



STATE BOARD OF EDUCATION MEETING
October 18-19, 2023
Lewis-Clark State College
Williams Conference Center
801-899 4th Street Lewiston, ID 83501

Public Streaming: www.youtube.com/@lcstate

Wednesday, October 18, 2023 – 9:00 a.m. (Pacific Time)

BOARDWORK

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

CONSENT

BAHR

1. University of Idaho – Multi-Year Employment Contract - Head Men’s Basketball Coach – Action Item
2. University of Idaho – Multi-Year Employment Contract - Head Women’s Basketball Coach – Action Item

PPGA

3. Data Management Council Appointments – Action Item
4. Idaho State Rehabilitation Council Membership – Action Item
5. CTE Limited Occupational Specialist Certificate Extension – Action Item
6. CTE Postsecondary Credentialing Manual – Action Item

SDE

7. Emergency Provisional Certificate Recommendations – Action Item

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

1. Lewis Clark State College Annual Report - Information Item

LEWIS CLARK STATE COLLEGE BOARD OF TRUSTEES

LEWIS CLARK STATE COLLEGE COMMUNITY FORUM

1. Lewis Clark State College Students address the Board
2. Lewis Clark State College Employees address the Board

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

2. Lewis Clark State College Educator Preparation Program Update

BUSINESS AFFAIRS AND HUMAN RESOURCES

1. Board Policy II.P. – General Policies and Procedures – All Employees - Second Reading - Action Item
2. Board Policy V.K. - Construction Projects - Second Reading - Action Item

3. BAHR Committee Priorities and Initiatives – Action Item

PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS

3. Board Policy IV.D. – Educator Preparation and Certification – First Reading – Action Item
4. Board Policy I.K – Naming and Memorializing Buildings – Second Reading – Action Item
5. Temporary Rule Docket No.: 08-0113-2303 – Action Item
6. Recommended Procedures for Emergency Provisional Certifications – Action Item
7. Recommendations from the Empowering Parents Advisory Panel – Action Item
8. PPGA Committee Priorities Update – Informational item
9. Educator Preparation Program New Program Approval Process – Action Item
10. CTE Educator Training Update – Information Item
11. Idaho Vocational Rehabilitation Annual Report - Information Item
12. Consideration of Graduation Equivalency – Action Item

STATE DEPARTMENT OF EDUCATION

1. Superintendent's Update - Information Item

WORK SESSION

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

- A. Idaho Commission on Hispanic Affairs

Thursday, October 19, 2023 - 09:00 a.m. (Pacific Time)

OPEN FORUM

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

1. Board Policy III.N. – Statewide General Education – Second Reading – Action Item
2. Board Policy III.W. – Higher Education Research – Second Reading – Action Item
3. Board Policy III.Z. – Planning and Delivery of Postsecondary Programs and Courses – Second Reading – Action Item
4. Military General Education Crosswalk Update – Information Item
5. Annual Remediation Report – Information Item – Heidi Estrem – 10 min
6. Engineering & Computer Science Needs Assessment & Gap Analysis – Information Item
7. Established Program to Stimulate Competitive Research (EPSCoR) Annual Report - Information Item

WORK SESSION

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

- B. Performance Measures Report

INFORMATION ITEMS

PPGA

1. Performance Measure Reports as Submitted to DFM for all Institutions and Agencies – Informational 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 9:00 a.m. (PT), October 16, 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
OCTOBER 18-19, 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 August 23, 2023 regular Board meeting.

3. Rolling Calendar

I move to set June 11, 2024 as the date and Idaho State University as the location for the Chief Executive Officers' annual performance evaluations.

AND

I move to set June 12-13, 2024 as the date and Idaho State University as the location for the June 2024 regularly scheduled Board Meeting.

AND

I move to set October 16-17, 2024, as the date and Lewis-Clark State College as the location for the October 2024 regularly scheduled Board meeting.

**BOARDWORK
OCTOBER 18, 2023**

DRAFT Minutes August 23, 2023



**STATE BOARD OF EDUCATION MEETING
August 23, 2023
Office of the State Board of Education
650 West State Street, Suite 307
Boise, ID 83720**

A regular meeting of the Idaho State Board of Education was held via Zoom teleconference August 23, 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 8:30 a.m. (MT).

Present

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

Absent

Cindy Siddoway

Wednesday, August 23, 2023 - 8:30 a.m. (Mountain Time)

EXECUTIVE SESSION – (Closed to the Public)

Action Item to go into Executive Session - No action taken in Executive Session.

M (Gilbert) 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 7-0. Cindy Siddoway was absent from voting.

AND

M (Gilbert) I move the Board

2. Go into Executive Session pursuant to 74-206(1)(d) "to consider records that are exempt from disclosure" and Idaho Code Section 74-206(1)(f) "to communicate with legal counsel for the public agency to discuss the legal ramifications of and

BOARDWORK
OCTOBER 18, 2023

DRAFT Minutes August 23, 2023

legal options for pending litigation, or controversies not yet being litigated but imminently likely to be litigated. The mere presence of legal counsel at an executive session does not satisfy this requirement." A roll call vote was taken, and the motion carried 7-0. Cindy Siddoway was absent from voting.

The Board moved to Executive Session at 8:32 a.m. (MT).

BOARD ACTION

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

The Board returned from Executive Session at 8:56 a.m. (MT). Board President Dr. Linda Clark stated that the Board concluded its discussion and took no action on the matter discussed.

Wednesday, August 23, 2023 - 9:00 a.m. (Mountain Time)

BOARDWORK

1. Agenda Review and Approval – Action Item

BOARD ACTION

M (Gilbert) I move to approve the agenda as posted. A roll call vote was taken, and the motion carried 5-0. Cindy Siddoway, Kurt Liebich and Shawn Keough were absent from voting.

2. Minutes Review and Approval – Action Item

BOARD ACTION

M (Gilbert) I move to approve the minutes for the June 14, 2023 Regular Board meeting, the June 21, 2023, and July 7, 2023, Special Board meetings. A roll call vote was taken, and the motion carried 5-0. Cindy Siddoway, Kurt Liebich and Shawn Keough were absent from voting.

3. Rolling Calendar – Action Item

BOARD ACTION

M/S (Gilbert / Hill) I move to set August 21, 2024, as the date for the August 2024 regularly scheduled Board Meeting, to occur via videoconference originating from the Office of the State Board of Education in Boise. A roll call vote was taken, and the motion carried 7-0. Cindy Siddoway was absent from voting.

CONSENT

BOARDWORK
OCTOBER 18, 2023

DRAFT Minutes August 23, 2023

BAHR

1. Boise State University – Aixtron Construction Cost Increase Authorization – Action Item

BOARD ACTION

M/S (Gilbert / Roach) I move to approve the request by Boise State University to increase the construction and installation authorization for the Aixtron system for a total cost not to exceed \$2.5M. A roll call vote was taken, and the motion carried 7-0. Cindy Siddoway was absent from voting.

2. Idaho State University – VP of Finance and University Planning – Action Item

BOARD ACTION

M/S (Gilbert / Roach) I move to approve the designation of Idaho State University's Senior Associate Vice President of Finance and Chief Fiscal Officer as a Vice President level position with the new title of Vice President of Finance and University Planning. A roll call vote was taken, and the motion carried 7-0. Cindy Siddoway was absent from voting.

3. University of Idaho - Utility P3 Capital Improvement: Ash Handling System Replacement - Action Item

BOARD ACTION

M/S (Gilbert / Roach) I move to approve the request by the University of Idaho for removal and replacement of the existing worn-out ash handling system for the wood waste solid fuel boiler at a cost of \$2,809,381. A roll call vote was taken, and the motion carried 7-0. Cindy Siddoway was absent from voting.

4. University of Idaho - Utility P3 Capital Improvement: Boiler Controls Modernization - Action Item

BOARD ACTION

M/S (Gilbert / Roach) I move to approve the request by the University of Idaho for the replacement of existing supervisory control and data acquisition (SCADA) in the energy plant for a total cost of \$4,658,600. A roll call vote was taken, and the motion carried 7-0. Cindy Siddoway was absent from voting.

5. University of Idaho - Utility P3 Capital Improvement: Electrical Transformer and Primary Component Equipment Reserve - Action Item

BOARD ACTION

M/S (Gilbert / Roach) I move to approve the request by the University of Idaho to replenish its reserve of critical major electrical spare parts inventory for a cost of \$1,391,742. A roll call vote was taken, and the motion carried 7-0. Cindy Siddoway was absent from voting.

**BOARDWORK
OCTOBER 18, 2023**

DRAFT Minutes August 23, 2023

6. University of Idaho - Amend site lease for Idaho Public Television (IPTV) - Action Item

BOARD ACTION

M/S (Gilbert / Roach) I move to approve the request by University of Idaho to execute the proposed site lease amendment and authorize the Operations Officer for Finance and Administration of the University to execute such amendment in substantial conformance to the draft submitted as part of this request, and any other documents associated with the above authorized action. A roll call vote was taken, and the motion carried 7-0. Cindy Siddoway was absent from voting.

IRSA

7. EPSCoR Committee Appointments – Action Item

BOARD ACTION

M/S (Gilbert / Roach) I move to appoint Senator James Ruchti to the Established Program to Stimulate Competitive Research Idaho Committee to serve as the representative of the Idaho Senate. A roll call vote was taken, and the motion carried 7-0. Cindy Siddoway was absent from voting.

AND

M/S (Gilbert / Roach) I move to appoint Representative Britt Raybould to the Established Program to Stimulate Competitive Research Idaho Committee to serve as the representative of the Idaho House of Representatives. A roll call vote was taken, and the motion carried 7-0. Cindy Siddoway was absent from voting.

AND

M/S (Gilbert / Roach) I move to appoint Carmen Achabal to the Established Program to Stimulate Competitive Research Idaho Committee for a five (5)-year term ending on June 30, 2028. A roll call vote was taken, and the motion carried 7-0. Cindy Siddoway was absent from voting.

AND

M/S (Gilbert / Roach) I move to appoint Phillip Reppert to the Established Program to Stimulate Competitive Research Idaho Committee for a five (5)-year term ending on June 30, 2028. A roll call vote was taken, and the motion carried 7-0. Cindy Siddoway was absent from voting.

AND

**BOARDWORK
OCTOBER 18, 2023**

DRAFT Minutes August 23, 2023

M/S (Gilbert / Roach) I move to appoint Will Osborne to the Established Program to Stimulate Competitive Research Idaho Committee for a five (5)-year term ending on June 30, 2028. A roll call vote was taken, and the motion carried 7-0. Cindy Siddoway was absent from voting.

AND

M/S (Gilbert / Roach) I move to appoint Ronald Jones to the Established Program to Stimulate Competitive Research Idaho Committee for a five (5)-year term ending on June 30, 2028. A roll call vote was taken, and the motion carried 7-0. Cindy Siddoway was absent from voting.

8. Higher Education Research Council Re-Appointments – Action Item

BOARD ACTION

M/S (Gilbert / Roach) I move to re-appoint Ms. Eileen Barber and Ms. Heather Messenger as noninstitutional representatives to the Higher Education Research Council, effective immediately and expiring June 30, 2026. A roll call vote was taken, and the motion carried 7-0. Cindy Siddoway was absent from voting.

PPGA

9. Indian Education Committee Appointment - Action Item

BOARD ACTION

M/S (Gilbert / Roach) I move to appoint Mr. Allen Mayo, as the Shoshone-Bannock Bureau of Indian Education representative to the Idaho Indian Education Committee effective August 23, 2023 and expiring June 30, 2028. A roll call vote was taken, and the motion carried 7-0. Cindy Siddoway was absent from voting.

AND

M/S (Gilbert / Roach) I move to appoint Mr. Gaylen Edmo, as the Shoshone-Bannock Tribes tribal designee to the Idaho Indian Education Committee effective August 23, 2023 and expiring June 30, 2027. A roll call vote was taken, and the motion carried 7-0. Cindy Siddoway was absent from voting.

AND

M/S (Gilbert / Roach) I move to appoint Mr. Alex Harris, representing North Idaho College to the Idaho Indian Education Committee effective August 23, 2023 and expiring June 30, 2027. A roll call vote was taken, and the motion carried 7-0. Cindy Siddoway was absent from voting.

10. Accountability Oversight Committee Appointment – Action Item

**BOARDWORK
OCTOBER 18, 2023**

DRAFT Minutes August 23, 2023

BOARD ACTION

M/S (Gilbert / Roach) I move to approve the reappointment of Iris Chimburas to the Accountability Oversight Committee, as an at-large member, for a term of 2 years commencing July 1, 2023 and ending on June 30, 2025. A roll call vote was taken, and the motion carried 7-0. Cindy Siddoway was absent from voting.

AND

M/S (Gilbert / Roach) I move to approve the reappointment of Jodie Mills to the Accountability Oversight Committee, representing district level assessment and accountability, for a term of 2 years commencing July 1, 2023 and ending on June 30, 2025. A roll call vote was taken, and the motion carried 7-0. Cindy Siddoway was absent from voting.

11. Paraprofessional Academic Exam – Action Item

BOARD ACTION

M/S (Gilbert / Roach) I move to approve the Paraprofessional Academic Assessment and cut score to be used as a State Board approved Academic Assessment for qualifying paraprofessionals, as submitted in Attachment 1. A roll call vote was taken, and the motion carried 7-0. Cindy Siddoway was absent from voting.

SDE

12. Appointments to the Professional Standards Commission Appointments - Action Item

BOARD ACTION

M/S (Gilbert / Roach) I move to appoint Marci Nuxoll of the Mountain View School District to the Professional Standards Commission, replacing Marianne Sletteland of the Moscow School District, for a term beginning immediately, and ending June 30, 2025, representing teachers of exceptional children. A roll call vote was taken, and the motion carried 7-0. Cindy Siddoway was absent from voting.

13. 2023 Curricular Materials Adoption – Action Item

BOARD ACTION

M/S (Gilbert / Roach) I move to approve the recommendation of the Curricular Materials Selection Committee to adopt curricular materials and related instructional materials for K-12 mathematics, as submitted in Attachment 1. A roll call vote was taken, and the motion carried 7-0. Cindy Siddoway was absent from voting.

BOARDWORK
OCTOBER 18, 2023

DRAFT Minutes August 23, 2023

BOARD ACTION

M/S (Gilbert / Roach) I move to approve the consent agenda. A roll call vote was taken, and the motion carried 7-0. Cindy Siddoway was absent from voting.

STATE DEPARTMENT OF EDUCATION

1. Superintendent's Update – Information Only

Superintendent Critchfield gave the Board an update on the following items.

Empowering Parents Parent Advisory Panel - The Parent Panel met for the second time in Rexburg last week. The final meeting will happen in Lewiston. SDE is still working through the questions the panel has. The panel's official work concludes in September and the panel's final recommendations will be brought to the October Board meeting. One of the recommendations would be for the Empowering Parents Program to coincide with the start of the school year, instead of happening in the middle of the year.

Modernizing School Funding - A meeting will take place on August 31st. One of the focus issues will be the topic of enrollment vs. attendance.

Math & Literacy - Working with the Board and the Governor's office SDE was able to access \$2.5 million in GEER funds that was set to expire at the end of September. SDE was able to spend all of the money except \$120,000. Ryan Cantrell, Chief Deputy Superintendent, State Department of Education, said SDE focused getting the money to early literacy programs. What SDE asked of the school districts was that they commit to a base level professional development so their teachers knew how to use the curriculum, and second, provide evidence in their master schedule that they had the time to use this curriculum. The Superintendent also mentioned that her office added the option for districts to use the IRI in grades 4 & 5 this year.

Matt Freeman, Executive Director, Idaho State Board of Education asked if the extension to grades 4 & 5 was in the iStation contract or was additional funding required? Superintendent Critchfield said additional funding was required but SDE was able to piece together this funding for this year. If the districts like this option SDE will look for how to fund this option moving forward. Mr. Freeman then asked if the data from the highest performing districts was being shared out to the other districts to show them best practices. Mr. Cantrell said SDE is compiling a list of the top 25 performers and asking what they are doing to achieve their success and pushing that information out to the other districts. SDE is also helping the districts connect with each other.

Two new directors have been hired. Joshua Noteboom, Director of Federal Programs and Chynna Hirasaki as the Director of Special Education.

There were no further comments or questions from the Board.

BOARDWORK
OCTOBER 18, 2023

DRAFT Minutes August 23, 2023

2. Federal Coronavirus Relief – Action Item

Mr. Cantrell reminded the Board that the Coronavirus Response and Relief Supplemental Appropriation (CRRSA) Act was signed into law on December 27, 2020. Included in the CRRSA Act, the performance period for the Coronavirus Relief Fund (CRF) was extended from December 30, 2020, to December 31, 2021. DFM closed the Coronavirus Relief Funds on June 30, 2021, which means SDE's last GRA payment to LEAs was made on June 25, 2021.

The CRRSA Act provided Idaho an additional \$195,890,413 for K-12 public education under ESSER II. Of this amount, 90%, or \$176,301,372 was allocated to local education agencies (LEAs) based on each LEA's proportional share of Title I-A funds for 2020-2021. All CARES ESSER I and CRRSA ESSER II funds must relate to preventing, preparing for, and responding to COVID-19.

CRRSA ESSER II funds must be obligated by September 30, 2023.

At this time, several non-Title I-A and low Title I-A LEAs that were awarded a portion of CRRSA State Set-Aside funding through the Board-approved formula have reported that they will not be able to obligate all funds currently allocated to them by the September 30, 2023, deadline. The SDE estimates that these are approximately \$350,000.

Therefore, the SDE is requesting permission to redistribute the remaining CRRSA funds to non-Title I-A and low Title I-A LEAs that are able to obligate the funds by September 30, 2023. The original formula included a distribution factor that accounted for all non-Title I-A and low Title I-A LEAs. Redistribution of the remaining funds to only those LEAs who can use the funds will require modifying the formula to account for a distribution factor that includes a sub-set of all nontitle I-A and low Title I-A LEAs.

BOARD ACTION

M/S (Critchfield / Gilbert) I move to approve a reallocation of up to \$350,000 of unobligated CRRSA State Set-Aside funds to non-Title I-A and low Title I-A schools who can obligate the funds prior to September 30, 2023. A roll call vote was taken, and the motion carried 7-0. Cindy Siddoway was absent from voting.

Board President Clark asked what types of things they could use the money for. Mr. Cantrell said districts could purchase curricula and use it throughout the year as long as it was purchased by the September 30, 2023 deadline.

There were no further comments or questions from the Board.

3. Less than 10 Students Reported in Average Daily Attendance – Action Item

BOARDWORK
OCTOBER 18, 2023

DRAFT Minutes August 23, 2023

Greg Wilson, Chief of Staff, State Department of Education said Idaho Code § 33-1003(2)(f) states that “Any elementary school having less than ten (10) pupils in average daily attendance shall not be allowed to participate in the state or county support program unless the school has been approved for operation by the state board of education.”

Eight (8) schools have requested to operate with less than ten (10) average daily attendance during the 2023-2024 school year. Superintendent Critchfield has approved all of the requests.

The districts are; Garden Valley, Butte County, Prairie, Mountain View, Jerome, S. Lemhi, Pleasant Valley and Three Creek.

These approved schools will generate state funding for their school districts, per Chapter 10, Title 33, Idaho Code.

BOARD ACTION

M/S (Critchfield / Hill) I move to accept the Superintendent’s recommendation of approval of the eight (8) requests to operate with less than ten (10) pupils in average daily attendance during the 2023-2024 school year for the following schools as presented in Attachment 1. A roll call vote was taken, and the motion carried 7-0. Cindy Siddoway was absent from voting.

There were no comments or questions from the Board.

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

1. Board Policy III.N. – Statewide General Education – First Reading - Action Item

Dr. TJ Bliss, Chief Academic Affairs Officer, Idaho State Board of Education, reviewed the issues concerning this policy.

Board Policy III.N., General Education, outlines the statewide General Education Framework, which provides guidance to Idaho’s public institutions in identifying courses that meet the General Education Matriculation (GEM) competencies for the facilitation of seamless credit transfer for students. The Framework establishes 36 credits of general education for Associate of Arts, Associate of Science, and baccalaureate degrees. The proposed amendment to this policy creates space for carefully-designed, transfer-specific associate degrees that include fewer general education courses at the associate degree level.

Approval of the proposed amendments will create a transfer-friendly experience for community college students who intend to matriculate into specialized degrees at four-year institutions.

BOARDWORK
OCTOBER 18, 2023

DRAFT Minutes August 23, 2023

Associate degree general education requirements are established to improve transferability for community college students because it ensures that they are ready to move into their majors after transferring to a four-year institution. However, in some limited cases, a student enrolled at a four-year institution has more flexibility to spread some of their general education over their degree experience while also beginning their major requirements earlier, while a community college student in the same degree track might not. For example, students who are completing an associate degree at a two-year institution with the intent to transfer into an engineering program at a four-year institution cannot get started as quickly on their math and science courses because they must complete all general education requirements. If the same student were to begin at a four-year institution on an engineering degree, they would take some general education and some major-specific courses from their first semester in college. This results in a community college student spending an additional semester or two in college after they have transferred, and it also makes their last two years of college even more challenging than it is for the traditional four-year students (because they have to exclusively complete major courses). This policy will create more parity between four-year and two-year students within specialized degree programs with careful articulation agreements (often called 2+2 agreements).

BOARD ACTION

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

Board President Dr. Linda Clark asked if any of these changes would impact dual credit students in getting their associate degrees. Dr. Bliss said he was unsure how often a dual credit student was taking a specialized associate degree versus a general study associate degree. This change will give the students the option now to go for a specialized associate degree.

Dr. Clark asked what was the mechanism for students to utilize this. Dr. Bliss said this is really a 2+2 program. The primary mechanism is the collaboration between a two-year and a four-year institution to ensure they agree this is the pathway and this is how they will distribute the credits between the two institutions. This change was instigated by Boise State University and College of Western Idaho with a desire to create a 2+2 program for an associate in engineering degree program.

Dr. David Hill stated that if someone follows this path they would have an associate degree with fewer GEM courses and there is no requirement as they go on to fulfill the GEM requirements. Dr. Bliss said that was the concern. Dr. Hill then asked about General Education Requirements, Subsection A (IRSA Tab1, Page4) which specifically mentions Associate of Arts, Associate of Science, and Baccalaureate degrees. Subsection B is silent on that and subsection C says it pertains to Associate of Applied Science (AAS) degrees. What does subsection B apply to? Dr. Bliss said subsection B

BOARDWORK
OCTOBER 18, 2023

DRAFT Minutes August 23, 2023

applies to specialized associate degrees which is not an associate of applied science degree.

Matt Freeman, Executive Director, Idaho State Board of Education, asked if a specialized associate degree will be a defined term. Dr. Bliss said no it would not be a defined term it will be an associate of science degree.

There were no further comments or questions from the Board.

2. Board Policy III. W. – Higher Education Research – First Reading – Action Item

Dr. Bliss walked the Board through this policy. The Higher Education Research Council (HERC) has worked to align its vision, mission, and structure more closely with the newly adopted 2023-2027 Higher Education Research Strategic Plan. The amendments include an update to the purpose and coverage of the policy, removal of the research philosophy section (which will be moved to HERC's bylaws), clarification about which funding programs are required versus optional, inclusion of undergraduate research as a required funding program, removal of specific reporting criteria/procedures with direction for HERC to establish as needed, and updates to the organizational structure of the Council. The amendments also remove the University of Wyoming as one of the partners of the Center for Advanced Energy Studies (CAES), as this institution withdrew from the collaboration in 2022. The Memorandum of Understanding establishing CAES in collaboration with the Idaho National Laboratory (INL) was last amended by the Board at a special meeting in October 2014. With Wyoming's withdraw from CAES, the memorandum will need to be updated.

Approval of the amendments to Board Policy III.W. will establish more clear alignment between the vision, mission, and structure of HERC with the newly adopted 2023-2027 Higher Education Research Strategic Plan. The amendments also provide more flexibility to the Council in administering state research funds to achieve the goals of the Strategic Plan.

BOARD ACTION

M/S (Roach / Hill) I move to approve the first reading of Board Policy III.W., Higher Education Research as submitted in Attachment 1, and to direct staff to work with INL to develop any necessary updates to the CAES MOU and bring proposed updates to the Board for its consideration. A roll call vote was taken, and the motion carried 7-0. Cindy Siddoway was absent from voting.

There were no comments or questions from the Board.

3. Board Policy III.Z. – Planning and Delivery of Postsecondary Programs and Courses – First Reading – Action Item

BOARDWORK
OCTOBER 18, 2023

DRAFT Minutes August 23, 2023

Dr. Bliss said this agenda item is a continuation of the discussion of the April 25, 2023 Board meeting concerning prison education. At that meeting the Board did take action on a first reading on a certain path to allow Lewis-Clark State College and the University of Idaho to serve prison education in various ways. The Board entertained a motion for exempting prison education from policy, but the vote on this motion was not successful. The Board then entertained a motion for creating a new designated service region, and the vote on this motion was successful, but not unanimous.

After that first reading, the Board office received more input from the community particularly from the Idaho Department of Correction (IDOC). The IDOC shared that they would prefer the Board to approve exempting face-to-face academic undergraduate education in prison facilities from the restrictions in Board policy. IDOC leadership cited a desire for “maximum flexibility around which institution can provide on-site programming,” and that they would also like more direct influence over what programs are offered in the prison system by the institutions.

Board approval of the exemption language would allow Lewis Clark State College to offer face-to-face academic undergraduate education in other Service Regions in the upcoming academic year. It would also allow IDOC to work with other institutions in the future, if desired.

BOARD ACTION

M/S (Roach / Gilbert) I move to approve the first reading of proposed amendments to Board Policy III.Z., Planning and Delivery of Postsecondary Education Programs and Courses as submitted in Attachment 1. A roll call vote was taken, and the motion carried 7-0. Cindy Siddoway was absent from voting.

There were no comments or questions from the Board.

4. Three-Year Program Plan – Action Item

Dr. Bliss began by informing the Board that the Three-Year Program Plan provides a comprehensive, system-wide picture of anticipated institutional academic program and career technical program development. The Plan is intended to serve as the foundation for guiding the Board in its efforts to coordinate the efficient delivery of educational programs throughout the state and provides the Board with a systemwide look at all the programs that are delivered or plan to be delivered in the next three years. Approval of the Plan will provide the institutions with the option to proceed with the development of program proposals that will be considered by the Board, as applicable to the level of program impact, for approval and implementation over the next three years.

Each institution submitted an institution plan representing program projections for Academic Years 2024-2025, 2025-2026, and/or 2026-2027. Several institutions have not yet identified programs for 2025-2026 or 2026-2027. Academic leaders evaluated each other’s plans from the perspective of the institutions’ individual strategic plans and

BOARDWORK
OCTOBER 18, 2023

DRAFT Minutes August 23, 2023

budget requests to ensure alignment between program plans, capital project plans, and budget requests.

Dr. Bliss emphasized that by the Board approving the three year plans they were not approving the programs. These are only plans the institutions are hoping to offer moving forward.

Patty Sanchez, Academic Affairs Program Manager, Idaho State Board of Education, said that Idaho Code § 33-113 requires the Board, in the interest of efficiency, to define the limits of instruction at all publicly funded institutions, and to limit wasteful duplication to the extent practicable.

Board Policy III.Z. sets the method by which the Board limits duplication or evaluates the need for duplication as well as assigns program responsibilities for assessing the educational and workforce needs around the state.

Some of the planning session highlights include;

Lewis-Clark State College has identified their first master's degree

- MSN Nursing Leadership and Administration

Applied Baccalaureate Degrees by Community Colleges

- CEI – Health Care Management, BAS, Fall 2024
- CEI – Operations Management, BAS, Fall 2024
- CEI – Technical Supervision, BAS, Fall 2024
- CEI – Cyber Forensics and Data Analytics, BAS, Fall 2025
- CSI – Teacher Education, BAS (added Teacher Education, Apprenticeship)
- CWI – Business Administration, BAS, Fall 2024
- CWI – Elementary Education, BAS, Fall 2026
- CWI – Healthcare Administration, BAS, Fall 2026
- NIC – Diesel Technology, BAS, Fall 2024
- NIC – Registered Nursing, BSN, Fall 2024

Dr. Bliss added that community colleges have been legally allowed to propose baccalaureate degrees since the 1960's but they could not use general funds from the state to support these programs. During the last legislative session, House Bill 311 was passed which allows the legislature to appropriate funds for any upper division courses and bachelor's degree programs community colleges may offer. The intent is to allow community colleges to create highly affordable and employable degree opportunities and this could be the impetus in seeing these plans now.

Ms. Sanchez continued by sharing that Boise State University and University of Idaho are exploring options to offer joint degrees in the following:

- Criminal Justice and Law, M.A./J.D., Summer/Fall 2024
- Environmental Management and Law, M.N.R./J.D., Summer/Fall 2024

BOARDWORK
OCTOBER 18, 2023

DRAFT Minutes August 23, 2023

- Political Science and Law, M.A./J.D., Summer/Fall 2024
- Public Administration and Law, M.P.A./J.D., Summer/Fall 2024
- Public Administration and Law, Ph.D./J.D., Summer/Fall 2024

Idaho State University and University of Idaho are also researching a collaborative option to offer a Master of Science in Health Policy & Law, 2025-2026.

College of Eastern Idaho and College of Southern Idaho are joining the Idaho Consortium for Medical Laboratory Technology Education, which is a partnership between NIC, CEI, and CSI to expand medical lab technician training in Idaho. Didactic components of the program will be delivered online by NIC. Laboratory, clinical, and supportive classwork will be provided by each individual institution. CSI obtained approval for their AAS in Medical Laboratory Technology in May 2022. CEI anticipates bringing forward a proposal with a projected delivery timeframe of Fall 2025. Memoranda of Understanding are in development.

BOARD ACTION

M/S (Roach / Gilbert) I move to approve the Three-Year Program Plan as submitted in Attachment 1. A roll call vote was taken, and the motion carried 7-0. Cindy Siddoway was absent from voting.

Mr. Gilbert, Jr. wanted to ensure that these various bachelor of arts and sciences degrees would be brought to the Board for approval, particularly the ones that look like a general baccalaureate. Dr. Bliss said these course plans will be coming forward at least by next Fall.

Board President Dr. Linda Clark asked about the cost of setting up the structure for upper division courses and in hiring staff who need to have more training and higher degrees at community colleges. She would like to see cost projections before moving forward.

Mrs. Roach asked about the market studies all the schools are doing and how reliable are those studies. Dr. Bliss said that part of the path to move forward is that every program being proposed has to be approved by the institutions' accrediting body. Mr. Gilbert said even if approved by the accrediting body it still does not mean that the program is needed.

Dr. Hill said there should be a state-wide needs assessment done instead of individual assessments. He used the example of the high demand for nurses and to think about the need for training new nurses as a state-wide need and not an individual institution need.

There were no further comments or questions from the Board.

5. Graduate Medical Education Committee (GME) Annual Report – Information Item

BOARDWORK
OCTOBER 18, 2023

DRAFT Minutes August 23, 2023

Dr. Ted Epperly, CEO, Full Circle Health, addressed the Board and gave the GME annual report.

Graduate Medical Education (GME) represents the period of professional medical training after medical school (students) in which a physician (residents) learns to be an independent, competent, safe and skilled clinician who will become licensed and certified in their particular specialty. This training period typically lasts from 3-7 years of training after medical school. Medical students are recruited from medical schools nationally and globally to Idaho GME programs. Completion of the residency program also marks completion of the necessary physician training for medical students to become future skilled and caring physicians. In order to become a practicing physician, licensure depends on completing a residency.

A Ten Year GME Strategic Plan was created in 2017 to increase the number of GME programs in Idaho from nine to twenty-one over the course of a decade. Additionally, there will be an expansion from four fellowships to nine during this timeframe. Fellowships consist of extended GME training for medical students after they have completed residency in a specialized area. This will increase the number of residents and fellows in training from 141 in 2017 to 356 in 2028. This will result in the number of graduates each year from Idaho's GME programs going from 52 per year in 2017 to 124 per year in 2028.

The impact of the Ten Year GME plan will be to produce an additional 1,440 physicians over what would have been produced without this Ten-Year Plan. The State of Idaho will only contribute one-third of the expense to train a physician and will eventually pay approximately \$14 million/year when the plan is fully built out. At least 50% of these physicians will be retained in the State of Idaho. Since each physician will generate approximately \$1.9M per year in economic impact and 12 jobs per physician, the economic impact to Idaho will be approximately \$1.9 billion and 12,000 new jobs. This will represent a 15.9 to 1 return on investment to Idaho while at the same time ensuring more accessible and affordable care that is of high quality and at a lower cost to the citizens of Idaho.

The FY 2025 budget guidance requires a 3% cap in General Fund requests, resulting in some further slowing in addressing the objectives of the Plan.

Dr. Hill asked if this program is working as it seems to be with delivering more doctors into rural Idaho. Dr. Epperly said it is absolutely working. Nationally, Idaho has gone from 50th to 47th in the U.S. for the number of GME "residency" positions per capita, and Idaho is the third fastest growing state for graduate medical education over the last 12 years. Idaho has also been able to show that we keep 50% of these physicians in the state and over 30% in rural areas.

Mr. Liebich asked if Idaho was keeping up with the rapid expansion of population in regards to the ratio of citizens to physicians. Dr. Epperly said Idaho is not keeping pace

BOARDWORK
OCTOBER 18, 2023

DRAFT Minutes August 23, 2023

with the population expansion. He stressed growing the program will be difficult if they are held to the 3% cap.

There were no further comments or questions from the Board.

At this time the Board took a 15-minute break returning at 10:30 a.m. (MT)

BUSINESS AFFAIRS AND HUMAN RESOURCES

1. Board Policy II.P. – General Policies and Procedures – All Employees - First Reading - Action Item

Patrick Coulson, Chief Financial Officer, State Board of Education, reviewed this policy with the Board. At the April 2023 Board Meeting, the Board directed staff to develop an amendment to Board Policy regarding Diversity Equity and Inclusion statements for review at the August 2023 Board Meeting.

Approval of the proposed Board Policy amendment would prohibit the use of diversity statements in hiring practices. It also reaffirms the Board's goal to continue to create and nurture a safe, welcoming, and dynamic learning environment of belonging for all students.

Subsection H reads as follows: Institutions shall create a welcoming and dynamic learning environment of belonging by administrators, faculty, and staff who are invested in the success of every student. Hiring decisions, however, shall not be conditioned on a requirement that applicants submit a written diversity statement.

BOARD ACTION

M/S (Hill / Roach) I move to approve the first reading of proposed amendments to Policy II.P as provided in Attachment 1. A roll call vote was taken, and the motion carried 7-0. Cindy Siddoway was absent from voting.

There were no comments or questions from the Board.

2. Board Policy V.K. - Construction Projects - First Reading - Action Item

Mr. Coulson said Board Policy V.K. outlines the authority limits for institutions when undertaking construction projects. Proposed changes include increases to approval limits as well as providing needed definitions and clarifications regarding the approval process.

Proposed increase approval limits:

- Approval limits of Original Project Costs
- Approval limits for Cumulative Value of Change(s) of Aggregate Revised Project Costs for Projects Originally Authorized by Local Agency

BOARDWORK
OCTOBER 18, 2023

DRAFT Minutes August 23, 2023

- Approval limits for Cumulative Value of Change(s) of Aggregate Revised Project Cost for Projects Originally Authorized by Executive Director
- Approval limits for Cumulative Value of Change(s) of Aggregate Revised Project Cost for Projects Originally Authorized by State Board of Education (SBOE)

Proposed changes also include a requirement that design-build projects include a preliminary project budget and financing plan to be submitted when an institution requires approval to utilize the design-build method.

Proposed changes also require that if a project budget increases above the total Board or executive director authorized amount by 5% or more, then the institution will be required to request further authorization.

Approval of the proposed amendments would provide updated guidelines and increase approval limits to higher, more suitable contemporary pricing thresholds.

BOARD ACTION

M/S (Hill / Roach) I move to approve the first reading of proposed amendments to Policy V.K. as provided in Attachment 1. A roll call vote was taken, and the motion carried 7-0. Cindy Siddoway was absent from voting.

There were no comments or questions from the Board.

3. Board Policy V.I. - Real and Personal Property and Services - Second Reading - Action Item

Mr. Coulson said Board Policy V.I. outlines the authority limits for institutions when purchasing real and personal property.

Approval of the proposed amendments would provide updated guidelines and increase approval limits to higher thresholds, more suitable to contemporary pricing. The language was also reorganized in this policy for readability and easier interpretation.

The changes primarily consist of increasing approval limits and reorganizing for readability. These changes have been vetted through the BHR Committee at its May 31, 2023, meeting and the Board approved the first reading of the proposed amendments of V.I. at its June 14, 2023, meeting.

There have been no changes between the first reading of the proposed amendments to V.I. to the second reading.

BOARD ACTION

M/S (Hill / Roach) I move to approve the second reading of proposed amendments to Policy V.I. as provided in Attachment 1. A roll call vote was taken, and the motion carried 7-0. Cindy Siddoway was absent from voting.

**BOARDWORK
OCTOBER 18, 2023**

DRAFT Minutes August 23, 2023

There were no comments or questions from the Board.

4. FY2025 Capital Budget Requests and 6-Year Plans - Action Item - Patrick Coulson

Boise State University

Drew Alexander, Associate Vice President for Campus Operations, Boise State University, said Boise State University (BSU) has three major capital projects.

- BSU's first project is for additional funding for the buildout of the 3rd floor labs in the Micron Center for Materials Research. This FY25 \$6M PBF funding request will finish out the remainder of the shelled space, approximately 4,820 square feet) providing six additional labs and shared equipment space.
- BSU's second project is additional funding for the new Science Research Building. BSU is requesting \$15M in permanent building funds in FY25.
- BSU's third project is renewal of Building 034 (Riverfront Hall) which was built in 1971. In order to ensure future use of the building, a renewal and refresh of the building is warranted. Project funds will support the entire scope of the building renewal, with a goal of consolidating the School of Public Service in the renewed building. BSU is requesting \$15M in PBF funds in FY 25.

Idaho State University

Kevin Satterlee, President, Idaho State University, said ISU has two major capital projects.

- The first project is a new Life Science Complex which will create essential and modern teaching and research facilities to train the next generation of Biological Sciences researchers and Health Sciences professionals. ISU has not determined how much PBF funds will be requested in FY25.
- ISU's second project is the Physician Assistant Program Expansion. For accreditation, the program needs to expand to at least 10,000 square feet to meet the needs of the students. It is currently at 7,000 square feet. ISU is requesting \$7M in PBF in FY25.

Lewis-Clark State College

Julie Crea, Vice President for Finance and Administration, Lewis-Clark State College, said Lewis-Clark State College (LCSC) has two major capital projects.

- LCSC's first priority is the Wittman Complex/Mechanical Technical Building System Updates. This request is to finish the necessary updates to these facilities; bringing them up to acceptable safety standards (particularly important given the programs housed – diesel, welding, collision repair, etc.). LCSC is requesting \$6.115 in PBF funds in FY25.
- LCSC's second priority is for the Sam Glenn Complex Remodel. This project involves replacing the failing plumbing, electrical, building insulation and HVAC

BOARDWORK
OCTOBER 18, 2023

DRAFT Minutes August 23, 2023

systems as well as ceiling tile structure, installing new flooring/carpeting, window replacement, enlargement and additions, and addresses other minor repairs and needed painting. LCSC is requesting \$4.733M in PBF funds in FY25.

University of Idaho

Kim Salisbury, Associate Vice President, Budget and Planning, University of Idaho, said the University of Idaho (UI) has four major capital projects.

- UI's first priority is the Meat Science and Innovation Center. The building should be an academic learning center that places high value on experiential learning opportunities. UI is seeking \$2M in PBF funding for FY2025.
- UI's second priority is for improvements to the McCall K-12 STEM Education Campus. UI is seeking \$2M in PBF funding for FY2025.
- UI's third priority is for the Joint ROTC Facility and Nez Perce Neighborhood Improvements. UI is requesting the full \$9M from the PBF for FY2025.
- UI's fourth priority is for the West Campus Transportation Infrastructure and Parking Improvements. The project consists of two fully developed and landscaped surface parking facilities west of the Kibbie Dome, the ICCU Idaho Arena, and Lot 34. UI is requesting the full \$5M from the PBF for FY2025.

BOARD ACTION

M/S (Hill / Roach) I move to approve the capital projects listed in the table in Attachment 1 from Boise State University, Idaho State University, University of Idaho, and Lewis-Clark State College and to submit projects requesting Permanent Building Funds to the Permanent Building Fund Advisory Council for the FY 2025 budget cycle. A roll call vote was taken, and the motion carried 7-0. Cindy Siddoway was absent from voting.

AND

M/S (Hill / Roach) I move to approve the Six-Year Capital Improvement Plans for FY 2025 through FY 2030 for Boise State University, Idaho State University, the University of Idaho, and Lewis-Clark State College, as provided in attachments 2-5. A roll call vote was taken, and the motion carried 7-0. Cindy Siddoway was absent from voting.

Mr. Liebich asked President Satterlee if they could repurpose the building in question or will they need to demolish and start from scratch. President Satterlee said the building was built at a time when they tried experimenting with the construction and it has been decided that it is not worthy of repurposing and would need to be replaced.

Mrs. Roach asked President Satterlee why there were no funds allocated in FY2025 for that building. President Satterlee said they realize that the original plan for that building is not attainable from a financial perspective. They are in the redesigning phase right

**BOARDWORK
OCTOBER 18, 2023**

DRAFT Minutes August 23, 2023

now and until they have the specific itemizations for the building cost they cannot put a dollar amount forward.

Mr. Freeman gave a reminder to the Board members that once the 6-year capital plans are approved by the Board that gives the institutions permission to begin fundraising for capital projects included in the plans.

There were no further comments or questions from the Board.

5. Boise State University - Albertsons Stadium North End Zone Addition - Action Item

Mr. Alexander reminded the Board that in October 2022, Boise State University (Boise State) sought and received Board approval to proceed with planning and design of the North End Zone expansion in Albertsons Stadium. Based on preliminary cost estimates, Boise State is requesting approval to increase the budget for planning and design from \$2.5M to \$5M. This increase will allow the university to avoid potentially costly project delays if planning and design expenses exceed projections.

BOARD ACTION

M/S (Hill / Roach) I move to approve the request by Boise State University to increase the North End Zone expansion project planning and design budget to \$5M. A roll call vote was taken, and the motion carried 7-0. Cindy Siddoway was absent from voting.

There were no comments or questions from the Board.

6. Boise State University - Joint Powers Agreement, Lusk Street Project - Action Item

Mr. Alexander said Boise State University (BSU) and the City of Boise (the "City") own contiguous parcels of property in the Lusk District adjacent to Boise State's main campus. Mutually beneficial components of the Project include housing, parking, retail, office and service uses.

Developing this project is part of BSU's overall plan to address housing shortages for students and faculty and to locate needed services near campus. BSU has already entered into a master lease for approximately 278 additional beds for student housing in this area, which was approved by the State Board of Education in October 2022 and will open for occupancy in August 2024.

Idaho Code requires governing board approval of a Joint Powers Agreement. There is no financial impact at this time. Updates for this project will be provided by Boise State University at future Board meetings.

BOARDWORK
OCTOBER 18, 2023

DRAFT Minutes August 23, 2023

BOARD ACTION

M/S (Hill / Gilbert) I move to approve the request by Boise State University to enter into a Joint Powers Agreement with the City of Boise and to authorize the President and the Chief Financial and Operating Officer, or a designee, to execute the agreement in substantial conformance to the form submitted to the Board in Attachment 1. A roll call vote was taken, and the motion carried 7-0. Cindy Siddoway was absent from voting.

Mr. Gilbert, Jr. asked who JF Development Group was. Mr. Alexander said they are a company based out of Salt Lake City and have most recently worked on a housing development locally here in Boise.

Mr. Liebich asked what the process was to select the development company. Mr. Alexander said it was a standard RFI (request for information).

Mr. Liebich then mentioned concerns in co-developing this project with the City. He asked for clarification on who is doing the building, how the project will be funded, how will it be financed. So, for clarification, is what will come back to the Board how each of these issues will be handled? Mr. Alexander said that was Boise State University's intent.

There were no further comments or questions from the Board.

7. Boise State University - Park Apartments Purchase and Sale Agreement - Action Item

Nikki Pantera, Deputy General Counsel, Boise State University, lead the discussion. Boise State University (BSU) requests approval to sell the real property and improvements located at 860 W. Sherwood St., Boise, Idaho, 83706 and commonly referred to as Park Apartments (the "Property") to the City of Boise (the "City") for a purchase price of eight million one hundred forty thousand dollars (\$8,140,000), plus incidental closing costs.

Due to the unique nature of the transaction, the Purchase and Sale Agreement contains provisions whereby the City agrees to utilize the Property as a permanent supporting housing facility geared toward families, and further agrees to:

- 1) Continue working with BSU to redevelop its nearby property located in the Lusk District, under a nonbinding development Memorandum of Understanding between the City, BSU, and a developer; and a joint powers agreement between the City and BSU relating to the Lusk Project; and
- 2) Lease back the Park Apartments to BSU through June 2024 for continued use as student housing during the initial period of design and development of the Lusk Project.

**BOARDWORK
OCTOBER 18, 2023**

DRAFT Minutes August 23, 2023

BOARD ACTION

M/S (Hill / Roach) I move to approve the request by Boise State University to sell the Property and improvements located at 860 W. Sherwood St., Boise, Idaho, 83706, for a price of \$8,140,000 plus related closing costs, and to authorize the Chief Financial and Operating Officer to execute the Purchase and Sale Agreement together with all necessary documents to complete the purchase as outlined therein. A roll call vote was taken, and the motion carried 7-0. Cindy Siddoway was absent from voting.

Mr. Liebich asked if the check from the city for the \$8.8 million would sit in an escrow account pending the development of the Lusk Street district. Ms. Pantera said that was correct.

There were no further comments or questions from the Board.

8. University of Idaho - Ground lease to The Home Depot - Action Item

Board President Dr. Linda Clark made a brief statement prior to the presentation. She shared that the Board office had received a significant number of emails in opposition to this action item. Mr. Gilbert asked Brian Foisy, Chief Financial Officer, University of Idaho to address this proposal.

Mr. Foisy said the plan being brought forward is consistent with the planned use of the site that has been in place for decades. Home Depot approached the U of I and there are no undisclosed financial arrangements. The appraised value of the building will be subject to property taxes since Home Depot will own the building during the term of the lease. As to the Home Depot in Lewiston, Home Depot retail tracking data show that many people in Moscow are actually ordering their construction needs via the Lewiston Home Depot store.

Mr. Foisy then said in 1926 the Board of Regents of the University of Idaho (Regents) acquired 248 acres of undeveloped land located less than a mile northwest of campus. That land was initially utilized for grazing and crops related to the University of Idaho's (UI) agricultural programs and is the current site of a small dairy operated by UI's College of Agricultural and Life Sciences. In 1973 the Regents leased out approximately 45 acres of this property along State Highway 8 for commercial development by the owners of the Palouse Mall. The subject property for the current proposal is immediately north of the Palouse Mall, near the intersection of Farm Road and A Street, and is being proposed for development by The Home Depot for a 136,000 sq. ft retail store and garden center.

The site lease will generate a long-term return from the property and maintains the Regents' permanent ownership of the land, providing opportunities for continued commercial returns or re-use for future university related activities. The proposed site

BOARDWORK
OCTOBER 18, 2023

DRAFT Minutes August 23, 2023

lease establishes a term of 20 years with a series of eight, five-year options and a rent schedule with rent escalations over the term of the lease and options.

UI will provide at no cost a publicly dedicated road right-of-way for a portion of the unfinished segment of A Street that passes through UI's North Farm property.

The Home Depot will pay all site development and operating costs attributable to their use, including the construction costs for any University capital projects anticipated by the lease and subject to the terms of agreements previously approved by the Regents. The Regents will provide the land only. The rent schedule attached to the lease provides a fixed (though escalating) payment for the duration of the lease.

BOARD ACTION

M/S (Hill / Gilbert) I move to approve the University of Idaho's Operations Officer for Finance and Administration to 1) execute the attached Ground Site Lease in substantial consistency with the draft submitted, and 2) execute related documents anticipated by that lease. A roll call vote was taken, and the motion carried 7-0. Cindy Siddoway was absent from voting.

Mr. Liebich asked if there would be any local discussions with the city planning and zoning to hear comments from the public. Mr. Foisy said the city would require a building permit but there would be no public hearings because the use of this land is consistent with the planned use of the land.

Ms. Keough asked if any other use for this land was discussed. Mr. Foisy said no other planned uses were explored for that land. The land is in the university's long-range plan as commercial real estate.

Mr. Liebich state that "this was not the only piece of land in Moscow that Home Depot could have secured for their new building. If the University of Idaho did not do this deal to the benefit of the University of Idaho and its students, then Home Depot would have found another piece of property in Moscow to build on." He would be voting in favor of this motion.

There were no further comments or questions from the Board.

9. University of Idaho - Resolution of Disputed Claims Related to an Employee - Action Item

Kent Nelson, General Counsel, University of Idaho, said this matter involves proposed resolution of disputed personnel claims that are subject to the confidentiality of personnel information mandated by Idaho Code § 74-106(1). Deliberations relating to confidential personnel records and information may be held in executive session provided that any decision is made in the public session.

BOARDWORK
OCTOBER 18, 2023

DRAFT Minutes August 23, 2023

The Board met in executive session to discuss resolution of litigation between the University of Idaho and one of its employees. Board Policy V.W.3. requires Board approval of settlements in excess of \$200,000.

BOARD ACTION

M/S (Hill / Roach) I move to approve the proposed settlement agreement pursuant to the deliberations of the Board in executive session, and to authorize the President of the University of Idaho, or the President's designee, to execute the final agreement in substantial conformance with the agreement presented to the Board, along with such other documents necessary to carry out the terms of the agreement. A roll call vote was taken, and the motion carried 7-0. Cindy Siddoway was absent from voting.

There were no comments or questions from the Board.

10. University of Idaho – Temporary Exception Request for UI Foundation and Advancement Staffing - Action Item

Mr. Nelson shared that the University of Idaho Foundation (UIF) is currently working with the University of Idaho Administration on a restructuring of the UIF and of the Advancement/Fundraising arm of the University to integrate the Advancement/Fundraising function into the UIF. The University and UIF anticipate having a full proposal for the restructuring for consideration by the Board at the regularly scheduled board meeting in December. However, while this work continues, the UIF is experiencing the loss of three key personnel including their Interim Executive Director (pending retirement), the Chief Financial Officer (resigned June 30, 2023), and the Director of Gift and Endowment Administration (pending retirement). The UIF Board of Directors (UIF Board) has requested the University provide operating assistance at this time, recognizing the State Board of Education will likely be considering integration of University Advancement and UIF.

The proposed temporary solution would loan three key University Advancement Employees to UIF: the Vice President for Advancement, the Associate Vice President for Advancement Solutions, and the Director of Stewardship. The intent of temporarily loaning the three University employees to UIF for a percentage of their time will temporarily expand their scope of work to ensure continuity of UIF operations.

Continuity during a time of transition ensures essential business functions will continue without interruption. Temporary University loaned employees will not have the ultimate authority for Foundation policy making, financial oversight, spending authority, investment, or employment decisions, and the ultimate authority will rest with the UIF Board of Directors.

BOARDWORK
OCTOBER 18, 2023

DRAFT Minutes August 23, 2023

BOARD ACTION

M/S (Hill / Gilbert) I move to approve the request by the University of Idaho for a temporary waiver through December 2023 of Board Policy Section V. E. subsections 2.b.i.1 and 2.b.iii.3 so as to allow temporary loaning of University employees to the University of Idaho Foundation in the fashion described in the materials presented to the Board; and further to authorize the President of the University, or the President's designee, to execute the Temporary Amendment to Operating Agreement, and the loaned employment agreements in substantial conformance to the Attachments presented to the Board. This approval is conditioned on UI and UIF formally providing the Board a well-defined staff restructuring proposal at its regularly scheduled December 13, 2023 Board meeting. A roll call vote was taken, and the motion carried 7-0. Cindy Siddoway was absent from voting.

Dr. Hill asked if these would be half-time appointments. Mr. Nelson said that correct they would be 50/50. Dr. Hill then asked if the full restructured proposal would be brought forward at the December Board of Education meeting. Mr. Nelson said that was the plan.

There were no further comments or questions from the Board.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

1. Board Policy Repeal IV.E. and New Sections VII.A.-VII.D – Division of Career Technical Education – Second Reading – Action Item

Jenn Thompson, Chief Policy and Governmental Affairs Officer, State Board of Education, said this change is a repeal of IV.E adding in new sections, VII with subsections of A, B, C and D. The old policy had grown to 25 pages and was too large to be effective.

The only substantive change was to ensure compliance with legislative changes that went into effect on July 1, 2023. 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.

Tracie Bent, Chief Administrative Officer, Career Technical Education, said one additional change made was to add the reference to the First Step Standards, and there were no changes made between the first and second reading of the proposed policy changes.

BOARD ACTION

M/S (Liebich / Roach) I move to repeal Board Policy Section IV.E. Division of Career Technical Education and I move to approve the second reading of Board Policy Section VII. Division of Career Technical Education, including subsections

BOARDWORK
OCTOBER 18, 2023

DRAFT Minutes August 23, 2023

VII.A., VII.B., VII.C., and VII.D. as submitted in Attachment 1. A roll call vote was taken, and the motion carried 7-0. Cindy Siddoway was absent from voting.

There were no comments or questions from the Board.

2. Board Policy I.K. – Naming/Memorializing Buildings and Facilities –First Reading – Action Item

Ms. Thompson said the proposed amendment adds a new section, 1.c. which would allow a facility to be named for an individual or an entity that has contracted with the institution to purchase the naming rights of the facility.

The need to consider revisions was identified as a result of recent waivers of the policy (i.e. Boise State University Albertsons Stadium and University of Idaho P1FCU Kibbie Dome).

BOARD ACTION

M/S (Liebich / Keough) I move to approve the first reading of the proposed revisions to Board Policy I.K. Naming/Memorializing Building and Facilities. A roll call vote was taken, and the motion carried 7-0. Cindy Siddoway was absent from voting.

There were no comments or questions from the Board.

3. Proposed Rule Docket No. 08-0203-2301 – Rules Governing Thoroughness – Action Item

Ms. Thompson said IDAPA 08.02.03, Rules Governing Thoroughness, sets out provisions aimed at ensuring a thorough system of public education. These minimum requirements include, but are not limited to content standards, high school graduation requirements, comprehensive statewide assessment system, and Idaho’s state and federal accountability framework.

Two meetings for the purpose of gathering initial public feedback were held on June 22, 2023 and June 23, 2023.

If approved, the proposed rule will be submitted to the Division of Financial Management Office of the Administrative Rules Coordinator and will be published as a proposed rule.

A 21-day public feedback period follows the publication of proposed rules. During this time stakeholders and members of the public may provide additional feedback on the drafted text. Based on comments received during the feedback window and Board direction, changes may be made to proposed rules prior to final Board consideration. Final Board approval converts a proposed rule to a pending rule.

BOARDWORK
OCTOBER 18, 2023

DRAFT Minutes August 23, 2023

BOARD ACTION

M/S (Liebich / Critchfield) I move to approve proposed rule – Docket Number 08-0203-2301 as submitted in Attachment 2. A roll call vote was taken, and the motion carried 7-0. Cindy Siddoway was absent from voting.

There were no comments or questions from the Board.

4. Proposed Rule Docket No. 08-0401-2301 – Rules of the Idaho Digital Learning Academy – Action Item

Ms. Thompson said following the Governor's Executive Order 2020-01, Zero Based Regulations, created an ongoing review process for all existing rules as of June 30, 2020.

IDAPA 08.04.01. Rules of the Idaho Digital Learning Academy are due for review under the Zero-Based Regulation initiative. These rules have been thoroughly reviewed for simplification and streamlining. Recommended additions are indicated in red text and serve to clarify the language that is proposed to remain. Recommended deletions are indicated in blue text.

Recommended deletions from IDAPA rules such as consequences for plagiarism (Subsection 102.02.b) and teacher interaction with students (Subsection 102.02.d) continue to exist in policy established by the IDLA governing board. Removing these provisions from IDAPA serves to place their governance at the local level, but does not require any change to current practices.

In reviewing this section of rule with the impacted stakeholders, the IDLA Superintendent requested a change to Subsection 102.01, regarding the requirement of proctored exams. The current text requires a proctored exam for all courses. The proposed language is broader and would allow for proctored exams as well as comprehensive final projects as determined by a Local Education Agency. This would allow for final assessments to include portfolios, projects, or other demonstrations of mastery in cases where a formal exam may not be the most appropriate assessment method, such as in a physical education course.

BOARD ACTION

M/S (Liebich / Gilbert) I move to approve proposed rule – Docket Number 08-0401-2301, as submitted in Attachment 2. A roll call vote was taken, and the motion carried 7-0. Cindy Siddoway was absent from voting.

There were no comments or questions from the Board.

5. Proposed Rule Docket No. 55-0103-2301 – Rules of Career Technical Schools – Action Item

BOARDWORK
OCTOBER 18, 2023

DRAFT Minutes August 23, 2023

Ms. Thompson said IDAPA 55-01.03 Rules Governing Career Technical Schools have been thoroughly reviewed for simplification and streamlining.

The proposed rule amendments will streamline the language currently established in IDAPA 55.01.03, remove duplicative language within the rule and remove provisions that are established in Section 33-1002G, Idaho Code.

Two meetings for the purpose of gathering initial public feedback were held at the OSBE office on June 22, 2023 and June 23, 2023. The Division of Career Technical Education (DCTE) provided recommended revisions. No additional feedback or requests to participate in the negotiated rulemaking process was received by either the DCTE or OSBE staff.

BOARD ACTION

M/S (Liebich / Gilbert) I move to approve proposed rule – Docket Number 55-0103-2301, as submitted in Attachment 2. A roll call vote was taken, and the motion carried 7-0. Cindy Siddoway was absent from voting.

There were no comments or questions from the Board.

6. Proposed Rule Docket No. 55-0104-2301– Rules Governing Idaho Quality Program Standards Incentive Grants and Agricultural Education Program Start-Up Grants - Action Item

Ms. Thompson said IDAPA 55-01.04 Rules Governing Idaho Quality Program Standards Incentive Grants and Agricultural Education Program Start-up Grants is due for review under the Zero-Based Regulation initiative.

The Board is required to maintain rules regarding the implementation of the program. However, the proposed revisions seek to remove specific procedural instructions from rule to allow the Division of Career Technical Education (DCTE) administrative team to manage these procedures at a more local level.

Two meetings for the purpose of gathering initial public feedback were held at the OSBE office on June 22, 2023 and June 23, 2023. The DCTE provided recommended revisions. No additional feedback or requests to participate in the negotiated rulemaking process was received by either the DCTE or OSBE staff.

**BOARDWORK
OCTOBER 18, 2023**

DRAFT Minutes August 23, 2023

BOARD ACTION

M/S (Liebich / Roach) I move to approve proposed rule – Docket Number 55-0104-2301, as submitted in Attachment 2. A roll call vote was taken, and the motion carried 7-0. Cindy Siddoway was absent from voting.

Ms. Keough asked about the appeal process language that is being struck, noted on Attachment 2, page 5. Ms. Bent said because of the appeal process that goes with all administrative rules it wasn't deemed necessary for there to be a separate process specific to these grant programs.

There were no further comments or questions from the Board.

7. Proposed Rule Docket No 08-0113-2302 – Rules Governing the Opportunity Scholarship Program - Action Item

Ms. Thompson said a lot of these changes came about from the changes to House Bill 24 which enacted the Launch Grant.

Some of the changes noted were:

1. The new application process is being addressed to coincide with the new FAFSA application that is being developed.
2. Announcement of award has been moved from June 1st to December 31st to be in alignment with other scholarship awards in our state.
3. The Opportunity Scholarship is awarded on a 70/30 split of need and merit for students. Additional language added provides that the Board may determine monetary value without the FAFSA Submission Summary if the delay is due only to federal delay and may modify any final award or payment upon receipt of the FAFSA Submission Summary.
4. The Board may not award any new scholarship, excluding renewals, to any student attending community college on or after July 1, 2023. Community college students who received their awards prior to this date will be grandfathered.

BOARD ACTION

M/S (Liebich / Gilbert) I move to approve proposed rule – Docket Number 08.0113.2302, as submitted in Attachment 2. A roll call vote was taken, and the motion carried 7-0. Cindy Siddoway was absent from voting.

There were no comments or questions from the Board.

At this time the Board took a 45-minute break and returned at 12:45 p.m. (MT)

8. Proposed Legislation – Action Item

BOARDWORK
OCTOBER 18, 2023

DRAFT Minutes August 23, 2023

Mr. Liebich started by reminding the Board that on June 14, 2023, the Board approved the following legislative ideas to move forward in the Executive Agency Legislative process:

1. Optional Retirement Program
2. Rural School Definition
3. Education Data
4. Institution Reporting Requirements
5. Career Technical Education – Instructor Career Ladder Movement

Two of the Board-approved ideas are not moving forward to proposed legislation. It was determined that the rural school definition idea may be impacted by any funding formula decisions made during the legislative session. For that reason, this piece of legislation is not going forward, but may be revisited in future years. The Division of Career Technical Education chose to withdraw its legislative idea due to the costs of implementation.

The three items moving forward are.

1. Optional Retirement Program – Idaho Code § 33-107A allows the State Board of Education to establish an optional retirement program (ORP). 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.

2. Education Data – Idaho Code § 33-133 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.

3. Institution Reporting Requirements – Idaho Code § 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.

BOARDWORK
OCTOBER 18, 2023

DRAFT Minutes August 23, 2023

BOARD ACTION

M/S (Liebich / Hill) I move to approve the proposed legislation in substantial conformance to Attachments 2 through 4, and to authorize the Executive Director to make additional changes as necessary as the legislation moves forward through the legislative process. A roll call vote was taken, and the motion carried 7-0. Cindy Siddoway was absent from voting.

Mrs. Keough asked if on the student data piece, was the Board office anticipating any pushback from legislators. Mr. Freeman said this statute was former Senator Mortimer's legislation and the office believes its at a good place for presenting to the legislature.

There were no further comments or questions from the Board.

9. Hearing Officer Recommendation – Action Item

Ms. Thompson refreshed the issue for the Board. She said Gage Burlile applied for the Armed Forces / Public Safety Officer Dependents Scholarship based on eligibility due to his father's disability determination. Mr. Burlile's application for the scholarship was denied based on the fact that his father was a resident of California at the time he entered service as reported on his DD form 214.

On November 23, 2022, Mr. Burlile appealed the denial of his eligibility for the scholarship. At its February 16, 2023 meeting, the Board directed that a hearing officer from the Office of Administrative Hearings be appointed to hear the appeal.

A hearing was held on May 4, 2023. The hearing officer issued a recommended order finding that the OSBE arbitrarily relied on the home of record recorded by the service member and reported in the service member's DD form 214 to determine Idaho residency. The hearing officer recommended that Mr. Burlile be awarded the scholarship.

The Idaho Legislature passed HB 219 (2023) amending Idaho Code § 33-4302 to clarify in statute that residency determinations shall be made by reference to the DD form 214, which will clarify administration of the program going forward.

Board staff disagree with conclusions reached by the hearing officer, but agree that Mr. Burlile's father did present evidence indicating his ties to Idaho. Given that the use of DD form 214 is now required by statute to determine residency, the hearing officer's decision will not impact further residency determinations. Board staff therefore recommend that Mr. Burlile be notified that he qualifies for the scholarship under the law as it existed at the time of his application.

BOARDWORK
OCTOBER 18, 2023

DRAFT Minutes August 23, 2023

BOARD ACTION

M/S (Liebich / Roach) I move that the Board's president issue the final order and direct the Office of the State Board of Education to notify Mr. Burlile that he will be awarded the armed forces scholarship. This action will constitute the Board's final order in this matter under the Administrative Procedure Act. A roll call vote was taken, and the motion carried 7-0. Cindy Siddoway was absent from voting.

There were no comments or questions from the Board.

10. Empowering Parents Grant Program Update – Information Only

Mr. Liebich acknowledged that this program is under a large microscope and that much press has been written about it. With any program of such complexity it will not be 100% right. The program is, however, making a huge impact in the state of Idaho. Over 9,000 students have received funding equaling over \$33 million in transactions and the best part is that this program is needs based, and money went to families who need it the most.

Ms. Thompson then shared that the Office of the State Board of Education submitted a final report to the Governor's office on April 2, 2023 and these are some of the highlights.

- OSBE staff completed a review of 44,585 transactions that were made in the Marketplace between November and June based on reports provided by Odyssey. While numbers have fluctuated as we have worked to verify the eligibility of each purchase, at the end of this process OSBE staff has determined that 39,512 purchases (89% of the total) were eligible, 487 purchases (1% of the total) were identified as being likely ineligible, 1,050 purchases (2% of the total) were identified as potentially eligible, pending further review by the Parent Advisory Panel and the Board, and 3,536 purchases (8% of the total) did not include sufficient documentation for a determination to be made.
- Odyssey has agreed to reimburse the State approximately \$180,000 for the cost of ineligible purchases made. This dollar amount was estimated by Odyssey and is based on the purchase price of items identified by OSBE as ineligible. The exact dollar amount of the final reimbursement for these purchases will fluctuate as final eligibility decisions are made (process described below).
- To date, Odyssey has earned approximately \$550,000 in interest on grant funds. Through a settlement process between Odyssey and the Division of Purchasing, OSBE anticipates approximately \$400,000 to be returned. Odyssey will retain only the amount necessary to cover its tax burden.
- OSBE has concluded its review of transactions. The program was found to be operating successfully, with only less than 1% of the total purchases determined ineligible. Odyssey will reimburse the state for those purchases.

BOARDWORK
OCTOBER 18, 2023

DRAFT Minutes August 23, 2023

There were no comments or questions from the Board.

11. Educator Preparation Program Standards Approval – Action Item

Ms. Thompson said the Board Office created a work group in January 2023 to create a new Educator Preparation Provider review process at the direction of the State Board. The work group had a representative from each Board-approved Educator Preparation Program, State Department of Education Staff, and Career Technical Staff. The work group created the Idaho Standards for Educator Preparation Providers that would be used to evaluate the Educator Preparation Programs against for the state provider review. The Standards created were shared with stakeholders to obtain input. Two work sessions were held with the Professional Standards Commission (Joint Standards and Authorization's Committees) to review the standards and obtain input. The input from the first work session was shared with the work group and the input was accepted. The changes were made to the Idaho Standards for Educator Preparation Providers. The second work session was held, and the Professional Standards Commission voted to recommend the Idaho Standards for Educator Preparation Providers.

The work group met January 17, 2023, January 23, 2023, January 31, 2023, February 10, 2023, and March 24, 2023.

The Professional Standards Commission voted to recommend the Idaho Standards for Educator Preparation Providers at the June 2023 Professional Standards Commission Meeting (M/S - Enger/Brodwater & Voice Vote – Motion Carries) as indicated in the Professional Standards Commission June 2023 meeting minutes.

BOARD ACTION

M/S (Liebich / Gilbert) I move to approve the proposed Idaho Standards for Educator Preparation Providers for the state review of Educator Preparation Providers, new provider approval, and new program approval, as submitted in Attachment 1. A roll call vote was taken, and the motion carried 7-0. Cindy Siddoway was absent from voting.

There were no comments or questions from the Board.

12. Educator Preparation Program Performance Measures – Action Item

Ms. Thompson said annually, the Office of the State Board of Education certifies and submits Idaho's Title II report to the U.S. Department of Education (USDOE). The report includes data from public and private teacher preparation programs authorized by the State Board of Education to prepare individuals for certification in Idaho. On October 16, 2016, the USDOE released revised Title II requirements. The rule imposed new reporting measures which identify levels of program effectiveness to drive continuous improvement.

BOARDWORK
OCTOBER 18, 2023

DRAFT Minutes August 23, 2023

The four measures under consideration are:

- Feedback from graduates and their employers on the effectiveness of program preparation;
- Student learning outcomes measured by novice teachers' student growth, teacher evaluation results, and/or another state-determined measure that is relevant to students' outcomes, including academic performance, and meaningfully differentiates amongst teachers;
- Placement and retention rates of graduates in their first three years of teaching, including placement and retention in high-need schools;
- Other program characteristics, including assurances that the program has specialized accreditation or graduate candidates with content and pedagogical knowledge, and quality clinical preparation, who have met rigorous exit requirements.

BOARD ACTION

M/S (Liebich / Roach) I move to approve the proposed performance measures for determining Educator Preparation Provider program effectiveness, as submitted in Attachment 1. A roll call vote was taken, and the motion carried 7-0. Cindy Siddoway was absent from voting.

There were no comments or questions from the Board.

WORK SESSION

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

A. Accountability Oversight Committee

Dr. Roger Stewart, Chair, Accountability Oversight Committee (AOC), started the work session sharing with the Board the following.

The AOC's annual reports are focused on recommendations to the Board and SDE as a result of the committee's review and analysis of substantial data, as presented in annual SDE Student Achievement Reports. In FY 22, the AOC focused the report on identifying data that appeared to indicate negative impacts of the pandemic. In the FY 23 Accountability Oversight Committee Report, the AOC put an emphasis on those areas identified in FY 22 to determine the extent to which student achievement recovered at end of the pandemic.

To ensure the Board and public could better identify the AOC's highest priority recommendations, the committee's FY 23 Report includes a focused Executive Summary, as provided to the Board for review at the April 2023 meeting. The full report includes conclusions summarizing data analysis by subject and then presents recommendations, divided between policy recommendations for the Board and implementation recommendations for SDE. The recommendations are further separated between short-term and long-term actions.

BOARDWORK
OCTOBER 18, 2023

DRAFT Minutes August 23, 2023

The following recommendations and corresponding data from the FY 23 AOC Recommendations Report have been identified as the most critical for the Board to understand in depth:

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 SDE to provide support and resources to districts and schools to reduce absenteeism.

For a complete review of the data that the AOC brought forward, see Work Session - (A) AOC FY23 Report - Attachment 1.

Mr. Gilbert asked where the AOC was aiming, what was their anticipation and what represents success, mediocracy, and failure. Mr. Cantrell said one of the questions about the ISAT is does it accurately measure what Idaho wants students to know? Some schools say yes, and some say no. The guidelines for the State Department of Education, which must follow the federal requirements under ESSA, state specifically what needs to be assessed and there is little leeway on those standards.

Dr. Stewart said the AOC has requested Lexile scores and they will work on bringing that data forward at the next AOC annual report.

Superintendent Critchfield said SDE is helping districts access what is the best way to teach math. By giving the instructors best practices they hope to see a change in the

BOARDWORK
OCTOBER 18, 2023

DRAFT Minutes August 23, 2023

math grades. Assessing the test scores is still only the first step, how to teach math and know that the student is actually learning is the other.

Dr. Hill asked if the math problems were unique to Idaho or were the test scores in Math a national problem. Dr. Stewart said it was all those things, a statewide and national problem and has been happening for many years.

Dr. Hill expressed a concern over the numbers of students who are in the advanced math category who then slide backwards into the proficient math category. Of all of the numbers shown that is the most concerning to him. If a student is behind in mathematics they normally never catch up. That matter needs to be addressed by the work group.

Superintendent Critchfield said the data around absenteeism will add to the discussion of modernizing funding.

Mr. Liebich said of all the data presented, the data on chronic absenteeism are the most concerning to him. How can we hold schools accountable for student achievement if parents can't get their kids to school?

Dr. Bliss asked if there were any data showing that absenteeism is related to student performance. Superintendent Critchfield said the fix for chronic absenteeism is how do we help the school districts look at the data during the school year instead of waiting until the end of the year. Early warning alerts have to be in place so that districts are contacting families early on in the school year so that they can work on getting the students back into school.

There were no further comments or questions from the Board.

At this time the Board took a 10-minute break returning at 2:45 p.m. (MT)

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

B. Online Idaho: Revisiting Key Online Course Exchange Decision

Dr. Jonathan Lashley, Academic Technologist, Idaho State Board of Education, lead this work session item. He shared the following with the Board.

In response to the mission-critical pivot of colleges and universities to online and remote instruction during Spring Semester 2020, the Board formed a working group to explore the concept of a “digital campus” that could drive new growth toward low-cost, high-quality, career-relevant, online-first postsecondary educational experiences that reach every Idahoan in times of crisis as well as calm.

Under Board direction and in partnership with other state agencies and institutions, Online Idaho has emerged as a collaborative effort to fortify digital teaching and

BOARDWORK
OCTOBER 18, 2023

DRAFT Minutes August 23, 2023

learning infrastructure through new investments in interoperable software, services, and resources.

Perhaps the most novel investment, an online course exchange, has consolidated access to existing online courses and programs so that current students may more easily enroll in courses offered by other Idaho colleges and universities. When a student's home institution is unable to offer specific courses at a specific time or place, the Online Idaho course exchange streamlines how a student may maintain progress to degree by enrolling in courses that better fit their needs at another public institution. In an emerging use case, faculty contributing curricula to an interinstitutional path of study (e.g., a shared certificate in Nuclear Safeguards and Security) may offer a consistent registration experience for students regardless of which institution is teaching which course. New consortium agreements and deep integrations established with existing institutional systems make these and other processes more efficient and predictable for everyone involved.

Some students have already benefitted from enrolling in courses at other institutions through Online Idaho. By updating or further endorsing existing strategy for system-like course sharing across Idaho's eight public colleges and universities, the Board will afford institution stakeholders clearer direction and certainty as they continue to launch content and opportunities in the course exchange.

Dr. Hill provided some history. Online Idaho started as a Board driven discussion and Dr. Hill took the lead. At a certain point, to move it forward, a working group was started by the institutions. They have unfortunately now reached a point where the decisions required are above their pay grades. Higher level decisions now need to be made. This item is once again before the Board to provide the necessary leadership to move this forward.

Dr. Bliss said the underlying request was that the Board empower Board staff to work collaboratively with the institutions and the groups already formed to lay out the program charter that will lay out the vision.

Mr. Liebich asked what sort of data points were available for the Board to look at to see how things are going. Dr. Lashley said he had no data on hand but that is something that needs to be looked at. Such as why certain metrics aren't higher than they would have thought they would be. Also, what is advantageous is that Idaho is in active conversations with other states such as Montana, California, and other states who have leveraged a similar structure so they can help flush out what success metrics will look like moving forward.

Dr. Hill asked about the funding for Canvas and associated technologies. Dr. Bliss said the remaining GEER funds were accessed and used to pay for three more years of Canvas service for 7 of Idaho's institutions. The last institution (CWI) is using Blackboard. In addition, Quottly / Parchment has been funded for one more year

BOARDWORK
OCTOBER 18, 2023

DRAFT Minutes August 23, 2023

ending December 31, 2024. Dr. Hill asked if there were any other core technologies. Dr. Lashley said yes, and there is funding for them. Dr. Hill asked if the Board should be seeking to get funding from the State level for the whole backbone because its a state enterprise or should we redistribute the costs to the institutions? Dr. Lashley replied that the answer to that question, and the costs for both options will be part of the final report that will come from the working group.

Mr. Liebich said that Idaho needs to have one Learning Management System (LMS) for all eight of Idaho's institutions. Dr. Bliss said ISU will be piloting their program this fall. They are currently collecting data from students and faculty and determining how best to cut over to Canvas from Blackboard.

There were no further comments or questions from the Board.

INFORMATIONAL

BAHR

1. FY2025 – Budget Line Items Approved by OSBE Executive Director - Information Item
2. NCAA Academic Report of Approved Program Requests – Information Item

IRSA

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

PPGA

4. Proposed Rule Docket No. 08-0102-2301- Rules Governing the Postsecondary Scholarship Program, Acknowledgment of Statutorily Required Repeal – Information Item

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

BOARD ACTION

M/S (Gilbert / Roach) I move to adjourn the meeting at 3:22 p.m. (MT). A roll call vote was taken, and the motion carried 7-0. Cindy Siddoway was absent from voting.

**CONSENT
OCTOBER 18-19, 2023**

TAB	DESCRIPTION	ACTION
1	BAHR - UNIVERISTY OF IDAHO - MULTI-YEAR EMPLOYEMENT CONTRACT - HEAD MEN'S BASKETBALL COACH	Action Item
2	BAHR - UNIVERSITY OF IDAHO - MULTI-YEAR EMPLOYMENT CONTRACT - HEAD WOMEN'S BASKETBALL COACH	Action Item
3	PPGA - DATA MANAGEMENT COUNCIL APPOINTMENTS	Action Item
4	PPGA - THE IDAHO STATE REHABILITATION COUNCIL MEMBERSHIP	Action Item
5	PPGA - CTE - LIMITED OCCUPATIONS SPECIALIST CERTIFICATE EXTENSION	Action Item
6	PPGA - CTE - POSTSECONDARY CREDENTIALING MANUAL	Action Item
7	SDE – EMERGENCY PROVISIONAL CERTIFICATES	Action Item

BUSINESS AFFAIRS AND HUMAN RESOURCES
OCTOBER 18-19, 2023

UNIVERSITY OF IDAHO

SUBJECT

Employment Contract: Head Men's Basketball Coach Alex Pribble

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section II.H.1.

BACKGROUND/DISCUSSION

The University of Idaho (UI) seeks Idaho State Board of Education (Board) approval for a five-year employment contract for a Men's Basketball Head Coach, Alex Pribble. This request arises because the prior head coach is no longer with the University of Idaho.

The proposed contract's primary terms are set forth below. A redlined version showing changes from the Board model contract is contained in Attachment 2.

IMPACT

Contract Term: March 20, 2023 - April 30, 2028.

Base salary: \$130,000 per year.

Media payments: \$60,000 per year.

Summary of supplemental compensation/incentives:

- Courtesy car or, if unavailable, a \$6,500 per year automobile allowance.
- Academic achievement and behavior of team based on Academic Progress Rate from 950-984 = \$2,000; 985 or more = \$5,000.
- Conference Coach of the Year (COY) = \$4,000; National COY = \$8,000.
- Regular season conference champions or co-champion = \$5,000.
- Conference tournament champion = \$5,000.
- NCAA tournament at-large bid = \$5,000.
- NCAA tournament game wins
 - \$5,000 for Play-in Round
 - Additional \$7,500, First Round
 - Additional \$10,000, Second Round
 - Additional \$12,500, Regional Semis
 - Additional \$15,000, Regional Final
 - Additional \$17,500, Final Four
 - Additional \$25,000, NCAA Championship.
- NCAA NIT tournament:
 - \$3,000 for At-large Appearance
 - \$3,000 for First Round win
 - Additional \$3,000, Second Round win

BUSINESS AFFAIRS AND HUMAN RESOURCES
OCTOBER 18-19, 2023

- Additional \$3,000, Super 16 win
- Additional \$3,000, Great Eight win
- Additional \$3,000, Fab 4 win
- Additional \$7,500, NIT Champion.

Maximum Potential Annual Compensation (base salary + maximum incentive pay including media payment but not possible payment for camps): \$314,500.

Coach may participate in youth basketball camps as follows:

Remaining income from any university operated camp, less \$500, after all claims, insurance, and expenses of camp have been paid, OR

If the University elects not to operate a camp, Coach may do so within Board guidelines for such camps.

Liquidated damages and buyout provisions for men's basketball coaches at other public institutions in the Big Sky Conference:

- Eastern Washington University – one year of salary, i.e., \$164,000.
- Idaho State –\$123,687/year salary until term ends or comparable employment obtained.
- Northern Arizona – 50% of \$198,000/year base salary remaining on five-year contract.
- Northern Colorado – the lesser of one year's base salary (\$156,938) or the remaining base salary payable under the contract.
- Portland State – \$217,500 (consisting of \$170,000 base plus \$47,500 in bonuses.
- Sacramento State – total base salary (at \$300,000/year) remaining through the end of the then-current end date of the term.
- Weber State – full salary (\$167,294) through the end of the contract.
- Montana State – the lesser of \$250,000 or the remaining base salary payable under the contract.

The liquidated damages for this contract, which consist of the \$130,000 base salary plus \$60,000 in media payments (i.e., \$190,000) through the contract term or until Coach obtains comparable employment, were the result of negotiations between the University of Idaho and the Coach.

If Coach terminates this Agreement for convenience at any time, all obligations of the University shall cease as of the effective date of the termination (other than the University's obligation to pay Coach compensation to which Coach was contractually entitled before the termination date, but which was unpaid as of such date). If Coach terminates this Agreement for convenience, Coach shall pay to the University, as liquidated damages and not a penalty, one of the following amounts:

BUSINESS AFFAIRS AND HUMAN RESOURCES
OCTOBER 18-19, 2023

Date of Termination	Amount
May 1, 2023 – April 30, 2024	\$500,000
May 1, 2024 – April 30, 2025	\$300,000
May 1, 2025 – April 30, 2026	\$150,000
May 1, 2026 – April 30, 2027	\$75,000
May 1, 2027 – Last game of '27-'28 Season	\$25,000

ATTACHMENTS

- Attachment 1 – Pribble 2023 Contract - Clean
- Attachment 2 – Comparison with Model Contract
- Attachment 3 – Four-Year History of Academic Progress Rate, & National APR
- Attachment 4 – Big Sky Conference Base Salaries & Incentive Payments
- Attachment 5 – Contract Checklist

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The proposed employment contract agreement is in substantial compliance with the Board-approved model contract, with a base salary of \$130,000 and subject to annual state mandated merit increases. Despite the base salary being on the lower end of comparable universities in the Big Sky Conference, the Supplemental Incentives are considerably higher.

The contract does contemplate Athletic Achievement Incentives as noted in the contract (Attachment 1 – Articles 3.2.5 through 3.2.9.) The contract also provides incentives for academic achievement and behavior of team members (Attachment 1 – Article 3.2.3.) The dollar incentive is tied to the NCAA Academic Progress Rate (APR) Standards that are reported to the Board annually.

Should the University terminate the Coach for convenience, the University would be obligated to pay the Coach any compensation to which the Coach was contractually entitled before the termination date, but which was unpaid as of that date. Additionally, the University shall be obligated to pay the Coach, as liquidated damages not a penalty, the annual salary until the term of the agreement ends or the Coach obtains reasonable comparable employment, whichever occurs first. If the Coach terminates the Agreement for convenience, he will be responsible for liquidated damages and not a penalty in the amounts noted in Attachment 1 – Section 5.3.3.

This employment agreement is consistent with other coaches' contracts in the Big Sky Conference.

Staff recommends approval.

BUSINESS AFFAIRS AND HUMAN RESOURCES
OCTOBER 18-19, 2023

BOARD ACTION

I move to approve the University of Idaho's request to enter into a five (5) year employment agreement with Alex Pribble, Men's Basketball Team Head Coach in substantial conformance with the form submitted to the Board as Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

~~(MODEL ATHLETICS MULTI-YEAR CONTRACT)~~
~~(template adopted by Idaho State Board of Education, _____, 2018)~~

~~EMPLOYMENT~~EMPLOYMENT AGREEMENT

This Employment Agreement (Agreement) is entered into by and between _____~~(The~~ University ~~(College of~~ Idaho ~~(University)~~), and _____~~Alex Pribble~~ (Coach).

ARTICLE 1

1.1. Employment. Subject to the terms and conditions of this Agreement, the University ~~(College)~~ shall employ Coach as the head coach of its intercollegiate ~~(Sport) team (Men's Basketball Team) (or Director of Athletics)~~. Coach ~~(Director)~~ represents and warrants that Coach is fully qualified to serve, and is available for employment, in this capacity.

1.2. Reporting Relationship. Coach shall report and be responsible directly to the ~~University (College)'s Athletic~~ University's Director ~~(of Athletics (Athletics Director) or the Athletics Director's designee~~. Coach shall abide by the reasonable instructions of ~~Athletics Director or the Director's Athletics Director 's designee~~ and shall confer with the ~~Athletics Director or the Athletics Director's designee~~ on all administrative and technical matters. Coach shall also be under the general supervision of the ~~University (College)'s University's~~ Chief Executive Officer ~~(Chief Executive Officer)~~.

1.3. Duties. Coach shall manage and supervise the Team and shall perform such other duties in the ~~University (College)'s University's~~ athletic program as the ~~Athletics Director~~ may assign and as may be described elsewhere in this Agreement. The University ~~(College)~~ shall have the right, at any time, to reassign Coach to duties at the University ~~(College)~~ other than as head coach of the Team, provided that Coach's compensation and benefits shall not be affected by any such reassignment, except that the opportunity to earn supplemental compensation as provided in ~~Sections 3.2.1 through (depending on supplemental pay provisions used) Section 3.2~~ shall cease.

ARTICLE 2

2.1. Term. This Agreement is for a fixed-term appointment of ~~(—approximately~~ Five (5) years, commencing on _____March 20, 2023 and terminating, without further notice to Coach, on _____April 30, 2028 unless sooner terminated in accordance with other provisions of this Agreement.

2.2. Extension or Renewal. This Agreement is renewable solely upon an offer from the University ~~(College)~~ and an acceptance by Coach, both of which must be in

writing and signed by the parties. Any renewal is subject to the prior approval in accordance with the policies of the Idaho State Board of ~~Education~~Board of Regents of the University of Idaho (Board). This Agreement in no way grants to Coach a claim to tenure in employment, nor shall Coach's service pursuant to this Agreement count in any way toward tenure at the University ~~(College)~~.

ARTICLE 3

3.1 Regular Compensation.

3.1.1 In consideration of Coach's services and satisfactory performance of this Agreement, the University ~~(College)~~ shall provide to Coach:

- a) An annual salary of \$~~_____~~\$130,000.00 per year, payable in biweekly installments in accordance with normal University ~~(College)~~ procedures, and such salary increases as may be determined appropriate by the Athletics Director and Chief Executive Officer ~~and approved by the Board~~;
- b) The opportunity to receive such employee benefits as the University ~~(College)~~ provides generally to non-faculty exempt employees, provided that Coach qualifies for such benefits by meeting all applicable eligibility requirements ~~—(except that, provided, however,~~ in accordance with Board Policy II.H.6.b.ii, University ~~(College)~~ and Coach agree that Coach shall not accrue any annual leave hours, and may take leave (other than sick leave) only with prior written approval of the Athletics Director);~~;~~ and
- c) The opportunity to receive such employee benefits as the University (College)'s University's Department of Athletics (Department) provides generally to its employees of a comparable level. Coach hereby agrees to abide by the terms and conditions, as now existing or hereafter amended, of such employee benefits.

Coach understands and agrees that financial conditions may require the Chief Executive Officer, in the Chief Executive Officer's discretion, to institute furloughs or to take such other actions consistent with Board policy as the Chief Executive Officer may determine to be necessary to meet such challenges. In the event of a furlough or other action that is applied consistently to all University head coaches, the actual salary paid to Coach may be less than the salary stated in Section 3.1.1(a) above.

3.2 Supplemental Compensation.

~~3.2.1. Each year the Team is the conference champion or co-champion and also becomes eligible for a (bowl game pursuant to NCAA Division I guidelines or post-season tournament or post-season playoffs), and if Coach continues to be employed as University (College)'s head (Sport) coach as of the ensuing July 1st, the University (College) shall pay to Coach supplemental compensation in an amount equal to (amount or computation) of Coach's Annual Salary during the fiscal year in which the championship and (bowl or other post-season) eligibility are achieved. The University~~

~~(College) shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.~~

~~3.2.1 3.2.2 Each year the Team is ranked in the top 25 in the (national rankings of sport's division), and if Coach continues to be employed as University (College)'s head (Sport) coach as of the ensuing July 1st, the University (College). The University shall provide Coach with a courtesy car. If a car is not available, the University shall instead provide Coach with an annual automobile allowance of \$6,500.00 payable in biweekly installments in accordance with normal University procedures. Coach shall be responsible for acquiring, maintaining, registering and insuring the automobile.~~

~~Coach shall pay Coach supplemental compensation in an amount equal to (amount or computation) of Coach's Annual Salary in effect on the date of the final poll. The University (College) shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.~~

~~3.2.3 Each year Coach shall be eligible to receive supplemental compensation in an amount receive up to (amount or computation) based on the academic achievement and behavior of Team members. The determination of whether Coach will receive such supplemental compensation and the timing of the payment(s) shall be at the discretion of the Chief Executive Officer in consultation with the Director. The determination shall be based on the following factors: the Academic Progress Rate set by the Board, grade point averages; difficulty of major course of study; honors such as scholarships, designation as Academic All-American, and conference academic recognition; progress toward graduation for all athletes, but particularly those who entered the University (College) as academically at-risk students; the conduct of Team members on the University (College) campus, at authorized University (College) activities, in the community, and elsewhere. Any such supplemental compensation paid to Coach shall be accompanied with a detailed justification for the supplemental compensation based on the factors listed above and such justification shall be separately reported to the Board as a document available to the public under the Idaho Public Records Act.~~

~~3.2.4 Each year Coach shall be eligible to receive supplemental compensation in an amount up to (amount or computation) based on the overall development of the intercollegiate (men's/women's) (Sport) program; ticket sales; fundraising; outreach by Coach to various constituency groups, including University (College) students, staff, faculty, alumni and boosters; and any other factors the Chief Executive Officer wishes to consider. The determination of whether Coach will receive such supplemental compensation and the timing of the payment(s) shall be at the discretion of the Chief Executive Officer in consultation with the Director.~~

~~3.2.2 3.2.5 Coach shall receive the sum of (amount or computation) \$60,000.00 per year from the University (College) or the University (College)'s University's~~

designated media outlet(s) or a combination thereof ~~each year~~ during the term of this Agreement in compensation for participation in media programs and public appearances (Programs). Coach's right to receive this sum shall vest and be paid one-half on or near the first day of July, and one-half on or near the first day of January, provided Coach remains the head coach on each such payment date (or is terminated pursuant to Section 5.2 hereof). Coach's right to receive such a payment shall vest on the date of the Team's last regular season or post-season competition, whichever occurs later. This sum shall be paid (terms or conditions of payment) any such media payment under this Paragraph is expressly contingent on Coach's compliance with University's financial stewardship policies as set forth in University's Administrative Procedures Manual Chapter 25, as well as compliance with the requirements of paragraph 4.8 (Media Obligations) below.

~~3.2.3 3.2.6 (SUMMER CAMP OPERATED BY UNIVERSITY (COLLEGE))~~ Each year Coach shall be eligible to receive supplemental compensation based on the academic achievement and behavior of Team Members. The determination of whether Coach will receive such supplemental compensation and the timing of the payment(s) shall be at the discretion of the President in consultation with the Athletics Director. If the Teams' annual Academic Progress Rate ("APR) is equal to or greater than 950 but is less than 985 and if Coach continues to be employed as the University's Head Men's Basketball Coach at the time the Academic Progress Rate Institutional Report is released by the NCAA, Coach shall receive supplemental compensation of \$2,000.00. This amount shall increase to \$5,000.00 in any year the team's annual APR is equal to or greater than 985 and if Coach continues to be employed as the University's Head Men's Basketball Coach at the time the Academic Progress Rate Institutional Report is released by the NCAA. Any such supplemental compensation paid to Coach shall be accompanied with a justification for the supplemental compensation based on the factors listed above, and such justification shall be separately reported to the Board of Regents as a document available to the public under the Idaho Public Records Act.

3.2.4 Each year Coach is named Conference Coach of the Year the University shall pay to Coach supplemental compensation of \$4,000.00. Each year Coach is named National Coach of the Year the University shall pay to Coach supplemental compensation of \$8,000.00. This amount shall be payable within thirty (30) days after completion of the season, including postseason competition, regardless of whether Coach remains employed by University on the payment date. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.5 Each year the Team is the regular season conference champion or co-champion, and if Coach continues to be employed as University's Head Men's Basketball Coach as of the final game of the Team's season, including postseason competition, the University shall pay to Coach supplemental compensation in an amount equal to \$5,000.00. This amount shall be payable within thirty (30) days after completion

of the season, including postseason competition, regardless of whether Coach remains employed by University on the payment date. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.6 Each year the Team is the conference tournament champion and also becomes eligible for the NCAA Regionals or NCAA tournament pursuant to NCAA Division I guidelines, and if Coach continues to be employed as University's Head Men's Basketball Coach as of the final game of the Team's season, including postseason competition, the University shall pay to Coach supplemental compensation in an amount equal to \$5,000.00 during the fiscal year in which the championship or NCAA tournament eligibility is achieved, regardless of whether Coach remains employed by University on the payment date. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.7 Each year the Team is selected as an NCAA Tournament At-Large bid and Coach continues to be employed as University's Head Men's Basketball Coach as of the final game of the Team's season, including postseason competition, the University shall pay Coach supplemental compensation in an amount equal to \$5,000.00. This amount shall be payable within thirty (30) days after completion of the season, regardless of whether Coach remains employed by University on the payment date. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation

3.2.8 Post Season. For each appearance in the NCAA Tournament, coach shall receive supplemental compensation based on the following schedule if Coach continues to be employed as University's Head Men's Basketball Coach as of the final game of the Team's season, including postseason competition. All bonuses are stackable. This amount shall be payable within thirty (30) days after completion of the season, including postseason competition, regardless of whether Coach remains employed by University on the payment date, The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation:

<u>Play-in Round</u>	<u>Win</u>	<u>\$5,000</u>
<u>First Round</u>	<u>Win</u>	<u>\$7,500</u>
<u>Second Round</u>	<u>Win</u>	<u>\$10,000</u>
<u>Regional Semis</u>	<u>Win</u>	<u>\$12,500</u>
<u>Regional Final</u>	<u>Win</u>	<u>\$15,000</u>
<u>Final Four</u>	<u>Win</u>	<u>\$17,500</u>
<u>NCAA Championship</u>	<u>Win</u>	<u>\$25,000</u>

3.2.9 Post Season. For each appearance in the NCAA NIT Tournament, Coach shall receive supplemental compensation based on the following schedule if Coach continues to be employed as University's Head Men's Basketball Coach as of the final game of the Team's season, including postseason competition. All bonuses are stackable. This amount shall be payable within thirty (30) days after completion of the

season, including postseason competition, regardless of whether Coach remains employed by University on the payment date. The University shall determine the

////

appropriate manner in which it shall pay Coach any such supplemental compensation:

<u>NIT</u>	<u>At Large Appearance</u>	<u>\$3,000</u>
<u>First Round</u>	<u>Win</u>	<u>\$3,000</u>
<u>Second Round</u>	<u>Win</u>	<u>\$3,000</u>
<u>Super 16</u>	<u>Win</u>	<u>\$3,000</u>
<u>Great Eight</u>	<u>Win</u>	<u>\$3,000</u>
<u>Feb 4</u>	<u>Win</u>	<u>\$3,000</u>
<u>NIT Championship</u>	<u>Win</u>	<u>\$10,000</u>

3.2.10 Coach agrees that the University (College) has the exclusive right to operate youth (Sport)Men's Basketball camps on its campus using University (College) facilities. The University (College) shall allow Coach the opportunity to earn supplemental compensation by assisting with the University (College)'s University's camps in Coach's capacity as a University (College) employee. Coach hereby agrees to assist in the marketing, supervision, and general administration of the University (College)'s (Sport)University's youth Men's Basketball camps. Coach also agrees that Coach will perform all obligations mutually agreed upon by the parties. In exchange for Coach's participation in the University (College)'s summer (Sport)University's youth Men's Basketball camps, the University (College) shall pay Coach (amount) per year as supplemental compensation during each year the remaining income from the youth Men's Basketball camps less \$500, after all claims, insurance, and expenses of employment as head (Sport) coach at the University (College). This amount shall be such camps have been paid (terms of payment).

(SUMMER CAMP OPERATED BY COACH) Coach may operate a summer youth (Sport) camp at the University (College) under the following conditions:

Alternatively, in the event the University notifies Coach, in writing that it does not intend to operate youth Men's Basketball camps for a particular period of time during the term of this Agreement, then during such time period, Coach shall be permitted to operate youth Men's Basketball camps on the University's campus and using its facilities under the following terms and conditions:

- a) The summer youth camp operation reflects positively on the University (College) of Idaho and the Department;
- b) The summer youth camp is operated by Coach directly or through a private enterprise owned and managed by Coach. The Coach shall not use University (College) of Idaho personnel, equipment, or facilities without the prior written approval of the Athletics Director;

- c) Assistant coaches at the University ~~(College)of Idaho~~ are given priority when the Coach or the private enterprise selects coaches to participate;
- d) The Coach complies with all NCAA ~~(NAIA),~~ Conference, and University ~~(College)of Idaho~~ rules and regulations related, directly or indirectly, to the operation of summer youth camps;
- e) The Coach or the private enterprise enters into a contract with University ~~(College)of Idaho~~ and ~~(campus concessionaire)Chartwells~~ for all campus goods and services required by the camp.
- f) The Coach or private enterprise pays for use of University ~~(College)of Idaho~~ facilities ~~including the _____;~~ such rate to be set at the rate charges as if the camp were conducted by the University of Idaho.
- g) Within thirty days of the last day of the summer youth camp(s), Coach shall submit to the Athletics Director a preliminary "Camp Summary Sheet" containing financial and other information related to the operation of the camp. Within ninety days of the last day of the summer youth camp(s), Coach shall submit to Athletics Director a final accounting and "Camp Summary Sheet." A copy of the "Camp Summary Sheet" is attached to this Agreement as ~~Exhibit A~~ an exhibit.
- h) The Coach or the private enterprise shall provide proof of liability insurance as follows: (1) liability coverage: spectator and staff--\$1 million; (2) catastrophic coverage: camper and staff--\$1 million maximum coverage with \$100 deductible;
- i) To the extent permitted by law, the Coach or the private enterprise shall defend and indemnify the ~~State of Idaho, the University (College) and the Board of Idaho~~ against any claims, damages, or liabilities arising out of the operation of the summer youth camp(s).
- j) All employees of the summer youth camp(s) shall be employees of the Coach or the private enterprise and not the University ~~(College)of Idaho~~ while engaged in camp activities. The Coach and all other University ~~(College)of Idaho~~ employees involved in the operation of the camp(s) shall be on annual leave status or leave without pay during the days the camp is in operation. The Coach or private enterprise shall provide workers' compensation insurance in accordance with Idaho law and comply in all respects with all federal and state wage and hour laws.

In the event of termination of this Agreement, suspension, or reassignment, University ~~(College)of Idaho~~ shall not be under any obligation to permit a summer youth camp to be held by the Coach after the effective date of such termination, suspension, or reassignment, and the University ~~(College)of Idaho~~ shall be released from all obligations relating thereto.

3.2.7-3 Footwear, Apparel and/or Equipment. Coach agrees that the University ~~(College)~~ has the exclusive right to select footwear, apparel and/or equipment for the use of its student-athletes and staff, including Coach, during official practices and games and during times when Coach or the Team is being filmed by motion picture or video camera or posing for photographs in their capacity as representatives of University ~~(College)~~. Coach recognizes that the University ~~(College)~~ is negotiating or has entered into an agreement with ~~(Company Name)Nike~~ to supply the University ~~(College)~~ with athletic footwear, apparel and/or equipment. Coach agrees that, upon the ~~University (College)'s~~ reasonable request, Coach will consult with appropriate parties concerning ~~an (Company Name) a Nike~~ product's design or performance, shall act as an instructor at a clinic sponsored in whole or in part by ~~(Company Name), Nike~~, or give a lecture at an event sponsored in whole or in part by ~~(Company Name), Nike~~, or make other educationally related appearances as may be reasonably requested by the University ~~(College)~~. Notwithstanding the foregoing sentence, Coach shall retain the right to decline such appearances as Coach reasonably determines to conflict with or hinder ~~Coach's~~his duties and obligations as ~~head (Sport) coach.~~Head Men's Basketball Coach. In order to avoid entering into an agreement with a competitor of ~~(Company Name), Nike~~, Coach shall submit all outside consulting agreements to the University ~~(College)~~ for review and approval prior to execution. Coach shall also report such outside income to the University ~~(College)~~ in accordance with NCAA ~~(or NAIA)~~ rules. Coach further agrees that Coach will not endorse any athletic footwear, apparel and/or equipment products, including ~~(Company Name), Nike~~, and will not participate in any messages or promotional appearances which contain a comparative or qualitative description of athletic footwear, apparel or equipment products.

3.34 General Conditions of Compensation. All compensation provided by the University ~~(College)~~ to Coach is subject to deductions and withholdings as required by law or the terms and conditions of any fringe benefit in which Coach participates. However, if any fringe benefit is based in whole or in part upon the compensation provided by the University ~~(College)~~ to Coach, such fringe benefit shall be based only on the compensation provided pursuant to Section 3.1.1, except to the extent required by the terms and conditions of a specific fringe benefit program.

ARTICLE 4

4.1. Coach's Specific Duties and Responsibilities. In consideration of the compensation specified in this Agreement, Coach, in addition to the obligations set forth elsewhere in this Agreement, shall:

4.1.1. Devote Coach's full time and best efforts to the performance of Coach's duties under this Agreement;

4.1.2. Develop and implement programs and procedures with respect to the evaluation, recruitment, training, and coaching of Team members which enable them to compete successfully and reasonably protect their health, safety, and well-being/wellbeing;

4.1.3. Observe and uphold all academic standards, requirements, and policies of the University ~~(College)~~ and encourage Team members to perform to their highest academic potential and to graduate in a timely manner; and

4.1.4. Know, recognize, and comply with all applicable laws, and with the policies, rules and regulations of the University ~~(College)~~, the Board, the conference, and the NCAA ~~(or NAIA)~~; supervise and take appropriate steps to ensure that Coach's assistant coaches, any other employees for whom Coach is administratively responsible, and the members of the Team know, recognize, and comply with all such laws, policies, rules and regulations; and immediately report to the Athletics Director and to the Department's Director of Compliance if Coach has reasonable cause to believe that any person or entity, including without limitation representatives of the University (College)'s University's athletic interests, has violated or is likely to violate any such laws, policies, rules or regulations. Coach shall cooperate fully with the University ~~(College)~~ and Department at all times. ~~The names or titles of employees whom Coach supervises are attached as Exhibit B.~~ The applicable laws, policies, rules, and regulations include: (a) Board policies; (b) University (College)'s (University's Faculty-Staff) Handbook; (c) University (College)'s University's Administrative Procedures Manual; (d) the policies of the Department; (e) NCAA ~~(or NAIA)~~ rules and regulations; and (f) the rules and regulations of the (Sport)Men's Basketball conference of which the University ~~(College)~~ is a member.

4.1.5. Fully cooperate in the NCAA infractions process, including the investigation and adjudication of a case. Full cooperation includes, but is not limited to:

- a) Affirmatively reporting instances of noncompliance to the University and NCAA in a timely manner and assisting in developing full information to determine whether a possible violation has occurred and the details thereof;
- b) Timely participation in interviews and providing complete and truthful responses;
- c) Making a full and complete disclosure of relevant information, including timely production of materials or information requested, and in the format requested;

- d) Disclosing and providing access to all electronic devices used in any way for business purposes;
- e) Providing access to all social media, messaging and other applications that are or may be relevant to the investigation; and
- f) Preserving the integrity of an investigation and abiding by all applicable confidentiality rules and instructions.

4.2 Outside Activities. Coach shall not undertake any business, professional or personal activities, or pursuits that would prevent Coach from devoting Coach's full time and best efforts to the performance of Coach's duties under this Agreement, that would otherwise detract from those duties in any manner, or that, in the opinion of the University ~~(College)~~, would reflect adversely upon the University ~~(College)~~ or its athletic program. Subject to the terms and conditions of this Agreement, Coach may, with the prior written approval of the Athletics Director, who may consult with the Chief Executive Officer, enter into separate arrangements for outside activities and endorsements ~~which~~that are consistent with Coach's obligations under this Agreement. Coach may not use the University (College)'s University's name, logos, or trademarks in connection with any such arrangements without the prior written approval of the Athletics Director and the Chief Executive Officer.

4.3 NCAA ~~(or NAIA)~~ Rules. In accordance with NCAA ~~(or NAIA)~~ rules, Coach shall obtain prior written approval from the University (College)'s University's Chief Executive Officer for all athletically related income and benefits from sources outside the University ~~(College)~~ and shall report the source and amount of all such income and benefits to the University (College)'s University's Chief Executive Officer whenever reasonably requested, but in no event less than annually before the close of business on June 30th of each year or the last regular University (College) work day preceding June 30th. The report shall be in a format reasonably satisfactory to University ~~(College)~~. In no event shall Coach accept or receive directly or indirectly any monies, benefits, or gratuities whatsoever from any person, association, corporation, University (College) booster club, University (College) alumni association, University ~~(College)~~ foundation, or other benefactor, if the acceptance or receipt of the monies, benefits, or gratuities would violate applicable law or the policies, rules, and regulations of the University (College), the Board, the conference, or the NCAA ~~(or NAIA)~~.

4.4 Hiring Authority. Coach shall have the responsibility and the sole authority to recommend to the Athletics Director the hiring and termination of assistant coaches for the Team, but the decision to hire or terminate an assistant coach shall be made by the Athletics Director and shall, when necessary or appropriate, be subject to the approval of Chief Executive Officer and the Board.

4.5 Scheduling. Coach shall consult with, and may make recommendations to, the Athletics Director or the Athletics Director's designee with respect to the scheduling

of Team competitions, but the final decision shall be made by the Athletics Director or the Athletics Director's designee.

4.6 Other ~~Coaching~~ Opportunities. Coach shall not, under any circumstances, interview for, negotiate for, or accept employment as a coach at any other institution of higher education or with any professional sports team, requiring performance of duties prior to the expiration of this Agreement, without ~~the prior approval of notice to the~~ Athletics Director. ~~Such approval shall not unreasonably be withheld.~~

4.7 Disclosure of Serious Misconduct. Coach warrants that prior to the signing of this Agreement, Coach has disclosed and will continue to disclose if Coach has been accused, investigated, convicted of or pled guilty or no contest to a felony or misdemeanor involving serious misconduct, or has been subject to official institution or athletic department disciplinary action at any time at any prior institution where Coach was employed. "Serious misconduct" is defined as any act of sexual violence, domestic violence, dating violence, stalking, sexual exploitation, or any assault that employs the use of a deadly weapon or causes serious bodily injury.

