



STATE BOARD OF EDUCATION MEETING
June 14, 2023
Idaho State University
Pond Student Union Building Ballroom, Room 220
Pocatello, ID

Public Streaming: <https://www.youtube.com/@idahostateu>

Wednesday, June 14, 2023 - 8:00 a.m. (Mountain Time)

BOARDWORK

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

CONSENT

BAHR

1. Boise State University – Beverage Services Agreement – Swire Coca-Cola USA – Action Item
2. University of Idaho – Meat Science Innovation Center – Construction Authorization – Action Item
3. Lewis-Clark State College – Food Services Contract – Action Item
4. Lewis-Clark State College – Purchasing Policy – Action Item

IRSA

5. Higher Education Research Council Committee Reappointments – Action Item

PPGA

6. Data Management Council Appointment - Action Item

SDE

7. Tuition Waiver Pinecrest Academy of Lewiston – Action Item

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

1. Temp Rule Docket 08-0113-2301 – Opportunity Scholarship – Action Item – Jenn Thompson – 5 min
2. Board Policy IV.B. & IV. D. – Second Reading – Action Item – Jenn Thompson – 5 min
3. Strategic Plans – Action Item – Jenn Thompson – 5 min
4. Request for Extension on Content Standards Review– Action Item – Jenn Thompson – 5 min
5. Proposed Accreditor for EPP Programs – Action Item – Jenn Thompson – 5 min
6. CTE First Step Standards and College and Career Pathways PD – Action Item – Tracie Bent – 10 min
7. Board Policy IV.E. – Idaho Division of Career Technical Education – New Chapter and Repeal – First Reading – Action Item – Tracie Bent – 10 min

8. CTE Educator Preparation Update – Information Item – Clay Long – 10 min
9. Math Transitions Update – Information Item – Ryan Cantrell – 10 min
10. Legislative Ideas – Action Item – Jenn Thompson – 15 min
11. Empowering Parents Program Update – Information Item – Jenn Thompson – 15 min

STATE DEPARTMENT OF EDUCATION

1. Milken Educator Awards Update – Information Item
2. Superintendent’s Update – 10 min
3. Science of Reading/ Literacy Presentation – Information Item – Ryan Cantrell – 15 min
4. Emergency Provisional Certificates – Action Item

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

1. Recognition of Accreditation Organizations for Purposes of Registration of Postsecondary Educational Institutions – Action Item – TJ Bliss – 5 min

BUSINESS AFFAIRS AND HUMAN RESOURCES

1. Idaho State University – Revised Periodic Performance Review Policy – Action Item – Jennifer Steele – 5 min
2. FY 2024 Operating Budgets – Action Item – Patrick Coulson – 10 min
3. FY 2025 Line Items – Action Item – Patrick Coulson – 10 min
4. Agency Head Compensation and Chief Executive Officers Contract Terms – Action Item – Patrick Coulson – 15 min
5. Amendments to Board Policy V.I. – First Reading – Action Item – Patrick Coulson – 5 min
6. Boise State University – Bond Issuance, First Year Residence Housing Project – Action Item - Jo Ellen Dinucci – 5 min

Open Forum

Idaho State University Board of Trustees

IDAHO STATE UNIVERSITY COMMUNITY FORUM – Information Item

1. Idaho State University – Students address the Board – 45 min
2. Idaho State University – Employees address the Board – 45 min

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

12. Idaho State University – Information Item – President Satterlee – 30 min

INFORMATIONAL

SDE

1. Annual Update re. Albion Elementary Hardship Status – Information Item

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 8:00 a.m. (MT), June 12, 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
JUNE 14, 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 April 25-26, 2023 Regular Board meeting, the May 15, 2023 and May 18, 2023 Special Board meetings.

3. Rolling Calendar

BOARD ACTION

I move to set June 18, 2024 as the date and Idaho State University as the location for the Executive Officers performance evaluations.

AND

I move to set June 19-20, 2024 as the date and Idaho State University as the location for the June 2024 regularly scheduled Board Meeting.



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

A regular meeting of the Idaho State Board of Education was held at the University of Idaho on April 25-26, 2023. Board President Kurt Liebich called the meeting to order at 9:35 a.m. (PT).

Present

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

Williams G. Gilbert, Jr.
Cally Roach
Cindy Siddoway
Superintendent Debbie Critchfield

Absent

None

Tuesday, April 25, 2023 - 7:33 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. (President Green)

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

1. 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." A roll call vote was taken, and the motion carried 8-0.

AND

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

2. Go into Executive Session pursuant Idaho Code § 74-206(1)(e) "to consider preliminary negotiations involving matters of trade or commerce in which the

**BOARDWORK
JUNE 14, 2023**

Draft Minutes April 25-26, 2023

governing body is in competition with governing bodies in other states or nations.” A roll call vote was taken, and the motion carried 8-0.

The Board moved to Executive Session at 7:35 a.m. (Pacific Time).

BOARD ACTION

M/S (Clark / Roach) I move to go out of Executive Session. A roll call vote was taken, and the motion carried 8-0.

The Board returned from Executive Session at 9:35 a.m. (PT). Dr. Clark stated that the Board concluded its discussion and took no action on the matter discussed.

Tuesday, April 25, 2023 - 9:35 a.m. (Pacific Time)

BOARDWORK

1. Agenda Approval Changes or additions to the agenda.

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 Approval

BOARD ACTION

M/S (Clark / Critchfield) 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. A roll call vote was taken, and the motion carried 8-0.

AND

M/S (Clark / Critchfield) I move to approve the amended minutes for the August 25-26, 2021 Regular Board meeting. A roll call vote was taken, and the motion carried 8-0.

3. Rolling Calendar

BOARD ACTION

M/S (Clark / Critchfield) 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. A roll call vote was taken, and the motion carried 8-0.

AND

**BOARDWORK
JUNE 14, 2023**

Draft Minutes April 25-26, 2023

M/S (Clark / Critchfield) I move to cancel the Board retreat scheduled for May 11, 2023. A roll call vote was taken, and the motion carried 8-0.

CONSENT

BAHR

1. FY 2024 Appropriations – Action item

BOARD ACTION

M/S (Clark / Hill) 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. A roll call vote was taken, and the motion carried 8-0.

AND

BOARD ACTION

M/S (Clark / Hill) 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. A roll call vote was taken, and the motion carried 8-0.

AND

BOARD ACTION

M/S (Clark / Hill) 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. A roll call vote was taken, and the motion carried 8-0.

2. FY 2024 Opportunity Scholarship - Educational Costs - Action Item

BOARD ACTION

M/S (Clark / Hill) 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. A roll call vote was taken, and the motion carried 8-0.

AND

BOARD ACTION

M/S (Clark / Hill) I move to approve the Opportunity Scholarship maximum award amount for FY 2023 to be set at \$3,500. A roll call vote was taken, and the motion carried 8-0.

**BOARDWORK
JUNE 14, 2023**

Draft Minutes April 25-26, 2023

AND

BOARD ACTION

M/S (Clark / Hill) 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. A roll call vote was taken, and the motion carried 8-0.

3. Boise State University – Student Health Insurance Program (SHIP) Contract – Action Item

BOARD ACTION

M/S (Clark / Hill) 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. A roll call vote was taken, and the motion carried 8-0.

4. Boise State University – Micron Center for Materials Research – Metal-Organic Chemical Vapor Disposition Project Construction and Financing – Action Item

BOARD ACTION

M/S (Clark / Hill) 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. A roll call vote was taken, and the motion carried 8-0.

5. Boise State University – Student Union Building – Switchgear Replacement Project – Action Item

BOARD ACTION

M/S (Clark / Hill) 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. A roll call vote was taken, and the motion carried 8-0.

6. Boise State University – EFY, LLC Summer Camp Agreement – Action Item

BOARD ACTION

M/S (Clark / Hill) 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. A roll call vote was taken, and the motion carried 8-0.

BOARDWORK
JUNE 14, 2023

Draft Minutes April 25-26, 2023

7. Boise State University – 6 Year Capital Construction Plan Amendment Action Item

BOARD ACTION

M/S (Clark / Hill) I move to approve the amended Six-Year Capital Construction Plan for Boise State University as submitted in Attachment 1. A roll call vote was taken, and the motion carried 8-0.

8. University of Idaho – Faculty Multi-Year Law Contracts – Action Item

BOARD ACTION

M/S (Clark / Hill) 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. A roll call vote was taken, and the motion carried 8-0.

IRSA

9. Boise State University – Online Bachelor of Project Management – Action Item

BOARD ACTION

M/S (Clark / Hill) I move to approve the request by Boise State University to create an online Bachelor of Project Management, as presented in Attachment 1. A roll call vote was taken, and the motion carried 8-0.

AND

BOARD ACTION

M/S (Clark / Hill) 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. A roll call vote was taken, and the motion carried 8-0.

10. Boise State University – PhD in Public and Population Health Leadership – Action Item

BOARD ACTION

M/S (Clark / Hill) 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. A roll call vote was taken, and the motion carried 8-0.

PPGA

11. Data Management Council Appointments – Action Item

**BOARDWORK
JUNE 14, 2023**

Draft Minutes April 25-26, 2023

BOARD ACTION

M/S (Clark / Hill) 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. A roll call vote was taken, and the motion carried 8-0.

AND

BOARD ACTION

M/S (Clark / Hill) 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. A roll call vote was taken, and the motion carried 8-0.

AND

BOARD ACTION

M/S (Clark / Hill) 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. A roll call vote was taken, and the motion carried 8-0.

AND

BOARD ACTION

M/S (Clark / Hill) 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. A roll call vote was taken, and the motion carried 8-0.

AND

BOARD ACTION

M/S (Clark / Hill) 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. A roll call vote was taken, and the motion carried 8-0.

AND

BOARD ACTION

M/S (Clark / Hill) I move to approve the reappointment of Heather Luchte to the Data Management Council as the Division of Career Technical Education

**BOARDWORK
JUNE 14, 2023**

Draft Minutes April 25-26, 2023

representative commencing July 1, 2023 and ending June 30, 2025. A roll call vote was taken, and the motion carried 8-0.

AND

BOARD ACTION

M/S (Clark / Hill) 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. A roll call vote was taken, and the motion carried 8-0.

AND

BOARD ACTION

M/S (Clark / Hill) 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. A roll call vote was taken, and the motion carried 8-0.

12. Indian Education Committee Appointments – Action Item

BOARD ACTION

M/S (Clark / Hill) 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. A roll call vote was taken, and the motion carried 8-0.

AND

BOARD ACTION

M/S (Clark / Hill) 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. A roll call vote was taken, and the motion carried 8-0.

AND

BOARD ACTION

M/S (Clark / Hill) 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. A roll call vote was taken, and the motion carried 8-0.

**BOARDWORK
JUNE 14, 2023**

Draft Minutes April 25-26, 2023

SDE

13. Emergency Provisional Certificates – Action Item

BOARD ACTIONS

M/S (Clark / Hill) 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. A roll call vote was taken, and the motion carried 8-0.

14. Safety Busing – Approval to Transport Students Less Than ½ Mile – Action Item

BOARD ACTION

M/S (Clark / Hill) 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. A roll call vote was taken, and the motion carried 8-0.

15. Transportation Funding – 103% Cap Waiver – Action Item

BOARD ACTION

M/S (Clark / Hill) I move to approve the request by #341 Lapwai School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2023 of 147.44%, for a total of \$27,202 in additional funds from the public-school appropriation. A roll call vote was taken, and the motion carried 8-0.

AND

BOARD ACTION

M/S (Clark / Hill) I move to approve the request by #244 Mountain View School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2023 of 168%, for a total of \$48,505 in additional funds from the public-school appropriation. A roll call vote was taken, and the motion carried 8-0.

AND

BOARD ACTION

**BOARDWORK
JUNE 14, 2023**

Draft Minutes April 25-26, 2023

M/S (Clark / Hill) 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. A roll call vote was taken, and the motion carried 8-0.

AND

BOARD ACTION

M/S (Clark / Hill) 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. A roll call vote was taken, and the motion carried 8-0.

16. Praxis II Assessments – Qualifying Scores – Action Item

BOARD ACTION

M/S (Clark / Hill) 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. A roll call vote was taken, and the motion carried 8-0.

17. Professional Standards Commission Appointments – Action Item

BOARD ACTION

M/S (Clark / Hill) 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. A roll call vote was taken, and the motion carried 8-0.

AND

BOARD ACTION

M/S (Clark / Hill) 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. A roll call vote was taken, and the motion carried 8-0.

AND

BOARD ACTION

BOARDWORK
JUNE 14, 2023

Draft Minutes April 25-26, 2023

M/S (Clark / Hill) 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. A roll call vote was taken, and the motion carried 8-0.

AND

BOARD ACTION

M/S (Clark / Hill) 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. 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.

UNIVERSITY OF IDAHO BOARD OF REGENTS
UNIVERSITY OF IDAHO COMMUNITY FORUM

The following students addressed the Board; Alea Banda, Hayley Bowring, Alex Call, Matt Murphy, Jordan Richter, Natalie Suaste, ASUI President Tanner McClain, Damon Woods.

Matt Freeman, Executive Director, Idaho State Board of Education, asked the students what plans did they have for after graduation? Two students are currently pre-law with one planning to study international law; one student wanted to get her PhD in Education so that one day she too could sit on the Board of Education; one student is looking into working for the UI in one of several areas of interest such as developing programs for students with disabilities and in updating the University of Idaho's website; another student will be spending her summer in Italy doing a Study Abroad program.

Board President Liebich asked if any of the students who were from Idaho had taken advantage of the dual credit option and if so how did that jump start their education journey. One student mentioned that being able to take an AP Government course helped him decide that getting a degree in political science was his major objective. Several students took as many credits as possible and those classes helped them graduate sooner. The dual credits helped one student be able to enter university with two majors and a minor since he entered with 30 dual credits.

Mrs. Roach asked why did the students choose the University of Idaho and how can we encourage more high school students to go on to college. The students said the

BOARDWORK
JUNE 14, 2023

Draft Minutes April 25-26, 2023

fostering of personal connections with staff and professors is critical in getting students interested in attending college. One student said having a more diverse ethnic pool of counselors and mentors available to help students would be helpful as well as having more people of color who students can identify with. For first year students it is very helpful in having more senior students as a mentor to show the students the ropes and to make sure they are settling into college life. One student said the ROTC program at UI was why he came to UI in the first place.

Mr. Gilbert asked what the environment is like on the campus after the tumultuous year they had. The students said its been an interesting four years; first with COVID and then with the murders. The students said the support and outreach from people both locally and nationally was really helpful in helping students recover. The student offices also came together to form resources and support for the other students dealing with the grief of what happened.

Mr. Gilbert asked if all of the students were planning to build their careers in Idaho. Some said yes, mostly because of the people and the culture and the natural beauty the state offers. Others said they were hoping for an international career path. One student who came from Louisiana 10 years ago didn't think he would stay in Idaho but he fell in love with the state and met his wife here, so Idaho is home.

Dr. Clark asked how well did UI prepare them as they go onto the next step of their journey, be it to graduate school or into the workforce. One student said she thinks the college experience has given her a lot of knowledge as to what she wants to do as far as a career path and she feels well prepared for her next step. Networking was also helpful for the students as they used the connections made in the the classroom to meeting business owners in the local communities. One student said learning how to analyze and how to research what he was interested in was helpful in giving him the confidence to move forward in his life. Having the ability to work in leadership roles on campus was very helpful to many students and the mentorship from the faculty was also important.

The following Employees addressed the Board; Jake Milleson, Omi Hodwitz, Elizabeth Bullers, Ann Brown, Scott Nash, Paul Rowley, and Terry Dean.

Board President Liebich asked what the morale was like on the campus. It was imparted that with some of the new staff and faculty on campus there was a renewed positivity which is very helpful as the campus deals with the events of the last few years. It was mentioned that having an adequate number of both staff and faculty on campus to help students was important and hiring more of each would be helpful. The events of the last few years has helped some students realize that they can ask for help and faculty are seeing more students in need.

BOARDWORK
JUNE 14, 2023

Draft Minutes April 25-26, 2023

Mrs. Roach said the Board of Education is primarily a policy setting Board and she wondered if those faculty present had any recommendations for policy changes that would be helpful to them. The faculty mentioned that having programs offered here that were not as prevalent in Idaho would be very helpful and perhaps be a game changer. It was also mentioned that the students who have discretionary funds to attend conferences and research extracurriculars seem to have an academic advantage over the students who do not have those funds. Being able to level that playing field would be nice. The graduate student TA positions offers half the stipend of what other universities offer, which is affecting recruitment.

Board President Liebich asked what level of preparedness were the faculty seeing and what types of gaps were there in incoming students. Overall the students are well prepared but areas of concern were their lack of critical thinking and basic life skills knowledge. Dr. Hill asked if these changes are recent or prevailing. The answer was COVID may have exaggerated their needs a bit with students getting used to having the wealth of accommodations they got during the pandemic. One teacher said students in the 300 level courses are struggling with critical thinking and remediation of lower level class material. More students are receiving services for mental health issues and it is thought that is still a direct repercussion of the pandemic. Student engagement and enthusiasm has not rebounded since the pandemic.

Mr. Gilbert asked what they thought of the strategic direction of the UI and their part in it. The Universities mission to become an R1 institution has been met with enthusiasm by faculty, and having research students bring in federal grants is exciting. Obtaining an R1 is also considered to be more attainable now and it has helped to build a community atmosphere among the students and faculty. One concern raised was to be proactive in replacing retiring faculty well in advance so that institutional knowledge could be transferred to a new faculty member instead of losing that knowledge.

At this time the Board took an 8-minute break returning at 11:15 a.m. (Pacific Time).

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

1. University of Idaho Annual Report

Scott Green, President, University of Idaho (UI), gave the Board the annual report. President Green introduced three students who were going to help him with his report. They were Martha Smith, MaryAnn Walsh, and Taya Lantz.

Some of the highlights of the report were.

- UI has 20 National Merit Scholars in the 2022 freshman class and 61 total enrolled overall.
- In 2021-2022 UI awarded 2525 degrees and certificates.
- The graduation rate increased from 59% to 61% over the last six-year period.
- There was an overall enrollment increase in 2022 of 3%.

BOARDWORK
JUNE 14, 2023

Draft Minutes April 25-26, 2023

- Students were awarded more than \$900K in scholarships for cybersecurity.
- 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 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.
- The University of Idaho was the only school in the state recognized with an A+ rating in scholarship transparency by Universitybusiness.com.
- Over the past two years the U of I has hosted more than 5,500 campus visitors.
- Ninety percent of the students who attend the Uldaho Bound events enroll at the UI.
- UI students meet with an academic advisor monthly which is making a difference. For the first three years of this program the retention rate is around 93%.
- 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.
- 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.
- 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 University of Idaho's College of Natural Resources launched three new associate degree programs in 2022 aimed at meeting the growing workforce needs in the forestry industries.
- Over 385 employers this past year recruited students from the U of I.
- 45,000 U of I alumni are working in Idaho.

Martha Smith shared the following with the Board about her experience at the UI. Martha is a sophomore and studying World Science and Economics. She is a first-generation student. As a high school senior, she was among the youngest real estate agents in the state, and at 17 was the youngest to attend Idaho Real Estate School. In her senior year she had already sold over \$2M in real estate. With all of that she chose the UI to continue her education and said it was the best decision she could have made. Martha is using the UI to find her own unique path to success.

Mary Ann Walsh shared the following the Board about her experience at the UI. Mary Ann is a senior earning her degree in Criminology with a minor in Psychology. As a transfer student and a survivor of domestic abuse and sexual assault who now has a disability she reached out to Brian in TRIO who helped her secure housing and trauma resources. Further, the staff at TRIO helped her to get a one-handed keyboard and the

BOARDWORK
JUNE 14, 2023

Draft Minutes April 25-26, 2023

resources at the UI helped in her ability to complete her education. Her ultimate career goal is to become a detective.

Taya Lantz shared the following with the Board about her experience at the UI. Taya is a senior in the forestry and forest operations program in the College of Natural Resources. Taya is one of the more than 50% of UI undergraduates who participated in a research study. This year marks her third year of working on realized game trials. Due to her continued commitment and interest in this study she has been offered a fully funded Master's program. Continuing her education was never a thought due to the cost, but being able to see this study through to completion all while earning her Master's degree is exciting.

Mrs. Roach mentioned the success of the McCall Outdoor Science School (MOSS). President Green responded that thousands of Idaho K-12 students visit the McCall Field Campus to gain hands-on education in STEM fields. 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.

There were no further comments or questions from the Board.

2. University of Idaho 4-H and STEM Education Presentation

Claire Sponseller, State STEM 4-H Youth Development Leader, presented the update on the University of Idaho (UI) Extension 4-H STEM K-12 Programming Overview.

Some of the highlights of the report.

- 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.
- 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.
- 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, Teton and Twin Falls. In addition to the research and extension offices, the University of Idaho has 42 county extension county offices.
- The extension service and 4-H program was established by the Morrill Act in 1862/1890 establishing Land Grant Universities.
- Idaho's 4-H began in 1912.

BOARDWORK
JUNE 14, 2023

Draft Minutes April 25-26, 2023

- In 1914 the Smith & Lever Act is created with established the Cooperative Extension Program.
- 4-H is a separate line item in the Legislative budget.
- Audience is K-12 youth
- Have over 2,000 volunteers
- Reach over 16,000 youth through club programming
- Reach over 60,000 through out-of-school programs (which means we reach 1:5 Idaho youth)
- Offices in 42 of 44 counties and on 3 Tribal Reservations serve all of Idaho's communities
- One of the newest initiatives is the Think Make Create Labs which provides low-tech mobile makerspaces servicing K08 students; target is rural, urban and underserved audiences; in less than two year they have reached 25,000 youth, 1,500 adults and trained over 275 educators. All in partnership with Idaho Out-Of-School Network and the State Department of Education.
- Idaho's 4-H AmeriCorps program has 100 members in 46 locations across the state, engage over 9,000 youth a year; the program proves stem education and job skills and professional development to members.
- The Nez Perce Reservation Basketball S.T.E.A.M. program covers the science of physical and mental health, technology behind the scenes, engineering in the sport, art through marketing and images, and statistics. Youth from Nez Perce and Coeur d'Alene Reservations have monthly meetings, field trips, and camps which include in-person visits with athletes (UI, professional, Olympic), coaches, and celebrities.
- The Parma Learning Center (PLC) has for the past three years provided STEM lessons for 5-8th graders. Starting this fall the Parma School district moved to a four-day school week. The PLC now teaches 4-H every Friday to students in 1-8th grades.
- Through the Caldwell Housing Authority youth from the Leadership 4-H Club meet weekly during the school year to engage in STEM, Healthy Living, Leadership activities, and other 4-H curriculum. Youth at this site have learned about several different robotics equipment such as Edison, Sphero, Spike Primes, BricQ, entomology, circuits, and 3D pens. Youth work in groups to tackle different STEM challenges that come with each type of STEM lesson. Some of the teens have taken leadership roles to help younger members with the different activities.
- At Whittier Elementary in Boise, where classes are taught in both English and Spanish, youth were taught the program Edison and to reach barcodes; how to code Edison using laptops and 4-H taught all classes in Spanish.
- The 4-H S.T.E.M. Learning Center (Kootenai/Shoshone Counties) is 3,700 sq ft of space serving the community, especially homeschool groups, .com public school students or others schooling at home. This location offers many classes such as 3D printing, coding, art, cooking, video editing, radio drama, book clubs,

BOARDWORK
JUNE 14, 2023

Draft Minutes April 25-26, 2023

writing classes, cooking, Idaho history, native pollinators citizen science project, horticulture, classes with Microsoft programs such as Word and Power Point, typing, macramé, sewing, robotics, public speaking, money management, Dutch oven cooking, origami, and many more. Typically, over 150 kids attend some sort of class at this location.

Dr. Clark said what excites her about this program proves that no Idaho student's quality of education should be determined by their address. This program is making that possible by taking the program from Caldwell to West Ada and making sure students have access to STEM programs.

Mrs. Siddoway was impressed by the various programs and how they were adapted for students in rural, urban and underserved areas and she wanted to know where all these great ideas came from. Ms. Sponseller said 4-H teachers' network and brainstorm together. The largest factor is their administration who allows them to dream big and go forth.

There were no further comments or questions from the Board.

STATE DEPARTMENT OF EDUCATION

1. University of Idaho – Educator Preparation Program Update

Dr. Brooke Blevins, Dean of the College of Education, Health and Human Services, University of Idaho reviewed the Teacher Educator Programs.

Some of the highlights of her report include.

- Undergraduate Programs are offered in Agriculture, Early Childhood Education, Physical Education, Music, Secondary Education, Career and Technical Education and Elementary Education.
- Graduate and Alternative Programs are offered in Occupational Specialist, Special Education, Physical Education, Teacher Education, Alternative Authorization Content Specialist. And coming soon an online Elementary and Special Education Program.
- There are currently 321 students in the Teacher Education programs and 62 student teacher placements in Idaho.
- Vandal teachers are well equipped upon graduation to offer the following in the classroom; build positive relationships and create a great classroom culture; differentiate for diverse learners, integrate technology in the classroom and critically reflect on their practice.
- Vandal teachers build positive relationships and classroom culture. They do this via a focus on classroom management and working with diverse populations.

BOARDWORK
JUNE 14, 2023

Draft Minutes April 25-26, 2023

- Literacy courses are offered in Teaching Reading and Literacy, Literature for Children, Teaching Writing/English Language Art, Literacy Assessment and Intervention and Literacy Methods for Content Learning.
- To address the teacher shortage in Idaho UI is trying to strengthen their offerings by using the dual credit program; will launch their online elementary and special education program; offering registered apprenticeships; offer mentorships and induction support and finally debt free teacher education.

Board President Liebich asked if there was any data on the number of teachers that Idaho needs to produce in order to keep supply and demand in balance. Superintendent Critchfield said what appears to be happening is there is a distribution problem. The number of new teachers entering the field is low, but getting student teachers out into the rural communities is still difficult.

Board President Liebich asked if the teachers are taught how to use the ISAT tool in order to inform their instruction. Dr. Blevins said absolutely.

Mr. Freeman said about a month ago the Board President and the Superintendent had decided that as the Board travels the state they want a report from the Dean of Education at every college on their teacher preparation programs.

Mrs. Roach asked Dr. Blevins if she thought the money awarded by the Governor to increase teacher salaries would help in the recruitment and retention of teachers. Dr. Blevins believed that it would help, but the fact remains that teachers can drive 15 miles or so from the campus and make sometimes \$10,000 to \$15,000 more a year. More competitive wages would be helpful.

There were no further comments or questions from the Board.

At this time the board took a 30-minute break returning at 1:06 p.m. (Pacific Time).

WORK SESSION

PPGA

A. Institution and Agencies Strategic Planning

Dr. Clark reminded the Board that 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.

Each institution was told that each strategic plan must include:

BOARDWORK
JUNE 14, 2023

Draft Minutes April 25-26, 2023

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.
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.

Torrey Lawrence, Provost, University of Idaho, gave UI's strategic plan information to the Board. To see a complete listing of UI's Strategic Plan Successes and Opportunities please go to; <https://boardofed.idaho.gov/meetings/board/archive/2023/04252623/03WORKSESSION.pdf>, and click on attachment 4.

There were no comments or questions from the Board.

Dr. Marlene Tromp, President, Boise State University, gave the strategic plan update. To see a complete listing of BSU's Strategic Plan Successes and Opportunities please go to; <https://boardofed.idaho.gov/meetings/board/archive/2023/04252623/03WORKSESSION.pdf>, and click on attachment 4.

Mrs. Roach asked about the number of students who graduate without debt. Dr. Tromp said 45% of BSU students graduate with no debt. Of the 55% who graduate with debt that amount is less than one third the purchase price of a 2022 pick-up truck.

There were no further comments or questions from the Board.

Kevin Satterlee, President, Idaho State University, gave ISU's strategic plan information to the Board. President Satterlee reminded the Board that ISU's strategic plan was only approved last year so their data is for the first 1-year.

BOARDWORK
JUNE 14, 2023

Draft Minutes April 25-26, 2023

To see a complete listing of ISU's Strategic Plan Successes and Opportunities please go to;

<https://boardofed.idaho.gov/meetings/board/archive/2023/04252623/03WORKSESSIO N.pdf>, and click on attachment 4.

There were no comments or questions from the Board.

Dr. Grace Anderson, Vice President for Institutional Research & Effectiveness, Lewis-Clark State College, gave LCSC's strategic plan information to the Board. To see a complete listing of LCSC's Strategic Plan Successes and Opportunities please go to; <https://boardofed.idaho.gov/meetings/board/archive/2023/04252623/03WORKSESSIO N.pdf>, and click on attachment 4.

There were no comments or questions from the Board.

Lori Barber, Dean of General Education, College of Eastern Idaho, gave CEI's strategic plan information to the Board. To see a complete listing of CEI's Strategic Plan Successes and Opportunities please go to; <https://boardofed.idaho.gov/meetings/board/archive/2023/04252623/03WORKSESSIO N.pdf>, and click on attachment 4.

Board President Liebich asked when this strategic plan was presented to CEI's local board of trustees were there any areas that their board is focused on that the State Board should have on their strategic plan, or are these the right priorities. Dr. Barber said her local Board agreed that these were the right priorities.

Dr. Clark asked about the goal in building dual credit enrollment. Dr. Barber said that outreach was continuing online. CEI is also working closely with IDLA while also increasing their partnership with all of the high schools in their region.

Mr. Liebich mentioned he was very pleased to see CEI working on increasing enrollment among men, especially men in rural areas. Perhaps this is a metric all schools should add to their strategic plan.

There were no further comments or questions from the Board.

Chris Bragg, Dean of Institutional Effectiveness and Communication, College of Southern Idaho, gave CSI's strategic plan information to the Board. To see a complete listing of CSI's Strategic Plan Successes and Opportunities please go to; <https://boardofed.idaho.gov/meetings/board/archive/2023/04252623/03WORKSESSIO N.pdf>, and click on attachment 4.

BOARDWORK
JUNE 14, 2023

Draft Minutes April 25-26, 2023

Dr. Clark asked if there was a metric more applicable to the community colleges than the 30-credit requirement. Dr. Bragg said data shows that the more credits a student takes the better the odds they will graduate. The less credits taken leads to them not completing their degree. So, he's not sure if a different benchmark is the better way to go.

Dr. Clark asked what percentage of CSI's students are taking a full load. Dr. Bragg said CSI considers a student who is taking 15 credits to be a full-time student. The Federal Government for financial aid considers a full-time student to be someone taking 12 credits, so most students take exactly 12 credits. If Federal Financial Aid would move that dial to 15 credits or more they would get students to the 30 credits more quickly.

There were no further comments or questions from the Board.

Denise Aberle-Cannata, VP of Academic Affairs, College of Western Idaho, gave CWI's strategic plan information to the Board. To see a complete listing of CWI's Strategic Plan Successes and Opportunities please go to; <https://boardofed.idaho.gov/meetings/board/archive/2023/04252623/03WORKSESSIO N.pdf>, and click on attachment 4.

Board President Liebich asked the same question he asked Dr. Barber; when this strategic plan was presented to CWI's local board of trustees were there any areas that their board is focused on that the State Board should have on their strategic plan or are these the right priorities. Dr. Aberle-Cannata said her local Board agreed with the strategic plan as presented.

There were no further comments or questions from the Board.

Dr. Clay Long, Administrator, Career Technical Education, gave CTE's strategic plan information to the Board. To see a complete listing of CTE's Strategic Plan Successes and Opportunities please go to; <https://boardofed.idaho.gov/meetings/board/archive/2023/04252623/03WORKSESSIO N.pdf>, and click on attachment 3.

Dr. Hill asked if the CTE diploma requirement included a Capstone project. Dr. Long said the diploma is awarded to a student who completed a program of study.

There were no further comments or questions from the Board.

STATE DEPARTMENT OF EDUCATION

2. State Superintendent – Priorities

BOARDWORK
JUNE 14, 2023

Draft Minutes April 25-26, 2023

Superintendent Critchfield wanted to update the Board on a few initiatives she has been working on.

1. The Superintendent just completed her post-legislative tour and she wanted to thank everyone around the state for their hospitality.
2. Financial Literacy legislation (HB92) was approved this past session and signed into law by the Governor on March, 20, 2023.
3. Sometime in the summer the Superintendent would like to initiate a conversation concerning Graduation Requirements.
4. HB163 will require preparing school districts for the new parental right information law which amends existing law to provide for certain disclosures and school policies. Her office is making sure the schools are prepared for the changes prior to the school year beginning.
5. SDE is also looking at curriculum review and how to incentivize the school districts to make choices on curriculum.
6. The Superintendent started a Behavioral Health working group. There are also more and more students being placed in Special Ed, so some recommendations will be forthcoming.
7. A Math initiative is on the table and more work will be brought forward when ready.
8. Empowering Parents. The Superintendent is getting ready to convene the first Empowering Parents Parent Advisory Panel meeting on June 1. The panel will work throughout the summer and their recommendations will be brought back to the Board. The first meeting will take place in Boise.

Mr. Freeman asked how the Superintendent would feel about having a future presentation or work session from the Math working group concerning the pathways between secondary and post-secondary. She said that would be most appreciated.

Board President Liebich asked if during the Superintendent's post-legislative tour were there any concerns expressed by the superintendents in the various school districts that the Board should be aware of. Superintendent Critchfield said the discussion on daily attendance verses enrollment issue was foremost on their minds.

There were no further comments or questions from the Board.

3. ESEA Consolidated State Plan Amendment

The Superintendent said 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.

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

BOARDWORK
JUNE 14, 2023

Draft Minutes April 25-26, 2023

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 COVID19 related disruptions and limited data availability.

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.

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.

BOARD ACTION

M/S (Critchfield / Clark) 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. A roll call vote was taken, and the motion carried 8-0.

There were no comments or questions from the Board.

At this time the Board took a 10-minute break returning at 3:10 p.m. (Pacific Time).

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

Mrs. Roach, Chair of the IRSA Committee, asked for a change to the agenda. She asked that the Complete College Idaho Report start the IRSA agenda. There was no objection from the Board.

4. Complete College Idaho Report

BOARDWORK
JUNE 14, 2023

Draft Minutes April 25-26, 2023

Dr. Heidi Estrem, Associate Academic Officer, Idaho State Board of Education, started by giving the Board a brief history of the Complete College Idaho program.

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. In August 2011, Board Staff presented revised degree completion projections and proposed possible strategies to aid the state in meeting the 60% attainment goal. In December 2011, the Board approved the framework for Complete College Idaho: A Plan for Growing Talent to Fuel Innovation and Economic Growth in the Gem State. 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.

Over the past fifteen years, Complete College America's (CCA) 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.

Adoption today 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.

Over the past 15 years these were the fully implemented CCA Game Changes.

- Career exploration
- Academic and career alignment
- Adult learning engagement
- Academic maps and milestones
- Stackable certificates and credentials
- Credit for competency
- Corequisite support for English/ Writing
- Dual enrollment
- Proactive advising
- Student basic needs
- Active academic support
- Math pathways

BOARDWORK
JUNE 14, 2023

Draft Minutes April 25-26, 2023

This is a partial list of the CCA Game Changers in Progress

- First year experience
- Smart schedules
- 15-to-finish / stay on track
- Meta majors
- Multiple measures placement
- Corequisite support for math
- 360-degree coaching

Dr. Estrem then offered five recommendations for the Board to consider so that the campuses can continue to do good work. They are:

Recommendation 1:

The institutions should be encouraged to review, maintain, and deepen their commitment to the original and newly revised 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.

Recommendation 3:

The Board should incentivize and celebrate any programs and initiatives designed to facilitate student transfer to and from institutions.

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.

Recommendation 5:

Institutions should work with Board staff to determine appropriate reporting and accountability for these efforts.

BOARD ACTION

M/S (Roach / Hill) I move to accept the Complete College Idaho report and approve the recommendations contained therein as submitted in Attachment 1. A roll call vote was taken, and the motion carried 8-0.

Board President Liebich asked for a reminder of what Board Policy III.S. is. Dr. Estrem said its the policy surrounding remediation, and specifically outlines how to support students in co-requisite and remedial math.

BOARDWORK
JUNE 14, 2023

Draft Minutes April 25-26, 2023

Dr. Hill asked about the third recommendation. He asked if the Board could do anything to incentivize this recommendation to move it forward or was the issue that registrars did not have the knowledge to move this forward. Dr. Estrem said there is a lot of interest by registrars across the state but they are overwhelmed due to challenges in hiring and staff turnover. In addition, some of the systems currently in place require them to manually upload students who are co-enrolled at two campuses. There is significant streamlining that needs to happen but they do not have the staff to do so.

Dr. Hill said to his original question, what can the Board do. Dr. Estrem said to recognize that these are not perfect systems, record keeping systems are not in place and there is no learner transcript option.

Dr. T J Bliss, Chief Academic Officer, Idaho State Board of Education, reiterated the statement that approving the motion before the Board today would add fuel to the fire to move any of these recommendations forward and give the program focus.

Mrs. Roach asked Dr. Estrem when she would be able to come back to the Board to update them on the progress being made with the recommendations as outlined in the motion. Dr. Estrem said there was no timeline established for getting these recommendations completed. Some of these recommendations should be iterative as many are already in the works. Dr. Estrem suggested a three- or six-month timeline.

Dr. Bliss said he could get the data to the Board by the August 2023. Dr. Clark said a report would be sufficient instead of making this an agenda item.

There were no further comments or questions from the Board.

1. Board Policy III.Z. – Planning and Delivery of Postsecondary Programs and Courses – First Reading

Mrs. Roach reminded the Board that 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.

BOARDWORK
JUNE 14, 2023

Draft Minutes April 25-26, 2023

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.

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.

Dr. Cynthia Pemberton, President, Lewis-Clark State College addressed the Board before they voted on these motions. Dr. Pemberton said she wanted the Board to be aware of two pieces that pertain to this issue. First, to be able to move forward from experimental to prison education program designation, courses offered need to lead to a degree completion of study, they must comply with all federal financial aid requirements, they have State Board approval and each site for face-to-face instruction will require a site visit from an accreditation team. Second, the actual ability to apply to the U.S. Department of Education was critical. The guidelines are not anticipated to be available until May or July of this year.

Torrey Lawrence, Provost, University of Idaho, said both U of I and LCSC have invested resources and time in making this program work. UI only teaches courses to the prison population online so that is the difference between the programs, since LCSC does face-to-face instruction. What he wanted to clarify was that outside of the second chance Pell grant program UI has been offering courses in prisons for years remotely. UI completely supports LCSC's desire to teach these courses face-to-face. Of the motions before the Board today UI is not interested in the dual designation where LCSC would be the undergraduate and UI would be the graduate provider. He said UI has no interest in this option.

BOARDWORK
JUNE 14, 2023

Draft Minutes April 25-26, 2023

Mrs. Roach moved to motion which does allow face-to-face academic undergraduate education in prison locations and doesn't restrict other institutions from participating in this program. Dr. Bliss read the entire description before the motion was made.

BOARD ACTION

M/S (Roach / Keough) 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. A roll call vote was taken and the motion failed 2-6. **Ayes;** Keough, Roach. **Nays;** Liebich, Clark, Hill, Gilbert, Siddoway, Critchfield.

Mrs. Roach said this motion will designate a statewide service region for LCSC to offer prison education and UI to offer graduate prison education so this policy will have to be modified between the first and second reading. Mrs. Keough expressed her concerns with the wording of the last sentence that says that no other institution could offer courses to the prison population. Dr. Bliss said that other institutions would be required to coordinate with LCSC first if they wanted to offer courses. Mrs. Keough said she views this as a continuation of silos in education and she could not support the motion.

BOARD ACTION

M/S (Roach / Hill) 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. A roll call vote was taken and the motion carried 7-1. **Ayes;** Liebich, Clark, Hill, Gilbert, Roach, Siddoway, Critchfield. **Nay:** Keough.

Dr. Hill asked if "lead" means "sole provider". Dr. Pemberton said no, but the issue surrounding the accreditation visits would need to be addressed. However, none of these answers are possible until the guidelines are delivered.

Dr. Clark expressed concern that since the Board has already given LCSC the go-ahead to offer this program and that the other institutions are able to offer online courses to the prison population why are we entering what appears to be a very complicated process.

Board President Liebich asked Mrs. Roach what the recommendation from the IRSA committee was on this topic. Mrs. Roach said not a lot of members were present at the last IRSA meeting so they decided to bring this topic to the full Board for discussion. She also said that perhaps a review of Board Policy III.Z. might be necessary at some future time.

BOARDWORK
JUNE 14, 2023

Draft Minutes April 25-26, 2023

Mr. Gilbert asked where staff was on this issue, and until the guidelines are delivered he wondered why the Board needed to act now because there is no time limit. Mr. Freeman said he agreed with Mr. Lawrence that working under an MOU is a lot of work and not always efficient. He is also not a fan of waiving policy. Dr. Bliss said pros and cons are part of each of the motions before the Board today. He also agreed that more will come to light when the guidelines are available from the U.S. Department of Education.

Dr. Pemberton said that there is a time line because they need to have Board approval as one of the ingredients of their submission and they then need permission to get the accreditation site visits scheduled. So, they have from July to the middle of August to get everything organized and in place.

Dr. Clark asked that IRSA bring back to the Board what recommendations they would make in changing Policy III.Z. Dr. Bliss said a comprehensive review took place in 2021 and quite a few changes were made. Perhaps a new review is warranted.

There were no further comments or questions from the Board.

2. Board Policy III.M. – Public Postsecondary Accreditation – Second Reading

Mrs. Roach said 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.

BOARD ACTION

M/S (Roach / Gilbert) I move to approve the second 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.

3. Board Resolution Prohibiting Diversity Statements in Hiring and Promoting an Environment of Belonging for All Students at Public Postsecondary Institutions

Mrs. Roach said the Idaho State Board of Education has long affirmed its interest in promoting an environment of belonging for all students at the public postsecondary

BOARDWORK
JUNE 14, 2023

Draft Minutes April 25-26, 2023

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.

Dr. Bliss made note that diversity statements in faculty hiring are provided by The Foundation for Individual Rights in Education, a national non-partisan organization that focuses on academic freedom and first amendment free speech rights especially in education.

They write; 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-facultyhiring-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.

BOARD ACTION

M/S (Roach / Siddoway) 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. A roll call vote was taken, and the motion carried 8-0.

AND

BOARD ACTION

BOARDWORK
JUNE 14, 2023

Draft Minutes April 25-26, 2023

M/S (Roach / Siddoway) I move to direct staff to develop a proposed amendment to Board policy codifying the principles of this Resolution and bringing the amendment forward for first reading not later than the August 2023 Board meeting. A roll call vote was taken, and the motion carried 8-0.

There were no further comments or questions from the Board.

Superintendent Critchfield left the meeting at 4:41 p.m. (Pacific Time).

5. Student Mental Health Update

Dr. Andy Hanson, Vice-President Student Affairs, Lewis-Clark State College gave the annual update. He was joined by Dr. Craig Chatriand, VP for Student Affairs, ISU; Blaine Eckles, Vice Provost for Student Affairs, UI; Rick Pongratz, Director of Counseling and Testing, ISU; Jeremiah Shinn, VP Student Affairs, BSU.

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. Dr. Andrew Hanson, COSA Chair, 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.

Each of the institutions shared what is happening on their campuses as it pertains to mental health issues.

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.
- Why are students seeking help: 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

BOARDWORK
JUNE 14, 2023

Draft Minutes April 25-26, 2023

- Crisis Counseling, FY17 = 271 and FY22 = 335
- JED Foundation/JED Campus (substance abuse and suicide prevention programming)

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

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

The Idaho Youth Risk Behavior Survey results were also shared.

- 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.

BOARDWORK
JUNE 14, 2023

Draft Minutes April 25-26, 2023

- 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.

Board President Liebich asked what was the route cause of this. Mr. Eckles said the route cause isn't the pandemic as the trends show this has been going on for a long time. It is believed that cell phone usage and the use of social media contribute to these trends. Cell phones are also a front row seat to viewing trauma from around the world, and social media gives the illusion of connection. What's making it worse is how students see other people interacting with each other, so treating other people with respect would help in student perceptions.

It was shared that students are coming to school with mental health issues, not having these issues once they get to university.

There were no further comments or questions from the Board.

6. Boise State University – New Institute for Microelectronics Education and Research

Mrs. Roach said 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. MER's 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.

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.

BOARD ACTION

M/S (Roach / Keough) I move to approve the request by Boise State University to establish the Institute for Microelectronics Education and Research as presented

BOARDWORK
JUNE 14, 2023

Draft Minutes April 25-26, 2023

in Attachment 1. A roll call vote was taken, and the motion carried 7-0. Superintendent Critchfield was absent from voting.

Board President Liebich asked if new space was going to need to be constructed to support this project. Mr. Buckwalter said no, they will use current available space.

There were no further comments or questions from the Board.

EXECUTIVE SESSION – (Closed to the Public)

Action Item to go into Executive Session - No action taken in Executive Session.
To conduct CEO Evaluations. (Presidents Tromp + Satterlee)

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

1. 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." A roll call vote was taken, and the motion carried 7-0. Superintendent Critchfield was absent from voting.

At this time the Board took a 20-minute break, then entered Executive Session at 5:05 p.m. (PT).

The Board returned from Executive Session at 7:19 p.m. (PT). Dr. Clark stated that the Board concluded its discussion and took no action on the matter discussed.

The Board recessed at 7:20 p.m. (PT)

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

Superintendent Critchfield and Dr. David Hill were absent.

EXECUTIVE SESSION – (Closed to the Public)

Action Item to go into Executive Session - No action taken in Executive Session.
To conduct CEO Evaluations. (Matt Freeman)

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

1. 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." A roll call vote was taken, and the motion carried 6-0. Superintendent Critchfield and Dr. David Hill were absent from voting.

The Board moved to Executive Session at 7:30 a.m. (PT).

BOARDWORK
JUNE 14, 2023

Draft Minutes April 25-26, 2023

BOARD ACTION

M/S (Clark / Roach) I move to go out of Executive Session. A roll call vote was taken, and the motion carried 6-0. Superintendent Critchfield and Dr. David Hill were absent from voting.

The Board returned from Executive Session at 8:50 a.m. (PT). Dr. Clark stated that the Board concluded its discussion and took no action on the matter discussed.

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

BUSINESS AFFAIRS AND HUMAN RESOURCES

1. Boise State University – New Residence Hall Project Budget and Construction

Alicia Estey, Chief Financial Officer, Boise State University outlined the request for this project.

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.

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.

BOARD ACTION

M/S (Gilbert / Roach) 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. A roll call vote was taken, and the motion carried 6-0. Superintendent Critchfield and Dr. David Hill were absent from voting.

Board President Liebich asked about the \$9M in University costs. Ms. Estey said they charge a fee to support architects and engineers and internal staff who are part of the planning and design. There are also environmental testing requirements which must be paid for.

**BOARDWORK
JUNE 14, 2023**

Draft Minutes April 25-26, 2023

Board President Liebich asked how the fees associated with this project compares to the private projects currently being built, will this improve affordability for students. Jeremiah Chin, Vice-President, Student Affairs, Boise State University, said that was the intention. This project will provide a good affordable price point for incoming freshman. Currently BSU is only able to provide housing for around 55% of their incoming class each year.

Board President Liebich asked if layering in affordable housing for faculty was part of this project. Ms. Estey said several proposals are in the works with the intention of looking at housing for faculty.

There were no further comments or questions from the Board.

2. Idaho State University – Athletics Funding Cap

Jennifer Steele, Chief Financial Officer, Idaho State University reviewed the request from ISU.

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.

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, which required ISU to pay out existing contractual obligations while also hiring a new head coach and assistant coaches. However, since ISU had already discovered the FY22 excess, this was addressed in the current year budget to ensure it would not reoccur.

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.

BOARD ACTION

M/S (Gilbert / Clark) 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. A roll call vote was taken, and the motion carried 6-0. Superintendent Critchfield and

BOARDWORK
JUNE 14, 2023

Draft Minutes April 25-26, 2023

Dr. David Hill were absent from voting.

Board President Liebich asked if perhaps this board policy might be too restrictive. President Satterlee said this Board Policy is the right policy, but the spending limits for ISU are lower than the other institutions and that should be part of a conversation at a later date.

There were no further comments or questions from the Board.

3. Idaho State University – Meridian Campus Master Plan

Brad Sagendorf, Vice-President of Operations, Idaho State University shared the following information with the Board.

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.

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. 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.

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.

ISU does not have affordable student housing near the Meridian Campus and this proposed master plan will address that need.

BOARD ACTION

M/S (Gilbert / Clark) I move to approve the request by Idaho State University to

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

BOARDWORK
JUNE 14, 2023

Draft Minutes April 25-26, 2023

approve its Meridian Campus Master Plan. A roll call vote was taken, and the motion carried 6-0. Superintendent Critchfield and Dr. David Hill were absent from voting.

Board President Liebich asked if the sequence of this project had been planned out over a period of time. This seems like a 20-year time line. President Satterlee said the first priority was the clinical teaching space with a private partner, and yes, this is a multi-decade concept.

There were no further comments or questions from the Board.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

3. Idaho Public Television – Annual Report

Jeff Tucker, Idaho Public Television General Manager, gave the annual report to the Board. He shared the following information about IdahoPTV.

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.

IdahoPTV's strategic plan will provide 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.

- IdahoPTV reaches nearly 100% of households in Idaho, via 5 transmitters, 46 repeaters, studios in each region, Emergency Alerts, public safety announcements and feed paid services.
- Sixty-two percent of all Idaho citizens watch IdahoPTV on a regular basis.
- More than 800,000 unique viewers watched in June of 2022.
- FY2022 IdahoPTV received 67 International, National and Regional Awards.
- Funding comes from multiple sources. Sixty-eight percent of PTV's budget comes from private contributions and grants and continuous appropriations. The balance of the budget come from the General Fund (HB711), Executive carry forward and the Millennium Fund (SB1395).
- Some of the IdahoPTV programs of note are.
The 40th Season of Outdoor Idaho happened this past October.
Idaho Experience is now in its 6th season.

BOARDWORK
JUNE 14, 2023

Draft Minutes April 25-26, 2023

- CreateID is an IdahoPTV original program which celebrates the unique talents of Idaho creators with lively online video pieces and social media posts.
- IdahoPTV is joining the national campaign to sound the alarm on the youth vaping crisis. For more information please head to; IdahoPTV.org/KNOWVAPE
- Idaho in Session recorded 520,834 people stream Legislative session meetings this past year with 1,272,985 total page views being registered for FY20-22.
- A new grant awarded to IdahoPTV earlier this year is Jobs Explained which will educate Idaho youth about in demand careers in construction.

There were no comments or questions from the Board.

4. Idaho Digital Learning Academy - Annual Report

Jeff Simmons, Superintendent, Idaho Digital Learning Academy shared the following with the Board.

The 2002 Idaho Legislature created the Idaho Digital Learning Academy as an online, school-choice learning environment. 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.

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. 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.

In addition;

- 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.
- Due to the decreasing enrollment, which is attributable to students returning to in-person learning following the pandemic, IDLA started using a new program called LaunchPad. Through this program they are seeing student engagement is increasing as can be found in the percentage of students at grade level in ELA. This increase happened in just a three-month time-frame.

BOARDWORK
JUNE 14, 2023

Draft Minutes April 25-26, 2023

- Credit Recovery options are being offered in all core classes in grades 7-12. This program has a 82% pass rate; has served over 1800 students and has helped recover for than 1900 credits.
- Feedback from parents showed they placed a high value on having Career Technical Education courses offered and also Industry Certifications.
- Since 2020-2021, 11 students obtained their Microsoft certification, 21 students received a CNA certificate, 3,347 8th graders finished the career exploration course (which meets the requirement of HB269), 195 students took a You Lead Entrepreneurship course in conjunction with the College of Western Idaho and Trail Head Boise, 200 students earned a cybersecurity basics technical certificate and 329 students took courses in Idaho Science and Aerospace where they created a flight plan to get to Mars.

Mr. Freeman asked why LaunchPad is transitioning away from Math and focusing on ELA. Mr. Farden, Director of Supervision and Instruction, IDLA, said the math module is still being used but the students being enrolled are looking for ELA courses and not math.

Dr. Clark asked for in-depth data on the credit recovery for math. Mr. Simmons said they would be happy to share that data.

Mr. Freeman asked for more information on the Supportive Course Design mentioned in the presentation. Jolene Montoya, Director of Curriculum, IDLA, said the content was put into smaller chunks and the assignments were embedded in the lesson so that students could not skip to the assignment without doing the lesson.

Board President Liebich asked if IDLA had resources to market these opportunities or are they dependent on school counselors in sharing these opportunities with students. Mr. Simmons said they utilize both methods by using social media, and in-person visits to schools to tell them of the programs they offer.

Mrs. Roach wondered if they were working with CTE and Workforce Development to capture their successes. Mr. Montoya said they work closely with both agencies to help student success.

Dr. Clark said Micron came to the Board of Education with a goal for Idaho Students to know that the semi-conductor industry is more than just engineers in a room. Mr. Freeman added that Micron's original proposal was for a course in semi-conductors to be made part of the high school graduation requirement which they were told would be very problematic. It was suggested to Micron to pilot their program through IDLA and Mr. Freeman thanked them for their partnership with Micron.

Mrs. Roach asked if they had to cut staff and what impact did that have in programming. Mr. Simmons said they did have to cut staff in the elementary program because most of

BOARDWORK
JUNE 14, 2023

Draft Minutes April 25-26, 2023

the students have now returned to classroom in-person instruction which is why IDLA is focusing on using the LaunchPad program.

Mr. Freeman asked if any movement had taken place on the recent discussion he had with Mr. Simmons on whether IDLA's financial literacy course could be retooled to meet the new financial literacy graduation requirement. Mr. Simmons said yes and students will have two pathways to meet that requirement by taking either the financial literacy course or the economic curriculum courses.

There were no further comments or questions from the Board.

At this time the Board took an 8-minute break returning at 10:20 a.m. (Pacific Time).

Dr. David Hill was acknowledged as being present.

5. Educator Preparation Programs – Performance Measures

Dr. Clark shared that there is a working group looking at what the evaluation measures and performance measures for those programs and what they should be. Therefore, in consultation with Superintendent Critchfield, and the Dean's, there will be no Board vote today because they believe more work needs to be done.

Tracie Bent, Chief Administrative Officer, Career Technical Education, shared the following.

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. These federal requirements are designed to facilitate ongoing feedback amongst programs, prospective teachers, schools and districts, states and the public.

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

BOARDWORK
JUNE 14, 2023

Draft Minutes April 25-26, 2023

data available would not provide the information necessary to annually rate the programs as required.

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.

Dr. Clark said it should be noted that the teacher preparation program is not designed to give first year teachers the skills one would find in someone who has been teaching for five years. The question is what level of skills are reasonable to expect for a student teacher who has come through four-years of education and had a student teaching experience. This program is about ensuring that the Idaho teacher pipeline is putting quality teachers in the classroom.

There were no further comments or questions from the Board.

6. Accountability Oversight Committee – Annual Report and Recommendations

Roger Stewart, Chair of the Accountability Oversight Committee, and Alison Henken, K-12 Accountability and Projects Program Manager, Idaho State Board of Education, presented the annual report. They shared the following.

The Board's Accountability Oversight Committee (AOC) was established in April 2010 as an ad-hoc committee.

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 includes an Executive Summary with priority recommendations from the committee.

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.

BOARDWORK
JUNE 14, 2023

Draft Minutes April 25-26, 2023

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.

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.

The Executive Summary was revamped to make the dissemination of data easier to access. 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.

Data Point One; Positive Findings

- During the 2021-2022 school year, based on the evidence provided in Appendix A, Idaho students made measurable 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.

BOARDWORK
JUNE 14, 2023

Draft Minutes April 25-26, 2023

Focus Area: Early Literacy Findings

- Certain groups of students were more impacted by the pandemic and their performance has not yet fully rebounded to pre-pandemic levels.
- Learning gaps between subgroups and their reference groups remain large and longstanding.
- **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.

Focus Area: Middle Grades Math 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.

Focus Area: High School Graduation 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.

Focus Area: Chronic Absenteeism Findings

- Absenteeism spiked post-pandemic. Since 2019 the number of students with adequate attendance has substantially dropped.
- In SY 2021-22, 25% of students did not have Adequate Attendance defined as attending school 90% of the time.
- **Priority Recommendation** Expand the collaboration between the State Board and State Department to provide support and resources to districts and schools to reduce absenteeism.

Dr. Clark said this was just a preview of AOC's recommendations and this item will be discussed at the June meeting in a work session. So, no Board Action will be taken today.

Mr. Freeman asked about the last recommendation made concerning the collaboration between the State Board of Education and the State Department of Education over chronic absenteeism. Ms. Henken said AOC believes that one of the key things that needs to happen is to make sure that districts and schools are aware of the resources

BOARDWORK
JUNE 14, 2023

Draft Minutes April 25-26, 2023

that are available for free. The AOC identified the attendance works model as an excellent resource for school districts to use. It's a tiered model that's used to help schools identify students who are struggling academically. It then details the types of interventions the school should be using and as the student's absenteeism becomes less and less those interventions become more substantial.

There were no further comments or questions from the Board.

7. 2023 Legislative Update – Information Item

Ms. Bent provided the Board with an update on two of the education related legislation that was enacted by the 2023 Legislature.

HB92: Financial Literacy - Adds to existing law to require financial literacy courses in certain grades.

HB269: Career Exploration – Adds to existing law to establish career exploration courses.

The Board had no further questions about any of the Legislation.

Mrs. Roach asked about the Legislation surrounding Idaho Launch. Mr. Freeman said the State Board of Education office is already in discussions with the Governor's office and Workforce Development Council on how we are going to partner on that moving forward. There is a concern with having two separate platforms, one for the Opportunity Scholarship and one for the Idaho Launch program which could be confusing for parents and counselors, so the intent is for there to be one platform for everyone to access. Both the Governor's office and Workforce Development are dedicating resources to creating the software that will accommodate the Launch program.

Dr. Clark asked Mr. Freeman to remind the Board what the timeline is to get Idaho Launch ready. Mr. Freeman said the first round of Launch award notifications have to be out in December. There won't be any cash associated with the notification since there wasn't any appropriation, but the money will be available on July 1, 2024.

There were no further comments or questions from the Board.

8. Board Policy IV.B. State Department of Education and IV.D. Standards Review Process and Certification Endorsements (new section) – First Reading

Ms. Bent said 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.

BOARDWORK
JUNE 14, 2023

Draft Minutes April 25-26, 2023

BOARD ACTION

M/S (Clark / Siddoway) 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.

A roll call vote was taken, and the motion carried 7-0. Superintendent Critchfield was absent from voting.

There were no comments or questions from the Board.

9. Board Policy I.J. Facilities Use – Second Reading

Ms. Bent said there was one small tweak between first and second reading. 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 reading of the policy.

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.

BOARD ACTION

M/S (Clark / Keough) 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. A roll call vote was taken, and the motion carried 7-0. Superintendent Critchfield was absent from voting.

There were no comments or questions from the Board.

10. Temporary Rule – Docket 08-0201-2301 – Enrollment Reporting

Dr. Clark reminded the Board that 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.

The temporary rule will confer a benefit by providing stability to public school funding during the remainder of FY 23 school year.

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

BOARDWORK
JUNE 14, 2023

Draft Minutes April 25-26, 2023

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).

Once approved by the Board, enactment of the temporary rule will be contingent on the Governor's approval.

BOARD ACTION

M/S (Clark / Keough) 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. A roll call vote was taken, and the motion carried 7-0. Superintendent Critchfield was absent from voting.

There were no comments or questions from the Board.

11. Boundary County School District – Trustee Zone Map Changes

Ms. Bent said the 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.

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.

BOARD ACTION

M/S (Clark / Keough) I move to approve Boundary School District's trustee boundary rezoning proposal legal descriptions submitted in Attachment 4. A roll call vote was taken, and the motion carried 7-0. Superintendent Critchfield was absent from voting.

There were no comments or questions from the Board.

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

**BOARDWORK
JUNE 14, 2023**

Draft Minutes April 25-26, 2023

IRSA

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

There were no comments or questions from the Board.

Prior to the election of officers Board President Liebich asked for personal privilege. As he steps down as Board President Mr. Liebich wanted to review the role succession has on Education Boards. He said the Board of Education tries to be a role model for how Boards should function. He said the key to functioning well as a Board is to have a common vision, a strategic plan and goals with objective measures that you hold other people accountable for. The other key component is the make up of the Board and how well they work together. This is why Board of Education members move around to different committees and take on different leadership roles every year. There is a lot of work being on a Board. The best functioning Boards are those which have committed people who come with different backgrounds. He believes that the new set of officers who will be elected today will bring a new energy to the Idaho State Board of Education.

Mr. Liebich also acknowledged Matt Freeman and the staff of the State Board of Education and the amazing work they do and how supportive they are of the Board members.

ELECTION OF OFFICERS

BOARD ACTION

M/S (Hill / Keough) I move to nominate Dr. Linda Clark as Board President. A roll call vote was taken, and the motion carried 7-0. Superintendent Critchfield was absent from voting.

AND

M/S (Hill / Roach) I move to nominate William G. Gilbert, Jr. as Board Vice President. A roll call vote was taken, and the motion carried 7-0. Superintendent Critchfield was absent from voting.

AND

M/S (Hill / Gilbert) I move to nominate Superintendent Debbie Critchfield as Board Secretary. A roll call vote was taken, and the motion carried 7-0. Superintendent Critchfield was absent from voting.

BOARDWORK
JUNE 14, 2023

Draft Minutes April 25-26, 2023

Mr. Liebich made a comment concerning making the Superintendent the Secretary of the Board (Board Exec). He said this move will help in breaking down any barriers between the State Board of Education and the State Department of Education.

Dr. Clark thanked the members of the Board for their vote of confidence and she is excited about the two changes being made today; the inclusion of the Superintendent to Board Exec and the current past President also being part of Board Exec. She also acknowledged the outstanding staff of the State Board of Education office and she thanked the eight leaders of Idaho's institutions for their contributions to Education in the State.

Matt Freeman, Executive Director asked for a moment of executive privilege. He thanked Mr. Liebich for his leadership over these past two years and his advocacy for Education. He thanked him for being a great mentor and he feels he has grown as a leader under Kurt's mentorship.

EXECUTIVE SESSION – (Closed to the Public)

Action Item to go into Executive Session - No action taken in Executive Session.
To conduct CEO Evaluations. (President Pemberton)

M/S (Liebich / Hill) I move the Board

- 1. 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."** A roll call vote was taken, and the motion carried 7-0. Superintendent Critchfield was absent from voting.

The Board moved to Executive Session at 11:25 a.m. (Pacific Time).

BOARD ACTION

M/S (Clark / Roach) I move to go out of Executive Session. A roll call vote was taken, and the motion carried 7-0. Superintendent Critchfield was absent from voting.

The Board returned from Executive Session at 12:35 p.m. (Pacific Time).

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

**BOARDWORK
JUNE 14, 2023**

Draft Minutes April 25-26, 2023

M/S (Hill / Keough) I move to adjourn the meeting at 12:35 p.m. (PT). A roll call vote was taken, and the motion carried 7-0. Superintendent Critchfield was absent from voting.



*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

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 25TH, 2023.



Kurt Liebich, President

**BOARDWORK
JUNE 14, 2023**

DRAFT Minutes May 15, 2023



**Special Board of Education Meeting
May 15, 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 May 15, 2023, with the call originating from the Office of the State Board of Education in Boise. Board President Dr. Linda Clark called the meeting to order at 8:00 a.m. (MT).

Present

Dr. Linda Clark
William G. Gilbert
Superintendent Critchfield
Kurt Liebich

Dr. David Hill
Shawn Keough
Cally Roach
Cindy Siddoway

Absent

None

Monday, May 15, 2023 - 8:00 a.m. (MT)

BUSINESS AFFAIRS AND HUMAN RESOURCES

1. Chief Executive Officers Compensation - Action Item

Mr. Gilbert went to motion.

BOARD ACTION

M/S (Gilbert / Liebich) I move to approve an annual rate of \$465,234.74 for Scott Green as President of the University of Idaho, effective June 11, 2023. A roll call vote was taken, and the motion carried 8-0.

AND

M/S (Gilbert / Hill) I move to approve an annual rate of \$288,750 for Cynthia Pemberton as President of Lewis-Clark State College, effective June 11, 2023. A roll call vote was taken, and the motion carried 8-0.

BOARDWORK
JUNE 14, 2023

DRAFT Minutes May 15, 2023

AND

M/S (Gilbert / Critchfield) I move to approve an annual rate of \$441,000 for Kevin Satterlee as President of Idaho State University, effective June 11, 2023. A roll call vote was taken, and the motion carried 8-0.

AND

M/S (Gilbert / Liebich) I move to approve an annual rate of \$459,666.48 for Marlene Tromp as President of Boise State University, effective June 11, 2023. A roll call vote was taken, and the motion carried 8-0.

There were no comments or questions from the Board.

WORK SESSION

BUSINESS AFFAIRS AND HUMAN RESOURCES

A. Tuition and Fees - Action Item

Mr. Gilbert introduced Idaho State University President Kevin Satterlee and Jenifer Steele, Chief Fiscal Officer who gave the Board ISU's data in asking for a tuition increase. He shared the following.

- The FY2024 College and Universities budget approved by the Joint Finance Appropriations Committee does not include general fund support for ISU's \$2.4 million inflationary adjustments, \$1.4 million to complete a fully funded change in employee compensation or \$1.1 million in capital asset replacement and occupancy costs. The Capacity Enhancement Funding, less the Enrollment Workload Adjustment, nets \$773,000 in additional general fund support.
- The reality of the appropriation is that it results in a budget gap of \$4.1 million relative to the FY2023 budget.
- To address this gap, the University would need to raise tuition and fees by 8% to remain budget neutral.
- To address its structural deficit, the University has launched a Budget Optimization Initiative, a year-long comprehensive, collaborative, and transparent study of the entire budget to present recommendations for budget rightsizing.
 - Areas of Focus will include
 - Continued growth in enrollment and net tuition revenue
 - Growing and leveraging other revenue sources in alignment with ISU's strategic plan
 - Scaling successes and best practice
 - Redesigning organizational and financial structures
 - Focusing on efficiencies and effectiveness
 - Expanding our data set and analyzing benchmark data
 - Budget allocations and reductions based on established parameters and

BOARDWORK
JUNE 14, 2023

DRAFT Minutes May 15, 2023

criteria

- Resident undergraduate tuition and fees are proposed at \$4,178 per semester (\$8,356 per year), a \$199.20 (\$398.40 per year) or 5% increase over FY2023 rates. Part-time resident undergraduate tuition and fees are proposed at \$426.75 per credit hour, a \$20.31 or 5.0% increase over FY2023 rates.
- These increases will support CEC, fringe rate increases, other inflationary factors, and continued investments in student retention and success.

Emma Watts, incoming ASISU President spoke to the Board to give them the students' perspective on the rate increase. She imparted that during the tuition and fee hearings on campus the students were given the chance to understand ISU's financial situation and to offer feedback. The students expressed their hope that the Legislature will see the need to fund key academic programs and enhance student success initiatives when considering funding to the universities.

IDAHO STATE UNIVERSITY

M/S (Gilbert / Critchfield) I move to approve the FY 2024 annual undergraduate full-time resident tuition at Idaho State University in the amount of \$5,992.24, the consolidated mandatory fee in the amount of \$2,363.76, and the annual undergraduate full-time nonresident tuition and fees in the amount of \$27,466.00. A roll call vote was taken, and the motion carried 8-0.

AND

M/S (Gilbert / Critchfield) I move to approve all other fees set forth in the FY 2024 Idaho State University tuition and fees worksheet as reported in Attachment 1. A roll call vote was taken, and the motion carried 8-0.

Mr. Gilbert asked about the large fee increase around the audiology professional fee. Rex Force, Vice President for Health Sciences, Idaho State University, said the large increase requested will help offset costs associated with CEC, fringe rate increases, equipment upgrade and replacement, medical malpractice insurance, and other inflationary factors. The Audiology program in the Department of Communication Sciences Disorders (CSD) is proposing a professional fee increase of 28.2% (\$31 per credit hour).

Board President Dr. Clark asked if this fee would be decreased once the equipment is purchased. Mr. Force said he did not see the fee being reduced because maintenance costs will still be ongoing.

There were no further comments or questions from the Board.

**BOARDWORK
JUNE 14, 2023**

DRAFT Minutes May 15, 2023

University of Idaho President Scott Green and Brian Foisy, CFO, gave the Board the following information on their tuition increase request.

- The university is requesting tuition increases of \$360 per year and \$520 per year for undergraduate and graduate students respectively.
- These increases will generate approximately \$2.7M to fund the non-state funded portion of the \$1.20 per hour CEC for General Education positions and a portion of the impact of inflation.
- The FY 2024 proposal also includes a \$60 per year increase for full-time mandatory fees which funds the \$1.20 per hour CEC for fee-funded positions as well as several programmatic fee increases as proposed by the Dedicated Student Activity Fee Committee.
- Overall, the tuition and fee increase for full-time resident undergraduate students is \$420 per year or 5.0%. Full-time non-resident undergraduate students will see the same increase of \$420 per year which is a 1.5% increase. For full-time graduate students, the proposed increase is \$580 per year, or 5.8% for residents and 2.0% for non-residents.
- During UI's fiscal optimization and efficiency initiative the University was able to secure a \$22m base budget reduction. The new Vandal Hybrid budget model is in place. Other optimization projects are the microturbine project, utility system P3, Housing system P3, and shared campus services such as advising, marketing and communications, advancement, finance, HR and IT.

Superintendent Critchfield wanted to confirm that students still had the option to opt-in / opt-out of the student fees, even if the fees were increased. Mr. Foisy confirmed that was the case across all Idaho institutions.

Mr. Liebich asked for any student feedback concerning the tuition increases. President Green said the students were supportive of the increases based on the improvements they have seen on campus, and they understood the overall need.

There were no further comments or questions from the Board.

UNIVERSITY OF IDAHO

M/S (Gilbert / Liebich) I move to approve the FY 2024 annual undergraduate full-time resident tuition at University of Idaho in the amount of \$6,540.00, the consolidated mandatory fee in the amount of \$2,276.00, and the annual undergraduate full-time nonresident tuition and fees in the amount of \$28,052.00. A roll call vote was taken, and the motion carried 8-0.

AND

BOARDWORK
JUNE 14, 2023

DRAFT Minutes May 15, 2023

M/S (Gilbert / Liebich) I move to approve all other fees set forth in the FY 2024 University of Idaho tuition and fees worksheet as reported in Attachment 1. A roll call vote was taken, and the motion carried 8-0.

Boise State University President, Dr. Marlene Tromp and Jo Ellen DiNucci, Vice President for Finance, gave the Board the following information on BSU's request for tuition increases.

- Boise State is requesting an overall tuition and fee increase of 5.0%.
- For full-time students (11+ credit hours per semester), this equates to an annual tuition increase of \$408.96 and fee increase of \$9.04, bringing total annual in-state tuition and fees to \$8,782; part-time, in-state tuition and fees increases would increase by \$18.98 per credit hour.
- Boise State receives significantly fewer dollars in base funding per student, per degree, and per EWA calculated student credit hour than the other universities. This inequity creates a tuition dependency that is compounded by the institution's size relative to its sister institutions, resulting in Boise State bearing a disproportionate share of the CEC/benefit fund shift.
- These increases will generate approximately \$7 million in additional revenue to partially offset unprecedented inflationary increases.
- Non-resident tuition and fees will also increase by 5% to \$26,976.10 annually.
- These increases will allow Boise State to attract and retain high-performing faculty and staff to ensure our students' continued success.
- BSU received \$2,126,000 from the Governor's Capacity Enhancement Funding initiative; they lost \$2,020,300 in negative enrollment workload adjustment resulting in a net increase of \$116,300 which will be added to revenue from the proposed tuition increase to fund CEC and benefit increases.
- FY22, FY23 and FY24 personnel increases of over \$8 million have not been base funded. The requested increase in tuition is estimated to generate approximately \$6.9 million, therefore the entire increase will be allocated to addressing this deficit.
- BSU's optimization and efficiency initiatives include the following.
 1. The university is moving from an incremental budget model to an all-funds Responsibility Center Management (RCM) budget model, which will allow the university to more precisely:
 - Tie outcomes to funding
 - Align funding with strategic plan initiatives
 - Develop service level agreements for administrative and operational services
 2. Assessing vacancies to determine the need to modify or eliminate position.
 3. Evaluating post-pandemic space utilization
 4. Achieving cost savings with strategic procurement initiatives
 - Leveraging buying power to generate savings
 - \$2.9 million in savings YTD
 - \$3.8 million in FY22

BOARDWORK
JUNE 14, 2023

DRAFT Minutes May 15, 2023

- Generating p-card rebates
- Using Jaggear punch out catalogs to generate additional revenue

BOISE STATE UNIVERSITY:

M/S (Gilbert / Hill) I move to approve the FY 2024 annual undergraduate full-time resident tuition at Boise State University in the amount of \$5,940.96, the consolidated mandatory fee in the amount of \$2,841.04 and the annual undergraduate full-time nonresident tuition and fees in the amount of \$26,976.00. A roll call vote was taken, and the motion carried 8-0.

AND

M/S (Gilbert / Hill) I move to approve all other fees set forth in the FY 2024 Boise State University tuition and fees worksheet as reported in Attachment 1. A roll call vote was taken, and the motion carried 8-0.

Mrs. Roach asked what input BSU received from the students concerning this issue. Ms. DiNucci said when the students met they authorized a 10% tuition increase based on the financials shared with them concerning BSU's needs. After the Joint Finance Appropriations Committee met, BSU was able to tell the students that they would only be seeking a 5% tuition increase instead of the 10% the students approved, which made the students very happy.

There were no further comments or questions from the Board.

Lewis-Clark State College President Dr. Cynthia Pemberton; Dr. Julie Crea, Vice President for Finance; and Dr. Andy Hanson, Vice President for Student Affairs, gave the Board the following information on LCSC's request for tuition increases.

- Lewis-Clark State College requests approval to increase tuition and fees by 5.6% for FY24 to meet institutional needs.
- The revenue generated will provide support for increases in the ongoing costs of the institution, including the change in employee compensation and health insurance costs, and increases in contractual obligations such as technology.
- The college is requesting a new \$310 per credit hour fee to be effective with summer 2023. This new fee is intended to help incarcerated populations of students who have completed a GED or high school diploma to gain college credits.
- Funding from the Governors initiative will cover only half of the expected CEC, health care and variable benefit costs.
- With the Governor's operational capacity + EWA funding, which totaled \$445,600 LCSC will be funding needs for cyber security required for grant compliance and single audit requirements. They will also streamline financial operations necessary due to staffing / resource shortages.

**BOARDWORK
JUNE 14, 2023**

DRAFT Minutes May 15, 2023

- The 5.6% request can be broken down further
 - 3.83% to CEC, health insurance and variable benefit costs.
 - .03\$ net student activity fee
 - 1.09% inflationary adjustments
 - .38% technology increases and contracts
- For fiscal optimization and efficiency LCSC reduced their workforce, and even whole departments, reducing their workforce by 6%.
- Between FY19 to FY22 the annual employee turnover rate went from 14% to 32% which contributes to the employee burnout they are seeing.
- LCSC has reorganized and condensed services but are too thin now for this to be sustainable.
- LCSC has tried to maintain flat budgets and streamlining of services while still offering students a full range of services.

LEWIS-CLARK STATE COLLEGE:

M/S (Gilbert / Hill) I move to approve the FY 2024 annual undergraduate full-time resident tuition at Lewis-Clark State College in the amount of \$6,178.00, the consolidated mandatory fee in the amount of \$1,210.00, and the annual undergraduate full-time nonresident tuition and fees in the amount of \$21,386.00. A roll call vote was taken, and the motion carried 8-0.

AND

M/S (Gilbert / Hill) I move to approve all other fees set forth in the FY 2024 Lewis-Clark State College tuition and fees worksheet as reported in Attachment 1. A roll call vote was taken, and the motion carried 8-0.

Mrs. Roach asked what the students had to say about the tuition increase. Dr. Hanson said the LCSC Student Body President is part of President's Council so the student leadership has frequent access to Executive Leadership so they are well informed of the institutional needs. The students want more funding to increase student engagement and their recommendations were brought forward in LCSC's proposal.

Mrs. Roach asked for a point of privilege and made the following statement.

"I really struggled with the decision of raising tuition for students but finally came to the conclusion that these young adults have choices they can make when deciding to attend college. They can take advantage of dual credit opportunities, the community college system, Idaho Launch and scholarships making college affordable. Some of these students, the customers, are willing to pay more for the "university experience" and are demanding amenities such as recreational facilities, sports, counseling, Greek life, etc. We, as a State, provide those options for the customer.

**BOARDWORK
JUNE 14, 2023**

DRAFT Minutes May 15, 2023

Our partners, in the legislature, recently awarded a 4.7% increase for higher education and we are grateful. We, as a State Board, are listening to the customer and lawmakers, and have approved an additional 5% increase today. Tuition increases have remained flat for the past 3 years in Idaho during an inflationary period of nearly 20%. University Presidents are being held accountable, by this Board, for reigning in their budgets, managing the debt load for students, raising additional funding and partnering with lawmakers and industry to continue to provide educational opportunities to grow Idaho's economy. It is important to have a strong educational system and we supported that system today by approving these increases."

There were no further comments or questions from the Board.

Mr. Gilbert went to motion.

Dual Credit Fee

M/S (Gilbert / Roach) I move to set the statewide dual credit fee at \$75 per credit for courses delivered through a secondary school, including courses taught online using instructional staff hired by the high school or the Idaho Digital Learning Academy, for fiscal year 2024. A roll call vote was taken, and the motion carried 8-0.

There were no comments or questions from the Board.

Transcript Fee

M/S (Gilbert / Roach) I move to set the statewide transcript fee at \$10 per credit for fiscal year 2024 for students enrolled in a qualified Workforce Training course where the student elects to receive credit. A roll call vote was taken, and the motion carried 8-0.

There were no comments or questions from the Board.

Summer Bridge Program Fee

M/S (Gilbert / Hill) I move to set the statewide summer bridge program fee at \$65 per credit for fiscal year 2024 for students admitted into a summer bridge program at an institution the summer immediately following graduation from high school and enrolling in pre-determined college-level courses at the same institution the fall semester of the same year. A roll call vote was taken, and the motion carried 8-0.

There were no comments or questions from the Board.

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

**BOARDWORK
JUNE 14, 2023**

DRAFT Minutes May 15, 2023

M/S (Gilbert / Roach) I move the Board

1. 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.” A roll call vote was taken, and the motion carried 8-0.

Before entering Executive Session, the Board took a 15-minute break.

The Board moved to Executive Session at 9:45 a.m.

BOARD ACTION

M/S (Gilbert / Liebich) I move to go out of Executive Session. A roll call vote was taken, and the motion carried 8-0.

The Board returned from Executive Session at 11:12 a.m. (MT)

Board President Dr. Linda 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.

M/S (Gilbert / Hill) I move to adjourn the meeting at 11:15 a.m. (MT). A roll call vote was taken, and the motion carried 8-0.



**Special Board of Education Meeting
May 18, 2023
Idaho State Board of Education
OSBE Conference Room
650 West State Street, Boise, ID 83720**

A special meeting of the Idaho State Board of Education was held via Zoom teleconference May 18, 2023, with the call originating from the Office of the State Board of Education in Boise. Board President Dr. Linda Clark called the meeting to order at 1:00 p.m. (MT).

Present

Board President Dr. Linda Clark
William G. Gilbert, Jr.
Superintendent Critchfield
Kurt Liebich

Dr. David Hill
Shawn Keough
Cindy Siddoway
Cally Roach

Absent

None

Thursday, May 18, 2023 - 1:00 p.m. (MT)

Business Affairs and Human Resources

1. Formation of Affiliated Entity to Acquire Private Higher Education Institution and Authorization for Execution of Asset Purchase Agreement - Action Item

Board President Dr. Clark turned the time over to Scott Green, President of the University of Idaho, to give the Board information pertaining to UI's request to form a 501(c)(3) which will be used to purchase the University of Phoenix.

Background

The University of Idaho (University) seeks approval from the Regents of the University of Idaho (Regents) for the formation of NewU, Inc., an Idaho non-profit corporation (NewU, Inc.) to qualify under Internal Revenue Code section 501(c)(3) for the purpose of acquiring substantially all of the operating assets and assuming certain of the

BOARDWORK
JUNE 14, 2023

DRAFT Minutes May 18, 2023

operating liabilities of the University of Phoenix, Inc, and to thereafter operate an accredited institution of higher education in substantially the same manner as is currently operated by UPh.

The Regents will serve as the sole member of NewU, Inc., with authority to appoint and remove the directors of NewU, Inc. and to have all of the powers and authorities of a sole member under Chapter 30, Title 30, Idaho Code (the Idaho Nonprofit Corporation Act), and pursuant to the organic documents of NewU, Inc.

The Higher Education Task Force delivered recommendations on “how to best address Idaho’s K-through-Career education and job training needs beyond high school” in October 2017. The final report included the following recommendations:

- Establish a state-wide digital delivery system
- Remove barriers to access for place bound or time bound students
- Expand online college delivery to non-completers or adult learns

The University of Idaho believes this acquisition will help in meeting these objectives.

Kent Nelson, General Counsel, University of Idaho, gave the legal structure data to the Board.

Legal Structure

- Formation of a new non-profit corporation (“NewU”)
- The governance structure for the University of Idaho through the Board of Regents remains unchanged
- The governance structure for NewU starts with the Board of Regents as the Sole Member of the non-profit corporate entity
- The permanent NewU Board will be elected by the Board of Regents where the majority will be independent of the Sole Member
- The NewU will acquire operating assets and assumes certain liabilities of University of Phoenix upon completion of closing conditions
- Closing conditions include, but not limited to:
 - Higher Learning Commission (“HLC”) and Northwest Commission on Colleges and Universities (“NWCCU”) accreditation
 - 501(c)(3) nonprofit approval
 - Ability to successfully finance the transaction

Mrs. Keough asked for clarification whether the Board of Regents is the sole member of NewU, Inc. because the references in the various attachments does not seem to be clear. Mr. Nelson said that was correct, the Board of Regents is the sole member of NewU, Inc.

BOARDWORK
JUNE 14, 2023

DRAFT Minutes May 18, 2023

Board President Dr. Clark asked when the election of the members to the NewU, Inc. Board will take place. Mr. Nelson said that election runs through the Board of Regents. The elections will happen after the closing of the deal has been completed.

Mr. Liebich asked what statutory authority exists for the Board of Education to create a 501(c)(3). Jenifer Marcus, Deputy Attorney General, Idaho State Board of Education, said that authority comes from the Idaho Non-Profit Corporation Act. The broader authority for governance of the University comes from the Idaho Constitution.

Mrs. Siddoway asked about the liabilities that the Board of Education would assume. Mr. Nelson said the liabilities will lie within the 501(c)(3) corporation which is a separate legal entity from the Board of Regents, or the University of Idaho.

There were no further comments or questions from the Board.

Brian Foisy, Chief Financial Officer, University of Idaho, gave the financial information to the Board.

Financial Structure

NewU Inc. anticipates financing acquisition of the UPh assets with a capital raise estimated to be \$685,000,000. The capital raise will provide funds for the following estimated uses: \$550,000,000 purchase price; \$26,000,000 working capital / liquidity; \$68,225,000 required reserves and \$40,000,000 costs of issuance. Under the Asset Purchase Agreement, the Seller has agreed to leave \$200,000,000 of unrestricted cash on the balance sheet of NewU, Inc., in addition to normal working capital, at financial close.

The financing is intended to be executed through a public market bond transaction structured as level debt service with an estimated 21-year final maturity. Current estimates include 80% of tax-exempt financing and 20% taxable. Lenders are expected to require the following financial covenants of NewU, Inc.: (1) debt service coverage ratio of 1.25 – 1.50x and; (2) liquidity covenant of 60 days cash on hand. The primary security available for lenders will be a lien on NewU Inc. revenues and mortgages on any physical and potential intangible assets. Actual terms of this financing will be subject to financial conditions at the time of closing.

The University anticipates receiving financial benefits from NewU, Inc. initially in the amount of \$10,000,000 annually. Additional supplemental benefits of up to approximately 25-30% of surplus cash flow may also be available subject to the financial performance of NewU, Inc.

In addition:

BOARDWORK
JUNE 14, 2023

DRAFT Minutes May 18, 2023

- Based on valuation of University of Phoenix, the transaction will be value accretive on day 1
- Estimated capital raise of \$685MM - \$550MM purchase price plus required reserves, working capital and costs of issuance
 - NewU cash at closing: \$225MM (10% funded from offering)
 - Primary lender security is NewU revenue
 - Level debt service amortization with 20-year final maturity; projected debt coverage ratio of 1.78x –1.86x between FY24 and FY30
 - Estimated 80% tax-exempt / 20% taxable split
- Supplemental Educational Funding to University from NewU: \$10MM annual fixed amount plus a percentage of net cash flow subject to operating performance
 - Anticipated cash flow to the University of Idaho of \$153MM -\$170MM by FY30, cash flow to NewU of \$320MM -\$337mm by FY30
- Potential University financial support of NewU: up to \$9.9MM annually in contingent liability and up to \$25MM line of credit from the University's Strategic Initiatives Fund ("SIF")
 - Estimated one-notch downgrade to University credit rating 2

Mr. Gilbert asked about the working capital adjustment. Mr. Foisy said the \$200 million being left by U of P and the other \$26 million funded through the debt issue will be used for the working capital adjustment. Mr. Gilbert further asked what kind of working capital adjustment could there be in addition to the \$200M. Mr. Foisy said that number could be in the neighborhood of \$100M.

Mr. Liebich said the cash flow to NewU through FY30 is estimated at \$320-\$337M and questioned whether that was after the amortized debt payment is made. Mr. Foisy said that was correct, those figures are after they make debt service payment and after the \$10M payment to the University, which assumes a 25% share.

Mr. Gilbert asked if there would be a chance for the NewU Board to increase the monies to the University if financial performance remains the same. Mr. Foisy says that may be a possibility since there are no other commitments to that cash flow. The Board of Regents can change the distributions of monies after the debt service is paid.

Mrs. Roach asked if the new Board could pay down debt early. Mr. Foisy said that opportunity does exist.

There were no further comments or questions from the Board.

President Green began the discussion on the risks and mitigations being deployed concerning this transaction. There are risks associated with the acquisition, but based on what is known at this time, those risks have been mitigated in the transaction price

**BOARDWORK
JUNE 14, 2023**

DRAFT Minutes May 18, 2023

and other contingencies. Maximum financial exposure to UI is \$10M annually, but cash flow modeling of NewU shows it generates unrestricted cash flow well in excess of that amount annually. The total purchase price is \$550M. The total bond issuance is estimated at \$685M. The \$135M difference is related to capital market requirements and costs. These estimated terms are very conservative for a bond closing that may not occur for another six months.

Risks and Mitigations

	Risk	Mitigation
Financial Markets	University financial consideration and potential financial support is subject to future market conditions	Successful best efforts financing is a condition to close in the legal agreement. Potential hedging strategies under consideration to mitigate interest rate risk
Title IV Liabilities	University is prepared to co-sign University of Phoenix's Program Participation Agreement ("PPA") and be financially responsible for their Title IV liability related to pre- and post-closing matters	Contractual and other protective measures to mitigate title IV liability exposure
Cash Flow Seasonality, Liabilities	Given the nature of higher education business model, there are seasonality of cash flows and significant working capital required to operate	Significant and adequate cash on hand for NewU was negotiated as part of purchase price
Transactional	Various inherent risks in complex acquisition of operating entities	Reps and Warranties insurance and operating covenants

Dr. Hill asked for more information on the Title IV liabilities and how will UI manage those risks. President Green said UI has negotiated insurance that would be more than sufficient to cover any issue that bled over to the UI. A careful review of the policies and processes at U of P has also been vetted concerning student loans. The evaluation of risk at U of P is lower than UI's.

BOARDWORK
JUNE 14, 2023

DRAFT Minutes May 18, 2023

Mr. Gilbert asked what the coverage limit was and what is the deductible. President Green said the insurance policy was for over \$250M in coverage with a deductible of \$40M.

Mr. Liebich asked if securing the insurance was a condition to close. President Green said that was correct and UI was very close to buying the policy.

There were no further comments or questions from the Board.

John Duke, Merger and Acquisition Counsel, reviewed the closing conditions that will be required before this deal is complete.

Closing Conditions

Closing of the acquisition and associated financing will likely not occur before late 2023 or early 2024 because approvals from The Higher Learning Commission (HLC), the accrediting body for UPh (which will also be the accrediting body for NewU, Inc.) as well as from Northwest Commission on Colleges and Universities (NWCCU), the accrediting body for the University of Idaho, are a condition of closing.

Closing is also contingent upon receipt of the official letter from the Internal Revenue Service acknowledging that NewU, Inc qualifies as a public charity under section 501(c)(3) of the Internal Revenue Code.

Lastly, closing does not occur until sufficient funds from the anticipated financing are in hand to fully fund the purchase.

In addition, the following conditions must be met.

For a complete list of Condition to Closing requirements, please go to <https://boardofed.idaho.gov/meetings/board/archive/2023/051823/01%20Agenda-Material%20Complete.pdf> (page 19-20 = Term Sheet: Asset Purchase Agreement, pg. 2 - 3).

To review the Representations and Warranties please go to <https://boardofed.idaho.gov/meetings/board/archive/2023/051823/01%20Agenda-Material%20Complete.pdf> (page 20-23 = Term Sheet: Asset Purchase Agreement, page 3-6).

Mr. Liebich asked what was the gating item that will drive the timeline to signing the asset purchase agreement, and closing the transaction. Mr. Duke said the longest item will be the HLC accreditor approval which they expect to have by the November / December timeframe.

**BOARDWORK
JUNE 14, 2023**

DRAFT Minutes May 18, 2023

Mr. Gilbert asked about the U of P management team retention and the agreement being made with them. President Green said if this motion is approved UI will have key people review the compensation package for the employees of U of P. The hope is that many of the employees will transition to the new entity.

Mr. Liebich asked about the U of P leadership team and what their thoughts were in switching to a not-for-profit model. President Green said he believed the new management team and many of the employees were excited about this opportunity.

There were no further comments or questions from the Board.

Covenants

Covenants affect the operation of the business between signing and closing. The covenant states that the business needs to be in the same condition at closing as it is today.

A full list of the covenants can be found at;
<https://boardofed.idaho.gov/meetings/board/archive/2023/051823/01%20Agenda-Material%20Complete.pdf> (page 23-24, Term Sheet: Asset Purchase Agreement pg. 7-9).

There were no comments or questions from the Board.

Summary

Based on due diligence completed, U of I believes that the proposed deal aligns with the strategic objectives of the University and the State of Idaho by offering the following.

- Access to Education: Opportunities to enhance affordable online education to the entire state including place bound rural students and augment goals identified by Higher Education Working Group
- Mature Platform: Expedited ability to create an online education platform without extensive learning curve and inherent risks associated with building new
- World Class Systems: Best in class operations, compliance, recruitment and persistence systems available to the University of Idaho and Idaho's education system
- The transaction generates significant cash flow on an annual basis to support strategic initiatives

BOARD ACTION

M/S (Gilbert / Hill) I move to approve the Resolution proposed by the University of Idaho, the title of which is as follows: A RESOLUTION OF THE REGENTS OF THE UNIVERSITY OF IDAHO: (A) AUTHORIZING CREATION OF NEWU, INC., AND (B)

BOARDWORK
JUNE 14, 2023

DRAFT Minutes May 18, 2023

AUTHORIZING THE ACQUISITION BY NEWU, INC. OF SUBSTANTIALLY ALL OF THE ASSETS AND ASSUMPTION OF CERTAIN LIABILITIES OF THE UNIVERSITY OF PHOENIX, INC. AND RELATED TRANSACTIONS. A roll call vote was taken, and the motion carried 8-0.

Mrs. Roach asked if U of P has shared any information on student success. UI did not have that information available but will share that data with the Board.

Mr. Gilbert asked President Green to address how this purchase will benefit students across Idaho. President Green said the value proposition to the State of Idaho is the opportunity to advance affordable online education in the entire state. In addition, U of P already has a mature platform for delivering courses. Mr. Gilbert asked how many Idaho citizens were already students at the U of P. President Green said the number he has heard was over 600. Mr. Gilbert asked if Idaho students will get in-state tuition pricing if they became students of U of P. President Green said tuition assistance / scholarships would be made available but a price break for Idaho students was not in the present formula.

Board President Clark asked about adult learners. She wanted to know if expanding the dual credit program to rural Idaho students to access GEM courses was possible. President Green said yes, because with this acquisition there will be many more courses available for students to access remotely with qualified faculty.

Mr. Liebich mentioned the number of emails the Board office has received around this issue since the topic was made public, and he asked President Green to address some of the concerns expressed. They were; Is Idaho taking on reputational risk due to U of P's previous missteps; some faculty have expressed a concern that they were not brought into the process sooner and finally, the public expressed frustration that they were not allowed time to respond or give their input before this matter came up for a vote. President Green said he was aware of the reputational risk but with the new management team at U of P who are committed to student success, along with UI's due diligence they believe that issue is in the past. The faculty situation was a difficult one due to the non-disclosure agreement (NDA) that was signed between the buyer and the seller. UI's Faculty Leadership was brought into the discussion in the early stages and while they also wanted to share this information with the entire faculty they were bound by the NDA's. As for the public input, President Green asked the members of the public to read the FAQ's that are available online and to please send in your feedback and thoughts. That page can be found at:

<https://www.uidaho.edu/president/communications/resources-information/university-of-phoenix-affiliation>

Superintendent Critchfield asked for clarification. The U of P can no longer use the name U of P. President Green said that was correct. Further the U of P will not become the UI and the UI will not become the U of P.

**BOARDWORK
JUNE 14, 2023**

DRAFT Minutes May 18, 2023

Mr. Gilbert asked about some of the other acquisitions (Purdue / Kaplan and others) made between institutions and online platforms and wondered how this would be different. President Green said there will be a clean break between the buyer and seller in this situation so they will not have any direct involvement in the day-to-day running of the school. The other acquisitions mentioned did not have a clean break included in the agreement and that led to some confusion.

There were no further comments or questions from the Board.

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

M/S (Gilbert / Critchfield) I move to adjourn the meeting at 2:31 p.m. (Mountain Time). A roll call vote was taken, and the motion carried 8-0.

**CONSENT
JUNE 14, 2023**

TAB	DESCRIPTION	ACTION
1	BAHR – BOISE STATE UNIVERSITY – BEVERAGE SERVICES AGREEMENT – SWIRE COCA-COLA USA	Action Item
2	BAHR – UNIVERSITY OF IDAHO – MEAT SCIENCE INNOVATION CENTER – CONSTRUCTION AUTHORIZATION	Action Item
3	BAHR – LEWIS-CLARK STATE COLLEGE – FOOD SERVICES CONTRACT	Action Item
4	BAHR – LEWIS-CLARK STATE COLLEGE – PURCHASING POLICY	Action Item
5	IRSA – HIGHER EDUCATION RESEARCH COUNCIL REAPPOINTMENTS	Action Item
6	PPGA - DATA MANAGEMENT COUNCIL APPOINTMENT	Action Item
7	SDE - PINECREST ACADEMY OF LEWISTON NO. 618 TUITION WAIVER REQUEST	Action Item

BOARD ACTION

I move to approve the consent agenda.

CONSENT
JUNE 14, 2023

BOISE STATE UNIVERSITY

SUBJECT

Beverage Services Agreement with Swire Coca-Cola, USA

REFERENCE

April 2013 Idaho State Board of Education (Board) approved Beverage Services Agreement between Boise State University and Swire Coca-Cola, USA

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections V.C.2, V.I.3, and V.I.6.b.

BACKGROUND/DISCUSSION

Boise State University (BSU) issued a Request for Proposal (“RFP”) on January 6, 2023 to solicit proposals for the university’s Beverage Pouring Rights. Swire Coca-Cola’s (“Coca-Cola”) response was selected through competitive evaluation of three respondents, at which point contract negotiations commenced. At this time, BSU is requesting the Board’s approval to enter into the attached Beverage Services Agreement with Coca-Cola for an initial term of five years with five additional one-year renewal terms, for a maximum term of ten years.

The agreement gives Coca-Cola nearly exclusive beverage pouring and provision rights and marketing and sponsorship rights in exchange for payments and other consideration. Key terms of the Agreement are summarized as follows:

Services

Coca-Cola will provide for purchase on campus all fountain and ready-to-drink beverages for board dining, retail, concessions, and vending, as well as cups, lids, and carbon dioxide, subject to few exceptions. Coca-Cola will provide the necessary products as well as related equipment and services.

Financial Commitments

Coca-Cola has agreed to pay or provide to Boise State University:

- A. \$10,000 annually for Scholarships;
- B. \$285,000 annually for Student Engagement;
- C. \$50,000 annually for Campus Sponsorship Rights.
- D. \$15,000 annually for Sustainability/Health and Wellness;
- E. \$30,000 annually for Campus Service Enhancement and Capital Projects;
- F. \$750,000 one-time payment in Year One for Athletics Capital Projects;
- G. \$150,000 annually, if/as this Agreement is extended for Agreement Years Six through Ten for Athletics Capital Projects;

**CONSENT
JUNE 14, 2023**

- H. \$50,000 one-time payment in Year One for POWERADE Hydration Station Build-Out;
- I. \$300,000 annually for Athletics Marketing and Sponsorship Rights;
- J. \$60,000 annually in a fund for Student Engagement Programs;
- K. \$20,000 annually of Product Donations for Campus;
- L. \$20,000 annually of Product Donations for Athletics; and
- M. \$15,000 annually for POWERADE Sideline Fund.

Marketing and Sponsorship Rights

In addition to pouring rights, Coca-Cola will receive exclusive marketing and sponsorship rights such as signage, co-branding, promotions, and tickets and other hospitality rights to university functions including athletic events and other special events associated with the University.

IMPACT

BSU and Coca-Cola have established a long-term relationship that has been beneficial to the campus community as a whole and to Athletics specifically. The revenue generated from this agreement will be utilized to help fund expenses in excess of the university's appropriated funds budget, including offsetting inflationary pressures.

BSU projects revenue and in-kind donations of approximately \$4.8M over the initial five-year term of the agreement and over \$9.6M if all renewal options are exercised. The resulting commercial relationship between BSU and Coca-Cola benefits the university's community and the larger public's enjoyment and participation in various campus events.

ATTACHMENTS

Attachment 1 - Proposed Swire Coca-Cola Contract

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to enter the agreement with Swire Coca-Cola, USA for beverage services and to authorize the President or her designee to execute the agreement in substantial conformance to the form submitted to the Board in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**Beverage Services Agreement Between
The Coca-Cola Company
Swire Pacific Holdings, Inc.
Boise State University**

1. PARTIES

(A) The Coca-Cola Company, acting by and through its Coca-Cola North America division (“Company”)

(B) Swire Pacific Holdings, Inc. d/b/a Swire Coca-Cola, USA (“Bottler”)

(C) Boise State University (“University”)

Each, individually, a “Party.” Company and Bottler are collectively referred to as “Coca-Cola.”

2. SCOPE OF AGREEMENT

University issued a Request for Proposals in respect of beverage services (RFP# DO23-040) in respect of which Coca-Cola was awarded the contract. This Beverage Services Agreement (“Beverage Services Agreement”) and the Exhibits attached hereto comprise the entire agreement among the parties (“Agreement”). Except as provided herein, Coca-Cola will be the exclusive Beverage sponsor of the University, with Campus-wide Beverage availability rights, and on and off-Campus marketing rights. Bottler will have the exclusive right to operate Full Service Beverage Vending on Campus.

Any inconsistency between or among any of the above incorporated documents will be decided in the following order of precedence:

- 1) This Beverage Services Agreement
- 2) The Exhibits attached hereto and incorporated herein by this reference

3. TERM

The initial term of the Agreement will be for a period of five (5) years, commencing July 1, 2023 through June 30, 2028 unless sooner terminated in accordance with the provisions hereof (the “Initial Term”). At the expiration of the Initial Term, this Agreement may be automatically extended by one (1) year up to five (5) times (each a “Renewal Term” and collectively with the Initial Term, hereinafter referred to as the “Term”). With the exception of the final renewal period, the Agreement will automatically be renewed unless either the University or Coca-Cola receives written notice from the other not less than ninety (90) days prior to the expiration of such term or extension. For financial reporting purposes, the

financial reporting year is a period of twelve (12) months commencing on July 1 of one year and ending on June 30 in the immediately succeeding year. The maximum duration of this Agreement, including initial term and extensions, shall be ten (10) years. During extension periods, all terms and conditions of this Agreement shall remain in effect unless expressly modified by mutual agreement of the Parties in writing for the Renewal Term.

4. DEFINITIONS

Certain capitalized words or phrases are used throughout this document. Such words or phrases have the meanings set forth in **EXHIBIT A**.

5. FEES / OTHER CONSIDERATION TO UNIVERSITY

- (A) Scholarships. Coca-Cola shall pay University \$10,000 annually during the Term to be used by University at University's sole discretion to pay for student scholarships or paid internship opportunities for students.
- (B) Student Engagement Funds. Coca-Cola shall pay University \$285,000 annually during the Term to be used by University for student clubs and organizations and other Student Affairs programs and initiatives.
- (C) Campus Sponsorship Rights Fee. Coca-Cola shall pay University \$50,000 annually during the Term as a campus marketing and sponsorship fee.
- (D) Sustainability/Health and Wellness Fee. Coca-Cola will provide University \$15,000 annually during the Term for which University provides Coca-Cola with a written report detailing how such amount was allocated and spent during the applicable year on sustainability and/or health and wellness programs.
- (E) Campus Service Enhancement and Capital Projects Fees. Coca-Cola will pay University \$30,000 annually during the Term to support University service enhancements and capital projects intended to increase sales and services, such as facilities refresh, remodel, technology upgrades, etc.
- (F) Athletics Capital Projects and #WhatsNext Initiative Fee. Bottler shall make a one-time payment of \$750,000 to University for Agreement Year One to be utilized by University Athletics for capital projects and the #WhatsNext Initiative. Bottler will make such payment within thirty (30) days of the date that this Agreement is fully executed contingent on receipt of an invoice from University to Bottler requesting such payment. Contingent on this Agreement being extended for Agreement Years Six through Ten, Bottler shall make a payment to University in each of those Agreement Years of \$150,000 to be utilized by University Athletics for capital projects and the #WhatsNext Initiative. Such payments shall be contingent upon University providing an invoice to Bottler for each such payment.

- (G) Hydration Station Build-Out. Coca-Cola shall make a one-time payment of \$50,000 in Agreement Year One toward building out a hydration station area(s) in University Athletics on a timeline to be mutually agreed upon by Coca-Cola and University Athletics.
- (H) Athletics Marketing and Sponsorship Rights Fee. Coca-Cola will pay the University \$300,000 annually during the Term "Athletics Sponsorship Fees."

The above-referenced Fees will be due and payable within thirty (30) days after July 1st each Agreement Year; provided, however, the payment of these sums for Agreement Year One shall not be due and payable until thirty (30) days after the date of signature of this Agreement by all parties. University will provide an invoice to the Bottler for all such fees. Payment will be due within thirty (30) days of the date of the invoice.

- (I) Campus Marketing Funds. Coca-Cola will budget and spend \$60,000 annually for mutually-agreed on-Campus student engagement programs. The funds will be held in a fund managed by Coca-Cola for use toward marketing programs designed to promote and increase Beverage sales on Campus. All funds made available must be spent within the Agreement Year for which they are budgeted. Unused funds shall be forfeited.
- (J) Campus Product Donations. Bottler will donate up to \$20,000 of Company Beverages (valued at retail price) (with exact product selection to be mutually agreed to by Bottler and University, but excluding all dispensed products) annually for student and employee special events, but not for resale. Company Beverages will be provided upon University's request. In the event University does not request all complimentary Company Beverages by the end of each Agreement Year, any remaining complimentary Company Beverages shall be retained by Bottler with no further obligation.
- (K) Athletics Product Donations. Bottler will donate up to \$20,000 of Company Beverages (valued at retail price) (with exact product selection to be mutually agreed to by Bottler and University Athletics, but excluding all dispensed products) annually for use by University Athletics, but not for resale. Company Beverages will be provided upon University's request. In the event University Athletics does not request all complimentary Company Beverages by the end of each Agreement Year, any remaining complimentary Company Beverages shall be retained by Bottler with no further obligation.
- (L) POWERADE Sideline Fund. Coca-Cola will make available \$15,000 during each Agreement Year for materials and supplies (valued at retail price) with the POWERADE logo for use by University, such use to include, without limitation, use on the sidelines at University Athletics events. Such equipment and product may include, but is not limited to, 10 gallon coolers, 24 oz. clutch bottles, towels, POWERADE powder, and POWERADE cups and will be provided upon University's request. All funds made available may only be

spent within the Agreement Year for which they are budgeted. Unused funds shall be forfeited.

- (M) Campus Ambassadors. For so long as Coca-Cola runs a national campus ambassadors program during the Term, University will be included as a Campus Ambassadors campus and Coca-Cola will have provide (1) Campus Ambassador on the University Campus

The monies and other consideration set forth in this section constitute the full and complete consideration for all rights granted to Coca-Cola hereunder.

6. **BEVERAGE RIGHTS OF COCA-COLA**

- (A) **Exclusive Beverage Availability Rights.** Coca-Cola will have exclusive Beverage availability rights, except as set forth herein, on the entire Campus at all times during the Term. University will make Company Beverages available for sale on Campus in all package forms, through fountain dispensing, coolers, kiosks, hawking, and vending, as well as through any other means agreed upon by Coca-Cola and University. University will use its reasonable, good faith efforts to maximize the sale and distribution of Company Beverages on Campus. At a minimum Company Beverages shall be widely available for purchase by consumers on the Campus, and will be sold and/or served as part of all meal plans provided to University students and/or others on the Campus. Coca-Cola shall consult with University on specific brand sets for various Campus locations.

(B) **Permitted Exceptions:**

- (i) Company Beverages will be the only Beverages sold, served, distributed, sampled, or otherwise made available on Campus, provided however University may, on a non-exclusive basis, serve, sell or dispense the following Competitive Products ("Permitted Exceptions") on Campus, provided that no Competitive Products are sold, vended, distributed, dispensed or otherwise served from Coca-Cola's Equipment:
- Beverages used for academic research purposes, or other solely educational purposes. No advertising on Campus of such Beverages is permitted;
 - Concentrated bases used as ingredients and as beverages for catering events (such as bulk lemonade, etc.). No advertising on Campus of such concentrated bases is permitted;
 - Starbucks coffee and tea at the Starbucks located in the Student Union building on Campus and bottle/can Beverages served at this location. No advertising of such Starbucks Competitive Products on Campus or in association with the University is permitted;

- Juice freshly prepared on site and smoothies freshly prepared on site;
 - Kombucha and boba, blended, and other tea drinks prepared on site;
 - Fresh Milk (as defined herein);
 - Fresh Brewed Coffee (as defined herein);
 - Hot or iced tea freshly brewed on premise;
 - Hot chocolate;
 - Non-alcoholic, low-alcohol and alcoholic beer, wine and liquor;
 - Bottled water branded only with University Marks provided at no cost to the campus community;
 - Bottled office water (i.e. 5 gallons and above)
 - Unbranded unfiltered water provided directly from the public water supply for immediate consumption (such as from a public water fountain.)
- (ii) Permitted Exceptions, to the extent served or sold in cups, shall not be served or sold in Approved Cups.
- (iii) Competitive Product Sales. University shall be permitted to sell other Competitive Products in bottle, box and can packaging only in no more than ten percent (10%) of the total Beverage refrigerated shelf space only at each of the current and future convenience store locations on Campus (i.e. Bronco Shop locations, Markets in the Interactive Learning Center, Wilk, Honors/Sawtooth Hall, and the Student Union). Competitive Products will not be made available in Coca-Cola’s branded coolers. University must also carry in each convenience store location Coca-Cola’s equivalent Company Beverage for each Competitive Product carried. For example, if Arizona Tea® is carried, Gold Peak® must also be carried. In no event shall any Beverages of PepsiCo be made available in this 10% space.
- (iv) Trademark Visibility for Permitted Exceptions. University may display trademarks for Permitted Exceptions, on menus, menuboards, dispensing equipment, and coolers for the sole purpose to indicate availability, but no Permitted Exceptions will be marketed, advertised, or promoted, or sampled on Campus, or otherwise in connection with the University, the Campus or the University Marks, except as otherwise permitted herein.

- (v) The private, personal consumption of Competitive Products by students, including student-athletes, employees, including coaches, campus visitors, and musicians, actors, comedians, or other entertainment personalities appearing and performing on the Campus is permitted.
- (C) **Beverage Provision.** Company and/or Bottler will identify and provide, or offer to provide, at the University's option, all Company Beverages packaged, manufactured or distributed by or otherwise available (i.e., through contracts, partnerships, alliances, or other cooperative efforts). Coca-Cola shall provide a minimum of five (5) nationally branded products, including diet and non-caffeinated selections. The University and Coca-Cola will mutually agree on the final determination of the mix of branded products included on the shelf. The University reserves the right to specify which beverages shall be made available at particular locations on Campus.
- (D) **Beverage Purchase Requirement.** University and its Concessionaires will comply with all applicable provisions of this Agreement, including purchasing their entire requirements for Company Beverages, cups, lids, and CO₂ (other than bulk CO₂ in containers larger than 50 pounds) from Bottler and using Approved Cups (except for Permitted Exceptions), provided however that certain chilled juice brands may be delivered by Company or by a third-party distributor as shall be designated from time to time by Coca-Cola.
- (E) **Beverage Pricing**
 - (i) To the extent University has self-operated beverage concessions, then University will purchase all Company Beverages at the prices listed in **EXHIBIT B**. If, during the Term, new Company Beverages are made available, then University and Coca-Cola shall negotiate pricing for such Company Beverages at such time.
 - (ii) To the extent University has a Concessionaire operating its facilities on Campus, and that Concessionaire has an agreement with Coca-Cola that describes the terms for Beverage pricing, equipment and service provided by Company to that Concessionaire, then such terms will apply to equipment and service and Concessionaire's pricing will be governed by the pricing listed in **Exhibit B**.
 - (iii) If during the Term University engages a different Concessionaire(s) to operate on Campus that does not have an agreement with Company that sets forth terms for pricing, equipment and/or service, then Coca-Cola will separately negotiate terms for Beverage prices, equipment and/or service with such Concessionaire; provided, however, that such separate terms shall not exceed the pricing as set forth in this Agreement and any subsequent agreed upon price increases.
 - (iv) If during the Term the University elects to self-operate beverage concessions, then University will purchase all Company Beverages at

the prices listed in **EXHIBIT B**. If, during the Term, new Company Beverages are made available, then University and Coca-Cola shall negotiate pricing for such Company Beverages at such time.

- (F) Special Promotional Events. During the Term, temporary signage (e.g., banners) for Competitive Products may be displayed on the Campus during Special Promotional Events (as defined in **Exhibit A**); provided, however, that (i) Coca-Cola's marketing, advertising, and promotional rights under this Agreement will not otherwise be affected during any such Special Promotional Event(s), (ii) no Competitive Products will be sold, distributed, dispensed, sampled, served, or otherwise made available during any such Special Promotional Event(s), (iii) unless contractually required, Blockage of any signage Coca-Cola may have on the Campus will not occur during any such Special Promotional Event(s), except for incidental Blockage due to the construction and/or placement of a person, stage or other structure necessary to and actually used during the Special Promotional Event(s), and (iv) all temporary signage for Competitive Products will be promptly removed from the Campus upon the conclusion of the Special Promotional Event(s). University may host up to three (3) Special Promotional Events per Agreement Year on Campus. University will provide Coca-Cola with no less than thirty (30) calendar days prior written notice of a Special Promotional Event, but failure to do so will not be a material breach of this Agreement.
- (G) Competitive Product Advertising in Broadcasts and Print Materials. Notwithstanding the exclusive rights granted to Coca-Cola in this Agreement, University may (a) accept advertising for Competitive Products in The Arbiter or any other student or University publication; (b) accept advertising for Competitive Products in athletic or cultural event playbills or similar printed materials; and (c) allow Broadcasters to sell in-game spot advertising for Competitive Products, so long as the spots do not display or refer to the University Marks or otherwise associate the University, the Campus or the University Marks with Competitive Products through on-air mentions or on-screen images or text. Further, Broadcasters may incidentally refer to Competitive Products to the extent necessary to convey the association between a Competitive Product and a sporting event in which a University Team is competing (for example, a Bowl game half time show sponsored by a Competitive Product). The foregoing exceptions shall not be deemed to permit any association between any Competitive Product and the University or any Team in such a manner that the Competitive Product is held out as, or could reasonably be inferred to be, a sponsor of the University or any Team, or in any manner that constitutes Ambush Marketing.

7. **MARKETING, PROMOTIONAL AND ADVERTISING RIGHTS OF COCA-COLA**

- (A) **Exclusive Marketing Rights**. Except as provided herein, Coca-Cola has exclusive marketing, advertising, and promotional rights with respect to

Beverages to market, advertise, and promote Company Beverages in association or connection with the University, the Campus (which for the avoidance of doubt includes the Athletic Facilities), and the University Marks (which for the avoidance of doubt includes the Athletic Marks). Coca-Cola's rights shall apply to television, radio, print, signage, outdoor, electronic, internet, mobile, wireless, and all other media, whether now or hereafter known. Coca-Cola's exercise of these marketing, advertising and promotional rights shall be subject to University's approval rights as set forth in Section 9.

(B) Use of University Marks. Coca-Cola will have a license to use the University Marks, on a royalty-free basis, for the purposes of marketing, advertising, or promoting Company and Company Beverages. Such license gives Coca-Cola the right to use the University Marks in or on all of Coca-Cola's advertising, promotional and packaging materials and activities, which include, for all purposes of this Agreement, in advertising, promotional and merchandising materials on:

- point-of-sale materials (e.g., pole signs, price signs/banners, display wraps, shelf-signs, stand ups, cooler clings) and vender fronts;
- cups, cup lids, vessels, cans, bottles, commemorative cans or bottles, can/bottle wraps and all other forms of primary and secondary packaging;
- television, radio, print, signage, outdoor, electronic, internet, mobile, digital, wireless, and all other media, whether now or hereafter known;
- beverage dispensing equipment including without limitation Coca-Cola interactive vending machines and Freestyle dispensers.

(C) Customer Marketing Rights. Subject to University approval as outlined in Section 9, Coca-Cola will have the right to undertake promotions regarding Company Beverages at or in connection with University, including joint promotions with Coca-Cola's retail customers in all channels of trade including without limitation:

- Grocery and retail;
- Convenience and "oil and gas" retailers;
- Mass merchandise;
- Drug retailers;
- Dollar/value stores;
- Quick serve and all other types of restaurants (including home-delivered pizza);
- Institutional and "at-work" foodservice operations;
- Video and music retailers;
- Movie theaters and indoor entertainment venues;
- Theme parks and outdoor attractions;
- Sports venues
- Airlines
- Hotels

and to use the University Marks for such purposes, including use with customers' Marks and branded products, provided no customers' Marks are used in such a way as to imply a sponsorship relationship between the customer and the University (unless one exists).

Coca-Cola's right to conduct Beverage promotions with retail customers takes priority over any exclusive marketing rights held by other University sponsors in the same retail channels (but only as to Beverage-related promotions). University has not, and shall not, during the Term enter into any agreement that would interfere with University's ability to reasonably approve Coca-Cola's customer marketing programs.

- (D) **Designations.** Coca-Cola will have the right to refer to Coca-Cola or Company Beverages in any marketing, advertising, or promotional activity or material as a "sponsor of" or the "official" or "exclusive" Beverage of University, the Campus, or and University Athletics in accordance with the Designations, as defined in **EXHIBIT A**.
- (E) **Sampling/Surveys.** Coca-Cola will have the right to sample and survey persons on Campus regarding Company Beverages or for other Beverage-related purposes, including, without limitation, at University home athletic events, and to survey persons on Campus regarding Company Beverages. Any such sampling or survey should be after prior approval of University and shall comply with any applicable laws and policies.
- (F) **Trademarked Cups/Souvenir Cups.** All Company Beverages sold, distributed, or served on Campus in disposable vessels will be served in Approved Cups. If University desires to make available non-disposable souvenir cups, artwork requires Company approval but shall follow guidelines such that all collectible non-disposable souvenir cups will bear only Company or only Company and University trademarks exclusively with equal share of the exterior cup surface. Under no circumstances will trademarks other than University or Company appear on any souvenir cup.
- (G) **Point-of-sale Materials.** Company Marks will be prominently displayed on all menu boards and all dispensing equipment at all foodservice/concession locations, and on all Company Beverage vending machines on Campus. Point-of-sale materials depicting Company Beverages, including translites and pictorials on dispensing equipment, will be clearly visible to the purchasing public at all foodservice and concession locations on Campus.
- (H) **Sports Drink Sidelines Rights.** University will use cups, coolers and equipment featuring POWERADE® brand trademarks -- or if requested by Company, trademarks for any other Company Beverage -- on sidelines and players' benches, and in locker rooms for all intercollegiate athletic events on Campus. Company may also make such Company Beverages available for consumption by players, coaches and staff on the sidelines, player's benches, and in locker rooms.
- (I) **Hawking Rights.** In the event that University decides to "hawk" products at events on Campus and subject to the Permitted Exceptions, University will sell Company Beverages using Company-trademarked materials, such as

hawking trays, kiosks, themed mobile/push carts and themed umbrellas, if and to the extent provided by Coca-Cola. Company Beverages in 20-ounce bottles (or in such other packaging as Coca-Cola may reasonably determine from time to time) will be hawked in the stands when appropriate. This decision will be made by the University in consultation with Bottler and will generally be based on attendance and anticipated sales.

- (J) **Licensed Merchandise.** Coca-Cola may create merchandise and promotional premiums bearing Marks of Company Beverages together with any of the approved University Marks. Coca-Cola will not pay any fees or royalties to University for this merchandise and promotional premiums, so long as it is distributed free of additional charge in connection with Company Beverages or sold at a subsidized price. All other merchandise and promotional premiums will be subject to royalty rates and other terms to be negotiated in good faith. University agrees that the following items shall not be deemed to be licensed merchandise and royalties will not apply in any circumstances to any of the following that bear University Marks: cups; vessels; cans, bottles, commemorative cans, bottles or cups; multipack wraps and all other forms of packaging; beverage dispensing equipment; and point-of-sale, advertising, merchandising or promotional materials; and Coca-Cola will have the right to produce or have its own third-party suppliers produce such items and will not be required to use University-licensed suppliers.
- (K) **Internet Advertising.** University will acknowledge Coca-Cola's sponsorship and Company Beverage availability on its Athletics website. If University places hyperlinks on its website, Company may place a hyperlink command from that site to an appropriate page of <http://www.cocacola.com/> or other of Company's websites. Company may also develop a special page advertising Company Beverages on University's website.
- (L) **Digital Content.** University will provide Coca-Cola with digital content, which may include, without limitation, video highlights of University events, audio content of University theme songs, and screensavers for Coca-Cola to replicate and use as promotional premiums, including for use as rewards in Coca-Cola's loyalty program or other similar program. University will provide such digital content free-of-charge to the extent it is owned by the University, and University will assist Company in clearing any other third-party rights that may be required for such use, and will refresh the digital offerings periodically.

8. **EXCLUSIVE ASSOCIATION; NO COMPETITIVE BEVERAGES**

Subject to the exceptions set forth herein, both parties recognize and agree that the intention of this Agreement is that the rights and licenses granted to Coca-Cola under this Agreement are exclusive with respect to Beverages.

- (A) **No Association with Competitive Products.** Except where otherwise provided herein, no Competitive Products will be associated with University,

the Campus, University Athletics, or the University Marks, on or off-Campus, whether through advertising, promotions or otherwise, including, without limitation, on any University-authorized internet or web site and University shall not permit Competitive Beverages to be sold, dispensed, served, distributed, sampled or otherwise made available anywhere on Campus. University's participation in third party controlled events that may have a Competitive Product as a sponsor or participant in such event and occur locally off-campus on the property of a third party shall not be a violation of this Agreement provided that University is not represented at the event in such a way as to imply a sponsorship relationship between University and such Competitive Product (for example, a festival hosted by a non-profit in downtown Boise in which University is a partner, sponsor, or vendor and Competitive Product is available at such event or Competitive Product is also a sponsor of such event).

(B) Steps to Stop Ambush Marketing. Except as otherwise permitted herein, University will take all reasonable steps necessary or appropriate to stop third parties from associating Competitive Products with University. Coca-Cola recognizes and accepts that the Campus is a publicly accessible space and University, while it will use best efforts to control activities or third parties, is unable to prevent all activities from occurring. Once aware of any such third party activities, if any third party, including University's media partners, conferences, bowls and others with whom University has ongoing relationships, tries without Coca-Cola's consent to associate Competitive Products with University, the Campus or the University Marks, or tries to suggest, by statement or implication or otherwise, that Competitive Products are so associated, University will take reasonable steps to stop this "ambush marketing" and to protect Coca-Cola's rights herein. These steps must include the following, as circumstances warrant:

- (i) Notify Company of persistent third party attempts to promote or distribute Competitive Products on Campus;
- (ii) Request cessation of such activity in writing to the violating party (e.g., via a cease and desist letter) in respect of the same; and
- (iii) Provide reasonable cooperation to Company in the event that Company elects to pursue legal recourse against the offending third party.

Any Party learning of ambush marketing will promptly notify the other Parties of this activity.

(C) Third Party Compliance. University will require that all third parties operating on the Campus of the University, including without limitation retailers, foodservice operators, vending companies, and concessionaires with Beverage operations on Campus, to comply with all applicable provisions of the Agreement, as applicable.

- (D) **No Third-Party Beverage Promotions.** Except as otherwise permitted herein, University will not grant any third party the right to conduct promotions involving Beverages or Beverage containers, cups, lids, or straws, including promotions that relate primarily to non-Beverage items but involve a Beverage, on a branded or unbranded basis, as a purchase requirement or promotional fulfillment. This provision applies even if the promotion involves a Company Beverage, unless Coca-Cola participates in the promotion.
- (E) **NCAA and Intercollegiate Athletic Conference Promotional Programs:** The University reserves the right to participate in promotional programs involving (i) intercollegiate athletic conference corporate partners (which may include a Competitive Product) when the program includes all institutions in University's athletic conference, currently the Mountain West, and (ii) other intercollegiate leagues, conferences or organizations (such as an esports league or tournament), when the promotional program includes all institutions in the applicable league, conference or organization. In the event that the University participates in a NCAA championship event or other post-season event, the University reserves the right to participate in promotional programs coordinated by corporate partners of the NCAA in which all event participants are featured (and which may include a Competitive Product). In the event that the University participates in a College Football Playoff game or other post-season bowl game, tournament or other similar event, the University reserves the right to participate in a promotion with the corporate partners of said event if all event participants are involved (and which may include a Competitive Product).

9. **UNIVERSITY'S RIGHT OF PRIOR APPROVAL**

University will have the right to approve in advance (i) the concept for any promotional activity with respect to University that will utilize the University Marks, and (ii) any materials created by Coca-Cola that incorporate any of the University Marks. University will cooperate with Coca-Cola's activities, on and off-Campus, designed to promote Coca-Cola's sponsorship association with University, the Campus and the University Marks. University will not unreasonably withhold, condition or delay approval of such intended uses of the University's marks.

Requests for approval should be provided to both Trademark and Licensing (licensing@boisestate.edu) and Campus Services (campusservices@boisestate.edu) with a copy to Athletics if applicable. Provided that a request is made accordingly, University will have ten (10) business days from receipt to respond to any written submission by Coca-Cola. If University fails to respond within that time period, then Coca-Cola's submission will be deemed automatically approved by University. If the University disapproves any concepts or materials submitted by Coca-Cola, the University shall provide Coca-Cola with written reasons as to why such concepts or materials were disapproved and how the concepts or materials can be altered to meet University's approval. University may withhold approval for the following reasons:

- (i) University's determination that University Marks have been used incorrectly in a technical sense (such as improper color or trademark nonconformity); or
- (ii) University's reasonable determination that Coca-Cola's proposed promotional activity or use of University Marks will reflect negatively on University.

Notwithstanding the foregoing, University agrees that it may not withhold approval of a submission that includes Coca-Cola and University names or marks solely because the submitted material will be displayed or available at the location of a customer who is not also a sponsor of University.

Coca-Cola will have the right to use any concepts or materials approved by University within the preceding twelve (12) month period.

10. SIGNAGE AND MEDIA / ADVERTISING

Throughout the Term, University will provide Coca-Cola, as consideration for the fees described in Section 5 above and at no additional cost to Coca-Cola, the signage and media/advertising rights as provided in **EXHIBIT C**. Further, the parties agree that:

- (A) The text, graphics, and artwork for Coca-Cola's signage will be developed, created and produced by Coca-Cola, at Coca-Cola's sole cost. University will pay all costs for the physical production, installation, repair and maintenance of signage identified in **EXHIBIT C**, except that Coca-Cola will pay the cost of installing any replacement panels used to modify Coca-Cola's initial advertising message or graphics. University will repair any malfunction, damage or destruction to the panels or supporting structures within a commercially reasonable period.
- (B) The text, graphics, and artwork for Coca-Cola's print advertising will be developed, created and produced by Coca-Cola, at Coca-Cola's sole cost.
- (C) **No Obstructions.** University agrees it will not block nor permit Blockage by any third party of Coca-Cola's signage on Campus. This includes Blockage during the Broadcast of any Team game or other Campus event. University will require third parties to comply with this provision in all new or renewed agreements involving rights to Broadcast Team games or other Campus events, or otherwise photograph the Campus.
- (D) **Illuminated Signage.** University will supply the required electricity for all of Coca-Cola's approved lighted signs and advertising panels -- including lighted concession advertising -- that advertise or promote Company Beverages. All these signs and panels must be fully illuminated at all events during which any signs in the same facility are illuminated.

- (E) **Access to Signage.** At all reasonable times, University will provide Coca-Cola access to its signage to replace, remove, or modify it.

11. ENTERTAINMENT / HOSPITALITY / TICKETS TO COCA-COLA

- (A) Throughout the Term, University will provide Coca-Cola, as consideration for the fees described in Section 5 above and at no additional cost to Coca-Cola, tickets and hospitality rights to University functions, athletic events involving University Athletics, and other special events associated with University as provided in **EXHIBIT D**.
- (B) University will make its athletic coaches available for charitable and promotional events mutually agreed upon by University and Coca-Cola.

12. EQUIPMENT AND SERVICE

- (A) **Fountain.** To the extent that any fountain Beverage dispensing equipment leased from Company under this Agreement is located on premises that are self-operated by University, Company will provide certain fountain Beverage dispensing equipment for use on Campus, and maintenance/repair service for such equipment, under the following terms and conditions:

Fountain Equipment. Company will lease to University without charge during the Term, Company approved dispensing equipment reasonably necessary to enable University to dispense a quality fountain Beverage. No Freestyle, Costa Coffee, Dasani Purefill, or ICEE® equipment, ice makers or water filters will be provided. All equipment provided by Company will at all times remain the property of Company and is subject to the terms and conditions of Company's lease agreement (the "Lease"), but no lease payment will be charged. The Lease terms are attached as **EXHIBIT E** and are a part of the Agreement. If there is a conflict between the terms and conditions of the Lease and this Agreement, the terms and conditions of this Agreement shall govern.

Notwithstanding the foregoing, in the event that Freestyle, Costa Coffee, Dansani Purefill or other similar style equipment will be made available to University, such equipment will be the subject of a separate agreement between the parties and fees may apply.

- (i) All fountain equipment must be like new which serves high quality fountain beverage in accordance with Company's existing standards and no less than the service it has provided University previously. All fountain equipment must have ice dispensing capability. The equipment shall remain fully functional and dependable for the term of the Agreement.

- (ii) The University may request the replacement of fountain equipment that is no longer serviceable in the University's opinion. The Company agrees to consult in good faith with the University concerning the replacement of fountain equipment that the University reasonably believes to be unserviceable. The Company and the University will determine all equipment placements and replacements based on mutually agreed upon parameters of service incidence, operational needs and physical appearance.
- (iii) All fountain dispensers shall be equipped with locks and/or shut-off valves at no cost to the University and shall be fitted with a stainless steel, vented, double check valve backflow. If University requires separate backflow prevention devices are required for compliance with local health and safety codes, these shall be supplied by the University or its Concessionaire and installed by a licensed plumber. Annual inspections will also be at University's expense.
- (iv) All racks, tubing, hook ups from the stubbed out lines provided by the University will be the responsibility of the Company and provided at no cost to the University.
- (v) All fountain dispensers must be equipped with separate water supply shut off.
- (vi) The syrup for use in the fountain equipment shall be provided in two and a half (2 ½) or five (5) gallon bags in a box. An alternative specification requires University approval.

To the extent that fountain Beverage dispensing equipment leased from Company under this Agreement is located on premises that are owned, controlled or managed by a Concessionaire of University or other persons not a party to this Agreement ("Concessionaires"), University will include provisions in its agreements with such Concessionaires that recognize that the equipment is owned by Company and that obligates the Concessionaires to honor the terms and conditions of the Lease.

- (B) **Fountain Service:** Company (or Bottler) will provide at no charge regular mechanical repair reasonably needed for fountain Beverage dispensing equipment. Any removal, remodel, relocation or reinstallation of dispensing equipment, flavor changes, summerize/winterize, line changes, or service necessitated by damage or adjustments to the equipment resulting from misuse, abuse, failure to follow operating instructions, service by unauthorized personnel, unnecessary calls (equipment was not plugged in, CO₂ or fountain syrup container was empty), or calls that are not the result of mechanical failure (collectively "Special Service Calls"), are not considered regular service and will not be provided free of charge. Charges for Special Service Calls will be charged at Company's (or Bottler's) then current rate and will be invoiced

on a monthly basis. Charges will include labor, travel time, parts, and administrative costs.

(C) Bottle/Can Equipment. Bottler will provide certain Beverage vending equipment and other cold-drink equipment (such as coolers) free-of-charge for use on Campus, and maintenance/repair service for such equipment, under the following terms and conditions:

- (i) Bottler currently has eighty-eight (88) vending machines located on Campus. University will have the right to approve new physical locations, but will not unreasonably withhold its approval. At no time shall the total number of vending machines on Campus fall below eighty-eight (88) machines. All equipment will be subject to the terms of the Bottler's equipment placement agreement, attached as **EXHIBIT F** and made a part of the Agreement, and shall supersede any subsequent equipment placement agreement accepted during the Term by any University employee or agent acting within the scope of this Agreement. If there is a conflict between the terms of the equipment placement agreement and this Agreement or any subsequent equipment placement agreement accepted by a University employee during the course of this Agreement, this Agreement shall govern.
- (ii) Vending equipment shall have card readers; Card readers will be owned by Bottler. Cost of installation and maintenance of these card readers will be the responsibility of Bottler. Any other technology or support associated with the reader program will be the responsibility of University.
- (iii) University represents and warrants that electrical service on Campus is proper and adequate for the installation of Bottler's equipment.
- (iv) Bottler will follow mutually agreed procedures for stocking all vending equipment, providing refunds, and documenting sales.

(D) Vending Service. Bottler agrees that:

- (i) It shall use best commercial efforts to ensure that all equipment provided hereunder is Energy Star compliant and is subject to University approval.
- (ii) It will consult with the University before modifying existing equipment to incorporate new technologies. Bottler and the University will mutually agree to the installation of new equipment that contains new technological features not contained on the current equipment.
- (iii) It shall observe all applicable University policies and procedures including parking regulations and will comply with University's procedure for requesting visitor or affiliate status, as applicable,

available here <https://www.boisestate.edu/vpfa-university-forms/request-affiliate-visitor-access-form-help/>. Bottler is required to purchase parking permits for all vehicles servicing the University. Parking fines and fees are the Bottler's responsibility. Bottler is to service machines and equipment provided hereunder from loading docks and designated service areas only.

- (iv) It shall require employees to wear easily recognized uniforms, which are suitable to the job function to be performed, and which easily and appropriately identify the Bottler and the employees' name(s).
 - (v) It shall prohibit the furnishing, by the Bottler, of free or discounted vended products to University employees or personnel, or to customers as a direct operating expense applicable to sales or commissions under this Agreement.
 - (vi) It shall service vending machines only during normal building hours. The University will notify the Bottler of any changes in building hours due to vacations, holidays, semester breaks, etc. The University may issue keys or ID entry cards as deemed appropriate for servicing vending machines, at Bottler's expense. The Bottler will be responsible for ensuring the security and appropriate use of these keys. Bottler is to inform Campus Services, Administrative Assistant, when the individual staff member is no longer working/assigned to Boise State for security purposes. All ID entry cards or keys must be returned to Boise State upon reassignment or termination.
 - (vii) It will accept sole responsibility regarding theft or damage to its equipment unless damage is due to misuse by University or its Concessionaire. University will exercise its security measures in regard to the Bottler's equipment.
- (E) With respect to any equipment leased at a charge or loaned without charge by Company or Bottler to University, University:
- (i) acknowledges all equipment provided by Company or Bottler under this Agreement will at all times remain the property of Company and Bottler;
 - (ii) will, upon the owner's request, execute UCC financing statements or other documents evidencing proper ownership of the equipment;
 - (iii) will refrain from removing equipment from its location on Campus without first securing the written consent of the equipment's owner;
 - (iv) will refrain from encumbering the equipment or permitting any attachment to it without the authorization of the equipment's owner;

- (v) will take reasonable care to protect and secure all equipment provided by Company or Bottler consistent with the measures University employs to protect its own equipment;
- (vi) will reimburse Company for any loss of or damage to Company-provided equipment, except for reasonable wear and tear or damage due to equipment malfunction; and
- (vii) will reimburse Bottler for any loss of or damage to Bottler-provided drink equipment, except for reasonable wear and tear or damage due to equipment malfunction.

Neither Company nor Bottler will be liable to University or Concessionaire for damages of any kind arising out of delays in providing service to equipment on Campus.

13. REPRESENTATIONS, WARRANTIES, AND COVENANTS

13.1 **By University.** University represents, warrants, and covenants to Coca-Cola the following:

- (A) **Authority.** It has full power and authority to enter into this Agreement and to grant Coca-Cola the rights described in it.
- (B) **Binding Obligation.** It has obtained all necessary approvals for its execution, delivery, and performance of the Agreement. It has duly executed and delivered this Agreement, which is now its binding legal obligation.
- (C) **Right to License Marks.** It has the exclusive right to license the University Marks.
- (D) **Tax-Exempt Status.** It is a state institution generally exempt from payment of state sales and use taxes and from personal property tax for property purchased for its use. All Beverages purchased hereunder are solely for University's use and will not be resold or otherwise made available to any third party other than its Concessionaire who sells or distributes Beverages.
- (E) **No Conflicting Agreements.**
 - (i) It has not entered into, and during this Agreement's Term will not enter into, either of the following:
 - (a) any agreement that would prevent University from complying with this Agreement; or

(b) any agreement granting rights that are in conflict with the exclusive rights granted to Coca-Cola under this Agreement.

(ii) It will require third party contractors, as applicable, (possible examples include concessionaires, third-party food-service operators, vending companies, licensing agents, and Broadcasters) to comply with the relevant provisions of this Agreement.

13.2 By Coca-Cola. Each of Company and Bottler, solely as to itself, represents, warrants, and covenants to University the following:

(A) Authority. It has the full power and authority to enter into this Agreement.

(B) Binding Obligation. It has obtained all necessary approvals for its execution, delivery, and performance of this Agreement. It has duly executed and delivered this Agreement, which is now its binding legal obligation.

(C) No Conflicting Agreements. It has not entered into, and during the Term will not enter into, any other agreement that would prevent it from complying with this Agreement.

14. TERMINATION

(A) In addition to any other legal or equitable remedy, University will have the right to terminate this Agreement upon forty-five (45) days' written notice to Company and Bottler at any time if:

(i) Either Company or Bottler fails to make any payment due under this Agreement, and if such default continues uncured for the forty-five day period; or

(ii) Either Company or Bottler breaches any material term or condition of this Agreement, and if such breach continues uncured for the forty-five day period.

(iii) If the Agreement is terminated pursuant to clause (i) or (ii) of this Section 14, University, upon termination for default or non-compliance, reserves the right to take any legal action it may deem necessary including, without limitation, offset of damages against payment due.

(B) In addition to any other legal or equitable remedy, Coca-Cola will have the right to terminate this Agreement upon forty-five (45) days' written notice to University at any time if:

- (i) University breaches any material term or condition of this Agreement, and if such breach continues uncured for the forty-five day period; or
 - (ii) University's right to convey any of the promotional and Beverage availability rights contained in this Agreement expire or are revoked; or
 - (iii) Any material component of the Campus is closed for a period of more than one hundred twenty (120) days, whether or not such closure is due to a cause beyond the reasonable control of University. For the purposes of the Parties' agreement, the term "material component" shall refer to a major campus facility, program, or operation, the existence of which formed a substantial basis for Coca-Cola's bid. Examples include, without limitation, Albertsons Stadium, Extra Mile Arena, the Men's Football and Basketball programs, Campus Housing, and University Dining Services. A "material component" shall not include any facility, program, or operation which, by itself (i.e., when not combined with other programs, facilities, or operations), did not provide a material basis for Coca-Cola's bid, or which, if eliminated, does not result in a material reduction in Beverage sales when compared to the same period 12 months earlier. Without limiting the foregoing, "material components" shall specifically not include (a) facilities, programs, or operations which, by their nature, or by virtue of normal and customary operations, trends or uses, close or substantially close for protracted periods of time, such as during the summer, (b) facilities, programs or operations which are sold or transferred and not further used by the University, (c) academic programs which are eliminated or transferred to another institution, (d) facilities that are temporarily or permanently closed for demolition, remodeling, abatement, or improvements, if programs normally housed in such facilities are relocated either permanently or temporarily to another location on Campus pending completion of such activities, (e) normal periods of reduced usage or non-use of certain facilities (e.g., Albertsons Stadium during the Spring or Summer), (f) any facility leased by the University, and (g) any athletic program that may be eliminated, other than Men's football and basketball.
- (C) Upon termination of this Agreement for any reason provided under this Section 14, University will refund the unearned portion of all fees payable by Coca-Cola under the Agreement (collectively, the "**Annual Fees**") with respect to the Agreement Year in which termination occurs. The Annual Fees for each Agreement Year will be deemed "earned" pro rata on a daily basis during such Agreement Year, up to the date of

termination or, if earlier, the date of any breach hereunder by University. Coca-Cola, upon termination pursuant to this Section 14, reserves the right to take any legal action it may deem necessary including, without limitation, offset of damages against payment due.

- (D)** If any material component of the Campus is closed for more than thirty (30) consecutive days, but less than ninety (90) consecutive days, Coca-Cola may extend the Term for a corresponding period, whether or not such closure is due to a cause beyond the reasonable control of University.
- (E)** If (i) any of the rights granted to Coca-Cola herein are materially restricted or limited during the Term; (ii) any material component of the Campus is closed, (iii) the volume of Company Beverage sold to the University decreases for any reason in any twelve month period by 15% or more over the prior twelve month period;; or (iv) the Football Team fails to play all of its scheduled home games on the Campus for a period of more than thirty (30) consecutive days during its scheduled season (whether or not such failure to play is due to a cause beyond the reasonable control of University, including a strike or other work stoppage), then in addition to any other remedies available to Coca-Cola, Coca-Cola may elect, at its option, to adjust the Annual Fees to be paid to University for the then remaining portion of the Term (and University will pay to Coca-Cola a pro rata refund of any prepaid amounts) to reflect the diminution of the value of rights granted hereunder to Coca-Cola. In the event Coca-Cola elects to exercise its right to such adjustment and refund, University may, at its option, within ten (10) days following receipt of notice of any adjustment, notify Coca-Cola of its disagreement with the amount of the adjustment. The Parties will then attempt in good faith to resolve the disagreement over such adjustment. If the Parties cannot, after good faith negotiations, resolve the matter, Coca-Cola may terminate this Agreement.
- (F)** The Parties acknowledge that the rights granted to Coca-Cola herein are special, unique and extraordinary, and are of peculiar value, the loss of which cannot be fully compensated by damages in an action at law or any application of other remedies described herein. As a result, University acknowledges and agrees that, in addition to any other available remedies, in the event of a material limitation of any of Coca-Cola's rights hereunder, Coca-Cola will be entitled to seek and obtain equitable relief, including an injunction requiring University to comply fully with its obligations under this Agreement.

15. AUDITING AND ACCOUNTING

- (A)** The Bottler will operate on its own credit, with no advance payments from the University.

- (B)** All records relating to payments made or the provision of goods or services under this Agreement must be retained by the Bottler, and accessible to the University for a minimum of five (5) previous years plus the current Agreement year. The University reserves the right to audit during regular business hours upon at least three (3) business days' notice any aspect of the performance of the Agreement. Bottler shall keep full timely and accurate records in accordance with generally accepted accounting practices (GAAP).
- (C)** The books, records, documents, and accounting procedures and practices of the Bottler relevant to this Agreement shall be subject to examination by the University and/or State of Idaho officials during regular business hours upon at least three (3) business days' notice. The Bottler shall:

 - (i)** Provide the University and/or its auditor's reasonable facilities for the examination, copying and audit of the books and records at the location where the records are kept in the ordinary course of business.
 - (ii)** Make such returns and reports as are reasonably required or necessary to evaluate Bottler's performance under this Agreement.
 - (iii)** Attend and answer under oath all lawful inquiries related to the Bottler's performance under the beverage services contract.
 - (iv)** Produce and exhibit such books and records, related to this Agreement or the Bottler's performance under this Agreement, as may be desired to be inspected at the location where the records are kept in the ordinary course of business.
 - (v)** In all things related to this Agreement, cooperate with the University and/or its auditors in the performance of its duties.
- (D)** Bottler shall inform the University of the schedule of independent audits of the Coca-Cola's records and operations, if any. The University shall receive a report of any findings that materially affect the University.
- (E)** The University is on a monthly business cycle with a fiscal year of July 1 through June 30. Bottler shall supply financial data according to this cycle as well as special annual reports and analysis covering its operations under the Agreement no later than July 31 following the end of the fiscal year. All reports shall be provided to the University via an electronic means and in Microsoft Excel spreadsheet format or other mutually acceptable media.

