693	Spencer, Anthony	Assistant	0.00	41,145											41,145	-	0	Non-renew - rais
8592	James (JD) Johnson	Asst AD, Football Ops	1.00	45,039								yes			45,039	-	0	
5632	Eck, Jason	Hd Coach	1.00	84,140		62,500				4,109					88,249	62,500		New Hire
3682	Asuega, Kapono	Assistant	1.00	12,984			1,530 ^^								12,984	1,530		New Hire
3121	Aurich, Robert	Assistant	1.00	49,098			11,500 ^^								49,098	11,500		New Hire
2979	Booth, Cody	Assistant	1.00	25,852			7,937 ^^								25,852	7,937		New Hire
2979	Tripodi, Joseph	Assistant	1.00	7,386											7,386	-		New Hire - Resi
3000	Ford, Thomas	Assistant	1.00	30,159			7,000 ^^								30,159	7,000		New Hire
3182	Franks, Stanley	Assistant	1.00	23,244			5,354 ^^								23,244	5,354		New Hire
3126	Linehan, Matthew	Assistant	1.00	18,351											18,351	-		New Hire
3700	Lose, David	Assistant	1.00	30,579			4,766 ^^								30,579	4,766		New Hire
2995	Schleusner, Luke	Assistant	1.00	50,424											50,424	-		New Hire
2946	Sutton, Tyler	Assistant	1.00	27,165											27,165	-		New Hire
3702	Yelk, Tyler	Assistant	1.00	37,731			9,000 ^^								37,731	9,000		New Hire
Men's Basketball																		
8571	Claus, Zachary	Head Coach	1.00	132,500		20,000		2,000				yes			134,500	20,000		

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			Compensation				Contract Bonus				Other				Funding			
Depart/PCN/Name/Title		Athletic FTE	Base Salary	Camps/ Clinics	Media	Equip Co & Other	Academic Perform	Winning Perform.	Other		Club Memb.	Car	Other	Multi-Yr Contract	State Approp.	Program Revenue	All Other	Comments
8560 Hill, Jonathan	Assistant	1.00	46,311												46,311			Resigned
8560 Harden, Jeremy	Assistant	0.00	739												739			New Hire
8570 Tripp, Kenneth	Assistant	1.00	49,965												49,965			
8572 Marrion, Tim	Assistant	1.00	70,013			7,000	^^								70,013	7,000		New
8672 Vacant	Associate	1.00	0												0			vacant
8573 Vacant	Dir Player Development	1.00	0												-	-		vacant
Men's Track & XC																		
8580 Cawley, Tim	Dir. of T&F	0.50	35,208		4,000		1,020								36,228	4,000		
8530 Floeck, Travis	Assistant	0.50	25,149												25,149	-		
8581 Fiebelkorn, Jeffrey	Assistant	0.50	14,133												14,133			
8635 Barrett, Paul	Assistant	0.50	14,610			516	^^								14,610	516		New Hire
8635 Olsen, Brett	Assistant	0.00	625												625	-		Resigned
Men's Golf																		
8591 Nuhn, David	Hd Coach	1.00	44,291				750								45,041	-		
Men's Tennis																		
8515 Hangstefer, Daniel	Hd Coach	1.00	41,145												41,145	-		raised to minimu
Women's Sports																		
Women's Basketball																		
8520 Newlee, Jon	Hd Coach	1.00	131,123		18,000		1,500	5,400	70,367	&		yes		yes	208,391	18,000		
8521 Sanford, Christa	Associate	1.00	53,978												53,978	-		
8523 Muscatell, Drew	Assistant	1.00	41,068		2,500										41,068	2,500	0	
8522 Pierce, Taylor	Assistant	1.00	41,288			1,212	^^								42,500	-		
Women's Track & XC																		
8580 Cawley, Tim	Dir. of T&F	0.50	35,208		4,000		1,980								37,188	4,000		
8530 Floeck, Travis	Assistant	0.50	25,149												25,149	-		
8581 Fiebelkorn, Jeffrey	Assistant	0.50	14,133												14,133			New Hire
8635 Barrett, Paul	Assistant	0.50	14,610			516	^^								14,610	516		New Hire
8635 Olsen, Brett	Assistant	0.00	625												625	-		Resigned
Women's Volleyball																		
8540 Buchanan, Debra	Hd Coach	0.50	55,503		7,500							yes+		yes	55,503	7,500		Retired
8541 Hoyer, Lorelle	Assistant	0.50	26,202			4,128	^^								26,202			Non-renewal
8541 Gannon, David	Assistant	0.00	1,523												1,523			Resigned
8497 Wagner, Meika	Assistant	0.50	38,083												38,083			Non-renewal
8540 Gonzalez, Andre	Hd Coach	0.50	36,001			8,154	^^							yes	36,001	8,154		New Hire

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				Compensation				Contract Bonus				Other			Funding			
Depart/PCN/Name/Title		Athletic FTE	Base Salary	Camps/ Clinics	Media	Equip Co & Other		Academic Perform	Winning Perform.	Other	Club Memb.	Car	Other	Multi-Yr Contract	State Approp.	Program Revenue	All Other	Comments
5811 Bastuba, Bryan	Assistant	0.50	15,408			4,500	^^								15,408			
5828 Goree, Kalisha	Assistant	0.50	15,581			4,500	^^								15,581			
Women's Soccer																		
8517 Clevenger, Jeremy	Hd Coach	1.00	53,582											yes	53,582	-		
8518 Mapson, Sean	Assistant	1.00	40,991												40,991	-		raised to minimu
Women's Golf																		
8590 Ferrero, Lisa	Hd Coach	0.50	14,906												14,906	-		Resigned
8590 Young, Stephanie	Hd Coach	0.50	24,003			6,000									30,003	-		New Hire
Women's Tennis																		
8673 Babar Akbar	Hd Coach	0.50	17,140												17,140	-		Resigned
8673 Louwers, Sanne	Hd Coach	0.50	19,112			4,600	^^								19,112	4,600		New Hire
Women's Swimming																		
8671 Mark Sowa	Hd Coach	1.00	68,533		11,500			1,000						yes	69,533	11,500		
8672 McCafferty, Morgan	Assistant	1.00	37,159			1,895	^^			3,812					37,159	3,812		New Hire
8531 Southerland, James	Assistant	1.00	31,717							3,812					31,717	3,812		
Grand Totals		**66.05**	**4,041,028**	**0**	**405,272**	**108,903**		**38,250**	**5,400**	**86,732**					**3,269,582**	**1,396,349**	**0**	

* other portion of full FTE paid by Academic support
^ other portion of full FTE paid by Advancement
^^ employee moving reimbursement (now runs through payroll)
& share of game guarantee/gate per contract 2 years of payout, as there was contractual conversations
yes+ receive a car stipend between $200-$400/month rather than a car; this amount not included in base salary
yes* had a car for part of year only

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Depart/PCN/Name/Title			Athletic FTE	Base Salary	Compensation: Camps/ Clinics	Compensation: Media	Compensation: Equip Co & Other	Contract Bonus: Academic Perform	Contract Bonus: Winning Perform.	Contract Bonus: Other	Other: Club Memb.	Other: Car	Other: Other	Other: Multi-Yr Contract	Funding: State Approp.	Funding: Program Revenue	Funding: All Other	Base Salary Annualized Change	Comments
Athletic Administration																			
8475	Gawlik, Terry	Athletic Director	1.00	210,475		15,000		10,000		4,632		yes+		yes	220,475	15,000		3%	
8480	Haldeman, Garrett	Assoc AD, Business	1.00	91,811												91,811		2%	
8651	Vacant	Asst Business Mgr	0.00	0															
8482	McIlraith, Sean	Administrative Coordinator	1.00	51,272												51,272		17%	
8691	Vacant	Administrative Coordinator	0.00	0															
8490	Grove, John	Asst AD, Equipment	1.00	56,014												56,014		4%	
8491	Peeler, Jarrett	Asst Equip Mgr	1.00	36,504												36,504		1%	
8492	Layman, Rickey	Director of Video & Technology	1.00	47,000												47,000		15%	
8636	Kellogg, Zachary	Asst Video Svcs Coord	1.00	46,946												46,946		35%	
8484	Pathomsiri, Nawanont	Multimedia Content Coord	1.00	40,019												40,019		14%	
8494	Cutting, Kyle	Asst Dir Marketing	1.00	42,536												42,536		-21%	
8493	McCrea, Colton	Asst Dir Communications	1.00	45,000												45,000		9%	
0	Vacant	Hd Trainer	0.00	0															
8504	Walsh, Christopher	Director of Sports Performance	1.00	76,505											76,505	-	0	2%	
8500	Kuribayashi, Natsumi	Asst Trainer	1.00	44,054											44,054	-		-13%	
8650	Malinich, Clayton	Asst Trainer	1.00	49,566											49,566	-	0	8%	
8660	Johnson, Kassandra	Asst Trainer	1.00	48,963												48,963	0	5%	
8483	Asplund, Stacy	Student Insurance Coord	1.00	38,896											38,896	-		7%	
8689	Heim, Caleb	Head Strength Coach	1.00	70,013												70,013		6%	
8687	Rinzel, Jack	Asst Strength	1.00	42,536												42,536		41%	
8688	Mikulecky, Brandon	Assoc Strength	1.00	49,005												49,005		11%	
8630	Mooney, Timothy	Assoc AD/External Ops	1.00	129,272								yes				129,272		5%	
6534	Martin, Matthew	Assoc AD/Revenue Gen	1.00	96,928											96,928			2%	
8644	Anderson, Eric	Admin Coor, Fundraising	1.00	39,291												39,291		7%	
8692	Wolcott, Jerek	Asst AD, Mrktg & Fan Engagmt	1.00	71,427												71,427		2%	
6379	Metzger, Lyn	Director of Ticket Ops	1.00	51,501												51,501		1%	
6376	Graham, Ty	Asst Dir Ticket Ops	1.00	42,536												42,536		-1%	
6179	Grove, Sara	Learning Spec	0.05	2,093	*											2,093		-3%	
Men's Sports																			
Men's Football																			
8550	Petrino, Paul	Hd Coach	1.00	79,539		255,000						yes+		yes	79,539	255,000		-60%	
8592	James (JD) Johnson	Asst AD, Football Ops	1.00	47,944								yes			47,944	-	0	6%	
5632	Eck, Jason	Hd Coach	1.00	175,011		62,500				4,109					179,120	62,500		-12%	New coaching S
3682	Asuega, Kapono	Assistant	1.00	45,011											45,011	-		9%	New coaching S
3121	Aurich, Robert	Assistant	1.00	115,003											115,003	-		125%	New coaching S
2979	Booth, Cody	Assistant	1.00	80,018											80,018	-		0%	New coaching S
3000	Ford, Thomas	Assistant	1.00	70,013											70,013	-		-5%	New coaching S

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3182 Franks, Stanley	Assistant	1.00	57,013											57,013	-		-16%	New coaching S
3126 Linehan, Matthew	Assistant	1.00	45,011											45,011	-		-33%	New coaching S
3700 Lose, David	Assistant	1.00	75,005											75,005	-		-17%	New coaching S
2995 Schleusner, Luke	Assistant	1.00	115,003											115,003	-		174%	New coaching S
2946 Sutton, Tyler	Assistant	1.00	62,504											62,504	-		51%	New coaching S
3702 Yelk, Tyler	Assistant	1.00	90,002											90,002	-		0%	New coaching S
Men's Basketball																		
8571 Claus, Zachary	Head Coach	1.00	135,262		20,000		2,000				yes			137,262	20,000		2%	
8560 Harden, Jeremy	Assistant	1.00	48,006											48,006			-4%	
8570 Tripp, Kenneth	Assistant	1.00	52,013											52,013			4%	
8572 Marrion, Tim	Assistant	1.00	71,427											71,427	-		2%	
8672 Vacant	Associate	1.00	0											0				
8573 Vacant	Dir Player Development	1.00	0											-	-			
Men's Track & XC																		
8580 Cawley, Tim	Dir. of T&F	0.50	35,942		4,000		1,020							36,962	4,000		2%	
8530 Floeck, Travis	Assistant	0.50	25,678											25,678	-		2%	
8581 Fiebelkorn, Jeffrey	Assistant	0.50	21,268											21,268			3%	
8635 Barrett, Paul	Assistant	0.50	21,268											21,268	-		-36%	
Men's Golf																		
8591 Nuhn, David	Hd Coach	1.00	46,738				750							47,488	-		5%	
Men's Tennis																		
8515 Hangstefer, Daniel	Hd Coach	1.00	47,549											47,549	-		15%	
Women's Sports																		
Women's Basketball																		
8520 Newlee, Jon	Hd Coach	1.00	131,696		18,000		1,500	30,000		&	yes		yes	163,196	18,000		4%	
8521 Sanford, Christa	Associate	1.00	65,000											65,000	-		-3%	
8523 Muscatell, Drew	Assistant	1.00	55,016		2,500									55,016	2,500	0	33%	
8522 Pierce, Taylor	Assistant	1.00	45,011											45,011	-		9%	
Women's Track & XC																		
8580 Cawley, Tim	Dir. of T&F	0.50	35,942		4,000		1,980							37,922	4,000		2%	

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			Compensation				Contract Bonus			Other			All Compensation			Base Salary
Depart/Name/Title		FTE	Base Salary	Camps/ Clinics	Media	Equip Co & Other	Grad Rate	Winning Perform.	Other	Club Memb.	Car	Multi-Yr Contract	State Approp.	Program Revenue	All Other	Annualized Change
Athletic Administration																
Brooke Henze	Director, Athletics	1.00	87,417						1,950	No	No	No	89,153		215	3.60%
George Laughlin	Director, Facilities & Operations	1.00	41,500	500		340			300	No	No	No	41,767		873	0.00%
Tracy Collins	Trainer	1.00	54,838			500				No	No	No	54,838		500	4.60%
Taryn Cadez-Schmidt	Asst. Athletic Trainer	1.00	43,248			800				No	No	No	43,248		800	4.60%
Matt Breach (New)	Assistant Director	1.00	28,732							No	No	No	28,732			New
Kristina Keener	Business Manager	1.00	46,954						500	No	No	No	46,954		500	4.60%
Melissa Weitz (Old)	Director of Marketing & Promotions	1.00	2,962							No	No	No	2,962			0.00%
Alisha Alexander	Assistant Director, Communications & Marketing and Director, Sports Information	1.00	44,951			500				No	No	No	44,951		500	4.10%
Kelsie Seitz (New)	Administrative Assistant 1	1.00	9,004			80				No	No	No	9,084			4.10%
Men's Sports																
Basketball																
Austin Johnson	Head Coach	1.00	63,955					1,500	1,000	No	Yes	No	66,455			9.54%
Calab Johnson (Old)	Asst. Coach	1.00	41,685	287		1,200				No	No	No	20,727		22,445	New
Evan Jenkins (New)	Asst. Coach	1.00	9,831							No	No	No	5,505		4,326	New
Andrew Stein (New)	Asst. Coach	0.27	11,000	918						No	No	No			11,918	New
Baseball																
Jake Taylor	Head Coach	1.00	74,894	100				2,500		No	Yes	No	77,394		100	4.60%
William Silvestri	Asst. Coach	1.00	42,630	1,000						No	No	No	42,630		1,000	4.10%
Allen Balmer	Asst. Coach	1.00	54,094	5,830						No	No	No	54,094		5,830	4.10%
Raymond Pedrina	Asst. Coach	0.12	4,995							No	No	No			4,995	0.00%
Cross-Country																
Mike Collins	Head Coach	0.25	15,318					1,000	500	No	No	No	16,818			4.10%
Cyrus Hall	Asst. Coach	0.25	10,847							No	No	No	10,847			4.60%
Track																
Mike Collins	Head Coach	0.25	15,319					1,000	250	No	No	No	16,569			4.10%
Cyrus Hall	Asst. Coach	0.25	10,846							No	No	No	10,846			4.60%
Tennis																
Kai Fong	Head Coach	0.50	31,413						250	No	No	No	31,663			4.60%
Golf																
Braeden Campbell (New)	Head Coach	0.50	21,800							No	No	No	21,800			New
Marissa Louder	Asst. Coach	0.06	2,500							No	No	No		2,500		-44.00%

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Depart/Name/Title		FTE	Compensation: Base Salary	Compensation: Camps/ Clinics	Compensation: Media	Compensation: Equip Co & Other	Contract Bonus: Grad Rate	Contract Bonus: Winning Perform.	Contract Bonus: Other	Perks: Club Memb.	Perks: Car	Perks: Multi-Yr Contract	All Compensation: State Approp.	All Compensation: Program Revenue	All Compensation: All Other	Base Salary Annualized Change
Women's Sports																
Basketball																
Brian Orr	Head Coach	1.00	64,055	16,390						No	Yes	No	64,055		16,390	4.60%
Caelyn Orlandi	Asst. Coach	1.00	41,840	608				150	500	No	No	No	41,974		1,125	4.60%
Cross-Country																
Mike Collins	Head Coach	0.25	15,318					500	500	No	No	No	16,318			4.10%
Cyrus Hall	Asst. Coach	0.25	10,846							No	No	No	10,846			4.60%
Track																
Mike Collins	Head Coach	0.25	15,318					500	250	No	No	No	16,068			4.10%
Cyrus Hall	Asst. Coach	0.25	10,846							No	No	No	10,846			4.60%
Jacob Whittaker	Asst. Coach	0.08	3,150							No	No	No		3,150		75.00%
Matthew Kelley	Pole Vault Asst.	0.08	3,150							No	No	No		3,150		75.00%
Sam Atkin	Asst. Coach	0.03	1,400			500				No	No	No		1,900		0.00%
Kurtis Bonner	Asst T& F	0.08	3,150							No	No	No		3,150		0.00%
Volleyball																
Shaun Pohlman	Head Coach	1.00	53,404						500	No	Yes	No	53,904			4.10%
Drew Choules (New)	Asst. Coach	1.00	39,799							No	No	No	39,799			New
Tennis																
Kai Fong	Head Coach	0.50	31,413						250	No	No	No	31,663			4.60%
Golf																
Braeden Campbell (New)	Head Coach	0.50	21,800							No	No	No	21,800			New
Marissa Louder	Asst. Coach	0.06	2,500							No	No	No		2,500		-44.00%
	GRAND TOTAL	23.78	1,088,723	25,633	0	3,920	0	7,150	6,750				1,044,310	16,350	71,516	