4.8 Media Obligations. Coach must fully participate in media programs and public appearances (Programs) through the date of the Team's last regular season or post-season competition. Agreements requiring Coach to participate in Programs related to Coach's duties as an employee of University ~~(College)~~ are the property of the University ~~(College)~~. The University ~~(College)~~ shall have the exclusive right to negotiate and contract with all producers of media productions and all parties desiring public appearances by Coach. ~~Coach agrees to cooperate with the University (College) in his capacity as an official representative of the University. For avoidance of doubt, all contracts relating to public appearances by Coach are subject to prior written approval of the Athletics Director, regardless of whether such appearances contemplate Coach appearing in his capacity as an official representative of the University or in his capacity as a private citizen. Coach agrees to cooperate with the University~~ in order for the Programs to be successful and agrees to provide Coach's services to and perform on the Programs and to cooperate in their production, broadcasting, and telecasting. It is understood that neither Coach nor any assistant coaches shall appear without the prior written approval of the Athletics Director on any competing radio or television program (including but not limited to a coach's show, call-in show, or interview show) or a regularly scheduled news segment, except that this prohibition shall not apply to routine news media interviews for which no compensation is received. Without the prior written approval of the Athletics Director, Coach shall not appear in any commercial endorsements which are broadcast on radio or television that conflict with those broadcast on the University (College)'s University's designated media outlets.

ARTICLE 5

5.1 Termination of Coach for Cause. The University ~~(College)~~ may, in its discretion, suspend Coach from some or all of Coach's duties, temporarily or permanently, and with or without pay; reassign Coach to other duties; or terminate this

Agreement at any time for good or adequate cause, as those terms are defined in applicable rules and regulations.

5.1.1 In addition to the definitions contained in applicable rules and regulations, University ~~(College)~~ and Coach hereby specifically agree that the following shall constitute good or adequate cause for suspension, reassignment, or termination of this Agreement:

- a) A deliberate or major violation of Coach's duties under this Agreement or the refusal or unwillingness of Coach to perform such duties in good faith and to the best of Coach's abilities;
- b) The failure of Coach to remedy any violation of any of the terms of this Agreement within 30 days after written notice from the University ~~(College)~~;
- c) A deliberate or major violation by Coach of any applicable law or the policies, rules or regulations of the University ~~(College)~~, the Board, the conference or the NCAA ~~(NAIA)~~, including but not limited to any such violation which may have occurred during the employment of Coach at another NCAA or NAIA member institution. For purposes of this agreement, a level one or level two violation of NCAA rules as determined by the University and/or the NCAA constitutes a major violation of NCAA rules;
- d) Ten (10) working days' absence of Coach from duty without the ~~University (College)'s~~ University's consent;
- e) Any conduct of Coach that constitutes moral turpitude or that would, in the ~~University (College)'s~~ University's judgment, reflect adversely on the University ~~(College)~~ or its athletic programs;
- f) The failure of Coach to represent the University ~~(College)~~ and its athletic programs positively in public and private forums;
- g) The failure of Coach to fully ~~and promptly~~ cooperate, as defined in article 4.1.5 of this agreement, with the NCAA ~~(NAIA)~~ or the University ~~(College)~~ in any investigation of possible violations of any applicable law or the policies, rules or regulations of the University ~~(College)~~, the Board, the conference, or the NCAA ~~(NAIA)~~;
- h) The failure of Coach to report a known violation of any applicable law or the policies, rules or regulations of the University ~~(College)~~, the Board, the conference, or the NCAA ~~(NAIA)~~, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team; ~~or~~

- i) A violation of any applicable law or the policies, rules or regulations of the University ~~(College)~~, the Board, the conference, or the NCAA ~~(NAIA)~~, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team if Coach knew or should have known of the violation and could have prevented it by ordinary supervision; or
- j) The failure of Coach to disclose Serious Misconduct as required in Section 4.7 of this Agreement.

5.1.2 Suspension, (other than administrative leave with pay and benefits), reassignment, or termination for good or adequate cause shall be effectuated by the University ~~(College)~~ as follows: before the effective date of the suspension, reassignment, or termination, the Athletics Director or the Athletics Director's designee shall provide Coach with notice, which notice shall be accomplished in the manner provided for in this Agreement and shall include the reason(s) for the contemplated action. Coach shall then have an opportunity to respond. After Coach responds or fails to respond, University ~~(College)~~ shall notify Coach whether, and if so when, the action will be effective.

5.1.3 In the event of any termination for good or adequate cause, the University (College)'s University's obligation to provide compensation and benefits to Coach, (other than compensation to which the Coach is contractually entitled before the termination date, but which is unpaid as of such date), whether direct, indirect, supplemental or collateral, shall cease as of the date of such termination, and the University ~~(College)~~ shall not be liable for the loss of any collateral business opportunities or other benefits, perquisites, or income resulting from outside activities or from any other sources.

5.1.4 If found in violation of NCAA ~~(NAIA)~~ regulations, Coach shall, in addition to the provisions of Section 5.1, be subject to disciplinary or corrective action as set forth in the provisions of the NCAA ~~(NAIA)~~ enforcement procedures. This Section applies to violations occurring at the University ~~(College)~~ or at previous institutions at which Coach was employed.

5.2 Termination of Coach for Convenience of University (College).

5.2.1 At any time after commencement of this Agreement, University ~~(College)~~, for its own convenience, may terminate this Agreement by giving ten (10) days prior written notice to Coach.

5.2.2 In the event that University ~~(College)~~ terminates this Agreement for its own convenience, University ~~(College)~~ shall be obligated to pay Coach any compensation to which Coach was contractually entitled before the termination date, but which was unpaid as of that date. Additionally, University shall be obligated to pay Coach,

as liquidated damages and not a penalty, the salary set forth in Section 3.1.1(a), and the supplemental compensation set forth in Section 3.2.2, excluding all deductions required by law, on the regular paydays of University (College) until the term of this Agreement ends (as if it had not been terminated) or until Coach obtains reasonably comparable employment, whichever occurs first. In the event Coach obtains other employment after such termination, then the amount of compensation the University pays will be reduced by the to an amount of such that the gross compensation paid Coach as a result of such other employment, such adjusted compensation to be calculated for each when added to the gross amount paid Coach by the University pay period by reducing under this section 5.2.2 does not exceed the gross salary set forth in Section 3.1.1(a) and supplemental compensation set forth in Section 3.2.2 (before deductions required by law) by the gross compensation paid to Coach under the other employment, then subtracting from this adjusted gross compensation deductions according to law. In addition, Coach will be entitled to continue with the University (College) health insurance plan and group life insurance as if Coach remained a University (College) employee until the term of this Agreement ends or until Coach obtains reasonably comparable employment or any other employment providing Coach with a reasonably comparable health plan and group life insurance, whichever occurs first. Coach shall be entitled to no other compensation or fringe benefits, except as otherwise provided herein or required by law. Coach specifically agrees to inform University within ten business days of obtaining other employment, and to advise University of all relevant terms of such employment, including without limitation the nature and location of employment, salary, other compensation, health insurance benefits, life insurance benefits, and other fringe benefits. Failure to so inform and advise University shall constitute a material breach of this Agreement and University's obligation to pay compensation under this provision shall end. Coach further agrees to repay to University all compensation received from the University (College) after the date other employment is obtained, to the extent in excess of the amounts required to be paid to Coach by this paragraph.

5.2.3 The parties have both been represented by, or had the opportunity to consult with, legal counsel in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that Coach may lose certain benefits, supplemental compensation, or outside compensation relating to employment with University (College), which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by University (College) and the acceptance thereof by Coach shall constitute adequate and reasonable compensation to Coach for the damages and injury suffered by Coach because of such termination by University (College). The liquidated damages are not, and shall not be construed to be, a penalty.

5.3 Termination by Coach for Convenience.

5.3.1 Coach recognizes that Coach's promise to work for University (College) for the entire term of this Agreement is of the essence of this Agreement. Coach also recognizes that the University (College) is making a highly valuable investment in

Coach’s employment by entering into this Agreement and that its investment would be lost were ~~Coach to resign or otherwise terminate employment with the University (College)~~ before the end of the Agreement term.

5.3.2 Coach may terminate this Agreement for convenience during its term by giving ~~prior~~ written notice to the University ~~(College)~~. ~~Termination shall be effective ten (10) days after notice is given to the University (College)~~.

5.3.3 If Coach terminates this Agreement for convenience at any time, all obligations of the University ~~(College)~~ shall cease as of the effective date of the termination. ~~(other than the University’s obligation to pay Coach compensation to which Coach was contractually entitled before the termination date, but which was unpaid as of such date)~~. If Coach terminates this Agreement for convenience, Coach shall pay to the University ~~(College)~~, as liquidated damages and not a penalty, one of the following sum:
_____ amounts:

<u>Date of Termination</u>	<u>Amount</u>
<u>May 1, 2023 – April 30, 2024</u>	<u>\$500,000</u>
<u>May 1, 2024 – April 30, 2025</u>	<u>\$300,000</u>
<u>May 1, 2025 – April 30, 2026</u>	<u>\$150,000</u>
<u>May 1, 2026 – April 30, 2027</u>	<u>\$75,000</u>
<u>May 1, 2027 – Last game of '27-'28 Season</u>	<u>\$25,000</u>

The liquidated damages shall be due and payable within ~~twenty (20)~~sixty (60) days of the effective date of the termination, and any unpaid amount shall bear simple interest at a rate eight (8) percent per annum until paid.

5.3.4 The parties have both been represented by legal counsel in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that the University ~~(College)~~ will incur administrative and recruiting costs in obtaining a replacement for Coach, in addition to potentially increased compensation costs if Coach terminates this Agreement for convenience, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by Coach and the acceptance thereof by University ~~(College)~~ shall constitute adequate and reasonable compensation to University ~~(College)~~ for the damages and injury suffered by it because of such termination by Coach. The liquidated damages are not, and shall not be construed to be, a penalty. This Section 5.3.4 shall not apply if Coach terminates this Agreement because of a material breach by the University ~~(College)~~.

5.3.5 Except as provided elsewhere in this Agreement, if Coach terminates this Agreement for convenience, Coach shall forfeit to the extent permitted by law the right to receive all supplemental compensation and other payments. (other than compensation to which Coach was contractually entitled before the termination date, but which was unpaid as of such date).

5.4 Termination due to Disability or Death of Coach.

5.4.1 Notwithstanding any other provision of this Agreement, this Agreement shall terminate automatically if Coach becomes totally or permanently disabled as defined by the University (College)'s University's disability insurance carrier, becomes unable to perform the essential functions of the position of head coach, or dies.

5.4.2 If this Agreement is terminated because of Coach's death, Coach's salary and all other benefits shall terminate as of the last day worked, except that Coach's personal representative or other designated beneficiary shall be paid all compensation due or unpaid and death benefits, if any, as may be contained in any fringe benefit plan now in force or hereafter adopted by the University (College) and due to Coach's estate or beneficiaries thereunder.

5.4.3 If this Agreement is terminated because Coach becomes totally or permanently disabled as defined by the University (College)'s University's disability insurance carrier, or becomes unable to perform the essential functions of the position of head coach, all salary and other benefits shall terminate, except that Coach shall be entitled to receive any compensation due or unpaid and any disability-related benefits to which Coach is entitled by virtue of employment with the University (College).

5.5 Interference by Coach. In the event of termination, suspension, or reassignment, Coach agrees that Coach will not interfere with the University (College)'s University's student-athletes or otherwise obstruct the University (College)'s University's ability to transact business or operate its intercollegiate athletics program.

5.6 No Liability. The University (College) shall not be liable to Coach for the loss of any collateral business opportunities or any other benefits, perquisites or income from any sources that may ensue as a result of any termination of this Agreement by either party or due to death or disability or the suspension or reassignment of Coach, regardless of the circumstances.

5.7 Waiver of Rights. Because Coach is receiving a multi-year contract and the opportunity to receive supplemental compensation and because such contracts and opportunities are not customarily afforded to University (College) employees, if the University (College) suspends or reassigns Coach, or terminates this Agreement for good or adequate cause or for convenience, Coach shall have all the rights provided for in this Agreement but hereby releases the University (College) from compliance with the notice, appeal, and similar employment-related rights provided for in Board policy, IDAPA 08.01.01 et seq., and the University (College) (Faculty-Staff) Handbook.

ARTICLE 6

6.1 Board Approval This Agreement shall not be effective unless ~~approved by the Board and~~ executed by both parties as set forth below. In addition, the payment of any compensation pursuant to this Agreement shall be subject to the approval of the ~~Board, the~~ Chief Executive Officer, and the Athletics Director; the sufficiency of legislative appropriations; the receipt of sufficient funds in the account from which such compensation is paid; and the Board policies and University (College)'s University's rules regarding financial exigency.

6.2 University (College) Property. All personal property (excluding vehicle(s) provided through the ~~_____ Vandal Wheels~~ program), material, and articles of information, including, without limitation, keys, credit cards, personnel records, recruiting records, team information, films, statistics or any other personal property, material, or data, furnished to Coach by the University (College) or developed by Coach on behalf of the University (College) or at the University (College)'s University's direction or for the University (College)'s University's use or otherwise in connection with Coach's employment hereunder are and shall remain the sole property of the University (College). Within twenty-four (24) hours of the expiration of the term of this Agreement or its earlier termination as provided herein, Coach shall immediately cause any such personal property, materials, and articles of information in Coach's possession or control to be delivered to the Athletics Director.

6.3 Assignment. Neither party may assign its rights or delegate its obligations under this Agreement without the prior written consent of the other party.

6.4 Waiver. No waiver of any default in the performance of this Agreement shall be effective unless in writing and signed by the waiving party. The waiver of a particular breach in the performance of this Agreement shall not constitute a waiver of any other or subsequent breach. The resort to a particular remedy upon a breach shall not constitute a waiver of any other available remedies.

6.5 Severability. If any provision of this Agreement is determined to be invalid or unenforceable, the remainder of the Agreement shall not be affected and shall remain in effect.

6.6 Governing Law. This Agreement shall be subject to and construed in accordance with the laws of the state of Idaho. Any action based in whole or in part on this Agreement shall be brought in the courts of the state of Idaho.

6.7 Oral Promises. Oral promises of an increase in annual salary or of any supplemental or other compensation shall not be binding upon the University (College).

6.8 Force Majeure. Any prevention, delay or stoppage due to strikes, lockouts, labor disputes, acts of God, inability to obtain labor or materials or reasonable substitutes therefor, governmental restrictions, governmental regulations, governmental controls, enemy or hostile governmental action, civil commotion, fire or other casualty, and other causes beyond the reasonable control of the party obligated to perform (including

financial inability), shall excuse the performance by such party for a period equal to any such prevention, delay or stoppage.

6.9 Confidentiality. This Agreement and all documents and reports Coach is required to produce under this Agreement may be released and made available to the public by the University ~~(College)~~.

6.10 Notices. Any notice under this Agreement shall be in writing and be delivered in person or by public or private courier service (including U.S. Postal Service Express Mail) or certified mail with return receipt requested. All notices shall be addressed to the parties at the following addresses or at such other addresses as the parties may from time to time direct in writing:

the University ~~(College)~~:

Director of Athletics
University of Idaho
875 Perimeter Drive, MS 2302
Moscow, Idaho 83844-2302

with a copy to:

Chief Executive Officer Office of the President
University of Idaho
875 Perimeter Drive, MS 3151
Moscow, Idaho 83844-3151

Coach:

Alex Pribble
Last known address on file with
University (College)'s Human Resource Services
1324 Ridgeview Drive
Moscow, ID 83843

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

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

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

6.13 Non-Use of Names and Trademarks. Coach shall not, without the University (College)'s University's prior written consent in each case, use any name, trade name, trademark, or other designation of the University ~~(College)~~ (including contraction,

abbreviation or simulation), except in the course and scope of official University ~~(College)~~ duties.

6.14 No Third Party Beneficiaries. There are no intended or unintended third party beneficiaries to this Agreement.

6.15 Entire Agreement; Amendments. This Agreement constitutes the entire agreement of the parties and supersedes all prior agreements and understandings with respect to the same subject matter. No amendment or modification of this Agreement shall be effective unless in writing, signed by both parties, and approved by the Board if required under Board Policy II.H.

6.16 Opportunity to Consult with Attorney. Coach acknowledges that Coach has had the opportunity to consult and review this Agreement with an attorney. Accordingly, in all cases, the language of this Agreement shall be construed simply, according to its fair meaning, and not strictly for or against any party.

University ~~(College)~~

Coach

Signature: _____
Printed Name: _____: C.
Scott Green
Chief Executive Officer
Date: _____:

Signature: _____
Printed Name: _____:
Alex Pribble
Date: _____Date:

~~Approved by the Idaho State Board of Education on the _____ day of _____, 20__.~~

~~[*Note: Multiyear employment agreements requiring Board approval are defined Board Policy II.H.]~~

EMPLOYMENT AGREEMENT

This Employment Agreement (Agreement) is entered into by and between The University of Idaho (University), and Alex Pribble (Coach).

ARTICLE 1

1.1. Employment. Subject to the terms and conditions of this Agreement, the University shall employ Coach as the head coach of its intercollegiate Men's Basketball Team. Coach represents and warrants that Coach is fully qualified to serve, and is available for employment, in this capacity.

1.2. Reporting Relationship. Coach shall report and be responsible directly to the University's Director of Athletics (Athletics Director) or the Athletics Director's designee. Coach shall abide by the reasonable instructions of Athletics Director or the Athletics Director's designee and shall confer with the Athletics Director or the Athletics Director's designee on all administrative and technical matters. Coach shall also be under the general supervision of the University's Chief Executive Officer.

1.3. Duties. Coach shall manage and supervise the Team and shall perform such other duties in the University's athletic program as the Athletics Director may assign and as may be described elsewhere in this Agreement. The University shall have the right, at any time, to reassign Coach to duties at the University other than as head coach of the Team, provided that Coach's compensation and benefits shall not be affected by any such reassignment, except that the opportunity to earn supplemental compensation as provided in Section 3.2 shall cease.

ARTICLE 2

2.1. Term. This Agreement is for a fixed-term appointment of approximately Five (5) years, commencing on March 20, 2023 and terminating, without further notice to Coach, on April 30, 2028 unless sooner terminated in accordance with other provisions of this Agreement.

2.2. Extension or Renewal. This Agreement is renewable solely upon an offer from the University and an acceptance by Coach, both of which must be in writing and signed by the parties. Any renewal is subject to the prior approval in accordance with the policies of the Idaho State Board of Board of Regents of the University of Idaho (Board). This Agreement in no way grants to Coach a claim to tenure in employment, nor shall Coach's service pursuant to this Agreement count in any way toward tenure at the University.

ARTICLE 3

3.1 Regular Compensation.

3.1.1 In consideration of Coach's services and satisfactory performance of this Agreement, the University shall provide to Coach:

- a) An annual salary of \$130,000.00 per year, payable in biweekly installments in accordance with normal University procedures, and such salary increases as may be determined appropriate by the Athletics Director and Chief Executive Officer;
- b) The opportunity to receive such employee benefits as the University provides generally to non-faculty exempt employees, provided that Coach qualifies for such benefits by meeting all applicable eligibility requirements, provided, however, in accordance with Board Policy II.H.6.b.ii, University and Coach agree that Coach shall not accrue any annual leave hours, and may take leave (other than sick leave) only with prior written approval of the Athletics Director; and
- c) The opportunity to receive such employee benefits as the University's Department of Athletics (Department) provides generally to its employees of a comparable level. Coach hereby agrees to abide by the terms and conditions, as now existing or hereafter amended, of such employee benefits.

Coach understands and agrees that financial conditions may require the Chief Executive Officer, in the Chief Executive Officer's discretion, to institute furloughs or to take such other actions consistent with Board policy as the Chief Executive Officer may determine to be necessary to meet such challenges. In the event of a furlough or other action that is applied consistently to all University head coaches, the actual salary paid to Coach may be less than the salary stated in Section 3.1.1(a) above.

3.2 Supplemental Compensation.

3.2.1 The University shall provide Coach with a courtesy car. If a car is not available, the University shall instead provide Coach with an annual automobile allowance of \$6,500.00 payable in biweekly installments in accordance with normal University procedures. Coach shall be responsible for acquiring, maintaining, registering and insuring the automobile.

3.2.2 Coach shall receive up to \$60,000.00 per year from the University or the University's designated media outlet(s) or a combination thereof during the term of this Agreement in compensation for participation in media programs and public

appearances (Programs). Coach's right to receive this sum shall vest and be paid one-half on or near the first day of July, and one-half on or near the first day of January, provided Coach remains the head coach on each such payment date (or is terminated pursuant to Section 5.2 hereof). Coach's right to receive any such media payment under this Paragraph is expressly contingent on Coach's compliance with University's financial stewardship policies as set forth in University's Administrative Procedures Manual Chapter 25, as well as compliance with the requirements of paragraph 4.8 (Media Obligations) below.

3.2.3 Each year Coach shall be eligible to receive supplemental compensation based on the academic achievement and behavior of Team Members. The determination of whether Coach will receive such supplemental compensation and the timing of the payment(s) shall be at the discretion of the President in consultation with the Athletics Director. If the Teams' annual Academic Progress Rate ("APR") is equal to or greater than 950 but is less than 985 and if Coach continues to be employed as the University's Head Men's Basketball Coach at the time the Academic Progress Rate Institutional Report is released by the NCAA, Coach shall receive supplemental compensation of \$2,000.00. This amount shall increase to \$5,000.00 in any year the team's annual APR is equal to or greater than 985 and if Coach continues to be employed as the University's Head Men's Basketball Coach at the time the Academic Progress Rate Institutional Report is released by the NCAA. Any such supplemental compensation paid to Coach shall be accompanied with a justification for the supplemental compensation based on the factors listed above, and such justification shall be separately reported to the Board of Regents as a document available to the public under the Idaho Public Records Act.

3.2.4 Each year Coach is named Conference Coach of the Year the University shall pay to Coach supplemental compensation of \$4,000.00. Each year Coach is named National Coach of the Year the University shall pay to Coach supplemental compensation of \$8,000.00. This amount shall be payable within thirty (30) days after completion of the season, including postseason competition, regardless of whether Coach remains employed by University on the payment date. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.5 Each year the Team is the regular season conference champion or co-champion, and if Coach continues to be employed as University's Head Men's Basketball Coach as of the final game of the Team's season, including postseason competition, the University shall pay to Coach supplemental compensation in an amount equal to \$5,000.00. This amount shall be payable within thirty (30) days after completion of the season, including postseason competition, regardless of whether Coach remains employed by University on the payment date. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.6 Each year the Team is the conference tournament champion and also becomes eligible for the NCAA Regionals or NCAA tournament pursuant to NCAA Division I guidelines, and if Coach continues to be employed as University's Head Men's Basketball Coach as of the final game of the Team's season, including postseason competition, the University shall pay to Coach supplemental compensation in an amount equal to \$5,000.00 during the fiscal year in which the championship or NCAA tournament eligibility is achieved, regardless of whether Coach remains employed by University on the payment date. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.7 Each year the Team is selected as an NCAA Tournament At-Large bid and Coach continues to be employed as University's Head Men's Basketball Coach as of the final game of the Team's season, including postseason competition, the University shall pay Coach supplemental compensation in an amount equal to \$5,000.00. This amount shall be payable within thirty (30) days after completion of the season, regardless of whether Coach remains employed by University on the payment date. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation

3.2.8 Post Season. For each appearance in the NCAA Tournament, coach shall receive supplemental compensation based on the following schedule if Coach continues to be employed as University's Head Men's Basketball Coach as of the final game of the Team's season, including postseason competition. All bonuses are stackable. This amount shall be payable within thirty (30) days after completion of the season, including postseason competition, regardless of whether Coach remains employed by University on the payment date, The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation:

Play-in Round	Win	\$5,000
First Round	Win	\$7,500
Second Round	Win	\$10,000
Regional Semis	Win	\$12,500
Regional Final	Win	\$15,000
Final Four	Win	\$17,500
NCAA Championship	Win	\$25,000

3.2.9 Post Season. For each appearance in the NCAA NIT Tournament, Coach shall receive supplemental compensation based on the following schedule if Coach continues to be employed as University's Head Men's Basketball Coach as of the final game of the Team's season, including postseason competition. All bonuses are stackable. This amount shall be payable within thirty (30) days after completion of the season, including postseason competition, regardless of whether Coach remains employed by University on the payment date. The University shall determine the

////

appropriate manner in which it shall pay Coach any such supplemental compensation:

NIT	At Large Appearance	\$3,000
First Round	Win	\$3,000
Second Round	Win	\$3,000
Super 16	Win	\$3,000
Great Eight	Win	\$3,000
Fab 4	Win	\$3,000
NIT Championship	Win	\$10,000

3.2.10 Coach agrees that the University has the exclusive right to operate youth Men's Basketball camps on its campus using University facilities. The University shall allow Coach the opportunity to earn supplemental compensation by assisting with the University's camps in Coach's capacity as a University employee. Coach hereby agrees to assist in the marketing, supervision, and general administration of the University's youth Men's Basketball camps. Coach also agrees that Coach will perform all obligations mutually agreed upon by the parties. In exchange for Coach's participation in the University's youth Men's Basketball camps, the University shall pay Coach the remaining income from the youth Men's Basketball camps less \$500, after all claims, insurance, and expenses of such camps have been paid.

Alternatively, in the event the University notifies Coach, in writing that it does not intend to operate youth Men's Basketball camps for a particular period of time during the term of this Agreement, then during such time period, Coach shall be permitted to operate youth Men's Basketball camps on the University's campus and using its facilities under the following terms and conditions:

- a) The summer youth camp operation reflects positively on the University of Idaho and the Department;
- b) The summer youth camp is operated by Coach directly or through a private enterprise owned and managed by Coach. The Coach shall not use University of Idaho personnel, equipment, or facilities without the prior written approval of the Athletics Director;
- c) Assistant coaches at the University of Idaho are given priority when the Coach or the private enterprise selects coaches to participate;
- d) The Coach complies with all NCAA, Conference, and University of Idaho rules and regulations related, directly or indirectly, to the operation of summer youth camps;

- e) The Coach or the private enterprise enters into a contract with University of Idaho and Chartwells for all campus goods and services required by the camp.
- f) The Coach or private enterprise pays for use of University of Idaho facilities; such rate to be set at the rate charges as if the camp were conducted by the University of Idaho.
- g) Within thirty days of the last day of the summer youth camp(s), Coach shall submit to the Athletics Director a preliminary "Camp Summary Sheet" containing financial and other information related to the operation of the camp. Within ninety days of the last day of the summer youth camp(s), Coach shall submit to Athletics Director a final accounting and "Camp Summary Sheet." A copy of the "Camp Summary Sheet" is attached to this Agreement as an exhibit.
- h) The Coach or the private enterprise shall provide proof of liability insurance as follows: (1) liability coverage: spectator and staff--\$1 million; (2) catastrophic coverage: camper and staff--\$1 million maximum coverage with \$100 deductible.
- i) To the extent permitted by law, the Coach or the private enterprise shall defend and indemnify the University of Idaho against any claims, damages, or liabilities arising out of the operation of the summer youth camp(s).
- j) All employees of the summer youth camp(s) shall be employees of the Coach or the private enterprise and not the University of Idaho while engaged in camp activities. The Coach and all other University of Idaho employees involved in the operation of the camp(s) shall be on annual leave status or leave without pay during the days the camp is in operation. The Coach or private enterprise shall provide workers' compensation insurance in accordance with Idaho law and comply in all respects with all federal and state wage and hour laws.

In the event of termination of this Agreement, suspension, or reassignment, University of Idaho shall not be under any obligation to permit a summer youth camp to be held by the Coach after the effective date of such termination, suspension, or reassignment, and the University of Idaho shall be released from all obligations relating thereto.

3.3 Footwear, Apparel and/or Equipment. Coach agrees that the University has the exclusive right to select footwear, apparel and/or equipment for the use of its student athletes and staff, including Coach, during official practices and games and during times when Coach or the Team is being filmed by motion picture or video camera or posing for

photographs in their capacity as representatives of University. Coach recognizes that the University is negotiating or has entered into an agreement with Nike to supply the University with athletic footwear, apparel and/or equipment. Coach agrees that, upon the University's reasonable request, Coach will consult with appropriate parties concerning a Nike product's design or performance, shall act as an instructor at a clinic sponsored in whole or in part by Nike, or give a lecture at an event sponsored in whole or in part by Nike, or make other educationally related appearances as may be reasonably requested by the University. Notwithstanding the foregoing sentence, Coach shall retain the right to decline such appearances as Coach reasonably determines to conflict with or hinder his duties and obligations as Head Men's Basketball Coach. In order to avoid entering into an agreement with a competitor of Nike, Coach shall submit all outside consulting agreements to the University for review and approval prior to execution. Coach shall also report such outside income to the University in accordance with NCAA rules. Coach further agrees that Coach will not endorse any athletic footwear, apparel and/or equipment products, including Nike, and will not participate in any messages or promotional appearances which contain a comparative or qualitative description of athletic footwear, apparel or equipment products.

3.4 General Conditions of Compensation. All compensation provided by the University to Coach is subject to deductions and withholdings as required by law or the terms and conditions of any fringe benefit in which Coach participates. However, if any fringe benefit is based in whole or in part upon the compensation provided by the University to Coach, such fringe benefit shall be based only on the compensation provided pursuant to Section 3.1.1, except to the extent required by the terms and conditions of a specific fringe benefit program.

ARTICLE 4

4.1. Coach's Specific Duties and Responsibilities. In consideration of the compensation specified in this Agreement, Coach, in addition to the obligations set forth elsewhere in this Agreement, shall:

4.1.1. Devote Coach's full time and best efforts to the performance of Coach's duties under this Agreement;

4.1.2. Develop and implement programs and procedures with respect to the evaluation, recruitment, training, and coaching of Team members which enable them to compete successfully and reasonably protect their health, safety, and wellbeing;

4.1.3. Observe and uphold all academic standards, requirements, and policies of the University and encourage Team members to perform to their highest academic potential and to graduate in a timely manner; and

4.1.4. Know, recognize, and comply with all applicable laws, and with the policies, rules and regulations of the University, the Board, the conference, and the NCAA; supervise and take appropriate steps to ensure that Coach's assistant coaches,

any other employees for whom Coach is administratively responsible, and the members of the Team know, recognize, and comply with all such laws, policies, rules and regulations; and immediately report to the Athletics Director and to the Department's Director of Compliance if Coach has reasonable cause to believe that any person or entity, including without limitation representatives of the University's athletic interests, has violated or is likely to violate any such laws, policies, rules or regulations. Coach shall cooperate fully with the University and Department at all times. The applicable laws, policies, rules, and regulations include: (a) Board policies; (b) University's Faculty-Staff Handbook; (c) University's Administrative Procedures Manual; (d) the policies of the Department; (e) NCAA rules and regulations; and (f) the rules and regulations of the Men's Basketball conference of which the University is a member.

4.1.5. Fully cooperate in the NCAA infractions process, including the investigation and adjudication of a case. Full cooperation includes, but is not limited to:

- a) Affirmatively reporting instances of noncompliance to the University and NCAA in a timely manner and assisting in developing full information to determine whether a possible violation has occurred and the details thereof;
- b) Timely participation in interviews and providing complete and truthful responses;
- c) Making a full and complete disclosure of relevant information, including timely production of materials or information requested, and in the format requested;
- d) Disclosing and providing access to all electronic devices used in any way for business purposes;
- e) Providing access to all social media, messaging and other applications that are or may be relevant to the investigation; and
- f) Preserving the integrity of an investigation and abiding by all applicable confidentiality rules and instructions.

4.2 Outside Activities. Coach shall not undertake any business, professional or personal activities, or pursuits that would prevent Coach from devoting Coach's full time and best efforts to the performance of Coach's duties under this Agreement, that would otherwise detract from those duties in any manner, or that, in the opinion of the University, would reflect adversely upon the University or its athletic program. Subject to the terms and conditions of this Agreement, Coach may, with the prior written approval of the Athletics Director, who may consult with the Chief Executive Officer, enter into separate arrangements for outside activities and endorsements that are consistent with Coach's obligations under this Agreement. Coach may not use the University's name,

logos, or trademarks in connection with any such arrangements without the prior written approval of the Athletics Director and the Chief Executive Officer.

4.3 NCAA Rules. In accordance with NCAA rules, Coach shall obtain prior written approval from the University's Chief Executive Officer for all athletically related income and benefits from sources outside the University and shall report the source and amount of all such income and benefits to the University's Chief Executive Officer whenever reasonably requested, but in no event less than annually before the close of business on June 30th of each year or the last regular University work day preceding June 30th. The report shall be in a format reasonably satisfactory to University. In no event shall Coach accept or receive directly or indirectly any monies, benefits, or gratuities whatsoever from any person, association, corporation, University booster club, University alumni association, University foundation, or other benefactor, if the acceptance or receipt of the monies, benefits, or gratuities would violate applicable law or the policies, rules, and regulations of the University, the Board, the conference, or the NCAA.

4.4 Hiring Authority. Coach shall have the responsibility and the sole authority to recommend to the Athletics Director the hiring and termination of assistant coaches for the Team, but the decision to hire or terminate an assistant coach shall be made by the Athletics Director and shall, when necessary or appropriate, be subject to the approval of Chief Executive Officer and the Board.

4.5 Scheduling. Coach shall consult with, and may make recommendations to, the Athletics Director or the Athletics Director's designee with respect to the scheduling of Team competitions, but the final decision shall be made by the Athletics Director or the Athletics Director's designee.

4.6 Other Opportunities. Coach shall not, under any circumstances, interview for, negotiate for, or accept employment as a coach at any other institution of higher education or with any professional sports team, requiring performance of duties prior to the expiration of this Agreement, without prior notice to the Athletics Director.

4.7 Disclosure of Serious Misconduct. Coach warrants that prior to the signing of this Agreement, Coach has disclosed and will continue to disclose if Coach has been accused, investigated, convicted of or pled guilty or no contest to a felony or misdemeanor involving serious misconduct, or has been subject to official institution or athletic department disciplinary action at any time at any prior institution where Coach was employed. "Serious misconduct" is defined as any act of sexual violence, domestic violence, dating violence, stalking, sexual exploitation, or any assault that employs the use of a deadly weapon or causes serious bodily injury.

4.8 Media Obligations. Coach must fully participate in media programs and public appearances (Programs) through the date of the Team's last regular season or post season competition. Agreements requiring Coach to participate in Programs related to Coach's duties as an employee of University are the property of the University. The

University shall have the exclusive right to negotiate and contract with all producers of media productions and all parties desiring public appearances by Coach in his capacity as an official representative of the University. For avoidance of doubt, all contracts relating to public appearances by Coach are subject to prior written approval of the Athletics Director, regardless of whether such appearances contemplate Coach appearing in his capacity as an official representative of the University or in his capacity as a private citizen. Coach agrees to cooperate with the University in order for the Programs to be successful and agrees to provide Coach's services to and perform on the Programs and to cooperate in their production, broadcasting, and telecasting. It is understood that neither Coach nor any assistant coaches shall appear without the prior written approval of the Athletics Director on any competing radio or television program (including but not limited to a coach's show, call-in show, or interview show) or a regularly scheduled news segment, except that this prohibition shall not apply to routine news media interviews for which no compensation is received. Without the prior written approval of the Athletics Director, Coach shall not appear in any commercial endorsements which are broadcast on radio or television that conflict with those broadcast on the University's designated media outlets.

ARTICLE 5

5.1 Termination of Coach for Cause. The University may, in its discretion, suspend Coach from some or all of Coach's duties, temporarily or permanently, and with or without pay; reassign Coach to other duties; or terminate this Agreement at any time for good or adequate cause, as those terms are defined in applicable rules and regulations.

5.1.1 In addition to the definitions contained in applicable rules and regulations, University and Coach hereby specifically agree that the following shall constitute good or adequate cause for suspension, reassignment, or termination of this Agreement:

- a) A deliberate or major violation of Coach's duties under this Agreement or the refusal or unwillingness of Coach to perform such duties in good faith and to the best of Coach's abilities;
- b) The failure of Coach to remedy any violation of any of the terms of this Agreement within 30 days after written notice from the University;
- c) A deliberate or major violation by Coach of any applicable law or the policies, rules or regulations of the University, the Board, the conference or the NCAA, including but not limited to any such violation which may have occurred during the employment of Coach at another NCAA or NAIA member institution. For purposes of this agreement, a level one or level two violation of NCAA rules as determined by the University and/or the NCAA constitutes a major violation of NCAA rules;

- d) Ten (10) working days' absence of Coach from duty without the University's consent;
- e) Any conduct of Coach that constitutes moral turpitude or that would, in the University's judgment, reflect adversely on the University or its athletic programs;
- f) The failure of Coach to represent the University and its athletic programs positively in public and private forums;
- g) The failure of Coach to fully cooperate, as defined in article 4.1.5 of this agreement, with the NCAA or the University in any investigation of possible violations of any applicable law or the policies, rules or regulations of the University, the Board, the conference, or the NCAA;
- h) The failure of Coach to report a known violation of any applicable law or the policies, rules or regulations of the University, the Board, the conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team;
- i) A violation of any applicable law or the policies, rules or regulations of the University, the Board, the conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team if Coach knew or should have known of the violation and could have prevented it by ordinary supervision; or
- j) The failure of Coach to disclose Serious Misconduct as required in Section 4.7 of this Agreement.

5.1.2 Suspension (other than administrative leave with pay and benefits), reassignment, or termination for good or adequate cause shall be effectuated by the University as follows: before the effective date of the suspension, reassignment, or termination, the Athletics Director or the Athletics Director's designee shall provide Coach with notice, which notice shall be accomplished in the manner provided for in this Agreement and shall include the reason(s) for the contemplated action. Coach shall then have an opportunity to respond. After Coach responds or fails to respond, University shall notify Coach whether, and if so when, the action will be effective.

5.1.3 In the event of any termination for good or adequate cause, the University's obligation to provide compensation and benefits to Coach (other than compensation to which the Coach is contractually entitled before the termination date, but which is unpaid as of such date), whether direct, indirect, supplemental or collateral, shall

cease as of the date of such termination, and the University shall not be liable for the loss of any collateral business opportunities or other benefits, perquisites, or income resulting from outside activities or from any other sources.

5.1.4 If found in violation of NCAA regulations, Coach shall, in addition to the provisions of Section 5.1, be subject to disciplinary or corrective action as set forth in the provisions of the NCAA enforcement procedures. This Section applies to violations occurring at the University or at previous institutions at which Coach was employed.

5.2 Termination of Coach for Convenience of University.

5.2.1 At any time after commencement of this Agreement, University, for its own convenience, may terminate this Agreement by giving written notice to Coach.

5.2.2 In the event that University terminates this Agreement for its own convenience, University shall be obligated to pay Coach any compensation to which Coach was contractually entitled before the termination date, but which was unpaid as of that date. Additionally, University shall be obligated to pay Coach, as liquidated damages and not a penalty, the salary set forth in Section 3.1.1(a) and the supplemental compensation set forth in Section 3.2.2, excluding all deductions required by law, on the regular paydays of University until the term of this Agreement ends (as if it had not been terminated) or until Coach obtains reasonably comparable employment, whichever occurs first. In the event Coach obtains other employment after such termination, then the amount of compensation the University pays will be reduced to an amount such that the gross compensation paid Coach as a result of such other employment when added to the gross amount paid Coach by the University under this section 5.2.2 does not exceed the gross salary set forth in Section 3.1.1(a) and supplemental compensation set forth in Section 3.2.2 (before deductions required by law). In addition, Coach will be entitled to continue with the University health insurance plan and group life insurance as if Coach remained a University employee until the term of this Agreement ends or until Coach obtains reasonably comparable employment or any other employment providing Coach with a reasonably comparable health plan and group life insurance, whichever occurs first. Coach shall be entitled to no other compensation or fringe benefits, except as otherwise provided herein or required by law. Coach specifically agrees to inform University within ten business days of obtaining other employment, and to advise University of all relevant terms of such employment, including without limitation the nature and location of employment, salary, other compensation, health insurance benefits, life insurance benefits, and other fringe benefits. Failure to so inform and advise University shall constitute a material breach of this Agreement and University's obligation to pay compensation under this provision shall end. Coach further agrees to repay to University all compensation received from the University after the date other employment is obtained, to the extent in excess of the amounts required to be paid to Coach by this paragraph.

5.2.3 The parties have both been represented by, or had the opportunity to consult with, legal counsel in the contract negotiations and have bargained for and

agreed to the foregoing liquidated damages provision, giving consideration to the fact that Coach may lose certain benefits, supplemental compensation, or outside compensation relating to employment with University, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by University and the acceptance thereof by Coach shall constitute adequate and reasonable compensation to Coach for the damages and injury suffered by Coach because of such termination by University. The liquidated damages are not, and shall not be construed to be, a penalty.

5.3 Termination by Coach for Convenience.

5.3.1 Coach recognizes that Coach's promise to work for University for the entire term of this Agreement is of the essence of this Agreement. Coach also recognizes that the University is making a highly valuable investment in Coach's employment by entering into this Agreement and that its investment would be lost were Coach to resign or otherwise terminate employment with the University before the end of the Agreement term.

5.3.2 Coach may terminate this Agreement for convenience during its term by giving written notice to the University.

5.3.3 If Coach terminates this Agreement for convenience at any time, all obligations of the University shall cease as of the effective date of the termination (other than the University's obligation to pay Coach compensation to which Coach was contractually entitled before the termination date, but which was unpaid as of such date). If Coach terminates this Agreement for convenience, Coach shall pay to the University, as liquidated damages and not a penalty, one of the following amounts:

Date of Termination	Amount
May 1, 2023 – April 30, 2024	\$500,000
May 1, 2024 – April 30, 2025	\$300,000
May 1, 2025 – April 30, 2026	\$150,000
May 1, 2026 – April 30, 2027	\$75,000
May 1, 2027 – Last game of '27-'28 Season	\$25,000

The liquidated damages shall be due and payable within sixty (60) days of the effective date of the termination, and any unpaid amount shall bear simple interest at a rate eight (8) percent per annum until paid.

5.3.4 The parties have both been represented by legal counsel in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that the University will incur administrative and recruiting costs in obtaining a replacement for Coach, in addition to potentially increased compensation costs if Coach terminates this Agreement for convenience, which damages are extremely difficult to determine with certainty. The

parties further agree that the payment of such liquidated damages by Coach and the acceptance thereof by University shall constitute adequate and reasonable compensation to University for the damages and injury suffered by it because of such termination by Coach. The liquidated damages are not, and shall not be construed to be, a penalty. This Section 5.3.4 shall not apply if Coach terminates this Agreement because of a material breach by the University.

5.3.5 Except as provided elsewhere in this Agreement, if Coach terminates this Agreement for convenience, Coach shall forfeit to the extent permitted by law the right to receive all supplemental compensation and other payments (other than compensation to which Coach was contractually entitled before the termination date, but which was unpaid as of such date).

5.4 Termination due to Disability or Death of Coach.

5.4.1 Notwithstanding any other provision of this Agreement, this Agreement shall terminate automatically if Coach becomes totally or permanently disabled as defined by the University's disability insurance carrier, becomes unable to perform the essential functions of the position of head coach, or dies.

5.4.2 If this Agreement is terminated because of Coach's death, Coach's salary and all other benefits shall terminate as of the last day worked, except that Coach's personal representative or other designated beneficiary shall be paid all compensation due or unpaid and death benefits, if any, as may be contained in any fringe benefit plan now in force or hereafter adopted by the University and due to Coach's estate or beneficiaries thereunder.

5.4.3 If this Agreement is terminated because Coach becomes totally or permanently disabled as defined by the University's disability insurance carrier, or becomes unable to perform the essential functions of the position of head coach, all salary and other benefits shall terminate, except that Coach shall be entitled to receive any compensation due or unpaid and any disability related benefits to which he is entitled by virtue of employment with the University.

5.5 Interference by Coach. In the event of termination, suspension, or reassignment, Coach agrees that Coach will not interfere with the University's student athletes or otherwise obstruct the University's ability to transact business or operate its intercollegiate athletics program.

5.6 No Liability. The University shall not be liable to Coach for the loss of any collateral business opportunities or any other benefits, perquisites or income from any sources that may ensue as a result of any termination of this Agreement by either party or due to death or disability or the suspension or reassignment of Coach, regardless of the circumstances.

5.7 Waiver of Rights. Because Coach is receiving the opportunity to receive supplemental compensation and because such contracts and opportunities are not customarily afforded to University employees, if the University suspends or reassigns Coach, or terminates this Agreement for good or adequate cause, Coach shall have all the rights provided for in this Agreement but hereby releases the University from compliance with the notice, appeal, and similar employment related rights provided for in Board policy, IDAPA 08.01.01. et seq., and the University (Faculty-Staff) Handbook.

ARTICLE 6

6.1 Board Approval This Agreement shall not be effective unless executed by both parties as set forth below. In addition, the payment of any compensation pursuant to this Agreement shall be subject to the approval of the Chief Executive Officer, and the Athletics Director; the sufficiency of legislative appropriations; the receipt of sufficient funds in the account from which such compensation is paid; and the Board policies and University's rules regarding financial exigency.

6.2 University Property. All personal property (excluding vehicle(s) provided through the Vandal Wheels program), material, and articles of information, including, without limitation, keys, credit cards, personnel records, recruiting records, team information, films, statistics or any other personal property, material, or data, furnished to Coach by the University or developed by Coach on behalf of the University or at the University's direction or for the University's use or otherwise in connection with Coach's employment hereunder are and shall remain the sole property of the University. Within twenty-four (24) hours of the expiration of the term of this Agreement or its earlier termination as provided herein, Coach shall immediately cause any such personal property, materials, and articles of information in Coach's possession or control to be delivered to the Athletics Director.

6.3 Assignment. Neither party may assign its rights or delegate its obligations under this Agreement without the prior written consent of the other party.

6.4 Waiver. No waiver of any default in the performance of this Agreement shall be effective unless in writing and signed by the waiving party. The waiver of a particular breach in the performance of this Agreement shall not constitute a waiver of any other or subsequent breach. The resort to a particular remedy upon a breach shall not constitute a waiver of any other available remedies.

6.5 Severability. If any provision of this Agreement is determined to be invalid or unenforceable, the remainder of the Agreement shall not be affected and shall remain in effect.

6.6 Governing Law. This Agreement shall be subject to and construed in accordance with the laws of the state of Idaho. Any action based in whole or in part on this Agreement shall be brought in the courts of the state of Idaho.

6.7 Oral Promises. Oral promises of an increase in annual salary or of any supplemental or other compensation shall not be binding upon the University.

6.8 Force Majeure. Any prevention, delay or stoppage due to strikes, lockouts, labor disputes, acts of God, inability to obtain labor or materials or reasonable substitutes therefor, governmental restrictions, governmental regulations, governmental controls, enemy or hostile governmental action, civil commotion, fire or other casualty, and other causes beyond the reasonable control of the party obligated to perform (including financial inability), shall excuse the performance by such party for a period equal to any such prevention, delay or stoppage.

6.9 Confidentiality. This Agreement and all documents and reports Coach is required to produce under this Agreement may be released and made available to the public by the University.

6.10 Notices. Any notice under this Agreement shall be in writing and be delivered in person or by public or private courier service (including U.S. Postal Service Express Mail) or certified mail with return receipt requested. All notices shall be addressed to the parties at the following addresses or at such other addresses as the parties may from time to time direct in writing:

the University: Director of Athletics
University of Idaho
875 Perimeter Drive, MS 2302
Moscow, Idaho 83844-2302

with a copy to: Office of the President
University of Idaho
875 Perimeter Drive, MS 3151
Moscow, Idaho 83844-3151

Coach: Alex Pribble
1324 Ridgeview Drive
Moscow, ID 83843

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

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

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

6.13 Non-Use of Names and Trademarks. Coach shall not, without the University's prior written consent in each case, use any name, trade name, trademark, or other designation of the University (including contraction, abbreviation or simulation), except in the course and scope of official University duties.

6.14 No Third Party Beneficiaries. There are no intended or unintended third party beneficiaries to this Agreement.

6.15 Entire Agreement; Amendments. This Agreement constitutes the entire agreement of the parties and supersedes all prior agreements and understandings with respect to the same subject matter. No amendment or modification of this Agreement shall be effective unless in writing, signed by both parties, and approved by the Board if required under Board Policy II.H.

6.16 Opportunity to Consult with Attorney. Coach acknowledges that Coach has had the opportunity to consult and review this Agreement with an attorney. Accordingly, in all cases, the language of this Agreement shall be construed simply, according to its fair meaning, and not strictly for or against any party.

University

Coach

Signature: _____
Printed Name: C. Scott Green
Chief Executive Officer
Date: _____

Signature: _____
Printed Name: Alex Pribble
Date: _____

Attachment 3

**Four-Year History of University's Academic Progress Rate (APR)
& National Average APR Scores for Men's Basketball**

Four-Year History of University's APR

Year	APR for Year	Four-Year History APR
2021-2022	955	948
2020-2021	980	939
2019-2020	961	925
2018-2019	891	891

National Average APR = 967

Attachment 4

Base Salary and Incentives for Big Sky Conference Coaches

ATTACHMENT 4

School	Base	Supplemental	Total
Idaho	\$ 130,000.00	\$ 184,500.00	\$ 314,500.00
Eastern Washington	\$ 164,000.00	\$ 60,000.00	\$ 224,000.00
Idaho State	\$ 123,687.00	\$ 135,000.00	\$ 258,687.00
Northern Arizona	\$ 198,000.00	\$ 53,500.00	\$ 251,500.00
Northern Colorado	\$ 156,938.00	\$ 42,500.00	\$ 199,438.00
Portland State	\$ 170,000.00	\$ 47,500.00	\$ 217,500.00
Sacramento State	\$ 300,000.00	\$ 317,500.00	\$ 617,500.00
Weber State	\$ 167,294.00	\$ 88,000.00	\$ 255,294.00
Montana State	\$ 185,711.00	\$ 386,000.00	\$ 571,711.00

IDAHO STATE BOARD OF EDUCATION

Athletic Director-Coach Contract Checklist

To be Submitted by Institutions with Employment Agreements Requiring Board Approval*

[* Board approval is required for contracts longer than three years or for any contracts with total annual compensation of \$350,000 or higher. See Board Policy II.H.]

Institution: University of Idaho

Name of employee and position: Alex Pribble, Head Men's Basketball Coach

Date of submission to State Board Office:

Proposed effective date of employment agreement: The contract runs from 3/20/2023 – 4/30/28. The contract becomes effective when both parties have signed it.

- The proposed contract has been reviewed to ensure compliance with Board Policy II.H.
- The proposed contract has been reviewed by institution general counsel

Supporting Documents (Check and attach all that apply): [All required items need to be provided either within the agenda item cover sheet, or as attachments to the agenda item.]

- A summary of all supplemental compensation incentives
- Quantification of the maximum potential annual compensation (i.e. base salary plus maximum incentive pay)
- Employment agreement—clean version
- Employment agreement—redline version comparing contract to Board-approved model contract (model contract is available on Board website <http://boardofed.idaho.gov>)
- Employment agreement—redline version (for current coaches receiving new contracts) comparing proposed employment agreement to current agreement
- In the case of NCAA institutions, a 4-year history of the institution's Academic Progress Rate (APR) raw scores and national average APR scores for the applicable sport.
- A schedule of base salaries and incentive payments of all other same sport coaches in the institution's conference
- Documentation/description of how the institution determined the proposed liquidated damages amount(s), and a summary of publicly-available liquidated damages and buyout provisions for coaches of the same sport at the other public institutions in the conference.

Notes/Comments (provide explanation of any items/boxes which were not checked or other key points for Board consideration): Unchecked box is N/A; this is Coach Pribble is a new coach.

Point of contact at Institution (phone number, email address): Garrett Haldeman, Associate Athletic Director, Business, 208-885-0247, garretth@uidaho.edu.

BUSINESS AFFAIRS AND HUMAN RESOURCES
OCTOBER 18-19, 2023

UNIVERSITY OF IDAHO

SUBJECT

Employment Contract: Head Women's Basketball Coach Carrie Eighmey

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section II.H.1.

BACKGROUND/DISCUSSION

The University of Idaho (UI) seeks Idaho State Board of Education (Board) approval for a five-year employment contract for Women's Basketball Head Coach Carrie Eighmey. This request arises because the prior head coach no longer is with the University.

The proposed contract's primary terms are set forth below. A redlined version showing changes from the Board model contract is contained in Attachment 2.

IMPACT

Contract Term: May 1, 2023 - April 30, 2028.

Base salary: \$120,016 per year.

Media payments: \$30,000 per year.

Summary of supplemental compensation/incentives:

- Courtesy car or, if unavailable, a \$6,500 per year automobile allowance.
- Academic achievement and behavior of team based on Academic Progress Rate from 950-984 = \$2,000; 985 or more = \$5,000.
- Conference Coach of the Year (COY) = \$2,000; National COY = \$5,000.
- Regular season conference champions or co-champion = \$5,000.
- Conference tournament champion = \$5,000.
- NCAA tournament at-large bid = \$5,000.
- NCAA tournament game wins
 - \$5,000 for Play-in Round
 - Additional \$7,500, First Round
 - Additional \$10,000, Second Round
 - Additional \$12,500, Regional Semis
 - Additional \$15,000, Regional Final
 - Additional \$17,500, Final Four
 - Additional \$25,000, NCAA Championship.
- NCAA WNIT tournament game wins
 - \$1,500 for At-large Appearance
 - \$1,500 for First Round win
 - Additional \$1500, Second Round win
 - Additional \$1,500, Super 16 win

BUSINESS AFFAIRS AND HUMAN RESOURCES
OCTOBER 18-19, 2023

- Additional \$1,500, Great Eight win
- Additional \$1,500, Fab 4 win
- Additional \$7,500, WNIT Champion.

Maximum Potential Annual Compensation (base salary + maximum incentive pay including media payment but not possible payment for camps): \$268,516.

Coach may participate in youth basketball camps as follows:

Remaining income from any university operated camp, less \$500, after all claims, insurance, and expenses of camp have been paid, OR

If UI elects not to operate a camp, Coach may do so within Board guidelines for such camps.

Liquidated damages and buyout provisions for women's basketball coaches at other public institutions in the Big Sky Conference:

- Eastern Washington University – one year of base salary, i.e., \$130,000
- Idaho State - \$130,000 salary until term ends or comparable employment obtained.
- Northern Arizona – 50% of \$156,818/year base salary remaining on five-year contract.
- Portland State – If terminated in Year 2, 36 months of \$135,000/year base compensation (i.e., \$405,000); Year 3, 24 months of \$140,000/year base compensation (i.e., \$280,000); Year 4, 12 months of \$145,000/year base compensation (i.e., \$145,000); and Year 5, 3 months of \$150,000/year base compensation (i.e., \$37,500).
- Montana State – pro rata amount of \$185,711 base salary and benefits remaining on contract.

The liquidated damages for this contract (the University must pay the coach in the event it terminates for convenience, consist of the \$120,016 base salary plus \$30,000 in media payments (i.e., \$150,016) through the contract term or until Coach obtains comparable employment) were the result of negotiations between the University of Idaho and the Coach.

If Coach terminates this Agreement for convenience at any time, all obligations of the University shall cease as of the effective date of the termination. If Coach terminates this Agreement for convenience, Coach shall pay to the University, as liquidated damages and not a penalty, one of the following amounts:

Date of Termination	Amount
May 1, 2023 – April 30, 2024	\$500,000
May 1, 2024 – April 30, 2025	\$250,000
May 1, 2025 – April 30, 2026	\$100,000
May 1, 2026 – April 30, 2027	\$50,000
May 1, 2027 – End of season	\$25,000

BUSINESS AFFAIRS AND HUMAN RESOURCES
OCTOBER 18-19, 2023

ATTACHMENTS

- Attachment 1 – Eighmey 2023 Contract - Clean
- Attachment 2 – Comparison with Model Contract
- Attachment 3 – Four-Year History of Academic Progress Rate, & National APR
- Attachment 4 – Big Sky Conference Base Salaries & Incentive Payments
- Attachment 5 – Contract Checklist

STAFF COMMENTS AND RECOMMENDATIONS

The proposed employment contract agreement is in substantial compliance with the Board-approved model contract, with a base salary of \$120,016 and subject to annual state mandated merit increases.

The contract does contemplate Athletic Achievement Incentives as noted in Attachment 1 – Articles 3.2.5 through 3.2.9. The contract also provides incentives for academic achievement and behavior of team members in Attachment 1 – Article 3.2.3. The dollar incentive is tied to the NCAA Academic Progress Rate (APR) Standards that are reported to the Board annually.

Should the University terminate the Coach for convenience, the University would be obligated to pay the Coach, as liquidated damages, the base salary of \$120,016 plus \$30,000 in media payments (i.e., \$150,016) until the term of the agreement ends or the Coach obtains reasonable comparable employment, whichever occurs first. If the Coach terminates the Agreement for convenience, she will be responsible for liquidated damages as detailed in Attachment 1 – Section 5.3.3.

This employment agreement is consistent with other coaches' contracts in the Big Sky Conference.

BOARD ACTION

I move to approve the University of Idaho's request to enter into a five (5) year employment agreement with Carrie Eighmey, Women's Basketball Team Head Coach in substantial conformance with the form submitted to the Board as Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

EMPLOYMENT AGREEMENT

This Employment Agreement (Agreement) is entered into by and between The University of Idaho (University), and Carrie Eighmey (Coach).

ARTICLE 1

1.1. Employment. Subject to the terms and conditions of this Agreement, the University shall employ Coach as the head coach of its intercollegiate Women's Basketball (Team). Coach represents and warrants that Coach is fully qualified to serve, and is available for employment, in this capacity.

1.2. Reporting Relationship. Coach shall report and be responsible directly to the University's Director of Athletics (Athletics Director) or the Athletics Director's designee. Coach shall abide by the reasonable instructions of Athletics Director or the Athletics Director's designee and shall confer with the Athletics Director or the Athletics Director's designee on all administrative and technical matters. Coach shall also be under the general supervision of the University's Chief Executive Officer.

1.3. Duties. Coach shall manage and supervise the Team and shall perform such other duties in the University's athletic program as the Athletics Director may assign and as may be described elsewhere in this Agreement. The University shall have the right, at any time, to reassign Coach to duties at the University other than as head coach of the Team, provided that Coach's compensation and benefits shall not be affected by any such reassignment, except that the opportunity to earn supplemental compensation as provided in Section 3.2 shall cease.

ARTICLE 2

2.1. Term. This Agreement is for a fixed-term appointment of approximately Five (5) years, commencing on 5/1/2023 and terminating, without further notice to Coach, on 4/30/2028 unless sooner terminated in accordance with other provisions of this Agreement.

2.2. Extension or Renewal. This Agreement is renewable solely upon an offer from the University and an acceptance by Coach, both of which must be in writing and signed by the parties. Any renewal is subject to the prior approval in accordance with the policies of the Idaho State Board of Board of Regents of the University of Idaho (Board). This Agreement in no way grants to Coach a claim to tenure in employment, nor shall Coach's service pursuant to this Agreement count in any way toward tenure at the University.

ARTICLE 3

3.1 Regular Compensation.

3.1.1 In consideration of Coach's services and satisfactory performance of this Agreement, the University shall provide to Coach:

- a) An annual salary of \$120,016.00 per year, payable in biweekly installments in accordance with normal University procedures, and such salary increases as may be determined appropriate by the Athletics Director and Chief Executive Officer;
- b) The opportunity to receive such employee benefits as the University provides generally to non-faculty exempt employees, provided that Coach qualifies for such benefits by meeting all applicable eligibility requirements, provided, however, in accordance with Board Policy II.H.6.b.ii, University and Coach agree that Coach shall not accrue any annual leave hours, and may take leave (other than sick leave) only with prior written approval of the Athletics Director; and
- c) The opportunity to receive such employee benefits as the University's Department of Athletics (Department) provides generally to its employees of a comparable level. Coach hereby agrees to abide by the terms and conditions, as now existing or hereafter amended, of such employee benefits.

Coach understands and agrees that financial conditions may require the Chief Executive Officer, in the Chief Executive Officer's discretion, to institute furloughs or to take such other actions consistent with Board policy as the Chief Executive Officer may determine to be necessary to meet such challenges. In the event of a furlough or other action, the actual salary paid to Coach may be less than the salary stated in Section 3.1.1(a) above.

3.2 Supplemental Compensation.

3.2.1 The University shall provide Coach with a courtesy car. If the university is unable to obtain a courtesy car, the University shall instead provide Coach with an annual automobile allowance of Six Thousand Five hundred dollars (\$6,500) payable in biweekly installments in accordance with normal University procedures.

3.2.2 Each year, Coach shall receive the sum of \$30,000 from the University or the University's designated media outlet(s) or a combination thereof during the term of this Agreement in compensation for participation in media programs and public appearances (Programs). Coach's right to receive such a payment shall vest and be paid

one-half on or near the first day of October, and one-half on or near the first day of March, provided Coach remains the head coach on each such payment date. Coach's right to receive any such media payment under this Paragraph is expressly contingent on Coach's compliance with University's financial stewardship policies as set forth in University's Administrative Procedures Manual Chapter 25, as well as compliance with the requirements of paragraph 4.8 (Media Obligations) below.

3.2.3 Each year Coach shall be eligible to receive supplemental compensation based on the academic achievement and behavior of Team Members. The determination of whether Coach will receive such supplemental compensation and the timing of the payment(s) shall be at the discretion of the President in consultation with the Director. If the Teams' annual Academic Progress Rate ("APR") is equal to or greater than 950 but is less than 985 and if Coach continues to be employed as the University's Head Women's Basketball Coach at the time the Academic Progress Rate Institutional Report is released by the NCAA, Coach shall receive supplemental compensation of \$2,000. This amount shall increase to \$5,000 in any year the team's annual APR is equal to or greater than 985 and if Coach continues to be employed as the University's Head Women's Basketball Coach at the time the Academic Progress Rate Institutional Report is released by the NCAA. Any such supplemental compensation paid to Coach shall be accompanied with a justification for the supplemental compensation based on the factors listed above, and such justification shall be separately reported to the Board of Regents as a document available to the public under the Idaho Public Records Act.

3.2.4 Each year Coach is named Conference Coach of the Year the University shall pay to Coach supplemental compensation of \$2,000. Each year Coach is named National Coach of the Year the University shall pay Coach supplemental compensation of \$4,000. These amounts shall be payable within thirty (30) days following the announcement of the respective award. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.5 Each year the Team is the regular season conference champion or co-champion, and if Coach continues to be employed as University's Head Women's Basketball coach as of the final game of the Team's season, including postseason competition, the University shall pay to Coach supplemental compensation in an amount equal to \$5,000. This amount shall be payable within thirty (30) days after completion of the season. The University (College) shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.6 Each year the Team is the conference tournament champion, and if Coach continues to be employed as University's Head Women's Basketball Coach as of the final game of the Team's season, including postseason competition, the University shall pay to Coach supplemental compensation in an amount equal to \$5,000. This amount shall be payable within thirty (30) days after completion of the season. The University (College) shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.7 Each year the Team is selected as an NCAA Tournament At-Large bid and Coach continues to be employed as University's Head Women's Basketball Coach as of the final game of the Team's season, including postseason competition, the University shall pay to Coach supplemental compensation in an amount equal to \$5,000. This amount shall be payable within thirty (30) days after completion of the season. The University (College) shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.8 Post Season. For each appearance in the NCAA Tournament, Coach shall receive supplemental compensation based on the following schedule if Coach continues to be employed as University's Head Women's Basketball Coach as of the final game of the Team's season, including postseason competition. All bonuses are stackable. This amount shall be payable within thirty (30) days after completion of the season. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation:

Play-in Round	Win	\$5,000
First Round	Win	\$7,500
Second Round	Win	\$10,000
Regional Semis	Win	\$12,500
Regional Final	Win	\$15,000
Final Four	Win	\$17,500
NCAA Championship	Win	\$25,000

3.2.9 Post Season. For each appearance in the NCAA WNIT Tournament, Coach shall receive supplemental compensation based on the following schedule if Coach continues to be employed as University's Head Women's Basketball Coach as of the final game of the Team's season, including postseason competition. All bonuses are stackable. This amount shall be payable within thirty (30) days after completion of the season. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation:

WNIT	At Large Appearance	\$1,500
First Round	Win	\$1,500
Second Round	Win	\$1,500
Super 16	Win	\$1,500
Great Eight	Win	\$1,500
Fab 4	Win	\$1,500
WNIT Championship	Win	\$7,500

3.2.10 Coach agrees that the University has the exclusive right to operate youth Women's Basketball camps on its campus using University facilities. The University shall allow Coach the opportunity to earn supplemental compensation by assisting with the University's camps in Coach's capacity as a University employee. Coach hereby agrees to assist in the marketing, supervision, and general administration of the University's youth Women's Basketball camps. Coach also agrees that Coach will

perform all obligations mutually agreed upon by the parties. In exchange for Coach's participation in the University's youth Women's Basketball camps, the University shall pay Coach the remaining income from the youth Women's Basketball camps less \$500, after all claims, insurance, and expenses of such camps have been paid.

Alternatively, in the event the University notifies Coach, in writing that it does not intend to operate youth Women's Basketball camps for a particular period of time during the term of this Agreement, then during such time period, Coach shall be permitted to operate youth Women's Basketball camps on the University's campus and using its facilities under the following terms and conditions:

- a) The summer youth camp operation reflects positively on the University of Idaho and the Department;
- b) The summer youth camp is operated by Coach directly or through a private enterprise owned and managed by Coach. The Coach shall not use University of Idaho personnel, equipment, or facilities without the prior written approval of the Athletics Director;
- c) Assistant coaches at the University of Idaho are given priority when the Coach or the private enterprise selects coaches to participate;
- d) The Coach complies with all NCAA, Conference, and University of Idaho rules and regulations related, directly or indirectly, to the operation of summer youth camps;
- e) The Coach or the private enterprise enters into a contract with University of Idaho and Chartwells for all campus goods and services required by the camp.
- f) The Coach or private enterprise pays for use of University of Idaho facilities; such rate to be set at the rate charges as if the camp were conducted by the University of Idaho.
- g) Within thirty days of the last day of the summer youth camp(s), Coach shall submit to the Athletics Director a preliminary "Camp Summary Sheet" containing financial and other information related to the operation of the camp. Within ninety days of the last day of the summer youth camp(s), Coach shall submit to Athletics Director a final accounting and "Camp Summary Sheet." A copy of the "Camp Summary Sheet" is attached to this Agreement as an exhibit.
- h) The Coach or the private enterprise shall provide proof of liability insurance as follows: (1) liability coverage: spectator and

staff--\$1 million; (2) catastrophic coverage: camper and staff--\$1 million maximum coverage with \$100 deductible.

i) To the extent permitted by law, the Coach or the private enterprise shall defend and indemnify the University of Idaho against any claims, damages, or liabilities arising out of the operation of the summer youth camp(s).

j) All employees of the summer youth camp(s) shall be employees of the Coach or the private enterprise and not the University of Idaho while engaged in camp activities. The Coach and all other University of Idaho employees involved in the operation of the camp(s) shall be on annual leave status or leave without pay during the days the camp is in operation. The Coach or private enterprise shall provide workers' compensation insurance in accordance with Idaho law and comply in all respects with all federal and state wage and hour laws

In the event of termination of this Agreement, suspension, or reassignment, University of Idaho shall not be under any obligation to permit a summer youth camp to be held by the Coach after the effective date of such termination, suspension, or reassignment, and the University of Idaho shall be released from all obligations relating thereto.

3.3 Footwear, Apparel and/or Equipment. Coach agrees that the University has the exclusive right to select footwear, apparel and/or equipment for the use of its student athletes and staff, including Coach, during official practices and games and during times when Coach or the Team is being filmed by motion picture or video camera or posing for photographs in their capacity as representatives of University. Coach recognizes that the University is negotiating or has entered into an agreement with Nike to supply the University with athletic footwear, apparel and/or equipment. Coach agrees that, upon the University's reasonable request, Coach will consult with appropriate parties concerning a Nike product's design or performance, shall act as an instructor at a clinic sponsored in whole or in part by Nike, or give a lecture at an event sponsored in whole or in part by Nike, or make other educationally related appearances as may be reasonably requested by the University. Notwithstanding the foregoing sentence, Coach shall retain the right to decline such appearances as Coach reasonably determines to conflict with or hinder his duties and obligations as Head Women's Basketball Coach. In order to avoid entering into an agreement with a competitor of Nike, Coach shall submit all outside consulting agreements to the University for review and approval prior to execution. Coach shall also report such outside income to the University in accordance with NCAA rules. Coach further agrees that Coach will not endorse any athletic footwear, apparel and/or equipment products, including Nike, and will not participate in any messages or promotional appearances which contain a comparative or qualitative description of athletic footwear, apparel or equipment products.

3.4 General Conditions of Compensation. All compensation provided by the University to Coach is subject to deductions and withholdings as required by law or the terms and conditions of any fringe benefit in which Coach participates. However, if any fringe benefit is based in whole or in part upon the compensation provided by the University to Coach, such fringe benefit shall be based only on the compensation provided pursuant to Section 3.1.1, except to the extent required by the terms and conditions of a specific fringe benefit program.

ARTICLE 4

4.1. Coach's Specific Duties and Responsibilities. In consideration of the compensation specified in this Agreement, Coach, in addition to the obligations set forth elsewhere in this Agreement, shall:

4.1.1. Devote Coach's full time and best efforts to the performance of Coach's duties under this Agreement;

4.1.2. Develop and implement programs and procedures with respect to the evaluation, recruitment, training, and coaching of Team members which enable them to compete successfully and reasonably protect their health, safety, and wellbeing;

4.1.3. Observe and uphold all academic standards, requirements, and policies of the University and encourage Team members to perform to their highest academic potential and to graduate in a timely manner; and

4.1.4. Know, recognize, and comply with all applicable laws, and with the policies, rules and regulations of the University, the Board, the conference, and the NCAA; supervise and take appropriate steps to ensure that Coach's assistant coaches, any other employees for whom Coach is administratively responsible, and the members of the Team know, recognize, and comply with all such laws, policies, rules and regulations; and immediately report to the Athletics Director and to the Department's Director of Compliance if Coach has reasonable cause to believe that any person or entity, including without limitation representatives of the University's athletic interests, has violated or is likely to violate any such laws, policies, rules or regulations. Coach shall cooperate fully with the University and Department at all times. The applicable laws, policies, rules, and regulations include: (a) Board policies; (b) University's Faculty-Staff Handbook; (c) University's Administrative Procedures Manual; (d) the policies of the Department; (e) NCAA rules and regulations; and (f) the rules and regulations of the Women's Basketball conference of which the University is a member.

4.1.5. Fully cooperate in the NCAA infractions process, including the investigation and adjudication of a case. Full cooperation includes, but is not limited to:

- a) Affirmatively reporting instances of noncompliance to the University and NCAA in a timely manner and assisting in

developing full information to determine whether a possible violation has occurred and the details thereof;

- b) Timely participation in interviews and providing complete and truthful responses;
- c) Making a full and complete disclosure of relevant information, including timely production of materials or information requested, and in the format requested;
- d) Disclosing and providing access to all electronic devices used in any way for business purposes;
- e) Providing access to all social media, messaging and other applications that are or may be relevant to the investigation; and
- f) Preserving the integrity of an investigation and abiding by all applicable confidentiality rules and instructions.

4.2 Outside Activities. Coach shall not undertake any business, professional or personal activities, or pursuits that would prevent Coach from devoting Coach's full time and best efforts to the performance of Coach's duties under this Agreement, that would otherwise detract from those duties in any manner, or that, in the opinion of the University, would reflect adversely upon the University or its athletic program. Subject to the terms and conditions of this Agreement, Coach may, with the prior written approval of the Athletics Director, who may consult with the Chief Executive Officer, enter into separate arrangements for outside activities and endorsements that are consistent with Coach's obligations under this Agreement. Coach may not use the University's name, logos, or trademarks in connection with any such arrangements without the prior written approval of the Athletics Director and the Chief Executive Officer.

4.3 NCAA Rules. In accordance with NCAA rules, Coach shall obtain prior written approval from the University's Chief Executive Officer for all athletically related income and benefits from sources outside the University and shall report the source and amount of all such income and benefits to the University's Chief Executive Officer whenever reasonably requested, but in no event less than annually before the close of business on June 30th of each year or the last regular University work day preceding June 30th. The report shall be in a format reasonably satisfactory to University. In no event shall Coach accept or receive directly or indirectly any monies, benefits, or gratuities whatsoever from any person, association, corporation, University booster club, University alumni association, University foundation, or other benefactor, if the acceptance or receipt of the monies, benefits, or gratuities would violate applicable law or the policies, rules, and regulations of the University, the Board, the conference, or the NCAA.

4.4 Hiring Authority. Coach shall have the responsibility and the sole authority to recommend to the Athletics Director the hiring and termination of assistant coaches for the Team, but the decision to hire or terminate an assistant coach shall be made by the Athletics Director and shall, when necessary or appropriate, be subject to the approval of Chief Executive Officer and the Board.

4.5 Scheduling. Coach shall consult with, and may make recommendations to, the Athletics Director or the Athletics Director's designee with respect to the scheduling of Team competitions, but the final decision shall be made by the Athletics Director or the Athletics Director's designee.

4.6 Other Opportunities. Coach shall not, under any circumstances, interview for, negotiate for, or accept employment as a coach at any other institution of higher education or with any professional sports team, requiring performance of duties prior to the expiration of this Agreement, without the prior approval of the Athletics Director. Such approval shall not unreasonably be withheld.

4.7 Disclosure of Serious Misconduct. Coach warrants that prior to the signing of this Agreement, Coach has disclosed and will continue to disclose if Coach has been accused, investigated, convicted of or pled guilty or no contest to a felony or misdemeanor involving serious misconduct, or has been subject to official institution or athletic department disciplinary action at any time at any prior institution where Coach was employed. "Serious misconduct" is defined as any act of sexual violence, domestic violence, dating violence, stalking, sexual exploitation, or any assault that employs the use of a deadly weapon or causes serious bodily injury.

4.8 Media Obligations. Coach must fully participate in media programs and public appearances (Programs) through the date of the Team's last regular season or post season competition. Agreements requiring Coach to participate in Programs related to Coach's duties as an employee of University are the property of the University. The University shall have the exclusive right to negotiate and contract with all producers of media productions and all parties desiring public appearances by Coach. Coach agrees to cooperate with the University in order for the Programs to be successful and agrees to provide Coach's services to and perform on the Programs and to cooperate in their production, broadcasting, and telecasting. It is understood that neither Coach nor any assistant coaches shall appear without the prior written approval of the Athletics Director on any competing radio or television program (including but not limited to a coach's show, call-in show, or interview show) or a regularly scheduled news segment, except that this prohibition shall not apply to routine news media interviews for which no compensation is received. Without the prior written approval of the Athletics Director, Coach shall not appear in any commercial endorsements which are broadcast on radio or television that conflict with those broadcast on the University's designated media outlets.

ARTICLE 5

5.1 Termination of Coach for Cause. The University may, in its discretion, suspend Coach from some or all of Coach's duties, temporarily or permanently, and with or without pay; reassign Coach to other duties; or terminate this Agreement at any time for good or adequate cause, as those terms are defined in applicable rules and regulations.

5.1.1 In addition to the definitions contained in applicable rules and regulations, University and Coach hereby specifically agree that the following shall constitute good or adequate cause for suspension, reassignment, or termination of this Agreement:

- a) A deliberate or major violation of Coach's duties under this Agreement or the refusal or unwillingness of Coach to perform such duties in good faith and to the best of Coach's abilities;
- b) The failure of Coach to remedy any violation of any of the terms of this Agreement within 30 days after written notice from the University;
- c) A deliberate or major violation by Coach of any applicable law or the policies, rules or regulations of the University, the Board, the conference or the NCAA, including but not limited to any such violation which may have occurred during the employment of Coach at another NCAA or NAIA member institution. For purposes of this agreement, a level one or level two violation of NCAA rules as determined by the University and/or the NCAA constitutes a major violation of NCAA rules;
- d) Ten (10) working days' absence of Coach from duty without the University's consent;
- e) Any conduct of Coach that constitutes moral turpitude or that would, in the University's judgment, reflect adversely on the University or its athletic programs;
- f) The failure of Coach to represent the University and its athletic programs positively in public and private forums;
- g) The failure of Coach to fully cooperate, as defined in article 4.1.5 of this agreement, with the NCAA or the University in any investigation of possible violations of any applicable law or the policies, rules or regulations of the University, the Board, the conference, or the NCAA;

- h) The failure of Coach to report a known violation of any applicable law or the policies, rules or regulations of the University, the Board, the conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team;
- i) A violation of any applicable law or the policies, rules or regulations of the University, the Board, the conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team if Coach knew or should have known of the violation and could have prevented it by ordinary supervision; or
- j) The failure of Coach to disclose Serious Misconduct as required in Section 4.7 of this Agreement.

5.1.2 Suspension (other than administrative leave with pay and benefits), reassignment, or termination for good or adequate cause shall be effectuated by the University as follows: before the effective date of the suspension, reassignment, or termination, the Athletics Director or the Athletics Director's designee shall provide Coach with notice, which notice shall be accomplished in the manner provided for in this Agreement and shall include the reason(s) for the contemplated action. Coach shall then have an opportunity to respond. After Coach responds or fails to respond, University shall notify Coach whether, and if so when, the action will be effective.

5.1.3 In the event of any termination for good or adequate cause, the University's obligation to provide compensation and benefits to Coach, whether direct, indirect, supplemental or collateral, shall cease as of the date of such termination, and the University shall not be liable for the loss of any collateral business opportunities or other benefits, perquisites, or income resulting from outside activities or from any other sources.

5.1.4 If found in violation of NCAA regulations, Coach shall, in addition to the provisions of Section 5.1, be subject to disciplinary or corrective action as set forth in the provisions of the NCAA enforcement procedures. This Section applies to violations occurring at the University or at previous institutions at which Coach was employed.

5.2 Termination of Coach for Convenience of University.

5.2.1 At any time after commencement of this Agreement, University, for its own convenience, may terminate this Agreement by giving ten (10) days prior written notice to Coach.

5.2.2 In the event that University terminates this Agreement for its own convenience, University shall be obligated to pay Coach, as liquidated damages and not a penalty, the salary set forth in Section 3.1.1(a) and supplemental compensation outlined

in Section 3.2.2, excluding all deductions required by law, on the regular paydays of University until the term of this Agreement ends or until Coach obtains reasonably comparable employment, whichever occurs first. In the event Coach obtains other employment after such termination, then the amount of compensation the University pays will be reduced to an amount such that the gross compensation paid Coach as a result of such other employment when added to the gross amount paid Coach by the University under this section 5.2.2 does not exceed the gross salary set forth in Section 3.1.1(a) and supplemental compensation outlined in Section 3.2.2 (before deductions required by law). In addition, Coach will be entitled to continue with the University health insurance plan and group life insurance as if Coach remained a University employee until the term of this Agreement ends or until Coach obtains reasonably comparable employment or any other employment providing Coach with a reasonably comparable health plan and group life insurance, whichever occurs first. Coach shall be entitled to no other compensation or fringe benefits, except as otherwise provided herein or required by law. Coach specifically agrees to inform University within fifteen (15) business days of obtaining other employment, and to advise University of all relevant terms of such employment, including without limitation the nature and location of employment, salary, other compensation, health insurance benefits, life insurance benefits, and other fringe benefits. Failure to so inform and advise University shall constitute a material breach of this Agreement and University's obligation to pay compensation under this provision shall end. Coach further agrees to repay to University all compensation received from the University after the date other employment is obtained.

5.2.3 The parties have both been represented by, or had the opportunity to consult with, legal counsel in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that Coach may lose certain benefits, supplemental compensation, or outside compensation relating to employment with University, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by University and the acceptance thereof by Coach shall constitute adequate and reasonable compensation to Coach for the damages and injury suffered by Coach because of such termination by University. The liquidated damages are not, and shall not be construed to be, a penalty.

5.3 Termination by Coach for Convenience.

5.3.1 Coach recognizes that Coach's promise to work for University for the entire term of this Agreement is of the essence of this Agreement. Coach also recognizes that the University is making a highly valuable investment in Coach's employment by entering into this Agreement and that its investment would be lost were Coach to resign or otherwise terminate employment with the University before the end of the Agreement term.

5.3.2 Coach may terminate this Agreement for convenience during its term by giving prior written notice to the University. Termination shall be effective ten (10) days after notice is given to the University.

5.3.3 If Coach terminates this Agreement for convenience at any time, all obligations of the University shall cease as of the effective date of the termination. If Coach terminates this Agreement for convenience, Coach shall pay to the University, as liquidated damages and not a penalty, one of the following amounts:

Date of Termination	Amount
May 1, 2023 – April 30, 2024	\$500,000
May 1, 2024 – April 30, 2025	\$250,000
May 1, 2025 – April 30, 2026	\$100,000
May 1, 2026 – April 30, 2027	\$50,000
May 1, 2027 – End of season	\$25,000

The liquidated damages shall be due and payable within twenty (20) days of the effective date of the termination, and any unpaid amount shall bear simple interest at a rate eight (8) percent per annum until paid.

5.3.4 The parties have both been represented by legal counsel in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that the University will incur administrative and recruiting costs in obtaining a replacement for Coach, in addition to potentially increased compensation costs if Coach terminates this Agreement for convenience, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by Coach and the acceptance thereof by University shall constitute adequate and reasonable compensation to University for the damages and injury suffered by it because of such termination by Coach. The liquidated damages are not, and shall not be construed to be, a penalty. This Section 5.3.4 shall not apply if Coach terminates this Agreement because of a material breach by the University.

5.3.5 Except as provided elsewhere in this Agreement, if Coach terminates this Agreement for convenience, Coach shall forfeit to the extent permitted by law the right to receive all supplemental compensation and other payments.

5.4 Termination due to Disability or Death of Coach.

5.4.1 Notwithstanding any other provision of this Agreement, this Agreement shall terminate automatically if Coach becomes totally or permanently disabled as defined by the University's disability insurance carrier, becomes unable to perform the essential functions of the position of head coach, or dies.

5.4.2 If this Agreement is terminated because of Coach's death, Coach's salary and all other benefits shall terminate as of the last day worked, except that Coach's personal representative or other designated beneficiary shall be paid all compensation due or unpaid and death benefits, if any, as may be contained in any fringe benefit plan

now in force or hereafter adopted by the University and due to Coach's estate or beneficiaries thereunder.

5.4.3 If this Agreement is terminated because Coach becomes totally or permanently disabled as defined by the University's disability insurance carrier, or becomes unable to perform the essential functions of the position of head coach, all salary and other benefits shall terminate, except that Coach shall be entitled to receive any compensation due or unpaid and any disability related benefits to which he is entitled by virtue of employment with the University.

5.5 Interference by Coach. In the event of termination, suspension, or reassignment, Coach agrees that Coach will not interfere with the University's student athletes or otherwise obstruct the University's ability to transact business or operate its intercollegiate athletics program.

5.6 No Liability. The University shall not be liable to Coach for the loss of any collateral business opportunities or any other benefits, perquisites or income from any sources that may ensue as a result of any termination of this Agreement by either party or due to death or disability or the suspension or reassignment of Coach, regardless of the circumstances.

5.7 Waiver of Rights. Because Coach is receiving the opportunity to receive supplemental compensation and because such contracts and opportunities are not customarily afforded to University employees, if the University suspends or reassigns Coach, or terminates this Agreement for good or adequate cause, Coach shall have all the rights provided for in this Agreement but hereby releases the University from compliance with the notice, appeal, and similar employment related rights provided for in Board policy, IDAPA 08.01.01.et seq., and the University (Faculty-Staff) Handbook.

ARTICLE 6

6.1 Board Approval This Agreement shall not be effective unless executed by both parties as set forth below. In addition, the payment of any compensation pursuant to this Agreement shall be subject to the approval of the Chief Executive Officer, and the Athletics Director; the sufficiency of legislative appropriations; the receipt of sufficient funds in the account from which such compensation is paid; and the Board policies and University's rules regarding financial exigency.

6.2 University Property. All personal property (excluding vehicle(s) provided through the Vandal Wheels program), material, and articles of information, including, without limitation, keys, credit cards, personnel records, recruiting records, team information, films, statistics or any other personal property, material, or data, furnished to Coach by the University or developed by Coach on behalf of the University or at the University's direction or for the University's use or otherwise in connection with Coach's employment hereunder are and shall remain the sole property of the University. Within twenty-four (24) hours of the expiration of the term of this Agreement or its earlier

termination as provided herein, Coach shall immediately cause any such personal property, materials, and articles of information in Coach's possession or control to be delivered to the Athletics Director.

6.3 Assignment. Neither party may assign its rights or delegate its obligations under this Agreement without the prior written consent of the other party.

6.4 Waiver. No waiver of any default in the performance of this Agreement shall be effective unless in writing and signed by the waiving party. The waiver of a particular breach in the performance of this Agreement shall not constitute a waiver of any other or subsequent breach. The resort to a particular remedy upon a breach shall not constitute a waiver of any other available remedies.

6.5 Severability. If any provision of this Agreement is determined to be invalid or unenforceable, the remainder of the Agreement shall not be affected and shall remain in effect.

6.6 Governing Law. This Agreement shall be subject to and construed in accordance with the laws of the state of Idaho. Any action based in whole or in part on this Agreement shall be brought in the courts of the state of Idaho.

6.7 Oral Promises. Oral promises of an increase in annual salary or of any supplemental or other compensation shall not be binding upon the University.

6.8 Force Majeure. Any prevention, delay or stoppage due to strikes, lockouts, labor disputes, acts of God, inability to obtain labor or materials or reasonable substitutes therefor, governmental restrictions, governmental regulations, governmental controls, enemy or hostile governmental action, civil commotion, fire or other casualty, and other causes beyond the reasonable control of the party obligated to perform (including financial inability), shall excuse the performance by such party for a period equal to any such prevention, delay or stoppage.

6.9 Confidentiality. This Agreement and all documents and reports Coach is required to produce under this Agreement may be released and made available to the public by the University.

6.10 Notices. Any notice under this Agreement shall be in writing and be delivered in person or by public or private courier service (including U.S. Postal Service Express Mail) or certified mail with return receipt requested. All notices shall be addressed to the parties at the following addresses or at such other addresses as the parties may from time to time direct in writing:

the University: Director of Athletics
 University of Idaho
 875 Perimeter Drive, MS 2302
 Moscow, Idaho 83844-2302

with a copy to: Office of the President
University of Idaho
875 Perimeter Drive, MS 3151
Moscow, Idaho 83844-3151

Coach: Carrie Eighmey
Last known address on file with
University's Human Resource Services

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

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

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

6.13 Non-Use of Names and Trademarks. Coach shall not, without the University's prior written consent in each case, use any name, trade name, trademark, or other designation of the University (including contraction, abbreviation or simulation), except in the course and scope of official University duties.

6.14 No Third Party Beneficiaries. There are no intended or unintended third party beneficiaries to this Agreement.

6.15 Entire Agreement; Amendments. This Agreement constitutes the entire agreement of the parties and supersedes all prior agreements and understandings with respect to the same subject matter. No amendment or modification of this Agreement shall be effective unless in writing, signed by both parties, and approved by the Board if required under Board Policy II.H.

////

6.16 Opportunity to Consult with Attorney. Coach acknowledges that Coach has had the opportunity to consult and review this Agreement with an attorney. Accordingly, in all cases, the language of this Agreement shall be construed simply, according to its fair meaning, and not strictly for or against any party.

University

Coach

Signature: _____

Printed Name: C. Scott Green

Chief Executive Officer

Date: _____

Signature: _____

Printed Name: Carrie Eighmey

Date: _____

~~(MODEL ATHLETICS MULTI-YEAR CONTRACT)~~
~~(template adopted by Idaho State Board of Education, _____, 2018)~~

~~EMPLOYMENT~~ EMPLOYMENT AGREEMENT

This Employment Agreement (Agreement) is entered into by and between _____ ~~(The~~ University ~~(College of~~ Idaho ~~(University)~~), and _____ Carrie Eighmey (Coach).

ARTICLE 1

1.1. Employment. Subject to the terms and conditions of this Agreement, the University ~~(College)~~ shall employ Coach as the head coach of its intercollegiate ~~(Sport) team~~ Women's Basketball (Team) ~~(or Director of Athletics)~~. Coach ~~(Director)~~ represents and warrants that Coach is fully qualified to serve, and is available for employment, in this capacity.

1.2. Reporting Relationship. Coach shall report and be responsible directly to the ~~University (College)'s Athletic~~ University's Director ~~(of Athletics (Athletics~~ Director) or the Athletics Director's designee. Coach shall abide by the reasonable instructions of Athletics Director or the ~~Director's~~ Athletics Director's designee and shall confer with the Athletics Director or the Athletics Director's designee on all administrative and technical matters. Coach shall also be under the general supervision of the University (College)'s University's Chief Executive Officer ~~(Chief Executive Officer)~~.

1.3. Duties. Coach shall manage and supervise the Team and shall perform such other duties in the ~~University (College)'s~~ University's athletic program as the Athletics Director may assign and as may be described elsewhere in this Agreement. The University ~~(College)~~ shall have the right, at any time, to reassign Coach to duties at the University ~~(College)~~ other than as head coach of the Team, provided that Coach's compensation and benefits shall not be affected by any such reassignment, except that the opportunity to earn supplemental compensation as provided in ~~Sections 3.2.1 through (depending on supplemental pay provisions used)~~ Section 3.2 shall cease.

ARTICLE 2

2.1. Term. This Agreement is for a fixed-term appointment of ~~(—~~ approximately Five (5) years, commencing on _____ 5/1/2023 and terminating, without further notice to Coach, on _____ 4/30/2028 unless sooner terminated in accordance with other provisions of this Agreement.

2.2. Extension or Renewal. This Agreement is renewable solely upon an offer from the University ~~(College)~~ and an acceptance by Coach, both of which must be in

writing and signed by the parties. Any renewal is subject to the prior approval [in accordance with the policies](#) of the Idaho State Board of ~~Education~~[Board of Regents of the University of Idaho](#) (Board). This Agreement in no way grants to Coach a claim to tenure in employment, nor shall Coach's service pursuant to this Agreement count in any way toward tenure at the University ~~(College)~~.

ARTICLE 3

3.1 Regular Compensation.

3.1.1 In consideration of Coach's services and satisfactory performance of this Agreement, the University ~~(College)~~ shall provide to Coach:

- a) An annual salary of \$~~_____~~\$120,016.00 per year, payable in biweekly installments in accordance with normal University ~~(College)~~ procedures, and such salary increases as may be determined appropriate by the Athletics Director and Chief Executive Officer ~~and approved by the Board~~;
- b) The opportunity to receive such employee benefits as the University ~~(College)~~ provides generally to non-faculty exempt employees, provided that Coach qualifies for such benefits by meeting all applicable eligibility requirements ~~—(except that, provided, however,~~ in accordance with Board Policy II.H.6.b.ii, University ~~(College)~~ and Coach agree that Coach shall not accrue any annual leave hours, and may take leave (other than sick leave) only with prior written approval of the Athletics Director);~~;~~ and
- c) The opportunity to receive such employee benefits as the University (College)'s University's Department of Athletics (Department) provides generally to its employees of a comparable level. Coach hereby agrees to abide by the terms and conditions, as now existing or hereafter amended, of such employee benefits.

Coach understands and agrees that financial conditions may require the Chief Executive Officer, in the Chief Executive Officer's discretion, to institute furloughs or to take such other actions consistent with Board policy as the Chief Executive Officer may determine to be necessary to meet such challenges. In the event of a furlough or other action, the actual salary paid to Coach may be less than the salary stated in Section 3.1.1(a) above.

3.2 Supplemental Compensation.

3.2.1 The University shall provide Coach with a courtesy car. If the university is unable to obtain a courtesy car, the University shall instead provide Coach with an annual automobile allowance of Six Thousand Five hundred dollars (\$6,500) payable in biweekly installments in accordance with normal University procedures.

3.2.2 Each year ~~the Team is the conference champion or co-champion,~~ Coach shall receive the sum of \$30,000 from the University or the University's designated

media outlet(s) or a combination thereof during the term of this Agreement in compensation for participation in media programs and also becomes public appearances (Programs). Coach's right to receive such a payment shall vest and be paid one-half on or near the first day of October, and one-half on or near the first day of March, provided Coach remains the head coach on each such payment date. Coach's right to receive any such media payment under this Paragraph is expressly contingent on Coach's compliance with University's financial stewardship policies as set forth in University's Administrative Procedures Manual Chapter 25, as well as compliance with the requirements of paragraph 4.8 (Media Obligations) below.

3.2.3 Each year Coach shall be eligible for a (bowl game pursuant to NCAA Division I guidelines or post-season tournament or post-season playoffs), to receive supplemental compensation based on the academic achievement and behavior of Team Members. The determination of whether Coach will receive such supplemental compensation and the timing of the payment(s) shall be at the discretion of the President in consultation with the Director. If the Teams' annual Academic Progress Rate ("APR) is equal to or greater than 950 but is less than 985 and if Coach continues to be employed as University (College)'s head (Sport) coach as of the ensuing July 1st, the University (College) the University's Head Women's Basketball Coach at the time the Academic Progress Rate Institutional Report is released by the NCAA, Coach shall receive supplemental compensation of \$2,000. This amount shall increase to \$5,000 in any year the team's annual APR is equal to or greater than 985 and if Coach continues to be employed as the University's Head Women's Basketball Coach at the time the Academic Progress Rate Institutional Report is released by the NCAA. Any such supplemental compensation paid to Coach shall be accompanied with a justification for the supplemental compensation based on the factors listed above, and such justification shall be separately reported to the Board of Regents as a document available to the public under the Idaho Public Records Act.

3.2.4 Each year Coach is named Conference Coach of the Year the University shall pay to Coach supplemental compensation in an amount equal to (of \$2,000. Each year Coach is names National Coach of the Year the University shall pay Coach supplemental compensation of \$4,000. These amounts shall be payable within thirty (30) days following the announcement of the respective award. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.1-3.2.5 Each year the Team is the regular season conference champion or co-champion, and if Coach continues to be employed as University's Head Women's Basketball coach as of the final game of the Team's season, including postseason competition, the University shall pay to Coach supplemental compensation in an amount (or computation) of Coach's Annual Salary during the fiscal year in which the championship and (bowl or other post-equal to \$5,000. This amount shall be payable within thirty (30) days after completion of the season) eligibility are achieved. The University (College) shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

~~3.2.2~~

~~3.2.6~~ Each year the Team is ranked in the top 25 in the (national rankings of sport's division), conference tournament champion, and if Coach continues to be employed as University (College)'s head (Sport) coach University's Head Women's Basketball Coach as of the ensuing July 1st final game of the Team's season, including postseason competition, the University (College) shall pay to Coach supplemental compensation in an amount equal to (\$5,000 This amount or computation) shall be payable within thirty (30) days after completion of Coach's Annual Salary in effect on the date of the final poll season. The University (College) shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

~~3.2.3~~ Each year Coach shall be eligible to receive supplemental compensation in an amount up to (amount or computation) based on the academic achievement and behavior of Team members. The determination of whether Coach will receive such supplemental compensation and the timing of the payment(s) shall be at the discretion of the Chief Executive Officer in consultation with the Director. The determination shall be based on the following factors: the Academic Progress Rate set by the Board, grade point averages; difficulty of major course of study; honors such as scholarships, designation as Academic All-American, and conference academic recognition; progress toward graduation for all athletes, but particularly those who entered the University (College) as academically at-risk students; the conduct of Team members on the University (College) campus, at authorized University (College) activities, in the community, and elsewhere. Any such supplemental compensation paid to Coach shall be accompanied with a detailed justification for the supplemental compensation based on the factors listed above and such justification shall be separately reported to the Board as a document available to the public under the Idaho Public Records Act.

~~3.2.4~~ Each year Coach shall be eligible to receive supplemental compensation in an amount up to (amount or computation) based on the overall development of the intercollegiate (men's/women's) (Sport) program; ticket sales; fundraising; outreach by Coach to various constituency groups, including University (College) students, staff, faculty, alumni and boosters; and any other factors the Chief Executive Officer wishes to consider. The determination of whether Coach will receive such supplemental compensation and the timing of the payment(s) shall be at the discretion of the Chief Executive Officer in consultation with the Director.

~~3.2.5~~ Coach shall receive the sum of (amount or computation) from the University (College) or the University (College)'s designated media outlet(s) or a combination thereof each year during the term of this Agreement in compensation for participation in media programs and public appearances (Programs). Coach's right to receive such a payment shall vest on the date of the Team's last regular season or post-season competition, whichever occurs later. This sum shall be paid (terms or conditions of payment).

3.2.7 ~~3.2.6 (SUMMER CAMP OPERATED BY UNIVERSITY (COLLEGE))~~ Each year the Team is selected as an NCAA Tournament At-Large

bid and Coach continues to be employed as University's Head Women's Basketball Coach as of the final game of the Team's season, including postseason competition, the University shall pay to Coach supplemental compensation in an amount equal to \$5,000 This amount shall be payable within thirty (30) days after completion of the season. The University (College) shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.8 Post Season. For each appearance in the NCAA Tournament, Coach shall receive supplemental compensation based on the following schedule if Coach continues to be employed as University's Head Women's Basketball Coach as of the final game of the Team's season, including postseason competition. All bonuses are stackable. This amount shall be payable within thirty (30) days after completion of the season. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation:

<u>Play-in Round</u>	<u>Win</u>	<u>\$5,000</u>
<u>First Round</u>	<u>Win</u>	<u>\$7,500</u>
<u>Second Round</u>	<u>Win</u>	<u>\$10,000</u>
<u>Regional Semis</u>	<u>Win</u>	<u>\$12,500</u>
<u>Regional Final</u>	<u>Win</u>	<u>\$15,000</u>
<u>Final Four</u>	<u>Win</u>	<u>\$17,500</u>
<u>NCAA Championship</u>	<u>Win</u>	<u>\$25,000</u>

3.2.9 Post Season. For each appearance in the NCAA WNIT Tournament, Coach shall receive supplemental compensation based on the following schedule if Coach continues to be employed as University's Head Women's Basketball Coach as of the final game of the Team's season, including postseason competition. All bonuses are stackable. This amount shall be payable within thirty (30) days after completion of the season. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation:

<u>WNIT</u>	<u>At Large Appearance</u>	<u>\$1,500</u>
<u>First Round</u>	<u>Win</u>	<u>\$1,500</u>
<u>Second Round</u>	<u>Win</u>	<u>\$1,500</u>
<u>Super 16</u>	<u>Win</u>	<u>\$1,500</u>
<u>Great Eight</u>	<u>Win</u>	<u>\$1,500</u>
<u>Fab 4</u>	<u>Win</u>	<u>\$1,500</u>
<u>WNIT Championship</u>	<u>Win</u>	<u>\$7,500</u>

3.2.10 Coach agrees that the University (~~College~~) has the exclusive right to operate youth (~~Sport~~)Women's Basketball camps on its campus using University (~~College~~) facilities. The University (~~College~~) shall allow Coach the opportunity to earn

supplemental compensation by assisting with the ~~University (College)'s~~ University's camps in Coach's capacity as a ~~University (College)~~ employee. Coach hereby agrees to assist in the marketing, supervision, and general administration of the ~~University (College)'s (Sport)~~ University's youth Women's Basketball camps. Coach also agrees that Coach will perform all obligations mutually agreed upon by the parties. In exchange for Coach's participation in the ~~University (College)'s summer (Sport)~~ University's youth Women's Basketball camps, the University ~~(College)~~ shall pay Coach ~~(amount) per year as supplemental compensation during each year~~ the remaining income from the youth Women's Basketball camps less \$500, after all claims, insurance, and expenses of employment as head (Sport) coach at the University (College). This amount shall be such camps have been paid (terms of payment).

~~(SUMMER CAMP OPERATED BY COACH)~~ ~~Coach may operate a summer youth (Sport) camp at the University (College) under the following conditions:~~

Alternatively, in the event the University notifies Coach, in writing that it does not intend to operate youth Women's Basketball camps for a particular period of time during the term of this Agreement, then during such time period, Coach shall be permitted to operate youth Women's Basketball camps on the University's campus and using its facilities under the following terms and conditions:

- a) The summer youth camp operation reflects positively on the University ~~(College)of Idaho~~ and the Department;
- b) The summer youth camp is operated by Coach directly or through a private enterprise owned and managed by Coach. The Coach shall not use University ~~(College)of Idaho~~ personnel, equipment, or facilities without the prior written approval of the Athletics Director;
- c) Assistant coaches at the University ~~(College)of Idaho~~ are given priority when the Coach or the private enterprise selects coaches to participate;
- d) The Coach complies with all NCAA ~~(NAIA),~~ Conference, and University ~~(College)of Idaho~~ rules and regulations related, directly or indirectly, to the operation of summer youth camps;
- e) The Coach or the private enterprise enters into a contract with University ~~(College)of Idaho~~ and ~~(campus concessionaire)~~ Chartwells for all campus goods and services required by the camp.
- f) The Coach or private enterprise pays for use of University ~~(College)of Idaho~~ facilities ~~including the _____;~~ such rate to be set at the rate charges as if the camp were conducted by the University of Idaho.

g) Within thirty days of the last day of the summer youth camp(s), Coach shall submit to the Athletics Director a preliminary "Camp Summary Sheet" containing financial and other information related to the operation of the camp. Within ninety days of the last day of the summer youth camp(s), Coach shall submit to Athletics Director a final accounting and "Camp Summary Sheet." A copy of the "Camp Summary Sheet" is attached to this Agreement as Exhibit A-an exhibit.

h) The Coach or the private enterprise shall provide proof of liability insurance as follows: (1) liability coverage: spectator and staff--\$1 million; (2) catastrophic coverage: camper and staff--\$1 million maximum coverage with \$100 deductible;

i) To the extent permitted by law, the Coach or the private enterprise shall defend and indemnify the State of Idaho, the University (College) and the Board of Idaho against any claims, damages, or liabilities arising out of the operation of the summer youth camp(s).

j) All employees of the summer youth camp(s) shall be employees of the Coach or the private enterprise and not the University (College) of Idaho while engaged in camp activities. The Coach and all other University (College) of Idaho employees involved in the operation of the camp(s) shall be on annual leave status or leave without pay during the days the camp is in operation. The Coach or private enterprise shall provide workers' compensation insurance in accordance with Idaho law and comply in all respects with all federal and state wage and hour laws

In the event of termination of this Agreement, suspension, or reassignment, University (College) of Idaho shall not be under any obligation to permit a summer youth camp to be held by the Coach after the effective date of such termination, suspension, or reassignment, and the University (College) of Idaho shall be released from all obligations relating thereto.

3.2.7-3 Footwear, Apparel and/or Equipment. Coach agrees that the University (College) has the exclusive right to select footwear, apparel and/or equipment for the use of its student-athletes and staff, including Coach, during official practices and games and during times when Coach or the Team is being filmed by motion picture or video camera or posing for photographs in their capacity as representatives of University (College). Coach recognizes that the University (College) is negotiating or has entered into an agreement with (Company Name) Nike to supply the University (College) with athletic footwear, apparel and/or equipment. Coach agrees that, upon the University (College)'s University's reasonable request, Coach will consult with appropriate parties

concerning ~~an~~ ~~(Company Name)~~ a Nike product's design or performance, shall act as an instructor at a clinic sponsored in whole or in part by ~~(Company Name), Nike,~~ or give a lecture at an event sponsored in whole or in part by ~~(Company Name), Nike,~~ or make other educationally related appearances as may be reasonably requested by the University ~~(College)~~. Notwithstanding the foregoing sentence, Coach shall retain the right to decline such appearances as Coach reasonably determines to conflict with or hinder ~~Coach's~~his duties and obligations as ~~head (Sport) coach.~~Head Women's Basketball Coach. In order to avoid entering into an agreement with a competitor of ~~(Company Name), Nike,~~ Coach shall submit all outside consulting agreements to the University ~~(College)~~ for review and approval prior to execution. Coach shall also report such outside income to the University ~~(College)~~ in accordance with NCAA ~~(or NAIA)~~ rules. Coach further agrees that Coach will not endorse any athletic footwear, apparel and/or equipment products, including ~~(Company Name), Nike,~~ and will not participate in any messages or promotional appearances which contain a comparative or qualitative description of athletic footwear, apparel or equipment products.

3.34 General Conditions of Compensation. All compensation provided by the University ~~(College)~~ to Coach is subject to deductions and withholdings as required by law or the terms and conditions of any fringe benefit in which Coach participates. However, if any fringe benefit is based in whole or in part upon the compensation provided by the University ~~(College)~~ to Coach, such fringe benefit shall be based only on the compensation provided pursuant to Section 3.1.1, except to the extent required by the terms and conditions of a specific fringe benefit program.