- (F) Upon request of the University, the Bottler shall meet with the University and review each operating statement, explain deviations, discuss problems, and mutually agree on courses of action, to improve the results of the required services included in this Agreement. Operating statement adjustments required as a result of review and/or audit shall be identified and reflected in the next period statement.
- (G) Cash shortages from vending machines provided pursuant to the terms of this Agreement are the responsibility of the Bottler.
- (H) Annual Sales and Marketing Report. University shall meet Bottler no less than once annually in the fall to discuss status of the current marketing proposal including sales by location, sales trends compared to prior years, marketing plans for upcoming years, discuss areas that are in need of improvements, equipment location plans, etc.

16. MISCELLANEOUS PROVISIONS

- 16.1 Entire Agreement.** This Agreement, together with any other exhibits referenced herein, (i) constitutes the entire agreement between the parties with respect to the subject matter hereof and supersedes any previous or contemporaneous oral or written agreement between the parties regarding such subject matter, and (ii) may be amended or modified only by a written instrument signed by a duly authorized agent of each party. This Agreement does not invalidate or amend any other agreement between University and Coca-Cola (or between affiliates of University and Coca-Cola) with respect to other subject matter.
- 16.2 Modification.** This Agreement can be modified or changed only by a written instrument signed by all parties.
- 16.3 Retained Rights.** This Agreement does not give any party any interest in or the right to use the trademarks of another party except as specifically authorized in this Agreement. Even if use of a party's trademarks is specifically authorized, the trademarks remain solely that party's property, and no joint ownership can arise because of the other party's use under this Agreement.
- 16.4 Compliance with Laws, Regulations and Permits.** Each of Company and Bottler shall comply with all applicable Federal, State, and local laws, ordinances, rules and regulations relating to the performance of this Agreement. Each of Company and Bottler shall secure all licenses and permits necessary to perform its obligations hereunder. Each of Company and Bottler shall be fully responsible for complying with all requirements, conditions, and rules relating to any such permits or licenses and fully and solely liable for all violations of the law, or of any permit or licensing requirements, that may occur in connection with any work or services furnished by it and its subcontractors.

- 16.5 Equal Opportunity; Nondiscrimination.** Each of Company and Bottler shall comply, and shall require all subcontractors to comply, with all applicable state and federal laws, including but not limited to nondiscrimination and anti-harassment laws and policies. Each of Company and Bottler represents and agrees that it will not, in the performance of this Agreement by itself or its subcontractors, engage in discrimination or harassment against any individual on the basis of that person's race, ethnicity, color, national origin, religion, age, sex, gender, sexual orientation, gender identity, gender expression, pregnancy, physical or mental disability, veteran status, genetic information, or any other status protected under federal, state, local law or University policy.
- 16.6 Subcontracting.** In the event Company or Bottler engages a subcontractor to perform all or any portion of its obligations hereunder, Company or Bottler will provide prior written notice to University notifying University of the subcontractor and nature of services provided by such subcontractor. University shall have the right to approve or reject any subcontractor in its reasonable discretion. Company or Bottler shall ensure the subcontractor complies with all applicable terms and conditions of this Agreement.
- 16.7 Public Records.** The University is a public agency. Records relating to the University's business are public records. Proposals are public records and will be available for inspection and copying by any person upon completion of the RFP process. The University further agrees to provide timely notice to Coca-Cola of all requests for public records that call for the production of Coca-Cola's confidential documents, including without limitation, its Proposal, this Agreement, any associated financial or operational terms, and all other materials that would reasonably be considered confidential.
- 16.8 Confidentiality of Information.** In the course of performing their obligations under the Agreement, the Parties may be exposed to trade secrets or other confidential or proprietary information and materials of the other Party which includes, but is not limited to, signage, surveys and studies, management guidelines, procedures, operating manuals and software, and confidential financial and procurement details, all of which shall be identified as confidential ("Confidential Information"). The Parties agree to hold in confidence and not to disclose any Confidential Information during the Term of this Agreement and for two (2) years afterward, except that the Parties may use or disclose Confidential Information: (a) to its employees and affiliates or others to the extent necessary to render any service hereunder, provided that the other Party is first notified of the information that will be provided to any party outside of this Agreement and provided further that such information is disclosed only after such party is required to maintain it in confidence as required hereunder; (b) to the extent expressly authorized by either Party; (c) to the extent that at the time of disclosure, such Confidential Information is in the public domain, or after disclosure, enters the public domain other than by breach of the terms of this Agreement; (d) that is in the possession of either Party at the time of disclosure and is not acquired directly or indirectly from the other Party; (e) that is subsequently received on a non-confidential basis from a third party having a right to provide such information; (f) as required by order during the course of a judicial or regulatory proceeding or as

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

16.8 Liability and Indemnification.

- (A) Bottler Indemnification Obligations. Bottler shall defend, indemnify, and hold Company and University, including the State of Idaho and State Board of Education, harmless from and against all claims, suits, liabilities, costs, and expenses incurred by either of them, including reasonable attorney's costs and fees related to (i) Bottler's material breach of this Agreement, and (ii) for injury to, including death of, persons (whether they be third persons or employees of any of the parties hereto) or any loss of or damage to property in any manner arising from the negligence of Bottler, its employees, and agents in the course of their duties to Bottler.
- (B) Company Indemnification Obligations. Company shall defend, indemnify, and hold University, including the State of Idaho and the State Board of Education, and Bottler harmless from and against all claims, suits, liabilities, costs, and expenses, including reasonable attorney's costs and fees, related to (i) Company's material breach of this Agreement, (ii) for injury to, including death of, persons (whether they be third persons or employees of any of the parties hereto) or any loss of or damage to property in any manner arising from the negligence of Company, its employees and agents in the course of their duties to Company, and (iii) all claims, demands, or litigation alleging that any copyright or trademark of Company violates or infringes on trademarks, tradenames, copyrights, or other proprietary rights, provided that such tradenames, trademarks, or copyrights have been used in the exact manner provided by Company.
- (C) University's Responsibility for Wrongful and Negligent Acts. The University acknowledges and agrees it is responsible for negligent or wrongful acts committed by the University or by its employees or agents arising out performance under the terms of this Agreement, and that the University may be found liable to persons injured by any such individual wrongful act or acts, including liability to Coca-Cola and each of its officers, directors, agents, and employees, provided, however the University shall at no time be liable for more than the pro rata share of the total damages awarded in favor of a claimant that is directly attributable to the negligent or otherwise wrongful acts or omissions of the University or its employees. University's liability for negligent or wrongful acts is governed by the Idaho Tort Claims Act (the "Act"), Idaho Code, §§ 6-901 – 6-929, including limitations of liability to no more than

\$500,000 for any one occurrence or accident, as set forth in the Act and may be further limited by other provisions of state law. The University is a public institution and, as such, the University's liability is at all times limited as required by Idaho law, including the Idaho State Constitution, the Act, and Idaho Code Title 59, Chapter 10,. Any provision of this Agreement shall be void to the extent such provision violates applicable laws. Without limiting the foregoing, nothing in this Agreement shall be deemed to constitute a waiver by University of any privilege, protection, or immunity otherwise afforded it under the Idaho Constitution, the Act, or any other applicable law or a waiver of its sovereign immunity, which is hereby expressly retained.

- (D) Exception. No party's indemnification obligations hereunder shall apply to any loss or damage to the extent caused by the acts, omissions or negligence of the party seeking to be indemnified.
- (E) Indemnification Procedures. Whenever any party entitled to indemnification (the "Indemnified Party") pursuant to the previous paragraphs receives notice of any potential claim which may be subject to indemnity, such party shall promptly notify the party obligated to indemnify (the "Indemnifying Party"). The Indemnifying Party shall have the obligation to assume the defense of such claim by counsel designated by it and reasonably acceptable to the Indemnified Party, provided that the Indemnifying Party shall not settle or compromise any such claim, or consent to the entry of any judgment, without the written consent of the Indemnified Party, which consent shall not be unreasonably withheld. The Indemnified Party, its affiliates, employees and representatives, shall fully cooperate with and timely assist the Indemnifying Party with the defense of such claim. If the Indemnifying Party fails to assume the defense of such claim as soon as reasonably possible, in any event prior to the earlier of twenty (20) days after receipt of notice of the claim or five (5) days before the date an answer to a complaint or similar initiation of legal proceeding shall be due, the Indemnified Party shall have the right to undertake, at the Indemnifying Party's expense, the compromise or settlement of any such claim on behalf of and at the risk and expense of the Indemnifying Party.

16.9 Relationship of the Parties. The Parties understand and agree that each is an independent contractor engaged in the operation of its own respective business, that neither Party shall be considered to be the agent, master, or servant of the other Party for any purpose whatsoever and that neither has any general authority to enter into any contract, assume any obligations, or to make any warranties or representations on behalf of the other. It is mutually understood and agreed that employees of Coca-Cola are not nor shall they be deemed to be employees of University and that employees of University are not nor shall they be deemed to be employees of Coca-Cola. Coca-Cola's employees performing any Services or otherwise performing work on University property are present and serving solely as Coca-Cola's employees or subcontractors and shall not be deemed University employees for any purpose. Nothing in this Agreement shall create, nor be deemed to create, an employment

relationship between University and any Coca-Cola employee.

16.10 Insurance.

- (A) Coca-Cola shall, at its own cost and expense, acquire and maintain during the Term of this Agreement, with carriers having an AM Best Rating of A-VII or better, sufficient insurance to adequately protect the respective interests of the parties. Specifically, Coca-Cola must carry the following minimum types and amounts of insurance on an occurrence basis or in the case of coverage that cannot be obtained on an occurrence basis, then, coverage can be obtained on a claims-made basis with a three (3) year tail following the termination or expiration of this Agreement:
- (i) Commercial General Liability including, but not limited to, premises-operations, broad form property damage, products /completed operations, independent contractors, personal injury and advertising injury and liability assumed under an insured contract with limits of at least \$5,000,000 per occurrence and \$5,000,000 general aggregate and \$5,000,000 Products/Completed Operations Aggregate;
 - (ii) Commercial Automobile Liability insurance for any owned, non-owned, hired, or borrowed automobile used in the performance of University and Coca-Cola's obligations under this Agreement is required in the minimum amount of \$1,000,000 combined single limit;
 - (iii) Statutory Workers' Compensation Insurance and Employer's Liability Insurance in the minimum amount of \$1,000,000 each employee by accident, \$1,000,000 each employee by disease and \$1,000,000 aggregate by disease with benefits afforded under the laws of the state or country in which the services are to be performed;
 - (iv) Property Insurance. Property Insurance on an "All Risk" Basis with replacement cost coverage for property and equipment of others in the care, custody, and control of University is required to be maintained by University.
- (B) Coca-Cola shall endeavor to provide thirty (30) days written notice of any cancellation, non-renewal, termination, or reduction in coverage. Insurance as outlined above shall be primary and non-contributory coverage. University and Coca-Cola will be solely responsible for any deductible or self-insured retention. The above insurance limits may be achieved by a combination of primary and umbrella/excess policies.
- (C) Coca-Cola shall include University on its Commercial General Liability and Commercial Automobile Liability policies, as an "Additional Insured" as required by written Agreement and evidenced on a certificate of insurance. University shall be included as a "Loss Payee" on Company's Property policy,

and shall be evidenced on a certificate of insurance. Upon execution of this Agreement and annually upon the anniversary date(s) of the insurance policy's renewal date(s), Coca-Cola will provide to University a Certificate of Insurance evidencing compliance with the insurance requirements set forth above.

- (D) University shall maintain, at all times applicable hereto, comprehensive liability insurance in such amounts as are prescribed by Idaho Code section 6-924 (not less than \$500,000). University's liability coverage is self-funded by the State of Idaho and administered by the State of Idaho Risk Management Program pursuant to the terms of the Act.
- (E) The stipulated limits of coverage will not be construed as a limitation of any potential liability to any Party. Failure to request evidence of insurance is not a waiver of any Party's obligation to obtain the required insurance.

16.11 Release, Discharge, or Waiver. A Party's release, discharge, or waiver of any of this Agreement's terms or conditions is effective only if in writing and signed by that Party. A Party's specific waiver does not constitute a waiver by that Party of any earlier, concurrent or later breach or default. No waiver occurs if a Party either fails to insist on strict performance of this Agreement's terms or pays or accepts money under this Agreement with knowledge of a breach.

16.12 Severability. If any portion of this Agreement is severed, that is, held indefinite, invalid, or otherwise unenforceable, the rest of this Agreement continues in full force. But if the severance of a provision affects a Party's rights, the severance does not deprive that Party of its available remedies, including the right to terminate this Agreement.

16.13 Assignment.

- (A) **By University.** Because this Agreement is for rights unique to University, none of University's rights or obligations may be assigned, by operation of law or otherwise, without Coca-Cola's prior written consent. Any assignment that violates the terms of this provision is void.
- (B) **By Coca-Cola.** Company and/or Bottler may assign all or part of its rights and obligations under this Agreement to any licensed Company bottler, Company or any of Company's subsidiaries.

16.14 Survival. To the extent permitted by Idaho law, the terms and provisions hereof, and all documents being executed hereunder, including, without limitation, the representations and warranties, a party's obligations (if any) to provide refunds, survive the expiration or termination of this Agreement.

16.15 Notices. Any notice or other communication under this Agreement must be in writing and must be sent by registered mail or by an overnight courier service (such as Federal Express) that provides a confirming receipt. A copy of the notice must be sent by fax when the notice is sent by mail or courier. Notice is considered duly given

when it is properly addressed and deposited (postage prepaid) in the mail or delivered to the courier. Unless otherwise designated by the parties, notice must be sent to the following addresses:

(A) Notice to Company.

The Coca-Cola Company,
acting by and through its Coca-Cola North America division
One Coca-Cola Plaza
Atlanta, Georgia 30313
Attention: Vice President, Strategic Marketing Finance and Business
Affairs

Copy to: Group Counsel, Coca-Cola North America
legaldocuments@coca-cola.com

(B) Notice to Bottler.

Swire Pacific Holdings, Inc.
12634 South 265 West
Draper, Utah 84020
Attention: President
Fax: 801-816-5435

Copy to: Swire Legal Department
Same address

(C) Notice to University.

Boise State University
Attn: Associate Vice President, Campus Services
Attn: the University Contract Administrator, Dining Operations
1910 University Drive
Boise, Idaho 83725
Email: campuservices@boisestate.edu

Copy to: Boise State University
Attention: General Counsel
1910 University Drive
Boise, Idaho 83707
Email: contracts@boisestate.edu

16.16 External Factors and Considerations.

- (A) Appropriations Clause.** The University's obligations and liabilities hereunder are subject to the appropriation of funds from the State of Idaho, which appropriation shall be in the State of Idaho's sole discretion, from revenues legally available to the University for each Fiscal Year during the Term. For purposes of this agreement, the University's Fiscal Year shall be July 1 through June 30, hereafter "Fiscal Year." As such, this Agreement shall in no way or manner be construed so as to bind or obligate the State of Idaho or the

University beyond the term of any particular appropriation of funds by the Idaho State Legislature as may exist from time to time. University reserves the right to terminate this Agreement in whole or in part (or any order placed under it) if, in its sole judgment, the Legislature of the State of Idaho fails, neglects, or refuses to appropriate sufficient funds as may be required for the University to continue such payments, or requires any return or "give-back" of funds required for the University to continue payments, or if the Executive Branch of the State of Idaho mandates any cuts or holdbacks in spending. All affected future rights and liabilities of the Parties hereto shall thereupon cease within ten (10) calendar days after notice to Coca-Cola.

- (B) Compliance with Governor's Executive Order. In the event any provision of this Agreement shall cause the University to be in violation of any of the Governor of Idaho's Executive Orders, then this Agreement shall be revised, as mutually agreed upon by the Parties, such that the University can comply with the Governor of Idaho's Executive Orders.
- (C) Certifications. University is prohibited by state law from entering into certain contractual agreements. Each of Company and Bottler hereby certifies that (i) 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; and (ii) it is not currently owned or operated by the government of China and will not for the duration of the Agreement be owned or operated by the government of China.

16.17 Force Majeure. No Party shall be liable or deemed to be in default for any Force Majeure delay in shipment or performance occasioned by unforeseeable causes beyond the control and without the fault or negligence of the Parties, including, but not restricted to, acts of God or the public enemy, fires, floods, epidemics, quarantine, restrictions, strikes, freight embargoes, or unusually severe weather, provided that in all cases Company or Bottler, as the case may be, shall notify University promptly in writing of any cause for delay and University concurs that the delay was beyond the control and without the fault or negligence of such entity. The period for the performance shall be extended for a period equivalent to the period of the Force Majeure delay. Matters of Company's or Bottler's finances shall not be a Force Majeure.

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

16.19 Headings. All headings are for reference purposes only and must not affect the interpretation of this Agreement.

16.20 References. All references to “days” in this Agreement mean calendar days, unless business days are expressly stated. All references to “including” mean “including without limitation”.

16.21 Governing Law and Forum. This Agreement is governed by and must be interpreted under Idaho law, without giving effect to any applicable conflict or choice-of-law provisions. Any legal proceeding related to this Agreement shall be instituted in the courts of Ada County, Idaho, and Coca-Cola hereby irrevocably agrees to submit to the jurisdiction of such courts

(Signature Page to Follow)

The Coca-Cola Company, acting by and through its Coca-Cola North America division

Boise State University

By: _____
Print Name: _____
Title: _____

By: _____
Print Name: _____
Title: _____

Swire Pacific Holdings, Inc.

By: _____
Print Name: _____
Title: _____

EXHIBIT A DEFINITIONS

Certain capitalized words or phrases are used throughout this document. Such words or phrases have the following meanings:

1. “Agreement Year” means each twelve-month period during the Term commencing on July 1 and ending on June 30.
2. “Approved Cups” means those certain cups designated or approved by Company bearing Company trademarks or Company and University trademarks on 100% of the exterior cup surface.
3. “Athletic Facilities” means all of University’s athletic facilities and surrounding grounds, including without limitation, Albertson’s Stadium, Bleymaier Football Center, ExtraMile Arena, Arguinchona Basketball Complex, Boas Soccer Complex, Huber Field and Ed Jacoby Track at Dona Larsen Park, Bronco Gym and all associated press boxes, players’ benches and locker rooms but does not include areas and facilities where only intramural sports are conducted.
4. “Athletic Marks” means the Marks of University Athletics and the Athletic Facilities. Examples of Athletic Marks includes team names, uniforms, logos and emblems.
5. “Beverages” means all non-alcoholic beverages (i.e. anything consumed by drinking), whether or not such beverages (i) contain nutritive, food, or dairy ingredients, OR (ii) are in a frozen form. This definition applies without regard to the beverage’s labeling, marketing or packaging. Powders, syrups, grounds (such as for coffee), herbs (such as for tea), concentrates, K-Cups® pods and all other beverage bases from which Beverages can be made and brands and products of water purification and beverage making systems (e.g. Brita®, Soda Stream®, Keurig®), are deemed to be included in this definition. For the avoidance of doubt “flavor enhancers”, “liquid water enhancers”, drinking water dispensing systems and non-alcoholic beverages sold as “shots” or “supplements” are considered Beverages.
6. “Blockage” means the alteration, dimming, or obscuring of advertising for whatever reason, including by electronic manipulation or the electronic insertion of virtual signage for Competitive Products. “Blocked” has a corresponding meaning.
7. “Broadcaster” means any person or entity that for any business purpose broadcasts, distributes, prints, syndicates, televises, or publishes by any means (including electronically via the internet or wireless devices) any photograph, film, videotape, or other recording or rendering of all or part of the Campus, any University Team game, or any other Campus event. “Broadcast” has a corresponding meaning.
8. “Campus” means the area of the main campus and other real property in the city of Boise that the University may own or operate during the Term, whether currently existing or built or acquired during the Term (including without limitation all academic buildings,

- branded or unbranded food service outlets, vending locations, Athletic Facilities, auditoriums, theatres, housing and medical facilities, convenience stores, retail outlets, and areas and facilities where intramural sports are conducted) and which are operated by or directly in conjunction with the University or over which University has management control. "Campus" includes the Parkcenter Drive building owned by University (known as the Ron and Linda Yanke Family Research Park).
9. "Company Beverages" means Beverages (i) manufactured, distributed, or marketed by Company; or (ii) sold under trademarks or brand names owned or controlled by or licensed for use by Company, provided, however, that the term "Competitive Beverages" does not include alcohol beverage products.
 10. "Competitive Products" means all Beverages that are not Company Beverages, and any products or entities, whether or not Beverages, marketed under Beverage trademarks that are not Company Marks (e.g., "Gatorade Energy Bars," "PepsiCo").
 11. "Concessionaire(s)" means University's third party food and beverage concessionaires.
 12. "Designations" means (1) "Official Soft Drink [or Juice, Tea, Sports Drink, etc.] of Boise State University"; (2) "Official Soft Drink [or Juice, Tea, Sports Drink, etc.] of "the Broncos;" and (3) "Official Sponsor of the Boise State Broncos".
 13. "Fresh Milk" means that liquid taken from female mammals for human consumption, and which may be pasteurized, homogenized, and/or have calcium and/or vitamins A and D added. Fresh Milk shall not include milk to which sweeteners, flavorings, fruit juice, carbonation, protein, minerals, vitamins (other than vitamins A and D), whey, caseins, cultures, tea, coffee or other ingredients have been added. Fresh Milk does not include liquids that may be commonly described as "milk" but which do not meet the preceding definition of "Fresh Milk," such as coconut milk/water or "Muscle Milk."
 14. "Fresh Brewed Coffee" means ground or unground roasted coffee beans or a beverage brewed in multi-cup coffee makers from the ground or unground roasted coffee beans prepared on-premise and served hot or cold for immediate consumption.
 15. "Full Service Beverage Vending" means that Bottler will place vending machines on the Campus, stock the vending machines and collect all proceeds from the sale of Company Beverages through such vending machines.
 16. "Mark" means, with respect to any party, any trademark, trade name, service mark, design, logo, slogan, symbol, mascot, character, identification, or other proprietary design now or in the future owned, licensed, or otherwise controlled by that party.
 17. "NCAA" means the National Collegiate Athletic Association.
 18. "Special Promotional Events" means and is limited to sporting events, concerts, theatrical or comedic performances, conventions, trade shows, and/or other events occurring on the Campus and having a duration of three (3) or less days. Each of the above also must meet the following additional requirements: (a) the event must be sponsored by a

manufacturer, distributor, or marketer of Competitive Products under a sponsorship agreement with the owner or operator of the subject event (e.g., the NCAA or University's intercollegiate athletics conference, a concert or theatrical production company, or a trade show or convention production company), but not with University or its agents; (b) it must be conducted on a statewide, regional or national basis; and (c) the sponsorship agreement referred to above must require on-site advertising for such Competitive Products. University will provide Coca-Cola with prior written notice of each event which University intends to designate as a Special Promotional Event; and also will use its best efforts to provide such written notice to Coca-Cola at least thirty (30) calendar days prior to the subject event.

19. "Team" or "Team(s)" means all intercollegiate athletic teams associated with the University.
20. "University Marks" means any and all Marks owned or controlled by University, including all marks of the University and the Campus. University Marks shall include all Athletic Marks. Examples of University Marks include the University's name, logo and emblems.
21. "University Athletics" means the University Athletic department, all University intercollegiate athletic teams and events, University varsity athletic coaches, and the University Athletic Director.

EXHIBIT B
Product Pricing*

Prices to University:**Fountain Products:**

For any University self-operated locations pricing to University for fountain syrups shall be Company's national account pricing and is subject to change from time to time. For the avoidance of doubt, pricing to any Concessionaire for locations operated by a Concessionaire shall be pricing as set forth in Company's agreement with such Concessionaire.

Price increases for national account fountain syrup pricing become effective January 1st of each calendar year. Price increases will be proposed by November 15 in each calendar year. Increases in pricing to Concessionaires is governed by each Concessionaire's agreement with Company.

Bottle/Can Products*:Pricing to University:

Sparkling Soft Drinks	Price	Case Count	Unit Price
Sparkling (Can) - 12Z	\$ 15.91	2/12pk (24/cs)	\$ 0.66
Sparkling (Can) - 7.5Z	\$ 15.91	24/cs	\$ 0.66
Sparkling (Glass) - 8Z	\$ 31.32	24/cs	\$ 1.31
Sparkling (Import Glass) - 355ML	\$ 30.60	24/cs	\$ 1.28
Sparkling (Import Glass) - 500ML	\$ 35.16	24/cs	\$ 1.47
Sparkling (PET) - 12Z 8pk	\$ 21.79	3/8pk (24/cs)	\$ 0.91
Sparkling (PET) - 1L	\$ 23.04	12/cs	\$ 1.92
Sparkling (PET) - 20Z	\$ 29.54	24/cs	\$ 1.23
Sparkling (PET) - 2L	\$ 17.38	8/cs	\$ 2.17
Water	Price	Case Count	Unit Price
AHA - 12Z	\$ 17.89	3/8pk (24/cs)	\$ 0.75
AHA - 16Z	\$ 22.24	24/cs	\$ 0.93
BODYARMOR - 1L	\$ 22.02	12/cs	\$ 1.84
BODYARMOR - 700ML	\$ 33.61	24/cs	\$ 1.40
Dasani - .5L 24pk **	\$ 8.00	24/cs	\$ 0.33
Dasani - 12Z	\$ 15.02	3/8pk (24/cs)	\$ 0.63
Dasani - 1L	\$ 16.95	12/cs	\$ 1.41
Dasani - 20Z	\$ 25.61	24/cs	\$ 1.07
smartwater - 1L	\$ 23.15	12/cs	\$ 1.93
smartwater - 20Z	\$ 33.06	24/cs	\$ 1.38
smartwater - 700ML	\$ 36.21	24/cs	\$ 1.51

Topo Chico - 12Z	\$ 27.95	24/cs	\$ 1.16
Sports Drinks	Price	Case Count	Unit Price
BODYARMOR - 16Z	\$ 20.28	12/cs	\$ 1.69
BODYARMOR - 28Z	\$ 25.49	15/cs	\$ 1.70
POWERADE - 20Z **	\$ 24.00	24/cs	\$ 1.00
POWERADE - 28Z	\$ 22.72	15/cs	\$ 1.89
POWERADE PowerWater - 20Z	\$ 15.40	12/cs	\$ 1.28
Rejuvenate	Price	Case Count	Unit Price
Core Power - 14Z **	\$ 20.00	12/cs	\$ 1.67
Core Power Elite - 14Z **	\$ 26.00	12/cs	\$ 2.17
Fairlife Milk - 14Z	\$ 19.46	12/cs	\$ 1.62
Dunkin Coffee - 13.7Z	\$ 27.24	12/cs	\$ 2.27
Gold Peak - 18.5Z	\$ 21.01	12/cs	\$ 1.75
Minute Maid - 10Z	\$ 23.75	24/cs	\$ 0.99
Minute Maid - 12Z	\$ 37.19	24/cs	\$ 1.55
Aguas Frescas - 16Z 24CT	\$ 31.05	24/cs	\$ 1.29
Mixer - 1L	\$ 23.04	12/cs	\$ 1.92
Peace Tea - 23Z	\$ 11.79	12/cs	\$ 0.98
vitaminwater - 20Z	\$ 19.51	12/cs	\$ 1.63
vitaminwater - 32Z	\$ 31.67	15/cs	\$ 2.11
Energy	Price	Case Count	Unit Price
Full Throttle - 16Z	\$ 45.16	24/cs	\$ 1.88
Monster - 15.5/16Z	\$ 45.16	24/cs	\$ 1.88
Monster Java - 15Z	\$ 27.11	12/cs	\$ 2.26
NOS - 16Z 24ct	\$ 45.16	24/cs	\$ 1.88
Reign - 16Z	\$ 22.58	12/cs	\$ 1.88
Monster Import 550ml	\$ 32.65	12/cs	\$ 2.72
Cups/Lids/CO2	Price	Case Count	Unit Price
16.5 oz Cups	\$ 71.46	1000/cs	\$ 0.07
21 oz Cup	\$ 79.38	1000/cs	\$ 0.08
24 oz Cup	\$ 93.87	1000/cs	\$ 0.09
32 oz Cup	\$ 61.43	480/cs	\$ 0.13
44 oz Cup	\$ 79.98	480/cs	\$ 0.17
12/24 oz SOLO Lid	\$ 50.59	2000/cs	\$ 0.03
32 oz SOLO Lid	\$ 47.32	960/cs	\$ 0.05
44 oz SOLO Lid	\$ 61.43	960/cs	\$ 0.06
21 oz Compostable Paper Cup	\$ 106.05	500/cs	\$ 0.21
32 oz Compostable Paper Cup	\$ 87.55	500/cs	\$ 0.18
16/21 Compostable Lid	\$ 58.73	960/cs	\$ 0.06
32 Compostable Lid	\$ 50.66	960/cs	\$ 0.05
20 lb. CO2	\$ 25.12		
35 lb. CO2	\$ 35.08		

50 lb. CO2	\$ 35.08		
** Discounted price is for consumption Only and does not qualify against budget for			
In-Kind products donations.			

Pricing to University Concessionaires:

Sparkling Soft Drinks	Price	Case Count	Unit Price
Sparkling (Can) - 12Z	\$ 15.91	2/12pk (24/cs)	\$ 0.66
Sparkling (Can) - 7.5Z	\$ 15.91	24/cs	\$ 0.66
Sparkling (Glass) - 8Z	\$ 31.32	24/cs	\$ 1.31
Sparkling (Import Glass) - 355ML	\$ 30.60	24/cs	\$ 1.28
Sparkling (Import Glass) - 500ML	\$ 35.16	24/cs	\$ 1.47
Sparkling (PET) - 12Z 8pk	\$ 21.79	3/8pk (24/cs)	\$ 0.91
Sparkling (PET) - 1L	\$ 23.04	12/cs	\$ 1.92
Sparkling (PET) - 20Z	\$ 29.54	24/cs	\$ 1.23
Sparkling (PET) - 2L	\$ 17.38	8/cs	\$ 2.17
Water	Price	Case Count	Unit Price
AHA - 12Z	\$ 17.89	3/8pk (24/cs)	\$ 0.75
AHA - 16Z	\$ 22.24	24/cs	\$ 0.93
BODYARMOR - 1L	\$ 22.02	12/cs	\$ 1.84
BODYARMOR - 700ML	\$ 33.61	24/cs	\$ 1.40
Dasani - .5L 24pk	\$ 19.21	24/cs	\$ 0.80
Dasani - 12Z	\$ 15.02	3/8pk (24/cs)	\$ 0.63
Dasani - 1L	\$ 16.95	12/cs	\$ 1.41
Dasani - 20Z	\$ 25.61	24/cs	\$ 1.07
smartwater - 1L	\$ 23.15	12/cs	\$ 1.93
smartwater - 20Z	\$ 33.06	24/cs	\$ 1.38
smartwater - 700ML	\$ 36.21	24/cs	\$ 1.51
Topo Chico - 12Z	\$ 27.95	24/cs	\$ 1.16
Sports Drinks	Price	Case Count	Unit Price
BODYARMOR - 16Z	\$ 20.28	12/cs	\$ 1.69
BODYARMOR - 28Z	\$ 25.49	15/cs	\$ 1.70
POWERADE - 20Z	\$ 30.25	24/cs	\$ 1.26
POWERADE - 28Z	\$ 22.72	15/cs	\$ 1.89
POWERADE PowerWater -20Z	\$ 15.40	12/cs	\$ 1.28
Rejuvenate	Price	Case Count	Unit Price
Core Power - 14Z	\$ 35.53	12/cs	\$ 2.96
Core Power Elite - 14Z	\$ 37.89	12/cs	\$ 3.16

Fairlife Milk - 14Z	\$ 19.46	12/cs	\$ 1.62
Dunkin Coffee - 13.7Z	\$ 27.24	12/cs	\$ 2.27
Gold Peak - 18.5Z	\$ 21.01	12/cs	\$ 1.75
Minute Maid - 10Z	\$ 23.75	24/cs	\$ 0.99
Minute Maid - 12Z	\$ 37.19	24/cs	\$ 1.55
Aguas Frescas - 16Z 24CT	\$ 31.05	24/cs	\$ 1.29
Mixer - 1L	\$ 23.04	12/cs	\$ 1.92
Peace Tea - 23Z	\$ 11.79	12/cs	\$ 0.98
vitaminwater - 20Z	\$ 19.51	12/cs	\$ 1.63
vitaminwater - 32Z	\$ 31.67	15/cs	\$ 2.11
Energy	Price	Case Count	Unit Price
Full Throttle - 16Z	\$ 45.16	24/cs	\$ 1.88
Monster - 15.5/16Z	\$ 45.16	24/cs	\$ 1.88
Monster Java - 15Z	\$ 27.11	12/cs	\$ 2.26
NOS - 16Z 24ct	\$ 45.16	24/cs	\$ 1.88
Reign - 16Z	\$ 22.58	12/cs	\$ 1.88
Monster Import 550ml	\$ 32.65	12/cs	\$ 2.72
Cups/Lids/CO2	Price	Case Count	Unit Price
16.5 oz Cups	\$ 71.46	1000/cs	\$ 0.07
21 oz Cup	\$ 79.38	1000/cs	\$ 0.08
24 oz Cup	\$ 93.87	1000/cs	\$ 0.09
32 oz Cup	\$ 61.43	480/cs	\$ 0.13
44 oz Cup	\$ 79.98	480/cs	\$ 0.17
12/24 oz SOLO Lid	\$ 50.59	2000/cs	\$ 0.03
32 oz SOLO Lid	\$ 47.32	960/cs	\$ 0.05
44 oz SOLO Lid	\$ 61.43	960/cs	\$ 0.06
21 oz Compostable Paper Cup	\$ 106.05	500/cs	\$ 0.21
32 oz Compostable Paper Cup	\$ 87.55	500/cs	\$ 0.18
16/21 Compostable Lid	\$ 58.73	960/cs	\$ 0.06
32 Compostable Lid	\$ 50.66	960/cs	\$ 0.05
20 lb. CO2	\$ 25.12		
35 lb. CO2	\$ 35.08		
50 lb. CO2	\$ 35.08		

*All prices are per standard physical case and exclusive of taxes, deposits, handling fees, and recycling fees.

All bottle/can and ancillary prices may be adjusted on an annual basis. Price increases will be communicated by November 15 of each Agreement Year and become effective on July 1 of each Agreement Year. If the parties are unable to reach an agreement regarding price increases, increases shall not exceed 4% of the previous Agreement Year's prices.

If during the Term University elects to self-operate any or all of its food service locations, Bottler will extend to University the pricing and terms then in effect with respect to the

Concessionaire operating those locations, including the same schedule and amount of price increases as detailed above for bottle/can and ancillary products.

Bottler may increase prices above 4%, but in no case more than the Producer Price Index (PPI) (unless documentation of the actual cost increase in excess of PPI is provided), if there is a significant (i) increase in a component of the cost of goods, manufacture or delivery of the Bottler Bottle/Can Beverages; (ii) increase in taxes, deposits and other government related fees; or (iii) marketplace changes introduced by new government regulation or changes in the law that negatively impact Bottler's costs.

EXHIBIT C
Signage and Other Advertising

(A) Signage - Coca-Cola will receive the following signage on Campus:

Football signage:

- Broadway facing signage displayed year round 7 X 14
- North Video Board- Digital Rotation
- Ribbon board rotational
- Video board feature- current program is Caught Red Handed (all home football games) subject to change if Coca-Cola and University elect to add new program

Basketball signage:

- Main videoboard- major digital
- Main board/center hung rotational
- Ribbon board rotational- East/West ribbon board
- Video board feature- Current program is Caught Red Handed 4 men's & 4 women's home games

Additional signage (Media and Press Conference):

- Home and away post-game press conferences, including but not limited to, televised post-game press conferences in all sports and athletic department news press conferences
- Coca-Cola will allow one (1) additional sponsor on media back drop as long as Coca-Cola approves the design before print and additional sponsor is not of a competitive nature
- Company Beverage (of Coca-Cola's choice) to be displayed at all post game media press conferences and University Athletics announcements

Olympic Sport signage:

- Soccer- scoreboard signage (permanent or digital)
- Softball- Videoboard rotating digital logo inclusion

(B) Print Advertising - Annually during the Term, Coca-Cola will receive the following print advertising in publications associated with University:

- Football Game program- Full page detail ad in all football game programs 8.5 X 11
- Basketball Game program- Full page detail ad in all basketball game programs 8.5 X 11

(C) Internet Advertising

University Athletics Website:

- University Athletics website rotating logo- logo impression rotated on bottom portion of official University Athletics website

(D) Radio Advertising

Football and Basketball on the Bronco Radio Network for each live game broadcast:

- Live game ID's
- Opening billboards
- Closing billboards
- One :30 spot pre-game
- Two :30 spot in-game
- One :30 spot post-game
- Two live reads

Football & Basketball Coaches Radio Show

- Live ID's
- One :30 spot

Post Season Radio:

- Extended season radio (post-season) to be included at an additional per game rate with additional invoicing (if Coca-Cola chooses to purchase post-season radio inventory for any particular season)

(E) Additional Inventory:

Men's and Women's Basketball Game Entitlement/Sponsorship:

- One (1) game for each men's and women's basketball to include logo on program, game match-up in-game digital, giveaway opportunities, game ball recognition, and additional tickets up to fifty (50).

(F) Athletics Capital Projects:

- If the remodeling of the North End Zone project is completed during the Term of this Agreement, and University decides to include concession space, Coca-Cola will receive dedicated concession space with Coca-Cola's branding visible. Space and design will be mutually agreed upon by University Athletics, Bronco Sports Properties & Coca-Cola
- Coca-Cola will also have opportunity to upgrade its North End Zone ticket locations by purchasing premium seating in the newly remodeled North End Zone or alternatively, to have Coca-Cola's current one hundred (100) north end zone season tickets re-allocated in the remodeled North End Zone, exact locations to be mutually agreed upon, but in no event in a less desirable location than in the current North End Zone

- (G) Lyle Smith Society Membership:** Each Agreement Year Coca-Cola shall receive Lyle Smith Society membership and benefits commensurate with those made available to the \$500,000 donor level.

EXHIBIT D
Tickets/Hospitality

(A) University will provide Coca-Cola with the following tickets and entertainment/hospitality privileges free of charge, during each Agreement Year:

Football:

- One hundred (100) football season tickets in Section 129
- One hundred (100) football season tickets in the North End Zone
- Fifty (50) additional tickets to one home football game
- Four (4) parking passes to all football home games
- Four (4) Bronco Athletic Association (“BAA”) pre-game sideline passes for all home football games
- Two (2) BAA football parking-tailgate passes for all home football games
- Two (2) VIP reserved parking passes through club seat program for all home football games
- Eight (8) club seats, Stueckle Sky Center for all home football games
- Six (6) BAA memberships, including all benefits that come with such memberships
- Two (2) spots reserved on a team charter plane to be a TBD away football game

Basketball:

- Four (4) parking passes to all men’s basketball home games

Basketball and Football VIP Season Tickets:

- Twenty (20) VIP season tickets to Boise State home football games
- Twenty (20) VIP season tickets to Boise State home men’s basketball games

Merchandise:

- Boise State Bronco athletic merchandise with a value of One Thousand Five Hundred Dollars (\$1,500.00) to be used for promotional purposes
- Autographed merchandise (head football coach signed footballs, etc.) in the amount to be mutually agreed upon between Coca-Cola and University but at a minimum in an amount comparable to prior years

(B) In addition, Coca-Cola will have the right to purchase the following tickets and entertainment/hospitality privileges at face or rate card value, during each Agreement Year:

- Coca-Cola will be entitled to purchase bowl game or post season tournament tickets at face retail value for any sport in which a University Athletic team is participating, including, without limitation, up to (20) football bowl game seats and four (4) men’s basketball tournament seats.

EXHIBIT E

COCA-COLA NORTH AMERICA FOUNTAIN EQUIPMENT LEASE AGREEMENT

1. **LEASE AGREEMENT AND TERM.** The Coca-Cola Company, through its Coca-Cola North America division, ("Company") hereby leases to the account identified on the attached Sponsorship Agreement ("Lessee") all fountain beverage dispensing equipment provided to Lessee (the "Equipment"), subject to the terms and conditions set forth in this Lease Agreement. Each piece of Equipment is leased commencing on its installation date (the "Commencement Date"). Company may remove any piece of Equipment for any reason upon thirty (30) days prior written notice to Lessee. If this Lease is terminated with respect to any piece of Equipment for any reason, other than Company removing a piece of Equipment without cause under this section, prior to 100 months from the Commencement Date for that piece of Equipment unless Lessee has terminated the Sponsorship Agreement for an uncured breach by Company or unless a concessionaire has assumed the Lease Agreement, Lessee will pay Company the actual cost of removal of that Equipment, as well as the unamortized portion of the costs of (i) installation, (ii) non-serialized parts (e.g., pumps, racks and regulators) and other ancillary equipment, (iii) remanufacturing, and (iv) standard shipping and handling charges. The terms of this Lease will continue in effect with respect to each piece of Equipment until the Equipment has been removed from Lessee's premises and will survive the expiration or termination of the Sponsorship Agreement. Company agrees that it will not charge Lessee for any removals or reinstallations of equipment removed and relocated due to remodeling on campus if Lessee agrees to store Company's equipment on campus until the equipment can be reinstalled in new locations.
2. **TITLE TO THE EQUIPMENT.** Title to the Equipment is, and will at all times remain, vested in Company. Lessee will have no right, title, or interest in or to the Equipment, except the right to quiet use of the Equipment in the ordinary course of its business as provided in this Lease. THE PARTIES AGREE, AND LESSEE WARRANTS, THAT THE EQUIPMENT IS, AND WILL AT ALL TIMES REMAIN, PERSONAL PROPERTY OF COMPANY NOTWITHSTANDING THAT THE EQUIPMENT OR ANY PART THEREOF MAY NOW BE, OR HEREAFTER BECOME, IN ANY MANNER AFFIXED OR ATTACHED TO, OR EMBEDDED IN, OR PERMANENTLY RESTING UPON, REAL PROPERTY OR IMPROVEMENTS ON REAL PROPERTY
3. **USE OF EQUIPMENT.** Lessee agrees that the Equipment will be used to dispense only Company Beverages.
4. **WARRANTY DISCLAIMER:** LESSEE ACKNOWLEDGES THAT COMPANY IS NOT A MANUFACTURER OF THE EQUIPMENT AND THAT COMPANY HAS MADE NO REPRESENTATIONS OF ANY NATURE WHATSOEVER PERTAINING TO THE EQUIPMENT OR ITS PERFORMANCE, WHETHER EXPRESS OR IMPLIED, INCLUDING (WITHOUT LIMITATION) ANY IMPLIED WARRANTIES OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE, OR ANY OTHER WARRANTIES RELATING TO THE DESIGN, CONDITION, QUALITY, CAPACITY, MATERIAL OR WORKMANSHIP OF THE EQUIPMENT OR ITS PERFORMANCE, OR ANY WARRANTY AGAINST INTERFERENCE OR INFRINGEMENT, OR ANY WARRANTY WITH RESPECT TO PATENT RIGHTS, IF ANY, PERTAINING TO THE EQUIPMENT. COMPANY SHALL NOT BE RESPONSIBLE FOR ANY LOSS OF PROFITS, ANY DIRECT, INCIDENTAL OR CONSEQUENTIAL LOSSES, OR DAMAGES OF ANY NATURE WHATSOEVER, RESULTING FROM THE DELIVERY, INSTALLATION, MAINTENANCE, OPERATIONS, SERVICE OR USE OF ANY EQUIPMENT OR OTHERWISE.
5. **MAINTENANCE AND REPAIRS.** Lessee's sole recourse against Company with respect to service provided by Company or its agents to the Equipment is that Company will correct any defective workmanship at no additional charge to Lessee, provided that Company is given prompt notification of any defective workmanship. Company shall not be otherwise liable for negligent acts or omissions committed in regard to maintenance or repair of the Equipment and Company assumes no responsibility for incidental, consequential or special damages occasioned by such negligent acts or omissions.
6. **RISK OF LOSS.** All risk of loss, including damage, theft or destruction, to each item of Equipment will be borne by Lessee. No such loss, damage, theft or destruction of Equipment, in whole or in part, will impair the obligations of Lessee under this Lease, all of which will continue in full force and effect.
7. **DEFAULT AND REMEDIES.** The failure of Lessee to comply with any provision of this Lease, and the failure of Lessee to remedy, cure, or remove such failure within ten (10) days after receipt of written notice thereof from Company shall constitute a "Default." Upon the occurrence of any Default or at any time thereafter, Company may terminate this Lease as to any or all items of Equipment, may enter Lessee's premises and retake possession of the Equipment at Lessee's expense, and will have all other remedies at law or in equity for breach of this Lease.
8. **LIQUIDATED DAMAGES.** If Lessee is unable or unwilling to return the Equipment to Company in good working order, normal usage wear and tear excepted, at the expiration or termination of the Lease, Lessee shall pay as liquidated damages the total of: (i) the value of Company's residual interest in the Equipment, plus (ii) all tax indemnities associated with the Equipment to which Company would have been entitled if Lessee had fully performed this Lease, plus (iii) costs, interest, and attorneys' fees incurred by Company due to Lessee's violation of Section 2 or its failure to return the Equipment to Company, minus (iv) any proceeds or offset from the release or sale of the Equipment by Company.
9. **OTHER TERMS.** Lessee acknowledges and agrees to comply with all equipment manufacturers' specifications and product dispensing and preparation instructions and specifications. No failure by Company to exercise and no delay in exercising any of Company's rights hereunder will operate as a waiver thereof; nor shall any single or partial exercise of any right hereunder preclude any other or further exercise thereof or of any other rights. THIS LEASE WILL BE GOVERNED BY THE LAWS OF THE STATE OF IDAHO.

EXHIBIT F

Bottler Equipment Placement Agreement



In consideration of the placement of Equipment by Bottler, we agree to the following conditions:

1. Installation and Operation. Bottler shall deliver and install the equipment described herein (the "Equipment") at the location specified herein and Customer shall use the Equipment only at such location. Customer at its expense, shall provide all necessary service connections. Customer hereby guarantees that (a) no logo, advertisement or other indication of Bottler's ownership of the Equipment shall be obstructed, defaced or removed and no other logo or advertisement shall be attached to the Equipment (b) in the event the Equipment contains an illuminated sign. Customer shall keep such signs illuminated at all times, and (c) the Equipment shall not be obstructed, moved or removed without the prior written consent of the Bottler.

2. Full Service. If Full Service is checked on the front of this agreement Customer agrees to permit Bottler to place the Equipment on Customer's premises. Bottler shall stock the Equipment and shall collect all proceeds from the sale of Beverages. This Equipment will be used by Customer in the resale of products purchased only from the Bottler.

3. Rental. If Rent is checked on the front of this Agreement, Bottler hereby rents the Equipment to the Customer and Customer agrees to pay a monthly rental. Bottler may change the rental rate charged under this Agreement by sending notice of such change to Customer at its present address. Customer may terminate this Agreement as set forth herein if it objects to such change.

4. Ownership. Bottler is and at all times shall remain the exclusive owner of the Equipment. Nothing in this Contract will be construed as granting Customer any interest in the Equipment. Customer shall protect Bottler's title and keep the Equipment free from all claims, liens, and encumbrances. Bottler agrees to supply and deliver all of the products stored in or sold through the Equipment and customer agrees to purchase from Bottler and store in or sell through the Equipment only products supplied by Bottler.

5. Maintenance and Repair. Bottler agrees to provide reasonable service and maintenance for the Equipment during the term hereof. Customer shall allow Bottler to enter its premises for the purpose of inspection or performance of such maintenance and repair, or necessary replacement or return of the Equipment.

6. Effective Date and Length. This agreement will become effective on the installation date, or the date signed by Customer if no installation date is shown.

7. Default. In the event Customer violates this agreement, or whenever the Bottler reasonably determines its Equipment is in jeopardy or that further extension of credit to Customer is unwarranted. the Bottler may declare this Agreement terminated. Customer agrees that in the event of any contingency such as bankruptcy. receivership or assignment for the benefit of credit by Customer, the Bottler may immediately enter the premises and take possession of its Equipment.

8. Disclaimer of Warranties. Customer acknowledges that Bottler is not the manufacturer of the Equipment. BOTTLER MAKES NO REPRESENTATIONS OR WARRANTIES OF ANY KIND AND EXPRESSLY DISCLAIMS ANY IMPLIED WARRANTIES AS TO THE FITNESS, MERCHANTABILITY, DESIGN, CONSTRUCTION, CONDITION. SPECIFICATIONS. OR PERFORMANCE OF THE EQUIPMENT. Customer accepts no warranties and expressly waives any implied warranties as to the fitness. merchantability. design. construction. condition. specification or performance of the Equipment Bottler shall not be liable to Customer for any claims based upon or arising out of lost profits or prospective profits. loss of product or consequential or incidental damages in any way relating to the installation. uses or operation of the Equipment.

9. Liability and Costs. Customer hereby assumes liability for any and all damage to. normal wear and tear excepted. or loss of the Equipment. Customer shall pay any taxes which may be imposed on the Equipment by any taxing authority. In the event of a default by Customer under this Agreement, Customer shall be liable for reasonable attorney's fees and other costs incurred by Bottler in enforcing its rights hereunder by Irrigation or otherwise.

10. INTENTIONALLY OMITTED.

11. Loss and Damage Customer is responsible for all loss or damage to the vending and dispensing machines leased hereunder. Customer shall maintain during the term of this contract and for one year thereafter. at its own cost and expense.

12. Termination. Either party may terminate this Agreement upon any or no cause upon 10 days written notice to the other. Customer agrees that upon termination, Bottler shall have the right to remove the Equipment.

13. Miscellaneous. This Agreement shall not be assignable by Customer without the prior written consent of the Bottler. This constitutes the entire Agreement between the parties and may be amended only in a writing signed by both parties. NO modification or waiver shall be enforceable unless in writing and signed by the party against whom enforcement is sought.

14. Foreign Product. Any product other than Bottler's product found in Equipment is cause for termination of this Agreement.

CONSENT
JUNE 14, 2023

UNIVERSITY OF IDAHO

SUBJECT

Request for Bid, Award, and Construction authorization; proposed Meat Science and Innovation Center, University of Idaho (UI), Moscow, Idaho.

REFERENCE:

August 2019 Idaho State Board of Education (Board) approved the UI Six-Year Capital Improvement Plan

April 2020 Idaho State Board of Education (Board) approved Planning and Design authorization

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedure, Section V.K.1, and Sections V.K.3.

BACKGROUND/DISCUSSION

This is a request to authorize bid, award, and construction of a new Meat Science and Innovation Center Facility. The new facility will support the on-going needs of faculty in the College of Agricultural and Life Sciences (CALs) and of the meat science and livestock management industries in the state of Idaho. The proposed facility will be on the UI's main campus in Moscow.

The new facility will replace an aging and inadequate facility now on the Moscow campus. It will be state-of-the-art, and USDA inspected and certified. It will support teaching, research, and outreach across all aspects of the meat science industry, from harvest to packaging. The facility will provide students with experiential learning opportunities, and it will support research opportunities spanning multiple disciplines, including materials and system science, genetics, microbiology, biochemistry, and livestock management. It will also be the new home to Vandal Brand Meats.

The project is consistent with the strategic goals and objectives of UI and is fully consistent with UI's strategic plan, specifically:

- This project supports the growth of scholarly research activity in the Agricultural Sciences. It provides support for creative research into solutions to the issues and concerns of the meat science and livestock management industries within the State of Idaho.
- This project enhances and supports collaboration with the meat science and livestock management industries within the State of Idaho. The project is

**CONSENT
JUNE 14, 2023**

supported by leaders and stakeholders within the State of Idaho such as Agri Beef and the Idaho Cattle Association.

IMPACT

The anticipated full project cost is \$14,100,000, based upon the most recent estimate of construction cost prepared by the Design Architect, Castellaw Kom Architects, Lewiston, Idaho at the conclusion of the Schematic Design Phase, and as reviewed and verified by the Construction Manager/General Contractor, Ginno Construction, Coeur d'Alene, Idaho in March, 2023. Funding will come from a combination of gifts and donations, college and central university funds, and State of Idaho Permanent Building (PBF) Funds. Fundraising efforts are currently underway, donations and pledges totaling \$4,900,000 are secured to date.

This request is for authorization to complete design, bid, award, and construct the proposed Meat Science and Innovation Center Facility.

The immediate fiscal impact of this effort is to fund Planning and Design costs of approximately \$14,100,000 based upon actual design contracts and costs to date, other planning necessities such as site survey and geotechnical investigation, estimated construction costs, and reasonable and prudent construction and project contingency allowances.

Overall Project

Funding

State	
FY2024 PBF:	\$ 3,000,000
FY2025 PBF Req:	2,350,000
Federal (Grant):	
Other (UI)	
University (CALs):	2,450,000
Central Reserves:	1,400,000
Gifted Funds:	<u>4,900,000</u>

Estimate Budget

A/E & Consultant Fees:	\$ 1,454,250
Survey & Testing Fees:	32,000
Construction	10,578,920
Construction Cont.	528,950
Owner Cost & Fixed Equip:	1,141,800
Project Cont.	<u>364,080</u>

Total \$ 14,100,000

Total \$ 14,100,000

ATTACHMENTS

Attachment 1 – Capital Project Tracking Sheet

STAFF COMMENTS AND RECOMMENDATIONS

When the Board approved planning and design for this project in April 2020, the projected total cost was \$7,650,000 (\$6,650,000 in gifts and donations and \$1,000,000 from CALS). The submitted project budget now includes 4.9M in gifted funds and \$2.45M from CALS. The project budget also assumes \$2.35M as part of UI's FY25 Permanent Building Fund request.

Staff recommends approval.

CONSENT
JUNE 14, 2023

BOARD ACTION

I move to approve the request by the University of Idaho to implement the Bid, Award, and Construction phases of the proposed Meat Science and Innovation Center Facility, with a projected total cost of \$14,100,000, as described in the materials submitted to the Board. Bid, Award, and Construction authorization is provided at \$14,100,000, including the authority to execute all necessary and requisite consulting and vendor contracts to fully implement the Planning and Design phases of the project.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Office of the Idaho State Board of Education
 Capital Project Tracking Sheet
 As of June, 2023

History Narrative

- 1 **Institution/Agency:** University of Idaho **Project:** Capital Project Authorization Request, Bid, Award, Construction Phases, Proposed Meat Science and Innovation Center Facility, University of Idaho, Moscow, Idaho.
- 2 **Project Description:** A Capital Project to provide for the planning, programming, design, and construction of a project to design and construct a proposed Meat Science and Innovation Center Facility on the Moscow campus of the University of Idaho.
- 3 **Project Use:** The new Meat Science and Innovation Center Facility will replace an aging and inadequate facility now on the Moscow campus. It will be state-of-the-art, and USDA inspected and certified. It will support teaching, research and outreach across all aspects of the meat science industry, from harvest to packaging. The facility will provide students with experiential learning opportunities, and it will support research opportunities spanning multiple disciplines, including materials and system science, genetics, microbiology, biochemistry and livestock management. It will also be the new home to Vandal Brand Meats.
- 4 **Project Size:** Approx. 12,750 gsf at the end of the Schematic Design Phase. Reduced from 17,500 gsf at the conclusion of the Programming Phase.

Project Cost History:	Sources of Funds				Use of Funds*			
	PBF	ISBA	Other	Total Sources	Planning	Use of Funds Const	Other**	Total Uses
Initial Cost of Project. Planning, Programming and Design Phase Authorization Request. April 2020	\$ -	\$ -	\$ 7,650,000	\$ 7,650,000	\$ 693,100	\$ 5,776,200	\$ 1,180,700	\$ 7,650,000
History of Revisions:								
Revised Cost of Project. Bid, Award, and Construction Phase Authorization Request. June 2023	\$ 5,350,000	\$ -	\$ 1,100,000	\$ 6,450,000	\$ 793,150	\$ 5,331,670	\$ 325,180	\$ 6,450,000
Total Project Costs	\$ 5,350,000	\$ -	\$ 8,750,000	\$ 14,100,000	\$ 1,486,250	\$ 11,107,870	\$ 1,505,880	\$ 14,100,000

* Figures quoted are for the Total Project Cost.

** Owner's Costs, Fixed Equipment, & Project Contingency,

History of Funding:	PBF	ISBA	----- Other Sources of Funds -----			Total Other	Total Funding
			Institutional Funds (Gifts/Grants)	Student Revenue	Other***		
Initial Cost of Project. Planning, Programming and Design Phase Authorization Request. April 2020	\$ -	\$ -	\$ 6,650,000	\$ -	\$ 1,000,000	\$ 7,650,000	\$ 7,650,000
Revised Cost of Project. Bid, Award, and Construction Phase Authorization Request. June 2023	\$ 5,350,000	\$ -	\$ (1,750,000)	\$ -	\$ 2,850,000	\$ 1,100,000	\$ 6,450,000
Total	\$ 5,350,000	\$ -	\$ 4,900,000	\$ -	\$ 3,850,000	\$ 8,750,000	\$ 14,100,000

*** UI College of Agricultural and Life Sciences, Central Reserves

LEWIS-CLARK STATE COLLEGE

SUBJECT

Approval of food services contract with Sodexo

REFERENCE

This is a new contract, which continues a business relationship with Sodexo to provide food services (resident dining, catering, retail, and concessions).

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Lewis-Clark State College (LCSC) food services operations have been outsourced to Sodexo for many years with the most recent contract awarded in 2020. The college opted to issue an RFP rather than exercise its option to renew. The college hosted three offerors, including Sodexo, for an on-campus visit and, in the end, received and evaluated two proposals. After a subsequent question-and-answer session with each offeror, a committee comprised of key constituents scored Sodexo's proposal higher than the other. On April 26, 2023, the offerors were notified of the outcome. The proposed contract begins July 1, 2023 and continues through June 30, 2026, with an option to renew for seven (7) additional years for a total potential term of ten (10) years.

IMPACT

Approval of the contract is projected to generate \$531,000 in funding for capital investment, facility enhancement, and equipment/maintenance plus \$21,000 in in-kind catering in the first three years. In addition, commissions on retail food sales (e.g., coffee shops), catering, meal plans, and concessions are projected to generate approximately \$60,000 in the first three years based on historical statistics.

The expected total revenue if all seven renewals are exercised is projected to be \$2,000,000 (capital investments, facility enhancements, and equipment) plus \$70,000 in in-kind catering. Commissions for the full ten-year contract are forecasted to be \$646,575.

ATTACHMENTS

Attachment 1 – Proposed Contract
Attachment 2 – RFP

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval.

CONSENT
JUNE 14, 2023

BOARD ACTION

I move to approve the request by Lewis-Clark State College to enter into a contract for up to 10 years (three-year contract with seven optional renewals) for campus food services with Sodexo with an estimated revenue impact of \$2,716,575 if the full ten-year contract is exercised.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

MANAGEMENT AGREEMENT

This Management Agreement ("Agreement"), is entered into as of this May 9, 2023, by and between LEWIS-CLARK STATE COLLEGE, an educational institution ("Client"), and SODEXO AMERICA, LLC, a Delaware limited liability company ("Sodexo"). Sodexo and Client shall be known individually as a "Party" and collectively as the "Parties." The Parties agree as follows:

ARTICLE I PURPOSE OF THIS AGREEMENT

1.1 Purpose of Agreement. This Agreement sets forth the terms and conditions upon which Client provides Sodexo the exclusive right to manage and operate the Services for Client's students, faculty, staff, employees, visitors and guests at the Premises.

1.2 Independent Sodexo. Sodexo shall be an independent contractor and shall retain control over its employees and agents. Nothing in this Agreement shall be deemed to create a partnership, agency, joint venture or landlord-tenant relationship.

1.3 Previous Agreements. Client and Sodexo entered into an agreement dated July 23, 2020, and subsequent amendments (collectively, the "Previous Agreement"), concerning the scope of Services to be provided by Sodexo as set forth in Section 1.1 herein. This Agreement supersedes the Previous Agreement and any and all other previous agreements relating to the subject matter as specified in Section 1.1 herein. Notwithstanding the foregoing, any invoiced and unpaid amounts due to Sodexo under the Previous Agreement shall remain due and payable.

ARTICLE II DEFINITIONS

2.1 Accounting Period. A period of a calendar month, twelve (12) of which shall constitute an accounting year.

2.2 Catering. Food and beverage service for meetings, conferences, dinners, parties and other functions requested by Client or a third party.

2.3 Charge. A fee established by Sodexo for goods or services provided by Sodexo.

2.4 Expendable Equipment. Any expendable item used in the preparation and service of meals such as pots, pans, and cooking and serving utensils used in the Food Service.

2.5 Food Service. The preparation, service and sale of food, beverages, goods, merchandise and other items at the Premises as hereinafter set forth. Food Service shall include the following: Resident Dining Program, Retail Program, Catering, Concessions, Conference Meals as hereinafter described.

2.6 Gross Sales. All sales of food, beverages, goods, merchandise and services in the Food Service, including sales taxes.

2.7 Invoiced Amount. The invoiced amounts to Sodexo for goods and services, including food, beverages, merchandise, cleaning products, equipment, supplies, and other contracted services, plus a Charge for procurement services equal to six tenths percent (.6%) of such invoiced amounts. Many of Sodexo's manufacturers, suppliers and distributors provide rebates, allowances, and other payments to Sodexo based on Sodexo's purchasing commitments, aggregate growth incentives and other factors. Prompt payment discounts and all rebates, allowances and other payments obtained from manufacturers, suppliers and distributors, shall be retained by Sodexo.

2.8 Net Sales. Gross Sales excluding sales tax and other applicable taxes.

2.9 Premises. Client's Services facilities located at 500 8th Avenue, Lewiston, Idaho 83501.

2.10 Services. Food Service as further defined in this Agreement.

2.11 Smallwares. Dishware, glassware, flatware, utensils and similar items used in the Food Service.

2.13 Dining Area. Any area throughout the entire first floor of the Student Union Building/Center for Student Leadership, as well as all adjacent outdoor spaces where food or beverage is served or consumed.

ARTICLE III
TERM AND TERMINATION

3.1 Term. The term of this Agreement is three (3) years ("Initial Term"), commencing on July 01, 2023 ("Commencement Date") and continuing through June 30, 2026, and shall have the option to renew for seven (7) one (1) year periods and shall continue thereafter until terminated by either Party as hereinafter provided.

Client and Sodexo agree to participate in Expectations Sessions throughout the term of this Agreement with a minimum of one (1) per contract year.

3.2 Termination for Cause.

A. If either Party breaches a material provision hereof ("Cause"), the non-breaching Party shall give the other Party written notice of such Cause. If the Cause is remedied within ten (10) days in the case of failure to make payment when due, or thirty (30) days in the case of any other Cause, the notice shall be null and void. If such Cause is not remedied within the specified period, the Party giving notice shall have the right to terminate this Agreement upon expiration of such remedy period. The rights of termination referred to in this Agreement are not intended to be exclusive and are in addition to any other rights or remedies available to either Party at law or in equity.

B. In addition to all other rights set forth herein, either Party may terminate this Agreement, without prior notice, should any of the following events occur:

1. The filing of a petition pursuant to which an adjudication of

bankruptcy is entered by either Party or the parent corporation of either Party; or the entry of an order, judgment or decree by a court of competent jurisdiction, on the application of a creditor, adjudicating either Party or the parent corporation of either Party as insolvent or approving a petition seeking reorganization or appointing a receiver or an assignee for benefit of creditors, trustee or liquidator; or

2. The consent to an involuntary petition in bankruptcy or the failure to vacate, within sixty (60) days from the date of entry thereof, any order approving an involuntary petition by either Party or the parent corporation of either Party.

3.3 Termination without Cause. Either Party may terminate this Agreement, in whole or in part, at any time, without Cause, upon no less than sixty (60) days' prior written notice to the other Party.

3.4 Effect of Termination. Commencing with the date notice of termination is issued by either Party and continuing through Sodexo's final day of operations, the following provisions shall apply:

- A. All outstanding amounts shall immediately become due and payable.
- B. Client shall pay Sodexo in full each week for Services performed during the prior week. Such payments shall be made no later than Friday of the week succeeding the week in which the Services are provided. In the event Client fails to timely make any payment required herein, Sodexo may immediately cease providing the Services.
- C. In the event this Agreement is terminated or expires, Sodexo shall not be responsible for the provision of Services scheduled to occur after the termination or expiration of this Agreement. Client shall fulfill, or shall cause the successor contractor to fulfill, Sodexo's obligations under any contracts with a third party for Catering and for services engaged by Sodexo related to the provision of Catering after the termination or expiration of this Agreement. Client shall indemnify, to the extent permitted by Idaho law, Sodexo from any liability relating to Catering scheduled after Sodexo's final day of operation under this Agreement.

ARTICLE IV
SERVICES TO BE PERFORMED

4.1 Services. Sodexo shall provide the Services for Client as hereinafter set forth.

4.2 Resident Dining Program. The following meal plans selected by Client shall be available to resident dining, commuter and faculty/staff patrons:

Resident Dining Plans:

- Meal Plan 1** 19 Meals + \$125 Flex
- Meal Plan 2** 12 Meals + \$200 Flex
- Meal Plan 3** 9 Meals + \$225 Flex

Students living in Clark Hall, Talkington Hall, the Education houses and

Clearwater Hall are required to purchase a meal plan. Freshmen or other first time Client students living in College Place for the 2023-2024 Academic Year will also be required to purchase a meal plan. Starting in 2024-2025 Academic Year, all College Place residents will be required to purchase a meal plan. Students living in Parrish Hall or any other campus residences location may purchase resident meal plans as well.

Commuter Meal Plans:

Warrior Block 60 meal swipes
Red Block 25 meal swipes
Blue Block 10 meal swipes

Students living off-campus, or any faculty or staff member, can purchase commuter meal plans to get great meals at The Marketplace for Breakfast, Brunch, Lunch, or Dinner

Unused Flex shall roll over from the Fall semester to the Spring semester, provided that the meal plan participant purchases a meal plan for the Spring semester. Any unused Flex remaining at the end of the spring semester shall be forfeited and shall be for Sodexo's account.

Client grants Sodexo the exclusive right to provide Client with meals related to meal plans, debit card points, and flex points for Client to resell to its students, faculty and staff at a specified rate per meal or daily rate.

A. Seconds Policy. Unlimited servings of all food and beverage items, with the exception of steak/gourmet night entrees and special event menus, shall be available to resident dining patrons under the following conditions:

1. Sodexo may limit resident dining patrons to one (1) portion of each food item and two (2) beverages the first time through the serving line. Resident dining patrons who do not exit the dining area may return to the serving line or other designated areas for seconds. Alternative Dining Areas may be designated upon agreement with both parties for special occasions.

2. All food obtained by resident dining patrons from the serving line must be consumed within the Dining Areas as defined in 2.13

B. Serving Style. Except for variations agreed to by both Parties, all resident dining meals shall be served cafeteria-style. Sodexo encourages occasional variations from this style, provided that planning and implementation of variations are coordinated with Sodexo in advance.

C. Menus and Prices. Sodexo shall recommend prices to be charged for food and beverages served in the resident dining facilities, and shall prepare menus and establish quantities and portions to be served. Sodexo shall notify client a minimum of fourteen (14) days in advance of menu price changes and coordinate with Client to communicate to campus. Signage shall be updated to reflect changes in prices prior to the date of the menu price change.

D. Special Diets. Sodexo shall supply any medically required special diets for resident dining patrons when prescribed and approved in writing by a qualified medical provider and upon recommendation of the Client Accessibility Services Sodexo will accommodate at no additional charge special dietary restrictions associated with resident dining patrons' religious practices.

E. Client and Sodexo shall meet periodically to review service solutions for resident dining students and work together to solution for groups, specifically the Schweitzer Career Tech Center

4.3 Retail Program. Sodexo shall provide retail products at the Premises and at such other locations as Client and Sodexo shall agree.

A. Retail and Concession Prices. The initial prices charged by Sodexo for food and other products served by Sodexo in the retail and concessions operations shall be reasonable and competitive with prices charged in comparable establishments in the geographic area of the Premises for comparable products, similarly prepared and of like quality and portion. No less than annually, and no more than once per quarter in the fiscal year, Sodexo shall adjust pricing to reflect the increase in the CPI-Food away from Home.

B. Catering Functions. Prices for Catering functions, including but not limited to Client or third party functions, shall be established by mutual agreement of the Parties. Sodexo shall be responsible for collection of amounts due for Catering functions. Sodexo shall prepare and submit invoices to individuals or groups served by Sodexo at Catering functions, which invoices shall provide for payment to Sodexo.

C. Exclusive Rights and Exceptions. Sodexo will have exclusive rights to cater events on the Client's campus in Lewiston, except at the P1FCU Activity Center, the President's Residence and the Center for Arts & History. Additional exceptions to this exclusivity are:

- a. Food/snacks/beverages for regular meetings of Associated Students of Lewis-Clark State College (ASLCSC), Residence Life and recognized student organizations where the public is not invited. Sodexo is encouraged to offer a low-cost service that may meet this need and keep this business (and good will) on campus. The exclusion only applies to catering valued under \$100 as priced by the current catering menu.
- b. Birthday cakes/goodies/snacks provided by college faculty or staff members for other faculty or staff members in their office area.
- c. Refreshments and food sold at annual events, i.e., Art under the Elms, Dogwood Festival, ASLCSC Christmas Craft Fair, NAIA World Series, held on campus.
- d. Groups will comply with Health Department regulations as well as Fire Code.
- e. Special order cakes (wedding, anniversary, birthday, etc.) for receptions where Sodexo is providing other services (punch, etc.). If Sodexo is proposing a significant baking option, this exception may be waived upon proven ability to produce a quality product.

- f. Brown bag lunches brought into meetings by individuals, not a sponsoring group.
- g. Instructional program events in which food is prepared and served by program students as a requirement for an instructional course. The instructional course will not compete for campus catering business and may not sell food, whether prepared or not prepared, or provide catering services to the campus community. Exceptions to this policy must be approved by the Vice President for Student Affairs in coordination with Sodexo.
- h. Campus entities operating under these exemptions assume responsibility for compliance with applicable regulations and codes.
- i. Sodexo may determine the process for documenting these exemptions in collaboration with client.

ARTICLE V EMPLOYEES

5.1 Sodexo Employees. Sodexo shall recruit, hire, train, supervise, direct, and, if necessary, discipline, transfer and discharge management and non-management employees working in the Services. All personnel employed by Sodexo shall at all times and for all purposes be solely in the employment of Sodexo. Sodexo shall provide management employees to supervise all Food Service employees. Uniforms provided by Sodexo to its employees will display the Client's official logo in a manner agreed upon by Sodexo and the Client. Sodexo employees will be required to wear this uniform during all campus catered events, in concessions, and in all retail locations. Sodexo employees must purchase parking passes if they opt to park on college property.

5.2 Sodexo Non-management Employees. All non-management Food Service employees shall be Sodexo employees and shall be compensated directly by Sodexo. Sodexo shall consider Client's employee policies and practices when establishing policies and practices for Sodexo employees.

5.3 Personnel Obligations. Sodexo shall be solely responsible for all personnel actions and claims arising out of injuries occurring on the job regarding employees on its payroll. Sodexo shall withhold all applicable federal, state and local employment taxes and payroll insurance with respect to its employees, insurance premiums, contributions to benefit and deferred compensation plans, licensing fees, and workers' compensation, and shall file all required documents and forms.

5.4 Agreement Not To Hire. Client acknowledges that Sodexo's salaried employees are essential to Sodexo's core business of providing management services and are familiar with Sodexo's operating procedures and other information proprietary to Sodexo. Therefore, Client shall not, without Sodexo's prior written consent, solicit for employment, hire, make any agreement with, or permit the employment any facility owned or controlled by Client, of any person who is or has been a Sodexo salaried employee assigned to the Services at the Premises, within the earlier of one (1) year after such employee terminates employment with Sodexo or within one (1) year after termination of this Agreement. If Client hires, makes any agreement with or permits employment of any such employee in any Client operation providing

food service within the restricted period, it is agreed by Client that Sodexo shall suffer damages and Client shall pay Sodexo as liquidated damages, and not as a penalty, an amount equal to one (1) times the then-current annual salary of each employee hired by Client. This sum has been determined to be reasonable by both Parties after due consideration of all relevant circumstances. This provision shall survive termination of this Agreement.

5.5 Equal Opportunity and Affirmative Action Employer. Neither Party shall discriminate because of race, color, religion, sex, age, national origin, disability, sexual orientation, genetic information, veteran status, or any other basis protected by applicable law, in the recruitment, selection, training, utilization, promotion, termination, or other employment related activities concerning the Services employees. Each Party affirms that it is an equal opportunity employer. The staffing, promotion, placement or assignment of employees who work on this account must be done without any preference or limitation based on race, color, religion, sex, age, national origin, disability, sexual orientation, genetic information, veteran status, or any other basis protected by applicable law. This obligation applies to the recruitment, selection, training, utilization, promotion, termination or other employment-related activities concerning Sodexo's employees. Under no circumstances shall Sodexo permit a request or suggestion by a Client to place a particular employee in an account to override Sodexo's non-discrimination policy.

In addition, Sodexo affirms that it is an affirmative action employer. With respect to this Section 5.5, Sodexo shall comply with all applicable federal, state and local laws and regulations, including, but not limited to, Executive Order 11246; Rehabilitation Act of 1973; Vietnam Era Veterans Readjustment Assistance Act of 1974; Civil Rights Act of 1964; Equal Pay Act of 1963; Age Discrimination in Employment Act of 1967; Immigration Reform and Control Act of 1986; Public Law 95-507; the Americans With Disabilities Act; and any additions or amendments thereto.

ARTICLE VI
PREMISES, SANITATION, EQUIPMENT,
MAINTENANCE AND INVENTORIES

6.1 Client's Facility Obligations. Client shall be responsible to provide Premises and equipment for the Services, including but not limited to, kitchen equipment, furnished office space, fire extinguishing equipment, and a safe or other secured location for the temporary holding of funds. Client shall also be responsible to provide at the Premises: electricity, gas, water and other utilities, ventilation, security service, telephone service (including installation), broadband internet access, pest extermination and control, window cleaning (including power washing as necessary and in conjunction with window cleaning scheduled for the Student Union Building/Center for Student Leadership), new equipment (excluding Vending equipment), replacement of inoperable or worn equipment (excluding Vending equipment), maintenance and repairs, refuse removal, painting and decorating. In compliance with Client IT policy, protocols and standards, Client will provide standard network connectivity necessary to operate time and attendance applications. Client shall also be responsible for payment of real and personal property taxes on all Client's property. Sodexo shall be responsible for telephone local and long distance telephone billings.

6.2 Condition of Premises and Equipment. The Premises and equipment provided by Client for use in the Services operation shall be in working condition and maintained by Client to ensure compliance with applicable laws concerning building conditions, sanitation,

safety and health (including, without limitation, OSHA regulations). Any modifications or alterations to the workplace or the Premises (whether structural or non-structural) necessary to comply with any statute or governmental regulation shall be the responsibility of Client and shall be at the Client's expense. Client agrees to indemnify Sodexo, to the extent permitted by Idaho law, against any liability or assessment, including related interest and penalties, arising from Client's breach of the aforementioned obligations, and Client shall pay reasonable collection expenses, attorneys' fees and court costs incurred in connection with the enforcement of such indemnity. The foregoing provisions shall survive the termination of this Agreement.

6.3 Sanitation. Client shall be responsible for any costs involved in setting up and cleaning the Premises for functions not managed by Sodexo. The responsibilities of the Parties with respect to the usual and customary cleaning and sanitation of the Services areas of the Premises shall be as follows:

A. Food Preparation, Storage and Serving Areas. Sodexo shall be responsible for housekeeping and sanitation in food preparation, food cooking, storage, concessions, ancillary food services locations where Sodexo is the food service provider or caterer, and serving areas, including equipment in such areas. This includes giving immediate attention to food and liquid spills, and other messes, in all aforementioned areas. Sodexo shall promptly notify client of major spills/messes that may require a deeper cleaning or cause damage to facilities. Client shall clean walls above shoulder height, ceilings, ceiling fixtures, air ducts and hood vent systems (per local ordinance).

B. Customer Dining and Traffic Areas. Sodexo shall clean the tops of tables and seats of chairs and wipe up spillage and breakage, immediately when it occurs in dining and serving areas during serving periods. Unless otherwise provided in this Section, Client shall be responsible for housekeeping and sanitation in customer traffic areas, at most daily, outside of serving periods, including, but not limited to, dining areas and floors in front of serving counters, which shall include annual floor maintenance of floors

C. Refuse. Sodexo shall transport refuse from all food service areas to designated collection areas. During high traffic periods, such as special events and weekends, and as needed, refuse receptacles shall be emptied when at capacity and as frequently as needed in order to prevent overflow.

D. All Sodexo employees will be required to adhere to the hygiene standards set forth in Sodexo's employee handbook while discharging their duties. This includes complying with related federal, state, and local standards related to food handling.

6.4 Equipment.

A. Food Service Equipment. Sodexo and Client have inventoried Client's Food Service equipment. Client and Sodexo shall execute a written inventory of all such equipment, which inventory shall be attached hereto as Exhibit B. Upon termination of this Agreement, Sodexo shall surrender such inventory of equipment to Client. Client will perform scheduled equipment maintenance and report any required services for Sodexo to incorporate into their Daily Use Maintenance. Sodexo is responsible for adequately training staff on the daily use and maintenance of equipment and is responsible for equipment repairs or replacement resulting from Sodexo employee negligence and or inadequate training.

B. Capital Equipment. Except for Sodexo's Investment set forth in Section

7.7, Client shall provide capital equipment as required for the Services. In the event Client requests Sodexo to purchase equipment on Client's behalf for Client's facility, any equipment purchases made pursuant to this Section shall be billed at the price quoted by Sodexo and paid by Client separate from the financial arrangement detailed in Article VII.

C. Equipment Failure. If Client's dish machine equipment becomes inoperative, requiring substituted use of disposables in lieu of reusable items, for reason's other than Sodexo's negligence, Client shall reimburse Sodexo for such disposables, at Invoiced Amount, which shall be at cost replacement value of disposables, until such time as the dish machine equipment is again operative. If electrical or equipment failure causes loss of refrigerated or frozen products, Client shall reimburse Sodexo for such loss, based on Invoiced Amount, which shall be at cost replacement value of refrigerated or frozen products.

6.5 Maintenance. Client shall, at Client's expense, provide maintenance personnel and outside maintenance services, parts and supplies required to properly maintain the Premises and Client-owned equipment.

6.6 Daily Use Maintenance. Sodexo shall perform manufacturer's recommended daily maintenance on equipment as directed by Client. Client shall provide Sodexo with written copies of the required daily maintenance. Sodexo shall clean all equipment daily or more frequently as needed.

6.7 Inventory of Smallwares and Expendable Equipment. Sodexo shall provide and own the inventory of Smallwares and Expendable Equipment. Upon termination or expiration of this Agreement, Client may purchase from Sodexo, or may cause the successor contractor to purchase from Sodexo, any remaining inventory at Invoiced Amount.

6.8 Inventories of Food, Beverages, Goods and Supplies. Sodexo shall purchase and own inventories of food, beverages, goods, merchandise and supplies. Upon termination or expiration of this Agreement, Client shall purchase from Sodexo, or shall cause the successor contractor to purchase from Sodexo, any remaining inventory at Invoiced Amount. Any inventory purchases and/or transfers from Client shall be (i) at the sole discretion of Sodexo, (ii) only of merchandise that is useable and reasonably necessary for the provision of the Food Service, and (iii) only of merchandise that is free of contamination and disease.

6.9 Vehicle. Sodexo shall provide a vehicle for use in the Food Service. Sodexo shall be responsible for the vehicle's gas, oil, maintenance, and repair, and automobile liability insurance. Sodexo must purchase a parking pass for any and all Sodexo vehicles that will be parked on Client's property.

6.10 Meal Program Identification System. Client shall be responsible for all costs related to the student id card system, including hardware, software, and on-going supplies.

Sodexo shall be responsible for providing POS equipment and software at primary serving locations (Marketplace, Jitterz, Doks, athletics, etc.) and paying the associated annual software maintenance fee to connect to Client's student id card system as well as any food service-related software for patrons.

ARTICLE VII FINANCIAL ARRANGEMENTS

7.1 Unit Fund. Sodexo shall provide and own a reasonable amount as a petty cash

fund. Any amounts remaining in such fund upon termination or expiration of this Agreement shall be retained by Sodexo.

7.2 Dining Program.

A. Resident Dining Rates. The following resident dining daily rates shall be in effect for the 2023-2024 academic year:

- Meal Plan 1 (19 meals per week plus \$125 flex per semester) \$17.00
- Meal Plan 2 (12 Meals per week plus \$200 flex per semester) \$15.00
- Meal Plan 3 (9 Meals per week plus \$225 flex per semester) \$12.75

1. Rates for the above Meal Plans are based on a required minimum of two hundred twenty-three (223) meal plan days for each academic year, and a required minimum average number of meal plan participants of three hundred (321 for each academic year Meal plan days will commence and terminate on a schedule agreed upon by Sodexo and Client. Meal plans will be tallied by Day 10 of the Fall and Spring terms. Students who are excused from having a meal plan due to Sodexo’s inability to accommodate specific religious or medical needs will not be counted and, thus, the required minimum average will be lowered by the number of students who could not be accommodated.

Client shall be invoiced for the actual number of Meal Plan participants or the required minimum average number of meal plan participants, whichever is greater, based on the required minimum number of meal plan days. If the actual number of Meal Plan participants is less than the required minimum average, Client shall be invoiced at the Meal Plan 2 rate.

B. Commuter Faculty/Staff Dining Rates. The following dining rates shall be in effect for the 2023-2024 academic year:

- Warrior Block** 60 meal swipes \$380.00
- Red Block** 25 meal swipes \$175.00
- Blue Block** 10 meal swipes \$75.00

C. Partial Service Days. Charges for partial service days at the beginning or end of an academic term or vacation period shall be based on a fraction of the applicable resident dining rate as follows:

- Breakfast: 1/2 of rate
- Breakfast & Lunch: 2/3 of rate
- Lunch & Dinner: 3/4 of rate
- Dinner: 2/3 of rate
- Brunch: 2/3 of rate

D. Guest Meals In Resident Dining Facilities. Prices for guest meals purchased in the resident dining facility, All You Care to Eat format, shall be as follows:

Breakfast \$9.50

Lunch \$10.50
 Dinner \$12.50

E. Unscheduled Service Charges. For services not included in the resident dining rate, such as service on Freshmen Days, between semesters, commencement and the summer session, Sodexo shall provide Food Service at mutually agreed upon times and rates.

F. Preseason Meals. Preseason meals shall be charged to Client at the following rates:

	Summer 2023	Summer 2024
Breakfast	\$ 9.19	\$ 9.83
Lunch	\$ 9.75	\$ 10.43
Dinner	\$ 10.37	\$ 11.10
	\$ 29.31	\$ 31.36
Minimum 25 paying individuals, including athletes or other students in aggregate		

G. Summer Camp/Conference Rates. For Client-sponsored and third-party summer camps and conferences, Sodexo shall provide Food Service at the following rates:

# of Participants	Daily Rate
Below 35	To be Negotiated
35-50	39.56
51-75	39.27
76-100	38.51
101-150	37.21
151 and above	35.65

7.3 Retail Program.

A. Cash Collection. Sodexo shall retain all cash receipts realized from the retail program and shall pay all operating expenses associated with the retail program. Any profit or loss shall be for Sodexo's account.

B. Percentage Commission. Sodexo shall pay Client a commission as follows:

Resident Dining Guest Meal Sales	8% of Net Sales
Coffee Shop Sales	8 % of Net Sales
Retail Food Sales	8 % of Net Sales

Concession Sales	25% of Net Sales (to be paid by April 30 of each year)
------------------	--

Catered Functions, Third Party Conferences and Client Sponsored Conferences shall be 8% of Net Sales with a minimum guarantee of Thirty Thousand Dollars (\$30,000) per year.

C. The following commissions will be paid to volunteer service groups that have an executed agreement between Sodexo and the group:

For baseball – 10% of total sales or \$50, whichever is higher
For all other concessions – 10% of sales or \$75, whichever is higher

1. Sodexo shall prepare a statement of sales and the commission for each Accounting Period and shall submit such statement with any payment due to Client for such Accounting Period.

2. Sodexo shall pay the commissions set forth in Section 7.3.B due to Client at the appropriate settlement time; however Sodexo shall first offset against such commission any past due amounts owed by Client to Sodexo, including interest charges.

7.4 Invoicing Procedures.

A. Resident Dining Billing. Sodexo shall submit invoices to Client at the end of each [week][Accounting Period], for the resident dining program based on the number of meal plan participants for the period. Sodexo shall submit all other billings to Client as incurred. Payment shall be due within thirty (30) days after date of invoice.

B. At the end of each week, Sodexo shall invoice Client for all Catering functions and any other non-resident dining program meals and services provided during such period. Payment shall be due within thirty (30) days after date of invoice.

C. Client agrees that all third party Catering events shall be administered in accordance with Sodexo's policies for payment and collection. If Client requests that Sodexo deviate from such policies, Client shall be liable to Sodexo for any outstanding receivables related thereto. Client shall pay any such outstanding amounts within thirty (30) days after date of invoice.

D. All payments shall be made as directed by Sodexo. Client pay interest on any unpaid amount not paid when due at the lesser of one and one-half percent (1.5%) per month or the highest interest rate allowed by applicable state law. Upon termination of this Agreement, all outstanding amounts, including all accrued and unpaid interest, shall become immediately due and payable.

E. Sodexo shall have the right to apply all payments made by Client under this Agreement as Sodexo deems appropriate.

Sixty (60) days immediately after the date of invoice, all amounts invoiced shall be considered final and each Party waives its right to contest said invoice and the Services covered by any such invoice.

7.5 Right of Offset. At any time when Client is past due on any payment obligations to Sodexo, Sodexo shall have the right to offset all or any portion of such outstanding receivables or any other sums due Sodexo from Client, from any amounts owed by Sodexo to Client.

7.6 Statements and Records. Sodexo shall submit operating statements for Client

for each Accounting Period and shall maintain books and records in accordance with generally accepted accounting principles.

7.7 Investments.

A. Investment 1. Commencing on or about July 1, 2023, Sodexo shall work with the college to identify and prioritize renovation projects in the Food Service operation in an amount not to exceed One Million Three Hundred Fifty Thousand Dollars (\$1,350,000.00) ("Investment"). Such amount shall include a Charge for the services of Sodexo's Design and Development Department not to exceed three percent (3%) of the Investment. Such amount shall include a Charge for the services of Sodexo's Furniture, Fixtures and Equipment department not to exceed ten percent (10%) of the Investment. The Food Service operation may include coffee shops, concessions, dining areas, the kitchen, or food service areas based on priorities identified by the Client. Sodexo shall amortize Investment 1 on a straight-line basis over ten (10) years commencing with the date the renovation commences. Client shall own the Investment 1, excluding proprietary equipment and signage utilized in the Food Service operation.

If prior to the complete amortization of the Investment 1 any of the following events occur:

- (i) this Agreement expires or is terminated in whole or in part;
- (ii) this Agreement is amended and such modification has an adverse economic impact on Sodexo; or
- (iii) Sodexo's procurement programs are no longer utilized for the purchase of goods in connection with the Services provided under this Agreement;

then Client shall reimburse Sodexo, on the expiration date, or within thirty (30) days after receipt by either Party of any notice of termination under this Agreement or within thirty (30) days after the occurrence of (ii) or (iii) above, the unamortized portion. Client agrees to de-identify and, if applicable, remove any proprietary elements of the Investment as directed by Sodexo. Client shall, within five (5) days after Sodexo's request, execute a U.C.C. financing statement and Sodexo may put the same of record to secure its lien on the unamortized portion of the Investment 1.

B. Investment 2. Commencing on or about July 1, 2027, Sodexo shall work with the college to identify and prioritize renovation projects in the Food Service operation as described in Section 7.7A in an amount not to exceed Three Hundred Thousand Dollars (\$300,000.00) ("Investment"). Sodexo shall amortize Investment 2 on a straight-line basis over six (6) years, commencing with the date the renovation commences. Client shall own the Investment 2, excluding proprietary equipment and signage utilized in the Food Service operation.

If prior to the complete amortization of the Investment any of the following events occur:

- (i) this Agreement expires or is terminated in whole or in part;
- (ii) this Agreement is amended and such modification has an adverse economic impact on Sodexo; or
- (iii) Sodexo's procurement programs are no longer utilized for the purchase of goods in connection with the Services provided under this Agreement;

then Client shall reimburse Sodexo, on the expiration date, or within thirty (30) days after receipt by either Party of any notice of termination under this Agreement or within thirty (30) days after the occurrence of (ii) or (iii) above, the unamortized portion. Client agrees to de-identify and, if applicable, remove any proprietary elements of the Investment as directed by Sodexo. Client shall, within five (5) days after Sodexo's request, execute a U.C.C. financing statement and Sodexo may put the same of record to secure its lien on the unamortized portion of the Investment 2.

7.8 Facility Enhancement Fund. Commencing September 1, 2023, Sodexo shall establish and maintain an Annual Facility Enhancement Fund of an amount not to exceed Twenty five Thousand Dollars (\$25,000.00) per year ("Enhancement Fund"). Funds shall be used for the enhancement of the Food Service operation based on the priorities of the client, and shall be paid to Client September 1 of each year that this Agreement is in effect ("Installment"), commencing September 1 and continuing through August 31st of the following year. The first installment shall be made available September 1, 2023. Sodexo shall amortize each Installment over fifty two (52) weeks commencing with the date the Installment is provided to the Client. Upon termination or expiration of this Agreement, Sodexo shall have no further obligations to provide any remaining Installments under this provision and this provision shall be null and void.

7.9 Equipment and Maintenance Fund. Commencing July 1, 2023, Sodexo shall establish and maintain an Annual Equipment Repair and Replacement Fund of up to Ten Thousand Dollars (\$10,000.00) per year to be used towards the purchase of new and/or repair and replacement of equipment as mutually agreed upon by the parties. Unused portion will be rolled over and added to next year's installment. Upon termination or expiration of this Agreement, any unused funds in the account at that time shall belong to Sodexo.

7.10 Warrior Athletics In-Kind Catering. On an annual basis Sodexo shall provide catering services for Warrior Athletics for special events, pre-post game travel meals or in support of LCSC refueling efforts, at Sodexo's expense in an amount not to Exceed Five Thousand Dollars (\$5,000.00).

7.11 Administration Meal Plans. Sodexo shall provide to Client, at its expense, four (4) Two Hundred Fifty Dollar declining balance cards per semester. The retail value of the foregoing is Two Thousand Dollars (\$2,000.00).

ARTICLE VIII FINANCIAL ADJUSTMENTS

8.1 Change in Conditions and/or Service Requirements.

A. Conditions. The financial terms set forth in this Agreement and other obligations assumed by Sodexo hereunder are based on conditions in existence on the date Sodexo commences operations, including by way of example, assumptions listed under Subsection C; utilization of Sodexo's procurement program; Client's student population; labor; food and supply costs and Charges; applicable taxes; applicable laws; the scope of Services; Client's policies and practices. In addition, Sodexo has relied on representations regarding existing and future conditions made by Client in connection with the negotiation of this Agreement. In the event of a change in the conditions or the inaccuracy of any representation

made by Client, the financial terms and other obligations assumed by Sodexo hereunder shall be renegotiated on a mutually agreeable basis to reflect such change or inaccuracy.

B. Service Requirements. If Client (i) requires expansion of or reduction in the scope of Services, (ii) changes the use of Sodexo's procurement program and/or (iii) requests (a) any change in the use of disposables (i.e., from non-biodegradable products to biodegradable products); (b) use of specialty products (e.g., use of locally produced products or supplies, organic products, etc.); or (c) additional management/resource personnel to conduct a specific function unrelated to the Services, and such change or request results in an increase or decrease in costs, Charges or expenses to Sodexo, Sodexo's compensation shall be adjusted by an amount equal to the projected change in costs, Charges or expenses plus a mutually agreed upon amount for contribution to supporting overhead and profit from the date at which the change or request took effect.

8.2 Adjustments.

A. The financial arrangement set forth in this Agreement shall be adjusted to reflect additional costs incurred by Sodexo (i) in connection with the implementation of legislation or other legal requirements, including, but not limited to, the Patient Protection and Affordable Care Act and Health Care and Education Reconciliation Act of 2010, which comprise the health care reform of 2010, or other health care rules and regulations, or any modifications thereto or (ii) increases in benefit costs paid by Sodexo on behalf of covered employees. The adjustment to the financial arrangement shall be effective from the date the events of (i) and/or (ii) occur.

B. Commencing on July 01, 2023, and annually thereafter, the meal plan rates and other meal rate(s) shall be increased by the greater of three percent (3) or the percentage increase in the Consumer Price Index - Food Away From Home, averaged for the prior twelve (12) month period.

ARTICLE IX GENERAL TERMS AND CONDITIONS

9.1 Taxes

A. Sodexo and Client shall each bill and collect sales taxes, if applicable, on all meals and services for which each respectively collects revenue from customers. Sodexo shall bill and collect sales and use taxes, if applicable, on purchases or fees billed to Client. Client shall be responsible for remittance of any taxes collected by Sodexo and given to Client.

B. If additional sales or use or any other transaction related taxes are assessed against the Services operation, Client shall reimburse Sodexo for such assessment and any interest and penalties related to such assessment upon receipt of an invoice from Sodexo; except that Client shall not be responsible for any assessment attributable to Sodexo's negligent failure to timely submit any known tax filing or report. Sodexo shall be responsible for its city, state or federal income taxes including any tax burdens or benefits arising from its operations hereunder. This provision shall survive termination of this Agreement.

9.2 Compliance with Law.

A. Each Party shall comply with all applicable laws, ordinances, rules and regulations relating to Services sanitation, safety and health and, as applicable to a Party, obtain and maintain required licenses and permits as necessary. Each Party shall cooperate with the other to accomplish the foregoing.

B. Client shall provide, at its expense, a network connection with available network jacks necessary to support all applicable Services that utilize point-of-sale ("POS") technologies, including but not limited to, POS equipment, kiosks, and unattended self-checkout terminals. Sodexo is responsible for ensuring their POS system has secure and encrypted communication and complies with PCI/DSS standards. Sodexo will provide a POS system to include card readers for all retail food service and concession locations. Client shall provide Sodexo with a suitable environment to include such heat, air conditioning, and utility service as may be reasonably required for the operation of Sodexo's POS equipment. Sodexo will obtain, store, utilize, process and transmit data processed through Sodexo POS Equipment in accordance with all applicable laws and current Payment Card Industry Data Security Standards ("PCI Standards"). Sodexo shall pay for the yearly externally-hosted software system and all license fees ("POS License Fee") of this system based on the number of POS stations and licenses required for Food Service Operations. Sodexo is also responsible for providing all POS sales machines and registers. Sodexo will provide and maintain POS equipment and software, that will seamlessly integrate with Client's one-card system, to support all Sodexo operations. Sodexo will implement, where technologically feasible, currently available Point-to-Point Encryption (P2PE) technologies. Client agrees to allow Sodexo and its internal auditors to access the Client's information technology network and technical resources to the extent required to comply with applicable PCI Standards and to validate such compliance in accordance with the guidelines set forth by Sodexo's acquiring bank.

9.3 Insurance. The Parties shall maintain insurance as follows:

A. Workers' Compensation Insurance. Each Party shall maintain workers' compensation coverage as required by state law and Sodexo shall also maintain Employers' Liability in the amount of One Million Dollars (\$1,000,000.00) each accident covering all of its employees.

B. Commercial General Liability Insurance. Sodexo shall maintain during the term of this Agreement, Commercial General Liability Insurance with a limit of not less than Five Million Dollars (\$5,000,000.00) for each occurrence, including, but not limited to, Personal Injury Liability, Blanket Contractual Liability and Products Liability, covering only the operations and activities of Sodexo under this Agreement and, upon request, shall provide Client with a certificate evidencing such policies. The insurance policies shall contain a provision whereby the insurer(s) shall provide notice of cancellation in accordance with the provisions of the policy. Client shall be named as an additional insured under Sodexo's policies of insurance defined in this Section 9.3.B to the extent Client is indemnified pursuant to Section 9.4. Such additional insured status may be granted by blanket additional insured provision.

C. Property Insurance. Client shall maintain, or cause to be maintained, a system of coverage (either through purchased insurance, self-insurance, or a combination thereof) to keep the buildings, including the Premises, all property contained therein and Client's

other property insured against loss or damage by fire, explosion or other cause normally covered by special causes of loss form and builders risk property insurance policies.

9.4 Liability and Indemnity.

A. Employment Claims. Each Party hereto shall be solely responsible for all claims asserted against them by or on behalf of the employees on its respective payroll, including employment and personnel actions (such as wrongful termination, discrimination, etc.) and claims arising out of injuries occurring on the job.

B. Property Damage Claims. With respect to claims for damage to the property of the Parties, for which the Parties maintain a system of coverage on their respective property[, and based on the representations contained in Section 9.3 above,] each Party hereto waives its rights, and the rights of its subsidiaries and affiliates, to recover from the other Party hereto and its subsidiaries and affiliates for loss or damage to such Party's building, equipment, improvements and other property of every kind and description resulting from fire, explosion or other cause normally covered in special causes of loss form and builders risk property insurance policies.

C. Consequential Damages. In no event shall either Party be liable to the other for consequential, indirect or incidental damages (including punitive damages and lost profits), even if such Party has been advised of the possibility of such damages in advance.

D. Other Claims for Personal Injury or Property Damage. With respect to claims for personal injury not covered by sub-Section A and claims for damage to property not covered by sub-Section B, Sodexo and Client, to the extent Client is permitted to do so by Idaho law, shall defend, indemnify and hold each other harmless from and against all claims, liabilities, losses and expenses, including reasonable costs, collection expenses, attorneys' fees and court costs, which may arise because of the sole negligence or willful misconduct of the indemnifying Party, its agents or employees in the performance of its obligations under this Agreement.

E. This Section 9.4 shall survive termination of this Agreement.

9.5 Purchasing/Non-Sodexo Approved Vendors. Client acknowledges that Sodexo shall utilize its own supplier network for the provision of food, beverages, supplies and services in the performance of its obligations hereunder. Client understands that Sodexo has entered into agreements with many vendors and suppliers of products and services which (i) give Sodexo the right to inspect such vendors' and suppliers' plants and/or storage facilities and (ii) require such vendors and suppliers to adhere to standards to ensure the quality of the products and/or services purchased by Sodexo for or on behalf of Client. Client shall not require Sodexo to use products and/or services from non-Sodexo approved vendors. Sodexo will endeavor to partner with regional suppliers relative to the Client's location.

9.6 Sodexo Trade Secrets and Proprietary Rights.

A. During the term of this Agreement, Sodexo may grant to Client a nonexclusive right to access certain proprietary materials of Sodexo, including menus, signage, Services survey forms, software (both owned by and licensed to Sodexo), and similar items regularly used in Sodexo's business operations ("Proprietary Materials"). In addition, Client may have access to certain non-public information of Sodexo, including, but not limited to, recipes,

management guidelines and procedures, operating manuals, personnel information, purchasing and distribution practices, pricing and bidding information, financial information, surveys and studies, and similar compilations regularly used in Sodexo's business operations ("Trade Secrets"). Trade Secrets shall not include (i) any information which at the time of disclosure or discovery or thereafter is generally available to and known by the public or the relevant industry (other than as a result of a disclosure directly or indirectly by Client), or (ii) any information which was available to Client on a non-confidential basis from a source other than Sodexo, provided that such source was not bound by an agreement prohibiting the transmission of such information, or (iii) any information independently developed or previously known without reference to any information provided by Sodexo.

B. Except as required by Idaho's Public Records Act, Idaho Code Title 74, Chapter 1, Client shall not disseminate any Proprietary Materials or disclose any of Sodexo's Trade Secrets, directly or indirectly, during or after the term of this Agreement. Sodexo shall be responsible for identifying in advance any information it provides to Client which it believes is exempt from disclosure as a trade secret under Idaho Code § 74-107(1). Client shall not photocopy or otherwise duplicate any such material without the prior written consent of Sodexo. All Trade Secrets and Proprietary Materials, including signage, service marks and trademarks, shall remain the exclusive property of Sodexo and shall be returned to Sodexo immediately upon termination or expiration of this Agreement.

C. Without limiting the foregoing, Client specifically agrees that all software associated with the operation of the Services, including without limitation, menu systems, food production systems, accounting systems, and other software, is owned by or licensed to Sodexo and not Client. Furthermore, Client's access or use of such software shall not create any right, title, interest, or copyright in such software, and Client shall not retain such software beyond the termination of this Agreement. Data processed by the software shall remain the property of Sodexo; however, at Client's request, upon termination or expiration of this Agreement Sodexo shall provide Client with a copy of the data processed by such software in a format to be mutually agreed upon by the Parties.

D. The provisions set forth in this Section 9.6 shall survive termination or expiration of this Agreement. In the event of any breach of the provisions set forth herein, Sodexo shall be entitled to equitable relief, including an injunction or specific performance, in addition to all other remedies otherwise available.

9.7 Assignment. This Agreement may not be assigned by either Party without the written consent of the other Party, except that either Party may, without prior approval and without being released from any of its responsibilities hereunder, assign this Agreement to any affiliate or wholly-owned subsidiary of such Party.

9.8 Notice. Any notice or communication required or permitted to be given under this Agreement shall be in writing and served personally, delivered by courier or a nationally recognized overnight delivery service, or sent by United States certified mail, postage prepaid with return receipt requested, addressed to the other Party as follows:

To Client: Lewis-Clark State College
Attention:
Dr. Julie Crea
Vice President for Finance and Administration

and: Dr. Andrew Hanson
Sr. Vice President/Vice President for Student Affairs
500 8th Avenue
Lewiston, Idaho 83501

To Sodexo: Sodexo America, LLC
Attention: Jim Fjelstul
COO, Universities North America, West
706 River Down Road
Georgetown, Texas 78628

and: Sodexo America, LLC
Attention: Law Department
9801 Washingtonian Boulevard
Gaithersburg, Maryland 20878
Email: SodexoLawDept.USA@sodexo.com

and/or to such other persons or places as either of the Parties may hereafter designate in writing. With respect to any written notice or communication transmitted by Client to Sodexo's Law Department in accordance with this Section 9.8, Client may, as an additional notification, use the email address set forth herein. Email notification shall not be used as an alternative to written notice served personally, delivered by courier or a nationally recognized overnight delivery service, or sent by United States certified mail, postage prepaid with return receipt requested. All such notices shall be effective when received or refused, except in the case of overnight delivery by a nationally recognized delivery service in which case notice shall be effective the day after deposit with the delivery service.

Any request issued by Sodexo to change the Sodexo U.S. mailing address for check payments or to change the Sodexo bank account for U.S. electronic wire or ACH payments will only be communicated in writing by a Sodexo Authorized Officer (Treasurer or Assistant Treasurer). If during the Term of this Agreement, Client receives such a request, prior to taking any action Client shall verify the validity of such request by contacting the Sodexo Accounts Receivable Department directly via one of the methods below.

Email: AccountsReceivable.NorAm@Sodexo.com
Phone: 1-866-372-3160
Fax: 716-568-8408
Website: <https://us.sodexo.com/contact.html>

9.9 **Catastrophe.** Neither Sodexo nor Client shall be liable for failure to perform its respective obligations under this Agreement when such failure is caused by fire, explosion, water, act of God, civil disorder or disturbance, strike, epidemic or pandemic, quarantine restrictions, vandalism, war, riot, sabotage, weather and energy related closing, governmental rules or regulations, failure of third parties to perform their obligations with respect to the Services, or like causes beyond the reasonable control of either Party, or for real or personal property destroyed or damaged due to such causes.

Notwithstanding the foregoing, Sodexo shall continue to provide the Services during a catastrophe as described above, as such Services may be modified by mutual agreement of the Parties based on existing conditions or the nature of the catastrophe, and to the extent that the safety and welfare of Sodexo's employees are not jeopardized. Client shall

reimburse Sodexo for any Client-approved additional costs, Charges, and expenses incurred by Sodexo in providing the Services, or modified Services, for the duration of the catastrophe, in accordance with the terms of this Agreement.

9.10 Construction and Effect. The article and section headings used herein are used solely for convenience and shall not be deemed to limit the subject of the articles and sections or be considered in their interpretation.

9.11 Recovery Fees. In the event that any action is taken by either Party to enforce any term, covenant or condition of this Agreement, the prevailing Party (or in the case of failure to make payment when due, the initiating Party) shall be entitled to recover reasonable attorneys' fees, collection service expenses, court costs and related expenses.

9.12 Entire Agreement. This Agreement, including Client's Request for Proposal #23-002, dated February 7, 2023 ("RFP") and Sodexo's Proposal, dated March 17, 2023 ("Proposal"), collectively referred to as the "Contract Documents," contains all agreements of the Parties with respect to matters covered herein, superseding any prior agreements and all other contractual commitments and/or documentation. Any exhibits referred to herein are made a part of this Agreement by reference; however, in the event of a conflict between the terms of such exhibit or any other document incorporated herein and the terms of this Agreement, the terms of this Agreement shall govern unless an exhibit or other incorporated document expressly states that the exhibit or incorporated document (or a provision of the exhibit or incorporated document) supersedes the conflicting provision contained in this Agreement.

In the event of a conflict among the Contract Documents, the following order of precedence shall apply:

- A. This Agreement and its Exhibits
- B. Proposal
- C. RFP

9.13 Amendments to Agreement. All provisions of this Agreement shall remain in effect throughout the term hereof unless the Parties agree, in a written document signed by an authorized signatory of both Parties, to amend, add or delete any provision. Email correspondence shall not qualify as a written document signed by an authorized signatory.

9.14 Waivers and Approvals. The waiver or approval by either Party of or under any term or condition of this Agreement at any time shall not be deemed a waiver or approval unless provided in writing by an authorized representative of the waiving or approving Party.

9.15 Severability. The determination by any court of competent jurisdiction that any provision of this Agreement or the application of any provision of this Agreement is invalid, illegal or unenforceable to any extent shall not affect the validity, legality and enforceability of the remaining provisions of this Agreement so long as the removal or unenforceability of such provision does not materially affect the economic or legal rights, interest or intentions of the Parties. If such removal or unenforceability does materially affect the economic or legal rights, interest or intentions of the Parties, then the Parties shall negotiate in good faith to amend this Agreement so as to maintain the original intent of the Parties as closely as possible. If the Parties are unable to reach agreement within sixty (60) days after the issue is first raised by either Party, then the affected Party (or either Party if both Parties are affected) may terminate this Agreement upon written notice to the other Party.

9.16 Authority. Each individual executing this Agreement, on behalf of or as a representative of a Party, represents and warrants that he/she is duly authorized to execute and deliver this Agreement on behalf of such Party and that this Agreement is binding upon Client and Sodexo in accordance with its terms.

9.17 Regulations and Access. Client may make reasonable regulations for use and occupancy of the Premises and shall give Sodexo written notice thereof. Client's authorized representatives shall have access to the Premises at all times. Client grants Sodexo approval to use in performance of its Services on the Premises all promotional, informational or marketing activities or materials, including the names, trademarks, logos and symbols of Sodexo in order to provide the customer the complete Sodexo Experience.

9.18 Dispute Resolution. If a dispute should arise between the Parties with respect to their obligations hereunder or the interpretation of this Agreement, prior to the commencement of any legal action, the Parties agree to meet and confer in good faith on all matters of common interest on all controversies, claims or disputes ("Dispute") which materially affect the performance of either Party under this Agreement. As soon as a Dispute is recognized by either Party, such Party shall communicate the substance of the Dispute to each Party's primary contact. Once a Dispute has been raised, the primary contacts shall make all reasonable efforts to reach a resolution within two (2) weeks after the Dispute has been identified. If the Dispute cannot be resolved between the Parties' respective primary contacts, then the Parties shall submit such matters to their respective executive management, who shall make all reasonable efforts to reach a resolution within thirty (30) days after the Dispute has been referred to them. The foregoing, however, shall not prevent or limit either Party's right to apply to a court of competent jurisdiction for a temporary restraining order, preliminary or permanent injunction, or other similar equitable relief.

9.19 Governing Law. This Agreement shall be governed by and construed in accordance with the laws of the State of Idaho, without regard for that state's choice of law principles.

9.20

The remainder of this page has been left blank.

9.21 Electronic Signatures. The Parties agree that this Agreement and subsequent Amendments may be executed using electronic contracting technology using symbols or other data in digital form and agree that such electronic signature is the legal equivalent of a manual signature binding the Parties to the terms and conditions stated herein.

IN WITNESS WHEREOF, the Parties hereto have entered into this Agreement as of the date indicated in the first paragraph or the first day of the Term, whichever is sooner.

LEWIS-CLARK STATE COLLEGE

By: _____
Dr. Julie Crea
Vice President for Finance and Administration

SODEXO AMERICA, LLC

By: _____
Jim Fjelstul
COO, Universities North America, West

DRAFT

EXHIBIT A
EXPECTATIONS SESSIONS

Expectations Sessions

Expectations Sessions are **annual** meetings requiring the attendance of all key stakeholders who have an interest in the Services under this Agreement. Expectation Sessions shall be held regularly throughout the contract term with at least one per contract year. Quarterly meetings, at a minimum, shall be held to discuss progress on expectations. Sodexo and the Client shall determine meeting participation.

Objectives:

1. Sodexo shall share customer/Client satisfaction results, financial performance, successes and challenges from the previous year.
2. Client expectations from the previous session shall be reviewed and expectations moving forward shall be established.
3. Once Sodexo has identified the current Client expectations, Sodexo shall develop a proposed plan of initiatives, strategies and innovations for the upcoming year. This plan ensures that Sodexo is aligning its service delivery with the expectations of Client.

Participants:

The Parties shall mutually agree upon the participants for each Expectations Session.

EXHIBIT B
FOOD SERVICE EQUIPMENT INVENTORY

DRAFT

Exhibit C
Sodexo Proposal

DRAFT

Exhibit D
Request for Proposal

DRAFT



REQUEST FOR PROPOSAL

FOOD SERVICES

RFP 23-002

Issue Date: February 7th, 2023

TABLE OF CONTENTS

RFP ADMINISTRATIVE INFORMATION..... 1

1 OVERVIEW 3

2 QUESTIONS 7

3 INSTRUCTIONS FOR SUBMISSION OF PROPOSAL..... 9

4 PROPOSAL FORMAT 12

5 PROPOSAL REVIEW, EVALUATION, AND AWARD 12

6 MANDATORY SUBMISSION REQUIREMENTS 17

7 BUSINESS INFORMATION..... 19

8 ORGANIZATION AND STAFFING..... 21

9 SCOPE OF WORK..... 24

10 GENERAL REQUIREMENTS..... 45

11 FINANCIAL..... 54

ATTACHMENT 1 – PRE-PROPOSAL CONFERENCE REGISTRATION FORM 59

ATTACHMENT 2 – OFFEROR QUESTIONS 60

ATTACHMENT 3 – MODIFICATION AND EXCEPTION FORM..... 62

ATTACHMENT 4 – COVER FORM..... 63

APPENDIX A – SPECIAL TERMS AND CONDITIONS 65

APPENDIX B – INVENTORY 73

APPENDIX C – PERFORMANCE METRICS 74

Amended 03/07/2023: See updates to RFP timeline dates on page 1 and 2; and updates to section 3.1.3 on page 9.

RFP ADMINISTRATIVE INFORMATION

Issued: **February 7th, 2023**

RFP Title:	Food Service
RFP Project Description:	Lewis-Clark State College (LCSC) seeks a long-term mutually beneficial food service relationship. LCSC is requesting proposals from qualified vendors to provide quality food and services for its students, faculty, staff, and guests.
RFP Lead:	Jessica Waddington, Purchasing Director Lewis-Clark State College 500 8 th Ave Lewiston, ID 83501 JLwaddington@lcsc.edu Ph: 208-792-2431
Submitting Sealed Proposal: Submitting Manually: MANUAL PROPOSALS MUST BE RECEIVED AT THE PHYSICAL ADDRESS DESIGNATED FOR COURIER SERVICE AND TIME/DATE STAMPED BY THE DIVISION OF PURCHASING PRIOR TO THE CLOSING DATE AND TIME. Submit electronically to LCSC via e-mail:	Jessica Waddington, Purchasing Director Lewis-Clark State College Administration Building rm. 104 500 8 th Ave Lewiston, ID 83501 Submit by: March 24th 2023 5:00 PM PT JLwaddington@lcsc.edu
Pre-Proposal Virtual Conference Date/Time:	February 13th 2023 8:30 AM Pacific Time
Pre-Proposal Virtual Conference Location:	RFP Lead will provide you with virtual conference information upon registration. Attendance is optional, pre-registration is required.
On-Site Campus Visits:	February 23rd & 24th, 2023 Attendance is optional, pre-registration is required.
Deadline to Receive Questions:	March 3rd, 2023 5:00 PM PT
Questions & Answers Posted:	March 10th 2023 5:00 PM PT
RFP Closing Date:	March 24th 2023 5:00 PM PT
Proposal Opening Date:	8:30 a.m. Pacific Time, the following business day after closing
Finalist Notification Date:	March 31st 2023

Oral Presentations or Demonstrations (finalists only):	April 7th 2023
Selection/Award Date:	April 14th 2023 by 5:00 PM PT
Initial Term of Contract and Renewals:	Three (3) years. Upon mutual, written agreement, the Contract may be renewed, extended or amended. The anticipated total Contract term is Ten (10) years.
LEWIS-CLARK STATE COLLEGE STANDARD CONTRACT TERMS AND CONDITIONS: HTTPS://WWW.LCSC.EDU/PURCHASING/VENDORS	

1 OVERVIEW

1.1 Purpose

Lewis-Clark State College (LCSC or the College) is requesting proposals from qualified vendors to provide quality food and services for its students, faculty, staff, and guests. LCSC seeks creative and innovative concepts at reasonable and competitive prices to attract and to retain customers. Food Services plays an important role at LCSC and the successful contractor should ensure the services properly represent the College's mission.

The contract will be for an initial term of three (3) years, commencing on July 1, 2023 with seven (7) one-year renewal options. The Offeror/Contractor will provide a full range of services, including a management structure that will encompass all personnel management, financial and accounting services, procurement activities, and all other operational and delivery systems.

Food services will not prohibit authorized student organizations from selling commodities designed to benefit such organizations; nor shall it be constructed to prohibit the sale of convenience items at the LCSC on campus bookstore.

1.2 Background Information

Lewis-Clark State College, located in Lewiston, Idaho, is a four-year comprehensive bachelor's degree-offering public school with a small, but expanding, on-campus resident population. Lewis-Clark State College serves approximately 4,426 students (FTE 2,420). We have 396 full time faculty and staff positions. We have a capacity for 436 residence hall students and an occupancy for the Fall 2022 of 430. Of the 436 capacities, 313 are required to have meal plans. As of the fall 2022, we have 352 students on meal plans. Meal plans are required in 3 residence halls as well as the two living learning communities, and are optional in two residence halls.

The College's goal is to award a three-year (3) contract with seven (7) one-year renewal options to a qualified food service operator who will work cooperatively with the College to implement the various elements of its dining services plan.

The following subsections are designed to relate to all potential Contractors what is currently done at Lewis-Clark State College. They are not meant to in any way represent what the College is seeking in its new contract.

The College provides all spaces on campus for the current contractor (store rooms, serveries, concession stands, dining rooms, offices, and a central production kitchen). Major equipment (see Appendix C) is also owned and maintained by the College, as well as an inventory of small wares and china. All equipment items not listed in these inventories is owned by the current contractor or by other vendors.

The College is currently responsible for costs associated with utilities, trash removal, insect and pest control, facility renovations, and equipment repair and maintenance. The College currently provides janitorial services for the dining areas. The Contractor busses tables and wipes tabletops and chairs, and empties garbage cans in the dining area. General cleaning within food preparation and serving areas (kitchen, dish room, employee restroom, coffee shops, etc.) is the responsibility of the Contractor, with the exception of annual cleaning of ceilings and light fixtures, which is done by the College.

Organizationally, the Vice President for Student Affairs oversees the programmatic aspect of the food service program and the Vice President for Finance & Administration oversees the contractual relationship.

1.3 Food Service Operation Overview

Lewis-Clark State College seeks continual improvement of the retail operations. The Student Union Building/Center for Student Leadership (SUB/CSL) is open to new proposals to maximize sales and customer satisfaction in its two (2) highly visible food service operations in the SUB/CSL: the Marketplace and Jitterz, which is a coffee shop. Offerors should not assume that the existing concepts, programs, hours or other operating components must remain in place.

The Marketplace

The Marketplace in the SUB/CSL currently uses the Contractor's in-house concepts, which consists of a sandwich deli, soup and salad, Tex-Mex bar, rotating station with a brick oven, exhibition cooking, a grill/fryer, and grab and go items along with beverages. There is central cashiering in this unit, which is the primary retail food service outlet on campus. The unit serves cash customers as well as meal plan/board students. The Marketplace shares a 300-seat dining room with Jitterz and the seating includes coffeehouse-style seating and a small stage in immediate proximity to Jitterz.

Jitterz

Jitterz is a coffee shop located in the basement of the SUB/CSL next to The Marketplace. Current offerings include coffee and espresso drinks and a small variety of grab and go items. Jitterz is currently subcontracted out through the current food service contractor and is a "Proudly Serves Starbucks" location.

Doks

Doks is an espresso stand in a self-contained small, somewhat portable building located outside of the SUB/CSL. Historically, the food service contractor had offerings at this facility including coffee and espresso drinks and assorted baked goods. Doks was named by the current food service contractor but was taken offline due to staffing challenges and its proximity to Jitterz. The building is still available for use by the current or a future food service contractor. Proposals should include options for year-round or seasonal use of the facility.

1.4 Operation Statistical Data

The food service operation at Lewis-Clark State College had an estimated \$1.097 million in sales and a customer count 80,159 (not including concessions or catering) for 2021-2022. Catering sales in 2021-2022 were \$143,298.

Total approximate overall sales/revenue for FY19 is \$1.485 M, FY18 is \$1.56M, FY17 is \$1.45M, and FY16 is \$1.46M. Catering revenue for FY2019 is approximately \$290,000, FY18 is \$299,000, FY17 \$273,000, and FY16 is \$265,000.

1.5 Meal Plan Data

The residence hall capacity at the College is 436. The occupancy for the Fall of 2022 is 423. The number of residents required to have a meal plan is 313, though this number may increase by Fall 2023. The number of meal plans purchased for Fall of 2022 is 352. The current meal plan options are located online at <https://www.lcsc.edu/residence-life/meal-plans>

Historical meal plan participation (number of meal plans purchased)

Fiscal Year	Fall	Spring	Total for Year
2023	352 (FA2022)		
2022	343 (FA2021)	279 (SP 2022)	622
2021	312 (FA2020)	252 (SP2021)	564
2020	348 (FA2019)	291 (SP2020)	639
2019	347 (FA2018)	299 (SP2019)	646
2018	376 (FA2017)	336 (SP2018)	712

1.6 Catering

Currently, campus catering is exclusive to the Contractor in the SUB/CSL, Williams Conference Center (WCC), and most other campus locations (see exceptions Section 9). Much of the service is linen-and-china, but some customers, internal and external to the College, opt for a lower-cost linen-and-disposable level of service. A to-go service (customer picks up) was designed to meet the needs of those seeking a lower-cost option. The College also does cater off campus for college-related functions and conferences. The College does not solicit for-profit business, but will work with off-campus groups if requested. The goal is to not compete unnecessarily with the private sector, per State Board of Education Policy. The Contractor partners with the College to advertise in publications distributed primarily, but not exclusively, on campus. It is the responsibility of the Contractor to provide competitively priced, high-quality food and service for catering clients.

The College provides event support/room setup resources such as tables, banquet rounds, chairs, and buffet tables.

1.7 Summer Dining

The Marketplace and WCC currently serve as the primary sites for summer program dining on campus. Pricing and hours of operation are negotiated for the summer offerings and conference packages each year in coordination with a campus representative. The College has traditionally hosted a limited number of youth-group oriented camps and activities, and has begun expanding the adult conference areas. The College is actively working to expand the number of conferences and other events held on campus, emphasizing (not exclusively) summer months.

1.8 Concessions

The Contractor provides concessions for all regularly scheduled athletic events and activities at both the P1FCU Activity Center gym and Harris Field. A percentage of Contractor's gross sales are paid to Lewis-Clark State College athletics. The P1FCU Activity Center houses traditional concessions for both the gymnasium and baseball events and seats approximately 3,600.

The College seeks to continue providing competitively priced concessions featuring traditional items while striving to provide a wide market appeal by diversifying the concessions menu based on current

trends in concessions and patron feedback. Pricing is set at a rate consistent with the Lewis-Clark valley pricing, and is set by mutual agreement between the Contractor and the College. Customer satisfaction and participation will serve as the basis to maximize revenue. Equipment in the concession areas is currently primarily College owned.

1.9 Vending and Beverage Services

The College currently has a contract with a beverage service provider for exclusive pouring and vending rights that include the food service area. Vending machines are located throughout the campus for snacks and beverages.

The Contractor shall abide by the terms of the Vending and Beverage Services contract.

1.10 Campus ID

Access to campus services is handled by way of a single photo identification card and a centralized access and control system. Presently, the College has CBORD's Odyssey and the vendor has provided their own Infor Point of Sale cash register system. The current Contractor pays for their share of the yearly maintenance fees for CBORD (food service card system equipment and software usage) and pays the entirety of the POS, mobile ordering and associated maintenance fees. The system provides access privileges to the library, athletic event tickets, intra-mural/recreation facilities, special events, and food service. The College is currently in the process of selecting a new student card system that is intended to be in place in June 2023. The college will not renew the point of sales system and will expect the vendor to provide that system.

All funds for food service contracts are collected and held by the College. Funds are distributed after a billing and reconciliation process, typically on a weekly basis. The College is satisfied with the current collection process.

1.11 Resulting Contract

If the College awards a contract from this Solicitation, it will do so by issuing a Contract document, which will be an acceptance of the successful offer. The Contract will be comprised of that contract document; this RFP, including any incorporated documents; the successful Proposal, including any clarifications requested by the College; and an artifact formalizing any requirements agreed upon through contract discussions or negotiations, if applicable.

The following document is incorporated into this RFP as if set out in its entirety, whether or not it is attached to the submitted proposal:

LEWIS-CLARK STATE COLLEGE STANDARD CONTRACT TERMS AND CONDITIONS:

[HTTPS://WWW.LCSC.EDU/PURCHASING/VENDORS](https://www.lcsc.edu/purchasing/vendors)

2 QUESTIONS

2.0 Restrictions on Communications

From the issue date of this RFP, until a contract is awarded, or the RFP is cancelled, Offerors are prohibited from communications regarding this RFP with LCSC employees, evaluation committee members, or other associated individuals, except the Purchasing Department.

Pre-Proposal Conference and On-Site Campus Visit

An optional pre-proposal virtual conference and on-site campus visits will be held at the location and time as indicated in the RFP Administration Information section, page 1 of this RFP. This will be your opportunity to ask the College questions via a virtual meeting and/or on-site visit. All parties interested are invited to participate by attending the pre-proposal conference and/or on-site campus visit. Those choosing to participate must pre-register to receive meeting details by submitting the completed **Attachment 1 - Pre-Proposal Conference Registration Form** via email to the RFP Lead. Parties interested are asked to register by the date indicated in the RFP Administration Information section. Any oral answers given by LCSC during the pre-proposal conference or on-site visit are unofficial and will not be binding on LCSC. Conference and on-site campus visit attendance is at the participant's own expense.

2.1 Questions

2.1.1 The RFP Lead is the only contact for this Solicitation. All correspondence must be in sent via e-mail. If it becomes necessary to revise any part of this RFP, amendments will be posted on LCSC's Purchasing website. It is the responsibility of parties interested in this RFP to monitor the LCSC Purchasing website for any updates or amendments. Any oral interpretations or clarifications of this RFP must not be relied upon. All changes to this RFP will be in writing and must be posted to the LCSC Purchasing website to be valid.

2.1.2 Questions or other correspondence must be submitted in writing to the RFP Lead (see contact information in the RFP Administrative Information, page 1). **QUESTIONS MUST BE RECEIVED BY THE DATE AND TIME LISTED IN THE RFP ADMINISTRATIVE INFORMATION SECTION.**

2.1.3 Written questions must be submitted using **Attachment 2 - Offeror Questions**. Official answers to all written questions will be posted on LCSC Purchasing web page as an amendment to this RFP.

2.2 Offeror Proposed Modifications and Exceptions to Requirements, Terms, and Conditions

2.2.1 Offerors are strongly encouraged to submit any proposed modifications to the requirements, terms, or conditions of the RFP on **Attachment 2 - Offeror Questions** prior to the deadline to submit questions. Questions regarding these requirements must contain the following:

- The rationale for the specific requirement being unacceptable to the party submitting the question (define the deficiency).
- Recommended verbiage for LCSC's consideration that is consistent in content, context, and form with LCSC's requirement that is being questioned.
- Explanation of how LCSC's acceptance of the recommended verbiage is fair and equitable to both LCSC and to the party submitting the question.

2.2.2 If a Proposal contains modifications or exceptions to any Solicitation requirements, terms, or conditions which are not addressed during the question-and-answer period, they must be identified and submitted on **Attachment 3 - Modification and Exception Form** and must contain the same information outlined in Section 2.3.1, above. LCSC will not consider any modifications or exceptions that are not identified specifically on Attachment 3.

2.2.3 LCSC has sole discretion to determine if the modifications or exceptions submitted by an Offeror would result in a material change or otherwise threaten the integrity of the procurement process. Non-material modifications or exceptions may be discussed with the apparent successful Offeror, at the discretion of LCSC ; however, LCSC shall have the right to reject any and all such modifications and/or exceptions, or to call an end to such discussions, and to instruct the Offeror to amend its Proposal and remove the modifications and/or exceptions. Failure to do so may result in LCSC finding the Proposal non-responsive.

2.2.4 Except as otherwise provided within the Solicitation, LCSC will not consider modifications or exceptions to the requirements, terms, or conditions which are proposed after the RFP Closing Date.

3 INSTRUCTIONS FOR SUBMISSION OF PROPOSAL

3.1 General Instructions

3.1.1 Proposals may be submitted electronically or manually, as detailed below. Except as otherwise addressed in this solicitation, all submission materials must be submitted at the same time (in a single package or electronic submission). If multiple submissions are received, only the latest timely submission will be considered.

3.1.2 Alternate proposals may be submitted and will be considered.

3.1.3 All electronic files must be in PDF, Microsoft Word or Excel format; the only exception is for financials, brochures or other information only available in an alternate format.

3.2 Trade Secrets

3.2.1 The Idaho Public Records Law, Idaho Code Sections 74-101 through 74-126, allows the open inspection and copying of public records. Public records include any writing containing information relating to the conduct or administration of the public's business prepared, owned, used, or retained by a State Agency or a local agency (political subdivision of the state of Idaho) regardless of the physical form or character. All, or most, of the information contained in your response to LCSC's Solicitation will be a public record subject to disclosure under the Public Records Law. The Public Records Law contains certain exemptions. One exemption potentially applicable to part of your response may be for trade secrets. Trade secrets include a formula, pattern, compilation, program, computer program, device, method, technique or process that derives economic value, actual or potential, from not being generally known to, and not being readily ascertainable by proper means by other persons and is subject to the efforts that are reasonable under the circumstances to maintain its secrecy. If you consider any material that you provide in your Bid, Proposal or Quotation to be a trade secret, or otherwise protected from disclosure, you MUST so indicate by marking as "exempt" EACH PAGE containing such information. Marking your entire Bid, Proposal or Quotation as exempt is not acceptable or in accordance with the Solicitation or the Public Records Law and WILL NOT BE HONORED. In addition, a legend or statement on one (1) page that all or substantially all of the response is exempt from disclosure is not acceptable or in accordance with the Public Records Law and WILL NOT BE HONORED.

3.2.2 Prices that you provide in your Bid, Proposal or Quotation are not a trade secret. LCSC, to the extent allowed by law and in accordance with these instructions, will honor a designation of nondisclosure. Any questions regarding the applicability of the Public Records Law should be addressed to your own legal counsel PRIOR TO SUBMISSION of your Bid, Proposal or Quotation.

3.2.3 In addition to marking each page of the document with a trade secret notation, Offerors must also:

3.2.3.1 Identify with particularity the precise text, illustration, or other information contained within each page marked "trade secret" (it is not sufficient to simply mark the entire page). The specific information you deem "trade secret" within each noted page must be highlighted, italicized, identified by asterisks, contained within a text border, or otherwise clearly delineated from other text/information and specifically identified as a "trade secret."

3.2.3.2 Provide a separate document entitled “List of Redacted Trade Secret Information” which provides a succinct list of all trade secret information noted in your Proposal; listed in the order it appears in your submittal documents, identified by Page #, Section #/Paragraph #, Title of Section/Paragraph, specific portions of text/illustrations; or in a manner otherwise sufficient to allow LCSC’s procurement personnel to determine the precise text/material subject to the notation. Additionally, this list must identify with each notation the specific basis for your position that the material be treated as exempt from disclosure and how the exempting the material complies with the Public Records Law.

3.2.3.3 Submit a redacted copy of the Proposal with all trade secret information removed or blacked out. The redacted copy must be submitted electronically, with the word “redacted” in the file name, whether the Proposal is submitted manually or electronically.

3.2.4 Offeror shall indemnify and defend LCSC against all liability, claims, damages, losses, expenses, actions, attorney fees and suits whatsoever for honoring a designation of exempt or for the Offeror’s failure to designate individual documents as exempt. The Offeror’s failure to designate as exempt any document or portion of a document that is released by LCSC shall constitute a complete waiver of any and all claims for damages caused by any such release. If LCSC receives a request for materials claimed exempt by the Offeror, the Offeror shall provide the legal defense for such claim.

3.3 Electronic Submission

3.3.1 Electronically submitted Proposals must be submitted to the RFP lead’s email address, identified in the RFP Administration Information Section. Remember to submit an additional redacted version of the proposal if you have identified trade secrets.

3.3.2 Offerors are strongly encouraged to begin the process of submitting the response far enough in advance of the End Time to allow for resolution of technical difficulties. Be advised that LCSC is not responsible for an Offeror’s failure to timely submit a responsive submission due to any technical or technological difficulties. See IDAPA 38.05.01.61.02.

3.3.3 Offerors are further advised to submit response materials with descriptive file names, organized and consolidated in a manner which allows evaluators to efficiently navigate the Offeror’s response; as LCSC will print uploaded documents for evaluation in the manner received.

3.4 Manual Submission

3.4.1 The Proposal must be addressed to the RFP Lead, sealed, and identified as “RFP 23-002 FOOD SERVICES”. Include your company name on the outside of the package. If not electronic and via e-mail, each Proposal must be submitted in one (1) original with five (5) copies of the Proposal.

Offerors submitting manually must also submit one (1) electronic copy of the entire Proposal on USB device and/or via e-mail. The format and content must be the same as the manually submitted Proposal. The electronic version must NOT be password protected or locked in any way.

4 PROPOSAL FORMAT

These instructions describe the format to be used when submitting a Proposal. The format is designed to ensure a complete submission of information necessary for an equitable analysis and evaluation of submitted Proposals. There is no intent to limit the content of Proposals.

4.1 Table of Contents

Include a table of contents in the Proposal identifying the contents of each section, including page numbers of major Sections.

4.2 Format

Proposals shall follow the numerical order of this RFP beginning with Section 6 and continuing through the end of the applicable RFP Attachments, including all mandatory submission items detailed in Section 6 and identified throughout the RFP. **Proposal sections and subsections must be identified with the corresponding numbers and headings used in this RFP. In the response, the RFP section and/or subsection must be restated, followed with the response.**

Offerors are encouraged to use a different color font, bold text, italics, or other indicator to clearly distinguish the RFP section from the Offeror's response. Except for brochures, financials, work samples, or other similar submission items, all electronic Proposals must be submitted in Microsoft Word or Excel, or PDF format, and must not be locked. Offerors are strongly cautioned against including website links or imbedded documents in the Proposal; LCSC will not be responsible for the RFP Lead or any evaluator's failure to consider information outside of or imbedded in the Proposal.

4.3 Evaluation Codes

(M) Mandatory Response - failure to respond to any (M) section, or to comply with any mandatory specification or requirement, will render Offeror's Proposal non-responsive and no further evaluation will occur.

(ME) Mandatory and Evaluated Response - failure to respond to any (ME) section, or to comply with any mandatory specification or requirement in an (ME) section, will render Offeror's Proposal non-responsive and no further evaluation will occur. Offeror must respond to these sections as directed; points will be awarded based on predetermined criteria.

(E) Evaluated Response - a response is desired and will be evaluated. If Offeror cannot meet the requirement, or chooses not to respond for any reason, zero (0) points will be awarded for the section. If Offeror responds, points will be awarded based on predetermined criteria.

5 PROPOSAL REVIEW, EVALUATION, AND AWARD

5.1 Overview

The objective of LCSC in soliciting and evaluating Proposals is to ensure the selection of a firm or individual that will produce the best possible results for the funds expended.

5.1.1 All Proposals will be reviewed first to ensure that they meet the Mandatory Submission Requirements of the RFP as addressed in Sections noted with an (M), (ME), and (E). Any Proposal(s) not meeting the Mandatory Submission Requirements will be found non-responsive.

5.1.2 Evaluation Criteria

Proposal:

Mandatory Submission Requirements	Pass/Fail
Business Information (Section 7)	50 points
Organization and Staffing (Section 8)	200 points
Scope of Work (Section 9)	625 points
Financial (Section 9.10)	275 points
Facility Remodel (Section 9.11)	100 points
Oral Presentations (Finalists only)	150 points

TOTAL POINTS **1,400 points**

5.2. Proposal

5.2.1. The Proposal will be reviewed first on a “pass” or “fail” basis to determine compliance with those requirements listed in the RFP with an (M) or (ME). All Proposals which are determined by LCSC, in its sole discretion, to be responsive in this regard will continue in the evaluation process outlined in this Section.

5.2.2. The Proposal will be evaluated and scored utilizing one (1) or more Proposal Evaluation Committee(s).

5.3. Oral Presentations/Demonstrations

At Lewis-Clark State College’s option, up to three (3) Offerors, with the highest raw score after the evaluation of the Proposal is complete, will be asked to make oral presentations. Participation will be mandatory for all invited Offerors and will be evaluated.

5.4. General

5.4.1. The College will not provide compensation to Offerors for any expenses incurred by the Offeror(s) for proposal preparation or for any demonstrations that may be made, unless otherwise expressly stated. Offerors submit proposals at their own risk and expense.

5.4.2. The College reserves the right to conduct interviews with all or some of the Offerors at any point during the evaluation process; however, the College may determine that interviews are not necessary. In the event interviews are conducted, information provided during the interview process shall be taken into consideration when evaluating the stated criteria.

5.4.3. The College reserves the right to make such additional investigations as it deems necessary to establish the competence and financial stability of any Offeror submitting a proposal.

5.4.4. Proposals and any other information submitted by Offerors in response to this Request for Proposal shall become the property of the College.

5.4.5. Proposals that are qualified with conditional clauses or alterations or items not called for in the RFP documents, or irregularities of any kind, are subject to disqualification by the College at its option.

5.4.6. The College makes no guarantee that an award will be made as a result of this RFP. The College reserves the right to accept or reject any or all proposals, waive any informalities or minor technical inconsistencies, or delete any item-requirement(s) from this RFP or resulting Contract when deemed to be in the College's best interest. Representations made within the proposal will be binding on responding Offerors. The College will not be bound to act by any previous communication or proposal submitted by the Offerors other than this RFP.

5.4.7. The Offeror(s) deemed to be fully qualified and best suited among those submitting written proposals and/or oral presentations will be identified based on the evaluation factors stated throughout the response instructions and specification sections. Negotiations may be conducted with any or all Offerors. After negotiations are completed with Offerors, LCSC shall select and notify the Offeror(s) which has, in LCSC'S opinion, made the best proposal, and award the contract to take effect on the dates negotiated with Offeror(s). LCSC reserves the right to judgment concerning quality of service and the Offeror's capability to service the agreement.

5.4.8. No Proposal- It is requested that those Offerors who do not desire to submit a proposal indicate the same by submitting a "No Proposal" to LCSC'S RFP Lead via email identified in RFP Administration Information section, page 1 of this RFP.

5.5. Responsibility

Pursuant to IDAPA 38.05.01.081, the RFP Lead may, in LCSC'S sole discretion require the apparent high point Offeror to provide documentation to demonstrate its responsibility. The RFP Lead may request documentation including, but not limited to, credit or financial reports, and references. Failure to provide requested documentation may result in the Offeror being deemed non-responsible. Nothing herein shall prevent LCSC from using other means to determine Offeror'S responsibility.

5.6. Award

Award of Contract will be made to the responsive, responsible Offeror whose Proposal receives the highest number of total normalized points.

5.6.1. The College makes no warranty or guarantee that an award will be made as a result of this RFP.

5.6.2. The College reserves the right to accept or reject any or all proposals, waive any formalities, procedural requirements, or minor technical inconsistencies, and delete any requirement or specification from this RFP or the proposed form of Agreement when the College deems such to be in the College's best interest.

5.6.3. College will use commercially reasonable efforts to avoid public disclosure of the contents of a proposal prior to selection of the Offeror.

5.6.4. Subsequent Oral Presentations - after completion of the initial review and evaluation of the submitted proposals, the College may in its sole discretion invite one or more selected Offeror to participate in oral presentations concerning their respective proposal.

5.6.5. Negotiations with Select Offerors - at the College's sole option and discretion, the College may discuss and negotiate all elements of the proposals submitted by one or more selected Offerors whose proposals are within a competitive range determined by the College.

5.7. Revision of Proposals

5.7.1. After submission of a proposal but before the final selection of the successful proposal is made, the College may select one or more Offerors to revise their respective proposals in order to obtain the best and final offers of such proposal.

5.7.2. In the event, representations made by an Offeror in its revised proposal, including price, scope and consideration quotes, will be binding on the Offeror.

5.7.3. The College will provide each selected Offeror within the competitive range an equal opportunity for discussion and revision of its proposal.

5.8. Determination of Successful Offeror

5.8.1. The College may make the selection of the successful proposal based on the proposals initially submitted, without discussion, clarification or modification. In the alternative, College may make the selection of the successful proposal based on negotiation with any of the Offerors.

5.8.2. The College is not obligated to select the Offeror offering the most attractive economic terms if that Offeror's proposal is not the most advantageous to the College overall, as determined by the College.

5.8.3. The College will maintain in its files concerning this RFP, a written record of the basis upon which a selection, if any, is made by the College.

5.9. Rejection of Proposals

5.9.1. The College reserves the right to (i) enter into an Agreement for all or any portion of the requirements and specifications set forth in this RFP; (ii) reject any and all proposals and re-solicit proposals; or (iii) reject any and all proposals and temporarily or permanently abandon this selection process, as the College deems to be in the best interests of the College.

6 MANDATORY SUBMISSION REQUIREMENTS

The proposal begins with the mandatory items identified in this list and the following sections. **NOTE: THIS CHECKLIST IS PROVIDED AS A COURTESY ONLY; OFFERORS ARE RESPONSIBLE FOR SUBMITTING ALL MANDATORY SECTIONS, ATTACHMENTS, SUBMITTAL ITEMS, ETC., REGARDLESS OF WHETHER THEY ARE IDENTIFIED IN THIS LIST.**

See section 4.2 for Proposal Format requirements.

- (M) Cover Form: Complete, sign, and submit **Attachment 4, Cover Form**. All Proposals must be submitted with the completed and signed Attachment 4, Cover Form.
- (M) Acknowledgement of Amendments: If the RFP is amended, the Offeror must acknowledge each amendment with a signature on the acknowledgement form provided with each amendment. Failure to return a signed copy of each amendment acknowledgement form with the Proposal may result in the Proposal being found non-responsive. See IDAPA 38.05.01.52.
- Section 7:** Provide response to all (M) and (ME) sections, and any other required submittal items.
- Section 8:** Provide response to all (M) and (ME) sections, and any other required submittal items
- Section 9:** Provide response to all (M) and (ME) sections, and any other required submittal items
- Redacted copy of Proposal and list of Trade Secret redactions, as detailed in **Section 3.2**.
- Review the required types and levels of insurance—these are mandatory requirements. If you do not already have the required types and levels of insurance, you are **strongly encouraged** to contact your insurance representative to find out if you will be able to obtain the required insurance. (The Offeror should not purchase additional insurance in reliance of being awarded a contract). If you are awarded a Contract, failure to provide proof of the required insurance will be grounds for termination of the Contract.

6.1 Proposal Responses (Evaluation Phase II)

The College is interested in providing a dining service program for as broad a segment as possible of the College's clientele. Towards meeting that goal, the College is requesting Offerors to propose a variety of options which will satisfy the needs of the College meal plan and commuter students, staff, administration, faculty and visitors.

The Offeror must submit a proposal addressing each of the points in this response area in the same order and numbered as presented herein. Failure to do so will eliminate that proposal from consideration in the contract award. Complete but brief responses are desired.

The College reserves the right to accept or refuse any proposed offers that are different than the current arrangement.

6.2 Contract Exceptions

State any exceptions, tied to specific numbered clauses, that Offeror wishes to make to the contract terms and conditions proposed in this document. Offeror must refer to this section of the RFP, and submit proposed alternative or preferred language for the deviation. Note, however, that any such exceptions or proposed deviations must be received by the College in writing prior to the date of the pre-proposal conference.

6.3 Branded Products

If the Offeror intends to feature any branded products (apart from or instead of branded concepts) in any of its food service operations, those brands that require contractual or franchise commitments to bring that branded product to the campus, along with specifics of the required commitments(i.e., has the Offeror agreed to have XYZ coffee exclusively for a minimum of four years in exchange for equipment?) should be listed. The College reserves the right to specify branded products.

7 BUSINESS INFORMATION

7.1 Minimum Financial and Experience Warranty

(M) The Offeror shall be national in scope and must be currently operating three or more non-vending college or university food services with accounts in excess of \$1,500,000 annually (each account must have been operating for the past two years).