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Athletic Administration																
Brooke Henze	Director, Athletics	1.00	97,225						3,000	No	No	No	99,895		330	5.50%
George Laughlin	Director, Facilities & Operations	1.00	43,783			140				No	No	No	43,783		140	5.50%
Tracy Collins	Trainer	1.00	58,403							No	No	No	58,403			6.50%
Taryn Cadez-Schmidt	Asst. Athletic Trainer	1.00	46,060							No	No	No	46,060			6.50%
Katie Palmer (New)	Assistant Director	1.00	52,623						105	No	No	No	52,623		105	New
Kristina Keener	Business Manager	1.00	50,007			105				No	No	No	50,007		105	6.50%
Alisha Alexander	Assistant Director, Communications & Marketing and Director, Sports Information	1.00	47,873						280	No	No	No	47,873		280	6.50%
Samantha Malinich (New)	Administrative Coordinator	1.00	38,428							No	No	No	38,428			New
Austin Crain (New)	Asst. Athletiic Trainer	1.00	34,176							No	No	No	34,176			New
Men's Sports																
Basketball																
Austin Johnson	Head Coach	1.00	68,113							No	Yes	No	68,113			6.50%
Calab Johnson	Asst. Coach	0.58	24,631							No	No	No			24,631	-40.90%
Evan Jenkins	Manager	1.00	43,909							No	No	No	24,589		19,320	6.50%
Andrew Stein	Asst. Coach	0.26	11,000							No	No	No			11,000	New
Baseball																
Jake Taylor	Head Coach	1.00	79,014					2,500		No	Yes	No	81,514			5.50%
William Silvestri	Asst. Coach	1.00	45,401							No	No	No	45,401			5.50%
Allen Balmer	Asst. Coach	1.00	57,611	3,420						No	No	No	57,611		3,420	6.50%
Raymond Pedrina	Asst. Coach	0.12	4,995							No	No	No			4,995	0.00%
Brandon Vial (New)	Asst. Coach	0.09	4,000	100						No	No	No			4,100	New
Cross-Country																
Mike Collins	Head Coach	0.25	16,314					500	1,125	No	No	No	17,064		875	6.50%
Cyrus Hall	Asst. Coach	0.25	2,592						625	No	No	No	2,592		625	4.60%
Sam Atkin	Asst. Coach	0.02	450							No	No	No		450		New
Jacob Whittaker	Asst. Coach	0.04	1,500							No	No	No		1,500		New
Kurtis Bonner	Asst. Coach	0.05	2,000							No	No	No		2,000		New
Track																
Mike Collins	Head Coach	0.25	16,314					1,000		No	No	No	17,314			4.10%
Mathew Kelley	Asst. Coach	0.04	1,725							No	No	No		1,725		New
Cyrus Hall	Asst. Coach	0.25	2,592							No	No	No	2,592			4.60%
Jacob Whittaker	Asst. Coach	0.08	3,500							No	No	No		3,500		New
Kurtis Bonner	Asst. Coach	0.07	3,000							No	No	No		3,000		New
Tennis																
Kai Fong	Head Coach	0.50	33,455						250	No	No	No	33,455		250	6.50%
Ryan LaPlante	Asst. Coach	0.50	21,953							No	No	No	21,953			New
Golf																
Zach Anderson (New)	Head Coach	0.50	19,241							No	No	No	19,241			New

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Depart/Name/Title		FTE	Compensation: Base Salary	Compensation: Camps/ Clinics	Compensation: Media	Compensation: Equip Co & Other	Contract Bonus: Grad Rate	Contract Bonus: Winning Perform.	Contract Bonus: Other	Perks: Club Memb.	Perks: Car	Perks: Multi-Yr Contract	All Compensation: State Approp.	All Compensation: Program Revenue	All Compensation: All Other	Base Salary Annualized Change
Women's Sports																
Basketball																
Brian Orr	Head Coach	1.00	67,579	14,000						No	Yes	No	67,579		14,000	5.50%
Caelyn Orlandi	Asst. Coach	1.00	44,560	865						No	No	No	44,560		865	6.50%
Cross-Country																
Mike Collins	Head Coach	0.25	16,314					500	1,125	No	No	No	17,939			4.10%
Cyrus Hall	Asst. Coach	0.25	11,552						625	No	No	No	11,552			4.60%
Sam Atkin	Asst. Coach	0.01	450											450		New
Jacob Whittaker	Asst. Coach	0.04	1,500							No	No	No		1,500		New
Kurtis Bonner	Asst. Coach	0.05	2,000							No	No	No		2,000		New
Dance																
Christa Davis (New)	Interim Head Coach	0.12	5,000							No	No	No		5,000		New
Track																
Mike Collins	Head Coach	0.25	16,314					500	500	No	No	No	17,314			4.10%
Cyrus Hall	Asst. Coach	0.25	11,552							No	No	No	11,552			4.60%
Jacob Whittaker	Asst. Coach	0.07	3,500							No	No	No	0	3,500		11.10%
Matthew Kelley	Pole Vault Asst.	0.04	1,725							No	No	No		1,725		-45.00%
Kurtis Bonner	Asst. Coach	0.31	13,280										10,280	3,000		New
Volleyball																
Shaun Pohlman	Head Coach	1.00	56,342						500	No	Yes	No	56,842			5.50%
Drew Choules (Old)	Asst. Coach	1.00	8,752							No	No	No	8,752			0.00%
Dante Frattini (New)	Asst. Coach	1.00	20,651							No	No	No	20,651			New
Tennis																
Kai Fong	Head Coach	0.50	33,455						250	No	No	No	33,455		250	4.60%
Ryan LaPlante	Asst. Coach	0.50	21,953							No	No	No	21,953			New
Golf																
Zach Anderson (New)	Head Coach	0.50	19,241			2,000				No	No	No	21,241			New
	GRAND TOTAL	25.99	1,287,607	18,385	0	2,245	0	5,000	8,385				1,206,356	29,350	85,291	

SUBJECT

Athletics Gender Equity Reports

REFERENCE

June 2016 Board adopted the reports required by the institutions' federal regulatory body regarding compliance with Title IX in athletics programs, along with summaries of such reports, as the method to report to the Board on gender equity.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Title IX of the Education Amendments of 1972 is the federal legislation that bans gender discrimination in schools, whether in academics or athletics. Title IX states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance …." (20 U.S.C. § 1681(a)). Relative to intercollegiate athletics, the Office for Civil Rights considers three broad areas in determining whether or not an institution is meeting its Title IX obligations. The three areas address equity in athletic participation opportunities, athletically-related financial aid and other program benefits, supports and services.

In 1996 the US Department of Education's Office for Civil Rights (OCR) issued a "Clarification of Intercollegiate Athletics Policy Guidance" This guidance addressed the three broad areas of Title IX compliance and made clear that relative to area 1 regarding participation opportunities, any of the 3 prongs may be used to demonstrate compliance.[1]

First, the selection of sports and the level of competition must accommodate the students' interests and abilities, using one of the three prongs listed below. Institutions may demonstrate they are meeting Title IX obligations using any of the three prongs.

1. Participation opportunities for male and female students are provided in numbers **substantially proportionate** to their respective enrollments.
2. Where the members of one gender have been and are underrepresented among intercollegiate athletes, whether the institution can show a **history** and **continuing practice of program expansion**, which is demonstrably responsive to the developing interests, and abilities of that gender.
3. Where the members of one gender are underrepresented among intercollegiate athletes and the institution cannot show a continuing practice of program expansion, whether it can be demonstrated that the interests

[1] See: https://www2.ed.gov/about/offices/list/ocr/docs/title9-qa-20100420.html

and abilities of the members of that gender have been **fully and effectively accommodated** by the present program.

Second, athletic-related financial assistance must be substantially proportionate to the ratio of male and female athletes. Institutions within 1% variance are considered compliant.

Third, benefits, opportunities, and treatments afforded sports participants are to be equivalent, but not necessarily identical, including equipment and supplies, scheduling of games and practices, travel expenses, availability and compensation of coaches, quality of facilities, medical services, housing, dining, and recruitment.

Overall, compliance is determined based on a program-wide consideration, and, not on a sport-by-sport comparison.

Idaho State Board of Education (Board) Policy V.X.4.c. requires the four-year institutions to provide gender equity reports for review by the Board. The reports include a narrative discussion of gender equity-related issues along with a summary table, which distills data from the detailed gender equity report provided annually by each institution to the U.S. Department of Education.

IMPACT

The attached summary worksheets show the institutions' enrollment, financial aid, and participants by gender. The worksheets also show the actual revenues and expenses for the most current completed fiscal year by sport, as well as overall operating (Game Day) expenses, number of participants, and operating expenses per participant. Finally, the worksheets provide information on average salaries of coaches and the count of coaches per sport by gender.

ATTACHMENTS

Attachment 1: BSU Gender Equity Narrative
Attachment 2: BSU Gender Equity Worksheet
Attachment 3: ISU Gender Equity Narrative
Attachment 4: ISU Gender Equity Worksheet
Attachment 5: UI Gender Equity Narrative
Attachment 6: UI Gender Equity Worksheet
Attachment 7: LCSC Gender Equity Narrative
Attachment 8: LCSC Gender Equity Worksheet

STAFF COMMENTS AND RECOMMENDATIONS

Significant information on gender equity aspects of athletic operations at the individual institutions is included in the attached narrative documents. The actual detailed "Equity in Athletics Data Analysis (EADA)" reports are also available for review and analysis by the public on the U.S. Department of Education website at https://ope.ed.gov/athletics/. This site also provides tools to download EADA

reports for any NCAA or NAIA institution and to compare groups of institutions and review trends.

In their narratives, the institutions reported the status of compliance across the areas of Title IX.

Representatives from the four affected institutions will be available in the event that Board members have questions on specific areas related to Gender Equity reports or on the institutions' efforts related to achieving/maintaining equity.

BOARD ACTION

This item is for informational purposes only.

BOISE STATE UNIVERSITY GENDER EQUITY NARRATIVE

Boise State University is committed to supporting its student-athletes both academically and athletically and to complying with Title IX of the Education Amendments of 1972 (Title IX). Boise State monitors compliance with Title IX internally and through periodic external reviews from qualified consultants. These reviews provide recommendations that are intended to help achieve compliance in areas where gender differences may currently exist and help maintain compliance in areas where gender differences may be developing.

Last year, Boise State University worked with a consultant to do a comprehensive review of the intercollegiate athletic program by collecting data related to the 2021-2022 school year. While some of the data and opinions of this review were speculative, this process included the evaluation of 2021-2022 participation and scholarship data, analysis of questionnaires that were completed by head coaches, assistant coaches, select student-athletes and executive level staff members, and other information needed to assess gender equity in athletics.

Accommodation of Interests and Abilities (Participation)

**Note that institutions must meet one of the three prongs to achieve compliance with the accommodation of interests and abilities test.*

Prong 1: Proportionality

Factors: Participation Opportunities

Summary: In 2021-2022, women made up 56.8% of undergraduate enrollment (an increase of 0.7 percentage points over FY21) and 52.4% of the athletic participants (an increase of 1.5 percentage points over FY21), meaning Boise State did not meet the proportionality test in FY22, but did improve representation of female student-athletes at a higher rate than the previous year compared to undergraduate enrollment.

Prong 2: History and Continuing Practice of Program Expansion

Factors: Additional Opportunities

Summary: Boise State does not meet test two (program expansion for the underrepresented sex), as a net of four women's teams have been added since the1970s.

Prong 3: Underrepresented gender are fully and effectively accommodated by present program

Factors: Sufficient Interest

Summary: Boise State does not meet test three (full accommodation of the underrepresented sex), as sufficient interest, ability and competition appear likely for women's lacrosse, swimming, and water polo, which Boise State does not currently offer.

Action: The university is in the process of making changes to meet test one (proportionality), as it has done for nine out of the last twelve academic years. The net addition of a minimum of 22 opportunities for women will allow the program to match undergraduate enrollment rates with athletic participation. Athletics will continue to monitor existing participation, and through roster management ensure equitable participation opportunities for female student-athletes. Additionally, the program will continue to evaluate the addition of another women's sport.

Athletic Financial Assistance

Summary: An analysis of athletic financial aid in FY22 shows that women were awarded scholarships at a rate 5.4% less than their rate of participation, exceeding the 1% variance for presumed compliance.

Action: Absent extenuating circumstances, Athletics will fully award female athletic scholarships during the academic school year. Emphasis will be placed on providing adequate resources for women's track/cross country and all other equivalency sports to be able to recruit and fully award allowable scholarships.

Other Athletic Benefits and Opportunities

Summary: Boise State is engaged in a comprehensive analysis and prioritization plan to address areas where gender disparities exist in the 11 other areas of athletic benefits and opportunities.

In the area of practice, competition and locker room facilities, previously identified disparities are being addressed. At the women's soccer facility, new stadium lights have been approved for installment, which will improve disparities in the scheduling of games and practices. At the softball facility, a new video board and new turf in the batting cage have been installed, thus improving the practice and competition facility. At our women's beach volleyball facility, a high-quality sand upgrade was completed, improving conditions for both the practice and competition. Additionally, improvements in the women's indoor and beach volleyball locker rooms are underway and beach volleyball joined the Southerland Conference to improve post season championship opportunities. Individual women's program budgets have also been increased to allow maximized competition scheduling and to improve compliance concerns with regard to travel and per diem allowances.

To improve concerns in the areas of coaching, support staff, medical and training services and publicity, the department added the following seven new positions:

- Women's Beach Volleyball – Assistant Coach and Athletic Trainer

- Gymnastics – Director of Operations Graduate Assistant and Athletic Trainer
- Soccer – Director of Operations Graduate Assistant
- Softball- Director of Operations Graduate Assistant
- Track and Field – Athletic Trainer

Sports information director positions were assigned to ensure adequate media coverage for every sport. Additional office space for coaches of women's programs was added reducing the need for shared office space. To improve existing disparities in recruitment, women's program budgets were increased and the courtesy car program was standardized. Equipment and training table budgets for women's program were also modestly improved to address minor gender disparities that existed in those benefit areas.

Boise State University
Equity in Athletics Disclosure Act (EADA) Report
Report on Athletic Program Participation Rates and Financial Support Data
July 1, 2021 through June 30, 2022

University Enrollment

Gender	Full-Time Undergraduates Number	Percent
Male Students	5,713	43%
Female Students	7,521	57%
Totals	**13,234**	**100%**

Athletic Student Aid & Recruiting

Team Gender	Athletically Related Student Aid Amount	Percent	Recruiting Expenses Amount
Men's Teams	$ 5,226,763	54%	$ 540,453
Women's Teams	$ 4,391,652	46%	$ 231,899
Totals for All Teams	$ 9,618,415	**100%**	$ 772,352

Athletic Participation

	Number of Participants		Number of Participants Participating on a Second Team		Number of Participants Participating on a Third Team	
Sport	Men's Teams	Women's Teams	Men's Teams	Women's Teams	Men's Teams	Women's Teams
Basketball	15	22	0	0	0	0
Beach Volleyball	0	15	0	3	0	0
Cross Country	22	24	0	1	21	21
Football	110	0	0	0	0	0
Golf	8	9	0	0	0	0
Gymnastics	0	18	0	0	0	0
Soccer	0	39	0	0	0	0
Softball	0	26	0	0	0	0
Tennis	10	9	0	0	0	0
Track, Indoor	28	36	7	14	21	21
Track, Outdoor	30	36	7	13	21	19
Volleyball	0	17	0	3	0	0
Wrestling	0	0	0	0	0	0
Others	0	0	0	0	0	0
Total Participants	**223**	**251**	**14**	**34**	**63**	**61**
Participant Proportion	**47.05%**	**52.95%**				
Unduplicated Count of Participants	**175**	**185**				

Total Revenues & Expenses

Varsity Teams	Total Revenues			Total Expenses			Revenues minus Expenses		
	Men's	Women's	Totals	Men's	Women's	Totals	Men's	Women's	Totals
Basketball	$ 5,026,638	$ 1,146,258	$ 6,172,896	$ 4,070,964	$ 2,289,578	$ 6,360,542	$ 955,674	$ (1,143,320)	$ (187,646)
Beach Volleyball	$ -	$ 313,610	$ 313,610	$ -	$ 555,328	$ 555,328	$ -	$ (241,718)	$ (241,718)
Football	$ 22,917,903	$ -	$ 22,917,903	$ 14,529,144	$ -	$ 14,529,144	$ 8,388,759	$ -	$ 8,388,759
Golf	$ 150,077	$ 198,086	$ 348,163	$ 487,947	$ 481,111	$ 969,058	$ (337,870)	$ (283,025)	$ (620,895)
Gymnastics	$ -	$ 543,606	$ 543,606	$ -	$ 1,204,370	$ 1,204,370	$ -	$ (660,764)	$ (660,764)
Soccer	$ -	$ 619,379	$ 619,379	$ -	$ 1,295,097	$ 1,295,097	$ -	$ (675,718)	$ (675,718)
Softball	$ -	$ 670,697	$ 670,697	$ -	$ 1,193,723	$ 1,193,723	$ -	$ (523,026)	$ (523,026)
Tennis	$ 145,163	$ 320,684	$ 465,847	$ 420,654	$ 712,560	$ 1,133,214	$ (275,491)	$ (391,876)	$ (667,367)
Track	$ 474,715	$ 565,467	$ 1,040,182	$ 1,264,854	$ 1,400,368	$ 2,665,222	$ (790,139)	$ (834,901)	$ (1,625,040)
Volleyball	$ -	$ 656,031	$ 656,031	$ -	$ 1,201,983	$ 1,201,983	$ -	$ (545,952)	$ (545,952)
Wrestling	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Totals for All Teams	**$ 28,714,496**	**$ 5,033,818**	**$ 33,748,314**	**$ 20,773,563**	**$ 10,334,118**	**$ 31,107,681**	**$ 7,940,933**	**$ (5,300,300)**	**$ 2,640,633**
Not Allocated by Gender/Sport			$ 11,065,429			$ 13,705,588			$ (2,640,159)
Grand Totals for Athletics			**$ 44,813,743**			**$ 44,813,269**			**$ 474**
Totals for All Sports Except Football & Basketball	$ 769,955	$ 3,887,560	$ 4,657,515	$ 2,173,455	$ 8,044,540	$ 10,217,995	$ (1,403,500)	$ (4,156,980)	$ (5,560,480)