ARTICLE 4

4.1. Coach's Specific Duties and Responsibilities. In consideration of the compensation specified in this Agreement, Coach, in addition to the obligations set forth elsewhere in this Agreement, shall:

4.1.1. Devote Coach's full time and best efforts to the performance of Coach's duties under this Agreement;

4.1.2. Develop and implement programs and procedures with respect to the evaluation, recruitment, training, and coaching of Team members which enable them to compete successfully and reasonably protect their health, safety, and ~~well-being~~wellbeing;

4.1.3. Observe and uphold all academic standards, requirements, and policies of the University ~~(College)~~ and encourage Team members to perform to their highest academic potential and to graduate in a timely manner; and

4.1.4. Know, recognize, and comply with all applicable laws, and with the policies, rules and regulations of the ~~University (College)~~ University ~~(College)~~, the Board, the conference, and the NCAA ~~(or NAIA)~~; supervise and take appropriate steps to ensure that Coach's assistant coaches, any other employees for whom Coach is administratively responsible,

and the members of the Team know, recognize, and comply with all such laws, policies, rules and regulations; and immediately report to the [Athletics](#) Director and to the Department's Director of Compliance if Coach has reasonable cause to believe that any person or entity, including without limitation representatives of the ~~University (College)'s~~ [University's](#) athletic interests, has violated or is likely to violate any such laws, policies, rules or regulations. Coach shall cooperate fully with the University ~~(College)~~ and Department at all times. ~~The names or titles of employees whom Coach supervises are attached as Exhibit B.~~ The applicable laws, policies, rules, and regulations include: (a) Board policies; (b) ~~University (College)'s~~ [\(University's](#) Faculty-Staff) Handbook; (c) ~~University (College)'s~~ [University's](#) Administrative Procedures Manual; (d) the policies of the Department; (e) NCAA ~~(or NAIA)~~ rules and regulations; and (f) the rules and regulations of the ~~(Sport)~~ [Women's Basketball](#) conference of which the University ~~(College)~~ is a member.

4.1.5. Fully cooperate in the NCAA infractions process, including the investigation and adjudication of a case. Full cooperation includes, but is not limited to:

- a) Affirmatively reporting instances of noncompliance to the University and NCAA in a timely manner and assisting in developing full information to determine whether a possible violation has occurred and the details thereof;
- b) Timely participation in interviews and providing complete and truthful responses;
- c) Making a full and complete disclosure of relevant information, including timely production of materials or information requested, and in the format requested;
- d) Disclosing and providing access to all electronic devices used in any way for business purposes;
- e) Providing access to all social media, messaging and other applications that are or may be relevant to the investigation; and
- f) Preserving the integrity of an investigation and abiding by all applicable confidentiality rules and instructions.

4.2 Outside Activities. Coach shall not undertake any business, professional or personal activities, or pursuits that would prevent Coach from devoting Coach's full time and best efforts to the performance of Coach's duties under this Agreement, that would otherwise detract from those duties in any manner, or that, in the opinion of the University ~~(College)~~, would reflect adversely upon the University ~~(College)~~ or its athletic program. Subject to the terms and conditions of this Agreement, Coach may, with the prior written approval of the [Athletics](#) Director, who may consult with the Chief Executive

Officer, enter into separate arrangements for outside activities and endorsements ~~which~~ that are consistent with Coach's obligations under this Agreement. Coach may not use the ~~University (College)'s~~ University's name, logos, or trademarks in connection with any such arrangements without the prior written approval of the Athletics Director and the Chief Executive Officer.

4.3 NCAA (or NAIA) Rules. In accordance with NCAA ~~(or NAIA)~~ rules, Coach shall obtain prior written approval from the ~~University (College)'s~~ University's Chief Executive Officer for all athletically related income and benefits from sources outside the University ~~(College)~~ and shall report the source and amount of all such income and benefits to the ~~University (College)'s~~ University's Chief Executive Officer whenever reasonably requested, but in no event less than annually before the close of business on June 30th of each year or the last regular ~~University (College)~~ work day preceding June 30th. The report shall be in a format reasonably satisfactory to ~~University (College)~~. In no event shall Coach accept or receive directly or indirectly any monies, benefits, or gratuities whatsoever from any person, association, corporation, ~~University (College)~~ booster club, ~~University (College)~~ alumni association, ~~University (College)~~ foundation, or other benefactor, if the acceptance or receipt of the monies, benefits, or gratuities would violate applicable law or the policies, rules, and regulations of the ~~University (College)~~, the Board, the conference, or the NCAA ~~(or NAIA)~~.

4.4 Hiring Authority. Coach shall have the responsibility and the sole authority to recommend to the Athletics Director the hiring and termination of assistant coaches for the Team, but the decision to hire or terminate an assistant coach shall be made by the Athletics Director and shall, when necessary or appropriate, be subject to the approval of Chief Executive Officer and the Board.

4.5 Scheduling. Coach shall consult with, and may make recommendations to, the Athletics Director or the Athletics Director's designee with respect to the scheduling of Team competitions, but the final decision shall be made by the Athletics Director or the Athletics Director's designee.

4.6 Other ~~Coaching~~ Opportunities. Coach shall not, under any circumstances, interview for, negotiate for, or accept employment as a coach at any other institution of higher education or with any professional sports team, requiring performance of duties prior to the expiration of this Agreement, without the prior approval of the Athletics Director. Such approval shall not unreasonably be withheld.

4.7 Disclosure of Serious Misconduct. Coach warrants that prior to the signing of this Agreement, Coach has disclosed and will continue to disclose if Coach has been accused, investigated, convicted of or pled guilty or no contest to a felony or misdemeanor involving serious misconduct, or has been subject to official institution or athletic department disciplinary action at any time at any prior institution where Coach was employed. "Serious misconduct" is defined as any act of sexual violence, domestic violence, dating violence, stalking, sexual exploitation, or any assault that employs the use of a deadly weapon or causes serious bodily injury.

4.8 Media Obligations. Coach must fully participate in media programs and public appearances (Programs) through the date of the Team's last regular season or post-season competition. Agreements requiring Coach to participate in Programs related to Coach's duties as an employee of University ~~(College)~~ are the property of the University ~~(College)~~. The University ~~(College)~~ shall have the exclusive right to negotiate and contract with all producers of media productions and all parties desiring public appearances by Coach. Coach agrees to cooperate with the University ~~(College)~~ in order for the Programs to be successful and agrees to provide Coach's services to and perform on the Programs and to cooperate in their production, broadcasting, and telecasting. It is understood that neither Coach nor any assistant coaches shall appear without the prior written approval of the Athletics Director on any competing radio or television program (including but not limited to a coach's show, call-in show, or interview show) or a regularly scheduled news segment, except that this prohibition shall not apply to routine news media interviews for which no compensation is received. Without the prior written approval of the Athletics Director, Coach shall not appear in any commercial endorsements which are broadcast on radio or television that conflict with those broadcast on the University (College)'s University's designated media outlets.

ARTICLE 5

5.1 Termination of Coach for Cause. The University ~~(College)~~ may, in its discretion, suspend Coach from some or all of Coach's duties, temporarily or permanently, and with or without pay; reassign Coach to other duties; or terminate this Agreement at any time for good or adequate cause, as those terms are defined in applicable rules and regulations.

5.1.1 In addition to the definitions contained in applicable rules and regulations, University ~~(College)~~ and Coach hereby specifically agree that the following shall constitute good or adequate cause for suspension, reassignment, or termination of this Agreement:

- a) A deliberate or major violation of Coach's duties under this Agreement or the refusal or unwillingness of Coach to perform such duties in good faith and to the best of Coach's abilities;
- b) The failure of Coach to remedy any violation of any of the terms of this Agreement within 30 days after written notice from the University ~~(College)~~;
- c) A deliberate or major violation by Coach of any applicable law or the policies, rules or regulations of the University ~~(College)~~, the Board, the conference or the NCAA ~~(NAIA)~~, including but not limited to any such violation which may have occurred during the employment of Coach at another NCAA or NAIA member institution. For purposes of this agreement, a level one or level two violation of NCAA rules as determined by the University and/or the NCAA constitutes a major violation of NCAA rules;
- d) Ten (10) working days' absence of Coach from duty without the ~~University (College)'s~~ University's consent;
- e) Any conduct of Coach that constitutes moral turpitude or that would, in the ~~University (College)'s~~ University's judgment, reflect adversely on the University ~~(College)~~ or its athletic programs;
- f) The failure of Coach to represent the University ~~(College)~~ and its athletic programs positively in public and private forums;
- g) The failure of Coach to fully ~~and promptly~~ cooperate, as defined in article 4.1.5 of this agreement, with the NCAA ~~(NAIA)~~ or the University ~~(College)~~ in any investigation of possible violations of any applicable law or the policies, rules or regulations of the University ~~(College)~~, the Board, the conference, or the NCAA ~~(NAIA)~~;

- h) The failure of Coach to report a known violation of any applicable law or the policies, rules or regulations of the University ~~(College)~~, the Board, the conference, or the NCAA ~~(NAIA)~~, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team; ~~or~~
- i) A violation of any applicable law or the policies, rules or regulations of the University ~~(College)~~, the Board, the conference, or the NCAA ~~(NAIA)~~, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team if Coach knew or should have known of the violation and could have prevented it by ordinary supervision; ~~or~~
- j) The failure of Coach to disclose Serious Misconduct as required in Section 4.7 of this Agreement.

5.1.2 Suspension, (other than administrative leave with pay and benefits), reassignment, or termination for good or adequate cause shall be effectuated by the University ~~(College)~~ as follows: before the effective date of the suspension, reassignment, or termination, the Athletics Director or the Athletics Director's designee shall provide Coach with notice, which notice shall be accomplished in the manner provided for in this Agreement and shall include the reason(s) for the contemplated action. Coach shall then have an opportunity to respond. After Coach responds or fails to respond, University ~~(College)~~ shall notify Coach whether, and if so when, the action will be effective.

5.1.3 In the event of any termination for good or adequate cause, the University (College)'s University's obligation to provide compensation and benefits to Coach, whether direct, indirect, supplemental or collateral, shall cease as of the date of such termination, and the University ~~(College)~~ shall not be liable for the loss of any collateral business opportunities or other benefits, perquisites, or income resulting from outside activities or from any other sources.

5.1.4 If found in violation of NCAA ~~(NAIA)~~ regulations, Coach shall, in addition to the provisions of Section 5.1, be subject to disciplinary or corrective action as set forth in the provisions of the NCAA ~~(NAIA)~~ enforcement procedures. This Section applies to violations occurring at the University ~~(College)~~ or at previous institutions at which Coach was employed.

5.2 Termination of Coach for Convenience of University ~~(College)~~.

5.2.1 At any time after commencement of this Agreement, University ~~(College)~~, for its own convenience, may terminate this Agreement by giving ten (10) days prior written notice to Coach.

5.2.2 In the event that University ~~(College)~~ terminates this Agreement for its own convenience, University ~~(College)~~ shall be obligated to pay Coach, as liquidated damages and not a penalty, the salary set forth in Section 3.1.1(a), ~~and supplemental compensation outlined in Section 3.2.2,~~ excluding all deductions required by law, on the regular paydays of University ~~(College)~~ until the term of this Agreement ends or until Coach obtains reasonably comparable employment, whichever occurs first. In the event Coach obtains other employment after such termination, then the amount of compensation the University pays will be reduced ~~by the to an amount of such that the gross compensation paid Coach as a result of such other employment, such adjusted compensation to be calculated for each when added to the gross amount paid Coach by the~~ University ~~pay period by reducing under this section 5.2.2 does not exceed~~ the gross salary set forth in Section 3.1.1(a) ~~and supplemental compensation outlined in Section 3.2.2 (before deductions required by law) by the gross compensation paid to Coach under the other employment, then subtracting from this adjusted gross compensation deductions according to law.~~ In addition, Coach will be entitled to continue with the University ~~(College)~~ health insurance plan and group life insurance as if Coach remained a University ~~(College)~~ employee until the term of this Agreement ends or until Coach obtains reasonably comparable employment or any other employment providing Coach with a reasonably comparable health plan and group life insurance, whichever occurs first. Coach shall be entitled to no other compensation or fringe benefits, except as otherwise provided herein or required by law. Coach specifically agrees to inform University within ~~ten~~ fifteen (15) business days of obtaining other employment, and to advise University of all relevant terms of such employment, including without limitation the nature and location of employment, salary, other compensation, health insurance benefits, life insurance benefits, and other fringe benefits. Failure to so inform and advise University shall constitute a material breach of this Agreement and University's obligation to pay compensation under this provision shall end. Coach further agrees to repay to University all compensation received from the University ~~(College)~~ after the date other employment is obtained.

5.2.3 The parties have both been represented by, or had the opportunity to consult with, legal counsel in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that Coach may lose certain benefits, supplemental compensation, or outside compensation relating to employment with University ~~(College)~~, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by University ~~(College)~~ and the acceptance thereof by Coach shall constitute adequate and reasonable compensation to Coach for the damages and injury suffered by Coach because of such termination by University ~~(College)~~. The liquidated damages are not, and shall not be construed to be, a penalty.

5.3 Termination by Coach for Convenience.

5.3.1 Coach recognizes that Coach's promise to work for University ~~(College)~~ for the entire term of this Agreement is of the essence of this Agreement. Coach

also recognizes that the University ~~(College)~~ is making a highly valuable investment in Coach’s employment by entering into this Agreement and that its investment would be lost were ~~Coach~~ to resign or otherwise terminate employment with the University ~~(College)~~ before the end of the Agreement term.

5.3.2 Coach may terminate this Agreement for convenience during its term by giving prior written notice to the University ~~(College)~~. Termination shall be effective ten (10) days after notice is given to the University ~~(College)~~.

5.3.3 If Coach terminates this Agreement for convenience at any time, all obligations of the University ~~(College)~~ shall cease as of the effective date of the termination. If Coach terminates this Agreement for convenience, Coach shall pay to the University ~~(College)~~, as liquidated damages and not a penalty, one of the following sum:
amounts:

<u>Date of Termination</u>	<u>Amount</u>
<u>May 1, 2023 – April 30, 2024</u>	<u>\$500,000</u>
<u>May 1, 2024 – April 30, 2025</u>	<u>\$250,000</u>
<u>May 1, 2025 – April 30, 2026</u>	<u>\$100,000</u>
<u>May 1, 2026 – April 30, 2027</u>	<u>\$50,000</u>
<u>May 1, 2027 – End of season</u>	<u>\$25,000</u>

The liquidated damages shall be due and payable within twenty (20) days of the effective date of the termination, and any unpaid amount shall bear simple interest at a rate eight (8) percent per annum until paid.

5.3.4 The parties have both been represented by legal counsel in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that the University ~~(College)~~ will incur administrative and recruiting costs in obtaining a replacement for Coach, in addition to potentially increased compensation costs if Coach terminates this Agreement for convenience, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by Coach and the acceptance thereof by University ~~(College)~~ shall constitute adequate and reasonable compensation to University ~~(College)~~ for the damages and injury suffered by it because of such termination by Coach. The liquidated damages are not, and shall not be construed to be, a penalty. This Section 5.3.4 shall not apply if Coach terminates this Agreement because of a material breach by the University ~~(College)~~.

5.3.5 Except as provided elsewhere in this Agreement, if Coach terminates this Agreement for convenience, Coach shall forfeit to the extent permitted by law the right to receive all supplemental compensation and other payments.

5.4 Termination due to Disability or Death of Coach.

5.4.1 Notwithstanding any other provision of this Agreement, this Agreement shall terminate automatically if Coach becomes totally or permanently disabled as defined by the ~~University (College)'s~~ University's disability insurance carrier, becomes unable to perform the essential functions of the position of head coach, or dies.

5.4.2 If this Agreement is terminated because of Coach's death, Coach's salary and all other benefits shall terminate as of the last day worked, except that Coach's personal representative or other designated beneficiary shall be paid all compensation due or unpaid and death benefits, if any, as may be contained in any fringe benefit plan now in force or hereafter adopted by the University ~~(College)~~ and due to Coach's estate or beneficiaries thereunder.

5.4.3 If this Agreement is terminated because Coach becomes totally or permanently disabled as defined by the ~~University (College)'s~~ University's disability insurance carrier, or becomes unable to perform the essential functions of the position of head coach, all salary and other benefits shall terminate, except that Coach shall be entitled to receive any compensation due or unpaid and any disability-related benefits to which ~~Coach~~ he is entitled by virtue of employment with the University ~~(College)~~.

5.5 Interference by Coach. In the event of termination, suspension, or reassignment, Coach agrees that Coach will not interfere with the ~~University (College)'s~~ University's student-athletes or otherwise obstruct the ~~University (College)'s~~ University's ability to transact business or operate its intercollegiate athletics program.

5.6 No Liability. The University ~~(College)~~ shall not be liable to Coach for the loss of any collateral business opportunities or any other benefits, perquisites or income from any sources that may ensue as a result of any termination of this Agreement by either party or due to death or disability or the suspension or reassignment of Coach, regardless of the circumstances.

5.7 Waiver of Rights. Because Coach is receiving ~~a multi-year contract and~~ the opportunity to receive supplemental compensation and because such contracts and opportunities are not customarily afforded to ~~University (College)~~ employees, if the University ~~(College)~~ suspends or reassigns Coach, or terminates this Agreement for good or adequate cause ~~or for convenience~~, Coach shall have all the rights provided for in this Agreement but hereby releases the ~~University (College)~~ from compliance with the notice, appeal, and similar employment-related rights provided for in Board policy, IDAPA 08.01.01 ~~-et seq., -and the~~ University (College) (Faculty-Staff) Handbook.

ARTICLE 6

6.1 Board Approval This Agreement shall not be effective unless ~~approved by the Board and~~ executed by both parties as set forth below. In addition, the payment of any compensation pursuant to this Agreement shall be subject to the approval of the ~~Board, the~~ Chief Executive Officer, and the Athletics Director; the sufficiency of legislative

appropriations; the receipt of sufficient funds in the account from which such compensation is paid; and the Board policies and ~~University (College)'s~~ University's rules regarding financial exigency.

6.2 University (College) Property. All personal property (excluding vehicle(s) provided through the ~~_____~~ Vandal Wheels program), material, and articles of information, including, without limitation, keys, credit cards, personnel records, recruiting records, team information, films, statistics or any other personal property, material, or data, furnished to Coach by the University ~~(College)~~ or developed by Coach on behalf of the ~~University (College)~~ or at the ~~University (College)'s~~ University's direction or for the ~~University (College)'s~~ University's use or otherwise in connection with Coach's employment hereunder are and shall remain the sole property of the University ~~(College)~~. Within twenty-four (24) hours of the expiration of the term of this Agreement or its earlier termination as provided herein, Coach shall immediately cause any such personal property, materials, and articles of information in Coach's possession or control to be delivered to the Athletics Director.

6.3 Assignment. Neither party may assign its rights or delegate its obligations under this Agreement without the prior written consent of the other party.

6.4 Waiver. No waiver of any default in the performance of this Agreement shall be effective unless in writing and signed by the waiving party. The waiver of a particular breach in the performance of this Agreement shall not constitute a waiver of any other or subsequent breach. The resort to a particular remedy upon a breach shall not constitute a waiver of any other available remedies.

6.5 Severability. If any provision of this Agreement is determined to be invalid or unenforceable, the remainder of the Agreement shall not be affected and shall remain in effect.

6.6 Governing Law. This Agreement shall be subject to and construed in accordance with the laws of the state of Idaho. Any action based in whole or in part on this Agreement shall be brought in the courts of the state of Idaho.

6.7 Oral Promises. Oral promises of an increase in annual salary or of any supplemental or other compensation shall not be binding upon the University ~~(College)~~.

6.8 Force Majeure. Any prevention, delay or stoppage due to strikes, lockouts, labor disputes, acts of God, inability to obtain labor or materials or reasonable substitutes therefor, governmental restrictions, governmental regulations, governmental controls, enemy or hostile governmental action, civil commotion, fire or other casualty, and other causes beyond the reasonable control of the party obligated to perform (including financial inability), shall excuse the performance by such party for a period equal to any such prevention, delay or stoppage.

6.9 Confidentiality. This Agreement and all documents and reports Coach is required to produce under this Agreement may be released and made available to the public by the University ~~(College)~~.

6.10 Notices. Any notice under this Agreement shall be in writing and be delivered in person or by public or private courier service (including U.S. Postal Service Express Mail) or certified mail with return receipt requested. All notices shall be addressed to the parties at the following addresses or at such other addresses as the parties may from time to time direct in writing:

the University ~~(College)~~: _____ Director of Athletics
 _____ University of Idaho
 _____ 875 Perimeter Drive, MS 2302
 _____ Moscow, Idaho 83844-2302

with a copy to: ~~Chief Executive Officer~~ Office of the President
 _____ University of Idaho
 _____ 875 Perimeter Drive, MS 3151
 _____ Moscow, Idaho 83844-3151

Coach: _____ Carrie Eighmey
 Last known address on file with
 _____ University (College)'s University's Human Resource Services

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

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

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

6.13 Non-Use of Names and Trademarks. Coach shall not, without the University (College)'s University's prior written consent in each case, use any name, trade name, trademark, or other designation of the University ~~(College)~~ (including contraction, abbreviation or simulation), except in the course and scope of official University ~~(College)~~ duties.

6.14 No Third Party Beneficiaries. There are no intended or unintended third party beneficiaries to this Agreement.

6.15 Entire Agreement; Amendments. This Agreement constitutes the entire agreement of the parties and supersedes all prior agreements and understandings with respect to the same subject matter. No amendment or modification of this Agreement shall be effective unless in writing, signed by both parties, and approved by the Board if required under Board Policy II.H.

////

6.16 Opportunity to Consult with Attorney. Coach acknowledges that Coach has had the opportunity to consult and review this Agreement with an attorney. Accordingly, in all cases, the language of this Agreement shall be construed simply, according to its fair meaning, and not strictly for or against any party.

University (College)

Coach

Signature: _____

Printed Name: _____: C.

Scott Green

Chief Executive Officer

Date: _____:

Signature: _____

Printed Name: _____:

Carrie Eighmey

Date: _____ Date:

~~Approved by the Idaho State Board of Education on the _____ day of _____, 20__.~~

~~[*Note: Multiyear employment agreements requiring Board approval are defined Board Policy II.H.]~~

Attachment 3

**Four-Year History of University's Academic Progress Rate (APR)
& National Average APR for Women's Basketball**

Four-Year History of University's APR

Year	APR for Year	Four-Year History APR
2021-2022	1000	990
2020-2021	1000	991
2019-2020	1000	986
2018-2019	963	986

National Average APR = 982

Attachment 4
Big Sky Conference Base Salaries & Incentive Payments

ATTACHMENT 4

School	Base	Supplemental	Total
Idaho	\$ 120,016.00	\$ 148,500.00	\$ 268,516.00
Eastern Washington	\$ 130,000.00	\$ 115,000.00	\$ 245,000.00
Idaho State	\$ 130,000.00	\$ 96,000.00	\$ 226,000.00
Northern Arizona	\$ 156,818.00	\$ 133,000.00	\$ 289,818.00
Portland State	\$ 145,000.00	\$ 47,500.00	\$ 192,500.00
Montana State	\$ 185,711.00	\$ 284,000.00	\$ 469,711.00

IDAHO STATE BOARD OF EDUCATION

Athletic Director-Coach Contract Checklist

To be Submitted by Institutions with Employment Agreements Requiring Board Approval*

[* Board approval is required for contracts longer than three years or for any contracts with total annual compensation of \$350,000 or higher. See Board Policy II.H.]

Institution: University of Idaho

Name of employee and position: Carrie Eighmey, Head Women's Basketball Coach

Date of submission to State Board Office:

Proposed effective date of employment agreement: The contract runs from 5/1/2023 – 4/30/28. The contract becomes effective when both parties have signed it.

- The proposed contract has been reviewed to ensure compliance with Board Policy II.H.
- The proposed contract has been reviewed by institution general counsel

Supporting Documents (Check and attach all that apply): [All required items need to be provided either within the agenda item cover sheet, or as attachments to the agenda item.]

- A summary of all supplemental compensation incentives
- Quantification of the maximum potential annual compensation (i.e. base salary plus maximum incentive pay)
- Employment agreement—clean version
- Employment agreement—redline version comparing contract to Board-approved model contract (model contract is available on Board website <http://boardofed.idaho.gov>)
- Employment agreement—redline version (for current coaches receiving new contracts) comparing proposed employment agreement to current agreement
- In the case of NCAA institutions, a 4-year history of the institution's Academic Progress Rate (APR) raw scores and national average APR scores for the applicable sport.
- A schedule of base salaries and incentive payments of all other same sport coaches in the institution's conference
- Documentation/description of how the institution determined the proposed liquidated damages amount(s), and a summary of publically-available liquidated damages and buyout provisions for coaches of the same sport at the other public institutions in the conference.

Notes/Comments (provide explanation of any items/boxes which were not checked or other key points for Board consideration): Unchecked box is N/A; this is Coach Eighmey is a new coach.

Point of contact at Institution (phone number, email address): Garrett Haldeman, Associate Athletic Director, Business, 208-885-0247, garretth@uidaho.edu.

CONSENT
October 18, 2023

SUBJECT

Data Management Council Appointments

REFERENCE

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 reappointed Grace Anderson, Lindsey Brown, Chris Campbell, Todd King, Heather Luchte, Cathleen McHugh, and Scott Thomson to the Data Management Council. The Board appointed Shari Ellertson to the Data Management Council.
June 2023	The Board appointed Nashea Noble 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. Idaho Code § 33-133 defines the state "data system" to include the state's elementary, secondary, and postsecondary longitudinal data. The SLDS consists of three areas of data and is referred to as EASI (the Education Analytics System of Idaho). EASI is a P-20W system consisting of P-12, postsecondary, and workforce data. The P-12 data is commonly referred to as the Idaho System for Educational Excellence (ISEE), the postsecondary data is referred to as the Postsecondary Measures of Academic Progress (PMAP), and the labor data (managed by the Department of Labor) is referred to as the Idaho Labor Market Information (ILMI).

There are 13 seats on the Council representing the following constituencies:

- a. Two representatives from the Office of the State Board of Education;

CONSENT
October 18, 2023

- 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.

Two K-12 seats are currently vacant due to career changes by two members. Applications for these vacancies were sought. Four applications were received and two were recommended by the Council for appointment.

IMPACT

If the Board appoints the recommended candidates, William Goodman and Scott Woolstenhulme, to the Council, all 13 seats on the Data Management Council will be filled. If the Board does not appoint the recommended candidates, the council will reopen the application.

ATTACHMENTS

- Attachment 1 – Data Management Council Current Membership Roster
- Attachment 2 – William Goodman Interest & Resume
- Attachment 3 – Scott Woolstenhulme Interest & Resume

STAFF COMMENTS AND RECOMMENDATIONS

The Data Management Council considered the applications during a meeting in August. Based on several factors including their experience with student data, the Council voted to recommend William Goodman to the Board for appointment as the K-12 urban representative and Scott Woolstenhulme as the K-12 at-large representative. Staff recommends approval.

BOARD ACTION

I move to approve the appointment of William Goodman to the Data Management Council as the K-12 urban district representative commencing immediately and ending June 30, 2024.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

CONSENT
October 18, 2023

I move to approve the appointment of Dr. Scott Woolstenhulme to the Data Management Council as the K-12 at-large district representative commencing immediately and ending June 30, 2024.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Data Management Council Membership

August 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, 2023 – June 30, 2025

Chris Campbell (DMC Vice-Chair)

Chief Technology Officer

Idaho State Board of Education

Member since 2015

Term: July 1, 2023 – June 30, 2025

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, 2023 – June 30, 2025

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

Nashea Noble

*Institutional Data Analyst,
Planning & Effectiveness*

North Idaho College

Member since 2023

Term: June 21, 2023 – June 30, 2024

Public Postsecondary Institution Registrar

Dr. Lindsey Brown

University Registrar

University of Idaho

Member since 2022

Term: July 1, 2023 – June 30, 2025

State Department of Education

Ayaka Nukui

Director of Accountability

State Department of Education

Member since 2022

Term: June 14, 2022 – June 30, 2024

Public Postsecondary Institutions

At-Large School District

VACANT POSITION

Rural District

Scott Thomson

Executive Director

North Idaho STEM Charter Academy

Member since 2019

Term: July 1, 2023 – June 30, 2025

Urban District

VACANT POSITION

Division of Career Technical Education

Heather Luchte (DMC Secretary)

Chief Performance and Accountability Officer

Division of Career Technical Education

Member since 2014

Term: July 1, 2023 – June 30, 2025

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: July 1, 2023 – June 30, 2025



The Independent School District of Boise City

8169 W. Victory Road
Boise, Idaho 83709

(208) 854-4000
Fax (208) 854-4008

William Goodman
8169 W. Victory Road
Boise, ID 83709

June 8, 2023

Doug Armstrong
650 W. State Street #307
Boise, Idaho 83702

Mr. Armstrong:

I am currently seeking the position of urban district representative on the Idaho State Board of Education Data Management Council.

I started my career as a teacher in the Bruneau – Grand View Joint School District, and towards the end of that same year I was named District Technology Coordinator. As Technology Coordinator I was responsible for all data systems. I implemented the district's first student information system, the district's first learning management system, and built the process for submitting our ISEE data when the new data collection was started. I was responsible for collecting, analyzing, reporting and utilizing data in the district. This included instructing teachers in the use of data for their classrooms, and supporting all our disparate business systems. I also rebuilt or oversaw the updating of the entire district infrastructure including recabling all buildings, replacing most switches and routers, replacing most servers, updating the level of technology integration, installing a new phone system, installing camera systems, computerizing the heating and cooling system, replacing the copiers, and installing a computerized door lock system. In the district I served as a teacher, technology coordinator, athletic director, coach, mentor teacher, building Principal, and interim superintendent. I held many of the jobs simultaneously.

In 2012 I moved to work for the Mountain Home School District as their Director of Technology. As the Director of Technology for the District I oversaw the student information system, implemented the district's first instructional management system to provide student data to teachers, oversaw the ISEE reporting, rebuilding of all server, rebuilt the entire network, and the roll out of a K-6 one-to-one program. I also worked with teachers to help them utilize data throughout their practice.

In 2015 I briefly went to work for the State Department of Education as the Chief Technology Officer. I led the data department and ISEE teams.

I currently serve as the administrator of technology for the Boise School District. I oversee all data collection, the data departments, and ISEE reporting. I am currently leading the implementation of the district first data dashboard and data warehouse with the goal of providing actionable data to students, parents, teachers, community stakeholders, and administrators.

I also serve as an Idaho Education Technology Association board member, and as a state representative on the U.S. Department of Education's National Forum on Education Statistics. I have also served in several state and national committees including as vice chairman of the Education Opportunity Resource Committee, the Idaho Council for Technology and Learning's Public Education Information Committee, facilitator of the Legislative Broadband Access Study Interim Committee, was invited by the Federal

"Educating Today For a Better Tomorrow"

An Equal Opportunity Employer-Educator

Communications Commission to participate and testify in the E-rate Modernization process, and have served on various other state work-groups and committees.

Through my various positions I have gained a wealth of experience in the collection and utilization of data in K-12 school systems. I believe I would be a great addition to the council and be able to provide support to the council and state.

Sincerely,

A handwritten signature in blue ink, appearing to read "W. Goodman", with a long horizontal flourish extending to the right.

William Goodman

E-MAIL: WILL.GOODMAN@BOISESCHOOLS.ORG

WILLIAM A. GOODMAN

OBJECTIVE

Seeking a position on the Idaho State Board of Education Data Management Council

POST SECONDARY EDUCATION

Master of Education

University of Idaho Moscow, ID Graduated: May 2011

- Major Emphasis: Educational Leadership
 - Areas of Certification: School Principal Pre-K – 12

Bachelor of Science in Secondary Education

University of Idaho Moscow, ID Graduated: May 2004

- Major Emphasis: Social Science
- Minor Emphasis: Political Science
 - Areas of Certification: History, Government, Economics, Geography, Anthropology, Psychology, and Sociology.

EDUCATION WORK EXPERIENCE

Boise School District (2021 – Present)

Boise, ID

Administrator of Information Technology (2021 – Present)

- Lead the research, development, evaluation, and implementation of the integration of technology into the educational environments of the organization.
- Lead and oversee the development of technology solutions to support curriculum development and adoption.
- Design and implement evaluative measures for the effectiveness of technology as a support to teaching and learning.
- Supervise, mentor, and evaluate the Instructional Technologists, Field Techs, and Help Desk units.
- Oversee data collection, reporting, analysis, and utilization at the student, teacher, and district level.
- Manage fiscal resources and vendor contracts/relationships.

Idaho Digital Learning Alliance (2019 – 2021)

Boise, ID

District of District Programs (2019 – 2021)

- Provide leadership in the development, evaluation and implementation of educational solutions with school districts, state entities, and private businesses.
- Collaborate and develop implementation and integration plans for IDLA programs into districts statewide.
- Assist in increasing awareness of IDLA programs through relationships established by traveling throughout the state, by public presentation, and through relationships with state and national leaders in education.

Mountain Home School District (2012 – 2019)

Mountain Home, Idaho

District of Operations (2017 – 2019)

- Oversee the finance, technology, maintenance, transportation, food service, and duplication departments.
- Maintain the district's servers, computers, switches, routers, wireless access points, and various softwares.
- Prepare and oversee the district budget
- Chair the district technology committees, and finance committees
- Oversee data collection, reporting, analysis, and utilization at the student, teacher, and district level.
- Act as complaint hearing officer

District of Technology (2012 – 2017)

- Oversee the Planning, maintenance, budgeting, and installation of district technologies.
- Maintain the district's servers, computers, switches, routers, wireless access points, and various softwares.
- Oversee technology staff.
- Chair the District Technology Committees.

- Oversee data collection, reporting, analysis, and utilization at the student, teacher, and district level.

Teacher of Social Sciences (2012)

- 2012-2012 Teacher High School classes in US History, and Government.

Idaho State Department of Education (2015)

Boise, Idaho

Chief Technology Officer (2015)

- Oversee the planning, maintenance, budgeting, installation, and maintenance of department technologies.
- Oversee the development and maintenance of department applications.
- Oversee statewide technology programs.
- Oversee technology staff.
- Server on Idaho Data Management Council

Bruneau – Grand View Joint School District (2004 – 2011)

Grand View, Idaho

District Technology Coordinator (2005 – 2011)

- Oversee the Planning, maintenance, budgeting, and installation of district technologies.
- Maintain the district's servers, computers, switches, routers, wireless access points, and various softwares.
- File all Erate forms.
- Oversee technology staff.
- Chair the District Technology Committee.
- Oversee data collection, reporting, analysis, and utilization at the student, teacher, and district level.

Building Administrator (2008 – 2011)

- 2008-2010 Athletic Director responsible for all athletic budgets, schedules, coach evaluations, student issues, and IHSAA reporting.
- 2010-2011 Assistant Principal responsible for completing tasks as assigned by the building principal.
- 2011 Principal responsible for staff management, evaluations, student learning, parental contact, and building management.

Teacher of P.E., Health, Business Technology, and Social Sciences Classes. (2004 - 2011)

- 2004-2005 Teacher elementary P.E. and Health.
- 2005-2011 Teacher Junior High and High School classes in Geography, World History, US History, Social Science, Human Heritage, and Psychology.
- 2010-2011 Teacher Computer Applications, Web Design, Introduction to Computers, and Introduction to Information Technologies.
- 2010-2011 District Mentor Teacher. Trained in the New Teacher Center Mentor program. Responsible for assisting and mentoring new teachers.

COMMITTEES AND WORKGROUPS

Idaho Education Technology Association (IETA)

- (2016 – Present) Special Board Member, (2012 – 2016) President, (2010 – 2012) Region III Representative

US Department of Education's National Forum on Education Statistics

- (2016 – Present) State Representative

Idaho Education Opportunity Resource Committee

- (2016 – 2019) Vice Chair

Idaho Legislative Broadband Access Study Interim Committee

- (2015) Facilitator

Federal Communication Commission E-Rate Modernization Workshop

- (2014) Education Technology Experts Roundtable Participant

Idaho Council for Technology and Learning's Public Education Information Committee

- (2006 – 2008) Representative

REFERENCES

Coby Dennis

- Boise School District Superintendent, (208) 854-4000, coby.dennis@boiseschools.org

Ryan Gravette

- Director of Technology for Idaho Digital Learning, (208) 989-5758, ryan.gravette@idla.k12.id.us

James Gilbert

- Mountain Home School District Superintendent, (208) 587-2580, gilbert_jg@mtnhomesd.org

B  **NNEVILLE**
JOINT SCHOOL DISTRICT NO. 93
Designing Success for Every Student

3497 North Ammon Road, Idaho Falls, Idaho, 83401 ★ (208) 525-4400 ★ Fax (208) 557-6800 ★ www.d93schools.org

Dr. Scott Woolstenhulme, Superintendent

Monday, June 19, 2023

Dear Mr. Armstrong,

I am writing to express my interest in serving on the Data Management Council of the State Board of Education.

I have worked closely with Idaho's Statewide Longitudinal Data System (SLDS) since its inception in 2010. Over that time I have helped to oversee all aspects of the reporting system from Bonneville School District as I served in various capacities, including Superintendent, Director of Human Resources, Director of Technology, and Director of School Improvement. I continue to work with CLDS and ISEE reporting frequently.

I also have extensive background in data access and security, overseeing the implementation of security protocols for student personally identifiable information following the passage of 33-133 in 2014. I regularly guide our District's responses to public records requests, including those that may involve student or employee data. And, I have also been on the other side, requesting permission to use key information to research and publish findings about student learning outcomes as I earned my doctoral degree in Education Technology.

If you feel that my experience and education would be a benefit to this committee, then I am happy to serve on it.

Sincerely,



Dr. Scott G Woolstenhulme
Superintendent of Schools
Bonneville Joint School District 93

Board of Trustees ★ Chad Dance ★ Paul Jenkins ★ Carissa Coats ★ Randy Smith ★ Mindy Clayton

Scott G Woolstenhulme, EdS

3497 N Ammon Road, Idaho Falls, ID 83401 • (208) 525-4400 • woolstes@d93mail.com

Career Objective

Key Competencies

Administrative Experience

To lead a school culture where everyone takes collective responsibility to ensure every student feels safe, connected, and cared for and learns at high levels.

- Leading collaborative teams
- Building relationships
- Communicating effectively
- Strategic planning
- Building relationships
- Using data to improve instructional planning and decision-making

Bonneville Joint School District 93

Superintendent of Schools

March 2019- present

- 13,500 students enrolled in 25 different schools
- Led staff of 1,700 employees with an annual operating budget of \$100,000,000
- Led communications and public relations team to increase community understanding, trust, and support
- Fostered school culture based on the cornerstones of integrity, teamwork, positivity, and learning and literacy
- Supported principals, schools, and support services staff to implement the principles of Professional Learning Communities to improve adult and student learning.
- Led strategic plan to improve student learning including growth in K-3rd grade reading outcomes, improved graduation rates, and growth on state achievement tests
- Worked collaboratively to develop school and district-level plans to design support for student and adult social-emotional learning and support including system to report areas of concerns

Assistant Superintendent

June 2015 – February 2019

- Developed and directed district strategic improvement plan
- Oversaw expansion of dual credit program
- Developed and implemented policy changes
- Directed state and federal reporting
- Implemented systems to collect, report, and analyze feedback on district key performance indicators

Director of Human Resources

June 2016 – February 2019

- Guided principals and supervisors in staff hiring, discipline, and termination
- Innovated processes for recruiting and retaining qualified staff
- Directed staff evaluations
- Restructured department to provide more effective service
- Developed electronic forms to improve operational efficiency
- Developed Individual Professional Learning Plans for instructional staff
- Chaired district committees (Insurance, Stipend, Leadership Premium, Master Teacher, Criminal History Check, Sick Leave Bank)
- Developed model for equitably distributing certified FTE positions to schools
- Established goals and process for reorganizing school boundaries

June 2011- June 2016

Director of Technology

- Planned policy and infrastructure for Bring Your Own Device initiative
- Implemented 1:1 mobile device initiative in 1st - 6th grades
- Led implementation of Google Apps for Education and *Renaissance School of Excellence Program*
- Provided classes on technology integration
- Developed standards for evaluating protection of student data privacy
- Adopted instructional management system to provide systematic support and interventions for students
- Restructured district website to improve patron and community engagement
- Implemented system for online forms and document retention
- Planned and oversaw budget for Technology Department

Director of School Improvement & Assessment

June 2010 – February 2019

- Led district and school improvement planning
- Planned and directed district assessment program including common formative assessments, benchmark assessments, and student learning objectives
- Analyzed district and school achievement results to guide improvement
- Established district benchmark goals for student achievement
- Led professional development to improve assessment literacy
- Developed online tool to provide formative feedback to teachers from classroom walkthroughs

Principal, Cloverdale Elementary School

June 2009- June 2010

- Supervised and evaluated staff of 25 teachers with additional support personnel
- Planned and evaluated interventions for struggling students
- Analyzed student learning results to guide plan for improvement
- Developed Positive Behavior Supports program
- Implemented interventions to provide literacy intervention

Assistant Principal, Hillcrest High School

August 2004- June 2009

- Assisted with supervision and evaluation of 60 teachers and support personnel
- Innovated behavior interventions to improve outcomes of student discipline
- Guided efforts to improve parental engagement and involvement
- Supervised extracurricular activities to improve sportsmanship
- Created recognition programs for student achievements
- Developed processes to improve staff collaboration

Education**BOISE STATE UNIVERSITY, Boise, ID***Doctor of Education, Educational Technology November 2018*

- Dissertation: [How Teachers May Influence the Impact of Computer Adaptive Instruction: A Mixed-Methods Analysis of Implementing Lexia Core5 in Second-Grade Classrooms](#)

IDAHO STATE UNIVERSITY, Pocatello, ID*Education Specialist, Education Leadership May 2008***IDAHO STATE UNIVERSITY, Pocatello, ID***Master's, Education Leadership December 2003***BRIGHAM YOUNG UNIVERSITY, Provo, UT***Bachelor of Arts, English Teaching June 1997*

- Minor: Japanese

Competencies

- ♦ Advanced skills in Microsoft Office, including Excel
- ♦ Google Certified Educator
- ♦ Survey and data analysis with Qualtrics, Survey Monkey, SPSS, and spreadsheets
- ♦ Professional Certification, Qualtrics

Awards and Honors

- ♦ District 'Rilla Award for Excellence, Silverback Learning
- ♦ District Run Smarter Award, Laserfiche
- ♦ Regional Teacher of the Month, Eastern Idaho Elks Club
- ♦ Teacher of the Year, Shelley High School

Conference Presentations

- ♦ "Leveraging Technology to Build Community Understanding, Trust, and Support" *National RTM Summit, National School Public Relations Association, Idaho School Boards Association*
- ♦ "Why Public Schools Still Matter" *PMI East Idaho Professional Development Day*
- ♦ "Instructional Management Software: Unlocking the Potential of Professional Learning Communities," *Silverback Summit 2015 and 2016*
- ♦ "Protecting Student Privacy with Online Software," *Idaho Education Technology Association Conference, 2015*
- ♦ "How Technology Really Impacts Student Learning," *Idaho STEM Conferences keynote, 2015*
- ♦ "Formative Assessments with Edify Learning," *Silverback Summit 2016*
- ♦ "Effective Instructional Management Systems," Presentation to Idaho Senate and House Education Committees

**CONSENT
OCTOBER 18, 2023**

IDAHO DIVISION OF VOCATIONAL REHABILITATION

SUBJECT

Idaho State Rehabilitation Council Membership

REFERENCE

April 2018	Board appointed two current members to the Council and one new member.
June 2018	Board appointed two members to the Council.
August 2018	Board appointed one new member and re-appointed a former member to the Council.
June 2019	Board appointed three new members to the Council.
August 2019	Board appointed one new member to the Council.
October 2019	Board appointed one new member to the Council.
April 2020	Board appointed one new member and re-appointed two members to the Council.
June 2020	Board appointed four new members and re-appointed one member to the Council.
October 2020	Board appointed two new members to the Council.
June 2021	Board appointed one new member and re-appointed four members to the Council.
August 2021	Board appointed two new members to the Council.
October 2021	Board appointed one new member to the Council.
December 2022	Board appointed three new members to the Council.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section IV.G.
Idaho Code § 33-2202
Idaho Code § 33-2303
Code of Federal Regulations 34 CFR § 361

BACKGROUND/DISCUSSION

Code of Federal Regulations (34 CFR § 361.17) sets out the requirements for the State Rehabilitation Council, including the appointment and composition of State Rehabilitation Councils. The regulations require members of state councils to be appointed by the Governor or, in the case of a state that under State law vests authority for the administration to an entity other than the Governor, the chief officer of that entity. Idaho Code § 33-2303 designates the State Board for Career Technical Education as that entity. Idaho Code § 33-2202 designates the State Board of Education as the State Board for Career Technical Education “for the purpose of carrying into effect any acts by Congress “affecting vocational rehabilitation.”

Further federal regulations establish that the Council must be composed of at least fifteen (15) members, including:

CONSENT
OCTOBER 18, 2023

- i. At least one representative of the Statewide Independent Living Council, who must be the chairperson or other designee of the Statewide Independent Living Council;
- ii. At least one representative of a parent training and information center established pursuant to section 682(a) of the Individuals with Disabilities Education Act;
- iii. At least one representative of the Client Assistance Program established under 34 CFR part 370, who must be the director, or another individual recommended by the Client Assistance Program;
- iv. At least one qualified vocational rehabilitation counselor with knowledge of, and experience with vocational rehabilitation programs who serves as an ex officio, nonvoting member of the Council if employed by the designated State agency;
- v. At least one representative of community rehabilitation program service providers;
- vi. Four representatives of business, industry, and labor;
- vii. Representatives of disability groups that include a cross section of (A) Individuals with physical, cognitive, sensory, and mental disabilities; and (B) Representatives of individuals with disabilities who have difficulty representing themselves or are unable due to their disabilities to represent themselves;
- viii. Current or former applicants for, or recipients of, vocational rehabilitation services;
- ix. In a State in which one or more projects are carried out under section 121 of the Act (American Indian Vocational Rehabilitation Services), at least one representative of the directors of the projects;
- x. At least one representative of the State educational agency responsible for the public education of students with disabilities who are eligible to receive services under this part and part B of the Individuals with Disabilities Education Act;
- xi. At least one representative of the State workforce investment board; and
- xii. The director of the designated State unit as an ex officio, nonvoting member of the Council.

Additionally, Federal Regulations specify that a majority of the council members must be individuals with disabilities who meet the requirements of 34 CFR § 361.5(b)(28) and are not employed by the designated State unit. Members are appointed for a term of no more than three (3) years, and each member of the Council may serve for not more than two consecutive full terms. A member appointed to fill a vacancy occurring prior to the end of the term must be appointed for the remainder of the predecessor's term. A vacancy in membership of the Council must be filled in the same manner as the original appointment, except the appointing authority may delegate the authority to fill that vacancy to the remaining members of the Council after making the original appointment.

The Council currently has one (1) reappointment for Board consideration. The

CONSENT
OCTOBER 18, 2023

Council is recommending the reappointment of Randi Cole as representative of the Idaho State Department of Education.

IMPACT

The reappointment will maintain compliance with CFR 34 Part 361.16 and result in fifteen (15) total members. The state department representative is required under the referenced section.

ATTACHMENTS

- Attachment 1 – Current Council Membership
- Attachment 2 – Nomination Form
- Attachment 3 – Cole Resume

STAFF COMMENTS AND RECOMMENDATIONS

The requested appointment meets the provisions of Board policy IV.G. State Rehabilitation Council, and the applicable Federal regulations.

Staff recommends approval.

BOARD ACTION

I move to re-appoint Randi Cole as a representative of the Client Assistant Program for a three-year term, effective immediately through October 18, 2026.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

SRC Membership Composition

Members Shall Represent	Representation Required	Name	Region	Term	Term Ends	Voting Member	#	
Former Applicant or Recipient of VR services	Minimum 1	Mark Reinhardt	Treasure Valley	1st	12/20/2025	Yes	1	
		Stephanie Taylor-Thompson	Idaho Falls	1st	08/25/2024	Yes	2	
Parent Training & Information Center	Minimum 1	Sarah Gornik	Treasure Valley	2nd	6/30/2024	Yes	3	
Client Assistant Program	Minimum 1	Nancy Grant	Treasure Valley	1st	Effective 12/21/2022 No term limit	Yes	4	
Vocational Rehabilitation Counselor	Minimum 1	David White	Treasure Valley	1st	06/30/2024	No	5	
Community Rehabilitation Program	Minimum 1	Pam Harris	Coeur d'Alene	1st	06/30/2024	Yes	6	
Business, Industry and Labor	Minimum 4	Diana Colgrove	Coeur d' Alene	1st	12/20/2025	Yes	7	
		Darin Lindig	Treasure Valley	2nd	05/31/2024	Yes	8	
		Vacant						
		Vacant						
Disability Groups	No minimum or maximum	Vacant						
		Tim Blonsky	Treasure Valley	1st	08/25/2024	Yes	9	
		Dave Maxwell	Treasure Valley	2nd	05/31/2025	Yes	10	
		Vacant			Vacated 08/31/2023			
State Independent Living Council	Minimum 1	Jami Davis	Treasure Valley	1st	10/20/2024	Yes	11	
Department of Education	Minimum 1	Randi Cole	Treasure Valley	2 ND Term Reappointment Pending	08/31/2023	No	12	
Director of Vocational Rehabilitation	Minimum 1	Jane Donnellan	Treasure Valley	No end date		No	13	
Idaho's Native American Tribes	Minimum 1	Ramona Medicine Horse	Blackfoot	No end date		Yes	14	
Workforce Development Council	Minimum 1	James Pegram	Treasure Valley	1st	06/30/2024	Yes	15	



STATE REHABILITATION COUNCIL NOMINATION FORM

Nominee's Name: Randi G. Cole

Please explain why you would like to serve on the State Rehabilitation Council

I would like to continue to support the communication efforts between education services and adult services for students and persons with disabilities. I want to continue to advocate to increase the collaboration of services between education and adult services to improve the employment outcomes for persons with disabilities.

What Boards, Commissions, Councils, or Task Forces, etc., have you previously, or currently served on?

Name: ID Interagency Council on Secondary Transition Term Date: Current

Name: _____ Term Date: _____

Name: _____ Term Date: _____

Name: _____ Term Date: _____

How many hours per month would you be able to commit to State Rehabilitation Council activities?

- 1 to 3 hours
- 4 to 6 hours
- 7 to 9 hours
- 10 or more hours

CFR 361.17(c)(1) Requires a majority of the Council members be individuals with disabilities. While your disclosure is voluntary, it would be a benefit to the Council in determining membership compliance.

Disability

- Yes
- No

Randi Greear Cole

Education

December 2003 | **M.Ed., Boise State University**

- Special Education, Exceptional Child Endorsement
- Special Education, Consulting Teacher Endorsement
- Social Studies Endorsement
- Psychology Endorsement

Experience

July 2020- Present | **Special Education Secondary Transition Coordinator**
Idaho State Department of Education | 650 West State St., Boise, ID 83702

Special Education Secondary Transition Coordinator for Kuna School Idaho State Department of Education. Consult and train Special Education staff, including Special Education Directors, teachers, and other Special Education Staff. Collaborate with other state agencies, councils, and working groups to further connections, opportunities, and outcomes of students with disabilities.

August 2017 – July 2020 | **Special Education Consulting Teacher**
Kuna School District | 711 E. Porter St., Kuna, ID 83634

Special Education Consulting Teacher for Kuna School District. Consult and train Special Education staff, including teachers, paraprofessionals, SLPs, and general education teachers. Consultation and training areas include Special Education procedures, best practices, and law. Coordinate with teams to complete file reviews to meet state regulations, work with staff to complete behavior assessments and plans, coordinate with teams work through MTSS processes at all levels. Collaborate with administrators and consulting teachers in surrounding districts to increase knowledge and gather information to build/strengthen KSD Special Education.

August 2013 – August 2017 | **Special Education Teacher**
Kuna High School | 637 E. Deer Flat Rd., Kuna, ID 83634

Special Education Teacher (Reading/Writing, Math, Transition, Social Skills, Academic Support), Case Manager (write and implement IEP's for 9-12 Special Education students). Special Education Department Chair (train and supervise Special Education staff, represent department in Student Leadership Team, maintain/supervise department budget), Mentor Teacher (mentor/guide new teachers in their first two years), Consulting Teacher (supervise student teachers), MTSS committee member, Para Academy Instructor.

June 2016 – June 2019 | **PREP Program Lead Teacher**

Boise State University | 1910 University Dr., Boise, ID 83725

Lead teacher for college preparation program for students with disabilities (partnership between Boise State University and Idaho Department of Transition). Supervise daily activities, Co-teach college preparation courses, supervise/train/advise Mentors.

August 2010 – August 2015 | Adjunct Professor

Boise State University | 1910 University Dr., Boise, ID 83725

Teach ED SPED 332, Language Arts for Students with Disabilities in an online forum (Fall 2010). ED CIFS 509 Curriculum, Instruction and Assessment Grades 6-12.

January 2009 – December 2010 | Adjunct Professor

College of Western Idaho | 5500 E. Opportunity Dr., Nampa, ID 83687

Teach a variety of introductory education courses in a classroom setting. EDUC 204, Families, Communities, and Culture. EDUC 205, Developmental and Individual Differences.

December 2000 – June 2013 | Special Education Teacher

Nampa Senior High School | 203 Lake Lowell Ave., Nampa, ID 83686

Special Education Teacher (Reading/Writing, Math, Transition, Social Skills, Academic Support, Extended Resource), Case Manager (write and implement IEP's for 9-12 Special Education students), Department Chair (train and supervise Special Education staff), Mentor Teacher (mentor/guide new teachers in their first two years), Instructional Coach (train and guide all new teachers and experienced teachers as needed).

March 2005 – May 2009 | Faculty

University of Phoenix, Idaho Campus | 1422 S. Tech Lane, Meridian, ID 83642

Teach a variety of Teacher Education courses and a General Education introduction class in a FlexNet setting (first/last class in a classroom, remainder online).

August 1998 – August 2000 | Developmental Specialist

Community Partnerships of Idaho | 3076 N. Five Mile Rd., Boise, ID 83713

Work with children with disabilities by providing developmental therapy to assist them in reaching developmental milestones and working toward independence. Evaluate children and develop Service Plans addressing goals and objectives for therapy. Supervise and train staff working with children in a therapeutic setting.

**CONSENT
OCTOBER 18, 2023**

DIVISION OF CAREER TECHNICAL EDUCATION (DIVISION)

SUBJECT

Limited Occupational Specialist Certificate Extension

REFERENCE

August 2017	The Division of Career Technical Education provided information about its first InSpIRE Cohort group during the Divisions annual progress report presentation, including information that some participants will need a one-year certificate extension in order to achieve the minimum of a Standard Occupational Specialist (SOS) Certificate upon renewal.
June 2018	The Board approved a waiver of IDAPA 08.02.02.015.06.b for one year for individuals participating in the first InSpIRE Cohort.
August 29, 2019	Board approved the waiver of IDAPA 08.02.02.015.06.b for one year for J. Young and J. Collier, extending the time to complete LOS requirements.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section VII.C.
Idaho Code § 33-1204
Idaho Administrative Code (IDAPA) 08.02.02.015.04.c.

BACKGROUND/DISCUSSION

Individuals coming from the private sector into the career technical education (CTE) teaching profession are awarded a Limited Occupational Specialist (LOS) certification for up to three (3) years while they meet the necessary requirements to obtain a Standard Occupational Specialist teaching certification.

Pursuant to IDAPA 08.02.02.015.04.c, Limited Occupational Specialist (LOS) Certificates are issued one-time for a three-year validity period. It is during this three-year period that successful applicants must complete one of two pathways. Pathway I requires the completion of identified coursework, and Pathway II requires completion of the Division's cohort training program. At the successful completion of the chosen pathway, the teacher is eligible to be awarded a standard occupational specialist certificate. The standard certificate is a five-year renewable certificate.

In July 2020, Brian Krupp, an Idaho educator with a standard instructional certificate endorsed to teach Earth and Space Science and Natural Science, working in the Cassia County School District applied for a LOS Certificate and was approved to be endorsed in the following CTE program areas:

CONSENT
OCTOBER 18, 2023

- 0151 CTE OS – Ornamental Horticulture (6-12)
- 0152 CTE OS – Plant and Soil (6-12)
- 0175 CTE OS – Ecology and Natural Resource Management (6-12)

Mr. Krupp's LOS certificate expired August 31, 2023. Extenuating circumstances prevented Mr. Krupp from completing all of the requirements associated with the LOS Certificate.

- The LOS certificate was approved near the beginning of the pandemic, making one course requirement difficult to access.
- A change in Mr. Krupp's teaching assignment, returning him to primarily science assignments no longer made it necessary for him to earn the standard occupational specialist certificate, as he was no longer teaching in the CTE program. His effort to meet requirements for renewable certification ceased at that time.

During the 2022-2023 school year, Cassia County School District appointed a new CTE Administrator who has actively worked with Cassia Alternative High School to give students access to CTE offerings. This change in focus at the school where Mr. Krupp's works now makes it necessary for him to retain an occupation specialist certification so that he is available to teach in the CTE programs.

IMPACT

Approval of this request would add one year to Mr. Krupp's LOS Certificate with validity dates of 9/1/2023-8/31/2024. This extension would allow him to teach in the CTE programs aligned to his endorsement areas and to complete coursework in Principles and Philosophies of CTE (currently enrolled), and coursework specific to wildlife interacting with nature. Successful completion of this coursework would make him eligible for the standard occupational specialist certificate.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends approval.

BOARD ACTION

I move to approve the request by the Division of Career Technical Education to waive the three-year limit of the interim certificate in IDAPA 08.02.02.015.04.C. for one year for Brian Krupp.

Moved by _____ Seconded by _____ Carried Yes No _____

CONSENT
OCTOBER 18, 2023

DIVISION OF CAREER TECHNICAL EDUCATION (DIVISION)

SUBJECT

Career Technical Educator Postsecondary Credentialing Manual

REFERENCE

August 2021 Board approved amendments to the Divisions Career Technical Educator Postsecondary Credentialing Manual

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code § 33-2203

BACKGROUND/DISCUSSION

Secondary and postsecondary education programs are required to have qualified teachers with career technical educator certification, with the applicable endorsement area approved by the Division. For postsecondary teachers, the requirements for certification and endorsement are established through the Career Technical Educator Postsecondary Credentialing Manual approved by the Board.

The manual was last updated and approved by the Board at the regular August 2021 Board meeting. At this time, the Division is requesting approval of technical changes related to terminology, and to add one additional endorsement for licensed health professionals to deliver introductory and intermediate CTE health profession pathway programs.

IMPACT

The proposed amendments would provide for terminology changes and add an additional endorsement area in health professions to expand availability of qualified instructors.

ATTACHMENTS

Attachment 1 – Postsecondary Credentialing Manual Amendments

STAFF COMMENTS AND RECOMMENDATIONS

The proposed changes are minimal and serve to keep the manual up to date. Board staff recommend approval.

BOARD ACTION

I move to approve the Postsecondary Credentialing Manual as amended in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Section IV: Postsecondary CTE Endorsements

Effective 10/9/2020 (Endorsement Code Numbers Yet to be Determined)

Agriculture, Food, and Natural Resources (AFNR)

Agribusiness
Agricultural Power Machinery
Animal Science
Horticulture
Ecology and Natural Resources Management

Business and Marketing (BAM)

Business Management and Administration
Digital Communications
Hospitality and Tourism
Marketing

Engineering and Technology Education (ETE)

Digital Media Production
Engineering Technology
Information Technology
Manufacturing Technology

Family and Consumer Sciences & Human Services (FCS&HS)

Apparel and Textiles
Early Childhood Services
Hospitality and Tourism
Human Services

Health Professions & Public Safety (HPPS)

Dental Assisting
Dental Hygiene
Dietitian
Emergency Medical Technician
Health Information Management
Health Professions - General
Medical Assisting
Medical Lab Technologies
Mental Health Assisting
Nursing Assistant
Occupational Therapy Technologies
Paramedic
Pharmacy Technology
Physical Therapy Technologies
Practical Nursing
Public Safety Technology
Radiologic Technologies
Rehabilitation Services
Surgical Technologist

Trades and Industry (T&I)

Automated Manufacturing
Building Trades Construction
Electronics Technology
Transportation Systems Technology

Other

Work Based Learning Coordinator
Related Subjects

CONSENT
October 18, 2023

STATE DEPARTMENT OF EDUCATION

SUBJECT

Emergency Provisional Certificate Recommendations

REFERENCE

April 2019	Board approved SDE recommendations for processing emergency provisional certificates
August 2019	Board approved SDE revised procedures regarding emergency provisional certificates
August 2021	Board approved SDE revised emergency provisional certificate process
October 2022	Board approved 76 provisional certificates for the 2022-2023 school year.
December 2022	Board approved 87 provisional certificates for the 2022-2023 school year.
February 2023	Board approved 31 provisional certificates for the 2022-2023 school year.
April 2023	Board approved 14 provisional certificates for the 2022-2023 school year.
June 2023	Board approved four (4) certificates for the 2022-2023 school year.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code §§ 33-1201, -1203

BACKGROUND/DISCUSSION

Idaho Code § 33-1201 requires that every person who is employed to serve in any elementary or secondary school in as a “teacher, supervisor, administrator, education specialist, school nurse or school librarian” “to hold a certificate issued under authority of the State Board of Education, valid for the service being rendered.” Idaho Code § 33-1203 allows the State Board of Education to authorize a provisional certificate for teachers when the candidate has at least two years of college training and an emergency has been declared. This section of code does not authorize issuance of emergency provisional certificates for pupil service staff or administrators.

School districts receive the same level of funding for staff with an emergency provisional certificate as they receive for an individual with a standard certificate. Funding for long-term substitutes is at the same level as non-certified classified staff.

Seventeen complete Emergency Provisional Certificate applications were received by the State Department of Education by August 16, 2023.

CONSENT
October 18, 2023

The Certification Department of the State Department of Education reviewed each candidate's full application. Each candidate presented below has completed at least two years of college training, making them eligible for emergency provisional certificate consideration. Each LEA has declared a hiring emergency, summarized the hiring efforts, and attested to the candidate's ability to fill the position.

The SDE is requesting authorization to issue provisional certificates as presented below.

Kuna School District #003

1. **Applicant Name:** Christopher Dixon
Certificate: Provisional Certificate
Endorsement(s): All Subjects K-8; Bilingual Education (K-12)
College Training: 60 credits
Declared Emergency Date: 8/8/2023
Hire/Assignment Date: 8/10/2023
Summary of Recruitment Efforts: The position was first posted in April 2023 on the district website, Indeed and edjobsIdaho. The district hosted a job fair and attended BSU's career fair in May. CSI, WGU and GCU were invited as guests to talk to classified employees and patrons about pathways to certification. The school district reached out to university College of Education programs to inquire about potential student teachers. The school district spoke with local school districts and current employees as well. Two applicants applied but only one was interviewed. Mr. Dixon holds an Associate of Arts degree in Elementary Education from the College of Western Idaho. He is currently enrolled in a teacher preparation program.

Snake River School District #052

2. **Applicant Name:** Aubrie Monk
Certificate: Provisional Certificate
Endorsement(s): All Subjects K-8
College Training: AA
Declared Emergency Date: 7/19/2023
Hire/Assignment Date: 8/1/2023
Summary of Recruitment Efforts: The district interviewed four applications for the position. The first applicant interviewed was with a teacher who has been placed on administrative leave by another school district and received a plea deal for pending charges. The other three applicants did not hold an Idaho teaching credential nor any other licensure in other states. Ms. Monk holds an Associate of Arts degree in General Studies from BYU Idaho.

Cassia County School District #151

3. **Applicant Name:** Halle Cooper
Certificate: Provisional Certificate
Endorsement(s): All Subjects K-8
College Training: 58 credits

CONSENT
October 18, 2023

Declared Emergency Date: 8/21/2023

Hire/Assignment Date: 7/2/2023

Summary of Recruitment Efforts: The position was posted on both the school district website and K12jobspot. Ms. Cooper has completed at least two years of college training.

4. Applicant Name: Tara Osterhout

Certificate: Provisional Certificate

Endorsement(s): All Subjects K-8

College Training: 48 credits

Declared Emergency Date: 8/21/2023

Hire/Assignment Date: 7/15/2023

Summary of Recruitment Efforts: The position was posted on both the school district website and K12jobspot. Ms. Osterhout worked as a paraprofessional in the school previously, and is the best fit for the position. Ms. Osterhout is enrolled in a Bachelor's of Arts, Elementary Education program with Western Governors University and has completed 48 credits as of the time of this application.

5. Applicant Name: Karen Thomander

Certificate: Provisional Certificate

Endorsement(s): All Subjects K-8

College Training: 65 credits

Declared Emergency Date: 8/21/2023

Hire/Assignment Date: 7/3/2023

Summary of Recruitment Efforts: The position was posted on both the school district website and K12jobspot. Ms. Thomander worked as a paraprofessional in the school previously, and is the best fit for the position. Ms. Thomander has completed at least two years of college training and is currently enrolled at the College of Southern Idaho.

Challis Joint School District #181

6. Applicant Name: Jamie Lamb

Certificate: Provisional Certificate

Endorsement(s): Biological Science (6-12); Natural Science (6-12)

College Training: 96 credits

Declared Emergency Date: 8/9/2023

Hire/Assignment Date: 8/9/2023

Summary of Recruitment Efforts: Ms. Lamb is in the second year of holding an emergency provisional certificate. The district posted the position on three different web sites for two months and received just one application. Ms. Lamb is currently enrolled in a Bachelor of Science, Science Education program with Western Governors University and has completed at least two years of college training. This is the second and final year this candidate will be eligible for an emergency provisional certificate.

CONSENT
October 18, 2023

Emmett Independent School District #221

7. **Applicant Name:** Penn Peterson
Certificate: Provisional Certificate
Endorsement(s): Physical Science (6-12); All Subjects K-8
College Training: 115 credits
Declared Emergency Date: 6/21/2023
Hire/Assignment Date: 2022
Summary of Recruitment Efforts: Mr. Peterson is in the second year of holding an emergency provisional certificate. He was hired as a teacher for the LEA's alternative school, which is a hard to fill position. He is currently pursuing a bachelor's degree through Boise State University and intends to enroll with ABCTE upon completion of his degree. Mr. Peterson was the only candidate who met the criteria and is the best fit for the position. This is the final year this candidate will be eligible for an emergency provisional certificate.

Jefferson School District #251

8. **Applicant Name:** Xiomara Aroch
Certificate: Provisional Certificate
Endorsement(s): All Subjects K-8
College Training: BA
Declared Emergency Date: 8/9/2023
Hire/Assignment Date: 8/21/2023
Summary of Recruitment Efforts: The position was posted on the district employment website and Ms. Aroch was the only candidate. Ms. Aroch holds a Bachelor of Arts in University Studies from Idaho State University. Ms. Aroch does not currently hold a certificate and has not passed a Board approved content or pedagogy assessment. This candidate is not qualified for certification through an alternative authorization, but is qualified to apply for an emergency provisional certification.

Kendrick Joint School District #283

9. **Applicant Name:** Victoria Curry
Certificate: Provisional Certificate
Endorsement(s): Music (K-12)
College Training: BA
Declared Emergency Date: 7/17/2023
Hire/Assignment Date: 7/17/2023
Summary of Recruitment Efforts: The position was advertised as of 4/6/2023 via newspaper, internet, social media. Three applicants were interviewed and none held certifications. No existing staff could be moved or to add an Alternative Authorization. Ms. Curry does not currently hold a certificate and has not passed a Board approved content or pedagogy assessment. This candidate isn't qualified for certification through an alternative authorization, but is qualified to apply for an emergency provisional certification.

CONSENT
October 18, 2023

Payette School District #371

- 10. Applicant Name:** Tracy Bratcher
Certificate: Provisional Certificate
Endorsement(s): Mathematics - Middle Level (5-9)
College Training: 61 credits
Declared Emergency Date: 8/14/2023
Hire/Assignment Date: 8/14/2023
Summary of Recruitment Efforts: In July, the school lost two math teachers who moved outside of the district. The positions were advertised for the remainder of the month and for the first nine days of August on the online application tool, Clear Company - a company that posts to SchoolSpring, Indeed and Zip Recruiter. The position was also posted to edjobsIdaho. One certified candidate from out-of-state was hired. Candidates from overseas applied, but it would have taken a year to process their certification. Mr. Bratcher is enrolled in a Bachelor of Science, Elementary Education at Grand Canyon University. He has completed at least two years of college training. This is the second and final year this candidate will be eligible for an emergency provisional certificate.
- 11. Applicant Name:** Aeverie Burns
Certificate: Provisional Certificate
Endorsement(s): All Subjects K-8
College Training: 58 credits
Declared Emergency Date: 8/14/2023
Hire/Assignment Date: 6/12/2023
Summary of Recruitment Efforts: Ms. Burns emerged as the strongest candidate. She was hired under the assumption she would be able to student teach in the Fall. The university has not updated Ms. Burns' plan or grades for this to take place. The candidate has worked as a classified employee. She is familiar with students and staff. Ms. Burns is enrolled in a Bachelor of Arts, Elementary Education program at Western Governors University. She has completed at least two years of college training.
- 12. Applicant Name:** Natalie Sheldon
Certificate: Provisional Certificate
Endorsement(s): All Subjects K-8
College Training: 54 credits
Declared Emergency Date: 8/14/2023
Hire/Assignment Date: 8/14/2023
Summary of Recruitment Efforts: In late June, the district lost a teacher who accepted another position. The position was advertised on SchoolSpring, Indeed, Zip Recruiter and edjobsIdaho. Three of the applicants required visas they did not have and one is the current candidate. She has worked as a paraprofessional and is familiar with the students. Ms. Sheldon is enrolled in a Dual Bachelor of Arts, Elementary Education and Special Education program

CONSENT
October 18, 2023

through Western Governors University. She has completed at least two years of college training.

13. Applicant Name: Casie Stromberg

Certificate: Provisional Certificate

Endorsement(s): All Subjects K-8

College Training: 73 credits

Declared Emergency Date: 8/14/2023

Hire/Assignment Date: sent email

Summary of Recruitment Efforts: Ms. Stromberg was the strongest candidate. She was hired with the assumption she would be able to student teach in the Fall, but plan outlines this will take place in Summer/Fall of 2024. She has worked as a classified employee in the district and is familiar with staff and students. Ms. Stromberg is enrolled in a Bachelor of Arts, Elementary Education program through Western Governors University. She has completed at least two years of college training.

Buhl School District #412

14. Applicant Name: Samantha Ourique

Certificate: Provisional Certificate

Endorsement(s): All Subjects K-8

College Training: 58 credits

Declared Emergency Date: 8/1/2023

Hire/Assignment Date: 8/9/2023

Summary of Recruitment Efforts: The position was posted in-house for three days after a teacher resigned in June. No applicants responded, therefore , it was posted on the website. The district tried recruiting candidates by calling, emailing and spreading the word, orally. The current candidate worked for the elementary summer school and expressed interest. Ms. Ourique is enrolled in a Bachelor of Science program through Idaho State University and is pursuing both Elementary and Middle School endorsements. She has completed at least two years of college training.

Filer School District #413

15. Applicant Name: Marisa Crozier

Certificate: Provisional Certificate

Endorsement(s): Mathematics (6-12)

College Training: AA

Declared Emergency Date: 5/5/2023

Hire/Assignment Date: 8/1/2023

Summary of Recruitment Efforts: The high school lost three math teachers to other districts this spring. The schedule was adjusted to accommodate one less math teacher. A math position has been posted on the school webpage and EdJobIdaho since early spring. The school received two applications and interviewed both candidates. The candidate hired is finishing her BA in 23-24 and then will continue with CSI-NTEPP.

CONSENT
October 18, 2023

16. Applicant Name: Davis Fischer

Certificate: Provisional Certificate

Endorsement(s): Mathematics (6-12); Biological Science (6-12)

College Training: BA

Declared Emergency Date: 8/8/2023

Hire/Assignment Date: 8/1/2023

Summary of Recruitment Efforts: The high school lost three of four math teachers to other districts this spring. The schedule was adjusted to accommodate one less math teacher. A math position has been posted on the school webpage and EdJobIdaho since early spring. The school received two applicants and interviewed both candidates. The candidate has his BA but unsure which direction he wants to go in his teaching career. He will move onto a teacher training program in the 24-25 school year. Mr. Fischer does not currently hold a certificate and has not passed a Board approved content or pedagogy assessment. This candidate is not qualified for certification through an alternative authorization, but is qualified to apply for an emergency provisional certification.

IMPACT

If the Board approves the request, the SDE will be authorized to issue emergency provisional certificates to the qualifying candidates. An emergency provisional certificate is effective for one (1) year. No financial penalties will be assessed to the LEA while an emergency provisional certificate is in effect.

If the Board does not approve the request, the SDE will not be authorized to issue the requested emergency provisional certificates. The school district would be required to pursue other hiring options and may face financial impact.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff verified that each candidate has completed at least two years of college training and that the school district declared a hiring emergency. All candidates have been hired by a local education agency as teachers for the 2023-2024 school year.

Staff recommends that the Board authorize the State Department of Education to issue one-year provisional certificates for candidates 1-16 as presented above.

BOARD ACTION

I move to authorize the State Department of Education to issue emergency provisional certificates for candidates 1-16 as presented above, effective for the 2023-2024 school year only and pending a cleared background check.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
OCTOBER 18-19, 2023**

TAB	DESCRIPTION	ACTION
1	LEWIS CLARK STATE COLLEGE ANNUAL REPORT	Information Item
2	LEWIS CLARK STATE COLLEGE EDUCATOR PREPARATION PROGRAM UPDATE	Information Item
3	BOARD POLICY IV.D. – EDUCATOR PREPARATION AND CERTIFICATION - FIRST READING	Action Item
4	BOARD POLICY I.K. – NAMING AND MEMORIALIZING BUILDINGS - SECOND READING	Action Item
5	TEMPORARY RULE DOCKET NO. 08-0113-2303	Action Item
6	RECOMMENDED PROCEDURES FOR EMERGENCY PROVISIONAL CERTIFICATES	Action Item
7	RECOMMENDATIONS FROM THE EMPOWERING PARENTS PARENT ADVISORY PANEL	Action Item
8	PLANNING, POLICY, AND GOVERNMENT AFFAIRS COMMITTEE PRIORITIES UPDATE	Information Item
9	EDUCATOR PREPARATION PROGRAM NEW APPROVAL PROCESS	Action Item
10	CTE EDUCATOR TRAINING UPDATE	Information Item
11	IDAHO DIVISION OF VOCATIONAL REHABILITATION ANNUAL REPORT	Information Item
12	CONSIDERATION OF GRADUATION EQUIVALENCY	Action Item

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
OCTOBER 18, 2023

LEWIS-CLARK STATE COLLEGE

SUBJECT

Lewis-Clark State College – Annual Progress Report

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

This agenda item fulfills the Board's requirement for Lewis-Clark State College to provide a 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 a schedule and format established by the Board's Executive Director.

IMPACT

This institutional annual report serves to provide a state of the college update and inform the Idaho Board of Education of the annual Presidential Priorities and how they are and will be used to guide the institution forward.

ATTACHMENTS

Attachment 1 – Lewis-Clark State College Annual Report

BOARD ACTION

This item is for informational purposes only.

LC State Institutional Progress Report

October 2023

Contents

Institutional Overview	2
Presidential Priorities: A Year in Review and the Year Ahead	3
Presidential Priority 1: Recruit & Retain - <i>Driving</i> Enrollment	3
Presidential Priority 2: <i>Engaging</i> Partnerships and Pathways	14
Presidential Priority 3: People and Processes: <i>Energizing</i> our Culture of Connection.....	19
College Highlights	22
Program Prioritization – Program Performance	23
Conclusion	23
Appendix A: Summary of LC State FY23 Resource Allocation Decisions.....	24



Institutional Overview

Lewis-Clark State College (LC State) is a regional state college, operating under the governance of the Idaho State Board of Education. Its mission, as approved by the Idaho State Board of Education, is ...*Lewis-Clark State College prepares students to become successful leaders, engaged citizens, and lifelong learners.* In so doing, the college emphasizes:

- Undergraduate teaching and learning
 - Research plays a supporting role to teaching
- Application of learning
- Direct interaction among students and faculty (LC State does not rely on teaching assistants)
- A small-college/small-class environment that maximizes the opportunities for the success of LC State's traditional and non-traditional students

Currently classified as a *Baccalaureate College—Diverse Fields* (its Carnegie Classification), the college's instructional programs offer a wide range of academic and professional programs leading to baccalaureate and associate degrees, as well as certificate credentials, most recently including graduate-level certificates. Curricular emphases include liberal arts and sciences, business, justice studies, nursing, social work, teacher preparation, career and technical education and workforce training. In addition to its traditional 4-year baccalaureate programs, the college has been assigned a collateral mission of providing community college programs within its five-county area of operations (Clearwater, Idaho, Latah, Lewis, and Nez Perce Counties) by its governing body, the State Board of Education; and in 2020 Gov. Brad Little signed a bill [395] that officially amended Idaho Code to allow LC State to offer graduate-level course work. And in the spring of 2022, LC State held a special ceremony for its first students in school history to earn graduate credentials. LC State also offers instructional programs in Coeur d'Alene and Adult Basic Education services in Grangeville and Orofino, Idaho; as well as a Second Chance Pell prison education program also in Orofino.

This report is presented in sections that review Presidential Priorities, summarizes select college highlights, and shares an overview of college program prioritization efforts and outcomes. The reported is then briefly concluded followed by appendices.



Presidential Priorities: A Year in Review and the Year Ahead

Every year brings new challenges and opportunities, and this year (academic year 2023-24) the Presidential Priorities are:

1. Recruit & Retain - *Driving* Enrollment
2. *Engaging* Partnerships & Pathways
3. People and Processes - *Energizing* our Culture of Connection

The chart below displays the alignment between LC State’s Presidential Priorities (PPs), its strategic plan and the Idaho State Board of Education’s Strategic Plan.

Lewis-Clark State College Strategic Plan Goals	State Board of Education Goals ¹		
	<i>Educational System Alignment</i>	<i>Educational Attainment</i>	<i>Workforce Readiness</i>
Goal 1: Strengthen and Optimize Instructional and Co-curricular Programming	PP 2, 3	PP 1, 2, 3	PP 1, 2, 3
Goal 2: Optimize Student Enrollment, Retention and Completion	PP 1, 2, 3	PP 1, 2, 3	PP 1, 2, 3
Goal 3: Foster and Support Community Campus Culture	PP 2, 3	PP 1, 2	PP 1, 2
Goal 4: Increase and Leverage Institutional Resources to Support College’s Mission	PP 1, 2, 3	PP 1, 2, 3	PP 1, 2, 3

Table 1: The alignment of LC State’s Presidential Priorities, strategic plan and the Idaho State Board of Education’s strategic plan.

This institutional annual report serves to provide a state of the college and inform the Idaho State Board of Education (SBOE) of the annual Presidential Priorities and how they are and will be used to guide the institution forward. For each Presidential Priority, an overview of LC State’s accomplishments and challenges during the 2022-2023 academic year is presented alongside related goals and initiatives for the 2023-24 academic year, looking forward.

Presidential Priority 1: Recruit & Retain - *Driving* Enrollment

Presidential Priority 1 spans all four of LC State’s Strategic Plan goals, directly impacting Goal 1, Strengthen and Optimize Instructional and Co-curricular Programming, and Goal 2, Optimize Student Enrollment, Retention, and Completion. LC State curricula include applied/experiential learning, reaffirming the hallmark of an LC State education, *connecting learning to life* (LC State

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. The goal missing in the above table from the SBOE plan is composed of measures entirely relating to K-12 education.



Strategic Plan Goal 1). LC State continually works to optimize enrollment by targeting underserved populations to promote the higher educational needs of Idaho's current and future economy, including adult learner initiatives (e.g., expanded course scheduling options, re-energizing the portfolio program, and our successful coordination of a prison education program delivered at Idaho correctional institutions), Veterans Services and the initiatives of Complete College America (LC State Strategic Plan Goal 2). Below we outline goal-oriented actions derived from LC State's Strategic Plan FY2024-2028, FY23 Performance Measures Report, and other ongoing initiatives.

Expanding accessibility of programs

The year in review:

- LC State continues to receive accolades for the quality of education and value it provides to students.
 - LC State was named the No. 7 for Best Value in regional colleges in the West in the 2022 U.S. News & World Report rankings. The rankings continue a strong tradition of honors for LC State by U.S. News & World Report. LC State has been ranked as the No. 1 public college in the West twice and is regularly among the top 10 public colleges and top 25 public and private colleges in the West.
 - College Consensus ranked LC State No. 2 in the category of best colleges and universities – both public and private – and also No. 2 in best online colleges in the state. College Consensus said LC State was unique from the standpoint it offers both career and technical training (associates and bachelor's of applied science degrees) along with four-year academic degrees. "This arrangement allows Lewis-Clark to meet the specialized technical needs of trade and career students with programs such as CNC Machining Technology, HVAC, and Engineering Technology, with the expanded resources of a full college (including cutting-edge labs and highly prepared faculty). Along with Lewis-Clark's commitment to adult and technical education, the college is known for its excellent student support and mentorship."

"Rankings like these are just one of many indicators of the incredible value of a Lewis-Clark State College degree. While we're pleased by such rankings, our greatest validation and pride comes directly from our students. When they tell me how much they're learning and how much they love it here, that's when I know LC State is doing well. When they shake my hand at graduation and share their excitement about next steps – jobs, careers, graduate school, that's when I know LC State is doing well. When I hear from alumni who tell me how much their degree has meant to them and the positive difference it is making in their lives, that's when I know LC State is doing well."

LC State President Cynthia Pemberton, September 2022

- LC State continues its tradition serving adult learners. Information sessions on its Adult Learner program were held in both Coeur d'Alene and Lewiston campus. The college, which has been ranked No. 1 in the nation for non-traditional students by Best College Reviews, offers flexible and affordable programs built specifically for busy adults. LC State offers credits for prior learning, online programs, and night/weekend classes to help adults who may be a few credits away from earning a degree or just starting out. Presentations included discussions on challenge exams, national exams, portfolio development and course offerings. Course offerings include eight-week blocks, online, evening, and weekend courses.



- LC State's Second Chance Pell program, launched in the fall of 2022, delivered live in-person courses to over 20 Orofino correction facility residents in fall 2022, over 30 in spring 2023 and has enrollment of 60+ residents for fall of 2023. LC State has offered non-credit welding classes through its Workforce Training program at Idaho Correctional Institution-Orofino consistently since 2009. By adding tuition funding support through the Pell grant program, degree-seeking opportunities now exist for these students.

"LC State takes great pride in developing innovative and effective ways to deliver education opportunities to all Idahoans. Like we've done for first-generation and non-traditional students, LC State is excited to meet students where they are and help them get to where they want to go.

This exciting partnership is just another example of that."

LC State President Cynthia Pemberton, August 2022



- LC State and the Idaho Department of Juvenile Corrections (IDJC) signed a Memorandum of Understanding (MOU) to deliver dual credit online courses in both general education and Career & Technical Education to students at the three juvenile corrections institutions in Idaho. This program served 13 students in the fall of 2022 and 26 in the spring 2023.

"We are so excited to be able to form this partnership with LCSC. We firmly believe that every tool we can give our students helps to ensure brighter futures for them and their success in the community. The CTE staff have been such a positive resource for our students over the last year, and we look forward to continuing our work with them on this new endeavor."

Shanna Decker, instructor specialist, lead teacher with IDJC, August 2022

The year looking forward:

- LC State has extended its presence at the correctional facility in Orofino and is pursuing status as a Prison Education Program (PEP) through the U.S. Department of Education and in partnership with the Idaho Department of Corrections. If approved, LC State will begin offering degree and certificate programs at the correctional facilities in Orofino, Boise, and Pocatello with the first in-person courses starting as soon as January 2024. In anticipation of approval as a Prison Education Program, during the fall of 2023, a course schedule is being developed, faculty and site coordinators will be hired to support the PEP.
- LC State hosted Clearwater Valley TRIO Talent Search program continues to offer programming targeting educationally talented students who have the desire and the potential to seek post high school education. This program serves over 500 students in grades 6-12 in Grangeville, Kamiah, Kooskia, Orofino, and Pierce/Weippe, and focuses on students whose families are on a limited income and whose parents did not graduate with a four-year college degree. The Clearwater Valley program covers a variety of subjects to help the students familiarize themselves with all aspects of college life, including study habits, time management, career exploration, college applications, financial aid opportunities, and college campus visits. Activities in the past that will continue are:
 - LC State faculty presentations (through the LC Presents program), connecting schools and students to faculty information and expertise.
 - Campus visits to LC State with middle school and 9th/10th graders.
 - Juniors and seniors take a housing tour at LC State to explore on-campus living opportunities.
 - StrengthsFinder training provided to freshmen and career exploration with sophomores.

Ensuring high quality program outcomes

The year in review:

- Maintained high quality instruction by meeting program-specific targets of pass rates on professional licensure or certification exams when licensure or certification is needed after graduation (Goal 1, Objective B, Performance Measure 1 of LC State's Strategic Plan) as well as other post-graduate benchmarks of success.
- Examples of program achievement include:
 - Nursing:
 - LC State was once again named the top nursing school in Idaho, by two nursing advocacy organizations, Nurse.org and RegisteredNursing.org. LC State was praised for its 12:1 student-to-teacher ratio, which allows students one-on-one time with their professors, and for having "state-of-the-art labs for nursing students." In its report, Nurse.org credited LC State for having both traditional and online methods to earn a degree.
 - LC State nursing program continues to have the best NCLEX (professional test) pass rates among the Idaho public institutions. LC State students had a NCLEX pass rate of 94.87% in 2021 and 90.24% in 2022, both were the best among all public and private four-year institutions in Idaho. Thus far, spring 2023 graduates have enjoyed a 100% pass rate (one outstanding tester as of the writing of this report).
 - LC State offers a traditional Bachelor of Science in nursing degree, an LPN to BSN track, RN to BSN track, and a community college to BSN track. Pathways from community colleges have been expanded to include the College of



Eastern Idaho alongside of existing pathways with North Idaho College and College of Western Idaho. LC State has demonstrated capacity to meet expressed and growing nursing education needs.



“The school’s traditional pre-licensure BSN program prepares students for a rewarding, patient-centered career in nursing in four years of study. LPN to BSN and a special Community College to BSN tracks are also available to accommodate students at multiple points in the RN journey.”

RegisteredNursing.org, September 2022

- Radiographic Science:
 - LC State’s Radiographic Science online degree program was ranked the fourth best program in the country among all college and universities by EduMed.org. EduMed.org praised LC State for its ability to help X-ray technologists who already have their radiology technology credentials and students currently in its associate degree program earn their bachelor’s degree in less than a year online.
 - Program leadership report 100% job placement of radiographic science students *prior* to their graduation.

“The LC State radiography program is well known for exceptional learning opportunities with classes taught by highly qualified faculty dedicated to student success. Students engage in hands-on experiential learning with modern



equipment such as digital portable X-ray machines that they will utilize in the health care setting. Our graduates are in high demand and each year, the majority accept radiography jobs prior to graduation.”

*Krista Harwick, chair of the
LC State Nursing & Health
Sciences Division,
September, 2022*

- Teacher Education:
 - LC State’s undergraduate teacher Education program earned an A grade for its rigorous preparation of future teachers in how to teach reading by the National Council on Teacher Quality (NCTQ). In reviewing college teacher education programs, NCTQ experts analyzed syllabi, lecture schedules and topics, background reading materials, class assignments, and opportunities to practice instruction in required literacy courses. To earn an A grade, programs had to meet NCTQ’s five core components of scientifically-based reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension. LC State earned perfect scores in comprehension and phonics and near perfect scores in phonemic awareness, fluency, and vocabulary.

- Social Work:
 - LC State was ranked No. 2 in the United State for having the most affordable online social work degree by Best-Universities.net, a leading higher education research organization. Trailing only Eastern New Mexico University in the 2023 Most Affordable Online Social Work Degree programs category, LC State was honored for its standing in U.S. News & World Report’s annual ranking of regional colleges. LC State offers a Bachelor of Social Work degree that includes internships, research projects and student activities, both in a traditional in-class setting and a non-tradition online format. Program graduates often find jobs working with children, families, the elderly, and the underserved populations, including individuals with physical and mental disabilities, behavioral and mental health challenges, alcohol and drug addiction, and/or those who have experienced trauma in their life.



“Because Lewis-Clark State College has a small student population, students enjoy a high degree of attention and support from faculty and staff. It also has a higher than average rate of placing students into employment

within two years of graduation.”

Best-Universities.net

- Athletics
 - LC State athletic academic highlights from this past year included a year-to-year retention rate of 76%². In terms of GPA, over 72% achieved a 3.0 or better with over half earning a 3.5 or better. The overall GPA was a 3.3 for LC State student athletes.

The year looking forward:

- Nursing at LC State is demonstrating enrollment growth and continues to anticipate strong placement rates (even prior to graduation). To help address the nursing shortage in Idaho, LC State increased admissions capacity in the pre-licensure BSN track to 60 students each semester, fall and spring. In alignment with expanded capacity, in addition to increasing simulation/clinical capacity, in partnership with local, regional, and state healthcare providers, LC State continues to expand clinical placements for nursing students, specifically in rural and other non-traditional practicum settings. **NOTE: Clinical placement options are a limiting capacity factor, NOT LC State program capacity.**
- Radiographic Science program faculty are incorporating additional program strategies to ensure meeting ARRT (professional licensure) pass rate benchmark for spring 2024 graduates. Strong job placement rates prior to graduation are anticipated.

Connecting Learning to Life and Student Support Services

The year in review:

- The 2022-23 academic year saw a consolidation of the college’s academic tutoring centers. Called the Student Success Center, students are served centrally in the college’s Library and have access to math/science tutoring, the Writing Center, a Spanish language lab, and general tutoring. The college’s Food Pantry is also located in the library. The Student Success Center had 5,940 student visits (duplicated) for math, science, or general tutoring. The Food Pantry had a total of 4,811 visits (duplicated) during the 2022-23 academic year.
- LC State hosted its fourth annual career fair in 2022. As part of a three day/three school partnership with the University of Idaho and Washington State University. LC State hosted 79 organizations including businesses and graduate schools. Six hundred and twenty-one (621) LC State students attended the event compared with 357 the year before. In the spring of 2023, LC State hosted a more concentrated career fair called “LC State Health Care Job Fair”

² NAIA retention is measured differently than the traditional way: $[\text{Returning students} / (\text{Total Students} - \text{Graduates})] \times 100$.



which saw 18 medical organizations on campus and 96 students participating. Plans for the Career Fair and the Health Care Job Fair are underway for the 23-24 academic year.

- LC State's Testing Center has been recertified by the National College Testing Association (NCTA) through 2028. LC State's Testing Center provides proctored testing services for both students and the community. The proctored tests serve LC State students taking online and hybrid classes, needing to make up tests, needing special accessibility accommodations, and needing to take placement and program admittance exams. The Testing Center is also used for proctored tests for local students attending other schools, community members who need testing, and for those who need to take a professional exam through a variety of testing vendors.

"Being a certified NCTA Testing Center provides us access to the latest information and peer conversations about testing current events and resources. We can then pass on any relevant information to the faculty who use our services, to make student exams more effective. We use this information to assure our staff are trained to handle any scenario."

-Dawn Lesperance, LC State's director of eLearning Services, Testing Center & Accessibility Services, March 2023

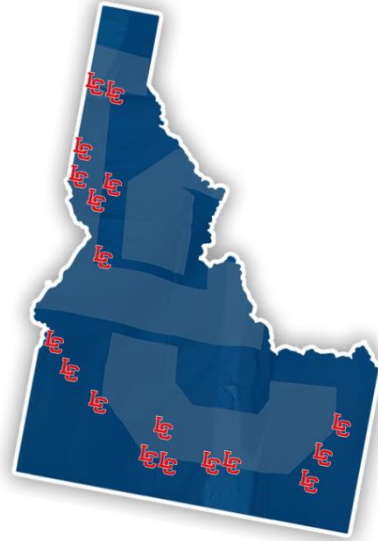
The year looking forward:

- During the 2023-24 academic year, the Senior Vice President/Vice President for Student Affairs and the Provost/Vice President for Academic Affairs are collaborating with faculty leadership and the Advising Center staff to examine the college's general advising policies and protocols. The goal is to apply some of the same principles used in the college's freshman advising/academic coaching model more generally to transfer and continuing students. The model includes periodic, strategic check-ins with students and a referral program for students who are experiencing academic or personal challenges.

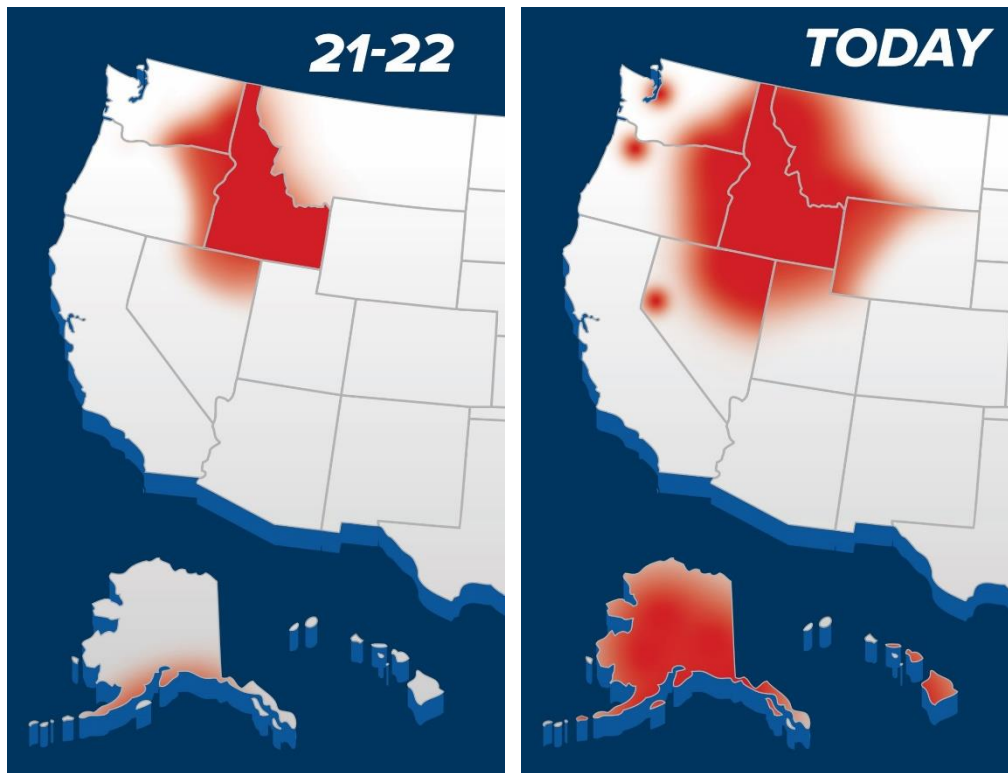


Increase the college's degree-seeking student enrollment
The year in review:

- Marketing & Promotion Campaign: We are doing more!
 - \$100K CTE campaign since the 2021-22 academic year.
 - \$100K additional one-time ad funding starting in the 2022-23 academic year
 - Overall three-year campaign spend will be over \$500K
 - Multimedia presence throughout the state and region
 - A two-year investment of one-time \$100K in admissions.
 - Expanded ACT/SAT/Pre-ACT/PSAT name buys and mailings
 - Expanded out-of-state H.S. and community college visits
 - Southeast Idaho recruiter support



Expanded Recruiting



- Shortly after the conclusion of the Spring 2022 semester, LC State sent correspondence to all of the Dual Credit students who had earned credit with the college during the previous academic year. The correspondence consisted of a congratulatory cover letter, an unofficial copy of their transcript, and degree audit information inclusive of list of LC State's General



Education Core requirements. This mailing was replicated during the summer of 2023. During the May 2023 LC State Commencement, 10 Dual Credit students who had earned an associate degree participated in the commencement ceremonies.

- LC State had a waiting list for campus housing beginning in early summer up to and through the start of the semester. Over 50 students were in off-campus overflow housing (we rented the 2nd floor of the seaport wing of the Hells Canyon Grand hotel) at the start of the semester. As of this submission approximately 20 students are housed in this way. We continue to pursue options for expanding campus housing affordably.

The year looking forward:

- Building on last year's development of a campus-wide recruitment calendar and the addition of correspondence tools (e.g., texting) to instructional divisions, the Senior Vice President/Vice President for Student Affairs and the Provost/Vice President for Academic Affairs collaborated to develop a recruitment/enrollment planning template for each instructional division and will meet with the chairs of the instructional divisions, the deans, the Vice President for Institutional Research, and other key administrators on a bi-weekly basis during AY 2023-24 to develop and refine recruitment plans for each of the college's instructional programs. Enrollment benchmarks for each program will be established early in the fall of 2023 and will serve as enrollment goals for the Fall of 2024. Near term "sweet spot" non-dual credit enrollment goals are within sight (i.e., 2500 FTE / 3000 HC).
- When degree-seeking students decide to pursue higher education, they will find LC State has evolved to serve their unique needs in a number of ways:
 - LC State is one of Idaho's online education leaders in terms of range, scope and number of online undergraduate programs and degrees.
 - A Better Deal for Adult Learners initiative
 - Created individualized success plans, which can include Prior Learning Assessment (PLA; portfolio, challenge and CLEP exams).
 - Expanded eight-week course offerings.
 - Expanded online, evening and weekend courses and student support services.
 - Leverage co-admit/co-enrollment MOUs/MOAs ratified with Idaho's two-year schools and Walla Walla Community College. These partnerships will help promote students' success for those attending more than one institution by making their transition smoother, increasing curricular choices and allowing them to tailor their education experiences to fit personal goals, preferences, and needs resulting in greater student success and retention.
 - An articulation and transfer agreement made with Northwest Indian College will expand LC State's outreach efforts and will open the door for additional, program-specific agreements to be developed. Northwest Indian College offers courses in



Lapwai, Idaho, which is just 11 miles east of Lewiston. The agreement with Northwest Indian College should lead to more regional students completing bachelor's degrees.

- LC State's Veterans Services Office successfully maintains and supports LC State's official designation as a "Military Friendly School" by;
 - Integration with local Veterans' organizations
 - Coordination with other educational institutions
 - Outreach to military installations
 - Support of students' needs
 - Compliance with regulatory VA requirements
- The metrics associated with Complete College America have been incorporated to serve as important performance metrics in assessing the institution's mission fulfillment as part of NWCCU institutional accreditation. These metrics originally developed as part of the Complete College America initiative now also serve to evidence, in part, of the institution's framework and mechanisms of mission fulfillment, using comparative peer data, focusing on equity gaps.

Institutional Data

Strategic Plan and Performance Report metrics related to this Presidential Priority are displayed below. Updated (census-date) enrollment to include fall 2023 is anticipated by the October LC State in-person institutional report to the Board.

Annual Enrollments³

Enrollment	FY15 (14-15)	FY16 (15-16)	FY17 (16-17)	FY18 (17-18)	FY 19 (18-19)	FY 20 (19-20)	FY 21 (20-21)	FY 22 (21-22)	FY 23 (22-23)
Total Annual Unduplicated HC	4,663	4,779	4,883	4,919	4,912	5,291	4,835	4,636	4,661
Total Annual FTE	2,997	2,751	2,769	2,765	2,687	2,711	2,542	2,483	2,463

Retention Rates

Retention	FY15 (14-15)	FY16 (15-16)	FY17 (16-17)	FY18 (17-18)	FY 19 (18-19)	FY 21 (20-21)	FY 22 (21-22)	FY 23 (22-23)
First-Time, Full-Time, Baccalaureate-Seeking, Students	57%	58%	57%	63%	60%	61%	63%	62%
All Degree-Seeking Students	72%	74%	73%	75%	75%	76%	74%	84%

³ As reported to the Idaho State Board of Education on the annual PSR 1, different than annual enrollment figures reported in the IPEDS 12-month Enrollment Survey.



Financial Hardship: LC State continues to have a relatively high proportion of its entering class utilizing Pell Grants. Pell grants are a common indicator of financial hardship among students. It is a certainty that financial need impacts a student's ability to enroll/attend and persist in higher education.

Percent of Full-Time First-Time Undergraduates Awarded Pell Grant ⁴	
Lewis-Clark State College	45%
Idaho State University	39%
University of Idaho	32%
Boise State University	21%

Degree & Certificate Production

Certificates & Degrees	FY15 (14-15)	FY16 (15-16)	FY17 (16-17)	FY18 (17-18)	FY 19 (18-19)	FY 20 (19-20)	FY 21 (20-21)	FY 22 (21-22)	FY 23 (22-23)
Certificates	25	22	18	21	15	26	51	62	83
Associates	202	351	414	425	347	365	218	204	314
Baccalaureates	544	541	528	587	626	505	599	579	554
Graduate Certificates								2	1

150% Graduation Rates

First-Time Full-Time Cohorts	Degree Attained w/in 150% Time	FY16 (2010 Cohort)	FY17 (2011 Cohort)	FY18 (2012 Cohort)	FY 19 (2013 Cohort)	FY 21 (2014 Cohort)	FY 22 (2015 Cohort)	FY 23 (2016 Cohort)
Entered as Bacc.-Seeking	Bacc.	27%	23%	33%	32%	31%	32%	29%
All First-Time, Full-Time Students	Bacc., Assoc., & Certificates	30%	28%	40%	38%	36%	37%	35%

Presidential Priority 2: *Engaging Partnerships and Pathways*

As with PP 1, PP 2 spans all aspects of LC State's Strategic Plan and goals. LC State continues to be committed to providing a learning environment that affords people of all backgrounds and identities the opportunity to achieve their highest educational goals. First, the past year will be reviewed, followed by this priority's focus towards engaging in partnerships and pathways.

⁴ Most recent publicly available figures are from the entering class of fall 2020.



The year in review:

- LC State is fully integrated into Online Idaho.
- LC State has streamlined articulations with all Idaho community colleges and universities. The LC Express program (that reaches beyond Idaho) is an example of our accelerated efforts to provide access pathways from two-year colleges and programs. LC Express includes specialized transfer programs and agreements with the following institutions:

Blue Mountain Community College
 Columbia Basin College
 North Idaho College (NIC)
 College of Western Idaho (CWI)
 College of Eastern Idaho (CEI)
 College of Southern Idaho (CSI)
 Treasure Valley Community College (TVCC)
 Walla Walla Community College (WWCC)
 Community Colleges of Spokane (SCC/SFCC)

We accept your Associate's Degree. You finish your Bachelor's Degree. It's seamless.

LC State entered into transfer and articulation agreements with Blue Mountain Community College and with Northwest Indian College in March and August of 2023, respectively. These agreements facilitate transfer to LC State for associate degree graduates and will open the door for more program-specific agreements to be developed. Work on these specific agreements with Northwest Indian College will commence during the 23-24 academic year.

The staff at LC State and each of these institutions worked together to coordinate meetings between selected faculty and staff to develop, review, or update program-specific articulation agreements.⁵ During AY 22-23, 12 students were identified as co-enrolled with these partnering institutions.

- To help mitigate the current shortage of teachers in Idaho, the LC State Teacher Education & Mathematics Division, in partnership with the Independent School District No. 1 of Lewiston, created scholarships for Lewiston High School graduates starting fall 2022. Scholarships provide funds for Lewiston High graduates who are seeking a bachelor's degree in elementary or secondary education at LC State.
 - Five scholarships were awarded in the summer of 2022 and four scholarships (one a renewal) were awarded in the spring of 2023.
 - Two scholarship awardees have graduated and have been placed in teaching positions in Lewiston's Independent School District No. 1.
- LC State continues to work with the Tribal Advisory Council to expand educational opportunities to tribal members. This year there were numerous meetings and events showcasing the below areas:
 - Adult Learning Initiatives and degree pathway opportunities (both online and face to face programming).
 - Introduced Prior Learning Initiatives including portfolio opportunities.

⁵ Specific information can be found at www.lcsc.edu/admissions/apply/transfer-student/lc-express.



- Online programming in early childhood education to expand opportunities to reservations.
- Elementary and Secondary Education pathways to expand opportunities to reservations.
- Continued to work on Casino Floor gaming management program.
- Healthcare partnerships and educational opportunities for tribal members.
- Community outreach through the Center for Arts & History:
 - Three thousand two hundred and fifty-nine (3,259) people and 330 artists (including exhibiting artists, guest speakers, performers, artisan vendors, and students) were engaged through six contemporary art exhibitions, Lewiston's Beuk Aie Temple exhibit, arts education activities, and 37 in-person and remote public programs.
 - Ten classes across eight regional elementary schools participated in arts education activities led by Work Scholar Josie Hafer and Art Instructor Kelsey Grafton and had their students' work on a display during Art Under the Elms 2023. The festival also featured artwork by more than 100 6-12th grade students from four regional middle and high schools in Future Warriors Art Exhibition, on view in the Library Foyer Gallery.
 - In Fall 2022, the Center featured the work of 30 art faculty from eight institutions across Eastern Washington and Idaho in Over the Line: A Regional Faculty Exhibition. Exhibiting artists participated in a program series called "Artists in Conversation" moderated by LC State faculty across different departments for an interdisciplinary look at their artistic practices and the work in the show.
 - Art Under the Elms (April 21-23, 2023) drew more than 10,000 visitors to campus. The admission-free, three-day event featured 76 artisan vendors; a Cultural Showcase including LC State's Folklorico dance group, the Nez Perce Tribe, and the Oinkari Basque Dancers of Boise; an evening presentation of Mountainfilm on Tour; performances by former Idaho Commission on the Arts Fellow and founding member of Idaho Circus Collective, Cuream Jackson; readings by published authors Mary Clearman Blew, Annie Lampman, and Alexandra Teague alongside LC State students; and a variety of music performances.
- Institution and Industry Collaborations:
 - In quick response to Idaho needs, LC State began offering a bachelor's degree in cybersecurity management fall 2022 (20 enrolled students by fall 2022 census), alongside of its existing 10-credit certificate in cybersecurity. The degree and certificate are available fully online (via LC State online course offerings AND Online Idaho) and are composed of a combination of computer programming, business management and cybersecurity classes. Students in the program are able to use the Security Operations Center (SOC) on the LC State campus which is connected through the Idaho Regional Optical Network (IRON) by way of SOC's at each of the eight Idaho institutions of higher education as well as the Idaho National Laboratory. The degree focuses on industry needs and skills, while preparing students for high-demand careers in the field.
 - After successfully hosting a Cybercore Summer Camp in July 2022 for students ages 13-18, introducing junior high and high school students to computer-related fields, LC State is seeking renewed funding to offer the popular summer camp again in summer 2024.
- Because of Lewis-Clark State College's demonstrated commitment to improving experiences and advancing success for first-generation college students, the college has been selected to join the First Scholars Network. First Scholars Network is an initiative of NAFSA, which is an



organization for student affairs administrators in higher education, and The Suder Foundation, which promotes the advancement of societal transformation through higher education. Nearly two-thirds of LC State's degree and certificate seeking student enrollment are considered first-generation college students. A first-generation college student is defined as a student whose parents did not complete a bachelor's degree. Although national statistics show first generation college students usually have a harder time earning a degree, LC State has consistently helped a high number of first-generation students earn their bachelor's degree.