7.1.1 (M) The Offeror must establish or have in place, if awarded the contract, a regional and district management organization covering any of these western states: WA, OR, CA, ID, NV, UT, MT, or WY.

7.1.2 (M) The Offeror must have been operating non-vending college or university food services on more than one campus for a period of the last five years or longer.

7.1.3 (M) Offerors must provide applicable financial data that will show the ability to perform. Three or more recent annual stockholders' reports, Security Exchange Report and/or statements of net worth will be sufficient. The College reserves the right to investigate the financial status, technical experience, and performance record of the Offeror by means of information contained in or attached to the questionnaire, or by other means deemed necessary. Submission by the Offeror of the above information represents specific permission by the Offeror for the College to investigate the Offeror's qualifications.

7.1.4 (M) Offerors are to provide the following information:

7.1.4.1 Name, address and telephone number of company headquarters

7.1.4.2 Type of organization (individual, partnership, corporation, other – if other, please describe)

7.1.4.3 Name and address of person to contact concerning Offeror's response

7.1.4.4 Telephone number, including area code, e-mail address of contact person

7.1.4.5 If a corporation, when incorporated, what state incorporated in, is the company authorized to do business in the state of Idaho? If so, when?

7.1.4.6 Offerors are responsible for any cost associated with submitting a proposal and response to this request for proposal. Each Offeror is responsible for any cost incurred in making visits to the College for any purpose associated with this request for proposal.

7.1.5 (M) List three (3) comprehensive college or university food services accounts closest in proximity to Lewis-Clark State College.

7.1.6 (ME) Provide a profile of Offeror's business including Offeror's business history, description of current service area, and customer base.

7.1.7 (M) Provide a copy of Offeror's organizational chart, including detail of any relationships with parent and subsidiary organizations.

7.1.8 (ME) Submit a list of all comparable size and type of operations within the college market for references. Lewis-Clark State College reserves the right to contact any of the accounts listed. For five of the accounts listed, include the following information:

7.1.8.1 Name and location of operation along with a college or university contact person and telephone number

7.1.8.2 Length of time Offeror company has had this operation

7.1.8.3 Sample retail and catering menu and pricing

7.1.8.4 Number of boarders on meal plans

7.1.8.5 Types of branded operations

7.1.9 (ME) Provide a list of all accounts Offeror has discontinued doing business with within the college market over the past two (2) years. If is preferred that Offeror provide the following information for three of those accounts:

7.1.9.1 Name and location of operation along with a college or university contact person and telephone number

7.1.9.2 Length of time Offeror company had this operation

7.1.10 (ME) Submit recent (within the last 3 years) customer satisfaction and/or contractor performance surveys or any other evidence of food quality and customer satisfaction that have been conducted at your Offeror's company's college/university accounts. Additionally, submit an example of a criticism received in response to these surveys and provide a description of what Offeror did to address this criticism. Preference is that the customer satisfaction surveys come from schools with similar on-campus population as LCSC.

8 ORGANIZATION AND STAFFING

8.1 Staffing Expectations

8.1.1 The Offeror shall maintain an adequate number of staff, who are sufficiently trained, on duty at the College at all times during business hours to ensure a quality dining service operation. In order to maintain a high quality of service, the Offeror shall be responsible for providing expert, experienced and qualified personnel for administration and supervision, menu planning and dietetics, production, purchasing, service, sanitation, marketing, and equipment consulting both on-site at the College and offsite at Offeror's corporate level.

8.1.2 If a transition in food service providers occurs, the Offeror shall interview any employees of the current Contractor who seek employment.

8.1.3 The Offeror is strongly encouraged to utilize the College's Student Employment and Career Center to hire College students as a part of its work force wherever feasible.

8.1.4 The Offeror shall continually provide satisfactory training and development programs for employees at all levels of the food service operation. Regularly scheduled full-time, part-time, and student employee training meetings shall be conducted by the Offeror at its own expense. Demonstration and documentation of this continual development is requested in later sections.

8.1.5 The Offeror shall have the capability of and be financially responsible for complying with all applicable federal, state, and local laws and regulations regarding the employment, compensation, and payment of personnel. This includes unemployment insurance, worker's compensation, and other taxes, health examinations, permits and licenses.

8.1.6 The Offeror's on-site management team must share among themselves an appropriate amount of professional training, experience, interpersonal characteristics, and public relations skills to provide the expertise required for catering, meal plans, concessions, summer program dining, and retail dining services of high quality.

8.1.7 The management team shall consist of positions or functions similar to a full-time on-site manager (general manager), a catering manager, a head chef, and as many other additional full-time management and supervisory personnel as deemed necessary to adequately staff the major service areas (meal plans, retail, catering, concessions, etc.) and multiple locations as mutually agreed upon between the Offeror and a designated College official. There shall be management or supervisory staff on duty and in attendance during all regular mealtimes, significant preparation periods, special dinners, catered meals or catered events or concessions events with more than 200 in attendance, or when requested specifically by the College.

8.1.8 The Offeror shall provide position descriptions and resumes for individuals who are being considered for the on-site management team. The College shall have the right to attend interviews of proposed candidates for the onsite manager and unit managers' positions and review Offeror's final recommendation before an appointment is made. The College's opinion

of management candidates will be solicited and considered as part of the Offeror's hiring process.

8.1.9 Candidates for the onsite manager position should have a minimum of five (5) years full-time professional food service experience in comparable progressively responsible positions and preferably in a higher education setting. Preference should be given to candidates with an appropriate degree.

8.1.10 The Offeror shall designate a District Manager to supervise the dining service management at Lewis-Clark State College. The College expects the District Manager's responsibilities to include, but not be limited to, the following:

8.1.10.1 Perform routine reviews and inspections of operations.

8.1.10.2 Establish reasonable performance standards for employees, managers and supervisors, with periodic discussions or meetings with individuals to assist them in achieving the standards.

8.1.10.3 Assist in filling staff vacancies in a timely manner.

8.1.10.4 Consult with the College on current and future trends in the food service industry and offer new programs provided by the Offeror.

8.1.11 The Offeror's office shall be open/closed in conformity with the expectations for College Offices as defined by the College calendar <https://www.lcsc.edu/registrar/academic-instructional-calendars> and remain open during holidays occurring within the academic semester to provide service for meal plan students (except for the week of Thanksgiving).

8.1.12 Offeror is encouraged to incorporate the College's instructional programs which may be related to food service, into its service program, using students in the program in staff positions, or providing opportunities for internships or display of skills and talents acquired through their education.

8.1.13 The Offeror is responsible for the on-campus behavior of all its employees. Said employees will abide by all rules and regulations which govern the College's employees. Infraction of those rules and regulations may result in the College requesting that the individual no longer be employed at the Contractor's Lewis-Clark State College account.

8.2 Staffing Plan

Describe Offeror's qualifications to successfully complete the requirements of the RFP by providing a detailed response to the following:

8.2.1 (ME) Onsite Manager (General Manager)

Provide a resume for the person proposed for the Onsite Manager position and/or provide a position description listing the required years of experience and education and skills for potential candidates.

8.2.2 (ME) Catering Manager

Provide a resume for the person proposed for the Catering Manager position and/or provide a position description listing the required years of experience and education and skills for potential candidates.

8.2.3 (ME) Head Chef

Provide a resume for the person proposed for the Head Chef position and/or provide a position description listing the required years of experience and education and skills for potential candidates.

8.2.4 (ME) Submit a copy of the employee evaluation criteria that would be used for the Onsite Manager, Catering Manager, and the Head Chef.

8.2.5 (ME) Key Personnel and Qualifications

8.2.5.1 Provide a list of other key management, supervisory, customer service and other roles to be used in the fulfillment of this Contract. Provide position descriptions, including requisite qualifications and experience of the person(s)/role(s) identified, as well as an explanation of how the person in that role will contribute to the food service operation.

8.2.5.2 (ME) Provide an employee organizational chart for all operations including position titles and times scheduled to work. Provide a summary of FTEs scheduled per week by location or function along with an indication of which positions will be filled with full and part-time employees as well as student workers.

8.2.6 (ME) Describe what qualifies as adequate staffing for the Marketplace, coffee shop(s), and concessions such as if your business operates with standard ratios based on event size, number of meal plans, etc. or based on similar operations.

8.2.7 (ME) Offeror shall provide information on how the management team whether on site or at the corporate level, will include at least one individual with formal nutritionist or dietitian's training that includes allergens and which provides yearly or more frequent trainings for onsite personnel in these areas. Please describe how you will address this request and the frequency of trainings.

8.2.8 (ME) Provide Offeror's policy/process for food preparation that addresses dietary/allergy cross contamination.

8.2.9 (ME) Provide a plan for yearly employee training and development, specify which trainings are required and optional, and how you will document the completion of this training. Specifically address customer service training and student employee training and development.

8.2.10 (E) Provide 5 sample pages from the Employee Training Manual.

8.2.11 (E) Provide Basic Employee policies and procedures. Limit this to five pages that describe hiring practices, benefits, employee evaluation policy and other relevant issues.

9 SCOPE OF WORK

All sections of the Scope of Work are required contract services. This proposal outline is to be used in response to the RFP. Evaluators will be scoring the proposal based on the methodologies proposed and the completeness of the response to each item listed below as well as items listed in Section 8.2. Offeror's must describe in detail how each requirement will be met. Requirements are marked (M) or (ME) below. Offer should include personnel, proposed timelines, methodologies, and any pertinent information that will be required from the College in order to achieve full compliance with all tasks and deliverables.

9.1 The Marketplace Retail Operations Specifications/Terms

9.1.1 Food Stations & Concepts

The Marketplace currently has six (6) food stations. As an example of current operations, the stations during the lunch hour are: made-to-order sandwiches; soup and salad bar; Tex-Mex concept; rotating station with items such as pasta, pizza, and wings; display station (action station) where the food is cooked on request; and a grill serving items such as hamburgers and French fries.

The Offeror is encouraged to propose changes or reconfiguration of the Marketplace's product mix, equipment, and service style to meet the program that they feel is best supported by their market analysis. This includes identifying opportunities for modifications in the number of operating stations. The College is committed to providing retail food service at the location currently identified as The Marketplace.

9.1.1.1 (ME) Describe in detail what food stations or concepts Offeror proposes for each service period (breakfast, lunch, brunch, and dinner) and why these are chosen.

9.1.1.2 (E) Describe Offeror's plan for future rotation or refresh of stations.

The Offeror is encouraged to offer corporate, regional and/or national Branded Concepts which are deemed appropriate or financially feasible by the Offeror.

The College reserves the right to require a survey to determine the acceptability on any new concepts. Prior to implementation of any new Branded Concepts, the Offeror must obtain the College's approval in writing. Once Branded Concepts have been installed at the College, they shall remain in place as long as the demand for the product supports the cost of providing it. Copies of all contracts that relate to the branded service will be provided to the College.

The Offeror shall provide all its corporate branded concepts free of franchise and/or license fees.

9.1.2 Branded Concepts

The cost of equipment and other materials provided for Branded Concepts support shall be the responsibility of the Offeror. In the event that the Agreement is terminated before the Offeror has completed equipment amortization, a new Offeror will be responsible for the balance of the cost if the branded concept license/franchise is transferable. If the concept license/franchise is not transferable then the Contractor that initiated the Branded Concepts must assume all costs and rename the equipment and logo/trademark items within 48 hours of the contract termination. The exact terms for each brand and a list of equipment and logo/trademark items

must be clearly identified in writing along with the transfer/non-transfer terms at the time a branded concept is proposed. Failure to disclose any terms will result in all related costs being assumed entirely by the Contractor.

9.1.3 Retail Menus

The College has a residence hall and a commuter non-traditional age student population in addition to staff and campus guests. The Marketplace serves students on meal plans and the general campus population during all service periods, with meal plan students being the primary customer during the breakfast, brunch, and dinner service periods. The College strongly recommends that the Offeror carefully analyze the retail market on campus and/or similarly sized and populated operations.

Attention shall be given to the offering of menu selections that accommodate a diverse campus clientele and customer nutritional concerns. There must be a balance of quick service and a more casual dining and traditional fare.

The Offeror's beverage menu is subject to any soft drink beverage contract which the College may enter into during the course of the contract.

While the College wants Offeror to propose the retail mix that they feel will best meet the needs of the campus population, the College feels that certain minimum standards are required as presented below. These standards should not be seen by the Offeror to limit serving location or service style.

Retail food service should be available during the following periods with minimum standards as follows:

Academic Sessions

Morning Service Period:

Breakfast service should be available featuring baked goods, pastries, hot beverages (coffee, tea, cappuccino drinks, etc.) and cold beverages (juices, milk, soft drinks, etc.), breakfast entree selections, with a focus on a variety of items that are available for on-site dining as well as grab and go.

Please note the morning period is currently "all-you-care-to-eat" for people on meal plans and this is not a required minimum standard.

Lunch Service Period:

Lunch is the primary meal period. All stations proposed for The Marketplace food court should be open during this time. A variety of fresh items, hot and cold items, and microwavable items should be available for on-site dining as well as grab and go.

Dinner Service Period:

Dinner service should be available featuring hot and cold beverages and a selection of entrees. The Offeror should indicate which formats will be open during this meal period.

Please note the dinner period is currently "all-you-care-to-eat" for people on meal plans and this is not a required minimum standard.

Saturday/Sunday Brunch Period:

A minimum of three (3) proposed stations for the Marketplace food court should be open during this time. A variety of baked goods, fresh items, hot and cold items, and microwavable items should be available for on-site dining as well as grab and go.

Please note the brunch period is currently "all-you-care-to-eat" for people with meal plans and this is not a required minimum standard.

Particular attention should be directed to weekend menus which will not exclusively consist of leftovers or an abundance of ready to pick up items. A creative use of leftovers as a sustainability initiative is acceptable.

Summer session

Daily lunch service is not required; therefore, the Offeror is required to address how the need for food service availability during the summer months would be assessed. There are summer athletic camps and other events that may require additional service periods and arrangements. Additionally, athletes and residence hall students return prior to the start of each academic semester and will need to have food service provided. Athletes may return at the beginning of August. The Offeror will be responsible for coordinating summer and pre-semester food service needs with campus constituents.

Offer should respond to the following questions, noting the minimum standards listed prior in this section:

9.1.3.1 (ME) Describe which stations will be open during breakfast, brunch, lunch, and dinner service periods during the academic session.

9.1.3.2 (ME) Provide a four (4) week menu for each station during each service period. The menus will be evaluated based on the level of variety, creativity, and diversity offered. Diversity is broadly defined such as ethnically and regionally diverse, ex: Asian food or U.S. southern food.

9.1.3.3 (ME) Identify each menu item for each station in the four (4) week menu as to how it addresses a particular dietary or allergy needs.

9.1.3.4 (E) Describe each menu item in the four (4) week menu for each station with respects to the quality of food used in the preparation, whether fresh produce items are used in the menu item, and the applicable nutritional information.

9.1.3.5 (E) Describe each menu item's portion size and the price in the four (4) week menu. The College is interested in a variety of menu item portions and quality options to accommodate differing appetites and budgets, specifically the inclusion of value menu items.

9.1.3.6 (E) Describe the proposed menu cycle for each station during each service period, ex: no menu item will reappear within a two (2) week cycle and/or the grill has standard menu offerings with specials introduced weekly.

9.1.3.7 (ME) Provide a list of grab-and-go items for pickup during each service period such as baked goods, fresh items, cold, hot, and microwaveable. Describe whether items are purchased or produced in house and the rotation cycle for introducing new items. List the price for each item and the freshness date timeframe.

9.1.4 Prices and Portions

Prior to commencement of the Agreement, the proposed retail menu, including item, portion and price, and the serving schedules shall be approved in writing by the College. These prices and schedules shall serve as a guide and baseline for any other items not specifically included in the initial proposal. The price range of menu items will serve as a baseline expectation for the minimum, average, and maximum prices for menu items. Variations to prices above the maximum priced menu option must be submitted to the College representative for review and approval prior to their offering. Routine price change requests other than those of an emergency basis will be submitted to the College for review and approval no later than eight weeks before the beginning of the academic period. Price changes will be effective at the start of each academic year.

Prices for prepackaged convenience items in the retail units shall be set based upon margins common to the retail business not food service. Since the Offeror does not prepare these products, the mark up should not be the same. The College does, however, recognize that an Offeror may not be able to sell grocery items at the same discount as grocery stores. The Offeror should, therefore, be prepared to submit a markup percentage which will apply to retail items.

9.1.5 Hours of Operation

The College is interested in food service options being available for extended and continuous hours to assist in its efforts to increase campus engagement. As such, Offeror should consider this when responding to the specifications associated with the menu and hours of operation.

9.1.5.1 (ME) Submit the intended hours of operation for the Marketplace and which stations will be available during each service period. Describe the rationale for the proposed hours of operation and what data will be collected to assist in future hours of operation proposals.

Current hours of service are as follows:

- Monday Through Thursday
 - Breakfast 7:30 a.m. – 10:30 a.m.
 - Closed 10:30 a.m. – 11:00 a.m.
 - Lunch 11:00 a.m. – 1:30 p.m.
 - Closed 1:30 p.m. – 5:30 p.m.
 - Dinner 5:30 p.m. – 7:00 p.m.
 - Closed after dinner
- Friday
 - Breakfast 7:30 a.m. – 10:30 a.m.
 - Closed 10:30 a.m. – 11:00 a.m.
 - Lunch 11:00 a.m. – 1:00 p.m.
 - Closed 1:00 p.m. – 5:30 p.m.
 - Dinner 5:30 p.m. – 7:00 p.m.
 - Closed after dinner
- Saturday and Sunday
 - Brunch 10:30 a.m. – 1:00 p.m.
 - Closed 1:00 p.m. – 5:30 p.m.
 - Dinner 5:30 p.m. – 7:00 p.m.
 - Closed after dinner

The College requires that food service be available during appropriate parts of the day to accommodate each service period. Additionally, the College is working toward strengthening engagement within our student population and making the SUB/CSL, which houses the Marketplace, a more vibrant and active facility and feels the availability of food service is a component of this engagement opportunity. This may include offering limited menu and beverage offerings for student or college programs occurring during various hours in the SUB/CSL.

Prior to the commencement of the Agreement, the Offeror's proposed hours of service shall be approved in writing by the College. Such hours must be maintained for three months prior to Contractor making a request to revise the hours of operation.

9.1.6 Ordering

9.1.6.1 (ME) Detail the timing of the preparation of food at each station during each service period and the number of staff required to meet anticipated timing. Include the availability if applicable of pre-plated options.

9.1.6.2 (E) Describe ordering and delivery options such as in person, online website, or an app and the staff, equipment, and software necessary to facilitate these options. Detail whether online orders may have a pickup counter, etc. If new equipment or software is necessary, indicate the value of this proposal and provide the name of the equipment and/or software along with technical specifications.

9.1.7 Group Discounts

The College hosts groups of 10 or more that are served through the Marketplace. Offeror should anticipate hosted groups ranging from 10 to over 100 on a frequent basis. Typically, the groups will utilize standard menus and food service stations. In the case of large groups and/or special needs, the College may request special station offerings during the service period.

9.1.7.1 (ME) Detail the discount applicable for standard menu/service offerings during each of the service periods for hosted groups up to 400 guests. Separate differential pricing discounts by the size of the group.

9.1.7.2 (E) At times, the College will request different station offerings for hosted groups. The menu offerings must appeal to a range of budgets such as a value menu offering to a high-quality offering. Detail at least five (5) menu offerings for each service period and which stations will provide the menu offerings for breakfast, lunch, and dinner service. List the portion size and price of each menu item. Differentiate the price by the number hosted up to 400 guests. Describe any special considerations necessary to host a group during a regular service period in which you have other guests.

9.1.8 Service Levels & Facility

The Offeror will review the Colleges' Event Report in the SUB/CSL and the conference services schedule and adjust staffing and production to meet the requirements for retail food service for public events on the campus.

The Offeror is encouraged to meet at least annually with the College representative to evaluate the need for expansion, improvements and remodeling of its retail food service areas. All proposed changes shall be approved in writing prior to implementation. Financial responsibility for proposed projects shall be mutually agreed upon by the College and Offeror.

9.1.9 Customer Input, Feedback, & Action Plan

9.1.9.1 (ME) Describe the plan to solicit input and feedback from students, staff, campus guests, and residence hall students with regard to the Marketplace (service levels, menu, hours of operation, etc.). Include in the plan the method(s) by which feedback is sought as well as the frequency with which it is sought. Detail who will have access to each method of feedback, how the feedback will be utilized, and the action plan and timing of responding to the feedback.

9.2 Contract Meal Plan Specifications

9.2.1 Meal Plans

Meal plans shall be provided to the College for resale to board students in College residence halls in accordance with the food service calendar which is presently (2022-2023) based on 223 board days during the academic year (fall and spring semesters). Meal plans shall also be available to non-residence hall students as well as college employees in accordance with the annual food service calendar. The Marketplace is the only dining facility on campus and serves both meal plan students and the general campus population.

9.2.2 Meal Plans Fee Collection

The College shall be responsible for collecting institutionally determined student food service fees. Uncollected debts shall not diminish payments owed to the Offeror by the College. The Offeror shall be responsible for cooperating with the College to assure the collection of fees by withholding all meals from students for which the debt has not been collected when directed to do so by authorized College personnel. The College shall be responsible for providing the Offeror with timely and accurate information about such matters.

9.2.3 Meal Plan Proposal

Offerors are required to propose a fixed daily rate per person for the meal plan program for a period of one year. Should Contractor propose an all-you-care-to-eat program for the dinner or breakfast service periods, at least three (3) out of the six (6) stations in The Marketplace must be operational to allow for adequate variety.

At a minimum, the Offeror must propose fixed rates for the following program:

9.2.3.1 (ME) Provide a minimum of three (3) meal plan options but the College encourages more options. The fixed daily rate may be provided on a sliding scale for differing levels of participation. The sliding scale should be in increments of \$25. If applicable, Offeror should indicate minimum and maximum participation for each meal plan. Offerors may also describe and provide prices for additional meal plans that the Offeror believes would enhance student satisfaction/participation. Describe the meal plans and list the price per meal plan per boarder per day and include pricing for guest meals in cases of all-you-care-to-eat service periods. The College encourages creative options to address a variety of appetites and budgets. The College will be adding a 20-bed Living and Learning Center to its campus housing inventory. This facility is equipped with a kitchen but residents will be required to have a meal plan. The Offeror is encouraged to consider a more limited meal plan for residents of this facility as well as College Place, which is an 88-bed facility comprised of suites with kitchenettes. At present, College Place residents are not required to have meal plans but the College will consider changing this policy. Describe creative options for end of semester unused "board" meals such as swipe for a pizza, grab and go items, micro market, etc. during finals week and/or rollover unused funds and meals to the next semester and how this affects meal plan pricing.

9.2.3.2 (E) The Offeror is encouraged to propose as an additional option, a "one swipe", one trip, meal plan for the lunch time in lieu of a declining balance option. If this option is available, describe the meal plan cost and the student process/meal selection for a one-swipe option.

9.2.4 Unlimited Servings

Students who have a meal plan contract shall have an option for unlimited servings during the breakfast and dinner periods on all food and beverages except premium entrees served at most premium meals. The type of service may be self-service for many of the food and beverage stations. Food and beverage portions shall be the same size and quality throughout the serving schedule so that the "seconds" portions served shall be the same as the initial portions served.

9.2.5 Special/Seasonal Premium Events

A minimum of six (6) special/seasonal/premium meals shall be served during the academic year. The meals shall rotate between Monday, Tuesday, Wednesday, and Thursday nights. The meals shall not be served the night before a holiday or the beginning of a holiday vacation or semester break. The Offeror, in conjunction with the College, should draw up an annual calendar of premium/theme meals.

Included in these meals shall be a variety of dining experiences ranging from special events or themes, premium quality meals, to ethnic and holiday fare complete with costumes, music and decorations appropriate to the occasion. Examples of such events are: Holiday Banquets and Cultural Dinners. Menus shall be planned in conjunction with the Offeror's on-site manager, the Office of Residence Life, and other campus units as appropriate and shall take into consideration seasonal holidays and special College functions.

9.2.5.1 (E) Describe the menu, theme, decorations, serving style, and general atmosphere of two (2) special/seasonal meal offerings.

Premium meals shall include a variety of upgraded beef, pork, chicken and fish entrees. Portion size shall be larger than the standard portions. Premium entrees shall be limited to a single serving per person. An alternative whole meat entree shall be available for customers who desire a second entree serving when premium meals are served.

Premium meal menus shall include appropriate salads, vegetables and starches, and desserts to accompany the upgraded entree. Premium meals shall be adequately promoted to encourage student participation. Premium meals are encouraged to have an atmosphere reflective of the upgraded meal.

9.2.5.2 (E) Describe the menu, theme, decorations, serving style, and general atmosphere of two (2) premium meal offerings. Describe how the premium meals will be substantially different than a standard meal (ex: portion size, food quality, etc.). If there is a price difference for a premium event outside of the meal plan price, please list the price difference.

9.2.6 Exam Treats/ Breakfast

Each semester, once at mid-term and once during final examination week, the Offeror shall provide snacks/treats for students in the residence halls as a component of the meal plan that does not require a board meal or declining dollars use. The cost of this service shall be included in the price of the meal plan. Examples of treats are as follows: cookies, baked goods, seasonal fruits, ice cream, sandwich bars, assorted beverages (fresh juices, carbonated or fruit punch, etc.), and vegetable trays.

Also included in the cost of the meal plan, a midnight breakfast shall be offered during one day of finals week each semester. Examples served at midnight breakfast are as follows: eggs, sausage, hash browns, French toast, beverages.

9.2.7 Special Diets

As part of its service, Offeror shall supply any necessary special diets for students when prescribed and approved in writing by a medical doctor and supported by the College's

Accessibility Services. In instances when the Offeror is unable to accommodate a student's dietary needs, the Offeror shall not bill the College for these students. Offeror needs to address how allergens that may be present in food will be communicated to dining guests.

9.2.8 Take-Out Meals

A take-out breakfast, lunch, and dinner program shall be made available to all students on the board plan. All requests for a take-out meal must be submitted 24 hours in advance. Take-out meals shall only be provided when boarders are required to miss a scheduled meal for an official College function, class or work conflict. A take-out meal should be nutritionally balanced and offer a portion in comparison to a regular service meal. Offeror will be expected to coordinate with the Office of Residence Life to assess the need for routine take-out meals for boarders who have regular conflicts with standard meal times.

9.2.9 Picnics

Picnics shall be provided at no extra charge, in lieu of a regular meal, to groups of students holding meal plan contracts (e.g., residence s). A written request approved by the Director of Residence Life or designee and a list of names and identification numbers of the customers planning to attend the event must be submitted to the on-site manager 72 hours in advance. The Offeror shall be responsible for providing food of the same quantity and quality as would be provided in the dining hall. The Offeror shall be responsible for advising the consumers as to the safety and sanitation precautions which should be followed in preparation and service of the food.

9.2.10 Student Personnel Meals

When student personnel of the Office of Residence Life are on duty just prior to the beginning of Fall Semester, meals shall be negotiated between the College and the Offeror.

9.2.11 Customer Input, Feedback, & Action Plan

9.2.11.1 (ME) Describe the plan to solicit input and feedback from Residence Hall students. Include in the plan the method(s) in which feedback is sought and the frequency. Detail who will have access to each method of feedback, how the feedback will be utilized, and the action plan and timing of responding to the feedback.

9.3 Catering Specifications/Terms

9.3.1 General Catering

The Offeror shall provide a catering program for College-approved functions such as receptions, banquets, private parties, refreshment service, carryout service, and other special events. The catering program should reflect the diverse needs of students, faculty, staff and administrators in its service menu and styles. It is important that catered functions for these groups be of the highest professional standards for quality service (adequately staffed, attire, courtesy, promptness, food presentation, timeliness of delivery and removal, and provision of necessary items).

The Offeror shall provide four (4) levels of service for catering:

- i. Table linen, china, and table center pieces
- ii. Table linen and china

- iii. Table linen and disposable napkins cups, plates and flatware
- iv. Pick-up/take-out

9.3.2 The Offeror shall honor the specific commitments of menus, prices, and other arrangements made by the incumbent Contractor, and known by the College, for catering service prior to beginning a new Agreement.

9.3.3 The Offeror shall meet at least once per semester with a designated College representative to evaluate the catering program and, as necessary, make revisions to improve overall service. Review will include any focus groups, customer surveys, goal attainment, and/or event evaluation data. A summary of the review will be made available to gauge future progress.

9.3.4 Catering will be billed by the Offeror and collection for such events is the sole responsibility of the Offeror. The College will assist with the collection of delinquent accounts on campus when requested and when provided written details of the delinquent charges. All billing and collection procedures shall be approved by the College prior to the start of the contract.

9.3.5 The Offeror will hold an annual Catering Open House once per year to promote catering services and to inform customers of new menu items and other changes. The Offeror is encouraged to invite partner vendors and distributors to showcase new projects and services. The date of the open house will be determined by mutual consent between the College and the Contractor. At a minimum, all on-campus clients who have ordered more than \$500 worth of catering in the previous year will be invited. Samples will be provided of new catered items, custom menus, etc. in an effort to familiarize the campus community with catering options and offerings. The cost of promoting and producing this event will be the responsibility of the Offeror.

9.3.6 The College shall control/schedule the space commitment for authorized College catered events. The Offeror shall coordinate the menu and details of food service requirements.

9.3.7 The Offeror shall provide a sufficient number of qualified and trained staff to service the events successfully and timely, take and process catering orders, respond to inquiries, and handle all aspects of a quality catering program.

9.3.8 The Offeror shall identify one of its staff members, who has training for this type of service, as a catering manager to oversee all aspects of catered events. This person's other duties should not conflict with these responsibilities. The Offeror shall provide back-up plans when the catering manager is not available.

9.3.9 To preserve campus relations with the community outside the College, the Offeror is discouraged from soliciting non-College related catering off-campus. However, the Offeror is encouraged to accept all such business which is requested by outside groups. The College reserves the right to approve all such business.

9.3.10 All catering equipment and supplies must be removed from the catered service site within two (2) working hours after the end of the event or before the start of the next event in

that location, whichever is sooner. In no case will perishable food and other catering items be left in a room overnight.

9.3.11 The College will not allow the Offeror to require a gratuity. An optional gratuity may be requested.

9.3.12 The College will not allow delivery or setup fees for catering at any location on the main campus located at 500 8th Avenue in Lewiston including the President's residence UNLESS the order is under \$100. Catering events in the SUB/CSL or Williams Conference Center will not incur a delivery or setup fee regardless of order amount. Off campus locations such Center for Arts & History, the Schweitzer Career & Technical Education building, and Workforce Training are not considered a component of the main campus and can incur a delivery fee.

9.3.13 Exclusive Rights and Exceptions

The Offeror will have exclusive rights to cater events on the LCSC campus with exceptions being the P1FCU Activity Center and Center for Arts & History. Exceptions to this exclusivity are:

1. Food/snacks/beverages for regular meetings of Associated Students of Lewis-Clark State College (ASLCSC) and recognized student organizations where the public is not invited. The Offeror is encouraged to offer a low-cost service that may meet this need and keep this business (and good will) on campus. The exclusion only applies to catering valued under \$100 as priced by the current catering menu.
2. Birthday cakes/goodies/snacks provided by College faculty or staff members for other faculty or staff members in their office area.
3. Refreshments and food sold at annual events, i.e., Art under the Elms, Dogwood Festival, ASLCSC Christmas Craft Fair, NAIA World Series, held on campus. Groups will comply with Health Department regulations as well as Fire Code.
4. Special order cakes (wedding, anniversary, birthday, etc.) for receptions where the Offeror is providing other services (punch, etc.). If the Offeror is proposing a significant baking option, this exception may be waived upon proven ability to produce a quality product.
5. Brown bag lunches brought into meetings by individuals, not a sponsoring group.
6. Refreshments and cookies-and-punch type snacks for programs in, and sponsored by, the residence halls. The exclusion only applies to catering valued under \$100 as priced by the current catering menu.
7. Instructional program events in which food is prepared and served by program students as a requirement for an instructional course. The instructional course will not compete for campus catering business and may not sell food, whether prepared or not prepared, or provide catering services to the campus community. Exceptions to this policy must be approved by the Vice President for Student Affairs in coordination with the Offeror.

Additionally, the Offeror must work with the College to produce some events in a nontraditional manner. These events support the mission of the College, and are generally traditional in nature. An example is the multicultural student dinner (prepared on-site in the central production kitchen with supervision and assistance of the Offeror's staff).

9.3.14 Catering Menu & Service Options

9.3.14.1 (ME) Provide a standard catering menu and list prices. Describe the cyclical menu for catering such as the frequency in the introduction of new items.

9.3.14.2 (ME) Provide pricing for each of the four levels of catering service as noted in 9.3.1.

9.3.14.3 (ME) Identify allergy/diet friendly catering menu items as prepared or with adjustments to the recipe. Describe how Offeror will accommodate dietary and allergy needs for menu choices not listed on the standard catering menu.

9.3.14.4 (ME) Describe the quality of food used in the standard catering menu such as source of food, beef/poultry grades, and the use of fresh produce.

9.3.14.5 (ME) Describe the standard portion size of proteins on the standard catering menu to allow for adequate price comparisons. Ex: quarter pound hamburger, two slices of bacon, or a single chicken breast.

9.3.14.6 (ME) Provide an example of two (2) seasonal menu items for each season: fall, winter, spring, and summer and detail the cyclical menu and number of seasonal items offered per calendar year.

9.3.14.7 (E) The College has a wide array of groups and budgets that utilize the catering service. If not included in the standard catering menu, provide a low cost or “value menu” catering option and list prices. Ex: campus tours, sack lunch options, and other express items available for pickup.

9.3.14.8 (E) Provide a conference package pricing structure for groups requiring more than one meal per day. Differentiate the pricing structure for packages based on number of attendees and provide either a conference catering menu or identify which items on the standard catering menu are options for conference package pricing. Conference package pricing shall include options for breakfast, lunch, and dinner; breakfast, beverage/snack, lunch, and beverage/snack; breakfast, beverage/snack, lunch, beverage/snack, and dinner; and other traditional conference meal/snack combinations.

9.3.14.9 (E) Describe in detail or provide pictures of the standard presentation of food. Examples should include the plating of appetizers, entrees, and desserts for a range of menu items from value to higher priced items.

9.3.14.10 (E) Describe in detail or provide pictures of the standard presentation of food tables such as linens, height of displays, etc.

9.3.14.11 (E) Describe in detail or provide pictures of the available options of banquet table linens and center pieces. List the price for each option.

9.3.14.12 (E) Describe whether Offeror can accommodate a customized menu item request, and if so, the process for this request and preparation.

9.3.14.13 (ME) Describe how Offeror will ensure adequate staffing, accurate scheduling, timely service, and other logistics associated with successful catering events.

9.3.15 Customer Input, Feedback, & Action Plan

9.3.15.1 (ME) Describe the plan to solicit input and feedback from catering customers. Include in the plan the method(s) in which feedback is sought and the frequency. Detail who will have access to each method of feedback, how the feedback will be utilized, and the action plan and timing of responding to the feedback.

9.4 Concessions Specifications and Terms

The Offeror shall receive rights to the food and drink concession sales made on the LCSC campus in the P1FCU Activity Center, which has a main concession located by the north entrance and a secondary location at the west entrance to the building. The main concession is the primary location used during events and the west entrance is open in addition to the main concession for certain high traffic events. The west entrance is considered a “student” entrance due to the proximity to the residence halls.

9.4.1 Concession Right Exceptions

Exceptions to this right includes: NAIA World Series, Warrior Athletic Association externally sponsored promotions, Warrior Athletics externally sponsored promotions, and Warrior Zone (official fan club) and other game day promotions in which external entities provide food at no cost to the College.

9.4.2 Sites/Locations

The Offeror shall provide adequate concessions services at all athletic and entertainment events unless otherwise requested by the College. In addition, the Offeror shall provide concession services to all other events and activities with an anticipated attendance of 100 patrons or more that supplement the normal athletic and entertainment events schedule, unless otherwise requested by the College.

9.4.3 Menu and Ordering

Menu items for concessions shall include traditional event fare such as, but not limited to: hotdogs, nachos, hamburgers, French fries, popcorn, pretzels and cheese, candy selection, and beverages. Emphasis should be placed on innovative items which will create interest in the concessions operations and encourage a high level of patronage. Menu items should reflect variety and innovation in market trends. Signature items should be developed. Also, types of products should be varied with types of events, ex: a youth-oriented event may have different product offerings than a traditional sporting event.

9.4.3.1 (ME) Submit a plan to operate concessions, which includes but is not limited to: menus; prices/portions; any and all national, regional or local brands or branded concepts that your company will provide in the concessions environment; staffing levels; and promotion of specialty items or products unique to the concession industry. Describe which concession stands will be open depending upon the anticipated event attendance, the number of open cash registers per concessions stand, and any special offerings targeting students at the west entrance concession stand. Describe Offeror’s plan for determining which menu items will be offered at the concession stand and for assessing the efficacy of those choices.

9.4.3.2 (E) Describe ordering/point of sale and delivery options such as in person, online website, text to order, or an app and the staff, equipment, and software necessary to facilitate these options. If new equipment or software is necessary, list the cost and the expectations for the Offeror's portion of this cost.

9.4.3.3 (E) Describe the preparation plan for each menu item that is not grab and go. Ex: time of preparation in relation to the start of an event, anticipating peak times and preparation plan adjustments, and how this preparation plan will assure optimal food and service delivery times.

9.4.4 Service Organization Staffing

The Offeror is encouraged to use service organizations from the campus and community to supplement its permanent staffing for the concession's operations. Preference should be given to student groups over community groups.

9.4.4.1 The Offeror shall continually initiate methods to promote public relations among service organizations by allowing student organizations or local groups to work concession areas.

9.4.4.2 The Contractor shall provide adequate training and supervision for service organizations to assure that food is handled in a safe and sanitary manner, that all monies are accounted for and that customers receive fast and friendly service.

9.4.4.3 (E) Provide a plan to solicit, select, train and supervise volunteer organizations to staff the concessions stands for various events. Include a sample of the job description or handbook that will be used to set standards for the volunteer groups.

9.4.4.4 (E) Describe the commission or payment plan for volunteer service groups.

9.4.5 Equipment

The Offeror shall provide all equipment and accessories necessary to operate the concessions stands, including but not limited to, nacho cheese warmer, hot chocolate and coffee machines, POS electronic transaction systems, delivering reports, etc., and necessary to adequately perform/conform to accepted concession services standards throughout the term of the contract. Offeror shall clean and maintain any and all College equipment used to supplement concession services.

The College shall provide the grill, fryer, freezer, popcorn machine, ice machine, and hot dog cooker.

9.4.6 Control System

A concessions control system is required to be provided by the Offeror and a device to accept major credit cards.

9.4.6.1 (ME) A cash register/ electronic system for controlling product and monitoring sales at concessions stands is required. Include the number of units that will be provided, the product description and value of this system. The cash register or

secondary system must be capable of taking all major credit and debit cards in a timely manner to accommodate high traffic and reduce wait times. The College will provide a connectivity for accepting the campus student ID card for debit transactions.

9.4.6.2 (M) Describe Offeror's system to account for the product distributed to each service location and for balancing the cash against the product at the end of each event.

9.5 Coffee Shops

The College has two coffee shop locations (Jitterz & Doks) and a self-service station (Serenade). Jitterz is a coffee shop located on the lower level of the SUB/CSL next to the Marketplace. Current offerings include coffee and espresso drinks as a "Proudly Serves Starbucks" location. A selection of grab and go items and baked goods are also available. Jitterz is currently subcontracted out through the current food service contractor.

Doks is an espresso stand in a self-contained small, somewhat portable building located outside of the SUB/CSL. Historically, the food service contractor had offerings at this facility including coffee and espresso drinks and assorted baked goods. Doks was named by the current food service contractor but was taken offline due to staffing challenges and its proximity to Jitterz. The building is still available for use by the current or a future food service contractor. Proposals should include options for year-round or seasonal use of the facility.

The Schweitzer Career and Technical Education Center has a Starbucks Serenade self-service machine that offers coffee, tea, and hot chocolate. The Serenade is currently maintained by and was purchased in 2018 by the current food service contractor.

The Offeror is encouraged to propose changes or reconfiguration of the coffee shops' product mix, equipment, and service style to meet the program that they feel is best supported by their market analysis. Additionally, the number of coffee shops and service locations should be considered in this proposal.

Additionally, the College is interested in food service options being available for extended and continuous hours to assist in our efforts to increase campus engagement. Also, there is a desire for coffee and grab and go items to be available during the holiday breaks and summer sessions that are scheduled work times for employees. As such, Offeror should consider this information when responding to the menu and hours of operation for coffee shops.

9.5.1 Concepts & Menu

9.5.1.1 (ME) Describe in detail what concepts Offeror proposes for Jitterz and/or Doks and why these are chosen. List any national, regional, or local branded concepts or trends. Consider differentiated options if proposing concepts for both Jitterz and Doks. If offeror declines to propose a concept for Doks, the College reserves the right to make it available to other vendors

9.5.1.2 (ME) Provide a menu with prices per item and list portion size.

9.5.1.3 (ME) Provide a list of grab-and-go items for sale and pickup at each location such as baked goods, fresh items, cold, hot, and microwaveable. Describe whether items are purchased or produced in house and the cyclical menu and timeframe for introducing new items. List the price for each item and the freshness date timeframe (ex: prepared on day one and offered until end of day two then removed from shelf).

9.5.2 Seasonal Offerings

9.5.2.1 (ME) Provide an example of two (2) seasonal menu items for each season: fall, winter, spring, and summer and describe when seasonal offerings will be introduced throughout the calendar year and the number of new items introduced for each season.

9.5.3 Hours of Operation

9.5.3.1 (ME) Submit proposed hours of operation for Jitterz and Doks and which menu items will be available during each service period. Include hours of operation during fall, winter, and spring breaks and working holidays (<https://www.lcsc.edu/registrar/academic-instructional-calendars> and <https://www.google.com/url?client=internal-element-cse&cx=005940473117795338789:bg8klueq83a&q=https://www.lcsc.edu/media/8744/holiday-schedule.xlsx&sa=U&ved=2ahUKEwi3qJrOj-j7AhXjM0QIHRudCQQQFnoECAYQAQ&usg=AOvVaw04p3YAnAaieHIBTJwaTtuK>).

Describe the rationale for the proposed hours of operation and what data will be collected to assist in future hours of operation proposals.

Current hours of service are as follows:

- Jitterz
 - Monday through Thursday 7:00 a.m. – 3:30 p.m.
 - Friday 7:00 a.m. – 1:30 p.m.
 - Saturday – Sunday Closed
- Doks (currently not in use)

9.5.4 Ordering

9.5.4.1 (ME) Detail the timing of the preparation of food at each location and the number of staff required to meet anticipated timing (ex: 3-minute wait time for coffee items during peak hours).

9.5.4.2 (E) Describe ordering/point of sale and delivery options such as in person, online website, or an app and the staff, equipment, and software necessary to facilitate these options. If new equipment or software is necessary, list the cost and the expectations for the Offeror's portion of this cost.

9.5.5 Customer Input, Feedback, & Action Plan

9.5.5.1 (ME) Describe the plan to solicit input and feedback from coffee shop patrons (service levels, menu, hours of operation, etc.). Include in the plan the method(s) in

which feedback is sought and the frequency. Detail who will have access to each method of feedback, how the feedback will be utilized, and the action plan and timing of responding to the feedback.

9.6 Student & Employee Engagement

The College is working toward strengthening engagement within the student population and making the SUB/CSL, which houses the Marketplace, a more vibrant and active facility.

9.6.1 (E) Describe a plan to offer special events in relation to food service and/or in relation to the College. Describe how these special events will assist in the College's engagement initiative and which population(s) are targeted for each event (students, employees, community members, etc.). Special events are defined as **singular events**. If there is a cost to the College associated with the special event, please list the cost.

9.6.2 (E) Describe a plan to offer special programs in relation to food service and/or in relation to the College. Describe how these special programs will assist in the College's engagement initiative and which population(s) are targeted for each program (students, employees, community members, etc.). **Special programs are defined as a set of structured activities**. If there is a cost to the College associated with the special program, please list the cost.

9.6.3 (E) Describe how Offeror has partnered with educational divisions/departments and/or offered programs in partnership at other institutions. Detail which partnership opportunities may be options at LCSC.

9.6.4 (E) Describe how Offeror will engage College administration with food services. Ex: invite to serve food on special occasions, solicit input/involvement for campus events, partner on special projects, etc.

9.6.5 (E) Describe a plan to engage the food service staff within the campus community outside of food service activities and events.

9.6.6 (E) Describe how Offeror will arrange staffing and otherwise support extra-curricular student programming such as talent nights, performances, etc.

9.6.7 (E) Describe how Offeror believes food services can be leveraged to support the college's enrollment goals.

9.6.8 (E) Detail Offeror's experience in supporting campus visitations and tours and how you will support these activities at the College.

9.7 Marketing

From a business perspective, marketing denotes the blending of both the creative and the financial sides of an operation to ensure consumer demand. As a partner with the College, the Offeror is expected to implement advertising and promotional programs that enhance the visibility and image of the College Dining Service. Therefore, to promote a successful service/sales environment, the Offeror shall annually develop and submit to the College for review a comprehensive marketing plan designed to maximize this financial opportunity and service for the students, the College, and Offeror.

Additionally, the Offeror shall provide monthly strategic analysis of data information relative to the “Plan” and make necessary adjustments accordingly. The College will reasonably cooperate with the Offeror in promotion and merchandising its services and products to attract more customers and to more fully utilize the dining services.

9.7.1 Meal Plan Advertising

As part of its marketing plan, the Offeror shall, at least annually, provide information for marketing meal plans to existing and prospective students. The Offeror will make this information available to the offices of Residence Life, Admissions, and International Programs no later than 30 days after meal plan rates are approved.

9.7.2 Printing and Distribution Costs

The Offeror shall be responsible for all costs associated with advertising and promotional efforts through printed or other media methods. At a minimum, the Offeror shall disseminate information to students, faculty and staff regarding catering menus, meal plans, and Marketplace monthly, weekly and daily menu calendars in print or digital formats.

9.7.3 Campus Mail Service

Dining service promotional materials may be included in College promotional mailings so long as this inclusion does not materially affect the mailing costs. Other materials, produced, printed, and mailed at the Offeror’s cost, must first be approved in writing by the College.

9.7.4 Promotions/Coupons

As a part of its marketing strategy, the Offeror shall annually budget for and provide buyer/consumer incentives that help drive purchases and/or introduce new products in all concession, catering, and retail formats. Plans should include, but not be limited to, value added packaging, group sales (student org. etc.), special event program packaging, frequency incentives, etc.

9.7.5 Marketing and Merchandising

The Offeror shall continually initiate ideas for varied methods of service, merchandising, public relations, promotion and menu presentation in all retail operations to increase usage, improve service and products, and maximize potential revenues. Such endeavors shall be implemented in a manner typical of successful comparable commercial operations. Changes to the College’s signage and fixtures requires prior written approval.

9.7.6 Marketing Plans

9.7.6.1 (ME) Submit a comprehensive on campus marketing plan for retail/food service in the Marketplace. Include sample brochures/marketing pieces and/or links to digital examples.

9.7.6.2 (ME) Submit a comprehensive on campus marketing plan for meal plans to residence halls students and non-residence hall students such as commuter students and staff. Include sample brochures/marketing pieces and/or links to digital examples.

9.7.6.3 (ME) Submit a comprehensive on campus marketing plan for catering including conference catering. Include sample brochures/marketing pieces and/or links to digital examples.

9.7.6.4 (ME) Submit a comprehensive on campus marketing plan for concessions. Include sample brochures/marketing pieces and/or links to digital examples.

9.7.6.5 (ME) Submit a comprehensive on campus marketing plan for the coffee shop(s). Include sample brochures/marketing pieces and/or links to digital examples.

9.7.6.6 (ME) Submit a comprehensive on campus marketing plan for special/seasonal/premiere events. Include sample brochures/marketing pieces and/or links to digital examples.

9.7.6.7 (ME) Submit a plan to create nutritional and allergy awareness along with plans to prominently label/identify food offerings. Include sample brochures/marketing pieces and/or links to digital examples.

9.7.7 Menu Advertising

The Offeror must advertise the current week plus one (1) additional week at all times for the Marketplace. This includes menu options for each service station during each service period and the associated nutritional and allergen information and price.

9.7.7.1 (ME) Describe how Offeror will advertise the menu for the Marketplace. Detail the method(s) of delivery (electronic, paper, display board, etc.).

9.7.8 Customer Input, Feedback, & Action Plan

9.7.8.1 (ME) Describe the plan to solicit input and feedback from students, staff, guests, and residence hall students with regards to the overall food service operation. Include in the plan the method(s) in which feedback is sought and the frequency. Detail who will have access to each method of feedback, how the feedback will be utilized, and the action plan and timing of responding to the feedback.

9.8 Career and Technical Education Center

The College operates the Schweitzer Career and Technical Education Center approximately 3.5 miles from the main campus. The estimated number of students attending programs is 75-100 and there will be approximately 21 staff located at this facility. The building includes a space set up for staging catered events. There are vending machines for cold food items and beverages also available.

9.8.1 (ME) Describe how Offeror would assess the need and feasibility of food service offerings in this location. Provide a brief plan for how Offeror would address food service needs at this location and the criteria that would be used to determine the parameters of this plan. The plan must include how meals would be provided to students with meal plans who could not access food at the Marketplace during regular hours. Additionally describe how Offeror will manage catering events at this location.

9.9 Sustainability

The Offeror is encouraged to assist in the College’s sustainability/recycling initiatives and to assist in strengthening these efforts.

9.9.1. (E) Describe Offeror’s sustainability initiatives and Offeror will assist the College in sustainable operations (food waste, uneaten food, recycling, composting, carbon footprint - printing, biodegradable containers, etc.) and education/awareness. Describe on-site investments Offeror would make to promote and implement sustainability.

9.10 Financial Proposal

9.10.1 Commissions and Guarantees

9.10.1.1 The College requires a minimum of 8% commission from net sales for the Marketplace, coffee shop(s), and catering or a minimum of \$30,000 annually, whichever is greater.

9.10.1.2 The College requires a minimum of 25% commission from net sales for concessions.

9.10.2 Propose minimum guarantee and commissions as a percentage of net sales less applicable sales tax for:

9.10.2.1 (ME) Retail Operations (The Marketplace and coffee shop(s))

9.10.2.2 (ME) Branded Concepts, if applicable (list separately if different percentages apply)

9.10.2.3 (ME) Catering

9.10.2.4 (ME) Concessions

9.10.3 (M) Offerors are required to submit a schedule of financial terms and a supporting pro forma year one budget. Also provide any other financial data that could be used to evaluate your program and program alternatives.

9.10.4 Total Other Proposed Investment and Financial Requirements

The College is interested in creative concepts and ideas to refresh the food service and dining areas, and in accommodating the food service proposal needs. The Offeror is encouraged to include other proposed investments and development as a part of this contract. Any proposals shall include the monetary value of this proposal (i.e., facilities investment, profit sharing, etc.)

As such, per the proposed food service concepts, menus, etc. at each location and general service and dining areas:

9.10.4.1 (E) List the furniture, fixtures, equipment, signage, or other improvements that Offeror plans to provide to enhance/change the environment of the College’s food service and dining area. Indicate the value of this proposal.

9.10.4.2 (E) Describe any other proposed investments, programs, or offerings such as orientation or campus luncheon sponsorships, beverages/snacks for campus tour groups, food vending machines, delivery robots, micro marketplaces, board meal equivalency for student emergencies or food insecurity, etc. Indicate the value of this proposal.

9.10.4.3 (M) The Offeror is required to provide the College administration with four (4) \$250 per semester declining balance cards for a total of \$500 per year per card or a total cost of \$2,000 per year.

9.11 Facility Remodel and Continuous Improvement of Facility

The College is interested in proposals for a dining and serving facility remodel and continuous improvement and prepared to be a partner in this future process.

9.11.1 The College shall request the Offeror to provide an architectural concept/schematic, at the Offeror's cost, for a remodel of these areas in a future exploratory process that will occur within one year of Contract award.

9.11.2 (ME) Describe potential concepts and ideas for making the spaces (serving and dining areas) more inviting, exciting, engaging, etc.

9.11.3 (E) Indicate any commitment by the Offeror to provide expertise and a monetary contribution towards this remodel and/or continuous improvement. Indicate the value of this proposal.

9.11.4 (ME) The Offeror shall provide an annual financial enhancement fund (and anticipated value) to reinvest in college food service capital equipment, furnishings and building components. The Offeror shall provide an annual maintenance fund for repairs of equipment or other operational items. The Offeror and College shall meet to review and discuss maintenance or enhancement projects with the College having final approval.

9.12 Technology Requirements

The College requires that the Offeror include a Point-of-Sale system to include card readers for all retail food service and concession locations with the equipment that will be provided to the College. The Offeror's Point of Sales system should be able to utilize the latest technology, including high-speed registers, credit cards, and campus card system delivered through touch screen operated registers. This system would allow the Offeror to view up-to-the-minute sales figures, past sales history, and create other reports. The College requires that the Offeror pays for the yearly externally-hosted software system and all license fees ("POS License Fee") of this system based on the number of POS stations and licenses required for Food Service Operations. The Offeror is also responsible for providing all POS sales machines and registers.

Offerors are required to describe the technology proposed to be deployed at the College. The technology plan must describe programs that will be implemented in all areas, including Residence Dining, Retail, Catering, and other services.

9.12.1 (ME) Describe POS systems that will be deployed to manage dining service sales and inventory.

9.12.2. (ME) Describe any data integration needed to enable the POS system hosted by the Offeror to work appropriately. List how data will be securely transferred between systems and any APIs available for data exchange. Provide a data map and simple data dictionary listing all fields, their content, and restriction. (Preference will be given Offeror who can provide integration to Ellucian Colleague through Ellucian Ethos).

9.12.3 (E) Describe the online catering solution that will provide the College community the ability to order non-custom catering online. Describe major features, how the system will be deployed, and how the system will be updated and remain current. Please provide sample screenshots.

9.12.4. (E) Describe how Offeror will deploy a website and online nutritional information for the College community. Provide a site map that includes the pages that will be included, a schedule on how often the site will be updated, and other innovative features that will enhance the dining service experience.

9.12.5 (E) Describe how Offeror will embrace social media to connect and communicate with students, faculty, and staff. What apps will be used, how will they be managed/updated, and what requirements will be provided by the College to implement a successful social media program?

9.12.6. (E) Describe any other technologies that will be deployed at the College to enhance the dining services experience and efficiency.

10 GENERAL REQUIREMENTS

These specifications apply to the contract board, retail, concessions, catering, summer program dining, casual Meals, and Branded Concepts Operations.

10.1 Access to Premises

A new Offeror shall have access to the premises at reasonable times, as determined and coordinated by the College, prior to the termination or expiration of the present food service Agreement. A new Offeror shall not interrupt or disturb the operation of the present Contractor. The College shall provide the new Offeror's on-site manager with a desk and telephone to use during the transition.

The new Offeror shall pay all costs associated with the transition.

10.2 Equipment - Inventory, Procurement, And Repairs

10.2.1 The College shall provide an initial inventory of expendable and non-expendable supplies and equipment (e.g., china, glassware, flatware, trays and kitchen utensils) necessary for the efficient operation of the dining service.

10.2.2 Prior to the start of the Agreement, the College and the Offeror shall jointly inspect the inventory of such equipment and shall jointly determine the extent of required repair and/or replacement for which the College shall be responsible.

10.2.3 Additional new items and/or increased inventory levels of expendable and certain non-expendable equipment shall be provided by the Offeror as required by changes in enrollment/occupancy and/or methods of preparation and service. These purchases shall be subject to the depreciation/amortization clause contained within this Agreement.

10.2.4 The offeror shall supply point of sale (POS) system, including all cash registers and POS equipment, which must be operational at least two weeks prior to the Fall term. System and equipment must be compatible with the College's student card system. The College is currently in the process of selecting a new student card system that is intended to be in place in June 2023.

10.2.5 The College shall be responsible for providing the initial capital equipment, replacing said equipment that is worn beyond repair and/or obsolete, and purchasing additional capital equipment as required. Such equipment shall include furniture and fixtures required for the dining rooms.

10.2.6 By mutual Agreement, the College will provide existing College-owned office furniture at no charge to the Offeror. The Offeror shall be responsible for maintenance of such furniture in good condition and repair. The Offeror may opt to provide its own office furniture.

10.2.7 With respect to the equipment provided by the College, the College makes no implied or express warranties, including, but not limited to, the implied warranties of merchantability and fitness for a particular purpose. However, the Offeror shall have the benefit of any warranty or guarantee given the College by the manufacturer or the seller of the equipment.

10.2.8 After consultation with the Offeror regarding the disposition and use of excess capital, non-expendable, or expendable dining service equipment owned by the College, the College may declare as surplus and dispose of any such surplus property.

10.2.9 On termination or expiration of the Agreement, the College shall conduct a physical inventory of all non-expendable supplies and capital equipment. At that time, the Offeror shall surrender the facilities and non-expendable supplies and equipment to the College in as good condition as at the start of the Agreement, ordinary wear and tear and loss or damaged by fire, flood and other perils covered by extended coverage insurance excepted. The inventory must be equal to the original inventory plus any additional (not replacement) equipment provided during the life of the Contract.

10.2.10 The Offeror, at its cost, shall provide any and all office equipment necessary for the management of the dining service operation. Offeror's computer equipment shall be able to communicate with the College's computer networks and shall interface with the College's electronic mail systems (Microsoft Office 365).

10.2.11 If there are food and beverage items, or Offeror's personnel, which/who must be transported by motor vehicle, the Offeror shall be responsible for providing: 1) all vehicles necessary to the purpose; 2) adequate and qualified staff to operate the vehicle; 3) appropriate insurance to cover the activities; and 4) purchasing campus parking permit to park vehicle. The Offeror shall be liable for damages or injuries caused by negligent operation of the vehicle by the Offeror's employees or agents.

10.2.12 The Offeror shall be responsible for performing the proper use and care for the equipment and facilities it is assigned and or uses in the performance of its daily duties. The Offeror shall be responsible for performing first level (operator) preventative maintenance on

equipment, fixtures, furnishings and building components. (e.g., sharpening knives and slicers, routine cleaning and sanitizing, emptying of drip trays, polishing of metal surfaces).

10.2.13 The Offeror shall provide, at its own cost and expense, any other equipment not provided by the College, which the Offeror deems necessary to implement its concept. The installation of contractor-owned equipment shall require the prior written approval of the College.

10.2.14 Vendor representatives of the Offeror, who normally provide checks and reports as part of their equipment or product service, shall be encouraged to make frequent inspections. The Offeror shall furnish a copy of all inspection reports to the College immediately upon receipt. The Offeror shall be responsible for implementation of corrective measures and shall within five (5) working days provide to the College a written report of these actions.

10.2.15 The Offeror shall be responsible for timely notification to the College of required repairs of existing capital equipment, furnishings and building components in writing or by electronic mail. The cost of these repairs shall be paid by the College, except where it has been determined by the College that damages were due to Offeror negligence. In the event of Offeror negligence, the College shall, at its option, request the Offeror to pay for the necessary repairs or replacements without charging such costs against the account.

10.3 Food and Other Supplies

10.3.1 The Offeror shall be responsible for all costs for required food, paper, office, janitorial and chemical supplies for the operation of the dining facilities.

10.3.2 If the dish washing facilities become inoperative and paper or other disposable service is required, the Offeror shall be responsible for providing and maintaining an inventory of paper service adequate to meet emergency needs. The Offeror shall pay all costs associated with providing this emergency service.

10.3.3 On expiration or termination of the Agreement, inventories of food and expendable supplies of the Offeror shall remain those of the Offeror. Final payment to be made to the Offeror by the College (transfer of funds from the fee/meal plan account), if any, shall be withheld until all transactions or arrangements for the inventory removal have been completed to the satisfaction of the College.

10.4 Utilities

10.4.1 The College shall be responsible for providing electricity, gas, steam, water, sewer service, and air-conditioning for the food service operation areas.

10.4.2 The College does not guarantee an uninterrupted supply of water, steam, electricity, telephone service, gas, heat or air conditioning. However, the College shall take reasonable efforts to effectuate restorations of the service following an interruption. The College shall not be liable for any product loss, which may result from the interruption or failure of any such utility services.

10.4.3 The Offeror shall assume responsibility for maximum utility/energy conservation. The Offeror shall adopt and enforce a policy of turning off or down lights, fans, water, ovens, steam

equipment, dish machines, tray accumulators, garbage disposals, and other energy consuming items when the dining service facilities are not in use or when business volume dictates a reduction in the use of utilities.

10.4.4 The Offeror shall be responsible for the costs of installation of additional telephone equipment, repair and line maintenance, and local and long-distance service charges. The College operates its own telephone system. At least the onsite manager and unit managers (catering, head chef, etc.) must have a telephone extension and the telephone equipment is provided by the College.

10.5 Sanitation and Safety

10.5.1 The Offeror shall provide daily housekeeping, cleaning (counters, floors, etc.), routine preventive maintenance, and sanitation service which includes necessary commercial equipment and supplies for all assigned food service areas. These facilities shall include, but are not limited to, production and serving areas, snack bars, coffee shops, concession and catering areas, delis, bakeries, brick oven, refrigerators, freezers, employee restrooms/lockers, food service employee offices, and receiving and storage areas used by the Offeror. All areas should be kept in a clean, orderly, and presentable state throughout the day, with food service staff cleaning as needed. The College reserves the right to inspect facilities for cleanliness and sanitation, and to request immediate corrective action at the Offeror's expense if standards are not being maintained.

10.5.2 The Offeror is also responsible for the following during and after each service period in the SUB/CSL lower-level public seating areas (dining, Jitterz, window seating, etc.): bussing tables and public counters, picking up trash from floors, cleaning convenience microwave ovens provided for customers, cleaning and sanitizing table tops and chairs, cleaning of food and beverage spills, and for emptying trash cans.

10.5.3 The College shall be responsible for end of day cleaning and care of the public seating areas in the SUB/CSL such as the end of day emptying of trash cans, vacuuming, and hard surface floor care.

10.5.4 The Offeror must attend to all food or beverage spills in all areas associated with the food service immediately during food service hours.

10.5.5 The Offeror shall have adequate personnel with sufficient training to ensure that all employees are trained in the highest standards of sanitation and safety, and supervised in a "clean as you go" policy that will result in a clean and orderly facility at all times. The facility will be completely cleaned and sanitized at the end of business each day. In no case will food or soiled counters/serving equipment/dishes be left for cleanup the following day.

10.5.6 Twice annually, within 20 days after the last day of the spring semester and again during winter break, the Contractor shall complete deep cleaning of the food preparation and serving areas including but not limited to all equipment in the kitchen and serving area, counter tops, work surfaces, cabinets, and floors.

10.5.7 When the dining service areas are closed for College breaks in schedule, these areas shall be left in a clean and ready-for-inspection condition. Work schedules shall provide

sufficient personnel and time for heavy duty cleaning prior to a shutdown of three (3) or more days.

10.5.8 The Offeror shall develop, implement, and update cleaning and sanitation schedules for all equipment and areas as assigned. Cleaning must be sufficient to provide routine protective maintenance against unnecessary deterioration, and provide a clean, neat and sanitary appearance. Upon review and approval by the College, schedules shall be posted and implemented within 30 days of the beginning of the Agreement. Implementation shall include keeping record of daily cleaning completed and shall be made available upon request by the College.

10.5.9 The Offeror shall be responsible for routine day-to-day cleaning of the hoods and filters.

10.5.10 The College shall be responsible for periodic cleaning of hood ducts, plenums and related vents and fans and routine cleaning maintenance of the hoods and filters.

10.5.11 The College shall be responsible for periodic stripping, sealing, waxing and buffing of all non-carpeted floors, excluding porcelain or clay tile; and periodic shampooing or extraction of carpeted areas and furniture.

10.5.12 The College shall be responsible for periodic cleaning of draperies, blinds, ceilings and outside windows, air distribution devices, and light fixtures, including maintenance and replacement of light bulbs.

10.5.13 The College shall furnish and maintain fire extinguisher equipment (both portable and hood) and supplies. Offeror shall notify the College immediately after any fire extinguisher use or discharge.

10.5.14 The College shall be responsible for all costs and maintenance of insect and pest control in all assigned areas for production, service and storage. The Offeror and the College shall mutually agree on the frequency of such control work.

10.5.15 The College will provide for the removal of trash and garbage from College-assigned collection locations. The Offeror shall cooperate with the College in minimizing disposal costs. Storage of refuse and recycling should be in appropriate containers and in unobtrusive areas of the facility, not in the production or dining areas. Disposal of grease is at the Offeror's expense. Recycling of grease should be done in an appropriate container, and the immediate area should be kept clean and free of spills and debris.

10.5.16 All trash and garbage shall be placed in the appropriate containers or compactors. Spills around trash accumulation/compaction areas shall be cleaned up when they occur by the person initiating the spill.

10.5.17 Strainers and screens shall not be removed from drains except to clean them. Drain clogs caused by missing strainers and screens will be cleared and charged back to the Offeror for the time and materials. Bulk foods from cooking (especially items such as rice, grain, etc.) will be disposed of in the garbage, and not in garbage disposals or drains.

10.5.18 The Offeror is responsible for ensuring the proper use of garbage disposals to avoid unnecessary repairs. If the College determines that improper use such as utensils, large items, or overloading the disposal results in damage, the Offeror is responsible for such repairs or replacement. The College is responsible for routine maintenance, repairs, and replacement.

10.5.19 The Offeror is responsible for ensuring the proper use and maintenance of the dishwasher (cleaning of screens and the machine in general). If the College determines that improper use or lack of maintenance results in damage, the Offeror is responsible for such repairs or replacement. The College is responsible for routine maintenance, repairs, and replacement.

10.5.20 The Offeror shall be responsible for providing an adequate inventory of table linens, table skirts, employee uniforms, aprons, jackets, towels, and other related dining service linens. The Offeror will be responsible for cleaning and maintaining an adequate inventory of these items. Employees shall be in uniform and wear visible nametag identification at all times while on duty. The College reserves the right to approve uniform selections. Management shall be appropriately dressed (but not necessarily in uniform) and wear nametag identification.

10.5.21 The College requires the Offeror's uniform to be cross branded with the College's name and logo. Uniform logo design must be approved by the College's Vice President for Student Affairs.

10.5.22 The Offeror shall be responsible for providing food handler certificates as required by law and shall make such records available for review upon College request.

10.5.23 The Offeror's employees shall be neat and tidy in appearance and shall follow established hygiene practices and Health Code Regulations in the handling of food. The Offeror is responsible for insuring compliance with Health Code Regulations.

10.5.24 The Offeror shall not allow employees with known illnesses which are transmitted through the air or via the food products, equipment or other media; open sores; or other symptoms to work. Any contagious disease such as hepatitis or COVID-19 must be reported immediately to the College.

10.5.25 The Offeror is urged to recycle food, packaging, and other items to the extent that there are available markets and outlets for the products and it meets state and local sanitation and safety regulations. Note that Idaho Code Section 6-1302 protects food establishments from liability when donating perishable or nonperishable food.

10.5.26 An aggressive program of accident prevention and safety education shall be adopted and implemented by the Offeror. Proper instructions on the use of equipment and food handling techniques shall be provided in the promotion of a safe and accident-free environment.

10.5.27 The Offeror shall immediately report fires, unsafe conditions, thefts, and security hazards to the College and to the appropriate facility coordinators. The Offeror shall immediately fix and/or report any citations by local, state or federal agencies or those identified by the College's staff for unsafe conditions to the College.

10.5.28 The College reserves the right to regularly and periodically conduct an unannounced inspection with or without the Offeror. Consultant inspectors for all state and local authorities and from the College shall have complete cooperation from the Offeror. When state and local authorities arrive for inspection, the College shall be notified and, whenever practical, shall be present for the inspection. A copy of the inspection report shall be transmitted by the Offeror to the College within 72 hours of receipt. Within five (5) working days, the Offeror shall provide the College with a written report of corrective action. In the event that corrective action is a joint responsibility, the Offeror shall notify the College of its responsibility in the matter and shall work with the College in the implementation of such action.

10.6 Space Use

10.6.1 The College retains the right, without interfering with normal food service, to use the dining areas for a variety of activities which may or may not be food service related.

10.6.2 When the Offeror uses areas which are not assigned to it pursuant to this Agreement, or which are not primarily intended for dining service (e.g., meeting rooms and lounges) for such purposes (catered meals, receptions, etc.), the Offeror shall perform the appropriate preparation of and cleanup for that area. Facilities shall be restored to conditions satisfactory to the College before the next scheduled use of the area or close of business that day, whichever is sooner. This includes maintenance and sanitation of the area, furniture rearrangement, equipment and trash removal.

10.7 Security

10.7.1 The College shall provide general security to the campus locations occupied by the Offeror. It is agreed that the campus locations assigned to the Offeror are for use solely to fulfill the Offeror's duties, and that the Offeror shall at all times keep College facilities secured. In the event the Offeror is required to share premises e.g., the SUB/CSL, the Offeror is responsible for maintaining the College's standard of security during those times the College's portion of the facility is closed. The Offeror shall be responsible for any loss or damage resulting from Offeror's failure to provide adequate security under these circumstances. Access to College facilities beyond normal facility hours must be approved in advance in writing by the appropriate facility coordinators. The Contractor must notify and gain approval from the SUB/CSL Director if an event is requested outside of this facility's normal business hours.

10.7.2 The Offeror shall be responsible for accounting for the location of any keys or locking devices provided to the Offeror at the onset of the contract. The Offeror shall be responsible for the cost of replacement for lost keys. The Offeror will notify the College immediately if keys are lost, stolen or misplaced. If the College determines that keys lost by the Offeror or its employees could compromise campus security, the Offeror shall be responsible for paying all costs associated with re-keying designated locations. Prior to the commencement of the Agreement, or at any time during the Agreement term, the Offeror may request the College to re-key the facilities with the Offeror paying any costs of such re-keying.

10.7.3 The Offeror shall be responsible for immediately reporting to the College any break-ins or unauthorized entries into the food service areas and all property losses associated therewith. The Offeror shall be responsible for reporting to the College all accidents involving its staff or customers and all disputes or behavioral incidents involving staff or patrons which occur in or

around the College. The Offeror shall be responsible for reporting to the College any and all suspected internal theft or embezzlement. The Offeror is responsible for such losses.

10.8 Nutrition

10.8.1 To accommodate the food service customers' preferences, the Offeror's on-site management should have the ability to alter recipes for reduction of certain ingredients especially salt, fat, and sugar, or corporate headquarters should provide recipes for such alterations. However, all condiments shall be available for students who prefer hot and spicy, sweet, salt or other flavor enhancers.

10.9 Purchasing Standards

Food purchased by the Offeror for use at the College shall meet or exceed the purchasing specifications for each item listed below. Minimum food specifications as follows:

- 10.9.1 Beef and Veal - USDA Choice, except for meat used in extended dishes which may be USDA Standard
- 10.9.2 Lamb - USDA Choice
- 10.9.3 Poultry - USDA Grade A
- 10.9.4 Seafood - USDA Grade A
- 10.9.5 Eggs - USDA Grade A (Large or Medium); the use of a processed or liquid egg product must be approved by the College
- 10.9.6 Dairy Products - USDA Grade A
- 10.9.7 Frozen Foods - USDA Grade A Fancy
- 10.9.8 Fresh Produce - USDA #1 Quality
- 10.9.9 Canned Foods - USDA Grade "A" Fancy, except Choice may be used for cooking purposes; fruits should be packed in light syrups.
- 10.9.10 Cheeses such as Cheddar, Swiss and Monterey Jack shall be all natural, non-processed, when served as a prime ingredient in an entree, a sandwich ingredient, and sandwich spreads. American Process Cheese may also be served as a sandwich ingredient. In addition, processed cheese may be used in some cooking or as a less expensive alternative for some non-entree foods.
- 10.9.11 Ground Beef - USDA Standard or better, ground beef and beef patties shall be 100% all beef and fat content shall not exceed 25%.
- 10.9.12 Veal and Pork steaks shall be solid meat portions - unbreaded and not pre-formed from chopped or ground meat.
- 10.9.13 Frankfurters/Hot Dogs - maximum 8 per pound, all beef. Turkey franks may be used as an alternate to satisfy certain health and ethnic diet requirements.
- 10.9.14 Processed lunch meats such as bologna and salami shall be a quality "all beef" or turkey product.
- 10.9.15 Fruit juice shall be one hundred percent all juice without additives, enhancers or artificial flavorings.

10.9.16 Juice drinks may be served in addition to the juice requirements but must be clearly labeled and the ingredients readily available to the consumer.

10.9.17 All meat shall be cut to USDA I.M.P specifications. All meat cuts shall be in accordance with USDA I.M.P. specifications. The food specifications listed in this section are intended as minimum standards only, and the Contractor is encouraged to exceed these minimum standards wherever possible. All other food products not included in the above specifications shall be of comparable quality.

10.9.18 Purchase of food, supplies and equipment shall meet requirements of the United States Department of Agriculture (USDA), Food and Drug Administrations (FDA) and National Sanitation Foundation (NSF). In the absence of grade labeling, the Offeror shall provide the College upon request with package labeling codes or industry accepted grade equivalent standard to verify the minimum grades specified are being provided.

10.9.19 The Offeror shall maintain rigid procurement procedures throughout the entire process of purchasing, receiving, storing and inventorying of all foods and direct supplies. Offeror shall pay for all food and direct supplies related to food production service and management applicable to this Agreement.

10.9.20 The College reserves the right to periodically inspect the Offeror's inventory of food and supplies or review invoices to ensure that purchase standards are maintained.

10.9.21 Specifications for replacement of inventory of equipment, china, flatware and glassware by the Offeror shall match existing inventory exactly, or shall require the College's review and approval.

10.10 Preparation Standards

Vegetable shortening rather than animal shortening must be used for food prepared on site. The Offeror is strongly encouraged to purchase food prepared with vegetable shortening. If this is not possible, then the food served must be clearly labeled as containing animal fat.

10.11 Service Standards

10.11.1 Hot foods and cold foods are to be served in compliance with health department standards and industry best practices.

10.11.2 All food shall be garnished for attractive presentation whenever possible.

10.11.3 All food appearing discolored, unappealing or not in a proper state of freshness shall not be served.

10.11.4 All serving stations and bars are to be kept well stocked throughout the entire serving times. The last customer is to be offered the same range of choice as the first customer.

10.11.5 Food items at the self-service stations and salad bars shall be readily identifiable with attractive and individual labels.

10.11.6 Appropriate wrappings for foods shall be used as needed. Wrapping shall be both attractive and serviceable, and, if possible, recyclable.

10.11.7 Display/Exhibition and serving areas shall be kept clean, sanitary, orderly and attractive at all times. Any spillage or soiled spots shall be removed promptly from counters, steam table pans, general serving and dining areas and floors. Partially used and broken items shall be promptly removed from the serving area.

11 FINANCIAL

11.1 General Price Increases

11.1.1 After the first year of the Agreement, requests for meal plan price adjustments for the ensuing year will be submitted to the College no later than February 1 for the meal plan program, concessions, retail, and catering operations. Lewis-Clark State College will not unreasonably withhold approval of annual price changes which are justified by presentation of the following supporting data:

11.1.1.1 Increases in the U.S.D.A. Regional (for the region in which Lewiston is located) Wholesale Food Price Index (as issued quarterly) and the U.S.D.A. Food Index Forecast will be used to justify the increase in food cost.

11.1.1.2 U.S. Department of Labor Regional (for the region in which Lewiston is located). Statistics for labor cost increase in similar job categories will be used to justify the increase in labor costs. In addition, increases in tax rates affecting labor cost will be applied.

11.1.1.3 Changes in menu, points-of-service, additions or levels of service provided.

11.1.1.4 All retail/catering/concessions increases should also take into account pricing in local restaurants, movie theaters, or fast-food operations which provide comparable menu items.

11.2 Increases for Specific Items or Products

11.2.1 Prices for specific products shall be competitive with comparable menu items served by local commercial food operators, and by other caterers, and by other educational institutions.

11.2.2 Price increases should be based on increases for similar portions/products in similar food operations in the Lewiston market areas (a price survey will be required).

11.2.3 Price increases may be based on increases in the U.S.D.A. Regional Wholesale Food Price Index (as issued quarterly) and the U.S.D.A. Food Index Forecast.

11.2.4 Price increases may be based on increases in the U.S. Department of Labor Regional Statistics for labor cost increases in similar job categories and actual increases given to employees.

11.2.5 A mutually agreed upon list of local foodservice operations will be used when making local market comparisons.

11.3 Temporary Price Increases

The College may approve a temporary price increase for a limited time period due to unexpected, significant increases in wholesale cost of a food item until such times as prices for a given item(s) stabilize (e.g., if a freeze in South America results in destruction of a major portion of the coffee crop). With its temporary price increase request, Offeror shall submit documentation as to the impact on the wholesale price of the food item. Temporary price increases are subject to 60-day review for renewal or revocation. The Offeror will supply copies of invoices from suppliers as part of the review process.

11.4 Taxes

All concessions prices and meal plan rates shall include applicable sales tax; all other taxes shall be added on. Contractor shall be responsible for collecting and remitting to the taxing authorities the appropriate amount of sales taxes in accordance with applicable state and local laws and regulations except for meal plan payments (College collects and remits). Contractor shall hold harmless and indemnify the College from and against all claims or demands arising out of Contractor's failure or refusal to collect and remit taxes applicable to its activities hereunder.

11.5 Methods of Customer Payment

The Contractor shall establish a system that will allow the customer to pay by check, debit, and credit card for the amount of purchase. The Contractor will be responsible for all costs related to bankcard equipment and transactions including additional telephone lines.

11.6 Billing and Payments**11.6.1 Meal Plans**

11.6.1.1 The College shall be responsible for collecting institutionally determined student food service fees. Uncollected debts shall not diminish payments owed to the Offeror by the College. The Offeror shall be responsible for cooperating with the College to assure collection of fees by placing a hold on those contracts for which the debt has not been collected. The College shall be responsible for providing the Offeror with timely and accurate information about such matters.

11.6.1.2 By January 1 of each year, the College shall provide the Offeror with a calendar of the number of days/meals the Offeror is to provide by academic term in the ensuing year. The College shall update the campus card system regularly for active meal plan participants. The Offeror shall bill the College for the number of persons on meal plan contracts for the full serving days that week. The Offeror will not hold the College responsible for the serving of students after having been notified of students dropped from the meal plan list.

11.6.1.3 Contract board meal charges shall be billed on a per day rate, per type of meal plan.

11.6.1.4 The Offeror shall, within five (5) days following the close of each week, submit an invoice to the College for the contract board charges for the week. The College shall pay the weekly board charge invoice within fifteen (15) days of receipt unless a billing

discrepancy is noted. Remittance for disputed invoices shall be made within five (5) days of resolution of the discrepancy.

11.6.2 Other

11.6.2.1 The Offeror shall bill for special events, catering, or conferences.

11.6.2.2 All sales billed to College entities (except board meals) shall have payments due within thirty (30) days after the invoice date.

11.6.3 Commissions

11.6.3.1 The Offeror shall pay the College, on a monthly basis, a fixed percentage of net sales (gross less sales tax) from all retail, catering, conference, and concessions operations on a commission basis. Sales from each type of retail operation shall be reported both separately and in combined form for each accounting period.

11.6.3.2 Commissions shall be paid to the College in the period they are earned and charged, and not on the collection date. The Offeror shall not be reimbursed for commissions paid on uncollected accounts.

11.6.3.3 One year from the effective date of this contract and each full year thereafter during the life of the Agreement, the Offeror shall pay the College that portion of commissions due, if any, to equal a guaranteed annual commission required in this Agreement. Payment shall be made by the 20th day of the following accounting period and recorded as commissions paid in the year a guarantee was due. On expiration or termination of the Agreement, partial year guarantee minimum commissions due, if any, shall be calculated as the portion of the total number of periods compared to the annual guaranteed commissions for the number of periods for which service was provided.

11.6.3.4 Commissions due by Offeror(s) for each month's sales shall be paid on or before the twentieth (20th) day of the following month. For areas under a minimum annual commission, the commission for June shall include the amount needed, if any, to reach the minimum annual commission amount. Commissions which have not been paid within ten (10) days from the due date shall accrue interest at the lesser of one and one-half percent (1½%) per month or the highest contractual interest rate allowed by the State of Idaho. Contractor(s) shall make all checks payable to Lewis-Clark State College and direct them to the Vice President for Finance and Administration.

11.7 Auditing and Accounting

11.7.1 The Offeror will operate on its own credit, with no advance payments from the College.

11.7.2 All records must be retained by the Offeror, and accessible to the College for a minimum of five (5) previous years plus the current contract year as well as five (5) years after completion of this contract. The College, and/or their agents, reserve the right to audit any aspect of the food service cycle, as performed by the Offeror. The Offeror shall keep full, timely and accurate records in accordance with generally accepted accounting practices.

11.7.3 The books, records, documents, and accounting procedures and practices of the Offeror relevant to this contract shall be subject to examination by the College and/or State of Idaho officials. If necessary, they will be made available at the Offeror's College Office.

The Offeror shall:

11.7.3.1 Provide the College and/or its auditor's reasonable facilities for the examination, copying and audit of the books and records.

11.7.3.2 Make such returns and reports as required.

11.7.3.3 Attend and answer under oath all lawful inquiries.

11.7.3.4 Produce and exhibit such books and records as may be desired to be inspected.

11.7.3.5 In all things cooperate with the College and/or its auditors in the performance of its duties.

11.7.4 The College shall be informed on demand by the Offeror of the schedule of independent audits of the Offeror's records and operations. The College shall receive a report of any findings which materially affect the College.

11.7.5 The College is on a monthly business cycle with a fiscal year of July 1 through June 30. The Offeror shall supply financial data according to this cycle.

11.7.6 The Offeror shall furnish the College with all requested daily/weekly reports to verify all customer counts, meal counts, cash sales, card sales, and other pertinent information so requested.

11.7.7 The Offeror shall provide the Vice President of Finance and Administration and the Vice President for Student Affairs with a complete set of monthly financial statements no later than the 20th day following the last day of each month.

11.7.7.1 The Statements shall show actual sales and operating expenses for the current period, previous period and year-to-date. If requested by the College, the Offeror shall note causes and appropriate documentation of abnormal revenue and expense deviations as part of these statements.

11.7.7.2 These reports shall additionally include, at a minimum, the following monthly breakdown of information:

11.7.7.2.1 Sales by service location (ex: Marketplace, individual coffee shops, concessions, meal plan declining dollars, and board meals)

11.7.7.2.2 Customer counts by location (Marketplace required, other locations dependent upon reporting capability)

11.7.7.2.3 Customer counts by meal period for the Marketplace

11.7.7.2.4 Number of meal plan participants (month end standing)

11.7.7.2.5 Average check (sales divided by customer count) for the Marketplace

11.7.7.2.6 Number of catered events

11.7.7.3 In addition to the above, the Offeror shall provide such special reports and analysis covering its operations under the contract as may be requested by the College.

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

11.7.7.5 Cash shortages are the responsibility of the Offeror and shall not adversely impact commissions/rebates.

11.7.7.6 Offeror cannot waive commissions in any manner without prior permission from the College.

ATTACHMENT 1 – PRE-PROPOSAL CONFERENCE & ON-SITE VISIT REGISTRATION FORM

RFP 23-002 Food Services

PRE-PROPOSAL CONFERENCE	February 13th 2023 8:30 AM Pacific Time
ON-SITE VISIT	February 23rd & 24th, 2023
Lewis-Clark State College	RFP 23-002 Food Service

Oral Information: Questions concerning an RFP must be directed in writing to the RFP Lead in the time period prescribed in the RFP Administration Information section, page 1 of this RFP. Offerors are cautioned against relying on any verbal information and do so at the Offeror’s sole risk. The RFP may only be amended by written documentation posted to **LCSC’s Purchasing website**.

Potential Offerors choosing to participate in the virtual Pre-Proposal Conference and On-Site Visit **must pre-register** by submitting this completed form, via e-mail, to the RFP Lead at the **email address identified in the RFP Administration Information section, page 1 of this RFP**. After the RFP Lead receives your form, you will be provided with virtual conferencing and On-site visit details. Please indicate in the appropriate column if you will attend the virtual Pre-Proposal Conference and/or the On-Site Visit.

PLEASE PRINT:

Name	Company	Email Address	Phone Number	Pre-Proposal Conference	On-Site Visit

ATTACHMENT 2 – OFFEROR QUESTIONS

RFP 23-002 Food Services

Instructions:

DO NOT IDENTIFY OFFEROR’S NAME OR COMPANY’S NAME OR PRODUCT NAMES OF INTELLECTUAL PROPERTY IN RESPONSES.

ADD ROWS BY HITTING THE TAB KEY WHILE WITHIN THE TABLE AND WITHIN THE FINAL ROW.

The following instructions must be followed when submitting questions using the question format on the following page.

1. DO NOT CHANGE THE FORMAT OR FONT. Do not bold your questions or change the color of the font.
2. Enter the RFP section number that the question is for in the “RFP Section” field (column 2). If the question is a general question not related to a specific RFP section, enter “General” in column 2. If the question is in regards to a Term and Condition or a Special Term and Condition, state the clause number in column 2. If the question is in regard to an attachment, enter the attachment identifier (example “Attachment 1”) in the “RFP Section” (column 2), and the attachment page number in the “RFP page” field (column 3).
3. Do not enter text in the “Response” field (column 5).
4. Once completed, this form is to be e-mailed per the instructions in the RFP. The e-mail subject line should reference RFP number followed by “Questions.”

RFP 23-002 Food Services

Question	RFP Section	RFP Page	Question	Response
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				

ATTACHMENT 4 – COVER FORM

RFP 23-002 Food Services

(M) Attachment 4, Cover Form must be completed, signed, and submitted with your Proposal. Failure to complete and submit this form may result in your Proposal being deemed non-responsive.

Instructions: The Proposal must include a signed copy of this cover form. Copy and paste this form onto your company letterhead, or include the following information: Offeror’s company name, mailing address, phone number, fax number, e-mail address, and name of Offeror’s authorized signer. The cover form must include the RFP Number and Title and must be signed by an individual authorized to commit the Offeror to the contents of the Proposal.

Requirement	Response
Offeror’s corporate or other legal entity status	<input type="checkbox"/> Corporation <input type="checkbox"/> Limited Liability Corporation (LLC) <input type="checkbox"/> Limited Liability Partnership <input type="checkbox"/> Sole Proprietorship <input type="checkbox"/> Other (specify)
Offeror’s Tax Identification Number	EIN:
Offeror’s DUNS Number	DUNS:
Is Offeror a legal entity with the legal right to contract?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Other than modifications/exceptions identified on Attachment 3, in compliance with Section 2.4 of this RFP, does Offeror accept, and is Offeror willing to comply with, the requirements of this RFP and attachments, including but not limited to those identified in Section 1.4 and the Special Terms and Conditions in Appendix?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Is Offeror in compliance with applicable equal employment regulations?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does Offeror affirm that it has not employed any company or person other than a bone fide employee working solely for the Offeror or a company regularly employed as its marketing agent, to solicit or secure the Contract, and that it has not paid or agreed to pay any company or person, other than a bone fide employee working solely for the Offeror or a company regularly employed by the Offeror as its marketing agent, any fee, commission, percentage, brokerage fee, gifts, or any other consideration contingent upon or resulting from the award of the Contract?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does Offeror understand and agree that for breach or violation of the above term, LCSC has the right to annul the Contract without liability or, in its discretion, to deduct from the offered price the amount of any such fee, commission, percentage, brokerage fee, gifts, or contingencies.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Firm(s) and/or staff responsible for writing the Proposal	Names:

<p>Does Offeror affirm that it is not currently suspended, debarred, or otherwise excluded from federal or state procurement and non-procurement programs? Note: vendor information is available at https://sam.gov.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Does the Offeror affirm that the Proposal will be firm and binding for ninety (90) calendar days from the Proposal opening date?</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Does Offeror warrant that it does not knowingly and willfully employ persons who cannot legally work in this country; and that Offeror takes steps to verify that it does not hire persons who have entered our nation illegally or cannot legally work in the United States; and that any misrepresentation in this regard or any employment of persons who have entered our nation illegally or cannot legally work in the United States constitutes a material breach and will be cause for the imposition of monetary penalties up to five percent (5%) of the Contract price, per violation, and/or termination of the Contract?</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>

Signed By: _____

Printed Name: _____

Date: _____

APPENDIX A – SPECIAL TERMS AND CONDITIONS

RFP 23-002 Food Services

Security

On or before the effective date of the Agreement, the Offeror shall furnish to the College, an AAA or equivalent rated performance bond in an amount equal to the full amount of the annual guarantee to secure the payment to the College of all monies that are due or that are to become due under this Agreement and to secure the proper performance by Offeror of all of its obligations hereunder.

In the event Offeror shall default in the performance of this Agreement or shall fail to pay all or any portion of the annual guarantee when the same shall become due and payable or if this Agreement shall terminate at a time other than at the end of an Agreement year, then in any of such events the College shall be entitled to execute the performance bond.

Agreement Term

The Agreement shall have an initial term of three (3) years commencing on the first day of the month of July 2023. With the mutual agreement of Offeror and College, the Agreement may be extended for seven (7) successive terms of one (1) year each, unless either the College or Offeror receives written notice from the other not less than ninety (90) days prior to the expiration of the initial term or of the then current renewal term that the Agreement shall not be extended. An Agreement Year is a period of twelve months commencing on July 1 of one year and ending on June 30 in the immediately succeeding year. The maximum duration of this contract, including principal period and extensions, shall be ten (10) years.

Subcontracting

The Offeror is solely responsible for the performance of any and all subcontractors in all areas, including but not limited to; compliance with health and safety codes and regulations, customer service and satisfaction, quality assurance, and financial reporting.

If the College perceives an opportunity or market for a cart-type of service not currently served by the Offeror, it may propose such services to the Offeror. The Offeror has the right of first refusal on such services. If the Offeror chooses not to offer their service, the College may directly contract with other vendors as needed. Such contracting will not in any way be a violation of this contract.

The Offeror will have sole responsibility for its subcontractor's performance with respect to menu, pricing and all other conditions of the Contract.

Use of College Name

In no instance shall the College's name or any of its registered trademarks be used by the Offeror in connection with any advertising or promotions which are not directly related to the College without first obtaining the College's specific written consent. The College may require that the College's name and trademark shall be more prominently displayed than those of the Offeror on College dining service promotional materials.

Agreement Termination

The College may terminate this contract(s) for neglect, as determined by the College, which shall consider such items as, but not limited to: insufficient insurance coverage, failure to provide required

period statements or to pay period commission payments due on or before the 20th day following the period in which they were earned, failure to enforce required standards of sanitation, or quality of service is unsatisfactory to the College. This may include any cessation or diminution of service including but not limited to failure to maintain adequate personnel, whether arising from labor disputes or otherwise, any substantial change in ownership or proprietorship of the Contractor(s) which in the opinion of the College is not in its best interest, or failure to comply with the terms of the contract(s). The College shall provide ten (10) calendar days written notice of contract neglect and unless within ten (10) calendar days such neglect has ceased and arrangements made to correct, the College may terminate the contract by giving ninety (90) days' notice in writing by registered or certified mail of its intention to cancel the contract(s).

Should the College breach any terms or provisions of the contract, the Offeror shall serve written notice on the College setting forth the alleged breach and demanding compliance with the contract. Unless within ten (10) calendar days after receiving such notice, the allegation shall be contested or such breach shall cease and arrangements be made for corrections, the Offeror may terminate the contract by giving ninety (90) day's notice in writing, by registered or certified mail of its intention to cancel this contract.

Insurance

The Offeror, at its own expense, shall procure, maintain and use a company or companies acceptable to the College who is licensed to do business in the State of Idaho with the State Insurance Commission for the insurance listed below for the period of the contract and furnish to the College a certificate of insurance showing that the provisions of this paragraph have been complied with. The policies shall contain a covenant by the company issuing the policies that the policies shall not be canceled by the issuing company unless a thirty (30) day written notice of the cancellation first be given to the Vice President for Finance and Administration of Lewis-Clark State College.

The policy or policies shall contain an endorsement naming Lewis-Clark State College and the State of Idaho as additionally insured thereunder. Policy must reflect that it is primary and not contributory with any insurance maintained by Lewis-Clark State College. Should the Offeror fail to pay said premiums when due, the College shall have the option of exercising its rights of termination, or of paying said premiums and deducting them from amounts due and owing to the Offeror on account of food services provided.

Certificate of insurance showing the following amounts of coverage required must be received by the Lewis-Clark State College prior to commencing work under the contract(s).

The Offeror shall obtain and keep in force during the term of the contract, for the protection of the College and the Offeror, the insurance listed below covering only the operations and activities of the Offeror under this contract.

Comprehensive General Liability including, but not limited to coverage for personal injury liability, property damage liability, blanket contractual liability and products liability shall be provided in the minimum sum of \$2,000,000 per occurrence.

Automobile liability shall be provided in the minimum combined limits of \$2,000,000 for injury to or death of any one person, for each occurrence and property damage for each occurrence.

Workman's Compensation, Unemployment Insurance and any other insurance required by law shall be provided for the Offeror's employees at statutory levels.

Commercial Crime Policy:

Form A – Employee dishonesty - \$30,000

Form B – Forgery or alteration - \$200,000

Form C – Theft, disappearance and destruction - \$200,000

Patents and Copyrights

The Offeror shall pay all costs, fees and royalties arising from or associated with Offeror's use of copyrights, trademarks, patented materials, equipment devices or processes used in the operation of, or incorporated in, the dining service facilities. Offeror, at its cost, shall indemnify and hold harmless the College from all suits of law or actions of every nature for or on account of the use of any patented or copyrighted materials, equipment, devices or process.

Indemnification

The Offeror hereby covenants and agrees, at its sole cost and expense during the term of this Agreement, to indemnify and hold harmless the College and the College's officers, agents and employees against and from any and all claims or demands by or on behalf of any person, firm, corporation or governmental authority, arising out of, attributable to or in connection with the use, occupation, possession, conduct or management of the designated food service areas and food service operations or any work done in or about the same, or transactions of the Offeror concerning the food services performed and rendered hereunder, including, but without limitation, any and all claims for injury or death to persons or damage to property. The Offeror also covenants and agrees, at its sole cost and expense, to hold harmless the College and the College's officers, agents, and employees from and against all judgments, costs, counsel fees, expenses and liabilities incurred in connection with any such claim and any action or proceeding brought thereon, and in case any action is brought against the College or against any of the College's officers, agents or employees, by reason of any such claim, the Offeror upon notice from the College will resist and defend such action or proceeding by qualified counsel. However, the provisions of this Section shall not apply to any claims arising from the negligent or willful acts or omissions of the College, or its officers, agents or employees.

The College shall not be responsible or be held liable for any injury or damage to persons or property resulting from the use, misuse, or failure of any equipment used by Offeror or any of Offeror's agents, servants, or employees, even if the College furnishes such equipment to Offeror. The acceptance or use of any such equipment by Offeror shall be construed to mean that Offeror accepts full responsibility for, and agrees to indemnify the College against any and all loss, liability, and claims for any injury or damage whatsoever resulting from the use, misuse, or failure of such equipment, whether such damage or injury is to an employee, agent, or servant or the property of the Offeror, other Offerors, the College, or other persons.

Any claims which Offeror may have against the College shall be filed with the State of Idaho, Bureau of Risk Management.

Laws to be Observed

The Offeror shall observe, perform and comply with or require compliance with all federal, state and local laws, ordinances, rules and regulations and all amendments thereto which in any manner may affect the operation and maintenance of the dining service facilities and Offeror's activities undertaken

pursuant to this Agreement. The Offeror shall also comply with all state and local building, fire, health, food service, zoning laws, codes and/or regulations that affect or that are applicable to Offeror's activities and operations hereunder.

Rules and Regulations

The Offeror covenants and agrees to comply with the College policies and guidelines set out below. The College reserves the right to make and enforce such other reasonable policies and guidelines which the College deems are necessary or advisable in order to promote the safety, care, preservation, and cleanliness of the designated food service areas and for the protection and maintenance of College property in general. The Offeror shall pay the cost of remedying or repairing damage to designated food service areas or other College property due to non-compliance with the following policies and guidelines.

1. No openings, awnings, sashes, doors, windows or glasses that admit or reflect light into the premises or any other part of the premises shall be covered or obstructed, except with venetian blinds, draperies or other window treatments which are approved by the College. No painting on windows.
2. No alterations shall be made on the premises nor shall additional partitions or fixtures be installed in said premises without the prior written consent of the College.
3. No nails or screws shall be driven, screwed or otherwise placed into the walls, floors or other parts of any room or area without the consent of the College; nor shall Offeror permit the premises to be defaced or damaged.
4. No signs, advertisements or notices of any kind shall be painted, inscribed on or affixed to any part of the premises or any part of the buildings without the prior approval of the College. All signs shall be of a uniform nature in all food units.
5. Offeror shall not permit unlawful practices of any kind on the premises.
6. The Offeror shall not remove or permit the removal from the College campus any kitchen equipment, food service items or other property owned by the College or use College owned property and equipment assigned to the Offeror other than in the performance of the food service permitted by the Agreement.
7. The Offeror will be issued keys to spaces directly under their control. Keys will be issued by Campus Security, and will be processed and inventoried by the College. When an employee leaves employment for any reason, all keys must be returned to the College. The College may also issue keys for College controlled areas to expedite the delivery of services to customers. The College may require that employees of the Offeror keep such keys on-site and not taken home.
8. The Offeror is expected to work with individual facilities and make arrangements to comply with normal operating and access hours for the facility. Staff shall not be routinely scheduled to be in facilities after hours unless approved in writing by the College.

9. Deliveries should be scheduled by mutual agreement with each primary facility to minimize parking and traffic congestion, and to allow optimal service to customers. Deliveries that occur at other than agreed times will be rejected by the College. In no event will the College act as the agent of the Offeror, and accept or approve a delivery on the Offeror's behalf.
10. Individual facilities have internal operating policies and procedures. The Offeror shall work with the facilities to comply with standard practices and procedures.
11. Equipment that is not in use will be turned off or idled, especially dish machines, dish accumulators, garbage disposals, and ovens.
12. The College and the Offeror shall jointly conduct an annual inventory of all small wares and china owned by the College, and maintained by the Offeror. At the completion of the inventory, the Contractor will have 30 days to correct any deficiencies.

Permits and Licenses

The Offeror, at its cost, shall procure and keep current all permits and licenses, pay promptly all charges and fees, and give all notices necessary and incidental to the due and lawful operation of the dining services at the College.

Costs of Enforcement and Litigation

In the event the College and/or College employees shall, without any fault on their part, be made a party to any litigation, other than condemnation or like proceedings, commenced by or against the Offeror arising out of the Offeror's use or occupancy of the College premises or attributable to any structure or objects placed upon the premises or in the premises by the Offeror, then the Offeror shall hold harmless the College and shall pay all costs and reasonable attorney's fees incurred by or imposed upon the College and/or College employees in connection with such litigation.

Contractor Investment/Depreciation

Any investment in the facilities and equipment for this account, which are depreciated against the account, shall become the property of the College at the point that they are fully depreciated. All investment shall be depreciated over five years using a straight-line method of depreciation. Any un-depreciated value at the time of any future transition may be bought out by the College or its new Offeror.

Trade Fixtures, Machinery and Equipment (National Branded Concepts)

The College agrees that those trade fixtures, machinery, equipment, furniture or other personal property which are owned or leased by Offeror shall not become the property of the College or a part of the realty no matter how affixed and may be removed at any time and from time to time during the entire term of the Agreement. Upon request of Contractor, the College shall execute and deliver any real estate consent or waiver forms submitted by any trade vendors, lessors, chattel mortgagees or holders or owners of Offeror's trade fixtures, machinery, equipment, furniture or other personal property setting forth the fact that the College waives, in favor of such vendors, lessor's chattel mortgages, owners or holder any interest therein. The College shall further acknowledge that property covered by such consent to waiver forms is the personal property of Offeror and is not to become a part of the realty no matter how affixed to it, and that such property may be removed by the vendors, lessors, chattel mortgagees, owners or holder at any time upon default by the Offeror in the terms of

such chattel mortgage or other similar documents, free and clear of any claim or lien of the College. On removal of the Contractor's property, the Premises shall be returned to the College in its original state. The Offeror is solely responsible for all repairs, maintenance, sanitation, and/or adjustment of all trade fixtures, machinery, equipment, furniture or other personal property owned or provided by the Offeror or its agents.

Liens

The Offeror shall not commit or suffer any act of neglect whereby the College Premises shall become subject to any attachment, lien charge or encumbrance whatsoever, except as hereinafter provided, and shall indemnify and hold harmless the College and College from and against all attachment, liens, charges and encumbrances and all expenses relating therefrom.

Surrender of Premises

Inventory and Supplies: The Offeror shall remove all inventory and supplies owned by the Offeror at the expiration or sooner termination of the Agreement.

Personal Property: The Offeror shall remove its personal property at the expiration or sooner termination of the Agreement. On removal of the personal property, the premises shall be returned to the College in its original state, wear and tear expected. The Offeror's failure to remove its personal property within thirty (30) days after the termination or expiration of the Agreement shall be deemed to be an abandonment of its personal property. The College will make all necessary repairs to the Premises that may be required as a result of removal of Offeror's trade fixtures, equipment, machinery, and other personal property, and upon demand Offeror shall reimburse the College the cost of making such repairs.

Smoking Policy

The state of Idaho prohibits smoking in all state owned and/or operated facilities. Additionally, the College seeks to provide a healthy and safe environment. Smoking is prohibited in all College facilities and on College property except in designated areas. (Idaho Indoor Clean Air Act 39-55, Executive Order 92-02)

Alcoholic Beverages

No alcoholic beverages shall be sold or served by Offeror in any College facility without prior written permission from the College. If the sale and/or service of alcoholic beverages is permitted in College-owned facilities or areas, the Offeror, at its cost, shall be responsible for obtaining any licenses or permits required for those activities unless the parties hereto in writing agree otherwise.

Lewis-Clark State College is committed to the development and maintenance of drug free environment, in accordance with the Drug-Free Workplace Act of 1988 34 CFR Part 85 and will not tolerate the unlawful possession and use of controlled substances (drug and alcohol) on its premises by its students, visitors, or agents.

Parking

Offeror's employees shall be required to purchase College parking permits in the same manner as College employees.

Publicity

Upon receipt of a contract agreement with Lewis-Clark State College the Offeror(s) shall not in any way or in any form publicize in any manner the fact that it is providing services to the College without the written approval from the Vice President for Finance and Administration or designated representative, obtained in advance, for each item of publicity. However, nothing shall preclude Offeror(s) from listing Lewis-Clark State College on its routine client list for matters of reference.

Disaster Plan/Emergency Facility Use

The Offeror(s) shall provide food service to persons on campus during an emergency in accordance with state, campus and facility disaster plans and emergency procedures. In extended emergency or disaster situations, the Offeror(s) shall be reimbursed for all costs except for costs of providing food service to regular boarders. The Offeror(s) shall not be reimbursed for any loss of revenue from an interruption of the food service operations or for use of facilities for these purposes. In some emergency instances, food service facilities may be used for purposes other than food service.

Audits

The College reserves the right to conduct an annual independent audit of all the Offeror's records relating to the College's account. The College may select the auditor. The audit will be an expense of the College.

The Offeror will provide copies of all audits of the College's account by any corporate auditors or auditors hired by the corporation. The corporation will provide copies of audits no later than 30 days after their receipt.

Non-Discrimination

It is the policy of Lewis-Clark State College not to discriminate unlawfully against any individual on the basis of age, race, color, religion, sex, national origin, ancestry, disability, veteran status or political affiliation in matters of admission, employment, housing and services, or in the educational programs or other activities. During the performance of the contract, the Contractor agrees not to discriminate in accordance with the College policy. The Offeror shall report all such complaints to the LCSC Human Resources Director, immediately.

ADA Compliance

The Offeror must comply with all provisions of the Americans with Disabilities Act with regard to Title I (employment) and all other Titles, which are applicable under the statute. The Offeror shall not discriminate against a qualified individual with a disability because of the disability of such an individual in regard to job application procedures, the hiring or discharge of employees, employee compensation, advancement, job training, and other terms, conditions, and privileges of employment. The provision covers the full range of employment decision.

And further the Offeror must reasonably accommodate a qualified employee with a disability who requests such accommodation and can otherwise perform the job which they hold or are being hired for.

Notices

Any notices, reports, billings payments or other communication between the parties required by the agreement shall be directed to the parties as indicated in this section unless otherwise specified within the agreement. The College is represented by:

Vice President for Finance and Administration
Lewis-Clark State College
500 8th Avenue
Lewiston, Idaho 83501

The successful contractor's name and address information following the words "The Offeror is represented by:" will be added to this section of the final contract.

APPENDIX B – INVENTORY

RFP 23-002 Food Services

Capital Equipment & Furniture Inventory (Valued over \$2,000)

Description/Size	Acquisition Date
Blue Air Deli Prep Table	11/29/2011
Broiler	6/30/1999
Charbroiler Cooktop, Gas Vulcan VCR1	8/01/2018
Convection Steamer	12/14/2015
Cooler Reach In	6/30/1999
Double Deck Gas Convection Oven	6/10/2010
Espresso Machine	10/04/2000
Espresso Machine	2/01/2017
Fryer Bank	6/30/1999
Fryer Bank	6/30/1999
Garbage Disposal	8/27/2015
Garland McO-Gs-10 Nat. Gas Convection	8/02/2018
Griddle	6/30/1999
Griddle	6/25/1999
Griddle for Kitchen	6/11/2019
Heated Pass	6/30/1999
Heated Pass	6/30/1999
Hood Above Display Station	7/25/2016
Ice Maker Machine	11/18/2009
Ice Maker Machine – Athletics Concessions	
Mixer	6/25/1999
Popcorn Maker – Athletic Concessions	10/14/2022
Powermax 200 Booster Heater	3/10/2015
Range	6/30/1999
Sandwich Fridge	9/24/2019
Sandwich Prep Table	2/22/2018
Slicer	6/30/1999
Steamer Kettle	6/25/1999
Under counter Ice Maker	6/19/2019
Workstations (3)	11/12/1999
Beverage Display	6/25/1999
MEGA Top Sandwich/Salad Prep Refrig	9/26/1999

APPENDIX C – PERFORMANCE METRICS

RFP 23-002 Food Services

The Performance metrics listed are shown as examples with the intention to engage the Offeror with the College to identify and mutually agree upon performance measures, metrics, and desired results.

Performance Measure	Metric	Desired Result
Customer satisfaction	Yearly survey ratings	Benchmark met
Customer responsiveness	Response time and actions re: customer complaints	Benchmark met
Commissions	Yearly Commissions Received by College	Year over year increase
Number of retail customers	Count by food service location	Year over year increase
Number of catering customers	Count	Year over year increase
Concession sales	Gross sales	Year over year increase
Employee retention	Yearly employee turnover	Benchmark met
Rotation of retail menu cycle	Monthly menu cycle variety	Benchmark met
Rotation of catering menu cycle	Yearly menu cycle variety	Benchmark met
Student and employee engagement	Count of attendance at special events	Year over year increase

CONSENT
JUNE 14, 2023

LEWIS-CLARK STATE COLLEGE

SUBJECT

Approval of Lewis-Clark State College (LCSC) Purchasing Policy

REFERENCE

June 2010	Idaho State Board of Education (Board) approved Purchasing Policies for Boise State University
August 2011	Board approved revision to Model Purchasing Policy
October 2016	Board approved Purchasing Policies for Idaho State University
June 2018	Board approved revision of Model Purchasing Policy
February 2020	Board approved Revisions to Purchasing Policies for Boise State University and Idaho State University

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I.
Idaho Code § 67-9225

BACKGROUND/DISCUSSION

Idaho Code § 67-9225 provides that state institutions of higher education, with Board approval, may establish policies and procedures for procuring property in substantial compliance with the State Procurement Act. LCSC requests Board permission to implement a purchasing policy which mirrors the policies already in effect at BSU and ISU. BSU's and ISU's purchasing policies, which served as the models for LCSC's proposed policy, were approved by the Board in June 2010 and October 2016, respectively, and updated in February 2020.

IMPACT

Approval of the proposed policy will exempt LCSC from provisions of the Chapter 92, Title 67, Idaho Code — State Procurement Act. While increasing LCSC's autonomy, the college would still follow purchasing policy and procedures that are consistent with those applicable to other state agencies. Approval of LCSC's proposed purchasing policy will benefit from added in-house decision-making ability on matters of purchasing, which will reduce turn-around time for procuring goods and services. Aligning LCSC's purchasing policy with BSU and ISU will provide greater efficiency, ensure consistent and best practices in procurement are followed, and increase systemness.

ATTACHMENTS

Attachment 1 – LCSC Purchasing Policy

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval.

CONSENT
JUNE 14, 2023

BOARD ACTION

I move to approve the request by Lewis-Clark State College to adopt the new purchasing policy as described in Attachment 1 as authorized by Idaho Code § 67-9225.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

SECTION: 4.0 ADMINISTRATIVE

SUBJECT: PURCHASING

Background: The purpose of this policy is to acquaint personnel with the statutes, rules, and processes that govern public purchasing.

Point of Contact: Purchasing Director

Other LCSC offices directly involved with implementation of this policy, or significantly affected by the policy: Vice President for Finance and Administration

Date of approval by LCSC authority: May 2021

Date of State Board Approval: N/A

Date of Most Recent Review: **May 2023**

Summary of Major Changes incorporated in this revision to the policy: **Revised to align to Idaho State University and Boise State University Purchasing policies.**

Policy Overview

The purpose of this policy is to establish policies and procedures governing purchases made with College administered funds.

Idaho state agencies are subject to the State Procurement Act, Idaho Title 67, Chapter 92.

The Administrative Code related to the State Procurement Act is found in the [Rules of the Division of Purchasing 38.05.01](#).

I. POLICY STATEMENT

- A. Procurement (purchasing) will be overseen by the Vice President of Finance and Administration. Daily operations have been delegated to the Purchasing Director and will be conducted in strict adherence with applicable federal and state laws and regulations and applicable State Board of Education and college policies.
- B. Purchasing activities shall be administered in a manner that provides maximum practicable open competition appropriate to the type of good or service to be provided. Purchases shall support the goals of cost efficiency and good/service quality, and these objectives shall be given consideration in the purchasing process.
- C. Purchasing activities include transactions involving trade-ins, and leased property. Procurements do not include non-exchange transactions such as sponsorships and transactions not involving the expenditure of college funds.
- D. The college owns all property purchased with college funds and all property received by the college as gifts. In addition, except where provided by the terms of a sponsored project by operation of law, the college owns all personal property purchased with funds

SECTION: 4.0 ADMINISTRATIVE

SUBJECT: PURCHASING

from a sponsored project. No department, departmental unit, or college employee, may hold proprietary interest in any piece of college property, or property purchased with sponsored project funds which is held by the college. Regardless of which departmental unit ordered the item, the fund cited, or the budget expensed, the principle of college ownership prevails.

- E. This policy has been approved by the State Board of Education (contingent upon Board approval). Any changes to the policy shall be submitted in writing to the Executive Director for approval. The Executive Director may, in his or her discretion, refer proposed changes to the Board for approval.

II. BUDGET AUTHORITY

- A. It shall be the responsibility of the requestor to determine and ensure funds are available and properly budgeted.
- B. Terms may exceed one year provided that they are advantageous to the college and that such contracts contain no penalty to or restriction upon the college in the event cancellation is necessitated by a lack of financing for any such contract or contracts.

III. REQUIREMENTS

- A. Small purchases are those purchases or procurements expected to cost less than two hundred and fifty thousand dollars (\$250,000). Costs are determined based on the following:
 - 1. One-time purchases of property.
 - 2. Total cost of a contract for services, including renewal or extension periods.
- B. To enhance small business bidding opportunities, the college shall seek a minimum of three quotes from vendors having a significant Idaho economic presence as defined in Section 67-2349 Idaho Code. The request for quotation may be written, oral, electronic, telephonic or facsimile.
- C. Large purchases, costing two hundred and fifty thousand dollars (\$250,000) or more are procured through a formal sealed process. The issuance of Invitations to Bid (ITB) or Requests for Proposal (RFP) is the method for solicitation of offers from qualified vendors in a sealed process in order to establish pricing, specification or performance standards, and the terms and conditions for the purchase of goods and services. The college shall ensure adequate ITB's or RFP's are prepared which clearly define the goods and services needed in order for bidders to properly respond to the request. At the place, date, and time set forth in the solicitation, all bids or proposals received in accordance with the submittal requirements in the solicitation shall be publicly opened and read aloud by the buyer to those persons present.
- D. Notice of solicitations of bids or proposals for large purchases may be electronic in nature. The college may apply the use of a variety of techniques, including but not limited to, reverse auction, electronic posting or electronic advertisement of solicitations as appropriate to the buying situation. Large purchase notices, regardless of methodology, are referenced in the vendor section of the college purchasing department's website.
- E. Preference for Idaho suppliers for purchases:

SECTION: 4.0 ADMINISTRATIVE

SUBJECT: PURCHASING

1. Reciprocal preference will be given to Idaho vendors in accordance with Section 67-2349 Idaho Code.
 2. Printing services will be awarded to local vendors in accordance with Section 60-101-103 Idaho Code.
- F. Where multiple bids and quality of property offered are the same, preference shall be given to property of local and domestic production and manufacture or from bidders having a significant Idaho economic presence.
- G. The college recognizes that an offered low price is not always indicative of the greatest value. Contracts will be awarded by the college pursuant to determination by the Purchasing Director of the best value to the college based on the criteria outlined in the solicitation. Award of contracts in excess of amounts as proscribed in State Board of Education (SBOE) policy V.I.3.a require the written approval of the Executive Director of the State Board of Education or the State Board of Education in a public meeting.
- H. No vendor or related party, or subsidiary, or affiliate of a vendor may submit a bid to obtain a contract to provide property to the college, if the vendor or related party, or affiliate or subsidiary was paid for services utilized in preparing the bid specifications or if the services influenced the procurement process.
- I. No property to be acquired shall be accepted which does not meet the minimum bid specifications.
- J. If funding for the purchase of goods or services includes sponsored project funding, federal requirements must be followed. Idaho preference, waivers and exemptions from bidding could be restricted based on terms and conditions of specific award documents and or funding agency requirements. For sponsored project funding, adherence to Uniform Guidance §200.319 “Competition” must be followed.

IV. WAIVER OF COMPETITIVE BIDDING (Sole Source)

The determination to waive the competitive bid process may be made only by the Purchasing Director. Any request by a department to restrict a purchase to one potential supplier must be accompanied by an explanation as to why no other item is suitable or that no other vendors exist to meet the need. A requirement for a particular proprietary item does not justify a sole source purchase if there is more than one potential source for that item. The college purchasing department shall conduct negotiations, as appropriate, to determine price, availability, and terms.

V. EXEMPTIONS FROM BIDDING

- A. Purchases under \$10,000
- B. Bulk Contract purchasing
 1. State Open Contracts
 - a. Certain commodities are procured through open contracts by the State of Idaho Division of Purchasing in order to obtain the lowest possible pricing for all agencies.
 - b. No officer or employee shall fail to utilize an open contract without justifiable

SECTION: 4.0 ADMINISTRATIVE

SUBJECT: PURCHASING

cause for such action. Justifiable cause shall be determined by the Vice President for Finance and Administration. Approved deviations from open contract use will be administered by the Purchasing Director.

2. Purchases from General Services Administration Federal Supply Contractors are allowed when the acquisition is advantageous to the college with approval from the Purchasing Director.

SECTION: 4.0 ADMINISTRATIVE

SUBJECT: PURCHASING

3. Where no state open contract exists, state institutions of higher education (as defined in 67-9203(16) Idaho Code) operating under the SBOE approved model purchasing policy, may collaborate with each other or the University of Idaho on solicitations where the combined volume of multiple institutions will provide the best value.
- C. Use of contracts issued by cooperative purchasing programs established by any association that offers its goods or services as a result of competitive solicitation processes is allowed with approval from the Purchasing Director. Each purchase made through the use of a cooperative purchasing program shall be subject to confirmation that such program's competitive solicitation process meets the minimum criteria for competitive solicitations and resulting purchases set forth in college policies
- D. Government and Agency acquisitions:
 1. Rehabilitation agency acquisitions.
 2. Correctional industries acquisitions.
 3. Federal government acquisitions including federal surplus.
 4. Interagency contracts, including contracts with other institutions of higher education.
 5. The college may contract with any one or more other public agencies or institutions of higher education to perform any governmental service, activity, or undertaking which each public agency entering into the contract is authorized by law to perform, including, but not limited to joint contracting for services, supplies and capital equipment, provided that such contract shall be authorized by the governing body of each party to the contract.
- E. Situational acquisitions:
 1. Legal advertising, publication or placement of advertisements directly with media sources.
 2. Contracts for legal services or bond related services.
 3. Professional, consultant and information related technology services costing less than \$250,000.
 4. College employee education, training and related travel expenses costing less than \$250,000.
 5. Purchases with special educational discounts offered by vendors exclusively to schools, colleges, universities, and other educational institutions where the property is for the express purpose of educating students.
 6. Concession services where there is no expenditure of college funds.
 7. Goods or services for which competitive solicitation procedures are impractical.
 8. Medical director and medical professional services.
 9. Property held for resale, such as bookstore inventory.
 10. Purchase of copyrighted materials available primarily from the publisher.
 11. Goods that are in used condition.
 12. Preventative maintenance and repair of scientific equipment, when the services are only available from a single supplier,
 13. Ongoing maintenance, upgrades, support, or additional licenses for software or other information technology solutions, including a change in the manner of solution delivery; which software or solution was originally acquired in compliance with the

SECTION: 4.0 ADMINISTRATIVE

SUBJECT: PURCHASING

purchasing laws in effect at the time of acquisition.

F. Emergency Purchases

1. The Purchasing Director, or designee, may authorize emergency purchases of goods and services when determined necessary and in the best interest of the college. Examples of circumstances that could necessitate an emergency purchase include:
 - a. Unforeseen or beyond the control of the college or constituting a force majeure.
 - b. Present a real, immediate or extreme threat to the proper performance of essential college functions.
 - c. May reasonably be expected to result in excessive loss or damage to property or other resources, and/or bodily injury or loss of life.
2. Any affected department may make an emergency purchase in the open market at the best attainable price when a documented emergency condition exists and the need cannot be met through the college's normal procurement method, provided that:
 - a. Funds are available for the purchase.
 - b. Verbal authorization is obtained from the Vice President for Finance and Administration.
 - c. Competition to the fullest extent practicable under existing circumstances is obtained and documented.
 - d. The cost of the purchase does not exceed amount requiring SBOE Executive Director approval as prescribed in SBOE policy V.I.3.a.
3. A fully signed explanation of the circumstances surrounding the emergency and the necessity for the purchase is filed by the requester with the Purchasing Director within two working days after such purchase or cessation of emergency conditions, whichever is later.

G. Direct Negotiations

1. In lieu of competitive bidding, and when not covered by a State open contract, negotiations may be conducted whenever any of the following conditions are applicable and authorized by the Purchasing Director:
 - a. The public good as determined by the Purchasing Director will not permit the competitive bid process due to time constraints.
 - b. No responsive or responsible bids are received at acceptable levels of price, service or terms.
 - c. Approved sole source scenarios.
 - d. Where there is a particular savings through the use of educational discounts.
 - e. Acquisition of federal surplus or excess property.

VI. QUALIFICATION OF VENDORS

- A. No vendor shall be allowed to submit a bid unless such vendor is qualified. All vendors are qualified unless disqualified.
- B. Vendors may be disqualified for any of the following reasons:
 1. Failure to perform according to the terms of any agreement.

SECTION: 4.0 ADMINISTRATIVE

SUBJECT: PURCHASING

2. Attempts by whatever means to cause acquisition specifications to be drawn so as to favor a specific vendor.
 3. Actions to obstruct or unreasonably delay acquisitions by the college. Obstruction is hereby defined as a lack of success in more than fifty percent (50%) of the appeals made in each of three (3) different acquisitions during any twenty-four (24) month period.
 4. Perjury in a vendor disqualification hearing.
 5. Debarment, suspension or ineligibility from federal contracting of the vendor, its principals or affiliates.
 6. Any reason in Idaho law that would disqualify a particular vendor for a particular bid.
- C. A vendor shall be notified by registered mail within ten (10) days of disqualification and may, within thirty (30) days of the receipt of such notice, challenge the disqualification.
- D. Disqualification or conditions may be imposed for a period of not more than five (5) years.

VII. APPEALS

- A. Elements of a formal sealed bid that are appealable include:
 1. Bid specifications
 2. Determination by the college that the bid is nonresponsive and does not comply with the bid invitation and specifications
 3. Award to a successful vendor
- B. For formal procurements utilizing the sealed bid process, the detailed process for appeals will be referenced within the posted bid information and specification package.
- C. In addition, Sole Source determinations are appealable. The detailed process for appeal will be referenced in the legal notice.
- D. Any appeal will be reviewed and a written decision setting forth reasons for denial will be provided or if upheld an amendment (for a specification or intent to award appeal) to the original bid or sole source determination will be posted.
- E. Submitting a bid to the college constitutes standard acceptance of this policy including the appeals process.
- F. Small purchases or purchases that are exempted from bidding requirements are not appealable.

VIII. ETHICS REQUIREMENTS

- A. All faculty, staff and students at the college are required to adhere to the intent and spirit of these policies and directives. They are designed as a means to acquire the necessary goods and services as effectively and economically as possible, while also maintaining compliance with the laws of the State of Idaho. Employees are subject to penalties as

SECTION: 4.0 ADMINISTRATIVE

SUBJECT: PURCHASING

described in Idaho Code, including, but not limited to, those in Section 67-9231.

- B. Employees are prohibited from obtaining goods or services by avoiding the competitive process through such actions as splitting purchases, creating false emergency situations, and purchasing outside open contracts without authorization.
- C. Any effort to circumvent or abuse State and college purchasing regulations and policies or procedures will not be condoned and is subject to disciplinary action up to and including dismissal.
- D. Purchasing Ethics and Vendor Relationships
 - 1. All employees are involved in business transacted by the college in one form or another. Especially so are those professional purchasers and other personnel who purchase items and services, including those using the college P-card. Each employee has a personal responsibility to conduct college business in an ethical manner and assure the integrity of the purchasing and procurement processes.
 - 2. Conflict of interest:
 - a. A conflict of interest occurs when a person's private interests compete with his or her professional obligations to the college to a degree that an independent observer might reasonably question whether the person's professional actions or decisions are materially affected by personal considerations, including but not limited to personal gain, financial or otherwise.
 - b. Employees are therefore prohibited from entering into service contracts with or selling goods to the college.
 - 3. Influencing/conspiring to influence: The college prohibits the influencing or conspiring to influence purchasing decisions and contract awards. Attempts at influence may include kickbacks and bribes, peddling or payment of a fee, back door selling, hard-sell tactics, fraternization, or offering gifts to avoid following published procedures or gain advantages.
 - 4. Post issuance contract oversight is required to guarantee the college receives all **goods and services as per the terms of the agreement. Lewis-Clark State College Contract Management policy 4.131 describes roles and responsibilities for contract management.**
- E. It is the responsibility of the college Purchasing Director to ensure that procurement staff are properly trained to execute their duties efficiently and in accordance with laws and regulations.

IX. AUTHORITY AND RESPONSIBILITIES

The college Purchasing Director is responsible for ensuring compliance with this policy.

All college employees are responsible for following this policy when making purchases.

X. RELATED LAWS AND POLICIES

- A. Idaho State Board of Education Governing Policies and Procedures, Section I.E.2.a

SECTION: 4.0 ADMINISTRATIVE

SUBJECT: PURCHASING

- B. Idaho Code Section 59-1026
 - C. Idaho Code Section 67-9225
 - D. Purchasing Procurement Card Policy 4.121
 - E. Purchasing Procedures – <https://www.lcsc.edu/purchasing>
- A.

CONSENT
JUNE 14, 2023

SUBJECT

Higher Education Research Council (HERC) Committee Reappointments

REFERENCE

August 2014	Board appointed Dr. Kelly Beierschmitt to the Higher Education Research Council as the INL representative, replacing Dr. Hill.
October 2014	Board appointed Ms. Robin Woods and re-appointed Dr. Haven Baker to the Higher Education Research Council for a three (3) year term.
August 2016	Board re-appointed Mr. Bill Canon to the Higher Education Research Council for a term expiring June 30, 2019.
October 2018	Board re-appointed Dr. Haven Baker and Ms. Robin Woods as non-institutional representatives for terms expiring June 30, 2020, and approved the appointment of Dr. Todd E. Combs as the INL representative.
June 29, 2020	Board appointed Ms. Heather Messenger and Ms. Eileen Barber as non-institutional representatives for terms expiring on June 30, 2023, and approve the appointment of Dr. Marianne Walck as the INL representative.
December 2021	Board appointed Mr. Doug Sayer as a non-institutional representative for a term expiring on June 30, 2024.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.W., Higher Education Research

BACKGROUND/DISCUSSION

The Higher Education Research Council (HERC) is responsible for implementing the Board's research policy (Board Policy III.W.) and provides guidance to Idaho's four-year public institutions for a statewide collaborative effort to accomplish goals and objectives set forth in Board policy. HERC also provides direction for and oversees the use of research funding provided to the Board by the Legislature to promote research activities that will have a beneficial effect on the quality of education and the economy of the state.

HERC consists of the Vice Presidents of Research from Boise State University, Idaho State University, and the University of Idaho and a representative of Lewis-Clark State College; a representative of the Idaho National Laboratory (INL); and three (3) non-institutional representatives, with consideration of geographic, private industry involvement and other representation characteristics. The Board shall appoint the three non-institutional representatives. The appointments of the representative of INL shall be subject to approval of the Board. HERC

CONSENT
JUNE 14, 2023

appointments for non-institutional representatives are appointed for staggered three-year terms.

Per the HERC By-laws, adopted in May 2023, the Executive Committee of the Council reviews and makes recommendations to the full Council regarding appointment/reappointment of non-institutional representatives. Eileen Barber and Heather Messenger were both first appointed to the Council in June 2020, with terms expiring on June 30, 2023. Both Barber and Messenger have expressed interest in reappointment, and the Executive Committee has recommended both individuals be reappointed for a second term, expiring June 30, 2026.

Barber co-founded Keynetics along with Geoff Hoyl and Dr. Timothy Barber in 1998 and has served on its board of directors since that time. Barber has been involved in the growth and expansion of Keynetics, ClickBank, and Kount, building a global reputation for quality solutions in the e-commerce industry. In addition to her continued service on the Keynetics and ClickBank board, Barber has served Keynetics in various capacities including President, Corporate Treasurer, Audit Committee Member, and Compensation Committee Member. She currently serves on the board of several non-profits including Boise State University Foundation, Trailhead, Small Village Foundation, and has been a member of Idaho Woman's Charitable Foundation since 2003. Additionally, Barber has served on the board of the Idaho Shakespeare Festival for over 10 years and was President of the Board, 2016-2017. She earned a BA in Chemistry from Virginia Tech in 1991.

Messenger has more than 25 years' experience in life sciences industry across biotech startup, incubator, and dynamic growth companies. With a diverse background in both the pharmaceutical and biotechnology sectors, Messenger has led innovative therapeutic, medical device, and diagnostic development from R&D to commercialization. Her involvement in more than six startup biotech companies brings strategic insight to the business, operations and technical execution plans necessary for early stage company planning and growth. Holding a number of executive and leadership roles throughout her career, Messenger has cultivated significant partnership, joint venture, and executive sponsor relationships.

ATTACHMENTS

Attachment 1 – Current HERC Membership

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval.

BOARD ACTION

I move to reappoint Heather Messenger and Eileen Barber as non-institutional representatives to the Higher Education Research Council, for a three-year term expiring on June 30, 2026.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

HIGHER EDUCATION RESEARCH COUNCIL
JUNE 2023

Dr. Martin Blair

Vice President for Research & Economic
Development
Idaho State University

Dr. Nancy Glenn

Vice President of Research & Economic
Development
Boise State University

Dr. Grace Anderson

Vice President for Institutional Research,
Planning & Effectiveness
Lewis-Clark State College

Dr. Christopher Nomura

Vice President for Research & Economic
Development
University of Idaho

Dr. Marianne Walck

Deputy Laboratory Director for Science and
Technology and Chief Research Officer
Idaho National Laboratory

Ms. Eileen Barber (06/20 – 06/23)

Co-founder of Keynetics, ClickBank and
Kount

Mr. Douglas Sayer

Founder and Chief Business Officer
Premier Technology

Ms. Heather Messenger (06/20-06/23)

Life Sciences and Biotech Industry Expert

CONSENT
June 14, 2023

SUBJECT

Data Management Council Appointments

REFERENCE

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.
April 2023	The Board appointed Shari Ellertson 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,

CONSENT
June 14, 2023

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 (ILMI).

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. One application was received, Nashea Noble.

IMPACT

Appointment of Nashea Noble will result in 12 seats on the Data Management Council being filled. One new K-12 representative will still need to be added.

ATTACHMENTS

- Attachment 1 – Current DMC Membership May 2023
- Attachment 2 – Statement of interest from Nashea Noble
- Attachment 3 – Resume of Nashea Noble

STAFF COMMENTS AND RECOMMENDATIONS

The Data Management Council considered the applications during a meeting in May. The Council voted to recommend Nashea Noble to the Board for appointment. Staff recommends approval.

CONSENT
June 14, 2023

BOARD ACTION

I move to approve the appointment of Nashea Noble to the Data Management Council as a public postsecondary institution representative commencing immediately and ending June 30, 2025.

Moved by _____ Seconded by _____ Carried Yes _____ No _____



Data Management Council Membership

May 2023

Office of the Idaho State Board of Education

Dr. Cathleen McHugh (DMC Chair)

Chief Research Officer
Idaho State Board of Education
Member since 2018
Term: July 1, 2021 – June 30, 2023

Chris Campbell (DMC Vice-Chair)

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

Dr. Shari Ellertson

Senior Executive Director, Institutional Effectiveness
Boise State University
Member from 2015-18 and since 2023
Term: April 25, 2023 – June 30, 2024

Community College

VACANT POSITION

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

VACANT POSITION

Division of Career Technical Education

Heather Luchte (DMC Secretary)

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

Statement of Interest:

I am interested in becoming a member of the Data Management Council. I have 17 years of experience in higher education at North Idaho College and believe my background would align with the roles and responsibilities of the Council. I would like to be considered as a community college representative to the DMC. Thank you.

Nashea Noble

Institutional Data Analyst
Planning and Effectiveness
208-769-7812
nanoble@nic.edu
www.nic.edu

1000 W. Garden Ave. | Coeur d'Alene, ID | 83814

NASHEA NOBLE

[REDACTED] HAYDEN, ID 83835 208 [REDACTED]

SHEA2239@HOTMAIL.COM**TECHNICAL HIGHLIGHTS**

- Ellucian CROA (SAP Business Objects)
- Power BI
- Ellucian Colleague ERP and Ellucian Recruit CRM
- Microsoft SQL Server Management Studio
- Microsoft Excel

EXPERIENCE**Institutional Data Analyst, Planning & Effectiveness****North Idaho College, 2019-present**

- Work with internal and external requestors to define their needs; identify best data sources and methodologies to fulfill requests
- Prepare and submit federal and Idaho state reporting (eg. IPEDS, NCCBP, PDP, PMAP, PMR, PSR)
- Extract and analyze data from a variety of systems to fulfill recurring and ad hoc requests from the institution and external entities
- Ensure consistent reporting of institutional data and performance indicators.
- Experience with complex relational databases and extraction and analysis tools
- Responsible for data and information to support accreditation compliance, policy development, strategic planning, program review, student learning assessment, and other continuous quality improvement efforts.
- Experience with institutional research practices, compliance reporting, data analytics, outcomes assessment, survey construction and/or descriptive statistics.
- Collaborate with data stewards to ensure data integrity
- Preserve confidentiality of information exposed to in the course of business regarding students and employees.

Admissions Technology Specialist, Admissions Office**North Idaho College, 2012-2019**

- Oversee the data input, maintenance, and functionality of the Admissions module in Colleague.
- Administer the creation and customization of application forms, validation tables, communication plans, campaigns, templates, system views and data import mapping within the CRM.
- Develop, validate, extract, and generate key analytical and operational reports within CROA for the institution that include data metrics and analysis relating to the applicant funnel. Expert for Admissions related data and data fields.
- Manage the testing of the Admissions module within the SIS, CRM, and related software systems when new releases, patches, critical updates, modifications, and integrations are made.
- Audit current systems, identify new or enhanced system functionalities, and assist with the implementation of new software systems for the Admissions Office. Assess capabilities against current workflow to then streamline and improve reporting process efficiencies.
- Work closely, as needed, with Information Technology and other departmental module leads to troubleshoot and resolve reporting and system problems within Admissions related systems.
- Provide guidance and decisions in absence of the Director of Admissions and Registrar.

Senior Records Specialist, Registrar's Office**North Idaho College, 2009-2012**

- Evaluated accuracy of outgoing transcripts, input grade changes, processed credit by exams and advanced placement credits, and processed direct and independent study courses.
- Oversaw section entry in Datatel. Coordinated and trained the Division Assistants and Chairs to produce and publish class schedules for student registration.
- Ran and modified queries in Datatel via QueryBuilder, as requested for departments and coworkers.
- Responsible for all processes associated with the drop for non-attendance, academic standings, and mid-term/final grading. Worked closely with Instruction to adhere to deadlines and institutional policies.
- Oversaw and processed academic standings for students' accounts as well as was responsible for notifying students of their adherence to the satisfactory academic progress guidelines

Administrative Assistant, Registrar's Office

North Idaho College, 2006-2009

- Oversaw Duplicate section registrations
- Prepared transcript requests, processed student registrations, processed course overloads requested by division chairs, and handled customer service needs from students, staff, faculty, and the public.
- Filed necessary paperwork, customer service representative first point of contact for office, provided support for co-workers when needed, and performed a variety of other administrative assistant duties.

EDUCATIONAL DISTINCTION

Lewis-Clark State College

Coeur d'Alene, ID 2008-2011

- Bachelor of Science In Justice Studies – GPA 3.87

North Idaho College

Coeur d'Alene, ID 2006-2009

- Associate of Science in General Studies – GPA 3.12

CONSENT
JUNE 14, 2023

SUBJECT

Pinecrest Academy of Lewiston No. 618 Tuition Waiver Request

REFERENCE

- | | |
|---------------|--|
| February 2012 | Board approved the request by Weiser School District No. 431 to waive a portion of the tuition rate charge for each individual student attending Weiser High School from Annex School District in Oregon for the 2011-2015 school years, subject to annual review by the Weiser School District Board of Trustees. |
| April 2017 | Board approved the request by Clark County School District No. 161 to waive the tuition rate charge for the kindergarten-aged child of one of its teachers for the 2017- 2021 school years, subject to annual review by the Clark County School District Board of Trustees. |
| April 2021 | Board approved the request by Clark County School District No. 161 to waive the tuition rate charge for the two children of one of its teachers through school year 2024-2025, subject to annual review by the Clark County School District Board of Trustees. |

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1401 through 33-1405, Idaho Code

BACKGROUND/DISCUSSION

The new Pinecrest Academy of Lewiston Charter School 618, starting operations on July 1, 2023, is seeking a waiver of the tuition charge for the child of its principal. The principal resides in Clarkston, Washington.

Pinecrest Academy of Lewiston's board is requesting the State Board of Education waive the tuition rate charge for the requested student for four (4) years, subject to annual review by the local board. Should the State Board approve this waiver, it would remain in place through school year 2026-2027.

Pinecrest Academy of Lewiston submits that the overall benefits to the school of having an administrative leader of the Principal's esteemed credentials will greatly outweigh any minimal detriment associated with this arrangement. The Board has further confirmed that this limited tuition waiver request for the Principal's child will not constitute an undue financial hardship for the school's operating budget for the next four school years.

**CONSENT
JUNE 14, 2023**

IMPACT

The tuition rate charge that would have been waived this year is \$6,918 for one elementary student. The parent will provide transportation. Information for this student will not be included when calculating state foundation dollars for this charter school.

ATTACHMENTS

Attachment 1 – Request for Waiver – Pinecrest Academy of Lewiston Charter School, dated March 27, 2023
Attachment 2 – Pinecrest Academy of Lewiston Charter School Board Meeting Minutes, March 27, 2023

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Idaho Code § 33-1405, “the board of trustees of a school district may request a waiver from the state board of education of any portion of the tuition rate determined pursuant to this section. A waiver request must be made for each individual student and may be requested for up to four (4) years, subject to annual review by the local board of trustees. Waivers must be requested before April 1 of the year prior to the operative date”.

Pinecrest Academy of Lewiston’s board voted to make the request on March 27, 2023, as evidenced on page 7 of Attachment 2. The school board subsequently submitted a letter requesting the waiver on the same date (Attachment 1).

BOARD ACTION

I move to approve the request by Pinecrest Academy of Lewiston Charter School No. 618 to waive the tuition rate charge for the child of its principal for the 2023-2024 through 2026-2027 school years, subject to annual review by the Pinecrest Academy of Lewiston Charter School Board.

Moved by _____ Seconded by _____ Carried Yes _____ No _____



PINECREST ACADEMY

LEWISTON

March 27, 2023

Julie Oberle
Idaho State Department of Education
650 W. State St.
Boise, ID 83702
jaoberle@sde.idaho.gov

Re: I.C. 33-1403 Waiver Request

Dear Director Oberle:

The Board of Directors (Board) of the Pinecrest Academy of Lewiston (PAL) respectfully submits this limited request for a waiver from the obligation pursuant to [I.C. 33-1405](#) to assess out-of-state tuition for the child of PAL's recently hired Principal, Kathi Keefer. This request is being made for the next four school years pursuant to the express provisions of [I.C. 33-1405](#).

In December 2022, the Idaho Public Charter School Commission approved PAL's charter application to open a K-8 public charter school, commencing with K-5 in the fall of 2023, in Lewiston, Idaho. This school will be the first public charter school in Lewiston and only the third charter school in the entire Region 2.

Despite PAL's diligent efforts seeking candidates to serve as the school's principal, PAL initially received interest from only one potential principal candidate. The Board interviewed that candidate and made an offer of employment to him. However, the candidate ultimately declined PAL's offer on February 13, 2023 a mere six months prior to the anticipated start of PAL's inaugural school year.

PAL immediately continued its efforts to advertise for the position in an effort to secure additional principal candidates. These renewed efforts led to the Board interviewing two new candidates for the principal position.

One of those candidates was Kathi Keefer. Ms. Keefer has nearly 30 years of experience as an educator; 20 years as a classroom teacher in general and special education at the elementary and middle school levels as well as 9 years as a school administrator at both the elementary (Principal) and middle school (Vice Principal) levels. She is Nationally Board Certified in the areas of Early and Middle Child Literacy and is a certified K-12 Administrator in the State of Washington and a K-12 Principal in the State of Colorado.

Based on Ms. Keefer's extensive educational credentials in PAL's targeted grade levels, the Board enthusiastically extended an offer of employment for Ms. Keefer to serve as PAL's inaugural principal. Ms. Keefer has recently accepted this position and has already commenced her administrator duties.

Prior to PAL's re-posting of the advertisement of, and her application for, this principal position in Lewiston, Idaho, Ms. Keefer and her family had already commenced the process of physically relocating from Ellensburg, Washington to Clarkston, Washington. And prior to Ms. Keefer accepting the position of PAL's Principal, the Keefer family had, in fact, purchased a home in the Lewiston-Clarkston Valley (LC Valley) just across the Snake River from Lewiston.

Based on the family's relocation, the Keefer's eight-year old son, Tristen, will unfortunately be zoned to attend the Clarkston School District in Clarkston, Washington. Since Tristen has attended the same elementary school in Ellensburg where Ms. Keefer has served as an administrator, Tristen and his family desire for him to continue his enrollment at PAL when his mother assumes the Principal role this coming fall.

Therefore, the Board of Directors of the Pinecrest Academy of Lewiston respectfully requests a waiver from the obligation pursuant to [I.C. 33-1405](#) to assess out-of-state tuition for the child of PAL's recently hired Principal, Kathi Keefer, for the next four school years.

The Board submits that the overall benefits to the school of having an administrative leader of Ms. Keefer's esteemed credentials will greatly outweigh any minimal detriment associated with this arrangement. The Board has further confirmed that this limited tuition waiver request for the Principal's son will not constitute an undue financial hardship for the school's operating budget for the next four school years.

Please feel free to reach out to our Board with any questions as you consider this request. We sincerely appreciate your time and consideration.

Respectfully,

Anna Wilson

Anna Wilson
Board Chair, Pinecrest Academy of Lewiston
anna.wilson@pinecrestlewiston.org

cc: Michelle Clement Taylor (mtaylor@sde.idaho.gov)

MINUTES
of the board meeting of the
BOARD OF DIRECTORS of
PINECREST ACADEMY OF LEWISTON
March 27, 2023

The Board of Directors of Pinecrest Academy of Lewiston held a public/virtual meeting on March 27, 2023 at 12:00 p.m. at 1330 Powers Avenue, Lewiston, ID, 83501 and Zoom.

1. Call to Order and Roll Call

Board Chair Anna Wilson called the meeting to order at 12:03 p.m. with a quorum present. In attendance were Board members Anna Wilson, Royal Toy, Paul Merrill, Mike Kingsley, Nate Hercula, James Aaseby (elected to the Board 12:13 p.m.), and Steve Wescoatt (elected to the Board 12:19 p.m.).

Principal Kathi Keefer was also present; as well as Academica representatives Dave Litster, Gayle Jefferson, Paul Ballou, Bryce Thiriot, Kendra Thornton, and Trevor Goodsell.

2. Public Comment

There was no public comment.