Operating (Game Day) Expenses

Varsity Teams	Operating (Game Day) Expenses			Number of Participants			Operating Expenses per Participant		
	Men's	Women's	Totals	Men's	Women's	Totals	Men's	Women's	Totals
Basketball	$ 989,761	$ 452,635	$ 1,442,396	15	22	37	$ 65,984	$ 20,574	$ 86,558
Beach Volleyball	$ -	$ 94,522	$ 94,522	0	15	15	$ -	$ 6,301	$ 6,301
Football	$ 1,659,242	$ -	$ 1,659,242	110	0	110	$ 15,084	$ -	$ 15,084
Golf	$ 152,322	$ 73,227	$ 225,549	8	9	17	$ 19,040	$ 8,136	$ 27,177
Gymnastics	$ -	$ 197,794	$ 197,794	0	18	18	$ -	$ 10,989	$ 10,989
Soccer	$ -	$ 187,738	$ 187,738	0	39	39	$ -	$ 4,814	$ 4,814
Softball	$ -	$ 269,550	$ 269,550	0	26	26	$ -	$ 10,367	$ 10,367
Tennis	$ 91,602	$ 93,213	$ 184,815	10	9	19	$ 9,160	$ 10,357	$ 19,517
Track	$ 303,464	$ 328,790	$ 632,254	80	96	176	$ 3,793	$ 3,425	$ 7,218
Volleyball	$ -	$ 207,618	$ 207,618	0	17	17	$ -	$ 12,213	$ 12,213
Wrestling	$ -	$ -	$ -	0	0	0	$ -	$ -	$ -
Totals for All Teams	**$ 3,196,391**	**$ 1,905,087**	**$ 5,101,478**	**223**	**251**	**474**	**$ 14,334**	**$ 7,590**	**$ 10,763**
Totals for All Sports Except Football & Basketball	$ 547,388	$ 1,452,452	$ 1,999,840	98	229	327	$ 31,994	$ 66,602	$ 98,596

Average Coaching Salaries

Description/Explanation	Head Coaches		Assistant Coaches	
	Men's Teams	Women's Teams	Men's Teams	Women's Teams
Average Annual Institutonal Salary per Coach	$ 487,372	$ 121,815	$145,166	$61,044
Number of Coaches Used to Calculate Average	5	9	20	18
Average Annual Insitutional Salary per Full-Time Equivalent (FTE)	$ 543,942	$128,678	$ 166,857	$70,435
Full-Time Equivalents (FTEs) Used to Calculate Average	4.48	8.52	17.40	15.60

Counts of Head Coaches

Varsity Teams	Male Head Coaches				Female Head Coaches				Total Head Coaches
	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/ Volunteer	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/ Volunteer	
Men's Varsity Teams									
Basketball	1		1						**1**
Football	1		1						**1**
Golf	1		1						**1**
Tennis	1		1						**1**
Wrestling	0		0						**0**
Track & Field & Cross Country		1	1						**1**
Totals for Men's Teams	**4**	**1**	**5**	**0**	**0**	**0**	**0**	**0**	**5**
Women's Varsity Teams									
Basketball	1		1						**1**
Beach Volleyball					1		1		**1**
Golf					1		1		**1**
Gymnastics					1		1		**1**
Soccer	1		1						**1**
Softball	1		1						**1**
Tennis	1		1						**1**
Track & Field & Cross Country		1	1						**1**
Volleyball	1		1						**1**
Totals for Women's Teams	**5**	**1**	**6**	**0**	**3**	**0**	**3**	**0**	**9**

Counts of Assistant Coaches

Varsity Teams	Male Assistant Coaches				Female Assistant Coaches				Total Assistant Coaches
	Assigned to Team Full-Time	Assigned to a team Part Time	Full-Time Employee	Part-Time/ Volunteer	Assigned to Team Full-Time	Assigned to a team Part Time	Full-Time Employee	Part-Time/ Volunteer	
Men's Varsity Teams									
Basketball	3		3						**3**
Football	10	4	10	4					**14**
Golf	1		1						**1**
Tennis		1		1					**1**
Track & Field & Cross Country		4	4			1	1		**5**
Totals for Men's Teams	**14**	**9**	**18**	**5**	**0**	**1**	**1**	**0**	**24**
Women's Varsity Teams									
Basketball	1		1		2		2		**3**
Beach Volleyball		1	1						**1**
Golf									**0**
Gymnastics	1		1		1		1		**2**
Soccer	1		1		1	1	1	1	**3**
Softball					2	2	2	2	**4**
Tennis						1		1	**1**
Track & Field & Cross Country		4	4			1	1		**5**
Volleyball		1	1		2		2		**3**
Totals for Women's Teams	**3**	**6**	**9**	**0**	**8**	**5**	**9**	**4**	**22**

Idaho State University

Idaho State University Gender Equity Narrative
February 2023

Idaho State University and the Department of Athletics are committed to providing quality opportunities and experiences to all student-athletes, and to compliance with Title IX of the Education Amendments of 1972.

In order to inform its long and short term efforts, Idaho State University executed an internal review of Title IX compliance relative to gender equity. In 2018 we commissioned a comprehensive external gender equity review, the results of which were delivered early in 2019. This review was followed by 9 months of work by a Gender Equity Committee, with representation from across campus, to develop a Five Year Gender Equity Plan. The resulting plan continues to guide our efforts. This narrative will outline steps taken to address recommendations of the external review, demonstrate progress on the Five Year Gender Equity Plan, and provide a snapshot of the current status of compliance.

Prong I of Title IX - Participation Proportionate to Enrollment

The 2020-21 Idaho State University Enrollment ratio of males to females was 43% : 57%, which became our target for proportionality for 2021-22 in order to achieve compliance. ISU Athletics performed well against this target, improving to a ratio of 45% : 55%. This fails to meet the Proportionality Prong of Title IX by only 2%, which is within the acceptable range of deviation. Therefore, for a one year period, Idaho State University Athletics may be considered in compliance according to this metric.

This is a significant improvement, as the prior year's ratio was 50% : 50%. However, the significantly larger proportion of women to men in Idaho State University's enrollment continues to make achieving compliance with the proportionality prong of Title IX challenging. The most current enrollment figures, 2021-22, have once again moved the target, now 41% : 59%.

Total participation in intercollegiate athletics in 2021-22 included 192 opportunities for men (decrease of 3), and 239 opportunities for women (increase of 41). Roster increases in women's sports occurred as follows:

Basketball	9*
Golf	1
Soccer	4
Softball	1
Tennis	1
Track & Field / Cross	23
Volleyball	2

* WBB included 5 male practice players

These increases were made to individual rosters at the discretion of coaches. No targets for female participation were presented.

For 2021-2022, ISU Athletics imposed roster limits in the sports of Men's Basketball (17), Football (110), Men's Indoor Track & Field, Men's Outdoor Track & Field/Cross Country (79), and Men's Tennis (10). Simultaneously, the department continues to work to offer increased female participation by adding a modest number of opportunities to rosters of existing women's teams as feasible, and at the discretion of the respective Head Coach. While Idaho State University has instituted the roster limits noted above in an effort to move closer to proportionality, it is not a sustainable practice due to continual increase in female students enrolled at ISU.

It is evident that to achieve full proportionality, Idaho State University will have to add a women's sport. This will become possible at such time as institutional funding and the State Athletics Funding Cap are sufficient to include a base personnel and operating budget for an additional sport. Such future funding will need to be accompanied by significant private philanthropic support.

Prong II of Title IX - History and Continuing Practice of Program Expansion for the Underrepresented Sex

Idaho State University currently offers 15 NCAA Division I teams, six teams for men and nine teams for women. Aside from expanding rosters of current women's teams, ISU has not added a women's sport in more than 5 years. In order to demonstrate a significant expansion of opportunities, Idaho State University will need to explore adding a women's sport in the future.

Two sports which represent opportunities because of interest and proximity to competition, are beach volleyball (12 opportunities) and women's wrestling (25 opportunities).

Prong III of Title IX - Full and Effective Accommodation of the Interests/Abilities of Underrepresented Sex

The determination of whether women are fully and effectively accommodated by the present program includes determining whether there is sufficient interest and ability among women for a viable team not currently offered in the intercollegiate program. The Director of Athletics has been approached by one member of the public who requested Idaho State University consider the addition of Judo as an intercollegiate sport due to interest and ability in the region, and by three members of the public who advocate for the addition of wrestling.

A survey was conducted by the previous FAR and the Athletics Advisory Board (AAB) in 2019 to gather data regarding the level of interest and ability with regard to potential women's sport additions. The most recent survey targeted all current full-time students at Idaho State University, and identified (1) swimming, (2) rugby and (3) beach volleyball as having the most significant interest. No steps were taken to begin long term planning for the addition of a women's sport due to the need for more statistically valid data, and due to the significant budget impacts of COVID-19.

Financial Aid

In 2023-24, each ISU female sport will be funded to the NCAA maximum level of scholarships, while limits are imposed internally on men's tennis, track & field and cross country. In 2021-22, $2,575,527 or 51% of financial aid was distributed to male student-athletes and $2,489,124 or 49% of financial aid was distributed to female student athletes. As demonstrated on the chart below, this difference is attributed to the fact that ISU is meeting NCAA maximums for all women's sports, which limits the total number of scholarships which can be provided to women at 85. While ISU limits Men's Tennis and Men's Track & Field / Cross to less than the NCAA maximum, men's scholarships still total 90.

NCAA Scholarship Limits for Big Sky Conference Core Sports					
MEN			WOMEN		
SPORT	NCAA LIMIT	ISU FUNDING	SPORT	NCAA LIMIT	ISU FUNDING
Football	63	63	Softball	12	12
TF/Cross	12.6	10	TF/Cross	18	18
Basketball	13	13	Basketball	15	15
Tennis	4.5	4	Tennis	8	8
			Volleyball	12	12
			Golf	6	6
			Soccer	14	14
TOTAL	**93.1**	**90**	**TOTAL**	**85**	**85**

Efforts are made to ensure the NCAA maximums are awarded in all women's sports, but fluctuations occur in rosters with early graduations, transfers, and recruiting gaps. The practice of allowing unutilized scholarship funds within a program to be spent to fund other areas of that program has been discontinued, eliminating an unintended incentive to "save" scholarship funds in order to supplement other budgetary needs in women's programs.

Equitable Treatment and Quality of Experience Within Programs

Providing a quality experience and appropriate support to all student athletes is the top priority of the Department of Athletics. While the long term goal is to achieve proportionality, the short term goal is to provide an equal and quality experience for Bengal student-athletes across genders. We feel strongly that we must invest properly in existing opportunities prior to creating additional opportunities as this could diminish the overall quality of all programs. Ensuring equitable, high quality experiences for all student athletes, and addressing specifically identified deficiencies in women's programs, has been the focus of program reallocations and investments.

A newly implemented zero-based and collaborative budgeting process has guided the department in the appropriate allocation of resources to address areas of inequity. Improvements have been funded through (1) reallocations of existing funding (2) student fee revenue and (3) fundraising and sponsorship increases.

Additionally, a university group started quarterly meetings in 2022 to discuss gender equity and Title IX at ISU. The group includes the Faculty Athletic Representative, the Senior Women's Administrator, the Associate AD for Compliance, a member from General Counsel, ISU's Title IX Coordinator, and the ADID.

The following are the initiatives and elements which have been added to positively impact the equitable and positive experience of all student athletes since the last report.

INITIATIVE		FUNDING VEHICLE
Added a graduate assistant to the sports performance (strength and conditioning) staff to better serve all sports.	$25,000	Fundraising
Increased the CPI allocations in EQ, marketing, and sports performance to better serve olympic sports.	$30,000	CPI Program
Upgraded softball field with turfed bullpens and expanded bandwidth for ESPN+ broadcasting.	$60,000	Fundraising
Reallocated a football staff position to sports performance to alleviate the load on existing sports performance staff and more adequately balance the needs of other sports with football.	$50,000	Reallocation (50%) Fundraising (50%)
Increased the previously part-time Head Women's Golf Coach position to a full time position with benefits and incentives.	$28,200	Reallocation (25%) Fundraising (75%)
Added a full-time assistant coach to Women's Volleyball to reach NCAA maximum.	$32,500	Reallocation (50%) Fundraising (50%)
Following the construction of a new Athletic Training Room at Holt Arena, renovated the Reed Gymnasium Athletic Training Room to match and service basketball, volleyball, tennis and golf.	$15,000	Fundraising

Increased to 6, from 4.5, the number of scholarships awarded to the Women's Golf Team.	$35,000	Fundraising
Purchased and distributed athletic training and recovery equipment and modalities (Normatec Sleeves and Hypervolt Guns) so that all athletic teams could travel with them (previously only available to football). This dramatically impacts recovery.	$17,500	Fundraising
Planning is underway for a new fueling station located adjacent to the Strength and Conditioning Center and the Athletic Training Room. Construction will begin in summer of 2023.	$100,000	Fundraising
Partial Cost of Attendance was awarded on a limited basis for recruiting purposes for Football and Men's and Women's Basketball this year. This allocation heavily favors men, 75 to 15. We will expand that offering to Women's Soccer and Women's Volleyball, to be awarded for the first time in fall 2023. Further expansion of the program will follow as quickly as funding may be secured.	$200,000	Fundraising
Completed new lockers for Women's Volleyball, Women's Golf, Women's Tennis in Reed Gymnasium.	$50,000	Fundraising
We have doubled our investment in nutrition from $25,000 to $50,000, to better serve programs beyond football.	$25,000	Fundraising
We will add 1 FTE as a women's soccer assistant coach in the fall of 2023 to provide equity in the access to coaching and instruction.	$45,000	Reallocation (50%) Fundraising (50%)
In an effort to afford equal scheduling and competition opportunities to all sports, as well alleviate travel in an equitable way, we have committed to host tournaments in Softball and Women's Volleyball. Softball is occurring this spring, and volleyball in the fall of 2023.	$40,000	Reallocation (35%) Fundraising (30%) Sponsorships (30%)
We have expanded the opportunity for summer coursework to all sports, no longer just football and basketball. The previous arrangement was implemented to accommodate NCAA rules regarding summer access for those two sports, however, the legislation itself is inequitable. The opportunity to have at least one summer class funded is now available to all student athletes through an equitable application process.	$160,000	Student Assistance Fund (35%) Fundraising (50%) Endowment (15%)
Secured space in Reed Gymnasium to better serve the needs of student-athletes who have daily practice in that facility. Operations to begin spring 2023. Convenient storage and laundering of apparel will be provided with a drop off location for VB/ WBB / MBB / W Tennis / M Tennis.	Cost Neutral	
Increased Nutritionist position to full time (from ½ time) and relocated her to an office within the Athletic Training Room so that she is fully accessible to all student athletes.	$35,000	Fundraising Collaboration with Health Sciences
Invested in an equipment inventory program to better track equitable distribution of equipment and apparel to include travel gear, cold weather gear and shoes.	$1,800	Reallocation
Added NCAA Certification Officer to provide additional certification information / recruiting evaluations / and support to all coaches.	$70,000	Indirect Institutional Support

Idaho State University Five Year Gender Equity Plan

We have advanced through three years of the five year plan drafted by the Gender Equity Committee under the oversight of the FAR. At this time, we are again collaborating with the FAR to evaluate progress against the plan, and to accept recommendations for adjustments and additions. We continue to monitor progress and work toward full compliance.

Idaho State University
Equity in Athletics Disclosure Act (EADA) Report
Report on Athletic Program Participation Rates and Financial Support Data
July 1, 2021 through June 30, 2022

University Enrollment

Gender	Full-Time Undergraduates	
	Number	Percent
Male Students	2,210	41.0%
Female Students	3,179	59.0%
Totals	**5,389**	**100%**

Athletic Student Aid & Recruiting

Team Gender	Athletically Related Student Aid		Recruiting Expenses
	Amount	Percent	Amount
Men's Teams	$ 2,575,527	51%	$ 194,079
Women's Teams	2,489,124	49%	139,656
Totals for All Teams	**$ 5,064,651**	**100%**	**$ 333,735**

Athletic Participation

Varsity Teams	Number of Participants			Number Participating on a Second Team		Number Participating on a Third Team	
	Men's	Women's	Total	Men's	Women's	Men's	Women's
Basketball	17	24	41				
Football	98		98	1		1	
Golf		11	11				
Soccer		30	30				
Softball		23	23				
Tennis	9	10	19				
Track & Field (Indoor)	30	53	83	30	53	7	16
Track & Field (Outdoor)	31	54	85	30	53	7	16
Cross Country	7	16	23	7	16	7	16
Volleyball		18	18				
Total Participants	**192**	**239**	**431**	**68**	**122**	**22**	**48**
Percentage of Total	**45%**	**55%**	**100%**				
Unduplicated Count	**137**	**165**					

Total Revenues & Expenses

Varsity Teams	Total Revenues			Total Expenses			Revenues minus Expenses		
	Men's	Women's	Totals	Men's	Women's	Totals	Men's	Women's	Totals
Basketball	$1,342,096	$1,499,163	$ 2,841,259	$1,342,096	$1,499,163	$ 2,841,259	$ -	$ -	$ -
Football	$4,324,234		$ 4,324,234	$4,324,234		$ 4,324,234	0		$ -
Golf		$216,319	$ 216,319		$216,319	$ 216,319		0	$ -
Soccer		$632,558	$ 632,558		$632,558	$ 632,558		0	$ -
Softball		$702,390	$ 702,390		$702,390	$ 702,390		0	$ -
Tennis	$189,076	$256,619	$ 445,695	$189,076	$256,619	$ 445,695	0	0	$ -
Track & Field & Cross Country	$479,017	$582,306	$ 1,061,322	$479,017	$582,306	$ 1,061,322	0	0	$ -
Volleyball		$833,890	$ 833,890		$833,890	$ 833,890		0	$ -
Totals for All Teams	**$6,334,424**	**$ 4,723,244**	$ 11,057,668	**$6,334,424**	**$4,723,244**	$ 11,057,668	**$ -**	**$ -**	$ -
Not Allocated by Gender/Sport			3,624,611			3,624,611			$ -
Grand Totals for Athletics			**$ 14,682,279**			**$ 14,682,279**			$ -
Totals for All Sports Except Football & Basketball			$ 7,516,785			$ 7,516,785			$ -

Operating (Game Day) Expenses
(includes lodging, meals, transportation, uniforms, equipment, event costs & officials)

Varsity Teams	Operating (Game Day) Expenses			Number of Participants			Operating Expenses per Participant		
	Men's	Women's	Totals	Men's	Women's	Totals	Men's	Women's	Totals
Basketball	$ 347,011	$ 370,997	$ 718,008	17	24	41	$ 20,412	$ 15,458	$ 17,512.38
Football	$ 906,630		$ 906,630	98		98	$ 9,251.32		$ 9,251.32
Golf		$ 62,607	$ 62,607		11	11		5,692	$ 5,691.56
Soccer		$ 150,612	$ 150,612		30	30		5,020	$ 5,020.41
Softball		$ 204,695	$ 204,695		23	23		8,900	$ 8,899.77
Tennis	$ 74,012	$ 50,260	$ 124,272	9	10	19	8,224	5,026	$ 6,540.64
Track & Field & Cross Country	$ 127,769	$ 116,135	$ 243,904	68	123	191		944	$ 1,276.98
Volleyball		$ 165,427	$ 165,427		18	18		9,190	$ 9,190.39
Totals for All Teams	**$ 1,455,421**	**$ 1,120,733**	**$ 2,576,154**	**192**	**239**	**431**	**$7,580**	**$4,689**	**$5,977**
Totals for All Sports Except Football & Basketball			$ 951,517			292			$ 3,259

Average Coaching Salaries

Description/Explanation	Head Coaches		Assistant Coaches	
	Men's Teams	Women's Teams	Men's Teams	Women's Teams
Average Annual Institutional Salary per Coach	$ 73,893	$ 57,129	$ 44,896	$ 29,540
Number of Head Coaches Used to Calculate Average	5	8	16	12
Average Annual Institutional Salary per Full-Time Equivalent (FTE)	$ 109,280	$ 75,594	$ 49,540	$ 39,740
Full-Time Equivalents (FTEs) Used to Calculate Average	4.00	6.35	14.50	8.92

Counts of Head Coaches

Varsity Teams	Male Head Coaches				Female Head Coaches				Total Head Coaches
	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/ Volunteer	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/ Volunteer	
Men's Varsity Teams									
Basketball	1		1						**1**
Football	1		1						**1**
Tennis	1		1						**1**
Track & Field & Cross Country		1	1			1	1		**2**
Totals for Men's Teams	**3**	**1**	**4**	**0**	**0**	**1**	**1**	**0**	**5**
Women's Varsity Teams									
Basketball	1		1						**1**
Golf		1		1					**1**
Soccer	1		1						**1**
Softball	1		1						**1**
Tennis					1		1		**1**
Track & Field & Cross Country		1	1			1	1		**2**
Volleyball					1		1		**1**
Totals for Women's Teams	**3**	**2**	**4**	**1**	**2**	**1**	**3**	**0**	**8**

Counts of Assistant Coaches

Varsity Teams	Male Assistant Coaches				Female Assistant Coaches				Total Assistant Coaches
	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/ Volunteer	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/ Volunteer	
Men's Varsity Teams									
Basketball	3	1	3	1					**4**
Football	10	0	10	0					**10**
Tennis									**0**
Track & Field & Cross Country		2	2			0		0	**2**
Totals for Men's Teams	**13**	**3**	**15**	**1**	**0**	**0**	**0**	**0**	**16**
Women's Varsity Teams									
Basketball	2		2		1		1		**3**
Golf						1	1		**1**
Soccer					1		1		**1**
Softball					2		2		**2**
Tennis						1		1	**1**
Track & Field & Cross Country		2	2						**2**
Volleyball	1		1			1		1	**2**
Totals for Women's Teams	**3**	**2**	**5**	**0**	**4**	**3**	**5**	**2**	**12**

University of Idaho Gender Equity Narrative 3/23/2023

The University of Idaho Athletic Department is committed to gender equity in all facets as directed by the Title IX Statute of 1972. Further, Title IX protocol is followed simply because we believe in its fundamental principle. The Office of Civil Rights issued an Intercollegiate Athletics Policy Interpretation in 1979 which is the major source for specific requirements of all NCAA athletic programs and identifies three program components that are listed below. As a civil rights law, two basic provisions are to be followed: equal access to programs and equal treatment once in the program. We incorporate these principles and policies into our daily routine to strive to meet the requirements.