“Being named as a Network Member of the First Scholars Network is an exciting opportunity for Lewis-Clark State to join a dedicated community of professionals prepared to share evidence-based practices and resources, troubleshoot challenges, generate knowledge, and continue to advance the success of first-generation students across the country,”

-Dr. Kevin Kruger, president and CEO of NASPA, June 2023.

The year looking forward:

- LC State and North Idaho College (NIC) are working together to create a bachelor's of applied science degree in health science. The partnership would apply to various health programs, including the schools' dental hygiene program. NIC in Coeur d'Alene and LCSC in Lewiston both offer a two-year dental hygiene program and offer labs and clinicals for students in both locations. Bachelor's degrees in dental hygiene are increasing in demand because they lead to higher earnings and career advancement in other areas, as well as graduate studies.

“LC State is a small school that does big things and much of this is due to our firm belief in the power and efficiency of partnering with sister institutions,”

-President Cynthia Pemberton, July 2023.

- Modeling from and building upon 2-year sister alternative energy programs, LC state has begun incorporating and/or laying the groundwork for certificate and 2-year CTE programs in alternative energy services (e.g., wind turbine repair and operation, solar panel installation, repair and maintenance, hybrid and ev “engine” repair/maintenance, ev charging station).
- LC State is working in partnership with its 2-year sisters and Idaho State University to more fully flesh-out healthcare education programming and degree ladder options (e.g., medical assisting, surgical assisting, occupational therapy, physical therapy, dental hygiene & assisting, physician assistant training, pharmacy, etc.).
- LC State continues to participate as a tri-partner with the city of Lewiston and Lewiston Independent School District (LHS). Through this partnership, public infrastructure was developed in association with the Schweitzer CTE Center, Lewiston High School and Community Park.
 - Tri-partnership construction specifics included: Two new roadways – Community Drive and Cecil Andrus Way; utilities installation including water, sewer, storm, and franchise (power, phone, cable, fiber); widening of Warner Avenue from 13th Street to just west of 12th Street including a mini roundabout at 12th Street; and intersection



improvements at 10th and Cecil Andrus Way included widening, curb installation, and designated turn lanes and receiving lanes.

- Consistent with this partnership ethos, LC State has worked with the City to co-brand a bus and bus route (route addition helps serve student transit between main campus and the Schweitzer CTE Center); add way-finding signage for the Schweitzer CTE Center; and is co-branding with the City and Lewiston HS the Community Park Water Tower.
- The Center for Arts & History's mission is to connect campus to community and the world through experiences in art, culture, and the humanities. In the year looking forward, the Center nurtures a culture of connection among our campus community by showcasing exhibitions that tie to the campus curriculum and are relevant to the region.
 - Several solo exhibitions will be presented by Pacific Northwest artists working in painting, mixed media, installation, and sculpture, addressing topics like environment and land use, cultural identity, and universal aspects of the human condition.
 - Select traveling exhibitions will provide insight into the regional history and cultural heritage of those working in agricultural and logging industries. The Center plans to coordinate public programs and social gatherings in collaboration with LC State faculty and students to enhance visitors' appreciation for and understanding of the arts as well as launch a no-cost student membership program, through which LC State students can play a part in program direction and serve as ambassadors for the academic galleries.
- LC State's president and vice presidents participate as a members of local and regional boards (e.g., Valley Vision, St. Joseph Regional Medical Center, TriState, Lewiston Library, City of Lewiston, LC Chamber, etc.).

Fundraising and LC State Foundation

- The LC State Foundation reported \$17,268,054 in total assets as of June 30, 2023.
- \$12,791,174 are endowed funds.
- Endowment distributions increased by 4.7% in FY23 in comparison to FY22.
- Annual fund distributions increased by 9.5% in FY23 in comparison to FY22.

Fundraising and Advancement Data

Key Data	FY2019	FY2020	FY 2021	FY 2022	FY 2023**
Total Assets	\$13,870,249	\$12,078,104*	\$16,070,808	\$15,914,916	\$17,268,054
Revenues	\$1,352,517	\$2,427,102	\$2,905,131	\$3,725,494	\$1,614,610
Endowment Funds	\$8,599,896	\$8,786,877	\$11,723,556	\$11,514,532	\$12,791,174
Funds Distributed for Scholarships	\$495,318	\$551,189	\$532,656	\$542,798	\$591,088
Distributions to LC Programs and Capital Projects	\$409,102	\$3,861,664*	\$1,432,096	\$1,312,478	\$879,766

*In FY2020, the LC State Foundation began distributing donations earmarked towards the CTE Center to LC State, resulting in a decrease in total assets and increase in distributions to LC State.

**FY 2023 figures are unaudited as per June 30th, 2022.



Presidential Priority 3: People and Processes: *Energizing our Culture of Connection*

As with PP's 1 & 2, PP 3 spans all aspects of LC State's Strategic Plan and goals. Historically, the report on this priority has focused on how we can streamline our efforts to accomplish more in our current environment – working better not harder. LC State is and should remain Idaho's most accessible and affordable four-year school – providing a small college “private” school experience at a public-school price, which means maintaining its lowest tuition/fee position compared to its Idaho sister four-year institutions. Moving forward, this presidential priority has been recalibrated to also focus on communication, and strategic coordination, collaboration and automation.

The year in review:

- LC State is committed to serving and supporting the people that populate the campus community. Annually, we conduct an annual student survey, and approximately every 2-3 years conduct an employee survey. Two-hundred-and-thirty-three employees responded to the spring 2023 survey. Below are a few key highlights:
 - Employees believe there is a clear connection between their work and LC State's Mission, and they perceive LC State as consistently operating within its Mission. They would recommend LC State as a good place to work.
 - Employees are satisfied with their professional relationships with colleagues and feel a sense of belonging in their office/department. They also feel valued, have access to necessary technology, and believe their job is meaningful.
 - Employees receive positive recognition for their work, are involved in decisions that affect their work, and are satisfied with their ability to perform interesting tasks within their role.
 - Co-workers treat each other respectfully, share helpful information, get along well, and are hardworking and adaptable.
 - Employees are satisfied with their professional relationships with their direct supervisors, who are seen as respectful, supportive, good communicators, and effective leaders.
 - Employees believe Deans, Division Chairs, Unit Heads, and Directors treat the LC State community respectfully, listen to concerns, and support employee work/life balance.
 - Employees believe the President and Vice Presidents are good communicators who treat the community respectfully and appropriately challenge them.
 - Employees understand and find the annual performance evaluation process fair. They are satisfied with the training and opportunities for skill improvement and expansion.
 - The benefits package provided by LC State meets their needs well.
 - The LC State culture is described as friendly, respectful, inclusive, and accessible, with respondents feeling safe and valued. They would choose to work at LC State again if given the chance.
 - Respondents expressed interest in attending [Professional Development Training](#) courses, [wellness programming](#), and volunteer opportunities (Check out the [HR website](#) for Professional Development Training and Wellness Programming information – loads of opportunities!).
 - Employees indicated they are unlikely to leave the state of Idaho, their position, or LC State, with many intending to spend their remaining working years at LC State.

Overall, the survey results indicate a positive perception of LC State as a workplace, with strong satisfaction regarding mission alignment, relationships, and organizational culture.

- LC State is and should remain committed to providing an outstanding small college experience, serving and serving well, Idaho students, first-generation, low income, traditional



and non-traditional students. Findings from all campus surveys affirm that students and employees, alike, believe the climate of LC State to be friendly, respectful, and caring, affirming the LC State experience as an outstanding small college experience.

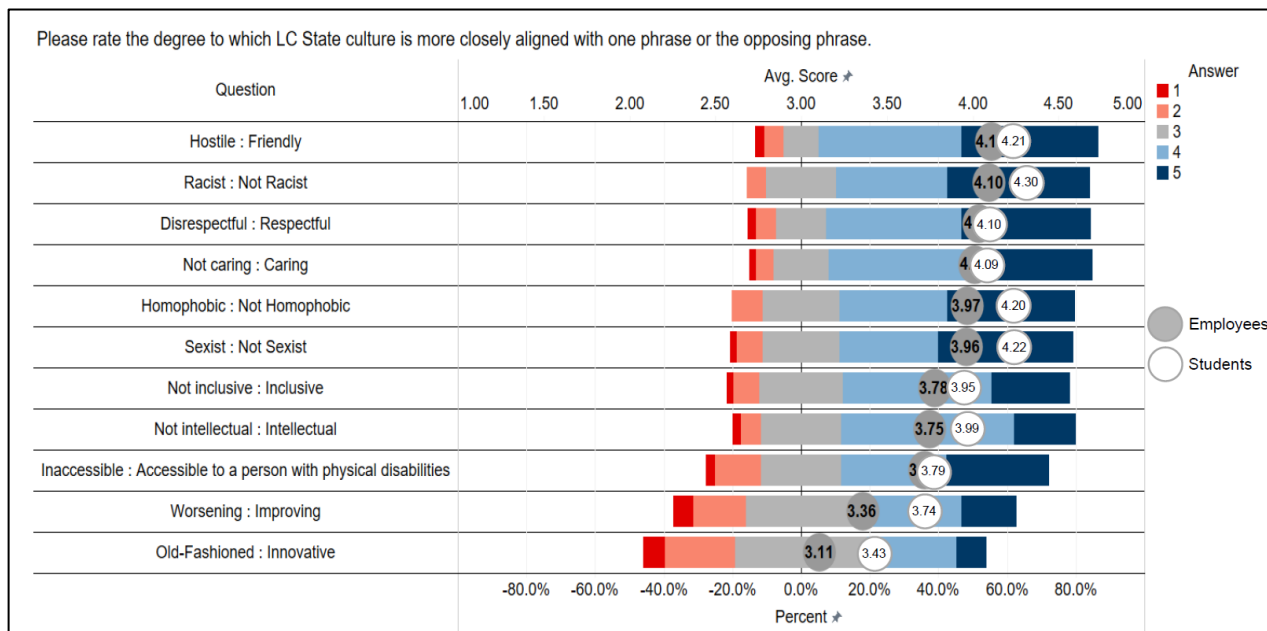


Figure 1: Student finding from a fall 2022 survey and employee findings from a survey administered in spring 2023.

- While remaining Idaho’s best deal for students, LC State efficiently leveraged its resources towards areas of need identified by rigorous program assessment and towards equity and compression compensation and employee retention challenges.⁶
 - LC State continues to make progress towards the goals of the Campus Facility Master Plan for FY 2023-2029 approved by SBOE in October 2021. Notable progress is a project to complete the first floor of Clearwater Hall for the Workforce Training Center is underway, the first floor of the Library now houses the student success center (centralized tutoring center), and food pantry to better utilize this floor to meet student needs, and the Music Building is transitioning to a Living and Learning Center to address housing needs.
 - Relocating Workforce Training (a unit that serves an average of 3,000 (duplicated) enrollments with 95% completion), to co-locate it with our Adult Learning and Small Business Development centers, is anticipated to: (a) better position the unit for increased visibility and accessibility; and (b) quite literally result in a half a block of Main Street “retail space” occupied by and focused on LC State programming and auxiliary unit revenue generation.
 - LC State was grateful for state support towards equitable compensation to its employees, distributed based upon the merit (aka performance evaluations). The FY 24 compensation plan was composed of:
 - An increase among classified staff between \$1.00/hour and \$1.55/hour.
 - An increase among exempt staff and faculty between 3.5% and 4.6% of their FY23 base salary.

⁶ For a summary of LC State’s FY24 resource allocation decisions, see Appendix A.



- The increases included an additional small percent increase given to those employees who are 80% or below their compa-ratio (CUPA median or classified policy).
- A small pool of funds was used for those employees with the highest ratings of exemplary performance (classified and exempt) and superior performance (faculty) to bring them to, or closer to, their FY24 compa-ratio goals.

Overall, nearly \$6.5 million has been invested in equity increases in compensation from fiscal year 2019 to the present. For fiscal year 2024, \$1.36 million was invested in salary and benefit cost increases.

The year looking forward:

LC State is committed to achieving operational sustainability by focusing on personnel, enrollment-related services, supports, recruitment and retention, creating enrollment stability and ultimately growth. The size of LC State's personnel footprint means cross-training, synergies and efficient problem-solving are key to reducing costly duplication of effort while maintaining crucial business processes.

- FY 2024 resource allocation decisions included⁶:
 - Legislative funding in support of Gramm-Leach-Bliley Act's CyberSecurity requirements and operational efficiencies.
 - Items resulting from internal program assessment and resultant resource requests include additional staff to support the student success center, a dance coach to advance Title IX initiatives, an accessibility specialist, and other operational efficiencies.
 - LC State currently has nearly 60 integrated IT-driven automation projects in various stages of implementation (e.g., Colleague modernization, ACH payment processing, LUMA, HR, travel, payroll and purchasing integrated automation, campus ID card services, registrar/records Colleague integration, 25Live, Colleague/Canvas integration, powerBI, IT/Security, dual sign-on, etc., etc., etc.)
 - LC State staff are working to use and share information to facilitate communication and understanding; as well as streamline processes and automate functions using central data sources. Examples include:
 - Utilizing campus wide calendaring tools so that events and activities are known and well attended with fewer scheduling conflicts to maximize connection of students, staff and faculty.
 - Students, staff and faculty are kept 'in the know' by various messaging strategies including:
 - Monday all campus email messages; "Tuesday at Two" and "Ask & Answer" sessions with the president; Press Release – Points of Pride.
 - Per semester all campus meetings maximizing high-level synergies.
 - President's Cabinet, Council, Academic Affairs, Student Affairs, and Business/Finance Council meetings, School, Department/Division, Unit meetings.
 - Utilizing the aggregate expertise of personnel in President's Council to transform the efforts and metrics associated with Complete College America to serve as important performance metrics in assessing the institution's mission fulfillment as part of NWCCU institutional accreditation, using comparative peer data and focusing on equity gaps.



College Highlights

This portion of the report is concluded by sharing a few additional college highlights, not already addressed in the document narrative. Highlights are presented relative to firsts and new initiatives, enrollment, graduation and athletics.

FIRSTS & NEW INITIATIVES

BLUE MOUNTAIN ARTICULATION – LC State and Blue Mountain Community College in Pendleton, Ore., signed a Transfer Articulation Agreement that will help BMCC students who earn associate degrees transfer into LC State baccalaureate degree programs. The agreement went into effect on May 1 and under its provisions BMCC's associate degree graduates will be granted admission to LC State and be considered juniors, with some exceptions.

CAREER READINESS CREDENTIAL – LC State launched its Career Readiness Credential in the fall. Based on eight career readiness competencies identified by the National Association of College and Employers, the Career Readiness Credential prepares students for the workforce in areas of communication, teamwork and critical thinking. The college's first credential, the LC Leadership Credential, was launched in 2020.

CTE SIGNING DAY – LC State successfully launched its first – and Idaho's first – Career & Technical Education Signing Day in the spring. The celebratory event invited new students to sign a letter of intent to study in one of LC State's 21 CTE programs in the fall.

PRESIDENT PEMBERTON HONORED – President Pemberton received a Women of Distinction Award by the Girls Scouts of Eastern Washington and Northern Idaho, and also received the Southern Oregon University Alumni Excellence in Education Award. In addition, she was chosen as the chair-elect of the Cascade Collegiate Conference Council of Presidents.

ENROLLMENT & GRADUATION (2022/2023)

INCREASE IN NEW STUDENTS – LC State saw over a 10% increase in new degree-seeking students fall 2022 thanks to an increase in students who were first-time to college and transfer students. Overall headcount at the college was up 2% in fall 2022 compared to the previous fall, while overall full-time equivalent enrollment rose 0.7%.

INCREASE IN MALE ENROLLMENT – Bucking national trends, LC State saw an 8% increase in male students in fall 2022. Other increases that fall included a 3% uptick in Idaho resident enrollment and a 2% increase in Native American students.

952 DEGREES AWARDED – Nine hundred and fifty-two (952) degrees and certificates were handed out to 754 graduating students at LC State's spring 2023 commencement ceremonies.

WARRIOR ATHLETICS

STUDENT-ATHLETE ACADEMIC EXCELLENCE – The LC State athletic department earned Presidents' Academic Excellence status in the Cascade Collegiate Conference for the third straight



year. Warrior student-athletes on the 10 teams that compete in the conference finished the 2022-23 academic year with a 3.36 GPA. LC State also had 72 student-athletes earn Academic All-Cascade Conference honors during the year.

WORLD SERIES RUNNER-UP – The LC State baseball team was the runner-up at the Avista NAIA World Series. Despite losing eight position players who started or saw considerable playing time from a year ago, the Warriors peaked at the right time in the postseason to finish second for the second straight year.

TWO-TIME NATIONAL CHAMPION – Sophomore Jenna Carpenter of Lewiston became the first Warrior female to win multiple NAIA national track and field titles. She swept the 2023 national indoor and outdoor titles in the high jump.

COMPETITIVE DANCE TEAM ADDED – LC State is proud to announce the addition of competitive dance to its intercollegiate sport menu. Go Warriors!

Program Prioritization – Program Performance

In accordance with SBOE Policy III.F starting Fall of AY 2023-24, LC State will initiate its 3rd cycle of Instructional Program Performance. A 5-quintile model will be used to evaluate academic programs similar to the format previously implemented. The evaluation process will include an in-depth review of academic programs for cost, growth, sustainability, and industry demand. In our last review, 17 instructional programs, including programs in Liberal Arts, Career and Technical Education, and Professional Studies were identified for quintiles 4 and 5 (Q4: sustainable with major revisions; Q5: not sustainable). For the AY 2023-24 review, each program will have an independent evaluation for final cost, growth, sustainability, and industry demand. Once the assessment is complete, programs will be identified for continuance or campus discontinuation.

The Non-Instructional Program Review took place AY 2020-21 and AY 2021-22. As previously reported, 34 non-instructional programs with quintile groupings were identified resulting in 18 programs assigned quintile 1 (sustainable with minor modification), and 16 programs assigned quintile 2 (sustainable with modification). No non-instructional programs were assigned quintile 3 (not sustainable in current operational mode). Non-instructional Program Review will commence for its 3rd cycle during AY 2024-25.

Conclusion

In conclusion, LC State has been proudly serving students since 1893 as Idaho's small "private" college experience offered at a public school price. Guided by its mission, LC State is fully committed to expanding access to higher education and ensuring success for all of our students. Despite the challenges of the past few years, LC State's enrollment has stabilized and is beginning to demonstrate strategic growth. As a result, we have emerged in a strong and fiscally stable and sustainable position, having evolved to serve the unique needs of our students under unique circumstances. This institutional annual report serves to provide a state of the college and to inform the Idaho SBOE of the annual Presidential Priorities guiding the institution forward.



Appendix A: Summary of LC State FY23 Resource Allocation Decisions**LEWIS-CLARK STATE COLLEGE****FY24 RESOURCE ALLOCATION DECISIONS***(Includes both General Education and Career & Technical Education)*

Total, incl. CTE

A. Salary & Benefit Cost Increases (Gen Ed/CTE):

1. CEC/Equity Increases	\$1,083,121
2. Faculty Promotions	122,788
3. Compression, Equity, & Target Adjustments	19,984
4. Health Insurance and Variable Benefits	311,986

Subtotal-Salary & Benefit Cost Increases **\$1,537,879**

B. Ongoing RRF Funded Items (Gen Ed Only):

1. (Academic Affairs) Restore Sabbatical Funding
2. (Physical Plant) Fleet Management Software
3. (Athletics) Dance Coach
4. (CAH) Program Assistant
5. (Registrar & Records) Classroom Scheduling Optimizer
6. (Student Success Center) Student Success Center Coordinator
7. (Student Success Center) Student Success Center OE
8. (Accessibility Services) Accessibility Coordinator
9. (Accessibility Services) Accessibility Specialist

Subtotal-Ongoing Gen Ed RRF Funded Items **\$347,099**

C. One-Time RRF Funded Items (Gen Ed Only):

1. (Physical Plant) Robotic Vacuum Cleaner
2. (Physical Plant) Tractor
3. (Physical Plant) HVAC Maintenance Equipment
4. (Admissions) Paint Offices In RCH 111
5. (Admissions) SAT Subscription Plan
6. (Student Success Center) Student Tutors/General Tutors
7. (Public Safety) Emergency Planning & Safety Coordinator
8. (Student Union Building/ Center for Student Leadership) SUB/CSL South Patio Project
9. (eLearning Services) Wall Removal / Office Expansion
10. (School of Professional & Graduate Studies) Correctional Program Instructor/Specialist - Boise

Subtotal-One-Time Gen Ed RRF Funded Items **\$128,785**

D. One-Time RRF Funded Items (CTE Only):

1. (Technical & Industrial) Carpet in MTB 101 Offices

Subtotal-One-Time CTE RRF Funded Items **\$13,000**

TOTAL FY24 COLLEGE RESOURCE ALLOCATIONS**\$2,026,763****Local RRF Funded Items:**

1. (Physical Plant) IH For The Centralized Fleet Manager
2. (Purchasing) Amazon Business Prime Membership
3. (Athletics) Van
4. (Communications & Marketing) Statewide Billboard Campaign - Year 2
5. (Communications & Marketing) Campus Branding
6. (eLearning Services) Instructional Designer

Auxiliary RRF Funded Items:

1. (Residence Life) Professional Residence Director
2. (Residence Life) Custodian/Maintenance Position
5. (Residence Life) Residence Hall Repairs Total
6. (Residence Life) Residence Life Rental Houses
7. (Student Counseling Center / Student Health Services) Medicat One - Counseling - Upgrade
8. (Student Union Building / Center for Student Leadership) Events & Conferences, Coordinator
9. (Student Union Building / Center for Student Leadership) Campus Card System
10. (Student Union Building / Center for Student Leadership) Co-Curricular Transcript Software
11. (Student Union Building / Center for Student Leadership) Jitterz Remodel
12. (Student Union Building / Center for Student Leadership) Chiller
13. (Student Union Building / Center for Student Leadership) Dishwasher
14. (Student Union Building / Center for Student Leadership) WCC Carpet and Furniture
15. (Student Union Building / Center for Student Leadership) Steamer

PLANNING, POLICY AND GOVERNMENT AFFAIRS
OCTOBER 18, 2023

SUBJECT

Lewis Clark State College Educator Preparation Program Presentation

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code § 33-114

BACKGROUND/DISCUSSION

Lewis-Clark State College Educator Preparation Program is a Board-approved educator preparation program for certification purposes.

The State Board of Education's strategic plan includes a focus on alignment and coordination throughout the education pipeline as well as a focus on rigorous curriculum, and overall student success. The success of Idaho's students is largely dependent on the success of Idaho's teachers, making the work of teacher preparation an important part of the process.

Dr. Royal Toy, Director of the Pathways for Accelerated Certification and Endorsement program will be joined by Provost Fred Chilson to share an update with the Board regarding LC State's teacher preparation program.

IMPACT

This informational item will give Board members an opportunity to discuss with Provost Chilson and Dr. Toy the steps Lewis-Clark State College is taking in assuring all of the teacher candidates exiting their program are learner ready when they enter the classroom.

ATTACHMENTS

Attachment 1 – LCSC EPP Presentation

BOARD ACTION

This item is for informational purposes only.

LCSC Alternative Pathways for Teacher Certification

Provost Chilson, and Royal Toy
October 18, 2023

Pathways

- Online Elementary
- Post-Baccalaureate
- PACE, Coeur d'Alene
- Mastery-Based Pathway

What Sets Us Apart

- **Our Values**
 - Personal attention
 - Practical application of theory
 - Faculty teach courses
 - Faculty are active in classrooms
 - One-on-one mentoring
 - Accessibility of faculty & staff
 - Willingness to collaborate with peers
 - Tuition is meaningful





Thank you. Questions?

Provost Chilson, Royal Toy

PLANNING, POLICY AND GOVERNMENT AFFAIRS
OCTOBER 18, 2023

SUBJECT

Board Policy IV.D. Educator Preparation, Certification, and Standards – First Reading

REFERENCE

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).
June 2023	Board approved second reading thereby establishing Policy IV.D. Educator Preparation, Certification and Standards as a new section of policy.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1201 through 33-1204, Idaho Code
Idaho Administrative Code, IDAPA 08.02.03

BACKGROUND/DISCUSSION

Content standards for K-12 curriculum are adopted by the Board and incorporated by reference into IDAPA 08.02.03. Content standards are to be reviewed by a review committee, facilitated by the State Department of Education (SDE), as established in Board Policy IV.D. every six (6) years. This policy also establishes the structure of content standards review committees.

As SDE continues to engage content standards review committees it has become apparent that the structure of review committees is not always feasible. For example, the current structure requires an elementary teacher to sit on every review committee. However, an elementary teacher may not be a meaningful contributor to a committee reviewing Driver's Education content standards, for example. Flexibility in the membership of content standards review committees is necessary.

IDAPA 08.02.03.128 establishes the structure of curricular materials review committees. Review of curricular materials, also facilitated by the State Department of Education, is to take place in the year following content standards review. The language defining the structure of these committees provides additional flexibility and has not presented an implementation problem to date.

Attachment 1 proposes revisions to Board Policy IV.D. that aligns the language in policy pertaining to content standards review committees with the existing language in IDAPA 08.02.03.128 pertaining to curricular materials review committees.

In addition to this change, a technical correction is proposed in paragraph 2.ff. of Board Policy IV.D. for the purpose of removing a no longer relevant reference to grades 5-9.

PLANNING, POLICY AND GOVERNMENT AFFAIRS
OCTOBER 18, 2023

IMPACT

If the Board approves the first read of the proposed changes edits will be made and a final draft will be submitted for the Board's final consideration in December.

ATTACHMENTS

Attachment 1 – Board Policy IV.D. – First Reading

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Updating Section 1.a.i of Board Policy IV.D. to materially align with IDAPA 02.02.03.128, would provide the SDE with the necessary flexibility to establish effective content review committees. This change would also further align administrative rule and Board policy and would serve to streamline the workload for the SDE staff that facilitate both Content Standards and Curricular Materials committees.

Staff recommends that the Board approve the first reading of the proposed changes to Board Policy IV.D.

BOARD ACTION

I move to approve the first read of proposed revisions to Board Policy IV.D. as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: IV. ORGANIZATION SPECIFIC POLICIES AND PROCEDURES

Subsection: D. Educator Preparation, Certification, and Standards

June

2023December 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 schools then provide educational opportunities to Idaho students. ~~Prior to any standards being brought forward to the Board the a~~Applicable stakeholders and the public shall be provided with an opportunity to provide feedback prior to consideration of the Board of proposed standards. 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. All other content standards review will be facilitated by the State Department of Education.

The content standards review process will include at a minimum:

- i. A review committee will consist of not less than ten (10) total members from the following stakeholder groups: certified Idaho classroom teachers, Idaho public school administrators, Idaho higher education officials, parents, local school board trustees or directors, and State Department of Education personnel. A review committee must include Idaho educators with subject expertise in the applicable content area. A review committee established for the purpose of reviewing content standards of career technical courses must also include a member from the Division of Career Technical Education. A review committee must include 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

Idaho State Board of Education**GOVERNING POLICIES AND PROCEDURES****SECTION: IV. ORGANIZATION SPECIFIC POLICIES AND PROCEDURES****Subsection: D. Educator Preparation, Certification, and Standards****June****2023December 2023**

~~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.

Idaho State Board of Education**GOVERNING POLICIES AND PROCEDURES****SECTION: IV. ORGANIZATION SPECIFIC POLICIES AND PROCEDURES****Subsection: D. Educator Preparation, Certification, and Standards**

June

2023December 2023

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.

Idaho State Board of Education**GOVERNING POLICIES AND PROCEDURES****SECTION: IV. ORGANIZATION SPECIFIC POLICIES AND PROCEDURES****Subsection: D. Educator Preparation, Certification, and Standards**

June

2023December 2023

- 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

Idaho State Board of Education**GOVERNING POLICIES AND PROCEDURES****SECTION: IV. ORGANIZATION SPECIFIC POLICIES AND PROCEDURES****Subsection: D. Educator Preparation, Certification, and Standards**

June

2023December 2023

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.

Idaho State Board of Education**GOVERNING POLICIES AND PROCEDURES****SECTION: IV. ORGANIZATION SPECIFIC POLICIES AND PROCEDURES****Subsection: D. Educator Preparation, Certification, and Standards**

June

2023December 2023

- 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.

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 December 2023

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)

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 December 2023

- 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

Idaho State Board of Education**GOVERNING POLICIES AND PROCEDURES****SECTION: IV. ORGANIZATION SPECIFIC POLICIES AND PROCEDURES****Subsection: D. Educator Preparation, Certification, and Standards**

June

2023December 2023

- 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.

Idaho State Board of Education**GOVERNING POLICIES AND PROCEDURES****SECTION: IV. ORGANIZATION SPECIFIC POLICIES AND PROCEDURES****Subsection: D. Educator Preparation, Certification, and Standards**

June

2023December 2023

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

Idaho State Board of Education**GOVERNING POLICIES AND PROCEDURES****SECTION: IV. ORGANIZATION SPECIFIC POLICIES AND PROCEDURES****Subsection: D. Educator Preparation, Certification, and Standards**

June

2023December 2023

- 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

Idaho State Board of Education**GOVERNING POLICIES AND PROCEDURES****SECTION: IV. ORGANIZATION SPECIFIC POLICIES AND PROCEDURES****Subsection: D. Educator Preparation, Certification, and Standards**

June

2023December 2023

- 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.

Idaho State Board of Education**GOVERNING POLICIES AND PROCEDURES****SECTION: IV. ORGANIZATION SPECIFIC POLICIES AND PROCEDURES****Subsection: D. Educator Preparation, Certification, and Standards**

June

2023December 2023

- 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
OCTOBER 18, 2023

SUBJECT

Board Policy I.K Naming Memorializing Buildings and Facilities - First Reading

REFERENCE

March 2000	Board approved first reading of Board Policy.
September 2000	Board approved second reading of Board Policy I.K.
February 2002	Board approved first reading of amendments to Section I of Board Policy including I.K. updates to outdated references to Idaho administrative rules.
April 2002	Board approved second reading of amendments to Section I of Board Policy including I.K.
December 2012	Board approved first reading of amendments to Board Policy Section I.K.
February 2013	Board approved second reading of Board Policy I.K to clarify the intended procedures for making requests of the Board.
June 2014	Board approved Boise State University's request to enter a naming agreement with Albertson's to name the Boise State University stadium "Albertsons Stadium."
January 2018	Board approved University of Idaho's request to enter into a naming agreement with ICCU for the ICCU arena project.
June 2019	Board approved Boise State University's request to enter a naming agreement with Extra Mile to name the arena the "Extra Mile Arena."
December 2021	Board approved Lewis-Clark State College's request to enter a naming agreement with P1FCU for the Activity Center.
June 2023	Board approved University of Idaho's request to entering a naming agreement with P1CFU to name the Kibbie-ASUI Activity Center the "P1FCU Kibbie Dome."
August 2023	Board approved first reading of Board Policy I.K to add section 1.c allowing an institution to contract with an individual or entity to purchase naming rights of a facility.

APPLICABLE STATUTE, RULE, OR POLICY

State Board of Education Governing Policies and Procedures Section I.K.

BACKGROUND/DISCUSSION

Board Policy I.K. requires prior approval by the Board for the naming or memorializing of our public postsecondary institution facilities.

PLANNING, POLICY AND GOVERNMENT AFFAIRS
OCTOBER 18, 2023

The proposed amendment adds a new section, 1.c., which would allow a facility to be named for an individual or an entity that has contracted with the institution to purchase the naming rights of the facility.

IMPACT

There were no revisions between the first and second readings of the proposed revision.

ATTACHMENTS

Attachment 1 – Proposed Revisions to Board Policy I.K Naming/Memorializing Buildings and Facilities.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The need to consider revisions was identified as a result of recent waivers of the policy (e.g, Boise State University Albertsons Stadium and University of Idaho P1FCU Kibbie Dome). Board staff recommend that the Board approve the second reading of the proposed revisions to Board Policy I.K.

BOARD ACTION

I move to approve the proposed revisions to Board Policy I.K. Naming/Memorializing Building and Facilities.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES

SUBSECTION: K. Naming/Memorializing Building and Facilities

February

~~2013~~ October 2023

Prior approval of the State Board of Education is required for the naming or memorializing of a facility or facilities ~~for other than functional use~~.

As used in this policy, the terms "facility" and "facilities" include any building, structure, room, laboratory, administrative unit, open space, or other physical improvement or natural feature of a campus or of other property under the administrative control of the State Board of Education and the Regents of the University of Idaho.

1. The Board will consider the following factors in addressing requests for naming of a ~~building, facility, or administrative unit~~ facility.
 - a. Naming for an administrator, member of the faculty or employee of ~~a unit~~ an institution or agency responsible to the ~~State Board of Education~~ Board:
 - i. No ~~building, facility, or administrative unit~~ facility shall be named for a person currently employed ~~within the system of higher education in Idaho~~ by an institution or agency, except when authorized by the Board.
 - ii. Memorialization of ~~a building, facility, or administrative unit~~ a facility for a former employee retired or deceased shall be considered on the basis of the employee's service to education in the state of Idaho. Significant factors will include, but shall not be limited to:
 - 1) Recommendation of the chief executive officer of the institution and the recommendation of the institutional community.
 - 2) Contributions rendered to the academic ~~or administrative~~ area to which the ~~building, facility, or administrative unit~~ facility is ~~primarily~~ devoted.
 - b. Naming of a ~~building, facility, or administrative unit~~ facility for other than a former employee of ~~the system of higher~~ an institution or agency responsible to the State Board of Education ~~education will be considered by the Board in accordance with 1.a. Additionally, the following shall apply:~~
 - i. When deemed appropriate, a ~~facility, building, or administrative unit~~ facility may be ~~given a nonfunctional name intended~~ named to honor and memorialize a specific individual ~~or entity~~ who has made a distinguished contribution to the University.
 - ii. Name for an individual ~~or entity~~ in recognition of a gift.
 - 1) No commitment for naming shall be made to a prospective donor of a gift prior to Board approval of the proposed name.

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES

SUBSECTION: K. Naming/Memorializing Building and Facilities

February

~~2013~~ October 2023

-
- 2) In reviewing requests for approval to name a ~~facility, building, or administrative unit~~ facility for a donor, the Board shall consider:
- a) The nature of the proposed gift and its significance to the institution;
 - b) The eminence of the individual or entity whose name is proposed; and
 - c) The individual's or entity's relationship to the institution.
- c. A facility may be named for an individual or entity that has contracted with the institution to purchase the naming rights.
2. The Board delegates to the chief executive officers the authority to name rooms and open spaces located within buildings or structures.
- a. The chief executive officer shall follow the same guidelines for naming as set forth ~~in section 1 of this policy~~ above.
 - b. All such names designated by the chief executive officers shall be reported annually in August to the Executive Director.

**PLANNING, POLICY AND GOVERNMENT AFFAIRS
OCTOBER 18, 2023**

SUBJECT

Temporary rule – Docket 08-0113-2303, 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.
August 2019	The Board approved rule Docket 08-0113-1901 establishing requirements for awarding Opportunity Scholarships to Adult Learners.
June 14, 2023	The Board approved temporary rule Docket 08-0113-2301 aligning the initial award date of the scholarship with other statewide scholarships and accounting for delayed student access to the FAFSA due to federal revisions to the application.
August 23, 2023	The Board approved proposed rule Docket 08-0113-2302 adjusting terminology to align with federal revisions, permanently aligning the initial award date of the scholarship with other statewide scholarships, providing flexibility to the administration team to adjust award amounts if necessary after verification of need status through the FAFSA, clarifying that students awarded the scholarship prior to July 1, 2023 and who intend to attend a community college were still eligible

PLANNING, POLICY AND GOVERNMENT AFFAIRS
OCTOBER 18, 2023

to receive the scholarship, and removing language regarding community college student eligibility.

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 Idaho Code § 33-4303, regarding the Idaho Opportunity Scholarship.

Changes made to Idaho Code § 33-4303 removed community colleges from the definition of institutions eligible to receive funds from this scholarship. The Governor approved the Board's promulgation of the temporary rule adopted by the Board in June of 2023 which stated that "The board may not award any new (opportunity) scholarship, excluding renewals, to any student attending community college on or after July 1, 2023." The proposed rule adopted by the Board at its August meeting removed continuing eligibility credit hour requirements which pertain to community colleges. Because students who were awarded the scholarship prior to July 1, 2023, remain eligible to use the scholarship to attend community college, it is necessary to reinstate eligibility requirements at community college.

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 November 1, 2023, and expire upon the legislature adjourning sine die at the conclusion of the 2024 legislative session.

The new temporary rule would impose eligibility requirements on those students who accepted an initial award of the Opportunity Scholarship prior to July 1, 2023, the effective date of the legislation, and who use the scholarship to attend community college.

ATTACHMENTS

Attachment 1 – Temporary Rule Docket 08-0113-2303– Opportunity Scholarship

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends that the Board approve the temporary rule as proposed in Attachment 1.

**PLANNING, POLICY AND GOVERNMENT AFFAIRS
OCTOBER 18, 2023**

BOARD ACTION

I move to approve the Temporary Rule Docket 08-0113-2303, as presented in Attachment 1, effective November 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****000. LEGAL AUTHORITY.**

~~In accordance with Sections 33-105, and 33-4303, Idaho Code, the State Board of Education (Board) shall promulgate rules implementing the provisions of Title 33, Chapter 56, Idaho Code.~~ (4-6-23)

001. SCOPE.

These rules constitute the requirements for the Opportunity Scholarship Program. (4-6-23)

002. -- 009. (RESERVED)**010. DEFINITIONS.**

01. Adult Learner. An individual who: (4-6-23)

a. Is not currently enrolled in a postsecondary institution accredited by a body recognized by the State Board of Education; (4-6-23)

b. Has not attended more than two (2) courses at a postsecondary institution at any time during the twenty-four (24) month period immediately prior to application for the Opportunity Scholarship; and (4-6-23)

c. Has earned twenty-four (24) or more transferable credits from a postsecondary institution accredited by a body recognized by the State Board of Education. (4-6-23)

02. Grade Point Average (GPA). The average grade earned by a student, figured by dividing the grade points earned by the number of credits attempted. (4-6-23)

03. Graduation Plan. A plan developed by the postsecondary student in consultation with the postsecondary institution that identifies the certificate or degree the student is pursuing, the course and credit requirements necessary for earning the certificate or degree, the application of previously earned credits and credits granted through prior learning assessments, the estimated number of terms remaining to complete the certificate or degree and the proposed courses to be taken during each term. (4-6-23)

011. -- 100. (RESERVED)**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 Student Aid Index (SAI), as identified by the free application for federal student aid (FAFSA) Submission Summary. (7-1-23)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 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. (7-1-23)T

02. Announcement of Award. For the 2024-2025 academic year, announcement of the award of initial scholarships will be made no later than December 31, 2023, with awards to be effective at the beginning of the first full term 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. (7-1-23)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 FAFSA Submission Summary if known at the time of award determination; (7-1-23)T

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~~, will be prorated as follows: (7-1-23)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. (7-1-23)T

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. (7-1-23)T

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, and the scholarship recipient attending a two (2) year public postsecondary institution who accepted an award offer or renewed an award offer on or before June 30, 2023 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. (7-1-23)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)

303. -- 399. (RESERVED)

400. RESPONSIBILITIES OF ELIGIBLE IDAHO POSTSECONDARY EDUCATIONAL INSTITUTIONS.

01. Statements of Continuing Eligibility. An eligible Idaho postsecondary educational institution participating in this Opportunity Scholarship Program must submit statements of continuing student eligibility to the Board by the 30th day after the end of the spring semester or equivalent term. Such statements must include verification that the scholarship recipient is still enrolled, attending part-time, if an Adult Learner, and full-time for all other scholarship recipients, maintaining satisfactory academic progress, and has not exceeded the award eligibility terms. (4-6-23)

02. Other Requirements. An eligible Idaho postsecondary educational institution must: (4-6-23)

a. Be eligible to participate in Federal Title IV financial aid programs, and must supply documentation to the Board verifying this eligibility, and prompt notification regarding any changes in this status; (4-6-23)

b. Have the necessary administrative computing capability to administer the Opportunity Scholarship Program on its campus, and electronically report student data records to the Board; (4-6-23)

c. Provide data on student enrollment and federal, state, and private financial aid for students to the Board within set timelines, and (4-6-23)

d. Agree to permit periodic Opportunity Scholarship Program audits to verify compliance with Idaho law and these rules related to the program. (4-6-23)

03. Adult Learner Evaluation. Upon admission, scholarship recipients receiving an award as an Adult Learner will be administered prior learning assessments to determine eligibility for credit for prior learning, including credit for prior experiential learning. As part of this process an eligible institution will work with the student to develop a graduation plan for the program they are entering that includes estimated completion dates. (4-6-23)

401. -- 500. (RESERVED)

501. APPEALS.

An opportunity scholarship applicant or recipient adversely affected by a decision made under provisions of these rules may file a written appeal detailing the basis of the appeal within thirty (30) days following notice of the decision. Decisions based on specific requirements established in Idaho Code or these rules may not be appealed. The appeal must be submitted to the executive director of the Board. The office of the board shall acknowledge receipt of the appeal within seven (7) days. The executive director of the Board may or may not agree to review the action, or may appoint a subcommittee of three (3) persons to hear the appeal, including at least one (1) financial aid administrator at an eligible postsecondary educational institution in Idaho. (4-6-23)

01. Board Decision. The decision of the Board is final, binding, and ends all administrative remedies, unless otherwise specifically provided by the Board. The Board will inform the opportunity scholarship applicant or recipient in writing of the decision of the Board. (4-6-23)

502. -- 999. (RESERVED)

**PLANNING, POLICY, AND GOVERNMENT AFFAIRS
OCTOBER 18-19, 2023**

STATE DEPARTMENT OF EDUCATION

SUBJECT

Emergency Provisional Certificates Procedural Recommendations

REFERENCE

April 2019	Board approved SDE recommendations for processing emergency provisional certificates
August 2019	Board approved SDE revised procedures regarding emergency provisional certificates
August 2021	Board approved SDE revised emergency provisional certificate process
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.
June 2023	Board approved four (4) certificates for the 2022-2023 school year.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code § 33-1201 and 33-1203
IDAPA 08.02.02 – Rules Governing Uniformity

BACKGROUND

Idaho Code § 33-1201 requires that every person who is employed to serve in any elementary or secondary school in as a “teacher, supervisor, administrator, education specialist, school nurse or school librarian” “to hold a certificate issued under authority of the state board of education, valid for the service being rendered.” Idaho Code § 33-1203 allows the State Board of Education to authorize a provisional certificate for teachers when the candidate has at least two years of college training and an emergency has been declared. This section of Code does not authorize issuance of emergency provisional certificates for pupil service staff or administrators.

School districts receive the same level of funding for staff with an emergency provisional certificate as they receive for an individual with a standard certificate. Funding for long-term substitutes is at the same level as non-certified classified staff.

PLANNING, POLICY, AND GOVERNMENT AFFAIRS
OCTOBER 18-19, 2023

DISCUSSION

The Board approved procedures for processing emergency provisional certificates on three separate occasions over the past five (5) years. Later requests supersede earlier requests in some aspects, but not all, and it has become difficult to determine which procedures are in effect.

The State Department of Education and the State Board of Education have collaborated to review and collect all relevant procedures into a single guidance document.

Attachment 1 presents the recommended guidance document.

ATTACHMENTS

Attachment 1 – Emergency Provisional Certificate Procedural Recommendations

IMPACT

If the Board approves the request, the procedures outlined in Attachment 1 will be effective immediately and will supersede all previously approved procedures related to the management of emergency provisional certificates. If the Board does not approve the request, the existing procedures will remain in effect.

BOARD ACTIONS

I move to approve the recommended procedures for the management of emergency provisional certificates as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Management of Emergency Provisional Certification Process

1. Authority
 - a. All certificates are issued under the authority of the State Board of Education (Board). “Every person who is employed to serve in any elementary or secondary school in the capacity of teacher, supervisor, administrator, education specialist, school nurse or school librarian shall be required to have and to hold a certificate issued under authority of the state board of education.” Idaho Code, Section 33-1201.
 - b. The State Department of Education (SDE) administers the process for issuance of all certificates. “To obtain a new, renew, or reinstate an Idaho Educator Credential, the applicant must submit an application on a form supplied by the State Department of Education or the Division of Career Technical Education as applicable to the type of certificate.” IDAPA 08.02.02.060.
 - c. Idaho Code, Section 33-1203 allows the Board to authorize the issuance of provisional certificates to teachers based on not less than two (2) years of college training and the declaration of an emergency.
 - i. Clarification: Forty-eight (48) credit hours earned from an accredited college or university is the equivalent of two (2) years of college training.
 - ii. Clarification: The emergency must be declared by the local school board, and the motion must be recorded in meeting minutes.
2. Eligibility
 - a. Section 33-1203, Idaho Code only applies to teachers. Therefore, the Board may only consider authorizing the issuance of an Emergency Provisional Certificates if the requested endorsement is aligned to a Standard Instructional Certificate or a Career Technical (Occupational Specialist) Certificate. The requirements for Standard Instructional Certificates and Occupational Specialist Certificates are set forth in IDAPA 08.02.02. The aligning endorsements for either certificate type are listed in Board Policies IV.D. and E.
 - b. Standard Pupil Service Staff Certificates, Administrator Certificates, and special education endorsements are not eligible for emergency provisional certificate authorization under Section 33-1202, Idaho Code. The requirements to obtain a Standard Pupil Service Staff Certificate or Administrator Certificate are set forth in IDAPA 08.02.02.015.
 - c. Candidates who are eligible for certification via other available pathways, including, but not limited to, alternative authorizations or interim certification will not be considered for emergency provisional certification.

3. Application Process
 - a. The SDE establishes the application form.
 - b. Any LEA may submit an application packet.
 - c. Application Packets must include the following information in the application:
 - i. Date on which the local school board declared an emergency;
 - ii. Date candidate was hired to serve as a teacher;
 - iii. Candidate's full name and date of birth;
 - iv. Summary of recruitment efforts of school board prior to declaration of emergency; and
 - v. The following attachments:
 1. Approved meeting minutes evidencing the school board's emergency declaration;
 2. Official transcripts evidencing that the candidate has completed at least 48 credit hours of college training;
 3. Fingerprint card, form, and fee as required by Idaho Code, Section 33-130, and
 4. The required application fee established by the SDE.
 - d. Application Packets must be submitted to the SDE's Division of Certification by the deadlines established by the SDE.
 - i. Application Packets received after January 1 of the school year must be due to the school district or charter school losing a staff member after January 1 of the school year.
 - ii. Incomplete Application Packets will not be forwarded to the Board for consideration.
 - e. SDE staff will verify eligibility that:
 - i. The candidate does not hold a current Idaho certificate;
 - ii. The candidate has completed at least two (2) years of college training;
 - iii. The local school board declared an emergency; and that
 - iv. The candidate is not qualified for teacher certification through any other available route.
 - f. Once eligibility is confirmed, SDE staff will submit a request and recommendation to the Board for authorization to issue an emergency provisional certificate. Requests submitted by the meeting materials due date for any regularly scheduled Board meeting will be considered at that Board meeting.
4. Other Considerations:
 - a. All candidates must pass a background check pursuant to Section 33-130, Idaho Code prior to being issued a certificate.
 - b. Emergency provisional certifications may be requested for a second year only in extenuating circumstances.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
OCTOBER 18, 2023

SUBJECT

Empowering Parents Program Update

REFERECNE

June 14, 2023	State Board of Education (“Board”) heard update on status of program implementation.
August 23, 2023	Board heard update on status of program implementation and received Final Report and Action Plan dated 8/2/23.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code §§ 33-1030 to 1034

BACKGROUND/DISCUSSION

The Empowering Parents Grant Program (Program) was enacted in 2022 (S1255) 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 an online platform including an electronic marketplace for awardees to use grant awards for eligible products and services.

The State Board of Education administers the Program. The Board does not have rulemaking authority for this section of Code.

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
OCTOBER 18, 2023

- f) Other education expenses approved by the board, upon recommendation of the parent advisory panel established pursuant to section 33-1032, Idaho Code.

Idaho Code § 33-1032 establishes a parent advisory panel (EPPAP) to make recommendations to the Board regarding implementation, administration, and improvements to the program. EPPAP also may make recommendations to the Board regarding the inclusion of other educational expenses and services.

EPPAP, chaired by Superintendent Critchfield, met on June 1, 2023, July 10, 2023, August 17, 2023, September 11, 2023, and September 21, 2023. OSBE staff attended each meeting.

Over the summer, EPPAP discussed several potential recommendations. Programmatic changes recommended to the Board are presented in Attachment 1.

Recommendations are listed below and grouped by Board consideration type. The number of each recommendation correlates to the number of the EPPAP recommendation in Attachment 1.

Eligible Products and Services

Idaho Code § 33-1030(3)(f) authorizes the Board to approve recommendations from EPPAP regarding other education expenses and services to be included. The following EPPAP recommendations are not currently considered as eligible under the Program, but could be added by the Board as new eligible products and services.

- 4.1.a. Educational camps and classes offered for a fee, but reserve the right for the State Board of Education to deny any classes they deem inappropriate.
 - Board staff requested that EPPAP consider recommending this category to the Board for inclusion as other education expenses due to a high volume of parent interest in such services.
 - Board staff recommends approval of this category with specification that registration fees are eligible, but related costs, such as transportation are not eligible.

- 4.1.b. Non-technological education equipment that may be necessary to facilitate a student's participation in educational activities (e.g., backpacks, computer cases, and tools for science labs).
 - Board staff requested that EPPAP consider recommending this category to the Board for inclusion as other education expenses due to a high volume of parent interest in such products.
 - Board staff recommends approval of this category with the acknowledgement that additional reasoning or documentation may be necessary for parents to provide to justify some items as eligible.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
OCTOBER 18, 2023

- 4.1.c. Fees associated with homeschool educational services tuition, including co-ops or whatever setting the family chooses.
 - During the 2023 legislative session, the legislature considered two separate bills (Senate Bill 1144 and Senate Bill 1161) that proposed the use of Empowering Parents micro-grant funds for non-public school tuition. Neither bill was enacted. As such, Board staff does not recommend approval of EPPAP recommendation 4.1.c.
- 4.1.d. Physical education equipment, gear, uniforms, or pay-to-play fees required for participation in physical education activities.
 - Board staff requested that EPPAP consider recommending this category to the Board for inclusion as other education expenses due to a high volume of parent interest in such products and services.
 - Board staff recommends approval of this category with further clarification that such products are only allowable for organized educational activities rather than simply recreational purposes.
- 4.1.f. Musical instruments and tutoring services.
 - Musical instruments and non-academic tutoring services are not currently included as eligible products and services. There has been some parent interest in adding this category of products and services.
 - Board staff recommends approval of this category of products and services.
- 4.1.g. Costumes and uniforms – clothing necessary to facilitate participation in an educational camp, class, or event (e.g., dance uniforms, karate uniforms, or camp t-shirts).
 - Board staff requested that EPPAP consider recommending this category to the Board for inclusion as other education expenses due to a high volume of parent interest in such products.
 - Board staff recommends approval of this category of products and services with the acknowledgement that additional reasoning or documentation may be necessary for parents to provide to justify some items as eligible as necessary for participation in an educational camp, class, or event.

Business Procedures

Idaho Code § 33-1031(2)(d) provides that the Board “may take such other actions as are necessary to implement and enforce the provisions of this section.” Pursuant to this section of Code, OSBE staff has piloted business procedures subject to adoption by the Board. The following EPPAP recommendations could be considered by the Board for addition to current business procedures.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
OCTOBER 18, 2023

- 2.1.a. – Streamline the vendor approval process and allow parents to suggest vendors or apply for vendors on their behalf.
 - This is already allowable, but the procedures have not been formalized or published. Vendors must be willing to participate in the Program and to release financial information to the contractor.

- 2.3.a. – Expand vendor services available to rural and remote communities beyond physical education classes and enhanced broadband service.
 - The EPPAP discussed the lack of local vendors available in rural areas. Multiple broadband service vendors have actively or passively declined participation in the program.

- 2.6.a – Work with the contractor to implement a vendor review process for parents or patrons of the program to review vendors in the Marketplace.
 - This feature does not currently exist in the platform. Parents have made reports through the contractor’s customer service and by direct contact with Board staff, but these reports are not visible to vendors or to other grant awardees.

- 2.7.a. –Enhance communication between the contractor and vendors.
 - The request for proposal for the next contract includes more specific requirements in this area.

- 3.7.a. -Create a policy for two-household families which includes verification that the Empowering Parents award is granted to the parent with authority to make educational decisions for the respective child.
 - This situation has been encountered. Procedures have not been formalized or published.

- 3.2.a. – Adjust the program timeline to align with the start of the school year to allow parents to access funds earlier in the school year, with no negative impact to current participants.
 - Idaho Code § 33-1031(2) establishes the length of time between each of three waves of award offers. However, the start date of wave 1 is left to the Board.

Current Practice

The following EPPAP recommendations do not require Board action as these are current practices.

- 2.4.a. – Allow parents to select out of state vendors offering in-person educational enrichment opportunities.
 - No vendor has been denied participation in the marketplace based on the vendor’s location.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
OCTOBER 18, 2023

- 2.4.b – Allow parents to select out of state vendors offering educational enrichment opportunities through a virtual platform.
 - No vendor has been denied participation in the marketplace based on the vendor’s location.

- 3.4.a. - Allow all eligible students (K-12) within a household to use the grant funds awarded to the household.
 - Idaho Code § 33-1031(1) provides that the purpose of the program is to “provide education grants for eligible students.” There is no statutory requirement that a grant fund be used for a particular eligible student.

- 3.4.b. – Maintain the annual household award at three (3) per household.
 - Idaho Code § 33-1030(5) sets the grant award amount at \$1,000. Idaho Code § 33-1033(5) caps the maximum grant award at \$3,000 per household.

- 3.4.c. – Maintain the annual Empowering Parents grant award at \$1,000 per eligible student.
 - Idaho Code § 33-1030(5) sets the grant award amount at \$1,000. Idaho Code § 33-1033(5) caps the maximum grant award of \$3,000 per household.

Statutory Changes

The following EPPAP recommendations would require statutory changes prior to implementation. The Governor’s deadline for state agency recommendations for legislation has passed for the 2024 legislative session. Therefore, the Board cannot take action on the following recommendations at this time.

- 1.1– Grantees who purchased an item from the marketplace that is later deemed ineligible should not be banned from the program.
 - The current contractor allowed ineligible products and services to be available on the platform, and parents made a reasonable assumption that the products and services made available to them were eligible. Therefore, parents who made ineligible purchases from November 1, 2022 through August 1, 2023 were not found to have misused grant funds. Ineligible items were identified, and the contractor has been asked to repay the State.
 - As of August 1, 2023, both the contractor and Board staff review purchases daily to prevent ineligible purchases. Idaho Code § 33-1031(3) requires that parents agree to verify program compliance, agree to use grant funds for eligible education expenses, and states that if a parent misuses grant funds then “neither the parent nor

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
OCTOBER 18, 2023

another parent of the student living in the same household may apply for a grant in the future for any student....”

- 2.2.a. – Prioritize offering services specific to addressing student learning loss.
 - Idaho Code does not currently establish boundaries on the type of vendor (i.e. direct or resale), nor does it provide for any limitations to be placed on the number of vendors by type of product or service. The current statute allows parents to determine what eligible education expenses to pay for with a grant award. In order to prioritize the use of grant funds, statutory changes are necessary.

- 2.5.a. – State Board of Education staff and Idaho School Boards Association work together to encourage all Idaho Local Education Agencies (LEAs) to become vendors in the marketplace.
 - Idaho Code § 33-1030(3)(e) provides that any LEA can register as a vendor, but limits services provided by an LEA to non-public school students. As the law currently stands, services could not be provided by a LEA to its own students or to other public school students. A statutory change may be necessary to encourage more LEAs to participate as vendors in the marketplace.

- 3.1.a. – Students must reside in Idaho to access Empowering Parents grant funds.
 - Idaho Code § 33-1030(4) defines an eligible student as “a person in kindergarten through grade 12, whether a public school or nonpublic school student.” The statute does not specify that an eligible student must be an Idaho resident. Idaho Code § 33-1031(2)(c)(i) requires verification of a parent’s adjusted gross income through the Idaho Tax Commission, thereby requiring that the parent be an Idaho taxpayer. Student residency is not contemplated by the law. There were several instances in which students living in border communities outside of Idaho, but attending Idaho schools, applied for and received a grant.

- 3.3.a. – Move faster through the award process.
 - Idaho Code § 33-1031(2) establishes the length of time between each of three waves of award offers.

- 3.3.b. – Shorten the duration between waves.
 - Idaho Code § 33-1031(2) establishes the length of time between each of three waves of award offers.

- 3.5.a. – Increase the number of FTE supporting the Empowering Parents Program by at least one.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
OCTOBER 18, 2023

- One (1) FTE was allocated to OSBE for the administration of this program as part of the agency's FY23 appropriation of federal funds. No additional FTE have been allocated.
- 3.6.a. – Provide current grant recipients one (1) additional year to spend grant awards.
 - Idaho Code § 33-1031(4) establishes that any unused grant funds revert to the empowering parents grant fund two years after the grant award is made.
- 3.6.b. – Develop a process to allow unspent grant funds to be returned to the state should a participant elect not to use the entirety of the grant.
 - Idaho Code § 33-1031(4) establishes that any unused grant funds reverts to the empowering parents grant fund two years after the grant award is made.
- 4.1.e. Educational programs or extracurricular activities offered for a fee or pursuant to contract by a school district, public charter school, or career technical education program to any students, provided that such students may not be counted for purposes of calculating public school enrollment.
 - Idaho Code § 33-1030(3)(e) establishes that any LEA can register as a vendor, but limits services provided by an LEA to non-public school students.
- 4.2.a. – Allow direct reimbursements for internet services.
 - Idaho Code § 33-1030(6) establishes that grants are to be distributed through a grant distribution platform. Reimbursements are not authorized.
- 4.2.b. – Establish a process for reimbursement under what the Board finds feasible within their abilities.
 - Idaho Code § 33-1030(6) establishes that grants are to be distributed through a grant distribution platform. Reimbursements are not authorized. Reimbursements were allowable under the predecessor Strong Families, Strong Students program, which proved to be significantly burdensome to administer (including five temporary, full-time employees to review reimbursement requests). If reimbursements were authorized for the Empowering Parents Program, there would need to be a similar increase in human capital.

IMPACT

If the Board approves any of the recommendations, staff will begin implementation.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
OCTOBER 18, 2023**

ATTACHMENTS

Attachment 1 – Recommendations from Empowering Parents Parent Advisory Panel

Attachment 2 – Recommended Board Action

STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommend approval of the following EPPAP recommendations eligible for consideration as other education expenses under Idaho Code § 33-1020(2)(f): 4.1.a, 4.1.b., 4.1.d., 4.1.f., and 4.1.g. The inclusion of camps and classes, physical education equipment, non-technological equipment, and costumes and uniforms were originally brought to the attention of EPPAP by Board staff as these are categories of products and services in which there appears to be high demand from parents in the program. EPPAP added musical equipment and related tutoring, which staff agrees with adding.

Board staff recommend approval of the following EPPAP recommendations eligible for incorporation into the Board’s business procedures for the management of the Empowering Parents Grant Program: 2.1.a., 2.3.a., 2.6.a., 2.7.a., 3.7.a., 3.2.a., 3.4.a. These recommendations acknowledge various complexities in the administration of the program. Having approval from the Board will assist Board staff in finalizing business procedures to guide the operation and management of the program.

The recommended Board action, with incorporated changes from Board staff reflecting comments above under EPPAP recommendations, is included as Attachment 2.

BOARD ACTION

I move to adopt the recommended addition of eligible products and services and additional business procedures as set forth in Attachment 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

September 13, 2023

Matt Freeman, Executive Director
Idaho State Board of Education
650 W. State St., #307
Boise, ID 83702

Re: Empowering Parents Parent Advisory Panel Recommendations

Dear Matt,

The Parent Advisory Panel for the Empowering Parents program advises the State Board of Education on ways to implement, administer, and improve the Empowering Parents grant program.

The panel convened their first meeting on June 1, 2023, and conducted a series of meetings in regions across the state in July, August, and September.

Parent Advisory Panel members include:

- Laura Milton of Idaho Falls,
- Barbara Schriber of Sandpoint
- Jason Sevy of Marsing
- Holly Cook of Boise
- Courtney Abenroth of Rupert
- Joni Shepherd of Riggins
- Amy Henry of Nampa

As your designee, I have served as the nonvoting chair of the parent advisory panel and am pleased to present to you the final recommendations of the panel for the State Board of Education to consider during the October SBOE meeting.

Sincerely,

Debbie Citchfield

Empowering Parents Parent Advisory Panel

Recommendations to the State Board of Education

September 11, 2023

1.0	APPEALS PROCESS
1.1	Idaho Code § 33-1031(3) – Barred Household Appeal to the Board Grantees that purchased an item from the marketplace that is later deemed ineligible should be allowed back into the program.
2.0	CONTRACTOR
2.1	Vendor Approval Process a. Streamline the vendor approval process and allow parents to suggest vendors or apply for vendors on their behalf.
2.2	Enhance Vendor Offerings to Address Learning Loss a. Prioritize offering services specific to addressing student learning loss.
2.3	Expand Vendor Services Available to Rural and Remote Communities a. Expand vendor services available to rural and remote communities beyond physical education classes and enhanced broadband service.
2.4	Expand Vendor Services to Out of State Vendors Providing Educational Services a. Allow parents to select out of state vendors offering in-person educational enrichment opportunities. b. Allow parents to select out of state vendors offering educational enrichment opportunities through a virtual platform.
2.5	Local Education Agencies a. State Board of Education staff and Idaho School Boards Association work together to encourage all Idaho Local Education Agencies to become vendors in the marketplace.
2.6	Vendor Review Process a. Work with the contractor to implement a vendor review process for parents or patrons of the program to review vendors in the marketplace.
2.7	Vendor Relations a. Enhance communication between the contractor and vendors.

3.0	PROGRAM ADMINISTRATION
3.1	Residency <ul style="list-style-type: none"> a. Students must reside in Idaho to access Empowering Parents grant funds.
3.2	Annual Timeline <ul style="list-style-type: none"> a. Adjust the program timeline to align with the start of the school year to allow parents to access funds earlier in the school year, with no negative impact to current participants.
3.3	Awards <ul style="list-style-type: none"> a. Move faster through the awards process. b. Shorten the duration between waves.
3.4	Program Caps <ul style="list-style-type: none"> a. Allow all eligible students (K-12) within a household to use the grant funds awarded to the household. b. Maintain the annual household award at three (3) per household. c. Maintain the annual Empowering Parents grant award at \$1,000 per eligible student.
3.5	Program Support <ul style="list-style-type: none"> a. Increase the number of FTE supporting the Empowering Parents Program by at least one FTE.
3.6	Expenditure of Funds <ul style="list-style-type: none"> a. Current grant recipients shall have one (1) additional year to spend grant awards. b. Develop a process to allow unspent grant funds to be returned to the State should a participant elect not to use the entirety of the grant.
3.7	Two-Household Families³³ <ul style="list-style-type: none"> a. Create a policy for two-household families which includes verification that the Empowering Parents award is granted to the parent with authority to make educational decisions for the respective child.

4.0	ELIGIBLE EXPENSES
4.1	Idaho Code § 33-1030(f) – Other education expenses and services as approved by the Board, upon recommendation of the Parent Advisory Panel <ul style="list-style-type: none">a. Educational camps and classes offered for a fee, but reserve the right for the State Board of Education to deny any classes they deem inappropriate.b. Non-technological education equipment that may be necessary to facilitate a student’s participation in educational activities (i.e. backpacks, computer cases, and tools for science labs).c. Fees associated with homeschool educational services tuition, including co-ops or whatever setting the family chooses.d. Physical education equipment, gear, uniforms, or pay-to-play fees required for participation in physical education activities.e. Educational programs or extracurricular activities offered for a fee or pursuant to contract by a school district, public charter school, or career technical education program to any students, provided that such students may not be counted for purposes of calculating public school enrollment.f. Musical instruments and tutoring services.g. Costumes and uniforms – clothing necessary to facilitate participation in an educational camp, class, or event (i.e. dance uniforms, karate uniforms, or camp t-shirts).
4.2	Reimbursements <ul style="list-style-type: none">a. Allow direct reimbursement for internet services.b. Establish a process for reimbursement under what the Board finds feasible within their abilities.

POLICY, PLANNING, AND GOVERNMENT AFFAIRS
OCTOBER 18, 2023

ATTACHMENT 2

Eligible Products and Services, Section 33-1030(3)(f), Idaho Code

- 4.1.a. Registration fees and required materials for educational camps and classes offered for a fee by a Board-approved vendor.
- 4.1.b. Non-technological education equipment that may be necessary to facilitate a student's participation in educational activities (i.e. backpacks, computer cases, and tools for science labs).
- 4.1.d. Physical education equipment, gear, uniforms, or pay-to-play fees required for participation in organized physical education activities.
- 4.1.f. Musical instruments and related tutoring services.
- 4.1.g. Costumes and uniforms – clothing necessary to facilitate participation in an educational camp, class, or event (i.e. dance uniforms, karate uniforms, or camp t-shirts).

Business Procedures, Section 33-1030(2)(d), Idaho Code:

- 2.1.a. – Streamline the vendor approval process and allow parents to suggest vendors.
- 2.3.a. – Expand vendor services available to rural and remote communities beyond physical education classes and enhanced broadband service.
- 2.6.a. – Work with the contractor to implement a vendor review process for parents or patrons of the program to review vendors in the marketplace.
- 2.7.a. – Request that contractor enhance communication with vendors.
- 3.2.a. – Adjust the application open date for the first wave of each annual appropriation to align with the start of the school year for the 2024-2025 school year.
- 3.7.a. – Adjust the application process to allow parents to indicate when a court order related to child custody exists and create procedures to ensure that Empowering Parents grant awards are accessible only to by the parent or legal guardian with authority to make educational decisions for the respective child.

POLICY, PLANNING, AND GOVERNMENT AFFAIRS
OCTOBER 18, 2023

SUBJECT

PPGA Committee Initiatives and Priorities – Long Term Planning

REFERENCE

October 2020	PPGA establishes initial initiatives and priorities.
October 2021	Progress is presented to the Board as an information only item.

APPLICABLE STATUTE, RULE, OR POLICY

Board Policy Section I Bylaws

BACKGROUND/DISCUSSION

Board bylaws establish three standing committees: Business Affairs and Human Resources (BAHR), Instruction, Research and Student Affairs (IRSA), and Planning, Policy and Government Affairs (PPGA). In October of 2020, each committee established long term initiatives and priorities. A progress report was made to the Board the following year.

Work continues on projects aligned to these established initiatives and priorities.

Board committees have been asked to review and update their initiatives and priorities to ensure continued alignment with Governor Little’s education priorities as well as the Board’s strategic plan.

The PPGA committee reviewed the most recent version of its priorities and initiatives on August 4, 2023. The Committee asked for more focus on “timely data”.

Board staff has restructured the 2021 document using a template which, going forward, can be commonly used by all three standing committees. This template draws focus to actionable items with benchmarks and updates.

The PPGA committee reviewed the revision on September 27, 2023 and approves of the restructure. The priorities are presented here as a board update.

ATTACHMENTS

Attachment 1	Proposed FY 2024 PPGA Initiatives and Priorities
Attachment 2	2021 PPGA Initiatives and Priorities
Attachment 3	Governor Little’s Education Priorities
Attachment 4	FY24 K-20 Board Strategic Plan

IMPACT

PPGA initiatives and priorities inform the work of OSBE staff and committees that report through the PPGA Committee.

**POLICY, PLANNING, AND GOVERNMENT AFFAIRS
OCTOBER 18, 2023**

BOARD ACTION

This item is for informational purposes only.

POLICY, PLANNING, AND GOVERNMENT AFFAIRS COMMITTEE
 Priorities and Milestones Fiscal Year 2024

1. Educational System Alignment	Alignment with Board Strategic Plan:		G1.OA - Data Access and Transparency					
	Alignment with Governor's Priorities:		Timely access to data					
DESCRIPTION: Support data informed decision-making and transparency.								
Tasks and Action Items	FY23 Update	Aug-23	Oct-23	Dec-23	Feb-24	Apr-23	Jun-23	Aug-23
a. LEA Strategic Planning and Continuous Improvement Planning			CIP Plans Due to OSBE/Public	CIP Report				
b. K-20 SLDA and Data Dashboard	EVASS Dashboard launched: https://osbe.sas.com		SAS Dashboard launched: https://idahoschools.ondemand.sas.com					

2. Educator Effectiveness	Alignment with Board Strategic Plan:		G2.OB Educational Readiness - Explore opportunities to enhance school readiness					
	Alignment with Governor's Priorities:		Teacher Recruitment and Retention					
DESCRIPTION: Provide tools and resources to identify, measure, and mitigate learning loss due to the COVID-19 Pandemic.								
Tasks and Action Items	FY23 Update	Aug-23	Oct-23	Dec-23	Feb-24	Apr-23	Jun-23	Aug-23
a. Educator Pipeline Report		Report Published Dec.	Revise report structure for audience accessibility	Collect and review data	Proposed work session to review outcomes.			
b. Mentorship and PD Platform	RFP process		ETA: RFP Awarded		Cross Agency Build-Out			Tentative Launch
c. Retention Resources, Strategies, and Tools	Rural and Underserved Grant Implemented							
d. Recruitment Resources, Strategies, and Tools	Legislation: Allowing Apprenticeships	EPP Title II Measures Adopted	EPP New Program Standards Adopted	Apprenticeship Program Application to Board	Apprenticeship Program Registration Application to DOL	ISEE, employer/sponsor agreements drafted, training offered		Tentative Launch

3.-Educational Readiness		Alignment with Board Strategic Plan:		G2.OA Rigorous Education - Deliver rigorous programs that challenge and prepare students to transition through each level of the education system.				
		Alignment with Governor's Priorities:		Literacy				
DESCRIPTION: 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.								
Tasks and Action Items	FY23 Update	Aug-23	Oct-23	November 27 PPGA; December 13 Board Mtg.	Feb-24	Apr-23	Jun-23	Aug-23
a. Literacy Proficiency		Excellence in Education Committee: AOC Committee Report		Excellence in Education Committee: impact of full day K on IRI outcomes				
b. Mastery Based Education System	Board Policy: Micro credentialing and Badging							
d. Maintaining Rigorous Content Standards				PPGA Committee Presentation (11/27)			Content Standards Review (rotational)	
c. Graduation Requirements			Review Graduation Requirements					
d. College and Career Advising Component								
e. Accountability System Based on Student Outcomes		Academic Oversight Committee Report FY22 Data.	Performance Measure Outcome Work session				Academic Oversight Committee Report FY23 Data	

4. K-20 Guided Pathways		Alignment with Board Strategic Plan:		TBD				
		Alignment with Governor's Priorities:		TBD				
DESCRIPTION: TBD								
Tasks and Action Items	FY23 Update	Aug-23	Oct-23	Dec-23	Feb-24	Apr-23	Jun-23	Aug-23
b. Workforce Development Needs				PPGA Committee Presentation (11/27)				
c. Career Technical Education				PPGA Committee Presentation (11/27)				

Policy Planning and Governmental Affairs

Long-term Initiatives and Priorities

Learning Loss – How to identify/measure and mitigate learning loss due to the COVID-19 Pandemic. Work in this area will identify:

- ways school districts can identify or measure the loss in learning students have experienced due to the disruptions in education caused by the pandemic;
- strategies for mitigating the effects of the learning loss;
- state policy amendments to incentivize or help facilitate the local education agency work on mitigating learning loss; and
- funding and other resources needed to support local education agencies work to mitigate learning loss. (FY 22 Appropriation/2021 Legislative Session).

Educator Effectiveness, Preparation, Professional Development, and Pipeline –

This work was started with the Board's/Idaho's participation in the Network for Transforming Educator Preparation in 2013 and encompasses: the annual educator pipeline work and development of the annual educator pipeline report; educator preparation program quality standards/metrics adopted by the Board and subsequent annual report; educator preparation program/certification standards; and expansion of professional development resources (2012/2013 K-12 Task Force Recommendation Adopted by Board). New areas include work around teaching and learning in a remote environment. Educator effectiveness and preparation are impacted through three areas the Board uses for setting statewide policy:

- Board Governing Policies and Procedures (public educator preparation programs only);
- Administrative Code (preparation program standards – public and private programs, and certification requirements) – subject to annual timeline
- Idaho Statute (Minimum state requirements for certification, Board approval of programs, etc.) – subject to annual timeline

K-12 Task Force Recommendations (2012/2013 and transition to 2019 Task Force)

– This work includes moving forward/completing the original K-12 Task Force recommendations adopted by the Board and the 2019 K-12 Task Force (Our Kids, Idaho's Future) recommendations adopted by the Board:

- 2012/2013/2014 Recommendations (this is a partial list of ongoing items)
 - Mastery Based Education System
 - Idaho Core Standards – Maintain rigorous content standards
 - Literacy Proficiency
 - Accountability system based on student outcomes
 - LEA strategic planning, assessment, and continuous improvement
 - Statewide electronic and site-based collaboration system/ Mentoring/ Ongoing Job-embedded Professional Learning/ Professional Development (including training and development of school administrators, superintendents, and school boards)/ Improved education preparation

POLICY, PLANNING, AND GOVERNMENT AFFAIRS
OCTOBER 18, 2023

ATTACHMENT 2

- 2019 Recommendations (adopted February 2020)
 - Statewide Accountability: Focusing Our Efforts on K-3 Literacy
 - Greater All-Day K Opportunities to Support K-3 Literacy and Future Student Achievement
 - Building Out and Updating the Career Ladder to Elevate the Profession, and Retain Effective Educators
 - Addressing Social and Emotional Issues to Support Student Learning
 - Strategic Alignment and Increased Flexibility in K-12 Funding Formula

Postsecondary Task Force Recommendations – K-20 Guided Pathways - This effort encompasses the task force recommendations that were adopted by the Board and assigned to the committee, including:

- Consolidation of governmental affairs directors' efforts for a more coordinated and effective approach to advocating for postsecondary education with the Legislature;
- Updates to the strategic plan around the 60% educational attainment goal and transitioning from a population goal to institution production targets to meet the workforce need;
- Structural change aligning K-12 and postsecondary, including college and career advising, graduation requirement, and guided pathways (P-20).
- Workforce Development Task Force recommendation related to career technical education.

P-20W SLDS and Data Dashboard – Enhanced education data transparency and access. Continue buildout of public-facing data dashboard that allows state policy makers, parents, students, school administrators, and institution staff access to reports produced using data collected in the statewide longitudinal data system. This includes implementation of the Ad-hoc legislative workgroup data elements. Included in K-20 strategic plan in 2016 and ongoing.

Career Technical Education Workgroup Recommendations (Adopted February 2020)

State and Federal Accountability – This work is tied to the earlier K-12 task force work mentioned above, the development of the current statewide accountability framework and the evaluation and updating of the state's accountability system. This work encompasses not only the accountability framework and aligned Federal State Consolidated Plan, but also considerations regarding state graduation requirements and the state's comprehensive assessment system.

Annual Policy and Strategic Planning Considerations

- Administrative Rules – Negotiated Rulemaking used to set state education policy (has the force and effect of law), goes to the legislature to accept or reject each year at the end of the cycle.
- Legislative Ideas/Legislation – Statewide education policy submitted to the legislature through the executive agency legislative process.

**POLICY, PLANNING, AND GOVERNMENT AFFAIRS
OCTOBER 18, 2023**

ATTACHMENT 2

- Legislative Ideas approved in June
- Legislation approved in August
- Strategic Planning and Performance Measure Reporting – Sets Board/State K-20 Education Goals and measures performance towards meeting those goals (subject to statutory requirements and Division of Financial Management timelines).
- Board Governing Policies and Procedures – Used to set ongoing requirements for the institutions and agencies under the Board’s governance and oversight. Those areas of policy that do not reside in Section II, Human Resources Policies and Procedures, Section III, Postsecondary Affairs, or Section V, Financial Affairs. All other sections go through Committee.

Governor Little's Education Priorities

Gov. Little has said we have a **constitutional** and **moral** obligation to our students in Idaho. Gov. Little's top priority is creating abundant opportunities for our children to thrive in school. Schools partner with parents in the education of Idaho students, and they are the hub of activity in our communities.

The best way to achieve Gov. Little's goal of making Idaho the place where our children and grandchildren choose to stay is by equipping them with the skills they need to become lifelong learners and eventual participants in our state's workforce.

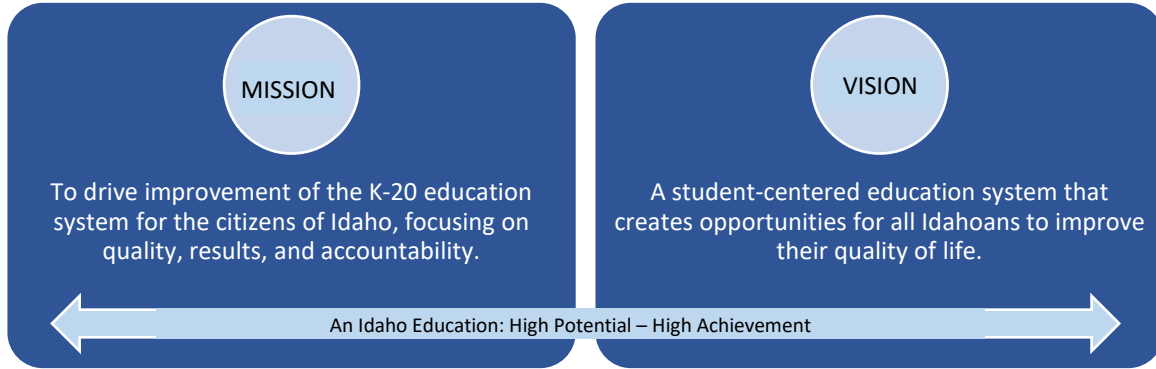
- **LITERACY** – Our children need to learn to read by third grade so our investments in the education system later on can have the most impact. With additional investments sought by Gov. Little, funding for literacy programs – including summer reading programs, full day Kindergarten, and others – will have increased five-fold since he took office in 2019.
- **TEACHER RECRUITMENT AND RETENTION** – Teachers partner with families in the education of our children, and they can have profound impacts on students' lives. The teaching profession must be competitive. Under Gov. Little, Idaho has made significant investments in the career ladder so we can better recruit new teachers and retain ones with a lot of experience.
- **WORKFORCE DEVELOPMENT** – Improved coordination between Idaho businesses, high schools, career technical education, and our college and university system has resulted in more ways for Idahoans to connect an education to a career. Under Gov. Little, Idaho has advanced more apprenticeships, job training, and scholarships for Idahoans to pursue the skills needed to fill in-demand professions.

Idaho Office of the Governor. (2023, October). *Education*.
<https://gov.idaho.gov/education/>



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.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
October 18, 2023

SUBJECT

Educator Preparation Provider New Program Approval Process

REFERENCE

January 2023	The Board Office constructed a work group to create a new Educator Preparation Provider review process at the direction of the State Board. The work group created the Idaho Standards for Educator Preparation Providers to be used for the state review, new provider approval, and new program approval.
February 2023	The Board Office shared the Idaho Standards for Educator Preparation Providers with ISBA, IASA, IEA, IACTE, SDE, Idaho Indian Education Committee, and the Charter Commission for input.
April 2023	The Board Office held a work session with the Professional Standards Commission (Joint Standards and Authorization's Committees) to work on the Idaho Standards for Educator Preparation Providers and obtain input.
June 2023	The Board Office held a second work session with the Professional Standards Commission (Joint Standards and Authorization's Committees) to work on the Idaho Standards for Educator Preparation Providers and obtain input. The Professional Standards Committee voted to recommend the Idaho Standards for Educator Preparation Providers.
August 2023	The proposed Idaho Standards for Educator Preparation Providers was presented to the State Board and approved.
September 2023	A draft of the new program approval process was created by the work group. A work session was held with the Professional Standards Commission (Joint Standards and Authorization's Committees) to work on the new program approval process for Educator Preparation Providers and obtain input.
October 2023	The Board approved the proposed new program approval process for educator preparation providers.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code 33-114, Idaho Code 33-1207A, IDAPA 08.02.02.100

BACKGROUND/DISCUSSION

The Board Office constructed a work group in January 2023 to create a new Educator Preparation Provider review process at the direction of the State Board. The work group had a representative from each Idaho approved Educator Preparation Program, State Department of Education Staff, and Career Technical

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

October 18, 2023

Staff. The work group created the Idaho Standards for Educator Preparation Providers that would be used to evaluate the Educator Preparation Programs against for the state provider review. The Idaho Standards for Educator Preparation Providers were shared with stakeholders to obtain input. Two work sessions were held with the Professional Standards Commission (Joint Standards and Authorization’s Committees) to review the standards and obtain input. The input from the first work session was shared with the work group and the input was accepted. The changes were made to the Idaho Standards for Educator Preparation Providers. The second work session was held, and the Professional Standards Commission voted to recommend the Idaho Standards for Educator Preparation Providers.

The work group created a new program approval process that would be used by educator preparation providers to add a new program. One work session was held with the Professional Standards Commission (Joint Standards and Authorization’s Committees) to review the new program approval process. The input from the work session was shared with the work group and the input was accepted. The changes were made to the new program approval process.

IMPACT

If the Board approves the new program approval process, as outlined in Attachment 1, the new program approval process will be used by educator preparation providers to request new programs.

ATTACHMENTS

Attachment 1 – EPP New Program Approval Process

STAFF COMMENTS AND RECOMMENDATIONS

The work group met January 17, 2023, January 23, 2023, January 31, 2023, February 10, 2023, and March 24, 2023. The new program approval process will include three steps:

1. Preparation and Submission of the New Program Application
2. Review and Feedback
3. Determination of Approval Status

The Professional Standards Commission met to review the final documents on September 21, 2023. A few non-material edits were made based on that discussion. Board staff recommends approval.

BOARD ACTION

I move to approve the new program approval process for Educator Preparation Providers as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

NEW PROGRAM APPROVAL GUIDE

INTRODUCTION

This document describes the process by which an Idaho State Board Approved Educator Preparation Providers (Educator Preparation Providers) seek approval for a new endorsement program leading to certification. This Office of the Idaho State Board of Education (Board Office) facilitates the approval process.

Public universities and colleges seeking a new degree or certificate program will also follow their institutional policies and procedures and the process identified in [State Board Policy III.G – Postsecondary Program Review and Approval](#). Additional information may be found on the Idaho State Board of Education’s website at [Postsecondary Program Approval | Idaho State Board of Education](#).

STATUTORY AUTHORITY AND REFERENCES

[Idaho Code § 33-114](#): supervision and control of the certification of professional education personnel is vested in the State Board. The Board shall approve the program of education of such personnel in all higher institutions in the state, both public and private, and shall accredit as teacher training institutions those in which such programs have been approved.

[Idaho Code § 33-1207A](#): The State Board shall review teacher preparation programs at the institutions of higher education.

[IDAPA 08.02.02.021](#): Idaho Educator Preparation Providers shall prepare candidates to teach in area(s) of endorsements in accordance with the Idaho Standards for Initial Certification of Professional School Personnel.

[State Board Policy IV.D.](#): Educator Preparation and Certification

[IDAPA 08.02.02.015.01](#): Instructional staff certification requirements.

[IDAPA 08.02.02.015.02](#): Pupil service staff certification requirements.

[IDAPA 08.02.02.015.03](#): Administrator certification requirements.

NEW PROGRAM APPROVAL PROCESS STEPS

The new program approval process has a total of three steps as follows:

1. Preparation and Submission of the New Program Application
2. Review and Feedback
3. Determination of Approval Status

Step 1: Preparation and Submission of the New Program Application

The Educator Preparation Provider will use one or more of the following new program applications to request approval of the new program:






- New Elementary or Secondary Program – Use New Program Application A
- New Special Education Program – Use New Program Applications A and B
- New Pupil Service Program – Use New Program Application C



NEW PROGRAM APPROVAL GUIDE

- New Teacher Leader Program – Use New Program Application D
- New Administrator Program – Use New Program Application E

Flow Chart

New Elementary or Secondary Program 	New Special Education Program 	New Pupil Service Program 	New Teacher Leader Program 	New Administrator Program 
Use New Program Application A	Use New Program Application A & B	Use New Program Application C	Use New Program Application D	Use New Program Application E

The new program application includes the following:

- New Program Design
- Explanation how the New Program will meet the provider standards and components
- Clinical Experience Design

Upon completion, the new program application and all applicable supporting documentation is submitted to the Board Office – Educator Effectiveness Program Manager.

Step 2: Review and Feedback

After receiving a completed new program application, the Board office will assemble and facilitate a team to review the new program application materials.

The review team is drawn from at least three of the following groups:

- Approved Idaho Educator Preparation Program Staff
- Idaho Experts from the Field and experience with Educator Preparation Program Review
- Idaho Division of Career Technical Education Staff
- Idaho Local practicing K-12 Educators
- Idaho Local practicing K-12 Administrators
- Idaho State Department of Education staff – Certification Department
- Members of the Professional Standards Commission
- Office of the Idaho State Board of Education Staff

The review team will assess whether the new program as proposed meets the criteria listed in the new program application. A new program application that meets the criteria listed in the new program application and shows alignment to the Idaho Standards for Educator Preparation Providers (Provider Standards) will move to Step 3. The review team will use the review rubrics to guide input and make the determination if the program application meets the criteria listed in the new program application and shows alignment to the Provider Standards.

A new program application that does not meet the criteria listed in the new program application will be returned to the Educator Preparation Provider by electronic mail and accompanied by review team feedback. The Educator Preparation Provider may address the feedback and resubmit a new program application to the Board Office for review as described in Step 1.

NEW PROGRAM APPROVAL GUIDE

Incomplete new program applications received by the Board Office will be returned to the Educator Preparation Provider for completion.

Step 3: Determination of Approval Status

The review team will provide a program recommendation to the Board Office, for consideration by the State Board at their next regularly scheduled meeting. The State Board will either recommend the new program application to be approved or not to be approved. Upon State Board approval or non-approval of the new program application, Board Staff will notify the Educator Preparation Provider of the new program approval status by electronic mail. If the New Program Application is approved by the State Board, the Educator Preparation Provider may advertise the program and recruit candidates to the program. If the program application is not approved by the State Board, the application may be revised and resubmitted.

NEW PROGRAM APPROVAL GUIDE

New Program Application A - Elementary or Secondary Program

<u>New Program Application for Idaho State Board Approved Educator Preparation Providers</u>			
Name of Educator Preparation Provider		Date of Submission	
New Program Name (as applicable)		Certification/Endorsement	
STANDARD ONE: PROFESSIONAL, CONTENT, AND PEDAGOGICAL KNOWLEDGE Educator Preparation Providers ensure candidates develop an understanding of the critical concepts, principles, and practices of their discipline, and are able to use practices flexibly to advance the learning of all students.			
1.1 CONTENT KNOWLEDGE AND PEDAGOGY Educator Preparation Providers ensure candidates are able to apply their knowledge in critical concepts, principles, and practices as identified in the Idaho Standards for Initial Certification of Professional School Personnel, National Accreditation Standards of Pupil Service Programs, and State Board approved Idaho Student Content Standards.			
Component	How is each standard met? What is the plan to meet the standard? Please share your program design, narrative, and evidence. (E.g. - Course Titles, Course Numbers, Course Credits, Syllabi, Course Description, Module Information, Assessment, Projects, Evidence of Student Learning)		
	Evidence Item (Only link to PDFs)	Narrative/Rationale for Meeting Standard	
Idaho Teaching Standards The Learner and Learning • Standard 1: Learner Development			
Idaho Teaching Standards The Learner and Learning • Standard 2: Learning Differences			
Idaho Teaching Standards The Learner and Learning • Standard 3: Learning Environment			
Idaho Teaching Standards Content • Standard 4: Content Knowledge			
Idaho Teaching Standards Content • Standard 5: Application of Content			
Idaho Teaching Standards Instructional Practice • Standard 6: Assessment			
Idaho Teaching Standards Instructional Practice • Standard 7: Planning for Instruction			
Idaho Teaching Standards Instructional Practice • Standard 8: Instructional Strategies			
1.2 PROFESSIONAL KNOWLEDGE Educator Preparation Providers ensure candidates are able to apply their knowledge of the Idaho Standards for Initial Certification of Professional School Personnel, National Accreditation Standards of Pupil Service Programs, and the State Board approved Idaho Student Content Standards			
Component	How is each standard met? What is the plan to meet the standard? Please share your program design, narrative, and evidence. (E.g. - Course Titles, Course Numbers, Course Credits, Syllabi, Course Description, Module Information, Assessment, Projects, Evidence of Student Learning)		

NEW PROGRAM APPROVAL GUIDE

	Evidence Item (Link Syllabus only as a PDF)	Narrative/Rationale for Meeting Standard
Idaho Teaching Standards Professional Responsibility: <ul style="list-style-type: none"> Standard 9: Professional Learning and Ethical Practice 		
Idaho Teaching Standards Professional Responsibility <ul style="list-style-type: none"> Standard 10: Leadership and Collaboration 		
1.3 IDAHO EDUCATIONAL EXPECTATIONS Educator Preparation Providers integrate State Board of Education policies and procedures and Idaho Rules Governing Uniformity into the preparation of candidates.		
Component	How is each standard met? What is the plan to meet the standard? Please share your program design, policy, narrative, and evidence. (E.g. - Course Titles, Course Numbers, Course Credits, Syllabi, Course Description, Module Information, Assessment, Projects, Evidence of Student Learning)	
	Evidence Item (Only link to PDFs)	Narrative/Rationale for Meeting Standard
Idaho Teaching Standards State Specific Standards: <ul style="list-style-type: none"> Standard 11: American Indian Tribes in Idaho 		
Idaho Teaching Standards State Specific Standards: <ul style="list-style-type: none"> Standard 12: Code of Ethics for Idaho Professional Educators 		
Idaho Teaching Standards State Specific Standards: <ul style="list-style-type: none"> Standard 13: Digital Technology and Online Learning 		
Idaho Comprehensive Literacy Standards <ul style="list-style-type: none"> Standard 1: Foundational Literacy Concepts Standard 1: Fluency, Vocabulary Development, and Comprehension Standard 3: Literacy Assessment Concepts Standard 4: Writing Process Standard 5: Diverse Reading and Writing Profiles – Reading and Writing Difficulties 		
Certificate and Endorsement Requirements (IDAPA 08.02.02 & State Board Policy IV.D.) *Show how your sequence of courses/modules/evidence of student learning meet the requirements in policy and rule.		
STANDARD TWO: CLINICAL EXPERIENCE Educator Preparation Providers ensure diverse high-quality clinical experiences to develop knowledge, skills, and professional dispositions in candidates and educators.		

NEW PROGRAM APPROVAL GUIDE

2.1 CLINICAL PRACTICE			
Educator Preparation Providers include clinical practice of depth, breadth, coherence, and duration to enable candidates or educators to demonstrate proficiency in their area of endorsement.			
Component	How is each standard met? What is the plan to meet the standard? Please share your program design, narrative, and evidence. (E.g. - Course Titles, Course Numbers, Course Credits, Syllabi, Course Description, Module Information, Assessment, Projects, Evidence of Student Learning)		
	Evidence Item (Only link to PDFs)	Narrative/Rationale for Meeting Standard	
Clinical preparation depth, breadth, coherence, and duration			
Comprehensive clinical experience			
Signatures			
Signature of the Program/College Chair, Director, or Other Designee		Date	
Signature of the College of Education Dean or Educator Preparation Provider Head Official		Date	

**Applications without appropriate dated signatures will not be considered.*

** Public universities and colleges seeking a new degree or certificate program will also follow the process identified in [State Board Policy III.G – Postsecondary Program Review and Approval](#).*

**The signatures serve as an attestation that the Educator Preparation Provider understands the requirements and has met all policies, rules, and statutes, and institutional procedures.*

Upon completion, the new program application and all applicable supporting documentation is submitted to the Board Office – Educator Effectiveness Program Manager.

NEW PROGRAM APPROVAL GUIDE

New Program Application B - Specialized Populations Program

(For use only with New Program Application A)

Name of Educator Preparation Provider		Date of Submission	
New Program Name (as applicable)		Certification/Endorsement	
<u>STANDARD ONE: PROFESSIONAL, CONTENT, AND PEDAGOGICAL KNOWLEDGE</u> Educator Preparation Providers ensure candidates develop an understanding of the critical concepts, principles, and practices of their discipline, and are able to use practices flexibly to advance the learning of all students.			
1.1 Content Knowledge and Pedagogy Educator Preparation Providers ensure candidates are able to apply their knowledge in critical concepts, principles, and practices as identified in the Idaho Standards for Initial Certification of Professional School Personnel, National Accreditation Standards of Pupil Service Programs, and State Board approved Idaho Student Content Standards.		1.2 Professional Knowledge Educator Preparation Providers ensure candidates are able to apply their knowledge of the Idaho Standards for Initial Certification of Professional School Personnel, National Accreditation Standards of Pupil Service Programs, and the State Board approved Idaho Student Content Standards.	
Component	How is each standard met? What is the plan to meet the standard? Please share your program design, narrative, and evidence. (E.g. - Course Titles, Course Numbers, Course Credits, Syllabi, Course Description, Module Information, Assessment, Projects, Evidence of Student Learning)		
	Evidence Item (Only link to PDFs)	Narrative/Rationale for Meeting Standard	
Idaho Standards for Blended Early Childhood Education/Early Childhood Special Education Teachers <ul style="list-style-type: none"> • Standard 1: Child Development • Standard 2: Embedding Instructional Strategies • Standard 3: Functional Skills • Standard 4: Integrated and Meaningful Learning • Standard 5: Authentic Assessment • Standard 6: Laws, Rules, and Regulations • Standard 7: Assistive Technology • Standard 8: Coaching and Consultation • Standard 9: Family Partnership 			
Idaho Standards for Exceptional Child Education Teachers <ul style="list-style-type: none"> • Standard 1: Special Education Law • Standard 2: Specially Designed Instruction • Standard 3: Assistive Technology • Standard 4: Eligibility Assessment • Standard 5: Support Staff 			
Idaho Standards for Teachers of the Blind and Visually Impaired <ul style="list-style-type: none"> • Standard 1: Special Education Law 			

NEW PROGRAM APPROVAL GUIDE

<ul style="list-style-type: none"> • Standard 2: Support Staff • Standard 3: Expanded Core Curriculum • Standard 4: Learning Media/Functional Vision Assessment • Standard 5: Assistive Technology for Blind/Visually Impaired • Standard 6: Braille Skills • Standard 7: Educational Access • Standard 8: Implication of Impairment 		
<p>Idaho Standards for Teachers of the Deaf/Hard of Hearing</p> <ul style="list-style-type: none"> • Standard 1: Special Education Law • Standard 2: Individualized Planning for Instruction • Standard 3: Assistive Technology • Standard 4: Eligibility Assessment • Standard 5: Support Staff • Standard 6: Literacy • Standard 7: Language • Standard 8: Culture 		

Upon completion, the new program application and all applicable supporting documentation is submitted to the Board Office – Educator Effectiveness Program Manager.

NEW PROGRAM APPROVAL GUIDE

New Program Application C – Pupil Service Staff Program

Name of Educator Preparation Provider		Date of Submission	
New Program Name (as applicable)		Certification/Endorsement	
STANDARD ONE: CONTENT, PEDAGOGICAL, AND PROFESSIONAL KNOWLEDGE			
Educator Preparation Providers ensure candidates develop an understanding of the critical concepts, principles, and practices of their discipline, and are able to use practices flexibly to advance the learning of all students.			
1.1 Content Knowledge and Pedagogy		1.2 Professional Knowledge	
Educator Preparation Providers ensure candidates are able to apply their knowledge in critical concepts, principles, and practices as identified in the Idaho Standards for Initial Certification of Professional School Personnel, National Accreditation Standards of Pupil Service Programs, and State Board approved Idaho Student Content Standards.		Educator Preparation Providers ensure candidates are able to apply their knowledge of the Idaho Standards for Initial Certification of Professional School Personnel, National Accreditation Standards of Pupil Service Programs, and the State Board approved Idaho Student Content Standards.	
Components	Letter of national accreditation, other related information)		
Audiology and Speech Language Pathologist – Council on Academic Accreditation (CAA), American Speech-Language-Hearing Association (ASHA)			
Nursing (School Nurse) – Commission on Collegiate Nursing Education (CCNE)			
School Counselor – Council for Accreditation of Counseling and Related Educational Programs (CACREP)			
School Psychologist – National Association of School Psychologists (NASP)			
School Social Worker – Council on Social Work Education (CSWE)			
1.3 IDAHO EDUCATIONAL EXPECTATIONS			
Educator Preparation Providers integrate State Board of Education policies and procedures and Idaho Rules Governing Uniformity into the preparation of candidates.			
Component	How is each standard met? What is the plan to meet the standard? Please share your program design, narrative, and evidence. (E.g. – Course Titles, Course Numbers, Course Credits, Syllabi, Course Description, Module Information, Assessment, Projects, Evidence of Student Learning)		
Idaho Teaching Standards State Specific Standards: • Standard 1: American Indian Tribes in Idaho			
Idaho Teaching Standards • Standard 2: Code of Ethics for Idaho Professional Educators			
Idaho Teaching Standards • Standard 3: Digital Technology and Online Learning			
Certificate and Endorsement Requirements (IDAPA 08.02.02)			

NEW PROGRAM APPROVAL GUIDE

*Show how your sequence of courses/modules/evidence of student learning meet the requirements in policy and rule.			
STANDARD TWO: CLINICAL EXPERIENCE			
Educator Preparation Providers ensure diverse high-quality clinical experiences to develop knowledge, skills, and professional dispositions in candidates and educators.			
2.1 CLINICAL PRACTICE			
Educator Preparation Providers include clinical practice of depth, breadth, coherence, and duration to enable candidates or educators to demonstrate proficiency in their area of endorsement.			
Component	Letter of national accreditation, how the program will meet requirements in IDAPA 08.02.02, other related information		
School Counselor – Council for Accreditation of Counseling and Related Educational Programs (CACREP)			
School Psychologist – National Association of School Psychologists (NASP)			
Nursing (School Nurse) – Commission on Collegiate Nursing Education (CCNE)			
Speech Language Pathologist – Council on Academic Accreditation (CAA), American Speech-Language-Hearing Association (ASHA)			
Audiology -Council on Academic Accreditation (CAA), American Speech-Language-Hearing Association (ASHA)			
School Social Worker – Council on Social Work Education (CSWE)			
Signatures			
Signature of the College/Program Chair, Director, or Other Designee		Date	
Signature of the College of Education Dean or Educator Preparation Provider Head Official		Date	

**Applications without appropriate dated signatures will not be considered.*

**Public universities and colleges seeking a new degree or certificate program will also follow the process identified in [State Board Policy III.G – Postsecondary Program Review and Approval](#).*

**The signatures serve as an attestation that the Educator Preparation Provider understands the requirements and has met all policies, rules, and statutes, and institutional procedures.*

Upon completion, the new program application and all applicable supporting documentation is submitted to the Board Office – Educator Effectiveness Program Manager.

NEW PROGRAM APPROVAL GUIDE

New Program Application D - Teacher Leader Program

Name of Educator Preparation Provider		Date of Submission	
New Program Name (as applicable)		Certification/Endorsement	
<u>STANDARD ONE: CONTENT, PEDAGOGICAL, AND PROFESSIONAL KNOWLEDGE</u> Educator Preparation Providers ensure candidates develop an understanding of the critical concepts, principles, and practices of their discipline, and are able to use practices flexibly to advance the learning of all students.			
1.1 CONTENT KNOWLEDGE AND PEDAGOGY Educator Preparation Providers ensure candidates are able to apply their knowledge in critical concepts, principles, and practices as identified in the Idaho Standards for Initial Certification of Professional School Personnel, National Accreditation Standards of Pupil Service Programs, and State Board approved Idaho Student Content Standards.		1.2 PROFESSIONAL KNOWLEDGE Educator Preparation Providers ensure candidates are able to apply their knowledge of the Idaho Standards for Initial Certification of Professional School Personnel, National Accreditation Standards of Pupil Service Programs, and the State Board approved Idaho Student Content Standards.	
Component	How is each standard met? What is the plan to meet the standard? Please share your program design, narrative, and evidence. (E.g. - Course Titles, Course Numbers, Course Credits, Syllabi, Course Description, Module Information, Assessment, Projects, Evidence of Student Learning)		
	Evidence Item (Only link to PDFs)	Narrative/Rationale for Meeting Standard	
Standard 1: Understanding Adults as Learners to Support Professional Learning			
Standard 2: Accessing and Using Research to Improve Professional Practice			
Standard 3: Supporting Professional Learning			
Standard 4: Facilitating Improvements in Instruction and Student Learning			
Standard 5: Using Assessments and Data for School and District Improvement			
Standard 6: Improving Outreach and Collaboration with Families and Community			
Standard 7: Advocating for Students, Community, and the Profession			
Standard 8: Understanding Systems Thinking			
<u>1.3 IDAHO EDUCATIONAL EXPECTATIONS</u> Educator Preparation Providers integrate State Board of Education policies and procedures and Idaho Rules Governing Uniformity into the preparation of candidates.			
Component	How is each standard met? What is the plan to meet the standard? Please share your program design, narrative, and evidence. (E.g. - Course Titles, Course Numbers, Course Credits, Syllabi, Course Description, Module Information, Assessment, Projects, Evidence of Student Learning)		

NEW PROGRAM APPROVAL GUIDE

	Evidence Item (Only link to PDFs)	Narrative/Rationale for Meeting Standard	
Certificate and Endorsement Requirements (IDAPA 08.02.02 & State Board Policy IV.D.) *Show how your sequence of courses/modules/evidence of student learning meet the requirements in policy and rule.			
<u>STANDARD TWO: CLINICAL EXPERIENCE</u> Educator Preparation Providers ensure diverse high-quality clinical experiences to develop knowledge, skills, and professional dispositions in candidates and educators.			
Signatures			
Signature of the College/Program Chair, Director, or Other Designee		Date	
Signature of the College of Education Dean or Educator Preparation Provider Head Official		Date	

**Applications without appropriate dated signatures will not be considered.*

**Public universities and colleges seeking a new degree or certificate program will also follow the process identified in [State Board Policy III.G – Postsecondary Program Review and Approval](#).*

**The signatures serve as an attestation that the Educator Preparation Provider understands the requirements and has met all policies, rules, and statutes, and institutional procedures.*

Upon completion, the new program application and all applicable supporting documentation is submitted to the Board Office – Educator Effectiveness Program Manager.