3. Consent Agenda

- a. **Approval of Minutes from the February 27, 2023 Board Meeting**
- b. **Approval of Policy 2370: Instruction: Curriculum – Homebound**
- c. **Approval of the Pinecrest Lewiston Board Handbook**
- d. **Approval of the Pinecrest Lewiston Enrollment Policy**
- e. **Approval of Policy 3000: Students: Enrollment and Attendance – Entrance, Placement, and Transfer**
- f. **Approval of Policy 3020: Students: Enrollment and Attendance – Enrollment and Attendance Records**
- g. **Approval of Policy 3020P: Students: Enrollment and Attendance – Enrollment and Attendance Records**
- h. **Approval of Policy 3050: Students: Enrollment and Attendance – Attendance Policy**
- i. **Approval of Policy 3280: Students: Enrollment and Attendance – Non-Sectarian Status, Equal Education, and Non-Discrimination**
- j. **Approval of Policy 3330: Students: Student Rights and Responsibilities – Student Discipline**

- k. **Approval of Policy 3331: Students: Student Rights and Responsibilities – Code of Respect**
- l. **Approval of Policy 3525: Students: Student Protection – Immunization Requirements**
- m. **Approval of Policy 3540: Students: Student Protection – Emergency Treatment**
- n. **Approval of Policy 3570: Students: Student Protection – Student Records**
- o. **Approval of Policy 3575: Students: Student Protection – Student Directory Information Policy**
- p. **Approval of Policy 3620: Students: Student Protection – Transfer of Student Records**

Member Toy moved to approve items 3a through 3p on the consent agenda. Member Merrill seconded the motion, and the Board voted unanimously to approve.

4. Action and Discussion Items

a. Interview Board Member Candidate(s)

The Board interviewed candidates James Aaseby and Steve Wescoatt to fill two vacancies on the Board. Résumés were included in the support materials. Interview questions pertained to the candidates' desire to serve on the Board, qualifications for serving, opinion of what makes a school effective, opinion of the role of the Governing Board, time commitment, and whether they had children enrolled at the school.

Mr. James Aaseby addressed the Board, stating that education was important, and he wanted to be a part of the charter school if possible. His qualifications included his journeyman's licensure and experience in construction and management, which was an important part of a business. He felt an effective school would listen to parents, have a strong evaluation process, have open mindedness regarding curriculum, and would support families. Mr. Aaseby also stated that the Board's role included making sure the lights stayed on, choosing curriculum, inclusion of all families, and holding educators accountable. He felt he was able to devote time to the Board, and noted that two of his children were currently enrolled at the school.

Mr. Steve Wescoatt addressed the Board and stated that he spent the last 30 years working with school districts and charter schools as a CPA, and that it was important that students have opportunities and the structure to succeed. Effective schools ran like a business, and the Board was the connection with the school, community, and students. Mr. Wescoatt felt he would be able to devote the time needed to the Board, and that his granddaughter would be attending the school. Member Hercula asked if he had experience managing finances for a school board. Mr. Wescoatt replied that he had worked with the school district's financial planners during audits and when securing bonds.

b. Discussion and Possible Action to Elect Board Members(s) to the Pinecrest Academy of Lewiston Board of Directors

Member Merrill moved to elect James Aaseby to the Board of Directors. Member Toy seconded the motion, and the Board voted unanimously to approve.

Member Toy moved to elect Steve Wescoatt to the Board of Directors. Member Merrill seconded the motion, and the Board voted unanimously to approve.

Member Aaseby drew Seat 6 for a 5-year term, and Member Wescoatt drew Seat 7 for a 3-year term.

c. Update on School Initiatives from Principal Kathi Keefer

Principal Kathi Keefer addressed the Board and reported on the following school initiatives:

- In-person parent meetings
- Las Vegas visit with Pinecrest team leads and campuses
- Initial orders for furniture, facilities, and curriculum
- Interviews for Office Manager/Registrar and teachers
- Exploring uniform options with local vendors

d. Discussion and Possible Action to Authorize the Principal to Apply for Grants

Ms. Gayle Jefferson addressed the Board and recommended it authorize Principal Keefer to apply for grants on the schools behalf. Member Toy confirmed that it would be a standing approval for grant opportunities, but would not allow her to accept grants on behalf of the Board. Ms. Jefferson replied affirmatively; adding that, when a grant was awarded, the dollar amount and procedures for acceptance would be presented to the Board for their approval.

Member Merrill moved to grant the principal authority to apply for grants on behalf of Pinecrest Academy of Lewiston. Member Wescoatt seconded the motion, and the Board voted unanimously to approve.

e. Discussion Regarding Uniforms at Pinecrest Lewiston; as well as Possible Action to Approve a Uniform Policy

Member Wilson opened the floor to discuss whether or not to approve uniforms; adding that most of the Pinecrest schools had a uniform policy. She noted that Principal Keefer was prepared to work with local vendors to make them more affordable for families. Member Wilson stated that she was in favor of uniforms, and that some parents voiced their support as well. Principal Keefer stated that she highly recommended uniforms as a Pinecrest organization, as uniforms offered benefits in safety and security, alleviated social pressures, and provided free advertisement for the school. Member Wescoatt stated that teachers should also be required to wear clothing with the Pinecrest logo for the same reasons as the students. Principal Keefer stated that teachers and staff would have the same opportunities to purchase Pinecrest wear through the vendor.

Member Toy stated that the uniforms would need to be affordable, and that he did not want to make attendance at the school difficult for anyone that could not afford to purchase labeled merchandise. He requested that low-cost options be found and that they determine ways to help supplement families who would be burdened. Member Hercula stated that he would like to see the Board provide a uniform closet for the first year as a resource for families in need to purchase uniforms at a discounted price. Further discussion ensued regarding uniform donations and identifying funding options to help supplement uniforms. Principal Keefer stated that they could make it cost efficient for all families and could start working on the uniform closet to further help ease the burden for those families in need; adding that the sooner the Board approved uniforms the faster she could get quotes communicated to families.

Member Hercula moved to approve uniforms for Pinecrest Academy of Lewiston. Member Merrill seconded the motion, and the Board voted 6 to 1 to approve with Member Toy voting in opposition.

f. Discussion and Possible Action to Approve the Service Agreement between Academica and Pinecrest Academy of Lewiston

Member Wilson explained Academica's role with the school as a service provider. Member Wescoatt stated that the agreement on page 88 of the supporting documentation was between Academica and Pinecrest Academy of Idaho instead of Pinecrest Academy of Lewiston. He also identified outdated financial language. Ms. Gayle Jefferson addressed the Board and suggested Academica work with Member Wescoatt after the meeting to make the changes to the wording.

Member Wescoatt moved to approve the service agreement between Academica and Pinecrest Academy of Lewiston subject to the changes discussed. Member Merrill seconded the motion.

Member Hercula asked if outside counsel had reviewed the agreement. Ms. Jefferson replied affirmatively. Member Toy asked whether or not the agreement had taken into account the waiving of fees should the school not be able to meet enrollment requirements. Mr. Trevor Goodsell addressed the Board and replied that the waiving of fees was not part of the service agreement; adding that Academica was committed to the school being financially viable and would waive fees if the school was unable to meet the requirements. Member Toy requested that the good faith fee waiver be put into writing, and that the service agreement with Academica be pushed to the next meeting pending the changes mentioned above with the additional documentation of the waiver. Member Hercula asked if the Board could conditionally approve, and Member Toy suggested they approve electronically once documentation was provided for the fee waiver, and the adjustments had been made to the language in the service agreement.

Member Toy restated the motion to approve the service agreement between Academica and Pinecrest Academy of Lewiston with conditions of receipt of a fee waiver document, as well as the wording corrected in the agreement, and that the Board vet through electronic means. Member Kingsley seconded the motion, and the Board voted unanimously to approve.

g. Discussion and Possible Action to Approve the Pinecrest Lewiston Financial Policies and Procedures

Mr. Goodsell stated that the financial policies and procedures document was the same document that had been submitted for Doral Idaho and Pinecrest Idaho. He reviewed the document, highlighting that all expenditures would need to be accompanied by a purchase order, and that purchases totaling less than \$2,500 required at least one signature for approval. Purchases of \$2,500 to \$25,000 required two signatures, one of which would always be an authorized school administrator. Checks over \$25,000 would require two signatures, one of which would be the signature of the Board Chair. Authorized signers were typically the Principal, Board Treasurer, Board Chair, and Mr. Goodsell.

Mr. Goodsell stated that items such as utilities would be an exception to the purchase orders since they were a re-occurring expense and would be paid automatically; adding that federal grant funding had specific procedures. There would be no petty cash purchases, GSA rates would be used for travel, and capitalization would be at \$5,000. He also stated that he did not foresee any issues with the submission of the document.

Member Toy moved to adopt the Pinecrest Academy of Lewiston Financial Policies and Procedures Manual. Member Kingsley seconded the motion, and the Board voted unanimously to approve.

h. Discussion and Possible Action to Approve the MOU for Start-Up Costs between Charter School Development, LLC and Pinecrest Academy of Lewiston

Mr. Goodsell explained that the MOU would be the start-up loan to help cover beginning operating expenditures. The terms and conditions were outlined on page 141 of the supporting materials. Mr. Goodsell stated that the school could borrow up to \$30,000 for a term of 24 months at 5.5% interest rate with the first payment deferred until September 15, 2024, allowing the school to build up enrollment and receive funding from the State. Member Merrill suggested adding language to the MOU that Charter Development Solutions, LLC be bound by the forgiveness provision. Member Hercula asked if the loan was needed since the school was receiving CSP funds. Mr. Goodsell replied that the funding would cover the expenditures that had already accrued on items needed to get the school up and running. Ms. Jefferson also clarified that the MOU was for the items that were not reimbursable through the CSP grant, such as applying for the 501c3. Member Toy asked if there would be additional fees for paying the loan back earlier than contracted. Mr. Goodsell replied there would not be since there was no interest accruing until September 2024. Member Toy then stated that there would be no need for a forgiveness provision should the school be able to pay the loan back early.

Member Merrill moved to approve subject to the provisional language that Charter Development Solutions, LLC be bound by the forgiveness provision. Member Hercula seconded the motion.

Member Toy asked if there would be any issues with Charter Development Solutions, LLC being held to the same forgiveness provision as Academica. Mr. Goodsell replied that this would

simply be a loan and not a management situation; adding that, if needed, he could work something out to where the school would not start paying the loan back until they were financially ready to do so.

Member Wilson opened the floor to a vote, and the Board voted unanimously to approve.

i. Discussion and Possible Action to Approve a Furniture, Fixture, and Equipment Funding Source for the 2023/2024 School Year

Mr. Goodsell reported that this line of funding was no longer needed since the school had been granted the CSP grant, and that he was working on obtaining a line of credit with Vectra Bank to expense the CSP funds.

j. Discussion and Possible Approval of Pinecrest Academy of Lewiston's Participation in the National School Lunch Program (NSLP)

Ms. Kendra Thornton, the Federal and State Programs Manager at Academica, addressed the Board and presented the option for the school to participate in the National School Lunch Program (NSLP); adding that the state application had been included in the support materials. Ms. Thornton noted that the biggest challenge for schools in smaller cities was finding a compliant vendor, and that they may discussed whether a school district would vend meals to the campus. They could also work with a local café or non-NSLP vendor to reach compliance. Ms. Thornton also stated that the school did not have a kitchen space, which would require the meals arrive at the school ready to serve. Should the Board choose to participate, a proposal would be sent to the state requesting approval to obtain a vendor. Ms. Thornton reviewed the required steps as contained in the support materials beginning on page 153.

Member Toy asked what the benefits would be for participating with the NSLP. Ms. Thornton replied that the NSLP was for all students, whether they qualified as free or reduced or not, and that it would be a way for parents to provide their children a meal during the school day at little to no cost. Participating in the NSLP would also accurately track the school's free and reduced student population, which was useful when applying for E-Rate services and Title I grants. Member Wescoatt asked how it would work to contract with an outside vendor. Ms. Thornton replied that all of the charter schools Academica serviced in Las Vegas contracted with a private company out of Los Angeles, California. The Las Vegas charters had kitchens on site and were able to heat and serve the meals. She continued that the Reno, Nevada charters would be more like Pinecrest Lewiston, in that they vended their meals ready to serve from the Boys and Girls Club. There were also two charters in Arizona who worked with a catering model. Ms. Thornton explained that a warming cabinet or insulated bags could be purchased to maintain temperature controls if food was vended warm.

Member Hercula stated that he met with a local restaurant interested in partnering with the school, and felt it would be worth following up with them. Ms. Thornton replied that she could reach out and work with the restaurant; adding that non-NSLP providers would need to purchase a meal menu planning software to ensure they were compliant with government nutrition regulations. If the restaurant was unable to become NSLP compliant, or an approved NSLP vendor could not be found, an income verification form could still be released to determine the free and reduced students.

The school could work with the restaurant and charge a few more dollars per meal for paid students that would supplement the meal price for the free and reduced students to help provide meals for struggling families.

Member Toy moved to approve Pinecrest Lewiston's participation in the National School Lunch Program. Member Wescoatt seconded the motion, and the Board voted unanimously to approve.

k. Discussion and Possible Action to Submit a Tuition Waiver Request to the Idaho State Board of Education

Member Wilson explained that they needed to submit a limited tuition waiver request to the state to waive the out-of-state tuition for Principal Keefer's son. Principal Keefer's family had purchased a home outside of the zoned school district prior to accepting the position as Pinecrest Lewiston Principal; however, she wanted her son to enroll at Pinecrest, despite living in Washington. Member Merrill asked if there would be a limit on how many waivers the Board could submit to the state. Mr. Paul Ballou addressed the Board and stated that Idaho State statutes allowed the request for tuition waivers, and that requests had to be made for each individual student; adding that each waiver could be renewed up to 4 years, subject to annual review by the Board. He explained that Pinecrest Academy of Lewiston was a tuition-free public school for Idaho students, and that they would otherwise be required to charge tuition for out of state students; however, the CSP grant provisions prohibit the school from charging tuition once the grant was accepted. Should the Board approve today, the request would be submitted this week and would most likely be discussed at the June State Board of Education meeting.

Member Merrill moved to submit the tuition waiver request to the State Board of Education as written.

Member Kingsley requested that the state be made aware of the proximity of Clarkston to Lewiston. Mr. Ballou stated that he had spoken to the financial director at the Department of Education who had shared a few examples of when a waiver had been approved; adding that he was hopeful for a good outcome since this was a unique situation.

Member Wilson asked for a second to the motion. Member Hercula seconded the motion, and the Board voted unanimously to approve.

l. Discussion and Possible Action to Approve the Pinecrest Lewiston Board's Membership in the Idaho School Board Association (ISBA)

Mr. Dave Litster addressed the Board and explained that, as a new charter school, the Idaho School Board Association would only charge them 50% of the total annual membership fees; adding that they would be saving \$850 for the first year of operations, and would then pay \$1,700 each year after that.

Member Toy moved to approve the Pinecrest Lewiston Board's membership in the Idaho School Board Association. Member Merrill seconded the motion, and the Board voted unanimously to approve.

m. Discussion Regarding a Board Insurance Provider

Mr. Litster stated that one of the benefits of being in the Idaho School Board Association was access to their insurance policy written through Idaho County Risk Management Program, with Moreton & Company as the authorized broker. He reviewed the application process and explained that rates would not be known until May or June; adding that the premiums for Pinecrest in Twin Falls was a little over \$12,000. Mr. Litster recommended moving forward with approval since the Board did not have insurance in place.

Member Hercula moved to approve Moreton & Company as the Board insurance provider. Member Merrill seconded the motion, and the Board voted unanimously to approve.

n. Discussion and Update Regarding the Pre-Opening Checklist

Mr. Ballou stated that the recently adopted Board policies would be added to the website, and that they would be moving forward with some of the other items on the list.

o. Marketing and Enrollment Update

Mr. Bryce Thiriot addressed the Board and reported that he had met with Principal Keefer and discussed her vision for marketing the school. He sent postcards last month to 2,340 households with children ages 4-10, promoting enrollment at the school. The parent night was also promoted and the grounded brand awareness was discussed; adding that banners would be placed on the fences, websites and social media sites would be updated, and swag items would be ordered to distribute at events. He also stated that the website was now live and any feedback would be appreciated. Ms. Jefferson stated that they discussed having a sign installed on the property; as well as determining a mascot with Principal Keefer. Member Toy asked if the Board could get a high quality graphic of the logo. Mr. Thiriot replied affirmatively. Member Wilson asked what she should do with all the old mailers and posters. Mr. Thiriot replied that she could discard the old materials since he would be updating the information and sending out new mailers.

Mr. Litster stated that currently there were 146 students enrolled, with 31 enrolled for kindergarten; 26 for 1st grade; 29 for 2nd grade; 23 for 3rd grade; 19 for 4th grade; and 18 for 5th grade. Member Hercula asked if all were claimed seats. Ms. Jefferson replied that only 50 students were actually registered with 96 accepted and needing to finish registration documents. Member Wilson asked if parents would be notified when their child was registered. Member Hercula stated that he received an email notification earlier today that his child was enrolled. Ms. Jefferson recommended checking spam folders for the email; noting that everyone who had applied had been accepted.

p. Facility Update

Mr. Litster stated that he and Principal Keefer had walked the building with Jake McKenzie from the Boys and Girls Club, and that demolition and improvements would be started now that the agreement had been signed; adding that he would bring the signed lease to the Board for review and signature. Member Hercula asked what had been decided regarding the options for office space and the entrance. Mr. Litster replied that they would use partitions instead of building walls due to

the original HVAC construction around the light fixtures, which would also be more cost-effective. The main entrance would remain the same and the reception area would have an ADA restroom built by the drinking fountain with Principal Keefer's office adjacent to that.

5. Announcements & Notifications

The next meeting was scheduled for April 24th at 12:00 p.m. PT.

6. Member Comment

Member Wilson stated that she would like to look at moving their meetings to the school site and changing the time, making it more convenient for families to attend.

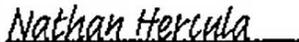
7. Public Comment

There was no public comment.

8. Adjournment

Member Wilson adjourned the meeting at 1:40 p.m.

Approved on: April 27, 2023


Nathan Hercula | Apr 27, 2023 13:26 PDT |

**Secretary of the Board of Directors
Pinecrest Academy of Lewiston**

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 14, 2023**

TAB	DESCRIPTION	ACTION
1	TEMPORARY RULE - DOCKET 08-0113-2301 - OPPORTUNITY SCHOLARSHIP	Action Item
2	BOARD POLICY IV.B & IV. D. - SECOND READING	Action Item
3	STRATEGIC PLANS	Action Item
4	REQUEST FOR EXTENSION ON CONTENT STANDARDS REVIEW	Action Item
5	PROPOSED ACCREDITOR FOR EPP PROGAMS	Action item
6	CTE FIRST STEP STANDARDS AND COLLEGE AND CAREER PATHWAYS PD	Action Item
7	BOARD POLICY IV.E. - IDAHO DIVISION OF CAREER TECHNICAL EDUCATION - NEW CHAPTER AND REPEAL	Action Item
8	CTE EDUCATOR PREPARATION UPDATE	Information Item
9	MATH TRANSITIONS UPDATE	Information Item
10	LEGISLATIVE IDEAS	Action Item

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 14, 2023**

11 EMPOWERING PARENTS PROGRAM UPDATE Information Item

12 IDAHO STATE UNIVERSITY - ANNUAL REPORT Information Item

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

June 14, 2023

SUBJECT

Temporary Rule – Docket 08-0113-2301, Rules Governing Opportunity Scholarship

REFERENCE

August 2015	Board approved proposed rule amendments, consisting of technical edits allowing for greater efficiency in administering the Opportunity Scholarship program.
November 30, 2015	Board approved pending rule Docket 08-0113-1501, Rules Governing the Opportunity Scholarship.
August 31, 2017	Board approved proposed rule Docket 08-0113-1701, Rules Governing the Opportunity Scholarship, making technical corrections and clarifying that GPAs of more than one decimal place will be rounded up.
November 15, 2017	Board approved pending rule Docket 08-0113-1701.
April 2018	Board approved temporary rule Docket 08-0113-1801, establishing provision for the Opportunity Scholarship to be used for “Adult Learners.”
August 2018	Board approved proposed rule Docket 08-0113-1802 establishing provision for the Opportunity Scholarship for Adult Learners.
November 2018	Board vacated proposed rule Docket 08-0113-1802 and directed staff to bring back a version allowing certificates to be stackable during the 2019-2020 rulemaking cycle.
August 2019	The Board approved rule Docket 08-0113-1901 establishing requirements for awarding Opportunity Scholarships to Adult Learners.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-105, 33-4303, 67-5226, Idaho Code
Idaho Administrative Code, IDAPA 08.01.13, Rules Governing the Opportunity Scholarship

BACKGROUND/DISCUSSION

During the 2023 legislative session, the Idaho Launch Grant Program was created by House Bill 24 and Senate Bill 1167, and codified at Idaho Code § 77-1205. These bills also amended Section 33-4303, Idaho Code, regarding the Idaho Opportunity Scholarship.

It is desired that the Idaho Launch Grant Program and the Opportunity Scholarship share an award notification timeline for initial awards. This will require an amendment to Administrative Code, IDAPA 08.01.13 that changes the initial award deadline from June 1 to December 31 of each year. Additionally, the new legislation removes community colleges from the list of eligible recipients of Opportunity Scholarship funds which will require the removal of a few, now

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

June 14, 2023

irrelevant, references to community college programs. Necessary changes are indicated in Attachment 1.

Separately, the U.S. Department of Education is currently engaged in a revision of the Free Application for Federal Student Aid (FAFSA). This process will result in changes in naming conventions of FAFSA-related terms and reports as well as a one-time delay in application accessibility for students. Specifically, the “expected family contribution” will now be known as the “Student Aid Index” and the “Student Aid report” will now be known as the “FAFSA Submission Summary”. With regard to delayed accessibility of the application, in previous years students have been able to complete the FAFSA as early as October. However, in 2023, due to the length of the U.S. Department of Education’s revision process, the FAFSA will not be available until December.

As a result of the new legislation (which goes into effect on July 1, 2023) and considering the delayed accessibility of the FAFSA this year only, a temporary rule (Attachment 1) is necessary to ensure that the new legislation and corresponding rule are aligned as of July 1, 2023, and that the Opportunity Scholarship administrative team can make awards pending verification of FAFSA data when such becomes available. This proposed rule is allowable pursuant to 67-5226(c), Idaho Code.

A proposed rule that addresses the necessary permanent changes to IDAPA 08.01.13 will be forthcoming. This temporary rule is being addressed as a separate item because the need to accommodate the FAFSA delay will not be necessary beyond 2023.

IMPACT

Should the Board approve the proposed temporary rule and the Governor approve promulgation of the temporary rule, the temporary rule would go into effect on July 1, 2023, and expire upon the legislature adjourning sine die at the conclusion of the 2024 legislative session.

ATTACHMENTS

Attachment 1 – Temporary Rule Docket 08-0113-2301– Opportunity Scholarship

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends that the Board approve the temporary rule as proposed in Attachment 1.

BOARD ACTION

I move to approve the Temporary Rule Docket 08-0113-2301, as presented in Attachment 1, effective July 1, 2023, and expiring upon the legislature adjourning sine die at the conclusion of the 2024 legislative session, contingent on approval to promulgate the temporary rule by the Governor.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

08.01.13 – RULES GOVERNING THE OPPORTUNITY SCHOLARSHIP PROGRAM

(BREAK IN CONTINUITY OF SECTIONS)

101. ELIGIBILITY.

Applicants must meet all of the eligibility requirements to be considered for the scholarship award. (4-6-23)

01. Academic Eligibility. To be eligible for an opportunity scholarship, an applicant must meet minimum academic eligibility criteria, as follows: (4-6-23)

a. A student who has not yet graduated from an eligible secondary school or its equivalent in the state of Idaho must have an un-weighted minimum cumulative grade point of average of two point seven (2.7) or better on a scale of four point zero (4.0) to be eligible to apply for an opportunity scholarship. Cumulative grade point averages of more than one (1) decimal place shall be rounded to one (1) place. Home schooled students must provide a transcript of subjects taught and grades received signed by the parent or guardian of the student; or (4-6-23)

b. A student who has obtained a general equivalency diploma must have taken the ACT assessment and received a minimum composite score of twenty (20) or better, or the equivalent SAT assessment and received a one thousand ten (1,010) or better, to be academically eligible to apply for an opportunity scholarship; or (4-6-23)

c. A student currently enrolled in an eligible Idaho postsecondary educational institution must have a minimum cumulative grade point average of two point seven (2.7) or better on a scale of four point zero (4.0) at such institution in order to be academically eligible to apply for an opportunity scholarship. Cumulative grade point averages of more than one (1) decimal place shall be rounded to one (1) place. (4-6-23)

d. An Adult Learner must have a minimum cumulative grade point average of two point five (2.5) or higher on a scale of four point zero (4.0). Cumulative grade point averages of more than one (1) decimal place shall be rounded to one (1) decimal place. (4-6-23)

02. Financial Eligibility. The financial need of an applicant for an opportunity scholarship will be based upon the ~~verified expected family contribution~~ Student Aid Index (SAI), as identified by the free application for federal student aid (FAFSA) Student Aid report Submission Summary. ~~The Student Aid report used to calculate financial need will be the report generated on the scholarship application deadline.~~ (4-6-23) ()T

03. Additional Eligibility Requirements. (4-6-23)

a. A student must not be in default on a student educational loan, or owe a repayment on a federal grant, and must be in good financial standing with the opportunity scholarship program. (4-6-23)

b. If a student has attempted or completed more than one hundred and twenty (120) postsecondary credits, then such student must identify a major, the required number of credits necessary for graduation in such major, and shall submit an academic transcript that contains all courses taken and all postsecondary credit received to the Board office. A student shall not be eligible for an opportunity scholarship if: (4-6-23)

i. The student has completed more than one hundred fifty percent (150%) of the courses and academic credit necessary to graduate in such major; or (4-6-23)

ii. Upon review of the student's academic transcript(s), the student cannot complete a degree/certificate in the major identified within two (2) semesters based on normal academic course load unless a determination by the executive director or designee has been made that there are extenuating circumstances and the student has a plan approved by the executive director or designee outlining the courses that will be taken and the completion date of the degree or certificate. (4-6-23)

102. -- 201. (RESERVED)

202. APPLICATION PROCESS.

01. **Applications.** An eligible student must complete and submit the opportunity scholarship program application to the Board electronically on or before the ~~date specified in the application, but not later than the~~ deadline set by the executive director each year. Adult Learner applications will be processed and awarded on a monthly basis up to the application deadline. An applicant without electronic capabilities may request a waiver of this requirement and, if granted, submit an application on the form established by the Board through the United States Postal Service that must be postmarked not later than the applicable application deadline. The FAFSA must be completed on or prior to the application deadline except for any applications for the 2024-2025 academic year. (4-6-23)()T

02. **Announcement of Award.** ~~For the 2024-2025 academic year, a~~Announcement of the award of initial scholarships will be made no later than ~~June 1~~December 31, 2023 of each year, with awards to be effective at the beginning of the first full term ~~following July 1 of that year~~of the next fiscal year. Announcements must clearly state the award is part of the state's scholarship program and is funded through state appropriated funds. Additional award announcement may be made after this date based on the availability of funds ~~and the acceptance rate of the initial awards.~~ (4-6-23)()T

03. **Communication with State Officials.** Applicants must respond by the date specified to any communication from officials of the opportunity scholarship program. Failure to respond within the time period specified will result in cancellation of the scholarship unless extenuating circumstances are involved and approved by the executive director or designee. (4-6-23)

203. -- 299. (RESERVED)

300. SELECTION OF SCHOLARSHIP RECIPIENTS.

01. **Selection Process.** Scholarship awards will be based on the availability of scholarship program funds. Opportunity scholarships will be awarded to applicants, based on ranking and priority, in accordance with the following criteria: (4-6-23)

a. Eligible students shall be selected based on ranking criteria that assigns seventy percent (70%) to financial eligibility, and thirty percent (30%) to academic eligibility. In the event that this weighted score results in a tie, an eligible student who submitted an application to the Board earlier in time will be assigned a higher rank. (4-6-23)

b. Notwithstanding Subsection 300.01.a. of these rules, the priority for the selection of recipients of opportunity scholarship awards shall be to scholarship recipients who received an opportunity scholarship award during the previous fiscal year, and have met all of the continuing eligibility requirements provided in these rules. (4-6-23)

02. **Monetary Value of the Opportunity Scholarship.** (4-6-23)

a. The monetary value of the opportunity scholarship award to a student shall be based on the educational costs for attending an eligible Idaho postsecondary educational institution, less the following: (4-6-23)

i. The amount of the assigned student responsibility, established by the Board annually; (4-6-23)

ii. The amount of federal grant aid, as identified by the Student Aid Report (SAR) that is the FAFSA Submission Summary if known at the time of award determination; (4-6-23)()T

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

June 14, 2023

ATTACHMENT 1

iii. The amount of other financial aid awarded the student, from private or other sources that is known at the time of award determination. (4-6-23)

iv. The eligible maximum award amount for Adult Learners enrolled in less than twenty-four (24) credit hours or its equivalent in an academic year attending an eligible four-year postsecondary institution, ~~or less than eighteen (18) credit hours or its equivalent in an academic year attending an eligible two-year institution,~~ will be prorated as follows: (4-6-23) ()T

(1) Enrolled in six (6) to eight (8) credits or its equivalent per term - fifty percent (50%) of the maximum; (4-6-23)

(2) Enrolled in nine (9) to eleven (11) credits or its equivalent per term - seventy-five percent (75%) of the maximum; and (4-6-23)

(3) Enrolled in twelve (12) or more credits or its equivalent per term - one hundred percent (100%) of the maximum. (4-6-23)

b. The amount of an opportunity scholarship award to an individual student shall not exceed the actual cost of tuition and fees at the institution the student attends or will attend, or if the student attends or will attend an Idaho private postsecondary educational institution, the average tuition at Idaho's public four (4) year postsecondary educational institutions. (4-6-23)

c. Due to federal delays in FAFSA applications for the 2024-25 academic year, the Board may determine monetary value of the scholarship without the FAFSA Submission Summary and may adjust the final award and payment upon receipt of the FAFSA Submission Summary.

301. OPPORTUNITY SCHOLARSHIP AWARD.

01. Payment. Payment of opportunity scholarship awards will be made in the name of the recipient and will be sent to a designated official at the eligible Idaho postsecondary educational institution in which the recipient is enrolled. The official must transmit the payment to the recipient within a reasonable time following receipt of the payment. (4-6-23)

02. Duration. Scholarships will be awarded on an annual basis and payments will correspond to academic terms, semesters, quarters, or equivalent units. In no instance will the entire amount of a scholarship be paid in advance to, or on behalf of, a scholarship recipient. The scholarship may cover up to four (4) educational years, or eight (8) semesters or equivalent for attendance at an eligible Idaho postsecondary educational institution. Awards are contingent on annual appropriations by the legislature and continued eligibility of the student. (4-6-23)

03. Eligibility. If a student receives an opportunity scholarship payment and it is later determined that the student did not meet all of the Opportunity Scholarship Program eligibility requirements, then the student is considered in overpayment status, and must return program funds in accordance with the eligible Idaho postsecondary educational institution's refund policy. (4-6-23)

04. New Scholarships for Community College. The board may not award any new scholarship, excluding renewals, to any student attending community college on or after July 1, 2023.

302. CONTINUING ELIGIBILITY.

To remain eligible for renewal of an opportunity scholarship, the recipient must comply with all of the provisions of the Opportunity Scholarship Program. (4-6-23)

01. Credit Hours. To remain eligible for renewal of an opportunity scholarship, the scholarship

recipient attending a four (4) year eligible postsecondary institution must have completed a minimum of twenty-four (24) credit hours or its equivalent each academic year that the student received an opportunity scholarship award. ~~A scholarship recipient attending a two (2) year eligible postsecondary institution must have completed a minimum of eighteen (18) credit hours or its equivalent each academic year that the student received an opportunity scholarship award.~~ Notwithstanding these provisions, a scholarship recipient who has received the Opportunity Scholarship as an Adult Learner may retain eligibility by completing twelve (12) or more credit hours or its equivalent each academic year the student received the Opportunity Scholarship award. All students may use the summer term to meet the annual credit accumulation requirements. (4-6-23) ()T

02. Academic Progress. To remain eligible for renewal of an opportunity scholarship, the scholarship recipient must have maintained a minimum cumulative grade point average of two point seven (2.7) on a scale of four point zero (4.0), and must be maintaining satisfactory academic progress toward their identified postsecondary credential as determined by the institution they are enrolled in. Students receiving an Opportunity Scholarship award as an Adult Learner must make satisfactory progress on their graduation plan established with the eligible institution at the time of admission. (4-6-23)

03. Eligibility Following Interruption of Continuous Enrollment. A scholarship recipient whose continuous enrollment is interrupted for more than four (4) months but less than two (2) years for any reason but who intends to re-enroll in an eligible Idaho postsecondary educational institution must file a letter of intent to withdraw no later than thirty (30) days prior to the first day of the academic term of the discontinued attendance to the Office of the State Board of Education. Failure to do so may result in forfeiture of the scholarship. The Board's Executive Director or designee will review each request for interruption and notify the individual of approval or denial of the request. In addition, the individual must file a statement with the Board declaring intent to re-enroll as a full-time undergraduate student in an academic or career technical program in an eligible Idaho postsecondary educational institution for the succeeding academic year no later than thirty (30) days prior to the first day of the academic term in which the individual intends to re-enroll within two (2) years of the approval of the request to withdraw. Failure to do so will result in forfeiture of the scholarship unless an extension has been granted. An extension of interruption of continuous enrollment period may be granted for eligible students due to military service in the United States armed forces, medical circumstances, or other circumstances approved by the executive director. All requests for extension must be made thirty (30) days prior to the start of the succeeding academic year. (4-6-23)

(BREAK IN CONTINUITY OF SECTIONS)

PLANNING, POLICY AND GOVERNMENT AFFAIRS
JUNE 14, 2023

SUBJECT

Board Policy IV.B. State Department of Education and IV.D. Educator Preparation, Certification, and Standards (new section) – Second Reading

REFERENCE

August 2021	State Board of Education (Board) approved proposed rules Dockets 08-0201-2102, 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.
April 2023	Board approved first reading of proposed amendments to Board policy IV.B. State Department of Education and IV.D. Educator Preparation, Certification, and Standards (new section).

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

PLANNING, POLICY AND GOVERNMENT AFFAIRS
JUNE 14, 2023

duration or renewal processes for educator certificates in rule. It does not require the Board to establish the subject area credit requirements for endorsement 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.

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 are not specific to the Department of Education. Rather, the provisions pertain to certificate endorsement requirements and standards approval processes in general. 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.

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. – Second Reading
Attachment 2 – Board Policy IV.D. – Second Reading

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends that the Board adopt the proposed amendments to Board Policy IV.B., as presented in Attachment 1, and that the Board adopt new Board Policy IV.D., as presented in Attachment 2.

There have been no amendments between what was approved as the first reading and the second reading.

BOARD ACTION

I move to adopt the proposed amendments to Board Policy IV.B., as presented in Attachment 1, and to adopt Board Policy IV.D., as presented in Attachment 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: IV. ORGANIZATION SPECIFIC POLICIES AND PROCEDURES

Subsection: B. State Department of Education

June 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
- vi. Total certificated instructional personnel demonstrating technology competency.

ATTACHMENT 1

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.

i.

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.

PLANNING, POLICY AND GOVERNMENT AFFAIRS
JUNE 14, 2023

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.
April 2023	The Board discussed institution and agency FY2024-FY2028 strategic plans.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.M.1.
Idaho Code §§ 67-1901 -67-1903

BACKGROUND/ DISCUSSION

The institutions and agencies 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

PLANNING, POLICY AND GOVERNMENT AFFAIRS
JUNE 14, 2023

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.

PLANNING, POLICY AND GOVERNMENT AFFAIRS
JUNE 14, 2023

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:

Timely Degree Completion

- I. Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the reporting institution
- II. Percent of first-time, full-time, freshmen graduating within 150% of time
- III. Total number of certificates/degrees produced, broken out by:
 - a) Certificates of at least one academic year
 - b) Associate degrees
 - c) Baccalaureate degrees
- IV. Number of unduplicated graduates, broken out by:
 - a) Certificates of at least one academic year
 - b) Associate degrees
 - c) Baccalaureate degrees

Remediation Reform

PLANNING, POLICY AND GOVERNMENT AFFAIRS
JUNE 14, 2023

- 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

OSBE Staff will proceed with submitting Board-approved strategic plans to DFM on behalf of the institutions, agencies, and special and health programs by the DFM deadline of July 1, 2023.

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

PLANNING, POLICY AND GOVERNMENT AFFAIRS
JUNE 14, 2023

The Board reviewed the attached strategic plans during the April meeting work session.

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 have 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.

Staff recommends that the Board approve the institution and agency strategic plans as presented in Attachments 3-15.

BOARD ACTION

I move to approve the institution and agency strategic plans as presented in Attachments 3-15.

Moved by _____ Seconded by _____ Carried Yes _____ No _____



FY2024-2029

Idaho K-20 Public Education - Strategic Plan



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.



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)

Postsecondary Education

- Recruitment and Access
- Retention
- Transfer and Completion

GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT (systemness) – Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.

Objective A: Data Access and Transparency - Support data-informed decision-making and transparency through analysis and accessibility of our public K-20 educational system.

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 completed² 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 year¹) 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.

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 year⁶ 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: 69/138³ or less

Benchmark: non-transfer students: 69/138³ 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.

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.

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.

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 Board 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.

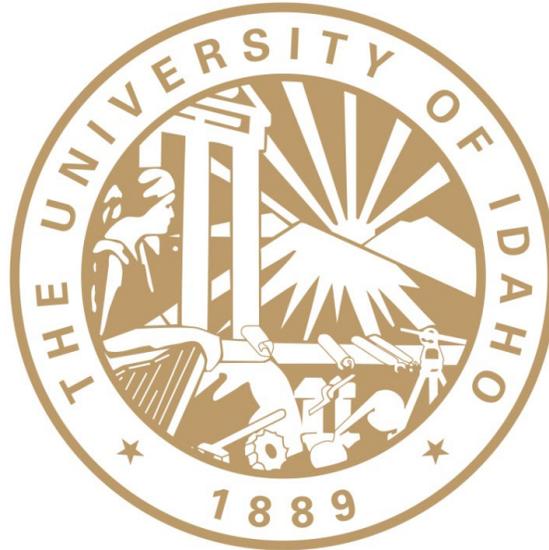
Pursuant to State Code and Board Policy, each strategic plan must include:

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 education's 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	114²	116³

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 Impact⁴

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 Rate⁶

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	2,500² 1,600² 600/150^{Error!} Bookmark not defined. 20%^{Error!} Bookmark not defined. 31%^{Error!} Bookmark not defined.	3,000² 1,850² 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%	Math 50.0%	Math 52.4%	Math 56.6%	Available Later	Math 54% ⁴ ENGL 70% ⁴	Math 56% ⁴ ENGL 77% ⁴
ENGL 74.9%	ENGL 73.4%	ENGL 69.0%	ENGL 71.0%			

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 2 nd group of 5	Survey avg in the 2 nd group of 5	Survey avg in the 3 rd group of 5	Survey avg in the 3 rd group of 5	Available Later	Survey avg in the 4 th group of 5 ¹⁰	Survey avg in the 4 th 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 <i>Scholarly and creative work with impact</i>				
<i>Scholarly and creative products of the highest quality and scope, resulting in significant positive impact for the region and the world</i>				
<i>Objective A: Build a culture of collaboration that increases scholarly and creative productivity through interdisciplinary, regional, national and global partnerships.</i>		✓	✓	
<i>Objective B: Create, validate and apply knowledge through the co-production of scholarly and creative works by students, staff, faculty and diverse external partners.</i>	✓		✓	
<i>Objective C: Grow reputation by increasing the range, number, type and size of external awards, exhibitions, publications, presentations, performances, contracts, commissions and grants.</i>			✓	
GOAL 2: Engage <i>Outreach that inspires innovation and culture</i>				
<i>Suggest and influence change that addresses societal needs and global issues, and advances economic development and culture.</i>				
<i>Objective A: Inventory and continuously assess engagement programs and select new opportunities and methods that provide solutions for societal or global issues, support economic drivers and/or promote the advancement of culture .</i>		✓	✓	
<i>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.</i>		✓	✓	

	State Board of Education Goals			
	Goal 1: EDUCATIONAL SYSTEM ALIGNMENT	Goal 2: EDUCATIONAL ATTAINMENT	Goal 3: WORKFORCE READINESS	
✓				
<i>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.</i>	✓	✓		
GOAL 3: Transform <i>Educational experiences that improve lives</i> <i>Increase our educational impact.</i>				
<i>Objective A: Provide greater access to educational opportunities to meet the evolving needs of society.</i>		✓		
<i>Objective B: Foster educational excellence via curricular innovation and evolution.</i>		✓	✓	
<i>Objective C: Create an inclusive learning environment that encourages students to take an active role in their student experience.</i>		✓		
GOAL 4: Cultivate <i>A valued and diverse community</i> <i>Foster an inclusive, diverse community of students, faculty and staff and improve cohesion and morale.</i>				
<i>Objective A: Build an inclusive, diverse community that welcomes multicultural and international perspectives.</i>		✓	✓	
<i>Objective B: Enhance the University of Idaho's ability to compete for and retain outstanding scholars and skilled staff.</i>		✓	✓	
<i>Objective C: Improve efficiency, transparency and communication.</i>	✓			

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	FY	FY	FY	FY	Benchmark	
	2019	2020	2021	2022	2023	FY 2024	FY 2028
>Undergraduate Certificate	360	413	515	629		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	Available Sept. 2023	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	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%	Available Oct. 2023	73.3%	76.3%
-Resident, Not Pell-Eligible only	76.4%	75.1%	70.3%	76.8%		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	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%	Available Sept. 2023	30.3%	35.0%
-Resident, Not Pell-Eligible only	25.0%	30.7%	33.1%	34.1%		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	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%	Available Sept. 2023	48.3%	55.3%
-Resident, Not Pell-Eligible only	48.0%	50.7%	52.6%	56.1%		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	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	Fall 2026 cohort
Cohort Size of Idaho Resident Students	1,043	996	901	886	929	943	1,028
>Pell-eligible ¹⁷	1,083	1,141	1,040	885	974	945	1,035
>First Generation Rural							
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% (=)	<i>NSSE every three years</i>	<i>NSSE postponed until Spring 2022</i>	100% (=)	<i>NSSE every three years</i>	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% (=)			96% (-)		105%	105%
>Discussions with diverse others	98% (=)	<i>NSSE every three years</i>	<i>NSSE postponed until Spring 2022</i>	97% (-)	<i>NSSE every three years</i>	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	\$7M	\$10M
># of Awards	18	29	19	23	Feb 2024	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	275	350
>Number of VIP teams	18	21	23	33	July 2023	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	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	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	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	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	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

Objective B: 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%	<i>NSSE every three years</i>	<i>NSSE postponed until Spring 2022</i>	21%	<i>NSSE every three years</i>	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 >Student-faculty interaction	101% (=)	<i>NSSE every three years</i>	<i>NSSE postponed until Spring 2022</i>	98% (=)	<i>NSSE every three years</i>	103%	105%
Campus Environment >Quality of interactions	101% (=)			104% (+)		103%	105%
>Supportive environment	90% (-)			91% (-)		95%	100%

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)		90.2%		84.8%		92%	>95%
> Response to statement: "Students' health and well-being is a priority at my college/university" (% agree)	<i>Survey instrument changed in 2019-20 so prior results NA</i>	85.7%	<i>Survey conducted every 2 years</i>	82.7%	<i>Survey in progress Spring 2023</i>	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%	<i>Survey conducted every 3-5 years</i>	<i>Survey conducted every 3-5 years</i>	NA	<i>Survey conducted every 3-5 years</i>	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%		75.9%			80%	85%
> Response to statement: "My college/university promotes a culture of wellness" (% agree)	75%	<i>Survey conducted on a cycle</i>	75%	<i>Survey conducted on a cycle</i>	<i>Survey conducted on a cycle</i>	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	20%	15%
>Professional	17.1%	15.3%	16.0%	17.4%	January	15%	10%
>Faculty	6.5%	5.4%	7.1%	7.6%	2024	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	\$7,694	\$8,068	\$8,060	\$8,060	\$8,364	Remain less than the WICHE state average	
>WICHE average	\$8,630	\$8,934	\$9,154	\$9,305	\$9,588		
>Boise State as % of WICHE	89.2%	90.3%	88.0%	86.6%	87.2%		

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/uf>.

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		25.0	26.5
Baccalaureate graduates per junior/senior FTE ⁴⁹	41.2	42.5	43.7	47.2	Available Sept. 2023	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	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	FY 2028
Total Distinct Number of Partners Classified by organizational type			301				
> Industry			58	Available May 2023			
> Government	NA	NA	124		NA	Increase number of partners	Increase number of partners
> Non-Profit			34				
> Higher Education			85				

Objective B: Expand partnerships across Idaho to ensure rural communities have access to high-quality educational programming that fits their needs.

Performance Measures:

Community Impact Program Participants ⁵⁴	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
>Community Impact Program participants (new starts)			16	28	34	45	75
>Professional development participants	NA	NA	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	July 2023	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.

<p><i>Objective C: Access - Increase access to Idaho's robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.</i></p>	✓	✓		✓	✓
<p>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.</p>					
<p><i>Objective A: Workforce Alignment – Prepare students to efficiently and effectively enter and succeed in the workforce.</i></p>	✓	✓	✓	✓	✓
<p><i>Objective B: Medical Education – Deliver relevant education that meets the health care needs of Idaho and the region.</i></p>	✓		✓		

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

2024-2028

Idaho State University

**Strategic Plan
2024-2028**

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.

Objective 1.2: Improve student retention by strengthening students’ ISU experience

Performance Measures:

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. Transcribed 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.

Objective 1.3: Improve ISU’s graduation rate

Performance Measures:

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- or 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

Objective 2.2: Enhance ISU’s infrastructure

Performance Measures:

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

Objective 2.3: Increase the number of nationally recognized programs

Performance Measures:

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.

Objective 2.4: Align ISU’s programs with community, regional, and national needs

Performance Measures:

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

Objective 3.1: Increase the number of relationships with corporate, non-profit, and government entities

Performance Measures:

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.

Objective 3.2: Maximize the impact of new and existing regional partnerships to support ISU’s mission

Performance Measures:

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.

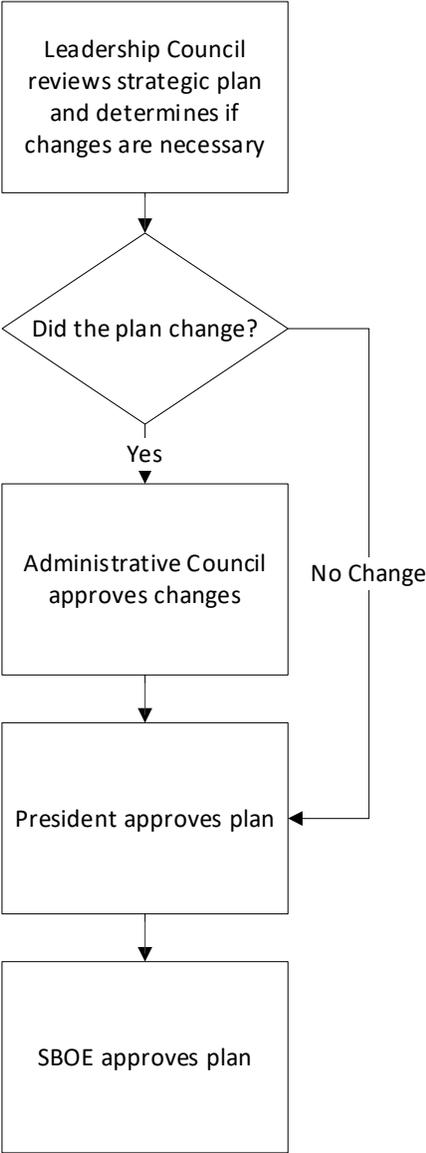
Evaluation Process

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.

Evaluation Process



State Board of Education Goals				
	<i>Goal 1: EDUCATION SYSTEM ALIGNMENT</i>	<i>Goal 2: EDUCATION READINESS</i>	<i>Goal 3: EDUCATIONAL ATTAINMENT</i>	<i>Goal 4: WORKFORCE READINESS</i>
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





Connecting Learning to Life

**STRATEGIC PLAN
FY 2024 - 2028**



Submitted May, 2023

Contents

Contents.....	3
MISSION STATEMENT	4
VISION STATEMENT	4
Goal 1: Strengthen and Optimize Instructional and Co-curricular Programming.....	4
Objective A: Optimize course and program delivery options.....	4
Objective B: Ensure high quality program outcomes	6
Objective C: Optimize curricular & co-curricular programming through <i>Connecting Learning to Life</i> initiative	7
Goal 2: Optimize Student Enrollment, Retention and Completion	10
Objective A: Increase the college’s degree-seeking student enrollment	10
Objective B: Increase credential output	13
Goal 3: Foster and Support Community Campus Culture.....	22
Objective A: Connecting College to Community.....	22
Goal 4: Increase and Leverage Institutional Resources to Support College’s Mission	23
Objective A: Grow Foundation Support and Grant Funding.....	23
Key External and Internal Factors	24
Evaluation Process	25
Red Tape Reduction Act.....	26
Addendum: Cyber Security National Institute of Standards and Technology (NIST) Cybersecurity Framework	26
Implementation of the Center for Internet Security (CIS) Controls.....	26
Implementation of the Employee Cybersecurity Training.....	29
Implementation of the Specialized Cybersecurity Training.....	29
Appendix 1: Crosswalk of State Board of Education Goals with Institutional Goals & Objectives.....	32

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	36	40	42	49	57		
Benchmark			37	42	42	42	42	42
Achievement				MET	MET	MET	MET	
Evening/ Weekend ²	No Prior Bench marks	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 Benchmarks			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 Available	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 Available	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 Available	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	HVAC Apprentice	LC State	75%	100%	100%	50%	50%	Not Yet Available	Exceed State Average	
		Benchmark: State Ave.	69%	67%	75%	73%	63%			
		Achievement	MET	MET	MET	NOT MET	NOT MET			
	Plumbing Apprentice	LC State	100%	100%	83%	No Students	100%	Not Yet Available	Exceed State Average	
		Benchmark: State Ave.	63%	76%	71%	72%	74%			
		Achievement	MET	MET	MET	--	MET			
	Electrical Apprenticeship Idaho Journeyman	LC State	100%	100%	91%	89%	91%	89% ⁷	Not Available	Exceed State Average
		Benchmark: State Ave.	77%	75%	77%	78%	77%			
		Achievement	MET	MET	MET	MET	MET			

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*⁸ or *experiential learning*⁹. 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 measures are added or modified when plans result in measurable outcomes.

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 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.

⁸ Applied learning = hand’s on application of theory.

⁹ Experiential learning = the process through which students develop knowledge, skills, and values from direct experiences outside a traditional academic setting.

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.

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 <i>Signature Certificates</i> that knit together academic and Career & Tech. Edu (CTE) coursework	Marketed availability of <i>Signature Certificates</i>	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 programming 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. Micro-credentials, now measurable, identified in 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.	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							
Micro-Credentials	Leadership Certificate Awardees					4	
	Career Readiness Certificate Awardees					2	

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 expansion¹⁰. 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			429	436	442	449	456	483
Achievement	New Measure – No Prior Benchmarks		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 expansion¹⁰. 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.

¹⁰ 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>

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
2 nd Chance Pell						9		
Benchmark	New Measure – No Prior Benchmarks		641	651	661	671	681	721
Achievement			NOT MET	NOT MET	NOT MET	NOT MET		

Performance Measure 3: Online Headcount

Definition: The headcount of degree-seeking students (measured at fall census) who are taking courses online (both entirely online and partly online schedule of courses).¹¹

Benchmarks derived from financial modeling of institutional viability and expansion¹⁰. 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 below¹².

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	1,650	1,596	1,471	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		

¹¹ Same definition as that used on the IPEDS Fall Enrollment Survey.

¹² This benchmark assumes that a 10% growth in FTE would also equate a 10% growth in headcount.

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 expansion¹⁰. 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
Idaho Community Colleges						63		
Co-Enrollment ¹³						4.5		
Benchmark	New Measure – No Prior Benchmarks		151	174	177	179	181	191
Achievement			MET	NOT MET	NOT MET	NOT MET		

¹³ Co-enrollment agreements exist with College of Western Idaho, College of Eastern Idaho, College of Southern Idaho, North Idaho College, Walla Wall Community College.

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 expansion¹⁰. 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 FTE¹⁴	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 degrees¹⁵

Definition: The count of degrees/certificates awarded at each degree-level.¹⁶

¹⁴ 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>

¹⁵ State Board of Education postsecondary system wide measure.

¹⁶ Consistent with IPEDS Completions Survey definitions.

Benchmarks developed to align with the Idaho State Board of Education’s K-20 Strategic Plan¹⁷ and achieve 1,050 total completions by AY 2035-36.¹⁸

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								

¹⁷ Goal 3, Objective A, Performance Measure I: “Total number of certificates/degrees conferred, by institution per year”.

¹⁸ 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: Graduates¹⁹

Definition: The unduplicated count of graduates by degree-level.²⁰

Benchmarks developed to align with the Idaho State Board of Education’s K-20 Strategic Plan¹⁷ and achieve 1,050 total completions by AY 2035-36.¹⁸

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								

¹⁹ State Board of Education postsecondary system wide measure.

²⁰ 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 attainment²¹

Definition: The proportion of first-time, full-time entering students who attain a degree or certificate within 150% normative time to degree²².

Benchmarks developed to align with the Idaho State Board of Education’s K-20 Strategic Plan¹⁷ and achieve 1,050 total completions by AY 2035-36.¹⁸

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		

²¹ State Board of Education postsecondary system wide measure.

²² 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 attainment²³

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 Plan¹⁷ and achieve 1,050 total completions by AY 2035-36.¹⁸

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. ²⁴	15%	21%	20%	24% ²⁵	21% ²⁵		
	Cert. & Assoc.	1%	1%	3%	4%	5%		
Benchmark		22%	23%	24%	23%	23%	23%	23%
Achievement		NOT MET	NOT MET	NOT MET	MET	MET		

²³ State Board of Education postsecondary system wide measure.

²⁴ Consistent with IPEDS Graduation Rates Survey definitions.

²⁵ 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 year²⁶ 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 Plan¹⁷ and achieve 1,050 total completions by AY 2035-36.¹⁸

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			

²⁶ 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 Finish²⁷

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 expansion¹⁰. 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			

²⁷ State Board of Education postsecondary system wide measure.

Performance Measure 7: Remediation²⁷

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 Plan¹⁷. 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 annually²⁸.

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 Pathways²⁷

Definition: Percent of new, degree-seeking freshmen who started in fall (or preceding summer) term and completed a gateway math course²⁹ within two years.

Benchmarks developed to align with the Idaho State Board of Education’s K-20 Strategic Plan¹⁷. 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.²⁸

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			

²⁸ Exact amount of growth required to remain in alignment with statewide goals is 1.14%, annually.

²⁹ 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 Benchmarking 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 courses³⁰.

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		

³⁰ Completions measured by course because most Workforce Training offerings are designed as singular courses.

Goal 3: Foster and Support Community Campus Culture

Objective A: Connecting College to Community

Performance Measure 1: 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.

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 Support College’s Mission

Objective A: Grow Foundation Support and Grant Funding

Performance Measure 1: New, ongoing revenue streams

Definition: New, revenue-generating initiatives.

Benchmarks: Implement new, annual giving initiatives (general and employee campaigns).

Foundation Support		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 ³¹	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 ³²	New College-wide Giving Day
	Foundation Fee			Implemented Jan. 1 st , 2020		\$9,389	\$48,659 ³³	Goal: \$11,000

³¹ One-year lag from measurement to reporting, therefore FY23 depicts results for FY22.

³² Athletics only.

³³ \$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 & Local³⁴	\$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		
Gifts³⁵	\$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 annually³⁶	No Prior Bench- marks	\$5,235,809	5,335,809	\$5,435,809	\$ 5,535,809		
Achievement		MET	MET	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.

³⁴ 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.

³⁵ Including grants that do not have restrictions or reporting requirements.

³⁶ Benchmark reflects \$100,000 above the baseline, which is the historical four-year average of total grant funds (\$5,135,809).

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 promote its brand and share its successes with multiple audiences, including prospective students.
6. Will continue to recruit faculty, staff and students across a wide range of demographics.
7. 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.
8. Will continue to assess its programs and services (program performance – program prioritization) to determine their efficacy and viability.
9. 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 \(lcsc.edu\)](#).
10. 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 document was modified and streamlined to reflect our post-pandemic realities. 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 completion 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 in 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

Institutional Goals & Objectives	State Board of Education Goals		
	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 <i>Connecting Learning to Life</i> 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 Community Campus Culture			
Objective A: Connecting College to Community	*K-20 Alignment & Coordination	*Lifelong Learning	
Goal 4: Increase and Leverage Institutional Resources to Support College’s Mission			
Objective A: Grow Foundation Support and Grant Funding		✓	

Table 1: The Idaho State Board of Education (SBOE) has four goals in its strategic plan, three of which are presented here in alignment with LC State’s strategic plan goals and objectives. The goal missing in the above table from the SBOE plan is composed of measures entirely relating to K-12 education.



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

	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
					2024	2028
Percentage	8%	6%	4%	10%	>12%	>16%

- II. Percent of first-time, full-time, freshmen graduating within 150% of time¹

	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
					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

	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
					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

	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
					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

	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
					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

	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
					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

	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
					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.

	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
					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

Grad by FY	FY 2019	FY 2020	FY 2021	FY 2022 ²	Benchmark	
					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.

	2019-20	2020-21	2021-22	2022-23 ⁶	Benchmark	
from IPED report					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.

	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
					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:

	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
					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.

	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
					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:

	FY 2019	FY 2020 ⁴	FY 2021	FY 2022	Benchmark	
					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.

¹Years 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.

²N/A - Has been used to indicate areas where reports or data have not finalized collection for the year in question or that are otherwise unavailable at the time this report was produced.

³CEI has adjusted this measure. It has changed from misc. course to more meaningful customized trainings and includes WFT total headcount.

⁴Covid-19 and the inability or difficulty in conducting some types of Face-to-Face instruction, work training, tutoring, recruiting and other student services have significantly impacted these results.

⁵CEI 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	
--	---	---	---	---	--



COLLEGE OF
SOUTHERN
IDAHO

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 ^h

Benchmark: Maintain placement at or above the average for the previous four years (98%) _g (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 _g (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 _g (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% _g (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 _g (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: NA⁹ (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: 69¹⁴ (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).

¹³This 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).

¹⁵The 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.)

¹⁶Research 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.

¹⁷The 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.

¹⁸This 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				
<i>Strategy #1: Enhance and expand community involvement and engagement.</i>				
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				
<i>Strategy #2: Enhance and expand quality and innovative educational opportunities grounded in equity and inclusion.</i>				
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				
<i>Strategy #3: Align quality and innovative educational programs with student needs, workforce demands, and employment opportunities.</i>				
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				
<i>Strategy #4: Create a sustainable model for long-term growth that enhances equity, quality, and innovation.</i>				
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:

- 1. 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.*
 - o *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%	51.2%	51.6%	54.4%	Available July 2023	52%	54%
2011-2012 cohort followed through 8/31/2019	2012-2013 cohort followed through 8/31/2020	2013-2014 cohort followed through 8/31/2021	2014-2015 cohort followed through 8/31/2022			

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)

¹ | nicStrategicPlan2024-2028v2_March17,2023

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) 749⁴ (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) 690⁵ (by 2028)

Goal 1, Objective B: Engage and empower students to take personal responsibility and to actively participate in their educational experience.

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)

Goal 1, Objective C: Promote programs and services to enhance access and successful student transitions.

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.

Goal 2, Objective A: Evaluate, create and adapt programs that respond to the educational and training needs of the region.

Performance Measures

I. Market Penetration: Unduplicated headcount of credit students as a percentage of NIC's total service area population. *Source: NIC Trends.* [CCM 037]

					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 <i>preliminary</i>	Available July 2023	30%	31%

Benchmark: 31% ¹⁷ (by 2028)

Goal 2, Objective B: Engage students in critical and creative thinking through disciplinary and interdisciplinary teaching and learning.

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	44.2	48.6	42.2	Spring 2023 Available July 2023	N/A	50
Spring 2015 Top Schools 59.8	Spring 2017 Top Schools 58.4	Spring 2019 Top Schools 60.9	Spring 2021 Top Schools 60.5			

Benchmark: Standardized Benchmark Mean of 50¹⁹ (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 met²⁰ (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 0.8:1.0²¹ (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 levels²² (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 achieved²⁸ (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 region²⁹ (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	\$3,396	\$3,396	\$3,396	Available July 2023	73%	75%
NIC Percentile Score 73%	NIC Percentile Score 73%	NIC Percentile Score 73%	NIC Percentile Score 73%			

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 foot³⁵ (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

<i>Implementation of competency-based SkillStack® microcredentials for all relevant programs of study.</i> 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.



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 SY24¹

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 SY24²

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 SY24³

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	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 SY24⁴

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	SY 2028
3	3	2	0	0	0	8 Regions (100%)

Benchmark: Present in 4 (50%) of Regions⁵ (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	SY 2028
68%	70.5%	70.8%	74.00%	Available July 2023	85%	85%

Benchmark: Greater than 85% for SY24⁶. 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. <i>Employment Rate – 2nd Qtr after Exit</i>	60.4%	60.4%	60.2%	63.2%	Avail July 2023	60.0%	62.0%
2. <i>Employment Rate – 4th Qtr after Exit</i>	58.2%	57.4%	58.2%	57.3%	Avail July 2023	58.3%	60.0%
3. <i>Median Earnings – 2nd Qtr after Exit (per quarter)</i>	\$4,075	\$4,025	\$4,125	\$4,456	Avail July 2023	\$4,500	\$5,000
4. <i>Credential Attainment</i>	33.1%	30.4%	41.9%	56.9%	Avail July 2023	44%	48.5%
5. <i>Measurable Skill Gains</i>	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 SY24¹². 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	SY 2028
42.5%	43.13%	44.35%	51.1%	Available July 2023	51%	55%

Benchmark: Greater than or equal to previous year in SY24¹³.

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	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	SY 2028
89	89	51	49	Available July 2023	60	70

Benchmark: 49 or more presentation delivered in SY24¹⁶

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	SY 2028
64	48	48	50	Available July 2023	55	55

Benchmark: Present at 50 or more local, state and federal agencies in SY24¹⁷

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	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 SY24¹⁸

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	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	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	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 private sector, other Idaho state agencies as well as neighboring states higher wages and the fact that employers are all competing for the same human talent. The Division continues to evaluate and implement new strategies 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 Degree 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.



Strategic Plan 2024-2028

Idaho Public Charter School Commission

514 W Jefferson St Ste. 303

Boise, Idaho 83702

Phone: (208)332-1561

psc@osbe.idaho.gov

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.

	Governanc e Structure	Governan ce Oversight	Governance Compliance	Student Service s	Data Transparenc y	Facility Service s	Ops. Complianc e
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/Asse t Ratio less than .9	Meeting Enrollme nt Projection s
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.

-
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.	✓				

<p>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.</p>					
<p>Objective: Be a relevant, educational and informational resource to all citizens.</p>					
<p>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.</p>					
<p>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.</p>					



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

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,

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.

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: Identify 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

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 school targeted 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.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 14, 2023

SUBJECT

Request for Content Standards Review Extension

REFERENCE

October 2018	Idaho State Board of Education (Board) reviewed and adopted curricular materials for Arts and Humanities, K-12 Physical Education, K-12 Health and Wellness, K-12 Social Studies, 6-12 Math Open Educational Resource, and 9-12 Computer Applications.
August 2021	Board reviewed and adopted curricular materials for driver education.

APPLICABLE STATUTE, RULE, OR POLICY

Board Policy IV.B.9.
Idaho Code § 33-118
IDAPA 08.02.03.004.01, IDAPA 08.02.03.128.01

BACKGROUND/DISCUSSION

IDAPA 08.02.03.004.01 provides that "individual subject content standards are adopted in various years in relation to the curricular materials adoption schedule." IDAPA 08.02.03.128.01 provides that "curricular materials are adopted by the State Board of Education for a period of six (6) years" in specified subject areas.

Board policy IV.B.9.a establishes that content standards will be reviewed every six (years) in the year prior to the scheduled review of the related curricular materials.

This Board policy also states that the State Department of Education (SDE) is responsible for facilitating a committee review of content standards and for posting the recommendations resulting from that committee work for twenty (20) days prior to submitting materials for Board consideration.

Content standards reviews for Arts and Humanities, Social Studies, and Driver Education were scheduled to be completed by July 6, 2023 (the meeting materials due date for the Board's August 2023 meeting).

While the SDE has begun the procedures for reviewing these content standards, the required committee work is not yet complete. It appears this work has been delayed due to transition and turnover. The SDE is requesting an extension of this deadline allowing this work to be completed during the 2023-2024 school year. Doing so would also require that the Board grant a similar extension for the related curricular materials review deadline, allowing that work to be completed during the 2024-2025 school year.

IMPACT

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 14, 2023

If the Board grants the requested extension, the State Department of Education would have additional time to finalize a thorough review of Arts and Humanities, Social Studies, and Driver Education content standards. If the Board does not grant the requested extension, the SDE would be required to submit a partially completed content standards review by July 6, 2023 in order to remain compliant with Board policy.

STAFF COMMENTS AND RECOMMENDATIONS

May 8, 2024 is on or near the meeting materials due date for the Board's June 2024 meeting. Setting this date as the new deadline establishes a time certain delivery date and provides an additional year for the SDE to coordinate a thorough review of the content standards.

Staff recommends that the Board approve the extension as presented.

BOARD ACTION

I move to extend the deadline for the State Department of Education to complete its review of Arts and Humanities, Social Studies, and Driver Education content standards to May 8, 2024, and to extend the review of related curricular materials to the 2024-2025 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 14, 2023

SUBJECT

Educator Preparation Programs and Accreditation - Association for Advancing Quality in Educator Preparation (AAQEP)

REFERENCE

No past actions have been taken on this matter.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code §§ 33-114, 33-1203, 33-1207A
IDAPA 08.02.02.012, 08.02.02.014, 08.02.02.100

BACKGROUND/DISCUSSION

Public Educator Preparation Providers are required by statute to be accredited by State Board approved accreditors. Currently, the Council for the Accreditation of Educator Preparation (CAEP) is the only State Board approved accreditor for Idaho Educator Preparation Providers. By adding the Association for Advancing Quality in Educator Preparation (AAQEP), there would be a second option for accreditation that Idaho Educator Preparation Providers could use.

Association for Advancing Quality in Educator Preparation (AAQEP) was founded in 2017 and has comprehensive standards that examine aspects of completer performance and program practice that distinguish effective programs. The standards are as follows:

- Standard 1: Candidate/Completer Performance
- Standard 2: Completer Professional Competence and Growth
- Standard 3: Quality Program Practices
- Standard 4: Program Engagement in System Improvement

IMPACT

If the Board approves Association for Advancing Quality in Educator Preparation (AAQEP) as an approved accreditor for Educator Preparation Programs, then Educator Preparation Programs could choose to use AAQEP for their accreditation.

ATTACHMENTS

Attachment 1 – Association for Advancing Quality in Educator Preparation (AAQEP) Framework

STAFF COMMENTS AND RECOMMENDATIONS

Association for Advancing Quality in Educator Preparation (AAQEP) is based on four standards that establish clear expectations for quality, and frame opportunities for inquiry and improvement. Each standard includes six aspects, and each aspect must be directly addressed with evidence in order for the overall standard to be met. Association for Advancing Quality in Educator Preparation (AAQEP) is designed to ensure comparable quality across the many and multiplying

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 14, 2023

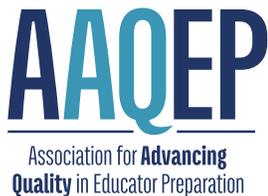
preparation pathways that give access to and advancement in the education profession.

Staff recommends approval.

BOARD ACTION

I move to approve Association for Advancing Quality in Educator Preparation (AAQEP) as an approved Idaho accreditor for Educator Preparation Providers, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____



AAQEP Expectations Framework



AAQEP was founded by educators in 2017 to promote the preparation of effective educators in innovative, outcome-focused programs that engage education's toughest challenges directly and in context. AAQEP's comprehensive standards specify aspects of completer performance and program practice that distinguish effective programs. Its system leverages collaboration in quality assurance to foster improvement and support innovation. Download the complete *Guide to AAQEP Accreditation* at aaqep.org.

Standard 1: Candidate/Completer Performance

Program completers perform as professional educators with the capacity to support success for all learners.

Candidates and completers exhibit the knowledge, skills, and professional dispositions of competent, caring, and effective professional educators. Successful candidate performance requires knowledge of learners, context, and content. Candidates demonstrate the ability to plan for and enact and/or support instruction and assessment that is differentiated and culturally responsive. Evidence shows* that, by the time of program completion, candidates exhibit knowledge, skills, and abilities of professional educators appropriate to their target credential or degree, including:

- 1a. Content, pedagogical, and/or professional knowledge relevant to the credential or degree sought
- 1b. Learners; learning theory, including social, emotional, and academic dimensions; and application of learning theory
- 1c. Culturally responsive practice, including intersectionality of race, ethnicity, class, gender identity and expression, sexual identity, and the impact of language acquisition and literacy development on learning
- 1d. Assessment of and for student learning, assessment and data literacy, and use of data to inform practice
- 1e. Creation and development of positive learning and work environments
- 1f. Dispositions and behaviors required for successful professional practice

Evidence will include multiple measures, multiple perspectives (from program faculty, P-12 partners, program completers, and graduates' employers), and direct measures and evidence of performance in a field/clinical setting appropriate to the program.

Standard 2: Completer Professional Competence and Growth

Program completers adapt to working in a variety of contexts and grow as professionals.

Program completers engage in professional practice in educational settings and show that they have the skills and abilities to do so in a variety of *additional* settings and community/cultural contexts. For example, candidates must have broad and general knowledge of the impact of culture and language on learning, yet they cannot, within the context of any given program, experience working with the entire diversity of student identities, or in all types of school environments. Candidate preparation includes first-hand professional experience accompanied by reflection that prepares candidates to engage effectively in different contexts they may encounter throughout their careers. Evidence shows that completers:

- 2a. Understand and engage local school and cultural communities, and communicate and foster relationships with families/guardians/caregivers in a variety of communities
- 2b. Engage in culturally responsive educational practices with diverse learners and do so in diverse cultural and socioeconomic community contexts
- 2c. Create productive learning environments and use strategies to develop productive learning environments in a variety of school contexts
- 2d. Support students' growth in international and global perspectives
- 2e. Establish goals for their own professional growth and engage in self-assessment, goal setting, and reflection
- 2f. Collaborate with colleagues to support professional learning

Evidence for this standard will show both that program completers have engaged successfully in relevant professional practice and that they are equipped with strategies and reflective habits that will enable them to serve effectively in a variety of school placements and educational settings appropriate to the credential or degree sought.

* The lists within each standard represent aspects of the overall *evidence package* for the standard; each aspect is *not* a "substandard" to be considered apart from the whole standard. Evidence for each standard is evaluated holistically.

Standard 3: Quality Program Practices

The program has the capacity to ensure that its completers meet Standards 1 and 2.

Preparation programs ensure that candidates, upon completion, are ready to engage in professional practice, to adapt to a variety of professional settings, and to grow throughout their careers. Effective program practices include consistent offering of coherent curricula; high-quality, diverse clinical experiences; dynamic, mutually beneficial partnerships with stakeholders; and comprehensive and transparent quality assurance processes informed by trustworthy evidence. Each aspect of the program is appropriate to its context and to the credential or degree sought. Evidence shows the program:

- 3a. Offers coherent curricula with clear expectations that are aligned with state and national standards, as applicable
- 3b. Develops and implements quality clinical experiences, where appropriate, in the context of documented and effective partnerships with P-12 schools and districts
- 3c. Engages multiple stakeholders, including completers, local educators, schools, and districts, in data collection, analysis, planning, improvement, and innovation
- 3d. Enacts admission and monitoring processes linked to candidate success as part of a quality assurance system aligned to state requirements and professional standards
- 3e. Engages in continuous improvement of programs and program components, and investigates opportunities for innovation, through an effective quality assurance system
- 3f. Maintains capacity for quality reflected in staffing, resources, operational processes, and institutional commitment

Evidence related to this standard will include documentation of program practices and resources as well as the program's rationale for its structure and operation.

Standard 4: Program Engagement in System Improvement

Program practices strengthen the P-20 education system in light of local needs and in keeping with the program's mission.

The program is committed to and invests in strengthening and improving the education profession and the P-20 education system. Each program's context (or multiple contexts) provides particular opportunities to engage the field's shared challenges and to foster and support innovation. Engagement with critical issues is essential and must be contextualized. Sharing results of contextualized engagement and innovation supports the field's collective effort to address education's most pressing challenges through improvement and innovation. The program provides evidence that it:

- 4a. Engages with local partners and stakeholders to support high-need schools and participates in efforts to reduce disparities in educational outcomes
- 4b. Seeks to meet state and local educator workforce needs and to diversify participation in the educator workforce through candidate recruitment and support
- 4c. Supports completers' entry into and/or continuation in their professional role, as appropriate to the credential or degree being earned
- 4d. Investigates available and trustworthy evidence regarding completer placement, effectiveness, and retention in the profession and uses that information to improve programs
- 4e. Meets obligations and mandates established by the state, states, or jurisdiction within which it operates
- 4f. Investigates its own effectiveness relative to its institutional and/or programmatic mission and commitments

Evidence for this standard will address identified issues in light of local and institutional context.

Scope of AAQEP Standards

The AAQEP standards apply to all types of preparation programs, including initial preparation of teachers, preparation of school building and district leaders, and advanced preparation of educators who are adding credentials or preparing for new professional roles.

AAQEP's nationally recognized quality assurance system is grounded in collaboration, consistent with established accreditation practice, and respectful of context and innovation in its standards and processes. The system supports inquiry and improvement as it provides assurance of quality to stakeholders and the public.

AAQEP's mission: To promote and recognize quality educator preparation that strengthens the education system's ability to serve all students, schools, and communities.

For more information, visit aaqep.org or email questions to aaqep@aaqep.org.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 14, 2023

IDAHO DIVISION OF CAREER TECHNICAL EDUCATION

SUBJECT

Career Pathways Course - First Steps Standards and Professional Development

REFERENCE

August 2020	Board received the Division annual update, including update on First Steps: World of Work pilot
August 2021	Board approved amendments to the Career Technical Education Workplace Skills for Career Readiness Standards and proposed rule amending IDAPA 08.02.03 to require career exploration instruction at the middle school/Junior High level and updated language regarding required career pathway plans.
December 2022	Board received an update on Next Steps Idaho enhancements, including 7 th grade tools like lessons that align CTE First Step Standards

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-107, 33-1614, and 33-2202(2), Idaho Code
Idaho Administrative Code, IDAPA 08.02.03.004, Incorporated by Reference
IDAPA 08.02.03.104, Other Required Instruction

BACKGROUND/DISCUSSION

In 2018, the Idaho Legislature expanded career technical education (CTE) to 7th and 8th grade. In response, the Idaho Division of Career Technical Education (Division) launched an initiative, First Steps: Understanding the World of Work through Career Technical Education, to research best practices and develop a CTE-focused, career development program for students in the middle grades. Idaho educators developed the First Steps Standards and piloted them in courses at middle schools in nine school districts between 2019 and 2021. 2,791 students have been educated under these standards. Attachment 3 provides a crosswalk of the Idaho College and Career Competencies (2017), Idaho Workplace Skills for Career Readiness (2021), and the First Steps Standards. In 2022, Idaho educators created curriculum resources to support the standards that can be found on Next Steps Idaho's Curriculum page (<https://nextsteps.idaho.gov/curriculum>). Additionally, in 2021 Idaho System for Educational Excellence (ISEE) assignment codes were updated to include a CTE assignment code for the First Steps: World of Work course.

Section 33-1614, Idaho Code, effective July 1, 2023, requires "...every student in grade 7 or grade 8 enrolled in an Idaho public school district, a specially chartered district, or a public charter school shall complete one (1) or more career exploration courses." Further, "[s]uch courses should align to the "first step" standards set by the state board of education for career technical education. Such courses may be offered face-to-face, through virtual education programs, as online courses, or as

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 14, 2023

hybrid courses consisting of a combination of online and in-person instruction. All staff teaching a career exploration course must have participated in a career exploration professional development course approved by the state board of education. The state board of education will maintain resources that can be utilized or modified for the implementation of this section.”

The Division is bringing forward the existing First Steps standards for the State Board of Education (Board) to take formal action approving the standards and bringing them into compliance with the provisions of Section 33-1614, Idaho Code, that will go into effect on July 1, 2023. Division staff have met with the legislative sponsor of HB 269 (2023) and confirmed the intent of the legislation was to use the “First Step” standards that had been piloted in 2019 and 2021. Approval of the proposed professional development, and authorization to the Division to identify individuals who have already completed the course work in whole or in part, will help school districts in identifying instructional staff who are eligible to teach the course during the 2023-2024 school year. The Division is in the process of developing an aggressive schedule to provide the professional development in an online format with the intent of it not only meeting the professional development requirements in Section 33-1614, Idaho Code, but also being eligible for one of the CTE professional development credits required for CTE instructional staff recertification. The course will be open to both CTE and non-CTE certificated instructors.

Pursuant to Section 33-1614, Idaho Code, the Board will be required to approve any additional career exploration professional development. Section 33-107, Idaho Code, authorizes the Board to delegate through Board policy (“statements of agency action by the state board”) to its administrators such duties as are necessary to carry out directives of the Board. The Division will be requesting the Board delegate, through the amendment of the current Board policies governing the Division, the ability to approve any additional professional development that would otherwise need to come to the Board for approval to be compliant with the new provisions in Section 33-1614, Idaho Code. This request will be brought forward under a separate agenda item.

IMPACT

Approval of the First Steps Standards solidifies the basis of the career exploration courses required by law, effective July 1, 2023. Approval of the First Steps Standards Professional Development Course provides a means for staff to complete the requirement to teach career exploration during the 2023-24 school year.

ATTACHMENTS

- Attachment 1 – First Steps Standards
- Attachment 2 – First Steps Standards Professional Development Course Outline
- Attachment 3 – First Steps Standards and Idaho Career Readiness Competencies Crosswalk

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 14, 2023

Attachment 4 – First Steps Standards Pilot Outcomes

BOARD STAFF COMMENTS AND RECOMMENDATIONS

OSBE staff recommends that the Board take three actions:

1. Approve IDCTE's First Step Standards to ensure content uniformity for the newly required course;
2. Approve standardized professional development to be provided by IDCTE; and
3. Delegate evaluation of prior educator course work to IDCTE to provide a means of mitigating duplication of effort.

BOARD ACTION

I move to approve the First Steps Standards, developed by the Idaho Division of Career Technical Education, as submitted in Attachment 1.

AND

I move to approve the First Steps Standards Professional Development Course, developed by the Idaho Division of Career Technical Education, as the professional development course required for staff teaching a career exploration course, as submitted in Attachment 2.

AND

I move to authorize the Idaho Division of Career Technical Education to evaluate prior course work completed by instructional staff that aligns to the approved course modules and assignment of any remaining modules, as applicable. Instructional staff who complete or have already completed the remaining course models assigned to them shall be identified as having completed the professional development requirement.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I. First Steps Standards

Domain 1: Self-Evaluation (Who am I?)

1. Identify Personality (What makes me unique?)
 - A. Take a personality inventory.
 - B. Document a reflection of the results.
2. Identify Interests (What do I enjoy doing?)
 - A. Use multiple methods to identify personal interests.
 - B. Document a reflection of the results.
3. Identify Values (What really matters to me?)
 - A. Summarize personal importance of family and other relationships as they relate to school/work.
 - B. Assess desired lifestyle and associated cost.
 - C. Relate the importance of health and wellness to school/work.
 - D. Document a reflection of the results.
4. Identify Skills (What am I good at?)
 - A. Critical Thinking and Problem-Solving
 - i. Recognize and analyze a problem.
 - ii. Identify and evaluate potential solutions and resources.
 - iii. Use sound reasoning to choose a solution.
 - iv. Implement the solution and evaluate the outcome.
 - v. Document a reflection about your use of the problem-solving process.
 - B. Work Ethic
 - i. Define work ethic and explain its importance in the workplace.
 - ii. Define and explain the importance of diligence, dependability, responsibility, and accountability in the workplace.
 - iii. Demonstrate diligence.
 - iv. Demonstrate dependability.
 - v. Demonstrate responsibility.
 - vi. Demonstrate accountability.
 - vii. Document a reflection about personal work ethic after demonstrating diligence, dependability, responsibility, and accountability.
 - C. Information Security

- i. Evaluate presence on social media.
- ii. Evaluate risk associated with presence on social media.
- iii. Follow classroom/workplace protocols to maintain the security of information, computers, networks, and facilities.
- iv. Demonstrate basic internet and email safety.
- v. Document a reflection about personal presence on social media, associated risks, and changes needed for personal safety.

Domain 2: Career Exploration (What's out there for me?)

1. Apply Self-Evaluation to the World of Work (Where do I fit in the world of work?)
 - A. Express the purpose and value of work.
 - B. Summarize how one researches and chooses a career interest.
 - C. Use results of self-evaluation to identify related career clusters and occupations.
 - D. Explore multiple career clusters and occupations of interest (e.g., work site visits, speakers, case studies, shadowing, or community service).
 - E. Choose a cluster or occupation. Research the education or training required, including program of study, labor market information, and wage compared to Idaho's living wage.
2. Make Responsible Choices (How do my choices influence my future?)
 - A. Describe how personal, career, and educational choices impact major life decisions.
 - B. Describe how your personal choices will affect workplace, school, and community.
 - C. Discuss the need for continuous career planning.

Domain 3: Future Planning (How do I get there?)

1. Efficiency and Productivity (How do I turn an interest in to a plan?)
 - A. Having identified a career interest and program of study, research institutions offering the program according to personal preferences.
 - B. Research helpful high school courses and experiences.
 - C. Utilize a goal setting process to develop short-term and long-term personal, education, and career goals.
 - D. Manage time and resources and track progress throughout the term.
2. Understand High School Offerings (What can I do in high school to reach my goals?)
 - A. Explore available CTE programs.

- B. Research the local CTSO options and benefits for participation therein.
- C. Examine the benefits of participating in school and community activities.
- D. Examine academic and other high school pathways.

3. Create a Career Pathway Plan (How do I move forward?)

- A. Develop or update a Career Pathway Plan aligned with personal, educational, and career goals.
- B. Apply Career Pathway Plan to selection of high school courses and pathways.

First Steps Standards Professional Development Course Outline

Delivery

Online, 15-hour course

Content

Module 1 – Foundations of Career Technical Education

What is CTE?

Brief History of CTE in Idaho

State Structure of CTE

CTE Pathways and CTSOs at Feeding High Schools

Related Middle School CTE Courses

Module 2 – Foundations of Career Development

Overview of Career Development Theories

Idaho's Career Development Initiatives

District Career Development Plan

Module 3 – Teaching the First Steps Standards

The First Steps Standards

Career Pathway Plan

Existing Instructional Resources

Delivery Methods

Record of Completion

- Module and course completion documented using Idaho's micro credential platform, SkillStack®
- One (optional) college credit will available through Idaho State University and/or University of Idaho

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 14, 2023**

ATTACHMENT 3

Idaho College and Career Competencies – Workplace Skills for Career Readiness – First Steps Standards Crosswalk		
Idaho College and Career Competencies - IDAPA 08.02.03.004, Incorporated by Reference – (Approved by the Board June 15, 2017)	Idaho Workplace Skills for Career Readiness (Approved by the Board October 2021)	First Steps Standards
1.0 Knowledge of Core Subjects - Possess proficiency in the core subjects (language arts/communication, math, science, social studies, humanities and health/wellness), and ability to apply this knowledge and understanding to be successful in college or the workplace.	1.3.9 Demonstrate the application of mathematical skills to complete tasks as necessary	
1.1 Choose and apply learning strategies	1.3.11 Demonstrate reading and writing skills by reading and interpreting workplace documents and writing effectively	
1.2 Conduct inquiry		
1.3 Evaluate central ideas and concepts		
1.4 Apply knowledge and skills to relevant and authentic tasks		
2.0 Critical Thinking/Creative Problem Solving - Exercise sound reasoning to analyze issues, make decisions, identify problems and use good judgment to implement solutions and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.	1.1.1 Demonstrate creativity and innovation by employing originality, inventiveness, and resourcefulness in the workplace	

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 14, 2023**

ATTACHMENT 3

2.1 Analyze issues in various contexts	1.1.2 Demonstrate critical-thinking and problem-solving by using sound reasoning to analyze problems, evaluating potential solutions, and implementing effective courses of action	Domain 1.4.A - Critical Thinking and Problem-Solving i. Recognize and analyze a problem. ii. Identify and evaluate potential solutions and resources. iii. Use sound reasoning to choose a solution. iv. Implement the solution and evaluate the outcome. v. Document a reflection about your use of the problem-solving process.
2.2 Solve mathematical problems	1.3.5 Demonstrate information literacy by locating information efficiently, evaluating the credibility and relevance of sources and facts, and using information effectively to accomplish work-related tasks	
2.3 Design test solutions	1.3.9 Demonstrate the application of mathematical skills to complete tasks as necessary	
2.4 Construct evidence-based arguments		
3.0 Oral/Written Communications - Articulate thoughts and ideas clearly and effectively in written and oral forms. The individual has public speaking skills; is able to express ideas to others; and can write/edit correspondence and reports clearly and effectively.	1.2.3 Demonstrate listening and speaking by listening attentively and asking questions to clarify meaning; articulating ideas clearly in a manner appropriate for the setting and audience	
3.1 Formulate and develop ideas	1.3.11 Demonstrate reading and writing skills by reading and interpreting workplace documents and writing effectively	
3.2 Engage in academic discussion		
3.3 Prepare and finalize ideas in written formats		
3.4 Create and deliver presentation		

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 14, 2023**

ATTACHMENT 3

<p>4.0 Teamwork/Collaboration - Build collaborative relationships, work effectively within a team structure, and negotiate and manage conflict.</p>	<p>1.2.1 Demonstrate conflict-resolution by negotiating diplomatic solutions to interpersonal and workplace issues</p>	
<p>4.1 Build collaborative relationships</p>	<p>1.2.2 Demonstrate customer service by anticipating and addressing the needs of customers and coworkers; providing thoughtful, courteous, and knowledgeable service</p>	
<p>4.2 Contribute to roles and responsibilities</p>	<p>1.2.4 Demonstrate respect for diversity by valuing individual differences and working collaboratively with people of diverse backgrounds, viewpoints, and experiences</p>	
<p>4.3 Navigate interpersonal conflict</p>	<p>1.2.5 Demonstrate teamwork by sharing responsibility for collaborative work and respecting the thoughts, opinions, and contributions of other team members</p>	
<p>5.0 Digital Literacy - Confidently and effectively perform tasks in a digital environment through the use of information and communication technologies to find, evaluate, interpret, create and communicate ideas and information requiring both cognitive and technical skills.</p>	<p>1.1.4 Demonstrate integrity by complying with laws, procedures, and workplace policies; demonstrating honesty, fairness, and respect</p>	
<p>5.1 Choose and evaluate online sources</p>	<p>1.3.5 Demonstrate information literacy by locating information efficiently, evaluating the credibility and relevance of sources and facts, and using information effectively to accomplish work-related tasks</p>	

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 14, 2023

ATTACHMENT 3

<p>5.2 Develop and apply knowledge of safety, privacy, and fair use practices</p>	<p>1.3.6 Demonstrate information security including basic internet use and email safety by following workplace protocols to maintain the security of information, computers, networks, and facilities</p>	<p>Domain 1.4.C - Information Security i. Evaluate presence on social media. ii. Evaluate risk associated with presence on social media. iii. Follow classroom/workplace protocols to maintain the security of information, computers, networks, and facilities. iv. Demonstrate basic internet and email safety. v. Document a reflection about personal presence on social media, associated risks, and changes needed for personal safety.</p>
<p>5.3 Create and communicate in a digital environment</p>	<p>1.3.7 Demonstrate information technology by maintaining a working knowledge of devices, resources, hardware, software, systems, services, applications, and IT conventions</p>	
<p>6.0 Leadership - Leverage the strengths of others to achieve common outcomes or goals, and use interpersonal skills to encourage others. The individual is able to assess their emotions; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.</p>	<p>1.1.3 Demonstrate initiative and self-direction by independently looking for ways to improve the workplace and accomplish tasks</p>	
<p>6.1 Organize a team to work effectively</p>	<p>1.2.2 Demonstrate customer service by anticipating and addressing the needs of customers and coworkers; providing thoughtful, courteous, and knowledgeable service</p>	
<p>6.2 Encourage, guide, and motivate others</p>	<p>1.2.4 Demonstrate respect for diversity by valuing individual differences and working collaboratively with people of diverse backgrounds, viewpoints, and experiences</p>	

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 14, 2023**

ATTACHMENT 3

6.3 Organize, prioritize, and delegate work	1.2.5 Demonstrate teamwork by sharing responsibility for collaborative work and respecting the thoughts, opinions, and contributions of other team members	
6.4 Reflect on learning and leadership	1.3.1 Demonstrate big picture thinking by understanding one's role in fulfilling the mission of the workplace and considering the social, economic, and environmental impacts of one's actions	
	1.3.4 Demonstrate efficiency and productivity by planning, prioritizing, and adapting work goals to manage time and resources effectively	Domain 3.1 - Efficiency and Productivity (How do I turn an interest in to a plan?) A. Having identified a career interest and program of study, research institutions offering the program according to personal preferences. B. Research helpful high school courses and experiences. C. Utilize a goal setting process to develop short-term and long-term personal, education, and career goals. D. Manage time and resources and track progress throughout the term.
7.0 Professionalism/Work Ethic - Demonstrate personal accountability and effective work habits (e.g., punctuality, working productively with others, and time workload management), and understand the impact of non-verbal communication. The individual demonstrates integrity and ethical behavior, acts responsibly, and is able to learn from their mistakes.	1.1.3 Demonstrate initiative and self-direction by independently looking for ways to improve the workplace and accomplish tasks	

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 14, 2023**

ATTACHMENT 3

7.1 Build effective work habits	1.1.4 Demonstrate integrity by complying with laws, procedures, and workplace policies; demonstrating honesty, fairness, and respect	
7.2 Communicate verbally and nonverbally	1.1.5 Demonstrate work ethic by consistently working to the best of one's ability being diligent, dependable, and accountable for one's actions	Domain 1.4.B - Work Ethic i. Define work ethic and explain its importance in the workplace. ii. Define and explain the importance of diligence, dependability, responsibility, and accountability in the workplace. iii. Demonstrate diligence. iv. Demonstrate dependability. v. Demonstrate responsibility. vi. Demonstrate accountability. vii. Document a reflection about personal work ethic after demonstrating diligence, dependability, responsibility, and accountability
7.3 Demonstrate integrity and personal accountability	1.2.3 Demonstrate listening and speaking by listening attentively and asking questions to clarify meaning; articulating ideas clearly in a manner appropriate for the setting and audience	
7.4 Practice self-reflection and personal growth strategies	1.3.3 Demonstrate continuous learning and adaptability by accepting constructive feedback and being open to new ideas and ways of doing things; continuously develop professional skills and knowledge to adjust to changing requirements	
	1.3.8 Demonstrate job-specific tools and technologies by properly selecting and safely using industry-specific technologies, tools, and machines to complete job tasks effectively	

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 14, 2023**

ATTACHMENT 3

	1.3.10 Demonstrate professionalism by meeting organizational expectations regarding work schedule, behavior, appearance, and communication	
	1.3.12 Demonstrate workplace safety by maintaining a safe work environment through adherence to safety guidelines and identifying risks to self and others	
8.0 Career Exploration and Development - Identify and articulate one's skills, strengths, knowledge, and experiences relevant to career goals, and identify training, education and competencies necessary for professional growth. The individual is able to navigate and explore career options, and understands and can pursue opportunities.	1.1.2 Demonstrate critical-thinking and problem-solving by using sound reasoning to analyze problems, evaluating potential solutions, and implementing effective courses of action	Domain 1.4.A - Critical Thinking and Problem-Solving i. Recognize and analyze a problem. ii. Identify and evaluate potential solutions and resources. iii. Use sound reasoning to choose a solution. iv. Implement the solution and evaluate the outcome. v. Document a reflection about your use of the problem-solving process.
8.1 Identify, develop and communicate strengths	1.3.2 Demonstrate career and life management by planning, implementing, and managing personal and professional development goals related to education, career, finances, and health	Domain 2.2 - Make Responsible Choices (How do my choices influence my future?) A. Describe how personal, career, and educational choices impact major life decisions. B. Describe how your personal choices will affect workplace, school, and community. C. Discuss the need for continuous career planning
8.2 Build support networks	1.3.5 Demonstrate information literacy by locating information efficiently, evaluating the credibility and relevance of sources and facts, and using information effectively to accomplish work-related tasks	

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 14, 2023**

ATTACHMENT 3

<p>8.3 Develop an educational and career pathway</p>		<p>Domain 3.1 - Efficiency and Productivity (How do I turn an interest in to a plan?) A. Having identified a career interest and program of study, research institutions offering the program according to personal preferences. B. Research helpful high school courses and experiences. C. Utilize a goal setting process to develop short-term and long-term personal, education, and career goals. D. Manage time and resources and track progress throughout the term.</p>
		<p>Domain 3.2 - Understand High School Offerings (What can I do in high school to reach my goals?) A. Explore available CTE programs. B. Research the local CTSO options and benefits for participation therein. C. Examine the benefits of participating in school and community activities. D. Examine academic and other high school pathways.</p>
		<p>Domain 3.3 - Create a Career Pathway Plan (How do I move forward?) A. Develop or update a Career Pathway Plan aligned with personal, educational, and career goals. B. Apply Career Pathway Plan to selection of high school courses and pathways.</p>

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 14, 2023**

ATTACHMENT 3

<p>9.0 Citizenship/Civic Responsibility - Think critically about complex issues and evaluate information about issues of public consequence. Demonstrate knowledge of institutions and processes of government and political systems. Possess behaviors, attitudes, and understanding needed to be a knowledgeable, active and engaged member of a community.</p>	<p>1.1.2 Demonstrate critical-thinking and problem-solving by using sound reasoning to analyze problems, evaluating potential solutions, and implementing effective courses of action</p>	<p>Domain 1.4.A - Critical Thinking and Problem-Solving i. Recognize and analyze a problem. ii. Identify and evaluate potential solutions and resources. iii. Use sound reasoning to choose a solution. iv. Implement the solution and evaluate the outcome. v. Document a reflection about your use of the problem-solving process.</p>
<p>9.1 Participate in community</p>	<p>1.1.4 Demonstrate integrity by complying with laws, procedures, and workplace policies; demonstrating honesty, fairness, and respect</p>	
<p>9.2 Evaluate complex and relevant issues</p>	<p>1.2.1 Demonstrate conflict-resolution by negotiating diplomatic solutions to interpersonal and workplace issues</p>	
<p>9.3 Build civic knowledge</p>	<p>1.2.3 Demonstrate listening and speaking by listening attentively and asking questions to clarify meaning; articulating ideas clearly in a manner appropriate for the setting and audience</p>	
<p>9.4 Improve my community</p>	<p>1.2.4 Demonstrate respect for diversity by valuing individual differences and working collaboratively with people of diverse backgrounds, viewpoints, and experiences</p>	
	<p>1.2.5 Demonstrate teamwork by sharing responsibility for collaborative work and respecting the thoughts, opinions, and contributions of other team members</p>	

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 14, 2023**

ATTACHMENT 3

	1.3.3 Demonstrate continuous learning and adaptability by accepting constructive feedback and being open to new ideas and ways of doing things; continuously develop professional skills and knowledge to adjust to changing requirements	
	1.3.5 Demonstrate information literacy by locating information efficiently, evaluating the credibility and relevance of sources and facts, and using information effectively to accomplish work-related tasks	
10.0 Financial Literacy - Possess knowledge and understanding in the following areas: earning income, buying goods and services, using credit, saving and protecting assets and insuring.	1.1.2 Demonstrate critical-thinking and problem-solving by using sound reasoning to analyze problems, evaluating potential solutions, and implementing effective courses of action	Domain 1.4.A - Critical Thinking and Problem-Solving i. Recognize and analyze a problem. ii. Identify and evaluate potential solutions and resources. iii. Use sound reasoning to choose a solution. iv. Implement the solution and evaluate the outcome. v. Document a reflection about your use of the problem-solving process.
10.1 Practice short-term and long-term personal budgeting	1.1.4 Demonstrate integrity by complying with laws, procedures, and workplace policies; demonstrating honesty, fairness, and respect	

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 14, 2023**

ATTACHMENT 3

<p>10.2 Navigate financial tools, opportunities, and practices</p>	<p>1.1.5 Demonstrate work ethic by consistently working to the best of one's ability being diligent, dependable, and accountable for one's actions</p>	<p>Domain 1.4.B - Work Ethic i. Define work ethic and explain its importance in the workplace. ii. Define and explain the importance of diligence, dependability, responsibility, and accountability in the workplace. iii. Demonstrate diligence. iv. Demonstrate dependability. v. Demonstrate responsibility. vi. Demonstrate accountability. vii. Document a reflection about personal work ethic after demonstrating diligence, dependability, responsibility, and accountability</p>
<p>10.3 Demonstrate effective decision-making involving risk and reward</p>	<p>1.3.1 Demonstrate big picture thinking by understanding one's role in fulfilling the mission of the workplace and considering the social, economic, and environmental impacts of one's actions</p>	
	<p>1.3.2 Demonstrate career and life management by planning, implementing, and managing personal and professional development goals related to education, career, finances, and health</p>	<p>Domain 2.2 - Make Responsible Choices (How do my choices influence my future?) A. Describe how personal, career, and educational choices impact major life decisions. B. Describe how your personal choices will affect workplace, school, and community. C. Discuss the need for continuous career planning</p>

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 14, 2023**

ATTACHMENT 3

	<p>1.3.4 Demonstrate efficiency and productivity by planning, prioritizing, and adapting work goals to manage time and resources effectively</p>	<p>Domain 3.1 - Efficiency and Productivity (How do I turn an interest in to a plan?) A. Having identified a career interest and program of study, research institutions offering the program according to personal preferences. B. Research helpful high school courses and experiences. C. Utilize a goal setting process to develop short-term and long-term personal, education, and career goals. D. Manage time and resources and track progress throughout the term.</p>
	<p>1.3.5 Demonstrate information literacy by locating information efficiently, evaluating the credibility and relevance of sources and facts, and using information effectively to accomplish work-related tasks</p>	
	<p>1.3.8 Demonstrate job-specific tools and technologies by properly selecting and safely using industry-specific technologies, tools, and machines to complete job tasks effectively</p>	

First Steps: Understanding the World of Work through Career Technical Education

In 2018, the Idaho Legislature expanded career technical education (CTE) to 7th and 8th grade. In response, the Idaho Division of Career Technical Education (IDCTE) launched an initiative, First Steps: Understanding the World of Work through Career Technical Education, to research best practices, develop a CTE-focused career development program for students at the middle level, and pilot it.

During the 2019-2020 school year, IDCTE entered the development phase and joined with teams of educators from eleven middle schools across the state to build standards, provide endorsement and assessment recommendations, and create teacher resources. The group became known as the First Steps Pilot Group and included: Aberdeen Middle School (Aberdeen), Fernwaters Public Charter School (Salmon), Fremont Middle School (Kuna), Grangeville Middle School (Grangeville), Jenifer Middle School (Lewiston), Jerome Middle School (Jerome), Lake Hazel Middle School (West Ada School District), Raft River Junior High School (Malta), Rigby Middle School (Rigby), Rimrock Junior High School (Bruneau), and Weiser Junior High School (Weiser).

During the 2020-2021 school year, nine of the eleven schools piloted the standards in course offerings for their students.

First Steps Standards

Domain 1: Self-Evaluation (Who am I?)

1. Identify Personality (What makes me unique?)
 - A. Take a personality inventory.
 - B. Document a reflection of the results.
2. Identify Interests (What do I enjoy doing?)
 - A. Use multiple methods to identify personal interests.
 - B. Document a reflection of the results.
3. Identify Values (What really matters to me?)
 - A. Summarize personal importance of family and other relationships as they relate to school/work.
 - B. Assess desired lifestyle and associated cost.
 - C. Relate the importance of health and wellness to school/work.
 - D. Document a reflection of the results.
4. Identify Skills (What am I good at?)
 - A. Critical Thinking and Problem-Solving
 - i. Recognize and analyze a problem.
 - ii. Identify and evaluate potential solutions and resources.
 - iii. Use sound reasoning to choose a solution.
 - iv. Implement the solution and evaluate the outcome.
 - v. Document a reflection about your use of the problem-solving process.

B. Work Ethic

- i. Define work ethic and explain its importance in the workplace.
- ii. Define and explain the importance of diligence, dependability, responsibility, and accountability in the workplace.
- iii. Demonstrate diligence.
- iv. Demonstrate dependability.
- v. Demonstrate responsibility.
- vi. Demonstrate accountability.
- vii. Document a reflection about personal work ethic after demonstrating diligence, dependability, responsibility, and accountability.

C. Information Security

- i. Evaluate presence on social media.
- ii. Evaluate risk associated with presence on social media.
- iii. Follow classroom/workplace protocols to maintain the security of information, computers, networks, and facilities.
- iv. Demonstrate basic internet and email safety.
- v. Document a reflection about personal presence on social media, associated risks, and changes needed for personal safety.

Domain 2: Career Exploration (What's out there for me?)

1. Apply Self-Evaluation to the World of Work (Where do I fit in the world of work?)

- A. Express the purpose and value of work.
- B. Summarize how one researches and chooses a career interest.
- C. Use results of self-evaluation to identify related career clusters and occupations.
- D. Explore multiple career clusters and occupations of interest (e.g. work site visits, speakers, case studies, shadowing, or community service).
- E. Choose a cluster or occupation. Research the education or training required, including program of study, labor market information, and wage compared to Idaho's living wage.

2. Make Responsible Choices (How do my choices influence my future?)

- A. Describe how personal, career, and educational choices impact major life decisions.
- B. Describe how your personal choices will affect workplace, school, and community.
- C. Discuss the need for continuous career planning.

Domain 3: Future Planning (How do I get there?)

1. Efficiency and Productivity (How do I turn an interest in to a plan?)

- A. Having identified a career interest and program of study, research institutions offering the program according to personal preferences.
- B. Research helpful high school courses and experiences.
- C. Utilize a goal setting process to develop short-term and long-term personal, education, and career goals.
- D. Manage time and resources and track progress throughout the term.

2. Understand High School Offerings (What can I do in high school to reach my goals?)
 - A. Explore available CTE programs.
 - B. Research the local CTSO options and benefits for participation therein.
 - C. Examine the benefits of participating in school and community activities.
 - D. Examine academic and other high school pathways.

3. Create and Idaho Student Learning Plan (How do I move forward?)
 - A. Develop or update the Idaho Student Learning Plan (Four-Year Plan) aligned with personal, educational, and career goals.
 - B. Apply Idaho Student Learning Plan to selection of high school courses and pathways.

First Steps Pilot Outcomes

School Participation

Nine schools piloted the First Steps Standards in course offerings for their students.

- Aberdeen Middle School (Aberdeen)
- Fernwaters Public Charter School (Salmon)
- Fremont Middle School (Kuna)
- Jenifer Middle School (Lewiston)
- Jerome Middle School (Jerome)
- Lake Hazel Middle School (West Ada School District)
- Raft River Junior High School (Malta)
- Rigby Middle School (Rigby)
- Weiser Junior High School (Weiser)

In addition, West Ada School District and Kuna School District supported the First Steps Pilot at all of the middle schools in their districts. The “co-pilot” schools included:

- Kuna School District
 - Kuna Middle School
- West Ada School District
 - Eagle Middle School
 - Lewis Clark Middle School
 - Lowell Scott Middle School
 - Pathways Middle School
 - Star Middle School
 - Victory Middle School

Implementation

Pilot schools were encouraged to implement the First Steps Standards in the way that worked best for their schools to create models of implantation that could serve examples to other middle schools across the state in similar circumstances.

Duration of Course Offering

- 50% Semester
- 37.5% Quarter
- 12.5% Trimester

Method of Delivery

- 75% Stand-alone course
- 12.4% Stand-alone and embedded in another program focused course
- 12.5% Utilized IDLA course specifically aligned with First Steps Standards

Student Participation

A total of 2,791 students participated in the First Steps Pilot across Idaho.

- 1,657 at pilot schools
- 1,134 at co-pilot schools

Student Feedback

Participating students (n=85 spanning grades 6-8) at three pilot schools responded to an exit survey and provided feedback about their experience, rating their learning on a scale of 1 (low) to 5 (high) and providing comments. The average ratings indicate the following:

Domain 1 – Self Evaluation

- 3.56 In this class, I learned about my personality. Now, I better understand what makes me unique.
- 3.80 In this class, I identified my interests and what I enjoy doing.
- 3.67 In this class, I identified my values, Now, I better understand what’s important to me.
- 3.29 In this class, I learned to recognize a problem and work through a process to solve it.
- 4.18 In this class, I learned about work ethic and its importance in the workplace.
- Percent of respondents who rated learning and demonstrating the following at a 4 or 5:
 - Diligence – 51.76%
 - Dependability – 75.29%
 - Responsibility – 82.35%
 - Accountability – 81.18%
- Percent of respondents who rated learning and being more careful about information security at 4 or 5:
 - My presence on social media – 63.53%
 - Risk taking on social media – 70.59%
 - Protecting my information – 77.65%
 - Using the internet – 72.94%
 - Emailing – 63.53%

Domain 2 – Career Exploration

- 4.08 I can explain the purpose and value of working.
- 4.00 I used what I learned about myself (personality, interests, values, skills) and the experiences I had in this class to help me find careers that interests me.

- 4.18 I know how to research to find out the education and/or training required, the demand for the career and the expected wages.
- 4.51 I understand how my personal, educational, and career choices will impact my life later.

Domain 3 – Future Planning

- 3.60 I know how to research a major at a college or university.
- 3.93 I know how to find classes to take in high school that are related to a career that I find interesting.
- 3.96 In this class, I learned a process for goal setting and now know how to set short-term and long-terms goals for myself and my future.
- 3.73 In this class, I learned how to manage my time to complete school work and other tasks by the due date.
- 3.53 I know about the CTE programs available to me in high school or how to find out about them and who to go to with questions.
- 3.87 I know about opportunities available to me in high school (Advanced Placement (AP) classes, Dual Credit (DC) classes, sports, clubs, activities, etc.).
- 3.56 I have started my "Four Year Plan" using what I learned about myself in this class.
- 4.08 I plan to or have already used what I learned about myself and my career interest in this class to choose my high school classes.

Student Comments

What was your favorite thing about this class?

“My favorite thing about this class was exploring different careers that interest me and getting to know myself as a person better.” – 8th grader

“The guest speakers.” – 8th grader

“I liked learning about myself and taking personality tests to see what jobs fit me.”- 8th grader

“I enjoyed learning about all the different careers and finding which ones were right for me.” – 8th grader

“We are talking about money.” – 7th grader

“The life questions, I needed to know how I am supposed to live as an adult, and my parents helped me with that as well.” – 8th grader

“That it was fun to learn the jobs that you can do and the wages.” – 6th grader

“Being able to learn about myself and what comes after high school.” – 8th grader

“How it seemed hard but it was easy to understand in the end.” – 8th grader

“Learning more about myself and what I want to do when I'm older.” – 8th grader

What will you tell your friends about this class?

"That it was a good way to learn about how to choose a career and understand important career decisions." - 8th grader

"They should take the elective so they get an understanding for all the opportunities they have in high school." - 8th grader

"I would tell them that this class helped me understand myself more and who I am as a person, and relieved some stress that I had about the future." - 8th grader

"It was a good class that made you look at adulthood and making decisions from a different perspective, how everything isn't always set for you." - 8th grader

"I would highly recommend it to them, you learn a lot about yourself." - 8th grader

"I will (and have told) my friends that this class would not only be fun for them to take, but also would be an amazing self-investment for them now and in the future." - 8th grader

"I would tell my friends that I learned more about myself, and how what I like can lead me to a good career choice." - 8th grader

Any Final Thoughts?

"I personally think it should be required because I was able to learn about how to save and spend effectively and how my choices right now will impact my future." - 8th grader

"I think this class should become mandatory, because you learn all about things they never teach you anywhere else." - 8th grader

For more information about First Steps please contact Jenni Bradford (jenni.bradford@cte.idaho.gov), Senior Program Quality Manager at IDCTE.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 14, 2023

IDAHO DIVISION OF CAREER TECHNICAL EDUCATION

SUBJECT

Board Policy IV.E Idaho Division of Career Technical Education – New Chapter and Repeal – First Reading

REFERENCE

August 2020	Board approved first reading of proposed amendments to Board Policy IV.E.4.a. clarifying state programs administered by the Division.
October 2020	Board approved second reading of proposed amendments to Board Policy IV.E. Division of Career Technical Education.
August 2021	Board approved first reading of proposed amendments to Board Policy IV.E. updating career technical educator endorsement provisions.
October 2021	Board approved second reading of proposed amendments to Board Policy IV.E.
June 2022	Board approved first reading of proposed amendments to Board Policy IV.E. moving CTE Content Standards to Board Policy.
August 2022	Board approved second reading of proposed amendments.

APPLICABLE STATUTE, RULE, OR POLICY

State Board of Education Governing Policies and Procedures IV.E.
Sections 33-105 and 33-107, Idaho Code and Chapter 22, Title 33, Idaho Code
Idaho Administrative code, IDAPA 08.02.02 and IDAPA 08.02.03

BACKGROUND/DISCUSSION

Section 33-2205, Idaho Code, requires the Board, as the State Board of Career Technical Education, to appoint a person to serve as an administrator to the State Board of Career Technical Education who will serve as the Administrator of Career Technical Education and authorizes the establishment of the Division of Career Technical Education. Board Policy Section IV. Organization Specific Policies and Procedures, subsection E. Division of Career Technical Education sets out the Board's policies and procedures by which the Division implements and administers the provision of chapter 22, title 33, Idaho Code, and administers the Idaho career technical education system, as defined in Section 33-2202(2), Idaho Code. Through the Governor's Zero-Based Regulations initiative and the direction to move requirements that can be established through Board policy from administrative code to policy, this section of policy has become very long and cumbersome to navigate over the last couple of years. The policy currently contains general delegated authority by the Board to the Division, defined terms used throughout the section, secondary and postsecondary program approval and delivery framework, career technical education program standards, career

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 14, 2023

technical educator certification endorsement requirements, Idaho Agricultural Education Quality Program standards, and provisions governing the Industry Partner Fund.

The proposed amendments would take the current Board approved policy and break it up into four sections: VII.A. General Policies and Definitions, VII.B. Program Standards, VII.C. Certification Standards, VII.D. Miscellaneous Grant Program Standards and Requirements. An additional amendment would update the current program standards with a reference to the First Steps standards being considered by the Board under a separate agenda item and delegation to the Administrator the approval of professional development required in Section 33-1614, Idaho Code, for instructors of career pathway courses aligned to the First Step standards.

IMPACT

Approval of the proposed amendments would repeal Board Policy Section IV.E. Division of Career Technical Education and establish a new section of Board Policy, Section VII Division of Career Technical Education, with four subsections, subsections VII.A., VII.B., VII.C., and VII.D. allowing the provisions currently contained in the single section to be broken out over three subsection making them easier to navigate and manage.

The proposed amendments would make only one policy change from the current policy requirements. The proposed change would delegate to the Division the responsibility of evaluating and approving instructional staff career pathways professional development. This change can be found on page 20 of Attachment 1, proposed section VII.C.6.

ATTACHMENTS

Attachment 1 – Board Policy VII. Division of Career Technical Education – New Section – First Reading

BOARD STAFF COMMENTS AND RECOMMENDATIONS

OSBE staff recommends that the Board approve the first reading of the restructure and revision of board policies governing the Division of Career Technical Education as presented.

BOARD ACTION

I move to repeal Board Policy Section IV.E. Division of Career Technical Education and I move to approve the first reading of Board Policy Section VII. Division of Career Technical Education as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: VII. DIVISION OF CAREER TECHNICAL EDUCATION
Subsection: A. General Policies and Definitions

August 2023

1. Purpose.

The Division of Career Technical Education (Division) provides leadership and coordination for programs in career technical education in various parts of the state. The general purpose of the Division is to carry out the governing policies and procedures of the Board and the applicable provisions of state and federal career technical education regulations assigned to the Division and the implementation of Chapter 22, Title 33, Idaho Code.

2. Delegation of Authority

The Administrator is the chief program and administrative officer of the Division, is appointed by, and serves in this position at the pleasure of the Board. The Administrator of the Division of Career Technical Education serves as the chief executive officer of the statewide career technical education system with the responsibility to supervise and manage career technical education programs in Idaho within the framework of the Board's Governing Policies and Procedures for the organization, management, direction, and supervision of the agency and is held accountable by the Board for the successful functioning of the institution or agency in all of its units, divisions, and services pursuant to Board Policy I.E. Executive Officers. Matters brought before the Board in its capacity as the State Board of Career Technical Education shall follow the same policies and procedures established by the Board for all agencies and institutions under its governance.

3. Internal Policies and Procedures

The chief executive officer may establish additional policies and procedures for the internal management of the Division of Career Technical Education that complement, but do not supplant, the Governing Policies and Procedures of the Board. Such internal policies and procedures are subject to Board review and action.

3. Definitions

- a. Concentrator means a secondary student enrolled in a capstone course.
- b. Local Education Agencies means a public school district or charter school, including specially chartered districts.
- c. Technical College Leadership Council (TCLC) means the career technical education deans of the six regional public technical colleges in Idaho.

- d. Technical Skill Assessment means an assessment given at the culmination of a pathway program during the capstone course and measures a student's understanding of the technical requirements of the occupational pathway.
- e. Workplace Readiness Assessment means an assessment of a career technical education student's understanding of workplace expectations.

4. Functions

The Division provides statewide leadership, administration, supervision, planning, and coordination for career technical education activities in Idaho. The major functions include:

- a. Statewide Administration: maintaining a qualified professional staff to provide statewide leadership and coordination for career technical education and the programs offered in accordance with applicable state and federal regulation, Fire Service Training and STAR Motorcycle Safety Program.
- b. Supervisory and Consultative Services: providing technical assistance to local education agencies to assist in the implementation and maintenance of career technical education programs including support and leadership for student organizations and education equity.
- c. Planning: assisting local education agencies in the development of annual plans and data collection and analyzing services for the establishment of a five-year plan, annual plans, and accountability reports from the local education agencies.
- d. Evaluation: conducting and coordinating career technical education evaluations in accordance with state and federal guidelines to monitor program activities and to determine the status of program quality in relation to established standards and access.
- e. Budget Preparation: preparing annual budgets and maintaining a statewide finance and accountability system.
- f. Program and Professional Improvement: initiating and coordinating research, curriculum development, process improvement, and staff development statewide.
- g. Management Information: collecting, analyzing, evaluating and disseminating data and program information which provides a comprehensive source of accurate, current, and easily accessible information for statewide decision making.
- h. Coordination: providing liaison with related state agencies and organizations, business and industry, and community-based organizations.

5. Organization.

The programs and services of the Division are organized into two (2) broad segments: (a) Regular Occupational Programs and (b) Special Programs and Support Services.

- a. Regular Occupational Programs are programs designed to prepare students at the secondary and postsecondary levels with the skills, knowledge, attitudes, and habits necessary for entry-level employment in recognized occupations in Idaho regions, and may extend to the Northwest and nationally. These programs also provide the supplemental training to upgrade the skills of those citizens of Idaho who are currently employed. Regular programs include clusters and pathways in the following program areas:
 - i. Agriculture, Food and Natural Resources;
 - ii. Business and Marketing;
 - iii. Engineering and Technology Education;
 - iv. Family and Consumer Sciences and Human Services;
 - v. Health Professions and Public Safety; and
 - vi. Trades and Industry.

A program quality manager is employed in each program area to provide leadership and technical assistance to local education agencies.

- b. Special Programs and Support Services are special programs designed to serve students who are considered special populations, students with special needs, and include other program activities not considered occupational in nature. These programs include Single Parent/Displaced Homemaker, Education Equity, and middle school career technical education.
- c. Through state and federal regulations, or by contract for administration, the Division may supervise and manage other career technical training programs as appropriate.

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: VII. DIVISION OF CAREER TECHNICAL EDUCATION
Subsection: B. Program Delivery

August 2023

1. Program Delivery

Career technical education programs are made available at three (3) levels in Idaho -- secondary, postsecondary, and workforce training.

2. Secondary Programs

a. Secondary Programs are provided through participating local education agencies and career technical schools. Secondary programs are established by the Division and may be categorized as either a cluster program or a pathway program.

b. Cluster Program: provides introductory and intermediate courses as an introduction to a career technical area and the opportunity to learn workplace readiness expectations. A cluster program must meet the following requirements:

- i. Consist of a variety of foundation and intermediate courses within a single Career Cluster. The program does not culminate in a capstone course.
- ii. Offer a program that is three or more semesters (or the equivalent) in length.
- iii. Demonstrate a strong career/workplace readiness skills alignment.
- iv. Participate in a related Career Technical Student Organization.
- v. Maintain an active Technical Advisory Committee to guide program development and foster industry engagement.
- vi. Require a nationally validated, industry-based Workplace Readiness Assessment created to evaluate skills and attitudes needed for success in the workplace administered by an approved developer as part of the program.

c. Pathway Program: provides specific career area occupational preparation, the opportunity to learn workplace readiness expectations, and the knowledge and skill development required to transition into a similar postsecondary program. A pathway program must meet the following requirements:

- i. Consist of a sequence of courses that culminate in a capstone course and aligns with Board approved career technical education content standards.
- ii. Offer a program that is three or more semesters (or the equivalent) in length.
- iii. Demonstrate a strong career/workplace readiness skills alignment.
- iv. Participate in a related Career Technical Student Organization.
- v. Maintain an active Technical Advisory Committee to guide program development and foster industry engagement.
- vi. Require the Workplace Readiness Assessment as part of the program.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 14, 2023

ATTACHMENT 1

- vii. Demonstrate alignment to similar postsecondary program outcomes as well as to relevant industry recognized standards.
 - viii. Offer work-based learning experience opportunities for students (paid or unpaid).
 - ix. Require a pathway-identified Technical Skill Assessment for all students enrolled in the capstone course (concentrators).
 - x. Ensure the program meets the requirements for concentrators to obtain Technical Competency Credit for aligned postsecondary programs.
 - xi. Require a nationally validated, industry-based technical skill assessment administered by an approved developer.
- d. All junior and senior concentrators are required to take the technical skill assessment associated with their program. In the event a senior concentrator is enrolled in a pathway program that does not yet have an approved technical skill assessment, that student will take only the workplace readiness assessment until the pathway program technical skill assessment has been approved.
- e. All seniors enrolled in more than one career technical education course are required to take the workplace readiness assessment.
- f. Secondary Program Approval

The Division accepts applications each year from local education agencies to establish new secondary career technical programs, change a program type or reactivate an inactive program. To be considered in a given fiscal year the application must be received no later than February 15. Only approved programs are eligible to receive added-cost funds, or additional career technical education funding including, Idaho Program Quality Standards, Program Quality Initiative, Workforce Readiness Incentive Grant, and federal Perkins funding. In order to receive added-cost funds, a program must also be taught by an appropriately certified career technical education teacher. Career technical education teacher certification requirements are established in IDAPA 08.02.02. Applications must be submitted in a format established by the Administrator.

The Division will evaluate applications on standard criteria. Approval of new programs and reactivation of inactive programs will be based on available funding; priority will be given to pathway programs. A local education agency must demonstrate that, as part of its decision for creating, changing, or reactivating a career technical program, the local education agency has considered the recommendations from a local technical advisory committee. If such a committee does not already exist, the local education agency must create a committee for the express purpose of evaluating local and/or regional need for the proposed career technical program and for providing guidance on the application for such program. Applications must indicate if the program is a cluster or a pathway program and will be evaluated according to the specific program type. Denial of applications will be based on failure to meet the application requirements, including but not limited

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 14, 2023

ATTACHMENT 1

to missing deadlines, information, failure to meet minimum program requirements or failure to respond to any request for additional information within the timeframe specified in the application. Local education agencies will be notified of their application status on or before April 30 of the application year. Prior to receiving added-cost funds, the local education agency must submit the applicable statement of assurances, as outlined in the application approval letter.

- i. Comprehensive high school new cluster programs will be evaluated on the following criteria:
 - 1) Meeting minutes that reflect recommendations from the local technical advisory committee
 - 2) Alignment with one of four approved cluster program areas
 - 3) Provides basic workplace readiness skills
 - 4) Connection to a Career Technical Student Organization (CTSO) supported by the Division
 - 5) Representation on the technical advisory committee in alignment with the program area industry
 - 6) Realistic, applied learning, provided through lab and industry-related activities
 - 7) Facilities to accommodate the program with equipment and space
 - 8) Agreement with the Statement of Assurances, as defined in the application

- ii. Comprehensive high school new pathway programs will be evaluated on the following criteria:
 - 1) Meeting minutes that reflect recommendations from the local technical advisory committee
 - 2) Alignment with one of the approved pathway programs established by the Division
 - 3) Provide basic workplace readiness skills
 - 4) Consists of sequential, intermediate and capstone courses that meet the minimum requirements
 - 5) Connection to a Career Technical Student Organization (CTSO) supported by the Division
 - 6) Technical advisory committee that includes representatives from the identified occupational pathway
 - 7) Realistic, applied learning, provided through lab and industry-related activities
 - 8) Work-based learning opportunities
 - 9) Regional need for the program, established through labor market data
 - 10) Alignment with Board-approved program standards
 - 11) Alignment to related postsecondary program
 - 12) Facilities to accommodate a pathway program with the appropriate and relevant equipment and space for the pathway

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 14, 2023

ATTACHMENT 1

13) Agreement with the Statement of Assurances, as defined in the application

iii. Career Technical School (CTS) pathway programs must meet the evaluation criteria for a new pathway program, as well as the criteria outlined in IDAPA 55.01.03.

g. Allowable Use of Added-Cost Funds

Added-cost funds are distributed to school districts to cover instructor and program expenses beyond those normally encountered by Idaho public schools at the secondary level. Allocations are calculated based on career technical education teacher full-time equivalency (FTE) and must be used to support all career technical education programs in the school districts. Added-cost funds may only be used for expenses directly related to an approved career technical education program in five (5) categories:

i. Instructional and Program Promotion Materials and Supplies

- 1) Single copy reference materials, including single-user electronic reference materials
- 2) Consumable student lab and classroom manuals
- 3) Consumable materials and supplies that support the instructional program
- 4) Workplace Readiness Assessment (WRA) and Technical Skill Assessment (TSA) exam costs (excluding retakes) for those exams administered outside the Division-funded testing window
- 5) Web-based licensed products to support program instruction and management
- 6) Materials and supplies used in CTE program promotion

ii. Equipment

- 1) Equipment costing \$500 or more per unit cost and having an expected life greater than two years (software is not considered equipment)
- 2) Computers and peripherals necessary for program instruction above and beyond equipment provided to academic classrooms

iii. Salaries

- 1) Time beyond the normal academic year to be defined as the last school session calendar day of the current year and before the first session calendar day of the subsequent year, which should be a documented agreement between the district and the CTE instructor
- 2) Time during the normal academic year for CTSO advisors who travel and stay in hotels to attend state and national leadership conferences

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 14, 2023

ATTACHMENT 1

with their students, beyond the normal school week to include one (1) day for a state leadership conference and two (2) days for a national leadership conference

- 3) For health professions programs only, time beyond the normal school day, i.e., evenings and weekends, for licensed professional teachers delivering required instruction to students at clinical sites

iv. Contracts

- 1) Services contracted by the district for maintaining and repairing CTE equipment and for operating and maintaining CTE labs and shops (e.g., equipment service contracts and hazardous waste disposal)
- 2) Fees and expenses for supplemental specialized instruction (e.g., certified CPR trainer, OSHA certification instructor, short-term specialized instruction from subject matter expert, supplemental staff to supervise students in a clinical environment)

v. Travel and Professional Expenses

- 1) Instructor travel costs and fees for CTE-related professional development (e.g., conferences, seminars, workshops, state-sponsored meetings, summer conference, and back-to-industry experiences related to the CTE program)
- 2) Instructor travel costs and fees related to CTE student activities and CTSO activities (e.g., conference registration fees, mileage, per diem, lodging)
- 3) Instructor membership dues for professional associations and CTSO affiliations related to program area.
- 4) Up to ten percent (10%) of the CTE added-cost funding for student transportation within the state to a state-approved CTSO leadership conference or event

vi. Added-Cost Funds may not be used for:

- 1) Print textbooks, electronic textbooks, and/or other electronic media used as the primary source of content delivery
- 2) Technology related to general instructional delivery (e.g., projectors, cell phones)
- 3) Classroom equipment, supplies, and web-based licensed products that are provided to all district teachers and classrooms
- 4) Fundraising equipment and supplies
- 5) Equipment not related to program instruction
- 6) Salaries and benefits for certified employees (i.e., teachers who hold certification) and classified employees (i.e., employees other than certified or professional teachers)
- 7) Salaries and benefits to replace furlough days

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 14, 2023

ATTACHMENT 1

- 8) Salaries and benefits for district pre-service and/or in-service days
 - 9) Salaries and benefits for substitutes
 - 10) Contracted salaries or benefits to provide the basic instructional program
 - 11) Fees to obtain or renew teaching credentials and/or professional licenses
 - 12) Tuition and transcribed credits, including professional development credits
 - 13) Individual student travel fees and expenses
9. First Step: World of Work courses taught by an instructor holding a career technical educator certification may be included as part of a cluster or approved pathway program regardless of the content area endorsement the instructor holds.

10. Postsecondary Programs

- a. Postsecondary Programs are provided through the state system of six (6) regional technical colleges. Postsecondary programs are defined in Board Policy III.E and are reviewed by the Administrator. In accordance with Board Policy III.G., the Administrator shall meet with the Technical College Leadership Council (TCLC) on a regular basis. The regional technical colleges are:
 - i. College of Western Idaho (Nampa)
 - ii. College of Southern Idaho (Twin Falls)
 - iii. College of Eastern Idaho (Idaho Falls)
 - iv. Idaho State University College of Technology (Pocatello)
 - v. Lewis-Clark State College (Lewiston)
 - vi. North Idaho College (Coeur d'Alene)
- b. Workforce Training Programs are primarily provided through the six (6) regional technical colleges to provide upgrading and retraining programs for persons in the work force and to support regional industry needs. These offerings range from brief seminar classes to intensive courses which normally are fewer than 500 hours of annual instruction.

10. Program Content Standards

To be considered for approval career technical education programs must meet the program content standards approved by the Board:

- a. Agricultural and Natural Resources, as revised and adopted on August 29, 2019.
- b. Business and Marketing Education, as revised and adopted on August 29, 2019
- c. Engineering and Technology Education, as revised and adopted on August 24, 2022
- d. Health Sciences, as adopted on August 29, 2019.
- e. Family and Consumer Sciences, as revised and adopted on June 3, 2022.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 14, 2023

ATTACHMENT 1

- f. Skilled and Technical Sciences, as revised and adopted on August 24, 2022.
- g. Workplace Readiness, as adopted on August 26, 2021.
- h. First Steps: World of Work

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: VII. DIVISION OF CAREER TECHNICAL EDUCATION
Subsection: C. Career Technical Educator Certification

August 2023

Occupational Specialist Certificate Endorsements, effective July 1, 2020. Pursuant to Section 33-1201, Idaho Code, every person employed in an elementary or secondary school in the capacity of a teacher must have a certificate issued under the authority of the State Board of Education. Certification requirements are established in IDAPA 08.02.02. Each certificate must have one or more endorsements indicating the occupational area the teacher is qualified in to provide instruction. Endorsement eligibility is determined by the Division of Career Technical Education. Career technical education endorsements consist of the following:

1. Endorsements A-C

- a. Administrative Services (6-12). Industry experience that indicates applied competence in the majority of the following areas: proficiency in word processing, spreadsheet, database, presentation, and technology media applications; accounting functions; legal and ethical issues that impact business; customer relations; business communication; and business office operations.
- b. Agribusiness (6-12). Industry experience that indicates applied competence in the majority of the following areas: plant and animal science; agricultural economic principles; business planning and entrepreneurship; agriculture business financial concepts and recordkeeping systems; risk management in agriculture; laws related to agriculture and landowners; marketing and sales plans; and sales.
- c. Agriculture Food Science and Processing Technologies (6-12). Industry experience that indicates applied competence in the majority of the following areas: properties of food; principles of processing; post-processing operations; safety practices; and equipment and tools used in food processing.
- d. Agriculture Leadership and Communications (6-12). Industry experience that indicates applied competence in the majority of the following areas: applied communications and leadership through agricultural education; supervised agricultural experience; career opportunities in agricultural science, communications, and leadership; agriculture's impact on society; agricultural science principles; agricultural communication principles; and agricultural leadership principles.
- e. Agriculture Mechanics and Power Systems (6-12). Industry experience that indicates applied competence in the majority of the following areas: safety practices; tools and hardware; metal technology; power systems; electricity; mathematical applications; insulation; and careers in agricultural mechanics and powers systems.
- f. Animal Science (6-12). Industry experience that indicates applied competence in the majority of the following areas: animal agricultural industries; nutritional requirements for livestock; livestock reproductive systems; principles of evaluation for animal selection; animal welfare, handling, and quality assurance; medication

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 14, 2023

ATTACHMENT 1

- and care; disease transmission and care; harvesting and processing of animal products; and animal science risk management.
- g. Apparel/Textiles (6-12). Industry experience that indicates applied competence in the majority of the following areas: fashion trends; design sketches; color and fabric selection; production of clothing and accessories; and enhancement of function and safety.
 - h. Applied Accounting (6-12). Industry experience that indicates applied competence in the majority of the following areas: accounting functions; accounting ethics; software application packages; financial statements; asset protection and internal controls; inventory records; long-term assets; and payroll procedures.
 - i. Automated Manufacturing (6-12). Industry experience that indicates applied competence in the majority of the following areas: lab organization and safety practices, blueprint reading, measuring, computer-aided design (CAD); computer-aided manufacturing (CAM), computer numeric control (CNC), fundamental power system principles, manufacturing processes, electronic and instrumentation principles, machining, robotics and materials-handling systems, and additive (3D) printing.
 - j. Automotive Collision Repair (6-12). Industry experience that indicates applied competence in the majority of the following areas: auto body collision-repair practices; tools; trade skills in refinishing, welding, and painting.
 - k. Automotive Maintenance and Light Repair (6-12). Industry experience that indicates applied competence in the majority of the following areas: service, maintenance, and repair practices for a wide variety of vehicles; and diagnosing, adjusting, repairing, and replacing individual vehicle components and systems.
 - l. Business Digital Communications (6-12). Industry experience that indicates applied competence in the majority of the following areas: elements and principles of design and visual communications; professional communication skills; editing and proofreading; copyright and intellectual property law; portfolio development; content development strategy; branding and corporate identity; graphic communication production; video editing; web page development; web page design and layout; and web-related planning and organizational standards.
 - m. Business Management (6-12). Industry experience that indicates applied competence in the majority of the following areas: planning and organizing; directing, controlling and evaluating goals and accomplishments; financial decision-making; competitive analysis and marketing strategies; human resource management; customer relations; technology; project management; operations and inventory; and social responsibility.
 - n. Cabinetmaking and Bench Carpentry (6-12). Industry experience that indicates applied competence in the majority of the following areas: cabinetmaking and millwork production; cutting, refinishing, installing, and shaping of various materials; knowledge of industry standards and construction applications; hardware; and blueprint reading.
 - o. Certified Welding (6-12). Industry experience that indicates applied competence in the majority of the following areas: fundamental print reading; measurement and layout/fit-up techniques; properties of metals; shielded metal arc welding (SMAW); gas metal arc welding (GMAW and GMAW-S); flux cored arc welding (FCAW-G);

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 14, 2023

ATTACHMENT 1

- gas tungsten arc welding (GTAW); thermal cutting processes; welding codes; inspection and testing principles; and fabrication techniques.
- p. Child Development and Services (6-12). Industry experience that indicates applied competence in the majority of the following areas: early childhood-education career paths and opportunities for employment; ethical conduct; advocacy for children; child/human development and learning; family and community relations; child observation, documentation, and assessment; positive relationships and supportive interaction; and approaches, strategies, and tools for early childhood education.
 - q. Commercial Photography (6-12). Industry experience that indicates applied competence in the majority of the following areas: ethics in photography, elements and principles of design composition, cameras and lenses, exposure settings, light sources, digital workflow, presentation techniques and portfolios, and production using industry standard software.
 - r. Computer Support (6-12). Industry experience that indicates applied competence in the majority of the following areas: basic network technologies, laptop support, PC support, printer support, operating systems, security, mobile device support, troubleshooting techniques, and trends in the industry.
 - s. Construction Trades Technology (6-12). Industry experience that indicates applied competence in the majority of the following areas: comprehensive knowledge of structural systems and processes, classical and contemporary construction elements, knowledge of industry standards, knowledge of architecture, basic cabinetry and millwork, and blueprint reading.
 - t. Cosmetology (6-12). Industry experience that indicates applied competence in the majority of the following areas: hair design; skincare; nail care; industry guidelines and procedures; entrepreneurship; and communications. Instructor must hold a current and valid Idaho license or certificate as a cosmetologist.
 - u. Culinary Arts (6-12). Industry experience that indicates applied competence in the majority of the following areas: experience as a chef in a full-service restaurant; business operations experience in the culinary/catering industry; communication and organization skills with customers and vendors; industry-recognized food safety and sanitation certification; knowledge of proper food handling, ingredients, food quality and control practices; culinary tools and equipment; cooking methods; meal preparation; menu planning principles and industry trends and career options.
2. Endorsements D-N
- a. Dental Assisting (6-12). Industry experience that indicates applied competence in the majority of the following areas: dental professions pathways; ethics in dental practice; nutrition as related to oral health; infection control; occupational safety; dental-related anatomy and pathology; dental anesthesia; dental assisting skills; dental materials; and dental radiology. Instructor must hold a current and valid Idaho license or certificate as a dental assistant, dental hygienist, or dentist.
 - b. Digital Media Production (6-12). Industry experience that indicates applied competence in the majority of the following areas: graphic design industry structure; elements and principles of design composition; visual communication;

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 14, 2023

ATTACHMENT 1

- industry-standard software production; ethics and graphic design; digital portfolios; mathematical skills as related to design; communication skills; editing and proofreading; video editing; digital media and production; dissemination techniques and methods; broadcasting equipment, camera, and lens operations; light sources; presentation techniques; public speaking; and writing skills.
- c. Drafting and Design (6-12). Industry experience that indicates applied competence in the majority of the following areas: technical drawings, scale drawings, architectural drafting, mechanical drafting, orthographic projection, two- and three-dimensional drawings, manual drafting, and computer aided design.
 - d. Ecology and Natural Resource Management (6-12). Industry experience that indicates applied competence in the majority of the following areas: ecological concepts and scientific principles related to natural resource systems; forest types; forest management components and practices; fire ecology and management; importance and application of GPS/GIS in natural resource management; fish and wildlife ecology; and mineral and energy resources management.
 - e. Electrical Technology (6-12). Industry experience that indicates applied competence in the majority of the following areas: digital and solid-state circuits, DC principles, AC concepts, soldering techniques, circuits, and electrician-associated electronic components and tools. Instructor must hold a current and valid Idaho license or certificate as an electrician.
 - f. Electronics Technology (6-12). Industry experience that indicates applied competence in the majority of the following areas: digital and solid-state circuits; DC principles; AC principles; soldering techniques; circuits; digital electronics; electronic circuits; electronic devices; and electronic digital circuitry simulations and associated electronic components and tools.
 - g. Emergency Medical Technician (EMT) (6-12). Industry experience that indicates applied competence in the majority of the following areas: fundamental knowledge of the emergency management services (EMS) system; medical and legal/ethical issues in the provision of emergency care; EMS systems workforce safety and wellness; documentation; EMS system communication; therapeutic communication; anatomy and physiology; medical terminology; pathophysiology; and lifespan development (per the EMR and EMT sections of the Idaho EMS Education Standards located on the Idaho Department of Health and Welfare website). Instructor must have passed the National Registry exam. Instructor must hold a current and valid Idaho EMS license or certificate and be certified as an EMT instructor through Idaho EMS.
 - h. Firefighting (6-12). Industry experience that indicates applied competence in the majority of the following areas: knowledge of local, state, and federal laws and regulations; firefighting procedures; firefighting tactics; firefighting equipment and vehicles; EMT basic training; first aid and CPR training; and reporting requirements under Idaho criminal code. Instructor must hold a current and valid Idaho license or certificate as an EMT and firefighter.
 - i. Graphic Design (6-12). Industry experience that indicates applied competence in the majority of the following areas: the graphic design industry; elements and principles of design and visual communication; production using industry standard software; branding and corporate identity; ethical and legal issues related to

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 14, 2023

ATTACHMENT 1

- graphic design; portfolio development and evaluation; mathematics for visual communications; communication; editing and proofreading; graphic design in digital media; and applied art.
- j. HVAC Technology (6-12). Industry experience that indicates applied competence in technical subjects and skills related to the HVAC trade as approved by the Idaho HVAC Board and the Idaho State Board for Career Technical Education: installing, altering, repairing, and maintaining HVAC systems and equipment including air conditioners, venting or gas supply systems, ductwork, and boilers. Instructor must hold a current and valid Idaho license or certificate as an HVAC Technician.
 - k. Heavy Equipment/Diesel Technology (6-12). Industry experience that indicates applied competence in the majority of the following areas: knowledge of diesel engine service; preliminary inspection; identification and repair of vehicle components; preventative maintenance; and heavy equipment applications.
 - l. Hospitality Management (6-12). Industry experience that indicates applied competence in the majority of the following areas: business structures; economics; human resources; sales and marketing; finance and budgeting; safety and security; legal and ethical considerations; event planning and management; teamwork; communication skills; lodging operations; and food and beverage operations.
 - m. Hospitality Services (6-12). Industry experience that indicates applied competence in the majority of the following areas: careers in the hospitality and tourism industry; customer service; event planning implementation; procedures applied to safety, security, and environmental issues; practices and skills involved in lodging occupations and travel-related services; and facilities management.
 - n. Industrial Mechanics (6-12). Industry experience that indicates applied competence in the majority of the following areas: industrial mechanics knowledge; shop skills; diagnostic and repair techniques; welding; hydraulic; electronic systems; and maintenance and preventative maintenance.
 - o. Journalism (6-12). Industry experience that indicates applied competence in the majority of the following areas: legal and ethical issues related to journalism and photojournalism, principles and techniques of media design, design formats, journalistic writing, social media and digital citizenship, and media leadership.
 - p. Law Enforcement (6-12). Industry experience that indicates applied competence in the majority of the following areas: knowledge of local, state, and federal laws and regulations; defensive strategies; investigative strategies; search principles and strategies; tactical procedures; vehicle operations; knowledge of weapons and use where appropriate; first aid and CPR training; social and psychological sciences; and identification systems.
 - q. Marketing (6-12). Industry experience that indicates applied competence in the majority of the following areas: economic systems; international marketing and trade; ethics; external factors to business; product/service management; pricing; distribution channels; advertising; sales promotion; public relations; retail management; market research and characteristics; digital marketing; and financing and financial analysis.
 - r. Medical Assisting (6-12). Industry experience that indicates applied competence in the majority of the following areas: human anatomy, physiology and pathology,

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 14, 2023

ATTACHMENT 1

- medical terminology, pharmacology, clinical and diagnostic procedures, medication administration, patient relations, medical law and ethics, scheduling, records management, and health insurance. Instructor must hold a current and valid medical assistant certification as evidenced in the national registry.
- s. Networking Support (6-12). Industry experience that indicates applied competence in the majority of the following areas: PC hardware configuration, fundamental networking technologies, operating systems, basic networking, basic security, and basic network configurations.
 - t. Nursing Assistant (6-12). Industry experience that indicates applied competence in the majority of the following areas: scope of practice; ethics and legal issues; communication and interpersonal relationships; documentation; care practices; infection prevention; human anatomy and physiology; medical terminology; personal care procedures; physiological measurements; nutritional requirements and techniques; procedures and processes related to elimination; quality patient environment; patient mobility; admission, transfer, and discharge procedures; care of residents with complex needs; and safety and emergency. Instructor must hold a current and valid Idaho registered nursing license and be approved as a certified CNA primary instructor through Idaho Department of Health and Welfare.
3. Endorsements O-W
- a. Ornamental Horticulture (6-12). Industry experience that indicates applied competence in the majority of the following areas: safety practices; plant anatomy; plant physiology; plants identification skills; growing media; plant nutrition; integrated pest management; plant propagation; ornamental horticulture crops; business concepts; plant technologies; ornamental design standards; and career opportunities in ornamental horticulture.
 - b. Pharmacy Technician (6-12). Industry experience that indicates applied competence in the majority of the following areas: patient profile establishment and maintenance; insurance claim preparation; third-party insurance provider correspondence; prescription and over-the-counter medications stocking and inventorying; equipment and supplies maintenance and cleaning; and cash register operation. Instructor must be a pharmacist, registered nurse, or pharmacy technician holding a current and valid Idaho license or certification.
 - c. Plant and Soil (6-12). Industry experience that indicates applied competence in the majority of the following areas: plant anatomy and identification; plant processes, growth, and development; soil and water; plant nutrition; integrated pest management; careers and technology; and safety.
 - d. Plumbing Technology (6-12). Industry experience that indicates applied competence in technical subjects and skills related to the plumbing trade as approved by the Idaho Plumbing Board and the Idaho Board for Career Technical Education: repairing, installing, altering, and maintaining plumbing systems and fixtures including interconnecting system pipes and traps, water drainage, water supply systems, and liquid waste/sewer facilities. Instructor must hold a current and valid Idaho license or certificate as a plumber.
 - e. Pre-Engineering Technology (6-12). Industry experience that indicates applied competence in the majority of the following areas: lab safety; impacts of

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 14, 2023

ATTACHMENT 1

- engineering; ethics of engineering; design process; documentation; technical drawing; 3D modeling; material science; power systems; basic energy principles; statistics; and kinematic principles.
- f. Precision Machining (6-12). Industry experience applied the majority of the following areas: precision machining practices; tools used to shape parts for machines; industrial mechanics; shop skills; safety in practice; blueprint reading; and diagnostic and repair techniques.
 - g. Programming and Software Development (6-12). Industry experience that indicates applied competence in the majority of the following areas: basic programming principles; problem solving; programming logic; validation; repetition; programming classes; exceptions, events, and functionality; arrays and structure; design principles; system analysis; and implementation and support.
 - h. Rehabilitation Services (6-12). Industry experience that indicates applied competence in the majority of the following areas: ethical, legal, and professional responsibilities; medical terminology; anatomy and physiology; roles and responsibilities of the rehabilitation team; patient care skills; therapeutic interventions; and common pathologies. Instructor must be a health professional holding a current and valid Idaho license or certificate in his/her field of study.
 - i. Small Engine Repair/Power Sports (6-12). Industry experience that indicates applied competence in the majority of the following areas: small gasoline engine construction and performance; industry-related resources; equipment used to diagnose and troubleshoot issues; repair; entrepreneurship; and customer service.
 - j. Web Design and Development (6-12). Industry experience that indicates applied competence in the majority of the following areas: web page development, web page design and layout, integration of web pages, web planning and organizational standards, and web marketing.
 - k. Work-Based Learning Coordinator (6-12). Educators assigned to coordinate approved work-based experiences must hold this endorsement. Applicants must hold an occupational endorsement on the Degree Based Career Technical Certificate or Occupational Specialist Certificate, and complete coursework in coordination of work-based learning programs.
4. Degree Based Career Technical Certificate Endorsements:
- a. Agricultural Science and Technology (6-12). Thirty (30) semester credit hours to include coursework in methods of teaching agricultural science and technology, agriculture education, agriculture mechanics, agriculture business management, soil science, animal science, plant science, and horticulture.
 - b. Business Technology Education (6-12). Twenty (20) semester credit hours to include coursework in methods of teaching business technology education, accounting, computer and technical applications in business, economics, business communication/writing, finance, marketing, business management, and office procedures. Additional coursework may include entrepreneurship or business law.
 - c. Computer Science (6-12). Successful attainment of an Institutional Recommendation for the Computer Science (6-12) endorsement on a Standard Instructional Certificate, completion of coursework satisfying Section 04.b above, and related industry experience

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 14, 2023

ATTACHMENT 1

- satisfying Section 4.c above.
- d. Engineering (6-12). Successful attainment of an Institutional Recommendation for the Engineering (6-12) endorsement on a Standard Instructional Certificate, completion of coursework satisfying Section 04.b above, and related industry experience satisfying Section 04.c above.
 - e. Family and Consumer Sciences (6-12). Thirty (30) semester credit hours to include coursework in methods of teaching family and consumer sciences; foundations of family and consumer sciences; consumer economics and family resources; child/human development; early childhood laboratory or practicum teaching experience; family and interpersonal relationships; food safety; the science of food preparation or culinary arts; lifespan nutrition and wellness; living environments and interior design; and apparel and textiles. Additional coursework may include hospitality and tourism, and entrepreneurship.
 - f. Marketing Technology Education (6-12). Twenty (20) semester credit hours to include coursework in methods of teaching marketing technology education, marketing, business management, economics, merchandising/retailing, finance, and accounting. Additional coursework may include entrepreneurship.
 - g. Technology Education (6-12). Twenty (20) semester credit hours to include coursework in methods of teaching technology education; communication technology; computer applications; construction technology; electronics technology; manufacturing technology; power, energy, and transportation; principles of engineering design; and other relevant emerging technologies.
5. The following career technical education endorsements awarded prior to July 1, 2020 shall be grandfathered and shall not be awarded after July 1, 2020:
- a. Agricultural Business Management (6-12)
 - b. Agricultural Power Machinery (6-12)
 - c. Agricultural Production (6-12)
 - d. Animal Health and Veterinary Science (6-12)
 - e. Aquaculture (6-12)
 - f. Business Management/Finance (6-12)
 - g. Child Development Care and Guidance (6-12)
 - h. Culinary Arts (6-12)
 - i. Dietitian (6-12)
 - j. Farm and Ranch Management (6-12)
 - k. Fashion and Interiors (6-12)
 - l. Food Service (6-12)
 - m. Forestry (6-12)
 - n. Horticulture (6-12)
 - o. Information/Communication Technology (6-12)
 - p. Microcomputer Applications (6-12)
 - q. Natural Resource Management (6-12)
 - r. Networking and Computer Support (6-12)
 - s. Orientation to Health Professions (6-12)
 - t. Programming and Web Design (6-12)

6. The review and approval of professional development courses subject to the provisions of Section 33-1614, Idaho Code, will be evaluated and approved by the Division.