Equal access will be addressed by the accommodation of interest and abilities in Section 1 Participation Opportunities. Section II will outline Financial Aid. The last section, Athletic Benefits and Opportunities, will include (but is not limited to) the areas of equipment, travel, scheduling of contests and practices, salaries, facilities, medical and training facilities and services, recovery options, and academic support.

The Senior Leadership staff who are designated as specific sport administrators continually monitor each of the sections mentioned above and implement policy or procedural changes when needed. All of the program component areas-participation, financial aid, athletic benefits are also monitored by staff and moving forward a student-athlete will be involved in the process per NCAA rules. A systematic approach of utilizing a three-year snapshot was implemented in Spring of 2020 and will continue to be utlized going forward for comparable.

I. Participation Opportunities.

2018-19	undergraduate enrollment percentages:	Male-51.9%	Female-48.1%
	Athletic participation:	Male-53.9%	Female-46.1%
2019-2020	undergraduate enrollment percentages:	Male-51.1%	Female-48.9%
	Athletic participation:	Male-53.9%	Female-46.1%
2020-2021	undergraduate enrollment percentages:	Male-48.9%	Female-51.1%
	Athletic participation:	Male-53.1%	Female-46.9%
2021-22	undergraduate enrollment percentages:	Male-49.0%	Female-51.0 %
	Athletic participation:	Male-52.3%	Female-47.7%
2022-23	undergraduate enrollment percentages:	Male-49%	Female-51%
		Male- TBA	Female- TBA

To begin addressing the proportionality gap, roster management has slowly been implemented beginning in Fall of 2021. After the implementation process was started, student-athletes granted additional seasons of eligibility by the NCAA due to COVID-19 has continued to skew the numbers slightly, but the gap is slowly starting to close. A committee was formed in Fall of 2021 to evaluate roster numbers, scholarship dollars and average NCAA squad sizes. The roster management process is ongoing and assigns our men's teams a maximum roster target number to hit and assigns the women's programs a minimum number to meet or exceed. In the roster management implementation planning meetings with the current coaching staffs these target numbers were deemed attainable. Of course, campus enrollment numbers and percentages fluctuate and thus it is challenging to hit upon the exact percentage number year in and year out. Athletics will adjust the numbers as best as possible, however, it is not feasible to hit a "moving" target of enrollment without denying promised participation opportunities to student-athletes. This would not be our preferred method of matching campus enrollment percentages.

II. Financial Aid

All coaches and sport programs at the University of Idaho are given the opportunity to offer the NCAA maximum scholarship limits of their respective sport. The actual scholarship dollars vary due to in-state and out-of-state tuition rates. There are no limits placed upon the sport regarding the location of where the student comes from and what they can offer up to a full scholarship. This allows our coaches to recruit across the country and internationally, which is critical to bringing diversity into our programs and to campus. With this philosophy in place and the campus gender percentage fluctuation in enrollment, it is difficult, if not impossible, to be compliant with financial aid awards exactly matching campus enrollment participation percentages. Another challenge is that not all coaches award the full number of allotted scholarships, even though they are allowed the opportunity to do so. This occurs for various reasons, most frequently due to balancing out the number of incoming recruiting classes. However, coaches are strongly encouraged to use all available scholarship allotments, particularly for our female sport programs.

A summer school aid policy has been implemented to ensure equitable gender access to designated female and male sports and to correct eligibility issues. Certain sports, such as Football, Men's and Women's Basketball, and to some extent Volleyball and Women's Soccer, can utilize the summer period to train their teams with coaching staff or strength coaches present. The other sports that are offered at Idaho have NCAA restrictions in place that do not allow this practice opportunity with staff members present (unless there is a safety exemption). This opportunity skews the amount of summer aid offered as football has the largest NCAA scholarship limit of 63 and no other female sport has such a high number of scholarship opportunities. Our two largest roster count women's sports do not have summer access opportunities, which in theory could help offset the cost of funding football scholarship awards if the access to workouts were granted.

As noted in the EADA report, the Student Aid dollars awarded were:
2019-2020 57% males and 43% females
2020-2021 56% males and 44% females
2021-2022 57% males and 43% females

III. Athletic Benefits and Opportunities

Processes have been implemented to develop budgets, review budgets, and review spending. This has led to ensure sport sponsorship support and equitable support of programs. Reviews of spending, contract evaluation and benchmarking with conference members are continually being analyzed. Reviewing these processes and evaluating their implementation will continue to ensure that equitable policies and procedures are in place.

The Athletic Department continues to hold a weekly scheduling meeting to ensure all sports have equal access to facilities for practice and competition. Sports medicine, academic services, and the fueling station is open to all athletes equally as well as our recovery services.

IV. Conclusion

As stated earlier, a three-year rolling report has begun to monitor all areas of Title IX and track not only overall progress, but also specific nuances. This report will also track trends and keep record of substantial differences between genders. A Gender Equity committee will be reactivated to monitor these trends and accomplishments.

University of Idaho
Equity in Athletics Disclosure Act (EADA) Report
Report on Athletic Program Participation Rates and Financial Support Data
July 1, 2021 through June 30, 2022

University Enrollment

Gender	Full-Time Undergraduates	
	Number	Percent
Male Students	3,110	49.0%
Female Students	3,240	51.0%
Totals	**6,350**	**100.0%**

Athletic Student Aid & Recruiting

Team Gender	Athletically Related Student Aid		Recruiting Expenses
	Amount	Percent	Amount
Men's Teams	$3,247,131	57%	$195,929
Women's Teams	$2,425,397	43%	$156,212
Totals for All Teams	**$5,672,528**	**100%**	**$352,141**

Athletic Participation

Varsity Teams	Number of Participants			Number Participating on a Second Team		Number Participating on a Third Team	
	Men's	Women's	Total	Men's	Women's	Men's	Women's
Basketball	14	14	28				
Football	118		118	1		1	
Golf	9	8	17				
Soccer		35	35				
Swimming & Diving		37	37				
Tennis	9	8	17				
Track & Field (Indoor)	33	38	71	33	38	12	15
Track & Field (Outdoor)	33	38	71	33	38	12	15
Cross Country	13	15	28	12	15	12	15
Volleyball		16	16				
Total Participants	**229**	**209**	**438**	**79**	**91**	**37**	**45**
Percentage of Total	**52.3%**	**47.7%**	**100%**				
Unduplicated Count	**183**	**156**	**339**				

University of Idaho
Equity in Athletics Disclosure Act (EADA) Report

Total Revenues & Expenses

Varsity Teams	Total Revenues			Total Expenses			Revenues minus Expenses		
	Men's	Women's	Totals	Men's	Women's	Totals	Men's	Women's	Totals
Basketball	$ 1,374,665	$ 1,327,497	$ 2,702,162	$ 1,374,665	$ 1,327,497	$ 2,702,162	$ -	$ -	$ -
Football	$ 5,658,691		5,658,691	5,658,691		5,658,691	-		-
Golf	$ 305,776	$ 394,298	700,074	305,776	394,298	700,074	-	-	-
Soccer		$ 770,446	770,446		770,446	770,446		-	-
Swimming & Diving		$ 698,240	698,240		698,240	698,240		-	-
Tennis	$ 323,185	$ 277,881	601,066	323,185	277,881	601,066	-	-	-
Track & Field & Cross Country	$ 651,323	$ 792,334	1,443,657	651,323	792,334	1,443,657	-	-	-
Volleyball		$ 739,306	739,306		739,306	739,306		-	-
Totals for All Teams	**$ 8,313,639**	**$ 5,000,003**	**$ 13,313,641**	**$ 8,313,639**	**$ 5,000,003**	**$ 13,313,641**	**$ -**	**$ -**	**$ -**
Not Allocated by Gender/Sport			4,296,441			4,296,441			(0)
Grand Totals for Athletics			**$ 17,610,082**			**$ 17,610,082**			**$ (0)**
Totals for All Sports Except Football & Basketball	$ 1,280,283	$ 3,672,506	$ 4,952,788	$ 1,280,283	$ 3,672,506	$ 4,952,788	$ -	$ -	$ -

Operating (Game Day) Expenses
(includes lodging, meals, transportation, uniforms, equipment, event costs & officials)

Varsity Teams	Operating (Game Day) Expenses			Number of Participants			Operating Expenses per Participant		
	Men's	Women's	Totals	Men's	Women's	Totals	Men's	Women's	Totals
Basketball	$ 517,131	$ 482,931	$ 1,000,061	14	14	28	$ 36,938	$ 34,495	$ 35,716
Football	1,290,983		1,290,983	118		118	10,941		10,941
Golf	67,752	112,878	180,631	9	8	17	7,528	14,110	10,625
Soccer		262,523	262,523		35	35		7,501	7,501
Swimming & Diving		148,932	148,932		37	37		4,025	4,025
Tennis	140,656	65,317	205,973	9	8	17	15,628	8,165	12,116
Track & Field & Cross Country	162,232	162,324	324,556	79	91	170	2,054	1,784	1,909
Volleyball		206,973	206,973		16	16		12,936	12,936
Totals for All Teams	**$ 2,178,754**	**$ 1,441,879**	**$ 3,620,633**	**229**	**209**	**438**	**$ 9,514**	**$ 6,899**	**$ 8,266**
Totals for All Sports Except Football & Basketball	$370,640	$958,948	$1,329,588	97	195	292	$3,821	$4,918	$4,553

University of Idaho
Equity in Athletics Disclosure Act (EADA) Report

Average Coaching Salaries

Description/Explanation	Head Coaches		Assistant Coaches	
	Men's Teams	Women's Teams	Men's Teams	Women's Teams
Average Annual Institutional Salary per Coach	**$88,220**	**$79,159**	**$58,569**	**$32,452**
Number of Head Coaches Used to Calculate Average	**5**	**7**	**16**	**12**
Average Annual Institutional Salary per Full-Time Equivalent (FTE)	**$98,023**	**$85,248**	**$64,628**	**$39,941**
Full-Time Equivalents (FTEs) Used to Calculate Average	**4.50**	**6.50**	**14.50**	**9.75**

Counts of Head Coaches

Varsity Teams	Male Head Coaches				Female Head Coaches				Total Head Coaches
	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/ Volunteer	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/ Volunteer	
Men's Varsity Teams									
Basketball	1		1						**1**
Football	1		1						**1**
Golf	1		1						**1**
Tennis	1		1						**1**
Track & Field & Cross Country		1	1						**1**
Totals for Men's Teams	**4**	**1**	**5**	**0**	**0**	**0**	**0**	**0**	**5**
Women's Varsity Teams									
Basketball	1		1						**1**
Golf					1		1		**1**
Soccer	1		1						**1**
Swimming & Diving	1		1						**1**
Tennis					1		1		**1**
Track & Field & Cross Country		1	1						**1**
Volleyball					1		1		**1**
Totals for Women's Teams	**3**	**1**	**4**	**0**	**3**	**0**	**3**	**0**	**7**

University of Idaho
Equity in Athletics Disclosure Act (EADA) Report

Counts of Assistant Coaches

Varsity Teams	Male Assistant Coaches				Female Assistant Coaches				Total Assistant Coaches
	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/ Volunteer	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/ Volunteer	
Men's Varsity Teams									
Basketball	3	1	3	1					**4**
Football	10	4	10	4					**14**
Golf		1		1					**1**
Tennis		1		1					**1**
Track & Field & Cross Country		4	3	1		1		1	**5**
Totals for Men's Teams	**13**	**11**	**16**	**8**	**0**	**1**	**0**	**1**	**25**
Women's Varsity Teams									
Basketball	1		1		2		2		**3**
Golf		1		1					**1**
Soccer	1		1			1		1	**2**
Swimming & Diving	1		1		1	1	1	1	**3**
Tennis						1		1	**1**
Track & Field & Cross Country		4	3	1		1		1	**5**
Volleyball		1		1	2		2		**3**
Totals for Women's Teams	**3**	**6**	**6**	**3**	**5**	**4**	**5**	**4**	**18**

Gender Equity – Narrative
Lewis-Clark State College

I. Participation Opportunities: Compliance for this component means meeting one test of the three-part test for participation opportunities. LCSC does not currently meet these criteria.

A. Proportionate to enrollment
Title IX compliance is assessed relative to interest and abilities, athletic financial aid and other program areas. Relative to interest and abilities and prong #1 of the 3-prong test, substantial proportionality, in FY22, athletic participation was 54% male to 46% female. LC State's fulltime undergraduate enrollment in FY22 was 38% male and 62% female. This results in a 16% overrepresentation of male student-athletes. Prongs 2 and 3 look at the history and continuing practice of program expansion for the under-represented sex and full and effective accommodation of expressed interest and abilities of the under-represented sex. With these aspects of compliance in mind, LC State's 2-part Title IX Compliance Plan was accepted and approved by the SBOE in the spring of 2019. Part 1 of the Plan involved maximizing women's sport roster capacities with expansion which started in the fall of 2019. Part 2 involves the addition of a women's intercollegiate sport, dance, effective fall 2023.

In order to achieve the roster goals in Part 1, coaching personnel, operating budgets and student-athlete scholarship dollars needed to be increased. In FY 2020, a total of 2.62 FTE was spread across three coaching positions, in essence moving the head women's and men's golf coach to full-time, and the assistant volleyball and assistant women's basketball coach from part-time to full-time, inclusive of fringe and benefits. In addition, a concerted effort to increase scholarship funding (through the Warrior Athletic Association and LC State Foundation) for athlete recruitment is continuing. In response to these efforts LC State's overall women's sport roster increased from a total of 123 20/21 to 140 in 21/22 and is currently at 139 for 22/23. This is especially noteworthy given the general negative impact on higher education enrollments associated with the pandemic. Finally, it is relevant that LC State's 20/21 coaching contracts were uniformly modified with language making roster growth and management a condition of supplemental compensation considerations.

Although austere budget realities persisted in FY2022, funding streams to support continued Plan progress were implemented. Specifically, (a) Warrior Athletic Association fundraising, in essence, taxed themselves 5% on dollars raised. These dollars are to be allocated, under the direction of the Director of Athletics, to support operating expenses (OE) associated with expanded sport rosters; (b) proceeds from the Hospitality area (sales and sponsorship) during the NAIA World Series, will go towards the Title IX plan; and (c) revenue captured in response to reduced travel expenses with the move from the Frontier to Cascade conference have been directed toward Plan OE (e.g., increased travel costs to accommodate expanded rosters).

B. Demonstrate continuing program expansion
Part 1 of the Plan is the cornerstone of ongoing demonstration of a continuing practice of program expansion. The timeline for this part of the plan has been extended and will be ongoing. Part 2 of the LC State's Title IX Compliance Plan involves the addition of a women's sport. Due to facility limitations the Plan is being updated. Considerations for adding women's soccer are being put on hold; and the near-term focus shifting to adding

competitive women's dance in fall 2023. The NAIA recognizes competitive dance as a collegiate sport. While the CCC does not yet sponsor competitive dance as a sport (beyond SOU – which is in the CCC, the nearest NAIA competitions will be California, Arizona and the Dakotas), LC State has demonstrated interest in spirt-squad/dance performance, existing facilities that can accommodate practice and performances, and a coach currently employed as a faculty member teaching physical, life, movement and sport science courses.

C. Fully accommodate the interest and abilities of the underrepresented gender
Relative to Title IX compliance, given its athletics history and tradition, LC State's compliance efforts are focused on growing women's sport participation, while holding men's sport participation relatively constant. Part 1 of the Plan has resulted in a net gain of 17 women's sport participants since FY2021, which translates to 46% women's sport participation. Part 2 includes the addition of a women's sport. LC State will officially implement Dance beginning with the Fall 2023 semester. The initial roster size is estimated at 10 participants, with a potential to grow to 20 participants within 3 years of sport launch. This sport addition would translate to 51% - 49% women's sport participation with a roster size of 20. Re-evaluation of substantial proportionality, which is a moving target pending enrollment trends, will need to be ongoing and will dictate next steps (e.g., plan part 3?). Note, in an effort to further guide assessment of this aspect of Title IX compliance, as of Fall 2020, LC State added sport participation specific questions to its annual student survey. These questions and the sport participation interest and abilities information the survey reflects are used to help LC State meet its Title IX obligations.