NEW PROGRAM APPROVAL GUIDE

New Program Application E - Administration Program

Name of Educator Preparation Provider		Date of Submission	
New Program Name (as applicable)		Certification/Endorsement	
<u>STANDARD ONE: CONTENT, PEDAGOGICAL, AND PROFESSIONAL KNOWLEDGE</u>			
Educator Preparation Providers ensure candidates develop an understanding of the critical concepts, principles, and practices of their discipline, and are able to use practices flexibly to advance the learning of all students.			
1.1 CONTENT KNOWLEDGE AND PEDAGOGY Educator Preparation Providers ensure candidates are able to apply their knowledge in critical concepts, principles, and practices as identified in the Idaho Standards for Initial Certification of Professional School Personnel, National Accreditation Standards of Pupil Service Programs, and State Board approved Idaho Student Content Standards.		1.2 PROFESSIONAL KNOWLEDGE Educator Preparation Providers ensure candidates are able to apply their knowledge of the Idaho Standards for Initial Certification of Professional School Personnel, National Accreditation Standards of Pupil Service Programs, and the State Board approved Idaho Student Content Standards.	
Component		How is each standard met? What is the plan to meet the standard? Please share your program design, narrative, and evidence. (E.g. - Course Titles, Course Numbers, Course Credits, Syllabi, Course Description, Module Information, Assessment, Projects, Evidence of Student Learning)	
		Evidence Item (Only link to PDFs)	Narrative/Rationale for Meeting Standard
Idaho Standards for School Principals <ul style="list-style-type: none"> • Standard 1: Mission, Vision, and Beliefs • Standard 2: Ethics and Professional Norms • Standard 3: Equity and Cultural Responsiveness • Standard 4: Curriculum, Instruction, and Assessment • Standard 5: Community of Care of Support for Students • Standard 6: Professional Capacity of School Personnel • Standard 7: Professional Community for Teachers • Standard 8: Meaningful Engagement of Families and Community • Standard 9: Operations and Management • Standard 10: Continuous School Improvement 			
Idaho Standards for Superintendents <ul style="list-style-type: none"> • Standard 1: Mission, Vision, and Beliefs • Standard 2: Ethics and Professionalism • Standard 3: Equity and Cultural Responsiveness 			

NEW PROGRAM APPROVAL GUIDE

<ul style="list-style-type: none"> • Standard 4: High Expectations for Student Success • Standard 5: High Expectations for Professional Practice • Standard 6: Advocacy and Communications • Standard 7: Operations and Management • Standard 8: Continuous Improvement • Standard 9: Governance 		
<p>Idaho Standards for Directors of Special Education</p> <ul style="list-style-type: none"> • Standard 1: Mission, Vision, and Beliefs • Standard 2: Ethics and Professional Norms • Standard 3: Equity and Cultural Responsiveness • Standard 4: Curriculum, Instruction, and Assessment • Standard 5: Community of Care of Support for Students • Standard 6: Professional Capacity of District and School Personnel • Standard 7: Professional Community for Teachers • Standard 8: Meaningful Engagement of Families and Community • Standard 9: Operations and Management • Standard 10: Continuous School Improvement 		
<p>1.3 IDAHO EDUCATIONAL EXPECTATIONS Educator Preparation Providers integrate State Board of Education policies and procedures and Idaho Rules Governing Uniformity into the preparation of candidates.</p>		
<p>Component</p>	<p>How is each standard met? What is the plan to meet the standard? Please share your program design, narrative, and evidence. (Eg. - Course Titles, Course Numbers, Course Credits, Syllabi, Course Description, Module Information, Assessment, Projects, Evidence of Student Learning)</p>	
<p>Certificate and Endorsement Requirements</p> <p>(IDAPA 08.02.02) *Show how your sequence of courses/modules/evidence of student learning meet the requirements in policy and rule.</p>	<p>Evidence Item (Only link to PDFs)</p>	<p>Narrative/Rationale for Meeting Standard</p>
<p>Idaho Teaching Framework for Evaluation</p> <p>(IDAPA 08.02.02)</p>		
<p>STANDARD TWO: CLINICAL EXPERIENCE</p>		

NEW PROGRAM APPROVAL GUIDE

Educator Preparation Providers ensure diverse high-quality clinical experiences to develop knowledge, skills, and professional dispositions in candidates and educators.			
<u>2.1 CLINICAL PRACTICE</u>			
Educator Preparation Providers include clinical practice of depth, breadth, coherence, and duration to enable candidates or educators to demonstrate proficiency in their area of endorsement.			
Component	How is each standard met? What is the plan to meet the standard? Please share your program design, narrative, and evidence. (E.g. - Course Titles, Course Numbers, Course Credits, Syllabi, Course Description, Module Information, Assessment, Projects, Evidence of Student Learning)		
	Evidence Item (Only link to PDFs)	Narrative/Rationale for Meeting Standard	
Clinical preparation depth, breadth, coherence, and duration			
Comprehensive clinical experience			
Signatures			
Signature of the College/Program Chair, Director, or Other Designee		Date	
Signature of the College of Education Dean or Educator Preparation Provider Head Official		Date	

**Applications without appropriate dated signatures will not be considered.*

**Public universities and colleges seeking a new degree or certificate program will also follow the process identified in [State Board Policy III.G – Postsecondary Program Review and Approval](#).*

**The signatures serve as an attestation that the Educator Preparation Provider understands the requirements and has met all policies, rules, and statutes, and institutional procedures.*

Upon completion, the new program application and all applicable supporting documentation is submitted to the Board Office – Educator Effectiveness Program Manager.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
OCTOBER 19, 2023

IDAHO 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 VII.C.
Section 33-1203, 33-2203, and 33-2205, Idaho Code
Idaho Administrative code, IDAPA 08.02.03 – Section 015.04, Career Technical Certification Requirements

BACKGROUND/DISCUSSION

Pursuant to Section 33-2205, Idaho Code, 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 Section 33-2205, Idaho Code.

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 by 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 is offered by the Division and there is no tuition associated with the program.

Each year the InSpIRE Ready! cohort training begins with variations on the First Camp. Secondary teachers who choose the InSpIRE Ready! route complete six semester courses on topics such as classroom management and student

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
OCTOBER 19, 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 dive into the various Board-approved educator preparation programs, the Division of Career Technical Education 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



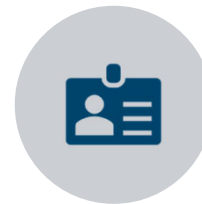
Routes to Certification



College/University Educator
Preparation Program



Occupational Specialist



Alternative Authorizations



Recruiting Trends in Idaho



Retirees who want to give back



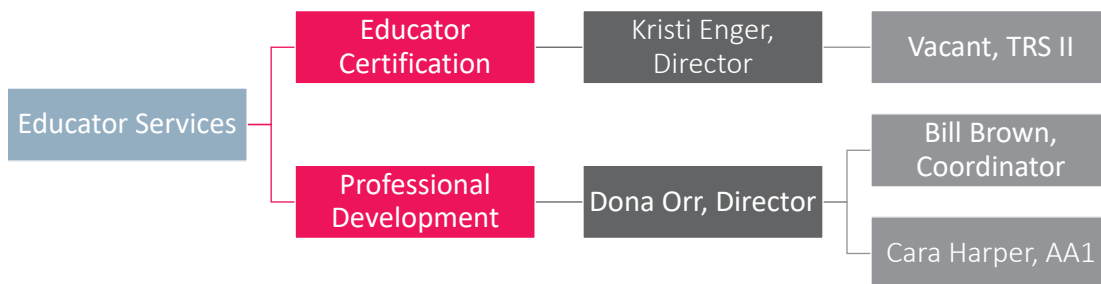
Early-in-career workers disillusioned
with work environment



Trade workers seeking to teach as
they age



Educator Services

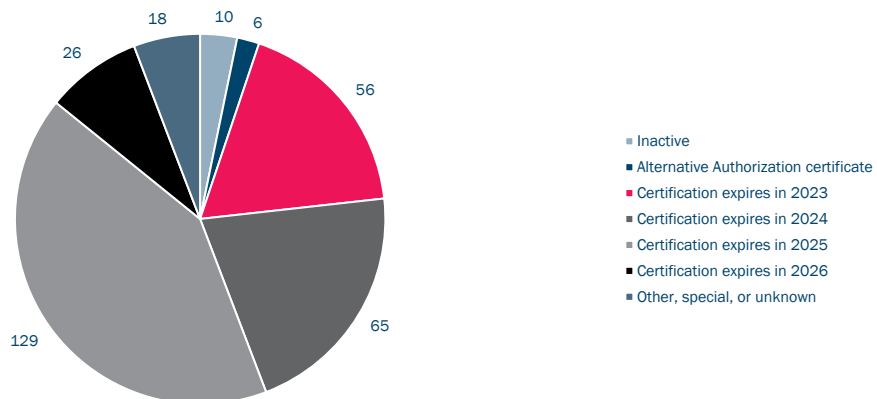


Professional Development Programs

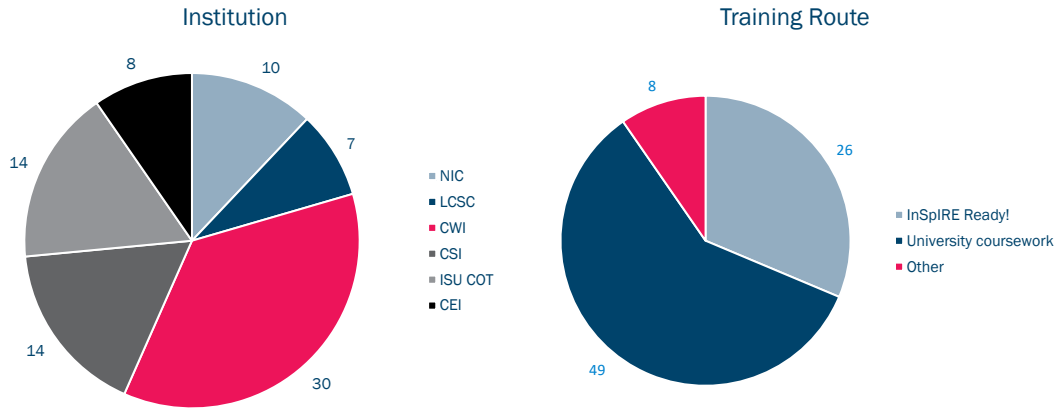
Prepare new teachers for their first years in the classroom	Complete after receiving LOS certificate	Support new teachers completing LOS requirements	Network with regional educators and institutions	Develop district/state leaders
				



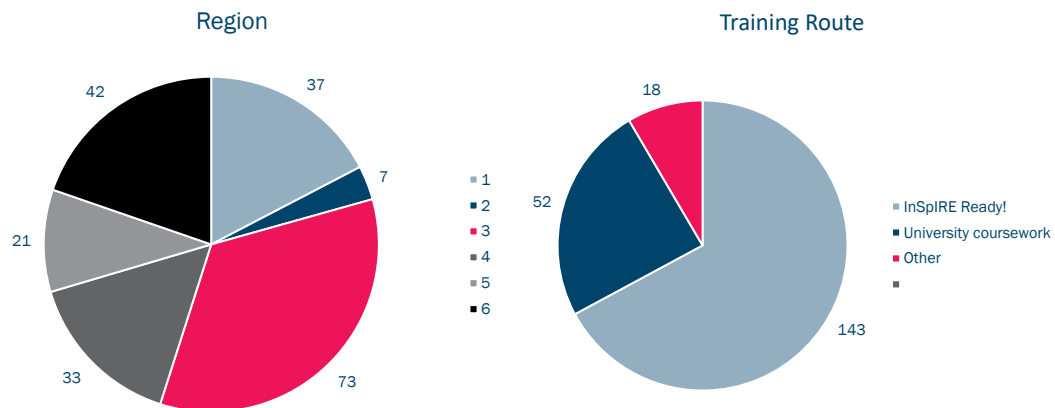
New Teacher Training Stats



Postsecondary



Secondary





Questions?

Clay Long, Ph.D.

clay.long@cte.idaho.gov | 208-429-5500 | cte.idaho.gov

PLANNING, POLICY AND GOVERNMENT AFFAIRS
OCTOBER 18, 2023

IDAHO DIVISION OF VOCATIONAL REHABILITATION

SUBJECT

Idaho Division of Vocational Rehabilitation (IDVR) State Board of Education Annual Report

REFERENCE

October 2022 Board received annual progress report from the Division of Vocational Rehabilitation

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

The Idaho Division of Vocational Rehabilitation (IDVR) mission is to prepare individuals with disabilities for employment and career opportunities while meeting the needs of the employers and is charged with two major responsibilities: Management of the State/Federal Vocational Rehabilitation (VR) Program and serve as the fiscal agent for the Council for the Deaf and Hard of Hearing (CDHH).

Vocational Rehabilitation (VR): The VR program is one of the oldest and most successful federal/state programs in the United States. VR serves individuals with severe disabilities that imposes significant barriers to gainful employment. VR assists Idahoans with a diverse array of disabilities to prepare, obtain, advance in, and retain employment based on their unique skills and abilities. The VR program provides services to eligible Idahoans with disabilities to assist them in transitioning from unemployment to gainful employment or to maintain employment. The VR program provides pathways to self-sufficiency and works in concert with the State Rehabilitation Council (SRC), which serves in an advisory capacity.

The Council for the Deaf and Hard of Hearing (CDHH): CDHH is an independent agency organized under IDVR. This is a flow-through council for budgetary and administrative support purposes only, with no direct programmatic implication for IDVR. The CDHH's vision is 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.

Jane Donnellan, Administrator of the Division of Vocational Rehabilitation, will provide an overview of IDVR's progress in carrying out the agency's strategic plan.

ATTACHMENTS

Attachment 1 – Idaho Division of Vocational Rehabilitation Presentation

BOARD ACTION

This item is for informational purposes only.



IDVR PROGRAM STRUCTURE

Vocational Rehabilitation (VR)

Council for the Deaf & Hard of Hearing (CDHH)

SFY 2025 BUDGET





IDAHO COUNCIL *for the* DEAF AND HARD OF HEARING



*Idaho Division of
Vocational Rehabilitation*

A proud partner of the  network



*Idaho Division of
Vocational Rehabilitation*

A proud partner of the  American Job Center® network

MISSION

To prepare individuals with disabilities for **employment** and **career opportunities** while meeting the needs of employers.

VISION

An Idaho where all individuals with disabilities have the opportunity to **participate in the workforce** and **employers value their contributions**.

ORGANIZATIONAL STRUCTURE

U. S. Department of Education



Office of Special Education & Rehabilitative Services
(OSERS)



Rehabilitation Services Administration (RSA)



State Board of Education (SBOE)



Division of Vocational Rehabilitation

VR DELIVERY SYSTEM

Individualized Service



Employer Resource



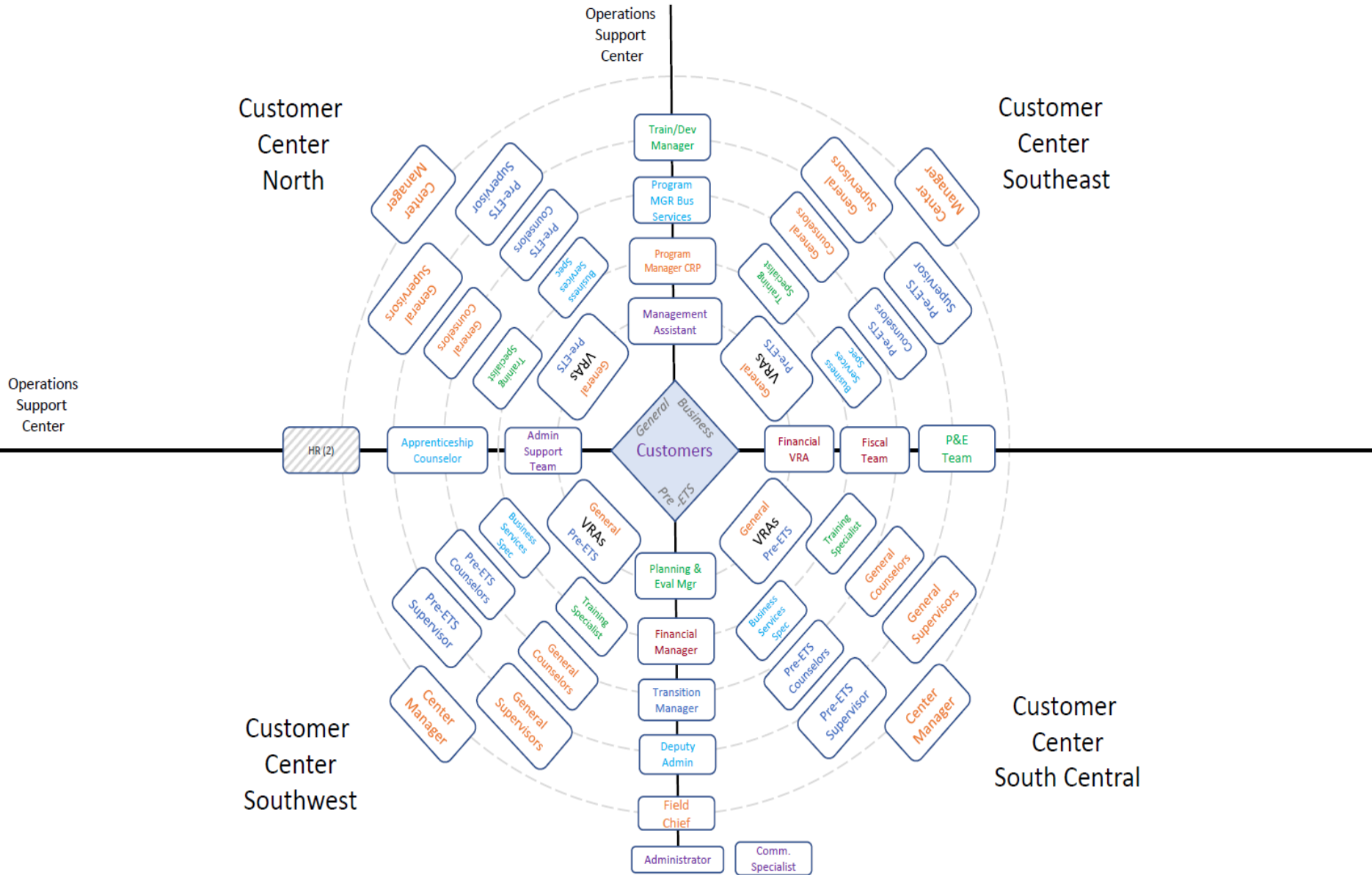
Competitive Applicants

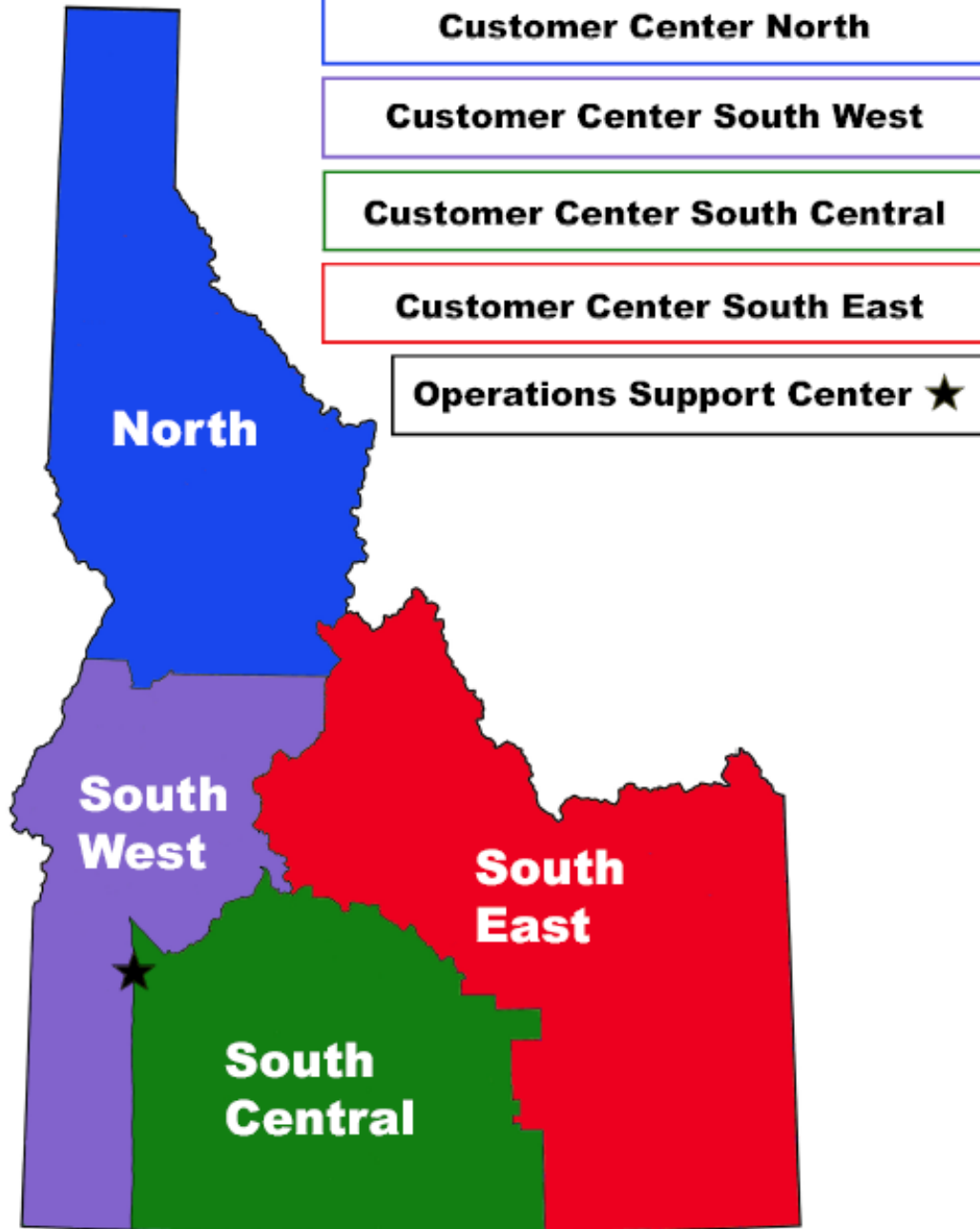


JOB\$

**IDVR 2024
INITIATIVE**

Agency Restructure





VR ACCOMPLISHMENTS

- ▶ **4323 - # of Participants Receiving a service by VR**
- ▶ **6,422 - Total Number of individuals served by VR**
- ▶ **690 - Employed working an average of 29 hours work week**

Average wage increased:

\$15.83	SY22
\$17.03	SY23

POST SECONDARY EDUCATION & TRAINING

Graduate Students	35
Truck Driving Students	59
Community College Students	82
Four-Year Students	239
Occupational/Vocational Training	212

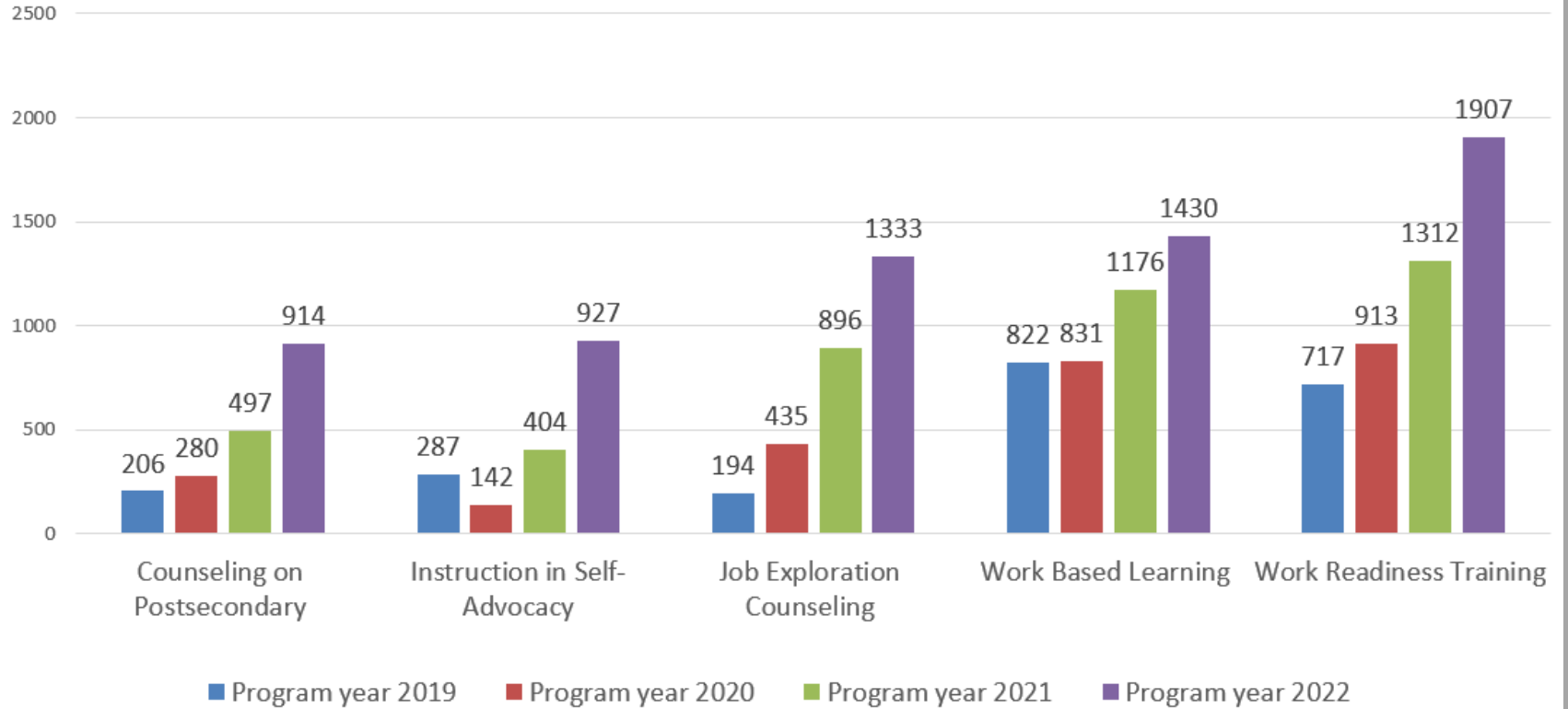


OCCUPATION AND WAGE ACROSS INDUSTRIES

OCCUPATIONS	WAGE PER HOUR
Carpenter	\$25.00
Elementary School Teacher	\$29.81
Computer Operator/Analyst	\$22.54
Heavy Tractor/Trailer Driver	\$23.63
Law Clerk	\$24.67
Registered Nurse	\$32.00
Welder	\$21.50



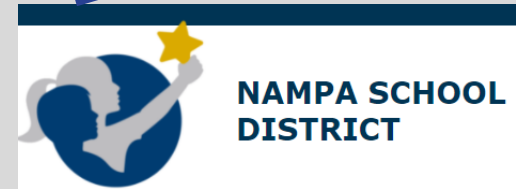
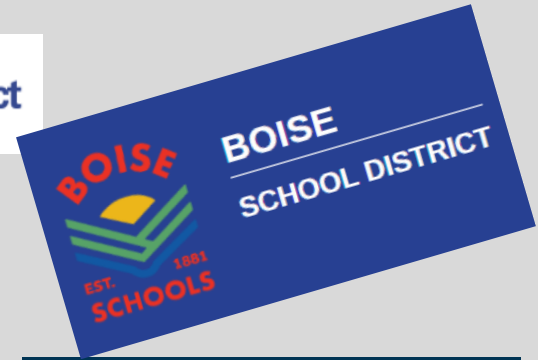
Increasing Pre-ETS



School Year Work Based Learning

Blackfoot	Boise	Cassia
Challis	IESDB	Lewiston
Madison	Minidoka	Moscow
Nampa	Pocatello	Potlatch
Rigby	Shelley	Sugar Salem
Twin Falls	West Ada	





Career Tech Ed (CTE) Successes



[Vocational Rehabilitation Summer Camp]

2023

Career Tech Education (CTE) Video





Idaho State
University

ATTACHMENT 1



BOISE STATE
UNIVERSITY

Other Programs Still Going Strong



PPGA

Paid Summer Work Experience

Students participate in a work readiness training followed by a 5-week paid work-based learning experience.

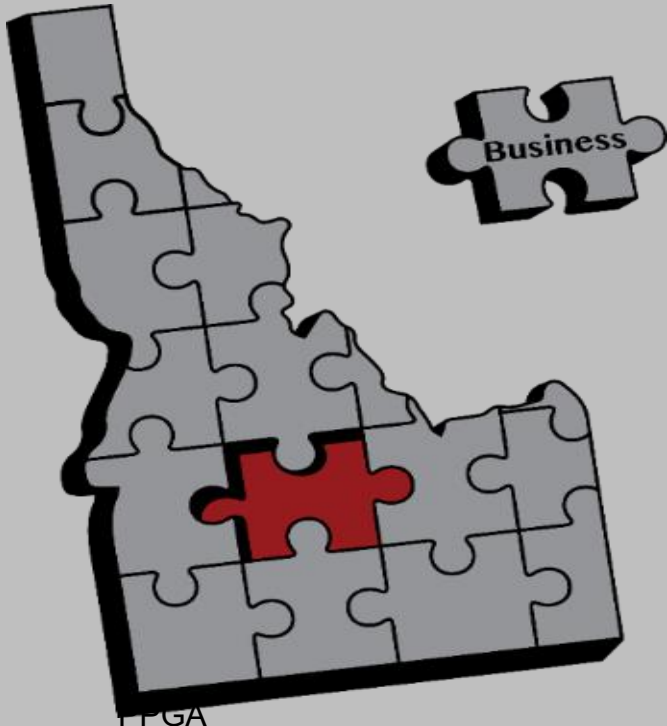


BUSINESS SERVICES

IDVR assists Idaho businesses in

hiring and retaining

qualified employees



Business Spotlight Events

From July 2022-June 2023

12 Business Spotlights were completed

- Some of the businesses included:
 - St. Alphonsus
 - Idaho Transportation Department
 - MDU Utilities/
Intermountain Gas
 - Family Resource Home Care
 - Idaho Youth Ranch
 - FedEx Ground
 - Ability-Go
 - Quality Logic

WinCo
Wins

WinCo
FOODS



CREATE
COMMON
GOOD

DEIA Team

- Education to Employers and Sponsors on benefits of diversifying their recruitment plans
- Connecting IDVR customers to RAP opportunities
- Resource for IDVR Counselors for support

Registered
Apprenticeship

CHALLENGES



VR Success Story





*Idaho Division of
Vocational Rehabilitation*

Tim's Success Story

Teacher at Vallivue Academy

QUESTIONS?



PLANNING, POLICY AND GOVERNMENT AFFAIRS
OCTOBER 18, 2023

SUBJECT

Board Approved Equivalent to Graduation from an Accredited High School

APPLICABLE STATUTE, RULE, OR POLICY

Section 74-1204, Idaho Code

BACKGROUND/ DISCUSSION

Idaho Code § 74-1205 establishes the Idaho Launch Grant Program to be administered by the Workforce Development Council. The grant provides a reimbursement of the lesser of \$8,000 or 80% of the cost of tuition and fees at an eligible institution. This legislation went into effect on July 1, 2023, and initial grant awards will be made in December of 2023.

Idaho Code § 72-1204(1)(f)(ii) defines a Launch Grant Program eligible student, in part, as an Idaho resident “who will graduate from an accredited high school or its equivalent in Idaho as determined by the board beginning with the spring 2024 graduating class”.

In order to assist the Workforce Development Council with its administration of the grant, it has been requested that the Board define graduation equivalency.

Board staff consulted the Division of Career Technical Education to review GED completer data and worked with the OSBE research team to review the Census American Community Survey data regarding Idahoans who do not hold a high school diploma.

IMPACT

If the Board approves the recommended definition of equivalent to an accredited high school, the defined term will assist the Workforce Development Council in administering the Launch Grant Program.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Based on the research, Board staff recommends that, for the purpose of administering the Launch Grant Program, graduation from an accredited high school be defined as: individuals who earn a general equivalency diploma (GED) by not later than the age of twenty-one (21) or home school students who can produce a transcript reflecting successful completion of the Board approved graduation requirements in effect as of the date of the transcript, attested to by a parent or legal guardian.

BOARD ACTION

I move, that for the purposes of administering the Launch Grant Program, the equivalent of graduation from an accredited high school be defined as: individuals who earn a general equivalency diploma (GED) by not later than the age of twenty-one (21) or home school students who can produce a transcript reflecting

**PLANNING, POLICY AND GOVERNMENT AFFAIRS
OCTOBER 18, 2023**

successful completion of the Board approved graduation requirements in effect as of the date of the transcript, attested to by a parent or legal guardian.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**BUSINESS AFFAIRS AND HUMAN RESOURCES
OCTOBER 18-19, 2023**

TAB	DESCRIPTION	ACTION
1	BOARD POLICY II.P. GENERAL POLICIES AND PROCEDURES – ALL EMPLOYEES – SECOND READING	Action Item
2	BOARD POLICY V.K. – CONSTRUCTION PROJECTS- SECOND READING	Action Item
3	BAHR COMMITTEE PRIORITIES AND INITIATIVES	Action Item

BUSINESS AFFAIRS AND HUMAN RESOURCES
OCTOBER 18-19, 2023

SUBJECT

Idaho State Board of Education (Board) Policy Section II.P. Human Resources Policies and Procedures - General Policies and Procedures – All Employees – First Reading

REFERENCE

October 2011	Board approved first reading Board Policies II. A., C., F., G., H. and P.
December 2011	Board approved second reading Board Policies II. A., C., F., G., H. and P.
April 2023	Board approved resolution titled: Prohibiting Use of Diversity Statements in Hiring and Promoting an Environment of Belonging for All Students at Public Postsecondary Institutions, and directed staff to develop a proposed amendment to Board Policy codifying the principles of the resolution and bring the amendment forward no later than the August 2023 Board meeting.
August 2023	Board approved first reading Policy Section II.P. Human Resources Policies and Procedures - General Policies and Procedures – All Employees

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section II.P.

BACKGROUND/DISCUSSION

Board Policy II.P. outlines the General Policies and Procedures applicable to all employees.

At the April 2023 Board Meeting, the Board directed staff to bring an amendment to Board Policy regarding Diversity, Equity, and Inclusion statements for review not later than the August 2023 Board Meeting. Proposed amendments to the policy will add a new subsection under Section II.P.5 – Miscellaneous Policies and Procedures. The new subsection h. mirrors the language of the Board’s resolution.

IMPACT

Approval of the proposed Board Policy amendment would prohibit the use of diversity statements in hiring practices. It also reaffirms the Board’s goal to continue to create and nurture a safe, welcoming, and dynamic learning environment of belonging for all students.

ATTACHMENTS

Attachment 1 – Proposed policy amendment to Board Policy Section II.P. General Policies and Procedures – All Employees – Second Reading

BUSINESS AFFAIRS AND HUMAN RESOURCES
OCTOBER 18-19, 2023

STAFF COMMENTS AND RECOMMENDATIONS

This proposed policy amendment fulfills the Board's direction to staff to develop a proposed amendment to Board Policy codifying the principles of the April 2023 resolution Prohibiting Use of Diversity Statements in Hiring and Promoting an Environment of Belonging for All Students at Public Postsecondary Institutions. A draft of this new amendment has been vetted through the BAHR Committee at its August 9, 2023 meeting and the Board approved the first reading of the proposed amendment of II.P. at its August 23, 2023 meeting.

There have been no changes between the first reading of the proposed amendments to II.P. to the second reading.

Staff recommends approval.

BOARD ACTION

I move to approve the second reading of proposed amendments to Policy II.P. as provided in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES**SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES****SUBSECTION: P. General Policies and Procedures – All Employees**~~December-October~~~~2014~~2023

1. Nondiscrimination Policy

It is the policy of the Board that the institutions or agency under its governance provide equal employment opportunities to applicants for employment and equal benefits to employees without regard to race, color, national origin, religion, sex, age, disability, or veteran's status in accordance with applicable state and federal laws.

2. Equal Employment Opportunity

The policy of the Board is to pursue a continuing program of specific positive practices designed to achieve the realization of equal employment opportunity without regard to race, color, national origin, religion, sex, age, disability, or veteran's status in accordance with applicable state and federal laws.

To implement this policy, the Board directs the chief executive officers of its institutions or agencies to:

- a. Recruit, hire, train, and promote persons without discrimination in accordance with applicable state and federal laws and the governing policies of the Board;
- b. Make decisions on employment so as to further the principle of equal employment opportunity;
- c. Ensure that promotion decisions are in accordance with the principles of equal employment opportunity; and
- d. Ensure that all personnel actions affecting such matters as compensation, benefits, transfer, termination, layoff, return from layoff, sponsored training, education, and social and recreational programs are administered without discrimination.

Each chief executive officer or his or her designee is specifically responsible for ensuring that there are no obstacles to equal employment opportunity by establishing a program of affirmative action, ensuring internal adherence to such a program, and evaluating its progress.

3. Sexual Harassment Policy

It is the policy of the Board that no employee should be subject to illegal sexual harassment. Each institution and agency must establish and maintain policies prohibiting sexual harassment and an internal process for investigating allegations of sexual harassment and addressing and remedying violations of applicable law and policies prohibiting sexual harassment.

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES**SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES****SUBSECTION: P. General Policies and Procedures – All Employees**~~December-October~~~~2014~~2023

4. Personnel Files

a. Employee Files

Each institution and agency must maintain for each employee a personnel file, which is open for examination by the employee in accordance with the provisions of the Idaho public records act, Idaho Code 9-337 et seq., and other applicable law.

- i. The employee may, pursuant to the Idaho public records act, request in writing an amendment of any record pertaining to that employee. Within ten days of the receipt of the request, the custodian of the files will make any correction of any portion of the file which the employee establishes is inaccurate, irrelevant, or incomplete; or inform the employee in writing of the refusal to amend the record(s) in accordance with the request and the reasons for the refusal, as set forth in the Idaho public records act.
- ii. In accordance with the Idaho public records act and other applicable law, an employee may obtain copies of materials in his or her personnel file.

b. Personnel Records Exempt From Disclosure

Each institution and agency will comply with the provisions of the Idaho public records act and other applicable law concerning the maintenance, disclosure and confidentiality of personnel records and information.

c. File Maintenance and Retention

- i. Each institution and agency must maintain personnel files under such conditions as are necessary to ensure the integrity and safekeeping of the file and may establish additional policies and procedures for the maintenance of personnel files consistent with the Idaho public records act and other applicable law.
- ii. Any personnel files related to and involving legal action must be retained through any time period in which legal action may be taken.
- iii. Personnel files must be retained for a minimum of three (3) years following severance of an employment relationship with an institution or agency. A summary record of employment relationships must be kept indefinitely.

5. Miscellaneous Policies and Procedures

a. Political Activities of Employees

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES**SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES****SUBSECTION: P. General Policies and Procedures – All Employees**~~December-October~~~~2014~~2023

Employees retain unimpaired all of their individual and political rights of citizenship. However, employees may not exercise those political rights in the name of any institution or agency, or through the use of Board facilities, or through the use of forms or official stationery or in any way that might involve an institution or agency in partisan political activity or controversy.

- i. The Board or any of its members, agents, representatives, or employees must not prevent, threaten, harass, or discriminate against any employee who chooses to run for public office.
 - ii. Employees are permitted to campaign freely in a manner that does not violate Board Governing Policies and Procedures or applicable provisions of the Idaho Code.
 - iii. Employees may choose to request a leave without compensation in order to campaign for elective office or to serve in an elective office by using the procedures established at an institution or agency in addition to these policies and procedures.
- b. Loyalty Oaths
- No loyalty oath shall be required of any Board employee.
- c. Outside Employment

The maintenance of a high standard of honesty, impartiality, and conduct by Board employees is essential to ensure the proper performance of its business and to strengthen the faith and confidence of the people of the State of Idaho in the integrity of state employees. The Board recognizes that employees may engage in outside employment of a professional or personal nature, directly related to the professional or other competencies of the employee. However, no employee may undertake outside employment that interferes with the employee's assigned duties to the Board or the agency. In all outside employment, the outside employer must be informed that the employee is acting in a private capacity and that the institution or agency is in no way a party to the outside employment, and is not liable or responsible for the performance thereof.

- d. Other Services to the Institution or Agency.

An employee may be requested by the Chief Executive Officer or his or her designee to perform responsibilities or provide services beyond the primary scope of his or her appointment.

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES

SUBSECTION: P. General Policies and Procedures – All Employees

~~December-October~~~~2014~~2023

Each institution and agency must establish policies and procedures that do not conflict with policies and procedures of the Board regarding additional responsibilities or services.

Payment in addition to regular salaries must be authorized by the Chief Executive Officer.

h. Diversity, Equity, and Inclusion

Institutions shall create a welcoming and dynamic learning environment of belonging by administrators, faculty, and staff who are invested in the success of every student. Hiring decisions, however, shall not be conditioned on a requirement that applicants submit a written diversity statement.

BUSINESS AFFAIRS AND HUMAN RESOURCES
OCTOBER 18-19, 2023

SUBJECT

Idaho State Board of Education (Board) Policy Section V.K. Construction Projects
– Second Reading

REFERENCE

April 2014	The Idaho State Board of Education (Board) approved first reading of proposed amendments to policy V.K.
June 2014	Board approved second reading of proposed amendments to policy V.K.
June 2015	Board approved first reading of proposed amendments to policy V.K.
August 2015	Board approved second reading of proposed amendments to policy V.K.
August 2023	Board approved first reading of proposed amendments to policy V.K.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Board Policy V.K. outlines the authority limits for institutions when undertaking construction projects. Proposed changes include increases to approval limits as well as providing needed definitions and clarifications regarding the approval process.

Proposed increase approval limits include:

Approval limits of Original Project Costs:

- Increase Local Agency approval limits 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 Cumulative Value of Change(s) of Aggregate Revised Project Costs for Projects Originally Authorized by Local Agency:

- Increase Local Agency approval limits 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 Cumulative Value of Change(s) of Aggregate Revised Project Cost for Projects Originally Authorized by Executive Director:

- Increase Local Agency approval limits from \$500,000 - \$1 million to \$1 - \$2 million;
- Board approval is required for transactions over \$2 million.

BUSINESS AFFAIRS AND HUMAN RESOURCES
OCTOBER 18-19, 2023

Approval limits for Cumulative Value of Change(s) of Aggregate Revised Project Cost for Projects Originally Authorized by State Board of Education (SBOE):

- Increase Local Agency approval limits 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.

Proposed changes also include a requirement that design-build projects include a preliminary project budget and financing plan to be submitted when an institution requires approval to utilize the design-build method.

Proposed changes also require that if a project budget increases above the total Board or executive director authorized amount by 5% or more, then the institution will be required to request further authorization.

IMPACT

Approval of the proposed amendments would provide updated guidelines and increase approval limits to higher, more suitable contemporary pricing thresholds.

ATTACHMENTS

Attachment 1 – Proposed Policy Amendment V.K. Construction Projects – Second Reading

STAFF COMMENTS AND RECOMMENDATIONS

The changes primarily consist of increasing delegated authority approval limits authorized by a Local Agency or the Board’s executive director. These higher limits pertain to Original Project Costs, Cumulative Value of Change(s), and Aggregate Revised Project Costs. Increasing these limits appropriately reflects changes in the construction industry over the past eight (8) years. The previous revision of this policy dates back to August 2015.

The modifications to this policy were vetted through the BAHR Committee at its August 9, 2023 meeting and the Board approved the first reading of the proposed updates at its August 23, 2023 meeting.

There have been no changes between the first reading of the proposed amendments to V.K. to the second reading.

Staff recommends approval.

BOARD ACTION

I move to approve the second reading of proposed amendments to Policy V.K. as provided in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES**

SECTION: V. FINANCIAL AFFAIRS

SUBSECTION: K. Construction Projects

August 2015October 2023

1. Authorization Limits

~~Without regard to the source of funding, b~~Before any institution or agency under the governance of the Board begins to make capital improvements, either in the form of alteration and repair to existing facilities or construction of new facilities, it must be authorized based on the limits listed below. “Alteration” means a limited construction project for an existing facility that comprises the modification or replacement of one or a number of existing building systems or components. “Repair” means work that corrects deterioration or damage to a facility or to existing building systems or components in order to restore it to its condition prior to the deterioration or damage.

Projects requiring executive director or Board approval must include a project budget detailing the estimated project costs, including costs separate budget line for architects, engineers, ~~or~~and construction managers and engineering services ~~for the project cost.~~ Alteration and repair projects funded entirely by an appropriation through the permanent building fund are approved through the Board’s annual approval of an institution’s or agency’s operating budget and do not require separate approval under this policy, except as may be required under Paragraph 5.

Project Originally Authorized By	Original Project Cost	Cumulative Value of Change(s)	Aggregate Revised Project Cost	Change Authorized By
Local Agency	< \$500,000 <u>1 million</u>	Any	< \$500,000 <u>1 million</u>	Local Agency
Local Agency	< \$500,000 <u>1 million</u>	Any	\$500,000- <u>\$1,000,000</u> <u>1 - 2 million</u>	Executive Director
Local Agency	< \$500,000 <u>1 million</u>	Any	> \$1,000,000 <u>2 million</u>	SBOE
Executive Director	\$500,000 <u>1 - 1,000,000</u> <u>2 million</u>	<= \$500,000 <u>1 million</u>	<= \$42,000,000 <u>2 million</u>	Local Agency
Executive Director	\$500,000- <u>\$1,000,000</u> <u>1 - 2 million</u>	Any	> \$42,000,000 <u>2 million</u>	SBOE
SBOE	> \$42,000,000 <u>2 million</u>	< \$500,000 <u>1 million</u>	Any	Local Agency
SBOE	> \$42,000,000 <u>2 million</u>	\$500,000 <u>1-\$2 million</u> <u>4,000,000</u>	Any	Executive Director
SBOE	> \$1,000,000 <u>2 million</u>	> \$1,000,000 <u>2 million</u>	Any	SBOE

2. Major Projects - Capital Construction Plans

a. Institutions and agencies under the governance of the Board wishing to undertake construction projects involving construction of new facilities or significant, long-term renewal improvements to existing facilities ~~capital construction projects~~ shall submit annually to the Board for its approval a six-year capital construction plan (the “Plan”). The Plan shall span six fiscal years going forward starting at the fiscal year next. The Plan shall include only capital construction projects for which the

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: V. FINANCIAL AFFAIRS

SUBSECTION: K. Construction Projects

August 2015 ~~October 2023~~

total cost is estimated to exceed ~~one-two~~ million dollars (\$~~12~~,000,000) (“~~Major Projects~~”), without regard to the source of funding (~~hereinafter, “major projects”~~). ~~Alteration and repair to existing facilities are not required to be included on the Plan but such projects shall be reported to the Board when undertaken.~~ Inclusion on the Plan ~~A Plan~~ shall constitute notice to the Board that an institution or agency may bring a request at a later date for Board approval of one or more of the projects included in its approved Plan. Board approval of a Plan shall not constitute approval of a project included in the Plan.

- b. ~~Before any institution or agency under the governance of the Board solicits, accepts or commits a gift or grant in support of a specific major project, such project must first be included on the institution’s or agency’s Board-approved six-year Plan.~~

~~c.~~ If a ~~major~~ Major project ~~Project~~ is not included in a Plan and an institution or agency under the governance of the Board desires to obtain approval of the ~~major~~ Major p ~~Project~~, before seeking approval, it shall first bring an amended ~~plan~~ Plan to the Board for approval at a regularly scheduled meeting of the Board. If a potential donor offers an unsolicited gift to an institution or its affiliated foundation in support of a ~~major~~ Major project ~~Project~~ which is not in an institution’s or agency’s Plan, prior to acceptance of the gift, the institution or agency shall notify the Board’s executive director in writing of the offer, which notice shall include ~~an explanation and justification for the exigency;~~ a detailed statement of purpose and fiscal impact; ~~;~~ and a summary of the terms and conditions of the gift. This notice shall also certify to the executive director that the donor understands and acknowledges that construction of the ~~major~~ Major project ~~Project~~ is subject to the review and approval of the Board.

3. Major Projects Approval Process - Design-Bid-Build Projects

- a. Planning and Design

Board approval is required before any institution or agency begins planning and design on a ~~major~~ Major p ~~Project~~ carried out under the traditional “design-bid-build” method. For design-bid-build projects, planning and design encompasses the preparation of architectural and engineering documents and associated budget and schedule information through the completion of the construction documents for bidding. ~~This approval may not be requested concurrently with any other step in the major project approval process.~~ As part of the Board’s approval process for planning and design, the ~~Board may request the~~ institution or agency ~~to~~ may submit a preliminary project budget and financing plan (including pro forma financials, debt/operating expenses ratios, pledges, strategic facilities fees, and other material financial information).

- b. ~~Major Project Approval Process~~—Project Budget and Financing Plan

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: V. FINANCIAL AFFAIRS

SUBSECTION: K. Construction Projects

August 2015October 2023

Board approval of a project budget and financing plan (including pro forma financials, debt/operating expenses ratios, pledges, strategic facilities fees, and other material financial information) is required for a ~~major design-bid-build Major project~~Project. This approval may be requested only after completion of the design and planning process ~~and but~~ may be requested concurrently with approval for construction financing.

c. ~~Major Project Approval Process~~—Construction

Board approval is required to proceed with the construction of a ~~major~~Major pProject. In order to obtain Board approval for construction of a ~~major~~Major pProject, the Board must approve the project budget and financing plan. ~~This Construction~~ approval may be requested concurrently with approval of the project's budget and financing plan.

d. ~~Major Project Approval Process~~—~~Final Approval~~—Financing and Incurrence of Debt

Board approval for the financing capital of m~~Major projects~~Projects via the issuance of bonds, or incurrence of any other indebtedness, is required pursuant to Board policy V.F. ~~for a project that has previously received approval for construction. (All other projects financed entirely without indebtedness do not need separate approval for financing.) 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. This approval may be requested concurrently with approval of the project's budget and financing plan and construction approval.~~

4. ~~Major Projects Approval Process~~ - Design-Build Projects

Although design ~~and~~ build projects are performed by one team, design-build contracts can also allow a series of options to proceed (or not) after completion of the at the design phase and before at the construction phase. For design-build m~~Major p~~Projects, Board approval shall be required prior to issuance of a design-build solicitation, including approval to utilize the design-build method. The approval process for major projects using a design-build contract shall be the same as the approval process required for a design-bid-build contract. ~~Board approval shall first be required to undertake the design and planning phase, including selection of the design-build team.~~ For purposes of such approval, ~~the Board may request a preliminary project budget and financing plan shall be submitted.~~ No additional approval shall be required unless the preliminary budget and financing plan is exceeded. Approval of debt issuance as part of the financing plan is required as provided in Policy V.F. ~~This approval may not be obtained concurrently with subsequent required approvals. Once the design-build team completes the design and construction cost estimates, the institution or agency must then obtain Board~~

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: V. FINANCIAL AFFAIRS

SUBSECTION: K. Construction Projects

~~August 2015~~ October 2023

~~approval of the project budget and financing plan and of construction of the project. If debt financing is needed, the institution or agency must submit a request for approval at a subsequent meeting of the Board in the manner set forth in paragraph 3.d., above. An institution may seek approval from the permanent building fund advisory council for use of design-build delivery method prior to or following Board approval, as long as both agencies approve, if required, prior to issuance of a bid.~~

5. Fiscal Revisions to Previously Approved Projects

If a project budget increases above the total Board or executive director-authorized amount by ~~the lesser of 5% or more or \$500,000~~, then the institution or agency shall be required to seek further authorization based on the limits established in paragraph 1, above. Regardless of the authorization level required, the institution shall provide the Board with the amount and reason(s) for the cost overruns and the source of funds.

6. ~~Projects through the Department of Administration;~~ Project Acceptance

Projects under the supervision of the Department of Administration are accepted by the Department on behalf of the Board and the ~~state~~ State of Idaho and all contracts and acquisition of goods and services are acquired through the Department of Administration as applicable. Projects conducted through the Department of Administration shall not require approval other than as required under this Policy V.K. Projects under the supervision of an institution or agency are accepted on behalf of the Board and the State of Idaho by the institution or agency and the project architect. Projects under the supervision of the University of Idaho are accepted by the University on behalf of the Board of Regents.

7. Statute and Code Compliance

- a. All projects must be in compliance with Section 504 of the Rehabilitation Act of 1973 and must provide access to all persons. All projects must be in compliance with applicable state and local building and life-safety codes as provided in Chapter 41, Title 39, and applicable local land-use regulations ~~as provided in Chapter 41, Title 39, and as provided in~~ Section 67-6528, Idaho Code.

Idaho State Board of Education**GOVERNING POLICIES AND PROCEDURES****SECTION: V. FINANCIAL AFFAIRS****SUBSECTION: K. Construction Projects**[August 2015](#)[October 2023](#)

- b. In designing and implementing construction projects, due consideration must be given to energy conservation and long-term maintenance and operation savings versus short-term capital costs.

8. Campus Master Plans

Each institution shall develop a seven (7) to fifteen (15) year Campus Master Plan (CMP). The CMP shall serve as a planning framework to guide the orderly and strategic growth and physical development of an institution's campus. The CMP shall be consistent with and support the institution's current mission, core themes, ~~and~~ strategic plan, and six-year capital construction plan. The CMP and substantive updates thereto must be approved by the Board.

BUSINESS AFFAIRS AND HUMAN RESOURCES
OCTOBER 18-19, 2023

SUBJECT

BAHR Committee Initiatives and Priorities – 2023-2024

REFERENCE

October 21, 2020	Idaho State Board of Education (Board) received update on IRSA Committee Initiatives.
December 17, 2020	Board received update on PPGA and BAHR Committee Initiatives

BACKGROUND/DISCUSSION

Board bylaws establish three standing committees: Business Affairs and Human Resources (BAHR), Instruction, Research and Student Affairs (IRSA), and Planning, Policy, and Government Affairs (PPGA). In the fall of 2020, each committee established long term initiatives and priorities. The Board committees have been asked to review and update their initiatives and priorities to ensure continued alignment with Governor Little’s education priorities as well as the Board’s strategic plan.

Updating these key objectives will help the Committee clearly understand its direction and maintain momentum in achieving strategic priorities of the Board for 2023-2024.

Over the past few months, the BAHR Committee Chair has worked collaboratively with Board staff to develop these priorities for the next fiscal year accompanied with well-defined anticipated outcomes. This will provide higher-level guidance in addition to the primary responsibilities of the BAHR Committee.

IMPACT

These strategic priorities and initiatives will provide a deliberate framework of what the BAHR Committee is strategically focused on and provide the Board with an opportunity to give input on priority areas.

ATTACHMENTS

Attachment 1 – Business Affairs and Human Resources Committee Initiatives and Priorities

STAFF COMMENTS AND RECOMMENDATIONS

In order to move to a more strategic approach, on September 7, 2023, the BAHR Committee Initiatives and Priorities were discussed and reviewed by the BAHR Chair and Board staff to set the two primary initiatives delineated in Attachment 1. The initiatives will focus the BAHR committee’s direction for both the short and long term and provide context for agenda items that will be presented to the Board. While this document is one that can be adjusted and continuously improved upon, the desired outcomes will result in foundational groundwork for the strategic work being undertaken by the committee. This information was shared and considered with the BAHR Committee on October 4, 2023. Staff recommends approval.

BUSINESS AFFAIRS AND HUMAN RESOURCES
OCTOBER 18-19, 2023

BOARD ACTION

I move to approve the BAHR Committee Initiatives and Priorities for 2023-2024 as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

2023-24 BAHR Priorities & Initiatives

1. Oversight of Institutions' Business Models

Summary: Understanding how enrollment trends, student interest and market needs affect financial projections for institutions' business models would enable the Board to provide better guidance on strategic initiatives and long-term planning.

Anticipated outcomes:

- Create a framework for tuition and fee requests
- Inform annual budget requests to the state
- Fortify the Board's role in institutional planning
- Provide context for engaging institutions around strategic planning
- Identify and operationalize system-like efficiencies through consolidation/collaboration
- Diversify and maximize sources of revenue, manage expenses, and minimize tuition impact to students
- Create budget-to-actual comparison reports itemized by major revenue and expenditure categories, with a focus on major variances

2. Maintain Appropriate Governance Structures

Summary: The Board's governance role of institutions includes that of a fiduciary. Oversight will necessarily need to strike a balance between strategic priorities and transactional approvals.

Anticipated outcomes:

- Maintain appropriate level of check and balances, while also allowing for appropriate levels of transactional delegated authority.
- Establish regular cadence of proactive maintenance and review of governing finance and HR policies in light of changes in culture, statute or regulatory environment.

STATE DEPARTMENT OF EDUCATION
OCTOBER 18, 2023

TAB	DESCRIPTION	ACTION
1	K-12 OVERVIEW	Information Item

STATE DEPARTMENT OF EDUCATION
October 18-19, 2023

SUBJECT

K-12 Overview

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Bylaws (Operational Procedures) Section E.4.
Section 33-125, 125A, and 127, Idaho Code

BACKGROUND/DISCUSSION

Idaho State Board of Education Bylaws establish the superintendent of public instruction as responsible for carrying out policies, procedures, and duties prescribed by the Constitution of the State of Idaho, and Idaho Code or established by the Board for all elementary and secondary school matters.

Debbie Critchfield was sworn into office as the Idaho Superintendent of Public Instruction on January 2, 2023. She will update the State Board of Education (SBOE) on the Superintendent's priorities forward.

- Idaho Career Ready Students (ICRS) Update
- Modernizing School Funding/K-12 Budget Submission
- Graduation Requirements Timeline
- Student Achievement Data Overview
 - K-3 IRI Spring Scores
- SDE Supports for Literacy

BOARD ACTION

This item is for informational purposes only.

**WORK SESSION
OCTOBER 18 2023**

IDAHO COMMISSION ON HISPANIC AFFAIRS

SUBJECT

Recommendations for Supporting Hispanic Student Learning and Achievement

REFERENCE

October 2010	The Idaho Commission on Hispanic Affairs presented the State Board of Education (“Board”) with its three-year comprehensive education plan.
February 2017	The Idaho Commission on Hispanic Affairs updated the Board on their work with Hispanic students in Idaho.
February 2019	The Idaho Commission on Hispanic Affairs updated the Board on the educational achievement and attainment of Hispanic students in Idaho.

BACKGROUND/DISCUSSION

The Idaho Commission on Hispanic Affairs is a non-partisan state agency that provides services to the Hispanic community and serves as a liaison between the community and government entities. The Commission is composed of nine (9) commissioners, two of whom are appointed by the President Pro Tempore of the Idaho State Senate and two by the Speaker of the House. The other five commissioners are individuals in the Hispanic community appointed by the Governor.

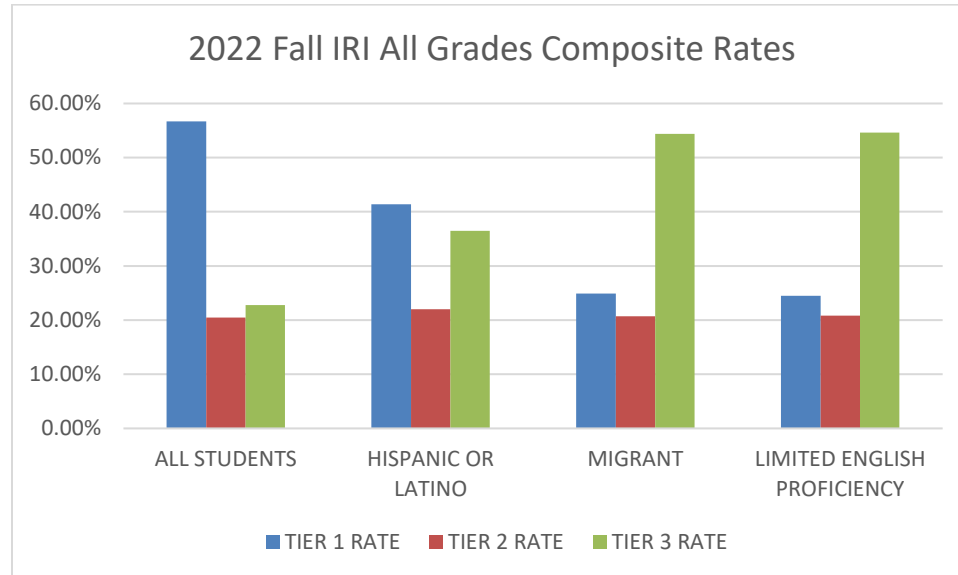
Working toward economic, educational, and social equality, the Commission identifies and monitors program effectiveness and issues facing Idaho's Hispanic community. The Commission identifies solutions and provides recommendations to the governor, legislature, and other state agencies and organizations concerning these issues. To identify solutions, the Commission hosts community listening sessions and Hispanic townhall meetings across the state at a minimum of four times a year and communicates what it learns with education leaders and policymakers year-round. The Commission uses data provided by the Board to inform these communications.

With a population of 239,407, Hispanics are the largest minority group in Idaho. Growth within the Hispanic population poses statewide challenges, especially within Idaho’s public schools, where 18% of the total student population in 2019-2020 were Hispanic (up from 16% just a decade earlier). Some school districts in Idaho have over 50% Hispanic student enrollment. Despite this large Hispanic student population, Hispanic administrators, teachers and staff make up only 3% of all employees statewide, dramatically less than the share of Hispanic student enrollment.

Adding to these demographic disparities, 29% of Hispanic children under the age of 18 in Idaho live in poverty. There is also insufficient representation at all levels,

**WORK SESSION
OCTOBER 18 2023**

from civic engagement to school boards, as well as a lack of resources across the state to support Hispanic families being streamlined into the public school system. All of these factors lead to many Hispanic children entering and moving through the public school system unprepared, resulting in persistent achievement gaps. To illustrate these gaps, the following table represents state level assessment data of Hispanic students compared to their peers.



The Commission proposes several recommendations to decrease these achievement gaps by addressing the core issues and obstacles facing Hispanic students:

1. Establish a dedicated staff position at the State Department of Education to coordinate and support efforts to increase academic achievement and educational opportunities for the K-12 Hispanic student population via the following strategies:
 - a. Increase general understanding of systemic causes of educational challenges faced by many Hispanic students, whether these students are in urban, rural, non-English speaking, or migrant learning environments;
 - b. Promote a positive school climate that supports equitable access to and participation in college-readiness, advanced placement courses, and internship opportunities, as well as innovative dropout prevention and recovery strategies that better engage Hispanic youth in their learning, help them progress academically as needed, and provide those who have left the educational system with pathways to reentry.
2. Establish a dedicated staff position at the Office of the State Board of Education to coordinate and support efforts in the transition from high school to college or career for the postsecondary Hispanic student population via the following strategies:

**WORK SESSION
OCTOBER 18 2023**

- a. Establish and implement strategies to increase , graduation, dual-enrollment , and college-going rates for Hispanic students;
 - b. Establish a Grow Your Own (GYO) Teacher Model to positively support efforts to improve the recruitment, preparation, development, and retention of qualified, diverse teachers, school leaders, and other professionals that more fully understand and acknowledge Hispanic students' lived experiences and more effectively meet their learning, social, and emotional needs;
 - c. Develop and advocate for funding for statewide programs, professional development opportunities, and projects to ensure that all Hispanic students have access to teachers, school leaders, and other professionals who bring the vital skills of diversity to teaching and learning.
3. Provide easily accessible data to the Commission about Idaho Hispanic students across the K-20 spectrum.
 4. Provide Board or Board staff representation at the annual Idaho Hispanic Youth Leadership Summit, the largest gathering of Idaho Hispanic youth in the state.
 5. Take steps to enhance the Educator Preparation Program to improve recruitment and retainment of Hispanic educators.
 6. Establish a Hispanic Education Committee of the Board, similar in scope and structure to the Idaho Indian Education Committee.

ATTACHMENTS

Attachment 1 – Idaho Commission on Hispanic Affairs Presentation

IMPACT

The purpose of this Work Session is for the Board to engage with representatives from the Idaho Commission on Hispanic Affairs to discuss challenges faced by this population of public-school students and possible steps the Board can take to reduce the achievement and postsecondary participation gaps for these students. Any action by the Board would be further developed and brought back to the Board for action at a later meeting based on Board direction.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The Idaho Commission on Hispanic Affairs has identified six recommendations for the Board and the Department to consider which could reduce the educational achievement gap for the Hispanic student population. Recommendations will be presented for discussion and, at the Board's discretion, may be considered for approval at a future meeting.

The establishment of dedicated staff positions would be dependent on additional resources being appropriated by the legislature to the Office of the State Board of Education and/or the State Department of Education. The Board's Educator Pipeline Report supports the need for a more diverse educator workforce, and Board staff continues to work with Idaho's approved educator preparation programs on reporting and incentivizing work in recruiting and retaining diverse student teacher candidates. With the move of the K-12 State Longitudinal Data

**WORK SESSION
OCTOBER 18 2023**

System to the Board office and the existing postsecondary data managed by the Board office, the Board office can work to provide data to the Commission to assist in their analysis and reporting. The first step will be in establishing a data sharing agreement with the Commission. Additionally, the efforts currently underway to update the K-12 educational data collection and reporting will improve the Board's ability to report and provide data to support the Commissions initiatives.

BOARD ACTION

This item is for informational purposes only.

State of the Hispanic Student in Idaho

Margie Gonzalez,
Executive Director



Hispanic Climate in Idaho

Statewide 239,407 Hispanics are the largest minority group,
representing over 13% of the total state population.

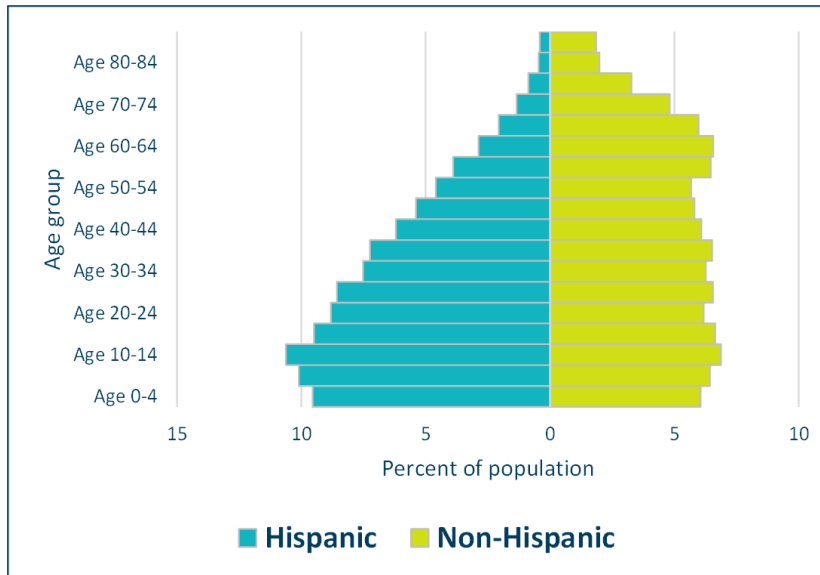


Poverty

Rates are higher among the state's Hispanic children under age 18, with 29% living in poverty

Percent of Hispanic and
non-Hispanic Idahoans
2019

Hispanic youth under age 5
22,068



A large share of the
Hispanic population in
Idaho is made up of
children and young
adults, with few older
individuals.



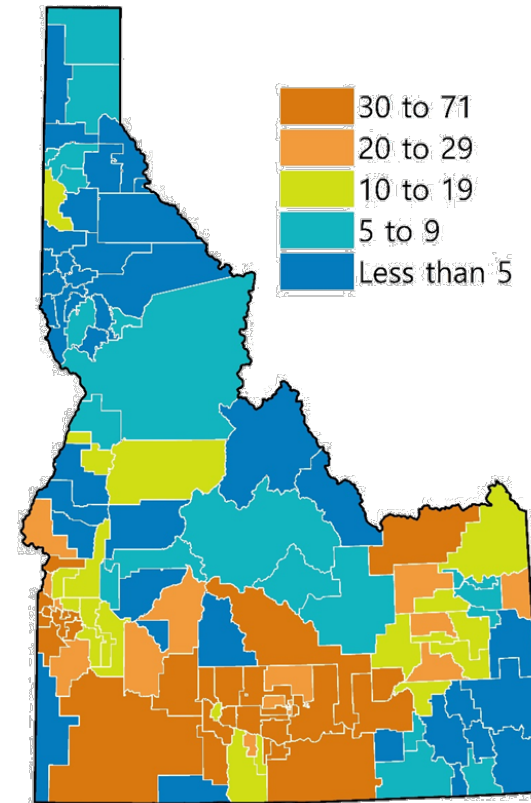
Rural Idaho Schools

Statewide Hispanic student population is
18% of K-12



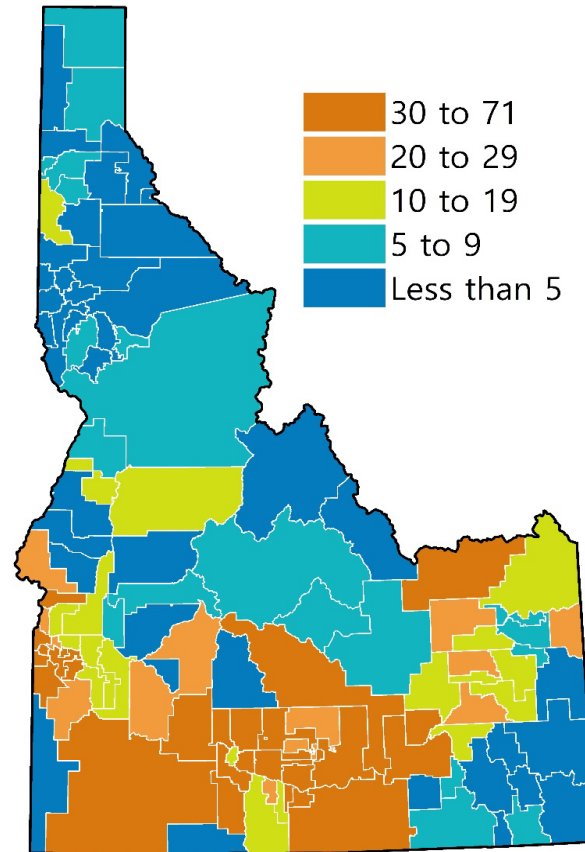
Percent Hispanic by School District, 2019-20

- Idaho's 59,023 Hispanic students made up 18% of public-school enrollment in the 2019-2020 school year, up from 16% nine years earlier
- Like the overall Hispanic population, Hispanic K-12 students are concentrated in southern Idaho. In 2019-20:
 - Five school districts in the Boise metro area accounted for more than one-third of all Hispanic students: Nampa (5,676), West Ada District (4,278), Vallivue (3,749), Caldwell (3,638), and Boise Independent (3,313)
 - School districts with at least 50% Hispanic students are in both rural and urban areas across southern Idaho: Elevate Academy, Inc. in Canyon County (72%), Wilder (71%), Aberdeen (63%), Clark County (62%), Wendell (62%), Heritage Community Charter in Canyon County (62%), Caldwell (60%), Jerome Joint (53%), Shoshone Joint (52%), and American Falls Joint (51%)



K-12 public school enrollment

Like the overall Hispanic population, Hispanic K-12 students are concentrated in southern Idaho



K-12 public school enrollment

	2010-2011	2021-2022
Hispanic	45,084	59,023
Non-Hispanic	231,687	251,535
Total	276,771	310,558

Source: [2021 The Hispanic Profile Data Book for Idaho 5th Edition](#)

Top ten
school
districts with
highest
Hispanic
student
population

2021-22

❖ Heritage Community Charter	71%
❖ Wilder	70%
❖ Clark County	64%
❖ Caldwell	62%
❖ Elevate Academy Inc.	62%
❖ Aberdeen	61%
❖ Wendell	58%
❖ Jerome Joint	55%
❖ Shoshone Joint	52%
❖ American Falls Joint	52%

Source: 2021-22 State Board of Education's Data Management Council

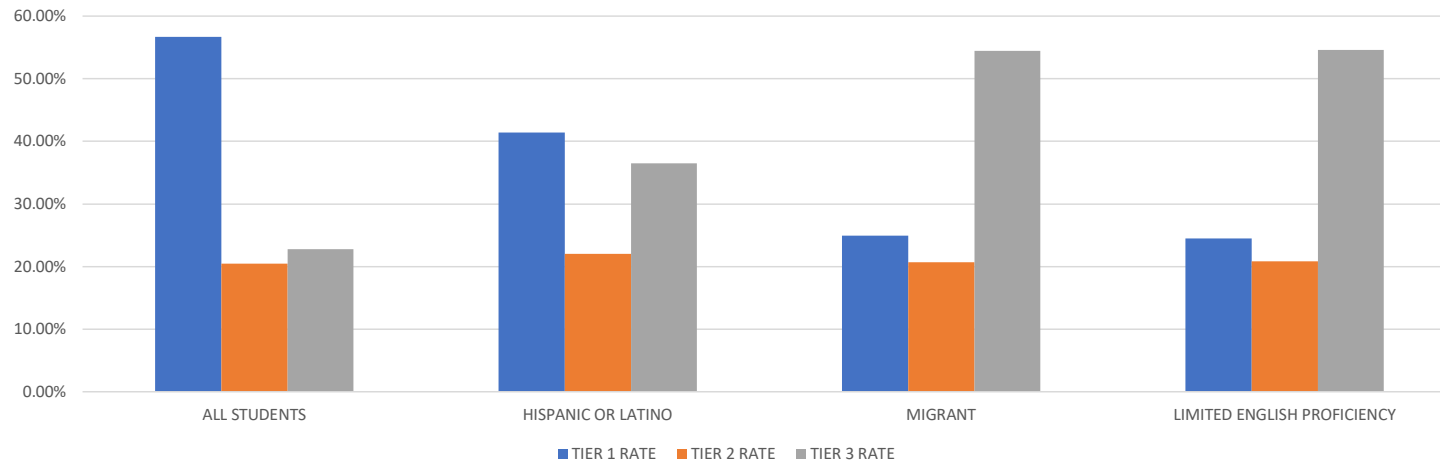
2021-22

❖ Nampa School District	5,246
❖ Joint School District No. 2	4,430
❖ Vallivue School District	3,766
❖ Caldwell School District0	3,464
❖ Boise Independent District	3,262
❖ Idaho Falls School District	2,344
❖ Jerome Joint District	2,269
❖ Bonneville Joint District	2,084
❖ Twin Falls District	2,078
❖ Minidoka County Joint	2,055

Source: 2021-22 State Board of Education's Data Management Council

Non-Hispanic Students Outperform Hispanic Students on Both K-12 Achievement Tests

2022 Fall IRI All Grades Composite Rates





Hispanic population poses challenges for our Public-School Districts



More school districts lost non-Hispanic students than lost Hispanic students: 69 districts lost non-Hispanic students and 55 lost Hispanic students.

This Photo by Unknown Author is licensed under [CC BY-NC-ND](https://creativecommons.org/licenses/by-nc-nd/4.0/)



Hispanic Make up a Small Share of Public-School Personnel

During the 2021-22 school year, Idaho public schools employed 2,054 Hispanics who made up just 5% of all employees. These Hispanic employees included:

342 school teachers (2.97% of all elementary teachers)

14 school principals (2.15%)

26 school counselors (3.26%)

9 school nurses (4.86%)

7 social workers (12.07%)

1 assistant superintendent (6.25%)

There were 1 Hispanic superintendent, and 1 occupational or physical therapist.

Source: 2021-22 State Board of Education's Data Management Council

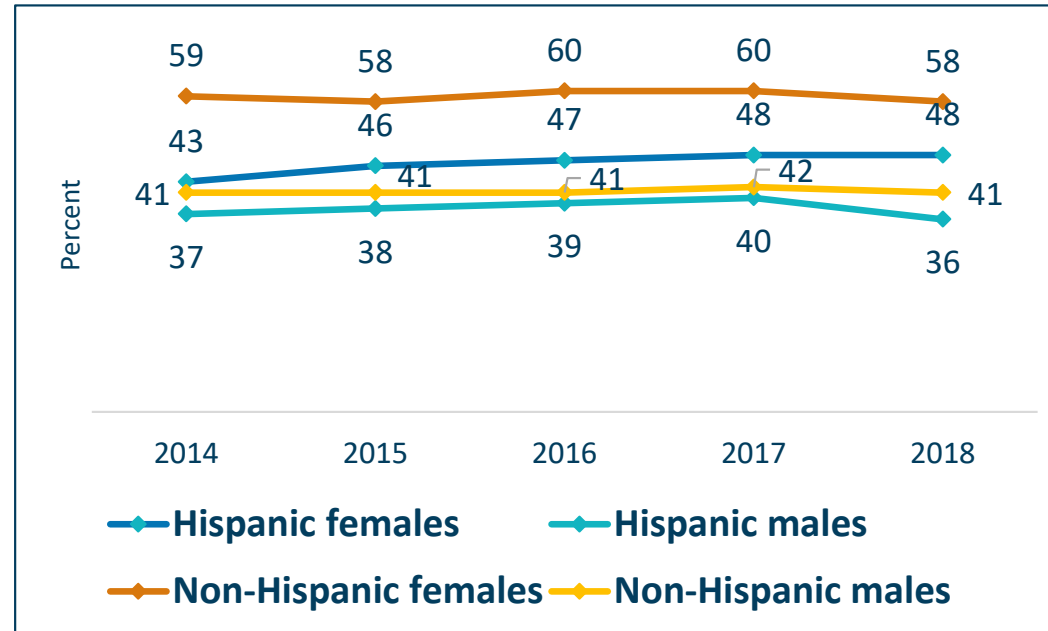
In 2021-22 9,843 Hispanic students made up 16% of Idaho's total postsecondary enrollment. This an increase from 2018, when Hispanic students made up 10% of total enrollment.



“Go-on” rate

Idaho’s go-on rate in fall 2018 was 45%. Among Hispanics in Idaho, the rate was 39%, compared to 46% among non-Hispanics. In Idaho and the nation, go-on rates among female high school graduates are higher than among males. This is true among both Hispanics and non-Hispanics. Almost half of Idaho’s Hispanic female high school graduates but only 36% of Hispanic male graduates enrolled in postsecondary education in fall 2018. Almost 60% of non-Hispanic females but only 41% of non-Hispanic males enrolled.

High school students going on to postsecondary education directly after high school, by year of graduation, sex, and ethnicity, Idaho, 2014-2018





Migrant/ELL Student Enrollment

2021-22 we had 6,309 Migrant students

Total number of English Language Lerner in Idaho is 19,542

The English Language Lerner Migrant number currently stand s at 2,634

- 
- 1. Establish a dedicated staff position at the State Department of Education to coordinate and support efforts to increase academic achievement and educational opportunities for the K-12 Hispanic student population via the following strategies:**
 - a. Increase general understanding of systemic causes of educational challenges faced by many Hispanic students, whether these students are in urban, rural, non-English speaking, or migrant learning environments;
 - b. Promote a positive school climate that supports equitable access to and participation in college-readiness, advanced placement courses, and internship opportunities, as well as innovative dropout prevention and recovery strategies that better engage Hispanic youth in their learning, help them progress academically as needed, and provide those who have left the educational system with pathways to reentry.

- 
- 2. Establish a dedicated staff position at the Office of the State Board of Education to coordinate and support efforts in the transition from high school to college or career for the postsecondary Hispanic student population via the following strategies:**
 - a. Establish and implement strategies to increase go-on rates, graduation rates, and dual-enrollment rates for Hispanic students;
 - b. Establish a Grow Your Own (GYO) Teacher Model to positively support efforts to improve the recruitment, preparation, development, and retention of qualified, diverse teachers, school leaders, and other professionals that more fully understand and acknowledge Hispanic students' lived experiences and more effectively meet their learning, social, and emotional needs;
 - c. Develop and advocate for funding for statewide programs, professional development opportunities, and projects to ensure that all Hispanic students have access to teachers, school leaders, and other professionals who bring the vital skills of diversity to teaching and learning.

Additional Recommendations

1

Provide easily accessible data to the Commission about Idaho Hispanic students across the K-20 spectrum.

2

Provide representation at the annual Idaho Hispanic Youth Leadership Summit, the largest gathering of Idaho Hispanic youth in the state.

3

Take steps to enhance the Educator Preparation Program to improve recruitment and retention of Hispanic educators.

4

Establish a Hispanic Education Committee of the Board, similar in scope and structure to the Idaho Indian Education Committee.



Thank you on
behalf of
the Idaho
Commission on
Hispanic Affairs



**WORK SESSION
OCTOBER 18-19, 2023**

SUBJECT

Public Education System - Performance Reporting

REFERENCE

October 2017	Board reviewed performance measures for the period from FY14 – FY17
December 2017	Board approved new institution system-wide performance measures for use starting in FY19 and discussed full rewrite of K-20 Education Strategic Plan.
February 2018	Board approved re-write of K-20 Education Strategic Plan for FY19 – FY23.
April 2018	Board discussed institution and agencies FY19 - FY23 Strategic Plans.
June 2018	Board approved institution and agencies FY19 - FY23 Strategic Plans.
October 2018	Board reviewed K-20 Education system performance.
February 2019	Board approved updated FY20 – FY24 K-20 Strategic Plan
June 2019	Board approved updated FY20-FY24 Institution, Agency, and Special/Health program strategic plans.
October 2019	Board reviewed K-20 Education system performance during the Work Session and Literacy Growth Targets during the Planning, Policy and Governmental Affairs portions of the agenda
October 2020	Board reviewed K-20 Education system performance, including a focus on literacy proficiency and progress the state was making toward literacy growth targets.
October 2021	Board reviewed K-20 Education system performance, including a focus on student achievement (assessment data) and postsecondary credentials awarded.
October 2022	Board reviewed K-20 Education system performance, including a focus on student achievement.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section I.M.
Idaho Code §§ 67-1901 to -1905

BACKGROUND/DISCUSSION

The Idaho State Constitution, Article IX, Section 2, provides that the general supervision of the state educational institutions and public school system of the State of Idaho, “shall be vested in a state board of education, the membership, powers and duties of which shall be prescribed by law.” Through obligations set in the State Constitution and Idaho statutes, the State Board of Education (Board) is charged with the general supervision, governance and control of all educational institutions and agencies supported in whole or in part by the state. This includes public schools, colleges and universities, Department of Education, Division of

WORK SESSION
OCTOBER 18-19, 2023

Career Technical Education, Idaho Public Television, Division of Vocational Rehabilitation, and the Public Charter School Commission. The Board and its executive agencies are charged with enforcing and implementing the education laws of the state.

Due to these broad responsibilities, the Board serves multiple roles. The Board sits as a policy-making body for all public education in Idaho, provides general oversight and governance for public K-20 education, and has a direct governance role as the Board of Regents for the University of Idaho and the Board of Trustees for the other public four-year college and universities. The K-20 Education strategic plan must encompass and serve all of these aspects of Idaho's public education system.

The Board's strategic plan is a forward-looking roadmap used to guide future actions, define the vision and mission of Idaho's K-20 educational system, guide growth and development, and to establish priorities for resource distribution. Strategic planning provides a mechanism for continual review to ensure excellence in public education throughout the state. The strategic plan establishes the Board's goals and objectives that are consistent with the Board's governing ideals and communicates those goals and objectives to the agencies and institutions under the Board, and to the public and other stakeholder groups. The strategic plan also establishes the measures the Board will use for determining progress toward the established objectives and the benchmarks or targets for those performance measures.

At the October regular Board meeting, the Board reviews performance measures from the K-20 Education Strategic Plan as well as the performance of the agencies and institutions. Unlike the strategic plan work, the performance measure review is a backward look at progress made during the previous four years toward reaching the strategic plan goals and objectives. Performance measures were last approved by the Board at the June 2021 Regular Board meeting for the institutions and agencies and February 2023 for the Board's K-20 Strategic Plan.

The purpose of the Work Session is to provide the Board with the opportunity to view and discuss these performance measures. The postsecondary system-wide measures (selected by the Board) provide the Board with the opportunity to look at key performance indicators reported consistently across the postsecondary institutions.

IMPACT

The data included in this presentation will be used by the Board, institutions, and agencies to direct their future strategic planning efforts, and will provide the Board and the public with an update on progress Idaho's public educational system is making toward established goals.

**WORK SESSION
OCTOBER 18-19, 2023**

ATTACHMENTS

- Attachment 1 - Presentation: Review of Performance Measures
Dr. Cathleen McHugh, Chief Research Officer
- Attachment 2 – Presentation: College-Going Behavior of Males and Females
Briana Krebs, Senior Research Analyst
- Attachment 3 – Presentation: Idaho Opportunity Scholarship
Cate Collins, Principal Research Analyst
- Attachment 4 - K20 Performance Measure Report FY23
- Attachment 5 – Systemwide Postsecondary Performance Measures Report
- Attachment 6 – Transfer Credit Report

STAFF COMMENTS AND RECOMMENDATIONS

The October Work Session provides opportunity for the Board to review performance measure outcomes directly, to hear from the research team about what the data mean, and to consider what actions could be taken from a governance perspective to support continued progress toward the established goals. This is also the time when the Board provides direction to staff and the agencies and institutions on any changes they would like to see in strategic plans, performance measures, and benchmarks/performance targets for the Board's consideration in 2024.

The Board is scheduled to discuss amendments in December during the Work Session. Approval of any amendments to the K-20 Education System strategic plan are then considered at the February Regular Board meeting and the institutions and agencies plans are submitted for a first review at the April Regular Board meeting.

BOARD ACTION

This item is for informational purposes only.

Review of Performance Measures

Office of the State Board of Education, Research

Dr. Cathleen McHugh

Chief Research Officer



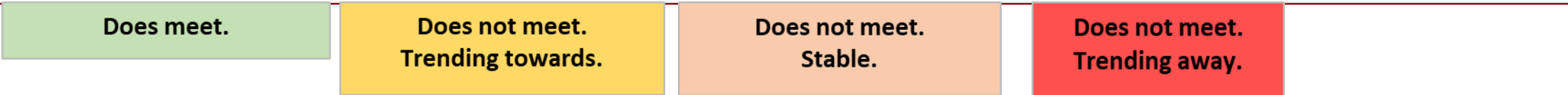
Overview

Storyboard view of progression through system

Only includes student-centered performance measures

Excludes Medical Education performance measures

Characterizes measures as:



Includes percent change necessary to meet goal in both FY23 and FY24

Indicates Systemwide measures

> Kindergarten

⊙ **Fall - Percent of students scoring at grade level or higher on the statewide reading assessment**
Goal 2: Objective B School Readiness
FY23 data not analyzed*

⊙ **Spring - Percent of students scoring at grade level or higher on the statewide reading assessment**
Goal 2: Objective A Rigorous Education
FY23 data not available

⊙ **Growth Fall to Spring - Students scoring at grade level or higher on the statewide reading assessment**
Goal 2: Objective A Rigorous Education
FY23 data not available

⊙ **Growth Fall to Spring - Students scoring at grade level or higher on the statewide reading assessment**
Goal 2: Objective A Rigorous Education
FY23 data not available

⊙ **Growth Fall to Spring - Students scoring at grade level or higher on the statewide reading assessment**
Goal 2: Objective A Rigorous Education
FY23 data not available

> Postsecondary

⊙ **Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year (Systemwide Measure)**
Goal 3: Objective B Timely Degree Completion

Two Year: Does not meet. Stable. Requires increase of 472%.
Four Year: Does not meet. Stable. Requires increase of 66%.

> Grades 1 to 3

⊙ **Spring - Percent of students scoring at grade level or higher on the statewide reading assessment**
Goal 2: Objective A Rigorous Education
FY23 data not available

⊙ **Growth Fall to Spring - Students scoring at grade level or higher on the statewide reading assessment**
Goal 2: Objective A Rigorous Education
FY23 data not available

⊙ **Growth Fall to Spring - Students scoring at grade level or higher on the statewide reading assessment**
Goal 2: Objective A Rigorous Education
FY23 data not available

⊙ **Growth Fall to Spring - Students scoring at grade level or higher on the statewide reading assessment**
Goal 2: Objective A Rigorous Education
FY23 data not available

⊙ **Growth Fall to Spring - Students scoring at grade level or higher on the statewide reading assessment**
Goal 2: Objective A Rigorous Education
FY23 data not available

> First Year

⊙ **Percent of postsecondary first time freshmen who graduated from an Idaho high school in the previous year requiring remedial education in math and language arts**
Goal 1: Objective B Alignment and Coordination

Two Year: Math: Does meet. ELA: Does meet.
Four Year: Math: Does meet. ELA: Does meet.

> Grades 5, 8, 10/11

⊙ **Spring - Percent of students meeting proficient or advanced on the Idaho Standards Achievement Test**
Goal 2: Objective A Rigorous Education
FY23 data not available

⊙ **Spring - Percent of students meeting proficient or advanced on the Idaho Standards Achievement Test**
Goal 2: Objective A Rigorous Education
FY23 data not available

⊙ **Spring - Percent of students meeting proficient or advanced on the Idaho Standards Achievement Test**
Goal 2: Objective A Rigorous Education
FY23 data not available

⊙ **Spring - Percent of students meeting proficient or advanced on the Idaho Standards Achievement Test**
Goal 2: Objective A Rigorous Education
FY23 data not available

⊙ **Spring - Percent of students meeting proficient or advanced on the Idaho Standards Achievement Test**
Goal 2: Objective A Rigorous Education
FY23 data not available

> Second Year

⊙ **Percent of new full-time degree-seeking students who return (or who graduate) for second year in an Idaho postsecondary public institution**
Goal 3: Objective A Higher Level of Educational Attainment

Two Year: Does not meet. Stable. New freshmen: Requires increase of 27%. Transfer: Requires increase of 36%.

Four Year: Does not meet. Stable. New freshmen: Requires increase of 12%. Transfer: Requires increase of 10%.

> 150 percent

⊙ **Percent of full-time first-time freshmen graduating within 150% of time or less (Systemwide Measure)**
Goal 3: Objective A Higher Level of Educational Attainment

> Grades 9 - 12

⊙ **High School Cohort Graduation Rate**
Goal 2: Objective A Rigorous Education
Does not meet. Stable. Requires increase of 19%.

⊙ **High School Cohort Graduation Rate**
Goal 2: Objective A Rigorous Education
Does not meet. Stable. Requires increase of 19%.

⊙ **High School Cohort Graduation Rate**
Goal 2: Objective A Rigorous Education
Does not meet. Stable. Requires increase of 19%.

⊙ **High School Cohort Graduation Rate**
Goal 2: Objective A Rigorous Education
Does not meet. Stable. Requires increase of 19%.

⊙ **High School Cohort Graduation Rate**
Goal 2: Objective A Rigorous Education
Does not meet. Stable. Requires increase of 19%.

> Grade 12

⊙ **Percent of students who complete the FAFSA**
Goal 3: Objective C Access
Does not meet. Trending towards. Requires increase of 42%.

⊙ **Percent of students who complete the FAFSA**
Goal 3: Objective C Access
Does not meet. Trending towards. Requires increase of 42%.

⊙ **Percent of students who complete the FAFSA**
Goal 3: Objective C Access
Does not meet. Trending towards. Requires increase of 42%.

⊙ **Percent of students who complete the FAFSA**
Goal 3: Objective C Access
Does not meet. Trending towards. Requires increase of 42%.

⊙ **Percent of students who complete the FAFSA**
Goal 3: Objective C Access
Does not meet. Trending towards. Requires increase of 42%.

> Graduates

⊙ **Total number of certificates/degrees conferred (Systemwide Measure)**
Goal 3: Objective A Higher Level of Educational Attainment

Workforce certificates: Does not meet. Trending away. Requires increase of 14%.
Certificates of at least one academic year: FY23: Does meet. FY24: Requires increase of 2%.

Associate degrees: Does not meet. Trending towards. FY23: Requires increase of 4%. FY24: Requires increase of 13%.

Baccalaureate degrees: Does not meet. Trending away. FY23: Requires increase of 10%. FY24: Requires increase of 16%.

Master's degrees: FY23: Does meet. FY24: Requires increase of 10%.

Doctoral or professional degrees: Does not meet. Trending away. FY23: Requires increase of 134%. FY24: Requires increase of 25%.

> Graduates

⊙ **Percent of high school graduates who participated in one or more Advanced Opportunities**
Goal 2: Objective A Rigorous Education

⊙ **Percent of high school graduates meeting college placement/entrance exam college readiness benchmarks**
Goal 2: Objective A Rigorous Education

⊙ **Percent of dual credit students who graduate high school with an Associate degree (Systemwide Measure)**
Goal 2: Objective A Rigorous Education

⊙ **Percent of dual credit students who graduate high school with an Associate degree (Systemwide Measure)**
Goal 2: Objective A Rigorous Education

⊙ **Percent of dual credit students who graduate high school with an Associate degree (Systemwide Measure)**
Goal 2: Objective A Rigorous Education

⊙ **Percent of high school graduates who enroll in a postsecondary institution**
Goal 2: Objective A Rigorous Education

⊙ **Percent of high school graduates who enroll in a postsecondary institution**
Goal 2: Objective A Rigorous Education

⊙ **Percent of high school graduates who enroll in a postsecondary institution**
Goal 2: Objective A Rigorous Education

⊙ **Percent of STEM bacc. degrees conferred compared to non-STEM degrees conferred**
Goal 4: Objective A Workforce Alignment

Does not meet. Stable. Requires increase of 3%.

⊙ **Percent of Idaho c.c. transfers who graduate from 4-year institutions**
Goal 1: Objective B Alignment and Coordination

Does not meet. Stable. Requires increase of 51%.

⊙ **Percent of graduates with student loan debt.**

Does not meet. Stable. Requires increase of 51%.

⊙ **Percent of graduates with student loan debt.**
Goal 3: Objective C Access
FY23: Does meet. FY24: Not a performance measure.

Attachment 1
Does not meet. Trending towards. Requires increase of 20%.

SAT: Does not meet. Trending away. FY23: Requires increase of 99%. FY24: Required increase of 49%.

ACT: Does not meet. Stable. FY23: Requires increase of 51%. FY24: Required increase of 13%.

Does meet.

12 months: Does not meet. Trending towards. Requires increase of 33%.

36 months: Does not meet. Trending away. Requires increase of 36%.

⊙ **Median number of credits earned at completion of associate or baccalaureate degree program.**
Goal 3: Objective B Timely Degree Completion

Two year Associate degrees

Transfers: Does not meet. Stable. Requires decrease of 22%.
Non-Transfers: Does meet.

Four year Associate degrees

Transfers: Does not meet. Trending away. Requires decrease of 42%.
Non-Transfers: Does not meet. Trending away. Requires decrease of 27%.

Baccalaureate degrees

Transfers: Tab B, Page 3 Does not meet. Stable. Requires decrease of 1%.
Non-Transfers: Does meet.

> Kindergarten

Ⓢ Fall - Percent of students scoring at grade level or higher on the statewide reading assessment

Goal 2: Objective B
School Readiness

FY23 data not analyzed*

Ⓢ Spring - Percent of students scoring at grade level or higher on the statewide reading assessment

Goal 2: Objective A
Rigorous Education

FY23 data not available

Ⓢ Growth Fall to Spring - Students scoring at grade level or higher on

> Grades 1 to 3

Ⓢ Spring - Percent of students scoring at grade level or higher on the statewide reading assessment

Goal 2: Objective A
Rigorous Education

FY23 data not available

Ⓢ Growth Fall to Spring - Students scoring at grade level or higher on the statewide reading assessment

Goal 2: Objective A
Rigorous Education

FY23 data not available

> Grades 5, 8, 10/11

Ⓢ Spring - Percent of students meeting proficient or advanced on the Idaho Standards Achievement Test

Goal 2: Objective A
Rigorous Education

FY23 data not available

> Grades 9 - 12

Ⓢ High School Cohort Graduation Rate

Goal 2: Objective A
Rigorous Education

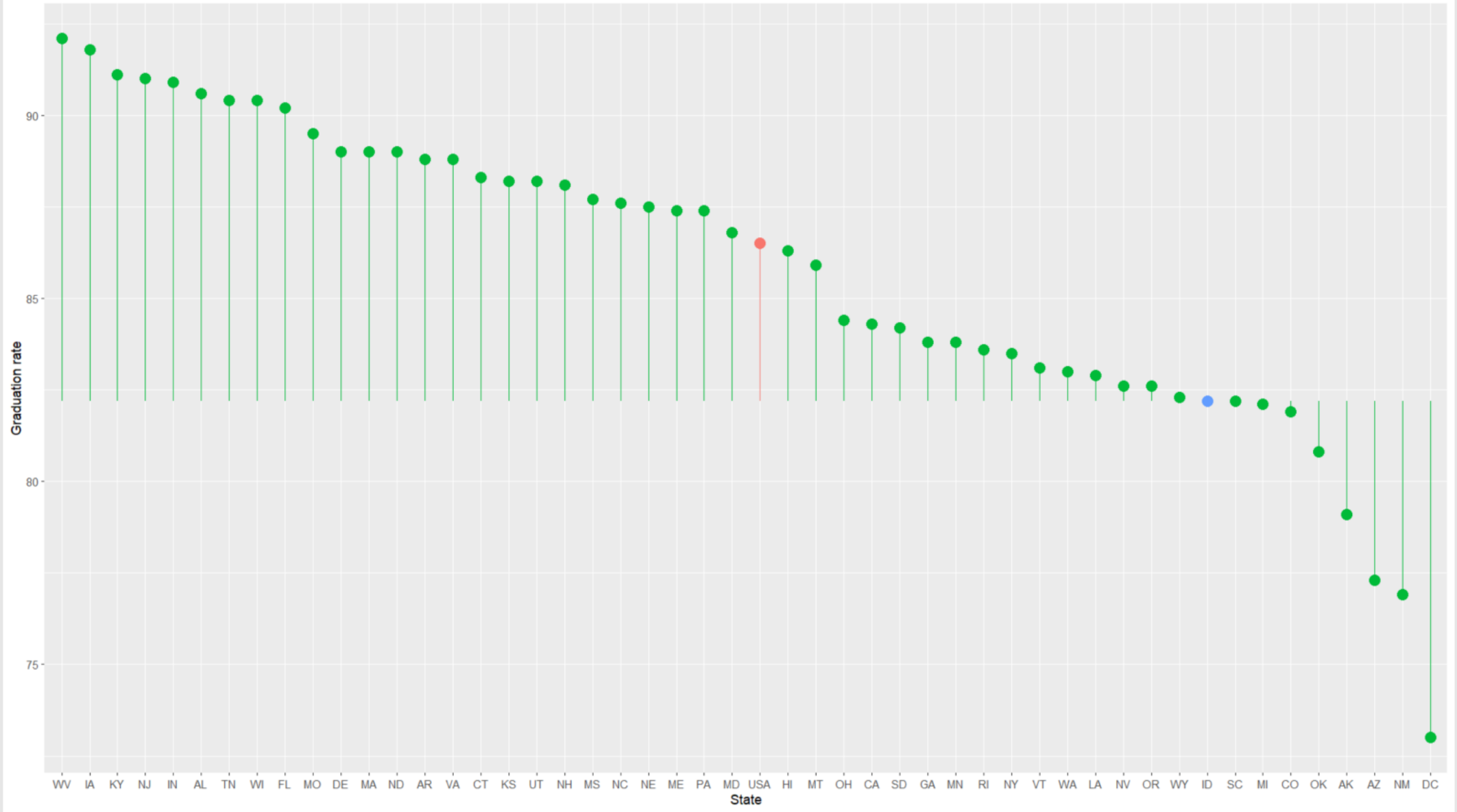
**Does not meet.
Stable.
Requires increase of 19%.**

> Grade 12

Ⓢ Percent of students who complete the FAFSA

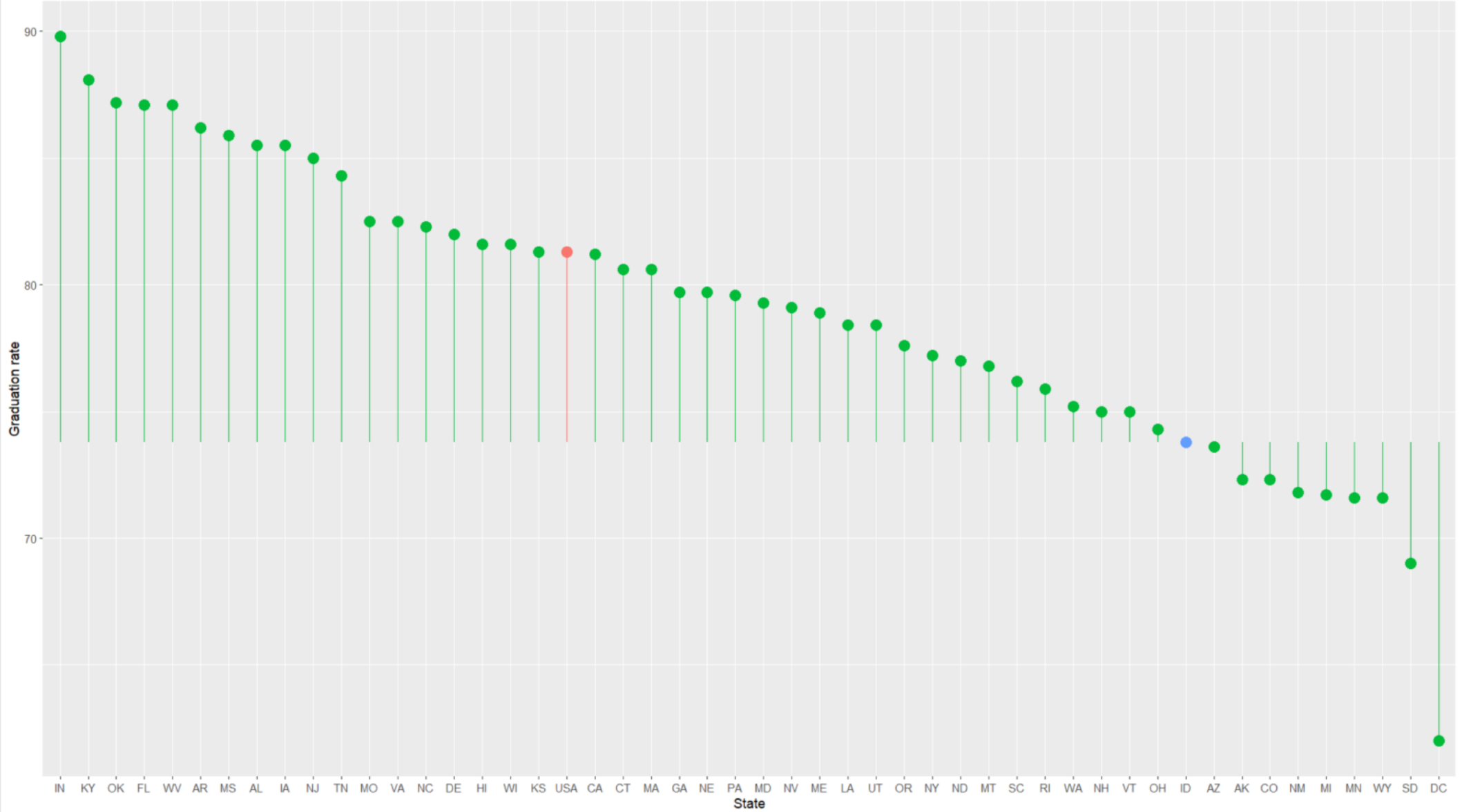
Goal 3: Objective C
Access

**Does not meet.
Trending towards.
Requires increase of 42%.**

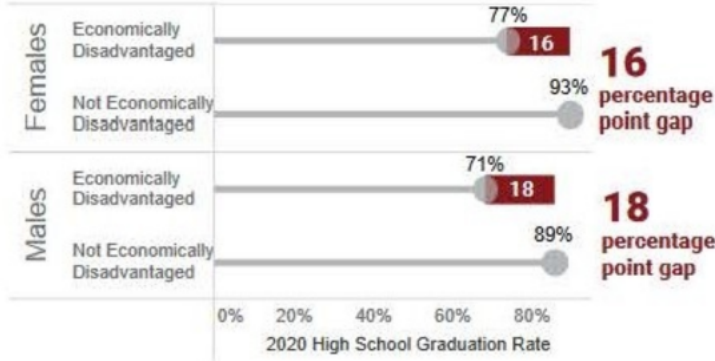


	Overall	Economically Disadvantaged	
		Yes	No
Female	82%	73%	90%
Male	78%	66%	86%

Graduation Rate Among Economically Disadvantaged Students by State (NCES data, 2019-20)



Economically Disadvantaged Males Have the Largest Gap and Are the Least Likely to Graduate



However, Economically Disadvantaged Males Graduated at a Higher Rate in 2020 compared to 2019*

The graduation rates of economically disadvantaged males increased 3 percentage points, from 68% in 2019 to 71% in 2020. This difference was statistically significant.

*Difference was statistically significant with a p-value of 0.013 using an alpha of 0.05
Data note: Except where noted, graduation rates reported reflect the four-year graduation rate

> Graduates

④ **Percent of high school graduates who participated in one or more Advanced Opportunities**

**Goal 2: Objective A
Rigorous Education**

④ **Percent of high school graduates meeting college placement/entrance exam college readiness benchmarks**

**Goal 2: Objective A
Rigorous Education**

**Does not meet.
Trending towards.
Requires increase of 20%.**

**SAT: Does not meet.
Trending away.
FY23: Requires increase of 99%.
FY24: Required increase of 49%.**

**ACT: Does not meet.
Stable.
FY23: Requires increase of 51%.
FY24: Required increase of 13%.**

➤ **Percent of dual credit students who graduate high school with an Associate degree (Systemwide Measure)**

Does meet.