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: VII. DIVISION OF CAREER TECHNICAL EDUCATION

**Subsection: D. Miscellaneous Grant Program Standards and Requirements
August 2023**

1. Section 33-1629, Idaho Code, establishes the Idaho Agricultural Education Quality Program Standards Incentive Grants and Agricultural Education Program Start-Up Grants. These grants shall be administered based on the provisions of Section 33-1629, Idaho Code, and IDAPA 55.01.04.
 - a. The Idaho Agricultural Education Quality Program Standards shall be used to evaluate the quality of Agricultural, Food and Natural Resource education programs. The Idaho Agricultural Education Quality Program Standards as approved August 14, 2014, are adopted and incorporated by reference into this policy. The standards may be found on the Division of Career Technical Education website at <http://cte.idaho.gov>.

2. Industry Partner Fund

Section 33-2213, Idaho Code, establishes the Industry Partner Fund. In an effort to increase the capacity of each of Idaho's six public technical colleges to work with regional industry partners to provide a "rapid response to gaps in skills and abilities," Idaho has established the Industry Partner Fund. The purpose of the fund is to provide funds that give the technical colleges the flexibility to work with Idaho employers to provide "timely access to relevant college credit and non-credit training and support projects."

a. Industry Partner Fund Definitions:

- i. Technical College Leadership Council (TCLC) means the career technical education deans of Idaho's six public technical colleges
- ii. Wage threshold means evidence that training will lead to jobs that provide living wages appropriate to the local labor market or local standard of living.
- iii. Regional means the six defined career technical service regions pursuant to Board Policy III.Z.
- iv. Support project means supplemental items, activities, or components that may enhance program outcomes (such as job analysis, placement services, data collection and follow up, workplace readiness skills training, etc.)
- v. Regional industry partners means employers that operate in Idaho and/or serve as a talent pipeline for Idaho students and employees.
- vi. Impact potential means the extent to which the training or project will increase regional capacity to meet talent pipeline needs. May include number of students or employees affected, associated wages, and long-term regional improvement or sustainability. May also include the timeframe for implementation.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 14, 2023

ATTACHMENT 1

- vii. Demonstrated commitment means the promissory financial commitment made by the partner employer that includes cash or in-kind contribution to the project.

b. Roles and Responsibilities

The Administrator and TCLC are jointly responsible for reviewing and administering the application process for accessing Industry Partner Fund monies.

The TCLC, in accordance with the deadlines outlined in the following section, shall conduct the preliminary review of all proposals to ensure they meet the eligibility requirements and align with legislative intent. Each institution shall have one vote on the TCLC throughout the recommendation process. Deans shall not vote on proposals from their institution. The TCLC shall make recommendations to the division administrator to approve, deny, or modify submitted proposals.

The Administrator shall review all eligible proposals and make the final determination on the award of those proposals.

The Division shall be responsible for management and distribution of all moneys associated with the fund.

c. Submission and Review Process

Proposals will be accepted quarterly, on a schedule set by the Division. The TCLC shall provide the Administrator with recommendations on which proposals to award within 14 calendar days of the closing date of the application period. Pursuant to language outlined in Section 33-2213, Idaho Code, the TCLC and the Administrator will notify the technical college within 30 days of submission of their proposal as to whether their proposal was approved.

Submitted proposals must contain all required supporting documentation, as outlined by the Administrator, the TCLC, and as specified in the application.

Proposals must be signed by the College Dean, Financial Vice President/Chief Fiscal Officer, Provost/Vice President for Instruction, and institution President.

Proposals must outline how the institution and industry partner(s) are unable to meet industry need with existing resources.

d. Eligibility Criteria

Each proposal will be reviewed and evaluated according to the following criteria:

- i. The extent to which the proposal meets regional demand
- ii. Relevant labor market information, which must include, but is not limited to, Idaho Short Term Projections (Idaho Department of Labor)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 14, 2023

ATTACHMENT 1

- iii. Wage thresholds – low wage program starts should be accompanied with appropriate justification including regional economic demand.
- iv. Impact potential
- v. Degree of employer commitment
- vi. The extent to which the proposal aligns with and/or supports career technical education programs and relevant workforce training
- vii. the anticipated administrative costs
- viii. any special populations that may benefit from the proposed education or training
- ix. sustainability of the program

Preference will be given to proposals that include:

- i. Multiple employers
- ii. Higher number of impacted workers
- iii. Demonstrated commitment (highest consideration will be given to proposals with a matching component)

Each college may submit more than one proposal per quarter. In the event a qualified proposal isn't selected in the quarter in which it was submitted, the proposal may be resubmitted the following quarter. Resubmission of an eligible proposal is not a guarantee of future awards.

e. Distribution and Use of Funds

The Administrator, in awarding funds, shall ensure that funds are available each quarter. As such, the Administrator may adjust or reduce the award amount to an accepted proposal. These adjustments or reductions shall be made in consultation with the TCLC and the technical college impacted and will ensure the original intent of the proposal can still be met.

Funds will be distributed on a one-time basis; renewal proposals may be submitted, based on the nature of the project or training.

Industry Partner Fund moneys may be used for:

- i. Facility improvement/expansion
- ii. Facility leasing
- iii. Curriculum development
- iv. Salaries and benefits (if the training program needs are anticipated to go beyond the initial award, the college must provide additional details on long-term sustainability of the position filled through the fund)
- v. Staff development
- vi. Operating expenses
- vii. Equipment and supplies
- viii. Travel related to the project
- ix. Approved administrative costs, as outlined in the application

Funds may not be used for:

- i. Real property
 - ii. indirect costs
 - iii. the cost of transcribing credits
 - iv. tuition and fees
 - v. materials and equipment normally owned by a student or employee for use in the program or training
- f. Performance Measures and Reporting Requirements
- In accordance with the approved proposal, colleges shall provide a quarterly update and closeout report on elements such as:
- i. Number of affected workers
 - ii. Number of enrolled or participating students
 - iii. Placement rate of training completers
 - iv. Average wages and any wage differential
 - v. Industry match
 - vi. If practicable, Idaho public college credits, certificates, certifications, qualifications or micro certifications of value toward postsecondary certificates or degrees.
 - vii. Funds obligated and expended. Any funds not obligated within 18 months of the initial award shall revert back to the fund.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 14, 2023

DIVISION OF CAREER TECHNICAL EDUCATION

SUBJECT

InSpIRE Ready! – Career Technical Educator Preparation Program

REFERENCE

February 16, 2023 Board received annual update from the Division of Career Technical Education, including expanded InSpIRE Ready! program participation.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section IV.E.
Idaho Code §§ 33-1203, 33-2203, and 33-2205
Idaho Administrative code, IDAPA 08.02.03 – Section 015.04, Career Technical Certification Requirements

BACKGROUND/DISCUSSION

Pursuant to Idaho Code § 33-2205, the Board must authorize the issuance of career technical education teaching certificates to individuals who teach in career-related subject areas based on a sliding scale that takes into consideration the amount of professional experience and education in a related field the individual wishes to teach in or holds an approved industry certification in a loosely related field. Additionally, IDAPA 08.02.02.015 establishes a standard degree-based career technical certificate pathway and industry-based occupation specialist certificate pathways. The occupational specialist certificate pathways include a limited occupational specialist certificate, standard occupational specialist certificate and advanced occupational specialist certificate and the requirements for progressing from the three year, non-renewable, limited occupational specialist to the five-year renewable standards and advanced occupational specialists' certificates. These requirements align with the requirements established in Idaho Code § 33-2205.

The InSpIRE Ready! program was developed to provide the training, support, and mentoring needed for individuals coming from an industry background and new to teaching to successfully complete the limited occupational specialist certification requirements and move on to a standard certification as well as become highly effective, world-class, instructors. The program is based on a cohort model that allows for individuals to build a network of teachers to support and be supported throughout their teaching careers while at the same time allowing individuals to move through the program at their own pace. The program was developed and offered by the Division, and there is no tuition associated with it.

Each year the InSpIRE Ready! cohort training year begins with variations on the First Camp. Secondary teachers who chose the InSpIRE Ready! route complete six semester courses on topics such as classroom management and student

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 14, 2023

engagement over the course of three years. They also benefit from having a career technical education (CTE) mentor who helps them transition from industry to the classroom and provides instruction and resources to be a successful CTE teacher. The InSpIRE Ready! program has over 300 secondary CTE teachers currently participating. New postsecondary CTE teachers may also participate in the InSpIRE Ready! program. Postsecondary instructors complete prescribed postsecondary teaching courses and work with a CTE mentor.

The InSpIRE Ready program allows the cohorts of participants to:

- Network and grow with other limited occupational specialists in Idaho and in their regions.
- Receive timely, ongoing support to help them be successful as they enter the teaching profession from industry.
- Hone their teaching methods and approaches to help them and their students be increasingly successful in their content area of expertise.
- Immerse themselves in understanding career technical education in Idaho.

IMPACT

As the Board takes a deeper look at the various Board approved educator preparation programs, the Division was asked to provide an update on the educator preparation program for career technical education instructors.

ATTACHMENTS

Attachment 1 – InSpIRE Ready! Presentation

BOARD ACTION

This item is for informational purposes only.

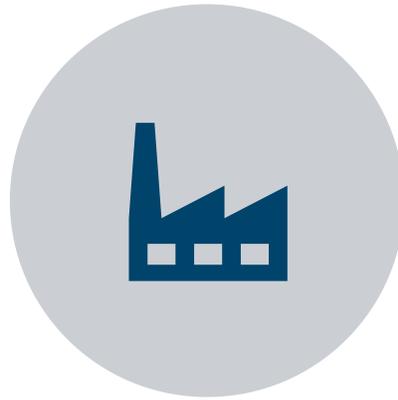
InSPiRE Ready!

Clay Long, Ph.D. | State Administrator

Routes to Certification



College/University Educator
Preparation Program



Occupational Specialist

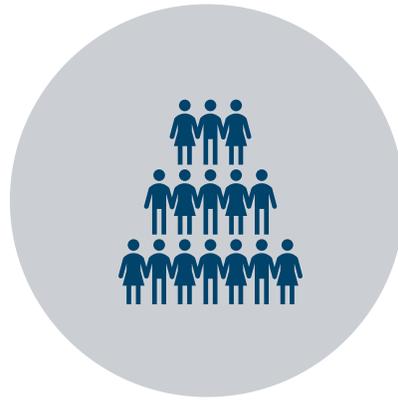


Alternative Authorizations

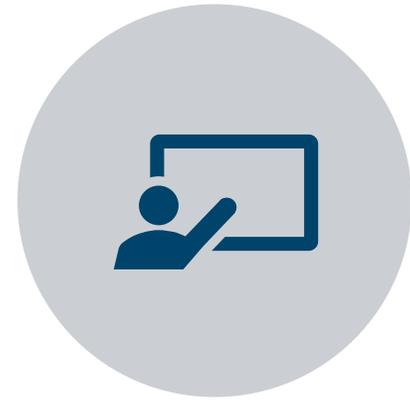
Recruiting Trends in Idaho



Retirees who want to give back

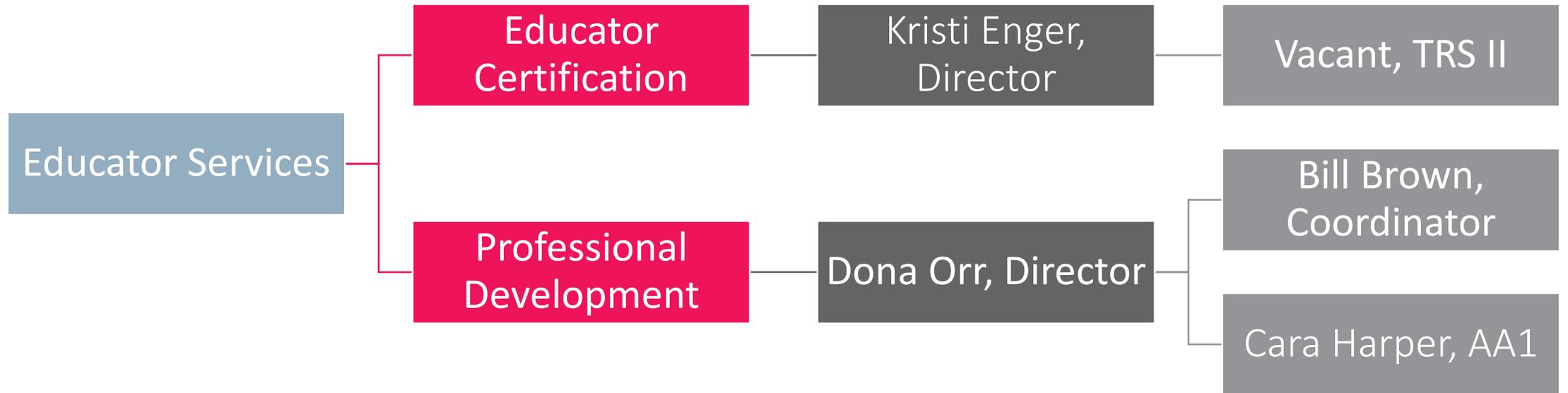


Early-in-career workers disillusioned with work environment



Trade workers seeking to teach as they age

Educator Services



Professional Development Programs

Prepare new teachers for their first years in the classroom



Complete after receiving LOS certificate



Support new teachers completing LOS requirements



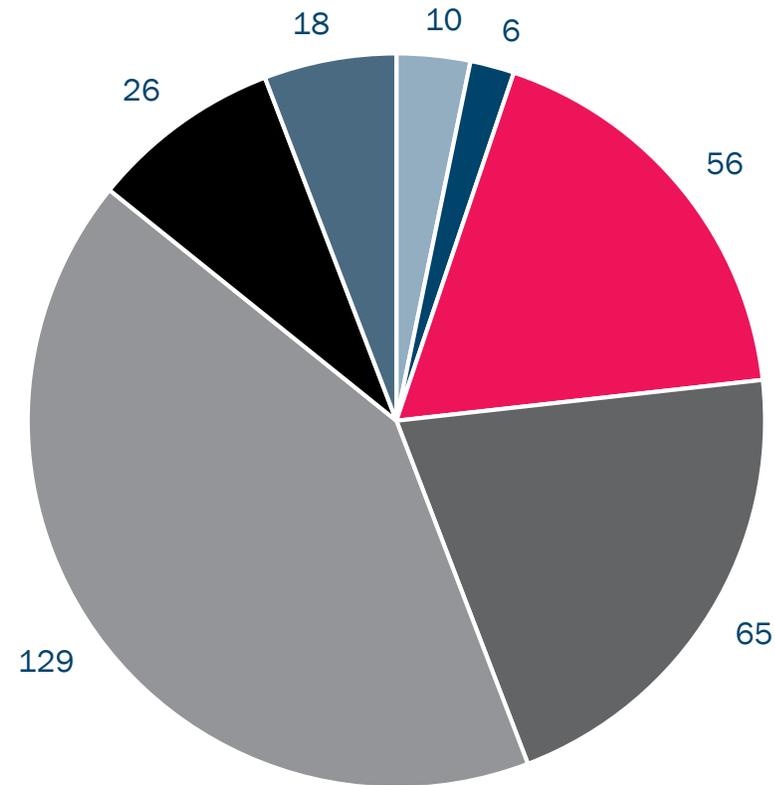
Network with regional educators and institutions



Develop district/state leaders



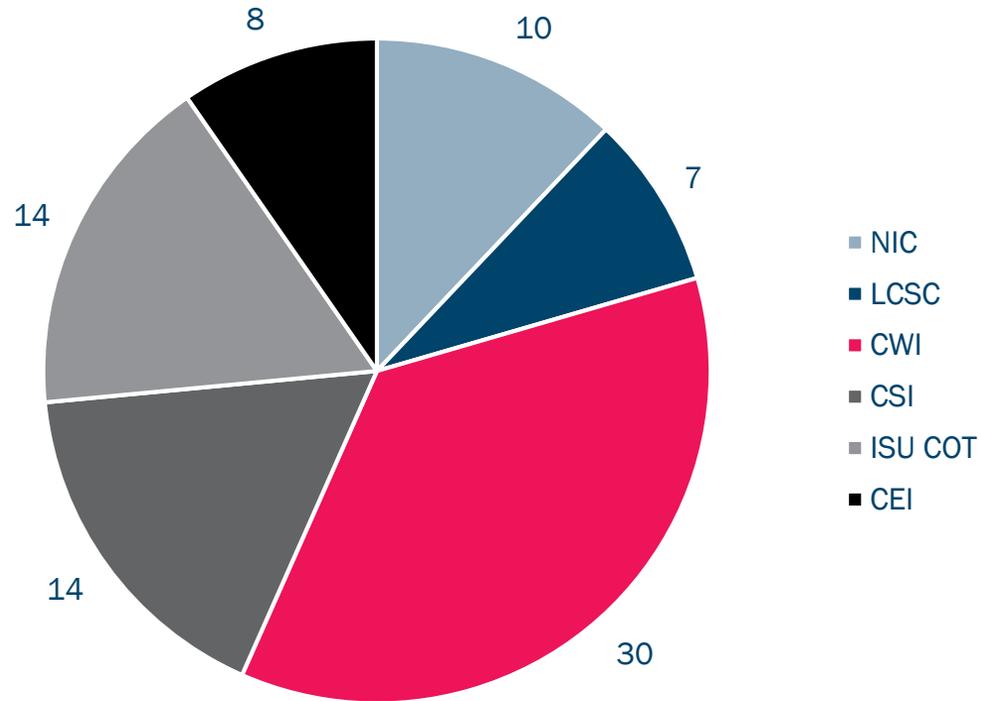
New Teacher Training Stats



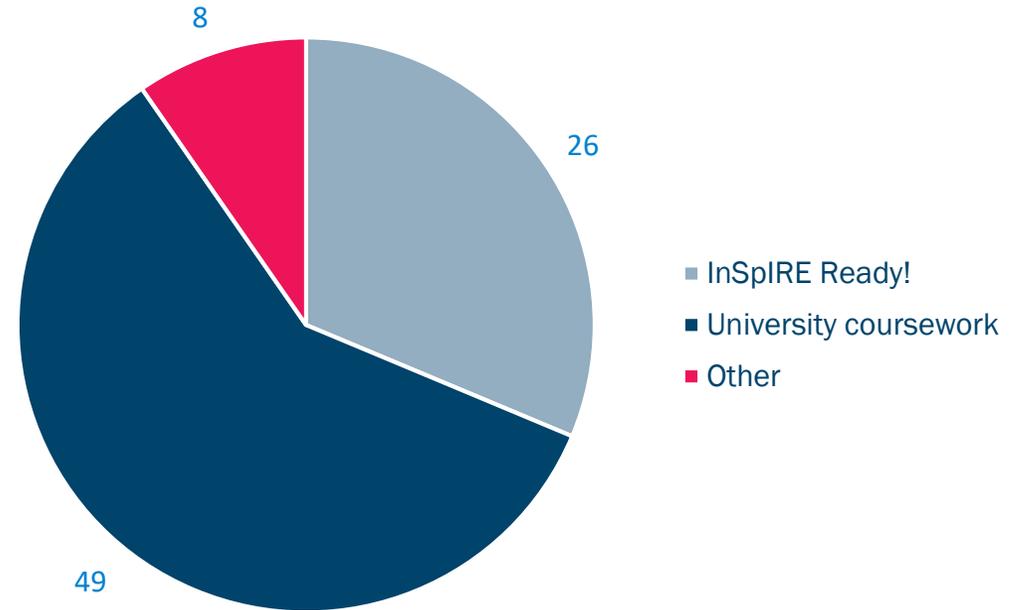
- Inactive
- Alternative Authorization certificate
- Certification expires in 2023
- Certification expires in 2024
- Certification expires in 2025
- Certification expires in 2026
- Other, special, or unknown

Postsecondary

Institution

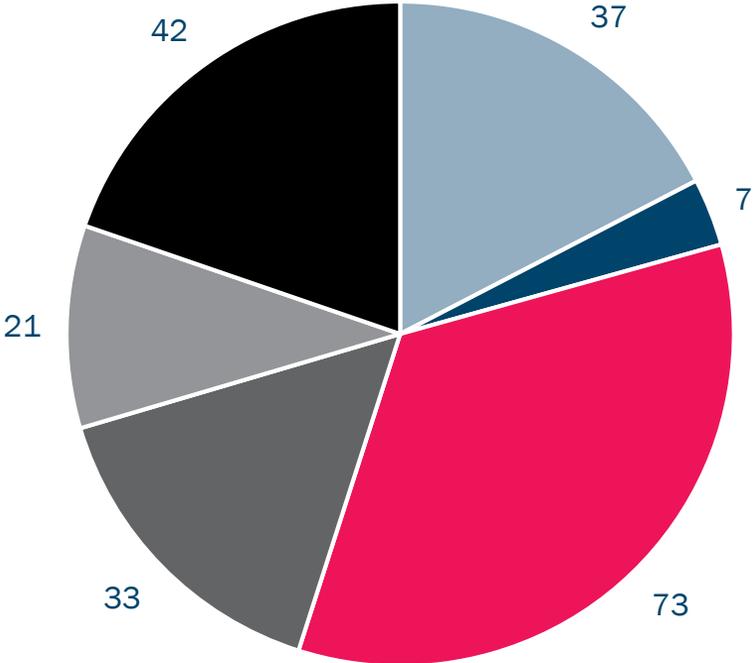


Training Route



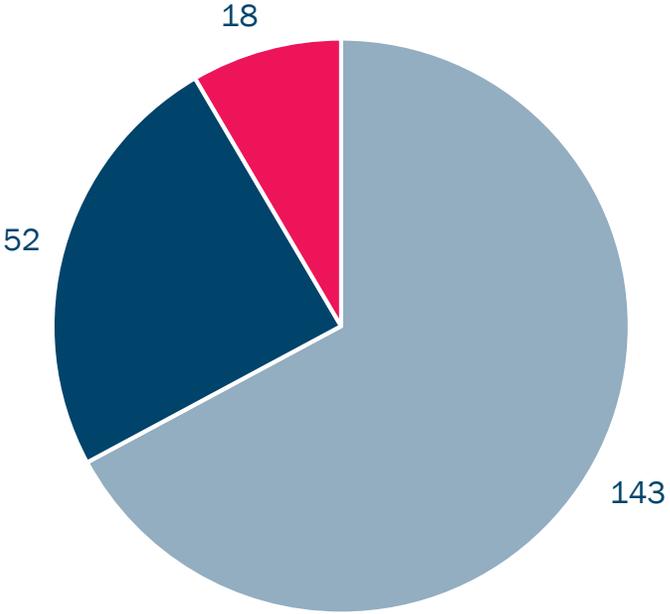
Secondary

Region

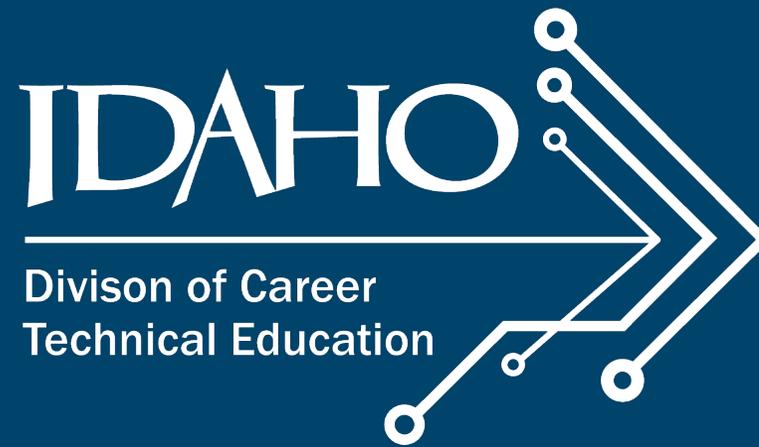


- 1
- 2
- 3
- 4
- 5
- 6

Training Route



- InSpIRE Ready!
- University coursework
- Other



Questions?

Speaker Name

Email | Phone | Website

PLANNING, POLICY, AND GOVERNMENT AFFAIRS
JUNE 14, 2023

SUBJECT

Idaho Math Transitions Update

REFERENCE

September 2017	Board adopted the Governor’s Higher Education Task Force recommendations, which includes Complete College America ‘Game Changer’ strategies, including the Math Pathways strategy.
December 2017	Board reviewed implementation of Complete College America “Game Changer” strategies and the effectiveness of initiatives supported by CCI funding, including the Math Pathways strategy.
August 2018	Board provided with overview regarding Idaho’s selection as a Momentum Pathways state by Complete College America.
October 2021	Board provided update on the work, which was named the Idaho Math Transitions Network.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code § 33-1627
Idaho Administrative Code, IDAPA 08.02.03 105 Graduation Requirements (mathematics)

BACKGROUND/DISCUSSION

The Idaho Math Transitions work has been ongoing work in Idaho for several years. It is a collaborative effort between institutions of higher education, the Office of the State Board of Education, the State Department of Education and the Division of Career and Technical Education. The work is focused on creating mathematics course sequences that create an effective transition from high school to college based on students’ chosen career interests and post-high school plans. It is also focused on modernizing high school math content to meet the needs of current Idaho industries. This agenda item will review the work completed since the October 2021 update and engage the Board in discussions for the proposed goals for moving forward.

IMPACT

This agenda item will engage the Board in conversations about high school mathematics and provide them an opportunity to give guidance for future work

ATTACHMENTS

Attachment 1 – Idaho Math Transitions 2022/2023 Update
Attachment 2 – Draft 9-12 Course Planning Guide

PLANNING, POLICY, AND GOVERNMENT AFFAIRS
JUNE 14, 2023

STAFF COMMENTS AND RECOMMENDATIONS

Not Applicable.

BOARD ACTION

This item is for informational purposes only.

2022/23 UPDATE IDAHO MATH TRANSITIONS

To: Linda Clark, President, Idaho State Board of Education

Debbie Critchfield, Superintendent of Public Instruction

Cc: Matt Freeman, Executive Director, Office of the State Board of Education

Ryan Cantrell, Deputy Superintendent, State Department of Education

Clay Long, State Administrator Division of Career Technical Education

From: Idaho Math Transitions Steering Committee

Committee Facilitators:

Cathy Beals, Ed. D., Mathematics Coordinator, State Department of Education

Heidi Estrem, Ph. D. Associate Academic Officer, Office of the State Board of Education

Higher Education Representatives:

Ann Abbott, Ph. D., Senior Instructor, University of Idaho

Susan Adeylotte, M.S., Associate Professor, College of Western Idaho

Dr. Joe Champion, Ph. D., Associate Professor, Boise State University

Ron Cresswell, Ed. D., Chair Mathematics Department, College of Southern Idaho

Randa Kress, Senior Instructor Math, Idaho State University

Kacey Diemert, Ph. D., Associate Professor, Lewis-Clark State College

K-12 Representatives:

Chet Andes, Assistant Director, Idaho Division of Career Technical Education

Casey McLaughlin, Assistant Superintendent, Lake Pend Oreille School District Region 1

Lanna Proctor, Teacher, Deary High School, Region 2

Jerod Morehouse, Teacher, Timberline High School, Region 3

L.T. Erickson, Curriculum Director, Twin Falls School District, Region 4

Jennie McClain, Teacher, Malad High School, Region 5

Levi Jaynes, District Math Coordinator and High School Principal, Jefferson School District, Region 6

What is the Idaho Math Transitions Project?

The Idaho Mathematics Transitions (IMT) project began at a convening of the Conference Board of Mathematical Sciences in Reston, VA in May 2019, with the purpose of addressing issues and engaging

the necessary parties in creating solutions to modernize high school mathematics education. Across the nation, high school mathematics courses focus on a calculus-based curriculum, which does not presently align to the use of mathematics in Idaho colleges and careers. Modernizing the high school mathematics curriculum will involve aligning high school math course pathways to college mathematics programs and the use of mathematics in Idaho industries. The Idaho Math Transitions project is working toward providing high school juniors and seniors choices for and success in math courses aligned to a wide range of career paths.

This work was originally called the Math Transitions Network and was supported through a grant to the State Board of Education from the Dana Center at the University of Texas, Austin. Since 2019, the work has evolved to be fully sustainable as a K-12 project led by the State Department of Education, advised by a steering committee comprised of K-12, higher education, and career technical education professionals. This project complements the Math Pathways work being conducted by Idaho's public colleges and universities¹. The Idaho Math Transitions Steering Committee includes postsecondary math faculty from each institution of higher education in Idaho, high school mathematics teacher-leaders and administrators from each Region, and staff from the State Department of Education, the Division of Career and Technical Education, and the Office of the State Board of Education. The overarching goals of the IMT project include:

- Redefining local criteria constituting success in high school and college mathematics.
- Identifying strategies for the effective delivery of transitional math instruction in high school and college in order to provide multiple pathways for students to achieve success in mathematics.
- Increasing the success of transitional mathematics through facilitation of communication among academic and non-academic stakeholders.
- Improving content, assessment, and instruction so as to better serve students and increase their success in high school and college mathematics.
- Appropriately aligning high school and college mathematics courses and expectations based on the academic and career pathways of students to enable success throughout their postsecondary career and beyond.

Focus Statement

As a result of extensive collaboration and input from many stakeholders, the purpose statement for this project was revised to capitalize on Idaho's Advanced Opportunity program.

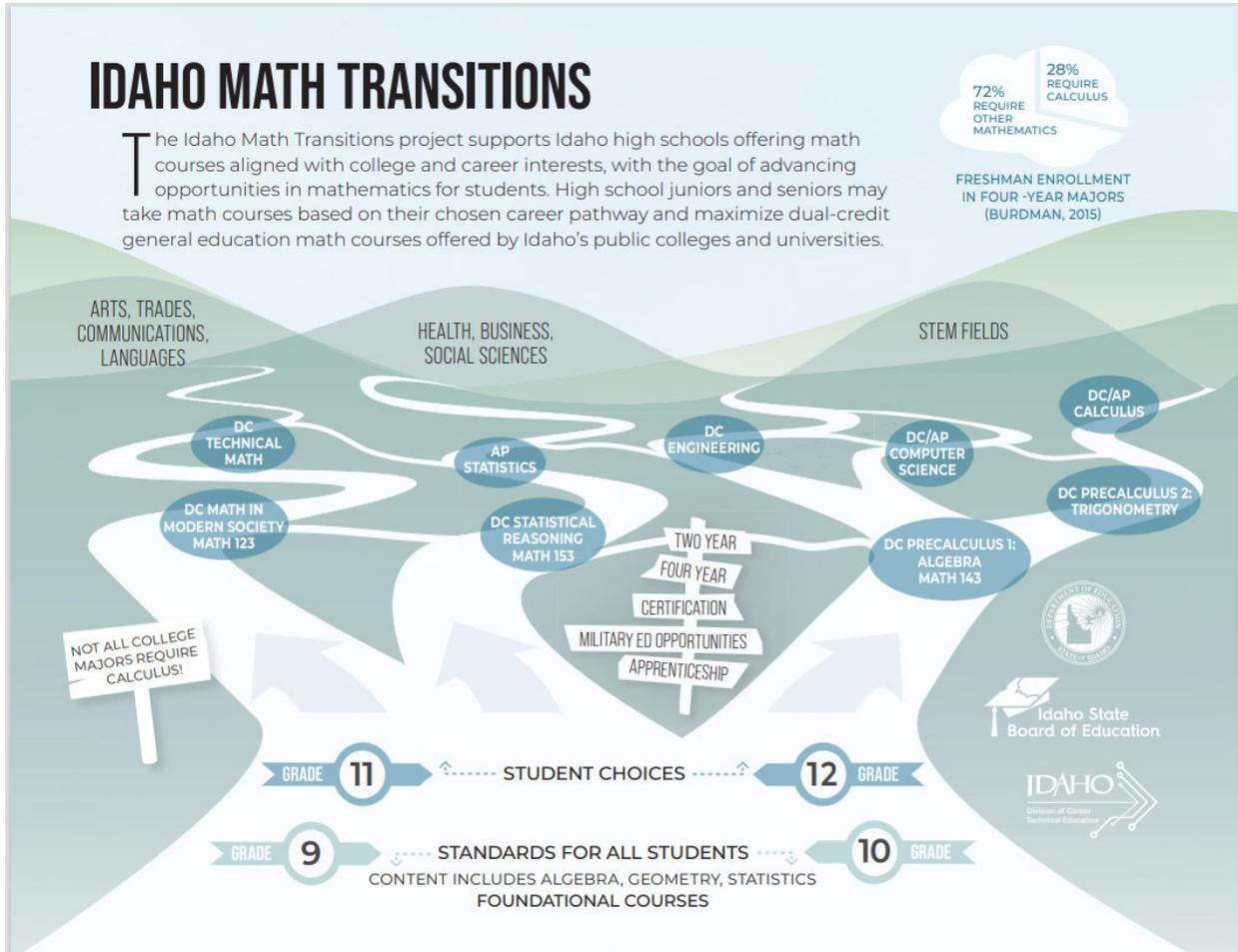
Revised Purpose Statement

The Idaho Math Transitions project supports Idaho high schools offering math courses aligned with college and career interests, with the goal of advancing opportunities in mathematics for all students. High school juniors and seniors may take math courses based on their chosen career pathway and maximize dual-credit general education math courses offered by Idaho's public colleges and universities.

¹ The postsecondary Math Pathways collaboration facilitates the development of foundational college math courses that are more appropriate for the majority of students whose degree programs do not require calculus.

Additionally, the steering committee published a project graphic that summarizes the vision for Idaho high school mathematics programs supported by this project. The graphic is shown in Figure 1 and posted at <https://www.sde.idaho.gov/academic/math>.

Figure 1: Idaho Math Transitions Messaging Graphic



Report on FY2022 Planned Action Steps

This section reports progress on each of the planned action steps for FY2022.

1) Offer two, one-credit professional development courses for high school math educators and leaders in follow up to the Catalyzing Change in High School Mathematics course.

The SDE offered two workshops for high school educators which included information on exemplary course sequences. The courses focused on differentiation strategies for Algebra 1 and how to integrate data science into high school mathematics courses. Fifty high school educators attended these workshops.

In 2023, the SDE offered two additional workshops in this series, which they are calling Catalyzing Change in Idaho High School Mathematics. They offered a hybrid class called Mathematics Modeling and

Modeling Mathematics, which 55 educators are attending and re-offered the Catalyzing Change in Idaho High School Mathematics Virtual Book Study, which 24 educators are attending.

2) Host regional math networking dinners.

Members of the steering committee networked with stakeholders at the 2022 STEM Ecosystem Convening in April in Lewiston, the 2023 STEM Ecosystem Convening in April in Pocatello and the ICTM/ISTA Soaring with Stem Conference in Pocatello in August. The SDE Mathematics Coordinator and the OSBE College and Career Coordinator presented at the Idaho College and Career Summit in October. The SDE and Regional Math Specialists are planning regional workshops and networking opportunities for high school mathematics educators and leaders for Fall 2023. Additionally, the SDE Mathematics Coordinator has visited high schools in different regions and has had informal networking opportunities with Work Force Development Council and Micron Technology.

3) Create communication assets

The steering committee created the messaging graphic shown in Figure 1, and plan to develop several supporting documents that will help high school counselors communicate with students and parents about choosing math courses that align to a student's post high school plans. The slide deck being prepared for the Spring 2023 Regional Workshops will be available for districts to use for messaging to their stakeholders. The SDE Mathematics Coordinator and Regional Math Specialists worked with high school educators and mathematics professors on the steering committee create a DRAFT document that will assist high schools in assigning standards to courses for high school mathematics aligned to the vision of the Idaho Math Transitions project.

4) Request additional funding

During the 2023 Legislative session, funding was approved that will add one regional mathematics specialist to each Regional Math Center (RMC), housed at Idaho's four year institutions and supported by the State Department of Education. These additional staff will allow the RMC to provide a greater level of intensive support for high schools in the regions they each support. Regional Math Specialists working on the Idaho Math Transitions project work collaboratively with the SDE Mathematics Coordinator to ensure consistent statewide messaging and co-create resources.

5) Create a guidance document and a crosswalk that shows how the Idaho Mathematics Content Standards align to Career and Technical Education (CTE) Standards in different career clusters.

This work was not completed in FY22 or FY23. The focus was on the guidance document for aligning the standards to college courses. The SDE Mathematics Coordinator will collaborate with CTE Program Managers to create crosswalks to CTE standards in FY24.

6) Finish SDE guidance document on high school mathematics.

This document is in draft form and will be completed and posted on the SDE Mathematics webpage after receiving input from the State Board of Education and other stakeholders.

7) Create a consistent statewide system of placement into college mathematics courses based on current evidence-based practices.

The steering committee established a subgroup for this work, gathered data on current processes, and had preliminary conversations about this project. The subgroup identified factors from high schools that would help college faculty, math program directors and/or advisors to support students in making a successful transition to college level mathematics. These factors are:

- *Math GPA*
- *Math courses taken in HS*
- *ISAT Math Score*
- *ACT or SAT Math Score*
- *Math Badges earned*
- *Common Placement Test Score*
- *Teacher Recommendation Score*
- *Career interests*
- *Major*
- *Desired school*
- *Enrolled school*
- *Teacher comments*
- *Math Identity Score*

Project leaders met with the Next Steps team at the Office of the State Board of Education. Next Steps staff has offered to assist in meeting with key personnel to discuss the best way to capture the desired data from different state systems and determine how it can be available for college math professors and advisors. This work will continue over the next year. This is an area that will need multiple stakeholder conversations. Postsecondary math coordinators/program leads either have implemented new approaches to math placement or are actively experimenting with other approaches. There is interest among math program coordinators in ensuring that they share somewhat similar approaches to placement, and so coordination will be important. Additionally, the postsecondary institutions serve out-of-state and international students, and their placement processes need to be reasonably equitable for all students.

Next Steps for FY24

1. Plan content for a series of six professional development courses that can be offered on an ongoing, rotating basis for high school mathematics educators. Planning for a three-year cycle will allow the SDE to budget resources and focus the work of the regional math specialists on a few classes a year
2. Present at 2023 IASA conference
3. Host Regional Workshops for High School Teams to educate them about exemplary course sequences for a modern world and research-based mathematics instruction.
4. Complete crosswalks that show how Career and Technical Education Standards align to the Idaho Content Standards for Mathematics.
5. Organize high school course taking pattern data into an infographic and engage stakeholders in discussions about that data.

6. Continue discussions with college faculty, math program directors and/or advisors to communicate math placement processes to high schools.
7. Consider conducting a math identity survey to determine the perceptions of Idaho high school students about mathematics.
8. Plan a campaign to highlight how mathematics is used in Idaho industries and encourage students to experience a broad range of mathematics and related courses in four years of high school.
9. Support high schools in developing courses aligned to the Idaho Math Transitions vision of high school mathematics opportunities.
10. Support high schools in providing high-quality mathematics instruction.
11. Support high school in the selection of high-quality instructional materials.
12. Explore the use of math badges as a mechanism for students to show mastery of high school mathematics standards by integrating contexts from Career and Technical Education courses into mathematics instruction.

IDAHO CONTENT STANDARDS FOR MATHEMATICS

9 - 12 Course Planning Guide



Idaho State Department of Education
Content and Curriculum | Mathematics

650 W STATE STREET, 2ND FLOOR
BOISE, IDAHO 83702
208 332 6800 OFFICE
WWW.SDE.IDAHO.GOV

CREATED 1/2023

Table of Contents

Introduction -	3
Recommendations For Districts.....	4
Foundational Standards: Grades 9 & 10.....	6
Number and Quantity (N)	6
Algebra (A).....	7
Functions (F).....	10
Geometry (G).....	13
Statistics and Probability (S).....	17
Advanced Standards by Career Pathway.....	19
Number and Quantity (N)	19
Algebra (A).....	20
Functions (F).....	22
Geometry (G).....	23
Statistics and Probability (S).....	25
College Standards	26
Number and Quantity (N)	26
Algebra (A).....	29
Functions (F).....	30
Geometry (G).....	37
Statistics and Probability (S).....	38

INTRODUCTION -

The 2022 Idaho Content Standards for Mathematics support a progression of increasing knowledge and skills. For grades nine through twelve, content is organized into five conceptual categories:

- Number and Quantity (N)
- Algebra (A)
- Functions (F)
- Geometry (G)
- Statistics and Probability (S)

While the standards document clearly articulates rigorous standards for high school mathematics, it does not provide guidance for districts to assign standards to grade levels or courses. Because Idaho is a local control state, assigning standards to courses at the high school level is a local district responsibility.

This document was created as a resource for districts to assist them in assigning standards to high school mathematics courses. These recommendations are based on a vision for high school mathematics programs articulated by the Idaho Math Transitions Steering Committee, shown in Figure 1. This committee is comprised of a mathematics professor from each public college and university as well as a K-12 teacher or leader for each of Idaho's six geographical regions. The steering committee worked with Regional Math Specialists from Idaho's Regional Math Centers to organize the Idaho Content Standards for Mathematics into recommended grade bands. The standards were compared to the content taught in the three general education mathematics courses that all of Idaho's public colleges and universities offer. These courses are:

Math in the Modern Society

Precalculus I: Algebra

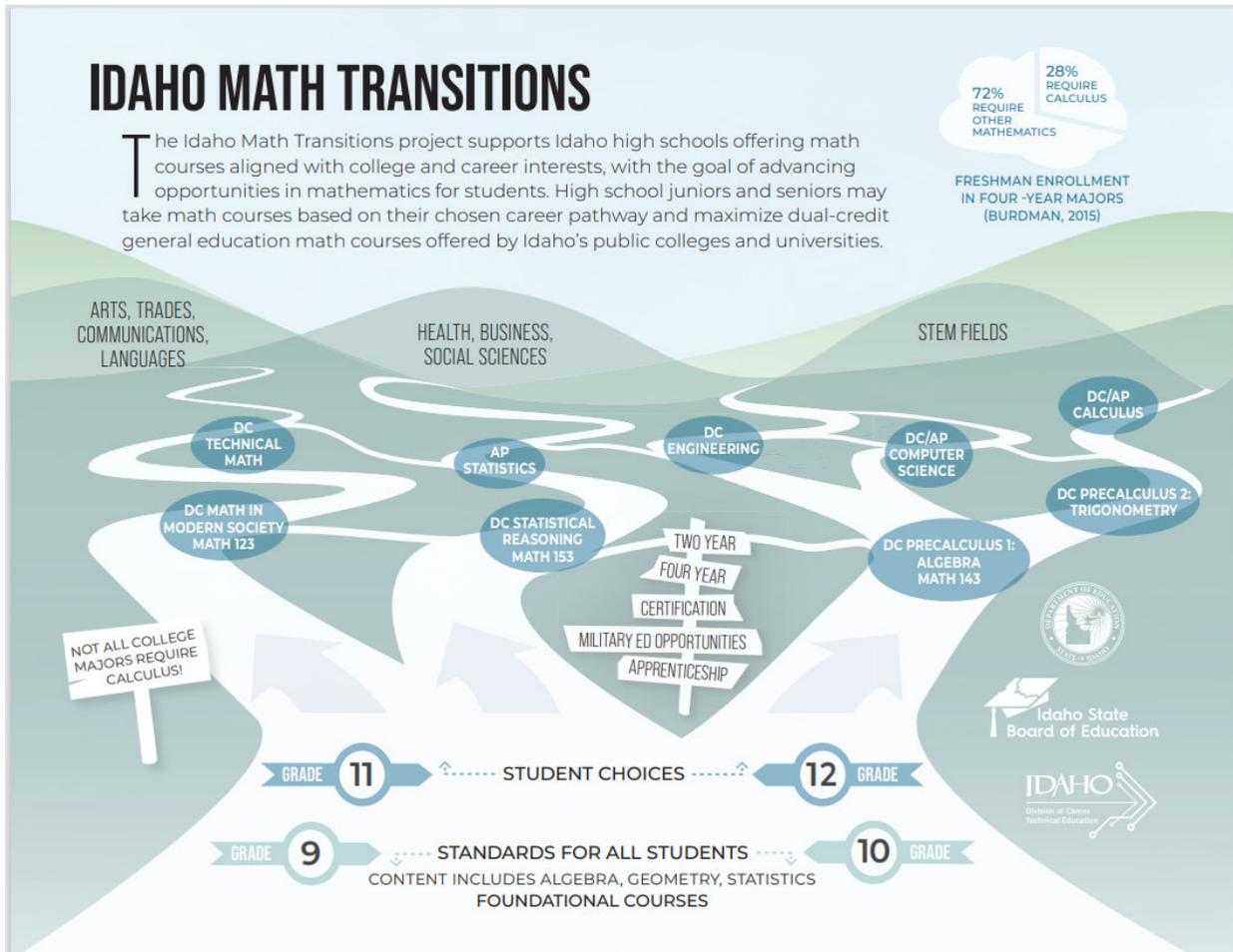
Statistical Reasoning

These three general education courses are required for different career pathways at Idaho's public colleges and universities. By aligning high school mathematics content standards to the content taught in courses that can be taken for dual credit through Idaho's Advanced Opportunities program, we hope to ensure a successful transition in mathematics from high school to college for all Idaho high school graduates.

The standards are organized into three types of standards:

- **Foundational Standards** are mathematics standards that all high school graduates need to master in order to be successful in both college and careers.
- **Advanced Standards** are standards that are considered pre-requisite standards needed for one or more of the three college pathways.
- **College Standards** are taught at the college level through dual-credit courses or in more advanced college mathematics courses.

Figure 1: Idaho Math Transitions Graphic



RECOMMENDATIONS FOR DISTRICTS

The Idaho Math Transitions Steering Committee provides recommendations for Idaho high schools to create a successful transition in mathematics from high school to college. These recommendations are based on research on college success in mathematics (see references section), and data on retention and failure rates of mathematics courses typically taken by freshman at Idaho's colleges and universities.

Recommendations for Idaho high school mathematics programs:

- Strongly encourage all students to complete four years of mathematics courses in high school. Students who complete four years of mathematics in high school are more successful in college mathematics courses than students who do not have four years of mathematics (Zelkowski, 2011). Math courses taken in high school have a significant

effect on whether a student goes to college by age 21 (Aughinbaugh, 2012; Jia, 2021). Advanced high school mathematics courses that include statistics and applied mathematics can engage students in a broad understanding of mathematical sciences used in modern industries (Son & Stigler, 2023)

- Students desiring to continue on to college in a Science, Technology, Engineering or Mathematics (STEM) related major should have four years of mathematics courses in high school, including Calculus when possible. Studies show that the most successful college freshman in Calculus courses have taken Calculus both as a high school senior and as a college freshman (Bressoud, 2016). Students who take Calculus in high school who are majoring in a STEM field may be asked to take Calculus again at the college level depending on their placement data. Students can also take Calculus for the first time in college and be very successful as a STEM major. Calculus completion in high school is not a prerequisite for college admission as a STEM major.
- Students pursuing a non-STEM related major may not need Calculus for their chosen degree. Students can broaden their mathematical understanding through other mathematics courses such as Algebra 2 and Algebra 2 equivalent courses including trigonometry, statistics, data science, computer science, engineering, business math, quantitative reasoning and applied math. Being confident and successful in mathematics, seeing mathematics as relevant, and having a strong foundation in problem solving may be more important than taking Calculus before graduating from high school.
- Align junior and senior year courses to general education mathematics courses offered at all of Idaho’s public colleges and universities and in many Idaho high schools as dual credit courses. Consider creating access to these general education mathematics courses for high school students by working with [Idaho Digital Learning Alliance](#) (IDLA) or local colleges and universities. Juniors and seniors can take any of these courses and complete their college general education math course prior to their freshman year of college with Idaho’s [Advanced Opportunities](#) program. The recommended college mathematics courses for high school students are:
 - Precalculus I: Algebra and Precalculus 2: Trigonometry – for all STEM fields
 - Math in the Modern Society – for Communications, Trades, Arts and Languages
 - Statistical Reasoning – for Health, Business, and Social Sciences
- High Schools can create mathematics courses for juniors and seniors centered around college and career pathways. See The [Launch Years Report](#) published by the University of Texas at Austin Charles A. Dana Center and Sparks (2018) for additional guidance on designing high school mathematics programs.

FOUNDATIONAL STANDARDS

These standards are foundational for all students regardless of career pathway. The majority of the Grade 11 Idaho Standards for Achievement Test (ISAT) will assess these standards (See Appendix A). Some of the Grade 11 ISAT will assess content more advanced than these foundational standards, so these standards should not be the stopping point for most students in their high school mathematics education.

Number and Quantity (N)

The Real Number System - N.RN

N.RN.A. Extend the properties of exponents to rational exponents.

1. Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents.

Example: We define $5^{\frac{1}{3}}$ to be the cube root of 5 because we want $(5^{\frac{1}{3}})^3 = 5^{(\frac{1}{3})^3}$ to hold, so $(5^{\frac{1}{3}})^3$ must equal 5.

2. Rewrite expressions involving radicals and rational exponents using the properties of exponents.

Example: Solving the volume of a cube formula, $V = s^3$, for s would involve rewriting the solution as either $s = \sqrt[3]{V}$ or $s = V^{\frac{1}{3}}$.

N.RN.B. Use properties of rational and irrational numbers.

3. Explain why the sum and product of two rational numbers is rational; why the sum of a rational number and an irrational number is irrational; and why the product of a nonzero rational number and an irrational number is irrational.

N.Q.A. Reason quantitatively and use units to solve problems.

1. Use units as a way to understand problems and to guide the solution of multi-step problems choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.★
2. Define appropriate quantities for the purpose of descriptive modeling.★

Algebra (A)

Seeing Structure in Expressions – A.SSE

A.SSE.A. Interpret the structure of linear, quadratic, exponential, polynomial, and rational expressions.

1. Interpret expressions that represent a quantity in terms of its context.★
 - a. Interpret parts of an expression, such as terms, factors and coefficients.
 - b. Interpret complicated expressions by viewing one or more of their parts as a single entity.

Example: Interpret $P(1 + r)^n$ as the product of P and a factor not depending on P .

2. Use the structure of an expression to identify ways to rewrite it.

Example: See $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.

A.SSE.B. Write expressions in equivalent forms to solve problems.

3. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.
 - a. Factor a quadratic expression to reveal the zeros of the function it defines.
 - b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.

Example: A high school player punts a football, and the function $h(t) = -16t^2 + 64t + 2$ represents the height h , in feet, of the football at time t seconds after it is punted. Complete the square in the quadratic expression to find the maximum height of the football.

- c. Use the properties of exponents to transform expressions for exponential functions.

Example: The expression 1.15^t can be rewritten as $(1.15^{\frac{1}{12}})^{12t} \approx 1.012^{12t}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.

4. Derive the formula for the sum of a finite geometric series (when the common ratio is not 1) and use the formula to solve problems.★

Example: Calculate mortgage payments.

Arithmetic with Polynomials and Rational Expressions – A.APR

A.APR.A. Perform arithmetic operations on polynomials.

1. Demonstrate understanding that polynomials form a system analogous to the integers; namely, they are closed under certain operations.
 - a. Perform operations on polynomial expressions (+, -, x, /) and compare the system of polynomials to the system of integers when performing operations.
 - b. Factor and/or expand polynomial expressions, identify and combine like terms, and apply the distributive property.

A.APR.B. Understand the relationship between zeros and factors of polynomials.

2. Know and apply the Remainder Theorem: For a polynomial $p(x)$ and a number a , the remainder on division by $x-a$ is $p(a)$, so $p(a)=0$ if and only if $x-a$ is a factor of $p(x)$.
3. Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.

A.APR.C. Use polynomial identities to solve problems.

4. Prove polynomial identities and use the to describe numerical relationships. (Example: The polynomial identity $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$ can be used to generate pythagorean triples.)

Example: The polynomial identity $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$ can be used to generate Pythagorean triples.

5. (+) Know and apply the Binomial Theorem for the expansion of $(x+y)^n$ in powers of x and y for a positive integer n , where x and y are any numbers, with coefficients determined for example by Pascal's Triangle.

A.APR.D. Rewrite rational expressions.

6. Rewrite simple rational expressions in different forms using inspection, long division, or, for the more complicated examples, a computer algebra system.

Example: Write $\frac{a(x)}{b(x)}$ in the form $q(x) + \frac{r(x)}{b(x)}$ where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$.

- (+) Demonstrate understanding that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.

Creating Equations – A.CED

A.CED.A. Create equations that describe numbers or relationships.

- Interpret the relationship between two or more quantities.★
 - Define variables to represent the quantities and write equations to show the relationship.★

Example: The cost of parking in the parking garage is \$2.00 for the first hour and \$1.00 for every hour after that. Write an equation in terms of x and y that shows the total cost for parking, y , for x hours. Use the equation to calculate the cost for parking in the garage for 5 hours.

- Use graphs to show a visual representation of the relationship while adhering to appropriate labels and scales.★

Example: Using the equation from A.CED.A.2.a, show how the graph of the equation can be used to predict the cost for a specified amount of time.

- Represent constraints using equations or inequalities and interpret solutions as viable or non-viable options in a modeling context.★
- Represent constraints using systems of equations and/or inequalities and interpret solutions as viable or non-viable options in a modeling context.★
- Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.★

Example: Rearrange Ohm's law $V = IR$ to highlight resistance R .

Reasoning with Equations and Inequalities – A.REI

A.REI.A. Understand solving equations as a process of reasoning and explain the reasoning.

- Explain each step in solving a simple equations as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify or refute a solution method.

A.REI.B. Solve equations and inequalities in one variable.

3. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

A.REI.C. Solve systems of equations.

6. Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.

Example: A school club is selling hats and t-shirts for a fundraiser. The group expects to sell a total of 50 items. They make a profit of 15 dollars for each t-shirt sold and 5 dollars for each hat sold. How many hats and t-shirts will the school club need to sell to make a profit of \$300?

Functions (F)

Interpreting Functions – F.IF

F.IF.A. Understand the concept of a function and use function notation.

1. Demonstrate understanding that a function is a correspondence from one set (called the domain) to another set (called the range) that assigns to each element of the domain exactly one element of the range: If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x . The graph of f is the graph of the equation $y = f(x)$.
2. Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.

Example: Given a function representing a car loan, determine the balance of the loan at different points in time.

F.IF.B. Interpret functions that arise in applications in terms of the context. Include linear, quadratic, exponential, rational, polynomial, square root and cube root, trigonometric, and logarithmic functions.

Teacher Note:

Foundational standards primarily emphasize linear functions. Foundational standards also include a less formal exploration of the basic attributes of exponential and quadratic functions.

The further reinforcement of these standards (F.IF.B.4 and F.IF.B.5) as prerequisite concepts for the named dual-credit courses would be for continued exploration of exponential and

quadratic functions as well as more complex functions such as cubics and logarithmic functions.

4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maxima and minima; symmetries; end behavior; and periodicity.★

Example: *Given a context or verbal description of a relationship, sketch a graph that models the context or description and shows its key features.*

Teacher Note:

Foundational standards primarily emphasize linear functions, but interpreting exponential and quadratic functions is also relevant for F.IF.B.4. Interpreting other functions is related to advanced standards.

5. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes.★

Example: *If the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.*

Teacher Note:

Foundational standards primarily emphasize linear functions, though interpreting domain and range from various graphs is appropriate for foundational standards. Other functions are related to advanced standards.

6. Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.★

Teacher Note:

F.IF.B.6 should be focused primarily on linear functions as a foundational standard.

F.IF.C. Analyze functions using different representations.

7. Graph functions expressed symbolically and show key features of the graphs, by hand in simple cases and using technology for more complicated cases.
 - a. Graph linear and quadratic functions and show intercepts, maxima, and minima.★

8. Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.
9. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables or by verbal descriptions).

Example: Given a graph of one polynomial function and an algebraic expression for another, say which has the larger/smaller relative maximum and/or minimum.

Building Functions – F.BF

F.BF.A. Build a function that models a relationship between two quantities.

1. Write a function that describes a relationship between two quantities. Functions could include linear, exponential, quadratic, simple rational, radical, logarithmic, and trigonometric.★

Teacher Note:

Specifically, linear and exponential functions are relevant to the foundational standards portion of F.BF.A. Other functions are addressed in the advanced standards.

- a. Determine an explicit expression, a recursive process, or steps for calculation from a context.★

Linear, Quadratic, and Exponential Models – F.LE

Teacher Note:

Foundational standards primarily emphasize linear functions. Foundational standards also include a less formal exploration of the basic attributes of exponential and quadratic functions.

The further reinforcement of these ideas as prerequisite concepts for the named dual-credit courses in the Advanced Standards section would be for continued exploration of exponential and quadratic functions.

F.LE.A. Construct and compare linear, quadratic, and exponential models and solve problems.

1. Distinguish between situations that can be modeled with linear functions and with exponential functions.★
 - a. Demonstrate that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.★

- b. Identify situations in which one quantity changes at a constant rate per unit interval relative to another.★
 - c. Identify situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.★
2. Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of the relationship, or two input-output pairs (including reading these from a table).★

F.LE.B. Interpret expressions for functions in terms of the situation they model.

5. Interpret the parameters in a linear or exponential function (of the form $f(x) = b^x + k$) in terms of a context.★

Geometry (G)

Congruence – G.CO

G.CO.A. Experiment with transformations in the plane.

1. Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.
2. Represent transformations in the plane and describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not.

Example: Translation versus horizontal stretch.

3. Describe the rotations and reflections that carry a given figure (rectangle, parallelogram, trapezoid, or regular polygon) onto itself.
4. Develop definitions of rotations, reflections and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.
5. Draw the transformation (rotation, reflection, or translation) for a given geometric figure.

Example: Given quadrilateral TMEJ with vertices $T(0, -1)$, $M(3, -2)$, $E(-1, -5)$, and $J(-3, -2)$, reflect the shape across the x -axis.

6. Specify a sequence of transformations that will carry a given figure onto another.

G.CO.B. Understand congruence in terms of rigid motions.

7. Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.
8. Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.
9. Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.

Example: In $\triangle ABC$ and $\triangle ABD$ (with shared side \overline{AB}), we are given that $\angle BAC \cong \angle BAD$ and $\angle ABC \cong \angle ABD$. What pair(s) of corresponding parts is/are needed to ensure the triangles are congruent by either ASA, SAS, or SSS? What rigid motion would show the triangles are congruent?

G.CO.C. Prove geometric theorems and, when appropriate, the converse of theorems.

Teacher Note:

The value of proof in these contexts is a transferable understanding of deductive reasoning and argumentation; it is more about the argumentation than the specific geometric topic.

10. Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent, and conversely prove lines are parallel; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.
11. Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180 degrees; base angles of isosceles triangles are congruent, and conversely prove a triangle is isosceles; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.
12. Prove theorems about parallelograms. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.
 - a. Prove theorems about polygons. Theorems include: the measures of interior and exterior angles; apply properties of polygons to the solutions of mathematical and contextual problems.

G.CO.D. Make geometric constructions.

13. Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Constructions include: copying a segment; copying an angle; bisecting a segment;

bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.

14. Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.

Similarity, Right Triangles, and Trigonometry – G.SRT

G.SRT.A. Understand similarity in terms of similarity transformations.

1. Verify experimentally the properties of dilations given by a center and a scale factor.
 - a. A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged.
 - b. The dilation of a line segment is longer or shorter in the ratio given by the scale factor.
2. Use the definition of similarity to decide if two given figures are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.
3. Use the properties of similarity transformations to establish the Angle-Angle (AA) criterion for two triangles to be similar.

Example: Given $\triangle ABC$ and $\triangle DEF$, $\angle A \cong \angle D$, and $\angle B \cong \angle E$, show that $\triangle ABC \sim \triangle DEF$ using a sequence of translations, rotations, reflections, and/or dilations.

G.SRT.B. Prove theorems involving similarity.

5. Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.

G.SRT.C. Define trigonometric ratios and solve problems involving right triangles.

6. Demonstrate understanding that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute triangles

Circles – G.C

G.C.A. Understand and apply theorems about circles.

2. Identify and describe relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.

Expressing Geometric Properties with Equations – G.GPE

G.GPE.B. Use coordinates to prove simple geometric theorems algebraically.

4. Use coordinates to prove simple geometric theorems algebraically, including the distance formula and its relationship to the Pythagorean Theorem.

Example: Prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point $(1, \sqrt{3})$ lies on the circle centered at the origin and containing the point $(0, 2)$.

5. Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems.

Example: Find the equation of a line parallel or perpendicular to a given line that passes through a given point.

6. Find the point on a directed line segment between two given points that partitions the segment in a given ratio.
7. Use coordinates to compute perimeters of polygons and areas of triangles and rectangles (e.g., using the distance formula).★

Geometric Measurement and Dimension – G.GMD

G.GMD.A. Explain volume formulas and use them to solve problems.

1. Give an informal argument for the formulas for the circumference of a circle; area of a circle; volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and informal limit arguments.
3. Use volume formulas for cylinders, pyramids, cones and spheres to solve problems.★

Example: The tank at the top of the Meridian Water Tower is roughly spherical. If the diameter of the sphere is 50.35 feet, approximately how much water can the tank hold?

Modeling with Geometry – G.MG

G.MG.A. Apply geometric concepts in modeling situations.

1. Use geometric shapes, their measures, and their properties to describe objects.★

Example: Modeling a tree trunk or a human torso as a cylinder.

2. Apply concepts of density based on area and volume in modeling situations.★

Example: Persons per square mile, BTUs per cubic foot

Teacher Note:

Understanding of this standard is particularly important for students interested in pursuing STEM.

3. Apply geometric methods to solve design problems.★

Example: Designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios.

4. Use dimensional analysis for unit conversions to confirm that expressions and equations make sense.★

Statistics and Probability (S)

Interpreting Categorical and Quantitative Data – S.ID

S.ID.A. Summarize, represent, and interpret data on a single count or measurement variable. Use calculators, spreadsheets, and other technology as appropriate.

1. Differentiate between count data and measurement variable.★
2. Represent measurement data with plots on the real number line (dot plots, histograms, and box plots).★

Example: Construct a histogram of the current population size in each of Idaho's counties.

3. Compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different variables, using statistics appropriate to the shape of the distribution for each measurement variable.★

Example: Compare the histograms of the annual potato yields over the last 25 years for Idaho and Maine using the correct measures of center and spread for the shape of the histograms.

S.ID.B. Summarize, represent, and interpret data on two categorical and quantitative variables.

6. Represent data on two categorical variables on a clustered bar chart and describe how the variables are related. Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.★

Example: Represent the relationship between student effort (on a scale of 1 – 5) and letter grade in a math class with a clustered bar chart and describe the relationship using a relative frequency table.

Teacher Note:

“Represent data on two categorical variables on a clustered bar chart and describe how the variables are related. Summarize categorical data for two categories in two-way frequency tables.” is a foundational standard, but “Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognizing possible associations and trends in the data” is pushing into advanced standards.

7. Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.★
 - a. Fit a linear function to data where a scatter plot suggests a linear relationship and use the fitted function to solve problems in the context of the data.★

Teacher Note:

Teachers should emphasize the use of technology when working with this standard. It is more important for students to understand the concept of linear regression and be able to use technology to find the line of best and then interpret it in context than it is to do linear regressions by hand.

S.ID.C. Interpret linear models.

10. Distinguish between (linear) correlation and causation.★

Making Inferences and Justifying Conclusions – S.IC

S.IC.A. Understand and evaluate random processes underlying statistical studies. Use calculators, spreadsheets, and other technology as appropriate.

1. Understand statistics as a process for making inferences about population parameters based on a random sample from that population.★

Conditional Probability and the Rules of Probability – S.CP

S.CP.A. Understand independence and conditional probability and use them to interpret data from simulations or experiments.

1. Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events (“or,” “and,” “not”).★

ADVANCED STANDARDS BY CAREER PATHWAY

These standards are considered pre-requisite standards needed for one or more of the three college pathways. They are more advanced than foundational standards, but will be necessary for success in college-level mathematics courses. Standards in this section that are also listed in the foundational and advanced standards are revisited and taught at a deeper level of understanding and application in preparation for college level courses.

Number and Quantity (N)

Standard	123- Math in Modern Society	143-Precalculus: Algebra	153 - Statistical Reasoning
N.CN.A.1 Know there is a complex number i such that $i^2=-1$, and show that every complex number has the form $a + bi$ where a and b are real.		X	
N.CN.A.2 Use the relation $i^2=-1$ and the commutative, associative, and distributive properties to add, subtract and multiply complex numbers.		X	
N.CN.C.7 Solve quadratic equations with real coefficients that have complex solutions.		X	
N.Q.A.2 Define appropriate quantities for the purpose of descriptive modeling.	X	X	X
N.Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.	X	X	X

Algebra (A)

Standard	123- Math in Modern Society	143-Precalculus: Algebra	153 - Statistical Reasoning
A.CED.A.1 Create one-variable equations and inequalities to solve problems, including linear, quadratic, rational, and exponential functions.		X	
<p>A.CED.A.2 Interpret the relationship between two or more quantities</p> <ul style="list-style-type: none"> a. Define variables to represent the quantities and write equations to show the relationship. b. Use graphs to show a visual representation of the relationship while adhering to appropriate labels and scales. 		X	
A.CED.A.3 Represent constraints using equations or inequalities and interpret solutions as viable or non-viable options in a modeling context.		X	
A.CED.A.4 Represent constraints using systems of equations and/or inequalities and interpret solutions as		X	

viable or non-viable options in a modeling context.			
A.REI.A.2 Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.		X	
A.REI.B.3a Solve linear equations and inequalities in one variable involving absolute value.		X	
<p>A.REI.B.4 Solve quadratic equations in one variable.</p> <p>a. Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x-p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.</p> <p>b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula, and factoring, as appropriate to the initial form of the equation. Recognize</p>		X	

<p>when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b.</p>			
<p><i>Teacher note: Rather than focusing on students being able to derive the quadratic formula themselves, it is more important for them to make sense of where the quadratic formula comes from. That is, focus on looking for patterns and solutions being in the same format.</i></p>			
<p>A.REI.C.5 Verify that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.</p>		X	
<p>A.REI.D.12 Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.</p>		X	

Functions (F)

Standard	123- Math in Modern Society	143-Precalculus: Algebra	153 - Statistical Reasoning
F.IF.B.4 For a function that models a relationship between two quantities, interpret key features of graphs and	X - see note	X - see note	X - see note

tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maxima and minima; symmetries; end behavior; and periodicity.			
F.IF.B.5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes.	X - see note	X - see note	X - see note
<p><i>Teacher Note:</i></p> <p><i>Foundational standards primarily emphasize linear functions. Foundational standards also include a less formal exploration of the basic attributes of exponential and quadratic functions.</i></p> <p><i>The further reinforcement of these standards (F.IF.B.4 and F.IF.B.5) as prerequisite concepts for the named dual-credit courses would be for continued exploration of exponential and quadratic functions as well as more complex functions such as cubics and logarithmic functions.</i></p>			

Geometry (G)

Standard	123- Math in Modern Society	143-Precalculus: Algebra	153 - Statistical Reasoning
G.SRT.C.7 Explain and use the relationship between the sine and cosine of complementary angles.		Used again in Calc 1 and Precalculus II: Trigonometry; not necessarily used in Precalculus I: Algebra	
G.SRT.C.8 Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.		Used in Precalculus II: Trigonometry; not necessarily used in	

		Precalculus I: Algebra	
G.C.B.5 Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.		Used in Precalculus II: Trigonometry; not necessarily used in Precalculus I: Algebra	
G.GPE.A.1 Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.		X	
G.GPE.A.3a Use equations and graphs of conic sections to model real-world problems.		X	
G.GPE.B.6 Find the point on a directed line segment between two given points that partitions the segment in a given ratio.		X	
G.GMD.A.2 (+) Give an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures.	X	X	
G.GMD.A.3 Use volume formulas for cylinders, pyramids, cones and spheres to solve problems.	X		
G.GMD.B.4 Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects	X	X	

generated by rotations of two-dimensional objects			
---	--	--	--

Statistics and Probability (S)

Standard	123- Math in Modern Society	143-Precalculus I: Algebra	153 - Statistical Reasoning
S.ID.B.6 Represent data on two categorical variables on a clustered bar chart and describe how the variables are related. Summarize categorical data for two categories in a two-way frequency table. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.			X
<i>Teacher Note: Specifically focus on the part, “Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.”</i>			

COLLEGE STANDARDS

These standards are taught at the college level. They appear in dual-credit courses taught in high school and also in college mathematics courses. Standards in this section that are also listed in the foundational and advanced standards are revisited and taught at a deeper level of understanding and application in preparation for college level courses.

Number and Quantity (N)

Standard	Course
<p>N.Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.★</p> <p><i>Teacher Note: In high school students are told the level of accuracy. Students choose a level of accuracy in college level courses.</i></p>	Statistical Reasoning
<p>N.CN.A.1 Know there is a complex number i such that $i^2 = -1$, and show that every complex number has the form $a + bi$ where a and b are real.</p> <p><i>Example: Express the radical $\pm\sqrt{-24}$, using the imaginary unit, i, in simplified form. Expressing the radical using i in simplified form results in the expression $\pm 2i\sqrt{6}$.</i></p> <p><i>Teacher Note: This was also marked as a prerequisite for 143. This is still true, but the concepts are reinforced in 143 (Precalculus: Algebra).</i></p>	Precalculus I: Algebra
<p>N.CN.A.2 Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.</p> <p><i>Teacher Note: This was also marked as a prerequisite for 143. This is still true, but the concepts are reinforced in 143 (Precalculus: Algebra).</i></p>	Precalculus I: Algebra
<p>N.CN.A.3 (+) Find the conjugate of a complex number; use conjugates to find absolute value and quotients of complex numbers.</p>	Precalculus II: Trigonometry
<p>N.CN.B.4 (+) Represent complex numbers on the complex plane in rectangular and polar form (including real and imaginary numbers), and explain why the rectangular and</p>	Precalculus II: Trigonometry

polar forms of a given complex number represent the same number.	
N.CN.B.5 - (+) Represent addition, subtraction, multiplication, and conjugation of complex numbers geometrically on the complex plane; use properties of this representation for computation. <i>Example: $(1 + i\sqrt{3})^3 = 8$ because $(-1 + i\sqrt{3})$ has a radius of 2 and argument 120°.</i>	Precalculus II: Trigonometry
N.CN.B.6 - (+) Calculate the distance between numbers in the complex plane as the absolute value of the difference, and the midpoint of a segment as the average of the numbers at its endpoints.	Precalculus II: Trigonometry
N.CN.C.8 - (+) Extend polynomial identities to the complex numbers. <i>Example: Rewrite $x^2 + 4$ as $(x + 2i)(x - 2i)$.</i>	Precalculus I: Algebra Precalculus II: Trigonometry
N.CN.C.9 - (+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.	Precalculus I: Algebra
N.VM.A.1 - (+) Recognize vector quantities as having both magnitude and direction. Represent vector quantities by directed line segments, and use appropriate symbols for vectors and their magnitudes (e.g., v , $ v $, $ v $, v).	Precalculus II: Trigonometry (1144)
N.VM.A.2 - (+) Find the components of a vector by subtracting the coordinates of an initial point from the coordinates of a terminal point.	Precalculus II: Trigonometry (1144)
N.VM.A.3 - (+) Solve problems involving velocity and other quantities that can be represented by vectors.	Precalculus II: Trigonometry (1144)
N.VM.B.4 - (+) Add and subtract vectors. a. (+) Add vectors end-to-end, component-wise, and by the parallelogram rule. Understand that the magnitude of a sum of two vectors is typically not the sum of the magnitudes. b. (+) Given two vectors in magnitude and direction form, determine the magnitude and direction of their sum. c. (+) Demonstrate understanding of vector subtraction $v - w$ as $v + (-w)$, where $-w$ is the additive inverse of w , with the same magnitude as w and pointing in the opposite direction. Represent vector subtraction graphically by connecting the tips in the	Precalculus II: Trigonometry (1144)

appropriate order, and perform vector subtraction component-wise.	
<p>N.VM.B.5 - (+) Multiply a vector by a scalar.</p> <p>a. (+) Represent scalar multiplication graphically by scaling vectors and possibly reversing their direction; perform scalar multiplication component-wise, e.g., as $c(vx, vy) = (cvx, cvy)$.</p> <p>b. (+) Compute the magnitude of a scalar multiple cv using $cv = c v$. Compute the direction of cv, knowing that when $c v \neq 0$, the direction of cv is either along v (for $c > 0$) or against v (for $c < 0$).</p>	Precalculus II: Trigonometry (1144)
N.VM.C.6 - (+) Use matrices to represent and manipulate data, e.g., to represent payoffs or incidence relationships in a network.	Linear Algebra
N.VM.C.7 - (+) Multiply matrices by scalars to produce new matrices, e.g., as when all of the payoffs in a game are doubled.	Linear Algebra
N.VM.C.8 - (+) Add, subtract, and multiply matrices of appropriate dimensions.	Linear Algebra
N.VM.C.9 - (+) Demonstrate understanding that, unlike multiplication of numbers, matrix multiplication for square matrices is not a commutative operation, but still satisfies the associative and distributive properties.	Linear Algebra
N.VM.C.10 - (+) Demonstrate understanding that the zero and identity matrices play a role in matrix addition and multiplication similar to the role of 0 and 1 in the real numbers. The determinant of a square matrix is nonzero if and only if the matrix has a multiplicative inverse.	Linear Algebra
N.VM.C.11 - (+) Multiply a vector (regarded as a matrix with one column) by a matrix of suitable dimensions to produce another vector. Work with matrices as transformations of vectors.	Linear Algebra
N.VM.C.12 - (+) Work with 2×2 matrices as transformations of the plane, and interpret the absolute value of the determinant in terms of area.	Linear Algebra

Algebra (A)

Standard	Course
<p>A.CED.A.2 - Interpret the relationship between two or more quantities.★</p> <p>a. Define variables to represent the quantities and write equations to show the relationship.★</p> <p>Example: <i>The cost of parking in the parking garage is \$2.00 for the first hour and \$1.00 for every hour after that. Write an equation in terms of x and y that shows the total cost for parking, y, for x hours. Use the equation to calculate the cost for parking in the garage for 5 hours.</i></p> <p>b. Use graphs to show a visual representation of the relationship while adhering to appropriate labels and scales.★</p> <p>Example: <i>Using the equation from A.CED.A.2.a, show how the graph of the equation can be used to predict the cost for a specified amount of time.</i></p> <p><i>Teacher Note: This was also marked as a prerequisite for 143. This is still true, but the concepts are reinforced in 143 (Precalculus: Algebra).</i></p>	<p>Precalculus I: Algebra</p>
<p>A.CED.A.3 - Represent constraints using equations or inequalities and interpret solutions as viable or non-viable options in a modeling context.★</p> <p><i>Teacher Note: This was also marked as a prerequisite for 143. This is still true, but the concepts are reinforced in 143 (Precalculus: Algebra).</i></p>	<p>Precalculus I: Algebra</p>
<p>A.CED.A.4 - Represent constraints using systems of equations and/or inequalities and interpret solutions as viable or non-viable options in a modeling context.★</p> <p><i>Teacher Note: This was also marked as a prerequisite for 143. This is still true, but the concepts are reinforced in 143 (Precalculus: Algebra).</i></p>	<p>Precalculus I: Algebra</p>
<p>A.REI.C.7 - Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically.</p>	<p>Precalculus I: Algebra</p>

<p>Example: Find the points of intersection between the line $y = -3x$ and the circle $x^2 + y^2 = 3$.</p>	
<p>A.REI.C.8 - (+) Represent a system of linear equations as a single matrix equation in a vector variable.</p>	<p>Linear Algebra</p>
<p>A.REI.C.9 - (+) Find the inverse of a matrix if it exists and use it to solve systems of linear equations (using technology for matrices of dimension 3×3 or greater).</p>	<p>Linear Algebra</p>
<p>A.REI.D.10 - Demonstrate understanding that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane. Show that any point on the graph of an equation in two variables is a solution to the equation.</p>	<p>Precalculus I: Algebra</p>
<p>A.REI.D.11 - Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.★</p>	<p>Precalculus I: Algebra</p>
<p>Example: Use technology to graph the functions, make tables of values, or find successive approximations.</p>	

Functions (F)

Standard	Course
<p>F.IF.A.1 - Demonstrate that a sequence is a function, sometimes defined recursively, whose domain is a subset of the integers.</p> <p>Example: The Fibonacci sequence is defined recursively by $f(0) = f(1) = 1$, $f(n + 1) = f(n) + f(n - 1)$ for $n \geq 1$.</p>	<p>Precalculus I: Algebra Calculus Calculus II</p>
<p>F.IF.B.4 - For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maxima and minima; symmetries; end behavior; and periodicity.★</p>	<p>Precalculus I: Algebra Precalculus II: Trigonometry Calculus</p>

<p><i>Teacher Note: This is addressed as a foundational standard and as an advanced standard. This standard is also addressed at the college level with increasingly complex functions.</i></p>	
<p>F.IF.B.6 - Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.★</p>	<p>Precalculus I: Algebra Calculus</p>
<p>F.IF.C.7 - Graph functions expressed symbolically and show key features of the graphs, by hand in simple cases and using technology for more complicated cases.★</p> <ul style="list-style-type: none"> a. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.★ b. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.★ c. (+) Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.★ d. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.★ 	<p>Advanced Algebra 2 with Trig Precalculus I: Algebra (1143) Precalculus II: Trigonometry (1144)</p>
<p>F.IF.C.8 - Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.</p> <ul style="list-style-type: none"> a. Use the process of factoring and/or completing the square in quadratic and polynomial functions, where appropriate, to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context. <p>Example: Suppose $h(t) = -5t^2 + 10t + 3$ represents the height of a diver above the water (in meters), t seconds after the diver leaves the springboard. What is the maximum height above the water the diver reaches? After how many seconds, t, does the diver hit the water?</p>	<p>Precalculus I: Algebra (1143)</p>

<p>b. Use the properties of exponents to interpret expressions for exponential functions. Apply to financial situations such as identifying appreciation and depreciation rate for the value of a house or car sometime after its initial purchase.</p> <p>Example: The equation for radioactive decay is $A = A_0 \left(\frac{1}{2}\right)^{\frac{t}{h}}$. When A_0 is the original amount of a radioactive substance, A is the final amount, h is the half-life of the substance, and t is time. Hagerman, Idaho is a hotbed of fossil hunting. The half-life of carbon-14 is about 5730 years. If a fossil that was found in Hagerman contains 54 grams of carbon-14 at time $t = 0$, how much carbon-14 remains at time $t = 17190$ years?</p>	
<p>F.IF.C.10 - Given algebraic, numeric and/or graphical representations of functions, recognize the function as polynomial, rational, logarithmic, exponential, or trigonometric.</p>	<p>Precalculus I: Algebra (1143) Precalculus II: Trigonometry (1144)</p>
<p>F.BF.A.1 - Write a function that describes a relationship between two quantities. Functions could include linear, exponential, quadratic, simple rational, radical, logarithmic, and trigonometric.★</p> <p>a. Combine standard function types using arithmetic operations.★</p> <p>Example: Build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.</p> <p>b. (+) Compose functions.★</p> <p>Example: If $T(y)$ is the temperature in the atmosphere as a function of height, and $h(t)$ is the height of a weather balloon as a function of time, then $T(h(t))$ is the temperature at the location of the weather balloon as a function of time.</p>	<p>Precalculus I: Algebra (1143) Precalculus II: Trigonometry (1144)</p>

<p>F.BF.A.2 - Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.★</p> <p>Example: <i>If the U.S. Census Bureau wrote the following recursive equation to represent how they estimate Idaho's population will grow each year after 2019: $P(n) = 1.023 \cdot P(n - 1)$, $P(0) = 1,787,000$. $P(n)$ represents Idaho's population at the end of the n^{th} year in terms of Idaho's population at the end of the $(n - 1)^{\text{th}}$ year, $P(n - 1)$. Predict Idaho's population in 2040.</i></p>	<p>Precalculus I: Algebra Calculus Calculus II</p>
<p>F.BF.B.3 - Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $kf(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Include, linear, quadratic, exponential, absolute value, simple rational and radical, logarithmic, and trigonometric functions. Utilize technology to experiment with cases and illustrate an explanation of the effects on the graph. Include recognizing even and odd functions from their graphs and algebraic expressions for them.</p>	<p>Precalculus I: Algebra Precalculus II: Trigonometry</p>
<p>F.BF.B.4 - Find inverse functions algebraically and graphically.</p> <p>a. Solve an equation of the form $f(x) = c$ for a simple function f that has an inverse and write an expression for the inverse. Include linear and simple polynomial, rational, and exponential functions.</p> <p>Example: $f(x) = 2x^3$ or $f(x) = \frac{x+1}{x-1}$ for $x \neq 1$</p> <p>b. (+) Verify by composition that one function is the inverse of another.</p> <p>c. (+) Read values of an inverse function from a graph or a table, given that the function has an inverse.</p> <p>d. (+) Produce an invertible function from a non-invertible function by restricting the domain.</p> <p>e. (+) Understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents.</p>	<p>Precalculus I: Algebra</p>

<p>F.LE.A.1 - Distinguish between situations that can be modeled with linear functions and with exponential functions.★</p> <ul style="list-style-type: none"> a. Demonstrate that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.★ b. Identify situations in which one quantity changes at a constant rate per unit interval relative to another.★ c. Identify situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.★ <p><i>Teacher Note: This standard is also a foundational standard.</i></p>	<p>Precalculus I: Algebra</p>
<p>F.LE.A.2 - Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (including reading these from a table).★</p> <p><i>Teacher Note: This standard was also a foundational standard. However, it takes on a deeper level of focus and understanding in the Calculus sequence.</i></p>	<p>Precalculus I: Algebra Precalculus II: Trigonometry Calculus 2</p>
<p>F.LE.A.3 - Use graphs and tables to demonstrate that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.★</p> <p>Example: <i>Becca’s parents are saving for her college education by putting \$3,000/year in a safe deposit box. Becca’s grandpa is also saving for her college education by putting \$2,000/year in an iDeal (Idaho college savings) account with an APR of 6.17%. Build tables to show which account has the most money after ten years, and how much more? How many years will it take for the total in her grandpa’s account to exceed the total in her parents’ safe deposit box?</i></p>	<p>Precalculus I: Algebra</p>
<p>F.LE.A.4 - For exponential models, express as a logarithm the solution to $ab^{ct} = d$ where a, c, and d are numbers and the</p>	<p>Precalculus I: Algebra</p>

<p>base b is 2, 10, or e; evaluate the logarithm using technology.★</p> <p>Example: Mr. Rico has a savings account that has an interest rate of 7% compounded continuously. The amount in the account is calculated using $A = Pe^{rt}$. If Mr. Rico invested \$30,000 on January 1, 2020, when will he have \$100,000 in the account?</p>	
<p>F.LE.B.5 - Interpret the parameters in a linear or exponential function (of the form $f(x) = b^x + k$) in terms of a context.★</p>	<p>Precalculus I: Algebra</p>
<p>F.TF.A.1 - Demonstrate radian measure as the ratio of the arc length subtended by a central angle to the length of the radius of the unit circle.</p> <p>a. Use radian measure to solve problems.</p> <p>Example: You live in New Meadows, Idaho, which is located on the 45th parallel (45° North latitude). Approximately how far will you drive, in miles, to attend the Calgary Stampede? Calgary is located at 51°N latitude, almost due North of New Meadows. (Use $r = 3960$ miles for the radius of the Earth.)</p>	<p>Precalculus II: Trigonometry</p>
<p>F.TF.A.2 - Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.</p>	<p>Precalculus II: Trigonometry</p>
<p>F.TF.A.3 - (+) Use special triangles to determine geometrically the values of sine, cosine, tangent for $\frac{\pi}{3}$, $\frac{\pi}{4}$, and $\frac{\pi}{6}$, and use the unit circle to express the values of sine, cosine, and tangent for $\pi - x$, $\pi + x$, and $2\pi - x$ in terms of their values for x, where x is any real number.</p>	<p>Precalculus II: Trigonometry</p>
<p>F.TF.A.4 - (+) Use the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions.</p>	<p>Precalculus II: Trigonometry</p>
<p>F.TF.B.5 - Model periodic phenomena using trigonometric functions with specified amplitude, frequency, and midline.★</p>	<p>Precalculus II: Trigonometry</p>

<p>Example: This past summer you and your friends decided to ride the Ferris wheel at the Idaho State Fair. You wondered how high the highest point on the Ferris wheel was. You asked the operator, and he didn't know, but he told you that the height of the chair was 5 ft off the ground when you got on and the center of the Ferris wheel is 30 ft above that. You checked your phone when you got on and figured out that it took you 12 mins to make one full revolution. Create a model to show your height from the platform at any given time on the Ferris wheel.</p>	
<p>F.TF.B.6 - (+) Understand that restricting a trigonometric function to a domain on which it is always increasing or always decreasing allows its inverse to be constructed.</p>	<p>Precalculus II: Trigonometry</p>
<p>F.TF.B.7 - (+) Use inverse functions to solve trigonometric equations that arise in modeling contexts; evaluate the solutions using technology, and interpret them in terms of the context.★</p>	<p>Precalculus II: Trigonometry</p>
<p>F.TF.C.8 - Relate the Pythagorean Theorem to the unit circle to discover the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$ and use the Pythagorean identity to find the value of a trigonometric function ($\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$) given one trigonometric function ($\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$) and the quadrant of the angle.</p> <p>Example: Suppose that $\cos(\theta) = \frac{2}{5}$ and that θ is in the 4th quadrant. Find the exact value of $\sin(\theta)$ and $\tan(\theta)$.</p>	<p>Precalculus II: Trigonometry</p>
<p>F.TF.C.9 - (+) Prove the addition and subtraction formulas for sine, cosine, and tangent and use them to solve problems.</p>	<p>Precalculus II: Trigonometry Math Proofs Courses</p>

Geometry (G)

Standard	Course
<p>G.SRT.B.4 - Prove theorems about triangles. Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity</p> <p><i>Teacher Note: This standard was deemed unnecessary in high school, and also not covered in college. The use of the pythagorean theorem is central to foundational mathematics, but the proofs described here are not.</i></p>	<p>Axiomatic/Euclidean Geometry</p>
<p>G.SRT.D.9 - (+) Derive the formula $A = \frac{1}{2}ab\sin(C)$ for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side.</p>	<p>Precalculus II: Trigonometry</p>
<p>G.SRT.D.10 - (+) Prove the Laws of Sines and Cosines and use them to solve problems.</p>	<p>Precalculus II: Trigonometry Math Proofs Courses</p>
<p>G.SRT.D.11 - (+) Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems; resultant forces).</p>	<p>Precalculus II: Trigonometry College Physics</p>
<p>G.C.A.1 - Prove that all circles are similar.</p>	<p>Axiomatic/Euclidean Geometry</p>
<p>G.C.A.3 - Prove properties of angles for a quadrilateral and other polygons inscribed in a circle, by constructing the inscribed and circumscribed circles of a triangle.</p>	<p>Axiomatic/Euclidean Geometry</p>
<p>G.C.A.4 - (+) Construct a tangent line to a circle from a point outside the given circle.</p>	<p>Axiomatic/Euclidean Geometry</p>
<p>G.GPE.A.2 - Derive the equation of a parabola given a focus and directrix.</p>	<p>Calculus 2</p>
<p>G.GPE.A.3 - (+) Derive the equations of ellipses and hyperbolas given the foci, using the fact that the sum or difference of distances from the foci is constant.</p>	<p>Calculus 2 and 3</p>

<p>G.GMD.A.2 - (+) Give an informal argument using Cavalieri’s principle for the formulas for the volume of a sphere and other solid figures.</p>	<p>Axiomatic/Euclidean Geometry</p>
<p>G.GMD.A.3 - Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.★</p> <p>Example: <i>The tank at the top of the Meridian Water Tower is roughly spherical. If the diameter of the sphere is 50.35 feet, approximately how much water can the tank hold?</i></p> <p><i>Teacher Note: This standard is first introduced as a foundational standard and is developed further in the advanced standards.</i></p>	<p>Axiomatic/Euclidean Geometry</p>
<p>G.GMD.B.4 - Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.</p>	<p>Calculus 2 and 3</p>
<p>G.MG.A.4 - Use dimensional analysis for unit conversions to confirm that expressions and equations make sense.★</p> <p><i>Teacher Note: This standard also appears as a foundational standard as the complexity of applications of this standard increases.</i></p>	<p>Precalculus I: Algebra</p>

Statistics and Probability (S)

Standard	Course
<p>S.ID.B.7 - Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.★</p> <p>b. Use functions fitted to data, focusing on quadratic and exponential models, or choose a function suggested by the context. Utilize technology where appropriate.★</p>	<p>Statistical Reasoning</p>

<p>Example: Use technology to fit a function of the relationship between the board-feet (measured in volume) of trees and the diameter of the trunks of the trees.</p> <p>c. Informally assess the fit of a function by plotting and analyzing residuals.★</p>	
<p>S.ID.C.9 - Compute (using technology) and interpret the linear correlation coefficient.★</p> <p>Example: Find the correlation coefficient between the number of hours firefighters sleep each night and the length of fireline they construct each day. Use the correlation coefficient to explain whether sleep is important.</p>	<p>Statistical Reasoning</p>
<p>S.IC.A.2 - Decide if a specified model is consistent with results from a given data-generating process (e.g., using simulation or validation with given data).★</p> <p>Example: A model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?</p>	<p>Statistical Reasoning</p>
<p>S.IC.B.3 - Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.★</p>	<p>Statistical Reasoning</p>
<p>S.IC.B.4 - Use data from a sample survey to estimate a population mean or proportion and a margin of error.★</p>	<p>Statistical Reasoning</p>
<p>S.IC.B.5 - Use data from a randomized and controlled experiment to compare two treatments; use margins of error to decide if differences between treatments are significant.★</p>	<p>Statistical Reasoning</p>
<p>S.IC.B.6 - Evaluate reports of statistical information based on data.★</p> <p>Example: Students may analyze and critique different reports from media, business, and government sources.</p>	<p>Statistical Reasoning</p>
<p>S.CP.A.2 - Demonstrate understanding that two events A and B are independent if the probability of A and B occurring</p>	<p>Statistical Reasoning</p>

<p>together is the product of their probabilities, and use this characterization to determine if they are independent.★</p>	
<p>S.CP.A.3 - Understand the conditional probability of A given B as $\frac{P(A \cap B)}{P(B)}$, and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B.★</p>	<p>Statistical Methods / Probability and Statistics</p>
<p>S.CP.A.4 - Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities.★</p> <p>Example: <i>Collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.</i></p>	<p>Statistical Reasoning</p>
<p>S.CP.A.5 - Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations.★</p> <p>Example: <i>Compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.</i></p>	<p>Statistical Reasoning; Statistical Methods / Probability and Statistics</p>
<p>S.CP.B.6 - Find the conditional probability of A given B as the fraction of B's outcomes that also belong to A, and interpret the answer in terms of the model.★</p>	<p>Statistical Methods / Probability and Statistics</p>
<p>S.CP.B.7 - Apply the Addition Rule, $P(A \cup B) = P(A) + P(B) - P(A \cap B)$, and interpret the answer in terms of the model.★</p>	<p>Statistical Reasoning; Statistical Methods / Probability and Statistics</p>
<p>S.CP.B.8 - (+) Apply the general Multiplication Rule in a uniform probability model $P(A \cap B) = P(A)P(B) =$</p>	<p>Statistical Reasoning; Statistical Methods / Probability and</p>

<p>$P(B)P(A B)$, and interpret the answer in terms of the model.★</p>	<p>Statistics</p>
<p>S.CP.B.9 - (+) Use permutations and combinations to compute probabilities of compound events and solve problems.★</p>	<p>Statistical Reasoning; Statistical Methods / Probability and Statistics</p>
<p>S.MD.A.1 - (+) Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions.★</p>	<p>Statistical Methods / Probability and Statistics</p>
<p>S.MD.A.2 - (+) Calculate the expected value of a random variable; interpret it as the mean of the probability distribution of the variable.★</p>	<p>Statistical Reasoning; Statistical Methods / Probability and Statistics</p>
<p>S.MD.A.3 - (+) Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value.★</p> <p><i>Example: Find the theoretical probability distribution for the number of correct answers obtained by guessing on all five questions of a multiple-choice test where each question has four choices, and find the expected grade under various grading schemes.</i></p>	<p>Statistical Methods / Probability and Statistics</p>
<p>S.MD.A.4 - (+) Develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically; find the expected value.★</p> <p><i>Example: Find a current data distribution on the number of TV sets per household in the United States, and calculate the expected number of sets per household. How many TV sets would you expect to find in 100 randomly selected households?</i></p>	<p>Statistical Methods / Probability and Statistics</p>
<p>S.MD.B.5 - (+) Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.★</p>	<p>Statistical Reasoning; Statistical Methods / Probability and</p>

<p>a. Find the expected payoff for a game of chance.★</p> <p>Example: Find the expected winnings from a state lottery ticket or a game at a fast-food restaurant.</p> <p>b. Evaluate and compare strategies on the basis of expected values.★</p> <p>Example: Compare a high-deductible versus a low-deductible automobile insurance policy using various, but reasonable, chances of having a minor or a major accident.</p>	<p>Statistics</p>
<p>S.MD.B.6 - (+) Use probabilities to make objective decisions.★</p> <p>Example: The Idaho Department of Transportation classifies highways for overweight loads based on the probability of bridges on a highway failing under given vehicle weights.</p>	<p>Statistical Reasoning; Statistical Methods / Probability and Statistics</p>
<p>S.MD.B.7 - (+) Analyze decisions and strategies using probability concepts.★</p> <p>Example: Product testing, medical testing, or pulling a hockey or soccer goalie at the end of a game and replacing the goalie with an extra player.</p>	<p>Statistical Reasoning; Statistical Methods / Probability and Statistics</p>

REFERENCES

- Aughinbaugh, A. (2012). The effects of high school math curriculum on college attendance: Evidence from the NLSY97. *Economics of Education Review*, 31 (6), 861-870. Retrieved from: <https://www.sciencedirect.com/science/article/abs/pii/S0272775712000726>
- Jia, N. (2021). Do stricter high school math requirements raise college STEM attainment? *Economics of Education Review*, 83. Retrieved from: <https://www.sciencedirect.com/science/article/abs/pii/S0272775721000595>
- Son, J.Y. & Stigler, J. (2023) Don't Force a False Choice between Algebra and Data Science. EdSource. Retrieved from: <https://edsources.org/2023/dont-force-a-false-choice-between-algebra-and-data-science/684817>
- Sparks, S.D. (2018) Calculus is the Peak of High School Math. Maybe It's Time to Change That. *Education Week*, 37(32). Retrieved from: www.edweek.org/ew/articles/2018/05/23/calculus-is-the-peak-of-high-school.html?cmp=eml-enl-cm-news2-rm&M=58504831&U=1121672
- University of Texas at Austin Charles A. Dana Center. (2020). Launch Years: A New Vision for the Transition from High School to Postsecondary Mathematics. Retrieved from: <https://www.utdanacenter.org/our-work/k-12-education/launch-years-initiative/launch-years-initiative-resources-and-reports>
- Zelkowski, J. (2011) Defining the Intensity of High School Mathematics: Distinguishing the Difference Between College-Ready and College-Eligible Students. *American Secondary Education*, 39(2), 27-54. Retrieved from: <https://www.jstor.org/stable/23100400>

APPENDIX A: STANDARDS TO ISAT ALIGNMENT

DRAFT

PLANNING, POLICY and GOVERNMENT AFFAIRS
JUNE 14, 2023

SUBJECT

Legislative Ideas – 2024 Legislative Session

REFERENCE

June 2016	The Board approved twenty-eight (28) legislative ideas to be submitted through the Executive Agency Legislation Process.
June 2017	The Board approved eighteen (18) legislative ideas to be submitted through the Executive Agency Legislation process.
June 2018	The Board approved three (3) legislative ideas to be submitted through the Executive Agency Legislative process.
June 2019	The Board approved thirteen (13) legislative ideas to be submitted through the Executive Agency Legislative process.
June 2020	The Board approved nine (9) legislative ideas to be submitted through the Executive Agency Legislative Process.
June 2021	The Board approved seven (7) legislative ideas to be submitted through the Executive Agency Legislative Process.
June 2022	The Board approved fourteen (14) legislative ideas to be submitted through the Executive Agency Legislative process.

BACKGROUND/DISCUSSION

The State Board of Education’s legislative process starts with the approval of legislative ideas. Legislative ideas that are approved by the Board are submitted electronically to the Division of Financial Management (DFM) through the Executive Agency Legislative process. A legislative idea consists of a statement of purpose and a fiscal impact. If approved by the Board, the actual legislative language will be brought back to the Board as proposed legislation at a later date for final approval prior to submittal to the legislature for consideration during the 2024 legislative session. Board approved proposed legislation is submitted to DFM and forwarded to the Governor for consideration then to the Legislative Services Office for processing and submittal to the legislature.

In accordance with the Board’s Master Planning Calendar, legislative ideas from the institutions and agencies must be submitted for the Board’s consideration by the June Board meeting deadlines.

All legislative ideas for the 2024 legislative session must be submitted to DFM no later than June 23, 2023.

PLANNING, POLICY and GOVERNMENT AFFAIRS
JUNE 14, 2023

Proposed Legislative Ideas

1. Optional Retirement Program
2. Rural School Definitions
3. Education Data
4. CTE Instructor Career Ladder Movement
5. Institution Reporting Requirements

IMPACT

Staff will submit Board-approved legislative ideas through the executive agency legislative process and will bring back legislative language to the Board once approved by the Governor's Office. Legislative ideas not approved will not be submitted through the executive agency legislative process and will not be sponsored by the Board for introduction to the legislature.

ATTACHMENTS

Attachment 1 – Legislative Ideas – Statement of Purpose and Fiscal Impact

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends that the Board approve all five legislative ideas to move forward in the process.

BOARD ACTION

I move to approve the following legislative idea(s) in substantial conformance to the form provided in Attachment 1: Optional Retirement Program, Rural School Definition, Education Data, CTE Instructor Career Ladder Movement, and Institution Reporting Requirements.

AND

I move to authorize the Executive Director to submit these legislative ideas and additional proposals that may be identified between the June Board meeting and July submittal deadline as necessary through the Governor's legislative process.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

2024 LEGISLATIVE PROPOSALS

1. Optional Retirement Program

Statement of Purpose

33-107A allows the state board of education to establish an optional retirement program. Currently, new employees of the Office of the State Board of Education may opt into PERSI only if they are already vested. This has limited the agency's ability to recruit local candidates competitively. The proposed change would provide new employees of the Office of the State Board of Education the opportunity to select either PERSI or an OPR at the time of hire, regardless of whether the employee is already vested in PERSI. This change would provide an additional tool for recruiting highly qualified candidates to state government positions.

Fiscal Impact

This amendment does not pose a significant fiscal impact to the state.

2. Rural School Definition

Statement of Purpose

Section 33-319, Idaho Code, establishes the state definition for rural schools. The current definition is so broad it includes approximately 85% of Idaho's public schools. The proposed legislation would create rural subcategories to allow for a more targeted discussion or distribution of resources to rural school districts or schools. The rural subcategories would be based on distance from urban areas as well as population density and would be categorized as rural fringe, rural distant, and rural remote.

Fiscal Impact

The proposed amendments would have no fiscal impact. The refined definition would allow for more targeted discussions around rural schools but would not have impact on current public schools funding.

3. Education Data

Statement of Purpose

Section 33-133, Idaho Code, sets out provisions for keeping Idaho student data secure and limiting access to personally identifiable student information. The proposed legislation would clarify reporting requirements on student data use, expand definitions to include educator and student personally identifiable information to assure the protection of educator data and align language with various education record security requirements.

Fiscal Impact

There would be no fiscal impact. Proposed changes would clarify existing requirements and assure consistency in how educational records are handled and kept secure.

4. Institution Reporting Requirements

Statement of Purpose

Section 33-3729(5) requires postsecondary institutions to report student transfer data to the State Board of Education. While the reporting requirement is important to retain in Idaho Code, the specific data points, which are currently also codified, are better suited to agency policy. Removing these specifics from Idaho Code would allow the agency to make adjustments when necessary as programs or technologies change without needing legislative action.

Fiscal Impact

These amendments would not result in any additional fiscal impact to the state.

5. Career Technical Education – Instructor Career Ladder Movement

Statement of Purpose

Section, 33-1004B, Idaho Code, established Career Ladder as a methodology for calculating salary-based apportionment allocations for instructional staff and pupil service staff. In 2020 (SB1329), Section 33-1004B, Idaho Code, was amended to allow for career technical education instructional staff holding an occupational specialist certificate to be initially placed on the career ladder based on years of experience in a field related to the content area they were teaching in. The intent of the legislation was to provide schools with additional funding to help recruit and retain staff with industry backgrounds teaching in career technical programs. The amendments did not provide any provisions for movement outside of these individuals meeting the established performance criteria. Because the criteria is based on annual classroom performance and student outcomes in three of the previous five years, these individuals could not advance on the career ladder until they had been in the classroom for at least three years. With increased pressure in the educator pipeline and declining retention rates it is not necessary to provide provisions that will allow for these individuals to progress on the career ladder sooner than the current three years. The proposed legislation would establish a shorter timeline for these staff to meet the existing performance criteria allowing for movement during the three years following initial placement on the career ladder.

Fiscal Note

The proposed amendments could result in a small increase to salary-based apportionment for instructional staff, however, due to the averaging methodology and the small number of qualifying staff the overall increase would be de minimis.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 14, 2023

SUBJECT

Empowering Parents Program Update

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code §§ 33-1030, 33-1031, 33-1032

BACKGROUND/DISCUSSION

Students throughout Idaho are benefiting from the Empowering Parents program. As the office charged with administering this grant, the State Board of Education (Board) has a fiduciary responsibility to ensure that taxpayer funds are being used as the Legislature and Governor Little intended.

This due diligence demonstrates our longstanding commitment to accountability and transparency.

The Empowering Parents grant program was established in Idaho Code §§ 33-1030 - 1034 to provide education grants for eligible students. After a competitive solicitation, the State Division of Purchasing awarded Primary Class Inc., also known as "Odyssey," the contract to create and administer the grant program, including creation of the platform to be used by participants to make eligible education expenditures.

The state's contract with Odyssey requires Odyssey to establish an online platform including an electronic marketplace for awardees to use grant awards for eligible products and services.

Idaho Code § 33-1030(3) defines eligible education expenses as:

- a) Computer hardware, internet access, or other technological devices or services that are primarily used to meet a participant's educational needs;
- b) Textbooks, curriculum, or other instructional materials, including educational software and applications;
- c) Fees for national standardized assessments, advanced placement examinations, examinations related to college or university admissions, or industry-recognized certification examinations;
- d) Therapies, including but not limited to occupational, behavioral, physical, speech-language, and audiology therapies, or other services or therapies specifically approved by the board;
- e) Educational programs offered for a fee or pursuant to contract by a school district, public charter school, or career technical education program to nonpublic students, provided that such students may not be counted for purposes of calculating public school enrollment; or

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 14, 2023

- f) Other education expenses approved by the board, upon recommendation of the parent advisory panel established pursuant to section 33-1032, Idaho Code.

Pursuant to Idaho Code § 33-1032, a parent advisory panel shall make recommendations to the Board regarding implementation, administration, and improvements to the program and may make recommendations regarding the inclusion of other educational expenses.

The parent advisory panel had its first organizational meeting on June 1, is scheduled to meet next on July 10 and has several other regional meetings scheduled throughout the summer. It is expected that the panel will make recommendations for the Board to consider at its regularly scheduled October meeting.

IMPACT

The grant program has benefitted thousands of Idaho students.

As of May 15, 2023:

- Number of students who received awards: 49,429
- Total applications received: 37,544
- Total applications funded: 27,093 (72%)
- Total applications not funded or rejected as incomplete or ineligible: 10,451 (28%)
- Total funds awarded: \$49,429,000

ATTACHMENTS

Attachment 1 – Empowering Parents Program Monthly Update Report – 5/15/23
Attachment 2 – Letter to the Board from Governor Little

STAFF COMMENTS AND RECOMMENDATIONS

On April 5, 2023, after meeting with the State Division of Purchasing (the administrator of the Odyssey contract) the State Board staff launched a review of purchases made on the platform that did not appear to qualify as “Eligible Education Expenses” as defined in Idaho Code.

To date, more than 70 percent of the total purchases made through the Marketplace have been reviewed. Eighty percent of the reviewed purchases are purchases that have been approved fall under the statutory definition of eligible education expenses. Seven percent of the reviewed purchases do not appear to meet the definition. These include computer cases, uniforms, screen protectors, etc.

More information has been requested from Odyssey about the other 13 percent of reviewed purchases in order to determine eligibility.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 14, 2023

If the parent advisory panel determines all or some of the flagged items should be made eligible, it will make a recommendation to the Board for consideration. Meanwhile, the review continues. Two additional Board staff members have been assigned to assist the Empowering Parents program coordinator with the review.

Board staff submitted a formal financial record request to Odyssey on April 13, 2023. The file was received on May 5, 2023. Supporting documentation is still forthcoming. We have directed Odyssey to not process any transactions for products and services that do not fit within the statutory definition of eligible education expenses.

Under Idaho Code § 33-1031(3), "If a parent is found to misuse grant funds, then neither the parent nor another parent of the student living in the same household may apply for a grant in the future for any student, provided that the parent may appeal the finding to the board."

The parent advisory panel held its first meeting on June 1, 2023. State Board staff members are working with Odyssey and will complete the review in time for the next parent advisory panel meeting on July 10.

BOARD ACTION

This item is for informational purposes only.



**Empowering Parents Grant Program
May 15, 2023**

The Empowering Parents Program pursuant to Idaho Code, Section 33-1031 provides eligible families with grant funds for use towards eligible education services and devices to help students recover from the learning loss caused by the COVID-19 pandemic.

The program is open to parents based on adjusted gross income (AGI) verified by the Idaho Tax Commission from the prior year and one or more students in kindergarten through grade 12. Students may attend public school, private school, or be homeschooled. The award amounts are limited to \$1,000 per eligible student and no more than \$3,000 per family.

Funding is distributed in three waves based on the verified AGI. AGI waves are defined as:

- Wave 1 – household has an AGI under \$60,000
- Wave 2 – household has an AGI under \$75,000
- Wave 3 – household has an AGI equal to or more than \$75,000

Following is detailed information on applications, student awards and demographics, and marketplace purchases.

Applications:

Total applications received	37,544
Total applications funded	27,093 (72%)
Total applications not funded or rejected as incomplete or ineligible	10,451 (28%)

Student Awards and Demographics:

Number of Students Awarded	49,429
Funds Distributed	\$49,429,000.00 (99.8% of total appropriated funds)

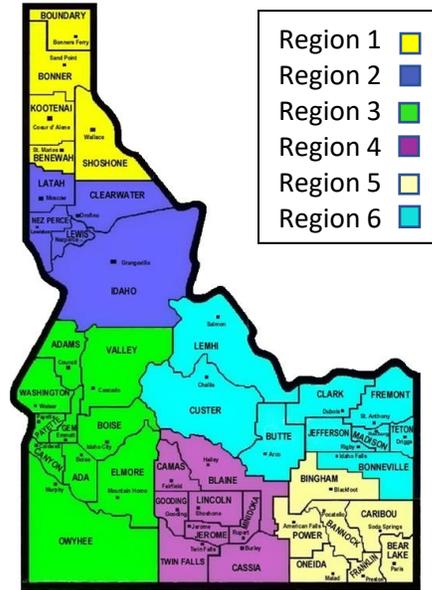
Funded students based on AGI Waves:

AGI Wave	Funded Students
Wave 1	35,772
Wave 2	2,548
Wave 3	11,109

Funded students based on regions around the state:

Education Region	Students
Region 1	4,021
Region 2	2,186
Region 3	24,207
Region 4	6,511
Region 5	3,925
Region 6	8,443
N/A*	136

*zip code entry error



Funded students based on school type:

School Type	Students
Home School*	1,314
Private School	1,049
Public Charter School	5,975
Traditional Public School	41,087
N/A**	4

*Home School students are students whose parent or guardian indicated they were home-schooled and they do not participate in any public-school courses (full or part-time, virtual or in-person).

**school type entry error

Marketplace Purchases

There have been **\$27,593,135.96** transactions on the marketplace, as of May 15, 2023. Section 33-1030, Idaho Code, allows eligible marketplace purchases in six categories.

The amount spent in each category is detailed below:

Statutory Categories	Amount
(a) Computer hardware, internet access, or other technological devices or services	\$20,935,327.46
(b) Textbooks, curriculum, or other instructional materials, including educational software and applications	\$6,533,785.20
(c) Fees for national standardized assessments, advanced placement examinations, examinations related to college or university admissions, or industry-recognized certification examinations	\$0.00
(d) Therapies, including occupational, behavioral, physical, speech-language, and audiology therapies, or other services or therapies specifically approved by the board	\$124,023.30
(e) Educational programs offered for a fee or pursuant to contract by a school district, public charter school, or career technical education program to nonpublic students	\$0.00
(f) Other education expenses and services as approved by the Board	\$0.00



ATTACHMENT 2

Governor Brad Little

State Capitol :: Boise, Idaho 83720
(208) 334-2100 :: gov.idaho.gov

June 9, 2023

Dr. Linda Clark, President, State Board of Education
Matt Freeman, Executive Director, Office of the State Board of Education
P.O. Box 83720
Boise, ID 83720

Dear President Clark and Director Freeman,

The Idaho Legislature created the Empowering Parents grant program in 2022 through Senate Bill 1255, directing the State Board of Education to administer the grants. The Office of the State Board of Education (OSBE), as administrative support for the board, is contractually obligated to administer the program and oversee the contractor's performance.

There is an expectation at both the federal and state levels that agencies managing public funds serve as the first line of defense for proper stewardship of funds, and that such agencies are responsible for ensuring funds are not used for ineligible purposes. Robust oversight, documentation, and a dedicated compliance regime are critical to safeguarding the use of scarce taxpayer dollars.

Since September of 2022 when the Empowering Parents grants went live, the program has successfully served tens of thousands of families with additional educational resources outside the classroom.

Only recently, my staff first received specific details from OSBE staff on identified purchases that may not have been permitted by Section 33-1030(3), Idaho Code, and applicable federal guidance. I expect all agencies within my administration to communicate early and often on matters of this magnitude. Let's work toward improved communication on the internal OSBE staff review moving forward.

To augment the internal OSBE staff review of transactions within the program, enhance fact finding, and hasten transparency and accountability to the taxpayers, I am offering the Division of Financial Management to contract with an independent third party to conduct a full financial audit of the program and status of eligible versus ineligible purchases. This will help us ensure we know the full scope of the situation and what has been reimbursed through the online marketplace relative to applicable laws.

Further, pursuant to Section 67-802, Idaho Code, I am requesting that the State Board of Education prepare a report and action plan to submit to my office no later than June 16, 2023, that:

- Strengthens accountability of the Empowering Parents Grant Program, including enhanced Board-level oversight of all contractors;
- Reviews all contracts to identify opportunities to recoup funding from contractors for any purchases deemed ineligible;

ATTACHMENT 2

Governor Brad Little

State Capitol :: Boise, Idaho 83720
(208) 334-2100 :: gov.idaho.gov



- Identifies all oversight efforts, safeguards, and other steps taken by the State Board and office staff to ensure grant funds were used only for eligible education expense and only for the benefit of eligible students, as defined by Idaho Code 33-1030; and
- Proposes changes to program administration and oversight that may be necessary to enhance stewardship of taxpayer funds to ensure compliance with both Idaho Code and applicable federal guidance.

I know we share a common goal of transparency and accountability for use of public funds, and I appreciate your partnership in reaching that goal. I look forward to timely submission of your action plan so that we may continue with this program that is important to so many Idaho students and families.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Brad Little', is written over a faint, larger version of the same signature.

Brad Little
Governor of Idaho

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
June 14, 2023

IDAHO STATE UNIVERSITY

SUBJECT

Idaho State University (ISU) 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.

Idaho State University'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

Idaho State University'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.



PROGRESS REPORT

2023



TABLE OF CONTENTS

3 Executive Summary

4 A Year in Review

7 The Year Ahead

9 The Numbers

11 Conclusion



Executive Summary

For the academic year of 2022-2023, Idaho State University focused institutional efforts and priorities around the five goals defined in the strategic plan. These goals directly align with the State Board of Education's strategic plan.

Idaho State University continues to move forward, become healthier as an institution, and remain focused on our mission. Overall, ISU made substantial progress to meet our core mission of bettering student lives through education. For the fourth semester in a row ISU increased enrollment, our retention rates dramatically increased from where they were two years ago, we completed and are executing a new visionary 5-year strategic plan, and are wrapping up a successful scholarship campaign. As an institution, we are poised to continue our momentum for the upcoming year.

ISU made substantial progress in developing and implementing initiatives aimed to make tangible improvements in support of the strategic plan. We have aligned all pre-existing project charters to the strategic plan as well as commissioned new initiatives to move us forward. Within these goals and priorities, we will continue to use identified project charters as our primary means to meet our goals. New initiatives will continue to be added at times to keep our efforts fresh and to demonstrate progress.

1. **Increase Student Access, Opportunity, Retention, and Success:** We build a diverse and thriving student population by providing all students with the tools, opportunities, and environment to support their goals, learning, and achievement.
2. **Strengthen Programmatic Excellence:** Programmatic excellence is at the core of student achievement. The University continually evolves to meet workforce demands and recruit, retain, and support highly qualified faculty and staff. We allocate resources to strengthen programs and opportunities focused on student achievement and success
3. **Cultivate External Partnerships:** We contribute to the betterment of all communities through strong collaborations and partnerships. The University will continue to foster existing beneficial partnerships and build new associations that advance Idaho State's mission.
4. **Expand Research, Clinical, and Creative Activities:** We change lives for the better by expanding our research, clinical, and creative activities. We focus on increasing human knowledge, serving the needs of society, and supporting artistic ventures.
5. **Energize the Bengal Community:** We engage and build strong relationships with all members of the Bengal Community to achieve academic success and innovation, advance learning and research, and enhance lives. The Bengal Community includes students, faculty, staff, alumni, community members, friends, and partners who engage with the University and support its success.

The intent of the following report is to provide the State Board of Education with high-level accomplishments made in the academic year 2022-2023 and outline specific initiatives to be implemented in the academic year 2023-2024.

A Year in Review

The following provides a high-level overview of some of ISU's accomplishments during the academic year 2022-2023

Institutional Accomplishments 2022-2023

Title	Description
Recruitment Efforts	<p>ISU once again hosted a reformatted Bengal Visit Day (our largest annual student recruitment event) for prospective students. Bengal Visit Day provides an opportunity to showcase the programs and opportunities available at Idaho State. This year we increased attendance from approximately 1,300 in 2022 to a new record of over 1,800 this year.</p>
Retention Initiatives and ISU Navigate	<p>Perhaps the achievement we are most proud of this year has been our increased retention rates. Our retention rates increased significantly from where they were just two years ago:</p> <ul style="list-style-type: none">• Freshman/first-year student retention is up 7.5%• Idaho resident student retention rate is up 7%• First-generation student retention rate is up 10%• Historically underserved populations:<ul style="list-style-type: none">○ Hispanic student retention rate is up 13%○ Black/African American student retention rate is up 16%○ Native American student retention rate is up 13% <p>We have seen tremendous retention growth in just two years and are very optimistic that we will continue to see improvements as we continue to integrate ISU Navigate into our student success operations.</p>
Strategic Enrollment Management Plan	<p>For the fourth semester in a row, ISU saw an enrollment increase. These increases come after decades of enrollment decline and truly show that our efforts to strategically recruit students to Idaho State are working.</p>
Program Prioritization	<p>ISU completed the first year of "continuous improvement" reports for the new Program Prioritization framework. In subsequent years, programs may be triggered for evaluation based on five-year rolling average metrics of degree/certification production. As a result of program prioritization, ISU has discontinued 12 programs, proposed 4 new programs, restructured 9 programs, and placed 48 programs on program improvement plans. The program improvement plans include deadlines.</p> <p>Additionally, upon selecting criteria from the SBOE policy, ISU completed 20 non-academic unit program prioritization evaluations. The remaining non-academic units will be evaluated over the next two years. Those already evaluated will complete annual updates based on their levels of effectiveness and efficiencies.</p>
University Advancement	<p>ISU has focused on increasing our connections with ISU alumni through targeted Advancement efforts. We are completing our two-year scholarship campaign to raise \$20 million for ISU students and have already exceeded our goal by raising \$23,313,217 with two months remaining on the campaign.</p> <p>Our second annual Bengal Giving Day was again a great success as we raised over \$631,953 and benefited from 315 new first-time donors to the University.</p>
Capital Projects	<p>Construction was completed on the Idaho Central Credit Union Bengal Alumni Center. We have already hosted several successful events in the venue and are looking forward to a building dedication later this summer. The Alumni Center is truly meeting our goal of providing a venue for the greater Pocatello community to gather and</p>

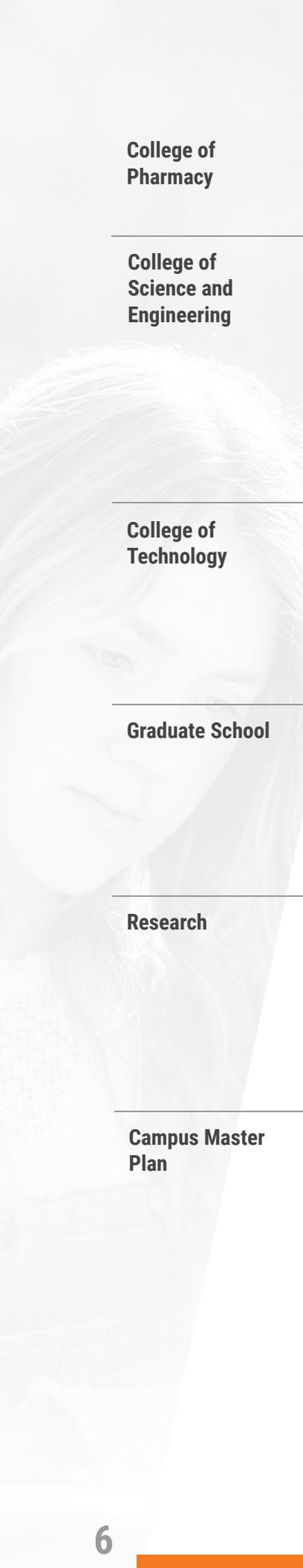
bring the community and campus together. We are already hosting the meetings for the Pocatello Chubbuck Chamber of Commerce, area Rotary clubs, weddings, and the Idaho Chiefs of Police Association is holding its annual meeting in the Alumni Center this summer.

The Holt Arena remodel will be completed prior to the fall football season with new seats, window panels, and ceiling. This upgrade provides a much-needed update to our largest event venue on campus, and in all of East Idaho.

The Skaggs College of Pharmacy remodel of Leonard Hall has begun with demolition already underway. Campus groups are in the process of planning the research lab needs of faculty and students.

Phase II of the renovation and rejuvenation of the first floor of the Oboler Library is underway. The goal of the re-envisioning of the first floor of the Library is to create a student-centric gathering and interactive/collaborative learning space that becomes a hub of student life on campus.

Residential Life Improvements	The University invested \$5 million into housing renovations to improve the overall residential experience for our students and has transformed most of our spaces into modern, bright, and welcoming spaces. This fall we have had a waiting list for our student housing for the first time in recent memory, and these updates are, in part, contributing to that success.
College of Arts and Letters	Interdepartmental collaboration is benefitting students across the institution. The College of Arts and Letters recently created interdisciplinary programs, such as commercial music, forensic science, digital media, medical ethics, Spanish for the health professions, applied behavioral analysis, and medical anthropology—and all are growing and thriving. In addition, new interdisciplinary certificates are being prepared and faculty are seeking joint appointments across colleges which fosters dialogue and cooperation, leading to the sharing of resources and expertise as well as curricular renewal.
College of Business	The College of Business was awarded a substantial grant by the Small Business Administration's (SBA) Federal and State Technology (FAST) Partnership Program. This allows us to expand our commercialization efforts which fit extremely well with our other outreach in the COB such as Bengal Solutions, CEED, the Brown Center for Sales Excellence, and SBDC. This will also support grant writing services and market research assistance for potential entrepreneurs that will create amazing educational opportunities for our students while helping grow the entrepreneurial ecosystem in Idaho. We are the first College of Business in the State of Idaho to receive this award.
College of Education	In partnership with School District 25, the College of Education launched the Paraprofessional to Certified Teacher (PaCT) program to provide an affordable pathway for paraprofessionals to earn a college degree or teacher certification. This program has resulted in incredible goodwill toward the University, enhanced relationships with the school district, and has seen a more than 90% first-to-second-semester retention rate. This program is transforming students' lives and the lives of their children who may one day be ISU students. Most importantly, this program will help to address the ongoing teacher shortage in Idaho.
College of Health	The Physician Assistant program was awarded a major grant in support of rural health training. The Primary Care Training & Enhancement -PA Rural Training Program grant was funded for a total of \$1.4 million. The program was one of only 11 in the nation to receive this competitive grant. It supports . . . The Department of Community and Public Health submitted grants totaling more than \$10,761,747. Currently, 78% of faculty are funded partially by grant funding and the most recent grant was funded by HRSA for 3 years at \$3,000,000. Idaho State University is one of only seven universities in the United States where students can obtain health care degrees that range from an associates degree all the way to a PhD, including over 55 health professions programs that enhance and expand Idaho's health care workforce. We are responding to the healthcare worker shortages that exist in Idaho's rural areas, many physicians, nurse practitioners, pharmacists and physician assistants have remained in Idaho after receiving their education at Idaho State University. For example, over half (54.1%) of all Physicians assistants practicing in Idaho are ISU graduates and over half of all physicians that went through ISU's Family Medical Residency program are still in practice in Idaho today.



College of Pharmacy

The Skaggs College of Pharmacy received a gift from the ALSAM Foundation for a \$14,000,000 lead donor gift to renovate the research and teaching laboratories in Leonard Hall in Pocatello, Idaho. This is the single largest gift in the history of ISU. The State of Idaho also contributed \$3,400,000 to this project. During 2022 design planning and many related activities were completed and construction began in March 2023.

College of Science and Engineering

During the past year, two faculty in the College of Science and Engineering have been named as Fulbright Scholars, among the most prestigious academic honors awarded by the United States government. Dr. Mustafa Mashal, associate professor in the Department of Civil and Environmental Engineering, is currently serving as a Fulbright U.S. Scholar in Qatar. Mashal is teaching students at Qatar University in various aspects of civil engineering and is conducting research about retrofitting bridges for stability using titanium rods. Dr. Larry Leibrock, visiting assistant professor in the Department of Computer Science, was recently awarded a Fulbright-National Science Foundation Cybersecurity and Critical Infrastructures Scholars Award. Leibrock is also a joint appointee at Idaho National Laboratory where he conducts cybersecurity research. Dr. Leibrock will spend his Fulbright at the University of Iceland where he will collaborate with researchers to make Iceland's unique geothermal power systems resilient to cyber attack.

College of Technology

The College of Technology's Industrial Cybersecurity Engineering Technology faculty partnered with University of Idaho in a HERC iGEM grant to build the RADICL cyber lab in Idaho Falls and facilitate workforce training and development efforts in the cyber-physical security sector with the end goal of empowering cyber-physical security analysts and cyber-informed industrial technicians with high quality learning experiences. This project enhances the College of Technology's ability to deliver much needed workforce training and development by enabling ISU to introduce amplitude testing services and provide industrial exams to a new and existing market. ISU Industrial Cybersecurity faculty will be awarded \$900,000 for the project over a three-year period.

Graduate School

The Graduate School successfully completed the implementation of launching the DegreeWorks advising and audit system for the entirety of the graduate student population. This will ensure that our graduate students have instantaneous access to information related to their progress towards degree – including requirements fulfilled, requirements needed, anticipated graduation dates, petition or exceptions needs, and formal milestone needs and outcomes. This greatly increases transparency and predictability related to the degree earning process for our students, their faculty advisors, the Registrar's Office, and the Graduate School. This was implemented entirely using existing resources and staffing.

Research

Trending upward year after year, ISU received more than \$36 million in external research awards, with 176 active investigators. This represents a 45% increase in awards and 14% increase in the number of active researchers since 2019. These positive trends exemplify Idaho State's classification as a Carnegie Doctoral, High Research Activity University. Though the total number of proposal submissions has trended slightly downward in recent years, the average award dollar amount has increased. ISU researchers are seeking and winning larger grant awards, with the steadiest growth in the federal government-supported research and development sector. Last year, ISU students received just over \$1.8 million in externally-sponsored wages and stipends to participate in research and creative scholarship activities.

Campus Master Plan

ISU officially launched a campus-wide initiative to create a new Facilities Campus Master Plan. This plan will align with and support the institutional strategic plan, budget model, and program prioritization framework. The University will work through a transparent and inclusive process to create a comprehensive physical master plan to provide a roadmap to support operational opportunities for academic, research, and student life operations.

The Year Ahead

The following provides a high-level overview of some of ISU's initiatives that will be the focus of the academic year 2023-2024.

Goals and Priorities 2023-2024

Project Charter	Description
Employer Needs	Idaho State University will work to ensure students can acquire meaningful jobs and fulfilling careers upon graduation. To meet this end, ISU will engage in a University-wide workforce analysis. Each college at ISU will perform an analysis of the top employers they currently work with. Each college dean will consult with the Director of the Career Center and the top employers to identify their specific workforce needs and determine how ISU can help meet these needs more effectively. This process will ensure that our academic majors and programs are positioned to prepare, inspire and empower graduating students for a lifetime of meaningful work.
INL	Idaho State University will become the institution with the strongest Idaho National Laboratory partnership through the development and delivery of high-quality programs and cutting-edge research expertise that complements the laboratory mission. ISU will leverage the Polytechnic legislative funding, the Center for Advanced Energy Studies, and the INL Educational Contract as well as existing educational and research expertise to build this relationship.
Program Health and Sustainability and Funding Model	A Program Health and Sustainability assessment model should be aligned with the institutional mission while evaluating student demand and providing indicators of quality. It should include measures for efficiency and effectiveness and ensure sufficient resources. Finally, it should be flexible and change as necessary over time.
Cyber Security	Cybersecurity is vital to commercial, personal and national security needs. The workforce demand for cyber professionals far exceeds the current supply. ISU will be part of a statewide effort to meet workforce demand and to provide research solutions to industry and government partners.
Budget Model	Identify a new budget model system that allows the university to evaluate the base allocation, properly incentivize program growth and retention, and decentralize budgetary authority to colleges, departments and units.
Employee Lifecycle and Campus Culture Enhancements	Focus the mission of Human Resources toward the concept that our people are our biggest resource. Be the conduit, through strategic enhancements of all employee lifecycle elements, to impact positive culture change. This change will focus on: integrating an employee engagement and morale focus in all lifecycle elements, growing a strengths-based organizational development capacity, effectively managing performance, and creating a mission-focused environment where trust, compassion, stability and hope exist for our employees.
Environmental Sustainability	Idaho State University will become a net-zero institution. To meet this goal, we will inventory the current carbon footprint of the university and create a phased plan that outlines specific measures that will reduce our carbon footprint over time. Based on the recommendations outlined in the plan, the University will establish a target date to achieve net-zero operations.
Data and Analytics Plan and Process	Conduct a comprehensive review of the university's data and analytics capabilities across all divisions and units. Ensure we have the appropriate data systems that are capturing the data we need with the reporting capabilities necessary to make data-informed decisions. Related to student recruitment and retention, work collaboratively with Academic and Student Affairs to identify the outcomes we expect to measure over time, identify the data needed to measure those outcomes, and help develop the needed reporting tools. Review, recommend and facilitate implementation of clear roles and responsibilities related to data management for the following offices: Institutional Research, Information Technology Services, Enrollment Management, and the Registrar's Office. Review the University's Customer Relationship Management vendor and contracts to ensure overall efficiency and effectiveness.

**Innovation of
Campus
Technologies and
Services**

This charter will review and assess all information technology support on campus to evaluate the efficiency and effectiveness of service delivery, user access, organizational structure, and budgets with the goal of optimal alignment of all services.

**Strategic
Enrollment Plan**

ISU will develop a strategic enrollment management plan that provides a comprehensive strategy designed to achieve and maintain optimum recruitment, retention, and graduation rates. The plan will outline ISU's strategy and anticipated outcomes to identify, recruit, enroll, retain, and graduate students in alignment with ISU's mission. It will communicate a clear picture of Idaho State's identity and brand; create a value proposition; clearly articulate outcomes; distinguish ISU from our competition; and focus on the demographics of entering classes. The development of the strategic enrollment management plan will require institution-wide effort, coordination, and support.

**Student Life and
Engagement**

The Division of Student Affairs will develop and implement a plan to revitalize the Bengal Student Experience. Developing a campus climate and culture of student leadership, engagement, and service will elevate the student experience and have a positive impact on student success, retention, and completion. Working in conjunction with students and campus partners, Student Affairs will ensure student-facing functions operate with a student-centric, student-first process-second approach, students will experience a campus experience that will provide opportunities to develop their interests, choose experiences that align with their goals, and enhance their education in and out of the classroom.

**First Year
Experience**

Develop and deploy a robust and thorough experience for all first-year students at Idaho State University. These experiences will include the design and implementation of a recruitment and new student orientation program focused on welcoming and onboarding first-year and transfer students. Develop programming designed to provide experiences that are engaging, inclusive, and educational, with an intentional focus on retention and developing a lifelong commitment to Idaho State University.



The Numbers

- We are ranked fourth in the nation, based on student surveys, veteran retention, graduation rates, and job placement as a Military Friendly University.
- We placed more student interns with the Idaho National Lab than any other university in the country.
- We support industry needs - 18 of 20 Idaho Hot Jobs are in fields offered at ISU
- We continue to meet community health needs - ISU teaches 34 of the Department of Labor's 48 health occupations in the U.S. This sector is expected to grow much faster than the average of all occupations.
- We offer quality education - 96% (to date) of ISU students in 2022 met or exceeded the national average for first-time pass rates for health program certification testing.
- ISU is focusing on creating new certificates to support workforce development- increased by 51 in FY22
- We strive for excellence - Once again, 100% of ISU's specialized accredited programs are in good standing with their accrediting organizations

Enrollment Numbers

(As reported in the performance measure report)

ISU Key Data	FY2017	FY2018	FY2019	FY2020	FY2021	FY2022
Total Annual Enrollment	10,233	9,960	9,775	9,589	9,322	9,252
Full-Time Equivalency (FTE) ¹						
- Career Technical	771	747	828	819	749	711
- Undergraduate	7,378	7,108	6,864	6,587	6,246	6,191
- Graduate	2,084	2,105	2,083	2,183	2,327	2,350
Total Idaho resident new degree-seeking undergraduate students ²	1,500	1,643	1,681	1,584	1,437	1,522

1. Annual full-time equivalency (FTE) is calculated by dividing the total Undergraduate and Professional Technical credit hours (SCH) by 30; total Graduate SCH is divided by 24.

2. New students in the summer semester enrolled in the subsequent fall semester are counted as "new" in the fall semester.



Retention Rates Graduation Rates

(As reported in the performance measure report)

ISU Key Data	FY2017	FY2018	FY2019	FY2020	FY2021	FY2022
Retention Rate: fall-to-fall, full-time, first-time bachelor degree seeking student	64%	63%	64%	63%	67%	71%
Graduation Rate: percent of full-time, first time students from the cohort of new first-year students who complete their program within 1½ times the normal program length (bachelor degree-seeking)	29%	32%	34%	33%	36%	34%
Graduation Rate: percent of full-time, first time students from the cohort of new first-year students who complete their program within 1½ times the normal program length (all degree-seeking)	30%	33%	36%	34%	39%	37%
Graduation Rate: full-time new first year students and new transfer students. A student is given up to 6-years (18 semesters) to complete any undergraduate certificate/degree program.	40%	42%	45%	43%	46%	47%
	(Fall 2011 Cohort)	(Fall 2012 Cohort)	(Fall 2013 Cohort)	(Fall 2014 Cohort)	(Fall 2015 Cohort)	(Fall 2016 Cohort)
Graduation Rate: full-time new first year students and new transfer students. A student is given up to 6-years (18 semesters) to complete any undergraduate certificate/degree program. Idaho Residents Only	38%	40%	45%	45%	46%	46%

ISU Foundation Key Data	FY2017	FY2018	FY2019	FY2020	FY2021	FY2022	FY2023 At 3.31.23
Contributions, Net ¹	\$5,315,986	\$9,827,927	\$12,444,201	\$10,496,438	\$9,954,563	\$29,651,862	\$10,531,346
Endowment Funds	\$53,258,798	\$57,584,648	\$56,346,446	\$56,133,138	\$75,190,280	\$73,679,139	\$85,496,809

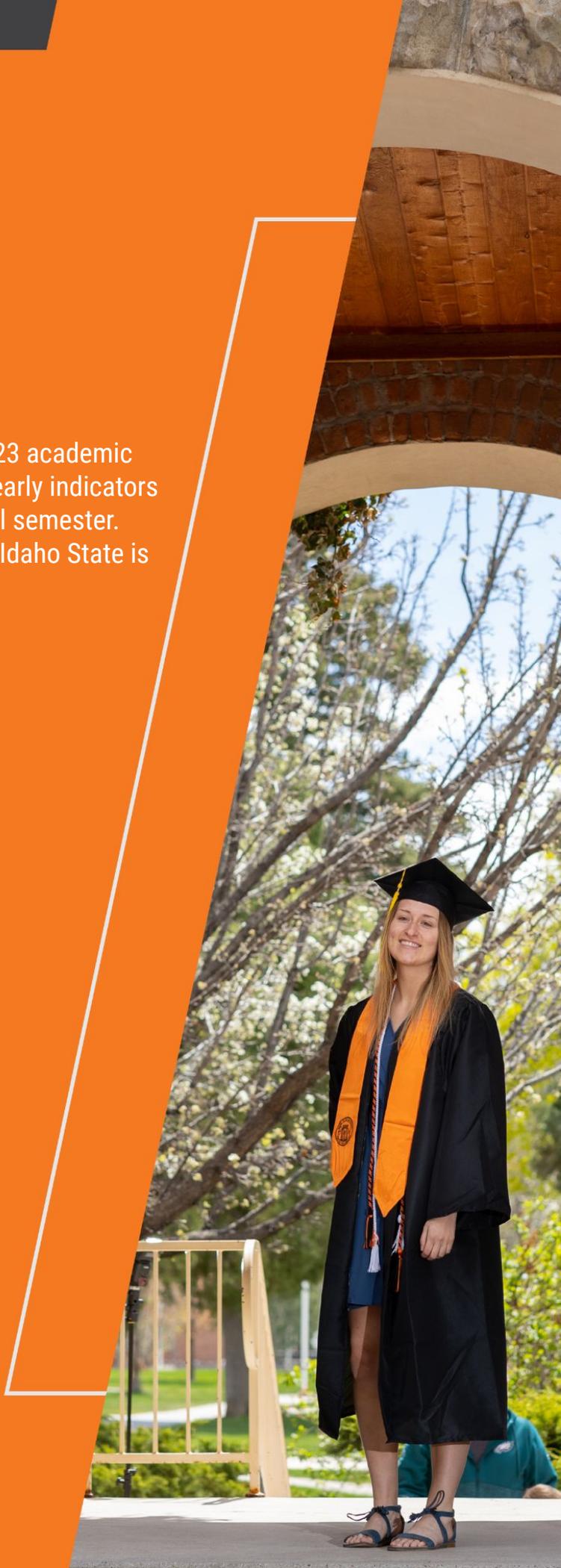
¹ Accrual basis - reflects adjustments for pledges and estimates for uncollectible pledges, stated at NPV

Conclusion

Substantial progress was made in the 2022-2023 academic year. The University has good momentum and early indicators of positive enrollment data moving into this Fall semester. We are optimistic for the future and as always, Idaho State is dedicated to being a higher education leader with a mission of changing student lives through education.



Idaho State
University



**STATE DEPARTMENT OF EDUCATION
JUNE 14, 2023**

TAB	DESCRIPTION	ACTION
1	MILKEN EDUCATOR AWARDS UPDATE	Information Item
2	SUPERINTENDENT'S UPDATE	Information Item
3	SCIENCE OF READING / LITERACY PRESENTATION	Information Item
4	EMERGENCY PROVISIONAL CERTIFICATION	Action Item

STATE DEPARTMENT OF EDUCATION
JUNE 14, 2022

STATE DEPARTMENT OF EDUCATION

SUBJECT

Milken Educator Awards Update

REFERENCE

October 2020	In 2020, State Department of Education staff restored the Milken Educator Awards program in Idaho.
October 2022	2022 Milken Educator chosen by the Milken Family Foundation.
November 2022	2022 Milken Educator announced.

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND/DISCUSSION

The Milken Educator Award is a national award presented by the Milken Family Foundation to recognize educators throughout the country. Candidates are recommended by peers and employers, but do not interview or apply. The goal of this award is to honor and reward outstanding K-12 educators who represent the top of the teaching profession and provide a lifetime incentive for the individual to stay in education. Idaho State Department of Education staff are present during the announcement to congratulate the winners.

IMPACT

There is no financial impact of this program other than staff resources. The general impact is incentive for great teachers to remain in the profession.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

For 35 years, the Milken Family Foundation has rewarded excellence in education through \$25,000 awards in the form of the Milken Educator Awards. The Milken Educator Awards target early-to-mid career educators. The awards are made based on the educator's current achievements and for "the promise of what they may accomplish in the future."

The Milken Family Foundation has granted more than 2,800 Awards nationally, totaling \$70 million. In addition to the award, Milken Educators are given access to networking and development tools for the remainder of their careers in education. When combined with the award, the Milken Family Foundation estimates more than \$138 million has been devoted to the overall program.