II. Financial Aid: The Financial Assistance requirement of Title IX, requiring assistance to be substantially proportionate to the ratio of male and female athletes, is currently tilted toward females. Athletic student aid totals (allocation of actual resources in FY22) were 54.3% to males and 45.7% to females in comparison to the unduplicated participation rate of 56.3% males to 43.7% females. This results in a 2.0% proportional advantage for females. The recruitment efforts identified in the previous section will assist in progressing towards compliance by increasing female participation.

III. Equal Treatment of Programs: The benefits, opportunities, and treatments afforded sports participants are equivalent. LC State is compliant with the Equal Treatment of Programs requirement of Title IX. The LC State Athletics Department has adopted an intercollegiate athletics manual, with standardized policies and procedures that helps ensure ongoing compliance in this area.

Lewis-Clark State College
Equity in Athletics Disclosure Act (EADA) Report
Report on Athletic Program Participation Rates and Financial Support Data
July 1, 2021 through June 30, 2022

University Enrollment

Gender	Full-Time Undergraduates	
	Number	Percent
Male Students	715	38%
Female Students	1,173	62%
Totals	**1,888**	**100%**

Athletic Student Aid & Recruiting

Team Gender	Athletically Related Student Aid		Recruiting Expenses
	Amount	Percent	Amount
Men's Teams	$931,436	54.31%	$3,872
Women's Teams	783,577	45.69%	3,861
Totals for All Teams	**$1,715,013**	**100%**	**$7,733**

Athletic Participation

Varsity Teams	Number of Participants			Number Participating on a Second Team		Number Participating on a Third Team	
	Men's	Women's	Total	Men's	Women's	Men's	Women's
Baseball	43		43				
Basketball	17	15	32				
Golf	10	8	18				
Tennis	16	17	33				
Track & Field (Indoor)	31	33	64	30	33	16	15
Track & Field (Outdoor)	31	33	64	30	33	16	15
Cross Country	18	14	32	16	13	16	13
Volleyball		20	20		1		1
Total Participants	**166**	**140**	**306**	**76**	**80**	**48**	**44**
Percentage of Total	**54%**	**46%**	**100%**				
Unduplicated Count	**120**	**93**	**213**				

Lewis-Clark State College
Equity in Athletics Disclosure Act (EADA) Report
Total Revenues & Expenses

Varsity Teams	Total Revenues			Total Expenses			Revenues minus Expenses		
	Men's	Women's	Totals	Men's	Women's	Totals	Men's	Women's	Totals
Baseball	$826,114		$826,114	$826,114		$826,114	$0		$0
Basketball	415,916	369,698	785,614	415,916	369,698	785,614	0	0	0
Golf	168,825	144,461	313,286	168,825	144,461	313,286	0	0	0
Tennis	166,173	193,511	359,684	166,173	193,511	359,684	0	0	0
Track & Field (Indoor)	56,573	69,426	125,999	56,573	69,426	125,999	0	0	0
Track & Field (Outdoor)	84,860	104,140	189,000	84,860	104,140	189,000	0	0	0
Cross Country	130,086	160,323	290,409	130,086	160,323	290,409	0	0	0
Volleyball		459,304	459,304		459,304	459,304		0	0
Totals for All Teams	**$1,848,547**	**$1,500,863**	**$3,349,410**	**$1,848,547**	**$1,500,863**	**$3,349,410**	**$0**	**$0**	**$0**
Not Allocated by Gender/Sport			641,328			580,655			60,673
Grand Totals for Athletics	**$1,848,547**	**$1,500,863**	**$3,990,738**	**$1,848,547**	**$1,500,863**	**$3,930,065**	**$0**	**$0**	**$60,673**
Totals for All Sports Except Baseball & Basketball	$606,517	$1,131,165	$1,737,682	$606,517	$1,131,165	$1,737,682	$0	$0	$0

Operating (Game Day) Expenses
(includes lodging, meals, transportation, uniforms, equipment, event costs & officials)

Varsity Teams	Operating (Game Day) Expenses			Number of Participants			Operating Expenses per Participant		
	Men's	Women's	Totals	Men's	Women's	Totals	Men's	Women's	Totals
Baseball	$104,855		$104,855	43		43	$2,438		$2,438
Basketball	62,925	62,009	124,934	17	15	32	3,701	$4,134	3,904
Golf	32,962	32,039	65,001	10	8	18	3,296	4,005	3,611
Tennis	19,423	19,879	39,302	16	17	33	1,214	1,169	1,191
Track & Field (Indoor)	19,109	19,423	38,532	31	33	64	616	589	602
Track & Field (Outdoor)	28,664	29,134	57,798	31	33	64	925	883	903
Cross Country	22,788	22,225	45,013	18	14	32	1,266	1,588	1,407
Volleyball		64,834	64,834		20	20		3,242	3,242
Totals for All Teams	**$290,726**	**$249,543**	**$540,269**	**166**	**140**	**306**	**$1,751**	**$1,782**	**$1,766**
Totals for All Sports Except Baseball & Basketball	$122,946	$187,534	$310,480	106	125	231	$1,160	$1,500	$1,344

Lewis-Clark State College
Equity in Athletics Disclosure Act (EADA) Report
Average Coaching Salaries

Description/Explanation	Head Coaches		Assistant Coaches	
	Men's Teams	Women's Teams	Men's Teams	Women's Teams
Average Annual Institutional Salary per Coach	**$29,441**	**$25,589**	**$13,825**	**$7,028**
Number of Head Coaches Used to Calculate Average	**7**	**7**	**12**	**15**
Number of Volunteer Coaching Positions	**0**	**0**	**3**	**2**
Average Annual Insitutional Salary per Full-Time Equivalent (FTE)	**$65,633**	**$57,046**	**$45,452**	**$40,546**
Full-Time Equivalents (FTEs) Used to Calculate Average	**3.14**	**3.14**	**3.65**	**2.60**

Counts of Head Coaches

Varsity Teams	Male Head Coaches				Female Head Coaches				Total Head Coaches
	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/ Volunteer	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/ Volunteer	
Men's Varsity Teams									
Baseball	1		1						**1**
Basketball	1		1						**1**
Golf		1	1						**1**
Tennis		1	1						**1**
Track & Field (Indoor)		1	1						**1**
Track & Field (Outdoor)		1	1						**1**
Cross Country		1	1						**1**
Totals for Men's Teams	**2**	**5**	**7**	**0**	**0**	**0**	**0**	**0**	**7**
Women's Varsity Teams									
Basketball	1		1						**1**
Golf		1	1						**1**
Tennis		1	1						**1**
Track & Field (Indoor)		1	1						**1**
Track & Field (Outdoor)		1	1						**1**
Cross Country		1	1						**1**
Volleyball	1		1						**1**
Totals for Women's Teams	**2**	**5**	**7**	**0**	**0**	**0**	**0**	**0**	**7**

Lewis-Clark State College
Equity in Athletics Disclosure Act (EADA) Report
Counts of Assistant Coaches

Varsity Teams	Male Assistant Coaches				Female Assistant Coaches				Total Assistant Coaches
	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/ Volunteer	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/ Volunteer	
Men's Varsity Teams									
Baseball	2	3	2	3					**5**
Basketball		2	1	1					**2**
Golf		1		1		1		1	**2**
Tennis		1	1						**1**
Track & Field (Indoor)		2	1	1					**2**
Track & Field (Outdoor)		2	1	1					**2**
Cross Country		1	1						**1**
Totals for Men's Teams	**2**	**12**	**7**	**7**	**0**	**1**	**0**	**1**	**15**
Women's Varsity Teams									
Basketball						1	1		**1**
Golf		1		1		1		1	**2**
Tennis		1	1						**1**
Track & Field (Indoor)		5	1	4					**5**
Track & Field (Outdoor)		5	1	4					**5**
Cross Country		1	1						**1**
Volleyball						2	1	1	**2**
Totals for Women's Teams	**0**	**13**	**4**	**9**	**0**	**4**	**2**	**2**	**17**

SUBJECT

Program Progress Reports

REFERENCE

December 2013	The Board approved amendments to Policy III.G. that require institutions to provide a report on graduate programs approved by the Board.
December 2017	The Board was presented with program progress reports for graduate programs offered by Idaho universities.
December 2018	The Board was presented with program progress reports for graduate programs offered by Idaho universities.
October 2019	The Board approved a first reading of proposed amendments to Policy III.G. requiring review of all new baccalaureate degree programs at all public postsecondary institutions.
December 2019	The Board approved a second reading of proposed amendments.
April 2021	The Board was presented with program progress reports for baccalaureate and graduate programs offered by Idaho public institutions.
April 2022	The Board was presented with program progress reports for baccalaureate and graduate programs offered by Idaho public institutions.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.G.9, Postsecondary Program Review and Approval

BACKGROUND/DISCUSSION

Board Policy III.G.9. requires all institutions to provide an initial progress report on new graduate and baccalaureate programs approved by the Board. This provision was added in response to Board member inquiries regarding the status of new programs and whether institutions met their projected enrollments from initial proposal submission. This report is provided to Board members to help evaluate whether programs are meeting expectations regarding continued student interest and sustainability.

Board staff, with input from the Council on Academic Affairs and Programs, developed a template and a timeline to determine when programs will be reviewed.

- Baccalaureate programs - reviewed after six years of implementation.
- Master's programs - reviewed after four years of implementation.
- Doctoral programs - reviewed after six years of implementation.

In accordance with Board Policy III.G.9.b, Boise State University, Idaho State University, Lewis-Clark State College, and University of Idaho submitted the following progress reports for this review cycle.

Boise State University

- Bachelor of Science, Public Health
- Bachelor of Art, Integrated Media and Strategic Communications
- Bachelor of Art, Interdisciplinary Professional Studies
- Bachelor of Applied Science
- Master of Athletic Training
- Master of Science, Respiratory Care (online)
- Ph.D., Computing

Idaho State University

- Master of Healthcare Administration
- Master of Social Work

Lewis-Clark State College

- Bachelor of Art/Bachelor of Science, Radiographic Science
- Bachelor of Art/Bachelor of Science, History

University of Idaho

- Bachelor of Science, Sociology with Criminology emphasis

IMPACT

Program progress reports provide the Board with updates on new baccalaureate and graduate programs and whether institutions met intended goals and benchmarks.

ATTACHMENTS

Attachment 1 – Program Progress Reports

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Boise State University

The Bachelor of Science (B.S.) in Public Health was approved by the Board February in 2015. The program projected an initial enrollment of 135 in its first year and an average of 64 graduates once the program was established. According to the numbers reported, the program maintained steady enrollment reaching 83 enrollments and 18 graduates by year five; however, the program has not reached its initial enrollment and graduate projections. Enrollment numbers dipped in FY23 with 57 enrollments reported. Factors such as the impact of COVID-19 on academic operations and perception of desirability in the program are the most notable reasons. The report noted that the program director is less confident that the original projections provided in the report are feasible during the current conditions. Boise State University has taken steps to increase program enrollment through revising the Environmental and Occupational Health emphasis and analyzing barriers to enrolling in the program. To further increase enrollment, the program plans to increase focus on

marketing, recruitment, advisor training, and possibly creating a 3+2 B.S. to M.P.H. program.

The Bachelor of Arts (B.A.) in Integrated Media and Strategic Communications was originally approved by the Board as “B.A. in Media Arts”. The Media Arts program was a result of a modification to the existing B.A. in Communication and its four emphases. The modification included bifurcating the program to offer a B.A. in Communication (combining two emphases) and a B.A. in Media Arts (combining the remaining two emphases and adding a Public Relations emphasis). The name changed from Media Arts to Integrated Media and Strategic Communications in January 2021 after curriculum revisions and department restructuring occurred. While the original proposal did not include projections for enrollment and graduates due to the bifurcation, numbers were provided for the B.A. in Communication, which averaged 584-598 enrollments over a three-year period and for its four emphases averaged 60-160 enrollments over a three-year period depending on emphasis. The program envisioned that enrollment numbers would “remain approximately the same” after bifurcation. Since fall 2013, the program has maintained 650-750 enrollments: two-thirds in BA Communication and one-third in BA in Integrated Media and Strategic Communications. Since 2019, the program has maintained more than 230 students consecutively and recently at 244 enrollments and 71 graduates in FY 2022.

The Bachelor of Arts in Interdisciplinary Professional Studies was originally approved by the Board as a B.A. in Multidisciplinary Studies in June 2016 to be offered online. The name changed in Spring 2022. The program projected an initial enrollment of 100 at implementation with steady increases projected at 222-350 enrollment over a five-year period and graduating an average of 104 within that same period. The program reports that actual numbers have been below projections reaching 24 enrollments and graduating two in year one. Despite being below projection rates, the program has grown steadily even through the pandemic reaching about 200 enrollments in FY20 and 217 in FY21 and graduating 101 by FY 2022. The program expects to maintain its momentum and improve its curriculum to continue growing.

The online Bachelor of Applied Science was approved by the Board in June 2016. The program projected an initial enrollment of 44 enrollments in its first year with gradual increases projected at 128-243 over a five-year period and graduating an average of 63 once the program was established. Based on the numbers reported, the program maintained an increasing number of enrollments reaching 156 enrollments and 43 graduates by FY 2022. Although the program has not reached its initial projections, the program plans to focus on partnerships with Idaho community colleges which is expected to improve in-state recruitment and program growth over the next few years.

The Master of Athletic Training program was approved by the Board in December 2016 with implementation in summer 2018. The program projected an initial enrollment of 10-12 and an average of 8-10 graduates every year after. Based on the numbers reported, the program began meeting its enrollment projections in FY20 and reached 24 in FY22. The program doubled its graduation projections by FY22 with 16 graduates. The program predicts that it will continue meeting its projections in the coming years.

The Master of Science in Respiratory Care is a fully online program approved by the Board in December 2017. The program projected an initial enrollment of 16 and an average of 18 graduates once the program was established. According to the numbers reported, the program exceeded its initial enrollment projections with 25 enrollments and has maintained steady enrollment numbers over the last few years. In FY 2021, the graduate projections were met and exceeded projections at 18 graduates from 14 projected. The actual number of graduates for other subsequent years remains close to its original projections. The COVID-19 pandemic factors into the reason enrollment and graduate projections were not all met. Increased workload and high degree of burnout for practitioners enforced a shift in priorities.

The Ph.D. in Computing was approved by the Board in June 2016. The program reports that enrollments have steadily increased since FY17. Initial enrollment numbers for the program were projected at two with an average of seven graduates once the program was established. Based on the numbers reported, the program met its initial enrollment projections and continues to exceed those numbers since its implementation in FY 2017. By FY 2022, the program increased its enrollment to 66. The program met its graduate projections in FY 2020 and 2021 and anticipates that numbers will steadily increase toward the projected levels.

Idaho State University

The Master of Healthcare Administration was approved by the Board in February 2017 with a proposed start date of Fall 2017. The university reported that the program was implemented FY 2019. The program initially projected 15 enrollments in FY17 with approximately 35-50 enrollments over a five-year period. Those included first and second year enrollment. Graduates were projected at 15-25 starting in FY19. The program's actual enrollments were five in its initial year with six graduates in FY 2020. While the program did not reach initial enrollment projections, it has grown to host 33 enrollments and graduated 14 students in FY 2022. The pandemic was listed as a factor for not reaching more consistent numbers. However, given this challenge, program growth from five to thirty-three students with a total of 30 graduates in the program's first four years is still noteworthy. The program plans to increase enrollment through new recruiting initiatives, collaborating with the Idaho College of Osteopathic Medicine in Meridian, raise scholarships to relieve financial burden on students, and provide more flexibility by offering the program online.

The Master of Social Work (MSW) was approved by the Board in December 2016 and implemented Fall 2018 with two options available. This included an Advanced Standing track for individuals with a Bachelor of Social Work and a traditional two-year program for students who have completed non-social work BA degrees. Students are also able to customize their curriculum to focus on a Clinical Track or Forensic Track. Since 2018, the program reports it obtained full accreditation from the Council on Social Work Education. The MSW program initially projected 25 enrollments to reach 50 by year two and graduating 20-40 by year two. The program met enrollment projections with 27 enrollments in its first year and has exceeded projections in subsequent years reaching 58 by FY 2022. Since FY 2020, the program averaged 23 graduates. The program was approved by its accreditor to expand and offer the degree completely online in January 2023. Since hiring six full-time faculty, the program has witnessed a steady increase in enrollments and program growth. The program has the resources to meet the demand for qualified social workers across the state.

Lewis-Clark State College

The Bachelor of Arts/Bachelor of Science in Radiographic Science was approved in May 2016 and implemented FY 2017. The program projected 18 initial enrollments in the first two years of the program, respectively. While that number was not reached in year one, the program met and exceeded enrollment projections in FY 2018 with 38 initial enrollments and remained steady in subsequent years with an average of 44 enrollments. The program projected 17 initial graduates within the first two years of the program and exceeded that number with 27 graduates in FY 2019. The program has averaged 24 graduates over the next three years with FY 2021 exceeding numbers at 32.

The Bachelor of Arts/Bachelor of Science (B.A./B.S.) in History was approved April 2016 and implemented in FY 2017. The History major replaced the Social Sciences: History emphasis B.A./B.S. to make it more appealing to students and to provide options for students interested in History but who did not want to pursue a career in teaching. The History major is part of the overall Social Sciences Program at Lewis-Clark State College, along with other smaller programs such as Social Sciences: Anthropology, Social Sciences: Political Science, Social Sciences: Sociology, General Studies: Social Sciences, Social Sciences-History: Secondary Education and other majors. While the different majors overlap with each other, they are all part of one program and assessed as one program. With that said, the Social Sciences program reported an enrollment of 79 in Fall 2022. For this reporting period for the History major, the program projected 23 initial enrollments with an average of 25 for the subsequent two years. The program reported that enrollments for the History major have been below estimated numbers provided in initial proposal with five enrollments in its first year and an average of 10 enrollments for the ensuing years. Graduate numbers were projected at an average of five and those were met in FY 2019 and FY 2021. Recruitment efforts are in progress to increase enrollment and

further support continuity of the History program. This includes a job fair to help bring awareness to high school students regarding career opportunities for History majors and expanding both synchronous and asynchronous online course delivery. The program also plans to develop a video advertisement to help promote the program.

University of Idaho

The online Bachelor of Science (B.S.) in Sociology with an emphasis in Criminology was approved by the Board in February 2016 and implemented Fall 2016. The program reports that by 2017, low enrollments revealed that students were more interested in a criminology degree rather than a sociology degree with a criminology emphasis. Therefore, in June 2019, the university replaced the Criminology emphasis with a standalone major, B.S. in Criminology. The change was implemented in FY 2021 and is currently being offered online and in-person on the Moscow campus. Based on the information provided in the 2019 proposal, the program projected 156 initial enrollments for the Criminology major and 10 graduates once the changes were established and plateauing at 175 students and 45 graduates in AY.2024-25. According to the numbers reported, the program met and exceeded their projections. In fact, current enrollment in the B.S. in Criminology is reported to be ~240: ~200 primary criminology majors and an additional 46 secondary criminology majors. The program reports that these numbers have been consistent for the past two academic years and indicated that more than 60 B.S. in Criminology degrees will be awarded this academic year, nearly double the 35 projected for this year in the 2019 proposal.