**Goal 2: Objective A
Rigorous Education**

**12 months:
Does not meet.
Trending towards.
Requires increase of 33%.**

➤ **Percent of high school graduates who enroll in a postsecondary institution**

**36 months:
Does not meet.
Trending away.
Requires increase of 36%.**

**Goal 2: Objective A
Rigorous Education**

> Postsecondary

⌚ **Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year (Systemwide Measure)**

**Goal 3: Objective B
Timely Degree Completion**

**Two Year:
Does not meet.
Stable.
Requires increase of 472%.**

**Four Year:
Does not meet.
Stable.
Requires increase of 66%.**

> First Year

⌚ **Percent of postsecondary first time freshmen who graduated from an Idaho high school in the previous year requiring remedial education in math and language arts**

**Goal 1: Objective B
Alignment and Coordination**

**Two Year:
Math: Does meet.
ELA: Does meet.**

**Four Year:
Math: Does meet.
ELA: Does meet.**

> Second Year

② **Percent of new full-time degree-seeking students who return (or who graduate) for second year in an Idaho postsecondary public institution**

**Goal 3: Objective A
Higher Level of Educational Attainment**

**Two Year:
Does not meet.
Stable.**

**New freshmen: Requires increase of 27%.
Transfer: Requires increase of 36%.**

**Four Year:
Does not meet.
Stable.**

**New freshmen: Requires increase of 12%.
Transfer: Requires increase of 10%.**

② **Percent of new degree-seeking freshmen completing a gateway math course within two years.**

(Systemwide Measure)

**Goal 3: Objective B
Timely Degree Completion**

**FY23: Does meet.
FY24: Requires increase of 19%.**

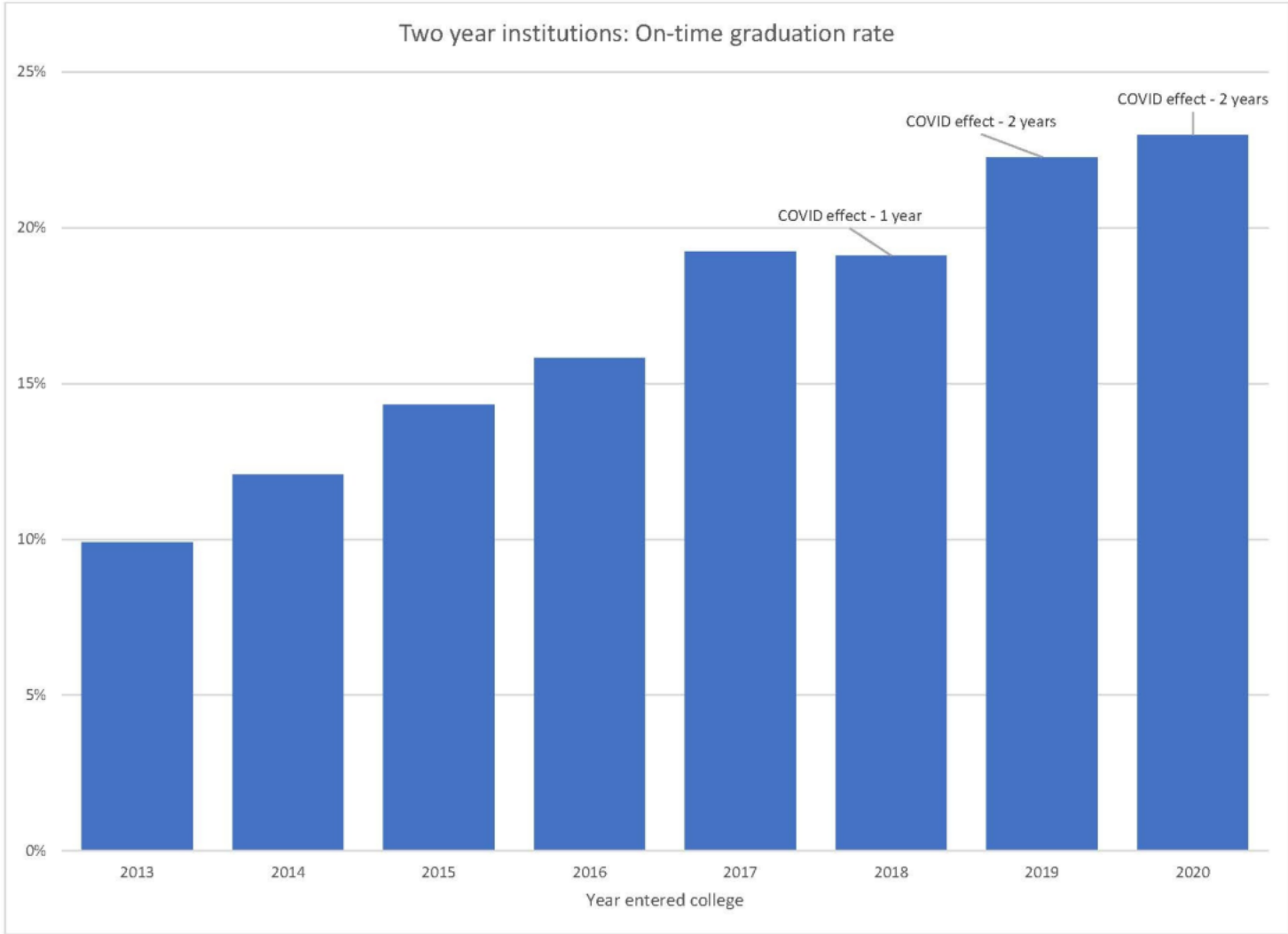
> 150 percent

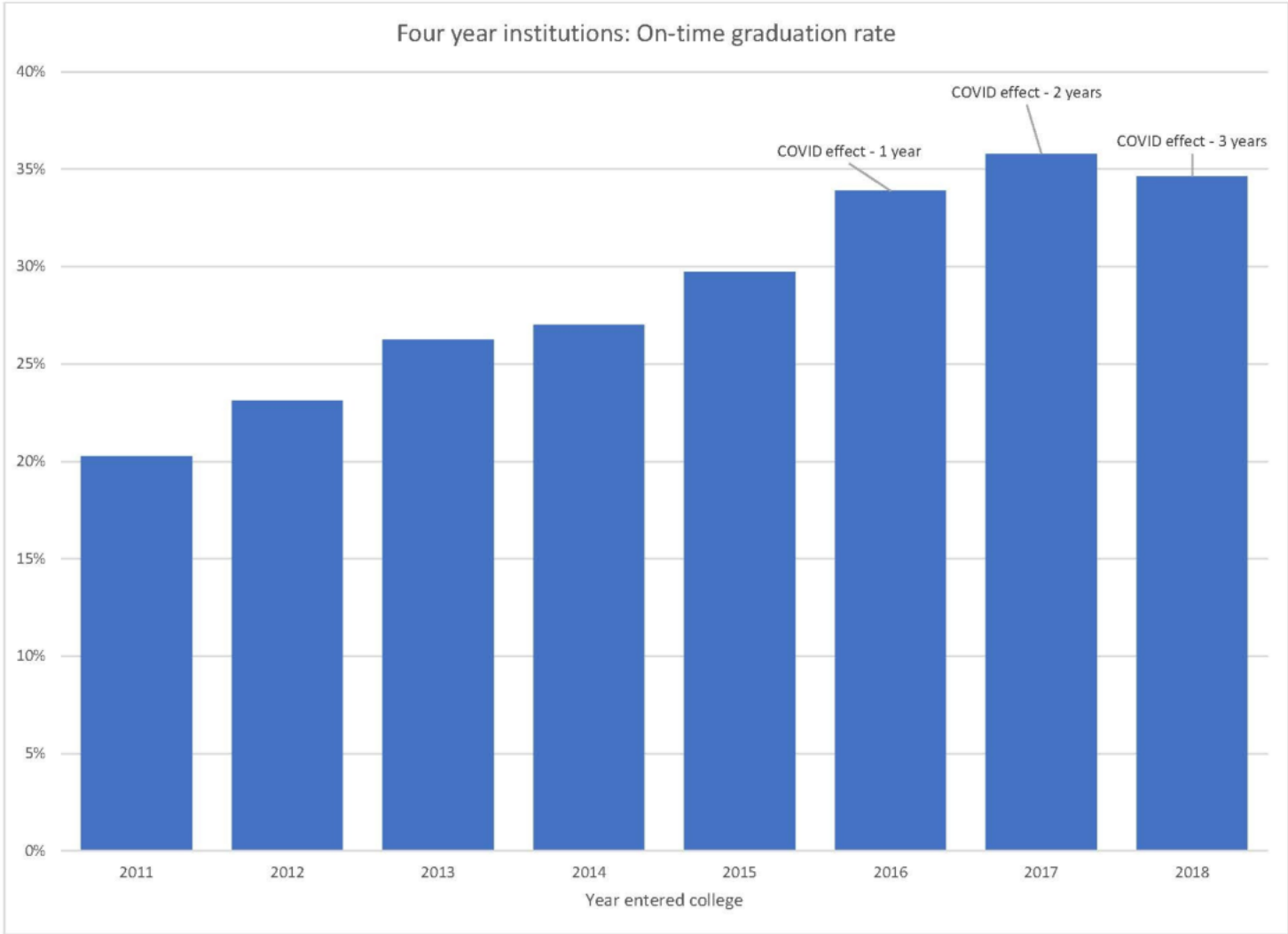
④ **Percent of full-time first-time freshmen graduating within 150% of time or less (Systemwide Measure)**

**Goal 3: Objective A
Higher Level of Educational Attainment**

**Two Year:
Does not meet.
Stable.
Requires increase of 59%.**

**Four Year:
FY23: Does meet.
FY24: Requires increase of 13%.**





> Graduates Attachment 1

④ Total number of certificates/degrees conferred (Systemwide Measure)

Goal 3: Objective A

Higher Level of Educational Attainment



**Workforce certificates:
Does not meet.
Trending away.
Requires increase of 14%**

**Certificates of at least one
academic year:
FY23: Does meet.
FY24: Requires increase of 2%**

Associate degrees: Attachment 1

Does not meet.

Trending towards.

FY23: Requires increase of 4%.

FY24: Requires increase of 13%.

Baccalaureate degrees:

Does not meet.

Trending away.

FY23: Requires increase of 10%.

FY24: Requires increase of 16%.

Master's degrees:

FY23: Does meet.

FY24: Requires increase of 10%.

Doctoral or professional degrees:

Does not meet.

Trending away.

FY23: Requires increase of 134%.

FY24: Requires increase of 25%.

Percent of STEM bacc. degrees conferred compared to non-STEM degrees conferred

Goal 4: Objective A
Workforce Alignment

Does not meet.
Stable.
Requires increase of 3%.

Percent of Idaho c.c. transfers who graduate from 4-year institutions

Goal 1: Objective B
Alignment and Coordination

Does not meet.
Stable.
Requires increase of 51%.

Percent of graduates with student loan debt.

Goal 3: Objective C
Access

FY23: Does meet.
FY24: Not a performance measure.

Median number of credits earned at completion of associate or baccalaureate degree program.

Goal 3: Objective B
Timely Degree Completion
Two year Associate degrees

Transfers:
Does not meet.
Stable.
Requires decrease of 22%.

Non-Transfers:
Does meet.

Four year Associate degrees

Transfers:
Does not meet.
Trending away.
Requires decrease of 42%

Non-Transfers:
Does not meet.
Trending away.
Requires decrease of 27%

Baccalaureate degrees

Transfers:
Does not meet.
Stable.
Requires decrease of 1%.

Non-Transfers:
Does meet.

College-Going Behavior of Males and Females

Office of the State Board of Education, Research

Briana Krebs

Senior Research Analyst

Overview

What Is a “College-Going Rate”

Statewide College-Going

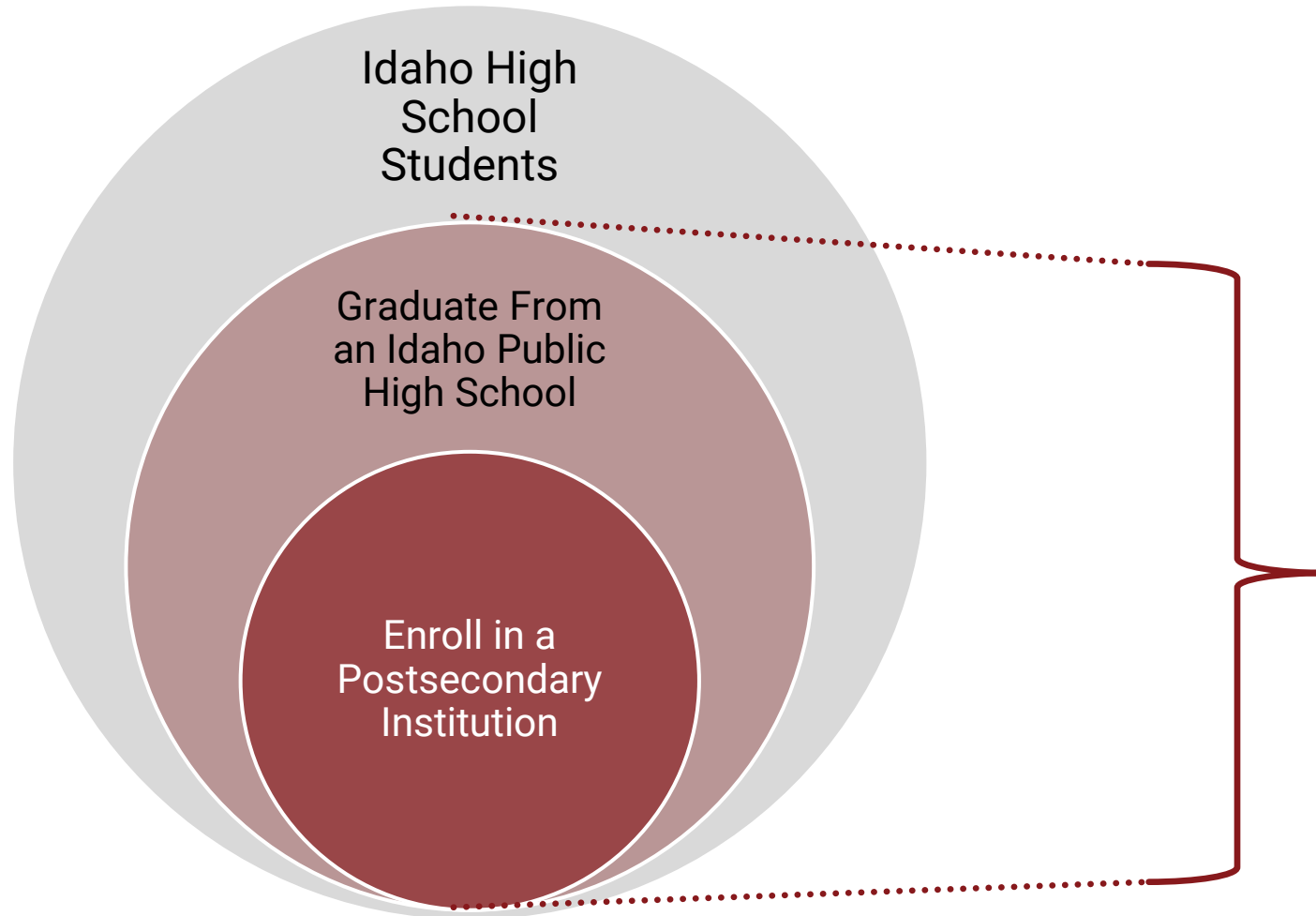
Male vs. Female College-Going Rates

Math and English ISAT Proficiency

Math and English ISAT Proficiency and College-Going Rates

Recap

Student Group for College-Going Rates

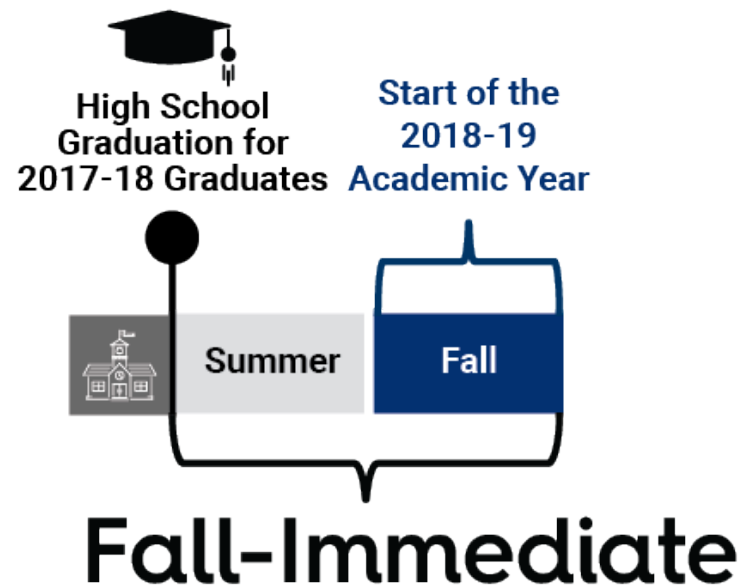


What Data Does the College-Going Rate Include?

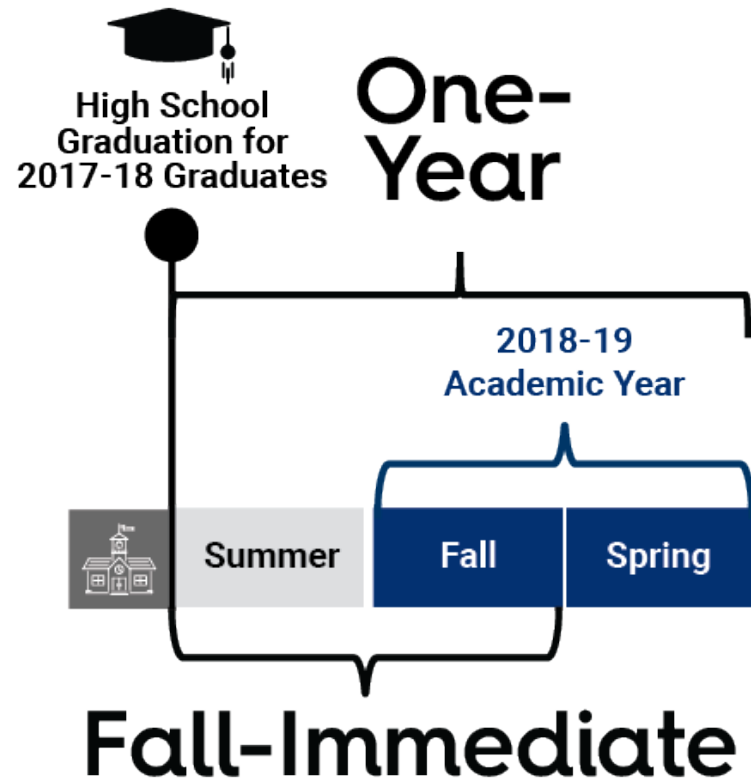
Does Include

- National Student Clearinghouse data
- Direct data pulls from Idaho's 8 public postsecondary institutions
- Schools that do not submit data to the National Student Clearinghouse

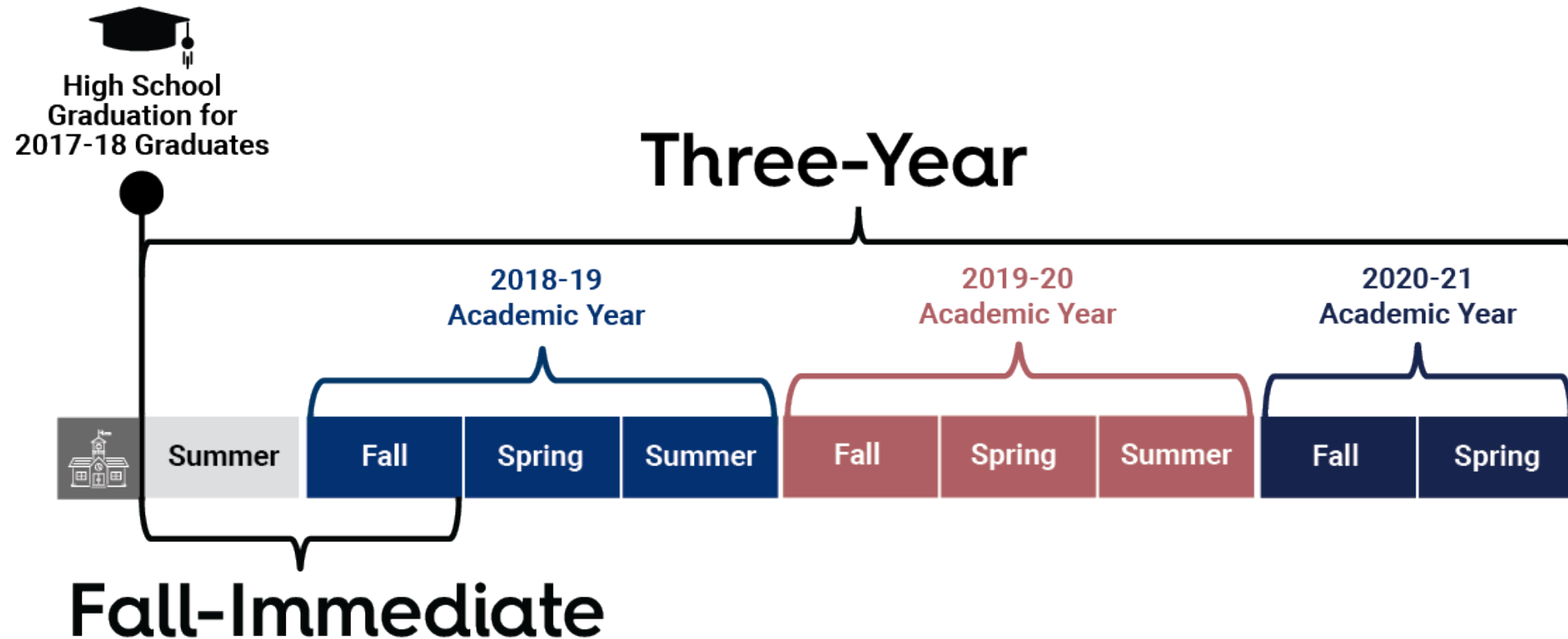
College-Going Measurements



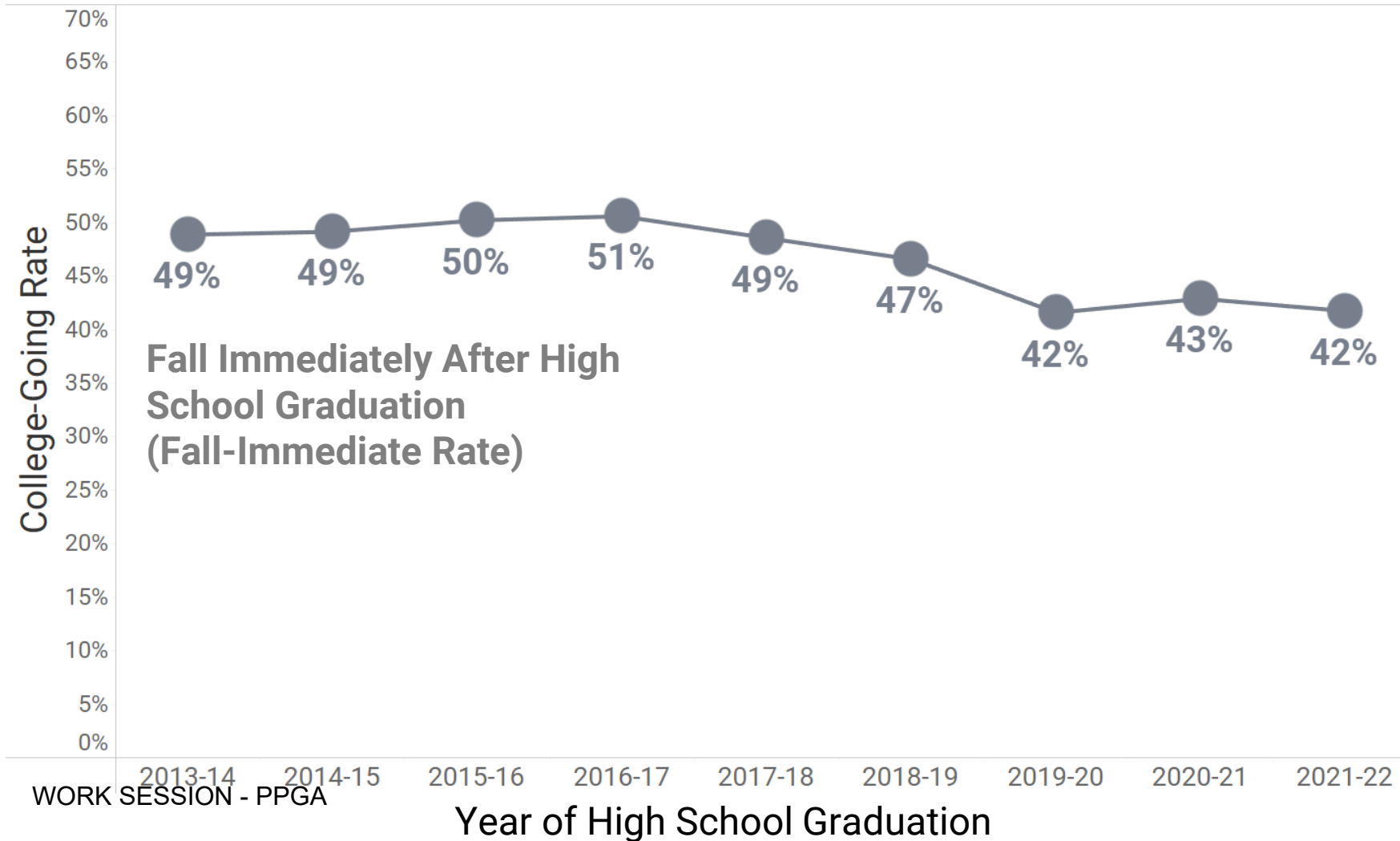
College-Going Measurements



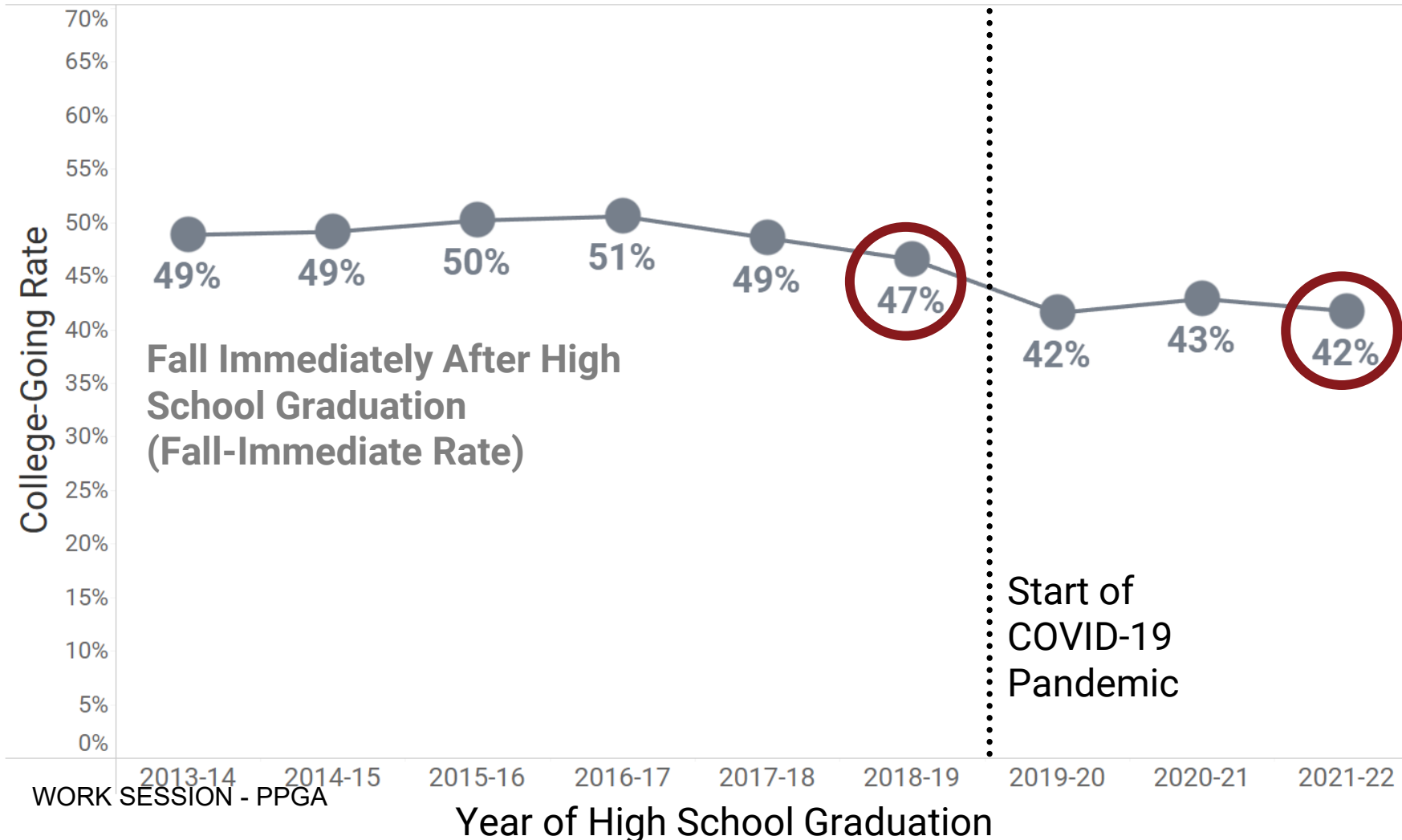
College-Going Measurements



Idaho College Going Rates for Students Enrolling in the Fall Immediately After High School Graduation

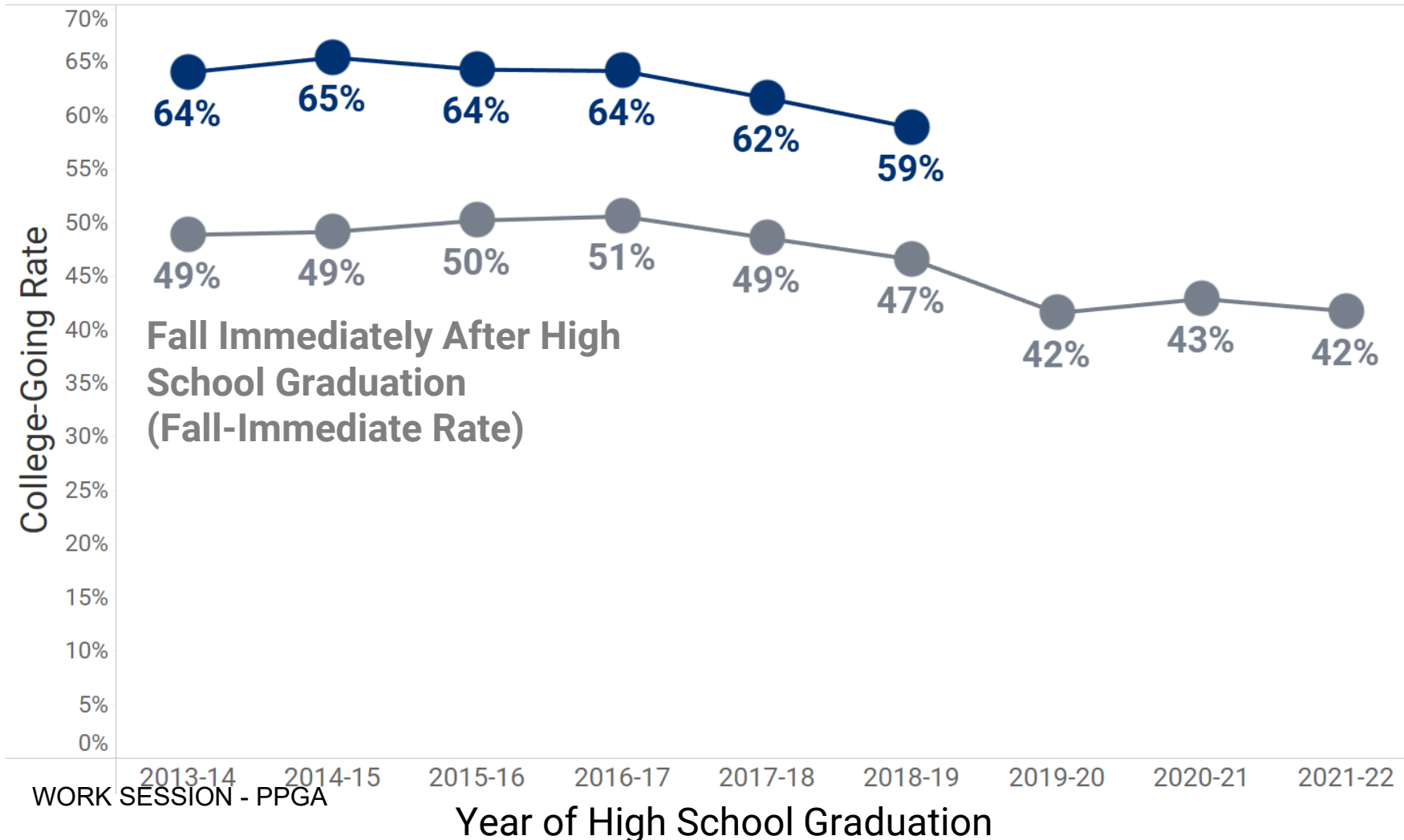


Idaho College Going Rates for Students Enrolling in the Fall-Immediately After High School Graduation



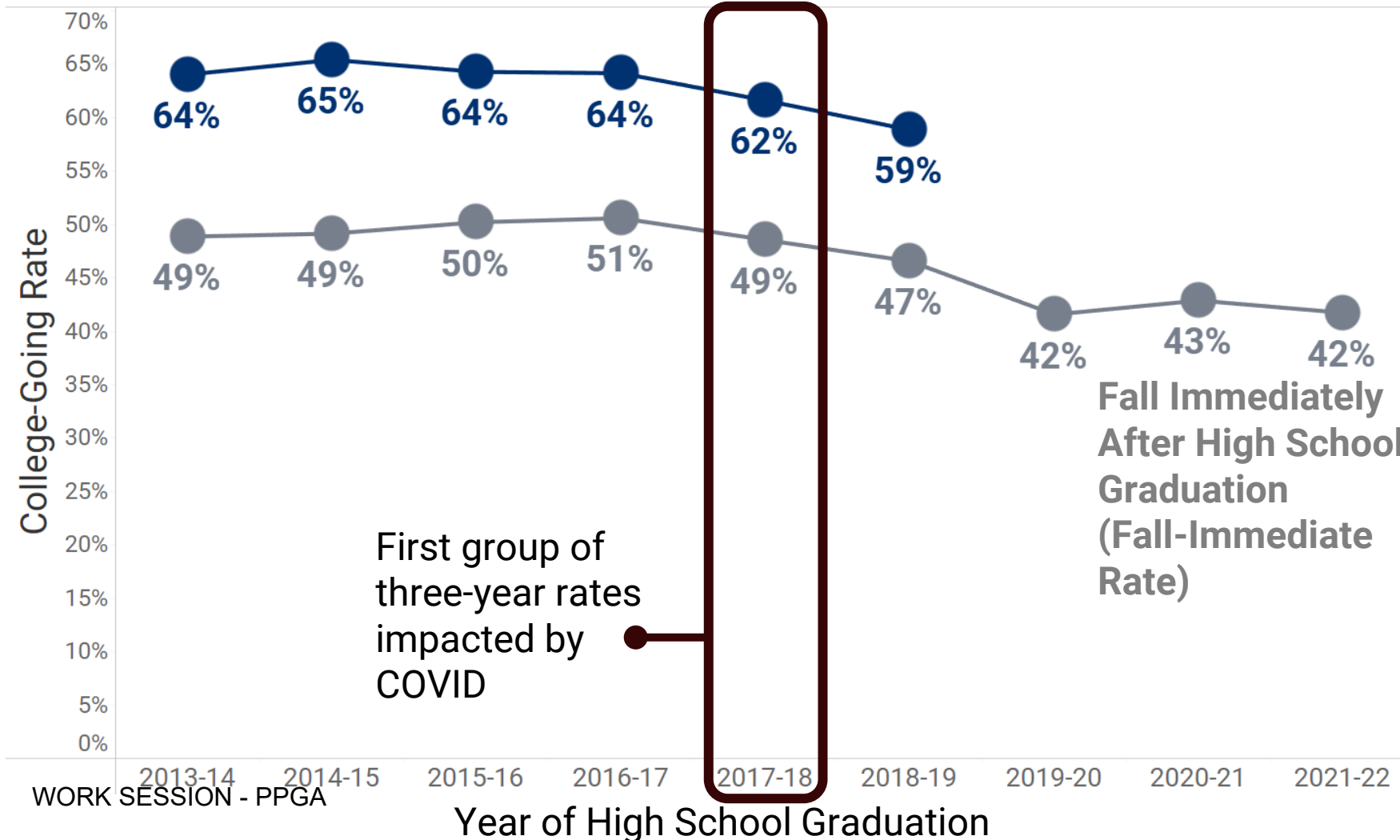
- College-going rates **have declined** since 2018-19

Fall-Immediate vs. Three-Year College Going Rates of Idaho Students



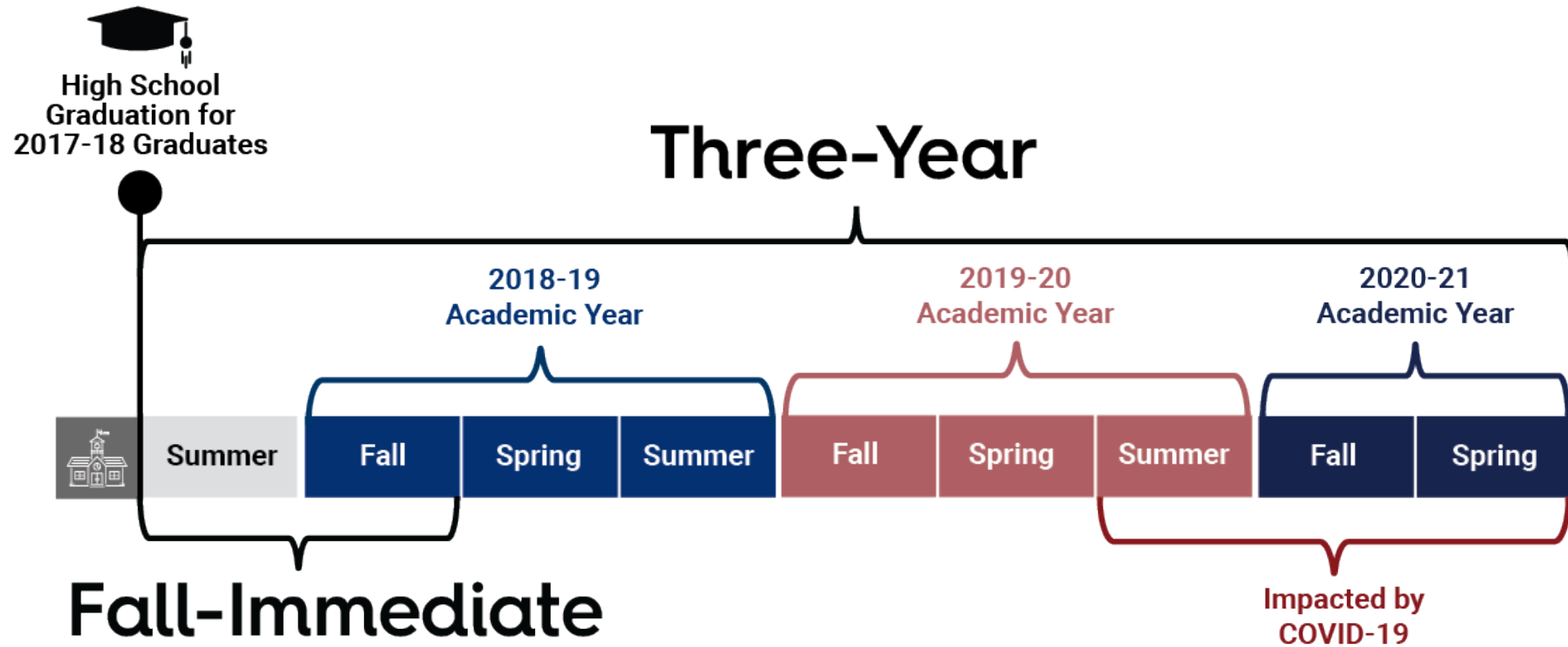
- A majority of students enrolled in postsecondary education within three years after high school graduation

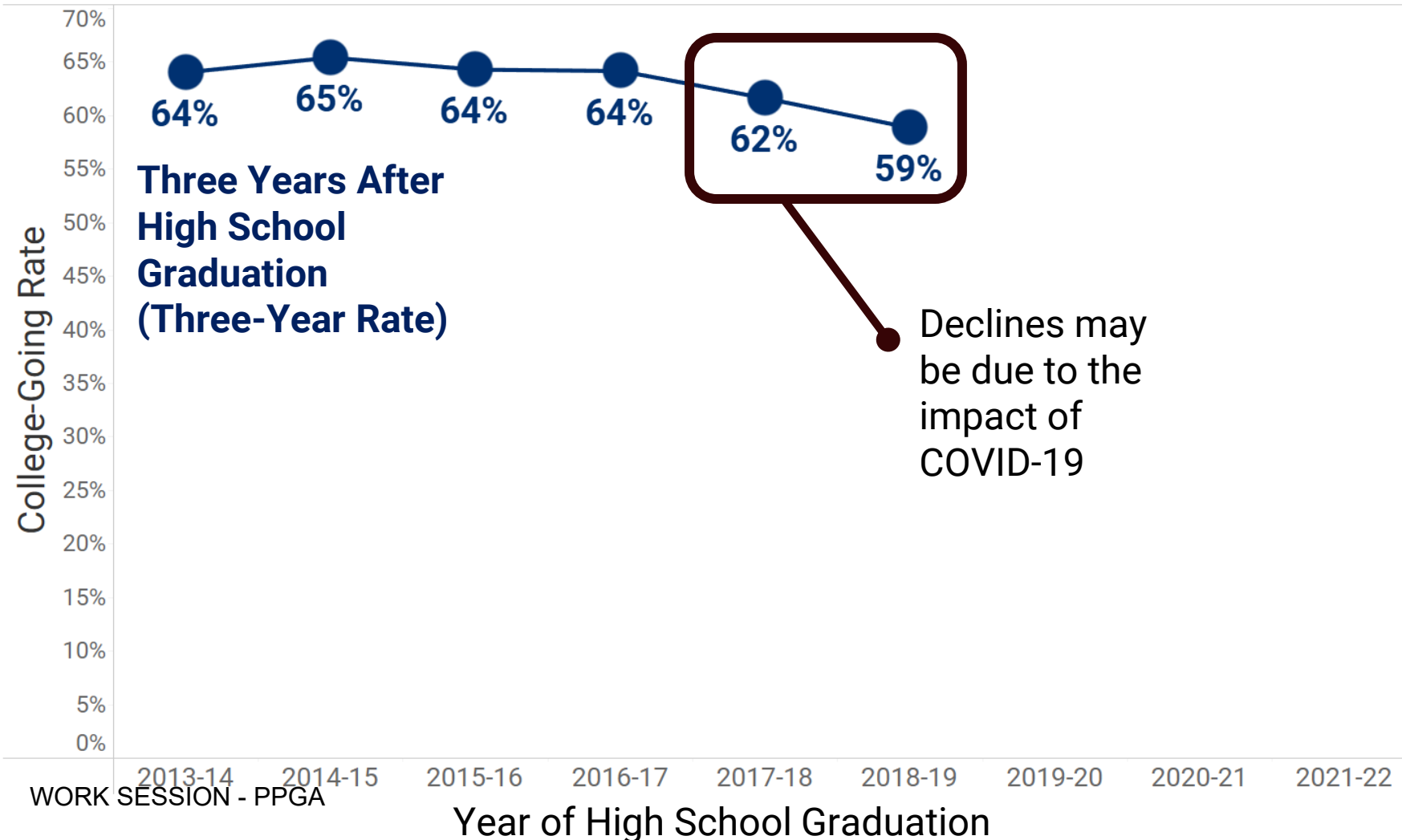
Fall-Immediate vs. Three-Year College Going Rates of Idaho Students



- A majority of students enrolled in postsecondary education within three years after high school graduation

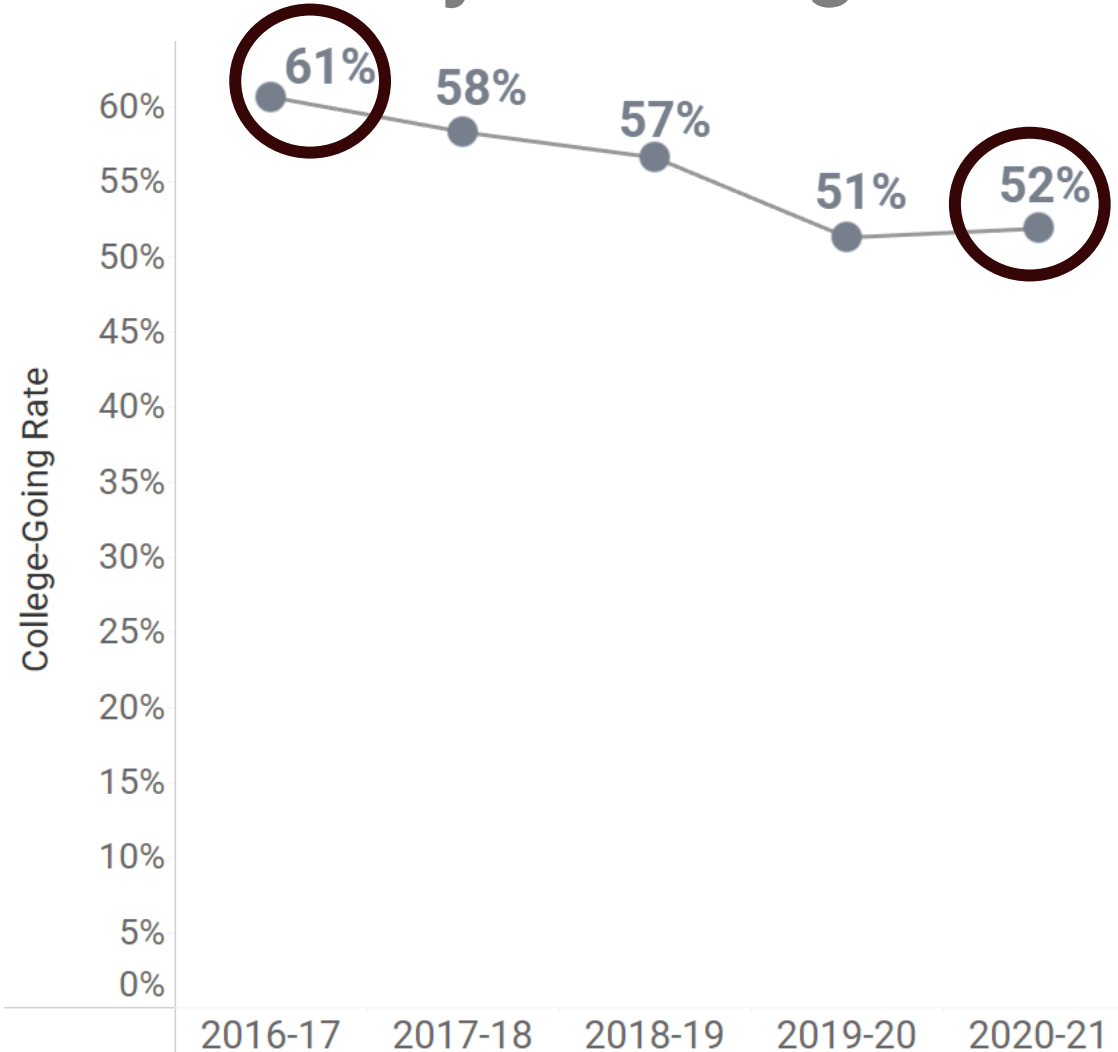
The Three-Year College-Going Rates for 2017-18 Graduates Were the First Three-Year Rates Impacted by COVID-19





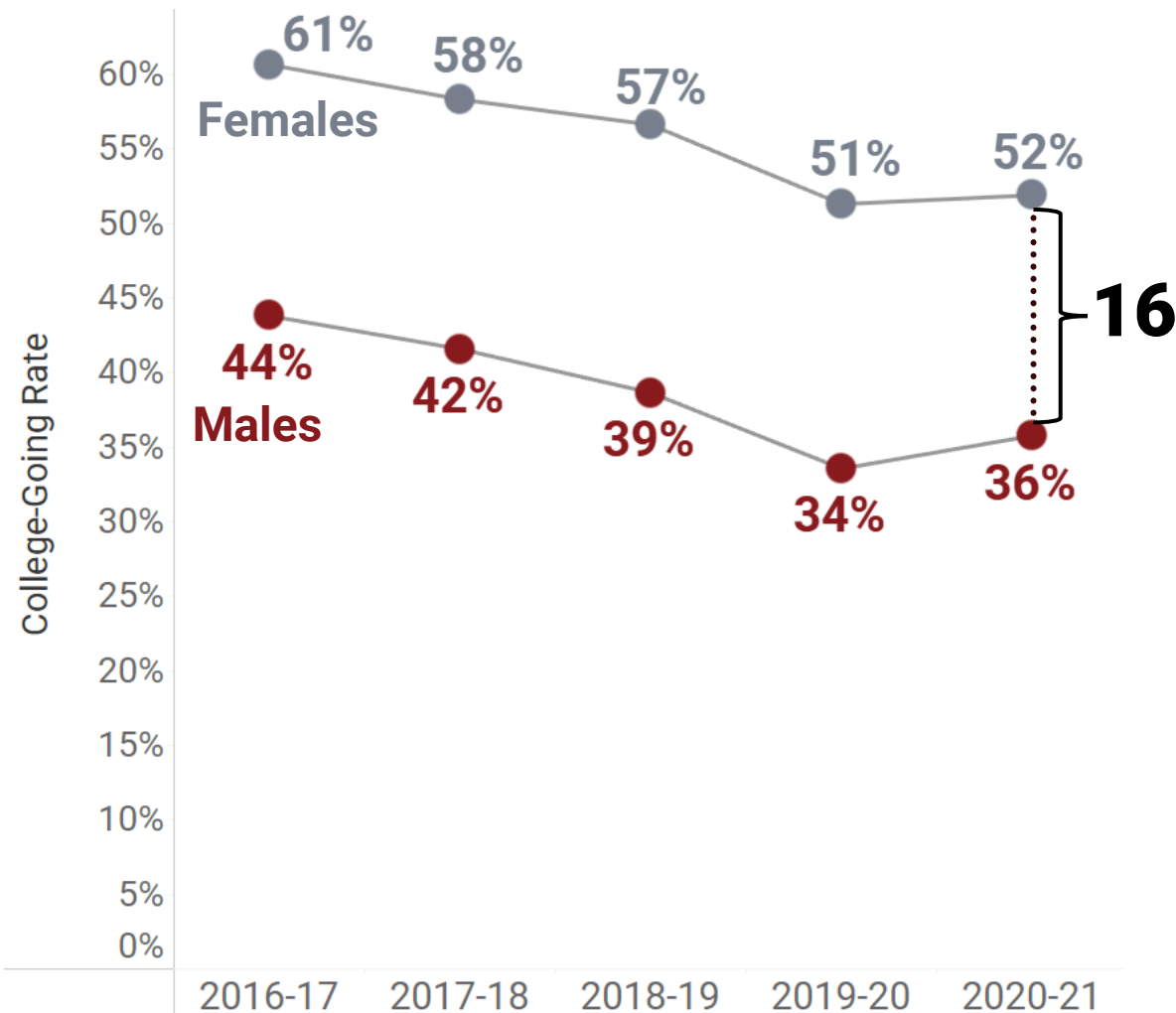
- A majority of students enrolled in postsecondary education within three years after high school graduation

College-Going Rates for Females in the Fall Immediately After High School Graduation



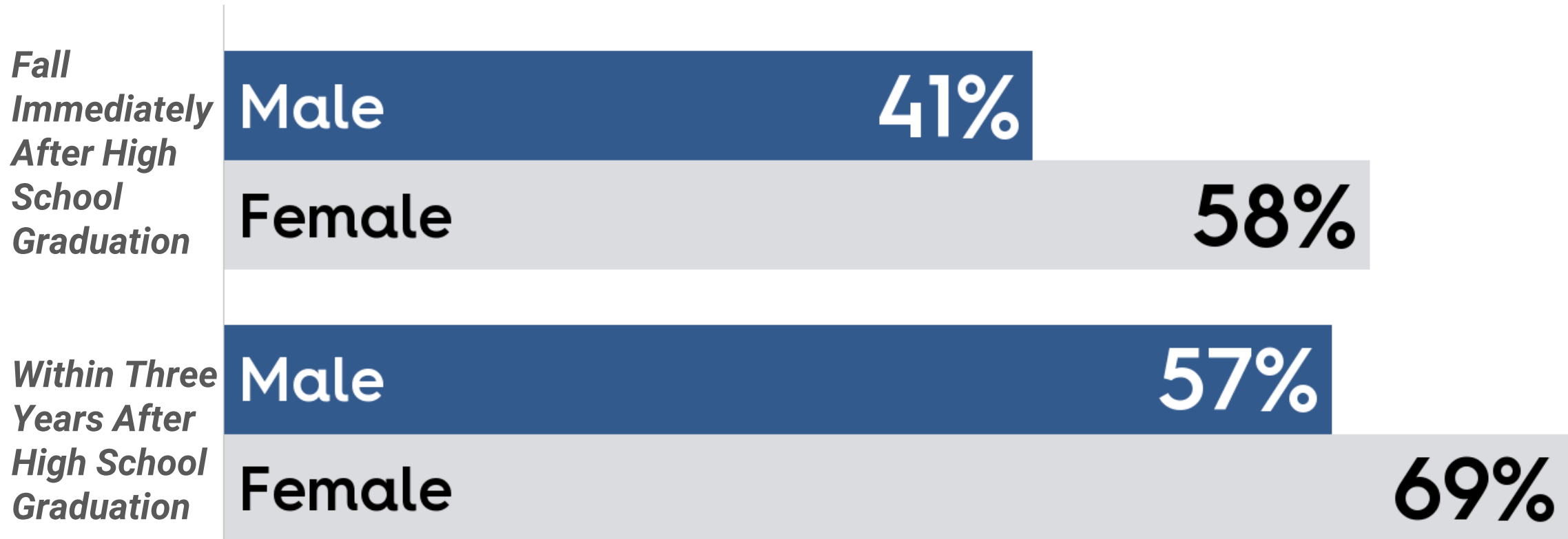
- Female college-going rates have **been declining** since 2016-17

College-Going Rates for Females vs. Males in the Fall Immediately After High School Graduation

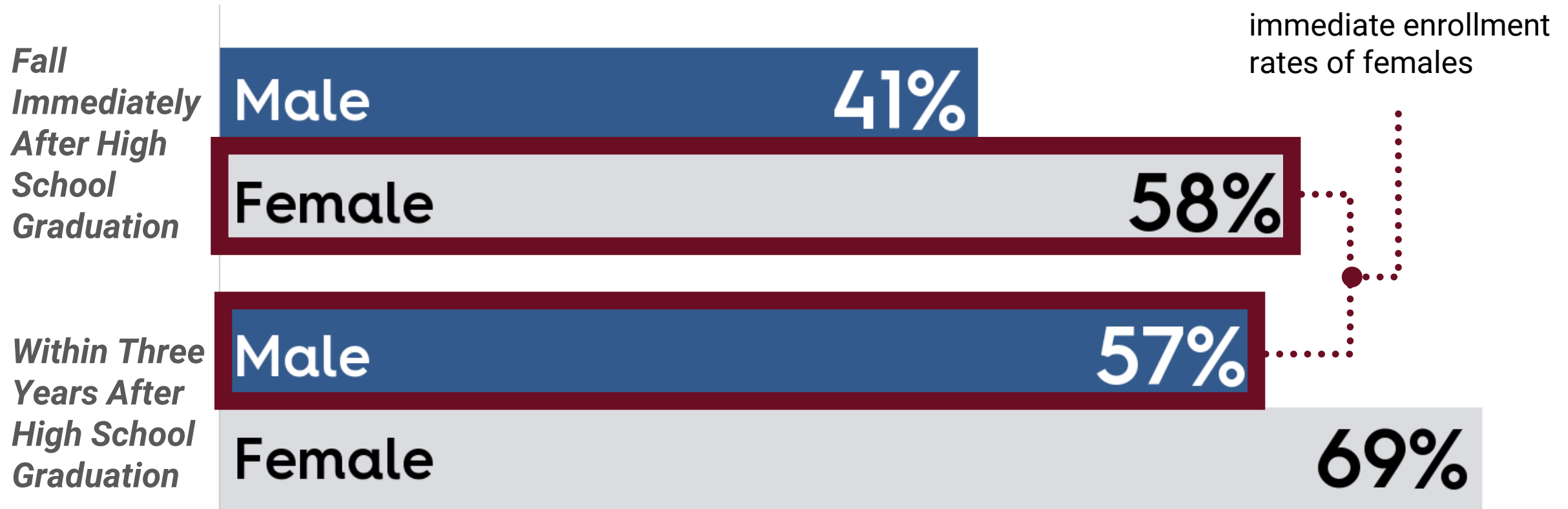


- Male enrollment rates are **lower than females** and have also **declined** since 2016-17

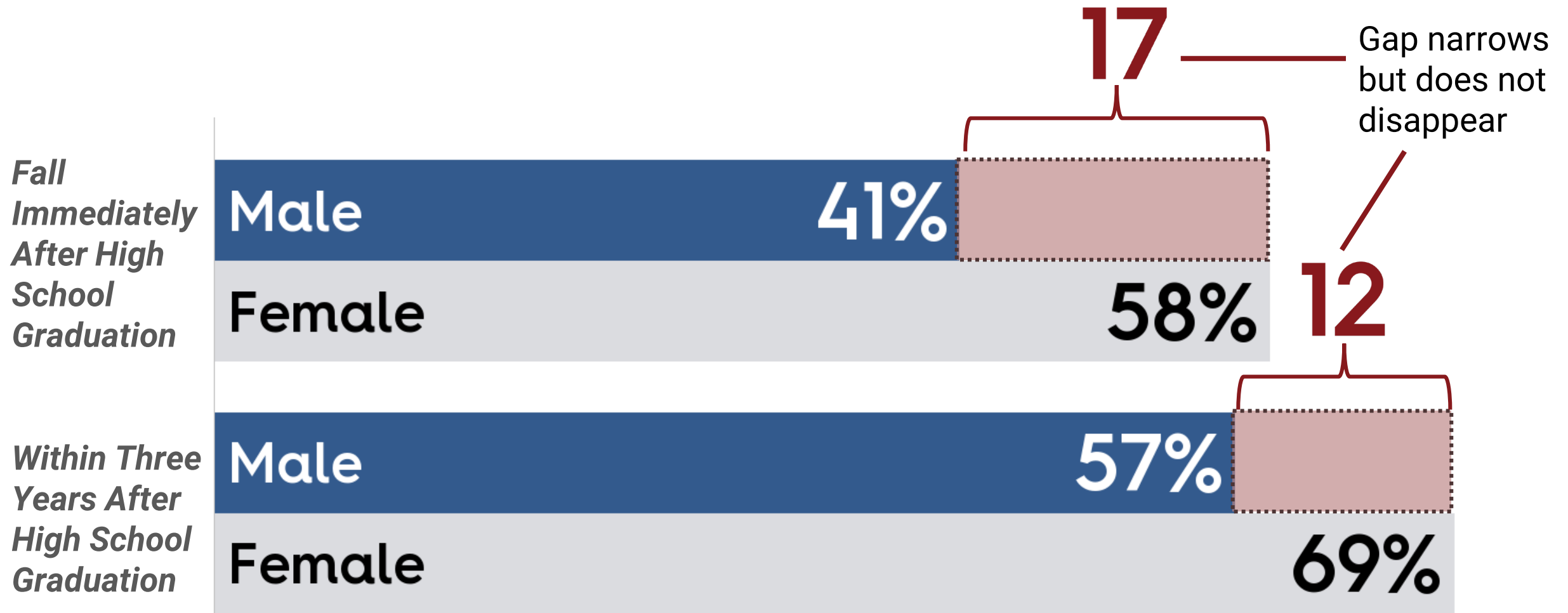
Percentage of Males vs. Females Enrolling at Different Times After High School Graduation for Students in the 2016-17 through 2018-19 Senior Classes



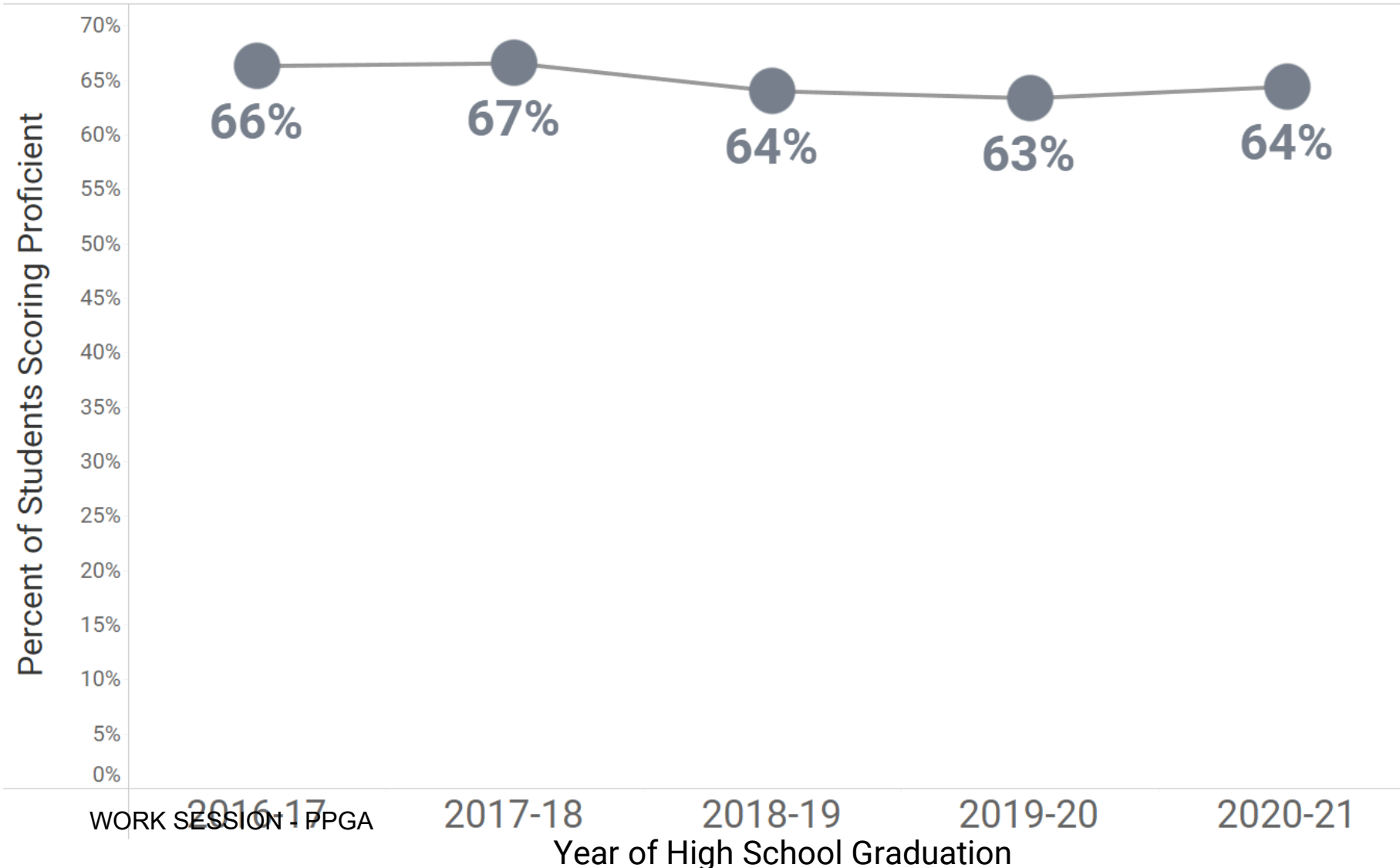
Percentage of Males vs. Females Enrolling at Different Times After High School Graduation for Students in the 2016-17 through 2018-19 Senior Classes



Percentage of Males vs. Females Enrolling at Different Times After High School Graduation for Students in the 2016-17 through 2018-19 Senior Classes

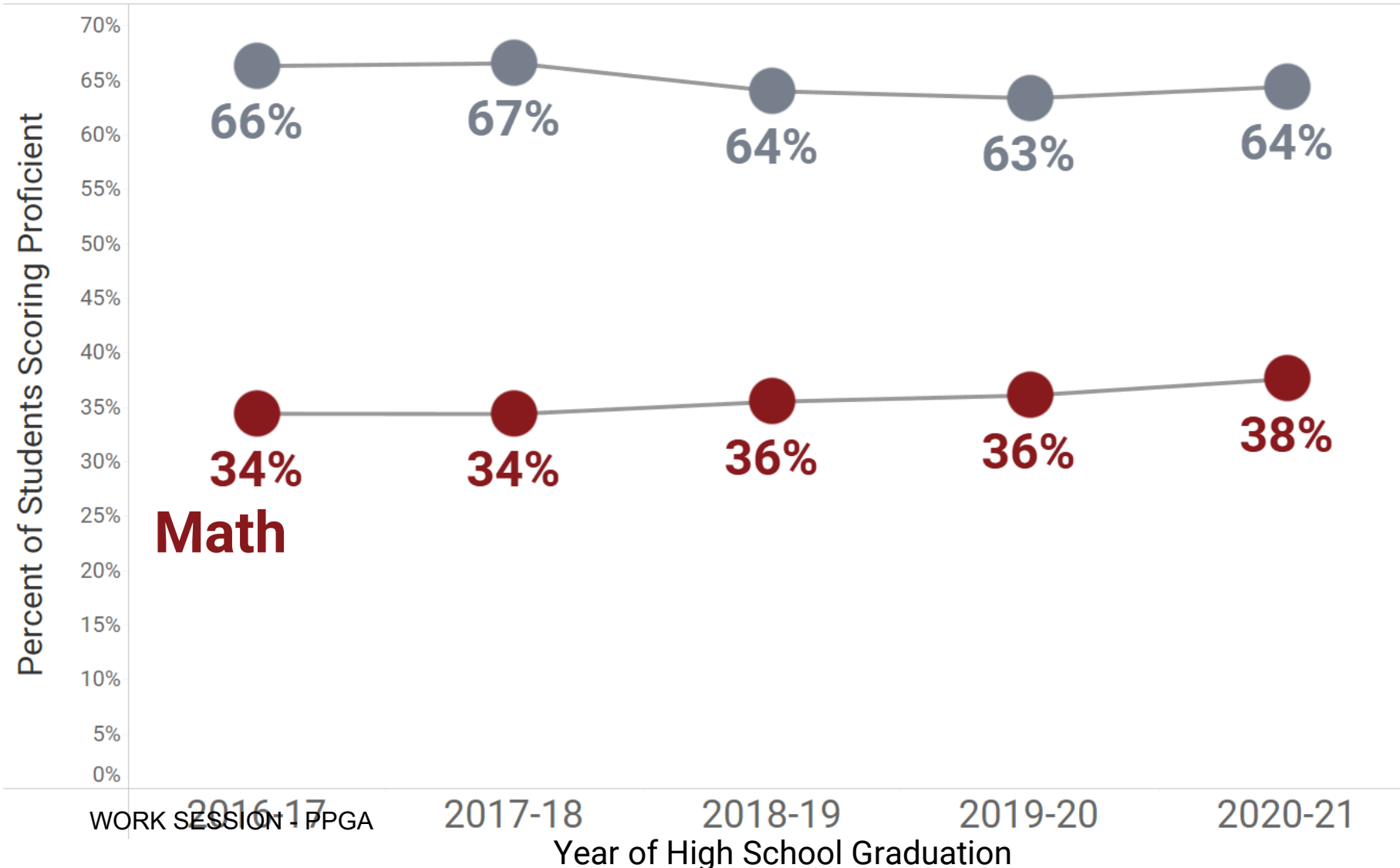


Percentage of Students Scoring Proficient on the 10th Grade ISAT



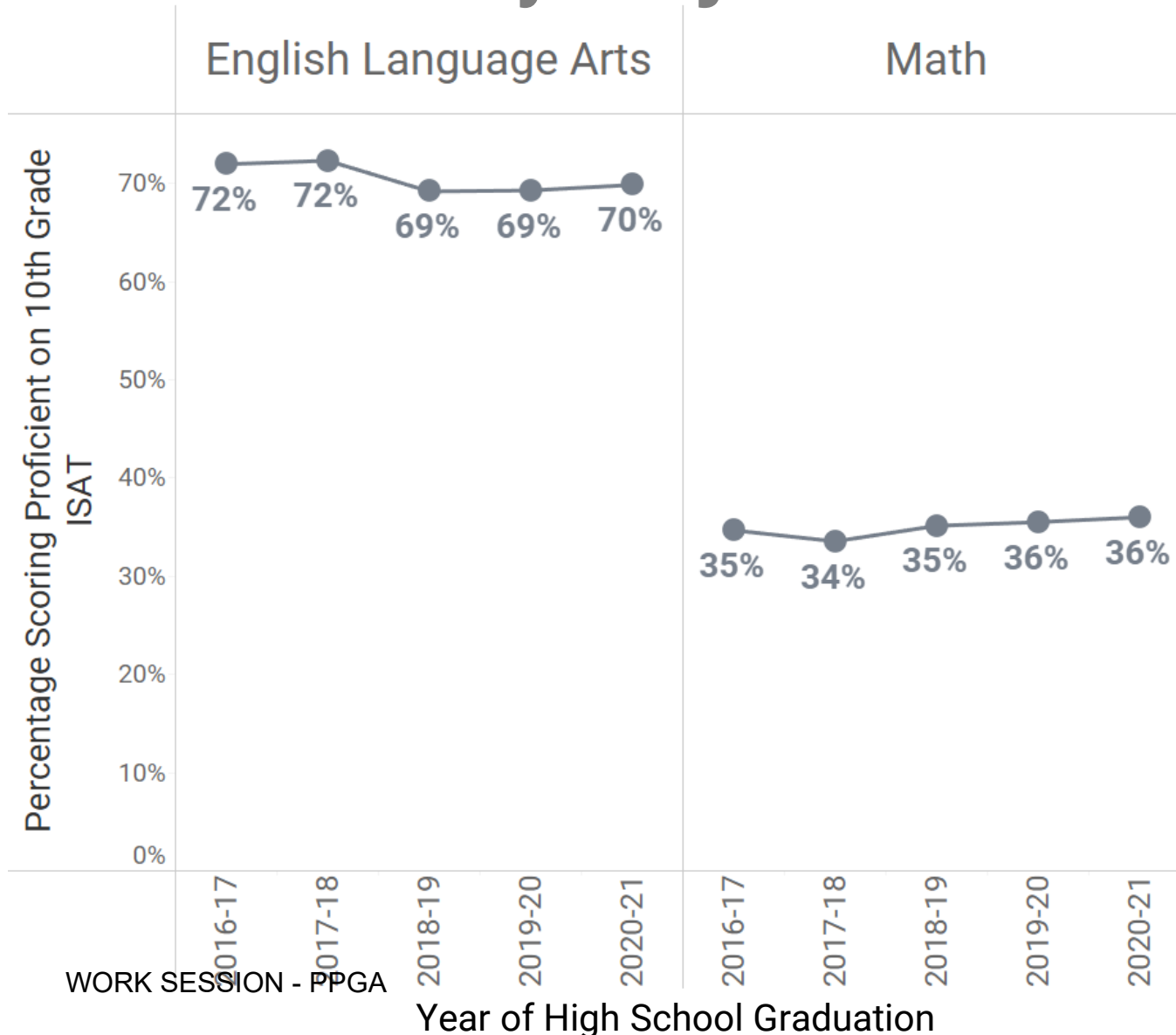
- A majority of students **scored proficient** on the 10th grade English Language Arts ISAT

Percentage of Students Scoring Proficient on the 10th Grade ISAT



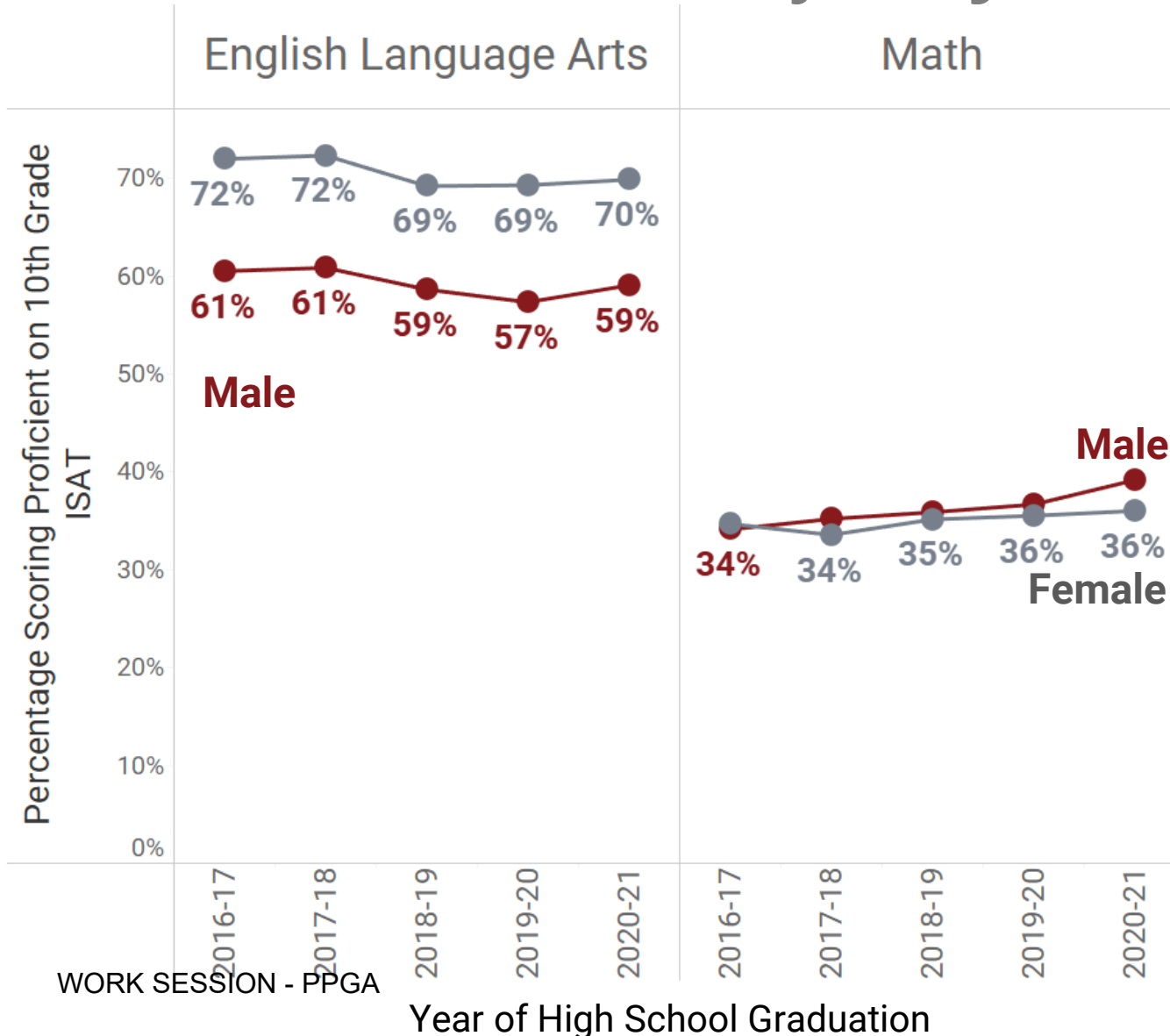
- **Less than half** of students scored proficient on the 10th grade math ISAT

Percentage of Females Scoring Proficient on the 10th Grade ISAT by Subject



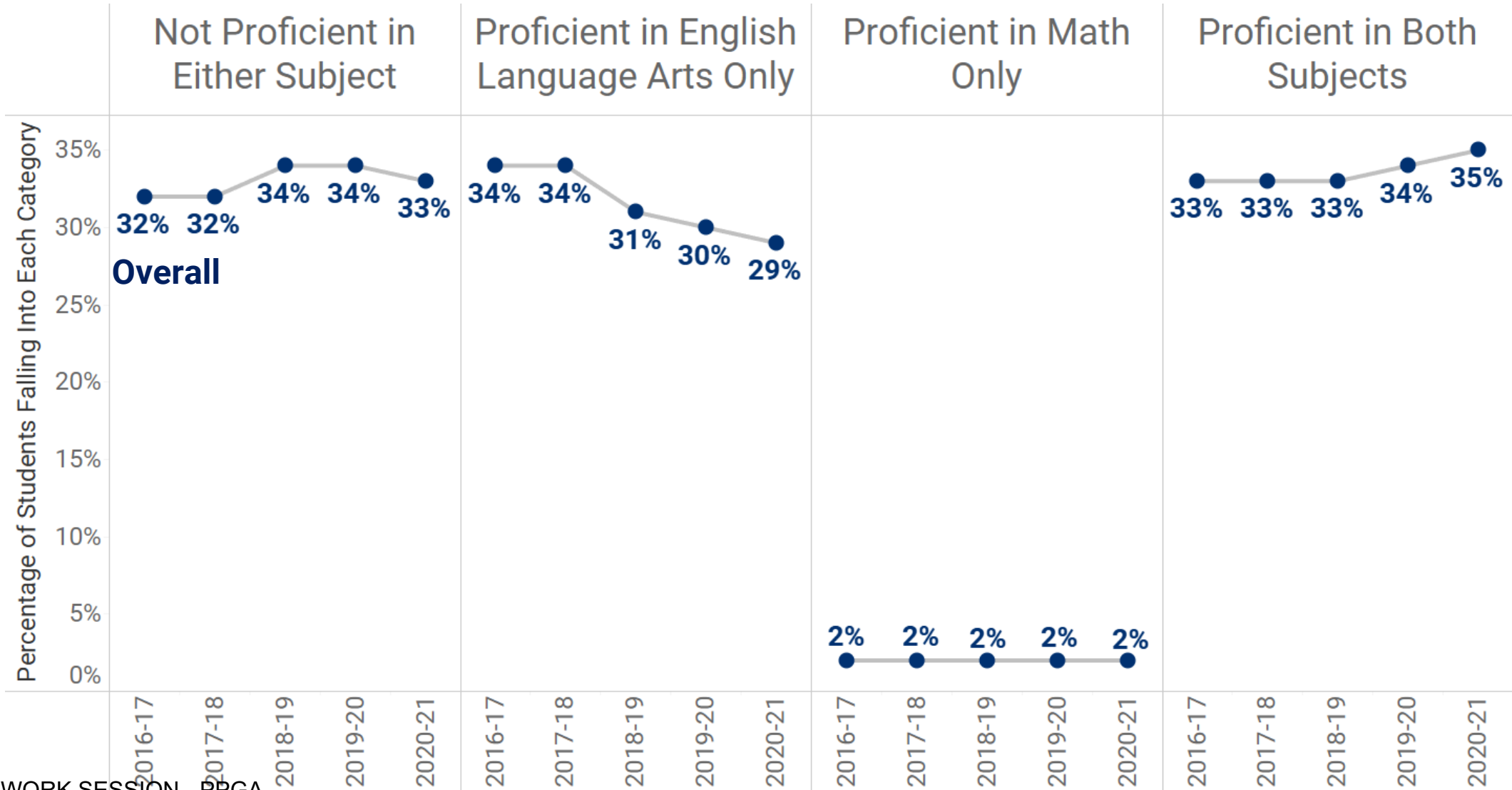
- A majority of females score proficient on the 10th grade ISAT ELA assessment
- Less than 40% of females score proficient on the 10th grade math assessment

Percentage of Females vs. Males Scoring Proficient on the 10th Grade ISAT by Subject

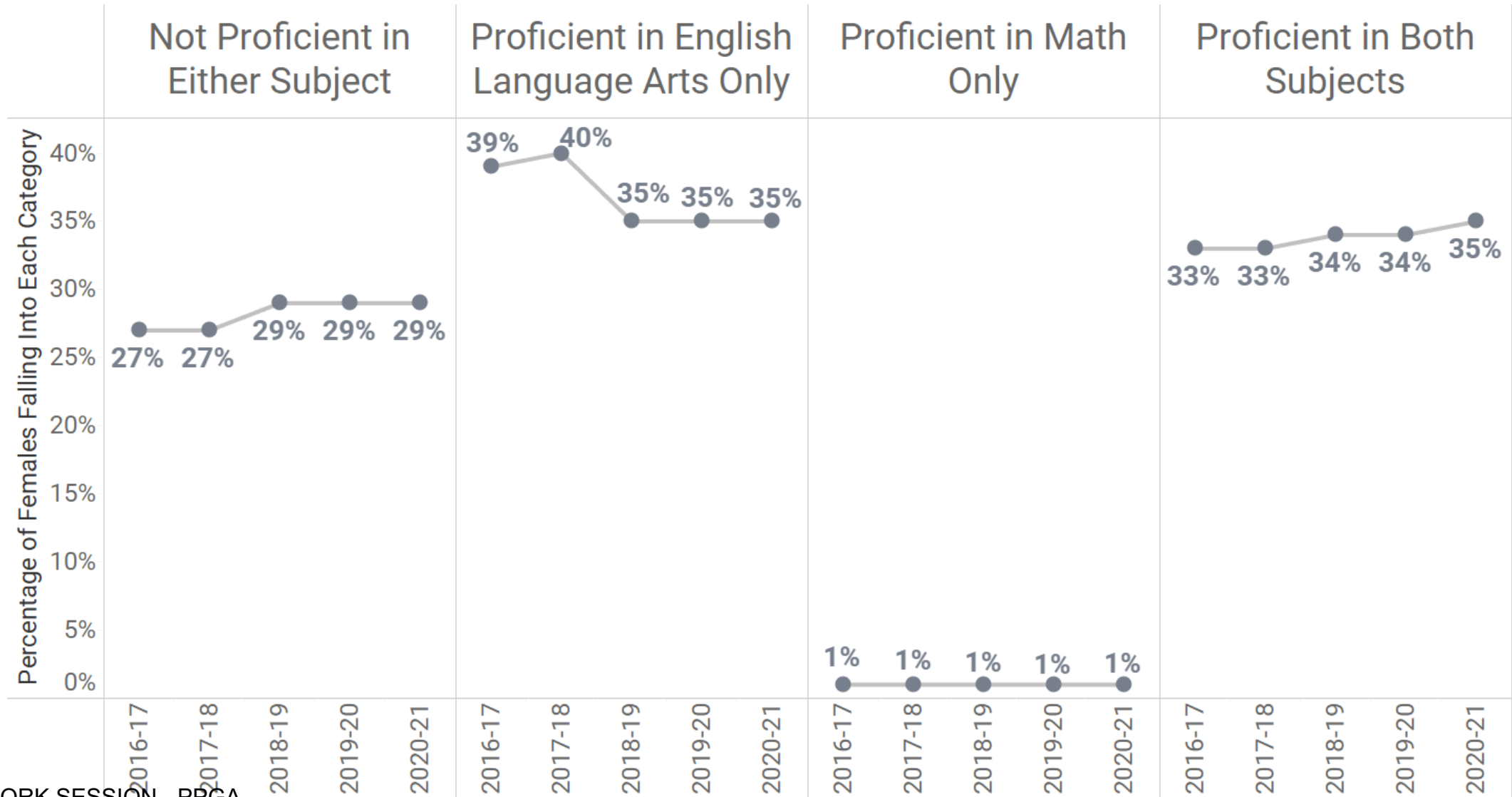


- Fewer males score proficient on the English Language ISAT than females
- Slightly more males score proficient on the math ISAT than females

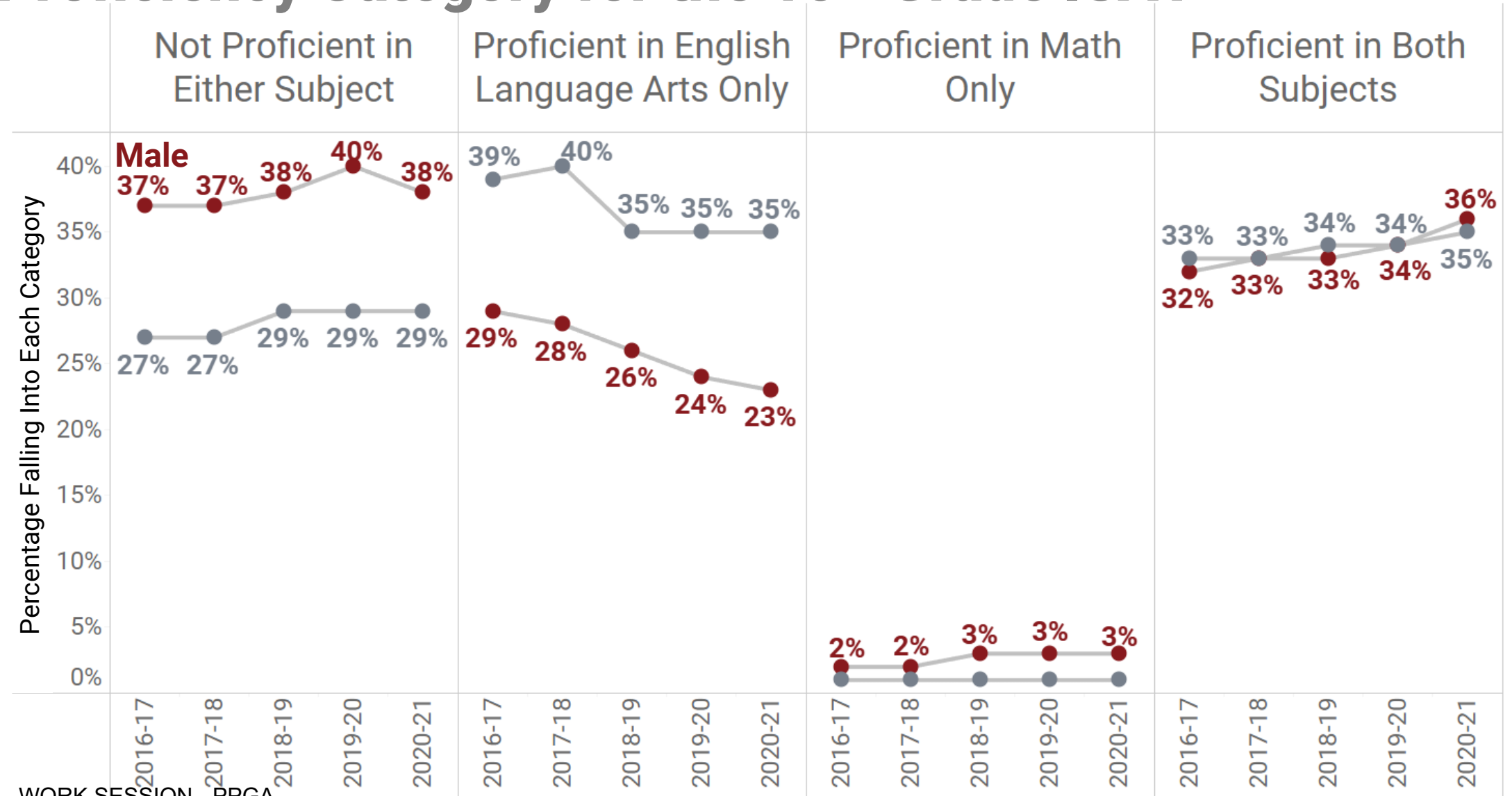
Percentage of Students Falling Into Each Proficiency Category for the 10th Grade ISAT



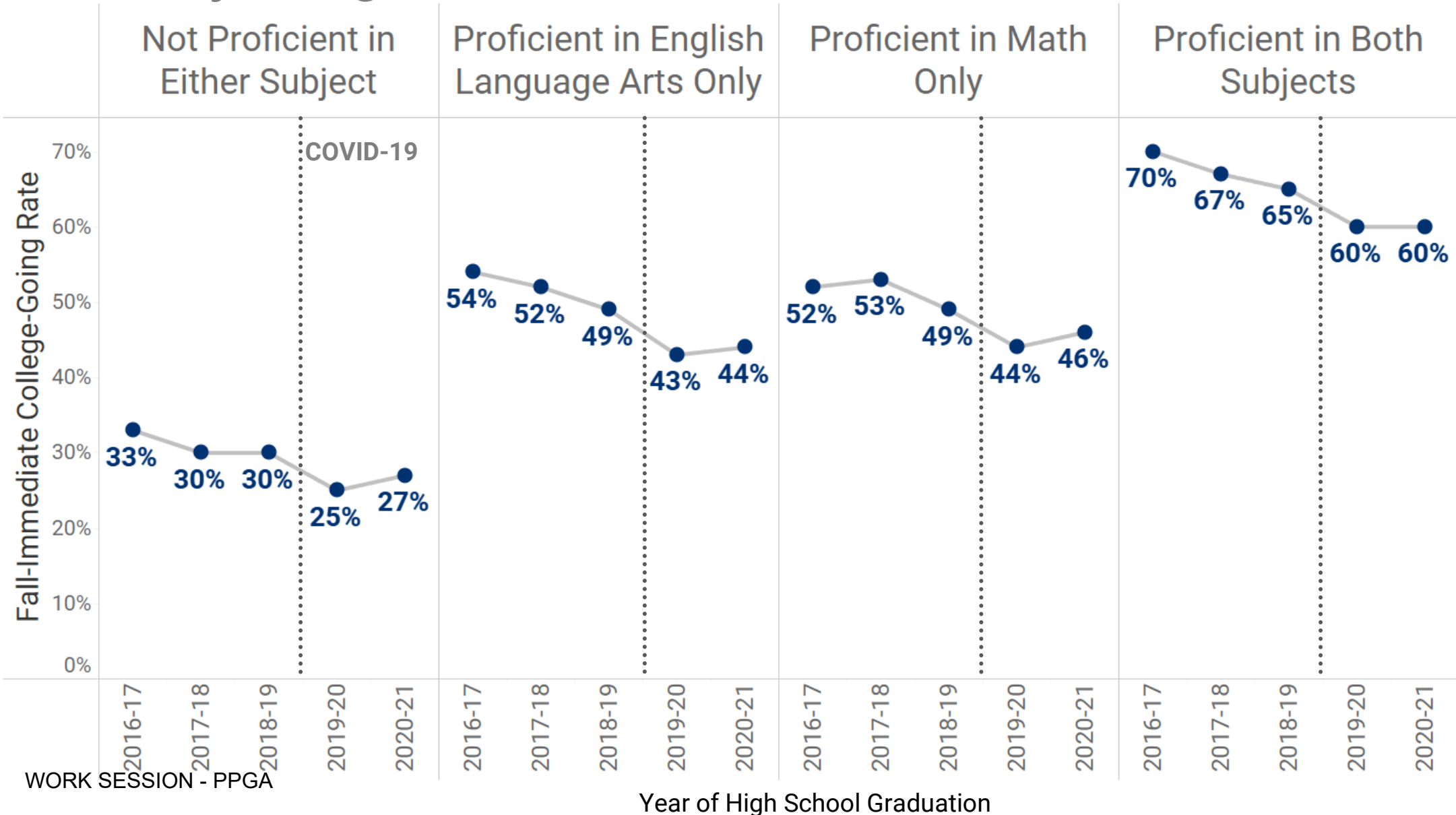
Percentage of Females Falling Into Each Proficiency Category for the 10th Grade ISAT



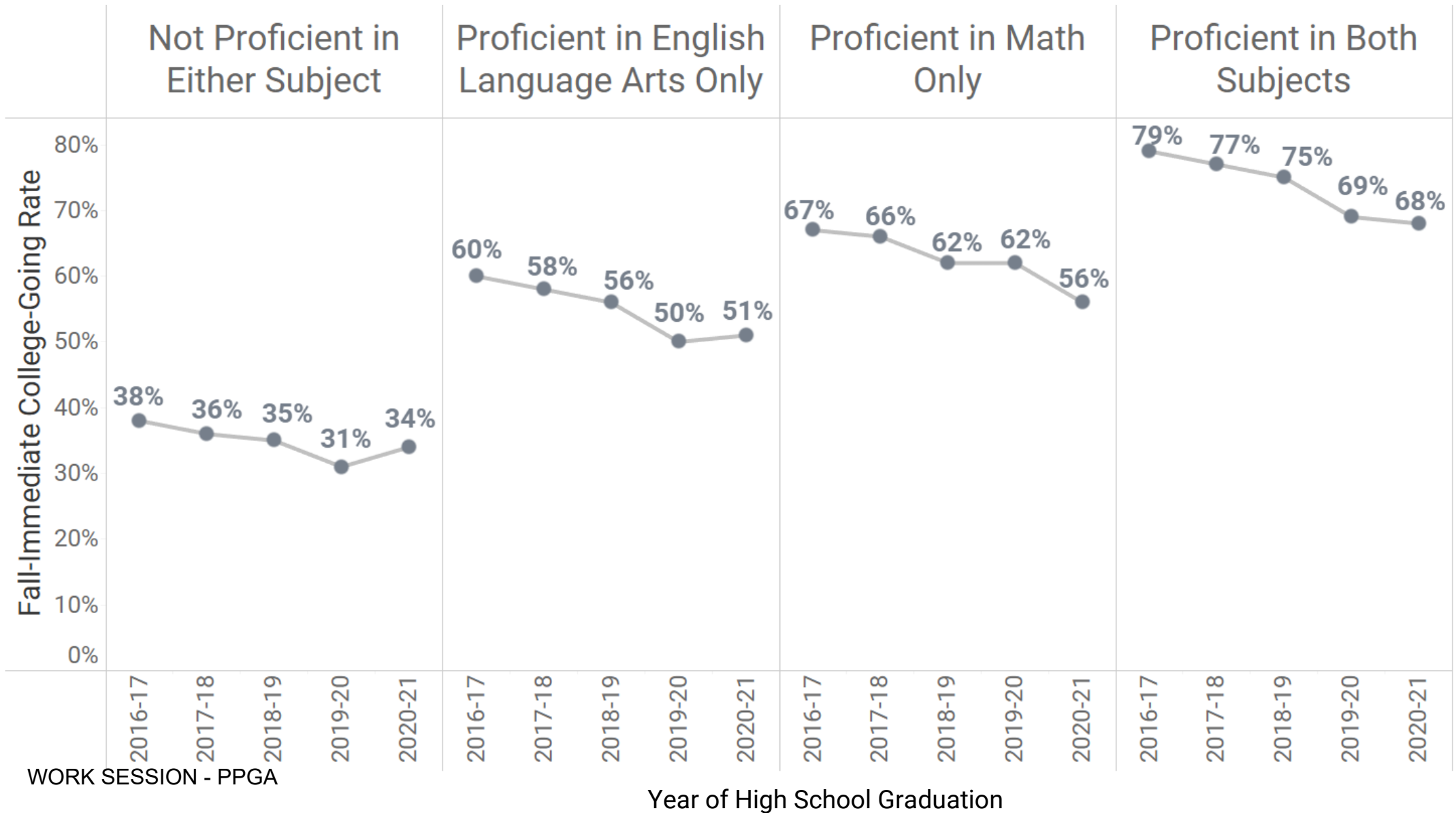
Percentage of Males vs. Females Falling Into Each Proficiency Category for the 10th Grade ISAT



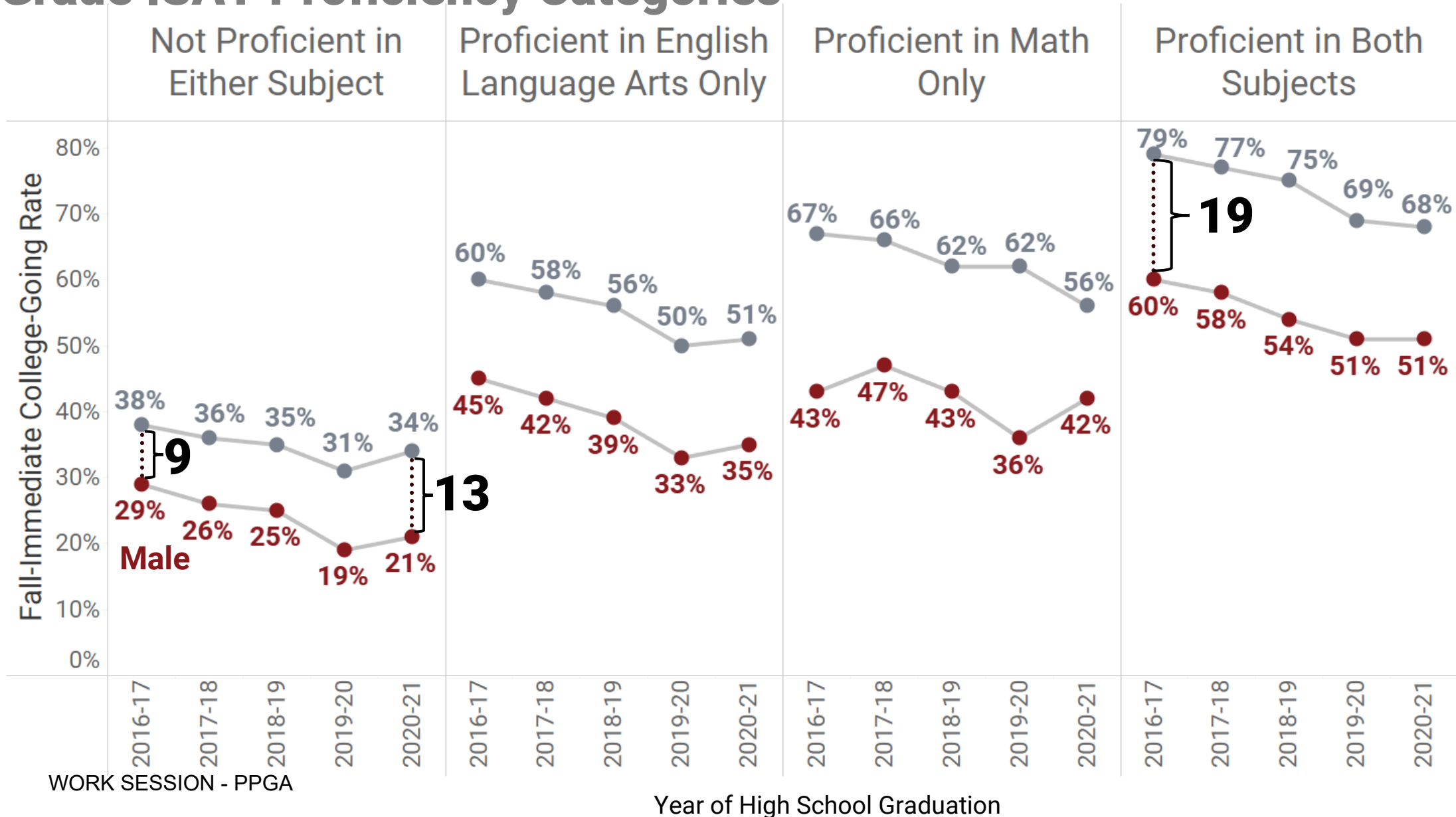
Overall Fall-Immediate Enrollment Rates by 10th Grade ISAT Proficiency Categories



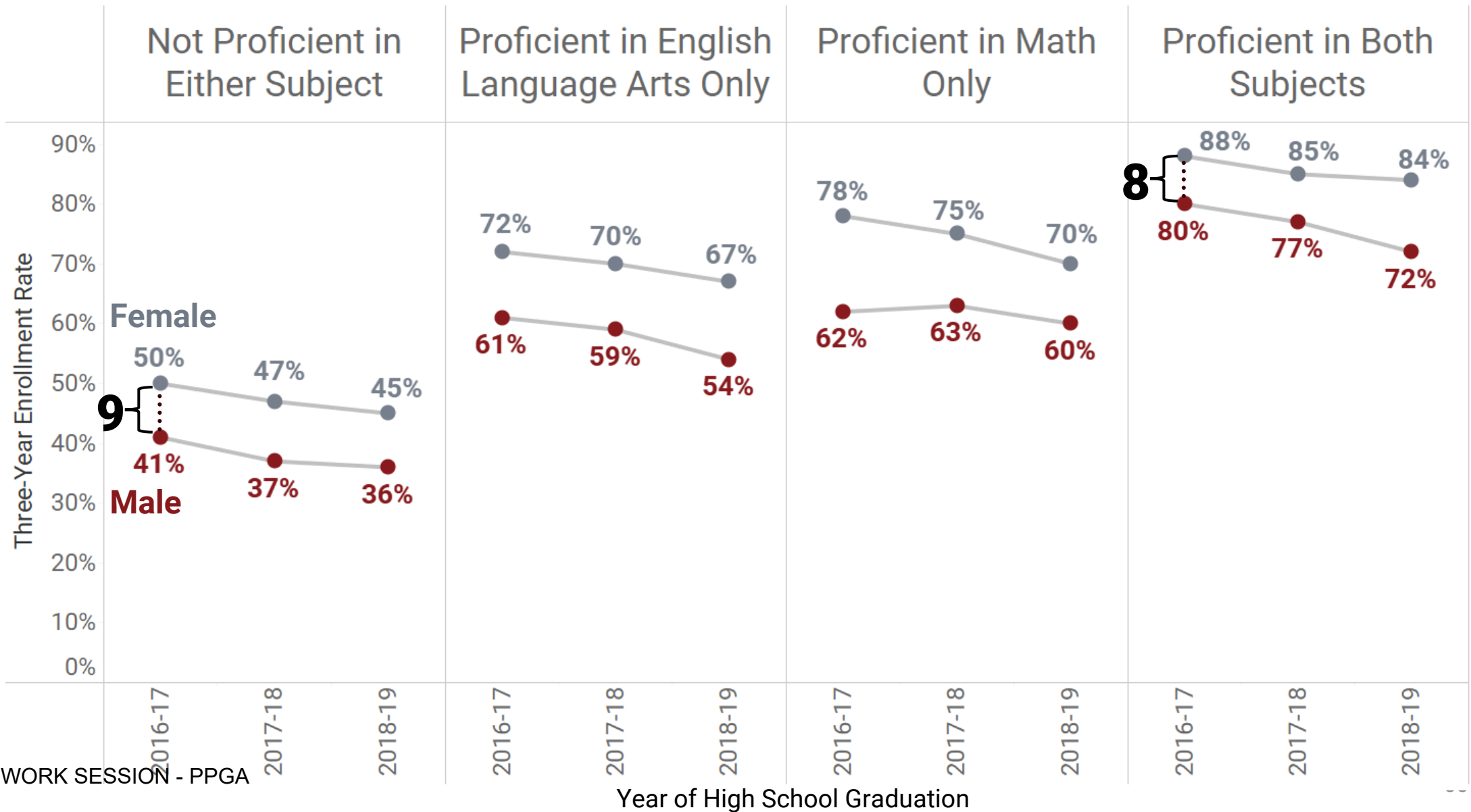
Fall-Immediate Enrollment Rates for Females by 10th Grade ISAT Proficiency Categories



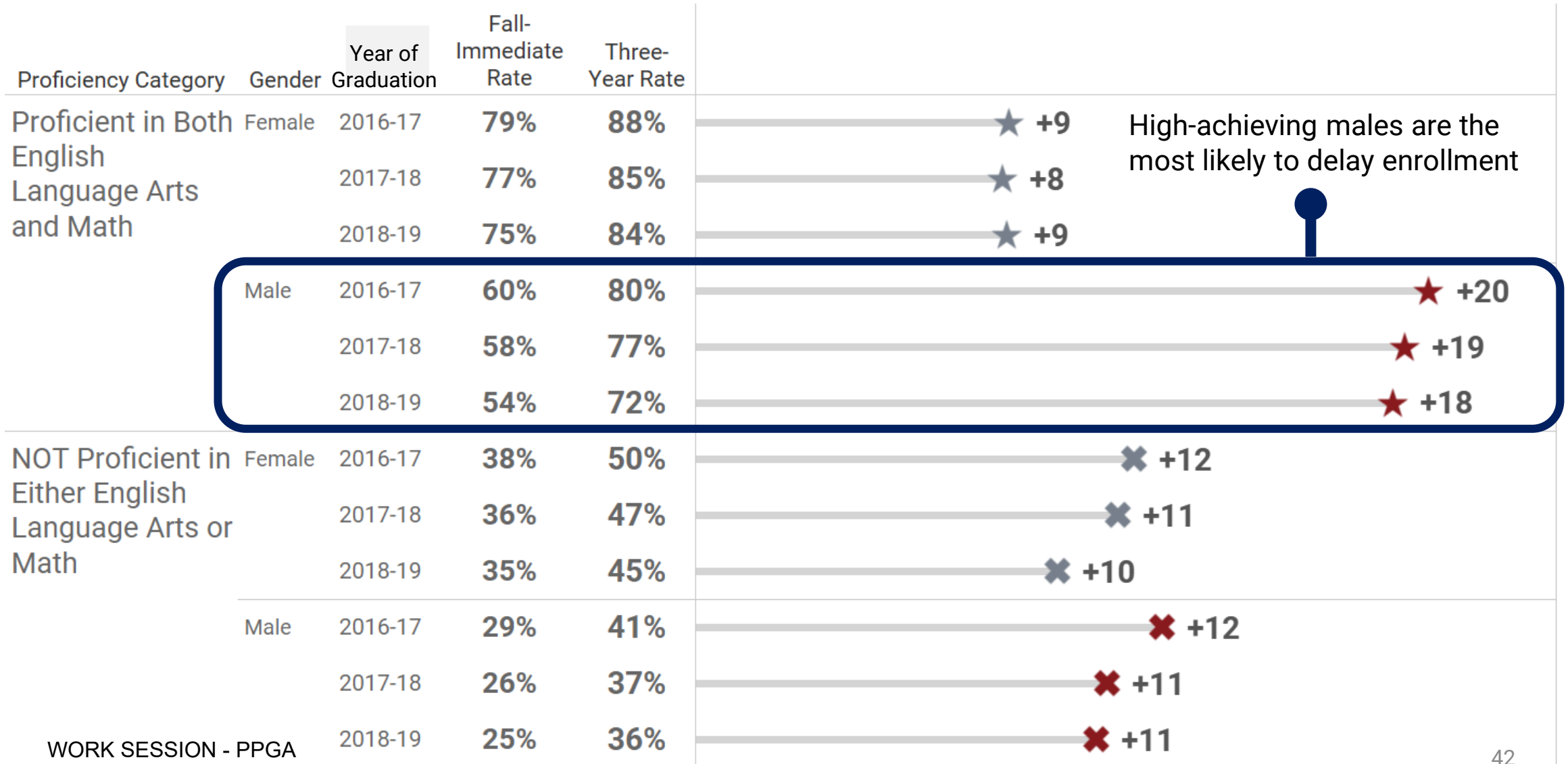
Fall-Immediate Enrollment Rates for Males vs. Females by 10th Grade ISAT Proficiency Categories



ISAT Proficiency Categories



Increases in College Going Rates From Fall-Immediate to Three Years After High School Graduation by 10th Grade ISAT Proficiency and Gender



Recap of Findings

The ISAT:

- Proficiency scores for the 10th grade ISAT are higher for English Language Arts than math
- Females are more likely than males to perform well on the English Language Arts assessment

College-Going Rates:

- Have declined since the onset of COVID-19
- Are around **40%** in the fall immediately after high school graduation
- Are around **60%** within three years after high school graduation
- Are higher for females than for males and remain so three years after high school graduation
- Are impacted by the highest achieving males delaying enrollment

Idaho Opportunity Scholarship

Office of the State Board of Education, Research

Cate Collins

Principal Research Analyst



Overview

Program features

Program requirements

Who does the program serve?