The criteria for the selection of the award include:

STATE DEPARTMENT OF EDUCATION
JUNE 14, 2022

- Exceptional educational talent as evidenced by effective and innovative instructional practices and student learning results in the classroom and school;
- Exemplary educational accomplishments and leadership beyond the classroom that provide models of excellence for the profession;
- Individuals whose contributions to education are largely unheralded yet worthy of the spotlight.
- Early- to mid-career educators who offer strong long-range potential for professional and policy leadership.
- Engaging and inspiring presence that motivates and impacts students, colleagues and the community.

Candidates for the Milken Educator Award are sourced through a confidential selection process and then reviewed by a panel appointed by state departments of education. The panel then makes recommendations for the award to the Milken Family Foundation.

Idaho's 2023 Milken Educator Award winner is Anna Norviel from White Piece Charter School in Idaho Falls.

Between 2003 and 2022, 19 Idaho educators have received the award. Awardees include:

- | | |
|------------------------------|----------------------------|
| • 2003 Brad Patzer | • 2009 Aaron Dean |
| • 2003 Cindy Wilson | McKinnon |
| • 2003 Joanna Sparks | • 2010 Carmen Larrinaga |
| • 2004 Dawn K. Nistal | • 2011 Dr. Brady Dickinson |
| • 2004 Peggy Rogers | • 2012 Sara Ward |
| • 2005 Dr. Michael S. Nelson | • 2013 Katie Graupman |
| • 2005 Rob Sauer | • 2021 Dane Beorchia |
| • 2006 Chris Wilmes | • 2021 Tiffany Lemos |
| • 2007 Mikki Nuckols | • 2022 Dane Beorchia |
| • 2008 Jon Bennetts | • 2022 Tiffany Lemos |

BOARD ACTION

This item is for informational purposes only.

STATE DEPARTMENT OF EDUCATION
JUNE 14, 2023

STATE DEPARTMENT OF EDUCATION

SUBJECT

Superintendent's Update

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Bylaws (Operational Procedures) Section E.4.
Section 33-107, Idaho Code

BACKGROUND/DISCUSSION

Idaho State Board of Education Bylaws establish the superintendent of public instruction is 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 (SBOE) on the Superintendent's priorities over the past three months and moving forward.

- GEER announcement
- Legislative updates
- Graduation requirements review

BOARD ACTION

This item is for informational purposes only.

STATE DEPARTMENT OF EDUCATION
JUNE 14, 2023

SUBJECT

The Science of Reading

REFERENCE

December 1998	Board approved the initial Idaho Comprehensive Literacy Plan.
August 2015	Board adopted the Literacy Implementation Committee's recommendations, including a recommendation to substantially revise the Idaho Comprehensive Literacy Plan pursuant to Section 33-1614, Idaho Code.
December 2015	Board adopted the 2015 Idaho Comprehensive Literacy Plan
February 2017	Board incorporated the Idaho Comprehensive Literacy Plan Educator Guide as an addendum to the 2015 Idaho Comprehensive Literacy Plan
December 2020	Board adopted the 2020 Idaho Comprehensive Literacy Plan

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1801 through Section 33-1810, Idaho Code
IDAPA 08.02.02.017— Content, Pedagogy and Performance Assessment for Certification
Idaho Comprehensive Literacy Plan

BACKGROUND/DISCUSSION

In the late 1990s, the National Reading Panel produced a (roughly) 450 page report on 'what works in teaching reading'. What we now know in the field of early literacy as "The Big 5" of reading (Phonemic Awareness, Phonics, Fluency, Comprehension and Vocabulary) stemmed from the work from the National Reading Panel. More than 20 years later, The Science of Reading continues to promote the evidence-based practices recommended by the National Reading Panel and the Teaching Reading Sourcebook.

This presentation is designed to provide Board members with a brief background and understanding of "The Big 5" of reading, also recently referred to as the Science of Reading. All early literacy core curricula and supporting interventions in Idaho should include Phonemic Awareness, Phonics, Fluency, Comprehension, and Vocabulary and have research/data to prove its effectiveness with its targeted audience (elementary students).

STATE DEPARTMENT OF EDUCATION
JUNE 14, 2023

IMPACT

Identifying and adopting strong, research-based reading curricula is a necessary step in ensuring all Idaho students have access to appropriate learning materials.

Ensuring all certified Idaho teachers have been trained in The Science of Reading is an additional necessary step to improving student outcomes in early literacy – our teachers need to know and understand both the art (understanding how to read, interpret and act upon formative assessments) and the science (understanding how the brain learns to read) of teaching early literacy.

As a result of this presentation, Board members will develop a basic understanding of the Science of Reading and the role Idaho State Department of Education will play in promoting research-based curricula and provide additional professional development to our Idaho teachers.

ATTACHMENTS

Attachment 1 – Science of Reading Slide Deck

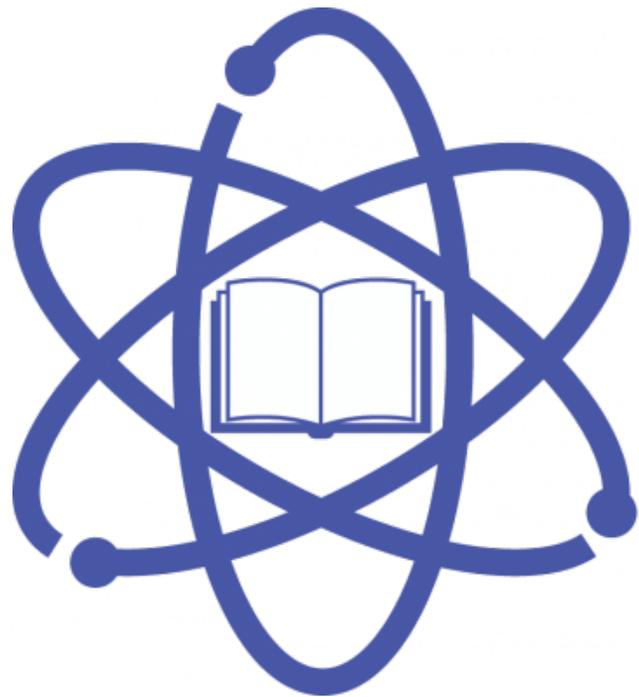
BOARD ACTION

This item is for informational purposes only.



The Science of Reading



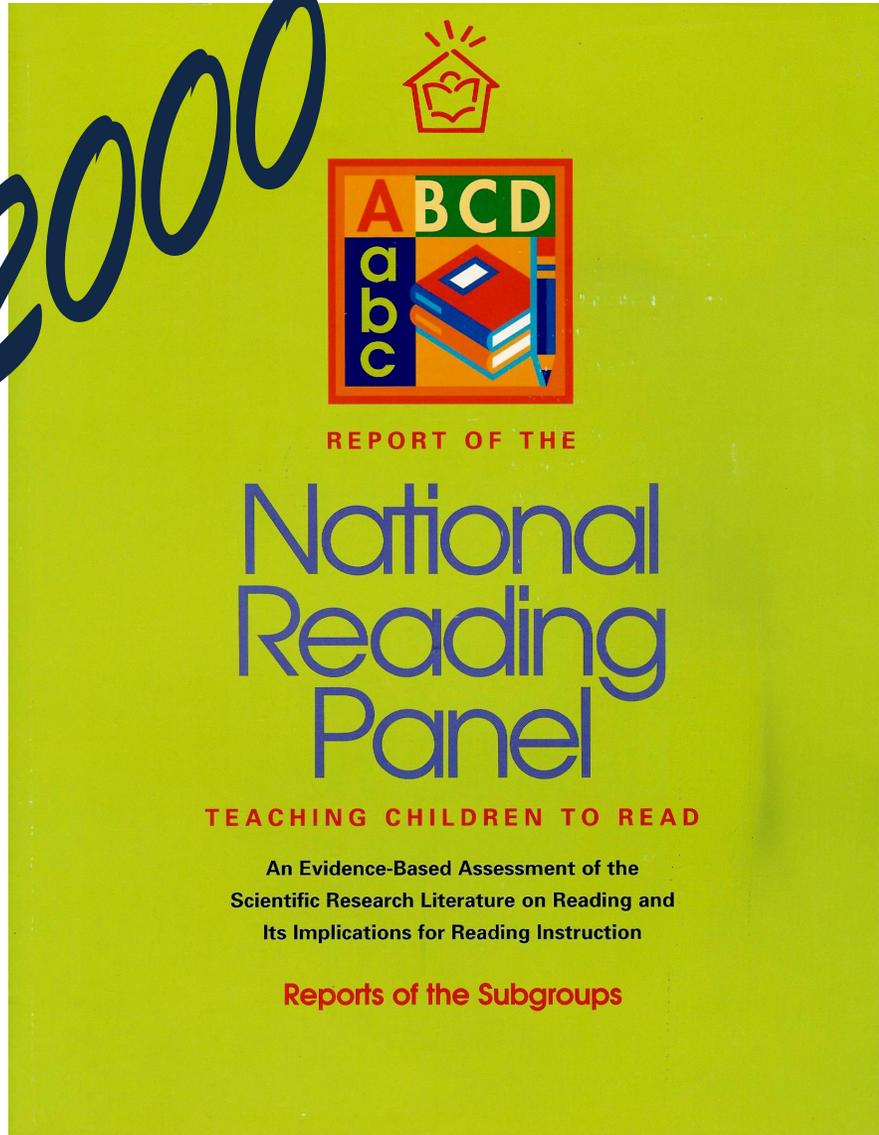


THE SCIENCE OF READING

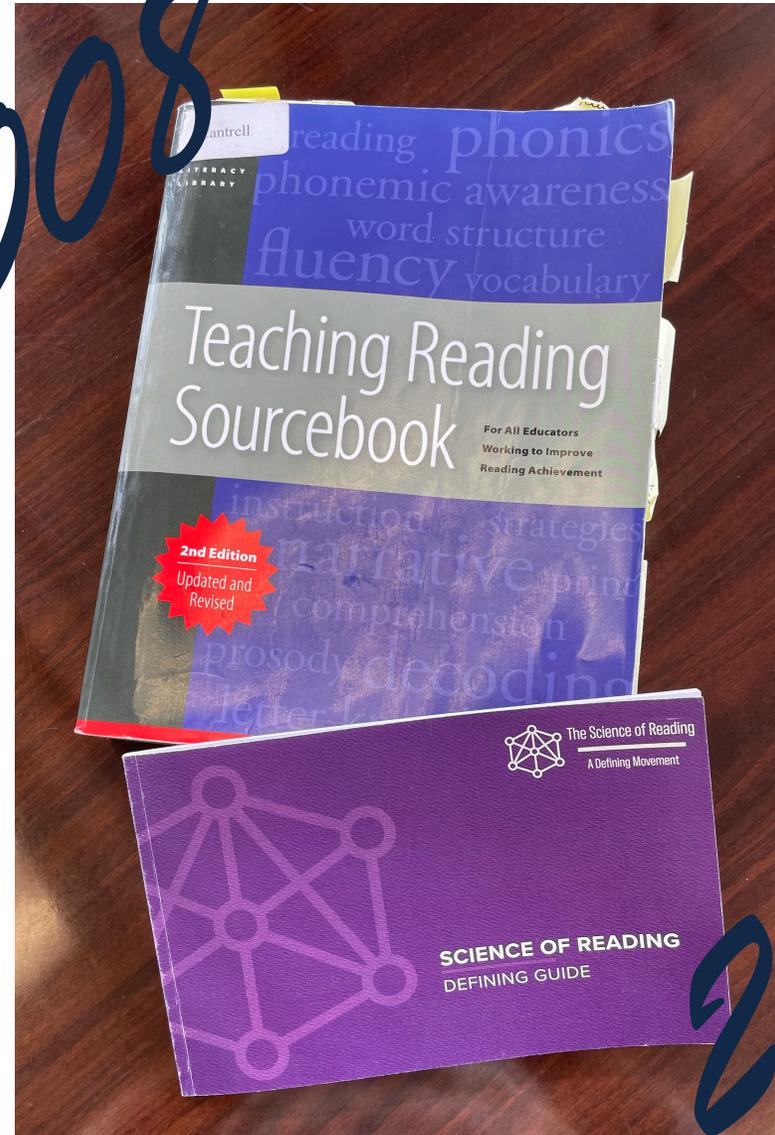
Historical Context



2000

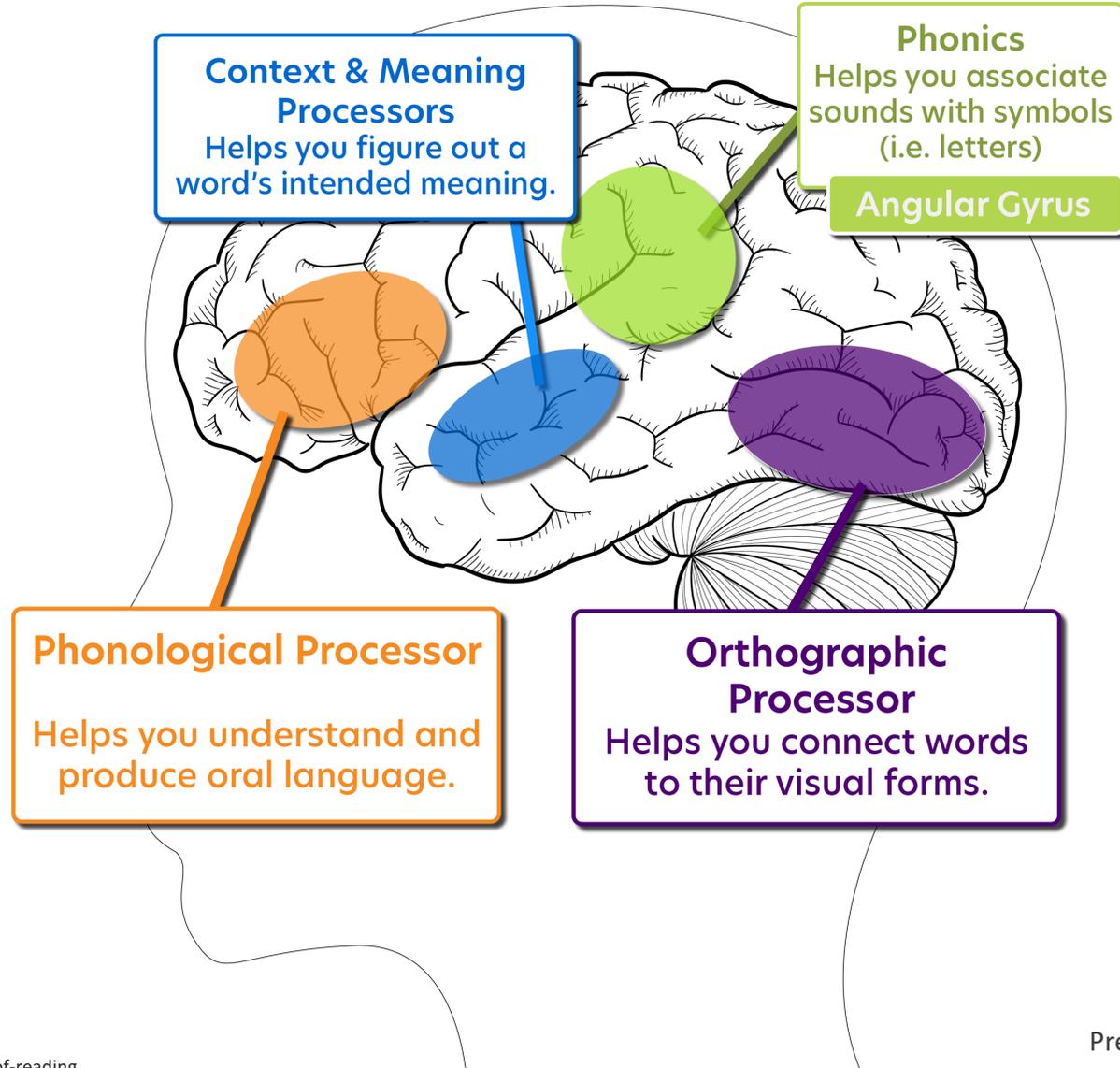
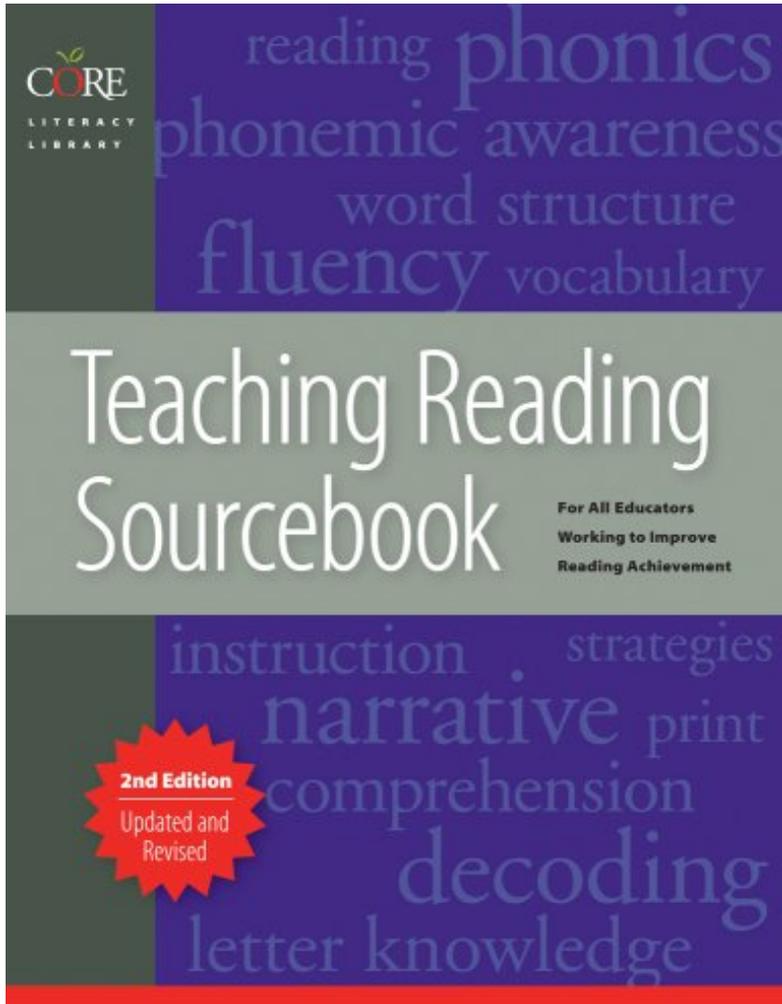


2008

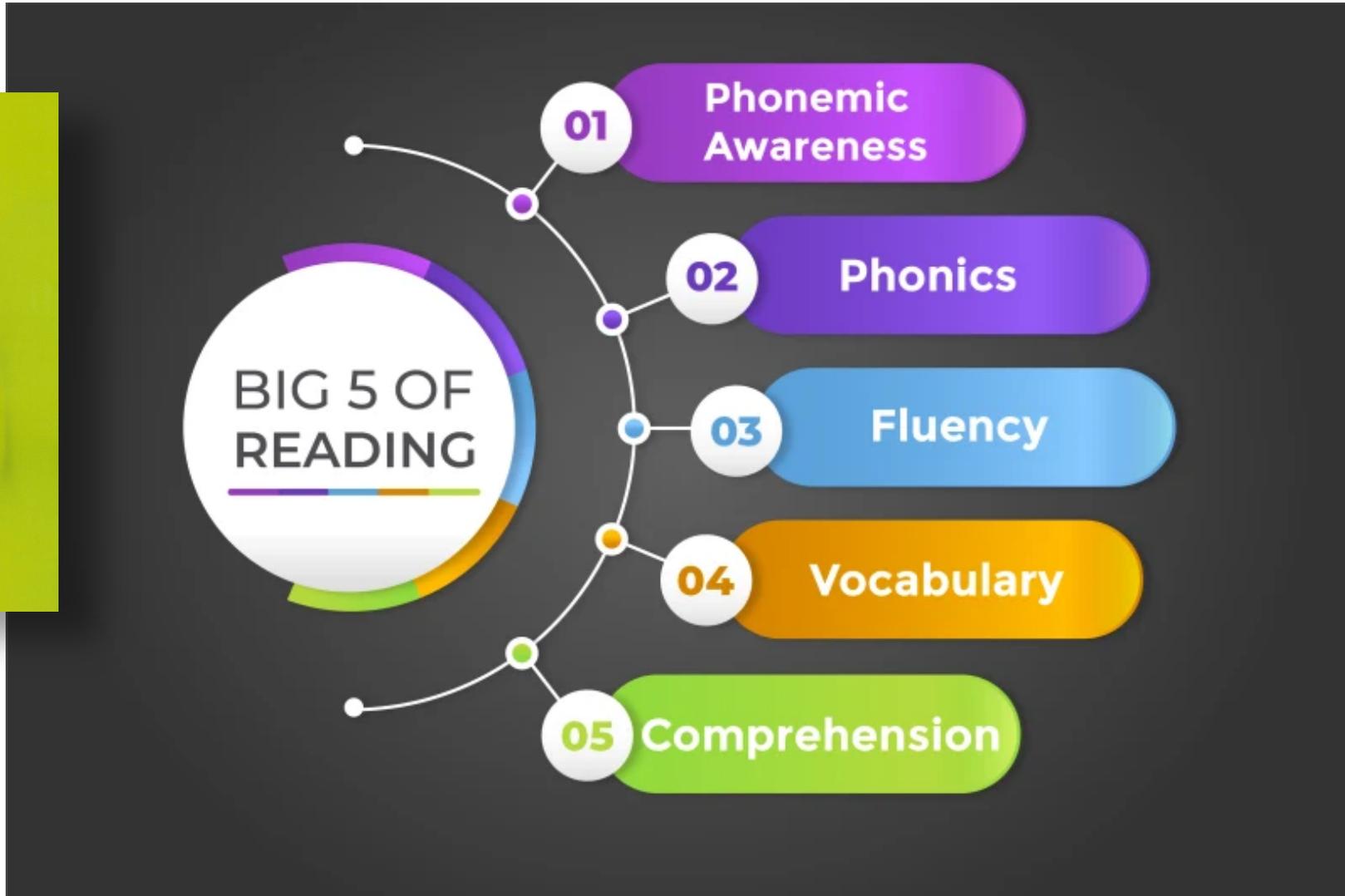
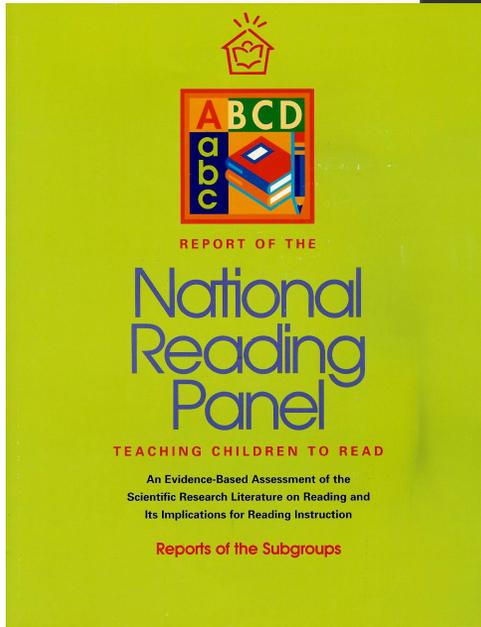


2021

Science of Reading



The “Big 5”



Phonemic Awareness

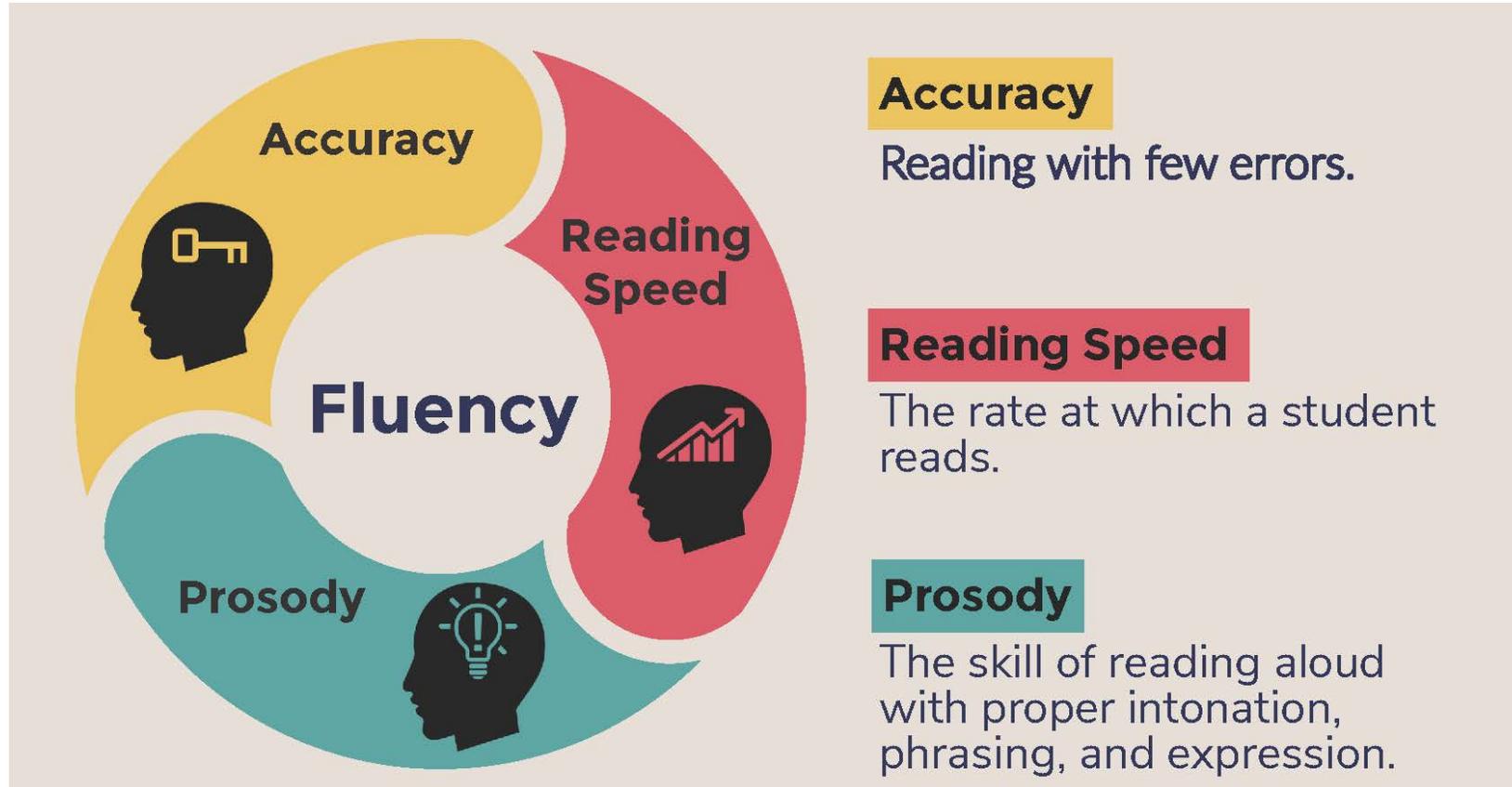


01 Phonemic Awareness

Phonics



02 Phonics



03 Fluency



04

Vocabulary



= cat

= complacent

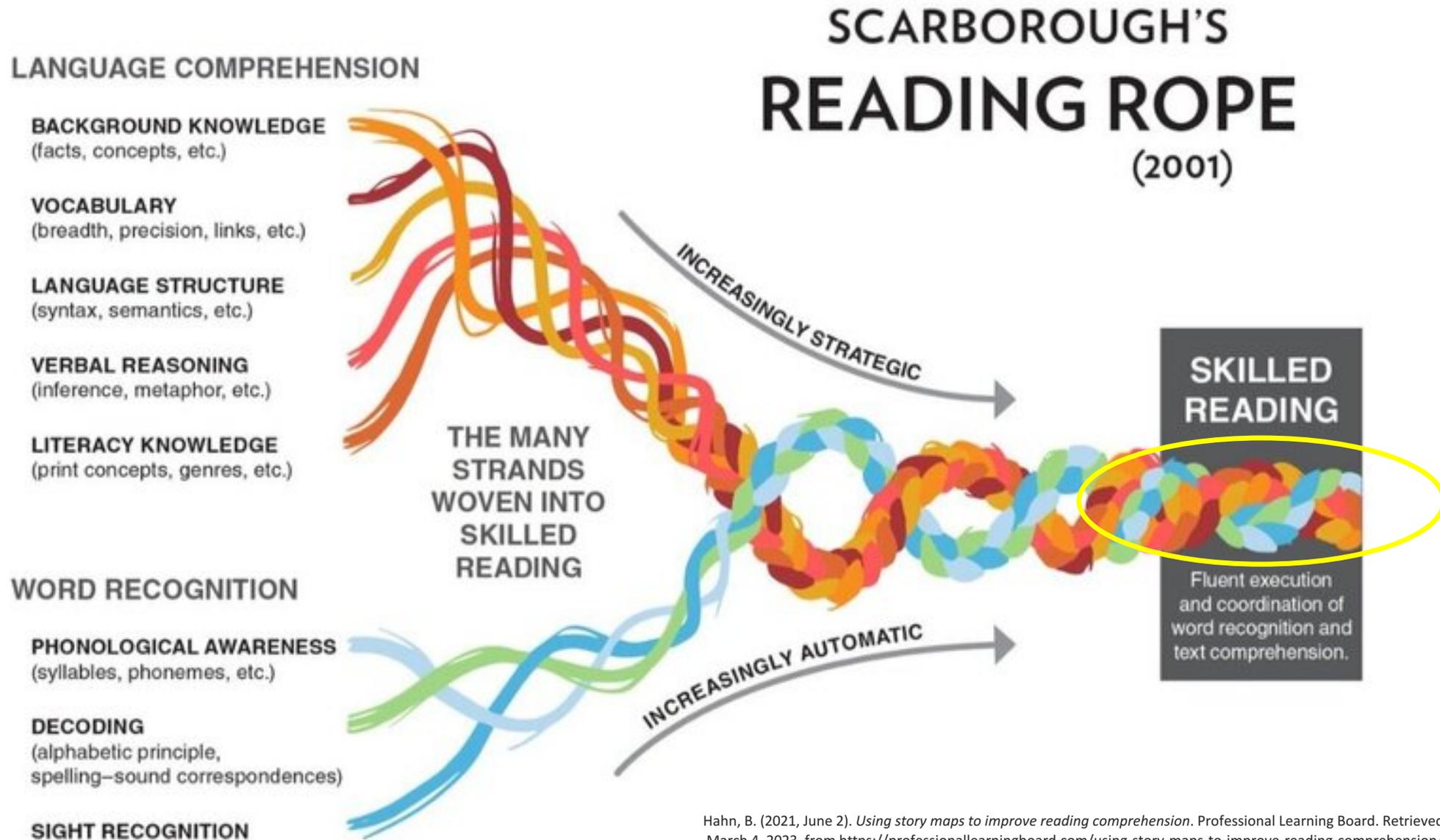


Comprehension

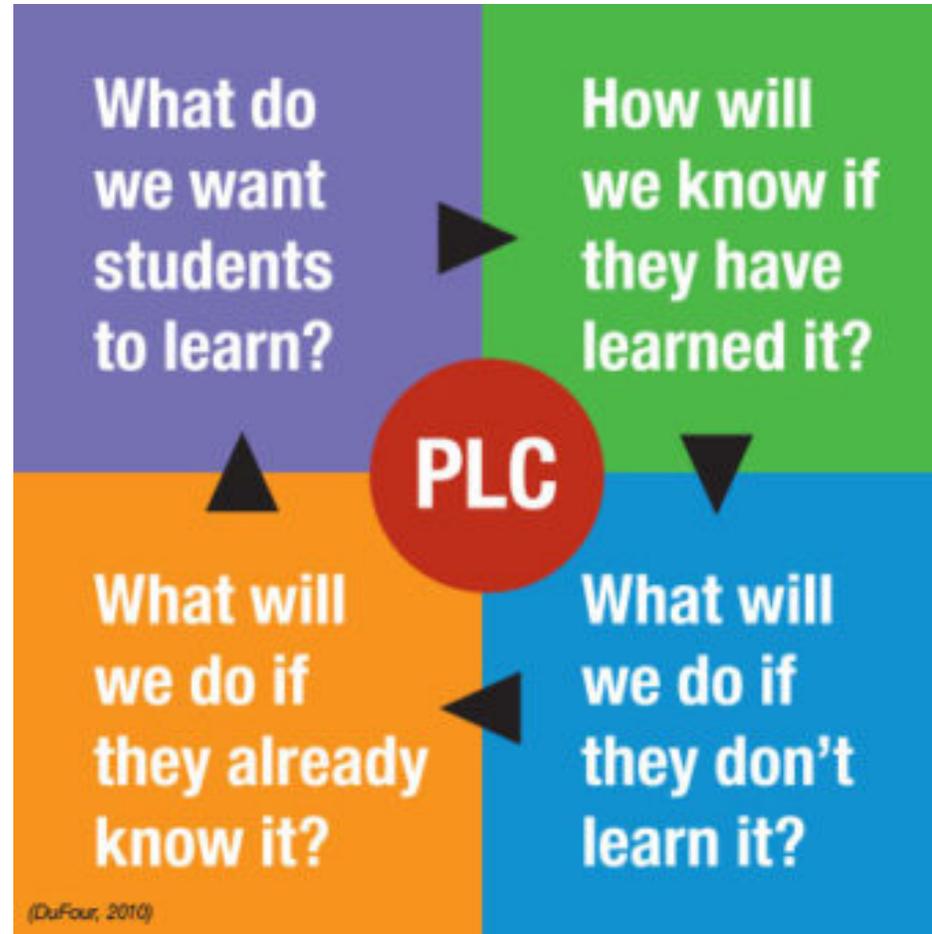


05 Comprehension

Weaving it all together.



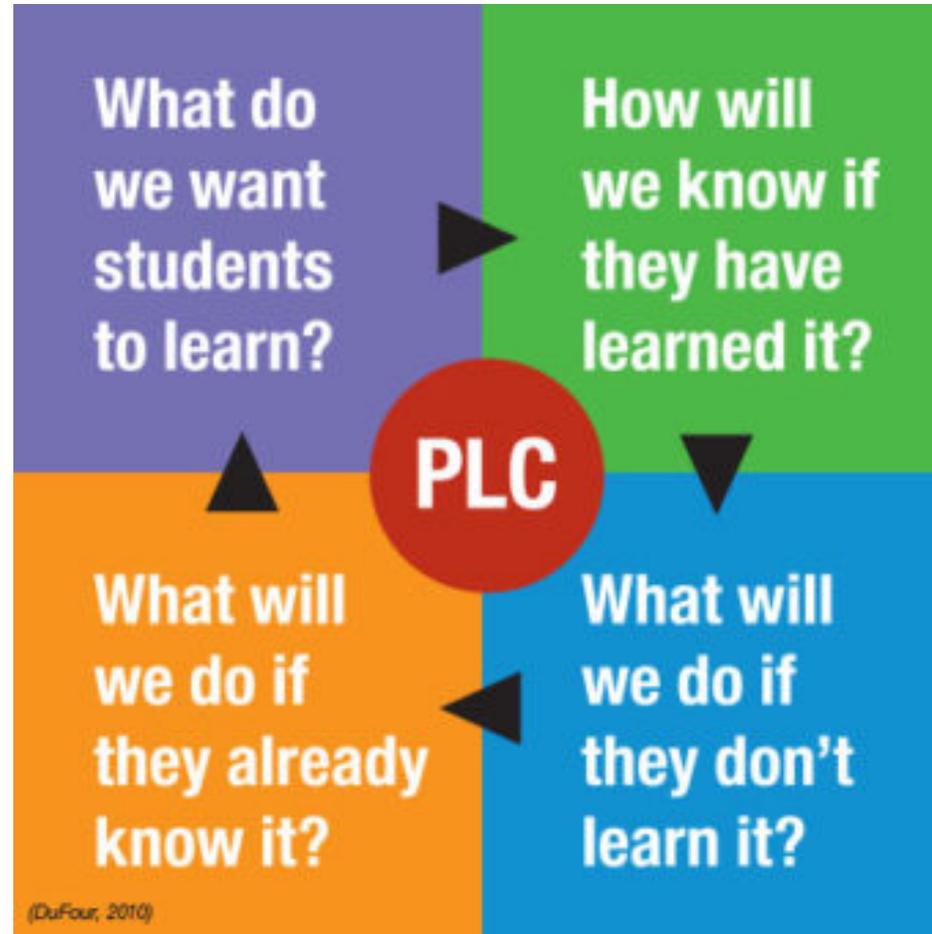
SDE's Role: Science of Reading



SDE's Role: Science of Reading



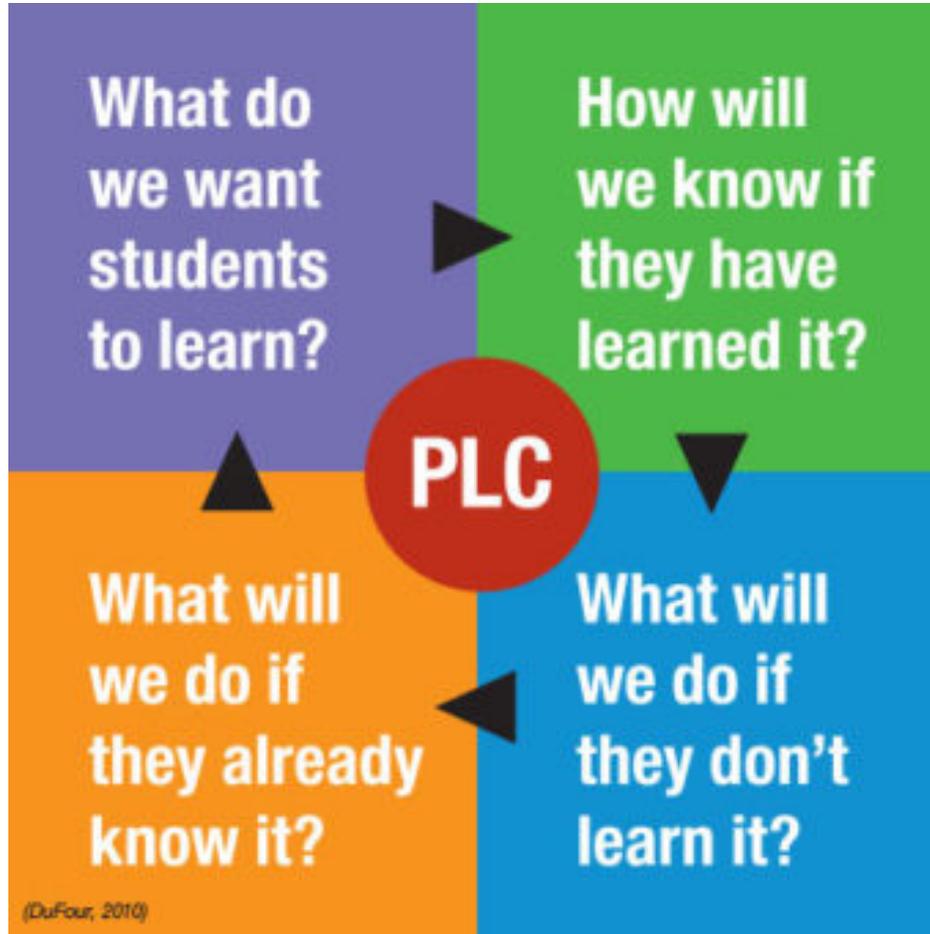
Standards



SDE's Role: Science of Reading



Standards

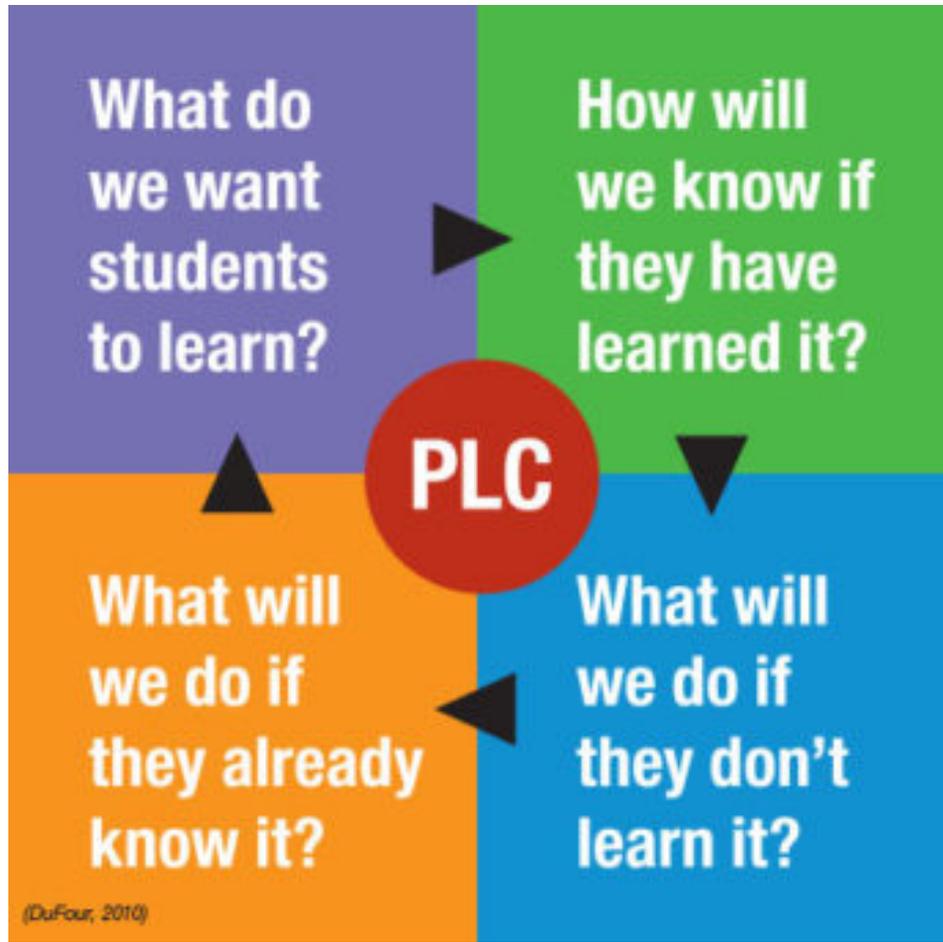


Assessment

SDE's Role: Science of Reading



Standards

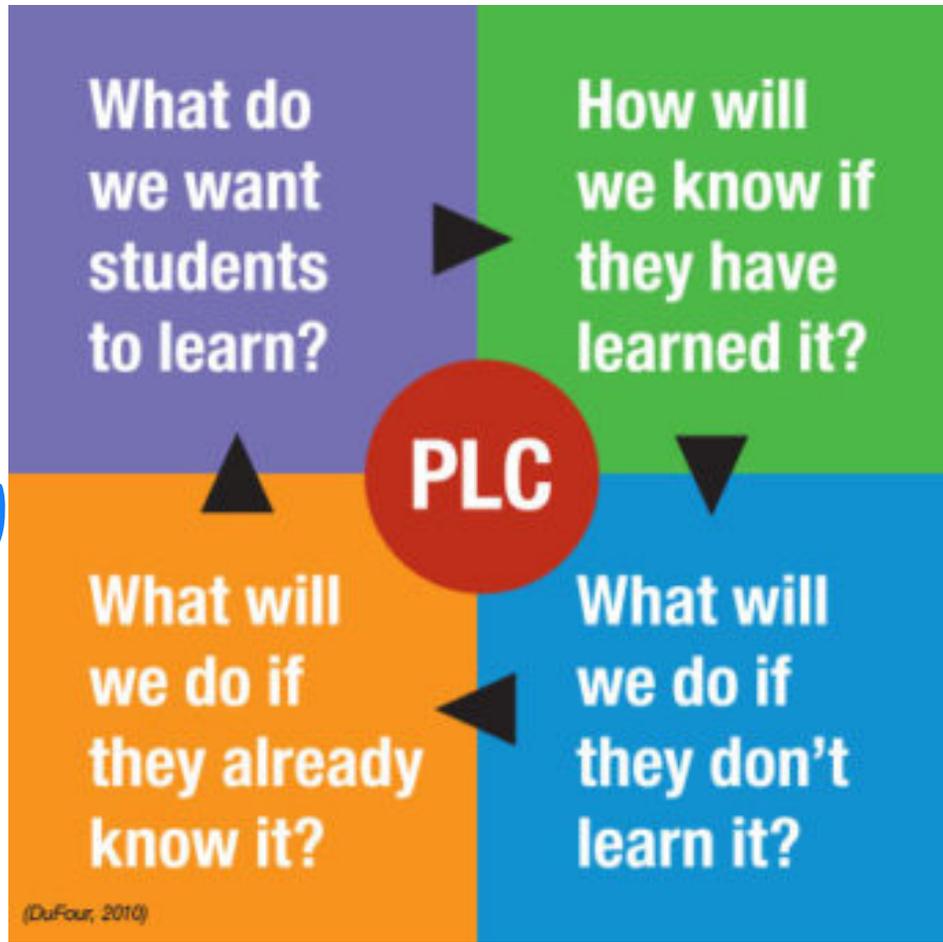


*Assessment
Response
to Intervention*

SDE's Role: Science of Reading



*Standards
Differentiate*



*Assessment
Response
to Intervention*



- Teacher prep. programs
- Professional development
- Promote great curriculum
- Spotlight successful programs
- Facilitate mentorships

Cultivating Readers

Making Reading Active and Fun!



End

Attachment 1



Ryan Cantrell | Chief Deputy Superintendent

Idaho State Department of Education

650 W State Street, Boise, ID 83702

208.332.6800

email@sde.idaho.gov

www.sde.idaho.gov



Idaho State Department of Education

DEBBIE CRITCHFIELD, SUPERINTENDENT OF PUBLIC INSTRUCTION

Presentation Title | 18

**STATE DEPARTMENT OF EDUCATION
JUNE 14, 2023**

SUBJECT

Emergency Provisional Certificate Recommendations

REFERENCE

August 2022	Board approved two (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 eighty-seven (87) provisional certificates for the 2022-2023 school year.
February 2023	Board approved thirty-one (31) provisional certificates for the 2022-2023 school year.
April 2023	Board approved fourteen (14) provisional certificates for the 2022-2023 school year.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code §§ 33-1201, 33-1203

BACKGROUND/DISCUSSION

Four (4) complete Emergency Provisional Certificate applications received by the State Department of Education by April 26, 2023 including, Instructional and Occupational Specialist certificate applications (Attachments 1-4) 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

St. Maries Joint School District #41

Applicant Name: Erick Cummings

Endorsement(s): CTE OS Certified Welding

College Training: AA

Declared Emergency Date: 2/17/2023

Hire/Assignment Date: 12/12/2022

Summary of Recruitment Efforts: The certified welding teacher abruptly resigned his position. School was able to secure a substitute to teach through the end of the first semester. School hired the current candidate. He was not approved for an LOS due to lack of industry hours.

**STATE DEPARTMENT OF EDUCATION
JUNE 14, 2023**

West Bonner County School #83

Applicant Name: Teresa Luckey

Endorsement(s): Superintendent

College Training: MA

Declared Emergency Date: 3/17/2023

Hire/Assignment Date: 3/17/2023

Summary of Recruitment Efforts: The previous superintendent resigned effective immediately on 3/15/2023. The Board of Trustees met and appointed the candidate as the Interim Superintendent for the remainder of the 22-23 SY.

Applicant Name: Murray Smith

Endorsement(s): CTE Technology Education

College Training: MA

Declared Emergency Date: 2/15/2023

Hire/Assignment Date: 2/15/2023

Summary of Recruitment Efforts: The previous teacher left unexpectedly. The position was posted on the district website and multitude of other hiring sites. Only one application applied. Copies of postings included with application.

Hagerman Joint School District #233

Applicant Name: Henry Hauser

Endorsement(s): Biological Science 6-12

College Training: BS

Declared Emergency Date: 1/16/2023

Hire/Assignment Date: 1/17/2023

Summary of Recruitment Efforts: Teacher resigned on January 3rd, giving notice until January 12th. School did not have time to advertise with such short notice. Did make cold calls to find anyone to fill the vacation position.

IMPACT

If an emergency provisional certificate is not approved, the school district will have no certificated staff to serve in the position as required by Idaho Code § 33-1201 and funding could be impacted.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Idaho Code § 33-1201, "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 . . . ". Idaho Code § 33-1203 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."

STATE DEPARTMENT OF EDUCATION
JUNE 14, 2023

Idaho Code § 33-512(15) 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 214. 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 CTE endorsement area(s) at the specified school districts as provided herein for the 2022-2023 school year for the following individuals: Erick Cummings, Teresa Lucky, Murray Smith and Henry Hauser.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
JUNE 14, 2023**

TAB	DESCRIPTION	ACTION
1	RECOGNITION OF ACCREDITATION ORGANIZATIONS FOR PURPOSES OF REGISTRATION OF POSTSECONDARY EDUCATIONAL INSTITUTIONS	Action Item

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
JUNE 14, 2023

SUBJECT

Recognition of Accreditation Organizations for Purposes of Registration of Postsecondary Educational Institutions

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-2401(1), Idaho Code
Idaho Administrative Code, IDAPA 08.01.11.100, Recognition of Accreditation Organizations

BACKGROUND/DISCUSSION

In order to be registered with the Board as required by Section 33-2402, Idaho Code, all postsecondary educational institutions in Idaho must be accredited by accreditation organizations that are recognized by the Board. IDAPA 08.01.11.100 was recently amended to remove “national” accreditation organizations from the description of accreditation organizations that are recognized by the Board.

Two institutions that have been registered with the Board for many years have accreditors that are no longer recognized by the Board due to this change. These institutions are Eagle Gate College, which is accredited by the Accrediting Bureau of Health Education Schools (ABHES), and Mercy in Action College of Midwifery, which is accredited by the Midwifery Education Accreditation Council (MEAC). To continue operations in Idaho, the institutions’ registration as postsecondary educational institutions must be renewed by June 30, 2023.

IDAPA 08.01.11.100 provides that the Board may recognize accreditation organizations on a case-by-case basis and directs the Chief Academic Officer of the Board to work with the Council on Academic Affairs and Programs (CAAP) to review and evaluate accreditation organizations to inform the Board’s decision.

In order to prevent disruption of operations at Eagle Gate College and Mercy in Action College of Midwifery, the Board may approve ABHES and MEAC as recognized accrediting organizations, either ongoing or temporarily.

IMPACT

Recognition by the Board through June 30, 2024, would prevent disruption of operations at these two institutions and provide Board staff with sufficient time to develop its review process and more thoroughly evaluate ABHES and MEAC, as well as other accreditation organizations going forward. Prior to June 30, 2024, the Board could consider ABHES and MEAC for continued recognition as accreditation organizations for purposes of registration of postsecondary educational institutions.

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
JUNE 14, 2023

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends that the Board recognize the Accrediting Bureau of Health Education Schools and the Midwifery Education Accreditation Council as accreditation organizations for purposes of registration of postsecondary educational institutions through June 30, 2024.

BOARD ACTION

I move to approve Board recognition of the Accrediting Bureau of Health Education Schools and the Midwifery Education Accreditation Council as accreditation organizations for purposes of registration of postsecondary educational institutions through June 30, 2024.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 14, 2023

TAB	DESCRIPTION	ACTION
1	ISU - REVISED PERIODIC PERFORMACE REVIEW POLICY	Action Item
2	FY2024 OPERATIING BUDGETS	Action Item
3	FY2025 LINE ITEMS	Action Item
4	AGENCY HEADS COMPENSATION AND CHEIF EXECUTIVE OFFICERS CONTRACT TERM	Action Item
5	AMENDMENTS TO BOARD POLICY V.I. - FIRST READING	Action Item
6	BSU - BOND ISSUANCE, FIRST YEAR RESIDENCE HOUSING PROJECT	Action Item

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 14, 2023

IDAHO STATE UNIVERSITY

SUBJECT

Periodic Performance Review Policy

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section II.G.6

BACKGROUND/DISCUSSION

Recently Idaho State University (ISU) revised ISUPP 4010, Periodic Performance Review of Tenured Faculty. This update aligns ISU policy with Board requirements and streamlines ISU internal processes. This draft is only applicable to tenured faculty, sets parameters for review materials to create institutional consistency, and outlines the establishment of a review committee if requested by a faculty member.

IMPACT

This policy revision was drafted with a collaborative approach with ISU faculty and administration. An updated policy is needed to best support faculty and streamline processes at Idaho State to review tenured faculty.

ATTACHMENTS

Attachment 1 – Proposed Periodic Performance Review Policy Clean

Attachment 2 – Proposed Periodic Performance Review Policy redline

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The proposed amendments to ISU's policy on Periodic Performance Review of Tenured Faculty aligns the policy with Board Governing Policies and Procedures.

Staff recommends approval.

BOARD ACTION

I move to approve the Idaho State University Periodic Performance Review Policy.

Moved by _____ Seconded by _____ Carried Yes _____ No _____



POLICIES AND PROCEDURES

Five-Year Review Process/Periodic Performance Review of Tenured Faculty

ISUPP 4010

This policy needs SBOE approval*POLICY INFORMATION***Policy Section:** *Academic Affairs***Policy Title:** Five-Year Review Process/Periodic Performance Review of Tenured Faculty**Responsible Executive (RE):** ~~Executive Vice President~~ of Academic Affairs and Provost**Sponsoring Organization (SO):** *Faculty Senate***Dates: Effective Date:** *May 5, 2011 (7-20-11, 5-3-18)***Revised:** May 1, 2023**Review Date:** May 2026**I. POLICY STATEMENT**A.—Purpose

A. The Five-Year Review process is designed to provide an overview of scholarly, service, and teaching activity for a faculty member that spans a five-year period. It provides a mechanism for remediation, should a faculty member be found to need assistance in maintaining progress in any or all of these areas. It also documents failure to meet the requirements of the position, providing the means for dismissal in that circumstance.Rationale

The Idaho State Board of Education requires reviews of tenured faculty members at intervals not to exceed five (5) years by peers of the faculty member's unit (SBOE II.G.6.g).

B.—Purpose OverviewB.

To delineate the procedures and minimum requirements for conducting a uniform Periodic Performance Review (PPR) of tenured faculty. The Five-Year Review process is an internal review conducted by the colleges for all continuing faculty (tenured, tenure-track, clinical, and non-tenure track appointments). The Idaho State Board of Education requires five-year

~~reviews of all tenured faculty members (SBOE Policies and Procedures, Section II.G.6.g), whereas the Northwest Commission on Colleges and Universities (NWCCU) requires a comprehensive review at least every five years of all faculty members, e.g., tenured, tenure-track, and non-tenure track (NWCCU Standard 2.B.6, www.nwccu.org). As stated in the Accreditation Handbook of the Northwest Commission on Colleges and Universities (NWCCU) Policy 4.1 Faculty Evaluation, “the requirement for the continuing evaluation of faculty performance is to be accomplished through the joint efforts of faculty and administration. The retention of a competent faculty helps ensure that the mission of an institution of higher education is being accomplished in a manner consistent with its accredited status.”~~

II. AUTHORITY AND RESPONSIBILITIES

The Office of ~~Academic Affairs~~the Provost has the authority and responsibility to update and review this policy as necessary in consultation with the faculty as represented by the Faculty Senate.

III. PROCEDURES ~~TO IMPLEMENT~~

~~A.—Idaho State University Procedures.~~

The procedures outlined here are intended to assure fair and equitable treatment of faculty members throughout Idaho State University during their Periodic Performance Reviews (PPR), and to ensure confidence that review recommendations will be fairly and equitably applied. The intent of the ~~Five-Year Review~~PPR is to summarize the faculty member’s body of work covering ~~five years a period of employment since: tenure, a review for promotion to Professor, a prior PPR, or departing a departure from a fully administrative assignment. For administrators returning to the faculty full-time, their PPR clock shall start one year after exiting their administrative assignment.~~data. In addition to the ~~Five-Year Review~~PPR, the SBOE also requires an annual evaluation (SBOE ~~Policies and Procedures, Section II.G.4.a~~). The ~~Five-Year Review~~PPR is not intended to carry the weight of a promotion or tenure review. Rather, it is designed to ~~verify validate ongoing~~ satisfactory performance or encourage constructive developmental plans for improvement ~~or issues requiring remediation.~~

A.

~~B. The Office of Academic Affairs/the Provost will curate a list of tenured faculty members and will notify unit directors regarding their respective faculty members that are due for a PPR during the upcoming academic year. Colleges/academic units will notify associated unit directors, no later than September, of the list of faculty members due for a PPR during the upcoming academic year. Associated unit directors will notify their faculty members on the list within ten (10) working days after receiving the list. The focus of the Five-Year Review at Idaho State University is to provide guidance for continuing and meaningful faculty development; to assist a faculty member to enhance professional skills and goals; to refocus academic and professional efforts; and to assure that faculty members are meeting their academic responsibilities. If any deficiencies in academic performance are identified, a plan for professional development must be designed by the faculty member in collaboration with the program or department head.~~

~~B.~~

~~C. Each academic unit (e.g., division, college, school, library, etc.)/academic unit shall establish guidelines for Five-Year Reviews/PPRs that are consistent with the Governing Policies and Procedures of the Idaho State Board of Education and with the policy set forth in this document. Idaho State University requires that peer As required by SBOE policy, this process must include a review by committee members composed of the unit's a faculty member's tenured faculty and a review by the department chairperson or unit head. five-year body of work be a component of that procedure, and the unit guidelines should clearly outline the peer review process.~~

~~D. Unit directors will facilitate unit member participation and input into the review process according to the requirements set forth by their colleges, academic units, and this policy.~~

~~E. Standard Review~~

~~1. Committee Review~~

- ~~a. A review by a committee of three (3) tenured faculty will be performed using the reviewee's current CV and a three-page summary of their teaching effectiveness, research/scholarship activities, and service (as defined in SBOE II.G.6.g) covering their work over the PPR period established by the Office of Academic Affairs/the Provost.

 - ~~i. An administrator with evaluative responsibilities, who manages and oversees tenured faculty is not eligible to serve on any PPR committee.~~
 - ~~ii. One committee member will be chosen by the unit's director, one chosen by the reviewee, and a third member, agreeable to both parties, is chosen to serve as chair. Faculty may be chosen from the college if~~~~

the unit has less than four insufficient tenured faculty to fill the committee.

b. This committee, upon review of submitted materials, reports to the unit director and the reviewee within ten (10) working days either that the reviewee "meets expectations" or that an "extended review is required remediation performance plan is recommended." The committee will shall provide substantiation if a substantiate their extended review is required remediation performance plan recommendation in writing.

2. Department Chair or Unit Head Review

A review of the tenured faculty member shall be conducted by their Department Chair or Unit director in accordance with SBOE policy (II.G.6.g). The review must be conducted in terms of the tenured faculty member's continuing performance, in the categories of: teaching effectiveness, research or creative activities, professional related services, other assigned responsibilities, and overall contributions to the department.

3. If either review recommends a performance plan, then the reviewee has ten (10) working days to request an extended review before a performance plan is initiated.

F. Extended Review

1. After they are notified that a performance plan is recommended, the reviewee has ten (10) working days to request an extended review committee. The unit director will form an extended review committee within twentyen (20) working days after the request consisting of is formed having at least five (5) members that include the PPR committee chair (outlined above in section III.EG.1).

At least 60% (quorum) of the extended review committee will be composed from the unit's tenured faculty. The extended review committee will have a quorum (>60%) of the unit's tenured faculty. For smaller programs, a committee of five (5) tenured faculty are assembled with additional committee members For smaller programs unable to contribute five (5) committee members, additional committee members are drawn first from the college level and if necessary from the University at large. - Committee members outside the unit should be chosen that are agreeable to the chair unit director and the reviewee, should not have a prior close relationship with either party, and should be chosen from a closely aligned discipline. Faculty with administrative roles may not serve. A list of at least four (4) candidates is created from the committee members to serve as chair. The reviewee may strike up to one half of the listed candidates for chair. The committee chair is selected from the remaining list by a majority vote among the committee members.

2. The reviewee will submit a response within five (5) working days from the creation of the extended review committee to the unit director and the extended review committee chair.
3. The extended committee will review the reviewee's response as well as annual evaluations from the PPR period within ~~twenty~~ (20) ~~business~~ working days. The extended review committee is charged with recommending whether the reviewee "meets expectations" or "should undergo remediation a performance plan is recommended." If the reviewee does not "meet expectations", the extended review committee will delineate their reasons for recommending ~~remediation a performance plan~~ in a report that is sent to both the unit director and the reviewee.

—Review Process

- a. Unit Directors will facilitate unit member participation and input into the review process
- b. The College or Division will notify Department Chairs during August of the list of faculty members due for a Five-Year Review the following academic year. Department Chairs will create Five-Year Review Committees according to the requirements set forth by their colleges and by this document. The general outline of the review process is as follows: academic units, and this policy.
 - i. Consistent with specific Dean notifies Chair of faculty who are due for review at the beginning of Fall term.

—Chair implements college-approved departmental procedure for review (e.g., creates a review committee charged with performing review)./academic unit guidelines, candidates are required to provide a self-assessment of teaching, research/scholarship, and service not to exceed three pages. These materials and a current CV are submitted to the unit director.

ii. The r

- iii. Candidate creates and turns in portfolio. Note that the academic unit will decide on the information to include in the faculty member's portfolio. For example, the academic unit may want the faculty member to include some of the following: Current curriculum vitae; the faculty member's self-assessment of teaching, scholarly activities and service; annual evaluations, promotion and/or tenure reports; formal inputs from colleagues and students.

—Review committee defined in III.C.1 shall reviews faculty member's portfolio the materials submitted and provide a recommendation to the and submits findings to C unit director chair and reviewee within ten (10) business days. The committee will recommend that the faculty member either "meets expectations" or an "extended review is required", and

include substantiation for the extended review, should provide a formal vote and the rationale for the vote.

~~—If the review committee recommends an extended review, the unit director will form an extended review committee as defined in III.C.2 within five (5) business days after the unit director notifies the reviewee in writing of the recommendation and the reasons for that recommendation.~~

~~—The reviewee will submit a response within five (5) business days from the creation of the extended review committee to the unit director and the extended review committee.~~

~~—The extended committee will review the reviewee's response as well as annual evaluations from the PPR period within ten (10) business days. The extended review is charged with recommending that the reviewee either "meets expectations" or "should undergo remediation". If the reviewee does not "meet expectations", the extended review committee will delineate their reasons for recommending remediation in a report that is sent to both the unit director and the reviewee.~~

G. Performance Plan

The purpose of a performance plan is to provide guidance and support for a faculty member who did not "meet expectations" in their PPR. Upon a recommendation for a performance plan, the faculty member and their unit director will create the plan in consultation with the dean or the dean's designee. The performance plan shall include the following:

1. Clearly defined goals and outcomes that are realistically attainable
2. A timeline, not to exceed three (3) years
3. Monitoring strategy that includes criteria for measuring progress
4. Sources of support to assist the faculty member

The performance plan shall be signed by the faculty member, the unit director, and the dean, as an acknowledgement of the receipt of the performance plan. A copy of the performance plan shall be sent to the Provost's Office.

The unit director and dean are jointly responsible for providing necessary support to implement the plan.

G.H. Consistent with SBOE policy (II.G.6.g.iii), the promotion review processs will take the place of a Periodic Performance Review, and will satisfy requirements for both review processs. Following a promotion review, Therefore, faculty members will forgo a PPR if they are being considered for promotion during the year they are scheduled for a PPR. Tthe PPR cycle will resume for a faculty member whose promotion was not successful. restart

at year one (1) regardless of the outcome of the bid for promotion. Additionally, denial of promotion shall not be equated with a “should undergo remediation performance plan is recommended” recommendation in the PPR process.

IV. RELATED LAWS, RULES, AND POLICIES

- A. Idaho SBOE Governing Policies and Procedures
 - 1. II.G.4.a Annual Evaluation
 - 2. II.G.6.g Periodic Performance Review of Tenured Faculty Members
- B. ISUPP 4020 Promotion and Tenure ~~ISUPP 4020~~



POLICIES AND PROCEDURES

Periodic Performance Review of Tenured Faculty

ISUPP 4010

This policy needs SBOE approval

POLICY INFORMATION

Policy Section: *Academic Affairs*

Policy Title: *Periodic Performance Review of Tenured Faculty*

Responsible Executive (RE): *Vice President of Academic Affairs and Provost*

Sponsoring Organization (SO): *Faculty Senate*

Dates: Effective Date: *May 5, 2011 (7-20-11, 5-3-18)*

Revised: *May 1, 2023*

Review Date: *May 2026*

I. POLICY STATEMENT

A. Rationale

The Idaho State Board of Education requires reviews of tenured faculty members at intervals not to exceed five (5) years by peers of the faculty member's unit (SBOE II.G.6.g).

B. Purpose

To delineate the procedures and minimum requirements for conducting a uniform Periodic Performance Review (PPR) of tenured faculty.

II. AUTHORITY AND RESPONSIBILITIES

The Office of the Provost has the authority and responsibility to update and review this policy as necessary in consultation with the faculty as represented by the Faculty Senate.

III. PROCEDURES

- A. The procedures outlined here are intended to assure fair and equitable treatment of faculty members throughout Idaho State University during their Periodic Performance Reviews (PPR), and to ensure confidence that review recommendations will be fairly and equitably applied. The intent of the PPR is to summarize the faculty member's body of work covering a period of employment since: tenure, a review for promotion to Professor, a prior PPR, or departure from a fully administrative assignment. For administrators returning to the faculty full-time, their PPR clock shall start one year after exiting their administrative assignment. In addition to the PPR, the SBOE also requires an annual evaluation (SBOE II.G.4.a). The PPR is not intended to carry the weight of a promotion or tenure review. Rather, it is designed to validate ongoing satisfactory performance or encourage constructive developmental plans for improvement.
- B. The Office of the Provost will curate a list of tenured faculty members and will notify unit directors regarding their respective faculty members that are due for a PPR during the upcoming academic year, no later than September. Unit directors will notify their faculty members on the list within ten (10) working days after receiving the list.
- C. Each college/academic unit shall establish guidelines for PPRs that are consistent with the Governing Policies and Procedures of the Idaho State Board of Education and with the policy set forth in this document. As required by SBOE policy, this process must include a review by committee members composed of tenured faculty and a review by the department chairperson or unit head.
- D. Unit directors will facilitate unit member participation and input into the review process according to the requirements set forth by their colleges, academic units, and this policy.
- E. Standard Review
 1. Committee Review
 - a. A review by a committee of three (3) tenured faculty will be performed using the reviewee's current CV and a three-page summary of their teaching effectiveness, research/scholarship activities, and service (as defined in SBOE II.G.6.g) covering their work over the PPR period established by the Office of the Provost.
 - i. An administrator with evaluative responsibilities, who manages and oversees tenured faculty is not eligible to serve on any PPR committee.
 - ii. One committee member will be chosen by the unit's director, one chosen by the reviewee, and a third member, agreeable to both parties, is chosen to serve as chair. Faculty may be chosen from the college if the unit has insufficient tenured faculty to fill the committee.

- b. This committee, upon review of submitted materials, reports to the unit director and the reviewee within ten (10) working days either that the reviewee “meets expectations” or that a “performance plan is recommended.” The committee shall substantiate their performance plan recommendation in writing.

2. Department Chair or Unit Head Review

A review of the tenured faculty member shall be conducted by their Department Chair or Unit director in accordance with SBOE policy (II.G.6.g). The review must be conducted in terms of the tenured faculty member’s continuing performance, in the categories of: teaching effectiveness, research or creative activities, professional related services, other assigned responsibilities, and overall contributions to the department.

3. If either review recommends a performance plan, then the reviewee has ten (10) working days to request an extended review before a performance plan is initiated.

F. Extended Review

1. After they are notified that a performance plan is recommended, the reviewee has ten (10) working days to request an extended review. The unit director will form an extended review committee within twenty (20) working days after the request consisting of at least five (5) members that include the PPR committee chair (outlined above in section III.E.1).

At least 60% (quorum) of the extended review committee will be composed from the unit’s tenured faculty. For smaller programs, a committee of five (5) tenured faculty are assembled with additional committee members drawn first from the college level and if necessary from the University at large. Committee members outside the unit should be chosen that are agreeable to the unit director and the reviewee, should not have a prior close relationship with either party, and should be chosen from a closely aligned discipline. A list of at least four (4) candidates is created from the committee members to serve as chair. The reviewee may strike up to one half of the listed candidates for chair. The committee chair is selected from the remaining list by a majority vote among the committee members.

2. The reviewee will submit a response within five (5) working days from the creation of the extended review committee to the unit director and the extended review committee chair.
3. The extended committee will review the reviewee’s response as well as annual evaluations from the PPR period within twenty (20) working days. The extended review committee is charged with recommending whether the reviewee “meets expectations” or “a performance plan is recommended.” If the reviewee does not “meet expectations”,

the extended review committee will delineate their reasons for recommending a performance plan in a report that is sent to both the unit director and the reviewee.

G. Performance Plan

The purpose of a performance plan is to provide guidance and support for a faculty member who did not “meet expectations” in their PPR. Upon a recommendation for a performance plan, the faculty member and their unit director will create the plan in consultation with the dean or the dean’s designee. The performance plan shall include the following:

1. Clearly defined goals and outcomes that are realistically attainable
2. A timeline, not to exceed three (3) years
3. Monitoring strategy that includes criteria for measuring progress
4. Sources of support to assist the faculty member

The performance plan shall be signed by the faculty member, the unit director, and the dean, as an acknowledgement of the receipt of the performance plan. A copy of the performance plan shall be sent to the Provost’s Office.

The unit director and dean are jointly responsible for providing necessary support to implement the plan.

- H. Consistent with SBOE policy (II.G.6.g.iii), the promotion review process will take the place of a Periodic Performance Review, and will satisfy requirements for both review processes. Following a promotion review, the PPR cycle will restart at year one (1) regardless of the outcome of the bid for promotion. Additionally, denial of promotion shall not be equated with a “performance plan is recommended” in the PPR process.

IV. RELATED LAWS, RULES, AND POLICIES

A. Idaho SBOE Governing Policies and Procedures

1. II.G.4.a Annual Evaluation
2. II.G.6.g Periodic Performance Review of Tenured Faculty Members

B. ISUPP 4020 *Promotion and Tenure*

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 14, 2023

SUBJECT

Approval of FY 2024 Appropriated Funds Operating Budgets

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures Section II.F.b.v.; V.B.3.b.ii., 4.b., 5.c, 6.b.

BACKGROUND/DISCUSSION

Pursuant to Board policy V.B., each institution and agency prepares an operating budget for appropriated funds, non-appropriated auxiliary enterprises, non-appropriated local services, and non-appropriated other funds.

For the appropriated funds operating budget, Board policy V.B.3.b.ii provides as follows: “each institution or agency prepares an operating budget for the next fiscal year based upon guidelines adopted by the Board. Each budget is then submitted to the Board in a summary format prescribed by the Executive Director for review and formal approval before the beginning of the fiscal year.” The appropriated operating budgets have been developed based on appropriations enacted during the 2023 session.

For the college and universities’ non-appropriated operating budgets, Board policy V.B. requires reports of revenues and expenditures to be submitted to the State Board of Education at the request of the Board. Currently, these operating budgets are available on each institution’s website and are available upon request.

Operating budgets are presented in two formats: budgets for agencies, health education programs, and special programs contain a summary (displayed by program, by source of revenue, and by expenditure classification) and a budget overview that briefly describes the program and changes from the previous fiscal year. All sources of revenues are included (i.e., General Fund, federal funds, miscellaneous revenue, and any other fund source).

For the college and universities, postsecondary career technical education, and agricultural research and extension, supplemental information is provided including personnel costs summarized by type of position. The four-year institution reports contain information about appropriated funds, which only includes state General Fund, endowment funds, and appropriated student fees.

IMPACT

Approval of the operating budgets establishes agency and institutional fiscal spending plans for FY 2024 and allows the agencies and institutions to continue operations from FY 2023 into FY 2024.

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 14, 2023

ATTACHMENTS

- Attachment 1 – Charts - FY 2024 General Funds by Program
- Attachment 2 – Office of the State Board of Education Operating Budget
- Attachment 3 – Idaho Public Television Operating Budget
- Attachment 4 – Division of Vocational Rehabilitation Operating Budget
- Attachment 5 – Public Charter Commission Operating Budget
- Attachment 6 – College and Universities FY 2024 Budget by Function
- Attachment 7 – College and Universities Summary of Appropriated Budget
- Attachment 8 – Boise State University FY 2024 Budget Overview
- Attachment 9 – Boise State University Appropriated Budget
- Attachment 10 – Boise State University Salary Changes
- Attachment 11 – Idaho State University FY 2024 Budget Overview
- Attachment 12 – Idaho State University Appropriated Budget
- Attachment 13 – Idaho State University Salary Changes
- Attachment 14 – University of Idaho FY 2024 Budget Overview
- Attachment 15 – University of Idaho Appropriated Budget
- Attachment 16 – University of Idaho Salary Changes
- Attachment 17 – Lewis-Clark State College FY 2024 Budget Overview
- Attachment 18 – Lewis-Clark State College Appropriated Budget
- Attachment 19 – Lewis-Clark State College Salary Changes
- Attachment 20 – Charts - FY 2024 Budgeted Positions by Type
- Attachment 21 – College and Universities Personnel Costs
- Attachment 22 – Career Technical Education FY 2024 Budget Overview
- Attachment 23 – Career Technical Education Appropriated Budget
- Attachment 24 – Agricultural Research & Extension FY 2024 Budget Overview
- Attachment 25 – Agricultural Research & Extension Appropriated Budget
- Attachment 26 – Agricultural Research & Extension Personnel Costs
- Attachment 27 – Health Education Programs Operating Budget
- Attachment 28 – Special Programs Operating Budget
- Attachment 29 – FY 2024 PBFAC Recommended Alteration and Repair Projects

STAFF COMMENTS AND RECOMMENDATIONS

Operating budgets were developed according to legislative appropriations and Board guidelines as applicable. For institutions and agencies, the appropriation includes up to \$1.20 per hour per eligible employee distributed on merit. Representatives from the institutions will be available to answer specific questions.

Attachment 20 presents a system-wide summation of personnel costs by institution and by classification and also includes the number of new positions added at each institution. Board policy requires prior Board approval for the following positions:

- Salaries for new appointments to dean, associate/assistant dean, vice president and equivalent positions above the College and University Professional Association for Human Resources (CUPA-HR) median rate for such positions. (II.F.2.b.)

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 14, 2023

- Any position at a level of vice president (or equivalent) and above, regardless of funding source. (II.B.3.a.)
- The initial appointment of an employee to any type of position at a salary that is equal to or higher than 75% of the chief executive officer's annual salary. (II.B.3.b.)
- The employment agreement of any head coach or athletic director (at the institutions only) longer than three years, or for a total annual compensation amount of \$200,000 or higher, and all amendments thereto. (II.B.3.c.)
- Non-classified employee contracts (other than for athletic directors or coaches) over one year. (II.F.1.b.v.)

All other hiring authority has been expressly delegated to the presidents. Therefore, Board review of the operating budgets is the best opportunity for the Board to see the number of new positions added year-over-year.

For informational purposes only, the list of FY 2024 maintenance (Alteration and Repair) projects recommended by the Permanent Building Fund Advisory Council is included in Attachment 29.

Staff recommends approval.

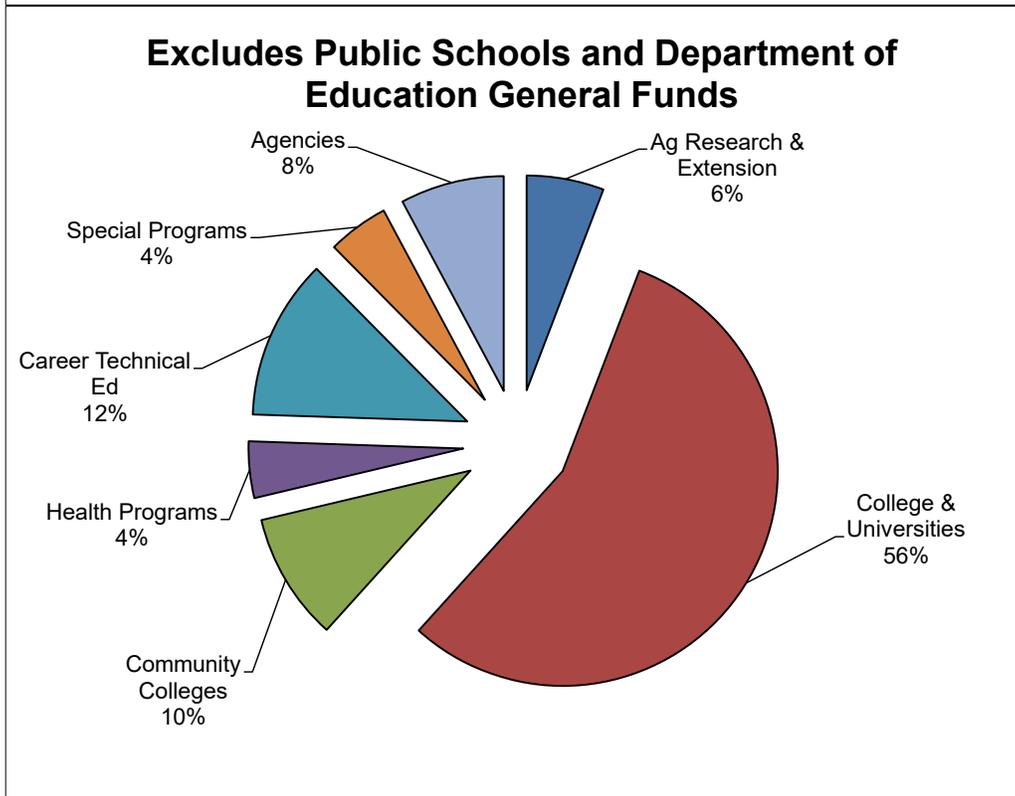
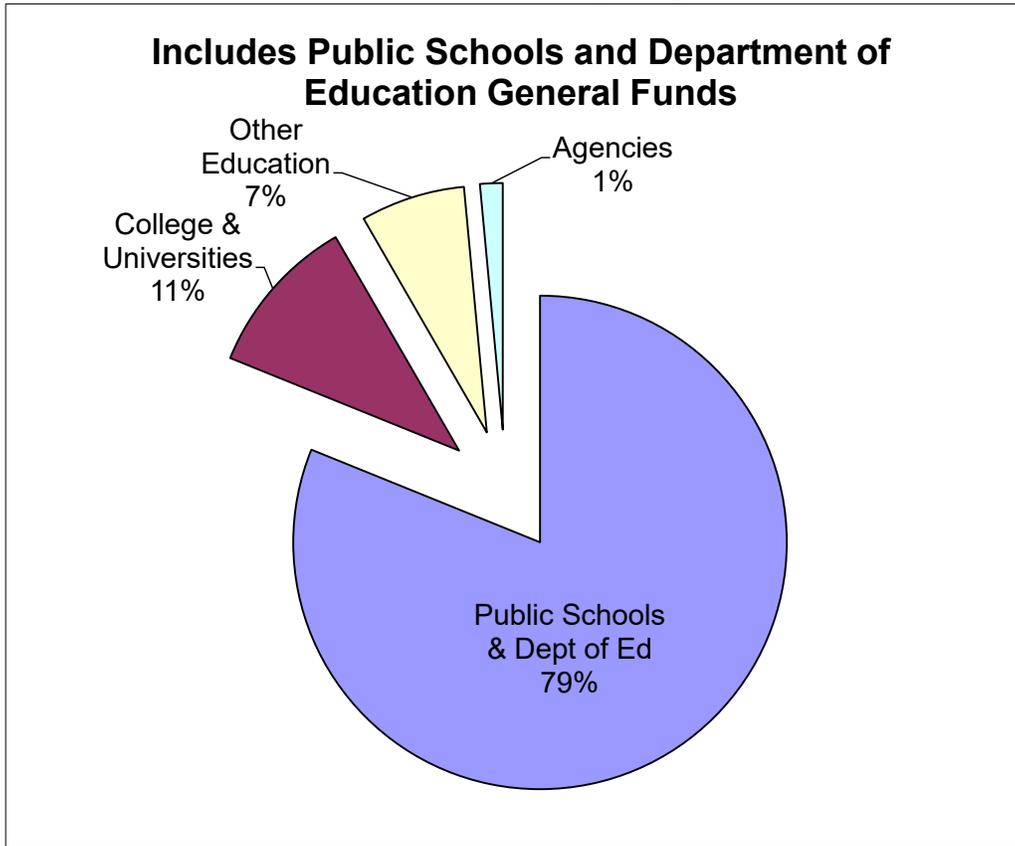
BOARD ACTION

I move to approve the FY 2024 operating budgets for the Office of the State Board of Education, Idaho Public Television, Division of Vocational Rehabilitation, Public Charter Schools Commission, College and Universities, Career Technical Education, Agricultural Research and Extension Service, Health Education Programs, and Special Programs, as presented in Attachments 2-28.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

State Board of Education

FY24 General Funds by Program



OFFICE OF THE STATE BOARD OF EDUCATION
FY 2024 Operating Budget

	FY 2023 BUDGET	FY 2024 BUDGET	PERCENT of CHANGE	
1				
2	By Cost Center:			
3	Office of the State Board of Education			
4	Administration	29,791,000	91,325,000	206.55%
5	IT and Data Management	3,136,300	3,878,400	23.66%
6	School Safety and Security	1,114,600	1,172,800	5.22%
7	Scholarship Programs	28,541,600	29,797,800	4.40%
8	System Wide Needs	2,207,100	2,367,000	7.24%
9	Total Programs	64,790,600	128,541,000	98.39%
10	By Fund Source:			
11	General Fund - OSBE	5,864,600	36,908,600	529.35%
12	General Fund - IT and Data Management	3,027,300	3,863,400	27.62%
13	General Fund - Office of School Safety/Security	536,200	581,500	8.45%
14	General Fund - Scholarships	23,014,300	24,269,100	5.45%
15	Federal Funds	504,700	507,200	0.50%
16	Federal Funds - CARES Act	16,621,600	19,800,000	19.12%
17	Federal Funds - ARP ESSER	19,700	27,434,700	139162.44%
18	Federal Funds - ARP Strong Families/Students	150,000	0	-100.00%
19	Federal Funds - ARP IT and Data Management	94,000	0	-100.00%
20	Federal Funds - School Safety/Security	260,500	260,500	0.00%
21	Federal Funds - GEARUP	4,525,800	4,528,700	0.06%
22	Miscellaneous Revenue OSBE	6,510,800	6,552,700	0.64%
23	Miscellaneous IT and Data Management	15,000	15,000	0.00%
24	Miscellaneous School Safety/Security	317,900	330,800	4.06%
25	Miscellaneous - Postsecondary Credit	1,001,500	1,000,000	-0.15%
26	Systemwide Needs	2,207,100	2,367,000	7.24%
27	Indirect Cost Recovery Fund	119,600	121,800	1.84%
28	Total Funds	64,790,600	128,541,000	98.39%
29	By Expenditure Classification:			
30	Personnel Costs	7,320,000	9,513,500	29.97%
31	Operating Expenditures	6,092,400	36,006,500	491.01%
32	Capital Outlay	6,238,700	6,128,000	-1.77%
33	Trustee/Benefit Payments	45,139,500	76,893,000	70.35%
34	Lump Sum	0	0	N/A
35	Total Expenditures	64,790,600	128,541,000	98.39%
36	Full Time Positions	62.60	78.10	24.76%
37	Budget Overview			
38	The Office of the State Board of Education (OSBE) received a \$1.20 per hour Merit (CEC) for all employees.			
39	There was an increase in health benefits of \$1,250 to \$13,750 annually. OSBE Administration received funding for a			
40	Finance Specialist, transferred 10 FTP and \$1,203,900 from the 4-year institutions for systemwide internal audit,			
41	\$30M in ongoing general funds for Empowering Parents, a net increase of \$30.4M in federal Covid relief funds, and			
42	a decrease of 1 FTP for the Strong Families Coordinator. There was also an increase of \$8,800 ongoing for space			
43	rent. 3 FTP were transferred from OSBE Administration to IT and Data Management, and IT and Data			
44	Management received \$103,800 for an ISEE Coordinator and \$297,300 and 3 FTP were transferred from State			
45	Department of Education. School Safety and Security received an increase of \$26,000 in general funds due to the			
46	sunsetting of several federal grants. Systemwide Needs received \$103,000 for an Academic Technologist, \$96,100			
47	for an Apply Idaho Project Manager, and .5 FTP and up to \$50K transferred from HERC funds for staff support. All			
48	programs received an adjustment in Personnel Costs due to agency human resource staff being transferred to			
49	Division of Human Resources. This 1.0 FTP loss was offset with a payroll charge per employee.			
50	A Rural Educator Incentive program was added to Scholarships and Grants for \$1,250,400.			
51				

IDAHO PUBLIC TELEVISION
FY 2024 Operating Budget

		<u>FY 2023</u> <u>BUDGET</u>	<u>FY 2024</u> <u>BUDGET</u>	<u>PERCENT</u> <u>of CHANGE</u>
1	By Program:			
2	Delivery System and Administration:			
3	Technical Services	2,086,600	2,177,500	4.36%
4	Administration	1,593,900	1,616,700	1.43%
5	Educational Content:			
6	Programming Acquisitions	1,896,900	1,902,200	0.28%
7	IdahoPTV Productions	1,818,500	1,852,000	1.84%
8	Special Productions/Projects	300,000	300,000	0.00%
9	Communications	913,600	909,400	(0.46%)
10	Education/Community Services	651,900	659,100	1.10%
11	Development	1,378,400	1,397,000	1.35%
12	Total Programs	<u>10,639,800</u>	<u>10,813,900</u>	<u>1.64%</u>
13				
14	By Fund Source:			
15	General Fund - PC /OE / Capital Lease	2,817,400	2,933,900	4.14%
16	Millennium Funds	310,000	300,000	100.00%
17	Local Funds (1)	7,412,400	7,480,000	0.91%
18	Special Productions/Projects	100,000	100,000	0.00%
19	Total Funds	<u>10,639,800</u>	<u>10,813,900</u>	<u>1.64%</u>
20				
21	By Expenditure Classification:			
22	Personnel Costs	6,034,800	6,242,800	3.45%
23	Operating Expenditures:			
24	Communication & Programming	1,777,600	1,812,800	1.98%
25	Employee Development & Travel (2)	279,900	305,500	9.15%
26	Professional, Admin & Other Services	746,800	778,000	4.18%
27	Supplies, R&M Services	397,600	413,300	3.95%
28	Utilities and Gas (3)	161,200	173,600	7.69%
29	Leases and Rentals	471,800	491,500	4.18%
30	Miscellaneous	245,700	237,100	(3.50%)
31	Total Operating Expenditures	<u>4,080,600</u>	<u>4,211,800</u>	<u>3.22%</u>
32	Capital Outlay (4)	<u>524,400</u>	<u>359,300</u>	<u>100.00%</u>
33	Total Expenditures	<u>10,639,800</u>	<u>10,813,900</u>	<u>1.64%</u>
34				
35	FTP Count (5)	70.48	71.48	1.42%

Notes:

38 FY 2023 General Fund budget per HB 711; Local funds continuously appropriated / SB 1395 - Millennium fund appropriation

39 FY 2024 General Fund budget per HB 276; Local funds continuously appropriated / HB 355 - Millennium fund appropriation

40 (1) HB 276 provided for the continuous appropriation of local funds. This is our targeted amount for SFY 2024.

41 With the general feeling of economic uncertainty, we are forecasting little to no growth in our private donations for SFY 2024.

42 (2) Forecasting an increase in travel and in person training.

43 (3) Forecasting a continued increase in fuel and utility costs.

44 (4) We are limiting our capital outlays to the funds we have available.

45 (5) HB 276 also provided IdahoPTV with the ability to add additional personnel based on the availability of

46 local funds and with the authorization from the Idaho Division of Human Resources and the Division of

47 Financial Management.

DIVISION OF VOCATIONAL REHABILITATION
FY 2024 Operating Budget

		FY 2023 BUDGET	FY 2024 BUDGET	PERCENT of CHANGE
1				
2	By Program:			
3	Vocational Rehabilitation	25,351,400	25,987,400	2.51%
4	Comm. Supp. Employ. Work Svcs. (EES) [3]	0	0	
5	Council for the Deaf & Hard of Hearing	510,400	554,400	8.62%
6				
7	Total Programs	<u>25,861,800</u>	<u>26,541,800</u>	<u>2.63%</u>
8	By Fund Source:			
9	General Fund	4,985,000	5,172,200	3.76%
10	Federal Funds	18,747,900	19,233,100	2.59%
11	Miscellaneous Revenue	977,500	982,100	0.47%
12	Dedicated Funds	1,151,400	1,154,400	0.26%
13	Total Funds	<u>25,861,800</u>	<u>26,541,800</u>	<u>2.63%</u>
14	By Expenditure Classification:			
15	Personnel Costs [2]	12,018,900	12,530,600	4.26%
16	Operating Expenditures			
17	Communications	260,000	260,000	0.00%
18	Employee Dev./Memberships	50,000	50,000	0.00%
19	Professional & General Services	800,000	802,200	0.28%
20	Travel	177,000	186,000	5.08%
21	Supplies & Insurance	130,000	140,000	7.69%
22	Rents	450,000	452,500	0.56%
23	Other [4]	163,700	275,000	67.99%
24	Total Operating Expenditures	<u>2,030,700</u>	<u>2,165,700</u>	<u>6.65%</u>
25	Capital Outlay [1]	408,000	428,400	5.00%
26	Trustee/Benefit Payments	11,404,200	11,417,100	0.11%
27	Total Expenditures	<u>25,861,800</u>	<u>26,541,800</u>	<u>2.63%</u>
28	Full Time Positions	148.00	146.00	-1.35%
	Budget Overview			
29	FY23 Funded with SB1348 & SB1427, FY24 Funded with HO300			
30	[1] Replace Vehicle with over 119,000 miles			
31	[2] Implementation of CEC			
32	[3] EES Program moved to H&W			
33	[4] \$111,300 increase in OITS Fees in FY24			

PUBLIC CHARTER COMMISSION
FY 2024 Operating Budget

	FY 2023 BUDGET	FY 2024 BUDGET	PERCENT of CHANGE
1 By Program:			
2 Charter School Commission	678,300	728,900	7.46%
3 Total Programs	<u>678,300</u>	<u>728,900</u>	<u>7.46%</u>
4			
5 By Fund Source:			
6 General Fund	182,400	190,100	4.22%
7 Authorizer Fees	495,900	538,800	8.65%
8 Total Funds	<u>678,300</u>	<u>728,900</u>	<u>7.46%</u>
9			
10 By Expenditure Classification:			
11 Personnel Costs	529,400	556,600	5.14%
12 Operating Expenditures:	148,900	172,300	15.72%
13 Capital Outlay	-	-	
14 Total Expenditures	<u>678,300</u>	<u>728,900</u>	<u>7.46%</u>
15			
16 FTP Count	5.00	5.00	0.00%

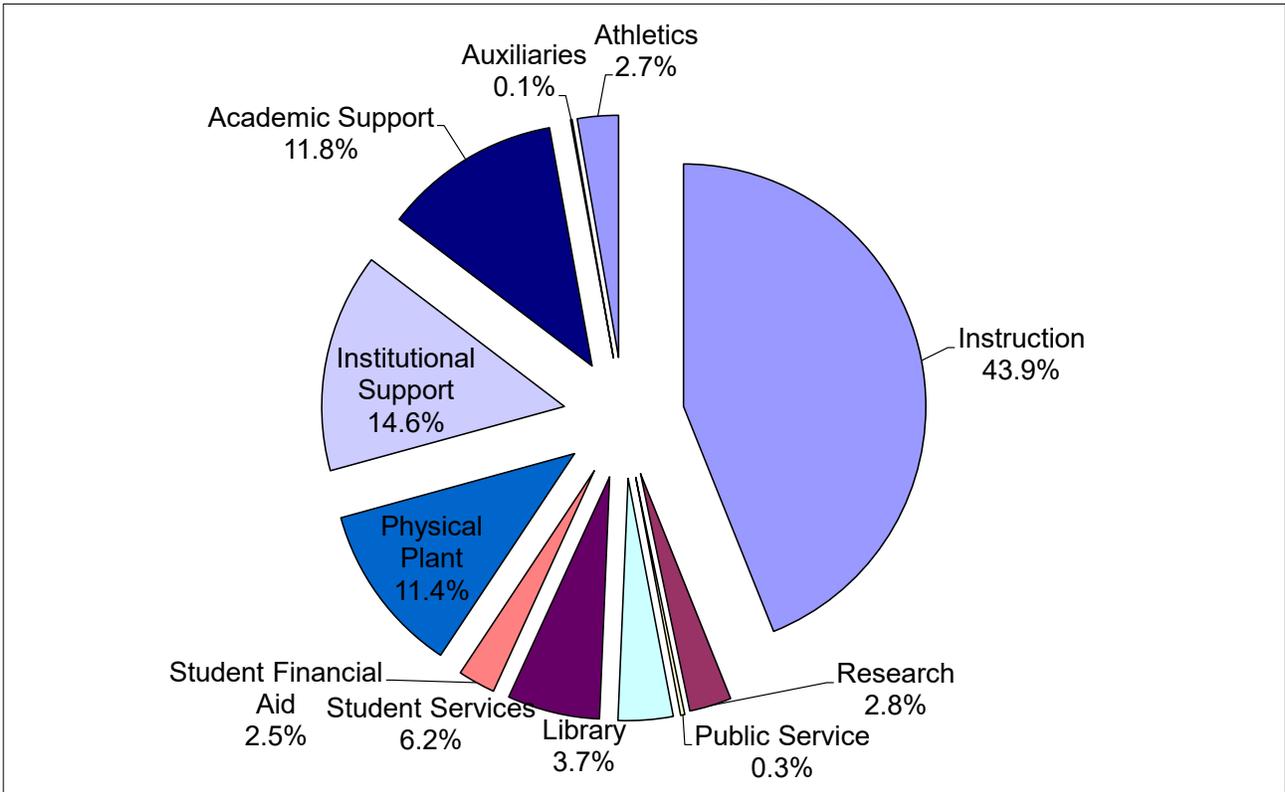
17
18 **Notes:**

19 FY2024 budget per HB 343, this includes a \$1.20/hr CEC for all employees and an annual increase for health benefits
20 and includes \$19,400 for "inflationary adjustments" due to facility lease.

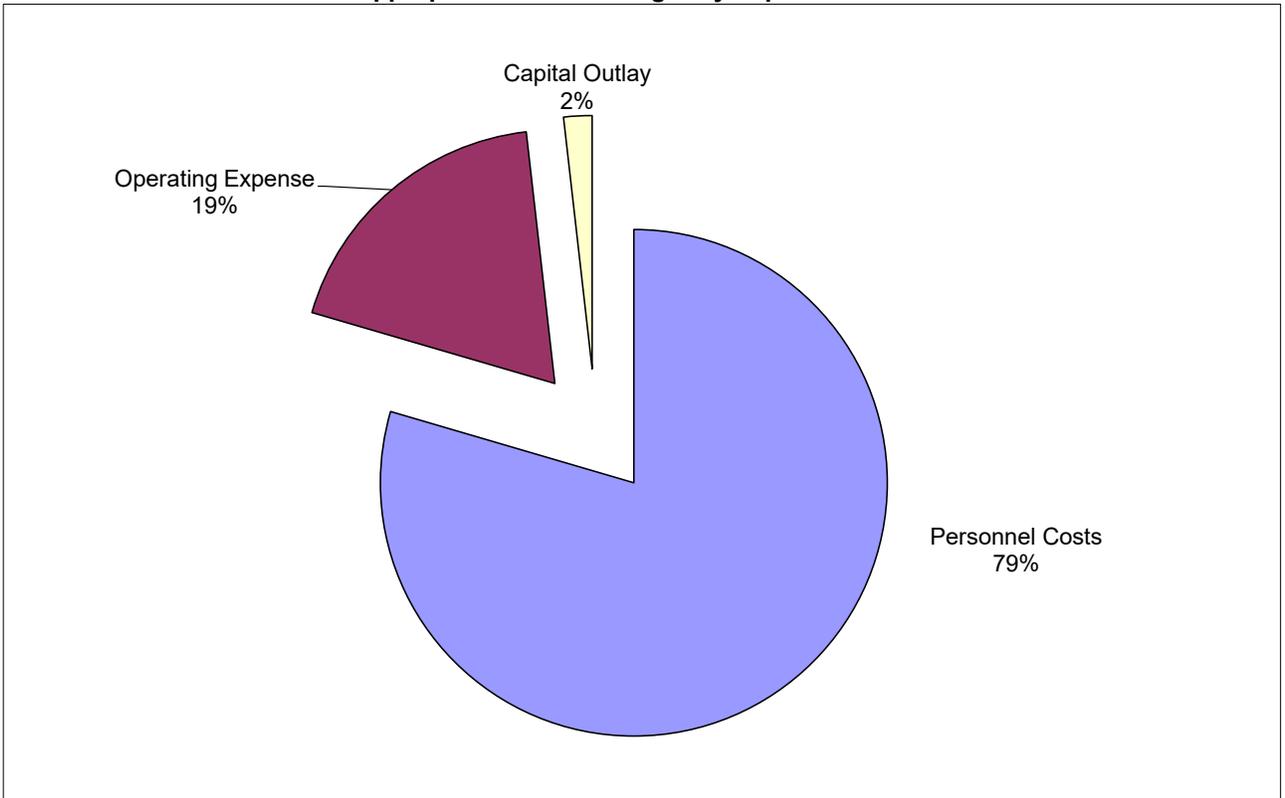
21 HB 343, Section 4 reappropriated unexpended/unencumbered balances in the Authorizer Fund at year end
22 FY2023, to be used for nonrecurring expenditures. The State Controller shall confirm the
23 reappropriation amount, by fund, expense class, and program, with the Legislative Services Office prior to
24 processing the reappropriation authorized herein.

25
26

COLLEGE & UNIVERSITIES
FY 2024 Appropriated Funds Budget By Function



FY 2024 Appropriated Funds Budget By Expenditure Classification



COLLEGE & UNIVERSITIES SUMMARY

Budget Distribution by Activity and Expense Class

July 1, 2023 - June 30, 2024

	FY2023 Original Budget		FY2024 Original Budget		Changes from	
	Amount	% of Total	Amount	% of Total	Amount	% Chge
Revenue by Source						
1 State General Account - ongoing	\$330,828,600	51.15%	\$347,500,400	51.35%	\$16,671,800	5.04%
2 State General Account - one time	994,200	0.15%	0	0.00%	(994,200)	-100.00%
3 HESF - one time	4,000,000	0.62%	0	0.00%	(4,000,000)	-100.00%
4 State Endowments	22,918,100	3.54%	22,917,700	3.39%	(400)	0.00%
5 COVID Funds	0	0.00%	0	0.00%	0	0.00%
6 Student Tuition and Fees	288,079,873	44.54%	306,376,781	45.27%	18,296,908	6.35%
7 Total Operating Revenues	<u>\$646,820,773</u>	<u>100.00%</u>	<u>\$676,794,881</u>	<u>100.00%</u>	<u>\$29,974,108</u>	<u>4.63%</u>
Expenses						
By Function:						
8 Instruction	\$284,599,662	44.01%	\$300,374,325	43.94%	\$15,774,663	5.54%
9 Research	17,720,106	2.74%	19,194,308	2.81%	1,474,202	8.32%
10 Public Service	1,827,433	0.28%	1,931,748	0.28%	104,315	5.71%
11 Library	24,131,368	3.73%	24,957,532	3.65%	826,164	3.42%
12 Student Services	41,569,838	6.43%	42,047,114	6.15%	477,276	1.15%
13 Student Financial Aid	17,666,676	2.73%	17,097,049	2.50%	(569,627)	-3.22%
14 Physical Plant	74,172,250	11.47%	77,863,889	11.39%	3,691,639	4.98%
15 Institutional Support	92,036,886	14.23%	100,009,470	14.63%	7,972,584	8.66%
16 Academic Support	75,047,915	11.60%	80,786,283	11.82%	5,738,368	7.65%
17 Auxiliaries	1,202,661	0.19%	685,928	0.10%	(516,733)	-42.97%
18 Athletics	16,767,078	2.59%	18,656,535	2.73%	1,889,457	11.27%
19 Total Bdgt by Function	<u>\$646,741,873</u>	<u>100.00%</u>	<u>\$683,604,181</u>	<u>100.00%</u>	<u>\$36,862,308</u>	<u>5.70%</u>
20 By Expense Class:						
21 Personnel Costs:						
22 Salaries:						
23 Faculty	\$180,935,241	28.02%	\$186,363,965	27.26%	\$5,428,724	3.00%
24 Executive/Admin	21,575,867	3.34%	21,339,452	3.12%	(236,415)	-1.10%
25 Managerial/Prof	111,078,332	17.20%	120,305,427	17.60%	9,227,095	8.31%
26 Classified	50,143,877	7.77%	52,795,002	7.72%	2,651,125	5.29%
27 Grad Assist	13,730,106	2.13%	14,259,072	2.09%	528,966	3.85%
28 Irregular Help	7,176,489	1.11%	6,984,610	1.02%	(191,879)	-2.67%
29 Total Salaries	<u>\$384,639,912</u>	<u>59.57%</u>	<u>\$402,047,528</u>	<u>58.81%</u>	<u>\$17,407,616</u>	<u>4.53%</u>
30 Personnel Benefits	135,089,817	20.92%	141,623,950	20.72%	6,534,133	4.84%
31 Total Pers Costs	<u>\$519,729,729</u>	<u>80.48%</u>	<u>\$543,671,478</u>	<u>79.53%</u>	<u>\$23,941,749</u>	<u>4.61%</u>
32 Operating Expense:						
33 Travel	1,650,787	0.26%	1,809,228	0.26%	158,441	9.60%
34 Utilities	18,673,553	2.89%	20,196,553	2.95%	1,523,000	8.16%
35 Insurance	4,311,695	0.67%	5,270,095	0.77%	958,400	22.23%
36 Other Oper. Exp	89,319,589	13.83%	100,269,166	14.67%	10,949,577	12.26%
37 Total Oper. Exp	<u>\$113,955,624</u>	<u>17.65%</u>	<u>\$127,545,042</u>	<u>18.66%</u>	<u>\$13,589,418</u>	<u>11.93%</u>
38 Capital Outlay:						
39 Depart Equipment	1,308,703	0.20%	1,582,569	0.23%	273,866	20.93%
40 Library Acquisitions	10,753,617	1.67%	10,805,090	1.58%	51,473	0.48%
41 Total Cap Outlay	<u>\$12,062,320</u>	<u>1.87%</u>	<u>\$12,387,659</u>	<u>1.81%</u>	<u>\$325,339</u>	<u>2.70%</u>
42 Tot Bdgt by Exp Class	<u>\$645,747,673</u>	<u>100.00%</u>	<u>\$683,604,179</u>	<u>100.00%</u>	<u>\$37,856,506</u>	<u>5.86%</u>
43 One-time 27th Payroll (GF)	\$4,000,000		\$0		(\$4,000,000)	
44 One-time Capital Outlay	\$994,200		\$0		(\$994,200)	
45 One-time Other	\$0		\$0		\$0	
46 Activity Total	<u>\$650,741,873</u>		<u>\$683,604,179</u>		<u>\$32,862,306</u>	<u>5.05%</u>
47 TOTAL FTE POSITIONS	4,848.18		4,921.02		72.84	1.50%
48 Budget Deficit - reserve funds	(3,921,100)		(6,809,298)			

**BOISE STATE UNIVERSITY
FY2024 BUDGET OVERVIEW
Appropriated Funds**

FY 2023 Base Operating Budget	\$268,571,327
 Adjustments to Base from State General Funds	
Change in Employee Compensation (CEC) - DU 10.61	2,960,800
Governor Initiative Funding - DU 12.65	2,136,600
Change in Health/Variable Benefit Costs - DU 10.11,10.12	1,071,200
Risk Mgmt./State Controller's Fees - 10.45,10.46, 10.48	1,003,700
DHR Consolidation - DU 12.69	23,700
Enrollment Workload Adjustments - DU 10.71	(2,020,300)
Audit Staff Transfer - DU 12.05	(423,200)
NET INCREASE FROM STATE GENERAL FUND	\$4,752,500
 Changes in Tuition and Fee Revenue	
Tuition and Consolidated Mandatory Fees	7,022,493
Revenue from Online Programs	3,267,951
NET INCREASE FROM TUITION AND FEES	\$10,290,444
 FY 2024 Base Operating Budget	\$283,614,281

Boise State's Fiscal Year (FY) 2024 proposed base operating budget of \$283.6 million will be funded with \$125.3 million in state general fund and \$158.3 million in student tuition and fee revenues. State general funds provide 44% of the university's base appropriated funding, which is approximately 17% of the university's overall operating budget. The proposed budget includes an increase of \$7 million in annual fee revenues attributable to increases in the tuition and consolidated mandatory fees approved by the Board in May 2023.

The following are highlights of the FY 2024 appropriated operating budget:

- **Salary Adjustments:** State funding will cover CEC and faculty tenure and promotion increases for approximately one-third of Boise State employees (those on general funds); the balance will be funded with tuition revenue, local, or grant funds.
- **Benefit Increases:** \$2,411,400 is allocated to fund increases in health benefit rates; \$1,220,400 of this increase is funded with state general funds and \$1,191,000 is funded with tuition. There is an overall reduction of \$294,900 for variable benefit rates; \$149,200 of this decrease impacts state general funds and \$145,700 relieves tuition revenue. The net changes are

an increase to general fund health and variable benefit costs of \$1,071,200 and an increase to tuition funded costs of \$1,045,300.

- Operational capacity enhancement funds are appreciated. These funds will be used to offset the impact of the negative enrollment workload adjustment (EWA), which is the result of decreases in the time to graduation, leading to a short-term reduction in credit hours. It is important to remember that the university has significant unfunded enrollment workload growth from previous years, meaning that the current year's EWA reduction takes away funding that was never received.

The budget presented anticipates a structural deficit for FY24. The deficit is due to inflationary impacts on goods and services, labor, increased regulatory costs, and required investment in academic program growth and student support services.

For years Boise State has undertaken considerable efforts to manage inflation, increase efficiencies, and align financial resources with high-demand academic programs. This thoughtful alignment of resources has resulted in the reallocation of funds to our highest priority programs and services. Reducing administrative overhead, ongoing program prioritization efforts, and budget reductions have allowed the university to mitigate, but not offset, inflationary increases.

Carryforward from unexpended tuition revenue, authorized by the legislature, will provide the necessary funding to cover the anticipated deficit for FY24 while the institution simultaneously explores revenue and investment opportunities. However, in order to address the structural deficit, the institution needs additional revenue in the form of state support and tuition increases to at least equal inflation. On a per student basis, state appropriations and tuition do not cover the cost of instruction and services. With the expected increase in enrollment, the institution will not be able to maintain current operations without reductions to programs and services.

BOISE STATE UNIVERSITY
Budget Distribution by Activity and Expense Class
 July 1, 2023 - June 30, 2024

	FY2023 Original Budget		FY2024 Original Budget		Changes from Prior Year	
	Amount	% of Total	Amount	% of Total	Amount	% Chge
Revenue by Source						
1 State General Account - ongoing	\$120,502,400	43.94%	\$125,254,900	44.16%	\$4,752,500	3.94%
2 State General Account - one time		0.00%	0	0.00%	0	0.00%
3 HESF - one time	4,000,000	1.46%	0	0.00%	(4,000,000)	-100.00%
4 State Endowments		0.00%	0	0.00%	0	0.00%
5 COVID Funds		0.00%	0	0.00%	0	0.00%
6 Student Tuition and Fees	149,747,773	54.60%	158,359,381	55.84%	8,611,608	5.75%
7 Total Operating Revenues	\$274,250,173	100.00%	\$283,614,281	100.00%	\$9,364,108	3.41%
Expenses						
By Function:						
8 Instruction	\$129,999,147	48.10%	\$136,305,090	48.06%	\$6,305,943	4.85%
9 Research	6,431,259	2.38%	7,505,647	2.65%	1,074,388	16.71%
10 Public Service	1,639,386	0.61%	1,691,732	0.60%	52,346	3.19%
11 Library	8,534,010	3.16%	8,773,703	3.09%	239,693	2.81%
12 Student Services	15,578,523	5.76%	14,270,704	5.03%	(1,307,819)	-8.40%
13 Student Financial Aid	2,104,000	0.78%	2,170,768	0.77%	66,768	3.17%
14 Physical Plant	24,898,472	9.21%	25,508,933	8.99%	610,461	2.45%
15 Institutional Support	34,896,932	12.91%	37,094,227	13.08%	2,197,295	6.30%
16 Academic Support	40,302,019	14.91%	43,111,477	15.20%	2,809,458	6.97%
17 Auxiliaries	0	0.00%	0	0.00%	0	0.00%
18 Athletics	5,866,425	2.17%	7,182,000	2.53%	1,315,575	22.43%
19 Total Bdgt by Function	\$270,250,173	100.00%	\$283,614,281	100.00%	\$13,364,108	4.95%
20 By Expense Class:						
21 Personnel Costs:						
22 Salaries:						
23 Faculty	\$79,516,163	29.42%	\$82,084,307	28.94%	\$2,568,144	3.23%
24 Executive/Admin	5,759,859	2.13%	5,540,268	1.95%	(219,591)	-3.81%
25 Managerial/Prof	54,395,290	20.13%	58,925,920	20.78%	4,530,630	8.33%
26 Classified	13,585,820	5.03%	13,580,910	4.79%	(4,910)	-0.04%
27 Grad Assist	5,573,578	2.06%	5,636,692	1.99%	63,114	1.13%
28 Irregular Help	873,700	0.32%	647,184	0.23%	(226,516)	-25.93%
29 Total Salaries	\$159,704,410	59.10%	\$166,415,281	58.68%	\$6,710,871	4.20%
30 Personnel Benefits	54,685,319	20.24%	55,956,573	19.73%	1,271,254	2.32%
31 Total Pers Costs	\$214,389,729	79.33%	\$222,371,854	78.41%	\$7,982,125	3.72%
32 Operating Expense:						
33 Travel	\$0	0.00%		0.00%	0	0.00%
34 Utilities	5,015,260	1.86%	5,015,260	1.77%	0	0.00%
35 Insurance	1,896,664	0.70%	1,575,164	0.56%	(321,500)	-16.95%
36 Other Oper. Exp	45,543,894	16.85%	51,210,651	18.06%	5,666,757	12.44%
37 Total Oper. Exp	\$52,455,818	19.41%	\$57,801,075	20.38%	\$5,345,257	10.19%
38 Capital Outlay:						
39 Depart Equipment	\$209,839	0.08%	\$246,565	0.09%	36,726	17.50%
40 Library Acquisitions	3,194,787	1.18%	3,194,787	1.13%	0	0.00%
41 Total Cap Outlay	\$3,404,626	1.26%	\$3,441,352	1.21%	\$36,726	1.08%
42 Tot Bdgt by Exp Class	\$270,250,173	100.00%	\$283,614,281	100.00%	\$13,364,108	4.95%
43 HESF one-time	\$4,000,000		\$0		(\$4,000,000)	
44 One-time Capital Outlay	\$0		\$0		\$0	
45 Unallocated CEC + Target Positi	\$0		\$0		\$0	
46 Activity Total	\$274,250,173		\$283,614,281		\$9,364,108	3.41%
47 TOTAL FTE POSITIONS	1,929.10		1,968.47		39.37	2.04%
48 Budget Deficit: Holdbacks	\$0		\$0			

BOISE STATE UNIVERSITY
Summary of Salary Changes for FY2024 by Employee Group
(Estimate due to timing of DHR approval of CEC Plan)

Institution/Agency by Group	Existing Positions							Position Adjustments		Total			
	FY2023	FY2023	Salary Adjustments				FY2023	% Incr	FTE	Salary	FY2024	FY2024	% change
	FTE	Salary Base	Promotion	Perf/Exp/Merit	Equity	Total	Salary Base				FTE	Salary Base	
General Education (Approp Only)													
Faculty													
Professor	243.27	\$26,923,081	\$276,000	\$458,610		\$734,610	\$27,657,691	2.7%	-1.56	381,098	241.71	\$28,038,790	4.1%
Associate Professor	245.38	\$22,847,187	\$306,000	\$455,436		\$761,436	\$23,608,623	3.3%	5.84	655,254	251.22	\$24,263,877	6.2%
Assistant Professor	191.27	\$16,339,674		\$292,139		\$292,139	\$16,631,813	1.8%	0.73	(1,037,291)	192.00	\$15,594,522	-4.6%
Instr/Lect	135.44	\$7,333,386		\$284,067		\$284,067	\$7,617,453	3.9%	8.81	382,928	144.25	\$8,000,382	9.1%
Part-Time Instructor	0.00	\$6,072,835				\$0	\$6,072,835	0.0%	0.00	113,902	0.00	\$6,186,737	1.9%
Total Faculty	815.36	\$79,516,163	\$582,000	\$1,490,252	\$0	\$2,072,252	\$81,588,415	2.6%	13.82	495,892	829.18	\$82,084,307	3.2%
Executive/Administrative	30.00	\$5,759,859		\$70,310		\$70,310	\$5,830,169	1.2%	-0.93	(289,901)	29.07	\$5,540,268	-3.8%
Managerial/Professional	755.70	\$54,395,290		\$1,910,786		\$1,910,786	\$56,306,076	3.5%	44.36	2,619,844	800.06	\$58,925,920	8.3%
Classified	328.04	\$13,585,820		\$661,020		\$661,020	\$14,246,841	4.9%	-17.88	(665,931)	310.16	\$13,580,910	0.0%
Student/Teaching Assistant	0.00	\$5,573,577				\$0	\$5,573,577	0.0%	0.00	63,115	0.00	\$5,636,692	1.1%
Irregular Help	0.00	\$873,701				\$0	\$873,701	0.0%	0.00	(226,518)	0.00	\$647,184	-25.9%
Total	1,929.10	\$159,704,410	\$582,000	\$4,132,369	\$0	\$4,714,369	\$164,418,779	3.0%	39.37	\$1,996,502	1,968.47	\$166,415,281	4.2%
Idaho Small Business Development Center													
Faculty													
Professor						\$0	\$0	0.0%					
Associate Professor						\$0	\$0	0.0%					
Assistant Professor						\$0	\$0	0.0%					
Instr/Lect						\$0	\$0	0.0%					
Part-Time Instructor						\$0	\$0	0.0%					
Total Faculty		\$0	\$0	\$0	\$0	\$0	\$0	0.0%					
Executive/Administrative						\$0	\$0	0.0%					
Managerial/Professional	8.83	\$515,786		14,275	0	\$14,275	\$530,060	2.8%	0.50	(977)	9.33	\$529,084	2.6%
Classified						\$0	\$0	0.0%					
Student/Teaching Assistant						\$0	\$0	0.0%					
Irregular Help	0.00					\$0	\$0	0.0%			0.00	\$0	
Total	8.83	\$515,786	\$0	\$14,275	\$0	\$14,275	\$530,060	0.0%	0.50	-\$977	9.33	\$529,084	
TechHelp													
Faculty													
Professor						\$0	\$0	0.0%					
Associate Professor						\$0	\$0	0.0%					
Assistant Professor						\$0	\$0	0.0%					
Instr/Lect						\$0	\$0	0.0%					
Part-Time Instructor						\$0	\$0	0.0%					
Total Faculty			\$0	\$0	\$0	\$0	\$0	0.0%					
Executive/Administrative						\$0	\$0	0.0%					
Managerial/Professional	3.25	\$289,757		\$3,432		\$3,432	\$293,189	1.2%	0.10	0	3.35	\$293,189	1.2%
Classified						\$0	\$0	0.0%				\$7,500	
Student/Teaching Assistant						\$0	\$0	0.0%				\$0	
Irregular Help						\$0	\$0	0.0%				\$0	
Total	3.25	\$289,757	\$0	\$3,432	\$0	\$3,432	\$293,189	0.0%	0.10	\$0	3.35	\$300,689	

IDAHO STATE UNIVERSITY

FY2024 Budget Overview

The Idaho State University FY2024 budget represents the university's continued commitment and progress toward:

- Increasing student access, opportunity, retention, and success
- Attracting, supporting, and retaining outstanding faculty and staff
- Cultivating external partnerships
- Expanding research, clinical, and creative activities
- Energizing the Bengal community

Background and Context

Idaho State University continues to sustain its high-quality academic programs and services to students in support of its mission and strategic plan. Since FY2018, ISU has intentionally spent down surplus appropriated reserves to support investments in student enrollment and retention, classroom infrastructure, facilities and student spaces, campus culture and morale, and stabilizing local and auxiliary funds and operations.

These investments are paying off. Student retention has increased by 7%, even with disruptions caused by the COVID-19 pandemic, and the university has seen two consecutive years of new undergraduate student enrollment growth.

The university's new budget model is designed to incentivize student enrollment and success, efficient and effective use of resources, and research productivity. New data sets and reporting tools have increased trust, transparency, and data-informed decision-making and resource allocations.

Now that ISU has drawn down appropriated reserves to reasonable levels and solved structural deficits in local and auxiliary funds, the remaining challenge in achieving long-term fiscal sustainability is to balance our central university revenues and expenditures, which are carrying a structural deficit due to prior enrollment declines, several years of holding base tuition rates flat, unfunded changes in employee compensation and benefits, extraordinary inflation in operating expenses, and self-funded investments.

ISU's tuition increase for FY2024 will generate approximately \$3.6 million in new revenue for the university. This will only partially offset additional FY2024 expenses for change in employee compensation (CEC), health insurance increases, and continued inflation.

To address this challenge, ISU's Budget Advisory Group has launched a comprehensive Budget Optimization Initiative designed to strategically optimize our collective resources and balance central revenues and expenditures. Using the same principle-driven, agile and iterative, and collaborative process used to design the budget model, this group will develop recommendations that will be incorporated into the FY2025 and FY2026 budget cycles.

Budget Optimization Initiative Areas of Focus:

- Continued growth in enrollment and net tuition revenue
- Growing and leveraging other revenue sources in alignment with ISU's strategic plan
- Scaling successes and best practice
- Redesigning organizational and financial structures
- Focusing on efficiencies and effectiveness
- Expanding our data set and analyzing benchmark data
- Budget allocations and reductions based on established parameters and criteria

FY2024 Budget Overview

FY2024 General Appropriation Resources Summary of Changes		
Base Appropriation (excluding one-time)	\$	151,273,600
Adjustments to Base:		
Change in Employee Compensation (CEC)	\$	2,792,200
Enrollment Workload Adjustment		(841,000)
Personnel Benefits		1,041,500
Risk Management, Controller, OITS, Audit, DHR		305,600
Capacity Enhancement		1,614,000
Endowments		(400)
Net Change in Base State Funding	\$	4,911,900
Tuition and Fees:		
CEC, Personnel Benefits	\$	1,345,300
Inflation	\$	1,941,900
DHR Consolidation		12,000
Net Change in Base Tuition and Fees	\$	3,299,200
FY2024 Adjusted Base	\$	159,484,700
Net Additional Tuition and Fees	\$	1,932,600
FY2024 General Appropriation Resources	\$	161,417,300

ISU's FY2024 expenditure budget is \$168,226,600, a \$13 million increase over FY2023. This increase is driven by CEC, health insurance increases, and operating cost inflation.

After factoring in tuition rate increases, ISU's projected deficit for FY2024 is \$6.8 million, a \$2.9 million increase over FY2023, reflecting conservative enrollment projections and the compounded impact of unfunded CEC, benefits, and operating cost inflation. ISU will use reserves to cover this deficit while implementing the Budget Optimization Initiative.

IDAHO STATE UNIVERSITY
Budget Distribution by Activity and Expense Class
 July 1, 2023 - June 30, 2024

	FY2023 Original Budget		FY2024 Original Budget		Changes from Prior Year	
	Amount	% of Total	Amount	% of Total	Amount	% Chge
Revenue by Source						
1 State General Account - ongoing	\$90,068,200	59.54%	\$94,980,500	58.84%	\$4,912,300	5.45%
2 State General Account - one time	0	0.00%	0	0.00%	0	0.00%
3 HESF - one time	0	0.00%	0	0.00%	0	0.00%
4 State Endowments	5,153,600	3.41%	5,153,200	3.19%	(400)	-0.01%
5 COVID Funds	0	0.00%	0	0.00%	0	0.00%
6 Student Tuition and Fees	56,051,800	37.05%	61,283,600	37.97%	5,231,800	9.33%
7 Total Operating Revenues	\$151,273,600	100.00%	\$161,417,300	100.00%	\$10,143,700	6.71%
Expenses						
By Function:						
8 Instruction	\$71,338,800	45.97%	\$77,290,300	45.94%	\$5,951,500	8.34%
9 Research	5,510,700	3.55%	5,946,000	3.53%	435,300	7.90%
10 Public Service	0	0.00%	0	0.00%	0	0.00%
11 Library	6,301,900	4.06%	6,739,900	4.01%	438,000	6.95%
12 Student Services	9,714,600	6.26%	10,590,600	6.30%	876,000	9.02%
13 Student Financial Aid	6,679,100	4.30%	7,200,100	4.28%	521,000	7.80%
14 Physical Plant	20,310,600	13.09%	22,198,300	13.20%	1,887,700	9.29%
15 Institutional Support	16,061,800	10.35%	17,425,300	10.36%	1,363,500	8.49%
16 Academic Support	14,126,000	9.10%	15,384,100	9.14%	1,258,100	8.91%
17 Auxiliaries	47,200	0.03%	49,200	0.03%	2,000	4.24%
18 Athletics	5,104,000	3.29%	5,402,800	3.21%	298,800	5.85%
19 Total Bdgt by Function	\$155,194,700	100.00%	\$168,226,600	100.00%	\$13,031,900	8.40%
20 By Expense Class:						
21 Personnel Costs:						
22 Salaries:						
23 Faculty	\$43,168,300	27.82%	\$44,284,800	26.32%	\$1,116,500	2.59%
24 Executive/Admin	5,847,600	3.77%	6,023,100	3.58%	175,500	3.00%
25 Managerial/Prof	23,258,000	14.99%	25,026,200	14.88%	1,768,200	7.60%
26 Classified	13,732,300	8.85%	14,517,400	8.63%	785,100	5.72%
27 Grad Assist	3,195,900	2.06%	3,397,800	2.02%	201,900	6.32%
28 Irregular Help	4,189,100	2.70%	4,265,000	2.54%	75,900	1.81%
29 Total Salaries	\$93,391,200	60.18%	\$97,514,300	57.97%	\$4,123,100	4.41%
30 Personnel Benefits	34,310,000	22.11%	36,804,598	21.88%	2,494,598	7.27%
31 Total Pers Costs	\$127,701,200	82.28%	\$134,318,898	79.84%	\$6,617,698	5.18%
32 Operating Expense:						
33 Travel	\$802,000	0.52%	\$891,700	0.53%	89,700	11.18%
34 Utilities	3,905,100	2.52%	5,181,000	3.08%	1,275,900	32.67%
35 Insurance	947,900	0.61%	1,337,700	0.80%	389,800	41.12%
36 Other Oper. Exp	18,048,900	11.63%	22,477,700	13.36%	4,428,800	24.54%
37 Total Oper. Exp	\$23,703,900	15.27%	\$29,888,100	17.77%	\$6,184,200	26.09%
38 Capital Outlay:						
39 Depart Equipment	\$549,800	0.35%	\$779,800	0.46%	230,000	41.83%
40 Library Acquisitions	3,239,800	2.09%	3,239,800	1.93%	0	0.00%
41 Total Cap Outlay	\$3,789,600	2.44%	\$4,019,600	2.39%	\$230,000	6.07%
42 Tot Bdgt by Exp Class	\$155,194,700	100.00%	\$168,226,598	100.00%	\$13,031,898	8.40%
43 One-time 27th Payroll (GF)	\$0		\$0		0	
44 One-time Capital Outlay	\$0		\$0		0	
45 Unallocated CEC + Target Positio	\$0		\$0		0	
46 Activity Total	\$155,194,700		\$168,226,598		\$13,031,898	8.40%
47 TOTAL FTE POSITIONS	1,243.81		1,252.57		8.76	0.70%
48 Budget Deficit - reserves	(\$3,921,100)		(\$6,809,298)			

IDAHO STATE UNIVERSITY

Summary of Salary Changes for FY2024 by Employee Group

Institution/Agency by Group	Existing Positions							Position Adjustments		Total		
	FY2023		Salary Adjustments			FY2024		% Incr	FTE	Salary Base	FY2024	
	FTE	Salary Base	Promotion	Perf/Exp	Equity	Total	Salary				FTE	Salary
General Education												
Faculty	496.64	41,188,058	303,429	1,614,832	19,263	1,937,524	43,125,582	4.70	(0.36)	(798,403)	496.28	42,327,179
Adjunct Faculty	0.00	1,980,220	-	-	-	-	1,980,220	0.00	-	(22,572)	0.00	1,957,648
Executive/Administrative	30.73	5,847,638	-	68,240	1,664	69,904	5,917,542	1.20	(0.41)	105,536	30.32	6,023,078
Managerial/Professional	336.57	23,257,992	-	1,121,319	5,821	1,127,140	24,385,132	4.85	10.38	641,085	346.95	25,026,217
Classified	379.86	13,732,340	-	510,511	187,877	698,388	14,430,728	5.09	(0.84)	86,644	379.02	14,517,372
Teaching Assistant	0.00	3,195,916	-	-	-	-	3,195,916	0.00	-	201,884	0.00	3,397,800
Irregular Salaries	0.00	4,189,110	-	-	-	-	4,189,110	0.00	-	75,910	0.00	4,265,020
Total	1,243.81	93,391,274	303,429	3,314,902	214,625	3,832,956	97,224,230	4.10	8.76	290,084	1,252.57	97,514,314
Idaho Dental Education Program												
Faculty	1.75	89,069	-	2,762	-	2,762	91,831	3.10	-	-	1.75	91,831
Adjunct Faculty	0.00	138,798	-	-	-	-	138,798	0.00	-	-	0.00	138,798
Executive/Administrative	0.00	-	-	-	-	-	-	N/A	-	-	0.00	-
Managerial/Professional	1.50	127,172	-	5,350	-	5,350	132,522	4.21	-	-	1.50	132,522
Classified	0.00	-	-	-	-	-	-	N/A	-	-	0.00	-
Teaching Assistant	0.00	-	-	-	-	-	-	N/A	-	-	0.00	-
Irregular Salaries	0.00	27,000	-	-	-	-	27,000	0.00	-	-	0.00	27,000
Total	3.25	382,039	-	8,112	-	8,112	390,151	2.12	-	-	3.25	390,151
Idaho Museum of Natural History												
Faculty	1.67	97,495	-	10,002	179	10,181	107,676	10.44	-	-	1.67	107,676
Adjunct Faculty	0.00	-	-	-	-	-	-	N/A	-	-	0.00	-
Executive/Administrative	0.49	71,725	-	-	-	-	71,725	0.00	(0.49)	(71,725)	0.00	-
Managerial/Professional	6.04	274,442	-	20,286	-	20,286	294,728	7.39	0.49	71,725	6.53	366,453
Classified	0.00	-	-	-	-	-	-	N/A	-	-	0.00	-
Teaching Assistant	0.00	-	-	-	-	-	-	N/A	-	-	0.00	-
Irregular Salaries	0.00	60,635	-	-	-	-	60,635	0.00	-	(10,000)	0.00	50,635
Total	8.20	504,297	-	30,288	179	30,467	534,764	6.04	-	(10,000)	8.20	524,764
Family Medicine Residency												
Faculty	2.35	489,498	10,366	11,947	1,393	23,706	513,204	4.84	-	(23,706)	2.35	489,498
Adjunct Faculty	0.00	-	-	-	-	-	-	N/A	-	-	0.00	-
Executive/Administrative	0.00	-	-	-	-	-	-	N/A	-	-	0.00	-
Managerial/Professional	14.95	1,011,066	-	16,687	1,352	18,039	1,029,105	1.78	2.00	55,000	16.95	1,084,105
Classified	2.00	74,111	-	251	1,206	1,457	75,568	1.97	-	-	2.00	75,568
Teaching Assistant	0.00	-	-	-	-	-	-	N/A	-	-	0.00	-
Irregular Salaries	0.00	122,707	-	-	-	-	122,707	0.00	-	(26,323)	0.00	96,384
Total	19.30	1,697,382	10,366	28,885	3,951	43,202	1,740,584	2.55	2.00	4,971	21.30	1,745,555

**UNIVERSITY OF IDAHO
FY 2024 Budget Overview
Appropriated Funds**

FY 2023 Base Operating Budget	\$182,800,000
Adjustments to Base from State General Funds:	
Benefits	\$ 965,100
CEC	2,577,400
Enrollment Workload Adjustment	(177,300)
SWCAP and State ITS Billings	844,800
Line Item Funding: Operational Capacity Enhancement	1,816,500
Chief Audit Executive	(390,100)
Removal of One-time Capital Outlay	(994,200)
Total Adjustments from State General Funds	\$4,642,200
Adjustments to Base from Tuition:	\$ 3,857,800
Adjustments to Base from Land Grant Endowments:	\$ 0
FY 2024 Base Operating Budget	\$191,300,000

The FY 2024 General Education operating budget totals \$191,300,000, an increase of \$8,500,000 or 4.6% over FY 2023. This increase is driven by additional state funding, year-over-year enrollment growth and tuition rate increases, and is supplemented by a partial release of contingency related to the multi-year transition to the official WUE calculation (included in the adjustments to base from tuition). In alignment with our sustainable budget model, the university assumed flat net fee paying enrollment from FY 2023 actuals to FY 2024 budget.

Major expense adjustments for FY 2024 include CEC (\$4.0M) and university-wide sustainable budget model allocations based on FY 2023 tuition in excess of budget (\$2.5M). The Operational Capacity Enhancement was used primarily to zero out the FY 2023 and FY 2024 negative EWAs totaling \$1.5M. While the university was not in the position to invest these funds in to enhanced programming and other needs for FY 2024, the ability to cover negative EWA puts us in the position to use future positive EWA allocations and other increased resources for strategic priorities.

As the university moves forward with its sustainable budget model, we will continue to focus on ensuring that all university resources are used in an effective manner to meet the strategic priorities of the university. The model provides the roadmap for setting the budget and for implementing resource allocations in a responsible manner that rewards performance which moves us towards our goals. Refinements to the model are ongoing as it is intended to be flexible and to evolve over time to ensure it continues to meet the needs of the institution.

UNIVERSITY OF IDAHO
Budget Distribution by Activity and Expense Class
July 1, 2023 - June 30, 2024

	FY2023 Original Budget		FY2024 Original Budget		Changes from Prior Year	
	Amount	% of Total	Amount	% of Total	Amount	% Chge
Revenue by Source						
1 State General Account - ongoing	\$99,868,100	54.63%	\$105,504,500	55.15%	\$5,636,400	5.64%
2 State General Account - one time	994,200	0.54%	0	0.00%	(994,200)	-100.00%
3 HESF - one time	0	0.00%	0	0.00%	0	0.00%
4 State Endowments	14,480,100	7.92%	14,480,100	7.57%	0	0.00%
5 COVID Funds	0	0.00%	0	0.00%	0	0.00%
6 Student Tuition and Fees	67,457,600	36.90%	71,315,400	37.28%	3,857,800	5.72%
7 Total Operating Revenues	\$182,800,000	100.00%	\$191,300,000	100.00%	\$8,500,000	4.65%
Expenses						
By Function:						
8 Instruction	\$66,090,847	36.15%	\$69,636,967	36.40%	\$3,546,120	5.37%
9 Research	5,696,941	3.12%	5,657,558	2.96%	(39,383)	-0.69%
10 Public Service	0	0.00%	0	0.00%	0	0.00%
11 Library	8,372,653	4.58%	8,563,108	4.48%	190,455	2.27%
12 Student Services	12,221,557	6.69%	12,969,458	6.78%	747,901	6.12%
13 Student Financial Aid	7,917,976	4.33%	6,730,581	3.52%	(1,187,395)	-15.00%
14 Physical Plant	24,906,213	13.62%	25,882,195	13.53%	975,982	3.92%
15 Institutional Support	34,631,170	18.94%	38,409,003	20.08%	3,777,833	10.91%
16 Academic Support	17,645,751	9.65%	18,595,084	9.72%	949,333	5.38%
17 Auxiliaries	1,144,061	0.63%	625,328	0.33%	(518,733)	-45.34%
18 Athletics	4,172,831	2.28%	4,230,718	2.21%	57,887	1.39%
19 Total Bdgt by Function	\$182,800,000	100.00%	\$191,300,000	100.00%	\$8,500,000	4.65%
20 By Expense Class:						
21 Personnel Costs:						
22 Salaries:						
23 Faculty	\$47,414,272	26.08%	\$49,236,036	25.74%	\$1,821,764	3.84%
24 Executive/Admin	8,340,966	4.59%	7,930,025	4.15%	(410,941)	-4.93%
25 Managerial/Prof	26,897,730	14.79%	29,264,014	15.30%	2,366,284	8.80%
26 Classified	20,034,162	11.02%	21,934,969	11.47%	1,900,807	9.49%
27 Grad Assist	4,960,628	2.73%	5,224,580	2.73%	263,952	5.32%
28 Irregular Help	1,628,250	0.90%	1,576,936	0.82%	(51,314)	-3.15%
29 Total Salaries	\$109,276,008	60.11%	\$115,166,560	60.20%	\$5,890,552	5.39%
30 Personnel Benefits	37,303,773	20.52%	39,540,080	20.67%	2,236,307	5.99%
31 Total Pers Costs	\$146,579,781	80.62%	\$154,706,640	80.87%	\$8,126,859	5.54%
32 Operating Expense:						
33 Travel	\$848,787	0.47%	\$917,528	0.48%	68,741	8.10%
34 Utilities & Debt Service	8,693,793	4.78%	8,868,793	4.64%	175,000	2.01%
35 Insurance	1,249,231	0.69%	2,139,331	1.12%	890,100	71.25%
36 Other Oper. Exp	20,015,214	11.01%	20,190,101	10.55%	174,887	0.87%
37 Total Oper. Exp	\$30,807,025	16.95%	\$32,115,753	16.79%	\$1,308,728	4.25%
38 Capital Outlay:						
39 Depart Equipment	\$462,964	0.25%	\$470,104	0.25%	7,140	1.54%
40 Library Acquisitions	3,956,030	2.18%	4,007,503	2.09%	51,473	1.30%
41 Total Cap Outlay	\$4,418,994	2.43%	\$4,477,607	2.34%	\$58,613	1.33%
42 Tot Bdgt by Exp Class	\$181,805,800	100.00%	\$191,300,000	100.00%	\$9,494,200	5.22%
43 One-time 27th Payroll (GF)	\$0		\$0		\$0	
44 One-time Capital Outlay	\$994,200		\$0		(\$994,200)	
45 Unallocated CEC / Target Positic	\$0		\$0		\$0	
46 Activity Total	\$182,800,000		\$191,300,000		\$8,500,000	4.65%
47 TOTAL FTE POSITIONS	1,331.05		1,359.99		28.94	2.17%
48 Budget Deficit: Holdbacks	\$0		\$0			

UNIVERSITY OF IDAHO
Summary of Salary Changes for FY2024 by Employee Group

Institution/Agency by Group	FY2023 Budget Book		Annual Salary Process							Midyear Changes and Position Adjustments		FY2024 Budget Book			
	FTE	Salary Base	Promotion	Merit	Equity/Other	Salary Adjustments		Total	Salary	% Incr	FTE	Salary Base	FTE	Salary	% Incr
						ATB and	Minimums **								
General Education (U1)															
Faculty *															
Professor	125.76	\$ 14,685,598	\$ 98,960	\$ 201,312	\$ 87,074	\$ 154,349	\$ 541,695	\$ 15,227,293	3.69%	16.76	\$ 1,695,831	142.52	\$ 16,923,124	15.24%	
Associate Professor	151.08	14,011,606	160,495	140,673	50,496	126,440	478,104	14,489,710	3.41%	(3.70)	(396,828)	147.38	14,092,882	0.58%	
Assistant Professor	111.04	8,651,189	-	68,281	35,267	52,610	156,158	8,807,347	1.81%	(4.81)	(359,031)	106.23	8,448,316	-2.35%	
Other	104.75	10,065,879	2,512	64,509	14,668	44,065	125,754	10,191,633	1.25%	(8.32)	(419,919)	96.43	9,771,714	-2.92%	
Total Faculty	492.63	\$ 47,414,272	\$ 261,966	\$ 474,776	\$ 187,505	\$ 377,463	\$ 1,301,710	\$ 48,715,982	2.75%	(0.07)	\$ 520,054	492.56	\$ 49,236,036	3.84%	
Executive/Administrative	43.95	8,340,966	10,317	111,536	79,143	52,340	253,336	8,594,302	3.04%	(1.99)	(664,277)	41.96	7,930,025	-4.93%	
Managerial/Professional	359.77	26,897,730	-	307,878	100,022	526,577	934,477	27,832,207	3.47%	13.84	1,431,807	373.61	29,264,014	8.80%	
Classified	434.70	20,034,162	-	230,566	116,085	428,229	774,879	20,809,041	3.87%	17.16	1,125,928	451.86	21,934,969	9.49%	
Teaching Assistant	-	4,960,628	-	-	263,952	-	263,952	5,224,580	5.32%	-	-	-	5,224,580	5.32%	
Irregular Help	-	1,628,250	-	-	-	-	-	1,628,250	0.00%	-	(51,314)	-	1,576,936	-3.15%	
Total	#####	\$ 109,276,008	\$ 272,283	\$ 1,124,755	\$ 746,707	\$ 1,384,610	\$ 3,528,355	\$ 112,804,363	3.23%	28.94	\$ 2,362,197	1,359.99	\$ 115,166,560	5.39%	

* CEC for faculty is shown in their post-promotion rank

LEWIS-CLARK STATE COLLEGE
FY2024 BUDGET OVERVIEW
Appropriated Funds

2024 State Budget Overview

FY 2023 Base Operating Budget (excl. one-time) \$38,497,000

Adjustments to Base from State General Funds

FY 2023 State Funds Base	\$20,389,900
Personnel Benefits	\$254,700
SWCAP	\$71,800
CEC	\$593,000
EWA	\$75,500
Gov. Initiative – Institution Funding	\$370,100
DHR Consolidation	<u>\$5,500</u>
FY 2024 Base State General Funds	\$21,760,500

Net Increase in Base State General Funds \$1,370,600

Adjustments to Base from Endowment Funds

FY 2023 Endowment Funds	\$3,284,400
Normal School Endowment Fund Adjustment	<u>\$0</u>
FY 2024 Base State Endowment Funds	\$3,284,400

Net Increase in Endowment Funds \$0

Adjustments to Base from Tuition Funds

FY 2023 Tuition Base Budget	\$14,822,700
FY 2024 Tuition Base Budget	\$15,418,400

Net Increase in Tuition Budget \$595,700

NET INCREASE IN ALL BASE FUNDS \$1,966,300

FY 2024 All Funds Base Budget \$40,463,300

FY 2024 Operating Budget \$40,463,300

General Fund (53.8%)	\$21,760,500
Normal School Endowment (8.1%)	\$3,284,400
Tuition (38.10%)	\$15,418,400

The FY 2024 General Education operating budget totals \$40,463,300, an increase of \$1,966,300 over the FY 2023 operating budget of \$38,497,000 (incl. one-time funds). State General Fund appropriations increased by \$1,370,600 or 6.7% in ongoing funding. An increase in personnel benefits and CEC provided \$847,700 of the increase.

Additionally, LCSC received new funding in the amount of \$375,600 for the Governor's initiative – institution funding (\$370,100) and DHR consolidation support (\$5,500). LCSC also experienced an increase in enrollment workload adjustment (EWA) of \$75,500 and SWCAP of \$71,800. State Endowment appropriations remained flat from the FY 2023 funding level. Budgeted revenue generated by student tuition and offset by estimated FY 2024 enrollment contributed to a net increase of \$595,700.

For FY 2024, the college continues to be fiscally conservative by pausing and reflecting before filling positions. We will evaluate where to strategically invest in positions as we move the college forward.

Overall, the FY 2024 budget reflects a college wide effort to align anticipated revenue to expenses and due to uncertain enrollment and current projections, the college assumed flat net fee paying enrollment from FY 2023 actuals to FY 2024 budget. We will continue to focus on ensuring that all college resources are used in an effective manner to meet the strategic priorities of the institution.