BOARD ACTION

This item is for informational purposes only.

New Program Review

Institution:	Boise State University
Program:	BS Public Health

Elements for Report

1. Executive Summary of the program report

The Bachelor of Science in Public Health was approved by the Idaho State Board of Education in the fall of 2015, with an implementation date of fall 2016. The program came to life as a result of an external review of the then Department of Community and Environmental Health (now the School of Public and Population Health). A recommendation was made to streamline the Bachelor of Science in Health Science Studies and consider a Bachelor of Science degree program in Public Health to provide students with a more widely recognized degree. The program prepares graduates for a career that advances the health of communities.

The Bachelor of Science in Public Health program has maintained steady enrollment and increasing numbers of graduates. However, as shown below, enrollments and the number of graduates has not yet met the projections made in the original program proposal. It was projected in the proposal that majority of the enrollment in BS Public Health would be due to shifting enrollment from other similar programs, and although there was some shifting in enrollment, it did not reach projections.

A variety of factors have impacted program enrollment, most notably the COVID-19 pandemic, both in terms of its direct impact on academic operations and the current perception of the desirability of public health occupations. Additionally, lower than expected enrollment in other similar programs may demonstrate the need for a new approach to marketing and branding of the health programs in general, as well as the continued training of advising staff. For example, the BS in Health Studies program is a longstanding program that is more familiar to most college advisors, and even that well-established program has faced enrollment challenges related to perceptions of poor working conditions in health and medical fields.

During the past few years, we have taken significant action to improve enrollment in this program, including substantial revisions to the Environmental and Occupational Health emphasis and an analysis of barriers to enrollment for the public health program as a whole, including prerequisites and course availability. These changes have improved flexibility and timely progression towards graduation. Future actions will include marketing, recruitment, and advisor training; a comprehensive review of the curriculum; and the creation of a 3+2 BS to MPH program. With these actions, increased enrollments are expected.

However, it should be noted that our new program director is less confident that the original projections in the proposal are feasible – at least under the current conditions.

2. Brief overview of the program

The BS in Public Health prepares students for a career that advances the health of communities. Students learn how to develop and mobilize partnerships, promote

environmental health, and act to address complex public health challenges. The BS in Public Health program offers three emphasis areas: Environmental and Occupational Health Sciences Emphasis, General Emphasis, and a Health Education and Promotion Emphasis. Students are able to address the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society; address the underlying science of human health and disease including opportunities for promoting and protecting health across the life course; and address the concepts of population health, and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations.

3. Enrollment and Graduates

Enrollments	**Implementation Year: FY2017**	FY2018	FY2019	FY2020	FY2021	FY2022	FY2023
Actual (fall headcount) Face-to-face	26	49	83	81	83	93	57

Enrollments	**Implementation Year: FY2017**	FY2018	FY2019	FY2020	FY2021	FY2022	FY2023
Projected (fall headcount)	135	271	406	Not Available	Not Available	Not Available	Not Available

Number of Graduates	**Implementation Year: FY2017**	FY2018	FY2019	FY2020	FY2021	FY2022	FY2023
Actual Face-to-Face	0	10	7	18	18	29	Not Available

Number of Graduates	**Implementation Year: FY2017**	FY2018	FY2019	FY2020	FY2021	FY2022	FY2023
Projected (per original program proposal)	0	0	32	64	96	Not Available	Not Available

Projected Enrollments and Graduates from original proposal – for reference

Projected Enrollments and Graduates for Proposed Program						
Institution	**Enrollment**			**Number of Graduates**		
	FY17	FY18	FY19	FY19	FY20	FY21
BSU BS in Public Health	135	271	406	32	64	96

New Program Review

Institution:	Boise State University
Program:	BA Integrated Media and Strategic Communications

Elements for Report

1. Executive Summary of the program report

   The Bachelor of Arts in Integrated Media and Strategic Communications was originally approved as a Bachelor of Arts in Media Arts. This program came about when we bifurcated the existing BA in Communication (with its four emphases) to two separate programs in BA in Communication and BA in Media Arts. Another change occurred when the "Department of Communication and Media" was split into two distinct academic units, the "Department of Communication" and the "Department of Media." When this occurred, faculty in the new Department of Media revised the curriculum for the old BA in Media Arts. The new name of the degree program is Bachelor of Arts in Integrated Media and Strategic Communications. This name change was approved by the State Board of Education in January 2021.

   The program proposal for the original BA in Media Arts did not provide specific projections for enrollments and the number of graduates, and only mentions that "total enrollments in the two programs to remain approximately the same" after bifurcation. This has been the case with total number of enrollments in two programs staying steady between 650 and 750 every year since fall 2013. About two-thirds of the enrollment is in BA Communication and one-third is in BA in Integrated Media and Strategic Communications. Importantly, the BA in Integrated Media and Strategic Communications has steadily increased the number of enrollments and graduates since implementation in FY17; more than doubling in size in FY18, and reaching more than 230 every year since FY19. The number of graduates has more than doubled the first three years graduates were reported, and has remained steady through FY22.

2. Brief overview of the program

   The Bachelor of Arts in Integrated Media and Strategic Communications is housed in the Department of Media in the College of Arts and Sciences. Students specialize their competencies and skills by emphasizing their studies in either integrated media or strategic communication. The Integrated Media emphasis prepares students for a number of media careers such as journalism, live broadcast, digital media production, media content creation and studio television. In the Strategic Communications Emphasis students explore the theories and practices used in professional communications. Students develop their skills as communicators through critical examination of social, cultural, political, and economic dimensions of strategic communications with particular attention to ethical practices.

3. Enrollment and Graduates

Enrollments	Implementation Year: FY2017	FY2018	FY2019	FY2020	FY2021	FY2022	FY2023
Actual (fall headcount)	81	175	243	277	265	244	233

Enrollments	Implementation Year: FY2017	FY2018	FY2019	FY2020	FY2021	FY2022	FY2023
Projected (fall headcount) **	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available

Number of Graduates	Implementation Year: FY2017	FY2018	FY2019	FY2020	FY2021	FY2022	FY2023
Actual	N/A	9	35	72	73	71	Not Available

Number of Graduates	Implementation Year: FY2017	FY2018	FY2019	FY2020	FY2021	FY2022	FY2023
Projected **	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available

**Per review of the original program proposal, projected enrollments/graduates were not provided.

New Program Review

Institution:	Boise State University
Program:	BA Interdisciplinary Professional Studies

Elements for Report

1. Executive Summary of the program report
   The Bachelor of Arts in Interdisciplinary Professional Studies was originally approved as a Bachelor of Arts in Multidisciplinary Studies. The program name change was approved by the State Board in the spring of 2022. Graduates of the program are prepared to integrate, synthesize and apply critical thinking, problem solving, ethics, communication skills and cultural perspectives, personally and professionally. Enrollment in the BA in Interdisciplinary Professional Studies program has grown to approximately 200 students by FY20 and is steady, however has been below projections. Similarly, the number of graduates has grown steadily and has approached projections by FY22, but remains below projections. The program has maintained momentum and remained resilient through the pandemic, and with our recruitment efforts and revamped curriculum, we expect it will continue to grow.

2. Brief overview of the program
   The Bachelor of Arts in Interdisciplinary Professional Studies is housed within the College of Arts and Sciences. The program offers students a rare level of creative ownership and educational freedom, focused on both breadth and emphasis-level depth, and asks students to create a meaningful, compelling, and individualized degree plan or select one of the online professional emphasis areas. The program offers a flex track, online track and online professional studies emphasis areas, which meets the needs of working adults in the Treasure Valley, Idaho and beyond. The Flex Track and Online Track offer the following emphasis areas: Community and Social Impact Emphasis, Cyber Operations Management Emphasis and a Design and Media Management Emphasis.

3. Enrollment and Graduates

Enrollments	**Implementation Year: FY2017**	FY2018	FY2019	FY2020	FY2021	FY2022	FY2023
Actual (fall headcount) Online	24	78	116	200	217	201	195

Enrollments	**Implementation Year: FY2017**	FY2018	FY2019	FY2020	FY2021	FY2022	FY2023
Projected (fall headcount)	100	222	256	299	341	350	Not Available

Number of Graduates	Implementation Year: FY2017	FY2018	FY2019	FY2020	FY2021	FY2022	FY2023
Actual Online	2	18	41	76	90	101	Not Available

Number of Graduates	Implementation Year: FY2017	FY2018	FY2019	FY2020	FY2021	FY2022	FY2023
Projected (per original program proposal)	0	59	95	111	128	130	Not Available

Projected Enrollments and Graduates from original proposal – for reference

Proposed Program: Projected Enrollments and Graduates First Five Years											
Program Name: Multidisciplinary Studies Degree (MDS) Senior Year Online Degree Completion											
Projected Fall Term Headcount Enrollment in Program						Projected Annual Number of Graduates From Program					
FY17 (first year)	FY18	FY19	FY20	FY21	FY22	FY17 (first year)	FY18	FY19	FY20	FY21	FY22
100	222	256	299	341	350		59	95	111	128	130

New Program Review

Institution:	Boise State University
Program:	Bachelor of Applied Science (BAS)

Elements for Report

1. Executive Summary of the program report

   The Bachelor of Applied Science (BAS) fully-online program was approved by the Idaho State Board of Education in the spring of 2016. The BAS program is designed to creatively combine a student's technical degree from a regionally accredited institution, and professional experiences, with new interdisciplinary learning opportunities. The BAS program's actual enrollments and the number of graduates has increased steadily over time, however remains below projections. While initial projections were extremely aggressive, there is certainly room for growth, and the BAS program has focused its energy, especially after the first years of the pandemic, on strengthening partnerships with Idaho's community colleges, which should improve in-state recruitment over the next few years.

2. Brief overview of the program

   The Bachelor of Applied Science (BAS) degree program acknowledges and accepts students previous educational work which helps them transition into a demanding academic environment. BAS applicants must have earned a technical associate degree from a regionally accredited institution to be accepted into the program. The BAS Online program offers three emphasis areas: Early Childhood Education, Project Management, and Cyber Operations. In the BAS Hybrid program, students take upper-division credits to create an individualized Concentration.

3. Enrollment and Graduates

Enrollments	Implementation Year: FY2017	FY2018	FY2019	FY2020	FY2021	FY2022	FY2023
Actual (fall headcount) Online	14	58	83	118	146	156	124

Enrollments	Implementation Year: FY2017	FY2018	FY2019	FY2020	FY2021	FY2022	FY2023
Projected (fall headcount)	44	128	167	206	230	243	Not available

Number of Graduates	Implementation Year: FY2017	FY2018	FY2019	FY2020	FY2021	FY2022	FY2023
Actual Online	0	7	18	28	32	43	Not Available

Number of Graduates	Implementation Year: FY2017	FY2018	FY2019	FY2020	FY2021	FY2022	FY2023
Projected (per original program proposal)	0	28	59	59	84	84	Not Available

Projected Enrollments and Graduates from original proposal – for reference

Proposed Program: Projected Enrollments and Graduates First Five Years											
Program Name: Online Bachelor of Applied Science											
Projected Fall Term Headcount Enrollment in Program						Projected Annual Number of Graduates From Program					
FY17 (first year)	FY18	FY19	FY20	FY21	FY22	FY17 (first year)	FY18	FY19	FY20	FY21	FY22
44	128	167	206	230	243	0	28	59	59	84	84

New Program Review

Institution:	Boise State University
Program:	Master of Athletic Training

Elements for Report

1. Executive Summary of the program report
   The Master of Athletic Training (MAT) program was approved by the Idaho State Board of Education in the fall of 2016, with a proposed starting date of summer/fall 2018. The mission of the Athletic Training program is to prepare students through a comprehensive academic and clinical program to exceed entry-level education standards established by the Commission on Accreditation of Athletic Training Education (CAATE). This professional level degree program is accredited through CAATE. The MAT program's enrollments met original projections in FY 22 and was very close to meeting the projections the previous year in FY21. Beginning in FY20, the program began moving the dial toward meeting graduate projections, and doubled the graduate number projections in FY22.

2. Brief overview of the program
   The Master of Athletic Training program prepares graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The MAT program includes both an academic and clinical component designed for full-time students over a continuous 2-year (24 month) period. The programs focus is to develop future clinicians through in-depth study and skill attainment in the following areas of health care for the physically active population: pathology of injuries and illness, evaluation and management of acute and chronic orthopaedic injury and medical conditions, risk management and injury prevention, physical rehabilitation and conditioning, applied nutrition, psychosocial intervention, and health care administration.

3. Enrollment and Graduates

Enrollments	**Implementation Year: FY2019**	FY2020	FY2021	FY2022	FY2023	FY2024
Actual (fall headcount)	6	11	18	24	21	Not available

Enrollments	**Implementation Year: FY2019**	FY2020	FY2021	FY2022	FY2023	FY2024
Projected (fall headcount)	10-12	20-24	20-24	20-24	20-24	20-24

Number of Graduates	Implementation Year: FY2019	FY2020	FY2021	FY2022	FY2023	FY2024
Actual	0	6	5	16	8*	14*

** Projected number of graduates based on students in FY2023 and FY2024 cohorts.*

Number of Graduates	Implementation Year: FY2019	FY2020	FY2021	FY2022	FY2023	FY2024
Projected (per original program proposal)	0	8-10	8-10	8-10	8-10	8-10

Projected Enrollments and Graduates from original proposal – for reference

Proposed Program: Projected Enrollments and Graduates First Five Years											
Program Name: Master of Athletic Training											
Projected Fall Term Headcount Enrollment in Program						**Projected Annual Number of Graduates From Program**					
FY19 (first year)	FY20	FY21	FY22	FY23	FY24	FY19 (first year)	FY20	FY21	FY22	FY23	FY24
10-12	20-24	20-24	20-24	20-24	20-24	0	8-10	8-10	8-10	8-10	8-10

New Program Review

Institution:	Boise State University
Program:	MS Respiratory Care (online)

Elements for Report

1. Executive Summary of the program report
   The Master of Science in Respiratory Care (MSRC) online program was approved by the Idaho State Board of Education in December 2018. The program is designed specifically to serve practicing clinicians (Registered Respiratory Therapists – RRTs) who are looking to advance in the fields of academia, healthcare organizational leadership, and health administration. The MSRC program's actual enrollments were more than met in FY19, the year of implementation. Enrollments have fluctuated and are currently slightly below projections, however, they continue to remain steady and strong. The program's number of graduates met and exceeded projections in FY21, and the actual number of graduates remain close to projections.

   COVID 19 pandemic particularly impacted the health care education and is likely one reason we see slight discrepancy between actual and projected numbers of enrollments and graduates. Respiratory Care Practitioners have been on the frontlines of the pandemic from day one. As is well documented, the burden of the pandemic has contributed to a high degree of burnout which has resulted in thousands of practitioners leaving the profession. Additionally, the increased workload for practitioners likely required a shift in priorities, with graduate school being low.

2. Brief overview of the program
   The Master of Science in Respiratory Care (MSRC) fully online program offers students the opportunity for a quality graduate education from a nationally recognized university without the requirement of relocating. The online environment also accommodates those students currently residing in rural communities throughout Idaho. Students gain a graduate-level understanding of cardiopulmonary physiology and disease management and will be prepared to and encouraged by the MSRC faculty to pursue presentation or publication of their research topics. Additionally, graduates are prepared with the advance clinical knowledge necessary to pursue several of the advanced credentialing exams offered by the National Board for Respiratory Care (NBRC). MSRC program is accredited by the Commission on Accreditation for Respiratory Care (CoARC), is named as the top school for online education by EduMed.org in 2023, and received the American Association for Respiratory Care (AARC) APEX award for exceptional educational programming in both 2021-2022 and 2023-2024.