What education options can be pursued?

What are the outcomes?

Program's future

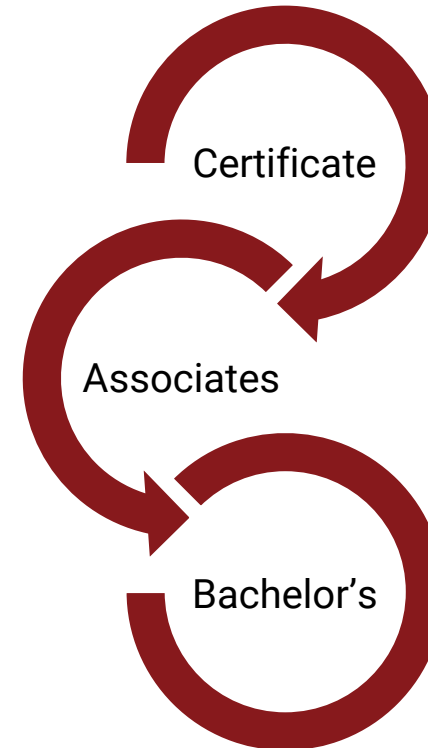
Program features

Award Amount

up to **\$3,500** per year
over **4 years**

\$14,000 total

Education Options



Program requirements

New Applicant

- GPA { • 2.7 or higher
- Idaho high school { • Graduated or will graduate
- FAFSA completion { • Submitted by deadline
- Ranking process { • 70% need and 30% merit

Renewal

Communicate

- Indicate plans to renew by deadline

GPA

- Maintain a GPA of 2.7 or higher

Credits

- Earn at least 24 credits per year

Overview

~~Program features~~

~~Program requirements~~

Who does the program serve?

What education options can be pursued?

What are the outcomes?

Program's future

Program Requirements

New Applicant

GPA

- 2.7 or higher

Idaho high school

- Graduated or will graduate

FAFSA completion

- Submitted by deadline

Ranking process

- 70% need and 30% merit

Renewal

Communicate

- Indicate plans to renew by deadline

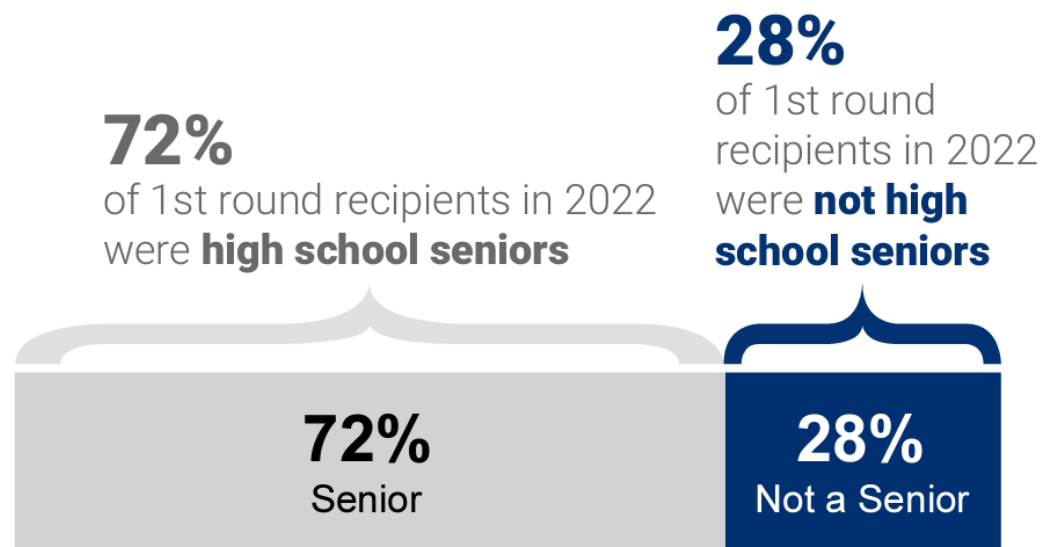
GPA

- Maintain a GPA of 2.7 or higher

Credits

- Earn at least 24 credits per year

Diverse age range



Years After High School	Maximum Age	Total Awarded	% of Total
As a Senior	18	1,988	72%
One year later	19	197	7%
Two years later	20	156	6%
Three years later	21	120	4%
More than three	62	303	11%

Program Requirements

New Applicant

GPA

- 2.7 or higher

Idaho high school

- Graduated or will graduate

FAFSA completion

- Submitted by deadline

Ranking process

- 70% need and 30% merit

Renewal

Communicate

- Indicate plans to renew by deadline

GPA

- Maintain a GPA of 2.7 or higher

Credits

- Earn at least 24 credits per year

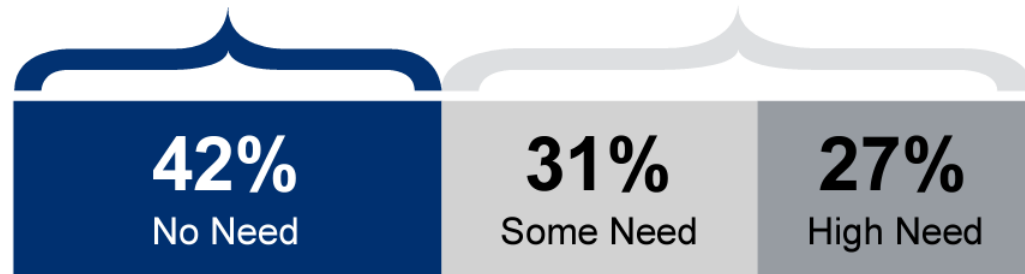
Diverse levels of need

42%

of 1st round recipients in 2022 were **not Pell-eligible** (had no financial need)

58%

of 1st round recipients in 2022 were **Pell-eligible** (had “high” or “some” financial need)



Level of Need	Expected Family Contribution (EFC)			Count	% of Total
	<i>Min</i>	<i>Median</i>	<i>Max</i>		
High	0	0	0	779	27%
Some	3	2,530	5,999	906	31%
None	6,016	13,746	568,712	1,232	42%

Overview

~~Program features~~

~~Program requirements~~

~~Who does the program serve?~~

What education options can be pursued?

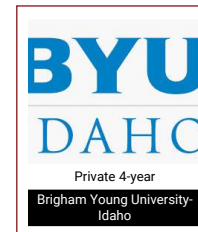
What are the outcomes?

Program's future

Degrees & certificates

Awardees can complete *certificates, associates, and bachelor's degrees* from **12** different postsecondary institutions.

Completion Type	Minimum length of time to complete	Count
Certificates	< 2 years	651
Associates	2 years	2,103
Bachelor's	4 years	5,120
Total		7,874



Overview

~~Program features~~

~~Program requirements~~

~~Who does the program serve?~~

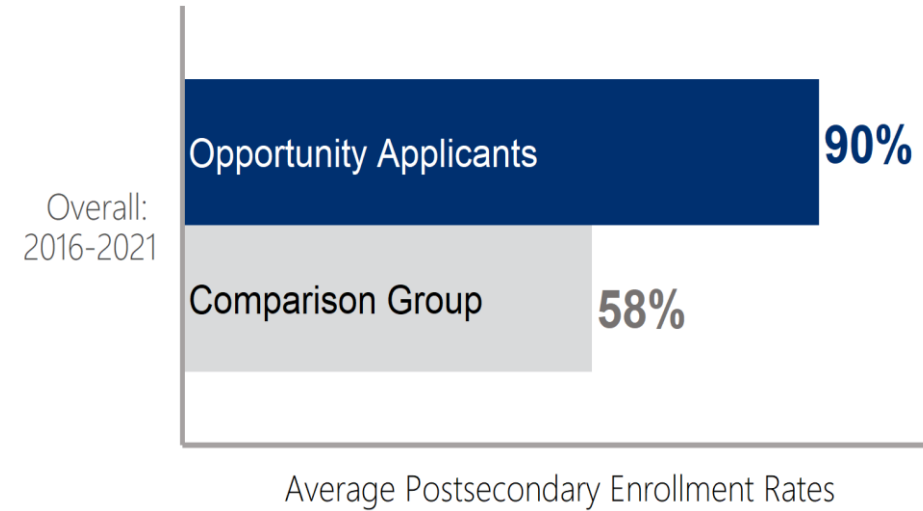
~~What education options can be pursued?~~

What are the outcomes?

Program's future

Postsecondary enrollment rates

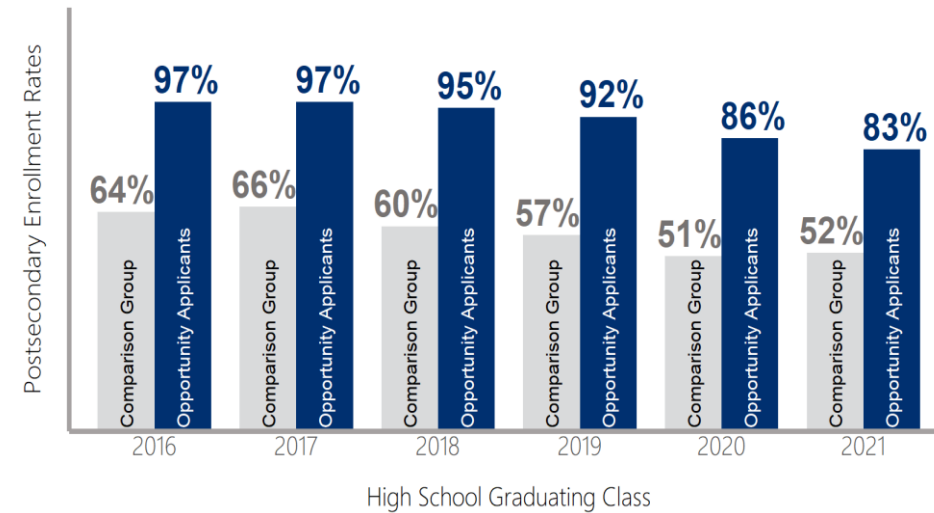
Opportunity applicants are *more likely* to enroll in postsecondary education in the fall immediately following high school graduation than their **comparison group**.



Did it impact behavior?

Statistical analysis shows that the probability a student will attend college *increases 9 percentage points* if they are offered the Opportunity Scholarship.

Source: 2017 Scholarship Report



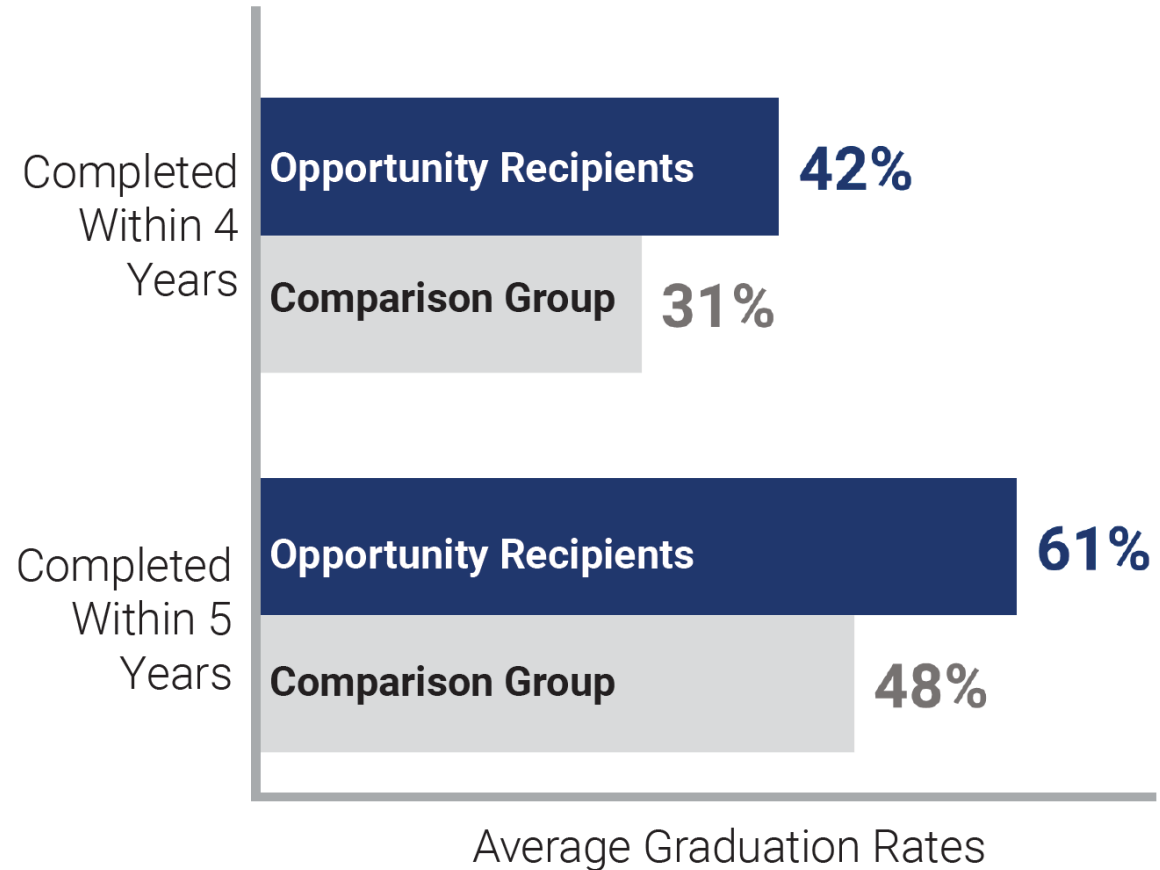
Bachelor's degree completion rates

Opportunity recipients are *more likely* to graduate with a bachelor's degree within 4 or 5 years than their **comparison group**.

Did it impact behavior?

Preliminary statistical analysis shows that the probability a student graduates with a bachelor's degree within four years *increases 8 percentage points* if they are offered the Opportunity Scholarship.

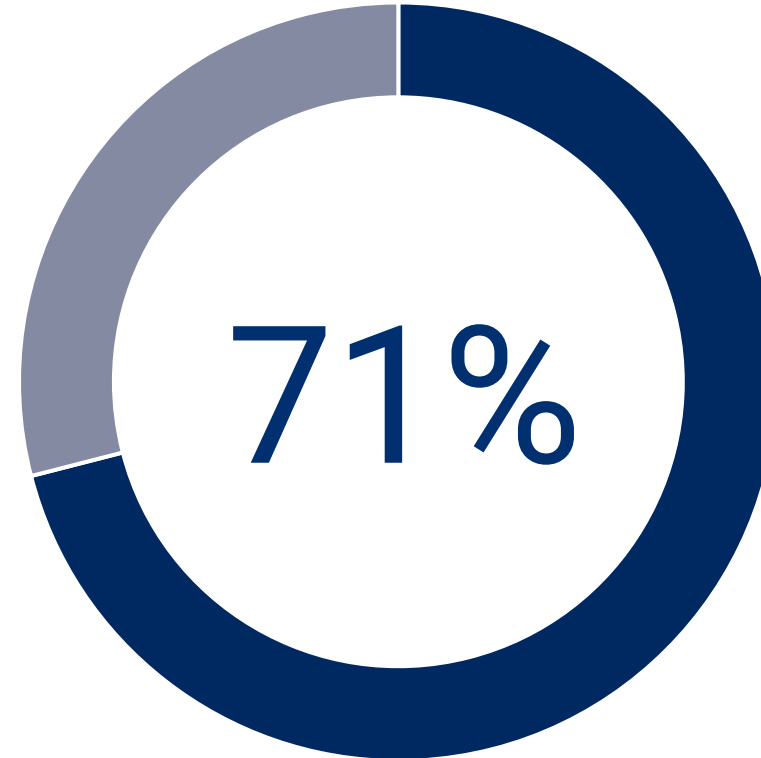
Source: Preliminary results based on 2017 Scholarship Report methodology.



Employed-in-Idaho Rates

Employment rates

At least **71 percent** of Opportunity Scholarship recipients who earn an associate or bachelor's degree are employed in Idaho after graduation.



Overview

~~Program features~~

~~Program requirements~~

~~Who does the program serve?~~

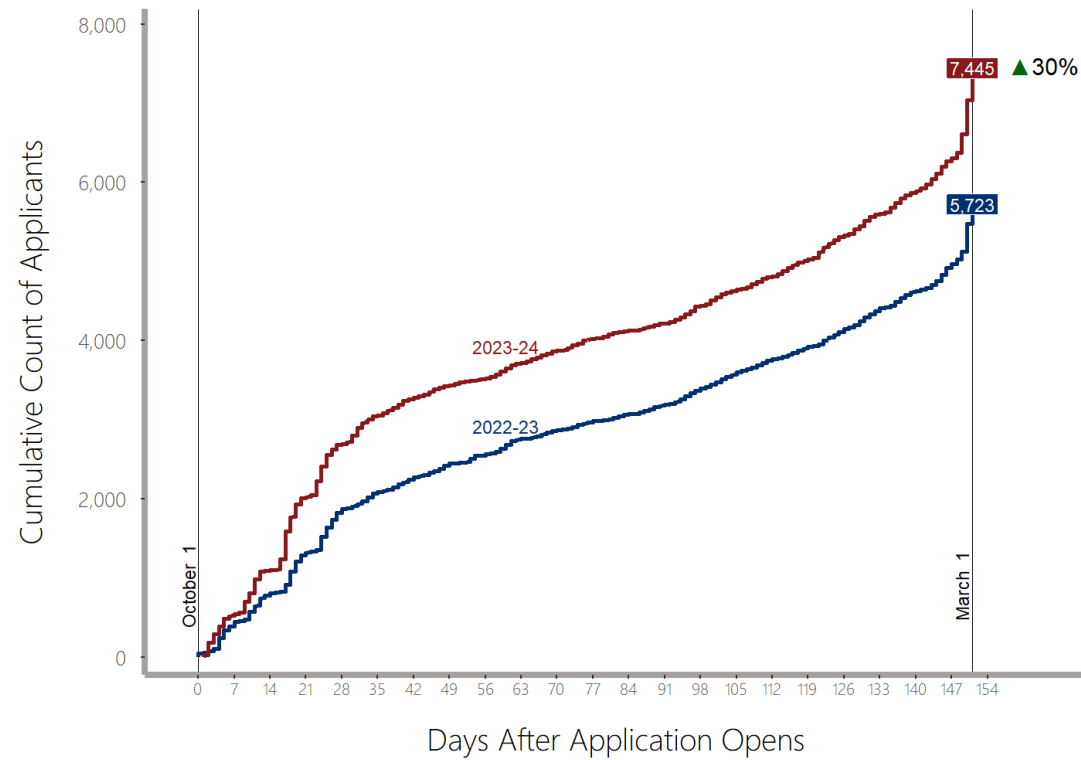
~~What education options can be pursued?~~

~~What are the outcomes?~~

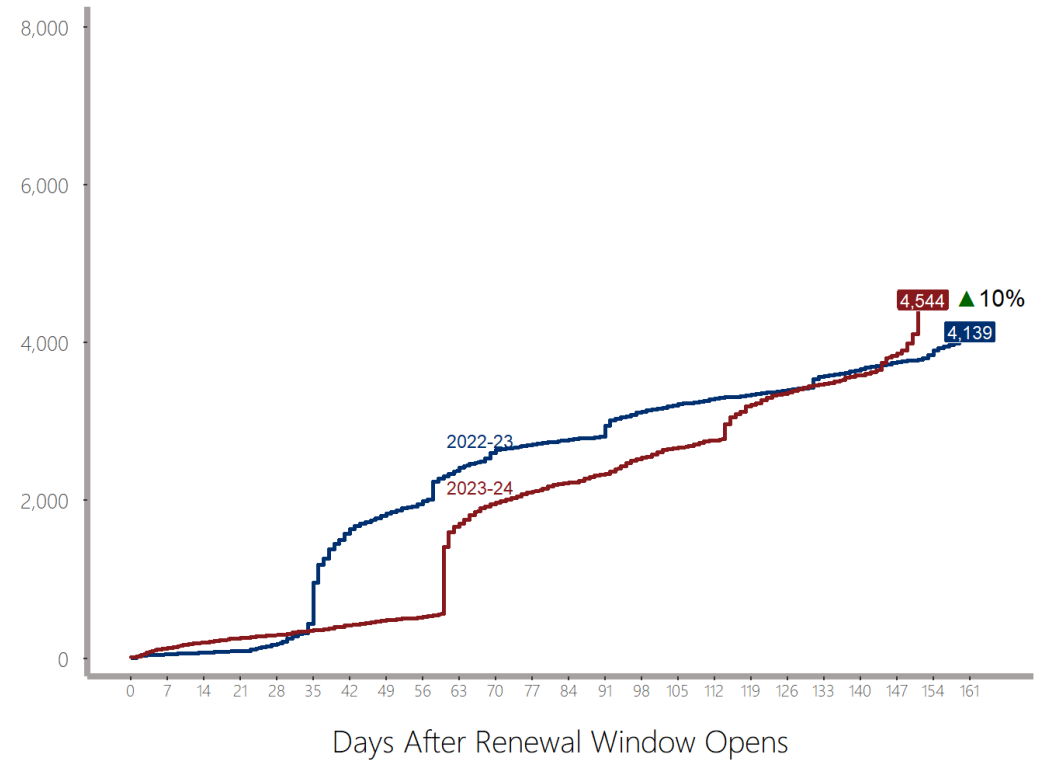
Program's future

Applicant trends

New Applicants



Renewals

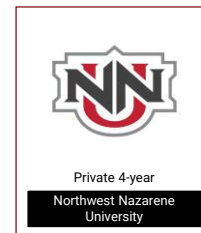


Impact of Idaho Launch

12% of awardees last year were enrolled at a **Public, 2-year institution**.

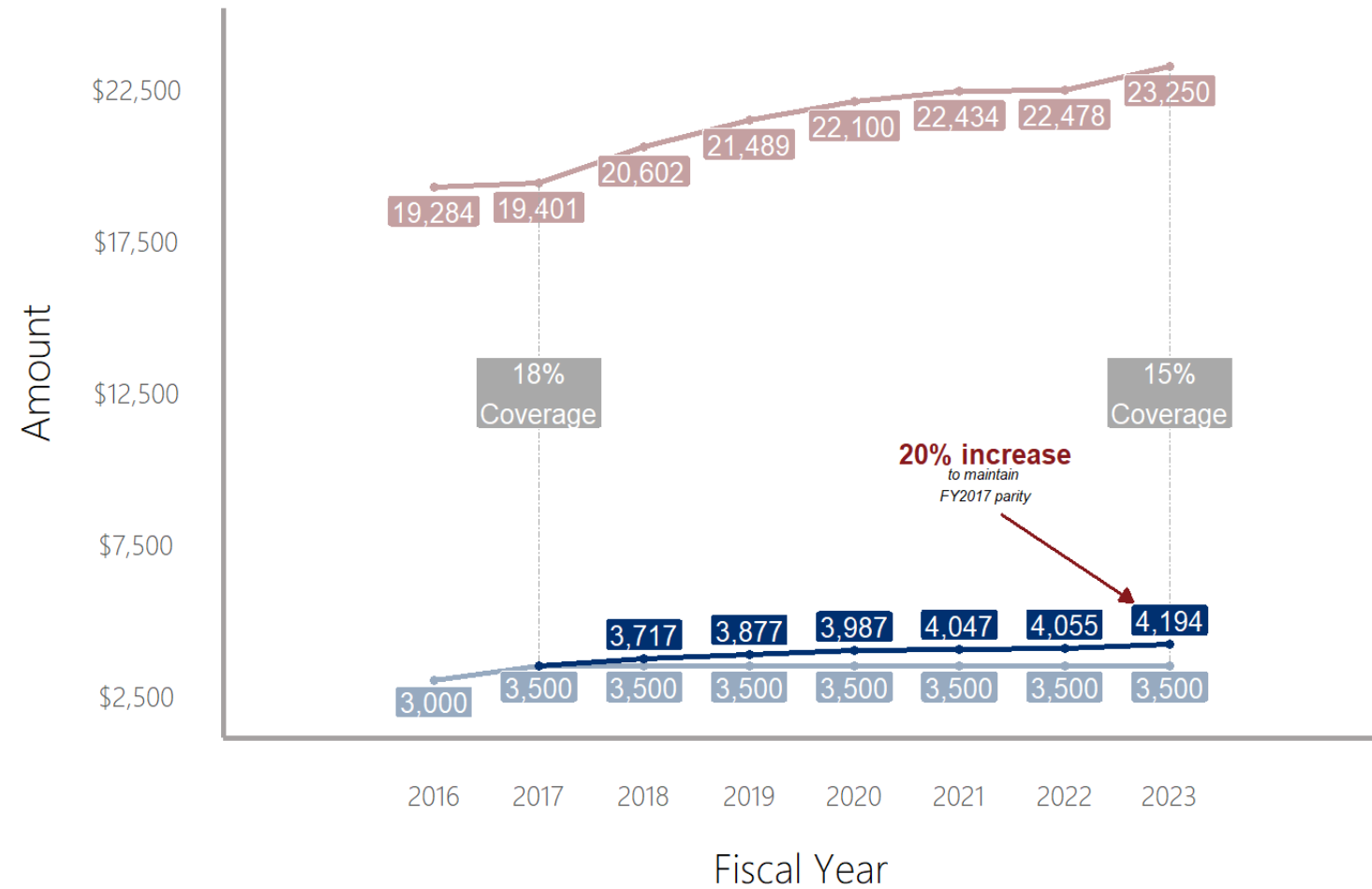
This is approximately the number of awardees expected to leave the Opportunity program.

Institution Type	Count	% of Total
Public, 4-year or above	4,553	69%
Public, 2-year	775	12%
Private not-for-profit, 4-year or above	1,278	19%
Total	6,606	

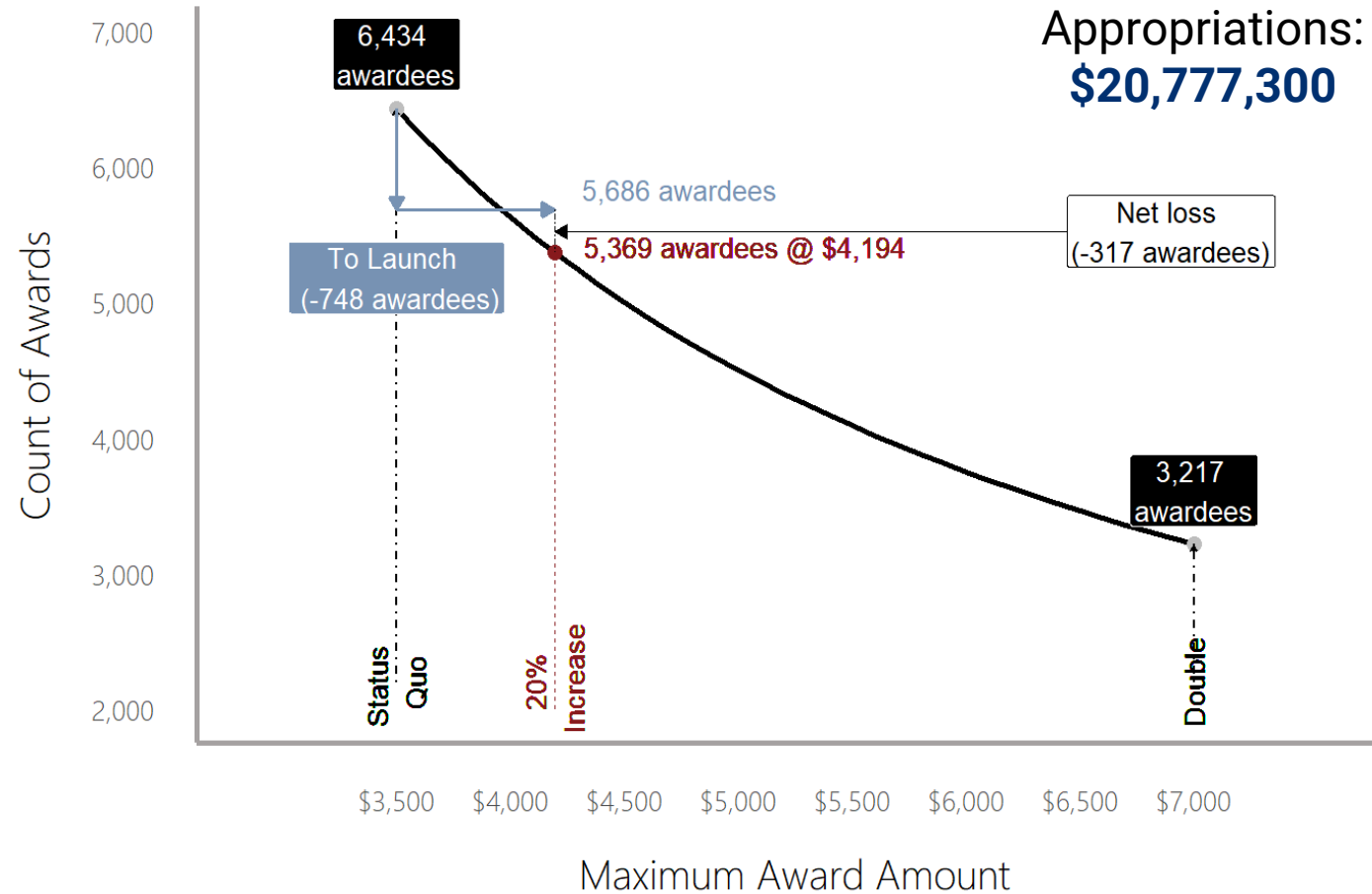


Modeling award amount

- Average Cost of Attendance
- Award Amount, **Current**
- Award Amount, **Target**



Impact on awardee count

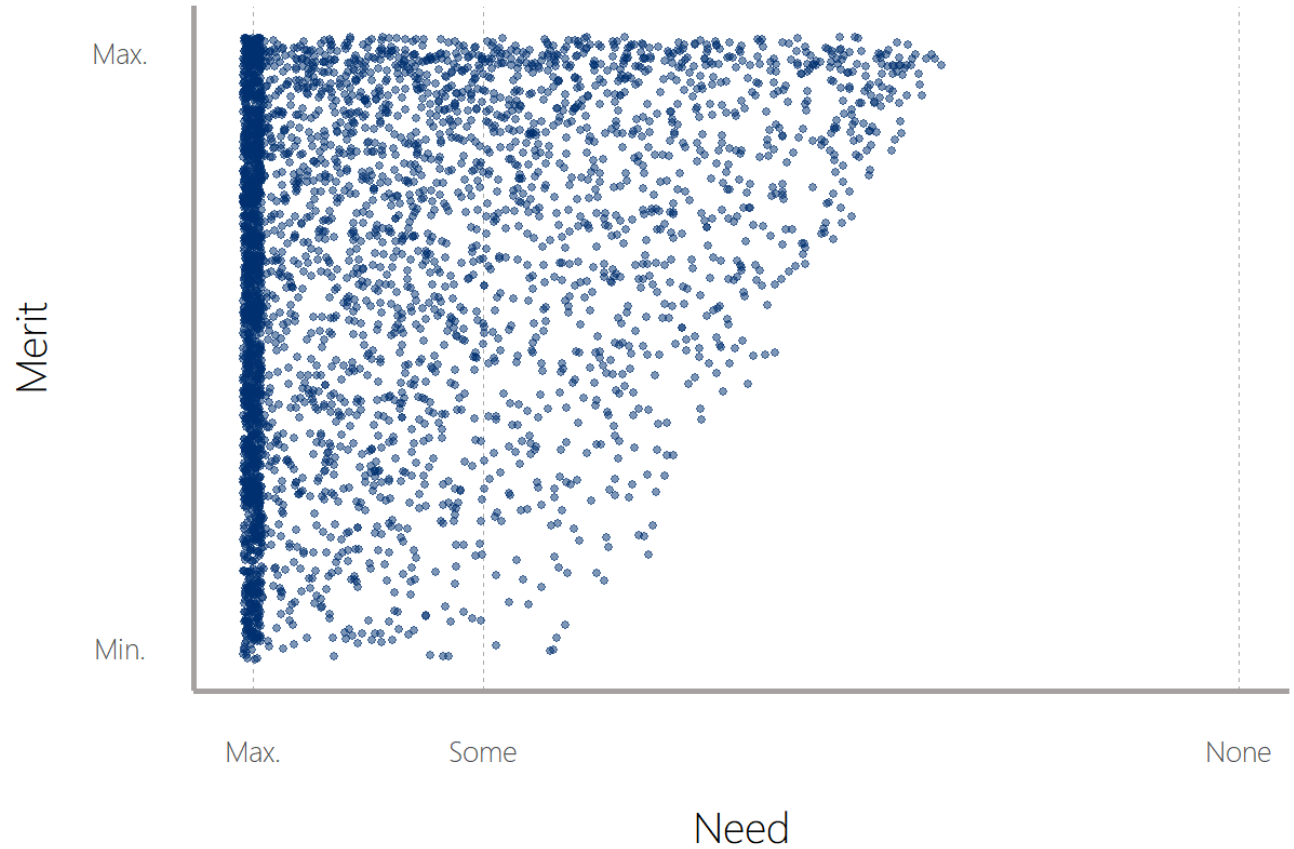


Impact on new awardees

Award amount: \$3,500

Round 1
Offers

Count: 3,750
GPA: 3.52
EFC: 3,755



Impact on new awardees

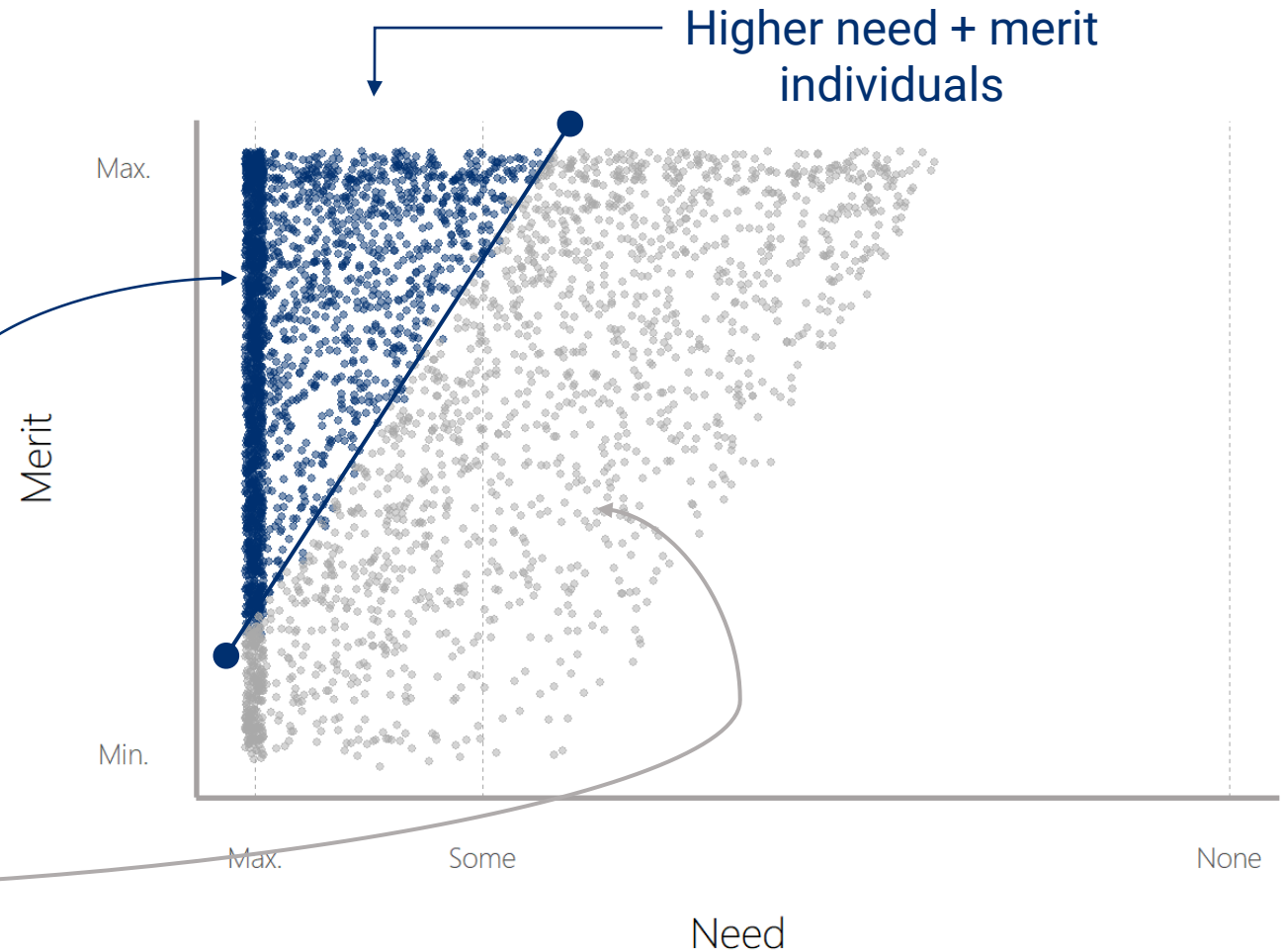
Award amount: \$4,194

Round 1 Offers

Count: 2,147
GPA: 3.63
EFC: 1,201

Waitlist

Count: 1,603
GPA: 3.39
EFC: 7,175



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.								
Development of a single K-20 data dashboard and timeline for implementation								
Objective B: Alignment and Coordination - Ensure the articulation and transfer of students throughout the education pipeline (secondary school, technical training, postsecondary, etc.)								
	FY2017	FY2018	FY2019	FY2020	FY2021	FY2022	FY2023	Benchmark
Percent of Idaho community college transfers who graduate from four-year institutions	15%	15%	15%	14%	14%	17%	17%	25% or more
Percent of postsecondary first time freshmen who graduated from an Idaho high school in the previous year requiring remedial education in math and language arts.			2017-18 graduates	2018-19 graduates	2019-20 graduates	2020-21 graduates	2021-22 graduates	
<u>Two-year institution</u>								
Math			42%	40%	30%	26%	19%	less than 20%
ELA			15%	15%	14%	13%	13%	less than 20%
<u>Four-year institution</u>								
Math			35%	31%	26%	20%	18%	less than 20%
ELA			15%	12%	11%	14%	10%	less than 20%
Goal 2: Educational Readiness (student-centered) - Provide a rigorous, uniform, and thorough education that empowers students to be lifelong learners and prepares all students to fully participate in their community and postsecondary and workforce opportunities by assuring they are ready to learn at the next educational level.								
Objective A: Rigorous Education - Deliver rigorous programs that challenge and prepare students to transition through each level of the educational system.								
Performance of students scoring at grade level or higher on the statewide reading assessment			Spring 2019	Spring 2020	Spring 2021	Spring 2022	Spring 2023	
Kindergarten			63%	NA	61%	65%	Not Available at this time	70%
1st Grade			67%	NA	60%	64%	Not Available at this time	70%
2nd Grade			75%	NA	69%	72%	Not Available at this time	80%
3rd Grade			73%	NA	70%	72%	Not Available at this time	80%
Performance of students scoring at grade level or higher on the statewide reading assessment		Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022		
Kindergarten		45%	42%	43%	41%	52%		Not a performance measure - used to calculated growth performance measure below.
1st Grade		43%	49%	42%	46%	55%		
2nd Grade		60%	63%	54%	57%	59%		
3rd Grade		61%	64%	58%	59%	60%		
Growth Fall to Spring of student cohorts scoring at grade level or higher on the statewide reading assessment (broken out by grade level, K-3)		Fall 2018 to Spring 2019	Fall 2019 to Spring 2020	Fall 2020 to Spring 2021	Fall 2021 to Spring 2022	Fall 2022 To Spring 2023		
Kindergarten		41%	NA	41%	59%	Not Available at this time		55%
1st Grade		55%	NA	43%	38%	Not Available at this time		55%
2nd Grade		25%	NA	27%	26%	Not Available at this time		65%
3rd Grade		20%	NA	20%	21%	Not Available at this time		65%
Percent of students meeting proficient or advanced on the Idaho Standard Achievement Test (broken out by subject at each transition grade level, 5, 8, high school)								
Idaho Standards Achievement Test	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	
<u>Math</u>								
5th Grade	42.3%	43.8%	45.4%	NA	40.3%	43.2%	Not Available at this time	58.59%
8th Grade	39.5%	42.1%	41.5%	NA	36.8%	36.8%	Not Available at this time	57.59%
High School	33.2%	34.2%	34.8%	NA	33.6%	34.4%	Not Available at this time	53.30%
<u>ELA</u>								
5th Grade	54.2%	55.8%	57.1%	NA	55.5%	57.0%	Not Available at this time	68.04%
8th Grade	52.9%	54.7%	54.4%	NA	56.2%	55.0%	Not Available at this time	67.64%
High School	60.3%	60.6%	60.4%	NA	60.9%	62.3%	Not Available at this time	73.60%
<u>Science</u>								
5th Grade	66.5%	65.6%	64.7%	NA	NA	43.8%	Not Available at this time	FY22 Baseline
High School	65.9%	67.3%	62.8%	NA	NA	38.3%	Not Available at this time	FY22 Baseline

	2016-17 graduates	2017-18 graduates	2018-19 graduates	2019-20 graduates	2020-21 graduates	2021-22 graduates	2022-23 graduates		
High School Cohort Graduation Rate	80%	81%	81%	82%	80%	80%	Not Available at this time	95% or more	
Percent of Idaho high school graduates meeting college placement/entrance exam college readiness benchmarks.	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23		
<u>SAT</u>	36%	36%	34%	33%	32%	31%	30%	60% or more	
Evidence Based Reading and Writing	65%	63%	60%	59%	59%	56%	56%		
Math	38%	38%	35%	35%	34%	33%	31%		
<u>ACT</u>	38%	39%	39%	41%	42%	42%	40%	60% or more	
English	75%	74%	74%	78%	77%	76%	71%		
Reading	62%	62%	61%	64%	64%	63%	63%		
Mathematics	54%	53%	54%	59%	56%	56%	55%		
Science	50%	49%	50%	51%	53%	53%	53%		
Percent of high school graduates who participated in one or more advanced opportunities	2016-17 graduates	2017-18 graduates	2018-19 graduates	2019-20 graduates	2020-21 graduates	2021-22 graduates	2022-23 graduates		
Any Advanced Opportunities	61%	66%	70%	72%	75%	74%	75%	90% or more	
<u>Specific Advanced Opportunities</u>									
Advanced Placement	18%	22%	22%	22%	22%	20%	21%		
International Baccalaureate	0.5%	0.7%	0.6%	0.5%	0.7%	0.6%	0.6%		
Dual Credit	52%	58%	62%	64%	65%	64%	64%		
Technical Competency Credit*	62%	59%	47%	45%	27%	27%	NA*		
Industry Certification				0.2%	0.5%	0.5%	0.6%		
Percent of dual credit students who graduate high school with an associates degree	2016-17 graduates	2017-18 graduates	2018-19 graduates	2019-20 graduates	2020-21 graduates	2021-22 graduates	2022-23 graduates		
	1.90%	1.43%	1.40%	1.70%	2.28%	3.60%	3.75%	3% or more	
Percent of high school graduates who enroll in a postsecondary institution	2016-17 graduates	2017-18 graduates	2018-19 graduates	2019-20 graduates	2020-21 graduates	2021-22 graduates	2022-23 graduates		
Fall Immediate	51%	49%	47%	42%	43%	42%	Not Available at this time		
Within 12 months of high school graduation	54%	52%	50%	44%	45%	Not Available at this time	Not Available at this time	60% or more	
Within 36 months of high school graduation	64%	62%	59%	Not Available at this time	Not Available at this time	Not Available at this time	Not Available at this time	80% or more	
Objective B: School Readiness - Explore opportunities to enhance school readiness.									
				Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	
Percent of students scoring at grade level on the statewide reading assessment during the Fall administration in Kindergarten				45%	42%	43%	41%	52%	70%

<u>Baccalaureate degrees</u>	6,746	6,796	7,033	7,101	7,443	7,309	7,185	11,897^a/7,896^b
Boise State University	3,317	3,373	3,472	3,680	3,929	4,078	3,991	4,351
Idaho State University	1,168	1,166	1,233	1,155	1,284	1,073	1,134	1,209
Lewis-Clark State College	528	587	626	505	599	579	554	534
University of Idaho	1,733	1,670	1,702	1,761	1,631	1,579	1,504	1,802
College of Southern Idaho					1	3	2	
<u>Masters degrees</u>	1,667	1,860	1,781	1,968	1,990	2,149	2,187	2,146
Boise State University	776	917	861	954	1,074	1,062	1,028	
Idaho State University	382	456	430	464	452	556	587	
Lewis-Clark State College	0	0	0	0	0	0	0	
University of Idaho	509	487	490	550	464	531	572	
<u>Doctoral or Professional degrees</u>	361	362	372	379	468	518	456	1,069
Boise State University	36	32	45	53	50	58	60	
Idaho State University	160	154	167	163	193	196	192	
Lewis-Clark State College	0	0	0	0	0	0	0	
University of Idaho	165	176	160	163	225	264	204	
Percent of new full-time degree-seeking students who return (or who graduate) for second year in an Idaho postsecondary public institution.	Fall 2015 cohort	Fall 2016 cohort	Fall 2017 cohort	Fall 2018 cohort	Fall 2019 cohort	Fall 2020 cohort	Fall 2021 cohort	
<u>Two year</u>								
New freshmen	56%	57%	55%	59%	61%	58%	59%	75% or more
Transfers	61%	66%	59%	67%	64%	57%	55%	75% or more
<u>Four year</u>								
New freshmen	74%	74%	74%	74%	72%	74%	76%	85% or more
Transfers	76%	78%	75%	77%	74%	74%	77%	85% or more
Percent of full-time first-time freshman graduating within 150% of time or less (2 yr and 4 yr)								
Two-year institution	22%	25%	26%	30%	30%	32%	Not Available at this time	50% or more
	2011-12 entering cohort	2012-13 entering cohort	2013-14 entering cohort	2014-15 entering cohort	2015-16 entering cohort	2016-17 entering cohort	2017-18 entering cohort	
Four-year institution	42%	46%	48%	49%	50%	53%	Not Available at this time	50% 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).											
		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23			
Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting.	Total	22%	22%	24%	24%	23%	23%	24%		50% or more	
	2-year	8%	8%	9%	8%	8%	8%	9%			
	4-year	28%	28%	30%	31%	30%	30%	30%			
Percent of new degree-seeking freshmen completing a gateway math course within two years.		2014-15 entering cohort	2015-16 entering cohort	2016-17 entering cohort	2017-18 entering cohort	2018-19 entering cohort	2019-20 entering cohort	2020-21 entering cohort	2022-23 entering cohort		
		50%	53%	60%	63%	65%	65%	67%		60% or more	
Median number of credits earned at completion of associate or baccalaureate degree program.		2016-17 graduates	2017-18 graduates	2018-19 graduates	2019-20 graduates	2020-21 graduates	2021-22 graduates	2022-23 graduates			
<u>Transfers</u>											
Associate-Two Year Institution		77	76	83	79	88	90	89		69 or less	
Associate-Four Year Institution		131	127	116	118	96	90	119		69 or less	
Baccalaureate degrees		145	145	145	143	143	140	140		138 or less	
<u>Non-transfers</u>											
Associate-Two Year Institution		73	72	72	70	70	68	67		69 or less	
Associate-Four Year Institution		106	106	106	101	81	75	94		69 or less	
Baccalaureate degrees		137	136	136	133	135	133	119		138 or less	
Objective C: Access - Increase access to Idaho's robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.											
Proportion of postsecondary graduates with student loan debt.		2017-18 graduates	2018-19 graduates	2019-20 graduates	2020-21 graduates	2021-22 graduates	2022-23 graduates				
		45%	44%	41%	40%	39%	35%		40% or less		
Percent of students who complete the Free Application for Federal Student Aid (FAFSA)		2016-17 graduates	2017-18 graduates	2018-19 graduates	2019-20 graduates	2020-21 graduates	2021-22 graduates	2022-23 graduates			
		48%	52%	44%	44%	42%	39%	42%		60% or more	
Percent cost of attendance (to the student)		FY2016 93%	FY2017 96%	FY2018 97%	FY2019 93%	FY2020 92%	FY2021 92%	FY2022 89%	FY2023 Not Available at this time		96% or less of average cost of
Average net price to attend public institution - Four year institutions		FY2016 94%	FY2017 98%	FY2018 95%	FY2019 93%	FY2020 93%	FY2021 102%	FY2022 Not Available at this time		FY2023	90% or less of peers
Average net price differential	Two-year institution	FY2016 \$4,528.25	FY2017 \$5,163.00	FY2018 \$5,324.75	FY2019 \$5,534.50	FY2020 \$4,741.50	FY2021 \$5,316.00	FY2022 Not Available at this time		FY2023	To be determind.
	Four-year institution	\$5,727.50	\$4,802.50	\$6,240.75	\$6,783.50	\$6,941.75	\$6,728.75				
Expense per student FTE		FY2016 \$23,758	FY2017 \$24,516	FY2018 \$25,111	FY2019 \$25,415	FY2020 \$25,538	FY2021 \$25,772	FY2022 Not Available at this time		FY2023	\$20,000 or less
		2015-16 graduates	2016-17 graduates	2017-18 graduates	2018-19 graduates	2019-20 graduates	2020-21 graduates	2021-22 graduates	2022-23 graduates		To be determind.
Unduplicated headcount of graduates, by highest level attained.	Certificates <1 year	334	346	405	345	418	368	438		323	
	Certificates >=1 year	714	718	782	816	1,099	1,078	1,210		1,140	
	Assoc.	3,284	3,209	3,302	3,242	3,353	3,420	3,633		3,687	
	Bachelor's	6,403	6,444	6,469	6,712	6,777	7,128	7,049		6,926	
	Graduate certificate	107	129	140	130	106	102	114		86	
	Master's degree	1,594	1,659	1,853	1,773	1,955	1,971	2,129		2,166	
	Educ. Specialist	40	55	43	52	45	39	37		53	
	Doctorate	398	361	360	372	379	468	518		456	

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.										
Percent of high school students participating in apprenticeships and postsecondary students participating in internships.	FY2017	FY2018	FY2019	FY2020	FY2021	FY2022	FY2023		New measure.	
	6.0%	6.1%	6.1%	6.2%	6.1%	5.1%	5.3%			
Percent of non-STEM to STEM baccalaureate degrees conferred in STEM fields			2018-19 graduates	2019-20 graduates	2020-21 graduates	2021-22 graduates	2022-23 graduates		25%	
			24%	25%	22%	22%	24%			
Increase in secondary career technical programs and postsecondary programs tied to workforce needs per year.	FY2017	FY2018	FY2019	FY2020	FY2021	FY2022	FY2023		50 or more	
	20	20	22	45	46	50	66			
Objective B: Medical Education - Deliver relevant education that meets the health care needs of Idaho and the region.										
Number of University of Utah Medical School or WWAMI graduates who are residents in one of Idaho's graduate medical education programs.	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021	FY2022	FY2023		
	NA	4	8	11	11	21	20	8 UMS	24 WWAMI	8 graduates at any one time
Idaho graduates who participated in one of the state sponsored medical programs who returned to Idaho.	NA	WWAMI 50%	WWAMI 51%	WWAMI 51%	WWAMI 51%	WWAMI 50%	WWAMI 51%	WWAMI 51%		60% or more
Percentage of Family Medicine Residency graduates practicing in Idaho										80% or more
BSU	47%	56%	53%	73%	63%	38%	61%	70%		
ISU	43%	71%	29%	43%	43%	71%	71%	71%		
CDA	NA	50%	83%	72%	67%	71%	65%	60%		
Percent of Psychiatry Residency Program graduates practicing in Idaho.	NA	NA	NA	NA	NA	NA	NA	NA		50% or more
BSU	33%	33%	67%	100%	50%	67%	50%	0%		
Western Idaho Psychiatry	NA	NA	NA	NA	NA	NA	NA	72%		
EIRMC Psychiatry	NA	NA	NA	NA	NA	NA	NA	NA*		
Uo U/ISU Psychiatry	NA	NA	NA	NA	NA	NA	NA	NA*		
Medical related postsecondary programs (other than nursing).			100	107	112	124	114		120 or more	
Key	Does meet.		Does not meet. Trending towards.		Does not meet. Stable.		Does not meet. Trending away.			

^aTargets based on projected workforce need.

^bTargets recommended by institution based on current awards and projected growth in student enrollment, retention, and completion.

Fiscal Year	FY17	FY18	FY19	FY20	FY21	FY22	FY23
Number of degrees produced	14,551	15,346	15,620	16,838	17,410	18,030	17,708
Four-year institution	10,542	10,974	11,132	11,395	11,975	12,263	12,190
[1]Certificate of <1 academic year	268	331	457	520	637	818	733
BSU	200	248	360	411	515	628	590
ISU	19	26	29	6	4	5	5
LCSC	0	2	3	12	26	43	50
UI	49	55	65	91	92	142	88
[2]Certificates of ≥1 academic year	212	250	254	233	325	376	379
BSU							
ISU	194	231	242	219	300	357	346
LCSC	18	19	12	14	25	19	33
UI							
[3]Associate degree	935	1,017	908	896	844	852	1,017
BSU	116	119	133	111	132	127	184
ISU	405	473	428	420	494	521	519
LCSC	414	425	347	365	218	204	314
UI							
[4]Bachelor's degree	6746	6796	7033	7101	7443	7309	7183
BSU	3317	3373	3472	3680	3929	4078	3991
ISU	1168	1166	1233	1155	1284	1073	1134
LCSC	528	587	626	505	599	579	554
UI	1733	1670	1702	1761	1631	1579	1504
[5]Graduate certificate	297	315	275	253	229	228	182
BSU	220	248	221	189	170	185	145
ISU	21	31	14	27	23	17	8
LCSC						2	1
UI	56	36	40	37	36	24	28
[6]Master's degree	1667	1860	1781	1968	1990	2149	2187
BSU	776	917	861	954	1074	1062	1028
ISU	382	456	430	464	452	556	587
LCSC							
UI	509	487	490	550	464	531	572
[7]Education specialist degree	56	43	52	45	39	37	53
BSU	15	16	19	24	23	16	15
ISU	7	3	11	8	6	12	13
LCSC							
UI	34	24	22	13	10	9	25
[8]Doctoral degree	361	362	372	379	468	518	456
BSU	36	32	45	53	50	58	60
ISU	160	154	167	163	193	196	192
LCSC							
UI	165	176	160	163	225	264	204
Two-year institution	4,009	4,382	4,488	5,443	5,435	5,767	5,518
[1]Certificate of <1 academic year	475	593	577	605	542	616	472
CEI	0	0	1	0	9	3	1
CSI	86	149	134	164	156	280	147
CWI	315	336	361	312	267	228	223
NIC	74	98	74	121	96	82	101
[2]Certificates of ≥1 academic year	931	1222	1359	2117	2040	2109	2063
CEI	109	120	108	112	110	103	116
CSI	151	154	146	129	147	134	141
CWI	240	402	508	1264	1158	1327	1148

Fiscal Year	FY17	FY18	FY19	FY20	FY21	FY22	FY23
NIC	431	556	604	620	639	568	658
[3]Associate degree	2603	2567	2552	2721	2852	3039	2981
CEI	121	93	146	166	229	276	278
CSI	816	800	839	947	947	1009	991
CWI	979	984	886	949	944	1037	991
NIC	687	690	681	659	734	717	721
[4]Bachelor's degree					1	3	2
CSI					1	3	2
Number of graduates, distinct per attainment level							
	13,786	14,632	14,970	16,179	16,745	17,423	17,074
Four-year institution	10,008	10,608	10,780	11,048	11,613	11,928	11,834
[1]Certificate of <1 academic year	267	323	455	513	624	779	720
BSU	200	248	360	411	515	628	590
ISU	19	21	28	6	4	5	5
LCSC		2	3	12	23	35	47
UI	48	52	64	84	82	111	78
[2]Certificates of ≥1 academic year	203	245	253	231	307	354	345
BSU							
ISU	189	227	238	218	288	335	327
LCSC	14	18	15	13	19	19	28
UI							
[3]Associate degree	816	1,000	883	877	827	828	979
BSU	114	118	131	109	132	127	184
ISU	402	472	427	411	489	509	513
LCSC	300	410	325	357	206	192	282
UI							
[4]Bachelor's degree	6,459	6,470	6,718	6,795	7,138	7,055	6,937
BSU	3,141	3,196	3,289	3,525	3,754	3,946	3,856
ISU	1,139	1,131	1,174	1,104	1,227	1,031	1,079
LCSC	528	573	616	491	589	571	545
UI	1,651	1,570	1,639	1,675	1,568	1,507	1,457
[5]Graduate certificate	288	308	269	248	225	217	166
BSU	212	241	219	184	166	174	130
ISU	21	31	14	27	23	17	8
LCSC							
UI	55	36	36	37	36	24	28
[6]Master's degree	1,558	1,857	1,778	1,960	1,982	2,140	2,178
BSU	670	917	862	954	1,075	1,062	1,028
ISU	380	453	426	456	445	548	579
LCSC							
UI	508	487	490	550	462	530	571
[7]Education specialist degree	56	43	52	45	39	37	53
BSU	15	16	19	24	23	16	15
ISU	7	3	11	8	6	12	13
LCSC							
UI	34	24	22	13	10	9	25
[8]Doctoral degree	361	362	372	379	471	518	456
BSU	36	32	45	53	53	58	60
ISU	160	154	167	163	193	196	192
LCSC							
UI	165	176	160	163	225	264	204
Two-year institution	3,778	4,024	4,190	5,131	5,132	5,495	5,240

Fiscal Year	FY17	FY18	FY19	FY20	FY21	FY22	FY23
[1]Certificate of <1 academic year	398	503	459	531	482	571	436
CEI	0	0	1	0	6	3	0
CSI	82	142	133	162	154	272	144
CWI	259	274	253	256	222	206	202
NIC	57	77	65	105	85	67	89
[2]Certificates of ≥1 academic year	917	1,142	1,284	2,039	1,964	2,041	1,962
CEI	107	119	104	109	102	97	105
CSI	148	152	146	129	147	134	139
CWI	240	337	451	1,197	1,086	1,260	1,096
NIC	422	534	583	604	629	550	622
[3]Associate degree	2,463	2,379	2,447	2,561	2,685	2,880	2,840
CEI	121	92	141	163	222	263	263
CSI	774	736	795	861	876	943	940
CWI	893	891	861	917	913	1,009	962
NIC	675	659	650	619	676	665	675
[4]Bachelor's degree					1	3	2
CSI					1	3	2
Percent of first-time, full-time freshman graduating within 100% of time							
Four-year institution	23.33%	24.76%	27.44%	31.63%	33.64%	33.36%	coming
Bachelor's or equivalent seeking cohort	25.88%	27.49%	29.94%	35.05%	37.03%	36.14%	coming
BSU	25.97%	27.00%	29.69%	33.68%	35.79%	34.58%	coming
ISU	25.58%	28.71%	30.63%	38.15%	39.68%	39.33%	coming
LCSC	15.97%	16.31%	19.59%	19.28%	23.81%	19.19%	coming
UI	16.39%	15.14%	21.07%	18.14%	24.21%	21.43%	coming
Degree/certificate-seeking cohort	35.41%	37.13%	38.17%	40.63%	41.13%	41.04%	coming
BSU	25.67%	28.73%	30.56%	38.14%	39.68%	39.31%	coming
Two-year institution	25.67%	28.73%	30.56%	38.14%	39.68%	39.31%	coming
Degree/certificate-seeking cohort	14.29%	15.28%	19.03%	18.62%	22.06%	22.97%	coming
CEI	14.29%	15.28%	19.03%	18.62%	22.06%	22.97%	coming
CSI	46.27%	58.33%	48.51%	31.67%	40.80%	32.67%	coming
CWI	14.52%	15.42%	20.33%	21.66%	30.72%	30.90%	coming
NIC	9.03%	10.55%	12.17%	14.17%	15.70%	14.48%	coming
	16.80%	16.40%	20.21%	18.66%	17.39%	23.23%	coming
Percent of first-time, full-time freshman graduating within 150% of time or less (2yr and 4yr)							
Four-year institution	36.72%	39.97%	41.12%	43.14%	44.01%	46.36%	coming
Bachelor's or equivalent seeking cohort	42.23%	45.91%	47.67%	48.66%	49.75%	52.51%	coming
BSU	42.23%	45.91%	47.67%	48.66%	49.75%	52.51%	coming
ISU	43.42%	45.77%	50.30%	53.75%	53.00%	58.81%	coming
LCSC	28.85%	31.77%	34.49%	32.65%	36.10%	34.01%	coming
UI	28.17%	34.49%	35.25%	34.13%	35.79%	29.41%	coming
Two-year institution	54.86%	59.30%	55.97%	59.40%	59.06%	60.78%	coming
Degree/certificate-seeking cohort	21.60%	25.05%	26.06%	29.64%	29.96%	32.45%	coming
CEI	21.60%	25.05%	26.06%	29.64%	29.96%	32.45%	coming
CSI	53.33%	53.73%	58.33%	55.97%	46.15%	44.29%	coming
CWI	26.49%	26.73%	30.68%	35.21%	35.53%	43.87%	coming
NIC	11.82%	20.02%	20.26%	22.71%	24.67%	26.51%	coming
	23.12%	27.04%	25.48%	28.14%	28.28%	25.31%	coming
Percent of new degree-seeking freshmen completing a gateway math course within two years							
Four-year institution	49.61%	53.35%	60.53%	62.56%	65.40%	64.73%	67.01%
	69.38%	72.28%	80.99%	80.24%	81.23%	83.38%	83.12%

Fiscal Year	FY17	FY18	FY19	FY20	FY21	FY22	FY23
BSU	77.14%	79.83%	86.59%	86.79%	85.93%	85.68%	85.39%
ISU	66.45%	65.97%	68.45%	67.73%	70.62%	73.24%	75.66%
LCSC	48.24%	52.08%	48.63%	36.48%	44.42%	52.43%	54.92%
UI	69.70%	70.79%	88.83%	89.81%	93.30%	91.72%	88.17%
Two-year institution	25.59%	27.91%	34.11%	38.83%	42.12%	40.81%	44.52%
CEI	29.32%	49.51%	52.03%	59.29%	70.37%	70.93%	69.85%
CSI	29.42%	33.91%	40.86%	47.80%	50.19%	50.46%	52.33%
CWI	17.31%	18.37%	24.42%	26.83%	31.30%	29.52%	32.44%
NIC	50.09%	53.73%	53.22%	59.38%	52.50%	52.29%	58.35%

Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting.

	21.57%	22.38%	24.02%	23.70%	22.77%	23.00%	23.78%
Four-year institution	27.52%	28.48%	30.12%	31.32%	30.31%	29.55%	30.14%
BSU	23.94%	23.86%	26.50%	28.68%	28.30%	27.88%	29.64%
ISU	24.32%	23.90%	23.77%	25.80%	23.69%	25.26%	21.57%
LCSC	25.03%	38.02%	30.58%	32.53%	28.66%	26.25%	26.19%
UI	37.67%	37.18%	43.69%	41.97%	41.84%	38.55%	39.35%
Two-year institution	7.74%	8.33%	9.22%	8.19%	7.83%	8.19%	8.74%
CEI	12.10%	7.99%	8.12%	5.89%	3.62%	9.80%	12.46%
CSI	10.67%	13.17%	13.99%	14.90%	12.70%	13.02%	13.44%
CWI	3.09%	3.89%	4.78%	4.05%	4.11%	3.48%	3.58%
NIC	9.94%	10.28%	10.54%	9.86%	10.20%	10.24%	11.23%

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.

	44.00%	44.73%	45.61%	47.00%	46.63%	48.29%	50.80%
Four-year institution	51.68%	52.80%	53.02%	54.06%	53.99%	56.87%	57.83%
English	68.89%	73.76%	74.98%	73.12%	69.38%	69.57%	69.03%
BSU	83.03%	87.46%	87.27%	87.13%	84.83%	78.93%	80.84%
ISU	77.19%	72.95%	74.04%	68.28%	59.66%	63.92%	67.82%
LCSC	43.01%	63.18%	71.98%	67.77%	60.52%	62.45%	61.51%
UI	69.64%	70.09%	63.25%	74.24%	68.95%	71.01%	65.05%
Math	46.16%	45.48%	43.51%	44.37%	48.37%	50.51%	52.50%
BSU	58.41%	57.42%	55.80%	56.69%	59.64%	65.08%	63.47%
ISU	28.76%	20.28%	23.04%	22.08%	28.53%	38.39%	46.81%
LCSC	39.95%	47.48%	44.35%	44.02%	45.22%	43.56%	44.44%
UI	47.31%	52.88%	52.83%	57.28%	52.36%	56.60%	48.32%
Two-year institution	36.71%	36.70%	38.84%	40.04%	40.43%	41.61%	45.25%
English	63.13%	56.89%	60.50%	63.30%	59.43%	56.74%	67.00%
CEI	69.23%	85.71%	78.13%	75.95%	74.29%	70.00%	71.08%
CSI	79.49%	71.74%	77.78%	72.55%	70.56%	68.45%	71.29%
CWI	70.47%	66.96%	73.32%	73.65%	69.58%	64.20%	64.62%
NIC	30.92%	30.51%	22.73%	29.92%	21.07%	24.00%	69.71%
Math	25.85%	30.35%	31.14%	32.35%	34.32%	36.86%	37.18%
CEI	50.00%	39.04%	39.66%	45.69%	48.65%	64.50%	63.79%
CSI	41.30%	47.95%	47.59%	43.18%	47.83%	50.59%	44.00%
CWI	16.83%	22.00%	23.08%	26.73%	25.24%	25.04%	29.77%
NIC	22.77%	27.96%	27.33%	27.46%	30.87%	30.57%	35.48%

Fiscal Year	FY17	FY18	FY19	FY20	FY21	FY22	FY23
Percent of dual credit students who graduate high school with an Associate's degree	1.90%	1.43%	1.40%	1.70%	2.28%	3.60%	3.75%

2023 TRANSFER CREDIT REPORT, PURSUANT TO SECTION 33-3729, IDAHO CODE

	Credits Submitted	Credits transcribed	Share of credits submitted that were transcribed	Credits transcribed on degree seeking students	Credits Applied toward degree	Share of transcribed credits applied toward degree
<i>Four-Year Institutions</i>						
BSU	290,081	290,081	100%	290,081	259,079	89%
ISU	166,307	166,307	100%	165,717	143,461	87%
LCSC	85,687	65,328	76%	65,328	43,236	66%
UI	59,269	56,649	96%	56,649	46,018	81%
<i>Two-Year Institutions</i>						
CEI	23,256	13,123	56%	13,123	7,192	55%
CSI	25,842	25,842	100%	21,181	13,509	64%
CWI	32,604	32,604	100%	32,604	24,739	76%
NIC	39,294	32,138	82%	30,895	19,491	63%
Grand Total	722,340	682,072	94%	675,578	556,725	82%

Pursuant to Section 33-3729(5), Idaho Code, Institutions shall report annually to the state board of education the number of credits that were requested to be transferred, the number of credits transferred, the number of credits that were not applied toward certificate or degree progress, including those credits that transferred as electives over the amount needed for certificate or degree progress, and such other information requested by the state board of education.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
OCTOBER 19, 2023**

TAB	DESCRIPTION	ACTION
1	BOARD POLICY III.N. STATEWIDE GENERAL EDUCATION – SECOND READING	Action Item
2	BOARD POLICY III.W. HIGHER EDUCATION RESEARCH – SECOND READING	Action Item
3	BOARD POLICY III.Z. PLANNING AND DELIVERY OF POSTSECONDARY PROGRAMS AND COURSES – SECOND READING	Action Item
4	MILITARY GENERAL EDUCATION CROSSWALK UPDATE	Information Item
5	ANNUAL REMEDIATION REPORT	Information Item
6	ENGINEERING & COMPUTER SCIENCE NEEDS ASSESSMENT & GAP ANALYSIS	Information Item
7	ESTABLISHED PROGRAM TO STIMULATE COMPETITIVE RESEARCH (EPSCor) ANNUAL REPORT	Information Item

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
OCTOBER 18 - 19, 2023**

SUBJECT

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

REFERENCE

October 2020	The Board approved the first reading of proposed amendments to Board Policy III.N. designating the Executive Director or designee as chair of the GEM Committee.
December 2020	The Board approved the second reading of proposed amendments to Board Policy III.N.
August 2021	The Board approved the first reading of proposed amendments to Board Policy III.N. expanding membership of the GEM Committee to representatives from digital learning, dual credit, and open education. This included amendments to GEM competency areas.
October 2021	The Board approved the second reading of proposed amendments to Board Policy III.N.
December 2022	The Board approved the first reading of proposed amendments to Board Policy III.N that changed the GEM Oral Communication requirement from a minimum of 2 to a minimum of 3 credits and the institutionally-designated credits from a minimum of 6 to a minimum of 5.
February 2023	The Board approved the second reading of proposed amendments to Board Policy III.N
August 2023	The Board approved the first reading of proposed amendments to Board Policy III.N. to allow institutions to propose specialized baccalaureate degree programs that require fewer than 36 general education credits in rare instances.

APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.N. and III.V.
Idaho Code § 33-3729

BACKGROUND/DISCUSSION

Board Policy III.N., General Education, outlines the statewide General Education Framework, which provides guidance to Idaho’s public institutions in identifying courses that meet the General Education Matriculation (GEM) competencies for the facilitation of seamless credit transfer for students. The Framework establishes 36 credits of general education for Associate of Arts, Associate of Science, and baccalaureate degrees. The proposed amendment to this policy creates space for carefully-designed, transfer-specific associate degrees that include fewer general

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
OCTOBER 18 - 19, 2023

education courses at the associate degree level.

Associate degree general education requirements are established to improve transferability for community college students because it ensures that they are ready to move into their majors after transferring to a four-year institution. However, in some limited cases, a student enrolled at a four-year institution has more flexibility to spread some of their general education over their degree experience while also beginning their major requirements earlier, while a community college student in the same degree track might not. For example, students who are completing an associate degree at a two-year institution with the intent to transfer into an engineering program at a four-year institution cannot get started as quickly on their math and science courses because they must complete all general education requirements. If the same student were to begin at a four-year institution on an engineering degree, they would take some general education and some major-specific courses from their first semester in college. This results in a community college student spending an additional semester or two in college after they have transferred, and it also makes their last two years of college even more challenging than it is for the traditional four-year students (because they have to exclusively complete major courses). This policy will create more parity between four-year and two-year students within specialized degree programs with careful articulation agreements (often called 2+2 agreements).

IMPACT

Approval of the proposed amendments will create a transfer-friendly experience for community college students who intend to matriculate into specialized degrees at four-year institutions.

ATTACHMENTS

Attachment 1 - Board Policy III.N., Statewide General Education – Second Reading

BOARD STAFF COMMENTS AND RECOMMENDATIONS

There were no edits to proposed changes between first and second readings. Staff recommends approval.

BOARD ACTION

I move to approve the second reading of proposed amendments to Board Policy III.N., Statewide General Education, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES**

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: N. Statewide General Education

FebruaryOctober 2023

In our rapidly-changing world, students need to understand how knowledge is generated and created. They need to adapt to new opportunities as they arise as well as effectively communicate and collaborate with increasingly diverse communities and ways of knowing. In combination with major coursework, general education curriculum prepares students to use multiple strategies in an integrative manner to explore, critically analyze, and creatively address real-world issues and challenges. General education coursework provides students with an understanding of self, the physical world, and human society—its cultural and artistic endeavors as well as an understanding of the methodologies, value systems, and thought processes employed in human inquiries. General education helps instill students with the personal and civic responsibilities of good citizenship, and prepares them to be adaptive, life-long learners.

This policy shall apply to the University of Idaho, Boise State University, Idaho State University, Lewis-Clark State College, College of Eastern Idaho, College of Southern Idaho, College of Western Idaho, and North Idaho College (hereinafter “institutions”).

1. The state of Idaho’s general education framework for Associate of Arts, Associate of Science, and Baccalaureate degrees, outlined below in Figure 1, shall be:
 - a. Thirty-one (31) credits or more of the general education curricula must fit within the general education Matriculation (GEM) competency areas defined in subsection 4 of this policy, and
 - b. Five (5) or more credits of the general education curricula, which are reserved for institutions to address the specific mission and goals of the institution. For this purpose, institutions may create new competency areas or they may choose to count additional credits from GEM competencies. Regardless, these institutionally designated credits must have learning outcomes linked to Association of American Colleges and Universities (AAC&U) Essential Learning Outcomes.

2. The intent of the general education framework is to:
 - a. Establish statewide competencies that guide institutions’ determination of courses that will be designated as GEM courses
 - b. Establish shared rubrics that guide course/general education program assessment; and
 - c. Create a transparent and seamless transfer experience for undergraduate students.

3. There are six (6) GEM competency areas. The first two (2) emphasize integrative skills intended to inform the learning process throughout general education and

major. The final four (4) represent ways of knowing and are intended to expose students to ideas and engage them in a broad range of active learning experiences.

The GEM competency areas are as listed:

- a. Written Communication
- b. Oral Communication
- c. Mathematical Ways of Knowing
- d. Scientific Ways of Knowing
- e. Humanistic and Artistic Ways of Knowing
- f. Social and Behavioral Ways of Knowing

4. GEM courses in each area shall include the following competencies:

a. Written Communication

Upon completion of a course in this category, students are able to demonstrate the following competencies:

- i. Use flexible writing process strategies to generate, develop, revise, proofread, and edit texts.
- ii. Adopt strategies and genre appropriate to the rhetorical situation.
- iii. Use inquiry-based strategies to conduct research that explores multiple and diverse ideas and perspectives, appropriate to the rhetorical context.
- iv. Use rhetorically appropriate strategies to evaluate, represent, and respond to the ideas and research of others.
- v. Address readers' biases and assumptions with well-developed evidence-based reasoning.
- vi. Use appropriate conventions for integrating, citing, and documenting source material.
- vii. Read, interpret, and communicate key concepts in writing and rhetoric.

b. Oral Communication

Upon completion of a course in this category, students are able to demonstrate the following competencies:

- i. Research, discover, and develop information resources and structure spoken messages to increase knowledge and understanding.
- ii. Research, discover, and develop evidence-based reasoning and persuasive appeals for ethically influencing attitudes, values, beliefs, or behaviors.
- iii. Adapt spoken messages to the diverse personal, ideological, and emotional needs of individuals, groups, or contexts.
- iv. Employ effective spoken and nonverbal behaviors that support communication goals and illustrate self-efficacy.
- v. Listen in order to effectively and critically evaluate the reasoning, evidence, and communication strategies of self and others.

- vi. Demonstrate knowledge of key theories, perspectives, principles, and concepts in the Communication discipline, as applied to oral communication.

- c. **Mathematical Ways of Knowing**
Upon completion of a course in this category, a student is able to demonstrate the following competencies:
 - i. Interpret mathematical concepts.
 - ii. Represent information/data.
 - iii. Use appropriate strategies/procedures when solving mathematical problems.
 - iv. Draw reasonable conclusions based on quantitative information.

- d. **Scientific Ways of Knowing**
Upon completion of a non-lab course in this category, a student is able to demonstrate competencies i-iv. A student is able to demonstrate all five competencies, i-v, upon completion of a lab course.
 - i. Apply foundational knowledge and models of a discipline in the physical or natural sciences to analyze and/or predict phenomena.
 - ii. Apply scientific reasoning to critically evaluate assertions.
 - iii. Interpret and communicate scientific information via written, spoken and/or visual representations.
 - iv. Describe the relevance of specific scientific principles to the human experience.
 - v. Test a hypothesis in the laboratory or field using discipline-specific tools and techniques for observation, data collection and analysis to form a defensible conclusion.

- e. **Humanistic and Artistic Ways of Knowing**
Upon completion of a course in this category, students are able to demonstrate at least five (5) of the following competencies:
 - i. Recognize and describe humanistic, historical, or artistic works within problems and patterns of the human experience.
 - ii. Distinguish and apply methodologies, approaches, or traditions specific to the discipline.
 - iii. Differentiate formal, conceptual, and technical elements specific to the discipline.
 - iv. Analyze, evaluate, and interpret texts, objects, events, or ideas in their cultural, intellectual or historical contexts.
 - v. Interpret artistic or humanistic works through the creation of art, language, or performance.
 - vi. Develop critical perspectives or arguments about the subject matter, grounded in evidence-based analysis.

- vii. Demonstrate self-reflection, widened perspective, and respect for diverse viewpoints.

- f. **Social and Behavioral Ways of Knowing**
Upon completion of a course in this category, students are able to demonstrate all five (5) of the following competencies.
 - i. Demonstrate knowledge of the theoretical and conceptual frameworks of a particular Social Science discipline.
 - ii. Describe self and the world by examining the dynamic interaction of individuals, groups, and societies as they shape and are shaped by history, culture, institutions, and ideas.
 - iii. Utilize Social Science approaches, such as research methods, inquiry, or problem-solving, to examine the variety of perspectives about human experiences.
 - iv. Evaluate how reasoning, history, or culture informs and guides individual, civic, or global decisions.
 - v. Identify the impact of the similarities and differences among and between individuals, cultures, or societies across space and time.

5. General Education Requirements

- a. This subsection applies to Associate of Arts, Associate of Science, and Baccalaureate degrees. For the purpose of this policy, disciplines are indicated by course prefixes.

General education curricula must reflect the following credit distribution:

Competency Area	Minimum Credits
Written Communication	6
Oral Communication	3
Mathematical Ways of Knowing	3
Scientific Ways of Knowing	7 (from two different disciplines with at least one laboratory or field experience)
Humanistic and Artistic Ways of Knowing	6 (from two different disciplines)
Social and Behavioral Ways of Knowing	6 (from two different disciplines)
Institutionally-Designated Credits	5

- i. GEM courses are designed to be broadly accessible to students regardless of major, thus college-level and non-GEM pre-requisites to GEM courses should be avoided unless deemed necessary by the institution.

- ii. Additional GEM courses, beyond the general education curricula, may be required within the major for degree completion.

b. In rare instances, a specialized associate degree program might better serve students by distributing general education requirements differently than those listed above. Proposals for such programs shall be submitted to the Board office for review and approval on a case-by-case basis. Proposals must describe the demonstrable benefits that the alternative general education distribution will have for transfer students, the institutions' plans for additional advising, and any other information that will demonstrate how students will not be harmed by this alternative structure.

b-c. This subsection pertains to Associate of Applied Science (AAS) degrees.

The general education curricula for the AAS degree must contain a minimum of fifteen (15) credits, so distributed in the following areas:

Competency Area	Minimum Credits
Written Communication	3
Oral Communication	3
Mathematical Ways of Knowing	3
Social and Behavioral Ways of Knowing	3
Any general education course including institutionally designated courses	3

d. GEM courses and institutionally designated courses shall transfer as meeting an associated general education competency requirement at any institution pursuant to Board policy Section III.V.

6. Governance of the General Education Program and Review of Courses

- a. GEM courses are developed by faculty and approved via the curriculum approval process of the institution delivering the courses. Faculty discipline groups representing all institutions shall meet at least annually or as directed by the Board, to ensure consistency and relevance of general education competencies and courses approved for their respective GEM competency areas.
- b. Common Course Indexing is developed for courses offered within the GEM framework to provide greater transparency and seamlessness within transfer processes at Idaho's postsecondary institutions. Common-indexed courses are accepted as direct equivalents across institutions for transfer purposes. Common course indexing shall include common course prefix, common course number, common course title, and common GEM discipline area designation. The common

course number shall be three digits in sequence, but can be preceded by a single digit if four numbers are utilized by the institution (x####).

The common course list shall be approved by the Board on an annual basis and shall be maintained by the Board office. Changes to the list may be proposed by faculty discipline groups to the General Education Matriculation Committee. Proposed additions or removal of courses on the common course list must be reviewed by the General Education Matriculation Committee prior to Board approval. The request to remove a common-indexed course from an institution's academic catalog must be approved by the Board. The request to discontinue a course must be submitted in writing by the institution to the Board office. The request shall be submitted no less than a year in advance and provide rationale for the inability to offer the course.

- c. The General Education Matriculation (GEM) Committee shall consist of a Board-appointed representative from each of the institutions, from the Division of Career Technical Education, from the Idaho Registrars Council, from the digital learning community, from the dual credit community, from the open education community; and the Executive Director of the Board, or designee, who shall serve as the chair of the committee. To ensure alignment with AAC&U Essential Learning Outcomes and subsection 1, the Committee shall meet at least annually to review the competencies and rubrics of the general education framework. The Committee shall make recommendations to the Board regarding the general education framework and the common course list. The Committee shall review and make recommendations on the general education competencies as necessary. GEM Committee duties are prescribed by the Board, including those that may involve addressing issues related to competency areas and course offerings. The GEM Committee reports to the Council on Academic Affairs and Programs.
- d. The institutions shall identify all general education courses in their curricula and identify them in a manner that is easily accessible by the public via their respective websites, as well as relevant web resources maintained by the Board office.

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
OCTOBER 18 - 19, 2023

SUBJECT

Board Policy III.W. Higher Education Research – Second Reading

REFERENCE

June 17, 2010	Board approved a second reading to Board Policy III.W. Higher Education Research
August 11, 2011	Board approved first reading to Board Policy III.W. Higher Education Research
October 20, 2011	Board approved a second reading to Board Policy III.W. Higher Education Research
March 23, 2012	Board approved Higher Education Research Council IGEM Program Guidelines
October 10, 2014	Board approved an amendment to the Center for Advanced Energy Studies (CAES) Tenant Use Agreement and Consortium Agreement, adding the University of Wyoming and directed BSU, ISU, and UI to report annual to Board on institution related CAES activities through the Higher Education Research Council.
December 15, 2016	Board approved first reading of Board Policy III.W., adding the IGEM Funding requirements, amending the post award accountability requirements for all funded programs, and adding the CAES reporting requirements.
February 16, 2017	Board approved a second reading of Board Policy III.W.
June 15, 2022	Board approved the Higher Education Research Strategic Plan for 2023-2027
August 8, 2023	Board approved the first reading of Board Policy III.W. establishing clearer alignment with the vision, mission, and structure of the Higher Education Research Council.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.W., Higher Education Research Council Policy

BACKGROUND/DISCUSSION

The Higher Education Research Council (HERC) has worked to align its vision, mission, and structure more closely with the newly adopted 2023-2027 Higher Education Research Strategic Plan. The amendments include an update to the purpose and coverage of the policy, removal of the research philosophy section (which will be moved to HERC's bylaws), clarification about which funding programs are required versus optional, inclusion of undergraduate research as a required funding program, removal of specific reporting criteria/procedures with direction for HERC to establish as needed, and updates to the organizational

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
OCTOBER 18 - 19, 2023

structure of the Council. The amendments also remove the University of Wyoming as one of the partners of the Center for Advanced Energy Studies (CAES), as this institution withdrew from the collaboration in 2022. The Memorandum of Understanding establishing CAES in collaboration with the Idaho National Laboratory (INL) was last amended by the Board at a special meeting in October 2014. With Wyoming's withdrawal from CAES, the memorandum will need to be updated.

IMPACT

Approval of the amendments to Board Policy III.W. will establish clearer alignment between the vision, mission, and structure of HERC with the newly adopted 2023-2027 Higher Education Research Strategic Plan. The amendments also provide more flexibility to the Council in administering state research funds to achieve the goals of the Strategic Plan.

ATTACHMENTS

Attachment 1 – Board Policy III.W., Higher Education Research – Second Reading

STAFF COMMENTS AND RECOMMENDATIONS

No changes were made between first and second readings. Staff recommends approval.

BOARD ACTION

I move to approve the second reading of Board Policy III.W., Higher Education Research as submitted in Attachment 1, and to direct staff to work with INL to develop any necessary updates to the CAES MOU and bring proposed updates to the Board for its consideration.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: W. Higher Education Research ~~February 2017~~ October 2023

1. Higher Education Research Council

~~a. Purpose and Coverage~~

~~b.a.~~

~~Idaho's universities seek to be a driving force in innovation, economic development and enhanced quality of life in the State of Idaho through nationally and internationally lauded research programs in strategic areas. By developing and leveraging the State's unique research expertise and strengths, Idaho's universities will serve as catalyst and engine to spur the creation of new knowledge, technologies, products and industries. This in turn will lead to new advances and opportunities for economic growth and enhance the State's reputation as a national and international leader in excellence and innovation.~~

The Higher Education Research Council ~~of the Idaho State Board of Education~~ (HERC) provides guidance ~~to Boise State University, Idaho State University, Lewis Clark State College and the University of Idaho~~ the Idaho State Board of Education ~~in establishing and maintaining for~~ a statewide collaborative effort to drive innovation and economic development in Idaho through research and creative activity and to help Idaho become a research destination. ~~accomplish these goals and objectives.~~ In addition, HERC ~~provides direction for and oversees~~ manages the use of ~~financial~~ the limited resources of the State of Idaho provided to the Board by the Legislature for research by the purpose of promoting research activities that will have the greatest beneficial effect on the quality of education and the economy of the State. HERC also oversees ~~the~~ implementation of ~~the higher education research this policy~~ policy, and ~~of the Board will be the duty and responsibility of HERC.~~ HERC shall report annually to the Board on a schedule and in a format established by the Executive Director or designee.

~~c. The Role of Research in Higher Education~~

~~Research is the creative search for and application of new knowledge.~~

~~i. Philosophical Statements and Guiding Principles~~

~~The significant role science, technology and other research play in statewide economic development is also accompanied by a demand for the scrutiny of publicly funded research, accountability, and attention to the management of ethical, legal, and safety issues associated with academic research. To fulfill this role, HERC will direct and oversee the development, implementation, and~~

~~monitoring of a statewide strategic plan for research. The development of a statewide strategic plan for research will assist in the identification of general research areas that will enhance the economy of Idaho via partnering between academia, industry, and/or government. HERC will facilitate this partnering and interaction among business, industry and the public sector with science, engineering and other research faculty.~~

~~This Policy is designed to assist the public baccalaureate and post-baccalaureate institutions in addressing these areas via appropriate research activities through:~~

- ~~1) individual and multi-disciplinary research projects;~~
- ~~2) extensive and rapid dissemination of the new knowledge and establishment of knowledge networks which would facilitate public, private, and academic institution interaction; and~~
- ~~3) collaborative relationships between academia and varied shareholders outside the academy.~~

~~The guiding principles are:~~

- ~~1) to maximize impact on the quality of education and economic development as a consequence of Idaho's investment in quality science, engineering, and other research.~~
- ~~2) to ensure accountability for the state's investment via demonstrable results.~~

~~ii. Support of research activities with public funds is important because:~~

- ~~1) Research is important in the education of students at all levels.~~
- ~~2) Research plays an important role in maintaining and enhancing faculty quality.~~
- ~~3) Academic research contributes to economic development.~~

~~iii. The Board desires to increase the quality and quantity of research and to encourage continued public and private support of research in Idaho through application of the following principles:~~

~~The quality and quantity of academic research produced is extremely dependent upon the research infrastructure.~~

~~Faculty at Idaho's baccalaureate and post-baccalaureate institutions will be eligible to compete for research funds.~~

~~iv. The development and implementation of a statewide strategic plan for research is a vehicle for identification of research objectives and areas.~~

d.b. SSpecific Funding Programs to Strengthen Research in Idaho

The Board recognizes ~~that talent exists on all of the campuses and~~ the importance of permitting competition for research support and initiation of funds at all institutions~~the postsecondary institutions under the Board's governance.~~ Therefore, ~~the Board~~HERC shall ~~will use the following criteria support the following required in allocating funds for~~ research activities ~~and may choose to support the following optional research activities through allocation of state funds:- under this policy at the various institutions.~~

~~Additionally, any condition set forth in the legislative appropriation for these research programs must be demonstrably met by the programs and/or projects that are to receive the appropriation.~~

i. Infrastructure Funding (Required)

A portion of the competitive research funding ~~should~~shall be distributed to the state's ~~baccalaureate and post-baccalaureate~~four-year institutions to support their science, engineering, and other research infrastructure. Distribution of these funds shall~~will~~ be made according to guidelines approved by HERC. These funds ~~should~~shall be reserved for library support essential to research, graduate research assistantships, ~~post-doctoral~~post-doctoral fellows, technician support, maintenance contracts, research equipment, competitively awarded summer research support, startup funds for new hires, and incentives to reward faculty for their research achievements.

ii. Targeted Research Funding (Optional)

Faculty members at the ~~state's baccalaureate and post-baccalaureate~~ institutions shall~~will~~ have an opportunity to submit research project proposals for review under ~~this program~~ competitive grant program.

- 1) All projects selected for funding under this program will demonstrate the potential for economic benefit or cost savings for the State.
- 2) A major focus under this program should be start-up and seed funds that will assist a principal investigator in promoting basic or applied research; competing for external funding; and enhancing technology transfer or commercialization.
- 3) Collaborative research projects are encouraged.

Guidelines for this program shall~~will~~ be established and maintained by HERC, ~~will~~may incorporate an independent peer review, and shall~~will~~ include an evaluation component for commercial applicability for the benefit of the State.

iii. Research Centers Funding (Optional)

Many important research advances are made through focused research centers. These centers should involve several faculty members from multiple institutions in conjunction with the necessary research equipment and support personnel. The funds needed to establish centers of this type should be adequate to create a critical research mass for multiple years leading to research center sustainability. State funding should be supplemented by non-state matching funds.

iv. State Matching Awards (Required)

~~Under this program~~ State funds ~~would~~ shall be available to match those awarded by non-state sources by using an external peer review process. Examples of matching entities for the state matching funds ~~would be~~ include:

- 1) Federal Agencies
- 2) EPSCoR projects e.g., National Science Foundation, National Institute of Health, Department of Energy, Department of Defense, National Aeronautics and Space Administration, etc.
- 3) Foundations
- 4) Business and Industry
- 5) Other, as determined by the Board on recommendation from HERC

v. Idaho Global Entrepreneurial Mission Funding (Required)

Funding under this program ~~will~~ shall be awarded for competitive state university research in support of the goals of the Idaho Global Entrepreneurial Mission (IGEM) initiative (pursuant to H659, Section 5 (2012)). These funds are to be used as seed funding for strengthening Idaho's future by strategically investing in the development of expertise, products, and services which result in state economic growth.

Selected project proposals will be in alignment with the statewide higher education research strategic plan and will leverage the talents and expertise of Idaho's higher education research activities and the private sector to further the economic vitality of the state; create a platform to facilitate and accelerate the transfer of technology out of Idaho's public ~~state~~ research facilities and into the private sector; and create new ideas, products and companies that will lead to higher-paying jobs and a strong economic foundation for Idaho.

Priority ~~shall~~ will be granted to those proposals that can show a strong collaborative effort between institutions as well as the private sector or exhibit high potential for near term technology transfer to the private sector.

Further guidelines for this program ~~shall~~ will be established by HERC, ~~and~~ may ~~will~~ incorporate an independent peer review of proposals, and shall

include an evaluation component for identifying the project success and economic benefit to the State. Performance measures established for project post-award accountability will be specific, objective, measurable and realistic. Awards may span multiple years, but ~~shall~~will be evaluated for effectiveness annually.

vi. Undergraduate Research Funding (Required)

A portion of the competitive research funding shall be distributed to the institutions to support undergraduate research activity and the Idaho Conference on Undergraduate Research. Undergraduate research funds may be distributed to the community colleges. Distribution of these funds shall be made according to guidelines approved established by HERC.

e.c. Post-Award Accountability

Any project receiving funding through any of the previously described Board sponsored programs will be required to report annually on the quality, relevance, and impact of the project. ~~Reporting measures may include such items as:~~

Quality

~~Presentations at professional meetings and conferences;
Patents awarded or pending;~~

Relevance

~~Importance of project to Idaho industries;
External funding earned as a result;
Citations;
Programmatic impacts;~~

Impact

~~Number of undergraduate and graduate students involved;
Number of faculty involved;
Collaborations between universities and industries of Idaho;
Problem resolution;
Economic benefits.~~

Additionally, any condition set forth in the legislative appropriation for these research programs must be demonstrably met by the programs and/or projects that are to receive the appropriation.

Specific criteria and Reporting procedures ~~shall~~will be established and administered through HERC.

f.d. Responsibilities and Membership of the Higher Education Research Council

In order to advise the Idaho State Board of Education on the implementation of the above strategiesactivities, HERC will report to the Board through the Instruction, Research and Student Affairs Committee. ~~The assigned responsibilities of HERC will include the following~~HERC shall be assigned the following specific responsibilities:

- i. Direct and oversee the development of a 5-year higher education statewide strategic plan for research;
- ii. Direct and oversee the use of Legislatively funds appropriated funds to the Board for higher education research;
- iii. Determine and distribute to all interested parties the guidelines for submission of proposals under the competitive programs;
- iv. Organize the review procedures for proposals submitted under the guidelines mandated;
- ~~v.~~ Monitor the productivity quality, relevance, and impact of each funded project to warrant continued funding and to provide accountability.

The membership of HERC shall consist of:

- i. the ~~V~~vice Ppresidents of ~~R~~research from Boise State University, Idaho State University, and the University of Idaho and a representative ~~of from~~ Lewis-Clark State College;
- ii. a representative ~~of from the~~ Idaho National Laboratory (INL); and
- iii. three non-institutional representatives, with consideration of geographic, private industry involvement and other representation characteristics.

The Board shall appoint the three non-institutional representatives and the representative from INL. The three non-institutional representatives shall be appointed for no more than two (2) three-year terms that are initially staggered to provide a rolling renewal of appointments. ~~Thereafter, appointments shall be for three years. The appointments of the representative of INL shall be subject to approval of the Board.~~ All members of HERC shall have equal voting privileges.

~~One (1) of the Vice Presidents of Research shall serve as chair of the Council, with a new chair selected each academic year such that the chair shall rotate among the Vice Presidents of Research. No Vice President of Research shall serve as chair of the Council for more than three (3) consecutive terms.~~

Executive Committee:

The Council shall have an The Executive Committee that shall includes a chair, a chair-elect, and a non-institutional representative who is a member of the Council. The chair and chair-elect shall rotate annually among the V~~ice P~~presidents of R~~research~~ at the universities and the representative from Lewis-Clark State College. No chair shall serve for more than three (3) consecutive

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 23, 2023**

ATTACHMENT 1

terms. The non-institutional representative shall be nominated by another non-institutional representative of the Council and shall serve no more than (1) consecutive term on the Executive Committee. Terms of office shall be based on the fiscal year.~~consist of the three Vice Presidents of Research.~~

~~g.e.~~ Nominating Process for Non-Institutional Members

HERC shall nominate non-institutional candidates for membership for Board consideration. The list of candidates, including letters of interest and biographical information, must be forwarded to the Board for consideration not less than 60 days prior to expiration of the term of a committee member, or within 30 days after any vacancy.

i. Incumbent Reappointment of Non-Institutional Members

If the incumbent candidate is interested in reappointment and is eligible to continue serving based on HERC's current membership structure, the incumbent will provide, in writing his, or her interest for reappointment, which will be reviewed by the Executive Committee and, if approved, forwarded to the Board for consideration.

ii. Open Appointment of Non-Institutional Members

- 1) HERC members shall solicit nominations with consideration given to geographic, private industry involvement, and other representation characteristics.
- 2) Each nominee must provide a written statement expressing his or her interest in becoming a member of HERC. Each nominee must also provide a description of his or her qualifications, and must identify his or her primary residence.
- 3) HERC will review all nominations for the vacant position and will forward the qualified candidates with recommendations to the Board for consideration.

The Board may, after a review of nominee's pursuant to the process described herein, consider other candidates for HERC membership identified by the Board or its staff.

The Vice Presidents for Research at the universities are de-facto shall serve as ex-officio members of the Council by virtue of their positions and do not require nomination or Board approval. The representative from Lewis-Clark State College shall be determined-nominated by the President of the college, and does not require nomination or subject to Board approval. The

representative from INL shall be determined by the Laboratory Director and does not require nomination, but does require Board approval.

2. Established~~experimental~~ Program to Stimulate Competitive Research (EPSCoR)

a. Overview

The Established~~experimental~~ Program to Stimulate Competitive Research (EPSCoR) represents a federal-state partnership to enhance the science and engineering research, education, and technology capabilities of states that traditionally have received smaller amounts of federal research and development funds. As a participating state, Idaho EPSCoR shall be subject to federal program requirements and policy established by the Idaho State Board of Education (Board). The purpose of EPSCoR is to build a high-quality, academic research base to advance science, technology, engineering and mathematics (STEM) to stimulate sustainable improvements in research and development capacity and competitiveness.

b. EPSCoR Mission

Idaho EPSCoR's mission shall be to stimulate systematic and sustainable improvements in Idaho's academic science, technology, engineering and mathematics (STEM) research capabilities for the purpose of establishing nationally prominent research competitiveness in selected areas eligible for support by the National Science Foundation and other federal and private sponsors. It is expected that EPSCoR investments shall harmonize with the research interests of Idaho's public universities, the State of Idaho, and Idaho's industries. The University of Idaho, Idaho State University and Boise State University are Idaho EPSCoR partner institutions.

c. Idaho EPSCoR Committee

Idaho EPSCoR shall be guided by a committee appointed by the Board.

i. Duties and Responsibilities

The Idaho EPSCoR Committee shall serve under the direction of the Board and shall oversee the implementation of the Idaho EPSCoR program and office. The Idaho EPSCoR Committee is responsible for the selection and progress of EPSCoR projects funded by various federal agencies, in accordance with agency-specific guidelines. The committee shall establish policies and procedures to ensure that EPSCoR program goals and objectives are met. These policies and procedures shall be brought to the Board for approval. The committee will carry out the following EPSCoR objectives:

- 1) To catalyze key research themes and related activities within and among EPSCoR jurisdictions that empower knowledge generation, dissemination and application;
- 2) To activate effective jurisdictional and regional collaborations among academic, government and private sector stakeholders that advance scientific research, promote innovation and provide multiple societal benefits;
- 3) To broaden participation in science and engineering by institutions, organizations and people within and among EPSCoR jurisdictions; and
- 4) To use EPSCoR for development, implementation and evaluation of future programmatic experiments that motivates positive change and progression.

ii. Operating Procedures

The committee will meet in person annually, and more often by teleconference to fulfill its duties. Additional meetings may be called by the chair or by request of three (3) or more committee members. The chair will appoint subcommittees as needed. The appointments are subject to review of the entire committee. On a regular basis, the committee shall monitor the activities of the project director and provide direction as necessary.

The project director, under the direction of the chair, prepares the agenda, schedules each meeting of the committee and maintains a written record of the committee's activities.

Membership

Committee membership shall be constituted to provide for geographic, academic, business and state governmental representation. The committee shall consist of sixteen (16) members with voting privileges, composed of the following:

- 1) The Vice President for Research or Chief Research Officer at the University of Idaho, Idaho State University, and Boise State University;
- 2) One member from each chamber of the Idaho state legislature;
- 3) One representative from Idaho National Laboratory;
- 4) One representative from the Idaho Department of Commerce – such individual shall be focused on economic development;
- 5) The remainder shall be representatives of the private sector who have a stake in developing the state's research infrastructure or who have experience in innovation and entrepreneurial activities, applied research and development, management and finance, or community economic development.

In addition, one representative of the Governor's office and one member of the Board shall serve on the committee as ex officio members without voting rights. The member of the Board shall be appointed by the Board President.

iii. Nominating Process

The Idaho EPSCoR Committee will nominate candidates for committee membership for consideration by the Board. The list of candidates must be forwarded to the Board for consideration not less than 60 days prior to expiration of the term of committee member, or within 30 days after any vacancy.

1) Incumbent Reappointment

In the event that the incumbent candidate is interested in reappointment and is eligible to continue serving, the nominating committee shall forward a recommendation to the Board, along with a letter of interest and statement of qualifications for the incumbent. The Board may choose to reappoint the incumbent without soliciting other candidates, thus completing the appointment procedures. If there is no incumbent seeking reappointment, or if the Board chooses not to reappoint an incumbent, the procedures are as outlined in item (2).

2) Open Appointment

a) The EPSCoR committee on behalf of the Board will advertise the vacancy in appropriate state, regional or local publications. Such advertisements will solicit interested persons to apply for the vacant position on the Idaho EPSCoR Committee.

b) Each applicant must provide a written statement expressing his or her interest in becoming a member of the committee. Each applicant must also provide evidence of his or her qualifications, and must identify his or her primary residence.

c) The EPSCoR committee will review all applications for the vacant position and conduct interviews as deemed necessary. The purpose of this review is to identify the most qualified candidates for Board consideration.

d) The EPSCoR committee will forward the qualified candidates, in order of preference, to the Board for consideration. The Board may provide for interviews of the candidates, if needed.

The Board may, after review of the candidates nominated by the committee pursuant to the process described herein, consider other candidates for committee membership identified by the Board or its staff.

iv. Terms of Membership

Committee members shall serve five-year terms with the exception of the Vice Presidents of Research and the non-voting ex-officio members. An incumbent member may be nominated by the committee for re-appointment by the Board, but no member may serve more than three (3) consecutive terms. All terms, regardless of length, shall begin on July 1st and end on June 30th of the year(s) beginning or ending said term. Members who serve by virtue of their position, without terms, are not subject to the term limits and serve at the pleasure of the Board.

Appointments will be staggered to ensure that no more than one-third (1/3) of the appointments will become vacant in any given year. An appointee who has reached the end of his or her term shall remain in service as a committee member until reappointment, or until the appointment of a new member is named and approved by the Board. Officers will be nominated and elected by a vote of the committee.

d. Reporting

The committee shall prepare an annual report to the Board that details all projects by federal agency source, including reports of project progress from associated external Project Advisory Board (PAB).

e. Idaho EPSCoR Office

Within guidelines specified by NSF and this policy, the EPSCoR committee shall determine and select an Idaho EPSCoR partner institution to serve as the lead institution which will house the project director for purposes of administering Idaho EPSCoR and providing support and resources to the Idaho EPSCoR Committee.

f. Idaho EPSCoR Project Leadership

The project director and any associate project directors are selected by and serve under the direction of the Idaho EPSCoR Committee.

The project director shall be a tenured faculty member of an Idaho EPSCoR partner institution whose qualifications must include: a successful research track record (grants and professional publications) in science or engineering, experience in research management and academic administration, and a successful record of dealing with various segments of academic institutions, government, industry, and the public.

3. Center for Advanced Energy Studies

The Center for Advanced Energy Studies (CAES) is an ongoing research collaboration among Battelle Energy Alliance, LLC (BEA), Boise State University (BSU), Idaho State University (ISU), and the University of Idaho (UI), ~~and the University of Wyoming~~ with its main location at the ISU/CAES building in Idaho Falls. Structure and administration of the collaborative is outlined through a consortium agreement. The agreement adds structure to the CAES collaboration while continuing to recognize each CAES member as a separate governmental entity operating under each member's own legal standing.

BSU, ISU, and UI shall report annually to Board on institution related CAES activities, including the expenditure of CAES appropriated funds through the Higher Education Research Council. The timing and format of such reports shall be established by HERC.

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
OCTOBER 19, 2023

SUBJECT

Board Policy III.Z., Planning and Delivery of Postsecondary Programs and Courses – Second Reading

REFERENCE

October 20, 2016	The Board approved the first reading of the proposed amendments to Board Policy III.Z., updating institutions' statewide program responsibilities.
December 15, 2016	The Board approved the second reading of proposed amendments to Board Policy III.Z.
December 21, 2017	The Board approved the first reading of proposed amendments to Board Policy III.Z., changing the planning timeframe from five years to three years.
February 15, 2018	The Board approved the second reading of proposed amendments to Board Policy III.Z.
June 21, 2018	The Board approved the first reading of proposed amendments to Board Policy III.Z., adding responsibilities for applied baccalaureate degrees to each region.
August 16, 2018	The Board approved the second reading of proposed amendments to Board Policy III.Z.
June 10, 2020	The Board approved the first reading of proposed amendments to Board Policy III.Z., changing the name of a statewide program listed for the University of Idaho.
August 26, 2020	The Board approved the second reading of proposed amendments to Board Policy III.Z.
February 18, 2021	The Board approved the first reading of proposed amendments to Board Policy III.Z that added new definitions for high-demand programs and joint programs.
April 22, 2021	The Board approved the second reading of proposed amendments to Board Policy III.Z.
October, 2022	The Board approved the first reading of proposed amendments to Board Policy III.Z. that described a set of minimum criteria by which the Board will evaluate proposals by the universities to offer new associate degrees and proposals by the community colleges to offer baccalaureate degrees.
December 21, 2022	The Board approved the second reading of Board Policy III.Z.
April 25, 2023	The Board approved the first reading of Board Policy III.Z. related to academic programming in the prison system.
August 8, 2023	The Board approved the first reading of Board Policy III.Z. exempting prison education from the policy.

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
OCTOBER 19, 2023

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.Z. and Section III.G.

Idaho Code §§ 33-113, 33-123, 33-2101

BACKGROUND/DISCUSSION

The purpose of Board Policy III.Z, “is to ensure Idaho’s public postsecondary institutions meet the educational and workforce needs of the state through academic planning, alignment of programs and courses, and collaboration and coordination.” The purpose is to also meet the statutory requirement to “as far as practicable prevent wasteful duplication of effort” by the institutions.

In 2022, Lewis-Clark State College (“LC State”) and University of Idaho (“UI”) were selected as two of 73 institutions throughout the nation to participate in the U.S. Department of Education’s Second Chance Pell Experiment. This program allows incarcerated individuals to access federal Pell grants to pay for higher education. LC State and UI have worked closely with the Idaho Department of Correction (IDOC) to increase programming for adults within the prison system.

LC State has specifically requested action from the Board to allow it to offer face-to-face academic undergraduate education in prison locations outside its designated Service Regions (Regions I and II). LC State has established a Memorandum of Understanding with IDOC that would allow the College 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 staff received feedback from the leadership at IDOC, stating that they would prefer the Board exempt face-to-face academic undergraduate education in prison facilities from the restrictions in Board policy. IDOC leadership cited a desire for “maximum flexibility around which institution can provide on-site programming,” and that they would also like more direct influence over what programs are offered in the prison system by the institutions.