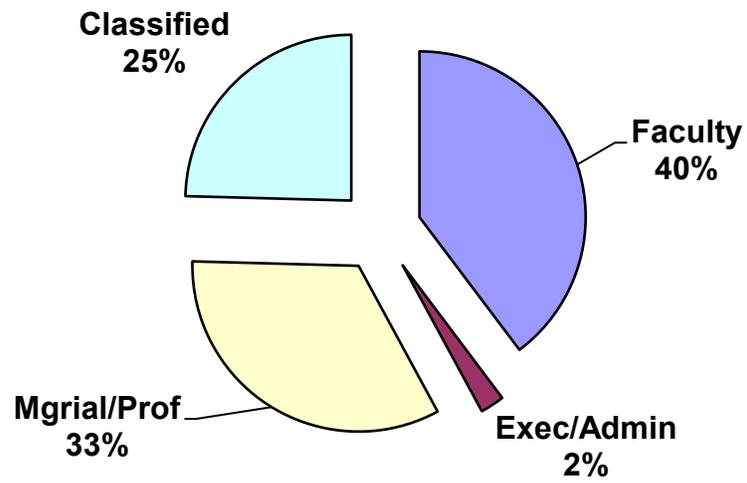
LEWIS-CLARK STATE COLLEGE
Budget Distribution by Activity and Expense Class
 July 1, 2023 - June 30, 2024

	FY2023 Original Budget		FY2024 Original Budget		Changes from Prior Year	
	Amount	% of Total	Amount	% of Total	Amount	% Chge
Revenue by Source						
1 State General Account - ongoing	\$20,389,900	52.96%	\$21,760,500	53.78%	\$1,370,600	6.72%
2 State General Account - one time		0.00%		0.00%	0	0.00%
3 HESF - one time		0.00%		0.00%	0	0.00%
4 State Endowments	3,284,400	8.53%	3,284,400	8.12%	0	0.00%
5 COVID Funds	0	0.00%	0	0.00%	0	0.00%
6 Student Tuition and Fees	14,822,700	38.50%	15,418,400	38.10%	595,700	4.02%
7 Total Operating Revenues	\$38,497,000	100.00%	\$40,463,300	100.00%	\$1,966,300	5.11%
Expenses						
By Function:						
8 Instruction	\$17,170,868	44.60%	\$17,141,968	42.36%	(\$28,900)	-0.17%
9 Research	81,206	0.21%	85,103	0.21%	3,897	4.80%
10 Public Service	188,047	0.49%	240,016	0.59%	51,969	27.64%
11 Library	922,805	2.40%	880,821	2.18%	(41,984)	-4.55%
12 Student Services	4,055,158	10.53%	4,216,352	10.42%	161,194	3.98%
13 Student Financial Aid	965,600	2.51%	995,600	2.46%	30,000	3.11%
14 Physical Plant	4,056,965	10.54%	4,274,461	10.56%	217,496	5.36%
15 Institutional Support	6,446,984	16.75%	7,080,940	17.50%	633,956	9.83%
16 Academic Support	2,974,145	7.73%	3,695,622	9.13%	721,477	24.26%
17 Auxiliaries	11,400	0.03%	11,400	0.03%	0	0.00%
18 Athletics	1,623,822	4.22%	1,841,017	4.55%	217,195	13.38%
19 Total Bdgt by Function	\$38,497,000	100.00%	\$40,463,300	100.00%	\$1,966,300	5.11%
20 By Expense Class:						
21 Personnel Costs:						
22 Salaries:						
23 Faculty	\$10,836,506	28.15%	\$10,758,822	26.59%	(\$77,684)	-0.72%
24 Executive/Admin	\$1,627,442	4.23%	\$1,846,059	4.56%	218,617	13.43%
25 Managerial/Prof	\$6,527,312	16.96%	\$7,089,293	17.52%	561,981	8.61%
26 Classified	\$2,791,595	7.25%	\$2,761,723	6.83%	(29,872)	-1.07%
27 Grad Assist		0.00%		0.00%	0	0.00%
28 Irregular Help	485,439	1.26%	495,490	1.22%	10,051	2.07%
29 Total Salaries	\$22,268,294	57.84%	\$22,951,387	56.72%	\$683,093	3.07%
30 Personnel Benefits	8,790,725	22.83%	9,322,699	23.04%	531,974	6.05%
31 Total Pers Costs	\$31,059,019	80.68%	\$32,274,086	79.76%	\$1,215,067	3.91%
32 Operating Expense:						
33 Travel	\$0	0.00%	\$0	0.00%	0	0.00%
34 Utilities	1,059,400	2.75%	1,131,500	2.80%	72,100	6.81%
35 Insurance	217,900	0.57%	217,900	0.54%	0	0.00%
36 Other Oper. Exp	5,711,581	14.84%	6,390,714	15.79%	679,133	11.89%
37 Total Oper. Exp	\$6,988,881	18.15%	\$7,740,114	19.13%	\$751,233	10.75%
38 Capital Outlay:						
39 Depart Equipment	\$86,100	0.22%	\$86,100	0.21%	0	0.00%
40 Library Acquisitions	363,000	0.94%	363,000	0.90%	0	0.00%
41 Total Cap Outlay	\$449,100	1.17%	\$449,100	1.11%	\$0	0.00%
42 Tot Bdgt by Exp Class	\$38,497,000	100.00%	\$40,463,300	100.00%	\$1,966,300	5.11%
43 One-time 27th Payroll (GF)	\$0		\$0		0	
44 One-time Capital Outlay	\$0		\$0		0	
45 Unallocated CEC + Target Position	\$0		\$0		0	
46 Activity Total	\$38,497,000		\$40,463,300		\$1,966,300	5.11%
47 TOTAL FTE POSITIONS	344.22		339.99		(4.23)	-1.23%
47 Budget Deficit - reserve funds	\$0		\$0			

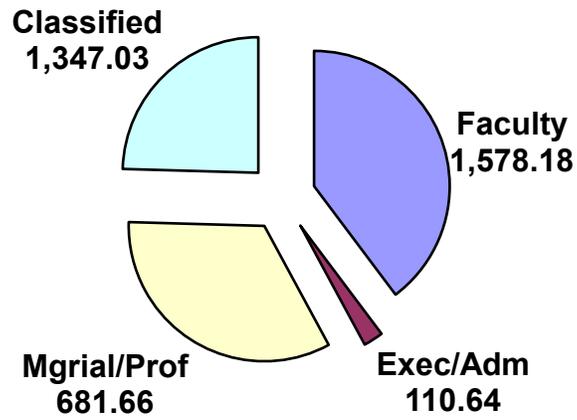
LEWIS-CLARK STATE COLLEGE
Summary of Salary Changes for FY2024 by Employee Group

Institution/Agency by Group	Existing Positions							Position Adjustments		Total		
	FY2023			Salary Adjustments			FY2024		FTE	Salary Base	FY2024	
	FTE	Salary Base	Promotion	Merit (CEC)	Equity	Total	Salary	% Incr			FTE	Salary Base
General Education												
Faculty												
Professor	39.92	3,248,013	57,000	126,376		183,376	3,431,389	5.65	0.92	47,284	40.84	3,478,673
Associate Professor	52.00	3,509,071	30,000	111,615		141,615	3,650,686	4.04	(4.49)	(335,803)	47.51	3,314,883
Assistant Professor	31.42	1,835,386	3,000	52,365		55,365	1,890,751	3.02	0.08	(55,886)	31.50	1,834,865
Instr/Lect	20.91	1,096,870		28,890		28,890	1,125,760	2.63	(3.00)	(145,627)	17.91	980,133
Part-Time Instructor	0.00	1,147,166				0	1,147,166	0.00	0.00	3,102	0.00	1,150,268
Total Faculty	144.25	10,836,506	90,000	319,246	0	409,246	11,245,752	3.78	(6.49)	(486,930)	137.76	10,758,822
Executive/Administrative	13.60	1,627,442	0	67,155		67,155	1,694,597	4.13	1.02	151,462	14.62	1,846,059
Managerial/Professional	112.76	6,527,312	0	242,256	27,051	269,307	6,796,619	4.13	6.61	292,674	119.37	7,089,293
Classified	73.61	2,791,595	0	130,139		130,139	2,921,734	4.66	(5.37)	(160,011)	68.24	2,761,723
Irregular Help	0.00	485,439	0			0	485,439	0.00	0.00	10,051	0.00	495,490
Total	344.22	22,268,294	90,000	758,796	27,051	875,847	23,144,141	3.93	(4.23)	(192,754)	339.99	22,951,387

College & Universities FY24 Budgeted Positions by Type - % of Total



College & Universities FY24 Budgeted Positions by Type - FTP



COLLEGE & UNIVERSITIES
Operating Budget Personnel Costs Summary
July 1, 2023 - June 30, 2024

Classification	FY2023 Original Budget				FY2024 Original Budget			
	FTE	Salaries	Benefits	Total	FTE	Salaries	Benefits	Total
BOISE STATE UNIVERSITY								
1 Faculty	815.36	\$79,516,163	\$25,230,097	\$104,746,260	829.18	\$82,084,307	\$26,029,233	\$108,113,540
2 Executive/Administrative	30.00	5,759,859	1,508,089	7,267,948	29.07	5,540,268	1,539,328	7,079,596
3 Managerial/Professional	755.70	54,395,290	19,976,957	74,372,247	800.05	58,925,920	20,897,647	79,823,567
4 Classified	328.04	13,585,820	7,091,528	20,677,348	310.17	13,580,910	7,145,365	20,726,275
5 Irregular Help		873,700	657,508	1,531,208		647,184	120,000	767,184
6 Graduate Assistants		5,573,578	221,140	5,794,718		5,636,692	225,000	5,861,692
7 TOTAL	1,929.10	\$159,704,410	\$54,685,319	\$214,389,729	1,968.47	\$166,415,281	\$55,956,573	\$222,371,854
8	Number of New Positions				39.37			
9								
10								
IDAHO STATE UNIVERSITY								
12 Faculty	496.15	\$43,168,300	\$14,613,800	\$57,782,100	496.28	\$44,284,800	\$15,304,826	\$59,589,626
13 Executive/Administrative	30.98	5,847,600	2,222,100	8,069,700	30.32	6,023,100	2,344,047	8,367,147
14 Managerial/Professional	321.41	23,258,000	8,838,000	32,096,000	346.95	25,026,200	9,883,495	34,909,695
15 Classified	390.20	13,732,300	8,102,100	21,834,400	379.02	14,517,400	8,575,227	23,092,627
16 Irregular Help		4,189,100	418,900	4,608,000		4,265,000	477,812	4,742,812
17 Graduate Assistants		3,195,900	115,100	3,311,000		3,397,800	219,191	3,616,991
18 TOTAL	1,238.74	\$93,391,200	\$34,310,000	\$127,701,200	1,252.57	\$97,514,300	\$36,804,598	\$134,318,898
19	Number of New Positions				13.83			
20								
21								
UNIVERSITY OF IDAHO								
23 Faculty	492.63	\$47,414,272	\$14,271,694	\$61,685,966	492.56	\$49,236,036	\$15,263,170	\$64,499,206
24 Executive/Administrative	43.95	8,340,966	3,000,448	11,341,414	41.96	7,930,025	2,870,226	10,800,251
25 Managerial/Professional	359.77	26,897,730	11,297,041	38,194,771	373.61	29,264,014	12,086,040	41,350,054
26 Classified	434.70	20,034,162	8,414,345	28,448,507	451.86	21,934,969	9,059,142	30,994,111
27 Irregular Help		1,628,250	141,662	1,769,912		1,576,936	130,888	1,707,824
28 Graduate Assistants		4,960,628	178,583	5,139,211		5,224,580	130,614	5,355,194
29 TOTAL	1,331.05	\$109,276,008	\$37,303,773	\$146,579,781	1,359.99	\$115,166,560	\$39,540,080	\$154,706,640
30	Number of New Positions				28.94			
31								
32								
LEWIS CLARK STATE COLLEGE								
34 Faculty	144.25	\$10,836,506	\$3,947,951	\$14,784,457	137.76	\$10,758,822	\$3,926,228	\$14,685,050
35 Executive/Administrative	13.60	1,627,442	499,743	2,127,185	14.62	1,846,059	578,352	2,424,411
36 Managerial/Professional	112.76	6,527,312	2,759,750	9,287,062	119.37	7,089,293	3,231,774	10,321,067
37 Classified	73.61	2,791,595	1,541,339	4,332,934	68.24	2,761,723	1,542,643	4,304,366
38 Irregular Help		485,439	41,942	527,381		495,490	43,702	539,192
39 Graduate Assistants		0	0	0		0	0	0
40 TOTAL	344.22	\$22,268,294	\$8,790,725	\$31,059,019	339.99	\$22,951,387	\$9,322,699	\$32,274,086
41	Number of New Positions				(4.23)			
42								
43								
TOTAL COLLEGE & UNIVERSITIES								
45 Faculty	1,948.39	\$180,935,241	\$58,063,542	\$238,998,783	1,955.78	\$186,363,965	\$60,523,457	\$246,887,422
46 Exec/Admin	118.53	21,575,867	7,230,380	28,806,247	115.97	21,339,452	7,331,953	28,671,405
47 Mgrial/Prof	1,549.64	111,078,332	42,871,748	153,950,080	1,639.98	120,305,427	46,098,956	166,404,383
48 Classified	1,226.55	50,143,877	25,149,312	75,293,189	1,209.29	52,795,002	26,322,377	79,117,379
49 Irregular Help	0.00	7,176,489	1,260,012	8,436,501	0.00	6,984,610	772,402	7,757,012
50 Graduate Assistants	0.00	13,730,106	514,823	14,244,929	0.00	14,259,072	574,805	14,833,877
51 TOTAL	4,843.11	\$384,639,912	\$135,089,817	\$519,729,729	4,921.02	\$402,047,528	\$141,623,950	\$543,671,478
52	Number of New Positions				77.91			

**Idaho Division of Career Technical Education
Postsecondary Career Technical Education
Appropriated Funds – FY 2024**

The legislature appropriates funds to the Idaho Division of Career Technical Education (IDCTE) for the administration and management of Idaho's career technical education system. IDCTE is responsible for secondary and postsecondary career technical education and adult programs, courses, training, and services. Adult programs include adult education programs with Idaho correctional facilities, fire service training, hazardous material training, motorcycle training (housed at CSI), general educational development (GED), Centers for New Directions, and Workforce Training Centers. Secondary programs are delivered through each of Idaho's local education agencies starting in grade 7 and going through grade 12. Pursuant to IDAPA 08.02.03 all middle schools/junior high schools and high schools are required to offer career technical education. Postsecondary career technical education programs are delivered through Idaho's technical college system. The six technical colleges are housed at Idaho's four community colleges and Lewis-Clark State College and Idaho State University. In addition to the programs listed IDCTE is also responsible for the administration of the federal Perkins V program. Perkins V covers both secondary and postsecondary programs and makes up the bulk of the federal funding received by IDCTE. Perkins V funds make up approximately 4.4% of postsecondary funding and 13.2% of secondary funding administered by IDCTE.

IDCTE's appropriation is divided into five budget units:

- Administration
- Secondary and General Programs
- Postsecondary Programs (Technical Colleges)
- Educator Services
- Related Programs
- Other Services

In addition to the general funds appropriated by the legislature, IDCTE receives revenue for the administration of general and related programs from: Hazardous Materials/Waste Enforcement Fund; Miscellaneous Revenue Fund; and Displaced Homemaker Fund.

The allocation of funds for the FY 2023 postsecondary operating budget is based on the IDCTE strategic plan approved by the Board and legislative intent. The FY 2023 postsecondary operating budget reflects an overall increase of \$7,402,300 or 14%. The majority of this increase is due to the \$5,000,000 increase in T/B payments from the In-demand Career Fund and \$1,530,400 from the change in employee compensation (CEC) adjustment. The majority of the postsecondary budget is in personnel costs, the CEC adjustment for the 504.64 FTE included in the FY 2023 budget was calculated by the legislature using the same methodology used for the agency as a whole.

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	<u>\$2,355,000.00</u>	<u>\$2,321,800.00</u>	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	<u>\$2,355,000.00</u>	<u>\$2,321,800.00</u>	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	\$0.00	\$3,600.00	-100%
70 Trustee and Benefit Payments	\$33,018,400.00	\$17,886,700.00	85%
Total	<u>\$35,511,700.00</u>	<u>\$20,178,400.00</u>	76%
By Fund			
10000 General Fund	\$16,465,000.00	\$16,163,800.00	2%
32300 In Demand Career Fund	\$15,000,000.00	\$0.00	
34500 ARPA/Federal COVID-19 Relief	\$0.00	\$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	<u>\$35,511,700.00</u>	<u>\$20,178,400.00</u>	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	<u>\$60,847,900.00</u>	<u>\$53,445,600.00</u>	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	<u>\$60,847,900.00</u>	<u>\$53,445,600.00</u>	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	\$0.00	
70 Trustee and Benefit Payments	\$702,500.00	\$702,500.00	0%
Total	<u>\$1,810,800.00</u>	<u>\$1,506,500.00</u>	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	<u>\$1,810,800.00</u>	<u>\$1,506,500.00</u>	<u>20%</u>

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	\$546,000.00	\$546,000.00	-
Total			

By Fund

31901 Motorcycle Safety Training	\$546,000.00	\$546,000.00	-
Total			

All Functions

By Account Cteory

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%
32300 In Demand Career Fund	\$20,000,000.00	\$0.00	
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	\$0.00	\$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%
31901 Motorcycle Safety Training	\$546,000.00	\$546,000.00	0%
Total	\$108,842,800.00	\$84,784,600.00	28%

University of Idaho
FY2024 Budget Overview
Agricultural Research and Extension Service

In FY2024, the Agricultural Research and Extension Service (ARES) Appropriation increased 4% from the original FY2023 appropriation, including an additional \$1 million for Changes in Employee Compensation, and \$391,200 in personnel benefit costs.

The following items were requested and appropriated for FY2024 to support program development at the Idaho Center for Agriculture, Food and the Environment (CAFE) in the Magic Valley:

- Funding for 2.77 FTP and \$394,000 for:
 - Ruminant Nutritionist - Animal Scientist Research Faculty-Extension Specialist at the Rupert Site to conduct research related to reducing the impact of cattle on the environment.
 - Forage Production - Plant Science Research Faculty-Extension Specialist to conduct research to increase and improve alfalfa and corn production, two significant crops produced in Idaho, that provide nutrition to Idaho's dairy cattle.
 - Air Quality - Agricultural Engineer Research Faculty-Extension Specialist to study emissions from animal agriculture, including chemical (ammonia) and particulate transport.

In addition, the Agricultural Research and Extension Service (ARES) received a supplemental appropriation of \$390,100 from the State Fiscal Recovery fund to provide adult computer literacy training throughout Idaho.

With the support of the ARES appropriation, the University of Idaho's College of Agricultural and Life Sciences will continue to serve the needs of the citizens and stakeholders of Idaho.

UNIVERSITY OF IDAHO
AVAILABILITY AND ALLOCATION OF FUNDS FOR FY2024
AGRICULTURAL RESEARCH AND EXTENSION SYSTEM

1	FUNDS AVAILABLE	FTE	AMOUNT
2			
3	FY2023 Operating Budget Base	294.44	\$ 35,785,800
4	Adjustments: Reappropriation		
5	Adjustments: Parma Research & Ext. Center		2,800,000
6	Adjustments: Adult Computer Literacy		490,100
7	Adjustments: Removal of Onetime Expenditures		(3,696,000)
8			-
9	Adjustments: FTP Additions	9.97	-
10	Adjustments: FTP Adjustment	-	
11	FY2024 Adjusted Budget Base	<u>304.41</u>	<u>\$ 35,379,900</u>
12			
13	Additional Funding for FY2024		
14	Benefit Funding		391,200
15	Change in Employee COmpensation		1,023,300
16	Animal and Plant Faculty Positions		394,000
17	Total Additional Funding	-	<u>\$ 1,808,500</u>
18	Total Funds Available for FY2024	<u>304.41</u>	<u>\$ 37,188,400</u>
19			
20			
21	ALLOCATION OF FUNDS		
22			
23	FY2024 Adjusted Budget Base	294.44	\$ 35,379,900
24			
25	MCO Increases/Decreases to Budget Base		
26	Replacement items		\$ -
27	Inflationary Adjustments		\$ -
28	Benefit Costs		\$ 391,200
29	Change in Employee Compensation		\$ 1,023,300
30			
31	Total MCO Increases/Decreases	-	<u>\$ 1,414,500</u>
32			
33	Enhancements to Budget Base		
34	Animal and Plant Faculty Positions		394,000
35	Occupancy Costs	-	
36	FTE Increase	9.97	
37			
38	Total Enhancements	<u>9.97</u>	<u>\$ 394,000</u>
39			
40	Total Increases	<u>9.97</u>	<u>\$ 1,808,500</u>
41			
42	FY2024 Operating Budget	<u>304.41</u>	<u>\$ 37,188,400</u>

AGRICULTURAL RESEARCH & EXTENSION SERVICE

Operating Budget Personnel Costs Summary

July 1, 2023 - June 30, 2024

ARES STATE GENERAL FUND

Classification	FY2023 Operating Budget				FY2024 Operating Budget			
	FTE	Salaries	Benefits	Total	FTE	Salaries	Benefits	Total
Faculty	165.32	\$ 14,544,021	\$ 4,602,550	\$ 19,146,571	169.35	\$ 15,471,451	\$ 4,800,785	\$ 20,272,236
Executive/Administrative	2.52	\$ 625,558	\$ 188,292	\$ 813,850	2.57	\$ 577,375	\$ 178,986	\$ 756,362
Managerial/Professional	38.60	\$ 2,991,142	\$ 1,256,280	\$ 4,247,422	40.75	\$ 3,195,629	\$ 1,319,795	\$ 4,515,423
Classified	88.00	\$ 4,019,746	\$ 1,688,293	\$ 5,708,039	87.48	\$ 4,279,619	\$ 1,767,482	\$ 6,047,101
Irregular Help		\$ 404,377	\$ 35,181	\$ 439,558		\$ 404,377	\$ 33,563	\$ 437,940
Graduate Assistants		\$ 510,000	\$ 18,360	\$ 528,360		\$ 505,500	\$ 12,638	\$ 518,138
TOTAL General Fund	290.44	\$23,094,844	\$7,745,096	\$30,738,700	298.15	\$24,433,951	\$8,113,249	\$32,547,200
	Personnel Cost per FY2023 General Fund \$30,738,700				Personnel Cost per FY2024 General Fund \$32,547,200			
	Variation \$0				Variation \$0			

AGRICULTURAL RESEARCH & EXTENSION SERVICE

Operating Budget Personnel Costs Summary

July 1, 2023 - June 30, 2024

ARES ARPA FUNDING

Classification	FY2023 Operating Budget				FY2024 Operating Budget				
	FTE	Salaries	Benefits	Total	FTE	Salaries	Benefits	Total	
Managerial/Professional	4.00	\$ 101,240	\$ 43,860	\$ 145,100	2.00	\$ 111,301	\$ 45,967	\$ 157,268	
Classified	0.00	\$ -	\$ -	\$ -	2.00	\$ 113,859	\$ 47,024	\$ 160,883	
TOTAL State Fiscal Recovery Fund	4.00	\$101,240	\$43,860	\$145,100	4.00	\$225,160	\$92,991	\$318,151	
Personnel Cost per FY2023 ARPA Fund				\$145,100	Personnel Cost per FY2024 ARPA Fund				\$145,100
Variation				\$0	Variation				\$173,051 (1)

(1) The additional \$173,051 in PC are reduced from OE to reflect current ARPA spending plans. Per the appropriation bill language, ARES was given the exemption to move spending authority between categories as needed.

Total All Bill	294.44	\$23,196,084	\$7,788,956	\$30,883,800	302.15	\$24,659,111	\$8,206,240	\$32,865,351	
Personnel Cost per FY2023 JFAC Proof				\$30,883,800	Personnel Cost per FY2024 JFAC Proof				\$32,692,300
Variation				\$0 (1)	Variation				\$173,051 (1)

HEALTH EDUCATION PROGRAMS

FY 2024 Operating Budget

	FY 2023 BUDGET	FY 2024 BUDGET	PERCENT of CHANGE
1			
2 By Program:			
3 WIMU Veterinary Education	2,351,300	2,844,400	20.97%
4 WWAMI Medical Education	6,973,400	7,285,500	4.48%
5 Idaho Dental Education Program	2,092,600	2,196,900	4.98%
6 University of Utah Medical Education	2,626,600	2,825,900	7.59%
7 Family Medicine Residencies	6,719,100	7,288,600	8.48%
8 Boise Internal Medicine Residency	1,075,000	1,171,000	8.93%
9 Psychiatry Residency	837,800	837,800	0.00%
10 Eastern Idaho Medical Residencies	2,525,000	2,765,000	9.50%
11 Total Programs	25,200,800	27,215,100	7.99%
12 By Fund Source:			
13 General Fund	24,833,300	26,845,500	8.10%
14 Student Fee Revenue	367,500	369,600	0.57%
15 Total Funds	25,200,800	27,215,100	7.99%
16 By Expenditure Classification:			
17 Personnel Costs	5,272,200	5,615,200	6.51%
18 Operating Expenditures	2,390,100	2,856,700	19.52%
19 Capital Outlay	5,500	5,500	0.00%
20 Trustee & Benefits	17,533,000	18,737,700	6.87%
21 Lump Sum	0	0	0.00%
22 Total Expenditures	25,200,800	27,215,100	7.99%
23 Full Time Position	42.65	44.65	4.69%

24 **Budget Overview**

The FY 2024 budget for Health Education Programs reflects a 7.99% increase, including contract inflation totaling \$684.9K, a \$1.25 per hour per eligible employee distributed on merit, and a benefit cost decrease of \$48.6K. \$96K was appropriated for a new medical resident and enhanced funding for current residents in the Boise Internal Medicine Program; \$240K for four new psychiatry residents in the Eastern Idaho Medical Residency Program; 2.00 FTP and \$168K for two new residents and enhanced funding for current residents in the Family Medicine Residencies Program; \$320K for three new residents and enhanced funding for current residents in the Family Medicine iResidencies Program.

SPECIAL PROGRAMS

FY 2024 Operating Budget

	FY 2023 BUDGET	FY 2024 BUDGET	PERCENT of CHANGE	
1				
2	By Program:			
3	Forest Utilization Research	1,526,900	1,599,500	4.75%
4	Geological Survey	1,230,200	1,294,000	5.19%
5	Scholarships and Grants:			
6	Idaho Promise Scholarship - A			0.00%
7	Atwell Parry Work Study Program	1,186,000	1,186,000	0.00%
8	Rural Educator Incentive Program	775,000	2,025,400	161.34%
9	Armed Forces/Public Safety Officers	200,000	200,000	0.00%
10	Scholarships Program Manager	98,200	104,000	5.91%
11	Opportunity Scholarship	20,777,300	20,777,300	0.00%
12	Postsecondary Credit Scholarship	1,000,000	1,000,000	0.00%
13	GEARUP Scholarship	4,505,100	4,505,100	0.00%
14	Total Scholarships and Grants	28,541,600	29,797,800	4.40%
15	Museum of Natural History	694,400	722,700	4.08%
16	Small Business Development Centers	770,300	1,050,900	36.43%
17	TechHelp	395,400	420,700	6.40%
18	Total Programs	33,158,800	34,885,600	5.21%
19	By Fund Source:			
20	General Fund	27,620,000	29,138,000	5.50%
21	Miscellaneous Funds	1,001,500	1,000,000	-0.15%
22	Federal Funds	4,537,300	4,747,600	4.63%
23	Total Funds	33,158,800	34,885,600	5.21%
24	By Expenditure Classification:			
25	Personnel Costs	4,515,400	4,880,400	8.08%
26	Operating Expenditures	214,000	332,000	55.14%
27	Capital Outlay	11,500	4,900	-57.39%
28	Trustee/Benefit or Lump Sum Payments	28,417,900	29,668,300	4.40%
29	Total Expenditures	33,158,800	34,885,600	5.21%
30	Full Time Position	47.09	48.79	3.61%

Budget Overview

The FY 2024 budget for Special Programs reflects a 5.21% increase including a \$1.25 per hour per eligible employee distributed on merit and benefit increases. Forest Utilization Research received \$18.2K for the Wildland Fire Center, Idaho Geological Survey received \$12.4K for retention compensation, Scholarship and Grants received an additional \$1,250.4M for the Rural Educator Incentive program, Small Business Development Centers received an additional \$23.1K for a rural consultant and \$218.9K for a Technical Assistance Grant, and TechHelp received \$11.7K for a Center Director position.

**FY2024 PRELIMINARY
AGENCY CAPITAL REQUESTS**

ATTACHMENT 29

AGENCY / INSTITUTION	PREVIOUSLY PROVIDED FUNDING	PBFAC RECOMMEND	CURRENT AGENCY REQUESTS	TOTAL PROJECT COST	AGENCY FUNDS	PRIORITY
CORRECTION, DEPARTMENT OF						
Multise Center, ICIO			2,792,075	2,792,075		1
TOTAL	0	0	2,792,075	2,792,075	0	
HEALTH & WELFARE, DEPARTMENT OF						
Patient Treatment Facility (PTF) Addition, SHS			4,700,000	4,700,000		1
TOTAL	0	0	4,700,000	4,700,000	0	
IDAHO STATE POLICE						
District 6 Facility, Idaho Falls (DPW Project No 22511)	12,000,000	4,841,700	4,841,700	16,841,700		1
Combined Lab Bldg, Meridian HQ (DPW Project No 22513)	29,000,000		40,147,000	69,147,000		2
District 2 Facility, Lewiston		9,975,000	9,975,000	9,975,000		3
TOTAL	41,000,000	14,816,700	54,963,700	95,963,700	0	
JUVENILE CORRECTIONS, DEPARTMENT OF						
Replace Cottages, JJC-St. Anthony (DPW Project No 21725)	9,600,000	10,603,000	10,603,000	20,203,000		1
TOTAL	9,600,000	10,603,000	10,603,000	20,203,000	0	
MILITARY, DIVISION OF Revised 10-04-22						
Youth Challenge Dorms (DPW Project No 21336)	7,417,500	6,000,000	6,000,000	14,747,500	1,330,000	1
Utility Design & Installation, Idaho Falls RC			5,450,000	5,450,000		2
Roadway Construction, Jerome RC			750,000	750,000		3
Training Area Entry & Staging Area, Idaho Falls			400,000	800,000	400,000	4
Storage Edgemoade, RC			500,000	2,500,000	2,000,000	5
Family Readiness/Community Center, Gowen Field			3,500,000	3,500,000		6
Storage Compound, MWR			600,000	600,000		7
TOTAL	7,417,500	6,000,000	17,200,000	28,347,500	3,730,000	
PARKS & RECREATION, DEPARTMENT OF						
Visitor Center, Farragut SP			4,000,000	4,000,000		1
New Administrative Support Bldg, Ashton Tetonia Trail			500,000	500,000		2
New Administrative Support Bldg, Lake Walcott SP			500,000	500,000		3
Renovate Visitor Center, Massacre Rocks SP			2,000,000	2,000,000		4
New Visitor Center, Harriman SP			4,000,000	4,000,000		5
Replace Visitor Center, Bruneau Dunes SP			2,000,000	2,000,000		6
TOTAL	0	0	13,000,000	13,000,000	0	
PUBLIC SAFETY COMMUNICATIONS						
Replace & Upgrade Bldg & Tower, Howard Mtn Comm Site			1,100,000	1,150,000	50,000	1
Replace & Upgrade Tower, Grizzly Hill Comm Site			100,000	100,000		2
Replace & Upgrade West Tower, Pilot Peak Comm Site			900,000	900,000		3
TOTAL	0	0	900,000	900,000	0	
VETERANS SERVICES, DIVISION OF						
Admin Bldg Expansion, Veterans Cemetary, Blackfoot			350,000	350,000		1
Office Space Expansion & Secure Records Storage			800,000	800,000		2
TOTAL	0	0	800,000	800,000	0	
EDUCATION, STATE BOARD OF						
BOISE STATE UNIVERSITY						
Science Research Bldg			30,000,000	30,000,000		1
SUBTOTAL	0	0	30,000,000	30,000,000	0	
IDAHO STATE UNIVERSITY						
Meridian Property Development			6,000,000	6,000,000		1
SUBTOTAL	0	0	6,000,000	6,000,000	0	
UNIVERSITY OF IDAHO						
McCall Field Campus Improvements			6,000,000	12,000,000	6,000,000	1
Meat Science & Innovation Center			4,000,000	13,400,000	9,400,000	2
Joint ROTC Military Studies Facility			3,000,000	4,000,000	1,000,000	3
Southwest Campus Utility Improvements			2,500,000	2,500,000		4
West Campus Neighborhood Revitalization			2,000,000	2,000,000		5
SUBTOTAL	0	0	17,500,000	33,900,000	16,400,000	

**FY2024 PRELIMINARY
AGENCY CAPITAL REQUESTS**

ATTACHMENT 29

AGENCY / INSTITUTION	PREVIOUSLY PROVIDED FUNDING	PBFAC RECOMMEND	CURRENT AGENCY REQUESTS	TOTAL PROJECT COST	AGENCY FUNDS	PRIORITY
COLLEGE OF EASTERN IDAHO Campus Infrastructure Improvements			5,000,000	5,000,000		1
SUBTOTAL	0		5,000,000	5,000,000	0	
COLLEGE OF SOUTHERN IDAHO Emergency Generator / Data Cntr Improvements, Canyon Bldg			2,530,000	2,530,000		1
Evergreen Bldg Physical Science Remodel			9,000,000	9,600,000	600,000	2
SUBTOTAL	0		11,530,000	12,130,000	600,000	
COLLEGE OF WESTERN IDAHO Student Learning Center			10,000,000	22,000,000	12,000,000	1
Horticulture / Ag Sciences, Ph 2			5,000,000	8,000,000	3,000,000	2
SUBTOTAL	0		15,000,000	30,000,000	15,000,000	
LEWIS-CLARK STATE COLLEGE Expand First Floor, Clearwater Hall			1,300,000	1,450,000	150,000	1
Renovate Music Bldg			1,852,000	2,352,000	500,000	2
Update Systems, Wittman Complex / Mech Technical Bldgs			4,892,000	4,892,000		3
Remodel Sam Glenn Complex			3,528,000	3,528,000		4
Remodel Meriwether Lewis Hall			21,021,000	21,021,000		5
SUBTOTAL	0		32,593,000	33,243,000	650,000	
IDAHO EDUCATIONAL SERVICES FOR THE DEAF & THE BLIND New Residential Cottages			4,169,500	4,169,500		1
Bus Storage Barn			890,250	890,250		2
SUBTOTAL	0		5,059,750	5,059,750	0	
IDAHO PUBLIC TELEVISION Replace Statewide Broadcast Transmission, Paradise Ridge			1,000,000	1,368,300	368,300	1
SUBTOTAL	0		1,000,000	1,368,300	368,300	
TOTAL SBE:			123,682,750	156,701,050	33,018,300	
TOTAL FY24 CAPTIAL REQUESTS	58,017,500	31,419,700	228,641,525	323,407,325	36,748,300	

PBFAC
RECOMMENDATION

FY2024 PRELIMINARY ATTACHMENT 29
ALTERATION AND REPAIR PROJECT REQUESTS

AGENCY / INSTITUTION	PBFAC RECOMMEND	AGENCY REQUESTS	PRIORITY
ADMINISTRATION, DEPARTMENT OF			
Repair Parking Structure #1, Capitol Mall	730,000	730,000	1
Camera Installation, Chinden Campus	70,000	70,000	2
Micro-Key Access System, Capitol Mall, Security Services	100,000	100,000	3
Replace Domestic Water Service / Renovate 10 Restrooms, Lewiston	1,150,000	1,150,000	4
Renovate 12 Restrooms, JRW	1,500,000	1,500,000	5
Replace 3 Roof Top Air Handlers & 1 Cooling Tower, Idaho Falls	550,000	550,000	6
Replace DDC Controls (Def Maint) / Install Fire Supression System, DPW	195,000	195,000	7
Install DDC Controls, Alexander House (Def Maint)		20,000	8
Replace DDC Controls, Supreme Court (Def Maint)		65,000	9
Replace Exterior Windows, JRW		1,300,000	10
TOTAL	4,295,000	5,680,000	
AGRICULTURE, DEPARTMENT OF			
Replace HVAC System, Weights & Measures Lab	362,500	362,500	1
Replace Roof, Weights & Measures Bldg		110,000	2
LED Upgrade, Main Bldg & Seed Lab		250,000	3
TOTAL	362,500	722,500	
CORRECTION, DEPARTMENT OF			
Replace Roof & HVAC, Main Facility, ISCC, Ph 2 (Def Maint)		5,534,375	1
Replace PLC Security & Graphic Control Panels, ISCC	1,640,426	1,640,426	2
Upgrade Flooring with Abatement, NICI	420,000	420,000	3
Remodel Restrooms, Unit 2 & School, NICI	2,128,000	2,128,000	4
Upgrade Intercom System & Door Station, PWCC	1,426,458	1,426,458	5
Remodel Restroom, EBCRC		1,794,600	6
Expand Kitchen, NCRC		1,345,500	7
Upgrade HVAC System, NCRC		467,500	8
New Bldg for Visiting & Programming, IFCRC		781,000	9
New Bldg for Training & Programming, NICI		875,000	10
Replace Roof, Unit 1, SBWCC		475,000	11
Upgrade Exterior Lighting, ISCI		300,000	12
Upgrade Lighting, PWCC		457,369	13
TOTAL	5,614,884	17,645,228	
HEALTH & WELFARE, DEPARTMENT OF			
Lobby Security Access Controls, Satellite Service Center (SSC), Blackfoot	173,000	173,000	1
Replace Fire Lane Asphalt, SHN	200,000	200,000	2
Replace Hirsch Access Control System, LABS	200,000	200,000	3
Expand Unit Fence, Patient Treatment Facility, SHS	750,000	750,000	4
Remodel 8 Restrooms, CDC, Twin Falls	178,000	178,000	5
Update/Relocate Sprinkler Valves, SWITC	275,000	275,000	6
Repave Parking Lot & Replace Concrete Walkways, Blackfoot	352,000	352,000	7
New Walk-In Kitchen Refrigerator, SWITC		250,000	8
Demolish Abandoned Bldgs, SHN		200,000	9
Repave / Restripe Upper Parking Lot, Pocatello		162,000	10
Remodel 8 Restrooms, Lewiston		167,000	11
Replace Grounds Sprinkler System, SHN		150,000	12
Update DDC Integration, SWITC		450,000	13
Sliding & Seamless Gutters, 3 Cottages, SHN		150,000	14
Install Video Cameras, Ancillary Bldgs, SWITC		100,000	15
Rebuild All Soffits & Dormers, Whitehall, SWITC		225,000	16

FY2024 PRELIMINARY ATTACHMENT 29
ALTERATION AND REPAIR PROJECT REQUESTS

AGENCY / INSTITUTION	PBFAC RECOMMEND	AGENCY REQUESTS	PRIORITY
Pave & Strip Parking Lot, SWITC		300,000	17
Install Door Controls, SWITC Additional Funds		235,000	18
Demolish Laundry Bldg & Bldg 15		150,000	19
TOTAL	2,128,000	4,667,000	
IDAHO STATE HISTORICAL SOCIETY			
Expansion with Shelving, History Center		36,000,000	1
Restore / Repair Exterior Stucco & Retaining Walls, House #3 & JC Earl	340,000	340,000	2
Security & Emergency Systems, Phase 2 (Ph 1 DPW Project No 20622)	350,000	350,000	3
UV Window Filtration / Interior Upgrades, History Center		204,000	4
Assess Front Porch/Foundation, Stabilization/Site Drainage, Pierce Courthouse		190,000	5
Install HVAC System, Relic Hall, Franklin		280,000	6
TOTAL	690,000	37,364,000	
IDAHO STATE POLICE			
D1 Security System, Video & Intercom System (Def Maint)		161,000	1
Electronic Dorm Locks, POST (Def Maint)		97,700	2
Remodel Dorm Bathroom, POST	190,000	190,000	3
TOTAL	190,000	448,700	
JUVENILE CORRECTIONS, DEPARTMENT OF			
Cover Rec Yard, JCC-Lewiston Additional Funds (DPW Project No. 21536)	200,000	200,000	1
Remodel Clinic, JCC-Lewiston Additional Funds (DPW Project No. 21720)	180,000	180,000	2
Perimeter Fence, Ph 2, JCC-St. Anthony		560,000	3
Career / Technical Educatoin (CTE) Bldg, JCC-Lewiston	50,000	50,000	4
TOTAL	430,000	990,000	
LABOR, DEPARTMENT OF <i>Revised 10-04-22</i>			
Renovate Office, Pocatello (Agency Funds = \$200,000)	590,567	590,567	1
TOTAL	590,567	590,567	
LANDS, DEPARTMENT OF			
Remodel / Expand Office, Ponderosa Supervisory Area Office		1,000,000	1
Repace Parking Lots, SW Supervisory Area Office	441,600	441,600	2
Replace Carpet, McCall Resource Complex		55,000	3
TOTAL	441,600	1,496,600	
LIQUOR, DIVISION OF			
Upgrade Power Conditioner	100,000	100,000	1
Renovate / Expand Site, Study		200,000	2
Lockout - Tagout (LOTO)		30,000	3
TOTAL	100,000	330,000	
MILITARY, DIVISION OF			
Lewiston RC Repairs	302,000	302,000	1
Post Falls RC POV Parking Repairs	250,000	250,000	2
Moscow RC Repairs	281,000	281,000	3
Pocatello RC POV Parking Repairs	400,000	400,000	4
Repair IDNG Monuments, Gowen Field & OCTC	200,000	200,000	5
Misc. Repairs, Bldg 616 (Def Maint)		1,012,500	6
Misc. Repairs, Bldg 612		1,034,000	7
Exterior Repairs, Bldg 710 (Def Maint)		420,000	8
Idaho Military Museum Exterior Improvements	300,000	300,000	9
TOTAL	1,733,000	4,199,500	

FY2024 PRELIMINARY ATTACHMENT 29
ALTERATION AND REPAIR PROJECT REQUESTS

AGENCY / INSTITUTION	PBFAC RECOMMEND	AGENCY REQUESTS	PRIORITY
PARKS & RECREATION, DEPARTMENT OF			
Replace Roof, Brig Bldg, Farragut SP (Def Maint)		600,000	1
Abate & Demo Slaughterhouse, Eagle Island SP		175,000	2
Renovate Manager's House, Hells Gate SP		300,000	3
TOTAL	300,000	1,075,000	
PUBLIC SAFETY COMMUNICATIONS			
Upgrade Infrastructure Support, Iona Butte Site	90,000	90,000	1
Upgrade Infrastructure Support, Paps Peak Site	90,000	90,000	2
Roof Hardening & Reinforcement, Shafer Butte	33,000	33,000	3
TOTAL	213,000	213,000	
VETERANS SERVICES, DIVISION OF			
Erosion Control, Cemetary, Blackfoot	300,000	300,000	1
Restroom Renovations, Administrative Bldg, Cemetary, Boise	150,000	150,000	2
Roadway Repair & Upgrade, Cemetary, Boise		300,000	3
TOTAL	450,000	750,000	
MULTI-AGENCY			
FY24 Project Inflation Contingency		1,327,070	
		1,327,070	
EDUCATION, STATE BOARD OF			
BOISE STATE UNIVERSITY			
Remodel Modular Data Center (DPW Project No. 21193)	200,000	200,000	1
Remodel Bldg 030 (DPW Project No. 19205)	1,000,000	1,000,000	2
Replace / Expand Main Irrigation, Campus Wide (DPW Project No. 19193)	1,330,000	1,330,000	3
Remodel First Floor, Bldg 027 (DPW Project No. 21195)	150,000	150,000	4
Remodel Labs, Campus Wide	1,500,000	1,500,000	5
Remodel Psych Science, Bldg 071	450,000	450,000	6
Fiber Loop Connection, Campus Wide	150,000	150,000	7
Fiber Optic Network / Fire Alarm Control Panels Study, Campus Wide	50,000	50,000	8
Remodel Emergency Operations Center (EOC), CPV2	500,000	500,000	9
Graduate Program Expansion, Bldg 215	750,000	750,000	10
South Campus Power Loop Connection	625,000	625,000	11
Access Controls, Multiple Bldgs	430,000	430,000	12
Rooftop Fall Protection, Multiple Bldgs	250,000	250,000	13
Replace Wayfinding Signage, Campus Wide		500,000	14
Replace Roof, Morrison Center, Bldg 013		300,000	15
Ceiling, Bldg 071		205,000	16
Expand Emergency Generator Network, Campus Wide		330,000	17
Expand HVAC, Bldg 072		150,000	18
Expand Surveillance System, Bldg 015		140,000	19
Boiler Ventilation, Bldg 365		100,000	20
HVAC, Bldg 267		150,000	21
HVAC, Bldg 011		250,000	22
Remove Pool, Bldg 037		3,000,000	23
New Distributed Chilled Water System, Bldg 267		500,000	24
HVAC, Bldg 101		600,000	25
SUBTOTAL	7,385,000	13,610,000	

FY2024 PRELIMINARY ATTACHMENT 29
ALTERATION AND REPAIR PROJECT REQUESTS

AGENCY / INSTITUTION	PBFAC RECOMMEND	AGENCY REQUESTS	PRIORITY
IDAHO STATE UNIVERSITY			
Improve Basement Lab / Office Spaces, Physical Science	2,411,883	2,411,883	1
Remodel Enrollment Management Customer Service Center, Museum Bldg	450,000	450,000	2
Replace Concrete Steps, Performing Arts	559,500	559,500	3
Replace Irrigation System, Owen Redfield Area	123,000	123,000	4
Expanded & Stairway Roof Access, Eames Bldg	25,626	25,626	5
Parking Lot Storm Water Drainage System, Heat Plant	479,723	479,723	6
Relocate Electrical Services / Backup Generator, Meridian Campus	680,225	680,225	7
Install Second Cooling Tower Connection, Meridian Campus	589,953	589,953	8
Repair / Replace Windows, Fine Arts	2,036,875	2,036,875	9
SUBTOTAL	7,356,785	7,356,785	
IDAHO STATE UNIVERSITY -- UNIVERSITY PLACE			
Nuclear Faculty Research Lab Space, Center for Higher Education (CHE)		3,000,000	1
SUBTOTAL		0	3,000,000
UNIVERSITY OF IDAHO <i>Revised 10-24-22</i>			
Campus Drive Repairs, Ph 2 (DPW Project No. 21268)	230,000	230,000	1
JW Martin Lab Building Systems Improvements (DPW Project No 23250)	1,500,000	1,500,000	2
Landscape Improvements, East Arena Campus Connection	495,000	495,000	3
Rebuild / Reconfigure Parking, East Nez Perce Drive	990,000	990,000	4
Rebuild / Reconfigure Parking, West Nez Perce Drive	1,107,400	1,107,400	5
Repair Campus Drives, Ph 3	886,900	886,900	6
HVAC, Admin Bldg, Ph 2	1,429,200	1,429,200	7
Pedestrian Mall E. Entry Improvements, University Ave	644,500	644,500	8
Restrooms, Taylor Ranch	55,000	55,000	9
North Campus Entrance Improvements		750,000	10
SUBTOTAL	7,338,000	8,088,000	
COLLEGE OF EASTERN IDAHO			
Replace Roof, EIWC Bldg (<i>Under Evaluation</i>)	415,000	415,000	1
Replace Roadway, Education Bldg		378,000	2
Architectural Survey, Receiving / Storage Facility		75,000	3
Upgrade Doors, Door Frames, & Locks, Various Bldgs (<i>Def Maint</i>)		330,000	4
Upgrade Security Camera / Bldg Access Controls, Campus Wide	185,000	185,000	5
Replace Welding Exhaust System		600,000	6
Upgrade Plumbing, Robertson Bldg		287,000	7
Repair Exterior Brickwork, Robertson & Sessions Bldgs		145,000	8
SUBTOTAL	600,000	2,415,000	
COLLEGE OF SOUTHERN IDAHO			
Replace Fire Alarm, Fine Arts Bldg	450,000	450,000	1
Upgrade Windows, Multiple Bldgs	110,000	110,000	2
Entry Access Controls, Ph 4 (DPW Project No 19107)	500,000	500,000	3
Expand Parking and Lighting, Health Science Bldg	770,000	770,000	4
Recondition Elevator, Gymnasium	200,000	200,000	5
SUBTOTAL	2,030,000	2,030,000	

FY2024 PRELIMINARY ATTACHMENT 29
ALTERATION AND REPAIR PROJECT REQUESTS

<u>AGENCY / INSTITUTION</u>	<u>PBFAC</u>	<u>AGENCY</u>	<u>PRIORITY</u>
	<u>RECOMMEND</u>	<u>REQUESTS</u>	
COLLEGE OF WESTERN IDAHO			
Expand Welding Program Space, NMEC		2,000,000	1
Remodel Restrooms & ADA Upgrades, CYNOC	480,000	480,000	2
Upgrade Elevators, NCAB	480,000	480,000	3
Upgrade Lighting, NMEC		580,000	4
Replace Interior Lighting, NCAB		350,000	5
Upgrade Classrooms, NCAB		120,000	6
SUBTOTAL	960,000	4,010,000	
LEWIS-CLARK STATE COLLEGE			
Install Fire Sprinkler System, Music Bldg	500,000	500,000	1
Replace Carpet, Library	520,000	520,000	2
Replace HVAC & Update Facilities, Central Heat Plant / Art Center		2,350,000	3
Replace Ceiling & Upgrade HVAC, Sam Glenn Complex		2,177,000	4
Resurface Parking Lots, Clark Hall, Music Bldg, Physical Plant	650,000	650,000	5
Replace Roof, President's House		60,000	6
Replace Switchboards, Mechanical Technical Bldg		210,000	7
Upgrade HVAC, SAC Hall		228,000	8
Upgrade HVAC, Tennis Center		500,000	9
Update Plumbing, Campus Wide		148,000	10
IT Infrastructure Redundancy		1,000,000	11
SUBTOTAL	1,670,000	8,343,000	
NORTH IDAHO COLLEGE <i>Revised 10-27-22</i>			
McLain Hall Fire Alarm System	45,000	45,000	1
Campus Wayfinding Signage		200,000	2
Exterior Learning Spaces	150,000	150,000	3
Fort Ground Building Remodel	330,000	330,000	4
Schuler Auditorium Improvements	125,000	125,000	5
Remodel Student Service Area	210,000	210,000	6
Sun Spot Concession Storage Building	120,000	120,000	7
Lakeside Stage Replacement	550,000	550,000	8
SUBTOTAL	1,530,000	1,730,000	
IDAHO EDUCATIONAL SERVICES FOR THE DEAF AND THE BLIND			
Replace Roof/Drain, Gym/Pool, Vo-Tech, & Casey Bldgs (Def Maint)		1,260,000	1
Resurface E. Parking Lot & Asphalt Driveways	1,235,000	1,235,000	2
SUBTOTAL	1,235,000	2,495,000	
IDAHO PUBLIC TELEVISION			
Upgrade Broadcast Equipment, KUID, Paradise Ridge, Moscow	1,300,700	1,300,700	1
Upgrade Broadcast Equipment, KISU, East Butte, Pocatello		1,172,000	2
Upgrade Broadcast Equipment, KIPT, Flat Top Butte, Jerome		1,259,700	3
Replace HVAC, KCDT, CDA		377,000	4
SUBTOTAL	1,300,700	4,109,400	
TOTAL SBE:	31,405,485	57,187,185	

FY2024 PRELIMINARY ATTACHMENT 29
ALTERATION AND REPAIR PROJECT REQUESTS

<u>AGENCY / INSTITUTION</u>	<u>PBFAC RECOMMEND</u>	<u>AGENCY REQUESTS</u>	<u>PRIORITY</u>
AGENCY SUMMARY:			
ADMINISTRATION, DEPARTMENT OF	4,295,000	5,680,000	
AGRICULTURE, DEPARTMENT OF	362,500	722,500	
CORRECTION, DEPARTMENT OF	5,614,884	17,645,228	
HEALTH AND WELFARE, DEPARTMENT OF	2,128,000	4,667,000	
IDAHO STATE HISTORICAL SOCIETY	690,000	37,364,000	
IDAHO STATE POLICE	190,000	448,700	
JUVENILE CORRECTIONS, DEPARTMENT OF	430,000	990,000	
LABOR, DEPARTMENT OF	590,567	590,567	
LANDS, DEPARTMENT OF	441,600	1,496,600	
LIQUOR, DIVISION OF	100,000	330,000	
MILITARY, DIVISION OF	1,733,000	4,199,500	
PARKS AND RECREATION, DEPARTMENT OF	300,000	1,075,000	
PUBLIC SAFETY COMMUNICATIONS	213,000	213,000	
VETERANS SERVICES, DIVISION OF	450,000	750,000	
MULTI-AGENCY	1,327,070		
EDUCATION, STATE BOARD OF	31,405,485	57,187,185	
TOTAL FY24 ALTERATION AND REPAIR REQUESTS	<u>50,271,106</u>	<u>133,359,280</u>	

PBFAC
RECOMMENDATION

FY2024 PRELIMINARY ADA PROJECT REQUESTS

ATTACHMENT 29

<u>AGENCY / INSTITUTION</u>	<u>AGENCY REQUESTS</u>	<u>PRIORITY</u>
ADMINISTRATION, DEPARTMENT OF		
Create 4 Family Restrooms, PTC	725,000	1
Create 2 Family Restrooms, Lewiston	350,000	2
Install ADA Front Entrance, 954 Jefferson	250,000	3
Install ADA Restrooms, 954 Jefferson	250,000	4
Upgrade Restrooms, Floors 2-4, Borah	150,000	5
TOTAL	1,725,000	
CORRECTION, DEPARTMENT OF		
ADA Facility Access, NICI	344,093	1
TOTAL	344,093	
IDAHO STATE HISTORICAL SOCIETY		
ADA Public Access, Interior Museum to Pioneer Village	290,000	1
ADA Public Access, Stricker Ranch & Rock Creek Station	220,000	2
TOTAL	510,000	
PARKS AND RECREATION, DEPARTMENT OF		
ADA Access, Restroom/Shower Bldg, Winchester SP	60,000	1
TOTAL	60,000	
VETERANS SERVICES, DIVISION OF		
Automatic Doors, Cemetery, Blackfoot	54,000	1
TOTAL	54,000	
EDUCATION, STATE BOARD OF		
BOISE STATE UNIVERSITY		
Restroom Accessibility Deficiencies, Multiple Bldgs	200,000	1
Interior Accessibility Deficiencies, Multiple Bldgs	100,000	2
Exterior Accessibility Deficiencies, Multiple Bldgs	200,000	3
Accessibility Priority Deficiencies, Bldg 062, Special Events Cntr	150,000	4
SUBTOTAL	650,000	
IDAHO STATE UNIVERSITY		
Replace Elevator, Speech Pathology	290,318	1
SUBTOTAL	290,318	
UNIVERSITY OF IDAHO		
Elevator Repairs, LHSOM Bldg	385,000	1
Entrance Ramp / Restroom Improvements, Ridenbaugh Hall	291,500	2
Access Improvements, College of Natural Resources	268,500	3
Repair Elevators, Janssen Engineering Bldg	385,000	4
Repair North & South Elevators, Art & Architecture Bldg	385,000	5
Universal Accessible Curb Ramps, Ph 2, Main Campus	300,000	6
SUBTOTAL	2,015,000	

**FY2024 PRELIMINARY
ADA PROJECT REQUESTS**

ATTACHMENT 29

<u>AGENCY / INSTITUTION</u>	<u>AGENCY REQUESTS</u>	<u>PRIORITY</u>
COLLEGE OF SOUTHERN IDAHO		
Pedestrian Sidewalk, North College Road	200,000	1
SUBTOTAL	<u>200,000</u>	
NORTH IDAHO COLLEGE		
ADA Access from Campus to Instructional Programs on Beach	400,000	1
SUBTOTAL	<u>400,000</u>	
TOTAL SBE:	<u>3,355,318</u>	
TOTAL FY24 ADA REQUESTS	<u><u>6,048,411</u></u>	

PBFAC
RECOMMENDATION

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 14, 2023

AGENCIES AND INSTITUTIONS OF THE STATE BOARD

SUBJECT

FY2025 Line Item Budget Requests

APPLICABLE STATUTE, RULE, OR POLICY

Title 67, Chapter 35, Idaho Code

Idaho State Board of Education Governing Policies & Procedures, Section V.B.1.

BACKGROUND/ DISCUSSION

At the April meeting, the Board did not provide any guidance for the FY 2025-line items. Subsequently, Board staff did provide guidance to the agencies and institutions for a 3% cap limit less a 1% CEC (salary and fringe) estimate to then determine the remaining for a “capacity improvement enhancement” request.

The Division of Financial Manager (DFM) issued a memo on May 26, 2023 providing guidance for the FY 2025 budget requests. The memo limits FY 2025 ongoing general fund budget requests to no more than 3% above the FY 2024 ongoing general fund appropriation. The 3% must include all maintenance items including CEC, and Enrollment Workload Adjustment (EWA) for the colleges and universities.

The Budget Development Manual (BDM) issued by DFM and the Legislative Services Office has not yet been released. The BDM provides guidance necessary for the agencies and institutions to calculate their maintenance items. The EWA calculation will not be available until early July.

Budget requests must be submitted to the Legislative Services Office (LSO) and Division of Financial Management (DFM) by September 1, 2023.

IMPACT

Since access to the BDM and EWA is pending, the agencies and institutions will not be able to calculate an accurate amount that could go to line items after all maintenance items.

STAFF COMMENTS AND RECOMMENDATIONS

Due to the inability of the agencies and institutions to calculate an accurate amount that could go to line items, staff recommends providing the Executive Director authority to approve the line items that will be included in each agency and institutions’ budget request. The agencies and institutions will prioritize each line item so that the selection of the approved line items will be by priority order given the available amount of dollars available. Should the Governor’s Office or Legislature request line items above the 3% limit, additional line items would be approved by the Executive Director continuing with the priority order.

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 14, 2023

Board staff acknowledge the very difficult work that has been done at each of the agencies and institutions in preparing their respective budget line item requests.

BOARD ACTION

I move to delegate authority to the Executive Director to approve the agency and institution line items for the FY 2025 budget request, 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, 2023.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 14, 2023

SUBJECT

Agency Head Compensation and Chief Executive Officers Contract Terms

REFERENCE

May 15, 2023

The Idaho State Board of Education (Board) approved Chief Executive Officer salaries.

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.E.2.d. and e.

Idaho Code §§ 33-102A, 33-2205, 33-2303, 33-2806, 33-3006, 33-3106, and 33-4005

BACKGROUND/DISCUSSION

On April 5, 2023, the Governor's Office issued a Guidance for FY 2024 Change in Director Compensation memo (Attachment 5) which required directors to complete a FY 2023 Director Performance Evaluation Form and submit it to their Governor's Office liaison to complete a final rating and merit increase recommendation for the Governor. Four key areas were evaluated by the Governor's Office when reviewing performance over the past year:

- Customer Focus - the director's competence in understanding the customers they serve within their agency, both internal and external, their ability to resolve conflict, their interpersonal skills, and their ability to communicate and support the change management process.
- Promoting Responsible Government – the director's competence in dependability, productivity, efficiency, work environment safety, and adaptability to change.
- Professionalism - the director's competence in quality of work, dependability, adaptability/flexibility, confidentiality, respect for and of others.
- Leadership - the director's competence to motivate people and efficiently manage resources in achieving the agency's mission.

Governor's Office staff completed the rating for directors based on the information provided in their evaluation and input from their board (when applicable) and determined a recommendation for the Governor using the FY 2024 performance-based matrix established for directors. Directors received notification from the Governor's Office on June 2, 2023, that "over the course of the next week, you will have the opportunity to review your annual performance evaluation with your Governor's Office liaison." Therefore, as of publication deadline, Governor-approved director performance ratings and commensurate pay increases were unknown.

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 14, 2023

Idaho Code § 33-102A provides that [t]he State Board of Education is hereby authorized to appoint an executive officer of the State Board who ... shall receive such salary as fixed by the State Board.” The Board President worked with the Governor’s Office liaison for a coordinated assessment of the executive director’s performance rating.

Pursuant to Board Policy I.E.2.d., the administrator of the Division of Career Technical Education, the administrator of the Division of Vocational Rehabilitation, and the general manager of Idaho Public Television “are evaluated by the Executive Director annually, who makes recommendations to the Board with respect to compensation and employment.” Due to the performance review format required by the Governor’s Office, the executive director met individually with each respective agency head to review their performance, and then the agency heads submitted their FY 2023 Director Performance Evaluation Form to their respective Governor’s Office liaison. The executive director subsequently discussed the agency heads’ performance with the Governor’s Office liaison.

Agency heads’ salaries are entered into the state payroll system based on the equivalent hourly amount. The Board’s consideration of salary changes at this time will allow for any approved changes to be entered into the state payroll system prior to the start of the payroll fiscal year.

Contracts for the presidents of Boise State University, Idaho State University, Lewis-Clark State College, and the University of Idaho are established by the State Board of Education pursuant to Board Policy I.E.2.e.i, which provides that “Each chief executive officer’s annual compensation shall be set and approved by the Board.” Contracts for the presidents were amended to revise the compensation rates approved by the Board at the May 15, 2023 meeting and were also amended to address term and application of the State’s Travel Policy.

IMPACT

Approval of the proposed salaries will allow staff to enter the salaries for FY 2024 into the state payroll system.

ATTACHMENTS

Attachment 1	BSU President Contract Terms-3 rd Amendment
Attachment 2	UI President Contract Terms-3 rd Amendment
Attachment 3	LCSC President Contract Terms-2 nd Amendment
Attachment 4	Guidance for FY 2024 Change in Director Compensation

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval.

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 14, 2023

BOARD ACTION

I move to approve an hourly rate of \$_____ (annual salary of \$_____) for Matt Freeman as Executive Director of the State Board of Education, effective on the July 7, 2023 pay date.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve an hourly rate of \$_____ (annual salary of \$_____) for Jane Donnellan as Administrator of the Division of Vocational Rehabilitation, effective on the July 7, 2023 pay date.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve an hourly rate of \$_____ (annual salary of \$_____) for Clay Long as Administrator of the Division of Career Technical Education, effective on the July 7, 2023 pay date.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve an hourly rate of \$_____ (annual salary of \$_____) for Jeff Tucker as General Manager of Idaho Public Television, effective on the July 7, 2023 pay date.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve an amendment to extend Marlene Tromp's contract as President of Boise State University by one year, and for the parties to execute the third amendment to her contract.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 14, 2023

I move to approve an amendment to extend Scott Green's contract as President of the University of Idaho one year, and for the parties to execute the third amendment to his contract.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve an amendment for Cynthia Pemberton's contract as President of Lewis-Clark State College one year, and for the parties to execute the second amendment to her contract.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**Third Amendment to the Employment Agreement
for
President Boise State University**

This Third Amendment to the Employment Agreement for President Boise State University ("Third Amendment") is made between the Idaho State Board of Education, as the Board of Trustees for Boise State University ("Board"), and Dr. Marlene Tromp ("President") and is effective June 14, 2023.

1. The Employment Agreement for President Boise State University has an effective date of July 1, 2019.
2. The Employment Agreement for President Boise State University was amended by a First Amendment to Employment Agreement, effective June 4, 2021 ("First Amendment") and the Second Amendment to Employment Agreement, effective June 15, 2022 ("Second Amendment").
3. The Employment Agreement as amended by the First and Second Amendments is collectively referred to as the "Employment Agreement."
4. All terms of the amended Employment Agreement remain unchanged with the exception of the following:
 - Paragraph 3: Paragraph 3.a. of the Employment Agreement had a termination date of June 30, 2022 which was extended by the First and Second Amendments and currently expires June 10, 2024. The termination date is hereby extended from June 10, 2024 to June 10, 2025.
 - Paragraph 4: Effective June 11, 2023, Paragraph 4.a. of the Employment Agreement is amended to increase the President's annual salary to four hundred fifty-nine thousand, six hundred and sixty-six dollars and forty-eight cents (\$459,666.48).
 - Paragraph 7: Paragraph 7 of the Employment Agreement is deleted and replaced with the following:

"The Institution shall provide the President with an annual automobile allowance of nine thousand two hundred dollars (\$9,200). The President shall be responsible for acquiring, maintaining, registering and insuring the automobile. The President shall be reimbursed for mileage and travel expenses in accordance with the State Travel Policy, found at: <https://www.sco.idaho.gov/LivePages/state-travel-policy-and-procedures.aspx>."

IN WITNESS WHERE Of, Dr. Linda Clark, President of the Board, and Dr. Marlene Tromp, President of Boise State University, have executed this Third Amendment.

Dr. Linda Clark, President
Idaho State Board of Education

Dr. Marlene Tromp, President
Boise State University

Date

Date

**Third Amendment to the Employment Agreement
for
President University of Idaho**

This Third Amendment to the Employment Agreement for President University of Idaho ("Third Amendment") is made between the Idaho State Board of Education, as the Board of Regents for the University of Idaho ("Board"), and C. Scott Green ("President") and is effective June 14, 2023.

1. The Employment Agreement has an effective date of April 11, 2019. The Employment Agreement was amended by a First Amendment to Employment Agreement, effective June 4, 2021 ("First Amendment"). The Employment Agreement was further amended by the Second Amendment to Employment Agreement, effective June 15, 2022 ("Second Amendment").
2. The Employment Agreement as amended by the First and Second Amendments is collectively referred to as the "Employment Agreement."
3. All terms of the Employment Agreement as amended remain unchanged with the exception of the following:

- Paragraph 3: Paragraph 3.a. of the Employment Agreement had a termination date of June 30, 2021. The First Amendment extended to termination date to June 10, 2023. The Second Amendment extended the termination date to June 10, 2024. The termination date of June 10, 2024 is amended to June 10, 2025.

- Paragraph 4: Effective June 11, 2023, Paragraph 4.a. of the Employment Agreement is amended to increase the President's annual salary to four hundred sixty-five thousand, two hundred thirty-four dollars and seventy-four cents (\$465,234.74).

- Paragraph 7: Paragraph 7 of the Employment Agreement is deleted and replaced with the following:

"The Institution shall provide the President with an annual automobile allowance of nine thousand two hundred dollars (\$9,200). The President shall be responsible for acquiring, maintaining, registering and insuring the automobile. The President shall be reimbursed for mileage and travel expenses in accordance with the State Travel Policy, found at: <https://www.sco.idaho.gov/LivePages/state-travel-policy-and-procedures.aspx>."

IN WITNESS WHEREOF, Dr. Linda Clark, President of the Board, and C. Scott Green, President of University of Idaho, have executed this Third Amendment.

Dr. Linda Clark, President
Idaho State Board of Education

C. Scott Green, President
University of Idaho

Date

Date

**Second Amendment to the Employment Agreement
for
President Lewis-Clark State College**

This Second Amendment to the Employment Agreement for President Lewis-Clark State College ("Second Amendment") is made between the Idaho State Board of Education, as the Board of Trustees of Lewis-Clark State College ("Board"), and Dr. Cynthia Lee A. Pemberton ("President") and is effective June 14, 2023.

1. The Employment Agreement has an effective date of June 10, 2020.
2. The Employment Agreement for President Lewis-Clark State College ("Employment Agreement") was amended by the First Amendment to the Employment Agreement, with the effective date of June 15, 2022.
3. The Employment Agreement as amended by the First Amendment is collectively referred to as the "Employment Agreement."
4. All terms of the Employment Agreement remain unchanged with the exception of the following:
 - Paragraph 3: Paragraph 3.a. of the Employment Agreement had a termination date of June 10, 2023. The First Amendment extended the termination date to June 10, 2024. The termination date is extended by this Second Amendment to June 10, 2025.
 - Paragraph 4: Effective June 11, 2023, Paragraph 4.a. of the Employment Agreement is amended to increase the President's annual salary to two hundred eighty-eight thousand and seven hundred and fifty dollars (\$288,750).
 - Paragraph 7: Paragraph 7 of the Employment Agreement is deleted and replaced with the following:

"The Institution shall provide the President with an annual automobile allowance of nine thousand two hundred dollars (\$9,200). The President shall be responsible for acquiring, maintaining, registering and insuring the automobile. The President shall be reimbursed for mileage and travel expenses in accordance with the State Travel Policy, found at: <https://www.sco.idaho.gov/LivePages/state-travel-policy-and-procedures.aspx>."

IN WITNESS WHEREOF, Dr. Linda Clark, President of the Board, and Dr. Cynthia Lee A. Pemberton, President of Lewis-Clark State College, have executed this Second Amendment.

Dr. Linda Clark, President
Idaho State Board of Education

Dr. Cynthia Lee A. Pemberton, President
Lewis-Clark State College

Date

Date



Governor Brad Little

Memorandum

DATE: April 5, 2023

FROM: Zach Hauge, Chief of Staff

TO: Executive Branch Department Heads

CC: Lori A. Wolff, Administrator
Division of Human Resources

Alex J. Adams, Administrator
Division of Financial Management

SUBJECT: Guidance for FY 2024 Change in Director Compensation

FY 2024 Change in Employee Compensation

For FY 2024, the Legislature appropriated the following:

- DHR shall shift the salary structure upward by an average of eight and one-half percent (8.5%) beginning on July 1, 2023, with the exception of minimum wage of \$7.25 per hour at pay grade D, and shall add an additional pay structure for public safety. The division shall also maintain the job classifications currently on payline exception. Each agency is appropriated \$1.20 per hour for permanent employees to be distributed based on merit with the flexibility for agency heads and institution presidents to distribute funds for recruitment and retention purposes in hard-to-fill, hard-to-retain position.”

Information regarding guidance and submission of CEC plans for agency employees was provided on March 17, 2023. Please let us know if you have any additional questions regarding guidance for your agency’s CEC plan this year.

Directors’ CEC – Performance-Based (Merit) Pay Increases

Merit-based pay increases for directors will be determined by the Governor.

Director pay increases may have a different effective date than the CEC plan implementation date. The effective date will be based on when the Governor makes his approval and no retroactive payments will be made to directors, regardless of if/when an agency early implements.

Director CEC Eligibility Requirements

To receive a performance-based pay increase, directors will complete the FY 2023 Director Performance Evaluation Form (attached) and submit it to their Governor's Office liaison to complete a final rating and merit increase recommendation for the Governor. The Governor's Office staff will solicit performance rating recommendations from board, council, or commission chairs to complete a final rating for the Governor's consideration.

- The Director Performance Evaluation Form must be submitted to the Governor's Office no later than **May 12, 2023**.
- Governor's Office staff will complete the rating for the director based on the information provided in their evaluation and input from their board, council, or commission (when applicable) and determine a recommendation using the FY 2024 performance-based matrix established for directors.
- Merit-based increases for directors will be effective June 25, 2023, unless they are not submitted by the May 12, 2023 deadline.

Matrix Requirements

The Legislature gave flexibility in the CEC intent language to implement CEC to effectively address compression and retention issues within state government. With that in mind, the Governor will determine CEC based on merit and will follow a percentage based increase. The matrix for Directors will use the following amounts:

- *Exemplary Performance*: 5% increase
- *Solid Sustained Performance*: 4% increase
- *Achieves Performance Standards*: 3% increase
- *Does Not Achieve Performance Standards*: no merit increase

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 14, 2023

SUBJECT

Board Policy Sections V.I. (Financial Affairs) – First Reading

REFERENCE

April 2014	Board approved first reading of Board Policy V.I., amending authorization thresholds for alignment between policies V.I. and V.K. Construction Projects
June 2014	Board approved second reading of Board Policy V.I.
April 2018	Board approved the first reading of proposed amendments to Board Policies V.I.
June 2018	Board approved second reading of Board Policy V.I.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Board Policy V.I. outlines the authority limits for institutions when purchasing real and personal property.

Proposed amendments to the policy will include:

- Increase CEO approval limit from \$500,000 to \$1 million;
- Increase Executive Director approval limits from \$500,000 - \$1 million to \$1 - \$2 million;
- Board approval is required for transactions over 2 million.

Approval limits for the acquisition or sale of real property also increased:

- Increase CEO approval limit from \$500,000 to \$2 million;
- Increase Executive Director approval from \$500,000 - \$1 million to \$2 - \$5 million;
- Board approval is required for transactions over \$ 5 million.

IMPACT

Approval of the proposed amendments would provide updated guidelines and increase approval limits to higher, more suitable contemporary pricing thresholds. The language was also reorganized in this policy for readability and easier interpretation.

ATTACHMENTS

Attachment 1 – Proposed Policy Amendment V.I. Real and Personal Property and Services – First Reading

STAFF COMMENTS AND RECOMMENDATIONS

The changes primarily consist of increasing approval limits and reorganizing for readability. These changes have been vetted through the BAHHR Committee at its May 31, 2023, meeting.

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 14, 2023

There were no changes at this latest BAHR meeting. Staff recommends approval.

BOARD ACTION

I move to approve the first reading of proposed amendments V.I. as provided in Attachments 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

SECTION: V. FINANCIAL AFFAIRS

SUBSECTION: I. Business Transactions, Real and Personal Property and Services June 2018 2023

1. Authority General

- a. The Board may acquire, hold, and dispose of real and personal property pursuant to Article IX, Section 2 and Article IX, Section 10, Idaho Constitution, Section 33-107, Idaho Code, and pursuant to various other sections of Idaho Code.
- b. Unless approval is specifically required by this or another policy, and subject to the approval authorization limits set forth below, the Board delegates to the chief executive officer of each institution all authority necessary to conduct and engage in business transactions of an institution. The chief executive officer may further delegate such authority for business transactions, contracts and procurements in accordance with policies established by the institution. The chief executive officer is responsible for ensuring contracts and business transactions are aligned with the institution's mission, as well as all applicable policies and procedures of the institution and the Board. The chief executive officer is responsible for informing the Board through its executive director of unusual or potentially news worthy transactions regardless of any delegation of authority.
~~Leases of office space or classroom space by any institution, school or agency except the University of Idaho are acquired by and through the Department of Administration pursuant to Section 67-5708, Idaho Code.~~
- c. ~~All property that is not real property must be purchased. Each institution, school and agency must designate an officer with overall responsibility for all purchasing procedures, consistent with Sections 67-9201 through 67-9234, Idaho Code, except that the University of Idaho may acquire such property directly and not through the Department of Administration. Each institution, school and agency must designate an officer with overall responsibility for all purchasing procedures.~~
- d. ~~Sale, surplus disposal, trade-in, or exchange of property must be consistent with Section 67-5722, Idaho Code, except that the University of Idaho may dispose of such property directly and not through the Department of Administration.~~
- e. Appraisal.
An independent appraiser must be hired to give an opinion of fair market value before an institution, school or agency acquires fee simple title to real property. If the Executive Director finds or is informed that an emergency exists, he or she may consider and approve a purchase or disposal of equipment or services otherwise requiring prior Board approval. The institution, school or agency must report the transaction in the Business Affairs and Human Resources agenda at the next regular Board meeting together with a justification for the emergency action. Any interest in real property acquired for the University of Idaho must be taken in the name of the Board of Regents of the University of Idaho.

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

SECTION: V. FINANCIAL AFFAIRS

SUBSECTION: I. Business Transactions, Real and Personal Property and Services June 2018 2023

~~c. Any interest in real property acquired for any other institution, school or agency under the governance of the Board must be taken in the name of the State of Idaho by and through the State Board of Education.~~

c. This Policy does not apply to grants and contracts covered by Board Policy Section V.N. or to intellectual property transactions covered by Board Policy Section V.M.

2. Institution Approval Authorization Limits

a. Approval limits for all transactions other than those covered in 2.b –and for the institution’s lease of real property (as lessee or lessor):

<u>0 – \$1 million</u>	<u>Institution CEO has delegated authority</u>
<u>Over \$1 million and up to \$2 million</u>	<u>Executive Director has delegated authority</u>
<u>Over \$2 million, or if the lease term exceeds 5 years</u>	<u>Board of Education</u>

In determining the value of a transaction, all expenses incurred or revenues received throughout the term including renewal options shall be included. If the value of a transaction which did not originally require executive director or Board approval increases above 1 million dollars, then approval shall be sought from the executive director or the Board, as appropriate under the above approval limits. If a lease term including renewal terms did not exceed 5 years under the original term of a lease, but through amendment the term is extended, Board approval is required. If approval is required, and the recommended bid is other than the lowest qualified bid, the institution will provide its justification in its request for approval.

b. Approval limits for the acquisition or sale of real property:

<u>0 – \$2 million</u>	<u>Institution CEO has delegated authority</u>
<u>Over \$2 million and up to \$5 million</u>	<u>Executive Director has delegated authority</u>
<u>Over \$5 million</u>	<u>Board of Education</u>

If the value of a transaction which did not originally require executive director or Board approval increases above 2 million dollars, then approval shall be required by the executive director or the Board, as appropriate under the above approval limits. ~~This does not preclude a foundation or other legal entity separate and apart from an institution, school or agency under Board governance from taking title to~~

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

SECTION: V. FINANCIAL AFFAIRS

SUBSECTION: I. [Business Transactions](#), Real and Personal Property and Services June 2018 2023

~~real property in the name of the foundation or other organization for the present or future benefit of the institution, school or agency. (See Section V.E.)~~

~~2. Acquisition of Real Property~~

~~a. Acquisition of a real property interest, other than a leasehold interest, with a purchase price between five hundred thousand dollars (\$500,000) and one million dollars (\$1,000,000) requires prior approval by the Executive Director. A purchase exceeding one million dollars (\$1,000,000) requires prior Board approval.~~

~~b. Any interest in real property acquired for the University of Idaho must be taken in the name of the Board of Regents of the University of Idaho.~~

~~c. Any interest in real property acquired for any other institution, school or agency under the governance of the Board must be taken in the name of the State of Idaho by and through the State Board of Education.~~

~~d. This does not preclude a foundation or other legal entity separate and apart from an institution, school or agency under Board governance from taking title to real property in the name of the foundation or other organization for the present or future benefit of the institution, school or agency. (See Section V.E.)~~

~~e. Acquisition of a leasehold interest in real property by or on behalf of an institution, school or agency requires prior Executive Director approval if the cost exceeds five hundred thousand dollars (\$500,000) over the term, or by the Board if the term of the lease exceeds five (5) years or if the cost exceeds one million dollars (\$1,000,000) over the term.~~

~~f. Appraisal:~~

~~An independent appraiser must be hired to give an opinion of fair market value before an institution, school or agency acquires fee simple title to real property.~~

~~g. Method of sale exchange of property:~~

~~The Board will provide for the manner of selling real property under its control, giving due consideration to Section 33-601(4), applied to the Board through Section 33-2211(5), and to Chapter 3, Title 58, Idaho Code. The Board may exchange real property under the terms, conditions, and procedures deemed appropriate by the Board.~~

~~h. Execution:~~

~~All easements, deeds, and leases excluding easements, deeds, and leases delegated authority granted to the institutions and agencies must be executed and acknowledged by the president of the Board or another officer designated by the~~

**Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES**

SECTION: V. FINANCIAL AFFAIRS

SUBSECTION: I. Business Transactions, Real and Personal Property and Services June 2018 2023

~~Board and attested to and sealed by the secretary of the Board as being consistent with Board action.~~

~~3. Acquisition of Personal Property and Services~~

~~a. Purchases 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) require prior approval by the executive director. The executive director must be expressly advised when the recommended bid is other than the lowest qualified bid. Purchases exceeding one million dollars (\$1,000,000) require prior Board approval. If the project budget for a purchase or the renewal cost for a service agreement increases above the approved amount, then the institution or agency may be required to seek further authorization, as follows:~~

Project or Service Agreement Originally Authorized By	Original Project Cost or Total Obligation for Service Agreement	Cumulative Value of Change(s)	Aggregate Revised Project Cost or Total Obligation for Renewal to Service Agreement	Change Authorized By
Local Agency	<\$500,000	Any	<\$500,000	Local Agency
Local Agency	<\$500,000	Any	\$500,000-\$1,000,000	Executive Director
Local Agency	<\$500,000	Any	>\$1,000,000	SBOE
Executive Director	\$500,000-\$1,000,000	<= \$500,000	<= \$1,000,000	Local Agency
Executive Director	\$500,000-\$1,000,000	Any	>\$1,000,000	SBOE
SBOE	>\$1,000,000	<\$500,000	Any	Local Agency
SBOE	>\$1,000,000	\$500,000-\$1,000,000	Any	Executive Director
SBOE	>\$1,000,000	>\$1,000,000	Any	SBOE

~~b. Acquisition or development of new administrative software or systems that materially affect the administrative operations of the institution by adding new services must be reviewed with the executive director before beginning development. When feasible, such development will be undertaken as a joint endeavor by the four institutions and with overall coordination by the Office of the State Board of Education.~~

~~43. Real Property~~

~~a. Leases of office space or classroom space by any institution or agency except the University of Idaho are acquired by and through the Department of Administration pursuant to Section 67-5708, Idaho Code.~~

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

SECTION: V. FINANCIAL AFFAIRS

SUBSECTION: I. Business Transactions, Real and Personal Property and Services June 2018 2023

b. An independent appraiser must be hired to give an opinion of fair market value (FMV) before an institution, school or agency acquires fee simple title to real property. For transactions requiring approval for which the proposed purchase price exceeds 10% of FMV, written justification must be provided in the materials requesting approval.

c. Any interest in real property acquired for the University of Idaho must be taken in the name of the Board of Regents of the University of Idaho.

d. Any interest in real property acquired for any other institution, school or agency under the governance of the Board must be taken in the name of the State of Idaho by and through the State Board of Education.

e. An affiliated foundation or other legal entity separate and apart from an institution, school or agency under Board governance may hold title to real property in the name of the foundation or other organization for the present or future benefit of the institution, school or agency. (See Board Policy Section V.E.)

f. All real estate transactions requiring Board action must be executed and acknowledged by the president of the Board or another officer designated by the president and attested to and sealed by the secretary of the Board as being consistent with Board action.

4. Procurement.

All property that is not real property must be purchased consistently with Chapter 92, Title 67, Idaho Code. Each institution, school and agency must designate an officer with overall responsibility for all purchasing procedures. The University of Idaho may acquire property directly and not through the Division of Purchasing. Institutions may establish their own policies and procedures for procurement as set forth in Section 67-9225, Idaho Code. Each institution must establish policies and procedures relating to the administration, management, monitoring and oversight of procurement contracts and issue an annual report as is required by Section 67-9219, Idaho Code.

5. ~~Hold Inventory~~ of Personal Property

a. ~~Inventory~~

An inventory of all items of chattel property valued at two thousand dollars (\$2,000) or limits established by Department of Administration owned or leased by any agency or institution must be maintained in cooperation with the Department of Administration as required by Section 67-5746, Idaho Code.

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

SECTION: V. FINANCIAL AFFAIRS

SUBSECTION: I. Business Transactions, Real and Personal Property and Services June 2018 2023

6. b.—Insurance

Each agency and institution must ensure that all insurable real and personal property under its control is insured against physical loss or damage and that its employees are included under any outstanding policy of public liability insurance maintained by the state of Idaho. All insurance must be acquired through the State Department of Administration or any successor entity.

7. e.—Vehicle Use

Vehicles owned or leased by an institution or agency must be used solely for institutional or agency purposes.

8. Emergency.

If the ~~Executive~~executive ~~Director~~director finds or is informed that an emergency exists, he or she may consider and approve a purchase or disposal of equipment or services otherwise requiring prior Board approval. The institution, school or agency must report the transaction in the Business Affairs and Human Resources agenda at the next regular Board meeting together with a justification for the emergency action.

5.—~~Disposal of Real Property~~

a.—~~Temporary Permits~~

~~Permits to make a temporary and limited use of real property under the control of an institution or agency may be issued by the institution or agency without prior Board approval.~~

b.—~~Board approval of other transfers~~

~~i. Leases to use real property under the control of an institution, school or agency require prior Board approval if the term of the lease exceeds five (5) years or if the lease revenue exceeds two hundred fifty thousand dollars (\$250,000).~~

~~ii. Easements to make a permanent use of real property under the control of an institution, school or agency require prior Board approval unless easements are to public entities for utilities.~~

~~iii. The transfer by an institution, school or agency of any other interest in real property requires prior Board approval.~~

69. Disposal of Personal Property

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

SECTION: V. FINANCIAL AFFAIRS

SUBSECTION: I. Business Transactions, Real and Personal Property and Services June 2018 2023

~~Sale, surplus disposal, trade-in, or exchange of property with a value greater than five hundred thousand dollars (\$500,000) and less than one million dollars (\$1,000,000) requires prior approval by the Executive Director. Sale, surplus disposal, trade-in, or exchange of property with a value greater than one million dollars (\$1,000,000) requires prior Board approval. All disposals approved by the Executive Director shall be reported quarterly to the Board.~~

a. Sale, surplus disposal, trade-in, or exchange of property must be consistent with Section 67-5732A, Idaho Code, except that the University of Idaho may dispose of such property directly and not through the Department of Administration.

ba. First Refusal

When the property has a value greater than five thousand dollars (\$5,000), the institution, school or agency must first make a good faith effort to give other institutions, school and agencies under Board governance the opportunity of first refusal to the property before it turns the property over to the Department of Administration or otherwise disposes of the property.

10.b. ~~Sale of Services~~ Sale of Services or Licensure of Assets

~~The sale of any services or rights (broadcast or other) of any institution, school or agency requires prior approval of the Board when it is reasonably expected that the proceeds of such action may exceed two hundred fifty thousand dollars (\$250,000). Any transaction where an institution, school or agency seeks to grant to a third party the right to conduct the sale of such services on the behalf of, or on property owned by, the institution, school or agency (such as concessions, broadcast or license rights) or rights or licensure of assets must be conducted via an open bidding process that maximizes competition or other means that maximizes the returns in revenues, assets, or benefits to the institution, school or agency.~~

11.e. ~~Inter-agency Transfer~~

Transfer of personal property from one Board institution, school or agency to another institution, school or agency under Board governance may be made without participation by the State Board of Examiners or the Department of Administration, but such transfers of property with a value greater than two hundred fifty thousand dollars (\$250,000) require prior Board approval~~Board notification~~.

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

SECTION: V. FINANCIAL AFFAIRS

SUBSECTION: I. Business Transactions, Real and Personal Property and Services June
2018 2023

12. Institution Administrative Software or Systems.

Procurement or development of new administrative software or systems that materially affect the administrative operations of an institution by adding new services must be reviewed with the Board's executive director before beginning development. When feasible, efficient, and cost effective, such development should be undertaken as a joint endeavor with one or more of the other institutions, and with overall coordination by the Office of the State Board of Education.

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 14, 2023

BOISE STATE UNIVERSITY

SUBJECT

Authorization for Issuance of 2023A General Revenue Project and Refunding Bonds

REFERENCE

August 2021	Idaho State Board of Education (Board) approved FY23 Six-Year Capital Improvement Plan
October 2021	Board approved Planning and Design of First-Year Residence Hall
April 2023	Board approved Construction of First-Year Residence Hall

APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections V.F. and V.K.
Idaho Code §§ 33-3804-3805

BACKGROUND/DISCUSSION

Boise State University (BSU) requests the Board's approval to issue tax-exempt general revenue project and refunding bonds in a not to exceed aggregate principal amount of \$78,720,000 ("Series 2023A Bonds") pursuant to a Supplemental Resolution.

Residence Hall

BSU is currently in the process of soliciting bids for the construction of a 452-bed, first year student residence hall that consists of mixed single and double occupancy rooms and support spaces (the "2023 Project"). The support spaces include units for the resident director and residential staff, office spaces, student lounges, and study spaces. The 2023 Project will be six stories, and approximately 146,000 square-feet, built on university land adjacent to existing university housing and Albertsons Library.

Refunding

Boise State periodically reviews outstanding bond issues in light of current market conditions to determine whether such bonds can be refinanced at lower interest rates. This does not involve extending the maturity dates of existing bonds. Depending on market conditions, the bonds proposed to be refunded are BSU's General Revenue Project and Refunding Bonds, Series 2020B (Taxable), serial bonds maturing 2031 through 2035. In the event market conditions at the time of the bond sale do not result in savings for certain of the proposed refunded bonds, those bonds will not be refunded.

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 14, 2023

Principal Amount

The aggregate principal amount of the Series 2023A will not exceed \$78.72 million, consisting of up to \$70 million for the 2023 Project and up to \$8.72 million for the refunding.

Final Maturity

The final maturity of the bonds will be determined on the day of pricing and (i) the final maturity of the Series 2023A Bonds allocated to the 2023 Project will not exceed thirty (30) years from the date of issuance and (ii) the final maturity of the Series 2023A Bonds allocated to the refunding shall not be later than the last maturity of the refunded bonds.

Amortization Plan

The amortization schedules for the 2023 Project portion of the Series 2023A Bonds will reflect level debt service. The maturity structure for the refunding component will mirror the original issuance.

Interest Rates

The interest rates of the Series 2023A Bonds will be determined on the day of pricing. The true interest costs cost of the Series 2023A Bonds allocated to the 2023 Project shall not exceed six and zero hundredths' percent (6.0%) and the interest rates of the Series 2023A Bonds allocated to the refunding shall not exceed the rates that will achieve net present value savings in debt service of at least three percent (3.0%) of the principal amount of the refunded bonds.

Source of Security

General revenue pledge of BSU, excluding general account appropriated funds, or restricted grants, contract revenues, gifts and scholarships.

Ratings

BSU's current ratings are Aa3 and A+ by Moody's Investors Service and S&P Global Ratings, respectively (see 2022A reports as Attachments 4 and 5). Rating agency reviews on this issuance will be conducted in July 2023, in anticipation of the 2023A Bond issuance. Boise State's financial profile at June 30, 2023 is consistent with the profile as of the 2022A ratings report. As such, its management expects that the ratings will remain the same after issuance of the 2023A Bonds.

IMPACT

BSU anticipates the issuance to be less than the requested amount as the estimates include significant bidding contingencies. The bonds will not exceed the total amount of the project cost upon opening and review of the contractor bids.

Lower interest rates on the refunding will result in total, as well as present value, debt service savings. The exact amount of savings will be determined when the

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 14, 2023

bonds are priced. BSU expects debt service on the Series 2023A Bonds will be no more than approximately \$4.0 million per year.

After this issuance, Boise State's debt burden ratio is anticipated to average 4.79% over the next ten years, well below the Board Policy V.F.4.c. limit of 8%. The cash flow models show a break-even project cash flow by fiscal year 2027.

ATTACHMENTS

- Attachment 1 - Draft Preliminary Official Statement
- Attachment 2 - Supplemental Bond Resolution
- Attachment 3 - Project Cash Flow Projection
- Attachment 4 - Prior Moody's Rating Report
- Attachment 5 - Prior Standard & Poor's Rating Report
- Attachment 6 - Debt Service Projection
- Attachment 7 - Ten-year Debt Projection

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Board Policy V.K.3., "the Board will not consider concurrent requests for approval for construction and debt financing for the same project. Therefore, institutions seeking approval for project debt financing must bring a request for said approval to a Board meeting subsequent to the meeting at which project construction is approved." At its regular April 2023 meeting the Board approved the request by Boise State to construct a first-year residence hall, including the project budget, for a cost not to exceed \$70 million. Therefore, Boise State is now seeking Board approval for project financing. As noted above, the total bond issuance would not exceed \$78.72 million: up to \$70 million for the residence hall project and up to \$8.72 million for the refunding of outstanding bond issues.

The Higher Education Bond Act (Idaho Code § 33-3805) provides that when the Board "shall find the proposed project or projects to be necessary for the proper operation of the institution and economically feasible and such finding is recorded in its minutes, the bonds therefor shall be authorized by resolution of the board."

Staff recommends approval of the request by Boise State University.

BOARD ACTION

I move to approve the request by Boise State University to issue tax exempt general revenue bonds; and to find that this project is necessary for the proper operation of Boise State University and is economically feasible.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve a Supplemental Resolution for the Series 2023A Bonds, the title of which is as follows:

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 14, 2023

SUPPLEMENTAL RESOLUTION of the Board of Trustees of Boise State University authorizing the issuance of General Revenue Project Bonds and Refunding Bonds, in one or more series, of Boise State University; delegating authority to approve the terms and provisions of the bonds and the principal amount of the bonds up to \$78,720,000; authorizing the execution and delivery of a Bond Purchase Agreement upon sale of the bonds, and providing for other matters relating to the authorization, issuance, sale and payment of the bonds.

Roll call vote required.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

PRELIMINARY OFFICIAL STATEMENT DATED _____, 2023

refund

New Issue—Book Entry Only

MOODY'S RATING: ____
S&P RATING: ____
See "RATINGS" herein

In the opinion of Hawley Troxell Ennis & Hawley LLP, Bond Counsel, assuming continuous compliance with certain covenants described herein, (i) interest on the 2023A Bonds (defined herein) is excluded from gross income pursuant to Section 103 of the Internal Revenue Code of 1986, as amended to the date of delivery of the 2023A Bonds (the "Tax Code"), and (ii) interest on the 2023A Bonds is excluded from alternative minimum taxable income as defined in Section 55(b) of the Tax Code; however, to the extent such interest is included in calculating the "adjusted financial statement income" of "applicable corporations" (as defined in Sections 56A and 55(k), respectively, of the Tax Code), such interest is subject to the alternative minimum tax applicable to those corporations under Section 55(b) of the Tax Code for tax years beginning after December 31, 2022.



BOISE STATE UNIVERSITY

\$Xx,xxx,xxx*

BOISE STATE UNIVERSITY
GENERAL REVENUE PROJECT AND
REFUNDING BONDS, SERIES 2023A**Dated: Date of Delivery****Due: April 1, as shown on the inside cover**

The above captioned Boise State University General Revenue Project and Refunding Bonds, Series 2023A in the aggregate principal amount of \$Xx,xxx,xxx* (the "2023A Bonds") will be issued by Boise State University (the "University") pursuant to a Master Resolution adopted by the Board of Trustees of the University on September 17, 1992, as supplemented and amended, including a Supplemental Resolution adopted on June [14/15], 2023.

The proceeds of the 2023A Bonds will be used to (i) finance all or a portion of a new residence hall, (ii) refund certain of the University's Bonds, and (iii) pay costs of issuing the 2023A Bonds. The 2023A Bonds are initially issuable in book-entry form only through The Depository Trust Company, New York, New York ("DTC"), which will act as securities depository for the 2023A Bonds. Interest on the 2023A Bonds is payable on each October 1 and April 1, commencing April 1, 2024. The 2023A Bonds are subject to optional [and mandatory sinking fund] redemption as described herein. The 2023A Bonds are payable solely from and secured solely by the Pledged Revenues, which include certain student fees, enterprise revenues and interest earnings on University funds and accounts. See "SECURITY FOR THE 2023A BONDS" herein.

THE 2023A BONDS SHALL BE EXCLUSIVELY OBLIGATIONS OF THE UNIVERSITY, PAYABLE ONLY IN ACCORDANCE WITH THE TERMS THEREOF, AND SHALL NOT BE OBLIGATIONS, GENERAL, SPECIAL OR OTHERWISE, OF THE STATE OF IDAHO. THE 2023A BONDS SHALL NOT CONSTITUTE A DEBT-LEGAL, MORAL OR OTHERWISE-OF THE STATE OF IDAHO, AND SHALL NOT BE ENFORCEABLE AGAINST THE STATE, NOR SHALL PAYMENT THEREOF BE ENFORCEABLE OUT OF ANY FUNDS OF THE UNIVERSITY OTHER THAN THE INCOME AND REVENUES PLEDGED AND ASSIGNED TO, OR IN TRUST FOR THE BENEFIT OF, THE HOLDERS OF THE 2023A BONDS. THE UNIVERSITY IS NOT AUTHORIZED TO LEVY OR COLLECT ANY TAXES OR ASSESSMENTS, OTHER THAN THE PLEDGED REVENUES DESCRIBED HEREIN, TO PAY THE 2023A BONDS. THE UNIVERSITY HAS NO TAXING POWER.

See Inside Cover for Maturity Schedule

The 2023A Bonds are offered when, as and if issued and received by the Underwriter (hereinafter defined), subject to the approval of legality by Hawley Troxell Ennis & Hawley LLP, bond counsel, and certain other conditions. Certain matters will be passed on for the University by its Office of General Counsel, and for the Underwriter by its legal counsel, Foster Garvey PC, and by Hawley Troxell Ennis & Hawley LLP, in its capacity as disclosure counsel to the University. It is expected that the 2023A Bonds will be available for delivery through the facilities of DTC on or about _____*.



BOISE STATE UNIVERSITY

\$XX,XXX,XXX*

GENERAL REVENUE PROJECT AND REFUNDING BONDS,

SERIES 2023A

DUE	PRINCIPAL AMOUNT \$	INTEREST RATE %	YIELD %	CUSIP No.** 097464
4/1/2024				
4/1/2025				
4/1/2026				
4/1/2027				
4/1/2028				
4/1/2029				
4/1/2030				
4/1/2031				
4/1/2032				
4/1/2033				
4/1/2034				
4/1/2035				
4/1/2036				
4/1/2037				
4/1/2038				
4/1/2039				
4/1/2040				
4/1/2041				
4/1/2042				
4/1/2043				
4/1/2044				
4/1/2045				
4/1/2046				
4/1/2047				
4/1/2048				
4/1/2049				

* Preliminary; subject to change.

** CUSIP data contained herein is provided by CUSIP Global Services, which is managed on behalf of the American Bankers Association by FactSet Research Systems Inc. CUSIP numbers have been assigned by an independent company not affiliated with the University or the Underwriter and are included solely for the convenience of the holders of the 2023A Bonds. Neither the University nor the Underwriter is responsible for the selection or uses of these CUSIP numbers, and no representation is made as to their correctness on the 2023A Bonds or as indicated above.

THE IDAHO STATE BOARD OF EDUCATION

AND BOARD OF TRUSTEES OF BOISE STATE UNIVERSITY

Linda Clark, President
David Hill
Shawn Keough
Cindy Siddoway

William G. Gilbert, Jr., Vice President
Cally J. Roach
Kurt Liebich
Debbie Critchfield, Secretary

Matt Freeman—Executive Director

UNIVERSITY OFFICIALS

Marlene Tromp, Ph.D.—President

John Buckwalter, Ph.D. – Provost
and Vice President for Academic Affairs

Alicia Estey, JD, MPH – Chief Financial and
Operations Officer and Vice President for Finance
and Operations and Bursar

Nancy Glenn, Ph.D. – Vice President for
Research and Economic Development

Jeremiah B. Shinn – Vice President for Student
Affairs and Enrollment Management

Matt Wilde, General Counsel

Matthew Ewing – Vice President for University
Advancement

UNDERWRITER

Barclays Capital Inc.
745 Seventh Avenue
New York, NY 10019
Phone: (212) 526-7000

BOND AND DISCLOSURE COUNSEL

Hawley Troxell Ennis & Hawley LLP
877 Main Street, Suite 200
Boise, Idaho 83701-1617
Phone: (208) 344-6000

TRUSTEE, PAYING AND ESCROW AGENT

The Bank of New York Mellon Trust
Company, N.A.
50 Fremont Street, Suite 3900
San Francisco, CA 94105
(415) 263-2439

MUNICIPAL ADVISOR

Piper Sandler & Co.
101 S. Capitol Blvd.
Boise, ID 83702
(208) 344-8561

TABLE OF CONTENTS

	Page
INTRODUCTION	1
General	1
Boise State University.....	1
Authorization For And Purpose Of The 2023A Bonds	1
Security For The 2023A Bonds	2
Additional Bonds	2
Tax Matters	2
THE 2023A BONDS	2
Description Of The 2023A Bonds	2
Book-Entry System.....	3
Redemption and Open Market Purchase.....	3
SECURITY FOR THE 2023A BONDS	4
General	4
Pledged Revenues	5
Historical Revenues Available For Debt Service	6
Flow Of Funds	7
Rate Covenant.....	7
Additional Bonds	7
No Debt Service Reserve	8
THE SERIES 2023A PROJECT.....	8
PLAN OF REFUNDING	8
SOURCES AND USES OF FUNDS	9
DEBT SERVICE REQUIREMENTS	10
THE UNIVERSITY	11
University Governance And Administration	11
Certain University Facilities	13
Student Body.....	15
Employees.....	16
Employee Retirement Benefits	17
Insurance	19
FINANCIAL INFORMATION REGARDING THE UNIVERSITY	19
State Appropriations	19
Grants And Contracts.....	20
Budget Process.....	21
Investment Policy.....	21
No Interest Rate Swaps.....	21
Boise State University Foundation, Inc.	21
Future Capital Projects.....	22
Leases.....	22
Cybersecurity and Technological Reliability.....	23

Outstanding Debt23
Financial Statements23
COVID-19 Pandemic.....24
TAX MATTERS24
MUNICIPAL ADVISOR26
ESCROW VERIFICATION27
UNDERWRITING27
RATINGS27
LITIGATION27
APPROVAL OF LEGAL MATTERS.....28
CONTINUING DISCLOSURE28

APPENDIX A– Audited Financial Statements of the University for the Fiscal Years Ended June 30, 2022 and 2021

APPENDIX B – Estimated Schedule of Student Fees

APPENDIX C – Glossary of Terms Used in the Resolution and Official Statement

APPENDIX D – Summary of Certain Provisions of the Resolution

APPENDIX E – Proposed Form of Continuing Disclosure Undertaking

APPENDIX F – Proposed Form of Opinion of Bond Counsel

APPENDIX G – Book Entry Only System

GENERAL INFORMATION

No dealer, broker, salesperson or other person has been authorized by the Board (as hereafter defined), the University or Barclays Capital Inc. (the “*Underwriter*”) to give any information or to make any representations with respect to the 2023A Bonds, other than as contained in this Official Statement, and if given or made, such other information or representations must not be relied upon as having been authorized by the Board, the University or the Underwriter. This Official Statement does not constitute an offer to sell or the solicitation of an offer to buy the 2023A Bonds, nor shall there be any sale of the 2023A Bonds by any person, in any jurisdiction in which it is unlawful for such person to make such offer, solicitation or sale.

The information set forth herein has been furnished by the University, the Board, DTC and certain other sources that the University believes to be reliable, but is not guaranteed as to accuracy or completeness by, and is not to be construed as a representation by, the Underwriter. The information and expressions of opinion contained herein are subject to change without notice, and neither the delivery of this Official Statement nor any sale made hereunder shall, under any circumstances, create any implication that there has been no change in the affairs of the University or any other person or entity discussed herein since the date hereof.

In connection with this offering, the Underwriter may over-allot or effect transactions that stabilize or maintain the market price of the 2023A Bonds at levels above that which might otherwise prevail in the open market. Such stabilization, if commenced, may be discontinued at any time.

The Underwriter has provided the following sentence for inclusion in this Official Statement: The Underwriter has reviewed the information in this Official Statement in accordance with, and as part of, its responsibilities to investors under the federal securities laws, as applied to the facts and circumstances of this transaction, but the Underwriter does not guarantee the accuracy or completeness of such information.

THE SECURITIES OFFERED HEREBY HAVE NOT BEEN APPROVED OR DISAPPROVED BY THE SECURITIES AND EXCHANGE COMMISSION OR ANY STATE SECURITIES COMMISSION, NOR HAS THE SECURITIES AND EXCHANGE COMMISSION OR ANY STATE SECURITIES COMMISSION PASSED UPON THE ACCURACY OR ADEQUACY OF THIS OFFICIAL STATEMENT. ANY REPRESENTATION TO THE CONTRARY MAY BE A CRIMINAL OFFENSE.

This Official Statement contains “forward-looking statements” that are based upon the University’s current expectations and its projections about future events. When used in this Official Statement, the words “project,” “estimate,” “intend,” “expect,” “scheduled,” “pro forma” and similar words identify forward-looking statements. Forward-looking statements are subject to known and unknown risks, uncertainties and factors that are outside of the control of the University. Actual results could differ materially from those contemplated by the forward-looking statements. Readers are cautioned not to place undue reliance on these forward-looking statements, which speak only as of the date hereof. The University has no plans to issue any updates or revise these forward-looking statements based on future events.

The Preliminary Official Statement has been “deemed final” by the University, pursuant to Rule 15c2-12 promulgated by the Securities and Exchange Commission under the Securities Exchange Act of 1934, as amended, except for information which is permitted to be excluded from this Preliminary Official Statement under said Rule 15c2-12.

PRELIMINARY OFFICIAL STATEMENT

BOISE STATE UNIVERSITY

\$XX,XXX,XXX*
**GENERAL REVENUE PROJECT AND REFUNDING
 BONDS, SERIES 2023A**

INTRODUCTION

GENERAL

This Official Statement, including the cover page, the inside cover page and the information contained in the Appendices hereto, is furnished in connection with the offering of the \$XX,XXX,XXX* Boise State University General Revenue Project and Refunding Bonds, Series 2023A (the “2023A Bonds”).

The descriptions and summaries of various documents hereinafter set forth do not purport to be comprehensive or definitive, and reference should be made to each document for the complete details of all terms and conditions. All statements herein are qualified in their entirety by reference to each document. The Appendices are integral parts of this Official Statement and should be read in their entirety.

Capitalized terms used but not defined herein shall have the meanings assigned to such terms in “APPENDIX C– GLOSSARY OF TERMS USED IN THE RESOLUTION AND OFFICIAL STATEMENT.”

BOISE STATE UNIVERSITY

Boise State University (the “*University*”) is a publicly supported, multi-disciplinary institution of higher education located in Boise, Idaho. The University has the largest student enrollment of any university in the State of Idaho (the “*State*”), with an official Fall 2022 enrollment of 26,162 students (based on headcount, with full-time-equivalent enrollment of 17,736) as of the October 15, 2022 census date. The State Board of Education serves as the Board of Trustees (the “*Board*”), the governing body of the University. In January 2019, the Carnegie Classification of Institutions of Higher Education classified the University as a Doctoral Research University with “high research activity.”

AUTHORIZATION FOR AND PURPOSE OF THE 2023A BONDS

The 2023A Bonds are being issued pursuant to and in compliance with Title 33, Chapter 38, Idaho Code, as amended, and Title 57, Chapter 5, Idaho Code, as amended, and a resolution adopted by the Board on September 17, 1992, as previously supplemented and amended (the “*Master Resolution*”), and as further supplemented by a resolution adopted by the Board on June [14/15], 2023 authorizing the issuance of the 2023A Bonds (the “*2023 Supplemental Resolution*” and together with the Master Resolution, collectively the “*Resolution*”).

Pursuant to the Master Resolution, the Board has previously authorized the issuance of various series of General Revenue Bonds (the “*Outstanding Bonds*”), which as of April 1, 2023, were outstanding in the principal amount of \$198,430,000. The 2023A Bonds, the Outstanding Bonds, and any Additional Bonds hereafter issued under the Resolution are referred to herein as the “Bonds.” See “DEBT SERVICE REQUIREMENTS” and “FINANCIAL INFORMATION REGARDING THE UNIVERSITY–Outstanding Debt.”

The proceeds of the 2023A Bonds will be used (i) finance all or a portion of a new residence hall (the “Series 2023A Project”), (ii) refund certain outstanding maturities of the University General Revenue Project and

Refunding Bonds, Series 2020B (Taxable), which were issued on April 2, 2020 in the aggregate principal amount of \$44,550,000 (the “2020B Bonds”), and (iii) pay costs of issuing the 2023A Bonds. See “SOURCES AND USES OF FUNDS” herein.

SECURITY FOR THE 2023A BONDS

The 2023A Bonds are secured by Pledged Revenues on parity with the other Bonds. Pledged Revenues include (i) Student Fees; (ii) Sales and Service Revenues; (iii) revenues received by the University as reimbursement for facility and administrative costs in conjunction with grants and contracts for research activities conducted by the University (the “*F&A Recovery Revenues*”); (iv) various revenues generated from miscellaneous sources, including non-auxiliary advertising, vending in non-auxiliary buildings, postage and printing (the “*Other Operating Revenues*”); (v) unrestricted income generated on investments of moneys in all funds and accounts of the University (the “*Investment Income*”), and (vi) other revenues the Board shall designate as Pledged Revenues, but excluding State appropriations and Restricted Fund Revenues. “Revenues Available for Debt Service” means (a) revenues described in clauses (i), (iii), (iv), (v), and (vi) above and (b) revenues described in clause (ii) above less Operation and Maintenance Expenses of the Auxiliary Enterprises.

Under the Resolution, the University has covenanted to establish and maintain Pledged Revenues sufficient, together with other Pledged Revenues available or to be available in the Debt Service Account to pay Debt Service for the Fiscal Year, to produce Revenues Available for Debt Service in each Fiscal Year equal to not less than 110% of Debt Service on the Bonds Outstanding for each such Fiscal Year. See “SECURITY FOR THE 2023A BONDS—Rate Covenant.”

ADDITIONAL BONDS

The University has reserved the right in the Resolution to issue Additional Bonds payable from and secured by the Pledged Revenues on parity with the 2023A Bonds, and its other parity Outstanding Bonds, subject to the satisfaction of certain conditions contained in the Resolution. See “SECURITY FOR THE 2023A BONDS—Additional Bonds.”

TAX MATTERS

In the opinion of Bond Counsel, assuming continuous compliance with certain covenants described herein, interest on the 2023A Bonds is excluded from gross income under federal income tax laws pursuant to Section 103 of the Internal Revenue Code of 1986, as amended to the date of delivery of the 2023A Bonds (the “*Tax Code*”), and interest on the 2023A Bonds is excluded from alternative minimum taxable income as defined in Section 55(b) of the Tax Code; however, to the extent such interest is included in calculating the “adjusted financial statement income” of “applicable corporations” (as defined in Sections 56A and 55(k), respectively, of the Tax Code), such interest is subject to the alternative minimum tax applicable to those corporations under Section 55(b) of the Tax Code for tax years beginning after December 31, 2022. See “TAX MATTERS.”

THE 2023A BONDS

DESCRIPTION OF THE 2023A BONDS

The 2023A Bonds will be dated their date of original issuance and delivery and will mature on April 1 of the years and in the amounts as set forth on the inside cover page of this Official Statement.

The 2023A Bonds shall bear interest from their date at the rates set forth on the inside cover page of this Official Statement. Interest on the 2023A Bonds is payable on April 1 and October 1 of each year, beginning April 1, 2024. Interest on the 2023A Bonds shall be computed on the basis of a 360-day year of twelve 30-day

months. The Bank of New York Mellon Trust Company, N.A., is the trustee and paying agent for the 2023A Bonds (the “Trustee”).

The 2023A Bonds will be issued as fully-registered bonds, initially in book-entry form only, in denominations of \$5,000 or any integral multiple thereof.

BOOK-ENTRY SYSTEM

The Depository Trust Company, New York, New York (“DTC”), will act as initial securities depository for the 2023A Bonds. The ownership of one fully registered 2023A Bond for each maturity as set forth on the inside cover page of this Official Statement, each in the aggregate principal amount of such maturity, will be registered in the name of Cede & Co., as nominee for DTC. For so long as the 2023A Bonds remain in a “book-entry only” transfer system, the Trustee will make payments of principal and interest only to DTC, which in turn is obligated to remit such payments to its participants for subsequent disbursement to Beneficial Owners of the 2023A Bonds.

Payment of interest on the 2023A Bonds will be made by wire transfer to the Registered Owner (initially, Cede & Co., as nominee of DTC) as of the close of business on the 15th day of the calendar month next preceding the interest payment date (the “Record Date”), except that, if and to the extent that there is a default in the payment of the interest due on any interest payment date, such defaulted interest will be paid to the Registered Owner in whose name any such 2023A Bond is registered at the close of business on the fifth Business Day next preceding the date of payment of such defaulted interest.

See Appendix G for additional information. As indicated therein, certain information in Appendix G has been provided by DTC. The University makes no representation as to the accuracy or completeness of the information in Appendix G provided by DTC. Purchasers of the 2023A Bonds should confirm this information with DTC or its participants.

REDEMPTION AND OPEN MARKET PURCHASE

Optional Redemption. The 2023A Bonds maturing on or after April 1, _____ are subject to redemption at the election of the University at any time on or after _____, in whole or in part, from such maturities as may be selected by the University. Such optional redemption of the 2023A Bonds shall be at a price of 100% of the principal amount of the 2023A Bonds to be so redeemed, plus accrued interest to the date fixed for redemption.

[Mandatory Sinking Fund Redemption. The 2023A Bonds maturing on April 1, _____ are subject to mandatory sinking fund redemption prior to their stated maturity, at a price of 100% of the principal amount of the 2023A Bonds to be so redeemed, plus accrued interest to the date fixed for redemption, on April 1 of the years, and in the amounts, shown below:

APRIL 1 OF THE YEAR	MANDATORY REDEMPTION AMOUNT
------------------------	--------------------------------

\$

*

* Stated Maturity.]

Notice of Redemption. The Resolution requires the Trustee to give notice of any redemption of the 2023A Bonds not less than 35 days nor more than 60 days prior to the redemption date, by first class mail, postage prepaid, addressed to the registered owners of such 2023A Bonds to be redeemed at the addresses appearing on the registry books kept by the Trustee. With respect to any notice of optional redemption of 2023A Bonds, unless upon the giving of such notice such 2023A Bonds shall be deemed to have been paid within the meaning of the Resolution, such notice may state that the redemption is conditioned upon the receipt by the Trustee on or prior to the date fixed for such redemption of money sufficient to pay the redemption price of and interest on the 2023A Bonds to be redeemed, and that if such money shall not have been so received, the notice shall be of no force and effect and the University shall not be required to redeem such 2023A Bonds. In the event that such notice of redemption contains such a condition and such money is not so received, the redemption will not be made and the Trustee will promptly thereafter give notice, in the manner in which the notice of redemption was given, that such money was not so received and that such redemption was not made.

Selection for Redemption. If less than all of the 2023A Bonds are to be redeemed, the particular maturities of such 2023A Bonds or portions thereof to be redeemed shall be selected randomly in accordance with DTC procedures. If the 2023A Bonds are no longer held by DTC, they shall be selected randomly in accordance with the Trustee’s procedures.

Effect of Redemption. When called for redemption as described above, the 2023A Bonds will cease to accrue interest on the specified redemption date, provided funds for redemption are on deposit at the place of payment at that time, and such 2023A Bonds will not be deemed to be Outstanding as of such redemption date.

Open Market Purchase. The University has reserved the right to purchase the 2023A Bonds on the open market at a price equal to or less than par. In the event the University purchased the 2023A Bonds at a price (exclusive of accrued interest) of less than the principal amount thereof, the 2023A Bonds so purchased are to be credited at the par amount thereof against the Debt Service requirement next becoming due. In the event the University purchases term 2023A Bonds at a price (exclusive of accrued interest) of less than the principal amount thereof, the term 2023A Bonds so purchases are to be credited against the Mandatory Redemption Amounts next becoming due. All 2023A Bonds so purchased are to be cancelled.

SECURITY FOR THE 2023A BONDS

GENERAL

The 2023A Bonds are secured by Pledged Revenues on parity with all Bonds previously issued and all Additional Bonds that may be issued under the Resolution. Pledged Revenues include:

- (i) Student Fees;
- (ii) Sales and Services Revenues;
- (iii) F&A Recovery Revenues;
- (iv) Other Operating Revenues;
- (v) Investment Income; and
- (vi) Such other revenues as the Board shall designate as Pledged Revenues.

For a description of the sources and components of the Pledged Revenues, see “PLEGGED REVENUES” below. For the amounts of Pledged Revenues in recent years, see “HISTORICAL REVENUES AVAILABLE FOR DEBT SERVICE” below.

Pledged Revenues do not include State appropriations, which by law cannot be pledged. Pledged Revenues also exclude Restricted Fund Revenues, including restricted gift and grant revenues. See “FINANCIAL INFORMATION REGARDING THE UNIVERSITY” AND “APPENDIX A—AUDITED FINANCIAL STATEMENTS OF THE UNIVERSITY FOR THE FISCAL YEARS ENDED JUNE 30, 2022 AND 2021.”

PLEDGED REVENUES

Student Fees. The University assesses and collects a variety of fees from students enrolled at the University. Board approval for most of these student fees is required, but the Board has delegated approval of certain student fees to the University President. The Board may assess fees at any time during the year, and has authority to establish the fees unilaterally, without review or approval by the students, the State, or any other governmental or regulatory body. In practice, however, the Board sets Board-approved student fees annually. Prior to the Board meeting at which fees are set, public hearings concerning the fees are held and student participation is actively solicited. Board-approved “Student Fees” include (i) Tuition Fees, (ii) Facilities Fees, (iii) Technology Fees, (iv) Activities Fees, (v) Graduate/Professional Fees, (vi) Western Undergraduate Exchange Fees, and (vii) Non-Resident Tuition Fees, and other charges and fees as more fully described in the attached Schedule of Student Fees for Fiscal Year 2022. See “APPENDIX B— ESTIMATED SCHEDULE OF STUDENT FEES.”

The revenues derived from Student Fees for Fiscal Year 2021 and Fiscal Year 2022 were approximately \$200,760,211 and \$211,455,181, respectively.

In April 2021, after not raising tuition for the prior two academic years, the Board voted to hold fees steady for resident undergraduate students in the 2021-2022 academic year and adopted only a modest increase in non-resident undergraduate fees. For the 2022-2023 academic year, the University increased fees, but once again held tuition flat. In May the Board approved a fee increase of ___% for 2023-2024 academic year. For Fiscal Year 2024, the annual tuition and student fees assessed against full-time undergraduate students increased to \$_____ (Idaho residents) and \$_____ (non-Idaho residents).

Undergraduate Idaho resident and non-Idaho resident tuition and fee rates generated income of \$150,482,661 and \$154,254,232 for Fiscal Year 2021 and Fiscal Year 2022, respectively.

Sales and Services Revenues. Sales and Services Revenues include revenues generated through operations of auxiliary enterprises. The majority of these revenues are generated through housing and student union operations; bookstore sales; ticket and event sales from the ExtraMile Arena, Albertsons Stadium, and Morrison Center; parking charges; and recreation center activity charges. Sales and Services Revenues also include revenues generated incidentally to the conduct of instruction, research and public service activities, including unrestricted revenues generated by the University’s public radio station, testing services provided by University labs, and sales of scientific and literary publications, and revenues from miscellaneous operations. See “THE UNIVERSITY—Certain University Facilities” for a description of the University’s major facilities from which Sales and Services Revenues are derived.

Sales and Services Revenues for Fiscal Year 2021 and Fiscal Year 2022 were \$42,746,744 and \$77,669,214, respectively. See “APPENDIX A— AUDITED FINANCIAL STATEMENTS OF THE UNIVERSITY FOR THE FISCAL YEARS ENDED JUNE 30, 2022 AND 2021.”

Facilities and Administrative Recovery Revenues. A portion of funds received each year for University activity sponsored by the private sector, the State or the federal government (“*Sponsored Activity*”) is provided to pay the direct costs of the Sponsored Activity, such as salaries for scientists and material and labor used to perform research projects. F&A Recovery Revenues make up the balance granted and are used to pay facilities administrative costs, which encompass spending by the University on items such as facilities maintenance and renewal, heating and cooling, libraries, the salaries of departmental and central office staff, and other general

administration costs associated with Sponsored Activity. Unlike the revenues for direct costs of Sponsored Activity, F&A Recovery Revenues are not restricted and are included in Pledged Revenues. F&A Recovery Revenues for Fiscal Year 2021 and Fiscal Year 2022 were \$9,934,538 and \$10,632,268, respectively.

The University has focused on expanding Sponsored Activity. Federally funded grants and contracts expenditures for Fiscal Year 2021 and Fiscal Year 2022 were \$46,090,662 and \$54,643,758, respectively, which is an increase of \$8,553,096. Non-federally funded grants and contracts for Fiscal Year 2021 and Fiscal Year 2022 were \$11,559,851 and \$9,099,629, respectively.

Other Operating Revenues. The University receives other miscellaneous revenues in the course of its operations. Examples of Other Operating Revenues include revenues generated through certain non-auxiliary advertising, vending machines in non-auxiliary facilities, and postage and printing services. Other Operating Revenues for Fiscal Year 2021 and Fiscal Year 2022 were \$1,425,149 and \$1,269,087, respectively. See “APPENDIX A— AUDITED FINANCIAL STATEMENTS OF THE UNIVERSITY FOR THE FISCAL YEARS ENDED JUNE 30, 2022 AND 2021” and “FINANCIAL INFORMATION REGARDING THE UNIVERSITY.”

Investment Income. Investment Income included in Pledged Revenues includes all unrestricted investment income. Investment Income included in Pledged Revenues for Fiscal Year 2021 and Fiscal Year 2022 was \$1,385,811 and \$953,328, respectively. See “APPENDIX A—AUDITED FINANCIAL STATEMENTS OF THE UNIVERSITY FOR THE FISCAL YEARS ENDED JUNE 30, 2022 AND 2021.”

HISTORICAL REVENUES AVAILABLE FOR DEBT SERVICE

The following table shows the Pledged Revenues and the Revenues Available for Debt Service for Fiscal Years 2018 through 2022. As described under “DEBT SERVICE REQUIREMENTS,” the University estimates that the maximum annual debt service on the Bonds upon the issuance of the 2023A Bonds will be approximately \$ _____ million.*

[Remainder of page intentionally left blank.]

* Preliminary, subject to change.

	2018	2019	2020	2021	2022
Student Fees	\$168,637,987	\$182,232,202	\$198,262,256	\$200,760,211	\$211,455,181
Sales and Services Revenues ¹	69,453,510	72,301,981	64,646,510	42,746,744	77,669,214
F&A Recovery Revenues	6,064,234	7,145,014	8,107,750	9,934,538	10,632,268
Other Operating Revenues ¹	1,705,899	1,099,335	1,395,970	1,425,149	1,269,087

Investment Income	2,586,004	4,152,453	3,541,068	1,385,811	953,328
TOTAL	\$248,447,634	\$266,930,985	\$275,953,554	\$256,252,453	\$301,979,078
Less Operation and Maintenance Expenses of Auxiliary Enterprises	(77,481,060)	(75,270,328)	(74,189,656)	(62,938,076)	(79,778,517)
Revenues Available for Debt Service (Pledged Revenues less Operation and Maintenance Expenses of Auxiliary Enterprises)	<u>\$170,966,574</u>	<u>\$191,660,657</u>	<u>\$201,763,898</u>	<u>\$193,314,377</u>	<u>\$222,200,562</u>

¹ The decline in Fiscal Year 2020 and Fiscal Year 2021 was due to the impacts of COVID-19. See “FINANCIAL INFORMATION REGARDING THE UNIVERSITY—COVID-19 Pandemic.”

FLOW OF FUNDS

The Resolution creates the Revenue Fund, which is held by the University. All Pledged Revenues are required to be deposited in the Revenue Fund. At least five days before each payment date, money in the Revenue Fund is required to be transferred to the Debt Service Account held by the Trustee, for payment of interest, principal, and redemption premium, if any, coming due on the Bonds.

Amounts remaining in the Revenue Fund may be applied, free and clear of the lien of the Resolution, for any lawful purpose of the University, as provided in the Resolution. The University has historically used and intends to continue to use any excess moneys in the Revenue Fund primarily to pay for operation and maintenance expenses and capital improvements

RATE COVENANT

Under the Resolution, the University has covenanted to establish and maintain Pledged Revenues sufficient, together with other Pledged Revenues available or to be available in the Debt Service Account to pay Debt Service for the Fiscal Year, to produce Revenues Available for Debt Service in each Fiscal Year equal to not less than 110% of Debt Service on the Bonds Outstanding for each such Fiscal Year.

ADDITIONAL BONDS

Additional Bonds, Generally. The amount of Additional Bonds that may be issued under the Resolution is not limited by law or by the Resolution, provided the requirements described below are satisfied. In order to issue Additional Bonds for the purpose of financing Projects, the University must receive Board approval and must also satisfy certain conditions, including the filing with the Trustee of:

(i) A Written Certificate of the University to the effect that, upon the delivery of the Additional Bonds, the University will not be in default in the performance of any of the covenants, conditions, agreements, terms, or provisions of the Resolution or any supplemental resolution with respect to any Bonds; and

(ii) A Written Certificate of the University to the effect that Estimated Revenues Available for Debt Service equal at least 110% of the Maximum Annual Debt Service on all Bonds to be outstanding upon the issuance of the Additional Bonds for (a) each of the Fiscal Years of the University during which any Bonds will be outstanding following the estimated completion date of the Project being financed by the Additional Bonds, if interest during construction of the Project being financed by the Additional Bonds

is capitalized, or (b) the University’s current Fiscal Year and any succeeding Fiscal Year during which any Bonds will be outstanding, if interest during construction of the Project being financed by the Additional Bonds is not capitalized (a “*Coverage Certificate*”). See “APPENDIX D– SUMMARY OF CERTAIN PROVISIONS OF THE RESOLUTION–Additional Bonds.”

Refunding Bonds. The University may issue Additional Bonds to refund Bonds issued under the Resolution by providing certificates similar to those described above in (i) and (ii). Alternatively, Additional Bonds may be issued to refund Bonds issued under the Resolution without compliance with the requirements described above if the Additional Bonds do not increase debt service by more than \$25,000 per year.

The University may issue Additional Bonds for the purpose of refunding any of its obligations that were not issued under the Resolution if it files with the Trustee (i) a copy of the Supplemental Resolution authorizing the issuance of the Additional Bonds and providing that any revenues securing such refunded obligations shall become part of the Pledged Revenues securing the Bonds issued under the Resolution, (ii) the Coverage Certificate described above, and (iii) a Written Certificate of the University to the effect that, upon the delivery of the Additional Bonds, the University will not be in default in the performance of any of the covenants, conditions, agreements, terms, or provisions of the Resolution.

NO DEBT SERVICE RESERVE

There is no debt service reserve requirement with respect to the 2023A Bonds or the Outstanding Bonds.

THE SERIES 2023A PROJECT

The Series 2023A Project is designed as a 450 bed, first year student residence hall that consists of mixed single and double occupancy rooms and support spaces. Support spaces include resident advisors, the resident director, other resident staff, office functions as well as common spaces such as student lounges and study areas. The six-story, 146,000 square foot facility will be built on University owned land immediately adjacent to existing University housing and support facilities.

PLAN OF REFUNDING

The University is pursuing the refunding of the Refunded Bonds solely for debt service savings. A portion of the proceeds of the 2023A Bonds will be used to advance refund all or a portion of the 2020B Bonds maturing on the dates shown below (the “Refunded Bonds”).

A portion of the proceeds of the 2023A Bonds will be irrevocably deposited in the escrow account (the “Escrow Account”) to be held by The Bank of New York Mellon Trust Company, N.A., as escrow agent (the “Escrow Agent”) as created under and directed by the Escrow Agreement dated the date of delivery of the 2023A Bonds between the University and the Escrow Agent (the “Escrow Agreement”), to refund the Refunded Bonds. Such amounts will be used to provide cash and purchase direct obligations of the United States that are sufficient to pay the interest on the Refunded Bonds as the same falls due and the redemption price of, and accrued interest on, the Refunded Bonds on their respective redemption date. See “SOURCES AND USES OF FUNDS.”

The Refunded Bonds, which mature in the following amounts and on the following dates and bear interest at the following rates, will be called for redemption, in the event such call would result in net present value savings in accordance with the Resolution, on April 1, 2030, at a redemption price of 100% of the principal amount thereof, plus accrued interest thereon:

DUE	PRINCIPAL AMOUNT	INTEREST RATE
-----	---------------------	---------------

4/1/2031	2,060,000	5.000
4/1/2032	2,040,000	5.000
4/1/2033	1,910,000	5.000
4/1/2034	1,320,000	5.000
4/1/2035	1,390,000	5.000

SOURCES AND USES OF FUNDS

The sources and uses of funds with respect to the 2023A Bonds are estimated to be as follows:

SOURCES:	
Principal Amount of 2023A Bonds	\$ _____
Original Issue /Discount Premium of 2023A Bonds	_____
TOTAL	\$ <u> </u>
.....	
USES:	
Project Fund	\$ _____
Escrow Account	_____
Costs of Issuance*	_____
TOTAL	\$ <u> </u>
.....	

* Includes legal, rating agency, trustee, paying agent, and municipal advisor fees and underwriter's discount.

[Remainder of page intentionally left blank.]

DEBT SERVICE REQUIREMENTS

The following table shows the debt service requirements for the Outstanding Bonds and the 2023A Bonds.

FISCAL YEAR ENDING 6/30	<u>OUTSTANDING BONDS</u>	<u>2023A BONDS</u>		<u>TOTAL</u>
		<u>PRINCIPAL</u> *	<u>INTEREST</u>	
2024				
2025				
2026				
2027				
2028				
2029				
2030				
2031				
2032				
2033				
2034				
2035				
2036				
2037				
2038				
2039				
2040				
2041				
2042				
2043				
2044				
2045				
2046				
2047				
2048				
2049				
TOTAL	\$ _____	\$ _____	\$ _____	\$ _____

* Preliminary, subject to change.

THE UNIVERSITY

The main campus is located in Boise, Idaho, with convenient access to the governmental institutions and commercial and cultural amenities located in the capital city. The Boise City-Nampa metropolitan area has an estimated population of 795,000. As of June 30, 2022, the University employed approximately 5,099 faculty and staff (including 1,426 student employees).

The University administers baccalaureate, masters, and doctoral programs through eight academic colleges and one school - Arts and Sciences, Business and Economics, Education, Engineering, Graduate Studies, Health Sciences, Honors College, Innovation and Design and the School of Public Service. More than 5,311 students graduated from the University in academic year 2021-2022, including 58 doctoral candidates.

The University is classified as a doctoral research institution with high research activity by the Carnegie Classification of Institutions of Higher Education. The University is home to 29 research centers and institutes, including the Center for Health Policy, the Biomedical Research Center, the Raptor Research Center, and the Institute for Advancing American Values.

Student athletes compete in NCAA intercollegiate athletics at the Division I-A level on six men's and nine women's teams in 10 sports. The University also hosts Boise State Public Radio Network, which provides separate news and music stations across a statewide network of 20 transmission sites. It is the lead station for the Mountain West News Bureau, a multi-state collaboration of public radio news outlets. Its national partners include NPR, PRX, and APM, as well as the BBC.

Full accreditation has been awarded by the Northwest Commission on Colleges and Universities through 2026, and a number of the University's academic programs have also obtained specialized accreditation.

UNIVERSITY GOVERNANCE AND ADMINISTRATION

The responsibility for overall management and determination of University policy and standards is vested with the Board, which also serves as the Idaho State Board of Education, the Regents of the University of Idaho in Moscow, the Board of Trustees for Idaho State University in Pocatello, the Board of Trustees for Lewis Clark State College in Lewiston, and the State Board for Professional Technical Education and Vocational Rehabilitation. The Board also oversees aspects of the College of Western Idaho in Boise and North Idaho College in Coeur d'Alene, in concert with the respective boards of these two institutions. The Governor appoints seven of the members to the Board for five-year terms. The membership, terms and occupations of the current board members are listed below. The elected State Superintendent of Public Instruction serves *ex officio* as the eighth member of the Board for a four-year term.

**BOARD OF TRUSTEES OF BOISE STATE UNIVERSITY
AND STATE BOARD OF EDUCATION**

NAME	RESIDENCE	OCCUPATION	TERM EXPIRES JUNE 30
Linda Clark (President)	Meridian	Retired Superintendent	2026
William G. Gilbert, Jr (Vice President)	Boise	Co-Founder of Caprock	2026
David Hill	Boise	Retired Deputy Director at ID National Laboratory	2026
Shawn Keough	Sandpoint	Executive Director- Associated Logging Contractors	2024
Kurt Liebich	Boise	Chairman/CEO RedBuilt LLC/New Wood Resources LLC	2024
Cally J. Roach	Fairfield	Retired V.P. of Corporate Relations – Clear Springs Foods	2023
Cindy Siddoway	Terreton	Owner of Sheep Ranch and Elk/Bison Hunting Preserve	2025
Debbie Critchfield * (Secretary)	Oakley	Superintendent of Public Instruction	Elected

* Ms. Critchfield was elected State Superintendent of Public Instruction in 2022 for a four-year term ending January 3, 2027.

The State Board of Education has an approximately 27-member, full time professional staff headed by Matt Freeman, Executive Director. His appointment became effective in 2015.

University Officers. The President of the University and her staff are responsible for the operation of the University and the fulfillment of its academic mission. The President is selected by and serves at the pleasure of the Board. Members of the President’s management team are appointed by the President and serve at her pleasure. The President and her principal staff are listed below, with brief biographical information concerning each.

Marlene Tromp, Ph.D. – President. The Idaho State Board of Education appointed Dr. Tromp as the seventh President of the University beginning July 1, 2019. Previously, Dr. Tromp was the Campus Provost and Executive Vice Chancellor at the University of California at Santa Cruz. Prior to joining the University of California system, she was Dean of Arizona State University’s College of Interdisciplinary Arts and Sciences. She holds a doctorate in English from the University of Florida, a master’s degree in English from the University of Wyoming and a bachelor’s degree in English from Creighton University. Dr. Tromp is a first generation college graduate from Wyoming committed to supporting students, staff and faculty, in their endeavor to serve and advance the state of Idaho and helping the University foster research excellence to increase discovery for its students and the world.

John Buckwalter, Ph.D. – Provost and Vice President for Academic Affairs. Dr. Buckwalter was appointed as the Provost and Vice President for Academic Affairs in May 2021. Prior to joining the University, he served as Dean of the College of Health and Human Sciences at Kansas State University, as well as a professor in the Department of Kinesiology. Prior to joining Kansas State University in 2013, Dr. Buckwalter spent six years as Chair of the Department of Kinesiology and then as the Associate Dean for Research and Graduate Studies in the College of Education and Health Professions. Dr. Buckwalter holds a doctorate and a master’s degree in kinesiology, both from the University of Arkansas at Fayetteville. He also holds bachelor’s degrees in Spanish and Health and Physical Education from Centenary College in Shreveport, Louisiana. Dr. Buckwalter is a fellow in the American Physiological Society and the American College of Sports Medicine.

Alicia Estey, JD, MPH – Chief Financial and Operations Officer and Vice President for Finance and Operations and Bursar. Ms. Estey was named Chief Financial and Operations Officer and Vice President for Finance and Operations and Bursar on March 3, 2023. Ms. Estey served as Vice President for University Affairs and Chief of Staff from October 2019 through March 2, 2023. She joined the University in 2006 as the Special Assistant to the Vice President for Finance and Administration and has held several positions since, including Director of Regulatory Compliance, Director of Tax Compliance, and Executive Director of Institutional

Compliance and Ethics. Prior to her arrival at the University, Ms. Estey worked in tax at the J.R. Simplot Company. She holds a BBA in Accountancy from the University, a Master's in Public Health from the University of Massachusetts, Amherst, and a Juris Doctor from the University of Idaho.

Matthew Ewing –Vice President for University Advancement. Mr. Ewing was named Vice President for University Advancement effective January 2020. Prior to joining the University, Mr. Ewing served as the Vice President for Development and Chief Executive Officer of the Foundation at Cal Poly, San Luis Obispo. Mr. Ewing previously served as a former Associate Vice President for Development for the University, where he led fundraising efforts for the University's top philanthropic priorities, including a three-year scholarship campaign that raised more than \$52.2 million. Mr. Ewing also spent eight years in a variety of leadership and fundraising positions for the Indiana University Foundation. He earned his master's degree in kinesiology and his bachelor's degree in economics and political science, both from Indiana University. Mr. Ewing also graduated from the University of Notre Dame Mendoza College of Business' executive management program and was recognized in EverTrue's inaugural class of 40 Fundraisers Under 40.

Nancy Glenn, Ph.D. – Vice President for Research and Economic Development. Dr. Glenn has served the University since 2013 and was appointed Interim Vice President for Research and Economic Development in 2021, which interim appointment became permanent in May 2022. Various leadership roles, including director, department chair, Federal Relations Liaison, and a joint appointment with the Department of Energy have provided Dr. Glenn with a strong understanding of how universities and agencies operate across multiple divisions. Dr. Glenn earned her bachelor's degree in geological engineering from University of Nevada, Reno, her master's degree in Civil Engineering from UC Berkeley, and her doctorate in Geo-Engineering from University of Nevada, Reno.

Jeremiah B. Shinn – Vice President for Student Affairs and Enrollment Management. Dr. Shinn was named as Vice President for Student Affairs and Enrollment Management in December 2022. Immediately prior to his current role, Dr. Shinn served as Vice President for Student Affairs at Louisiana State University. Starting in 2010, Dr. Shinn served in various leadership positions at the University, and has also held positions at Indiana University, and Eastern Michigan University. As a full-time administrator, Jeremiah is also an active teacher and researcher. He has taught more than 25 course sections at the undergraduate, master's, and doctoral levels and recently taught in LSU's higher education and student affairs (HESA) graduate program. He researches organizational design, organizational culture, and the micropolitics of higher education organizations. His current research examines the effectiveness of graduate preparation programs for aspiring higher education & student affairs professionals. Dr. Shinn earned his Bachelor of Science from Arkansas Tech University, a master's degree in education from the University of Michigan, and his Ph.D. from Eastern Michigan University.

Matt Wilde J.D., – General Counsel. Mr. Wilde was named General Counsel in October 2015. Prior to holding such position, Mr. Wilde served as Deputy General Counsel for the Office of General Counsel, managing the day to day operations of the Office of General Counsel and the legal affairs of the University. Prior to joining the University in January 2013, Mr. Wilde served as Assistant City Attorney and Division Manager for the Boise City Council and Mayor's Office, the Department of Aviation and Public Transportation, including the Boise Airport, and the City's Department of Public Works. Mr. Wilde received his undergraduate degree in business administration from Pacific Lutheran University and his Juris Doctor from the University of Idaho.

CERTAIN UNIVERSITY FACILITIES

General. The University's Boise campus includes approximately 5.90 million gross square feet of facilities, with approximately 190 buildings. The Boise campus is approximately 236 acres, including some parcels owned by university affiliate organizations such as the Boise State University Foundation, Inc. (the "Foundation").

Facilities Generating Sales and Service Revenues. The following is a description of the University's major facilities from which Sales and Services Revenues are derived, including housing facilities, the Student Union Building, spectator and recreation facilities, and parking facilities.

Public Private Partnership Housing Facilities. The University opened the Honors College and Sawtooth Hall in 2017, a 642 bed residential honors hall and additional first year housing. In addition to housing, the facility also includes offices, classrooms and food service. For Fiscal Years 2020, 2021 and 2022 the average fall semester occupancy rates were 97%, 100%, and 100%, respectively.

The facility is a partnership with EDR Boise, LLC, a subsidiary of Greystar, formerly Educational Realty Trust ("EdR"). The University and Greystar entered into a 50 year ground lease to finance, construct, and operate the facility. The project was financed with 100% equity from EdR and no current or future debt may be issued against the project or Greystar's leasehold interest. The food service component is owned and operated by the University, through its food service provider. Greystar owns the residential portion of the project, subject to the ground lease, pursuant to which Greystar pays ground rent to the University.

University Owned Housing Facilities. The housing facilities owned by the University currently consist of (i) seven residence hall complexes, and two suite-style buildings where each unit has a kitchen, (ii) one townhome development, (iii) four apartment complexes and (iv) two suite-style apartment buildings that house students from a fraternity and a sorority, respectively.

University Residence Halls and Townhomes. The University's owned residence halls, suites, and townhomes can accommodate approximately 2,009 students and offer a variety of amenities, including computer labs and in room high-speed internet connections; recreational and lounge space; laundry facilities; kitchen areas; and academic/study space. For Fiscal Years 2020, 2021 and 2022 the average fall semester occupancy rates for these complexes were 85%, 99% and 99%, respectively.

In conjunction with the opening of the Honors College and Sawtooth Hall in 2017, the University converted the John B. Barnes Towers (the "Towers"), a 300-bed residence hall complex to use for only overflow housing. However, due to increased demand in 2019, the University has made the Towers part of its active housing through Spring 2025, after which time use of the Towers will be reevaluated. The initial reclassification increased the bed count and consequently lowered overall occupancy rates, though the number of students in University complexes increased.

University Apartments. The University apartment complexes are available for students, including those with families, and provide over 200 apartments ranging in size from one bedroom to three bedrooms. For Fiscal Years 2020, 2021 and 2022 the average fall semester occupancy rates for the University's apartments were 75%, 93% and 97% respectively. The University has entered negotiations to sell the Park Apartments containing 47 units to the City of Boise City, Idaho and expects to close the transaction late Summer 2023. The University will lease the units back through Summer 2024 while securing housing unit replacements.

New Residence Hall. The 2023A Bonds are being issued in part to finance all or a portion of the costs of a new residence hall that will add 450 beds for first year students. See "THE SERIES 2023A PROJECT" above.

Student Union Building. Initially constructed in 1967 and expanded in 1988 and 2008, the Student Union Building provides extensive conference and meeting spaces, a 430-seat performance theater, a retail food court, a central production kitchen, a resident student and visitor dining facility, a University Bronco Shop, a convenience store, a games area, and offices for admissions, student government and student

activities. The facilities infrastructure includes high speed LAN and video data capabilities and public lounges with wireless network capabilities. The building totals approximately 252,000 square feet.

Spectator and Recreation Facilities. The University's spectator and recreation facilities include Albertsons Stadium, the ExtraMile Arena, the Recreation Center and the Morrison Center. The following is a brief description of these facilities.

Albertsons Stadium. Originally constructed in 1970, and expanded in 1997, 2008, 2009 and 2012 to its current total capacity of 37,000 seats, Albertsons Stadium is Idaho's largest spectator facility. It is used for all of the University's intercollegiate home football games. The facility includes the press box, stadium suites, banquet facilities, a commercial kitchen, an additional Bronco Shop, office space, and concessions facilities. The Gene Bleymaier Football Complex, which opened in 2013, is a stand-alone addition to the Albertsons Stadium facilities, consisting of football offices and training facilities. This facility added 70,000 square feet of space. In 2023 a new 120 foot by 50-foot video/scoreboard was installed in the south end of the stadium to replace the smaller existing scoreboard. Upgrades to the facility lighting are underway and expected to be completed in 2023

ExtraMile Arena. ExtraMile Arena was constructed in 1982 and serves as the University's indoor sports and entertainment complex. In its basketball configuration, the arena accommodates approximately 12,400 spectators. In addition to varsity sports contests, including the NCAA Basketball Tournament, it has been used for concerts, commencement ceremonies and other entertainment and community events, intramural activities and sports camps. The arena was remodeled during 2012, adding 36 upgraded restrooms.

The Recreation Center. The Student Recreation Center was completed in 2001. It is approximately 98,700 square feet, and includes more than 25,000 square feet of open recreational space for three regulation size basketball courts and a multipurpose gymnasium; a large aerobics/cardiovascular multipurpose workout space; five racquetball/handball/squash courts; a running track with banked turns; a climbing wall; a first aid and athletic training area; classroom and activity spaces; indoor/outdoor meeting space; and an aquatic center added to the facility after 2001.

The Morrison Center. The Velma V. Morrison Center, which opened in 1984, is an 183,885 square foot center for performing arts that includes a ten story stage-house and seating for 2,000. The Morrison Center brings a wide range of artistic performances to the Boise community and provides academic instruction space at the University. The Morrison Center has been regularly ranked in the Top Five University Theatres in the Pacific Northwest by Venues Magazine; in 2016 and 2017, it was ranked #2 in the nation.

Parking Facilities. The University operates and maintains 48 surface parking lots of varying sizes and two parking garage facilities with a total of approximately 2,658 spaces, for a total of approximately 7,832 parking spaces. The University has a comprehensive parking plan to ensure that the parking system is financially self-supporting.

STUDENT BODY

The University enrolls more students than any other public institution in Idaho. In addition to having students from every Idaho county, students from all 50 states and over 65 countries attend the University. The University enrolls large numbers of both traditional age students and working adults. The University's official Fall 2021 enrollment was 25,829 students (based on headcount, with full-time equivalent enrollment of 17,640) as of the October 15, 2021 census date, and the University's official Fall 2022 enrollment was 26,162 students (based on headcount, with full-time equivalent enrollment of 17,736) as of the October 15, 2022 census date. Fall

2022 enrollment reflects an increase from Fall 2021 of 333 students based on headcount, and 96 students based on full-time equivalent enrollment.