3. Enrollment and Graduates

Enrollments	Implementation Year: FY2019	FY2020	FY2021	FY2022	FY2023
Actual (fall headcount)	25	42	40	42	39

Enrollments	Implementation Year: FY2019	FY2020	FY2021	FY2022	FY2023
Projected (fall headcount)	16	35	44	49	49

Number of Graduates	Implementation Year: FY2019	FY2020	FY2021	FY2022	FY2023
Actual	0	0	18	15	Not Available

Number of Graduates	Implementation Year: FY2019	FY2020	FY2021	FY2022	FY2023
Projected (per original program proposal)	0	0	14	18	23

Projected Enrollments and Graduates from original proposal – for reference

Proposed Program: Projected Enrollments and Graduates First Five Years											
Program Name: MASTER OF SCIENCE IN RESPIRATORY CARE (MS)(ONLINE)											
Projected Fall Term Headcount Enrollment in Program						Projected Annual Number of Graduates From Program					
FY19 (first year)	FY20	FY21	FY22	FY23	FY24	FY19 (first year)	FY20	FY21	FY22	FY23	FY24
16	35	44	49	49	49	0	0	14	18	23	23

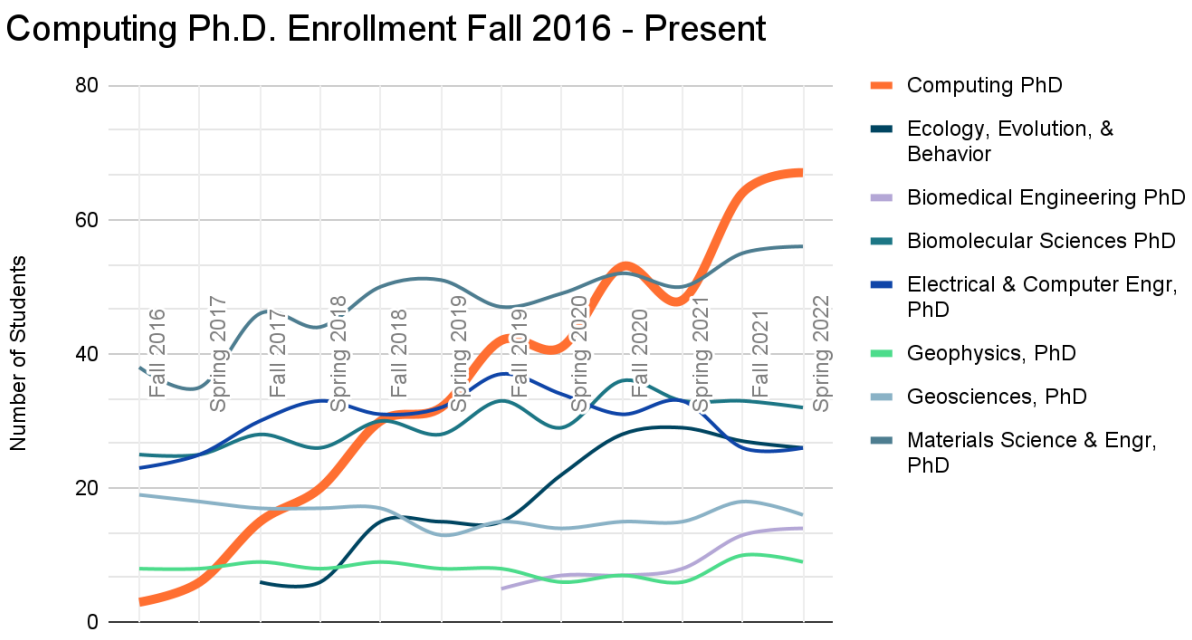
New Program Review

Institution:	Boise State University
Program:	PhD Computing

Elements for Report

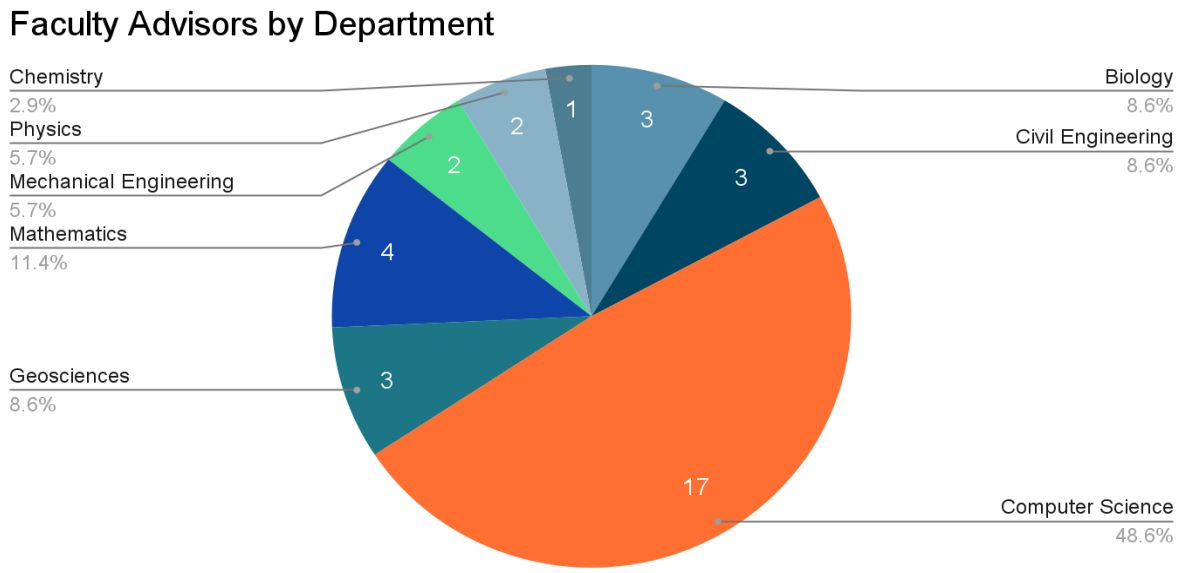
1. **Executive Summary of the program report**
The Computing PhD program was approved by the Idaho State Board of Education in the spring of 2016 with an implementation date of fall 2016 (FY17). The interdisciplinary program is co-owned and co-operated by the College of Engineering and the College of Arts and Sciences. It is one of our most successful PhD programs, providing the local and regional high-tech industry and agencies with a research and development base and opportunities for professional advancement for personnel.

Enrollments in the program have steadily increased since FY17, and most recently exceeded projections in FY22 and FY23. The following graph shows the growth of the Computing PhD program relative to other PhD programs at Boise State University.



The number of graduates from the program is steadily increasing toward projected levels. As of Fall 22, sixteen students have graduated with 13 going to industry, 2 to national labs and 1 to academia at places like Micron, Idaho National Lab, Intel, Apple, Meta, Sandia National Lab, and others. Faculty from eight departments are supervising Computing PhD

students, showcasing a broad range of interdisciplinary research. See below for the faculty participation graph for Fall'22.



2. **Brief overview of the program**
The Computing PhD program is an interdisciplinary program designed to provide students, through scholarship and research, the computational knowledge and skills to address significant technical challenges.

The program offers four emphasis areas:

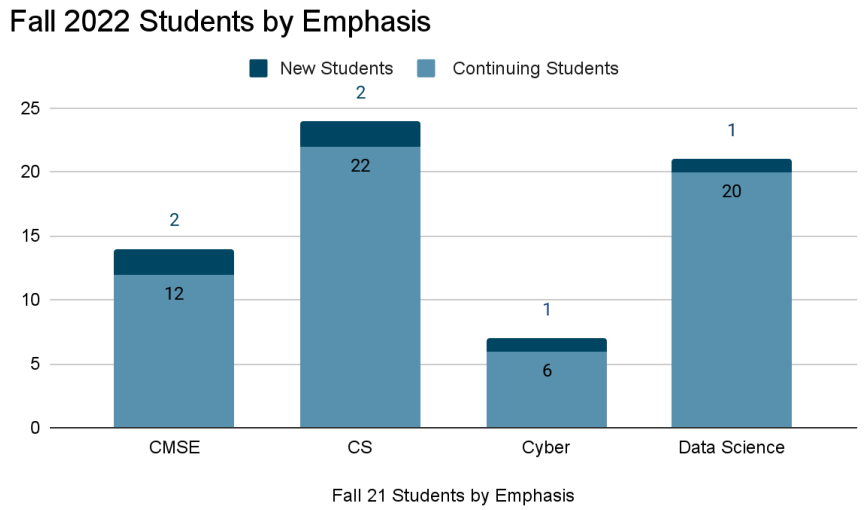
- *Computational Mathematics Science and Engineering (CMSE)* focuses on construction of mathematical models, development and application of quantitative analysis techniques, and use of computers to analyze and solve scientific and engineering problems
- *Computer Science (CS)* focuses on theory, design, development, application of computer and software systems, and the development of algorithms for data search, manipulation, and analysis
- *Cyber Security* focuses on protection of computers, networks, programs, industrial control systems, and data from unintended or unauthorized access, change, or destruction
- *Data Science* focuses on computational, statistical, and mathematical methods to extract knowledge or insights from massive data sets.

3. **Enrollment and Graduates**

Enrollments	Implementation Year: FY2017	FY2018	FY2019	FY2020	FY2021	FY2022	FY2023
Actual (fall headcount)	3	15	30	42	53	66	62

Enrollments	Implementation Year: FY2017	FY2018	FY2019	FY2020	FY2021	FY2022	FY2023
Projected* (fall headcount)	2	15	29	43	45	45	45

As of Fall 22, the graph below shows the breakdown of enrollment across the four emphasis areas.



Number of Graduates	Implementation Year: FY2017	FY2018	FY2019	FY2020	FY2021	FY2022	FY2023**
Actual	0	0	0	3	3	5	5

Number of Graduates	Implementation Year: FY2017	FY2018	FY2019	FY2020	FY2021	FY2022	FY2023
Projected*	0	0	0	0-3	3-8	8	8

**Projected numbers for enrollments and number of graduates are based on the tables on the next page that were included in the program proposal.*

***FY2023 numbers are for Summer'22, Fall'22 with Spring'23 pending*. We expect several more students to graduate in *Spring'23*.

Projected Enrollments and Graduates from original proposal – for reference

	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Existing state-funded assistantships	0	7	12	15
New state-funded assistantships	0	8	15	20
Grant-funded assistantships	2	4	6	8
Incoming students	2	13	16	14
Continuing students		2	13	29
Total enrollment	2	15	29	43

Institution	Relevant Enrollment Data			Number of Graduates			Graduation Rate
	Current (Fall 2014)	Year 1 Previous	Year 2 Previous	Current (2014-15)	Year 1 Previous	Year 2 Previous	
BSU PhD in Computing	The program will begin in Fall 2016. We project an enrollment of approximately 45 once the program is fully up and running.			We project that first students will graduate from the program after 3-4 years in the program. We project an average of 8 graduates per year once the program is fully up and running.			~8 per year

New Program Review

Institution:	Idaho State University
Program:	Master of Healthcare Administration

Elements for Report

1. Executive Summary of the program report
   The Master of Healthcare Administration (MHA) program at Idaho State University has been overall very successful. The program started with five students in 2019 and currently has 33 students. Six students graduated in 2020, 10 in 2021, and 14 in 2022. We would like to see the program consistently have 40-50 students and 20 graduates per year as it gets more established. That goal would likely have already been reached except for the last 3 years have been very difficult for healthcare administrators due to the COVID 19 Pandemic. Our students are primarily working in the healthcare industry and many take courses part-time. Given this trying time, the growth from 5 to 33 students with 30 total graduates in the program's first four years is very exciting. That said, there is much work to be done and we plan a variety of new recruiting initiatives such as working closely with neighboring institutions that offer undergraduate healthcare administration programs, working with the Idaho College of Osteopathic Medicine (ICOM) in Meridian to promote our program, and raising additional scholarship money to reduce the financial burden for students. Finally, the move to offer our program purely online (a mix of both synchronous and asynchronous courses), serves our students extremely well. We look forward to continued success with the MHA program and are excited about the future.

2. Brief overview of the program
   The Master's in Health Care Administration program at Idaho State University provides early and mid-career professionals in Idaho and beyond with foundational conceptual, technical, and human relations skills needed to assume increasingly responsible leadership roles in the healthcare industry.

   The program includes between 10-17 required courses, depending upon a student's prior academic background. The program includes a mix of full-time and part-time students, who generally complete the program in 1-2.5 years. To meet the needs of today's healthcare employees, the MHA is offered in a flexible format with evening and online courses available.

3. Enrollment and Graduates
   a. In the tables below, show the **actual** enrollment in the program and number of graduates from the program. Please note cohort years will precede fiscal year description (i.e., FY19 would have Fall 2018 cohort). OSBE will provide projections from the institution's original proposal.

Enrollments	Implementation Year: FY19	FY20	FY21	FY22
Actual (fall headcount)	5	23	28	33

Number of Graduates	Implementation: FY19___	FY20	FY21	FY22

Actual	0	6	10	14

New Program Review

Institution:	Idaho State University
Program:	Master of Social Work (MSW)

Elements for Report

1. Executive Summary of the program report

   The Master of Social Work (MSW) program at Idaho State University (ISU) is currently in its fourth year. In the past four years we have successfully navigated the three-year accreditation process. Shortly after doing this, we applied for an expansion of our accreditation to expand our program to include an Online Program (OP) option, which we received approval to begin in January of 2023. We have hired six full-time faculty members to serve the program, and have seen a steady increase in enrollment and program growth. We are well positioned to meet the demand for qualified Social Workers in the state of Idaho, and look forward to our continued service for students across the state.

2. Brief overview of the program

   The Master of Social Work (MSW) program at Idaho State University (ISU) was launched in 2018. Since then, we have received full accreditation from the Council on Social Work Education (CSWE). Our MSW program offers two program options for students, dependent upon their academic background. Individuals who have a Bachelor of Social Work degree are able to enroll in our Advanced Standing track. This allows students to complete their degree on an accelerated timeline over three semesters or one calendar year. Students who have a degree in another discipline enroll as Standard Admission students and take additional foundation courses in Social Work. These courses help students without a background in Social Work prepare for success when they begin the Advanced curriculum in their second year. Standard Admission students typically complete their program over the course of 4-5 semesters. In addition to these different types of programs, students at ISU are able to customize their curriculum to focus on a Clinical Track or Forensic Track. We also support students who wish to receive an endorsement as a School Social Worker in the state of Idaho. Students utilize their elective courses to focus their studies in one of these three areas, providing them with the opportunity to customize their education. This enhances both their skills and marketability in jobs specific to their career interests. It is our focus on Clinical and Forensic Social Work that distinguishes our program from others in the region where students are introduced to an Advanced Generalist curriculum.

   In January of 2023, the MSW program received approval from the CSWE to expand our program from campus and distance learning education to include an all-Online Program (OP) learning option. The decision to create an OP was largely derived from the

outcomes we observed in students during the Covid-19 Pandemic shut-down. During this time all of our courses were delivered to students via Zoom, and faculty learned that we could continue to deliver high-impact and high-quality instruction to students via Zoom. We also learned there was a huge demand for online learning options, particularly from the more rural and remote areas of Idaho where it has been historically difficult to access higher education. We will welcome our first OP Cohorts in both the Advanced Standing and Standard Admissions options in Summer and Fall of 2023, respectively. We anticipate a significant increase in enrollment as we continue to market the OP option. It is our hope that the OP option will assist the state of Idaho in meeting the high demand for qualified professional Social Workers across the state.

The MSW faculty includes one Associate Professor, three Assistant Professors, one Full-Time Lecturer, a Field Director, and Field Liaison. We also have a Title IV-E Child Welfare Scholars Coordinator who is responsible for recruiting students who are interested in working for Child Welfare upon graduation from their Social Work program. Per our accreditation requirements, our program needs to maintain a faculty-student ratio of 1:12. We are currently well positioned to do this, and have the capacity to enroll up to 72 full-time students in our program. Our program is well positioned to meet the demand for Social Workers in the state by providing high-quality education to students across the state of Idaho.

3. Enrollment and Graduates
   a. In the tables below, show the **actual** enrollment in the program and number of graduates from the program. Please note cohort years will precede fiscal year description (i.e., FY19 would have Fall 2018 cohort). OSBE will provide projections from the institution's original proposal.

Enrollments	Implementation Year: FY__2019__	FY__ 2020_	2021	2022	FY____	FY____
Actual (fall headcount)	27	30	54	58		

Number of Graduates	Implementation: FY___2019_	FY_ 2020___	2021	2022	FY____	FY____
Actual	0	25	21	22		

New Program Review

Institution:	LCSC
Program:	BA/BS Radiographic Science

Elements for Report

1. Executive Summary of the program report

   A bachelor's is the degree of choice for upward mobility for radiographers. Graduates with a Bachelor of Arts/Science (BA/BS) in Radiographic Science go on to obtain careers in a variety of fields: Radiographic Technologist; Radiography Education Faculty; Radiology Supervisor; Hospital Management; Physician/Radiologist Assistant; Radiation Therapy; Diagnostic Sonographer, Clinical Instructor; Cardiovascular Technologists.

   The United States Bureau of Labor Statistics (www.bls.gov/ooh) has projected growth in employment opportunities from 2021-2031 in fields for healthcare. Overall employment of radiologic and cardiovascular technologists is projected to grow 6-10 percent from 2021 to 2031; while employment of physician assistants is projected to grow 28 percent from 2021 to 2031, much faster than the average for all occupations.

   Diagnostic medical sonographers, cardiovascular technologists and radiation therapists typically need formal education, such as an associate degree or a bachelor's degree to become eligible for enrollment into a postsecondary program. This is the same for Physician Assistants which typically require a master's degree from an accredited program for certification eligibility. Offering the BA/BS in Radiographic Science at LC State affords graduates the opportunity to pursue these post-secondary programs.

2. Brief overview of the program

   The BS/BS Radiographic Science degree is a four-year program of study. The first year of pre-professional courses includes General Education Core and support courses. Professional courses include study and practice in clinical application of radiographic procedures for the purposes of imaging all parts of the human body for medical diagnosis. Practice will be in community hospitals and clinics. Upon completion of the Associate of Science in Radiographic Science degree and passing the certification examination administered by the American Registry of Radiologic Technologists (ARRT), graduates complete an additional 22 upper division credits to earn a B.S. in Radiographic Science.

3. Enrollment and Graduates
   a. In the tables below, show the **actual** enrollment in the program and number of graduates from the program. Please note cohort years will precede fiscal year description (i.e., FY19 would have Fall 2018 cohort). OSBE will provide projections from the institution's original proposal.

Enrollments	Implementation Year: FY 17_	FY_18_	FY_19_	FY_20__	FY_21_	FY_22_
Actual (fall headcount)	0	38	44	55	40	38
Actual pre-program (fall headcount)		15	15	15	16	12

Number of Graduates	Implementation: FY_17_	FY_18_	FY_19_	FY_20_	FY_21_	FY_22_
Actual: 111	1	11	27	19	32	21

New Program Review

Institution:	Lewis-Clark State College
Program:	History BA/BS

Elements for Report

1. Executive Summary of the program report

   The History BA/BS is designed not only to help students learn about the past, but also to develop their ability to think critically and analytically, to write well, and to conduct research. Hence, it supports a cross-section of students by preparing them for a range of careers and graduate/professional programs (such as history, law, etc.). Regardless of career choice, the History degree is intended to help graduates lead more fulfilling lives by providing them the ability to think more deeply about the world in which they live. It adds to their "intellectual tool kit."

   The number of History majors has been below the estimated/aspirational enrollments included in the original History BA/BS proposal submitted to the State Board of Education (SBOE). The average enrollment has been about ten students per year. However, the major is part of a larger Social Sciences Program, which had a Fall 2022 enrollment of 79. As a result, the History BA/BS coursework supports other majors. For example, the History requirements closely align with the requirements for the Social Sciences-History: Secondary Education major. That means higher course enrollments for both programs. Further, over a fifth of courses required for the History major also satisfy the Social/Behavioral and/or the Diversity component of LCSC's General Education Core.

   History faculty members have been expanding both synchronous and asynchronous online courses options, which should increase enrollment by making the degree more accessible to distance students.

2. Brief overview of the program

   History involves the study of the past. More specifically, historians examine, analyze, and interpret change and continuity in human societies over time. History provides an opportunity not only to learn not only about the past, but also to gain important insights into the present. By understanding what has happened before, we can better understand and evaluate current information and events.

   As part of an integrated Social Sciences Program, the History major is designed to enhance students' understanding of the world through the application of social scientific research

skills to domestic, regional and global problems, as well as issues of diversity. The major provides practical insights into why and how the world(s) we live in work the way they do.

Further, it can prepare students for careers not only in teaching but also law, politics, journalism, historical preservation, cultural resource management, or for running their own business and anything involving finding and understanding new information (research). The major's focus on independent learning provides opportunity for students to prepare for a wide variety of leadership positions in community and business.

Taken from the 2022-23 LCSC catalog, http://catalog.lcsc.edu/academic-programs/social-sciences-division/baccalaureate-degrees/history-ba-bs/.

3. Enrollment and Graduates

   a. In the tables below, show the **actual** enrollment in the program and number of graduates from the program. Please note cohort years will precede fiscal year description (i.e., FY19 would have Fall 2018 cohort). OSBE will provide projections from the institution's original proposal.