The University suspended the standardized test requirement when COVID-19 impacted access to most testing, and kept the suspension in place for the 2022-2023 academic year. Recruitment strategies also include enhanced merit-based and need-based scholarships and statewide campaigns to promote college matriculation. Specifically related to improving retention, the University is providing more flexibility in advising schedules and delivery methods, has assigned academic coaches to returning students, implemented enhanced tutoring programs for certain courses with high drop-out rates, and outlined other measures to identify students at risk.

**ENROLLMENT AND GRADUATION STATISTICS
(Fall Semester)**

	2018	2019	2020	2021	2022
ENROLLMENT					
Headcount	25,540	26,272	24,103	25,829	26,162
Full Time Equivalents	16,967	17,679	16,962	17,640	17,736
UNDERGRADUATE STUDENTS					
Full Time	12,787	13,104	12,973	13,270	13,433
Part Time	9,277	9,835	7,815	9,162	9,529
GRADUATE STUDENTS					
Full Time	1,108	1,185	1,248	1,285	1,166
Part Time	2,368	2,148	2,067	2,112	1,670
STUDENTS FROM IDAHO	73%	71%	66%	66%	66%
FIRST YEAR UNDERGRADUATES/TRANSFERS					
Applied	13,745	17,920	18,693	18,905	20,004
Admitted	11,122	13,986	14,530	15,752	16,721
Enrolled	4,197	4,323	4,210	4,615	4,538
ACT Mean Score	23	23	24	23	23
DEGREES CONFERRED					
	(2018-2019)	(2019-2020)	(2020-2021)	(2021-2022)	(2022-2023)⁽¹⁾
Associate	133	109	132	127	
Bachelor	3,472	3,526	3,754	3,946	
Master	861	954	1,075	1,062	
Doctorate	45	53	50	58	
Certificate*	581	621	704	818	

⁽¹⁾ Not yet conferred.

* Includes undergraduate graduate certificates and post-undergraduate certificates.

EMPLOYEES

As of June 30, 2022, University had approximately 5,099 employees. Faculty and staff include approximately 1,445 professional staff, 842 faculty and other academic appointments, and 495 classified employees. The University also employed approximately 1,426 students. The University is not a party to any collective bargaining agreement, although there are employee associations that bring salary issues and other concerns to the attention of the University. The University considers relations with its employees to be good.

EMPLOYEE RETIREMENT BENEFITS

All benefit eligible employees, which consist of employees who work 20 or more hours per week for five consecutive months, must enroll in one of two retirement plans—the State’s Public Employees’ Retirement System of Idaho (“*PERSI*”) or the Optional Retirement Program (“*ORP*”), which is a plan offered to faculty and non-classified staff effective 1990 and thereafter.

PERSI. The University’s classified employees, including its faculty hired prior to July 1, 1990, are covered under *PERSI*. Additionally, new faculty and professional staff who are vested in *PERSI* have the option of remaining in or returning to *PERSI* with written affirmation of this decision within 60 days of employment. *PERSI* is the administrator of a multiple-employer cost-sharing defined benefit public employee retirement system. A retirement board (the “*PERSI Board*”), appointed by the governor and confirmed by the State Senate, manages the system, including selecting investment managers to direct the investment, exchange and liquidation of assets in the managed accounts and establishing policy for asset allocation and other investment guidelines. The *PERSI Board* is charged with the fiduciary responsibility of administering the system.

PERSI is the administrator of seven fiduciary funds, including three defined benefit retirement plans, the Public Employee Retirement Fund Base Plan (“*PERSI Base Plan*”), the Firefighters’ Retirement Fund and the Judges’ Retirement Fund; two defined contribution plans, the Public Employee Retirement Fund Choice Plans 414(k) and 401(k); and two Sick Leave Insurance Reserve Trust Funds, one for State employers and one for school district employers.

PERSI membership is mandatory for eligible employees of participating employers. Employees must be: (i) working 20 hours per week or more; (ii) teachers working a half-time contract or greater; or (iii) persons who are elected or appointed officials. Membership is mandatory for State agency and local school district employees, and membership by contract is permitted for participating political subdivisions such as cities and counties. As of June 30, 2022, *PERSI* had 74,409 active members, 50,203 inactive members (of whom 15,489 are entitled to vested benefits), and 53,190 retired members or annuitants. In addition, as of June 30, 2022, there were 840 participating employers in the *PERSI Base Plan* and total membership in *PERSI* was 177,802.

The net position for all pension and other funds administered by *PERSI* decreased \$2.8 billion in Fiscal Year 2022 and increased \$5.0 billion during Fiscal Year 2021, respectively. The change in the defined benefit plans reflects the total of contributions received and an investments return less benefits paid and administrative expenses. All of the plans experienced investment losses in Fiscal Year 2022 as a result of negative market performance. Net investment income/loss for all of the funds administered by *PERSI* for Fiscal Year 2022 and Fiscal Year 2021 was negative \$2.4 billion and \$5.3 billion, respectively.

Based on the July 1, 2022 actuarial valuation, *PERSI*’s unfunded actuarial accrued liability increased by \$3,435.4 million due to an asset loss recognized as of July 1, 2022. Specifically, *PERSI*’s assets earned a net return after expenses of negative 9.66%, which is 15.96% below the actuarial assumption of 6.30%. All other actuarial experience gains and losses increased the unfunded actuarial accrued liability (“*UAAL*”) by \$407.1 million. Thus, the total experience loss for Fiscal Year 2022 was \$3,842.5 million. The *UAAL* increased by \$275.4 million due to the March 1, 2022 discretionary COLA of 2.5%. In addition, the *UAAL* decreased by \$89.7 million because expected contributions plus assumed investment returns were more than the normal cost and the interest on the *UAAL*. All of this resulted in a change in funding status from an 99.8% funding ratio on July 1, 2021 to 82.6% on June 30, 2022. The funding ratio is the ratio of the actuarial value of the assets over the value of the actuarial accrued liability. The higher the funding ratio, the better the plan is funded.

Annual actuarial valuations for *PERSI* are provided by the private actuarial firm of Milliman, which has provided the actuarial valuations for *PERSI* since *PERSI*’s inception. As a result of the statutory requirement that the amortization period for the *UAAL* be 25 years or less, the *PERSI Board* must annually analyze contribution

rates. The current contribution rates, as listed below, are adequate to amortize the normal cost and UAAL balance over the required 25-year period.

Contribution Rates

<u>Member</u>		<u>Employer</u>	
<u>General/Teacher</u>	<u>Fire/Police</u>	<u>General/Teacher</u>	<u>Fire/Police</u>
7.16%	8.81%	11.94%	12.28%

Source: Financial Statements June 30, 2021 Public Employee Retirement System of Idaho

The most recent major experience study, completed in August 2021, covered the period July 1, 2015 through June 30, 2020. The next major PERSI experience study is anticipated to be completed in 2025 and will cover the period of July 1, 2020 through June 30, 2024.

The University’s required and paid contributions to PERSI for Fiscal Year 2022 and Fiscal Year 2021 were \$3,921,730 and \$3,606,266, respectively. Contribution requirements of PERSI and its members are established by the PERSI Board within limitations, as defined by State law.

Under Governmental Accounting Standards Board (“GASB”) Statement No. 68, the University is required to record a liability and expense equal to its proportionate share of the collective net pension liability and asset of PERSI. On June 30, 2022 and June 30, 2021, the University reported an asset of \$639,122 and a liability of \$20,341,665, respectively, for its proportionate share of net pension liability under PERSI. The University’s proportion of the net pension liability and asset was based on the share of contributions by the University relative to the total contributions of all participating PERSI employers. On July 1, 2021 and July 1, 2020, the University proportion was 0.809% and 0.880%, respectively.

PERSI issues a publicly available financial report that includes financial statements and required supplementary information. That report may be obtained at, www.persi.idaho.gov (which website is provided purely for convenience and is not incorporated or made a part of this Official Statement by this reference). Much of the information in this section comes from the PERSI Financial Statements, June 30, 2022, and therefore the information is from a source not within the University’s control.

ORP. Faculty and non-classified staff hired on or after July 1, 1990 have been enrolled in ORP, and faculty and staff hired before that date were offered a one-time opportunity in 1990 to withdraw from PERSI and join ORP. ORP is a portable, multiple-employer, defined contribution retirement plan with options offered by Teacher’s Insurance Annuity Association and Variable Annuity Life Insurance Corporation.

Employee contribution requirements for ORP are based on a percentage of total payroll. Employer contributions are determined by the State of Idaho. The University’s required and paid contributions to ORP for Fiscal Year 2022 and Fiscal Year 2021 were \$15,078,000 and \$13,841,000, respectively. The University has no additional obligation to fund ORP benefits once it makes the required contributions at the applicable rate. The University has made all contributions it is required to make to ORP to date.

For additional information concerning the University's pension benefits, see Note 10 of “Appendix A—AUDITED FINANCIAL STATEMENTS OF THE UNIVERSITY FOR THE FISCAL YEARS ENDED JUNE 30, 2022 AND 2021.”

OPEB. The University participates in other multiple-employer defined benefit post-employment benefit plans relating to health and disability for retired or disabled employees that are administered by the State of Idaho,

as agent, as well as a single-employer defined benefit life insurance plan. Idaho Code establishes the benefits and contribution obligations relating to these plans. The University funds these benefits on a pay-as-you-go basis, which the University has continued to make on a timely basis: the University has not set aside any assets to pay future benefits under such plans. At June 30, 2022, the University's reported \$2,326,135 as its proportionate share of the total OPEB liability. For additional information concerning post-retirement benefits other than pensions, see Note 11 of "APPENDIX A— AUDITED FINANCIAL STATEMENTS OF THE UNIVERSITY FOR THE FISCAL YEARS ENDED JUNE 30, 2022 AND 2021."

INSURANCE

The University has liability coverage under commercial insurance policies and self-insurance through the State of Idaho Retained Risk Fund. University buildings are covered by all risk property insurance on a replacement cost basis.

FINANCIAL INFORMATION REGARDING THE UNIVERSITY

The principal sources of University revenues are direct appropriation of State revenues by the State legislature (the "*Legislature*"), Student Fees, federal government appropriations, grants and contracts, gifts to the University, F&A Recovery Revenues, Investment Income, Sales and Services Revenues, and Other Operating Revenues. Of these revenue sources, Student Fees, Investment Income, Sales and Services Revenues, F&A Recovery Revenues, and Other Operating Revenues are included in Pledged Revenues. The following describes revenue sources that are not included in Pledged Revenues, as well as certain Pledged Revenues. See "SECURITY FOR THE 2023A BONDS."

STATE APPROPRIATIONS

Legislatively-approved State appropriations represent approximately 24% of the University's total annual revenues for Fiscal Year 2022. Such revenues are not included as Pledged Revenues. The Legislature meets beginning in January of each calendar year and sets budgets and appropriations for all agencies and departments of State government for the fiscal year beginning the following July 1. The Legislature may also make adjustments to budgets and appropriations for the fiscal year during which the Legislature is meeting.

If, in the course of a fiscal year, the Governor determines that the expenditures authorized by the Legislature for the current fiscal year exceed anticipated revenues expected to be available to meet those expenditures, the Governor, by executive order, may reduce ("*Holdback*") the spending authority on file in the office of the Division of Financial Management for any department, agency or institution of the State, and the Governor may request that the Board of Examiners approve a reversion ("*Reversion*") which would make the temporary Holdback permanent and return appropriations to the General Fund.

For Fiscal Year 2021, the Governor recommended, and the Legislature approved, a permanent 2% General Fund reduction to the University's appropriation, resulting in a base budget reduction of \$2,104,000 to the University. On March 27, 2020, the Governor advised State agencies to develop plans for a one-time 5% Holdback for Fiscal Year 2021 (the "*FY2021 Holdback*") in response to the expected revenue effects of COVID-19. The FY2021 Holdback was confirmed and resulted in an additional \$5,379,000 one-time reduction to the University's budget. The FY2021 Holdback did not reduce the budget for Fiscal Year 2022 and State appropriations as shown below reflect increases above original Fiscal Year 2021 appropriation, pre-FY2021 Holdback.

The table below sets forth the Legislative appropriations from the State General Fund for all higher education institutions and for the University for the fiscal years shown.

State General Fund Appropriations

	<u>2020</u>	<u>2021</u> ⁴	<u>2022</u>	<u>2023</u>	<u>2024</u>
Colleges and Universities ¹	\$306,030,600	\$306,852,800	\$313,109,200	\$338,065,500	\$353,942,200
Boise State University ^{2,3}	\$ 105,196,800	\$ 107,580,200	\$ 109,688,200	\$120,502,400	\$125,254,900
Percentage Increase (Decrease) over prior year for the University	5.4%	2.3%	2.0%	9.9%	3.9%

¹ Source: Sine Die Report for the respective legislative years.

² Source: Legislative appropriations bills for the respective legislative years: 2019 Legislature House Bill 267, 2020 Legislature House Bill 644, 2021 Legislature House Bill 387, and 2022 Legislature House Bill 776, and 2023 Legislature Senate Bill 1176.

³ Amounts do not tie to University’s audited financial statements due to adjustments during the respective fiscal years.

⁴ Does not reflect the Fiscal Year 2021 Holdback.

GRANTS AND CONTRACTS

Through various grant and contract programs, the United States government and various other public and private sponsoring agencies, provide a substantial percentage of the University’s current revenues. The use of such funds is usually restricted to specific projects and is not included in the appropriated budget for the University. Such revenues include grants and contracts for research, public service, instruction and training programs, fellowships, scholarships, endowment scholarship programs, student aid programs, and grants for construction projects. The University believes it has complied with all material conditions and requirements of these grants and contracts. For Fiscal Year 2022, total grants and contracts were \$63,743,387. This amount includes \$10,632,268 of F&A Recovery Revenues included in Pledged Revenues, which consist of revenues received by the University as reimbursement for facility and administrative costs in conjunction with grants and contracts for research activities conducted by the University. The University also received \$8,637,264 in pledged F&A Recovery Revenues on Federal Grant Aid Revenue, non-sponsored pandemic aid. See “SECURITY FOR THE 2023A BONDS–Pledged Revenues–Facilities and Administrative Recovery Revenues” and “Historical Revenues Available for Debt Service” above. The University also received \$19,957,194 in federal Pell Grants for the 2022 Fiscal Year. The following table displays federally funded expenditures, for each of the last five fiscal years:

**GRANTS AND CONTRACTS EXPENDITURES
(in 000s)***

	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>
Federal	\$36,121	\$37,525	\$40,465	\$46,091	54,644
Non Federal	\$ 8,043	\$ 9,511	\$9,504	\$11,560	9,100
Total	\$44,164	\$47,036	\$49,969	\$57,651	63,744

*Excludes Federal financial aid.

Pledged Revenues do not include Restricted Fund Revenues, which consist of revenues that the University is obligated to spend in accordance with restrictions imposed by external third parties, such as revenues from grants, contracts, gifts and scholarships.

Direct financial aid to students, primarily in the form of student loans, scholarships, grants, student employment, awards, and deferred payments, totaled approximately \$157 million for Fiscal Year 2022. Of such amount, approximately \$52 million was in the form of direct student loans. Due to uncertainty with respect to the amount of federal grants, donations, and other sources the University expects to receive for the purpose of providing financial aid, the University cannot determine the amount of financial aid that will be available in future years.

BUDGET PROCESS

The University operates on an annual budget system. Its Fiscal Year begins July 1 of each year. The budget process, as well as the administration of the expenditures authorized through the process, is administered through the offices of the President and the Vice President for Finance, in collaboration with the departmental faculty and administrative officers. The internal budget process concludes with a general budget proposal for the following Fiscal Year being submitted in consolidated form by the University Administration to the Board in August of each year.

The University's operating budget is approved by the Board prior to the commencement of the Fiscal Year, usually at its June meeting. At that meeting, the Board, serving also as the governing boards of the State's other institutions of higher education, approves the annual budgets for those institutions as well.

INVESTMENT POLICY

Board policy establishes permitted investment categories for the University. The University's investment policy establishes, in order of priority, safety of principal preservation, ensuring necessary liquidity, and achieving a maximum return, as the objectives of its investment portfolio. See Note 2 of "APPENDIX A– AUDITED FINANCIAL STATEMENTS OF THE UNIVERSITY FOR THE FISCAL YEARS ENDED JUNE 30, 2022 AND 2021." Moneys in Funds and Accounts established under the Resolution are required to be invested in Investment Securities, as described in "APPENDIX D– SUMMARY OF CERTAIN PROVISIONS OF THE RESOLUTION–PLEDGE OF REVENUES; ESTABLISHMENT OF FUNDS AND ACCOUNTS – Establishment of Funds; Revenue Fund; Bond Fund; Flow of Funds; Investment of Funds." The University has not experienced any significant investment losses or unexpected limitations on the liquidity of its short-term investments. See "APPENDIX A– AUDITED FINANCIAL STATEMENTS OF THE UNIVERSITY FOR THE FISCAL YEARS ENDED JUNE 30, 2022 AND 2021" for further information.

NO INTEREST RATE SWAPS

The University has not entered into any interest rate swaps or other derivative products.

BOISE STATE UNIVERSITY FOUNDATION, INC.

The Foundation is a nonprofit corporation organized under State law in 1967. Its purpose is to receive, manage and otherwise deal in property and apply the income, principal and proceeds of such property for the benefit of the University. An approximately 41-member board of directors manages the Foundation. Brandy Stemmler currently serves as Chairman of the board of directors of the Foundation.

Financial statements for the Foundation are contained in Note 13 to the University's financial statements. See "APPENDIX A– AUDITED FINANCIAL STATEMENTS OF THE UNIVERSITY FOR THE FISCAL YEARS ENDED JUNE 30, 2022 AND 2021." Net assets of the Foundation at June 30, 2022 were \$199,780,303.

University Advancement, a division within the University, handles donor cultivation and giving campaigns and resulting gifts are recorded by the Foundation. In Fiscal Years 2019, 2020 and 2021, gifts recorded by the Foundation totaled approximately \$15.2 million, \$12.1 million, and \$28 million, respectively. The University is in the final planning stages of its second comprehensive fundraising campaign. The public phase of the campaign is expected to launch in Fall 2023 and will prioritize fundraising for endowed scholarships, endowed academic positions, and capital improvements.

FUTURE CAPITAL PROJECTS

To address the education needs of the region and the facilities needs of the growing student body, the University implemented a Strategic Facility Fee in 2006, which the University merged with other facility fees in 2016 as part of the combined Capital Projects and Facilities Fee. The Capital Projects and Facilities Fee is a component of Student Fees which are included in Pledged Revenues. Revenues from the Capital Projects and Facilities Fee are intended to be used, together with donations, State of Idaho Permanent Building Fund monies provided by the State of Idaho, capital grants and University reserves to provide funds for construction of buildings pursuant to the University's Campus Master Plan.

The University is in the planning and design phase for a new facility for the Construction Management program, with approximately 12,000 square feet containing laboratory structures, state of the art learning environments and a 45-seat computer and technology classroom. Total budget is approximately \$3.5 million and the project is intended to be funded primarily through donations and in-kind support. The University has entered into a ground lease with the Foundation, who will construct the facilities. It is anticipated that upon completion, the ground lease will terminate and the Foundation will donate the improvements and the University will own and occupy the building for its construction management program.

The University is in the planning and design phase to renovate the Auxiliary Gym inside ExtraMile Arena. The renovation includes a new weight room facility, offices for coaches and support staff, a conference room and a video board. The preliminary project budget is \$6 million and will be funded through donations and University reserves.

The University is also in the planning and design phase for certain improvements and upgrades to Albertsons Stadium and anticipates bonding for all or a portion of the costs in the coming 12 months.

The University's next academic priority for construction is a Science Building. The University expects that planning approval will be sought this year and financing and construction would occur in 2025/2026.

The University is currently in the planning stages for a staff and faculty housing project to be financed and constructed by a private developer, as well as a joint rehabilitation project with the City of Boise City, Idaho in a neighborhood adjacent to the University's main campus. Neither is expected to be financed by the University.

The University continues to evaluate future facility needs, including: structured parking with incorporated mixed use and maintenance of existing facilities.

LEASES

The University leases building and office facilities under various non-cancelable leases. Total costs for such leases were approximately \$580,000 for Fiscal Year 2022 and \$710,000 for Fiscal Year 2023.

CYBERSECURITY AND TECHNOLOGICAL RELIABILITY

The University has a robust, redundant, and scalable information technology infrastructure for support of core University systems, as well as a strong set of cybersecurity policies and procedures to protect its systems and proprietary information, and to ensure compliance with state and federal regulations. The University’s annual audit reviews cybersecurity policies and procedures. Additionally, the University, through the State of Idaho’s Risk Management Program, maintains cyber liability insurance to help offset any financial risks that may result from a cybersecurity breach. As with all risks to which the University is exposed, loss or breach can result in legal and/or regulatory claims.

OUTSTANDING DEBT

The University has the following debt outstanding as of June 30, 2023:

	Original Issue Amount	Amount Outstanding
General Revenue Refunding Bonds, Series 2015A	\$31,210,000	\$24,715,000
General Revenue Refunding Bonds, Series 2016A	\$66,145,000	\$51,780,000
General Revenue Project and Refunding Bonds, Series 2017A	\$67,860,000	\$56,345,000
General Revenue Project Bonds, Series 2018A	\$18,465,000	\$14,860,000
General Revenue Refunding Bonds, Series 2020A	\$9,940,000	\$8,900,000
General Revenue Project and Refunding Bonds, Series 2020B (Taxable) ¹	\$44,550,000	\$41,830,000
Total:	<u>\$238,170,000</u>	<u>\$198,430,000</u>

¹ A portion of the which is to be refunded with the proceeds of the 2023A Bonds.

For additional information regarding the University’s outstanding debt, see Notes 8 and 9 of “APPENDIX A– AUDITED FINANCIAL STATEMENTS OF THE UNIVERSITY FOR THE FISCAL YEARS ENDED JUNE 30, 2022 AND 2021.”

FINANCIAL STATEMENTS

The financial statements of the University as of and for the Fiscal Years ended June 30, 2022 and 2021, which are included as APPENDIX A to this Official Statement, have been audited by Moss Adams LLP, independent auditors, as stated in their report appearing therein. Moss Adams has not been engaged to perform and has not performed, since the date of such report, any procedures on the financial statements addressed in the report. Moss Adams has not performed any procedures relating to this Official Statement, and has not consented to the use of the financial statements of the University in this Official Statement.

COVID-19 PANDEMIC

The University, like most higher education institutions, was impacted by the COVID-19 pandemic, requiring a transition to remote learning with a gradual full reopening of the campus. The information contained in this Official Statement does not include specific information relating to all of the impacts of the COVID-19 pandemic on the University, although the financial information for Fiscal Years 2020, 2021 and 2022 and the data for fall semesters 2020, 2021 and 2022 do reflect such impacts on the financial condition and operations of the University as of the referenced dates.

The University continues to assess the impact of COVID-19 on social interaction, travel, economics and financial markets, and the responsive measures related thereto, on its financial condition and operation, including the impact on general academic and educational activities and auxiliary enterprises and the revenues derived therefrom (the “COVID-19 Impacts”). At this time, coursework occurs primarily in person and there are no material reductions in housing supply related to the COVID-19 Impacts.

The University’s Bonds, including the 2023A Bonds, are secured by a general pledge of revenues as discussed herein. See “SECURITY FOR THE 2023A BONDS—PLEGGED REVENUES.” The University cannot predict (i) the duration, spread, or extent of COVID-19 or any other outbreak or pandemic; (ii) what effect any future COVID-19 or other outbreak/pandemic-related restriction or warning may have on demand for higher education and/or the University’s revenues; (iii) whether and to what extent COVID-19 may continue to, or any other outbreak or pandemic may, disrupt local or global economies, or whether any such disruption may adversely impact the University’s operations or revenues; (iv) whether any lawsuits will be filed against the University relating to the COVID-19 Impacts; or (v) whether any of the foregoing may have a long-term material adverse effect on the financial condition (including but not limited to, the amounts of General Revenues) or operations of the University. Overall, the extent of the impact of COVID-19 on the University’s operational and financial performance will depend on these and other future developments. The University anticipates, however, that the COVID-19 Impacts will not materially impact the University’s ability to pay debt service on its Bonds when due. For additional information relating to COVID-19 Impacts on the finances of the University, see “APPENDIX A—AUDITED FINANCIAL STATEMENTS OF THE UNIVERSITY FOR THE FISCAL YEARS ENDED JUNE 30, 2022 AND 2021.”

TAX MATTERS

In the opinion of Bond Counsel, assuming continuous compliance with certain covenants described below, interest on the 2023A Bonds is excluded from gross income under federal income tax laws pursuant to Section 103 of the Tax Code, and interest on the 2023A Bonds is excluded from alternative minimum taxable income as defined in Section 55(b) of the Tax Code; however, to the extent such interest is included in calculating the “adjusted financial statement income” of “applicable corporations” (as defined in Sections 56A and 55(k), respectively, of the Tax Code), such interest is subject to the alternative minimum tax applicable to those corporations under Section 55(b) of the Tax Code for tax years beginning after December 31, 2022. For purposes of this paragraph and the succeeding discussion, “interest” includes the original issue discount on certain of the 2023A Bonds only to the extent such original issue discount is accrued as described herein.

The Tax Code imposes several requirements which must be met with respect to the 2023A Bonds in order for the interest thereon to be excluded from gross income and alternative minimum taxable income. Certain of these requirements must be met on a continuous basis throughout the term of the 2023A Bonds. These requirements include: (a) limitations as to the use of proceeds of the 2023A Bonds; (b) limitations on the extent to which proceeds of the 2023A Bonds may be invested in higher yielding investments; and (c) a provision, subject to certain limited exceptions, that requires all investment earnings on the proceeds of the 2023A Bonds above the yield on the 2023A Bonds to be paid to the United States Treasury. The University covenants and represents in the Bond Resolution that it will take all steps to comply with the requirements of the Tax Code to the extent necessary to maintain the exclusion of interest on the 2023A Bonds from gross income and alternative

minimum taxable income under federal income tax laws in effect when the 2023A Bonds are delivered. Bond Counsel's opinion as to the exclusion of interest on the 2023A Bonds from gross income and alternative minimum taxable income is rendered in reliance on these covenants and assumes continuous compliance therewith. The failure or inability of the University to comply with these requirements could cause the interest on the 2023A Bonds to be included in gross income, alternative minimum taxable income or both from the date of issuance. Bond Counsel's opinion also is rendered in reliance upon certifications of the University and other certifications furnished to Bond Counsel. Bond Counsel has not undertaken to verify such certifications by independent investigation.

Section 55 of the Tax Code contains a 15% alternative minimum tax on the "adjusted financial statement income" of "applicable corporations" (as those terms are defined in Sections 56A and 55(k), respectively, of the Tax Code). "Applicable corporations" are generally corporations with average annual adjusted financial statement income over a three year period of \$1 billion or more. "Adjusted financial statement income" generally means the net income or loss of a corporation (including interest on the 2023A Bonds) as set forth on the corporation's applicable financial statement, adjusted as provided in Section 56A of the Tax Code. This 15% alternative minimum tax is applicable for tax years beginning after December 31, 2022. Corporations should consult their tax advisors about whether the corporation is an "applicable corporation" and if the corporation is such an applicable corporation, about the calculation of "adjusted financial statement income" and the alternative minimum tax for the corporation.

With respect to the 2023A Bonds that were sold in the initial offering at a discount (the "Discount Bonds"), the difference between the stated redemption price of the Discount Bonds at maturity and the initial offering price of those bonds to the public (as defined in Section 1273 of the Tax Code) will be treated as "original issue discount" for federal income tax purposes and will, to the extent accrued as described below, constitute interest which is excluded from gross income or alternative minimum taxable income under the conditions described in the preceding paragraphs. The original issue discount on the Discount Bonds is treated as accruing over the respective terms of such Discount Bonds on the basis of a constant interest rate compounded at the end of each six-month period (or shorter period from the date of original issue) ending on April 1 and October 1 with straight line interpolation between compounding dates. The amount of original issue discount accruing each period (calculated as described in the preceding sentence) constitutes interest which is excluded from gross income or alternative minimum taxable income under the conditions and subject to the exceptions described in the preceding paragraphs and will be added to the owner's basis in the Discount Bonds. Such adjusted basis will be used to determine taxable gain or loss upon disposition of the Discount Bonds (including sale or payment at maturity). Owners should consult their own tax advisors with respect to the tax consequences of the ownership of the Discount Bonds.

Original issue discount may be included in "adjusted financial statement income" of "applicable corporations" for the purpose of the corporate alternative minimum tax imposed under Section 55(b) of the Tax Code for taxable years beginning after December 31, 2022. For this purpose, accrued original issue discount on the Discount Bonds may be deemed to be received and included in adjusted financial statement income in the year of accrual even though there will not be a corresponding cash payment. Applicable corporations should consult their tax advisors with respect to the appropriate timing and amount of original issue discount to include in "adjusted financial statement income" in any particular tax year beginning after December 31, 2022.

Owners who purchase Discount Bonds after the initial offering or who purchase Discount Bonds in the initial offering at a price other than the initial offering price (as defined in Section 1273 of the Tax Code) should consult their own tax advisors with respect to the federal tax consequences of the ownership of the Discount Bonds. Owners who are subject to state or local income taxation should consult their tax advisor with respect to the state and local income tax consequences of ownership of the Discount Bonds. It is possible that, under the applicable provisions governing determination of state and local taxes, accrued original issue discount on the

Discount Bonds may be deemed to be received in the year of accrual even though there will not be a corresponding cash payment.

The Tax Code contains numerous provisions which may affect an investor's decision to purchase the 2023A Bonds. Owners of the 2023A Bonds should be aware that the ownership of tax-exempt obligations by particular persons and entities, including, without limitation, financial institutions, insurance companies, recipients of Social Security or Railroad Retirement benefits, taxpayers who may be deemed to have incurred or continued indebtedness to purchase or carry tax-exempt obligations, foreign corporations doing business in the United States and certain "subchapter S" corporations may result in adverse federal and state tax consequences. Under Section 3406 of the Tax Code, backup withholding may be imposed on payments on the 2023A Bonds made to any owner who fails to provide certain required information, including an accurate taxpayer identification number, to certain persons required to collect such information pursuant to the Tax Code. Backup withholding may also be applied if the owner underreports "reportable payments" (including interest and dividends) as defined in Section 3406, or fails to provide a certificate that the owner is not subject to backup withholding in circumstances where such a certificate is required by the Tax Code. Certain of the 2023A Bonds were sold at a premium, representing a difference between the original offering price of those 2023A Bonds and the principal amount thereof payable at maturity. Under certain circumstances, an initial owner of such bonds (if any) may realize a taxable gain upon their disposition, even though such bonds are sold or redeemed for an amount equal to the owner's acquisition cost. Bond Counsel's opinion relates only to the exclusion of interest (and, to the extent described above for the Discount Bonds, original issue discount) on the 2023A Bonds from gross income and alternative minimum taxable income as described above and will state that no opinion is expressed regarding other federal tax consequences arising from the receipt or accrual of interest on or ownership of the 2023A Bonds. Owners of the 2023A Bonds should consult their own tax advisors as to the applicability of these consequences.

The opinions expressed by Bond Counsel are based on existing law as of the delivery date of the 2023A Bonds. No opinion is expressed as of any subsequent date nor is any opinion expressed with respect to pending or proposed legislation. Amendments to the federal or state tax laws may be pending now or could be proposed in the future that, if enacted into law, could adversely affect the value of the 2023A Bonds, the exclusion of interest (and, to the extent described above for the Discount Bonds, original issue discount) on the 2023A Bonds from gross income or alternative minimum taxable income or both from the date of issuance of the 2023A Bonds or any other date, the tax value of that exclusion for different classes of taxpayers from time to time, or that could result in other adverse tax consequences. In addition, future court actions or regulatory decisions could affect the tax treatment or market value of the 2023A Bonds. Owners of the 2023A Bonds are advised to consult with their own tax advisors with respect to such matters.

The Internal Revenue Service (the "Service") has an ongoing program of auditing tax-exempt obligations to determine whether, in the view of the Service, interest on such tax-exempt obligations is includable in the gross income of the owners thereof for federal income tax purposes. No assurances can be given as to whether or not the Service will commence an audit of the 2023A Bonds. If an audit is commenced, the market value of the 2023A Bonds may be adversely affected. Under current audit procedures the Service will treat the University as the taxpayer and the 2023A Bond owners may have no right to participate in such procedures. The University has covenanted in the Bond Resolution not to take any action that would cause the interest on the 2023A Bonds to lose its exclusion from gross income for federal income tax purposes or lose its exclusion from alternative minimum taxable income for the owners thereof for federal income tax purposes. None of the University, the Financial Advisor, the Underwriter, Bond Counsel or special counsel is responsible for paying or reimbursing any 2023A Bond holder with respect to any audit or litigation costs relating to the 2023A Bonds.

MUNICIPAL ADVISOR

The University has retained Piper Sandler & Co., Boise, Idaho, as municipal advisor (the "Municipal Advisor") in connection with the preparation of the University's financing plans and with respect to the

authorization and issuance of the 2023A Bonds. The Municipal Advisor is not obligated to undertake and has not undertaken to make any independent verification or to assume responsibility for the accuracy, completeness, or fairness of the information contained in this Official Statement. The Municipal Advisor is a full-service investment banking firm that provides financial advisory and underwriting services to state and local governmental entities. While under contract to the University the Municipal Advisor may not participate in the underwriting of any University debt.

ESCROW VERIFICATION

The Arbitrage Group, Inc. will verify the accuracy of the mathematical computations concerning the adequacy of the maturing principal amounts of and interest earned on the government obligations, together with other escrowed moneys, to pay interest on the Refunded Bonds as the same falls due and the redemption price of, and interest on, the Refunded Bonds on the redemption date, and the mathematical computations of the yield on the 2023A Bonds, and the yield on the government obligations purchased with a portion of the proceeds of the 2023A Bonds. Such verification shall be based in part upon information supplied by the Underwriter.

UNDERWRITING

The 2023A Bonds are being purchased by the Underwriter. The purchase contract provides that the Underwriter will purchase all of the 2023A Bonds, if any are purchased, at a price of \$_____, representing the aggregate principal amount of the 2023A Bonds, plus original issuance premium of \$_____, and less an Underwriter's discount of \$_____.

The Underwriter may offer and sell the 2023A Bonds to certain dealers (including dealers depositing the 2023A Bonds in investment trusts) and others at prices lower than the initial offering prices (or prices corresponding to the yields) stated on the inside cover page hereof.

RATINGS

Moody's Investors Service has assigned its municipal rating of "___" to the 2023A Bonds. S&P Global Ratings has assigned its municipal rating of "___" to the 2023A Bonds.

The ratings reflect only the views of the rating agencies. An explanation of the significance of the ratings may be obtained from the rating agencies. There is no assurance that such ratings will continue for any given period of time or that the ratings may not be revised or withdrawn entirely if, in the judgment of the rating agencies, circumstances so warrant. Any downward revision or withdrawal of such ratings will be likely to have an adverse effect on the market price or marketability of the 2023A Bonds.

LITIGATION

The University has reported that, as of the date hereof, there is no litigation pending or threatened that, if decided adversely to the interests of the University, would have a materially adverse effect on the operations or financial position of the University. There is no litigation of any nature now pending or threatened restraining or enjoining the issuance or sale of the 2023A Bonds or in any way contesting or affecting the validity of, or having a material adverse effect on, the 2023A Bonds, the pledge and application of Pledged Revenues, or the existence or powers of the University.

On October 1, 2021, Big City Coffee LLC filed a state court lawsuit against the University and several named employees alleging claims arising out of the coffee shop's abandonment of its licensed premises in the Albertsons Library on campus. Big City had a contract with Aramark, the University's food and beverage concessionaire, to operate a single coffee shop. Big City raises certain due process and first amendment claims, alleging the owner was forced to close the coffee shop on campus due to her support of law enforcement. On

April 22, 2022, the State district court dismissed all claims against the University as an entity, official capacity claims against all employees, and individual capacity claims against the University’s President. Individual capacity claims against three employees remain, which the University is required to defend and indemnify and which are covered by the University’s insurance.

APPROVAL OF LEGAL MATTERS

All legal matters incident to the authorization and issuance of the 2023A Bonds are subject to the approval of Hawley Troxell Ennis & Hawley LLP, Bond Counsel to the University. Bond Counsel’s approving opinion in the form of Appendix F hereto will be delivered with the 2023A Bonds. Certain legal matters will be passed upon for the University by the Office of General Counsel. Certain matters will be passed upon for the Underwriter by its counsel, Foster Garvey PC, and by Hawley Troxell Ennis & Hawley LLP, in its role as disclosure counsel to the University. Any opinion delivered by Foster Garvey PC will be limited in scope, addressed only to the Underwriter and cannot be relied upon by investors.

CONTINUING DISCLOSURE

The University will enter into a Continuing Disclosure Undertaking (the “*Undertaking*”) for the benefit of the Beneficial Owners of the 2023A Bonds. Pursuant to the Undertaking, the University will agree to provide certain information annually and to provide notice of certain events to the Municipal Securities Rulemaking Board pursuant to the requirements of Section (b)(5) of Rule 15c2-12 (the “*Rule*”) adopted by the Securities and Exchange Commission. The information to be provided on an annual basis, the events which will be noticed on an occurrence basis, and the other terms of the Undertaking, including termination, amendment, and remedies, are set forth in the Undertaking, the proposed form of which is included as APPENDIX E to this Official Statement.

The University failed to timely file one table required to be included in its annual operating data with respect to the University’s General Revenue Project Bonds, Series 2018A. On February 27, 2020, the University filed a Failure to File Notice, and filed and properly linked the missing table to all CUSIP numbers. In connection with the financing of the 2023A Bonds, the University discovered that it failed to link its financial statements and annual operating data for Fiscal Year 2020 and Fiscal Year 2021 directly to the University’s General Revenue Refunding Bonds, Series 2020A Bonds and General Revenue Project and Refunding Bonds, Series 2020B (Taxable). The information was available on the University’s home issuer page under the “Financial Disclosures” tab. On February 10, 2022, the University filed a Failure to File Notice and properly linked the missing data to all CUSIP numbers. The University has identified the source of these errors and has updated its internal safeguards to ensure that all required annual operating data moving forward is filed in accordance with the Rule and the undertakings.

A failure by the University to comply with the Undertaking must be reported in accordance with the Rule and must be considered by any broker, dealer or municipal securities dealer before recommending the purchase or sale of the 2023A Bonds in the secondary market. Consequently, such a failure may adversely affect the transferability and liquidity of the 2023A Bonds and their market price. See also “APPENDIX E– PROPOSED FORM OF CONTINUING DISCLOSURE UNDERTAKING– Consequences of Failure of the University to Provide Information.”

BOISE STATE UNIVERSITY

By _____
Chief Financial and Operations Officer and

Vice President for Finance and Operations
and Bursar

APPENDIX A
AUDITED FINANCIAL STATEMENTS OF THE UNIVERSITY
FOR THE FISCAL YEARS ENDED JUNE 30, 2022 AND 2021

**APPENDIX B
SCHEDULE OF STUDENT FEES**

The following table sets forth the Student Fees of the University at the rates in effect for Fiscal Year 2022. The amounts shown as Annual Estimated Revenue reflect the University's estimates based on actual collections for Fall 2021 and estimated of collections for Spring 2022 and Summer 2022.

The University's estimates include certain assumptions concerning refunds, late fees and other variables with respect to individual fees, such that the annual estimated revenues of each fee are not the numerical product of the fee rates times a constant number for students paying such fees, but nonetheless represent the University's best estimate of fee revenues. The number of students used to calculate Estimated Annual Revenue is less than the total number of full-time equivalent students as a result of the University's policy to provide fee waivers or discounts to certain scholarship recipients and to certain employees and spouses of certain employees. Full-time undergraduate students are defined as students taking 12 credit hours or more and full-time graduate students are defined as students taking nine credit hours or more per semester.

[Remainder of page intentionally left blank.]

**APPENDIX C
GLOSSARY OF TERMS USED
IN THE RESOLUTION AND OFFICIAL STATEMENT**

(See attached)

**APPENDIX D
SUMMARY OF CERTAIN PROVISIONS OF THE RESOLUTION**

(See attached)

**APPENDIX E
PROPOSED FORM OF CONTINUING DISCLOSURE UNDERTAKING**

(See attached)

**APPENDIX F
PROPOSED FORM OF OPINION OF BOND COUNSEL**

(See attached)

APPENDIX G
BOOK ENTRY ONLY SYSTEM

THE DEPOSITORY TRUST COMPANY

SAMPLE OFFERING DOCUMENT LANGUAGE
DESCRIBING BOOK-ENTRY-ONLY ISSUANCE

(Prepared by DTC--bracketed material may apply only to certain issues)

1. The Depository Trust Company (“DTC”), New York, NY, will act as securities depository for the securities (the “Securities”). The Securities will be issued as fully-registered securities registered in the name of Cede & Co. (DTC’s partnership nominee) or such other name as may be requested by an authorized representative of DTC. One fully-registered Security certificate will be issued for [each issue of] the Securities, [each] in the aggregate principal amount of such issue, and will be deposited with DTC. [If, however, the aggregate principal amount of [any] issue exceeds \$500 million, one certificate will be issued with respect to each \$500 million of principal amount, and an additional certificate will be issued with respect to any remaining principal amount of such issue.]

2. DTC, the world’s largest securities depository, is a limited-purpose trust company organized under the New York Banking Law, a “banking organization” within the meaning of the New York Banking Law, a member of the Federal Reserve System, a “clearing corporation” within the meaning of the New York Uniform Commercial Code, and a “clearing agency” registered pursuant to the provisions of Section 17A of the Securities Exchange Act of 1934. DTC holds and provides asset servicing for over 3.6 million issues of U.S. and non-U.S. equity issues, corporate and municipal debt issues, and money market instruments (from over 100 countries) that DTC’s participants (“Direct Participants”) deposit with DTC. DTC also facilitates the post-trade settlement among Direct Participants of sales and other securities transactions in deposited securities, through electronic computerized book-entry transfers and pledges between Direct Participants’ accounts. This eliminates the need for physical movement of securities certificates. Direct Participants include both U.S. and non-U.S. securities brokers and dealers, banks, trust companies, clearing corporations, and certain other organizations. DTC is a wholly-owned subsidiary of The Depository Trust & Clearing Corporation (“DTCC”). DTCC is the holding company for DTC, National Securities Clearing Corporation and Fixed Income Clearing Corporation, all of which are registered clearing agencies. DTCC is owned by the users of its regulated subsidiaries. Access to the DTC system is also available to others such as both U.S. and non-U.S. securities brokers and dealers, banks, trust companies, and clearing corporations that clear through or maintain a custodial relationship with a Direct Participant, either directly or indirectly (“Indirect Participants”). DTC has a Standard & Poor’s rating of: AA+. The DTC Rules applicable to its Participants are on file with the Securities and Exchange Commission. More information about DTC can be found at www.dtcc.com.

3. Purchases of Securities under the DTC system must be made by or through Direct Participants, which will receive a credit for the Securities on DTC’s records. The ownership interest of each actual purchaser of each Security (“Beneficial Owner”) is in turn to be recorded on the Direct and Indirect Participants’ records. Beneficial Owners will not receive written confirmation from DTC of their purchase. Beneficial Owners are, however, expected to receive written confirmations providing details of the transaction, as well as periodic statements of their holdings, from the Direct or Indirect Participant through which the Beneficial Owner entered into the transaction. Transfers of ownership interests in the Securities are to be accomplished by entries made on the books of Direct and Indirect Participants acting on behalf of Beneficial Owners. Beneficial Owners will not receive certificates representing their ownership interests in Securities, except in the event that use of the book-entry system for the Securities is discontinued.

4. To facilitate subsequent transfers, all Securities deposited by Direct Participants with DTC are registered in the name of DTC's partnership nominee, Cede & Co., or such other name as may be requested by an authorized representative of DTC. The deposit of Securities with DTC and their registration in the name of Cede & Co. or such other DTC nominee do not affect any change in beneficial ownership. DTC has no knowledge of the actual Beneficial Owners of the Securities; DTC's records reflect only the identity of the Direct Participants to whose accounts such Securities are credited, which may or may not be the Beneficial Owners. The Direct and Indirect Participants will remain responsible for keeping account of their holdings on behalf of their customers.

5. Conveyance of notices and other communications by DTC to Direct Participants, by Direct Participants to Indirect Participants, and by Direct Participants and Indirect Participants to Beneficial Owners will be governed by arrangements among them, subject to any statutory or regulatory requirements as may be in effect from time to time. [Beneficial Owners of Securities may wish to take certain steps to augment the transmission to them of notices of significant events with respect to the Securities, such as redemptions, tenders, defaults, and proposed amendments to the Security documents. For example, Beneficial Owners of Securities may wish to ascertain that the nominee holding the Securities for their benefit has agreed to obtain and transmit notices to Beneficial Owners. In the alternative, Beneficial Owners may wish to provide their names and addresses to the registrar and request that copies of notices be provided directly to them.]

[6. Redemption notices shall be sent to DTC. If less than all of the Securities within an issue are being redeemed, DTC's practice is to determine by lot the amount of the interest of each Direct Participant in such issue to be redeemed.]

7. Neither DTC nor Cede & Co. (nor any other DTC nominee) will consent or vote with respect to Securities unless authorized by a Direct Participant in accordance with DTC's MMI Procedures. Under its usual procedures, DTC mails an Omnibus Proxy to Issuer as soon as possible after the record date. The Omnibus Proxy assigns Cede & Co.'s consenting or voting rights to those Direct Participants to whose accounts Securities are credited on the record date (identified in a listing attached to the Omnibus Proxy).

8. Redemption proceeds, distributions, and dividend payments on the Securities will be made to Cede & Co., or such other nominee as may be requested by an authorized representative of DTC. DTC's practice is to credit Direct Participants' accounts upon DTC's receipt of funds and corresponding detail information from Issuer or Agent, on payable date in accordance with their respective holdings shown on DTC's records. Payments by Participants to Beneficial Owners will be governed by standing instructions and customary practices, as is the case with securities held for the accounts of customers in bearer form or registered in "street name," and will be the responsibility of such Participant and not of DTC, Agent, or Issuer, subject to any statutory or regulatory requirements as may be in effect from time to time. Payment of redemption proceeds, distributions, and dividend payments to Cede & Co. (or such other nominee as may be requested by an authorized representative of DTC) is the responsibility of Issuer or Agent, disbursement of such payments to Direct Participants will be the responsibility of DTC, and disbursement of such payments to the Beneficial Owners will be the responsibility of Direct and Indirect Participants.

[9. A Beneficial Owner shall give notice to elect to have its Securities purchased or tendered, through its Participant, to [Tender/Remarketing] Agent, and shall effect delivery of such Securities by causing the Direct Participant to transfer the Participant's interest in the Securities, on DTC's records, to [Tender/Remarketing] Agent. The requirement for physical delivery of Securities in connection with an optional tender or a mandatory purchase will be deemed satisfied when the ownership **rights** in the Securities are transferred by Direct Participants on DTC's records and followed by a book-entry credit of tendered Securities to [Tender/Remarketing] Agent's DTC account.]

10. DTC may discontinue providing its services as depository with respect to the Securities at any time by giving reasonable notice to Issuer or Agent. Under such circumstances, in the event that a successor depository is not obtained, Security certificates are required to be printed and delivered.

11. Issuer may decide to discontinue use of the system of book-entry-only transfers through DTC (or a successor securities depository). In that event, Security certificates will be printed and delivered to DTC.

12. The information in this section concerning DTC and DTC's book-entry system has been obtained from sources that Issuer believes to be reliable, but Issuer takes no responsibility for the accuracy thereof.

SUPPLEMENTAL RESOLUTION

Authorizing the Issuance and Providing for the Sale of

**BOISE STATE UNIVERSITY
GENERAL REVENUE PROJECT AND REFUNDING BONDS, SERIES 2023A**

Adopted June [14/15], 2023

TABLE OF CONTENTS

	Page
ARTICLE I DEFINITIONS	2
Section 101. Definitions.....	2
Section 102. Authority for Supplemental Resolution.....	4
Section 103. Effective Date	4
ARTICLE II AUTHORIZATION, TERMS AND ISSUANCE OF 2023A Bonds	4
Section 201. Authorization of 2023A Bonds, Principal Amounts, Designation, and Confirmation of Pledged Revenues	4
Section 202. Intentionally Omitted.....	4
Section 203. Issue Date.....	4
Section 204. Authorization of Actions Preliminary to Sale of 2023A Bonds.....	5
Section 205. Sale of 2023A Bonds and Related Documents; Delegation Authority.....	6
Section 206. Execution and Delivery of 2023A Bonds.....	7
Section 207. Redemption of 2023A Bonds.....	7
Section 208. Form of 2023A Bonds	7
Section 209. Book-Entry Only System.....	7
Section 210. Successor Securities Depository.....	9
ARTICLE III CREATION OF ACCOUNTS, APPLICATION OF BOND PROCEEDS.....	9
Section 301. Creation of Accounts	9
Section 302. Application of Proceeds of 2023A Bonds Upon Sale Thereof.....	9
ARTICLE IV REFUNDING	10
Section 401. Refunding and Defeasance of Refunded Bonds	10
Section 402. Escrow Securities.....	10
ARTICLE V MISCELLANEOUS	11
Section 501. Other Actions With Respect to 2023A Bonds	11
Section 502. Partial Invalidity.....	11
Section 503. Conflicting Resolutions	11

Schedule 1 – Schedule of 2020B Refunding Candidates

- Exhibit A – Form of Bond Purchase Agreement
- Exhibit B – Form of Continuing Disclosure Undertaking
- Exhibit C – Form of Delegation Certificate
- Exhibit D – Form of 2023A Bond

SUPPLEMENTAL RESOLUTION

SUPPLEMENTAL RESOLUTION of the Board of Trustees of Boise State University authorizing the issuance of General Revenue Project and Refunding Bonds, in one or more series, of Boise State University; delegating authority to approve the terms and provisions of the bonds and the principal amount of the bonds up to \$78,720,000; authorizing the execution and delivery of a Bond Purchase Agreement upon sale of the bonds, and providing for other matters relating to the authorization, issuance, sale and payment of the bonds.

* * * * *

WHEREAS, Boise State University (the “**University**”) is a state institution of higher education and body politic and corporate organized and existing under and pursuant to the Constitution and laws of the State of Idaho; and

WHEREAS, the Idaho State Board of Education, acting in its capacity as the Board of Trustees of the University (the “**Board**”), is authorized, pursuant to the Constitution of the State of Idaho title 33, chapter 38, Idaho Code, and title 57, chapter 5, Idaho Code (collectively, the “**Act**”), to issue bonds to finance or refinance “projects,” as defined in such Act; and

WHEREAS, on September 17, 1992, the Board adopted a resolution providing for the issuance of revenue bonds thereunder pursuant to supplemental resolutions thereof for future projects or refinancing purposes, which resolution has been amended and supplemented from time to time (as amended and supplemented, the “**Resolution**”); and

WHEREAS, the University is authorized under the provisions of Article VII of the Resolution to issue Additional Bonds (as defined in the Resolution) upon compliance with the requirements thereof; and

WHEREAS, the Board has determined, pursuant to Section 33-3805, Idaho Code, that it is both necessary and economically feasible for the University to finance all or a portion of a new residence hall (the “**2023 Project**”); and

WHEREAS, the Board has determined to refund certain of its Bonds previously issued under the Resolution; and

WHEREAS, on February 13, 2020, the Board adopted a Supplemental Resolution (the “**2020 Supplemental Resolution**”) providing for the issuance of up to \$44,550,000 General Revenue Project and Refunding Bonds, Series 2020B (Taxable) (the “**2020B Bonds**”), which 2020B Bonds were issued on April 2, 2020; and

WHEREAS, Schedule 1 attached hereto identifies certain outstanding 2020B Bonds, subject to call prior to maturity pursuant to the 2020 Supplemental Resolution (the “**2020B Refunding Candidates**”); and

WHEREAS, the Board has determined that all or a portion of the 2020B Refunding Candidates (the portion of such bonds to be refunded being referred to herein “**Refunded Bonds**”) may be refunded at a debt service savings to the University; and

WHEREAS, to provide funds to finance all or a portion of the 2023 Project and to refund the Refunded Bonds, and to pay the Costs of Issuance therefor, the Board desires to authorize the issuance of its General Revenue Project and Refunding Bonds, Series 2023A (the “**Series 2023A Bonds**” or “**2023A Bonds**”); and

WHEREAS, pursuant to Section 57-235, Idaho Code, the Board desires to delegate authority, in accordance with the specific instructions and procedures set forth herein, for determination and approval of certain final terms and provisions of the 2023A Bonds and other matters.

NOW, THEREFORE, be it resolved by the Board of Trustees of Boise State University as follows:

**ARTICLE I
DEFINITIONS**

Section 101. Definitions.

(a) Certain terms are defined in the preambles hereto. Except as provided in the preambles and subparagraph (b) of this Section, all capitalized terms contained in this Supplemental Resolution shall have the same meanings as set forth in the Resolution.

(b) As used in this Supplemental Resolution, unless the context shall otherwise require, the following terms shall have the following meanings:

“**Bond Purchase Agreement**” means the Bond Purchase Agreement between the Board and the Underwriter in substantially the form authorized in Section 203 herein, setting forth the terms and conditions of the negotiated sale of the 2023A Bonds, the final version of which to be presented to the Delegated Officer of the University for approval and execution upon sale of the 2023A Bonds.

“**Bond Register**” means the registration records of the University, maintained by the Trustee, on which shall appear the names and addresses of the Registered Owners of the 2023A Bonds.

“**Book-Entry System**” means the book-entry system of registration of the 2023A Bonds described in Section 208 of this Supplemental Resolution.

“**Cede & Co.**” means Cede & Co., as nominee of DTC.

“**Code**” shall mean the Internal Revenue Code of 1986, as amended and supplemented from time to time, and the regulations promulgated thereunder.

“**Continuing Disclosure Undertaking**” means the Continuing Disclosure Undertaking with respect to the 2023A Bonds authorized by Section 203 of this Supplemental Resolution.

“**DTC**” means The Depository Trust Company, New York, New York.

“**DTC Participants**” means those financial institutions for whom the Securities Depository effects book entry transfers and pledges of securities deposited with the Securities Depository.

“**Delegated Officer**” means the Bursar or President of the University, each acting solely.

“**Delegation Certificate**” means the Certificate as to Bond Pricing and Related Matters signed and delivered by the Delegated Officer to approve the final terms and provisions of the 2023A Bonds upon the sale thereof, substantially in the form of **Exhibit C** hereto.

“**Escrow Account**” means the account created under the Escrow Agreement to hold proceeds of the 2023A Bonds refunding the Refunded Bonds, and the Escrow Securities, if any, purchased with proceeds of the 2023A Bonds to defease the applicable Refunded Bonds.

“**Escrow Agent**” means The Bank of New York Mellon Trust Company, N.A., as escrow agent under the Escrow Agreement.

“**Escrow Agreement**” means the Escrow Agreement dated as of the date of delivery of the 2023A Bonds between the University and the Escrow Agent, providing for the defeasance and redemption of the Refunded Bonds, as authorized by Section 401 of this Supplemental Resolution.

“**Escrow Securities**” shall mean direct obligations of the United States of America, or other securities, the principal and interest of which are unconditionally guaranteed by the United States of America, and including certificates evidencing ownership of serially maturing interest payments and principal payments on United States Treasury Notes or Bonds.

“**Regulations**” means the treasury regulations promulgated under the Code and those provisions of the treasury regulations originally promulgated under Section 103 of the Internal Revenue Code of 1954, as amended, which remain in effect under the Code.

“**Representation Letter**” means the Blanket Representations Letter from the University to DTC dated June 18, 1999.

“**Resolution**” means the Resolution providing for the issuance of revenue bonds adopted by the Board on September 17, 1992, as previously amended and supplemented, and as further amended and supplemented by this Supplemental Resolution.

“**Securities Depository**” means DTC or any successor Securities Depository appointed pursuant to Section 209.

“**Supplemental Resolution**” means this Supplemental Resolution adopted by the Board on June [14/15], 2023, authorizing the issuance of the 2023A Bonds upon the sale thereof, setting forth certain requirements of the terms of sale of the 2023A Bonds, delegating authority to approve the final terms and provisions of the 2023A Bonds, and providing for related matters.

“**Trustee**” means The Bank of New York Mellon Trust Company, N.A., having an office in San Francisco, California, as successor trustee, and its successors and permitted assigns pursuant to the Resolution, as paying agent, trustee, and registrar for the 2023A Bonds.

“**2023A Costs of Issuance Account**” means the account created under the Construction Fund pursuant to Section 301 of this Supplemental Resolution, from which the Costs of Issuance of the 2023A Bonds shall be paid.

“**2023A Project Account**” means the account created under the Construction Fund pursuant to Section 301 of this Supplemental Resolution from which the costs of the 2023 Project shall be paid.

“**Underwriter**” means Barclays Capital Inc..

The terms “**hereby**,” “**hereof**,” “**hereto**,” “**herein**,” “**hereunder**,” and any similar terms as used in this Supplemental Resolution refer to this Supplemental Resolution.

Section 102. Authority for Supplemental Resolution. This Supplemental Resolution is adopted pursuant to the provisions of the Act and the Resolution.

Section 103. Effective Date. This Supplemental Resolution contemplates the issuance and sale of the 2023A Bonds through a delegation of authority as provided in Section 204 hereof. Unless the context clearly indicates otherwise -- for example, the provisions of Section 203(a) through Section 203(c) take effect upon adoption of this Supplemental Resolution-- this Supplemental Resolution shall not take effect and no provision thereof shall be binding upon the University unless and until the 2023A Bonds are sold and issued.

ARTICLE II AUTHORIZATION, TERMS AND ISSUANCE OF 2023A Bonds

Section 201. Authorization of 2023A Bonds, Principal Amounts, Designation, and Confirmation of Pledged Revenues. In order to provide funds for financing a portion of the 2023 Project, refunding the Refunded Bonds, and to pay Costs of Issuance of the 2023A Bonds, and in accordance with and subject to the terms, conditions and limitations established in the Resolution and this Supplemental Resolution, the 2023A Bonds are hereby authorized to be issued in the aggregate principal amount up to \$78,720,000. The 2023A Bonds shall be designated as follows: “General Revenue Project and Refunding Bonds, Series 2023A” The 2023A Bonds shall be issued as Additional Bonds under the Resolution in fully-registered form, without coupons, in denominations of \$5,000 each or any integral multiple thereof.

The 2023A Bonds are secured by the pledge of the Pledged Revenues under Section 5.1 of the Resolution, equally and ratably with all Bonds issued under the Resolution.

Section 202. Intentionally Omitted.

Section 203. Issue Date. The 2023A Bonds shall be dated the date of their original issuance and delivery.

Section 204. Authorization of Actions Preliminary to Sale of 2023A Bonds.

(a) The Board desires to sell the 2023A Bonds pursuant to negotiated sale to the Underwriter pursuant to the Act.

(b) The Preliminary Official Statement (the “**POS**”), in substantially the form presented at this meeting, with such changes, omissions, insertions and revisions as the Bursar shall approve, is hereby authorized, and the actions of the University, including the certification by the Bursar as to the “deemed finality” of the POS pursuant to Rule 15c2-12 of the Securities Exchange Commission adopted pursuant to the Securities Exchange Act of 1934, as amended (“**Rule 15c2-12**”) in connection with the offering of the 2023A Bonds, are hereby acknowledged, approved and ratified.

(c) The Bond Purchase Agreement in substantially the form attached hereto as **Exhibit A**, with such changes, omissions, insertions and revisions as the Delegated Officer shall approve, is hereby ratified and approved. Upon the sale of 2023A Bonds, the Delegated Officer is hereby authorized to execute and deliver the Bond Purchase Agreement to the Underwriter. The President of the University and the Bursar of the University are authorized to do or perform all such acts as may be necessary or advisable to comply with the Bond Purchase Agreement and to carry the same into effect.

(d) Upon the sale of the 2023A Bonds, the POS together with such changes, omissions, insertions and revisions to reflect the final terms and provisions of the 2023A Bonds (hereafter referred to as the “**Official Statement**”), shall be approved and signed by the Bursar or President of the University to authorize delivery thereof to the Underwriter for distribution to prospective purchasers of the 2023A Bonds and other interested persons.

(e) In order to comply with subsection (b)(5) of Rule 15c2-12, the Underwriter has provided in the Bond Purchase Agreement that it is a condition to delivery of the 2023A Bonds that the University and the Trustee, as disclosure agent thereunder, shall have executed and delivered the Continuing Disclosure Undertaking. The Continuing Disclosure Undertaking in substantially the form attached hereto as **Exhibit B** is hereby ratified and approved in all respects, and the Board authorizes the Underwriter to include a copy thereof in the POS and Official Statement. Upon delivery of the 2023A Bonds, the Bursar or President of the University is hereby authorized to execute and deliver the Continuing Disclosure Undertaking. Such Continuing Disclosure Undertaking shall constitute the University’s undertaking for compliance with Rule 15c2-12.

(f) The University and the Escrow Agent shall enter into an Escrow Agreement to provide for the defeasance and refunding of the Refunded Bonds, as specifically identified in the Delegation Certificate upon sale of the 2023A Bonds. Prior to the issuance of the 2023A Bonds, the Bursar or President of the University is hereby authorized, empowered and directed to execute and deliver the Escrow Agreement on behalf of the Board and the University with respect to the refunding of the Refunded Bonds, in the form as approved by such officer, the execution thereof to constitute conclusive evidence of such approval. The Bursar is hereby authorized to perform all such acts as may be necessary or advisable to comply with the Escrow Agreement or to carry out or give effect to the Escrow Agreement.

Section 205. Sale of 2023A Bonds and Related Documents; Delegation Authority.

(a) Pursuant to Section 57-235, Idaho Code, as amended, the Board hereby delegates to the Delegated Officer the power to make the following determinations on the date(s) of sale of the 2023A Bonds, without any requirement that the members of the Board meet to approve such determinations, but subject to the limitations provided:

(i) The rates of interest to be borne on the 2023A Bonds, provided that (a) the true interest cost of the 2023A Bonds allocated to the 2023 Project, as certified by the University's financial advisor and the Underwriter, shall not exceed six and zero-hundredths percent (6.00%), and (b) the interest rates of the 2023A Bonds allocated to refunding the Refunded Bonds, as certified by the University's financial advisor and the Underwriter, shall not exceed the rates that will achieve an aggregate dollar amount of savings in the aggregate debt service on the Refunded Bonds, the net present value of which, computed using as a present value factor the arbitrage yield on the 2023A Bonds, shall equal at least three and zero hundredths percent (3.0%) of the aggregate principal amount of the Refunded Bonds.

(ii) The aggregate principal amount of the 2023A Bonds on the sale date(s); provided, the aggregate principal amount of the 2023A Bonds allocated to the 2023 Project shall not exceed \$70,000,000, and the aggregate principal amount of the 2023A Bonds allocated to the refunding of the Refunded Bonds shall not exceed \$8,720,000.

(iii) The amount of principal of the 2023A Bonds maturing, or subject to mandatory sinking fund redemption in any particular year, and the rate of interest accruing thereon.

(iv) The maturities and amounts of the Refunded Bonds.

(v) The final maturity of the 2023A Bonds; provided that (i) the final maturity date of the 2023A Bonds allocated to the 2023 Project shall not exceed thirty (30) years from the date of issuance and (ii) the final maturity date of the 2023A Bonds allocated to the refunding of the Refunded Bonds shall not be later than the last maturity of the Refunded Bonds.

(vi) The price at which the 2023A Bonds will be sold (including any underwriter's discount, original issue premium and original issue discount), provided that the underwriter's discount shall not exceed 0.60% of the principal amount of the 2023A Bonds.

(vii) The dates, if any, on which, and the prices at which, the 2023A Bonds will be subject to optional and mandatory sinking fund redemption.

(viii) The terms of any contract for credit enhancement of the 2023A Bonds.

(b) Upon the sale of the 2023A Bonds, the Delegated Officer shall execute a Delegation Certificate substantially in the form attached hereto as **Exhibit C** and incorporated by reference herein reflecting the final terms and provisions of the 2023A Bonds and certifying that the final terms and provisions of the 2023A Bonds are consistent with, not in excess of and no less favorable than the terms set forth in subparagraph (a) above.

Section 206. Execution and Delivery of 2023A Bonds. The 2023A Bonds shall be manually executed on behalf of the University by the President of the Board, countersigned by the Bursar of the University, and attested by the Secretary to the Board. The 2023A Bonds shall be delivered to the Underwriter upon compliance with the provisions of Section 3.2 of the Resolution and at such time and place as provided in, and subject to, the provisions of the Bond Purchase Agreement.

Section 207. Redemption of 2023A Bonds. Upon the sale of the 2023A Bonds, the 2023A Bonds will be subject to redemption pursuant to the terms of the Bond Purchase Agreement, as approved by the Delegated Officer, and if subject to redemption, the following provisions shall apply:

(a) Selection for Redemption. If less than all Series 2023A Bonds are to be redeemed, the particular maturities of such Series 2023A Bonds to be redeemed and the principal amounts of such maturities to be redeemed shall be selected by the University. If less than all of the bonds of any maturity of the Series 2023A Bonds are to be redeemed, the Series 2023A Bonds to be redeemed will be selected by lot. If less than all of a Series 2023A Bond that is subject to mandatory sinking fund redemption is to be redeemed, the redemption price shall be applied to such mandatory sinking fund installments as the University shall direct.

(b) Notice of Redemption. The Resolution requires the Trustee to give notice of any redemption of the 2023A Bonds not less than 35 days nor more than 60 days prior to the redemption date, by first class mail, postage prepaid, addressed to the registered owners of such 2023A Bonds to be redeemed at the addresses appearing on the registry books kept by the Trustee. With respect to any notice of optional redemption of 2023A Bonds, unless upon the giving of such notice such 2023A Bonds shall be deemed to have been paid within the meaning of the Resolution, such notice may state that the redemption is conditioned upon the receipt by the Trustee on or prior to the date fixed for such redemption of money sufficient to pay the redemption price of and interest on the 2023A Bonds to be redeemed, and that if such money shall not have been so received, the notice shall be of no force and effect and the University shall not be required to redeem such 2023A Bonds. In the event that such notice of redemption contains such a condition and such money is not so received, the redemption will not be made and the Trustee will promptly thereafter give notice, in the manner in which the notice of redemption was given, that such money was not so received and that such redemption was not made.

Section 208. Form of 2023A Bonds. The 2023A Bonds are hereby authorized to be issued in the form set forth in **Exhibit D** attached hereto and incorporated herein by this reference, with such revisions and designations as required pursuant to the terms of sale thereof.

Section 209. Book-Entry Only System.

(a) The 2023A Bonds shall initially be registered on the Bond Register in the name of Cede & Co., the nominee for the Securities Depository, and no Beneficial Owner will receive certificates representing their respective interests in the 2023A Bonds, except in the event that the Trustee issues Replacement Bonds, as defined and provided below. It is anticipated that during the term of the 2023A Bonds, the Securities Depository will make book-entry transfers among the DTC Participants and receive and transmit payments of principal of and interest on the 2023A

Bonds until and unless the Trustee authenticates and delivers Replacement Bonds to the Beneficial Owners as described below. So long as any of the 2023A Bonds are registered in the name of Cede & Co., as nominee of DTC, all payments with respect to the principal of, premium, if applicable, and interest on the 2023A Bonds and all notices with respect to the 2023A Bonds shall be made and given in the manner provided in the Representation Letter.

(b) If the Securities Depository determines to discontinue providing its services with respect to the 2023A Bonds, and the University cannot obtain a qualified successor Securities Depository, or if the University determines not to use the Book-Entry System of the Securities Depository, the University shall execute, and the Trustee shall authenticate and deliver, one or more 2023A Bond certificates (the “**Replacement Bonds**”) to the DTC Participants in principal amounts and maturities corresponding to the identifiable Beneficial Owners’ interests in the 2023A Bonds, with such adjustments as the Trustee may find necessary or appropriate as to accrued interest and previous calls for redemption, if any. In such event, all references to the Securities Depository herein shall relate to the period of time when the Securities Depository has possession of at least one 2023A Bond. Upon the issuance of Replacement Bonds, all references herein to obligations imposed upon or to be performed by the Securities Depository shall be deemed to be imposed upon and performed by the Trustee, to the extent applicable with respect to such Replacement Bonds.

(c) With respect to 2023A Bonds registered in the name of Cede & Co. as nominee for the Securities Depository, neither the University nor the Trustee shall have any responsibility to any Beneficial Owner with respect to:

(i) the sending of transaction statements, or maintenance, supervision, or review of records of the Securities Depository;

(ii) the accuracy of the records of the Securities Depository or Cede & Co. with respect to any ownership interest in the 2023A Bonds;

(iii) the payment to any Beneficial Owner, or any person other than the Securities Depository, of any amount with respect to principal of, interest on, or redemption premium, if any, on the 2023A Bonds; or

(iv) any consent given or other action taken by the Securities Depository or Cede & Co. as owner of the 2023A Bonds.

(d) The Representation Letter previously executed and delivered by the University to DTC is for the purpose of effectuating the initial Book-Entry System for the 2023A Bonds through DTC as Securities Depository and shall not be deemed to amend, supersede or supplement the terms of this Supplemental Resolution, which are intended to be complete without reference to the Representation Letter. In the event of any conflict between the terms of the Representation Letter and the terms of this Supplemental Resolution, the terms of this Supplemental Resolution shall control. The Securities Depository may exercise the rights of a Registered Owner hereunder only in accordance with the terms hereof applicable to the exercise of such rights.

(e) Prior to any transfer of the 2023 Bonds outside the book-entry system (including but not limited to, the initial transfer outside the book-entry system) the transferor shall provide or

cause to be provided to the Trustee all information necessary to allow the Trustee to comply with any applicable tax reporting obligations, including without limitation any costs basis reporting obligations under Code Section 6045, as amended. The Trustee shall conclusively rely on the information provided to it and shall have no responsibility to verify or ensure the accuracy of such information.

Section 210. Successor Securities Depository. In the event the Securities Depository resigns, is unable to properly discharge its responsibilities, or is no longer qualified to act as a securities depository and registered clearing agency under the Securities and Exchange Act of 1934, as amended, or other applicable state or federal statute or regulation, the Trustee, with the written consent of the University, may appoint a successor Securities Depository, provided the Trustee receives written evidence satisfactory to the Trustee with respect to the ability of the successor Securities Depository to discharge its responsibilities. Any such successor Securities Depository shall be a securities depository that is a registered clearing agency under the Securities and Exchange Act of 1934, as amended, or other applicable state or federal statute or regulation. Upon the appointment of a successor Securities Depository, the former Securities Depository shall surrender the 2023A Bonds to the Trustee for transfer to the successor Securities Depository, and the Trustee shall cause the authentication and delivery of 2023A Bonds to the successor Securities Depository in appropriate denominations and form as provided herein.

ARTICLE III

CREATION OF ACCOUNTS, APPLICATION OF BOND PROCEEDS

Section 301. Creation of Accounts.

(i) There is hereby established in the Construction Fund a Project Account designated as the “2023A Project Account,” to be held by the University to pay the costs of the 2023 Project. The University shall invest the monies on deposit in the 2023A Project Account in Investment Securities.

(ii) There is hereby established in the hands of the Escrow Agent, a separate account designated as the “2023A Costs of Issuance Account.” Moneys in the 2023A Costs of Issuance Account shall be used for the payment of the Costs of Issuance of the 2023A Bonds. Any moneys remaining in the 2023A Costs of Issuance Account forty-five (45) days after issuance of the 2023A Bonds shall be transferred promptly to the 2023A Project Account held by the University to pay costs of the 2023 Project.

Section 302. Application of Proceeds of 2023A Bonds Upon Sale Thereof. Pursuant to the Written Certificate(s) of the University to be delivered prior to the issuance of the 2023A Bonds, the proceeds of the sale of the 2023A Bonds (net of the Underwriter’s fee for its services with respect to the 2023A Bonds), shall be deposited as follows:

(i) Proceeds of the Series 2023A Bonds in the amount of accrued interest on the Series 2023A Bonds to the date of delivery thereof, if any, shall be deposited in the Debt Service Account under the Bond Fund.

(ii) Proceeds of the Series 2023A Bonds in the amount reflected in the Written Certificate shall be wired to the University for deposit into the 2023A Project Account to finance

a portion of the 2023 Project. Before any payment is made from the 2023A Project Account, the University shall execute a Written Certificate as required by Section 5.4(E) of the Resolution.

(iii) Proceeds of the 2023A Bonds in the amounts reflected in a Written Certificate shall be wired by the Underwriter to the Escrow Agent for deposit into the applicable Escrow Accounts, in trust, which shall be directed by the University to be invested as provided by the Escrow Agreement and in accordance with the provisions of Section 57-504, Idaho Code (except for any amount to be retained as cash) to defease the respective Refunded Bonds.

(iv) Proceeds of the 2023A Bonds in the amount reflected in a Written Certificate of the University shall be wired by the Underwriter to the Escrow Agent for deposit into the 2023A Costs of Issuance Account to pay certain Costs of Issuance of the 2023A Bonds, as provided in the Escrow Agreement.

ARTICLE IV REFUNDING

Section 401. Refunding and Defeasance of Refunded Bonds. In the event the 2023A Bonds are sold and issued pursuant to the authority delegated in Section 205 hereof, the Refunded Bonds shall be irrevocably called for redemption on April 1, 2030, and shall be refunded with proceeds of the 2023A Bonds, together with proceeds of investment, if any, as provided in Section 302 hereof and in the Escrow Agreement. Notices of defeasance and redemption for the Refunded Bonds shall be given as provided in the Escrow Agreement and pursuant to the 2020 Supplemental Resolution and the Representation Letter.

Pursuant to the Escrow Agreement the University shall irrevocably set aside for and pledge to the Refunded Bonds, as applicable, moneys and Escrow Securities in amounts which, together with known earned income from the Escrow Securities, will be sufficient in amount to pay the principal of, interest on, and any redemption premium on the Refunded Bonds as the same become due and to redeem the Refunded Bonds on the redemption date. Based upon the foregoing as shall be verified by the report of The Arbitrage Group, Inc., the Refunded Bonds, as applicable, will be defeased upon deposit of such moneys and Escrow Securities immediately following the delivery of the 2023A Bonds.

After the Refunded Bonds shall have become due and payable upon maturity or pursuant to call for redemption, any investments remaining in the respective Escrow Accounts shall be liquidated and any proceeds of liquidation over and above the amount necessary to be retained for the payment of Refunded Bonds not yet presented for payment, including interest due and payable, shall be paid over to the University for deposit into the Bond Fund.

Section 402. Escrow Securities. Pursuant to the Escrow Agreement, Escrow Securities shall be purchased with proceeds of the 2023A Bonds and deposited into the Escrow Accounts to defease the respective Refunded Bonds, as applicable. In the event that state and local government series securities (SLGS) are not available for purchase, the Board authorizes a request for bids be issued on behalf of the University by a bidding agent (the “**Bidding Agent**”), to solicit bids to provide certain Escrow Securities purchased on the open market for deposit into the Escrow Accounts pursuant to the Escrow Agreement (the “**Open Market Securities**”). The University is

authorized to direct that the Bidding Agent solicit bids for the Open Market Securities in a manner that will avail the University of the safe harbor for establishing the yield on the Escrow Securities contained in Section 1.148-5(d)(6)(iii) of the Regulations.

Upon determination by the Bidding Agent of the best bid for providing the Open Market Securities, the Bursar of the University or President of the University is hereby authorized to accept the bid and to do or perform all such acts as may be necessary or advisable to evidence the University's acceptance and approval of the bid and to carry the same into effect.

The officials of the University are directed to obtain from the Bidding Agent prior to issuance of the 2023A Bonds, such certifications as shall be necessary to evidence the University's compliance with Section 1.148-5(d)(6)(iii) of the Regulations.

ARTICLE V MISCELLANEOUS

Section 501. Other Actions With Respect to 2023A Bonds. The officers and employees of the University shall take all actions necessary or reasonably required to carry out, give effect to, and consummate the transactions contemplated hereby and shall take all action necessary in conformity with the Act to carry out the sale and issuance of the 2023A Bonds, including, without limitation, the execution and delivery of any closing and other documents required to be delivered in connection with the sale and delivery of the 2023A Bonds. All actions heretofore taken in connection therewith are hereby ratified, approved and consummated. If the President of the Board or the Bursar shall be unavailable to execute the 2023A Bonds or the other documents that they are hereby authorized to execute, the same may be executed by any Vice President of the Board.

Section 502. Partial Invalidity. If any one or more of the covenants or agreements, or portions thereof, provided in the Resolution or this Supplemental Resolution, should be contrary to law, such covenant or covenants, such agreement or agreements, or such portions thereof shall be null and void and shall be deemed separable from the remaining covenants and agreements or portions thereof and shall in no way affect the validity of the Resolution, this Supplemental Resolution or the 2023A Bonds, but the holders of the 2023A Bonds shall retain all the rights and benefits accorded to them under the Act or any other applicable provisions of law.

Section 503. Conflicting Resolutions. All resolutions or parts thereof in conflict herewith are, to the extent of such conflict, hereby repealed.

ADOPTED AND APPROVED this ___ day of June, 2023.

BOARD OF TRUSTEES OF BOISE STATE
UNIVERSITY

President

ATTEST:

Secretary

SCHEDULE I

REFUNDING CANDIDATES

DUE	PRINCIPAL AMOUNT	INTEREST RATE	CUSIP No. 097464
4/1/2031	2,060,000	5.000 %	L74
4/1/2032	2,040,000	5.000	L82
4/1/2033	1,910,000	5.000	L90
4/1/2034	1,320,000	5.000	M24
4/1/2035	1,390,000	5.000	M32

EXHIBIT A
FORM OF BOND PURCHASE AGREEMENT

EXHIBIT B

FORM OF CONTINUING DISCLOSURE UNDERTAKING

EXHIBIT C
FORM OF DELEGATION CERTIFICATE

EXHIBIT D

[FORM OF 2023A BONDS]

R- _____ \$ _____

**UNITED STATES OF AMERICA
STATE OF IDAHO**

**BOISE STATE UNIVERSITY
GENERAL REVENUE PROJECT AND REFUNDING BONDS, SERIES 2023A**

INTEREST RATE	MATURITY DATE	DATED DATE	CUSIP NO.
_____ %	April 1, _____	_____, 2023	097464 _____

Registered Owner: CEDE & CO.

Principal Amount: _____
DOLLARS

KNOW ALL MEN BY THESE PRESENTS that Boise State University, a body politic and corporate and an institution of higher education of the State of Idaho (the "University"), for value received, hereby promises to pay, from the Bond Fund (as defined in the hereinafter defined Resolution), to the registered owner identified above, or registered assigns, on the maturity date specified above, the principal sum indicated above, and to pay interest thereon from the Bond Fund from the dated date hereof, or the most recent date to which interest has been paid or duly provided for, at the rate per annum specified above, payable on _____, and semiannually on each April 1 and October 1 thereafter, until the date of maturity or prior redemption of this Bond. Interest shall be calculated on the basis of a 360-day year and twelve 30-day months.

THIS BOND IS AN OBLIGATION OF THE UNIVERSITY PAYABLE SOLELY IN ACCORDANCE WITH THE TERMS HEREOF AND IS NOT AN OBLIGATION, GENERAL, SPECIAL, OR OTHERWISE OF THE STATE OF IDAHO, DOES NOT CONSTITUTE A DEBT, LEGAL, MORAL, OR OTHERWISE OF THE STATE OF IDAHO, AND IS NOT ENFORCEABLE AGAINST THE STATE, NOR SHALL PAYMENT HEREOF BE ENFORCEABLE OUT OF ANY FUNDS OF THE UNIVERSITY OTHER THAN THE REVENUES, FEES, AND CHARGES PLEDGED THERETO IN THE RESOLUTION. The principal of, interest on, and redemption price of this Bond is payable solely from Pledged

Revenues, which consist principally of revenues from certain student fees and enterprises, as more particularly set forth in the Resolution. Pursuant to the Resolution, sufficient revenues have been pledged and will be set aside into the Bond Fund to provide for the prompt payment of the principal of, interest on, and redemption price of this Bond. For a more particular description of the Bond Fund, the revenues to be deposited therein, and the nature and extent of the security for this Bond, reference is made to the provisions of the Resolution.

Principal of and interest on this Bond are payable in lawful money of the United States of America to the registered owner hereof whose name and address shall appear on the registration books of the University (the "Bond Register") maintained by The Bank of New York Mellon Trust Company, N.A. (the "Trustee"). Interest shall be paid to the registered owner whose name appears on the Bond Register on the 15th day of the calendar month next preceding the interest payment date, at the address appearing on the Bond Register, and shall be paid to such registered owner on the due date, by check or draft of the Trustee or by wire or other transfer, at the address appearing on the Bond Register or at such other address as may be furnished in writing by such registered owner to the Trustee. Principal shall be paid to the registered owner upon presentation and surrender of this Bond at the designated corporate trust office of the Trustee on or after the date of maturity or prior redemption.

This Bond is one of the General Revenue Project and Refunding Bonds, Series 2023A (the "Bonds") of the University issued in the aggregate principal amount of \$_____ for the purpose of (i) financing all or a portion of a new residence hall, (ii) refunding certain outstanding maturities of and (iii) paying costs of issuing the 2023A Bonds. The Bonds are issued pursuant to and in full compliance with the Constitution and statutes of the State of Idaho, particularly title 33, chapter 38, Idaho Code, and title 57, chapter 5, Idaho Code and a Resolution providing for the issuance of revenue bonds, duly adopted and authorized by the Board of Trustees of the University (the "Board") on September 17, 1992, as previously supplemented and amended, and as further supplemented and amended by a Supplemental Resolution adopted by the Board on June [14/15], 2023, authorizing the issuance of the Bonds (collectively, the "Resolution"). All capitalized terms used in this Bond and not defined herein shall have the meanings of such terms as defined in the Resolution.

[Final redemption provisions to be inserted]

[Notice of redemption shall be given by mailing notice to the registered owner thereof not less than 35 days nor more than 60 days prior to the redemption date at the address shown on the Bond Register or at such other address as may be furnished in writing by such registered owner to the Trustee. Provided that funds for the redemption price, together with interest to the redemption date, are on deposit at the place of payment at such time, the Bonds shall cease to accrue interest on the specified redemption date and shall not be deemed to be outstanding as of such redemption date.]

The Bonds are initially issued in the form of a separate certificated, fully-registered Bond for each maturity and registered in the name of Cede & Co., as nominee of The Depository Trust Company, New York, New York ("DTC").

UNLESS THIS BOND IS PRESENTED BY AN AUTHORIZED REPRESENTATIVE OF DTC TO THE UNIVERSITY OR ITS AGENT FOR REGISTRATION OF TRANSFER, EXCHANGE, OR PAYMENT, AND ANY CERTIFICATE ISSUED IS REGISTERED IN THE NAME OF CEDE & CO. OR IN SUCH OTHER NAME AS IS REQUESTED BY AN AUTHORIZED REPRESENTATIVE OF DTC (AND ANY PAYMENT IS MADE TO CEDE & CO. OR TO SUCH OTHER ENTITY AS IS REQUESTED BY AN AUTHORIZED REPRESENTATIVE OF DTC), ANY TRANSFER, PLEDGE, OR OTHER USE HEREOF FOR VALUE OR OTHERWISE BY OR TO ANY PERSON IS WRONGFUL INASMUCH AS THE REGISTERED OWNER HEREOF, CEDE & CO., HAS AN INTEREST HEREIN.

[Upon any partial redemption of this Bond, Cede & Co., in its discretion, may request the Trustee to authenticate a new Bond or shall make an appropriate notation with respect to this Bond indicating the date and amount of prepayment, except in the case of final maturity, in which case this Bond must be presented to the Trustee prior to payment.]

The Bonds shall not be transferable or exchangeable except as set forth in the Resolution. This Bond is transferable by the registered owner hereof in person or by his attorney duly authorized in writing, upon presentation and surrender of this Bond at the designated corporate trust office of the Trustee. Upon such transfer, a new Bond, of the same denomination, maturity, and interest rate will be issued to the transferee in exchange therefor.

This Bond shall not be valid or become obligatory for any purpose or be entitled to any security or benefit under the Resolution until the Certificate of Authentication hereon shall have been manually signed by the Trustee.

IT IS HEREBY CERTIFIED AND DECLARED that all acts, conditions, and things required by the Constitution and statutes of the State of Idaho to exist, to have happened, been done, and performed precedent to and in the issuance of this Bond do exist, have happened, been done, and performed, and that the issuance of this Bond and the other bonds of this issue does not violate any constitutional, statutory, or other limitation upon the amount of bonded indebtedness that the University may incur.

[Signatures Appear on Following Page]

IN WITNESS WHEREOF, the Board has caused this Bond to be executed by the President of the Board, countersigned by the Bursar of the University, and attested by the Secretary to the Board, and the official seal of the University to be imprinted hereon, as of this ____ day of _____, 2023.

BOARD OF TRUSTEES
BOISE STATE UNIVERSITY

By: _____
President
Board of Trustees

By: _____
Bursar

ATTESTED BY:

Secretary to Board of Trustees

[SEAL]

[FORM OF TRUSTEE'S CERTIFICATE OF AUTHENTICATION]

This Bond is one of the Boise State University General Revenue Project and Refunding Bonds, Series 2023A described in the within-mentioned Resolution.

THE BANK OF NEW YORK MELLON
TRUST COMPANY, N.A., as Trustee

By: _____
Authorized Signature

Date of Authentication: _____

* * * * *

[FORM OF ASSIGNMENT]

The following abbreviations, when used in the inscription on the face of the within Bond shall be construed as though they were written out in full according to applicable laws or regulations:

TEN COM - as tenants in common
TEN ENT - as tenants by the entirety
JT TEN - as joint tenants with right of survivorship and not as tenants in common

UNIF GIFT MIN ACT - under Uniform Transfers to Minors Act

(Cust) (Minor)

(State)

Additional abbreviations may also be used though not in the list above.

For value received _____ hereby sells, assigns and transfers unto

INSERT SOCIAL SECURITY OR OTHER IDENTIFYING NUMBER OF ASSIGNEE

(Please Print or Typewrite Name and Address of Assignee)

the within Bond of BOISE STATE UNIVERSITY, and hereby irrevocably constitutes and appoints _____ attorney to register the transfer of said Bond on the books kept for registration thereof, with full power of substitution in the premises.

Dated: _____ Signature: _____

Signature Guaranteed: _____

NOTICE: Signature(s) must be guaranteed by an "eligible guarantor institution" that is a member of or a participant in a "signature guarantee program" (e.g., the Securities Transfer Agents Medallion Program, the Stock Exchange Medallion Program or the New York Stock Exchange, Inc. Medallion Signature Program).

NOTICE: The signature to this assignment must correspond with the name as it appears upon the face of the within Bond in every particular, without alteration or enlargement or any change whatever.

* * * * *

Residence Hall Proforma - 10 year

Assumptions

Annual Rent Increase	3%	B&D Recommend 7%
Annual Expense Increase	3%	
Other Operating Expenses	3%	Misc. Based on total revenue
Capital Reserve	0.75%	1% target
Year 1 Occupancy	90%	Assume Stabilization in Year 1
Year 2 - 10 Occupancy	98%	Current Occupancy 100%
Summer Occupancy @ 50%		

Notes

Total Beds	452
Project Budget	\$62,000,000
Financed Amt	\$60,000,000
Interest Rate	4.50%

<u>Academic Year</u>	<u>2025</u>	<u>2026</u>	<u>2027</u>	<u>2028</u>	<u>2029</u>	<u>2030</u>	<u>2031</u>	<u>2032</u>	<u>2033</u>	<u>2034</u>	10 yr Total
Revenue											
Bed Revenue	\$3,694,980	\$4,144,126	\$4,268,449	\$4,396,503	\$4,528,398	\$4,664,250	\$4,804,177	\$4,948,303	\$5,096,752	\$5,249,654	\$45,795,592
Summer Bed Revenue	387,501	434,604	447,642	461,072	474,904	489,151	503,826	518,940	534,509	550,544	4,802,693
Total Revenue	\$4,082,482	\$4,578,730	\$4,716,092	\$4,857,575	\$5,003,302	\$5,153,401	\$5,308,003	\$5,467,243	\$5,631,260	\$5,800,198	\$50,598,285
Operating and Borrowing Costs											
Debt Service	\$3,648,134	\$3,648,134	\$3,648,134	\$3,648,134	\$3,648,134	\$3,648,134	\$3,648,134	\$3,648,134	\$3,648,134	\$3,648,134	\$36,481,342
Utilities	242,102	249,365	256,846	264,551	272,488	280,663	289,082	297,755	306,688	315,888	2,775,428
Resident Director (RD) S&B	66,500	68,495	70,550	72,666	74,846	77,092	79,404	81,787	84,240	86,767	762,348
Other Programing Costs	10,000	10,300	10,609	10,927	11,255	11,593	11,941	12,299	12,668	13,048	114,639
Resident Assistant (RA) Meals	82,992	85,482	88,046	90,688	93,408	96,210	99,097	102,070	105,132	108,286	951,410
Maintenance S&B	136,000	140,080	144,282	148,611	153,069	157,661	162,391	167,263	172,281	177,449	1,559,088
Custodial S&B	305,000	314,150	323,575	333,282	343,280	353,579	364,186	375,112	386,365	397,956	3,496,483
Other Operating Costs	122,474	126,149	129,933	133,831	137,846	141,981	146,241	150,628	155,147	159,801	1,404,032
Total Operating and Borrowing Cost	\$4,613,203	\$4,642,155	\$4,671,975	\$4,702,691	\$4,734,327	\$4,766,913	\$4,800,476	\$4,835,047	\$4,870,654	\$4,907,330	\$47,544,771
Estimated Income/(loss)	(\$530,721)	(\$63,425)	\$44,117	\$154,884	\$268,975	\$386,488	\$507,527	\$632,196	\$760,606	\$892,868	\$3,053,515

Note: For purposes of this attachment, assumptions are likely yet conservative. Interest rates are expected to be lower than 4.5% at issuance. Borrowing is anticipated to be at or lower than the amount estimated here. Occupancy in year one will likely be higher than 90%. Assumptions used in the debt capacity attachments (#6 and #7) are significantly more conservative as the purpose of those worksheets are to demonstrate capacity rather than project performance.

CREDIT OPINION

10 February 2022


Contacts

Heather Correia +1.214.979.6868
 Analyst
 heather.correia@moodys.com

Michael Osborn +1.212.553.7799
 VP-Senior Analyst
 michael.osborn@moodys.com

Susan I Fitzgerald +1.212.553.6832
 Associate Managing Director
 susan.fitzgerald@moodys.com

CLIENT SERVICES

Americas 1-212-553-1653
 Asia Pacific 852-3551-3077
 Japan 81-3-5408-4100
 EMEA 44-20-7772-5454

Boise State University, ID

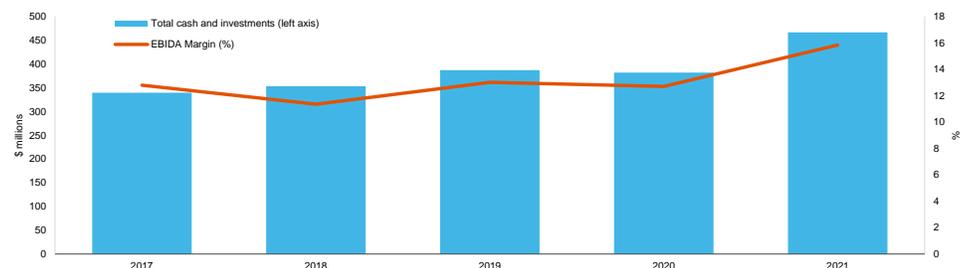
Update to credit analysis

Summary

[Boise State University \(BSU\), ID's](#) (Aa3 stable) credit profile is supported by its favorable role as a comprehensive urban public university. The university's ability to attract a substantial non-resident enrollment, along with its multiple delivery modes and increasing outreach across Idaho, will continue to support steady student demand. The university has consistently generated sound operating performance. We expect this to continue despite potential state mandated salary increases without offsetting increases in state appropriations because of the university's very good financial policy and budgeting practices. Total wealth levels are comparatively strong, with over \$466 million of cash and investments buffering 1.2 years of operations, and with nearly 250 days cash on hand. Leverage will remain manageable inclusive of identified capital plans, with a moderate unfunded pension liability.

Exhibit 1

BSU's strong operating performance contributes to growth in wealth



Source: Moody's Investors Service

Credit strengths

- » Favorable revenue diversity with approximately 25% received from the [State of Idaho](#) (Aaa stable), modestly growing enrollment and a moderate-size research base
- » Strong growth in wealth and liquidity over the past five years
- » Manageable leverage inclusive of future capital plans

Credit challenges

- » [State of Idaho](#) (Aaa stable) reduced appropriations in fiscal 2020 and fiscal 2021, and the university agreed to freeze tuition in fiscal 2021 and fiscal 2022, limiting revenue growth
- » Moderate fund-raising, which will limit wealth growth relative to peers

Rating outlook

The stable outlook reflects Moody's expectations of continued steady enrollment growth while maintaining positive operating performance and growing wealth and liquidity.

Factors that could lead to an upgrade

- » Substantial increase in total wealth and liquidity
- » Material growth in the overall size and scope of the university, including total operating revenue, enrollment, and research profile

Factors that could lead to a downgrade

- » Sustained deterioration of operating performance and cash flow margins
- » Material enrollment declines and/or lower net tuition revenue
- » Notable declines in operating appropriations from the state of Idaho

Key indicators

Exhibit 2

BOISE STATE UNIVERSITY, ID

	2017	2018	2019	2020	2021	Median: Aa Rated Public Universities
Total FTE Enrollment	16,313	16,962	17,672	16,963	17,640	30,559
Operating Revenue (\$Million)	378.3	398.3	422.2	443.0	440.4	1315.2
Annual Change in Operating Revenue (%)	5.9	5.3	6.0	4.9	-0.6	1.3
Total Cash & Investments (\$Million)	339.3	353.2	387.0	382.0	466.4	1601.9
Total Debt (\$Million)	230.8	233.3	223.2	232.8	219.8	714.5
Total Cash & Investments to Total Debt (x)	1.1	1.1	1.3	1.2	1.6	1.5
Total Cash & Investments to Operating Expenses (x)	0.7	0.7	0.7	0.7	0.9	0.8
Monthly Days Cash on Hand (x)	174	172	171	191	247	166
EBIDA Margin (%)	12.8	11.4	13.0	12.7	15.8	10.5
Total Debt to EBIDA (x)	4.8	5.2	4.1	4.1	3.2	4.7
Annual Debt Service Coverage (x)	2.5	2.2	3.2	3.2	4.2	2.9

Source: Moody's Investors Service

Profile

Located in the capital city of Idaho, Boise State University (BSU) is the largest comprehensive public university in the state. In fiscal 2021, BSU generated operating revenue of \$440.4 million and enrolled 17,640 full-time equivalent (FTE) students (Fall 2021).

Detailed credit considerations

Market position: mid-sized public university supported by substantial non-resident enrollment

The university's excellent brand and strategic position will continue to be supported by its role as the state's largest public university, as well as its growing research activity. With its investment in online and hybrid programming and increased offerings throughout Idaho, we expect enrollment to continue growing modestly. The university has historically attracted about 36% of students from outside the state, complementing its in-state draw and supporting growing net tuition revenue. Given its demand, the university likely has some pricing flexibility should it need to increase tuition to offset rising expenses.

This publication does not announce a credit rating action. For any credit ratings referenced in this publication, please see the ratings tab on the issuer/entity page on www.moody's.com for the most updated credit rating action information and rating history.

Boise State was given an R2 Carnegie classification in fiscal 2019, and the university continues to expand its research profile and activity. The university's Materials Science Building opened in fiscal 2021, and houses expanded academic programs and research efforts. The university's \$38 million in research expenses during fiscal 2021 have grown from \$28 million in fiscal 2017.

Operating performance: strong operating performance supported by diversified revenue base and very good financial policies

Continued strong operating performance will be supported by the university's evidenced favorable budgeting practices, revenue diversity, growing enrollment, and likely modest increase in state funding in fiscal 2023.

A rebound in enrollment and return to on-campus living will result in growing student generated revenue, and Idaho's strong economy supports our expectations of a modest increase in state funding for fiscal 2023. The university was able to maintain favorable performance during the pandemic through federal relief funds (about \$80 million in CARES, HEERF and state funds over fiscal 2020-2022) along with furloughing staff and holding position vacations. Going forward, mandated salary increases will lead to rising expenses, but we expect that the university will continue to take steps to maintain structural balance.

Wealth and liquidity: relatively strong and growing total cash and investments, although below aspirational peers

Boise State's total wealth will continue improving due to conservative budgeting and investment returns. At fiscal 2021 year-end, BSU's total cash and investments increased to \$466.4 million, a 22% increase over prior year. Management attributes the uptick to strong operating performance coupled with healthy investment returns. In terms of absolute dollars, the university is still below peers, but spendable cash and investments to operating expenses of 0.87 times is better than Aa3 medians.

While the university is not currently involved in a fundraising campaign, gift revenue remains steady, with a three-year average of \$40 million. Annual gifts did decline during fiscal 2021, however, a result of the ongoing pandemic.

Liquidity

Liquidity improved again in fiscal 2021. At fiscal 2021 year-end, the university reported \$254.8 million in monthly liquidity, which equates to 247 days cash on hand (DCOH), above the Aa median of 166 monthly days cash on hand.

Leverage: manageable debt and pension burdens with plans to borrow in the near-term

Despite plans to borrow in the next two years, leverage will remain manageable due continued principal amortization, diversified capital funding sources and moderate unfunded pension liability.

Over the past five years, capital reinvestment and facility maintenance have at least covered depreciation. Total cash and investments relative to total adjusted debt is adequate at 1.27 times. Total adjusted debt to adjusted EBIDA is strong at 5.3 times, supporting debt affordability inclusive of a planned issuance in fiscal 2023 to finance a first-year housing project.

Legal security

The university's outstanding and anticipated general revenue bonds are secured by Pledged Revenues of the Boise State University, which include tuition and student fees, auxiliary revenue and other specified revenue. The university has covenanted to establish and maintain Pledged Revenues greater than 1.1 times annual debt service. Fiscal 2021 Pledged Revenues of \$193.3 million provide approximately 9.5 times 2022 annual debt service (\$20.4 million), including the proposed series 2022A bonds.

Debt structure

Total debt outstanding, excluding the proposed series 2022A bonds, was \$366 million at fiscal 2021 year-end. This balance consists of \$220 million in revenue bonds, \$104 million in Moody's adjusted pension liability and \$40 million in a service concession arrangement (the university entered into a P3 agreement in 2015 with Greystar Real Estate Partners to develop and operate a residential Honors College and Sawtooth Hall, a freshman housing facility).

Proceeds from the proposed series 2022A bonds will be used to advance refund series 2015A, 2016A and 2017A for savings. Post-sale, the debt service schedule is descending with final maturity in 2050. Principal amortization is average with 47% retired in ten years.

Debt-related derivatives

The university has no exposure to variable rate debt or interest rate swaps.

Pensions and OPEB

The university has a moderate pension obligation that accounts for approximately 28% of its total outstanding debt as of June 30, 2021. BSU participates in a cost-sharing multiple-employer defined benefit plan administered by the Public Employee Retirement System of Idaho (PERSI). Since 1990, new employees at the university have been automatically enrolled in a defined contribution plan. The university's total adjusted debt, including the unfunded pension liability, to operating revenues is 0.83 times, favorably below the Aa3 medians of 1.21 times.

ESG considerations**Environmental**

The university currently does not have material exposure to environmental risks. The university is located in Boise in Ada County. Based on our ESG data, the county is at high risk for water stress, and median stress for heat stress. BSU has a variety of sustainability measures focused on building infrastructure with a low carbon footprint, and also has some research focus in areas of sustainability.

Social

Boise State University has exposure to several social considerations. Demographics within the state of Idaho, specifically in the Boise metropolitan area, are favorable, with a growing population and increasing number of high school graduates expected through 2026. However, the state's college going rate remains relatively low, and the higher education market remains highly competitive. Favorably, the university's urban location and prominent role as the largest public university in the state have enhanced the university's competitive position within the state and region.

Governance

BSU's strong management team budgets conservatively, and takes proactive measures to ensure structural balance, positioning the university to weather future uncertainty. The university also has a demonstrated thoughtfulness when it comes to recruiting and retention of students, leveraging both resident and non-resident markets. The university remains exposed to salary increases imposed by the state legislature, which the state has traditionally funded at only 50%, expecting the universities to offset the remaining expense with net tuition revenue growth.

The university's board is political: the eight members of BSU's Board of Trustees also serve as the Idaho State Board of Education, which governs K-20 education in the state of Idaho. A single board provides consistency of educational goals and policies across institutions. The board has a fiduciary duty not only to BSU, but all others across the state.

Rating methodology and scorecard factors

The principal methodology used in this rating was [Higher Education Methodology](#) published in August 2021. The Higher Education Methodology includes a scorecard that summarizes the factors that are generally most important to higher education credit profiles. Because the scorecard is a summary and may not include every consideration in the credit analysis for a specific issuer, a scorecard indicated outcome may or may not match an assigned rating. We assess brand and strategic positioning, financial policy and strategy, and operating environment on a qualitative basis.

Exhibit 3

Boise State University, ID

Scorecard Factors and Sub-factors	Value	Score
Factor 1: Scale (15%)		
Adjusted Operating Revenue (USD Million)	440	A
Factor 2: Market Profile (20%)		
Brand and Strategic Positioning	Aa	Aa
Operating Environment	A	A
Factor 3: Operating Performance (10%)		
EBIDA Margin	16%	Aa
Factor 4: Financial Resources and Liquidity (25%)		
Total Cash and Investments (USD Million)	466	Aa
Total Cash and Investments to Operating Expenses	1.2	Aa
Factor 5: Leverage and coverage (20%)		
Total Cash and Investment to Total Adjusted Debt	1.3	Aa
Annual Debt Service Coverage	4.2	Aaa
Factor 6: Financial Policy and Strategy (10%)		
Financial Policy and Strategy	A	A
Scorecard-Indicated Outcome		Aa3
Assigned Rating		Aa3

Source: Moody's Investors Service

© 2022 Moody's Corporation, Moody's Investors Service, Inc., Moody's Analytics, Inc. and/or their licensors and affiliates (collectively, "MOODY'S"). All rights reserved. CREDIT RATINGS ISSUED BY MOODY'S CREDIT RATINGS AFFILIATES ARE THEIR CURRENT OPINIONS OF THE RELATIVE FUTURE CREDIT RISK OF ENTITIES, CREDIT COMMITMENTS, OR DEBT OR DEBT-LIKE SECURITIES, AND MATERIALS, PRODUCTS, SERVICES AND INFORMATION PUBLISHED BY MOODY'S (COLLECTIVELY, "PUBLICATIONS") MAY INCLUDE SUCH CURRENT OPINIONS. MOODY'S DEFINES CREDIT RISK AS THE RISK THAT AN ENTITY MAY NOT MEET ITS CONTRACTUAL FINANCIAL OBLIGATIONS AS THEY COME DUE AND ANY ESTIMATED FINANCIAL LOSS IN THE EVENT OF DEFAULT OR IMPAIRMENT. SEE APPLICABLE MOODY'S RATING SYMBOLS AND DEFINITIONS PUBLICATION FOR INFORMATION ON THE TYPES OF CONTRACTUAL FINANCIAL OBLIGATIONS ADDRESSED BY MOODY'S CREDIT RATINGS. CREDIT RATINGS DO NOT ADDRESS ANY OTHER RISK, INCLUDING BUT NOT LIMITED TO: LIQUIDITY RISK, MARKET VALUE RISK, OR PRICE VOLATILITY. CREDIT RATINGS, NON-CREDIT ASSESSMENTS ("ASSESSMENTS"), AND OTHER OPINIONS INCLUDED IN MOODY'S PUBLICATIONS ARE NOT STATEMENTS OF CURRENT OR HISTORICAL FACT. MOODY'S PUBLICATIONS MAY ALSO INCLUDE QUANTITATIVE MODEL-BASED ESTIMATES OF CREDIT RISK AND RELATED OPINIONS OR COMMENTARY PUBLISHED BY MOODY'S ANALYTICS, INC. AND/OR ITS AFFILIATES. MOODY'S CREDIT RATINGS, ASSESSMENTS, OTHER OPINIONS AND PUBLICATIONS DO NOT CONSTITUTE OR PROVIDE INVESTMENT OR FINANCIAL ADVICE, AND MOODY'S CREDIT RATINGS, ASSESSMENTS, OTHER OPINIONS AND PUBLICATIONS ARE NOT AND DO NOT PROVIDE RECOMMENDATIONS TO PURCHASE, SELL, OR HOLD PARTICULAR SECURITIES. MOODY'S CREDIT RATINGS, ASSESSMENTS, OTHER OPINIONS AND PUBLICATIONS DO NOT COMMENT ON THE SUITABILITY OF AN INVESTMENT FOR ANY PARTICULAR INVESTOR. MOODY'S ISSUES ITS CREDIT RATINGS, ASSESSMENTS AND OTHER OPINIONS AND PUBLISHES ITS PUBLICATIONS WITH THE EXPECTATION AND UNDERSTANDING THAT EACH INVESTOR WILL, WITH DUE CARE, MAKE ITS OWN STUDY AND EVALUATION OF EACH SECURITY THAT IS UNDER CONSIDERATION FOR PURCHASE, HOLDING, OR SALE.

MOODY'S CREDIT RATINGS, ASSESSMENTS, OTHER OPINIONS, AND PUBLICATIONS ARE NOT INTENDED FOR USE BY RETAIL INVESTORS AND IT WOULD BE RECKLESS AND INAPPROPRIATE FOR RETAIL INVESTORS TO USE MOODY'S CREDIT RATINGS, ASSESSMENTS, OTHER OPINIONS OR PUBLICATIONS WHEN MAKING AN INVESTMENT DECISION. IF IN DOUBT YOU SHOULD CONTACT YOUR FINANCIAL OR OTHER PROFESSIONAL ADVISER.

ALL INFORMATION CONTAINED HEREIN IS PROTECTED BY LAW, INCLUDING BUT NOT LIMITED TO, COPYRIGHT LAW, AND NONE OF SUCH INFORMATION MAY BE COPIED OR OTHERWISE REPRODUCED, REPACKAGED, FURTHER TRANSMITTED, TRANSFERRED, DISSEMINATED, REDISTRIBUTED OR RESOLD, OR STORED FOR SUBSEQUENT USE FOR ANY SUCH PURPOSE, IN WHOLE OR IN PART, IN ANY FORM OR MANNER OR BY ANY MEANS WHATSOEVER, BY ANY PERSON WITHOUT MOODY'S PRIOR WRITTEN CONSENT.

MOODY'S CREDIT RATINGS, ASSESSMENTS, OTHER OPINIONS AND PUBLICATIONS ARE NOT INTENDED FOR USE BY ANY PERSON AS A BENCHMARK AS THAT TERM IS DEFINED FOR REGULATORY PURPOSES AND MUST NOT BE USED IN ANY WAY THAT COULD RESULT IN THEM BEING CONSIDERED A BENCHMARK.

All information contained herein is obtained by MOODY'S from sources believed by it to be accurate and reliable. Because of the possibility of human or mechanical error as well as other factors, however, all information contained herein is provided "AS IS" without warranty of any kind. MOODY'S adopts all necessary measures so that the information it uses in assigning a credit rating is of sufficient quality and from sources MOODY'S considers to be reliable including, when appropriate, independent third-party sources. However, MOODY'S is not an auditor and cannot in every instance independently verify or validate information received in the rating process or in preparing its Publications.

To the extent permitted by law, MOODY'S and its directors, officers, employees, agents, representatives, licensors and suppliers disclaim liability to any person or entity for any indirect, special, consequential, or incidental losses or damages whatsoever arising from or in connection with the information contained herein or the use of or inability to use any such information, even if MOODY'S or any of its directors, officers, employees, agents, representatives, licensors or suppliers is advised in advance of the possibility of such losses or damages, including but not limited to: (a) any loss of present or prospective profits or (b) any loss or damage arising where the relevant financial instrument is not the subject of a particular credit rating assigned by MOODY'S.

To the extent permitted by law, MOODY'S and its directors, officers, employees, agents, representatives, licensors and suppliers disclaim liability for any direct or compensatory losses or damages caused to any person or entity, including but not limited to by any negligence (but excluding fraud, willful misconduct or any other type of liability that, for the avoidance of doubt, by law cannot be excluded) on the part of, or any contingency within or beyond the control of, MOODY'S or any of its directors, officers, employees, agents, representatives, licensors or suppliers, arising from or in connection with the information contained herein or the use of or inability to use any such information.

NO WARRANTY, EXPRESS OR IMPLIED, AS TO THE ACCURACY, TIMELINESS, COMPLETENESS, MERCHANTABILITY OR FITNESS FOR ANY PARTICULAR PURPOSE OF ANY CREDIT RATING, ASSESSMENT, OTHER OPINION OR INFORMATION IS GIVEN OR MADE BY MOODY'S IN ANY FORM OR MANNER WHATSOEVER.

Moody's Investors Service, Inc., a wholly-owned credit rating agency subsidiary of Moody's Corporation ("MCO"), hereby discloses that most issuers of debt securities (including corporate and municipal bonds, debentures, notes and commercial paper) and preferred stock rated by Moody's Investors Service, Inc. have, prior to assignment of any credit rating, agreed to pay to Moody's Investors Service, Inc. for credit ratings opinions and services rendered by it fees ranging from \$1,000 to approximately \$5,000,000. MCO and Moody's Investors Service also maintain policies and procedures to address the independence of Moody's Investors Service credit ratings and credit rating processes. Information regarding certain affiliations that may exist between directors of MCO and rated entities, and between entities who hold credit ratings from Moody's Investors Service and have also publicly reported to the SEC an ownership interest in MCO of more than 5%, is posted annually at www.moody's.com under the heading "Investor Relations — Corporate Governance — Director and Shareholder Affiliation Policy."

Additional terms for Australia only: Any publication into Australia of this document is pursuant to the Australian Financial Services License of MOODY'S affiliate, Moody's Investors Service Pty Limited ABN 61 003 399 657 AFSL 336969 and/or Moody's Analytics Australia Pty Ltd ABN 94 105 136 972 AFSL 383569 (as applicable). This document is intended to be provided only to "wholesale clients" within the meaning of section 761G of the Corporations Act 2001. By continuing to access this document from within Australia, you represent to MOODY'S that you are, or are accessing the document as a representative of, a "wholesale client" and that neither you nor the entity you represent will directly or indirectly disseminate this document or its contents to "retail clients" within the meaning of section 761G of the Corporations Act 2001. MOODY'S credit rating is an opinion as to the creditworthiness of a debt obligation of the issuer, not on the equity securities of the issuer or any form of security that is available to retail investors.

Additional terms for Japan only: Moody's Japan K.K. ("MJKK") is a wholly-owned credit rating agency subsidiary of Moody's Group Japan G.K., which is wholly-owned by Moody's Overseas Holdings Inc., a wholly-owned subsidiary of MCO. Moody's SF Japan K.K. ("MSFJ") is a wholly-owned credit rating agency subsidiary of MJKK. MSFJ is not a Nationally Recognized Statistical Rating Organization ("NRSRO"). Therefore, credit ratings assigned by MSFJ are Non-NRSRO Credit Ratings. Non-NRSRO Credit Ratings are assigned by an entity that is not a NRSRO and, consequently, the rated obligation will not qualify for certain types of treatment under U.S. laws. MJKK and MSFJ are credit rating agencies registered with the Japan Financial Services Agency and their registration numbers are FSA Commissioner (Ratings) No. 2 and 3 respectively.

MJKK or MSFJ (as applicable) hereby disclose that most issuers of debt securities (including corporate and municipal bonds, debentures, notes and commercial paper) and preferred stock rated by MJKK or MSFJ (as applicable) have, prior to assignment of any credit rating, agreed to pay to MJKK or MSFJ (as applicable) for credit ratings opinions and services rendered by it fees ranging from JPY100,000 to approximately JPY550,000,000.

MJKK and MSFJ also maintain policies and procedures to address Japanese regulatory requirements.

REPORT NUMBER

1317877

CLIENT SERVICES

Americas	1-212-553-1653
Asia Pacific	852-3551-3077
Japan	81-3-5408-4100
EMEA	44-20-7772-5454

RatingsDirect®

Boise State University, Idaho; Public Coll/Univ - Unlimited Student Fees

Primary Credit Analyst:

Gauri Gupta, Chicago + 1 (312) 233 7010; gauri.gupta@spglobal.com

Secondary Contact:

Phillip A Pena, San Francisco + 1 (415) 371 5039; phillip.pena@spglobal.com

Table Of Contents

- Rating Action
- Stable Outlook
- Credit Opinion
- Enterprise Profile
- Financial Profile
- Related Research

Boise State University, Idaho; Public Coll/Univ - Unlimited Student Fees

Credit Profile

US\$150.0 mil gen rev rfdg bnds (taxable) ser 2022A due 04/01/2050		
<i>Long Term Rating</i>	A+/Stable	New
Boise State Univ PCU_USF		
<i>Long Term Rating</i>	A+/Stable	Affirmed

Rating Action

S&P Global Ratings has assigned its 'A+' rating to Boise State University (BSU), Idaho's series 2022A bonds and affirmed its 'A+' long-term rating and underlying rating (SPUR) on various bonds issued for BSU. The outlook is stable.

Total pro forma debt as of June 30, 2021, is \$263.7 million including the series 2022A bonds as well as a future expectation of \$45 million to be issued in fiscal 2023 for a student housing project for which planning and design has been approved by the university board. All of BSU's bonds are parity general-revenue debt secured by the university's unlimited student-fee pledge. This student fee is internally dedicated to debt service, and there is no debt service reserve fund. The 2022A bonds are secured by pledged revenues on parity with the other bonds.

The proceeds of the 2022A bonds will be used to advance refund on a taxable basis, all or a portion of the series 2015A, series 2016A, series 2017A, and to pay costs of issuing the 2022A bonds.

COVID initiated many changes at BSU, such as transitioning all course to an online format in March 2020 until June 2020, offering courses in the fall of 2020 and spring 2021 in a hybrid manner, and creating a public health office in April 2020. The university redesigned its course offerings with options for hybrid and fully remote courses that were traditionally delivered fully in-person. Each section offered was evaluated according to the class size and room availability. All in-person classes were reimaged to allow for social distancing. Fall 2021 and spring 2022 remain in person and the university does not mandate the vaccine, though strongly encourages it. Management reports that vaccination status of students on campus remains high relative to the state vaccination status.

Credit overview

We assess the university's enterprise profile as strong, reflecting stable overall demand metrics which includes growing full time equivalent (FTE) enrollment for fall 2021 and expectation of growth to continue coupled with increasing geographic diversity. We assess BSU's financial profile as very strong, with consistent full-accrual operating surpluses and pro forma available resources that are in line with the rating category. We believe these combined credit factors lead to a stand-alone credit profile of 'a+' and a long-term rating of 'A+'.

The ratings further reflect our assessment of BSU's:

- History of reporting positive adjusted financial operations on a full-accrual basis, as a result of good fiscal stewardship with a focus on operations and conservative budgeting;

- Growth in enrollment in fall 2021, with expectation of continued growth for fall 2022; and
- Solid available resource ratios for the rating category.

Partially offsetting these strengths, in our view, are the university's:

- Somewhat weak acceptance rate relative to medians, though in line with those of similarly rated peers, and
- Slightly above-average pro forma debt relative to the rating category.

The stable outlook reflects our expectation that, over the next two years, BSU will continue to generate full-accrual operating results and maintain its available resources relative to operations and pro forma debt, while maintaining enrollment trends.

BSU is in Boise, in western Idaho. It was founded in 1932 and has the largest enrollment of any public Idaho post-secondary institution, with 17,640 FTE students as of fall 2021. The university is fully accredited by the Northwest Commission on Colleges and Universities through 2026, and a number of its academic programs have also obtained specialized accreditation. The majority of students are undergraduates (about 89%), and 66% of the student body is from the state, although a larger portion of freshmen are from out of state. BSU competes for students with both in- and out-of-state public universities.

Environmental, social, and governance

Vaccine progress in the U.S. has helped alleviate some health-and-safety social risks stemming from COVID-19; however, in our view, BSU, like other not-for-profit colleges and universities, continues facing potential operational pressures in light of emerging COVID-19 variants. At this time, BSU is not requiring faculty, staff, and students to get a COVID-19 vaccine; however, the university highly encourages anyone eligible to do so. We believe management has taken prudent actions regarding the health and safety of its students, faculty, and staff through its remote and hybrid instruction options. The somewhat lower vaccination rates in the region could challenge these efforts, particularly if students, faculty, or staff become infected with the highly contagious Delta or Omicron variants. Positivity rate for fall term was very low at near 2% while the community rate was approximately 20%. Despite the elevated social risk, we believe environmental and governance risks at BSU are in line with our view of the sector as a whole.

Stable Outlook

Upside scenario

Credit factors that could lead to a positive rating action over time include sustained enrollment growth, stable demand metrics, supporting additional debt beyond what is currently planned by commiserate growth in available resources, or consistently higher operating margins.

Downside scenario

Although unlikely during the outlook period, credit factors that could lead to a downgrade include consecutive years enrollment declines, significant operating deficits, erosion of available resources relative to the rating category, or the issuance of new debt to levels that significantly increase BSU's debt burden and cause available resources to drop to levels that we consider less than adequate for the rating.

Credit Opinion

Enterprise Profile

Market position and demand

We view the university's enrollment and demand profile as solid, with historical steady growth in FTE and strengthening demand metrics, despite significant competition both in and out of state. However, similar to other universities, the COVID-19 pandemic affected FTE enrollment, resulting in a modest decline in fall 2020. The university rebounded quickly and saw an improvement in fall 2021. FTE enrollment increased by 4% to 17,640, compared with 16,962 in fall 2020. We expect management will continue to focus on enrollment, with efforts aligned toward recruitment, retention, and employability. Management expects continued growth in enrollment as Idaho demographics (particularly in southwest Idaho) are projecting increases in the 15-to-19-year-old population over the next five years.

For fall 2021, freshman applications rose by approximately 1% from the previous year, totaling 15,648. The increase was primarily the result of the continuation of an in-state program, started in fall 2019, aimed at encouraging students to apply, coupled with out-of-state demand. The selectivity rate for fall 2021 was 83.1%, which was weaker as compared with that of the prior year. Although the matriculation rate was also weaker, at 23.7% for fall 2020 (compared with a five-year average of 31.3%), BSU enrolled its largest freshman class (3,171) in fall 2021. While the university adopted a test-optional applications process through the pandemic, student quality, as measured by the average entering freshman American College Testing score (23), is slightly above average for the rating category. Retention of 76% is slightly higher than the historical average of 74%. Its six-year graduation rate increased, to 53% from 46% in fall 2018, but still remains low compared with national averages.

BSU's fundraising is done through the BSU Foundation. The university concluded its \$25 million scholarship campaign in 2017, having raised \$52 million. In our view, fundraising remains moderate. We expect fundraising will continue at historical levels.

Management and governance

We view the effectiveness of BSU's management and governance as solid and in line with the rating. Dr. Marlene Tromp has served as the university's president since July 1, 2019, and while we view the management team as stable, there have been a few additions to the senior management team since our last review. In 2021, Dr. John Buckwalter was appointed as the provost. Prior to his position at Boise State University, Dr. Buckwalter served as the dean of the College of Health and Human Sciences at Kansas State University. In addition, Jeramiah Dicky was also appointed the executive director of athletics in early 2021 after serving as the associate vice president for intercollegiate athletics since February 2017 at Baylor University. Currently the university is conducting a search for a vice president of research and a vice president of student affairs and anticipates that they will have made a decision by mid-2022. Despite recent changes to senior management, we view the management team's stability and depth (particularly at the office of finance) favorably overall and as mitigating factors to these changes.

Management oversight and determination of BSU policies and standards is vested with the board, which also serves as

the Idaho State Board of Education, the Regents of the University of Idaho, the Board of Trustees for Idaho State University in Pocatello, the Board of Trustees for Lewis Clark State College in Lewiston, and the State Board for Professional-Technical Education and Vocational Rehabilitation. The governor appoints seven of the members of the combined boards for five-year terms. The elected state superintendent of public instruction serves ex officio as the eighth member of the board for a four-year term.

The new university president recently introduced strategic themes that include strengthening its research mission, increasing the awareness of program offerings, and outreach to rural students. We view management's commitment to these areas favorably. We also take a positive view of management's standards for operational performance and effectiveness. The university budgets conservatively and produces interim comparative quarterly financial reports prepared using a modified accrual basis of accounting, including management's discussion and analysis. We view this as a best practice.

Financial Profile

Financial operations

We characterize BSU's financial performance as sound, with the expectation of continued operating surpluses resulting from conservative budgeting practices, and healthy growth in net tuition revenue. For fiscal 2021, net operating income increased to 6.7% from 4.1% in fiscal 2020. Grant and contract revenues increased \$8 million, or 15%; federal funding represents 73% of the increase.

As Idaho's largest public university, BSU receives one of the biggest portions of state appropriation allocations for public institutions totaling: \$102.8 million in fiscal 2019, and \$108.0 million in fiscal 2020. For fiscal 2021, state appropriations were about 1% lower due to COVID-19 at \$ 107.1 million; however, they increased to \$109.7 million in fiscal 2022. The Idaho Department of Public Works also provides capital funding for various construction projects and repairs at the university; the amount varies from year to year.

While BSU receives a large share of state appropriations, student-related fees (tuition and fees and auxiliary revenues) account for the majority of revenues. The university's revenue composition has remained about the same over the past year: appropriations at 24% of total operating revenue; student fees, net at 37%; grants and contracts at 17%; sales and services contribute 9%; and gifts at 6% of total revenue. Modest fee increases, coupled with a history of enrollment growth, have led to healthy increases in net tuition revenue, ranging between 5% and 10% over the past five years. For fiscal 2020 and fiscal 2021, full-time tuition for residents was \$8,060, although room and board increased by 9.2% in fiscal 2022. The increase resulted in an overall change of 5.6% to total resident costs (including fees and tuition). In our view, they remain comparable with those of peer institutions, and modest tuition and fee increases should allow BSU to further increase its net tuition revenue.

Available resources

The university's financial resource ratios continue to grow, and we believe they are solid for the rating. Total net assets as of June 30, 2020, increased by 5.7% from the previous year, to \$525 million. As of Dec., 31, 2021, the university investment portfolio totaled \$157.8 million, which we anticipate will result in a healthy increase in net assets in fiscal 2022. In addition, the university benefits from a separate foundation that as of June 30, 2021, had total assets of \$ 215

million, only \$17.8 million of which was unrestricted. After adjusting for Governmental Accounting Standards Board Statement No. 68 and including the foundation's unrestricted net assets (UNA), BSU's available resources (as measured by adjusted UNA) totaled \$210.9 million, equal to 46% of operating expenses and 80% of total pro forma debt. Cash and investments were slightly stronger totaling \$256.3 million or 56% of total adjusted operating expense and 97% of total pro forma debt.

Debt and contingent liabilities

Total pro forma debt for the university is \$263.7 million including the series 2022A bonds as well as a future expectation of \$45 million to be issued for a student housing project for which planning and design has been approved by the university board. All of BSU's bonds are parity general-revenue debt secured by the university's unlimited student-fee pledge. Management indicates it plans to build an additional building to house first-year students, with an estimated cost of \$45 million, and a construction management building. We have included the student housing debt in our total pro forma debt calculation, however, MADS does not include the debt service associated with it since the university plans to issue this debt later in fiscal year 2023.

Pro forma maximum annual debt service occurs in in 2023 and is about \$18.6 million, which is slightly high for the rating category. However, this is offset by the fact that the university amortizes about \$20 million of debt per year, and overall, debt remains manageable for the rating category, at 4.1% of fiscal 2021 adjusted operating expenses. We view management's debt portfolio as conservative, with all debt being fixed rate with level amortization. Other capital projects under consideration include faculty and staff housing. Given the university's history of conservative fiscal management, we expect debt issuance will be manageable and in line with sufficient increases in resources, although we will evaluate additional debt at the time of issuance.

Boise State University, Idaho Enterprise And Financial Statistics

	--Fiscal year ended June 30--				
	2022	2021	2020	2019	2018
Enrollment and demand					
Headcount	25,829	24,103	26,272	25,540	24,154
Full-time equivalent	17,640	16,962	17,686	16,962	16,317
Freshman acceptance rate (%)	83.1	77.5	77.4	80.7	84.0
Freshman matriculation rate (%)	24.4	23.7	25.7	32.4	36.8
Undergraduates as a % of total enrollment (%)	86.8	86.2	87.3	86.4	86.0
Freshman retention (%)	76.0	77.8	79.5	79.5	79.8
Graduation rates (six years) (%)	53.0	54.0	50.0	45.8	43.4
Income statement					
Adjusted operating revenue (\$000s)	N.A.	489,045	490,803	464,457	438,193
Adjusted operating expense (\$000s)	N.A.	458,376	471,641	444,878	429,433
Net adjusted operating income (\$000s)	N.A.	30,669	19,162	19,579	8,760
Net adjusted operating margin (%)	N.A.	6.69	4.06	4.40	2.04
Estimated operating gain/loss before depreciation (\$000s)	N.A.	59,174	47,623	47,491	37,098
Change in unrestricted net assets (UNA; \$000s)	N.A.	23,440	21,005	24,193	(12,491)
State operating appropriations (\$000s)	N.A.	107,108	108,013	102,793	100,462

Boise State University, Idaho Enterprise And Financial Statistics (cont.)

	--Fiscal year ended June 30--				
	2022	2021	2020	2019	2018
State appropriations to revenue (%)	N.A.	21.9	22.0	22.1	22.9
Student dependence (%)	N.A.	48.2	52.0	53.0	52.1
Health care operations dependence (%)	N.A.	N.A.	N.A.	N.A.	N.A.
Research dependence (%)	N.A.	11.8	10.2	10.1	10.1
Endowment and investment income dependence (%)	N.A.	0.3	0.7	0.9	0.8
Debt					
Outstanding debt (\$000s)	N.A.	220,651	230,775	221,180	231,280
Proposed debt (\$000s)	N.A.	133,735	N.A.	N.A.	N.A.
Total pro forma debt (\$000s)	N.A.	263,748	N.A.	N.A.	N.A.
Pro forma MADS	N.A.	18,628	N.A.	N.A.	N.A.
Current debt service burden (%)	N.A.	4.14	4.44	4.60	5.37
Current MADS burden (%)	N.A.	4.46	4.33	4.63	4.80
Pro forma MADS burden (%)	N.A.	4.06	N.A.	N.A.	N.A.
Financial resource ratios					
Endowment market value (\$000s)	N.A.	215,009	169,742	179,144	186,745
Related foundation market value (\$000s)	N.A.	215,009	169,742	179,144	186,745
Cash and investments (\$000s)	N.A.	256,324	212,674	222,315	218,917
UNA (\$000s)	N.A.	170,604	147,164	126,159	101,966
Adjusted UNA (\$000s)	N.A.	210,899	202,750	180,508	154,668
Cash and investments to operations (%)	N.A.	55.9	45.1	50.0	51.0
Cash and investments to debt (%)	N.A.	116.2	92.2	100.5	94.7
Cash and investments to pro forma debt (%)	N.A.	97.2	N.A.	N.A.	N.A.
Adjusted UNA to operations (%)	N.A.	46.0	43.0	40.6	36.0
Adjusted UNA plus debt service reserve to debt (%)	N.A.	95.6	87.9	81.6	66.9
Adjusted UNA plus debt service reserve to pro forma debt (%)	N.A.	80.0	N.A.	N.A.	N.A.
Average age of plant (years)	N.A.	14.6	13.7	13.0	12.1
OPEB liability to total liabilities (%)	N.A.	7.6	7.0	6.0	6.6

N.A.--Not available. MNR--Median not reported. MADS--Maximum annual debt service. Total adjusted operating revenue = unrestricted revenue less realized and unrealized gains/losses and financial aid. Total adjusted operating expense = unrestricted expense plus financial aid expense. Net operating margin = 100*(net adjusted operating income/adjusted operating expense). Student dependence = 100*(gross tuition revenue + auxiliary revenue) / adjusted operating revenue. Current debt service burden = 100*(current debt service expense/adjusted operating expenses). Current MADS burden = 100*(maximum annual debt service expense/adjusted operating expenses). Cash and investments = cash + short-term and long-term investments. Adjusted UNA = Unrestricted net assets + unrestricted net assets of the foundation. Average age of plant = accumulated depreciation/depreciation and amortization expense.

Related Research

Through The ESG Lens 2.0: A Deeper Dive Into U.S. Public Finance Credit Factors, April 28, 2020

Ratings Detail (As Of February 10, 2022)

Ratings Detail (As Of February 10, 2022) (cont.)

Boise State Univ PCU_USF <i>Unenhanced Rating</i>	A+(SPUR)/Stable	Affirmed
Boise State Univ PCU_USF <i>Long Term Rating</i>	A+/Stable	Affirmed
Boise State Univ PCU_USF <i>Long Term Rating</i>	A+/Stable	Affirmed
Boise State Univ PCU_USF <i>Long Term Rating</i>	A+/Stable	Affirmed
Boise State Univ PCU_USF <i>Long Term Rating</i>	A+/Stable	Affirmed
Boise State Univ PCU_USF (FGIC) (MBIA) (National) <i>Unenhanced Rating</i>	A+(SPUR)/Stable	Affirmed
Boise St Univ gen rev proj and rfdg <i>Long Term Rating</i>	A+/Stable	Affirmed
Boise St Univ gen rev proj and rfdg <i>Long Term Rating</i>	A+/Stable	Affirmed

Many issues are enhanced by bond insurance.

Copyright © 2022 by Standard & Poor's Financial Services LLC. All rights reserved.

No content (including ratings, credit-related analyses and data, valuations, model, software or other application or output therefrom) or any part thereof (Content) may be modified, reverse engineered, reproduced or distributed in any form by any means, or stored in a database or retrieval system, without the prior written permission of Standard & Poor's Financial Services LLC or its affiliates (collectively, S&P). The Content shall not be used for any unlawful or unauthorized purposes. S&P and any third-party providers, as well as their directors, officers, shareholders, employees or agents (collectively S&P Parties) do not guarantee the accuracy, completeness, timeliness or availability of the Content. S&P Parties are not responsible for any errors or omissions (negligent or otherwise), regardless of the cause, for the results obtained from the use of the Content, or for the security or maintenance of any data input by the user. The Content is provided on an "as is" basis. S&P PARTIES DISCLAIM ANY AND ALL EXPRESS OR IMPLIED WARRANTIES, INCLUDING, BUT NOT LIMITED TO, ANY WARRANTIES OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE OR USE, FREEDOM FROM BUGS, SOFTWARE ERRORS OR DEFECTS, THAT THE CONTENT'S FUNCTIONING WILL BE UNINTERRUPTED OR THAT THE CONTENT WILL OPERATE WITH ANY SOFTWARE OR HARDWARE CONFIGURATION. In no event shall S&P Parties be liable to any party for any direct, indirect, incidental, exemplary, compensatory, punitive, special or consequential damages, costs, expenses, legal fees, or losses (including, without limitation, lost income or lost profits and opportunity costs or losses caused by negligence) in connection with any use of the Content even if advised of the possibility of such damages.

Credit-related and other analyses, including ratings, and statements in the Content are statements of opinion as of the date they are expressed and not statements of fact. S&P's opinions, analyses and rating acknowledgment decisions (described below) are not recommendations to purchase, hold, or sell any securities or to make any investment decisions, and do not address the suitability of any security. S&P assumes no obligation to update the Content following publication in any form or format. The Content should not be relied on and is not a substitute for the skill, judgment and experience of the user, its management, employees, advisors and/or clients when making investment and other business decisions. S&P does not act as a fiduciary or an investment advisor except where registered as such. While S&P has obtained information from sources it believes to be reliable, S&P does not perform an audit and undertakes no duty of due diligence or independent verification of any information it receives. Rating-related publications may be published for a variety of reasons that are not necessarily dependent on action by rating committees, including, but not limited to, the publication of a periodic update on a credit rating and related analyses.

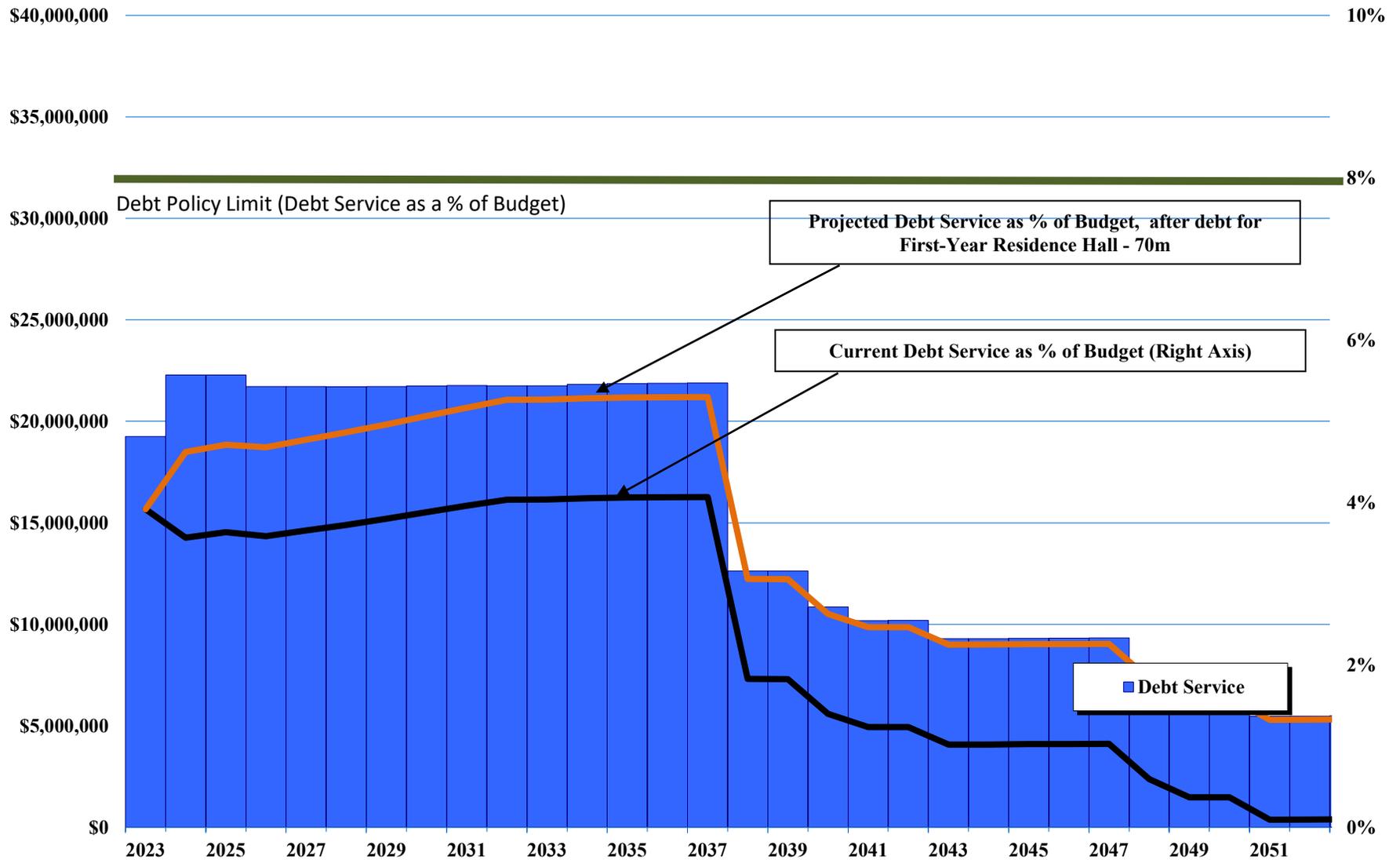
To the extent that regulatory authorities allow a rating agency to acknowledge in one jurisdiction a rating issued in another jurisdiction for certain regulatory purposes, S&P reserves the right to assign, withdraw or suspend such acknowledgment at any time and in its sole discretion. S&P Parties disclaim any duty whatsoever arising out of the assignment, withdrawal or suspension of an acknowledgment as well as any liability for any damage alleged to have been suffered on account thereof.

S&P keeps certain activities of its business units separate from each other in order to preserve the independence and objectivity of their respective activities. As a result, certain business units of S&P may have information that is not available to other S&P business units. S&P has established policies and procedures to maintain the confidentiality of certain non-public information received in connection with each analytical process.

S&P may receive compensation for its ratings and certain analyses, normally from issuers or underwriters of securities or from obligors. S&P reserves the right to disseminate its opinions and analyses. S&P's public ratings and analyses are made available on its Web sites, www.standardandpoors.com (free of charge), and www.ratingsdirect.com (subscription), and may be distributed through other means, including via S&P publications and third-party redistributors. Additional information about our ratings fees is available at www.standardandpoors.com/usratingsfees.

STANDARD & POOR'S, S&P and RATINGSDIRECT are registered trademarks of Standard & Poor's Financial Services LLC.

Boise State University
Debt Service to Budget
June 2023



Ten Year Debt Projection
June 2023

	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028	FY 2029	FY 2030	FY 2031	FY 2031	Total/Avg	
1 Future Buildings	Est. Debt Financed											
2 First-Year Res Hall 2023A	\$70,000,000	\$0	\$5,085,424	\$5,085,424	\$5,085,424	\$5,085,424	\$5,085,424	\$5,085,424	\$5,085,424	\$5,085,424	\$5,085,424	\$45,768,814
	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	\$0	\$0	\$5,085,424	\$5,085,424	\$5,085,424	\$5,085,424	\$5,085,424	\$5,085,424	\$5,085,424	\$5,085,424	\$5,085,424	\$45,768,814
5 Current University Debt Service	\$19,258,009	\$17,200,091	\$17,191,508	\$16,628,731	\$16,625,239	\$16,621,026	\$16,631,914	\$16,655,378	\$16,679,107	\$16,661,323	\$170,152,328	
6 Total Projected Debt Service after New Project	\$19,258,009	\$22,285,515	\$22,276,932	\$21,714,155	\$21,710,663	\$21,706,450	\$21,717,338	\$21,740,802	\$21,764,531	\$21,746,747	\$215,921,142	
7 Operating Budget (excludes direct lending)	\$491,490,079	\$482,056,132	\$472,810,864	\$463,750,501	\$454,871,346	\$446,169,773	\$437,642,232	\$429,285,242	\$421,095,392	\$413,069,338		
8 Current Debt Service as a % of Operating Budget (6/8)	3.92%	3.57%	3.64%	3.59%	3.65%	3.73%	3.80%	3.88%	3.96%	4.03%	3.77%	
9 Future Debt Service as a % of Operating Budget (7/8)	3.92%	4.62%	4.71%	4.68%	4.77%	4.87%	4.96%	5.06%	5.17%	5.26%	4.79%	
<i>8% is the University's policy limit</i>												

Assumptions (very conservative to ensure affordability):

- 10 Student Revenue 1. Base declines 2% from prior year
- 11 General Fund 2. Base declines 2% from prior year
- 12 Donations, Sales 3. Base declines 2% from prior year
- 13 Federal Grants 4. Base declines 2% from prior year
- 14 Future debt 5. Assuming 6.0% interest over 30 years, actually anticipate no more than 4.5%
- 15 Refundings 6. Does not factor in future refunding savings or additional housing revenues
- 16 Purchase price 6. Assumes no equity in the purchase and 70 million borrowing, actually anticipate borrowing between 55 and 60 million.
- 17 Facility Fee 7. No increase in fees

INFORMATIONAL ITEMS
JUNE 14, 2023

TAB	DESCRIPTION	ACTION
1	SDE - ANNUAL UPDATE RE. ALBION ELEMENTARY HARDSHIP STATUS	Information Item

STATE DEPARTMENT OF EDUCATION
JUNE 14, 2023

SUBJECT

Hardship Status, Albion Elementary School

REFERENCE

June 2015	The Board received an update regarding Albion Elementary School and its continued need for hardship status.
June 2017	The Board received an update regarding Albion Elementary School and its continued need for hardship status.
June 2018	The Board received an update regarding Albion Elementary School and its continued need for hardship status.
June 2019	The Board received an update regarding Albion Elementary School and its continued need for hardship status.
August 2020	The Board received an update regarding Albion Elementary School and its continued need for hardship status.
June 2021	The Board received an update regarding Albion Elementary School and its continued need for hardship status.
June 2022	The Board received an update regarding Albion Elementary School and its continued need for hardship status.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1003(2)(b), Idaho Code

BACKGROUND/DISCUSSION

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

STATE DEPARTMENT OF EDUCATION
JUNE 14, 2023

IMPACT

Cassia County School District #151 would have received approximately \$121,300 less in FY 2023 if Albion Elementary School had not been considered a separate school.

ATTACHMENTS

Attachment 1 – Letter from Superintendent Sandra Miller to Superintendent Critchfield dated April 27, 2023.

STAFF COMMENTS AND RECOMMENDATIONS

This section will be completed by Board staff.

BOARD ACTION

This item is for informational purposes only.

Cassia County Joint School District No. 151

Board Members

Jeff Rasmussen, Chairman
Darin Moon, Vice Chairman
Ryan Cranney, Trustee
Mandy Baker, Trustee
Kent Kidd, Trustee



Administration

Sandra Miller, Superintendent
Chris James, Director of Fiscal Affairs
Kim Bedke, Federal Programs Director
Ryun Payne, Student Services Director
Clay Adams, Director of Operations

April 27, 2023

Mrs. Debbie Critchfield
State Superintendent of Public Schools
PO Box 83720
Boise, Idaho 83720-0027

Dear Mrs. Critchfield,

Albion Elementary School was granted hardship status by the State Board of Education in October of 1999. This status is granted on an annual basis and must be submitted to the State Board of Education each year by the person elected to serve as the state superintendent of schools.

This letter serves as a request for hardship status for Albion Elementary School (school number 111) for the 2023-2024 school year. The conditions for such status have not changed and remain as the basis for this request. We appreciate your willingness to acknowledge the challenges of small, rural educational facilities throughout the state.

Thank you, and the State Board of Education, for your continued support of the children of Cassia County and Idaho.

Respectfully,

Sandra Miller
Superintendent

CC: Dean Reich