Enrollments	Implementation Year: FY16-17	FY17-18	FY18-19	FY19-20	FY20-21	FY21-22	FY22-23
Actual (fall headcount)	5	10	12	8	10	10	15

Number of Graduates	Implementation Year: FY16-17	FY17-18	FY18-19	FY19-20	FY20-21	FY21-22	FY22-23
Actual	2	1	5	1	5	2	N/A

New Program Review

Institution:	University of Idaho
Program:	B.S in Sociology with emphasis in Criminology

Elements for Report

1. **Executive Summary of the program report:**
   The B.S. in criminology degree can be earned either online or face to face on the Moscow campus. It was B.S. degree in Sociology with Criminology emphasis prior to FY21. Criminology students can round out their studies with an optional certificate program in diversity and inclusion or a minor in justice studies. University of Idaho's 2+2 program allows students with a two-year associate degree to earn their bachelor's degree in criminology in just two years. Students have the opportunity to become an intern with local, state and federal law enforcement agencies, probation and parole, victim services, correctional agencies, and a wide variety of other organizations. As another path for gaining experience, students can participate in research projects with faculty members, including human rights, firearms policy, deviance, law and society, criminal justice policy, social crime in the media, and terrorism issues. Currently, there are 245 B.S. Criminology majors, and 40 students graduated with a B.S. in Criminology in Spring 2022.

2. **Brief overview of the program**
   The B.S. in Sociology with emphasis in Criminology was discontinued in Fall 2020 (FY21) and graduates beginning FY21 all received a B.S. degree in Criminology (no B.A. awarded)

3. **Enrollment and Graduates**
   a. The tables below, show the **actual** enrollment in the program and number of graduates from the program. Please note cohort years will precede fiscal year description (i.e., FY19 would have Fall 2018 cohort). OSBE will provide projections from the institution's original proposal.

      The online B.S. in Sociology with a Criminology emphasis was proposed in 2015 and launched in 2016. By 2017, low enrollments showed that students were seeking a criminology degree, rather than a sociology degree with a criminology emphasis. The degree changed in 2020 to a stand-alone B.A./B.S. in Criminology, and the B.S. in Sociology with Criminology emphasis was sunsetted. (These changes took longer than intended due to internal complications.)

      The 2019 proposal for the Criminology major projected 170 students and 35 graduates in AY2022-23, plateauing at 175 students and 45 degrees in AY2024-25. Current enrollment in the B.S. in Criminology is ~240: ~200 primary criminology majors and an additional 46 secondary criminology majors. These figures have been consistent for the past two academic years. Thus, the current enrollment has surpassed the 170 enrollments projected for this year in the 2019 proposal. More than 60 B.S. in Criminology degrees will be awarded this academic year, nearly double the 35 projected for this year in the 2019 proposal.

Enrollments	Implementation Year: FY 18	FY 19	FY 20	FY 21	FY 22	FY 23
Projected Sociology with Criminology emphasis	148	152	152			
Actual (fall headcount) Sociology with Criminology emphasis	65	67	79	46	13	3
Projected Criminology (B.S. / B.A)			156	162	168	170
Actual Criminology (B.S. / B.A)				200	218	245

Number of Graduates	Implementation Year: FY 18	FY 19	FY 20	FY 21	FY 22	FY 23
Projected Sociology with Criminology emphasis	26	44	27			
Actual Sociology with Criminology emphasis	37	39	51	44	29	
Projected Criminology (B.S./B.A.)				10	25	35
Actual Criminology (B.S. / B.A)				14	40	

BOISE STATE UNIVERSITY, IDAHO STATE UNIVERSITY AND UNIVERSITY OF IDAHO

SUBJECT

Online Joint Graduate Certificate in Nuclear Safeguards and Security

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Boise State University, Idaho State University, and University of Idaho intend to create an Online Joint Graduate Certificate in Nuclear Safeguards and Security. This new 12-credit graduate certificate is not intended to modify or replace any existing program, but instead offers students the opportunity to expand their education in a field with growing workforce needs within Idaho and the United States. The certificate will be tied to the Nuclear Engineering Department at Idaho State University, the Nuclear Engineering and Industrial Management Department at University of Idaho, and School of Public Policy at Boise State University. The graduate certificate is like no other at any Idaho institution of higher education; it leverages the talent and strength of the three public Idaho universities. This certificate has been reviewed and approved through internal processes at all three universities and is consistent with current institutional policies.

IMPACT

The projected enrollment for this graduate certificate is estimated to be about 5-8 students, possibly reaching 10-15. This program will be working closely with Idaho National Laboratory (INL) and is expected to primarily enroll INL employees. Additional sources of students are part-time, distance learning students from the Pacific Northwest National Laboratory (PNNL), members of the military, policy staff in Washington D.C. who need to understand this topic, and other professionals who are interested in furthering their education and formalizing their professional experience with a certificate. Students currently enrolled at one of the partner institutions will be able to take the courses in the certificate as an elective. Student demand in this educational opportunity is best exemplified by existing enrollment in ISU's "NE 4488/ 5588 Nonproliferation and Nuclear Safeguards." Twelve students enrolled when the course was first offered in spring 2021, providing clear support for the course.

Students will pay published standard graduate tuition rates at each of the three institutions based on where a specific course is offered and based on payment rules clearly delineated in the Online Idaho registration system. Each of the three institutions will pay for the instructional costs of the course(s) they oversee. All three institutions intend to implement the certificate for the 2023-2024 catalog year. A Memorandum of Understanding (MOU) has been vetted and signed by the three

institutions. The MOU provides clear guidance as to the responsibilities of each institution.

ATTACHMENTS

Attachment 1 - Memorandum of Understanding

STAFF COMMENTS AND RECOMMENDATIONS

Boise State University, Idaho State University, and University of Idaho have entered into an agreement to establish and offer a new 12-credit Online Joint Graduate Certificate in Nuclear Safeguards and Security, effective Fall 2023. Boise State University is positioned to offer two of the four required courses with University of Idaho and Idaho State University to offer the remaining two courses. Students will choose a "home institution" where they will receive their certificate upon completion of requirements. As provided in the Memorandum of Understanding, the teaching institution will provide transcripts to the home institution at the end of each semester at no cost to the student.

Courses required include the following:

Boise State University

- Security Regulation & Policy for Nuclear, Radiation, & Cyber-Related Risk
- Cyber Security for the Nuclear Industry

Idaho State University

- Nonproliferation and Safeguards

University of Idaho

- Nuclear Security Science

Consistent with Board Policy III.G, Postsecondary Program Review and Approval, academic graduate certificates consisting of fewer than 30 credits do not require approval, only notification to the Office of the State Board of Education (OSBE). Each institution has submitted appropriate notifications to OSBE. A copy of the executed Memorandum of Understanding is attached and is in alignment with the Board's policy III.Z. Planning and Delivery of Postsecondary Programs and Courses.

BOARD ACTION

This item is for informational purposes only.

Memorandum of Understanding: Nuclear Safeguards and Security Graduate Certificate

Boise State University, Idaho State University, and University of Idaho

January 26, 2023

This MEMORANDUM OF UNDERSTANDING (MOU), is proposed by **Boise State University** (BSU), having offices at 1910 University Drive Administration Building, Suite 202, Boise, ID 83725-1001, **Idaho State University** (ISU), having offices at 921 South 8th Avenue, Pocatello, ID 83209, and **University of Idaho** (UI), having offices at 875 Perimeter Drive, MS 3152, Moscow, ID 83844-3152, (collectively, the "institutions" and each an "institution").

1. **Activities:** The institutions are collaborating to develop and offer a cross-institutional Nuclear Safeguards and Security Graduate Certificate (Certificate), with initial course offerings in Fall 2023. Together, BSU, ISU, and UI will:
    a. Develop the certificate's structure, function, and content.
    b. Commit to offering their certificate course(s) at least once every other year on a mutually determined schedule that makes courses available to students in the appropriate order and enables students to complete the Certificate within two years of their start date. These courses include:
        i. Security Regulation & Policy for Nuclear, Radiation, & Cyber-Related Risk (BSU Course PUBADM555)
        ii. Cyber Security for the Nuclear Industry (BSU Course CS581)
        iii. Nonproliferation and Safeguards (ISU Course 5588)
        iv. Nuclear Security Science (UI Course NE513)
    c. Provide appropriate admissions, information technology, registration, enrollment, and administrative support, leveraging the resources of Online Idaho as these resources become available.
    d. Ensure that students can register for the first of the Certificate's courses in Fall 2023.
    e. Award the Certificate to students who complete its requirements. Students will choose a "home institution" where they will receive their certificate upon completion of the degree requirements. Institutions where the individual courses are offered are called "teaching institutions."
        i. The student's transcript will reflect the shared nature of the academic program.
    f. Waive institutional residency requirements as necessary.

2. **Principles of the Relationship:**
    a. **Independence:** The institutions recognize that each remains independent of the others and that none shall have the authority to bind, act for, or assume the obligations of another. Similarly, no institution shall be responsible for debt or

obligation incurred by either of the other institutions, regardless of when such debts or obligations were incurred. The institutions agree that no employment relationship exists between them. No benefits provided by any of the institutions to its employees, including unemployment and worker's compensation insurance, will be provided to the other party or its employees.

b. **Liability:** Each institution agrees to be responsible and assume liability for its own wrongful or negligent acts or omissions, or those of its officers, agents or employees to the full extent required by law. Each institution agrees to maintain reasonable coverage for such liabilities either through commercial insurance or a reasonable self-insurance mechanism, and the nature of such insurance coverage or self-insurance mechanism will be reasonably provided to the other party upon request.

c. **Consent:** None of the institutions shall commit either of the other institutions to provide products, services, or other functions without the other institution's prior written consent.

d. **Responsibilities:** Each institution shall take responsibility for its own costs, risks, and liabilities associated with this MOU, except as specified in a separate mutually acceptable written agreement.

   i. The institutions agree to use their minimum graduate college admissions requirement for this certificate.

   ii. Each institution shall appoint a Program Advisor for that institution, one chosen by the relevant department chair or college dean. The Program Advisor will:

      1. Ensure that certificate students have institutional standing at the teaching institution.
      2. Ensure that students have access to typical services, e.g., library, advising, and bookstore.
      3. Coordinate communications to students regarding registration processes and deadlines.
      4. Assist external students with access to the Certificate course(s).
      5. Work with Registrars' Offices and other colleagues to determine how the Certificate course(s) will be listed in the institution's databases.
      6. Connect Certificate students with colleagues and procedures for dispute resolution related to academic policies, expectations, etc., as needed.
      7. Communicate regularly with the other institutions' Program Advisors to ensure effective course delivery, assessment, and student support.
      8. Work with the institutional department chair or equivalent academic leaders to ensure that faculty are prepared and assigned to teach the Certificate course(s) per the agreed-upon schedule.
      9. Work with relevant faculty and committees and coordinate with counterparts at the other institutions to ensure communication and agreement of all curricular changes.
      10. Work to resolve any issues with the student or faculty experience.

11. Maintain and share with the student's home institution any information needed regarding student performance, course effectiveness, and student services, e.g., last date of attendance or participation needed to determine financial aid eligibility.
12. With counterparts from each institution, form a group that jointly resolves issues that may arise and guides the collaboration needed to offer the certificate

iii. Institutions shall assign and compensate faculty via existing policies at the teaching institution.

iv. The teaching institution's academic schedule applies to the certificate course(s) it offers for start, end, and holiday dates.

v. Each institution will honor faculty members' rank and status established by the teaching institution.

vi. Additional deadlines applied, such as drop, withdrawal, and refund dates shall also be those of the teaching institution.

vii. Each institution will transcribe the course(s) they teach. The teaching institution will provide transcripts to the home institution at the end of each semester at no cost to the student. The home institution will award the certificate.

viii. Course-sharing: All courses made available at the home institution and taught by a different institution are identified and marketed as such. Students are made aware that they need to access courses from other institutions, and of the differences in schedules, costs, expectations and procedures associated with those courses. Students agree to the sharing of course and personal information, as needed, to permit efficient course exchanges.

1. The home institution will follow established transfer policies.

ix. The student's home institution provides advising, financial aid services, and other student services. Students may utilize limited student services at the teaching institution, such as library resources.

x. Each institution shall ensure compliance with FERPA regulations, including the notification of students and/or gain of their consent, where relevant.

xi. Students will pay the teaching institution directly. Teaching institutions set their rates. Home institutions, while they do not receive tuition for the course, benefit from the students maintaining progress to degree.

xii. Students will pay the graduate application fee at the home institution only.

xiii. Students will be non-degree seeking students at the teaching institutions, and their application fee to be a non-degree seeking student will be waived.

xiv. Students participating in the Certificate will be accountable to conduct standards at each institution. Students found in violation of conduct codes may receive sanctions. The institution where the infraction happened will process the case and communicate with the other institution. Each institution reserves the option to recognize the sanctions; however, only one institution will process a case of misconduct.

xv. Students must follow students' rights and responsibilities policies as defined by each institution only while they are actively enrolled at that institution.

3. Term

a. This MOU will commence upon the date of the last signature below and will persist for three years unless the institutions either terminate under Section 4 of this Agreement or extend the MOU through a separate written amendment or addendum.

4. Termination

a. Mutual Consent. This **MOU** can be terminated by the mutual written consent of all the Parties.

b. Termination for Convenience. Any Party may terminate this Agreement for any reason with six (6) months notice to the other parties. To initiate termination, the institution seeking termination must provide written notice from their Vice President of Academic Affairs or Provost no less than six months prior to the termination date. All institutions participating in this MOU must be notified.

c. Teach Out Requirement. In the case of termination by Mutual Consent or Termination for Convenience, the institutions shall provide a teach out plan for students already enrolled in the Certificate. For the avoidance of doubt, the institutions agree that in the event of termination of this MOU by any institution, for any reason, the students currently enrolled at the time of notice of termination will be given the opportunity to complete their certificate. Under these circumstances, the other non-terminating institutions will have the right to revise the MOU and curriculum to continue offering the Certificate.

5. Intellectual Property: All inventions, patents, technical data, computer software, and all other forms of intellectual property held by an institution prior to joining this MOU will remain the sole property of that institution. Ownership of intellectual property developed during a joint work project shall be determined by the terms of a mutually acceptable, properly executed agreement drafted to govern the work project. Unless there is a contract that states otherwise, by default, each contributing owner will have an equal stake in the single work. For intellectual property that is developed by employees of partner institutions, employees shall abide by their individual institution's intellectual property policies regarding disclosing and reporting such intellectual property. Partner institutions' Offices of Technology Transfer shall work together in governing the work project.

6. Assignment: This MOU may not be assigned or otherwise transferred in whole or in part by any of the participating institutions without the express prior written consent of the other two participating institutions. No obligations under this MOU may be performed under subcontract unless all institutions agree in writing.

7. Complete MOU: This MOU contains all of the participating institutions' understandings and supersedes any previous understandings regarding the Certificate. This MOU may

not be altered, amended, or modified except in writing signed by all institutions. Amendments to this Agreement must be approved by the official at the level of vice president of academic affairs or provosts at each institution. The workflow for the discussion and approval of amendments will be through Program Advisors and vice provosts.

8. **Severability.** If any part of this MOU is held to be illegal, void, or in conflict with any Idaho law, the remainder of this MOU remains operative and binding.

9. **Application of Export Control Laws:** The institutions acknowledge that the information exchanged under this MOU may be subject to U.S. export control laws that prohibit or restrict (i) transactions with certain persons and (ii) the type and level of technologies and services that may be exported. These laws include the Arms Export Control Act, the Export Administration Act, the International Emergency Economic Powers Act, the Atomic Energy Act, and regulations pursuant to these, including the Export Administration Regulations (EAR) (15 CFR Parts 730-774), the International Traffic in Arms Regulations (ITAR) (22 CFR 120-130), and the Nuclear Energy Commission Department of Energy export regulations (10 CFR Parts 110 and 810). Export control requirements may change, and export of goods and/or technical data from the U.S. without an export license or other appropriate governmental authorization may result in criminal liability. Each institution is responsible for its own compliance with laws and regulations governing export.

   An institution receiving information is responsible for (1) ensuring the export, re-export, or transfer of information, or any product, process, or service resulting therefrom, directly or through its agents or affiliates, is authorized under U.S. law, including U.S. economic sanctions and embargoed country restrictions; (2) obtaining any required U.S. governmental authorization prior to such export, re-export, or transfer; and (3) complying with all regulatory recordkeeping required for such export, re-export, or transfer. Each institution acknowledges that it can contact the U.S. Departments of Commerce, State, Energy, and Treasury for guidance as to applicable licensing requirements and restrictions.

10. **Prior Consent to Public Disclosure:** Prior to any initial public disclosure regarding the existence or nature of this MOU, each participating institution will coordinate with the others to develop a mutually agreeable approach to making the MOU and Certificate public.

11. **Equal Opportunity and Compliance with Executive Order Clause**
    a. Equal Opportunity: The institutions agree not to discriminate against any student in the performance of this MOU because of age, race, sex, color, religion, handicap or disability, national origin or ancestry. Breach of this covenant may be regarded as a material breach of this MOU.

b. Compliance with Governor's Executive Order: In the event any provision of this MOU shall cause an institution to be in violation of any Governor of Idaho's Executive Orders, then this MOU shall be voidable by any institution.

12. **Disputes**: The sole and exclusive remedy arising from or connected with this MOU is the right to terminate it under Section 4 of this Agreement. Prior to terminating this Agreement due to a dispute the Parties agree to attempt to resolve any disputes through good faith negotiations of the Program Advisors. If the Program Advisors cannot resolve the dispute then the Parties agree that each institution's Vice Presidents of Academic Affairs or Provost shall attempt to resolve any dispute through good faith negotiations prior to termination.

13. **Notices:** All written communication and notices to be sent between the institutions are to be sent to the following addresses:

Boise State University
Dr. John Buckwalter
1910 University Dr.
Administration Bldg., Suite 902
Boise, ID 83725-1001
provost@boisestate.edu
Phone: 208-426-1202

Idaho State University
Mr. Kevin Satterlee, J.D.
921 S. 8th Ave.
Pocatello, ID 83209-8063
president@isu.edu
Phone: 208-282-3440

University of Idaho
Dr. Torrey Lawrence
875 Perimeter Dr., MS 3152
Moscow, ID 83844-3152
provost@uidaho.edu
Phone: 208-426-1202

or any other address the institutions provide one another in writing.

14. **Effective Date:** The effective date of this MOU will be the date of the last signature added below:

Boise State University

Signature: John Buckwalter (Mar 3, 2023 12:59 MST)

Printed Name: John Buckwalter

Title: Provost and Vice President for Academic Affairs

Date: 03/03/2023

Idaho State University

Signature: Kevin Satterlee

Printed Name: Kevin Satterlee

Title: President

Date: 03/06/2023

University of Idaho

Signature: Torrey Lawrence (Mar 6, 2023 07:51 PST)

Printed Name: Torrey Lawrence

Title: Provost & Exec. Vice President

Date: 03/06/2023