IMPACT

Board approval of the exemption language would allow LC State to offer face-to-face academic undergraduate education in other Service Regions in the upcoming academic year. It would also allow IDOC to work with other institutions in the future, if desired.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
OCTOBER 19, 2023**

ATTACHMENTS

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

STAFF COMMENTS AND RECOMMENDATIONS

No changes were made between first and second readings. Board staff recommends approval.

BOARD ACTION

I move to approve the second reading of proposed amendments to Board Policy III. Z., Planning and Delivery of Postsecondary Education Programs and Courses as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES**

SECTION: III. POSTSECONDARY AFFAIRS

Subsection: Z. Planning and Delivery of Postsecondary Programs and Courses

[December 2022](#)[October 2023](#)

The purpose of this policy is to ensure Idaho's public postsecondary institutions meet the educational and workforce needs of the state through academic planning, alignment of programs and courses (hereinafter referred to collectively as "programs"), and collaboration and coordination. This subsection shall apply to the University of Idaho, Boise State University, Idaho State University, Lewis-Clark State College, College of Eastern Idaho, College of Southern Idaho, College of Western Idaho, and North Idaho College (hereinafter "institutions"). The State Board of Education (the Board) aims to optimize the delivery of academic programs while allowing institutions to grow and develop consistent with their vision and mission with an appropriate alignment of strengths and sharing of resources.

This policy requires the preparation and submission of academic plans to advise and inform the Board in its planning and coordination of educational programs in a manner that enhances access to quality programs, while concurrently increasing efficiency, avoiding unnecessary duplication and maximizing the cost-effective use of educational resources through coordination between institutions. As part of this process, the Board hereby identifies and reinforces the responsibilities of the institutions governed by the Board to deliver Statewide Programs. The provisions set forth herein serve as fundamental principles underlying the planning and delivery of programs pursuant to each institution's assigned Statewide and Service Region Program Responsibilities. These provisions also require collaborative and cooperative agreements, or memorandums of understanding, between and among the institutions.

This policy is applicable to campus-based face-to-face programs, including those that use technology to facilitate and/or supplement a physical classroom experience. It also applies to hybrid and blended programs where a substantial portion of the content is delivered on-line and typically has reduced seat time.

1. Definitions

- a. Designated Institution shall mean an institution whose main campus is located in a service region as identified in subsection 2.b.ii.1) and 2) below; and which possesses the first right to offer programs within its designated service region(s).
 - i. With respect to academic programs, Designated Institutions and Partnering Institutions shall have Service Region Program Responsibility for those regions identified in subsection 2.b.ii.1).
 - ii. With respect to career technical programs, Designated Institutions and

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
OCTOBER 19, 2023**

ATTACHMENT 1

Partnering Institutions shall include only the College of Southern Idaho, College of Western Idaho, North Idaho College, College of Eastern Idaho, Lewis-Clark State College, and Idaho State University and shall have Service Region Program Responsibility for those regions identified in subsection 2.b.ii.2).

- b. A memorandum of understanding (MOU) is an agreement between two or more institutions offering duplicative programs within the same service region that details how such programs will be delivered in a collaborative manner. An MOU is intended to provide specific, practical details that build upon what has been provided in each Institution's Plan.
- c. High-Need Program shall mean a program identified by an institution or the Board as critical to supporting the future growth of a profession.
- d. Joint Program shall mean an educational program jointly developed and delivered concurrently by two or more institutions.
- e. Partnering Institution shall mean either
 - i. an institution whose main campus is located outside of a Designated Institution's identified service region but which, pursuant to a Memorandum of Understanding, offers Regional Programs in the Designated Institution's primary service region, or
 - ii. an institution not assigned a Statewide Program Responsibility which, pursuant to a Memorandum of Understanding with the institution assigned the Statewide Program Responsibility, offers and delivers a statewide educational program.
- f. Service Region Program shall mean an educational program identified by the Board to be delivered by a Designated Institution within its respective service region that meets regional educational and workforce needs.
- g. Service Region Program Responsibility shall mean an institution's responsibility to offer and deliver a Service Region Program to meet regional educational and workforce needs in its primary service region as defined in subsection 2.b.ii.1) and 2) below. Service Region Program Responsibilities are assigned to the Designated Institution in each service region, but may be offered and delivered by Partnering Institutions in accordance with the procedures outlined in this policy.
- h. Statewide Program shall mean an educational program identified by the Board to be delivered by a particular institution which meets statewide educational and workforce needs. Lewis-Clark State College, College of Eastern Idaho, North Idaho College, College of Southern Idaho, and College of Western Idaho do not have Statewide Program Responsibilities.
- i. Statewide Program Responsibility shall mean an institution's responsibility to offer and deliver a Statewide Program in all regions of the state. Statewide Program

Responsibilities are assigned to a specific institution by the Board, taking into account the degree to which such program is uniquely provided by the institution.

2. Planning and Delivery Process and Requirements

a. Planning

i. Three-Year Plan

The Board staff shall, using the Institution Plans submitted, create and maintain a rolling three (3) year academic plan (Three-Year Plan) which includes all current and proposed institution programs. The Three-Year Plan shall be approved by the Board annually at its August Board meeting.

ii. Institution Plan

Each institution shall, in accordance with a template to be developed by the Board's Executive Director or designee, create and submit to Board staff a rolling three (3) year academic plan, to be updated annually, that describes all current and proposed programs and services to be offered in alignment with each institution's Statewide and Service Region Program Responsibilities (the Institution Plan). Institution Plans shall be developed pursuant to a process of collaboration and communication with the other institutions in the state.

1) Statewide Programs

Institutions assigned a Statewide Program Responsibility shall plan for and determine the best means to deliver such program. Each institution assigned a Statewide Program Responsibility shall include in its Institution Plan all currently offered and proposed programs necessary to respond to the workforce and educational needs of the state relating to such Statewide Program Responsibilities. Each Institution Plan shall include the following information for proposed Statewide programs:

- a) A description of the Statewide Programs to be delivered throughout the state and the anticipated resources to be employed.
- b) A description of the Statewide Programs to be offered by a Designated or Partnering Institution.
- c) A summary of the Memoranda of Understanding (MOUs), if any, to be entered into with Partnering Institutions pursuant to Subsection 2.b.iii. below.

2) Service Region Programs

It is the responsibility of the Designated Institution to plan for and determine

the best means to deliver Service Region Programs that respond to the educational and workforce needs of its service region. If, in the course of developing or updating its Institution Plan, the Designated Institution identifies a need for the delivery of a program within its service region, and the Designated Institution is unable to provide the program, then the Designated Institution shall coordinate with a Partnering Institution (including institutions with Statewide Program Responsibilities if applicable) located outside of the service region to deliver the program in the service region.

The Institution Plan developed by a Designated Institution shall include the following:

- a) A description of the proposed academic programs to be delivered in the service region, or outside of the service region, by the Designated Institution and the anticipated resources to be employed.
 - b) A description of proposed programs to be offered in the service region by Partnering Institutions, including any anticipated transition of programs to the Designated Institution.
 - c) A description of proposed Statewide Programs to be offered in the service region by an institution with Statewide Program Responsibilities, or by the Designated Institution in coordination with the institution holding the Statewide Program Responsibility.
 - d) A summary of proposed MOU's, if any, to be entered into between the Designated Institution and any Partnering Institutions in accordance with Subsection 2.b.iii. below.
 - e) A summary of collaborative programs created to meet areas designated as high-need.
- 3) Institution Plan Updates

Institution Plans shall be updated and submitted to Board staff annually as follows:

- a) Preliminary Institution Plans shall be developed according to a template provided by the Board's Executive Director or designee and submitted to the Council for Academic Affairs and Programs (CAAP) for review, discussion and coordination annually in April.
- b) Following review by CAAP, Institution Plans shall be submitted to Board staff. Upon submission of the Institution Plans to Board staff, the Board's Executive Director or designee shall review the Institution Plans for the

purpose of optimizing collaboration and coordination among institutions, ensuring efficient use of resources, and avoiding unnecessary duplication of programs.

- c) In the event the Board's Executive Director or designee recommends material changes, he/she shall work with the institutions and then submit those recommendations to CAAP for discussion prior to submission to the Board for inclusion in the Three-Year Plan.

- d) The Board's Executive Director or designee shall then provide their recommendations to the Board for enhancements, if any, to the Institution Plans at a subsequent Board meeting. The Board shall approve the Institution Plans annually through the Three-Year Plan submitted by Board staff. Board approval of Institution Plans acts as a roadmap for institutional planning and does not constitute Board approval of a program. Institutions are still required to follow the standard program approval process as identified in Board Policy Section III.G to gain program approval.

b. Delivery of Programs

i. Statewide Program Delivery

The Board has established statewide program responsibilities for the University of Idaho, Boise State University, and Idaho State University. Each institution must assess the need for, and when determined by the assessment, ensure the statewide delivery of educational programs assigned by the Board. A statewide program list consisting of statewide program responsibilities shall be updated by the Board every two years in accordance with a schedule developed by the Executive Director or designee. The program list will be contained in the Board approved three-year plan document and maintained by Board staff.

ii. High-Demand Programs

The Board recognizes that the need for high-demand, high-need programs may require joint delivery by multiple institutions statewide. These high-demand programs must be delivered through collaboration between institutions in order to preserve rural and statewide access. Service region restrictions and primary institution first rights to offer a program do not apply to Board identified high-demand programs. Criteria for statewide program high-demand designation includes, but is not limited to:

- 1) Idaho Department of Labor data,

- 2) Idaho industry demand as demonstrated by unfilled positions and industry data,

- 3) Demonstrated Idaho state needs for programs supporting underserved populations, and
- 4) Requested by the Board.

An institution wishing to offer a high-demand program that does not have statewide responsibility in the program area must meet the criteria above, have a signed MOU with the Institution with the Statewide Program Responsibility, and the approval of the Board's Executive Director or designee. At that point, the Partnering Institution shall include the program in its Institution Plan. If the Board determines that an emergency need exists for a program that the Institution with Statewide Program Responsibility cannot meet, then upon Board approval the two Institutions shall enter into an MOU for the delivery of such program.

iii. Service Region Program Delivery

The Board has established service regions for the institutions based on the six geographic areas identified in Section 33-2101, Idaho Code. A Designated Institution shall have the Service Region Program Responsibility to assess and ensure the delivery of all educational programs and services necessary to meet the educational and workforce needs within its assigned service region.

1) Academic Service Regions

Region I shall include the area within Area No.1 under Section 33-2101, Idaho Code. Lewis-Clark State College, the University of Idaho, and North Idaho College are the Designated Institutions serving undergraduate needs. The University of Idaho is the Designated Institution serving the graduate education needs. Lewis-Clark State College, and North Idaho College are the Designated Institutions serving applied baccalaureate degree needs.

Region II shall include the area within Area No.2 under Section 33-2101, Idaho Code. Lewis-Clark State College and the University of Idaho are the Designated Institutions serving undergraduate needs. The University of Idaho is the Designated Institution serving the graduate education needs.

Region III shall include the area within Area No.3 under Section 33-2101, Idaho Code. Boise State University and College of Western Idaho are the Designated Institutions serving undergraduate needs. Boise State University is the Designated Institution serving graduate education needs. Boise State University and College of Western Idaho are the Designated Institutions serving applied baccalaureate degree needs.

Region IV shall include the area within Area No.4 under Section 33-2101, Idaho Code. Idaho State University and College of Southern Idaho are the

Designated Institutions serving undergraduate needs. Idaho State University is the Designated Institution serving the graduate education needs, with the exception that Boise State University will meet undergraduate and graduate business program needs. Idaho State University and College of Southern Idaho are the Designated Institutions serving applied baccalaureate degree needs.

Region V shall include the area within Area No.5 under Section 33-2101, Idaho Code. Idaho State University is the Designated Institution serving undergraduate and graduate education needs.

Region VI shall include the area within Area No.6 under Section 33-2101, Idaho Code. Idaho State University and College of Eastern Idaho are the Designated Institutions serving undergraduate education needs. Idaho State University is the Designated Institution serving the graduate education needs. Idaho State University and College of Eastern Idaho are the Designated Institutions serving applied baccalaureate degree needs.

2) Career Technical Service Regions

Postsecondary career technical education is delivered by six (6) institutions, each having responsibility for serving one of the six geographic areas identified in Section 33-2101.

Region I shall include the area within Area No.1 under Section 33-2101, Idaho Code. North Idaho College is the Designated Institution.

Region II shall include the area within Area No.2 under Section 33-2101, Idaho Code. Lewis-Clark State College is the Designated Institution.

Region III shall include the area within Area No.3 under Section 33-2101, Idaho Code. College of Western Idaho is the Designated Institution

Region IV shall include the area within Area No.4 under Section 33-2101, Idaho Code. College of Southern Idaho is the Designated Institution.

Region V shall include the area within Area No.5 under Section 33-2101, Idaho Code. Idaho State University is the Designated Institution.

Region VI shall include the area within Area No.6 under Section 33-2101, Idaho Code. College of Eastern Idaho is the Designated Institution.

3) Program Offerings by Partnering Institutions

If a Partnering Institution (other than an institution with Statewide Program Responsibilities) identifies a Service Region Program not identified, or

anticipated to be identified, in a Designated Institution's Plan, and the Partnering Institution wishes to offer such program in the Designated Institution's service region, then the Partnering Institution may communicate with the Designated Institution for the purpose of allowing the Partnering Institution to deliver such program in the service region and to include the program in the Designated Institution's Plan. In order to include the program in the Designated Institution's Plan, the Partnering Institution must demonstrate the need within the service region for delivery of the program, as determined by the Board (or by the Administrator of the Division of Career Technical Education in the case of career technical level programs). In order to demonstrate the need for the delivery of a program in a service region, the Partnering Institution shall complete and submit to the Chief Academic Officer of the Designated Institution, to CAAP and to Board staff, in accordance with a schedule to be developed by the Board's Executive Director or designee, the following:

- a) A study of business and workforce trends in the service region indicating anticipated, ongoing demand for the educational program to be provided.
 - b) A survey of potential students evidencing demand by prospective students and attendance sufficient to justify the short-term and long-term costs of delivery of such program.
 - c) A complete description of the program requested to be delivered, including a plan for the delivery of the program, a timeline for delivery of the program, the anticipated costs of delivery, the resources and support required for delivery (including facilities needs and costs), and program syllabuses.
- iv. Associate Degrees at Universities and Baccalaureate Degrees at Community Colleges

When a university proposes to offer an associate degree or a community college proposes to offer a baccalaureate degree, the Board will evaluate the proposed degree using at least the following criteria:

- 1) Demand
Proposed offerings must be to meet an urgent, local need based on where students who complete the offering will be employed rather than on where the students reside. The demand for the proposed offering needs to be clear, urgent, and compelling, as evidenced through data and industry input. Commitments of practical support (e.g. funding, internships, etc.) from industry stakeholders constitutes evidence of demand.

2) Specialization

The proposed offering must be based on the unique capability at the institution, founded on specialized instructional expertise and any infrastructure necessary for program delivery.

3) Non-Competitiveness

The proposed offering must be non-competitive with other institutions' offerings within the identified service area (whether regional or statewide) and supported by other institutions within the service area. The Executive Director or designee may request written commitments from the presidents of other institutions within the service area expressing conceptual and, if necessary, practical support for the proposed program.

4) Collaboration

Alternative approaches to meeting the identified demand addressed by the proposed offering should be fully considered, including potential collaboration with other institutions. High-demand programs must be offered through inter-institutional collaboration as described in this policy.

5) Resources

The institution must have sufficient resources to develop and deliver the proposed offering.

These criteria do not apply to Associate Degrees in General Studies currently offered or proposed to be offered by the universities.

v. Memoranda of Understanding

The Board encourages and fosters orderly and productive collaboration between Idaho's public institutions. Memoranda of Understanding can support such collaboration.

Institutions proposing to offer a joint program shall develop an MOU to identify the specific roles of each participating institution; the student-related processes associated with delivery of the program; and a timeline for review.

When an institution desires to offer a program already being offered by another institution in the latter institution's service region, an MOU shall be developed between the institutions to offer the program.

If a Designated Institution has identified a workforce or educational need for the delivery of a program within its service region and is unable to provide the program, the Designated Institution may collaborate with a Partnering Institution to offer the program. An MOU will not be required for review or approval prior to implementation in this case. Institutions are required to follow the standard program approval processes as identified in Board Policy III.G to

obtain program approval.

An institution with Statewide Program Responsibility need not enter into an MOU with any other institutions before offering the statewide program in service regions outside the service region of the institution with Statewide Program Responsibility. If an institution desires to offer a program for which another institution has Statewide Program Responsibility, the institution that does not have Statewide Program Responsibility shall be required to enter into an MOU with the institution that has Statewide Program Responsibility for that program.

When an institution with Statewide Program Responsibility or Service Region Program Responsibility desires to offer a program within a service region where such program is currently being offered by another institution, the institutions shall enter into a transition MOU that includes an admissions plan between the institutions providing for continuity in student enrollment during the transition period.

Idaho public postsecondary institutions may enter into MOUs with out-of-state postsecondary institutions or private postsecondary institutions to offer programs. Such MOUs do not require notification or approval by the Board but shall be shared with the Council on Academic Affairs and Programs. While the Board does not prohibit MOUs with out-of-state postsecondary institutions, agreements with in-state public institutions are preferred.

Articulation agreements between any postsecondary institutions for the purposes of facilitating course or program transfer do not require approval by the Board. Such agreements shall be managed and tracked by the institutions and shall be reported to the Board on an annual basis as part of the three-year planning process. All articulation agreements must be in compliance with Section 33-3729, Idaho Code, and Board Policy III.V.

All MOUs shall be submitted in conjunction with related program proposals following the standard program approval processes as identified in Board Policy III.G.

vi. Facilities

For programs offered by a Partnering Institution (whether an institution with Statewide Program Responsibilities, or otherwise) within a municipal or metropolitan area that encompasses the campus of a Designated Institution, the Partnering Institution's programs offerings shall be conducted in facilities located on the campus of the Designated Institution to the extent the Designated Institution is able to provide adequate and appropriate property or facilities (taking into account financial resources and programmatic considerations), or in facilities immediately adjacent to the campus of the Designated Institution. Renting or building additional facilities shall be allowed

only upon Board approval, based on the following:

- 1) The educational and workforce needs of the local community demand a separate facility at a location other than the campus of the Designated Institution or adjacent thereto as demonstrated in a manner similar to that set forth in Subsection 2.b.ii.1) above, and
- 2) The use or development of such facilities are not inconsistent with the Designated Institution's Plan.

Facilities rented or built by a Partnering Institution (whether an institution with Statewide Program Responsibilities, or otherwise) on, or immediately adjacent to, the "main" campus of a Designated Institution may be identified (by name) as a facility of the Partnering Institution, or, if the facility is rented or built jointly by such institutions, as the joint facility of the Partnering Institution and the Designated Institution. Otherwise, facilities utilized and programs offered by one or more Partnering Institutions within a service region shall be designated as "University Place at (name of municipality)."

For programs offered by a Partnering Institution (whether an institution with Statewide Program Responsibilities, or otherwise) within a municipality or metropolitan area encompassing a campus of a Designated Institution, to the extent programmatically possible, auxiliary services (including, but not limited to, bookstore, conference and other auxiliary enterprise services) and student services (including, but not limited to, library, information technology, and other auxiliary student services) shall be provided by the Designated Institution. To the extent programmatically appropriate, registration services shall also be provided by the Designated Institution. It is the goal of the Board that a uniform system of registration ultimately be developed for all institutions governed by the Board. The Designated Institution shall offer these services to students who are enrolled in programs offered by the Partnering Institution in the same manner, or at an increased level of service, where appropriate, as such services are offered to the Designated Institution's students. An MOU between the Designated Institution and the Partnering Institution shall outline how costs for these services will be allocated.

vii. Duplication of Courses

If courses necessary to complete a Statewide Program are offered by the Designated Institution, they shall be used and articulated into the Statewide Program.

viii. Discontinuance of Programs

Unless otherwise agreed between the applicable institutions pursuant to an MOU, if, for any reason, (i) a Designated Institution offering programs in its

service region that supports a Statewide Program of another institution, (ii) a Partnering Institution offering programs in the service region of a Designated Institution, or (iii) an institution holding a Statewide Program Responsibility offering Statewide Programs in the service region of a Designated Institution, wishes to discontinue offering such program(s), it shall use its best efforts to provide the institution with Statewide or Service Region Program Responsibility, as appropriate, at least one (1) year's written notice of withdrawal, and shall also submit the same written notice to the Board and to oversight and advisory councils. In such case, the institution with Statewide or Service Region Program Responsibilities shall carefully evaluate the workforce need associated with such program and determine whether it is appropriate to provide such program. In no event will the institution responsible for the delivery of a Statewide or Service Region Program be required to offer such program (except as otherwise provided herein above).

3. Existing Programs

Programs being offered by a Partnering Institution (whether an institution with Statewide Program Responsibilities, or otherwise) in a service region prior to July 1, 2003, may continue to be offered pursuant to an MOU between the Designated Institution and the Partnering Institution, subject to the transition and notice periods and requirements set forth above.

4. Oversight and Advisory Councils

The Board acknowledges and supports the role of oversight and advisory councils to assist in coordinating, on an ongoing basis, the operational aspects of delivering programs among multiple institutions in a service region, including necessary resources and support and facility services, and the role of such councils in interacting and coordinating with local and regional advisory committees to address and communicate educational needs indicated by such committees. Such interactions and coordination, however, are subject to the terms of the MOU's entered into between the institutions and the policies set forth herein.

5. Resolutions

All disputes relating to items addressed in this policy shall be forwarded to the Board's Executive Director or designee for review. The Board's Executive Director or designee shall prescribe the method for resolution. The Board's Executive Director or designee may forward disputes to CAAP and, if necessary, make recommendations regarding resolution to the Board. The Board will serve as the final arbiter of all disputes.

6. Exceptions

- a. This policy is not applicable to programs for which 90% or more of all activity is required or completed online, or dual credit courses for secondary education.

a-b. This policy is not applicable to face-to-face academic undergraduate and graduate education offered within adult correctional facilities under the jurisdiction of the Idaho Department of Correction.

b-c. This policy also does not apply to courses and programs specifically contracted to be offered to a private, corporate entity. However, in the event that an institution plans to contract with a private corporate entity (other than private entities in the business of providing educational programs and course) outside of their Service Region, the contracting institution shall notify the Designated Institutions in the Service Region and institutions with Statewide Program Responsibilities, as appropriate. If the corporate entity is located in a municipality that encompasses the campus of a Designated Institution, the Board encourages the contracting institution to include and draw upon the resources of the Designated Institution insomuch as is possible.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
OCTOBER 18 - 19, 2023

SUBJECT

Military General Education Crosswalk Update

REFERENCE

October 2018	Board was presented with an overview of work being done for awarding credit based on prior learning assessments to include the development of an Advanced Placement and College Level Examination Program crosswalk.
December 2018	Board was provided with an overview of the Lumina Adult Promise Project and deliverables to include the development of a statewide articulation for awarding credit for prior learning and military experience.

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.L.

BACKGROUND/DISCUSSION

The opportunity for students to earn postsecondary credit(s) by demonstrating requisite knowledge, usually through performance on comprehensive exams or portfolio-based evidence of learning, is generally referred to as a *prior learning assessment* (PLA). PLAs bridge the gap between learning acquired in and outside of postsecondary learning environments while also minimizing the time and cost necessary for earning college-level credentials. Board Policy III.L. provides the minimum requirements for PLAs.

The most popular PLAs include: Advanced Placement (AP), College Level Examination Program (CLEP), academic department challenge exams, and student portfolio evaluation. For active duty military personnel and veterans, the Joint Services Transcript (JST) and DANTES Subject Standardized Tests (DSST) are traditional forms of PLA. Learners who earn credit through PLAs are more likely to persist and graduate in more economical terms.

General Education faculty have reviewed hundreds of military occupations for potential prior learning credits and have made an initial set of recommendations that advisors and transcript evaluators will be able to use at all eight institutions. Board staff will continue to gather potential PLA equivalencies, draw on general education faculty to make recommendations, and disseminate these equivalencies to the institutions for the next two years, then reevaluate this effort.

Currently, campuses are actively building wholistic approaches that better support active military members, veterans, and their families. The general education crosswalk work will continue in close collaboration with these other efforts. The Board will receive an update from the Director of the Veteran Student Services Center at Idaho State University and the VA Certifying Official at the College of Eastern Idaho as they summarize the common services and support provided to veterans and dependents statewide, as well as statistics from the VA Comparison

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
OCTOBER 18 - 19, 2023

Tool. Additionally, the Director of the Veteran Services Center at Boise State University will provide the Board with the opportunity to hear veteran student success stories that highlight the effectiveness of the programs and initiatives that are now in place.

IMPACT

For military veterans, the General Education Military Equivalencies Guide provides clear guidelines for military occupational PLA at all eight institutions by recognizing the advanced skills that these learners bring to our institutions.

ATTACHMENTS

Attachment 1 – General Education Military Equivalencies Guide

STAFF COMMENTS AND RECOMMENDATIONS

The General Education Military Equivalencies Guide provides an initial framework to guide advisors and transcript evaluators at each postsecondary institution and complements the broader support for veterans at the public postsecondary institutions.

BOARD ACTION

This item is for informational purposes only.



650 W. State Street • Room 307 • Boise, ID • 83702
P.O. Box 83720 • Boise, ID • 83720-0037

Idaho State Board of Education Military Experience Guidance

October 2023

Institutions should assign these equivalencies only after reviewing a student's educational goals. This list is not intended to establish automatic transfer decisions but to provide a guide for consistent advising. Institutions should maximize students' Prior Learning Assessment in accordance with their educational goals and chosen degree path.

Written Communication

ENGL x101: Writing and Rhetoric I	NV-0504-0001	Information Officer (Course)
-----------------------------------	--------------	------------------------------

Oral Communication

COMM x101: Fundamentals of Oral Communication	NER-MC-002	Mass Communication Specialist (NEW COURSE); Rate 3 only
---	------------	---

Humanistic and Artistic Ways of Knowing

FREN x101: Elementary French I	AR-0602-0010	French (FR) Special Operations Language Training (SOLT) I (3/04-7/15)
FREN x101: Elementary French I	DD-0602-0107	French Basic
FREN x102: Elementary French II	AR-0602-0010	French (FR) Special Operations Language Training (SOLT) I (3/04-7/15)
FREN x102: Elementary French II	DD-0602-0107	French Basic

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

OCTOBER 19, 2023

ATTACHMENT 1

GERM x101: Elementary German I	AR-0602-0009	German (GM) Special Operations Language Training (SOLT) I (10/05-7/15)
GERM x102: Elementary German II	AR-0602-0009	German (GM) Special Operations Language Training (SOLT) I (10/05-7/15)
SPAN x101: Elementary Spanish I	AR-0602-0008	Spanish (QB) Special Operations Language Training (SOLT) I (7/04-7/15)
SPAN x101: Elementary Spanish I	DD-0602-0133	Spanish Basic
SPAN x101: Elementary Spanish I	DD-0602-0162	Spanish short basic
SPAN x101: Elementary Spanish I	DD-0602-0222	Spanish Basic
SPAN x102: Elementary Spanish II	AR-0602-0008	Spanish (QB) Special Operations Language Training (SOLT) I (7/04-7/15)
SPAN x102: Elementary Spanish II	DD-0602-0133	Spanish Basic
SPAN x102: Elementary Spanish II	DD-0602-0222	Spanish Basic

#####

January 2023

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
OCTOBER 18 - 19, 2023

SUBJECT

Annual Remediation Report

REFERENCE

December 2017	Board received annual remediation report, pursuant to Board Policy III.S.
December 2018	Board received annual remediation report on the effectiveness of the Complete College Idaho remediation reform efforts as part of the Strategic Planning work session.
October 2019	Board approved first reading of changes to Board Policy III.S. Remedial Education, clarifying student readiness levels.
December 2020	Board approved second reading of changes to Board Policy III.S.

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.S.

BACKGROUND/DISCUSSION

Board Policy III.S. Remedial Education requires institutions to report annually to the Board their “success rates in Corequisite support models” and success rates in other “remedial courses” annually. This report is a summary of institutional data submitted to the Office of the State Board of Education, covering remediation success rates through the end of the 2021-2022 academic year.

The Board authorizes three remediation models for use in the public postsecondary institutions for English and Mathematics:

- Corequisite Course or Support Model – Remedial instruction is offered in a designated course taught in the same term and in tandem with the course material for the college level offering, most typically by the same instructor and with a complimentary meeting pattern.
- Embedded Model – Remedial content is delivered during the same classroom setting as the college level course offering. Since this model also enrolls students in the credit-bearing course, it is counted as Corequisite support for the purposes of this report.
- Emporium Model – Remedial content is typically delivered through a self-paced computer lab setting where modules or learning packets are available to the individual student.

In addition to these authorized remediation models, pursuant to Board Policy III.S, “institutions may pilot the use of Alternative delivery models, provided the models are evidence based. Institutions choosing to exercise this pilot option shall notify both the Council on Academic Affairs and Programs and the Instruction, Research, and Student Affairs Committee of their intent to pilot a new delivery model and the results of said pilot. Piloted models must be assessed annually and may be continued and scaled beyond the first year if the pilot achieves equal or greater success rates in students completing gateway mathematics and English courses

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
OCTOBER 18 - 19, 2023

as compared to rates achieved in approved Corequisite Support models.”

While English remediation in the eight public postsecondary institutions in Idaho is now exclusively offered through the Corequisite course model, math remediation is offered through several pedagogical models across the eight institutions, including the Corequisite models, the Emporium model, and Alternative models in pilot. Some institutions still offer Traditional math remediation as they transition to an authorized model as required by Board policy. No institution is implementing an alternative approach to math remediation in a formal pilot, but some institutions offer Math 108, which is considered an alternate form of traditional remediation, except in cases where Math 108 is the required math course for Career Technical Education programs.

IMPACT

This report provides the Board with longitudinal data regarding the success of the remediation models required by policy compared to Traditional remediation approaches in both math and English language arts. The report helps the Board understand the efficacy of this policy in promoting postsecondary student advancement and completion.

ATTACHMENTS

Attachment 1 – Annual Report on Remediation in English and Math in Idaho’s
Public Postsecondary Institutions

STAFF COMMENTS AND RECOMMENDATIONS

The Corequisite approach is used for first-year writing courses (English) at all eight Idaho public postsecondary institutions. The number of students enrolling in writing Corequisite support courses has declined by 36% over time, and pass rates for students in the Corequisite model are higher (68.2%) than historical pass rates using the now-defunct Traditional model (62.9%).

The support and remediation models are more complex in math as many institutions offer two or more models at the same time, and different support or remediation models may be aligned with different general education math courses. However, the number of students completing all forms of remedial math has declined by 55.6% over time. Across all institutions, pass rates are highest in Corequisite (70.6%) and Hybrid models (78.2%); Hybrid is a variation that provides accelerated, flexible mathematics instruction. At institutions that offer multiple models, the number of students enrolled in each model varies, which could cause variations in pass rates.

The longitudinal data continue to indicate that Corequisite remediation is the most successful model for both math and writing in terms of student pass rates in those courses. This result is bolstered by additional data in the report showing that students who successfully complete a Corequisite course are more likely to pass a subsequent credit-bearing math or English course than students who completed

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
OCTOBER 18 - 19, 2023

a remedial course using any other model.

Statewide research indicates that pandemic-related learning losses have had an outsized impact on mathematics learning across all grade levels. Institutions are continuing to explore how to best support accepted college students whose mathematics skills seem to indicate that they need substantial support. Mathematics instruction is receiving additional support and attention through a few efforts, including a two-year Board effort to enhance high-impact teaching practices in general education mathematics while also supporting the continued transition to corequisite mathematics courses.

BOARD ACTION

This item is for informational purposes only.



A Report on Remediation in English and Math in Idaho's Public Postsecondary Institutions

Results through the 2021-2022 Academic Year

Submitted to the Idaho State Board of Education
October 2023

Introduction

Idaho State Board of Education Policy III.S. Remedial Education requires institutions to report annually to the board their “success rates in Corequisite support models” and success rates in other “remedial courses” annually. This report is a summary of institutional data submitted to the Office of the State Board of Education, covering remediation success rates through the end of the 2021-2022 academic year.

Board policy authorizes three remediation models for use in the public postsecondary institutions for English and Mathematics:

Corequisite Course or Support Model - Supportive instruction is offered in a designated course taught in the same term and in tandem with the course material for the college level offering, most typically by the same instructor and with a complimentary meeting pattern. Alternatively, supportive content is delivered within the same term as the college level offering, but a regularly scheduled course section offering is not employed.

Embedded Model – Remedial content delivered during the same classroom setting as the college level course offering. Since this model also enrolls students in the credit-bearing course, it is counted as Corequisite support for the purposes of this report.

Emporium Model – Remedial content is delivered though a (most typically) self-paced computer lab setting where modules or learning packets are available to the individual student. Students may complete a remedial course or may advance to a credit-bearing course within the semester.

In addition to these authorized remediation models, per Board policy, “institutions may pilot the use of Alternative delivery models, provided the models are evidence-based.”

English support in the eight public postsecondary institutions in Idaho is now exclusively offered through the Corequisite course model.

Math remediation is offered though several pedagogical models across the eight institutions, including the Corequisite models, the Emporium model, Alternative models in pilot (Hybrid), and Traditional remedial courses. For the purposes of this report, pre-general education mathematics courses are defined as Traditional remediation if it meets the first definition of remediation in Board Policy III.S: a “course where credits earned may not apply toward the general education requirements for a certificate or degree”¹.

¹ SBOE Policy III.S

1 ENGLISH COREQUISITE INSTRUCTION

Most Idaho institutions began piloting or fully implementing Corequisite courses in 2012-2013. Since 2019, first-year writing support at all of Idaho’s eight public postsecondary institutions has been offered exclusively through the Corequisite course. Each institution offers a Corequisite course that is either one or two additional credits (named English 101 Plus, or x101P), and these course credits count toward general education and/or elective credit. These courses are not remedial in pedagogical approach or curriculum.

1.1 ENGLISH COREQUISITE ENROLLMENT PATTERNS

Student enrollment patterns have shifted as institutions introduced and fully scaled the Corequisite model for English. Table 1 describes the total number of student enrollments in Corequisite courses at each community college (bolded) with earlier years including the traditional offerings. Table 2 portrays the same information for four-year institutions. Table 3 documents the increase over time in the number of students placing directly in to the credit-bearing course and the parallel 36% drop in student enrollment in the Corequisite course.

Table 1. Corequisite English enrollment patterns at community colleges.

	2014	2015	2016	2017	2018	2019	2020	2021	2022
CEI	5	12	5	21	27	77	114	110	83
Corequisite	5	12	5	21	27	77	114	110	83
CSI	581	321	349	319	233	199	194	139	93
Corequisite		80	327	315	233	199	194	139	93
Traditional	581	241	22	4					
CWI	552	604	770	761	632	463	523	417	522
Corequisite	285	604	770	761	632	463	523	417	522
Traditional	267								
NIC	436	324	361	346	344	231	224	189	153
Corequisite		53	244	233	264	231	224	189	153
Traditional	436	271	117	113	80				

Table 2. Corequisite English enrollment patterns at four-year institutions.

	2014	2015	2016	2017	2018	2019	2020	2021	2022
UI	266	246	247	227	244	248	276	289	273
Corequisite		246	247	227	244	248	276	289	273
Traditional	266								
BSU	224	298	277	287	322	303	290	261	287
Corequisite	224	298	277	287	322	303	290	261	287
ISU	702	810	415	421	553	620	253	195	205
Corequisite	25	51	390	421	553	620	253	195	205
Traditional	677	759	25						
LCSC	163	268	207	286	261		267	232	265
Corequisite	163	268	207	286	261		267	232	265

Table 3. Total English Corequisite support and traditional remediation enrollments over time, all institutions.

	2014	2015	2016	2017	2018	2019	2020	2021	2022
number of students	2929	2883	2631	2668	2616	2141	2141	1832	1881

1.2 ENGLISH COREQUISITE COURSE PASS RATES

Pass rates in the Corequisite model are higher than historical pass rates from earlier years when a Traditional model was used, with an overall average pass rate of 68.2% in the Corequisite model compared to 61.3% in the Traditional model across all institutions and years (Table 4 and Figure 1).

Table 4. Average Corequisite and traditional course pass rate across all institutions. Note: the only model offered since 2019 is credit-bearing Corequisite coursework.

	Corequisite	Traditional
2014	65.2%	60.8%
2015	66.2%	61.9%
2016	69.4%	64.0%
2017	70.7%	63.2%
2018	67.2%	57.5%
2019	71.1%	*
2020	68.1%	*
2021	63.9%	*
2022	67.6%	*
average of averages	68.2%	61.3%

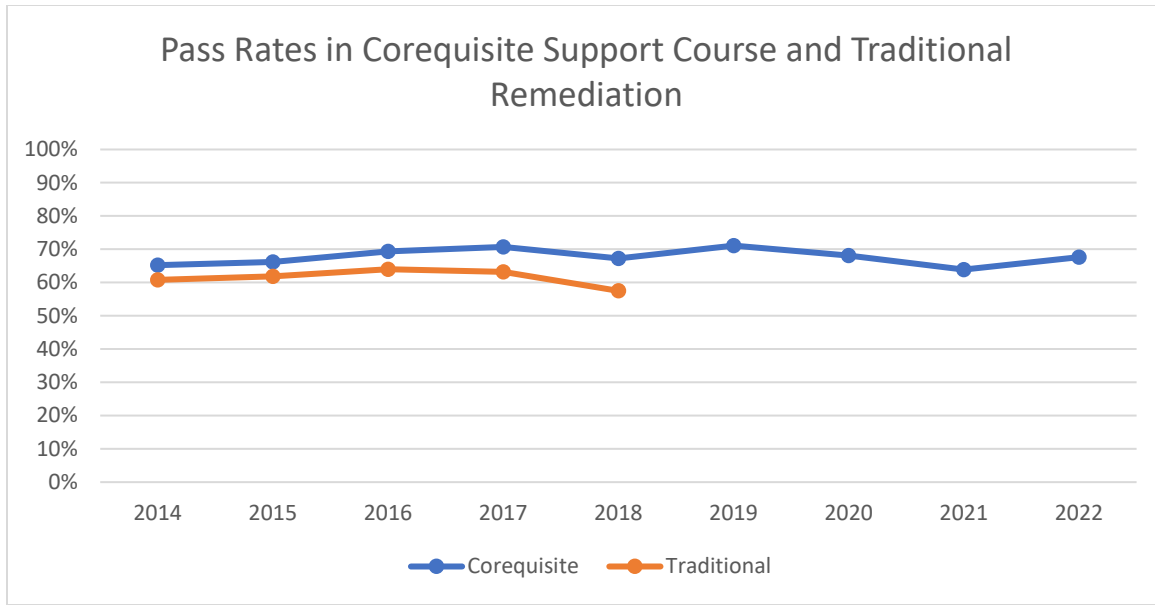


Figure 1. Average English pass rates in Corequisite courses and traditional remediation.

Table 5. English Corequisite course pass rates by institution. Asterisk indicates Corequisite not yet implemented.

	UI	BSU	LCSC	ISU	CEI	CSI	CWI	NIC
2014	*	88.4%	68.7%	76.0	80.0%	*	64.9%	*
2015	83.7%	83.2%	75.4%	80.4	*66.7%	77.5%	65.2%	60.4%
2016	87.0%	83.0%	78.7%	76.7%	60.0%	69.4%	71.9%	61.5%
2017	92.1%	87.5%	73.4%	68.4%	85.7%	73.7%	69.9%	67.8%
2018	86.9%	87.3%	46.0%	71.2%	77.8%	70.4%	68.2%	61.0%
2019	81.0%	87.1%	81.8%	66.0%	85.7%	75.4%	68.9%	66.7%
2020	82.6%	84.8%	74.2%	55.7%	79.8%	72.7%	69.0%	55.8%
2021	80.3%	78.9%	62.9%	60.5%	80.9%	68.3%	60%	59.3%
2022	79.5%	80.8%	60.8%	62.9%	73.5%	77.4%	63.2%	73.2%

Figure 2. English Corequisite course pass rates, community colleges.

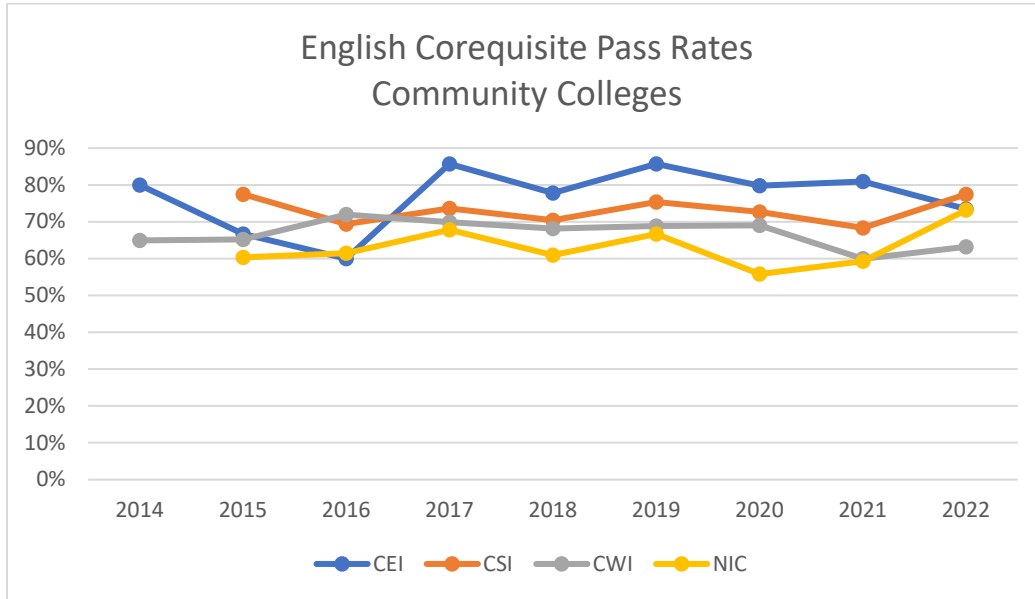
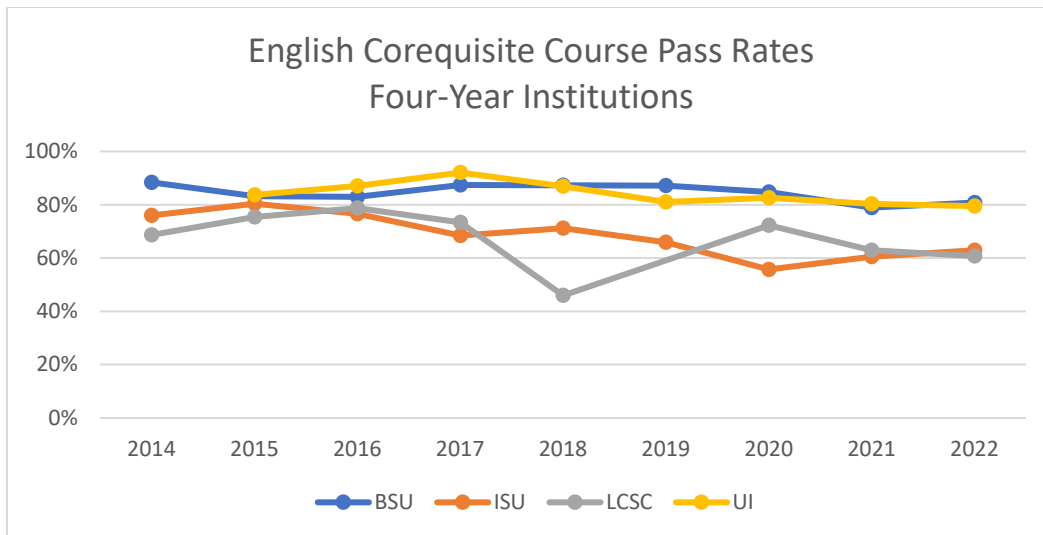


Figure 3. English Corequisite course pass rates, four-year institutions.



1.3 ENGLISH GENERAL EDUCATION COURSE COMPLETION WITHIN ONE YEAR

Across all institutions and years, nearly all students who completed a Corequisite writing course also completed their general education writing course because students are enrolled in the general education course simultaneously (Figures 4 and 5). There are a few exceptions at some

institutions where the credit for the Corequisite and the general education course are assigned separately². However, when they pass, students nearly always pass both courses.

Figure 4. Rates of students completing a college-level English course within one year of Corequisite at community colleges.

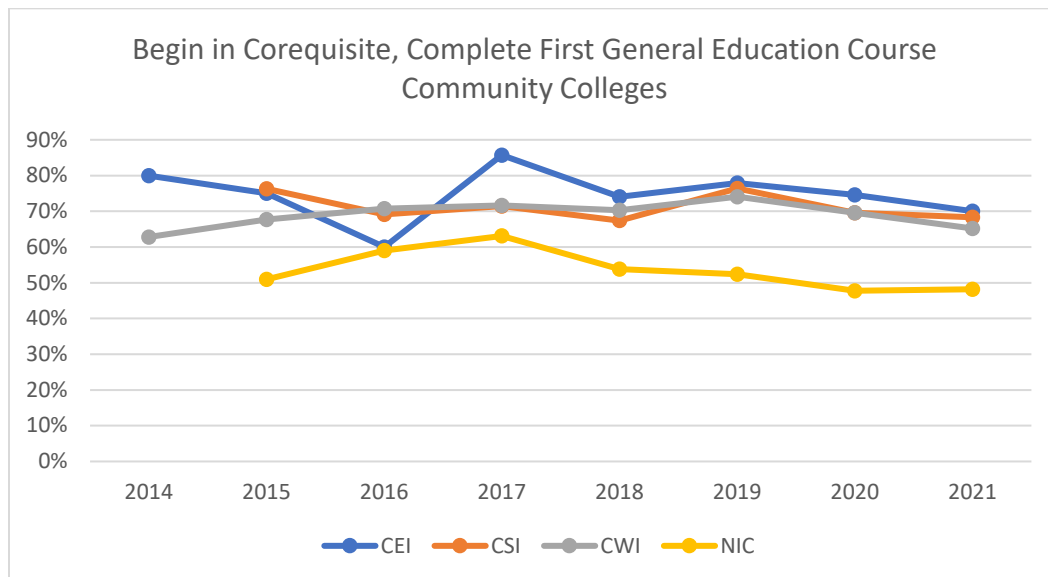
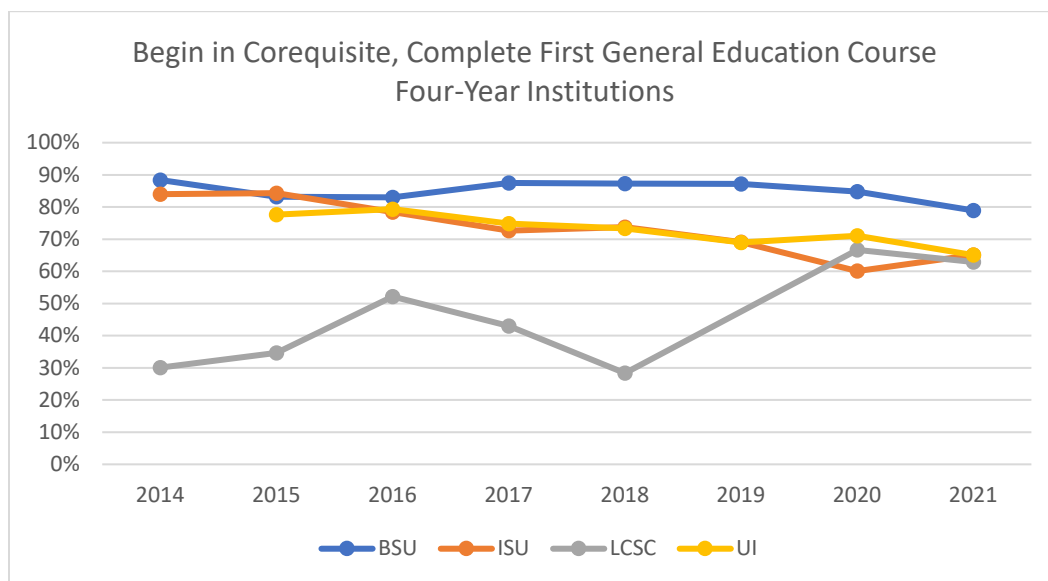


Figure 5. Rates of students completing a college-level English course within one year of Corequisite at four-year institutions.



² At some institutions, a Corequisite student enrolls in the following: English 100 (2 cr) + English 101 (3 cr). In rare cases, a student could pass one course but not the other. At other institutions, the Corequisite course is a single general education course, and students pass (or do not pass) the general education course: for example: English 101P (4 cr).

2 MATH REMEDIATION

Math remediation at Idaho's eight public postsecondary institutions is offered through several models, including Corequisite, Emporium, Other (Hybrid), and Traditional, as described below. Most institutions employ more than one model.

Boise State University offers a modified Corequisite approach to their remediation program, identified in this report as Hybrid. While Boise State offers courses that initially appear to be Traditional math courses (Math 103 and Math 108), students spend one day per week in a math computer lab and another day spent on group work focusing on the practical application of mathematics. Additionally, many students are accelerated into higher level courses at varying points in the term and provided non-credit bearing Corequisite support.

University of Idaho offers remediation through an Emporium model with the core content built on Math 108 Intermediate Algebra. Math 108 course work is self-paced, weekly time commitment is required and group meetings, covering study materials and course explanations, are also required.

Idaho State University offers Traditional math remediation (Math 015, Math 0025, and Math 0090, a self-paced alternative), as well as enrollment in Math 108 (locally 1108) Intermediate Algebra, which allows progression into Math 143 (1143) College Algebra. The institution has also recently added the Corequisite course model.

Lewis-Clark State College offers both Corequisite courses and Traditional remediation through Math 015 and Math 025. The school began offerings in Corequisite math in 2017.

College of Western Idaho offers both Emporium and Corequisite courses. Within the Emporium model, modular learning content is offered that encompass preparatory outcomes of various college level courses. Group sessions are offered but not required and weekly time allotments are not required. Students can complete remediation over two semesters (Math 097 (three credits) and 098 (two credits), or in one semester (Math 099, five credits). The school began offerings in Corequisite math in 2017.

College of Southern Idaho offers both Corequisite courses and Traditional remediation through Math 023 Mathematic for College Readiness and Math 043 Algebra for College Readiness. The school began offerings in Corequisite math in 2017.

North Idaho College offers Traditional math remediation (Math 015, Math 025 and Math 090), as well as enrollment in the Alternative Math 108 model, which allows progression into Math 130 Finite Mathematics and Math 143 College Algebra.

College of Eastern Idaho offers remediation through Traditional methodologies (Math 108) and Corequisite courses.

Institutions do not uniformly identify the subject matter of Math 108 as remedial. However, the course does not fulfill a general education requirement and therefore does not count toward a student’s degree path. For the purposes of this report, Math 108, Corequisite remedial math (support + remedial course), and remedial math (all pre-general education mathematics) are classified as Traditional remediation because they do not fulfill a general education mathematics requirement. Additionally, with this data set, it is not possible to delineate hybrid-general education math and hybrid remedial math in this data, and so both are labeled Hybrid in this report. Similarly, emporium-general education math and emporium-remedial math are both labeled Emporium. There are nuances with these models that this report cannot capture.

The State Board of Education’s Common Course List for general education was used to delineate pre-general education math course remediation from Corequisite math support (Corequisite or hybrid, credit or non-credit-bearing, but offered alongside the general education math course).

2.1 MATHEMATICS REMEDIATION STUDENT ENROLLMENT

Student enrollment patterns have shifted as institutions introduce and support different models. Table 6 describes the total number of student enrollments in remedial mathematics at each community college (bolded) and then the number enrolled in each model offered each year. Table 7 portrays the same information for four-year institutions.

Table 6. Remedial mathematics enrollment patterns at community colleges.

	2014	2015	2016	2017	2018	2019	2020	2021	2022
CEI	118	106	176	182	196	349	259	304	273
Corequisite	6	27	17	15	0	10	30	82	162
Traditional	112	79	159	167	196	339	229	222	111
CSI	2440	911	814	897	740	795	726	541	374
Accelerated				897	721	677	625	431	267
Corequisite					19	118	101	110	107
Other (Hybrid)	874								
Traditional	1566	911	814						
CWI	2102	2634	2110	1588	1761	1601	1671	1347	1229
Corequisite				19	138	193	237	191	181
Emporium			1964	1569	1623	1408	1434	1156	1048
Traditional	2102	2634	146						
NIC	1471	1256	989	930	690	553	471	429	395
Math 108	251	300	180	204	163	160	140	109	108
Co-Remedial						225	191	169	153
Traditional	1220	956	809	726	527	168	140	151	134

Table 7. Remedial mathematics enrollment patterns at four-year institutions.

	2014	2015	2016	2017	2018	2019	2020	2021	2022
UI	724	659	651	680	642	573	530	476	602
Emporium	724	659	651	680	642	573	530	476	602
BSU	1677	1762	1688	1618	1344	1219	1093	461	750
Other (Hybrid)	1677	1762	1688	1618	1344	1219	1093	461	750
ISU	1439	1409	1112	902	1005	878	685	674	655
Math 108	501	497	577	497	542	495	342	228	189
Accelerated/ Emporium					97	291	239	141	126
Corequisite							94	305	340
Traditional	938	912	535	405	366	92	10		
LCSC	324	521	426	423	480		362	313	296
Corequisite					111		188	183	140
Traditional	324	521	426	423	369		174	130	156

Across all institutions, the number of students enrolling in remedial instruction has declined by 55.6% in eight years (Table 8).

Table 8. Total mathematics remedial enrollments over time, all institutions.

	2014	2015	2016	2017	2018	2019	2020	2021	2022
Number of students	10295	9258	7966	7220	6858	5968	5797	4545	4574

2.2 MATHEMATICS REMEDIATION MODEL PASS RATES

Across institutions, pass rates in the Corequisite model are higher than pass rates using any other model (Table 9 and Figure 8). Remediation pass rates for each two-year institutions across all years and all models are shown in Table 10; pass rates for four-year institutions are shown in Table 11.

Table 9. Average pass rates over time, 4 models. Note that Traditional includes all pre-general education remediation, Emporium and Hybrid may include remedial or general education math, and Corequisite is a general education math support approach.

	Traditional Remediation	Emporium	Hybrid	Corequisite
2014	54.9%	68.5%	77.6%	83.3%
2015	57.8%	68.0%	80.5%	85.2%
2016	61.6%	50.5%	81.0%	88.2%
2017	60.5%	53.2%	79.7%	91.2%
2018	61.4%	53.9%	80.2%	79.5%
2019	59.0%	59.0%	79.6%	77.3%
2020	61.5%	61.5%	79.5%	73.4%
2021	59.8%	59.8%	84.2%	68.4%
2022	56.2%	56.2%	86.1%	68.2%
total	59.3%	59.3%	78.2%	70.6%

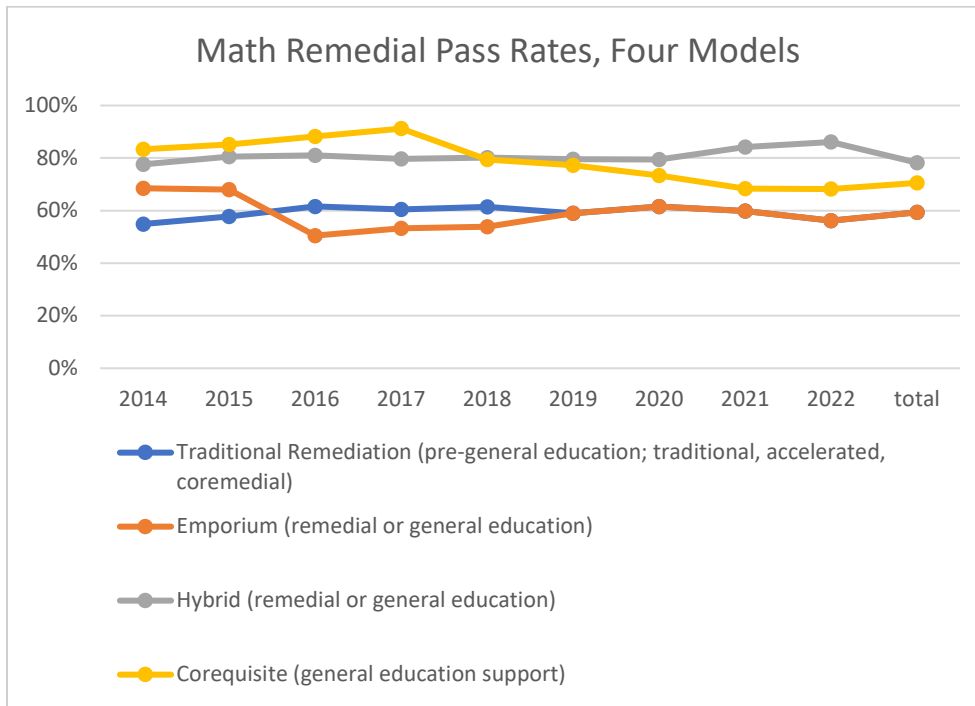


Figure 8. Average pass rates for all remediation models, across all institutions.

Table 10. Math remediation pass rates, community colleges. Asterisk indicates model not implemented or used; double asterisk indicates that the institution transitioned from traditional remediation to accelerated remediation (still pre-general education coursework).

	CEI		CSI		CWI			NIC
	Traditional	Corequisite	Traditional**	Corequisite	Traditional	Emporium	Corequisite	Traditional**
2014	60.7%	83.3%	57.8%	*	51.2%	*	*	54.9%
2015	65.8%	85.2%	66.2%	*	55.7%	*	*	58.5%
2016	81.1%	88.2%	58.6%	*	68.5%	37.2%	*	60.9%
2017	74.3%	100.0%	66.2%	*	*	39.5%	84.2%	65.8%
2018	67.9%	*	69.3%	89.5%	*	44.7%	75.4%	61.2%
2019	62.8%	70.0%	67.8%	81.4%	*	42.8%	75.1%	61.5%
2020	62.0%	83.3%	68.3%	82.2%	*	41.4%	80.6%	64.1%
2021	72.1%	82.9%	70.1%	80.9%	*	47.1%	75.9%	54.1%
2022	77.5%	74.1%	56.2%	73.8%	*	44.0%	71.8%	57.7%

Table 11. Math remediation pass rates, four-year institutions.

	UI	BSU	LCSC		ISU	
	Emporium	Hybrid	Traditional	Corequisite	Traditional	Corequisite
2014	68.5%	79.6%	58.3%	*	54.6%	*
2015	68.0%	80.5%	65.8%	*	57.1%	*
2016	63.7%	81.0%	67.6%	*	61.2%	*
2017	66.9%	79.6%	60.3%	*	58.0%	*
2018	63.1%	79.6%	62.3%	82.0%	57.1%	*
2019	66.8%	80.5%	64.9%	68.1%	54.9%	60.6%
2020	68.7%	81.0%	61.5%	66.7%	54.7%	60.6%
2021	65.1%	79.6%	58.3%	76.4%	61.1%	52.8%
2022	53.0%	86.1%	63.0%	72.0%	50.4%	57.9%

2.3 MATHEMATICS GENERAL EDUCATION COURSE COMPLETION WITHIN ONE YEAR

In addition to pass rates in Math remediation courses, institutions also reported completion rates (C- or better) in a subsequent college-level math course within one year of taking a remedial course. This data includes students who were unsuccessful or who dropped out prior to attempting the subsequent course. Across all institutions and years, students who took Corequisite remediation had higher completion rates in subsequent college-level math courses than students who took any other type of remedial model (Tables 12-14 and Figures 9-11).

Table 12. Average of averages completing general education math in a year.

	Traditional Remediation pre-Gen Ed	Emporium Remedial (pre) or Gen Ed Support	Hybrid Remedial (pre) or Gen Ed Support	Corequisite Gen Ed Support
2014	27.3%	50.4%	42.8%	83.3%
2015	27.2%	50.2%	55.1%	92.6%
2016	32.3%	29.7%	58.4%	82.4%
2017	30.3%	34.4%	57.4%	88.2%
2018	30.2%	34.7%	55.8%	76.3%
2019	26.0%	36.4%	56.7%	78.2%
2020	28.6%	36.9%	58.6%	72.3%
2021	30.9%	35.8%	65.1%	69.2%
Total	26.9%	34.2%	45.4%	71.7%

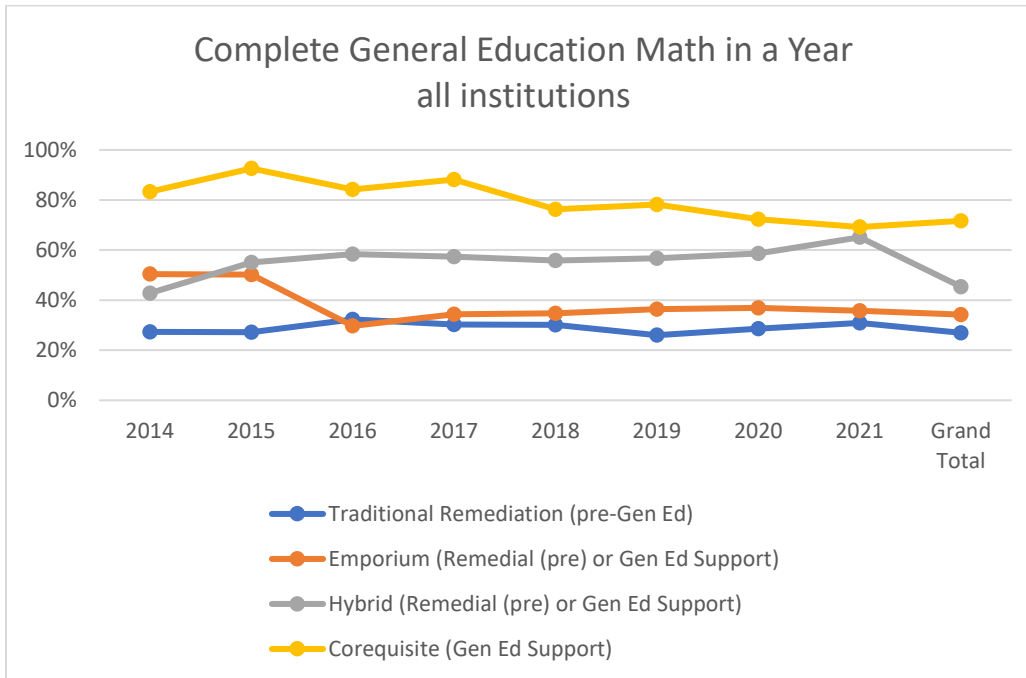


Figure 9. Average number completing general education math in a year, all institutions.

Table 13. Average number of students completing general education math in a year, community colleges.

	Traditional Remediation pre-Gen Ed	Emporium Remedial (pre) or Gen Ed Support	Corequisite Gen Ed Support
2014	25.6%	*	83.3%
2015	25.5%	*	92.6%
2016	31.5%	9.4%	82.4%
2017	31.9%	16.8%	88.2%
2018	37.0%	19.4%	70.7%
2019	32.2%	20.5%	78.2%
2020	34.4%	17.3%	76.1%
2021	37.3%	23.2%	76.2%
Total	29.7%	17.1%	76.8%

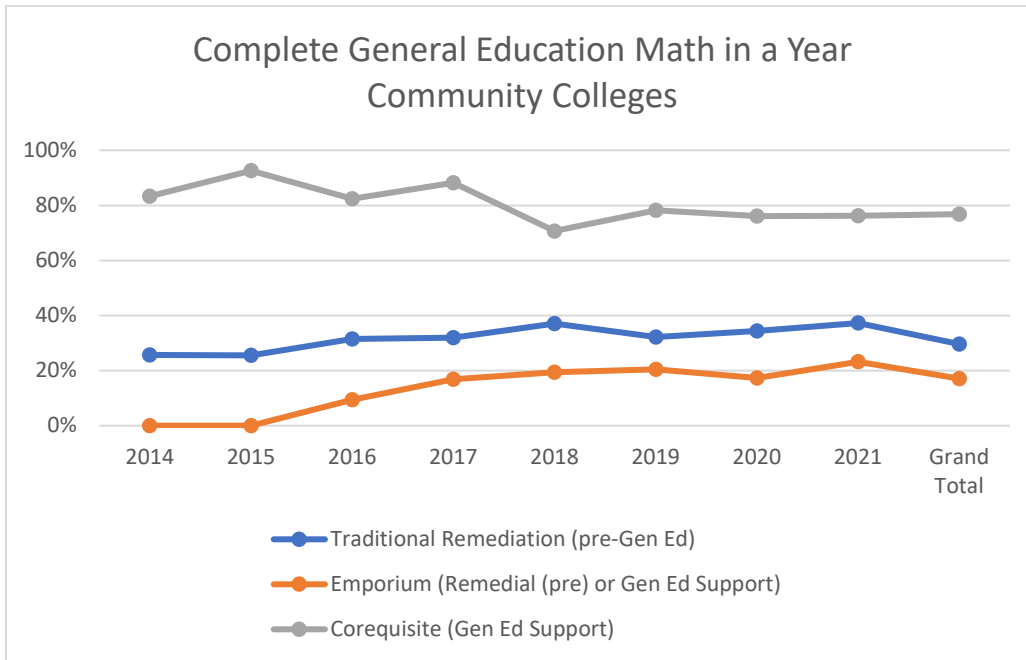


Figure 10. Average number of students completing general education in a year, community colleges.

Table 14. Average number of students completing general education math in a year at four-year institutions.

	Traditional Remediation pre-Gen Ed	Emporium Remedial or Gen Ed Support	Hybrid Remedial or Gen Ed Support	Corequisite Gen Ed Support
2014	27.3%	50.4%	42.8%	83.3%
2015	27.2%	50.2%	55.1%	92.6%
2016	32.3%	29.7%	58.4%	84.2%
2017	30.3%	34.4%	57.4%	88.2%
2018	30.2%	34.7%	55.8%	76.3%
2019	26.0%	36.4%	56.7%	78.2%
2020	28.6%	36.9%	58.6%	72.3%
2021	30.9%	35.8%	65.1%	69.2%
Total	26.9%	34.2%	45.4%	71.7%

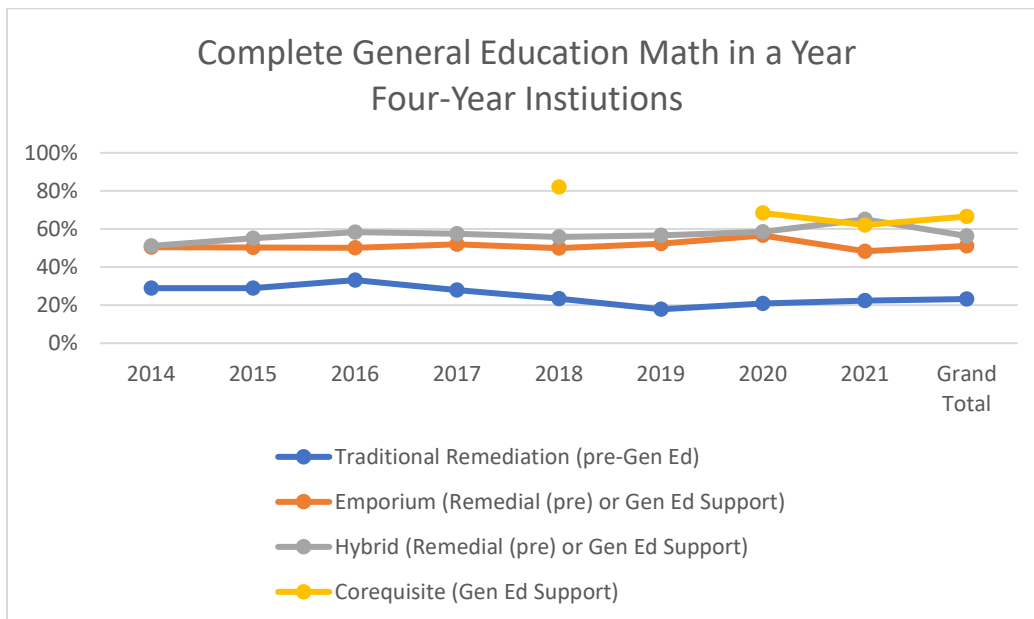


Figure 11. Average number of students completing general education math in a year, four-year institutions.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
OCTOBER 18 - 19, 2023

SUBJECT

Idaho Engineering & Computer Science Needs Assessment & Gap Analysis

APPLICABLE STATUTES, RULE OR POLICY

House Bill 809, Section 4 (2022)

BACKGROUND/DISCUSSION

In 2022, Governor Little recommended, and the legislature appropriated, \$100,000 in one-time General Funds for the Office of the State Board of Education to develop a statewide needs assessment for engineering and computer science education in Idaho.

In November 2022, the Office of the State Board of Education entered into a Professional Services Agreement with the Western Interstate Commission for Higher Education (WICHE) to complete the engineering and computer science needs assessment. The scope of the WICHE needs assessment addressed two important questions:

1. Is the supply of engineering and computer science graduates from Idaho's public institutions adequate to meet current and projected industry demand?
2. If not, how can the State strategically address the gap between supply and demand?

WICHE's top level findings from its assessment are twofold:

1. Current Undersupply: The supply of graduates in engineering and computing disciplines (broadly defined) from the states' public institutions does not appear sufficient to meet existing industry needs.
2. Future Supply Constraints: Growing the number of students prepared to enter and succeed in these majors is not as simple as increasing postsecondary capacity. Demographic and educational trends point to, at best, modest growth in the potential pool of students, meaning any effort to increase graduates in these fields must focus on expanding the educational pipeline of students from K-12 to postsecondary education who are interested in and equipped to succeed in these fields.

IMPACT

The report provides findings on opportunities to increase the supply of graduates in engineering and computer science disciplines, as well as potential next steps that the state can take to capitalize on these opportunities.

ATTACHMENTS

Attachment 1 – WICHE Report
Attachment 2 – WICHE Presentation

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
OCTOBER 18 - 19, 2023

STAFF COMMENTS AND RECOMMENDATIONS

Industry, education, and government leaders in Idaho have known for some time that the state has a dire need and an undeniable opportunity to grow the number of engineering and computer science programs in support of economic growth and global competitiveness.

The WICHE Engineering & Computer Science Needs Assessment provides an initial framework to guide future decisions regarding the expansion of engineering and computer science programs and initiatives in Idaho.

BOARD ACTION

This item is for informational purposes only.

IF YOU BUILD IT, WILL THEY COME?

Exploring the Possibility of an Idaho Engineering
and Computer Science Growth Initiative



Authors

Peace Bransberger, Patrick Lane and Christina Sedney

Contact

cседney@wiche.edu

Disclaimer

The research presented here includes
information derived from
SLDS Data from the
Idaho State Board of Education (SBOE) and
the Idaho State Department of Education (SDE).
Any errors are attributable to WICHE.

Publication Number 1A30002023

IF YOU BUILD IT, WILL THEY COME?

Exploring the Possibility of an Idaho Engineering
and Computer Science Growth Initiative



4

IF YOU BUILD IT, WILL THEY COME?

EXECUTIVE SUMMARY

Introduction

In 2022, industry leaders voiced concerns to policymakers that Idaho was not producing enough engineering and computer science graduates from its public institutions to meet the needs of Idaho's economy. These leaders expressed interest in launching an engineering and computer science growth initiative similar to a long-time effort in Utah to address these gaps. In response, the Idaho State Board of Education commissioned an analysis from the Western Interstate Commission for Higher Education (WICHE) to explore the issue. Guided by an industry advisory group, the project team reviewed existing research, analyzed publicly available data as well as data from the state's longitudinal data system, modeled the projected supply of graduates, and conducted a range of employer engagement activities to answer two key questions:

1. Is the supply of engineering and computer science graduates from Idaho's public institutions adequate to meet current and projected industry demand?
2. If not, how can the state strategically address the gap between supply and demand?

This analysis was not intended to provide a complete and detailed strategic plan, but rather to assist industry with articulating the gap between supply and demand to the greatest extent possible and identifying high-level, evidence-based approaches to increase credential production. Importantly, these potential approaches are tailored to fit Idaho's context and trends in population growth, demographics, and student flow.

Key Findings

Our analysis concludes the following, based on the best available evidence:

1. **Current Undersupply:** The supply of graduates in engineering and computing disciplines (broadly defined) from the states' public institutions does not appear sufficient to meet existing industry needs.
2. **Future Supply Constraints:** Growing the number of students prepared to enter and succeed in these majors is not as simple as increasing postsecondary capacity. Demographic and educational trends point to at best modest growth in the potential pool of students, meaning any effort to increase graduates in these fields must focus on expanding the educational pipeline of students from K-12 to postsecondary education who are interested in and equipped to succeed in these fields.

A coordinated, industry-led approach to developing a shared vision and action plan to address these nuanced, multifaceted challenges will be an important next step. It is important to recognize that because of the challenges in future demographics and the state's trends in education outcomes, this work will likely be more challenging than Utah's initiative.

Approach

No data source exactly quantifies the hiring demand for recent graduates in Idaho’s labor market, nor the available supply of graduates planning to work in Idaho. This report relies instead on a combination of qualitative work, data analysis, and review of existing research to identify proxy metrics for supply and demand where possible and includes discussion of the strengths and limitations of this approach, potential gaps in information, and further questions. WICHE conducted a survey of key employers and industry leaders to gather their perspectives and additional data that is highly relevant to this report. WICHE also received invaluable guidance, counsel, and feedback from a core team of industry advisors drawn from across the state.

Understanding Supply

institutions are used as a proxy metric for the “supply” of new workers available to the state’s businesses. The term “computer science” as used in the Utah initiative refers to a wide range of computer-related degrees, thus the term computer science has been adjusted to computer and information science in this report to more accurately reflect the range of degree types discussed. Similarly, both engineering and engineering technology programs were considered at the suggestion of Idaho’s industry leaders that advised WICHE on this analysis. For some analyses, the limited number of individuals who enroll in and graduate with degrees in engineering technology make it impractical to present detailed data. Finally, the contributions of the state’s private institutions are reflected where appropriate to provide a more complete picture of available supply.

A model of student flow through the education pipeline was used to examine how improvements on certain metrics, such as high school graduation rates, college go-on rates, or progression through postsecondary education would impact the number of graduates produced in the three fields of interest. The results and takeaways from this model are described briefly below and in greater detail in the full report.

Of course, postsecondary graduates are not the only source of supply in the labor market. Employers need to hire across a range of experience levels, some Idaho businesses hire from regional, national, or international candidate pools, and net migration also affects labor supply. However, qualitative research demonstrates robust employer demand for entry-level hires in the fields of interest — typically bachelor’s graduates — as well as a strong employer preference for hiring Idaho graduates.¹ Therefore, degree production in engineering and computer and information science fields presents a useful, though imperfect, way to think about workforce supply.

Estimating Demand

The Bureau of Labor Statistics (BLS) offers historical estimates of employment by occupation at the national and the state level, allowing for cross-state comparisons. BLS also produces projections of employment by occupation, but only at the national level. The Idaho Department of Labor (ID DoL) produces state-level projections of employment by occupation, which provide the best available state-level projections of hiring demand by occupation despite certain limitations. For example, the 2020–2030 ID DoL projections do not yet reflect the projected impacts of significant federal policy changes such as the CHIPS and Science Act (CHIPS Act) and the Infrastructure Investment and Jobs Act (IIJA). The

project team supplemented the existing ID DoL projections with results from a 2023 employer survey on hiring demand in fields of interest and in-depth interviews with a subset of industry representatives.

Engineering & Engineering Technologies

Degree production and projected job demand in related fields are not a one-to-one match, but comparing the approximate magnitude of the difference between the two does provide some sense of the “gap” that exists between supply and demand. Meanwhile, examining projections based on current trends offers a way to understand whether identified gaps are likely to grow or to shrink if present trends continue.

Engineering and Engineering Technologies Supply

Historical trends in Idaho’s engineering bachelor’s degree production — the typical entry-level credential of most engineering professions² — show growth between 2010 and 2020, primarily driven by substantial growth between 2010 and 2015. Supply modeling shows that if contributing trends persist, Idaho can expect only minimal increases in the number of engineering and engineering technology graduates produced annually by its public institutions. A projected levelling off of the overall number of high school graduates in the state and a negatively trending college go-on rate of Idaho high school graduates are among the primary contributors to this low growth projection.³

Meanwhile, existing research shows that just over 60% of engineering bachelor’s degree recipients who were Idaho residents at the state’s public institutions work in Idaho after graduation, and under 40% of out-of-state students do (including international students, who are over-represented in engineering programs). In engineering technology, 74% of in-state associate degree holders stay in the state and 35% of out-of-state students remain in the state to work.⁴ As a result, the number of graduates produced by the state’s public institutions may under-represent the available workforce supply.

Importantly, data analysis also revealed that women are significantly less likely to select engineering majors even when controlling for factors like scores on math standardized tests. However, women that do so are more likely to complete their degrees. Strong performance on high school math standardized exams is also positively associated with choosing engineering as a major and completing a degree in the field. As is discussed later, developing and implementing strategies to welcome women into these fields may be productive as the gender disparities hold true even when controlling for math performance, meaning women with strong math results are still much less likely to enter into engineering as a major.

Engineering and Engineering Technologies Demand

Trends in Idaho’s engineering job growth show increases over the past decade, at similar rates as surrounding states. Looking forward, there are moderate increases of about 5% nationally between 2021 and 2031 projected for engineering as an occupational field with even more robust growth projected in Idaho — more than 17% between 2020 and 2030. Growth in Idaho’s engineering technology occupations is also expected to outpace the national number, growing by more than 13% in the state between 2020 and 2030 compared to 1.4% nationally between 2021 and 2031. According to the ID DoL, engineering can expect to see 984 job openings per year due to turnover and growth between now and 2030, while engineering technology is projected to see 227 annual openings.⁵

However, more recent developments suggest that this may be an underestimate. One engineering industry group estimates that projects funded by the IJJA alone will increase the need for engineers nationally by 82,000 and notes that these increases will affect every state.⁶



“If we were able to fill all our positions, we’d be able to get more revenue in and more clients and we’d then have demand for more engineers... we’ve been stifled by an inability to find people to do the work, we have more work than we have people to do.”

– Idaho Engineering Employer

The employer survey conducted for this project provides further evidence that the 2020–2030 projections may underestimate demand. Respondents estimated that they are trying to hire nearly 2,000 employees with degrees in engineering and engineering technology within the next 12 months alone, almost double the DoL projected average annual openings. Further, 77% of respondents noted that they are currently struggling to fill jobs that require degrees in engineering and engineering technology fields. While the employer survey sample was not representative of Idaho as a state, the table below illustrates respondents’ self-reported number of Idaho-based engineering and computer-related employees compared to state estimates of total employment within these occupations to provide some sense of the coverage offered by the survey.

Employer Survey Respondent Engineering Employees in Idaho Compared to Overall Number of State Engineering Employees.

	STATE TOTAL 2020	STATE TOTAL 2023 (Estimated)	SURVEYED COMPANIES (Estimated)*
Engineering Occupations (17–2000)	10,321	10,892	6,478

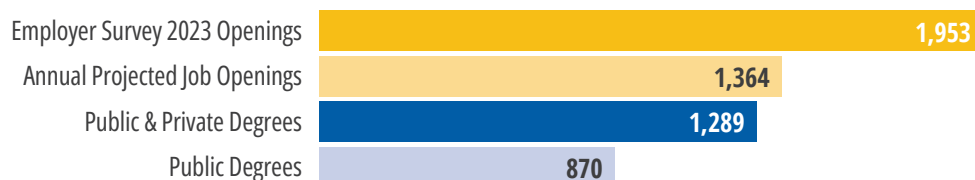
**Survey response options were presented as ranges and these totals assume a midpoint value of the selected range.*

Another key factor to consider is that workforce shortages in the short term may suppress future workforce demand. For example, according to Idaho employers interviewed, the undersupply of engineering candidates is already curtailing business growth opportunities or leading them to develop that business elsewhere. Existing undersupply has already dampened hiring demand, whereas increases in engineer supply could potentially enable business growth and expand hiring demand.

Engineering and Engineering Technologies Gap Analysis

The available quantifications of supply and demand indicate a gap between the number of engineering and engineering technology graduates of all degree types from Idaho public institutions (as depicted by the blue bars in the figure below) and the needs of Idaho’s employers (as depicted by the yellow bars in the figure below). While the magnitude of the gap differs depending on the exact specifications used (whether graduates from private institutions are included, if migration is accounted for, etc.) the gap appears significant — particularly considering the likely undercount represented by the demand numbers — and likely to continue over time if present trends continue.

Idaho Institution Annual Engineering & Engineering Technology Degrees Produced (Average of 2018–2020), ID DoL Projected Annual Engineering & Engineering Technologist Job Openings (2020–2030) & WICHE Employer Survey Hiring Demand Estimates (2023)



Sources: Integrated Postsecondary Education Data System, Idaho Department of Labor Occupation Projections (2020–2030), WICHE Employer Survey

Computer & Information Science

Degree production and projected job demand in related fields are not a one-to-one match, but comparing the approximate magnitude of the difference between the two does provide some sense of the “gap” that exists between supply and demand. Meanwhile, examining projections based on current trends offers a way to understand whether identified gaps are likely to grow or to shrink if present trends continue.

Computer and Information Science Supply

The National Center for Education Statistics designates computer and information science degrees as Classification of Instructional Programs (CIP) 11: “Computer and Information Science and Support Services: Instructional programs that focus on the computer and information sciences and prepare individuals for various occupations in information technology and computer operations fields.”⁷ Similar to engineering, historical trends in computer and information science degree production at the bachelor’s level in Idaho — also the typical entry-level credential for many in-demand computer-related professions⁸ — show growth between 2010 and 2020, primarily driven by substantial increase between 2010 and 2015. Supply modeling shows that if contributing trends persist, Idaho can expect only minimal increases in the number of computer and information science graduates produced annually by its public institutions.

Research shows that a relatively high percentage of computer and information science public institution graduates stay in Idaho, with over 70% of in-state bachelor’s graduates employed in the state after graduation and over 50% of out-of-state graduates.

Additionally, WICHE’s pipeline analysis using student-level data finds stark gender gaps in the likelihood of declaring Computer and Information Sciences as a major, as well as completing degrees in this field, even when controlling for math scores and other characteristics. This analysis also showed the importance of K–12 math preparation, with results of standardized high school math tests being strongly associated with entrance into and success in this field in college. This last finding should not be surprising as it is supported by substantial other research as well as the perspectives of industry leaders.

Computer and Information Science Demand

The range of computer occupations continues to evolve, with the current BLS definitions including occupations ranging from computer scientists to web developers to network administrators. Trends in computer-related job growth show a fairly dramatic increase between 2010 and 2021 as computer and information technology related roles became ubiquitous across industries. Idaho’s occupational growth

trends in a similar way to its neighboring states, though it has continued to lag slightly behind them over the past decade (Washington has long dominated in the overall amount of employment in computer occupations, though Utah’s growth trajectory has been the steepest over this period).⁹



“We’ve not necessarily tried to materially increase our hiring in the state of Idaho... we just found that it was too challenging to find enough candidates locally. So, we diversified our locations in order to fulfill that [need].”

– Tech Sector Employer

In terms of projections, computing occupational fields are projected to increase 14.6% nationally between 2021–31 and 12.2% between 2020–30 in Idaho. The ID DoL estimates that there will be 1,387 annual job openings in the field in Idaho between now and 2030.¹⁰

Because the projection methodology does not project shifts in industry mix, it may underestimate possible demand. That is, certain industries contract in response to things like macro-economic trends and changing technologies while others expand. While these shifts are difficult to predict, experts from the Idaho Department of Labor reported in a February 23, 2023 interview that there has historically been an increase in computer-related jobs as a range of industries expand their automated components.

As with engineering, the employer survey offers additional evidence that the existing projections for Idaho may underestimate demand. Industry respondents estimated they would like to hire nearly 1,600 employees with computer or information science degrees within the next 12 months, potentially 15% more than already projected. Further, 76% of respondents are currently struggling to fill jobs that require a computer or information science degree. Notably, survey respondents comprised a much smaller segment of the state’s overall computing employee population than on the engineering side. Consequently, the computing estimates almost certainly significantly undercount statewide demand.

Employer Survey Respondent Computing Employees in Idaho Compared to Overall Number of State Computing Employees.

	STATE TOTAL 2020	STATE TOTAL 2023 (Estimated)	SURVEYED COMPANIES (Estimated)*
Computer Occupations (15–2000)	15,821	19,588	3,856

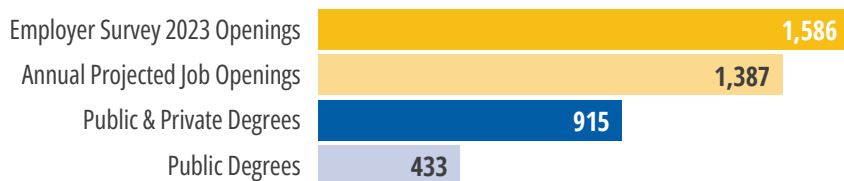
**Survey response options were presented as ranges and these totals assume a midpoint value of the selected range.*

Employer interviews also revealed how workforce shortages can have a downward impact on hiring demand. For example, in past years Idaho establishments have shifted or expanded their businesses outside the state after being unable to fill positions locally. In fact, some technology employers shared that the recent shift to remote work may enable Idaho-based companies to hire out of state to counterbalance local undersupply. Nonetheless, the strong demand for these occupations nationally also means that computer and information science graduates could remain in Idaho and work for employers located virtually anywhere while contributing to Idaho’s tax base, reinforcing the benefits of steady graduate production. These types of decisions have the potential to drive demand up or down depending upon the local availability of talent.

Computer and Information Science Gap Analysis

The available quantifications of supply (represented in the blue bars below) and demand (represented by the yellow bars) indicate a gap between the number of computer and information science graduates from Idaho public institutions and the needs of Idaho’s employers. Given the strong growth trends in this field, the identified gap appears robust across a range of specifications and appears likely to continue over time if present trends continue.

Idaho Institution Annual Computer and Information Science Degrees (Average of 2018–2020), ID DoL Projected Annual Computing Job Openings (2020–2030) & WICHE Employer Survey Hiring Demand Estimates (2023)



Sources: Integrated Postsecondary Education Data System, Idaho Department of Labor Occupation Projections (2020–2030), WICHE Employer Survey

Student Flow Model

The flow model described above is an important tool to help understand the challenge facing Idaho policymakers, industry leaders, and others committed to this work. The broad takeaway from adjustments to the flow model is that even with substantial improvements in postsecondary completion, few additional degrees would be produced. Improvements to college participation rates, which are obviously a broader state concern, have the potential to drive more students into these fields of interest. A key concern, though, is trying to ensure that those additional students are well-prepared to enter and succeed in the fields of interest.

The results of the flow model are stark. Even with substantial improvements in underlying metrics, like high school graduation rates and postsecondary progression, the state would produce relatively few additional degrees. This effort must be comprehensive and reach new populations of students who have not previously been interested in these fields. Additionally, the data point to the need for engaging students outside of the traditional high school-to-college pipeline.

Next Steps

As noted above, WICHE’s does not aim with this report to create a detailed strategic plan for an engineering and computer and information science degree growth initiative. Instead, our intent is to provide a strong, evidence-based framework for potential next steps that is tailored to Idaho’s context. The strong, overarching conclusion based on our analysis of the available data is that immediately moving to increase postsecondary capacity in these fields will not greatly increase production. It is important to recognize as a starting point that outcomes of initiatives like the one in Utah are useful guides, but have taken place in a different demographic reality than the one currently faced by Idaho.

The ultimate solution for Idaho will be to develop an Idaho-centered approach. The steps proposed below could form the framework for detailed strategic planning in the future.

Creating a Shared Vision & Coordinated Plan

Generating additional graduates in high-demand fields such as engineering and computer science is a complex, long-term endeavor. The downward demographic trends driving the overall number of high school graduates Idaho is expected to produce paired with the state's declining college-going rates mean the state is facing significant headwinds as they seek to increase supply. While Utah's initiative took place in a growth context (both demographically and economically), Idaho will face a more challenging environment for a similar effort (although the state's economic outlook is very positive). Moreover, addressing the multifaceted challenges of demographic and large-scale educational trends such as the college go-on rate will require the development of equally multifaceted responses.

To drive this effort, the state could facilitate an industry-led partnership between key stakeholders in policy and education to guide the development and ongoing refinement of a shared vision for increasing the number of engineering and computer-related graduates and a set of short- and long-term strategies to achieve this vision. This approach should also situate the effort in Idaho's broader economic context, considering the overall realities of the state's labor market and pressing shortages in other STEM fields such as healthcare.

With substantial attention already focused on college go-on rates, an engineering and computer science growth initiative should complement those efforts with a focus on supporting improvements in K-12 preparation for these fields, as well as driving interest among students.

Additionally, a potential initiative can also work to create and expand other potential student pipelines through enhanced upskilling of current employees, identification and recruitment of individuals who completed substantial credits in these fields but left postsecondary education without a degree, and other strategies focused on adult students.

Identifying Clear Roles & Responsibilities

As partners in this work, industry, policymakers, universities, community colleges, and the K-12 sector should identify how they will individually and collaboratively contribute to achieving the shared vision through the identified short- and long-term strategies. For example, higher education institutions might commit to increasing the number of female students enrolling in and completing engineering and computer and information science programs, partnering with K-12 to improve the math preparedness of high school graduates, and collaborating across the two- and four-year sectors to improve transfer pathways. Alternatively, industry partners might commit to employee upskilling initiatives, provide equipment and internship or project opportunities that meaningfully address challenges identified by educational partners, and provide timely and actionable feedback to educational partners. Given the demographic trends of Idaho's youth population, an important area of focus for all partners should be identifying how to identify, attract, and support non-traditional-aged students through to degree completion.

If there is going to be a sustained initiative, WICHE strongly believes that there will need to be a statewide entity that bears responsibility for coordinating that work. Given the interest of employers and their effectiveness in driving change, it seems appropriate that some type of industry-led body should serve in that role. It is important to note that this recommendation does not imply that such a body would have authority over the other entities noted above, but would collaborate and coordinate within appropriate roles and responsibilities of the different agencies and organizations committed to addressing these issues.

Investing for Impact

In order to make the most of any investment, the partners must identify and prioritize the greatest barriers and most effective solutions to workforce supply. Engineering and computer-related fields encompass a broad range of credentials and specialties that lead to a variety of occupations. The state may consider if a broad or a targeted approach will be most effective for meeting their goals with available funds. As part of this analysis, they should also focus on leveraging Idaho's unique assets in both industry and education for maximum value. Finally, it will be critical to balance immediate employer needs with sustainable growth plans that have the flexibility to account for changing dynamics such as recessions and shifts in automation.

Hopefully, readers of this report will agree with the conclusion that immediately investing in postsecondary capacity improvements should not be the first priority. Obviously, continuing to invest in these programs to make sure that they are turning out high-quality graduates is essential, but it does not appear that postsecondary capacity is the current limiting factor on degree production. Investment must instead first focus on growing the pipeline of students who are prepared to enter and succeed in these fields. Capacity issues can be addressed as those trends begin to change.

Data, Metrics, and Research

While it is standard fare for a report on postsecondary supply and employment demand to feature a recommendation related to data and metrics, that does not make it any less important. As part of the framework, WICHE recommends that industry leaders and other key agencies and organizations coalesce around meaningful metrics for understanding how the initiative that is envisioned is impacting outcomes. It would be easy to focus solely on the number of graduates that are produced annually in each field, and we agree that is an important metric. However, if, for example, the number of students enrolled in public postsecondary institutions in the state declines substantially, but the number of graduates in these fields holds steady, that would be a sign of some success. This report contains numerous different data points and ways of considering supply and demand issues. Certainly not all of the data points will resonate, but they could represent a starting point for consideration. As an initiative unfolds, it is highly doubtful that every approach and policy change will bear fruit, but with a successful monitoring and evaluation approach, it will be possible to continuously refine efforts to improve outcomes.

CONTENTS

Executive Summary	5
Introduction	5
Key Findings	5
Approach.....	6
Understanding Supply	6
Estimating Demand.....	6
Engineering & Engineering Technologies	7
Computer & Information Science.....	9
Student Flow Model	11
Next Steps.....	11
Contents	14
List of Tables	16
List of Figures	17
Introduction	18
Methodology	20
Understanding Supply	20
Estimating Demand.....	22
Gap Analysis	22
Supply Overview	23
General Student Trends.....	23
Cohort Analysis Background	24
Engineering	28
Engineering Supply	28
Engineering Demand	42
Engineering Gap Analysis.....	45

Computer & Information Science47

 Computer & Information Science Supply 47

 Computer & Information Science Demand 55

 Computer & Information Science Gap Analysis 58

Next Steps60

 Creating a Shared Vision & Coordinated Plan 60

 Identifying Clear Roles & Responsibilities 61

 Investing for Impact 63

 Data, Metrics, and Research 64

Acknowledgements65

 Industry Advisory Team 65

 Report Contributors 65

 Employers 66

Technical Appendix67

 Student Data Analyzed 67

 Employer Survey 76

 NCHEMS Student Flow Model 96

Endnotes99

List of Tables

Table 1. Gender distribution of cohorts	25
Table 2. Race/ethnicity of cohorts	25
Table 3. ISAT results distribution, 2018–19 cohort	26
Table 4. SAT scores, 2018–19 cohort	26
Table 5. Geographic distribution of cohorts	27
Table 6. Degree distribution by cohort	27
Table 7. Percentage of students declaring engineering and engineering technologies as a major	30
Table 8. Percentage of students declaring engineering as a major by gender	31
Table 9. Percentage of students declaring engineering technologies as a major by gender	31
Table 10. Percentage of students ever declaring engineering as a major by race/ethnicity	31
Table 11. ISAT scores and declaration of engineering as a major	32
Table 12. SAT scores and declaration of engineering as a major	32
Table 13. Percentage of students with high math scores declaring as engineers	32
Table 14. Percentage of students from each locale ever declaring engineering as a major	33
Table 15. Percentage of students from each locale ever declaring engineering technologies as a major	33
Table 16. Degree completion rates for students that ever declared engineering as a major	33
Table 17. Degree completion rates for students that ever declared engineering technologies as a major	33
Table 18. Current and projected additional undergraduate engineering awards by credential type	37
Table 19. Current and projected additional undergraduate engineering awards by institutional sector	38
Table 20. Projected additional undergraduate engineering awards with an increase in high school graduation rate	38
Table 21. Projected additional undergraduate Engineering awards due to increased go-on rates	39
Table 22. Projected additional engineering undergraduate awards with increased out-of-state directly out of high school (DOHS) college-going numbers	40
Table 23. Projected additional undergraduate engineering awards with an increase in first-time (FT) college participation rates of 20–44 year-olds	40
Table 24. Projected additional engineering undergraduate awards with an increase in year-to-year progression rates	41
Table 25. Employer survey respondent engineering employees in Idaho vs. total of state engineering employees	44
Table 26. Students declaring computer science as a major	48
Table 27. Percentage of students declaring computer science as a major by gender	49
Table 28. Percentage of high-scoring students declaring computer science as a major by gender	49
Table 29. Percentage of students declaring computer science as a major by race/ethnicity	49
Table 30. Percentage of students declaring computer science as a major by high school location	50
Table 31. Percentage of computer science majors that graduate and that do so in the field	50

Table 32. Current and projected additional undergraduate computer & information science awards 51

Table 33. Current and projected additional undergraduate computer & information science awards by institutional sector 52

Table 34. Projected additional undergraduate computer and information science awards with an increase in high school graduation rate 52

Table 35. Projected additional undergraduate computer and information science awards with increases in the college-going rate of direct out of high school (DHOS) students in Idaho. 53

Table 36. Projected additional computer & information science undergraduate awards with increased out-of-state directly out of high school (DOHS) college-going numbers. 53

Table 37. Projected additional undergraduate computer & information science awards with an Increase in first-time (FT) college participation rates of 20–44-year-olds. 54

Table 38. Projected Additional Undergraduate Computer & Information Science Awards with a 10% Increase in Retention Rates. 54

Table 39. Survey respondent computer-related employees vs. overall number of Idaho computer-related employees. 58

Table 40. Sample capacity assessment rubric. 62

List of Figures

Figure 1. Projected Idaho high school graduates 23

Figure 2. Annual bachelor’s degree completions in Engineering from Idaho Institutions. 29

Figure 3. Annual associate degree completions in Engineering Technology from Idaho institutions. 29

Figure 4. Majors of graduates who completed degrees in other fields after declaring as an Engineering major, 2013–14 cohort. 34

Figure 5. Majors of graduates who completed degrees in other fields after declaring as an engineering major, 2018–19 cohort. 35

Figure 6. Engineering Occupational Employment Growth Over Time in Idaho & Surrounding States (Index: 100=Number of Jobs in 2010) 42

Figure 7. Engineering Occupational Employment in Idaho & Surrounding States (2021). 43

Figure 8. Percent of survey respondents currently struggling to fill jobs that require a postsecondary engineering degree. 45

Figure 9. Idaho degree production for engineering and engineering tech compared to projected job openings and employer survey job demand. 46

Figure 10. Annual degree completions in Computer Science 48

Figure 11. Computer Science employment growth in Idaho & surrounding states. 55

Figure 12. Computer Occupational Employment in Idaho & Surrounding States (2021). 56

Figure 13. Idaho degree production for computer science compared to projected job openings and employer demand. 59

INTRODUCTION

With a high-skill, high-tech workforce emerging as a hallmark of a flourishing economy, a steady supply of well-trained graduates in engineering, computer science, and related disciplines will play a critical role in Idaho’s future. From building and maintaining the infrastructure needed for the state’s fast-growing population, to providing the talent demanded by key industries, engineers, engineering technologists, and computer and information science professionals are a foundational pillar of the state’s growth.

These high-paying occupations offer Idahoans family-sustaining wages and contribute to the state’s tax base and overall economic vitality. Engineering, engineering technology, and computing occupations all pay well above the average annual salary in the state, with engineering technologists earning 24% more than the average occupation, engineers earning 78% more, and computing occupations a whopping 112% more than the average according to the most recent available data.¹¹ Moreover, many of these occupations are in high-growth fields, with environmental, industrial, civil, mechanical, electrical, computer hardware, and nuclear engineers, electrical and electronic technicians, and software developers, computer and information systems managers, computer systems analysts, and network and computer system administrators all present on the Idaho “Top Jobs” list.¹² Yet the impact of these occupations on the state goes far beyond these direct contributions.

Average Annual Wages in Idaho Occupations

All Occupations	\$60,580
Engineering Occupations	\$108,133
Computing Occupations	\$128,391
Engineering Technologist Occupations	\$74,821

Source: WICHE analysis of Idaho DoL data.

Idaho’s key industries as identified by the state’s Department of Commerce all rely on these professions, in particular advanced manufacturing, aerospace, food production, shared services, and energy.¹³ Idaho companies of all sizes — from large employers like Micron Technology and Idaho National Laboratory (INL) to local small businesses — rely on the high-tech workforce to maintain their operations and to spur growth and innovation. According to interviews WICHE conducted with multiple employers between January and April 2023, many of the state’s fastest growing companies have been founded, launched, and staffed by graduates of the state’s engineering and computer science programs, bringing new industries and opportunities to the state. Therefore, a healthy pipeline of engineering and computer and information science graduates seems to play a pivotal role in the continued growth of Idaho’s economy.

Yet in recent years, industry leaders have begun to express concerns that they cannot find enough talent in these critical fields, impacting their companies’ growth and innovation. These leaders expressed interest in launching an engineering and computer science growth initiative similar to a long-time effort in Utah to address these gaps. A recent analysis of Utah’s initiative found that the number of engineering and computer science graduates from Utah public institutions more than doubled between 2000 and 2020, as did engineering and computer science employment over the same period. The report’s authors also found that in 2020, Utah’s engineering and computer science workforce sustained and supported 238,419 jobs, \$19.1 billion in earnings, and \$25.2 billion in gross domestic product for the state.¹⁴

In response to these industry concerns, the Idaho State Board of Education commissioned an analysis from the Western Interstate Commission for Higher Education (WICHE) to explore the issue. Guided by an industry advisory group, the project team reviewed existing research, analyzed publicly available data, modeled the projected supply of graduates using Idaho data, and conducted a range of employer engagement activities to answer two key questions:

1. Is the supply of engineering and computer science graduates from Idaho's public institutions adequate to meet current and projected industry demand?.
2. If not, how can the state strategically address the gap between supply and demand?.

This analysis was not intended to provide a complete and detailed strategic plan, but rather to assist industry with articulating the gap between supply and demand to the greatest extent possible and identifying high-level, evidence-based approaches to increase credential production.

METHODOLOGY

Understanding Supply

Graduates in engineering, engineering technology, and computer-related fields from Idaho postsecondary institutions are used as a proxy metric for the “supply” of new workers available to the state’s businesses. To analyze this population WICHE used publicly available data from the Integrated Postsecondary Educational Data System (IPEDS) as well as data from the Idaho State Board of Education (more detail on the State Board of Education data can be found in the Appendix).

After consultation with the Industry Advisory Team and a literature review, WICHE opted to include three codes from the Classifications of Instructional Programs (CIP) — developed by the National Center for Educational Statistics to offer a standardized way to categorize postsecondary academic programs by field — in the analysis.

- ▶ **CIP 11 – COMPUTER AND INFORMATION SCIENCES AND SUPPORT SERVICES** Instructional programs that focus on the computer and information sciences and prepare individuals for various occupations in information technology and computer operations fields.¹⁵
- ▶ **CIP 14 – ENGINEERING** Instructional programs that prepare individuals to apply mathematical and scientific principles to the solution of practical problems.¹⁶
- ▶ **CIP 15 – ENGINEERING TECHNOLOGIES/TECHNICIANS** Instructional programs that prepare individuals to apply basic engineering principles and technical skills in support of engineering and related projects or to prepare for engineering-related fields.¹⁷

A note on terminology, the term “computer science” as used in the Utah initiative refers to the full range included in CIP 11 (a wide range of computer-related degrees) thus the term computer science has been replaced with computer and information science to more accurately reflect the degree types discussed. In addition, while this report focuses on graduates of public institutions, the contributions of the state’s private institutions are reflected where appropriate to provide additional information on available supply.

The analysis primarily focuses on the credential type most typical for entry-level employment in its related field, however, additional information on postsecondary degree types critical to industry such as masters and doctoral degrees are included as well. After receiving substantial feedback from employers on the topic of non-degree credentials such as certificates, it became clear that there is not consensus among Idaho employers on any type of certificate that was critical for employment in these fields, thus, they are not a primary focus of this analysis.

Of course, recent postsecondary graduates are not the only source of supply in the labor market. Employers need to hire across a range of experience levels and some Idaho businesses hire from regional, national, or international candidate pools and net-migration also affects labor supply. However, qualitative research demonstrates robust employer demand for entry-level hires in the fields of interest — typically bachelor’s graduates — as well as a strong employer preference for hiring Idaho graduates.¹⁸ Therefore, degree production in engineering and computer-related fields presents a useful, though imperfect, way to think about workforce supply.

To better understand the pipeline supplying graduates of these two fields, WICHE employed a range of quantitative and qualitative approaches. This work includes a complex student flow model developed by the National Center for Higher Education Management Systems (NCHEMS) that examines how the number of graduates in these fields may change in the future based on current trends and state demographics.

This model is based on numerous different data points from the education pipeline with a focus on the three fields of interest: engineering, engineering technologies, and computer science and information services.

At a high level, the model shows what happens to degree production when you adjust any one of a number of “levers” related to the education pipeline. This is not designed to be a tool for making perfect projections about future degree production, but more of a tool to show how changes in important metrics are likely to impact overall outcomes.

The model will help policymakers, industry leaders, and others to see where it might be possible to get the best “bang for the buck” in terms of investment.

The model is built by analyzing a combination of publicly available data from the U.S. Department of Education’s Integrated Postsecondary Data System (IPEDS), U.S. Census Data, state high school graduation rates, and student-level data provided by the Idaho State Board of Education. Each of these data sources is used to build up a model of the education pipeline.

Within the model, we are able to then adjust key metrics, including

- ▶ High-school graduation rates
- ▶ College go-on rates
- ▶ Number of out-of-state students attending college in Idaho
- ▶ Overall participation rate of Idaho residents in postsecondary education (which helps account for adult students)
- ▶ Progression rates within particular degree programs

With each adjustment, the model then calculates the change in degrees produced, with a focus on the three fields of interest. As an example, Idaho institutions annually produced 737 engineering degrees on average from 2019–21. Based solely on shifts in the population and assuming the status quo in all metrics, by the 2029–30 school year, the state would produce a total of 37 additional bachelor’s degrees in Engineering (this is not an increase of 37 per year, but 37 total over the time frame). As will be discussed in greater detail below, this would not fill the expected gaps, and changes in some metrics would be expected to produce greater gains than others.

One metric that the model does not adjust for is the percentage of students who elect to go into the fields of interest. As will be discussed below, this is likely an important piece to consider as well. Separate data analyses below examine the percentage of students ever choosing a field of interest, but it is difficult to say if these numbers are good, bad, or indifferent without appropriate comparisons and additional research.

It is important to emphasize again that the model is not intended to be an exact projection model, but to help guide thinking and approaches to addressing the issues raised by industry and key state employers. It is an essential tool for situating the issue within Idaho's population and demographic context.

Estimating Demand

There is no one perfect data source that cleanly lays out the precise number of new engineers and computer science graduates that Idaho will need in the future. Instead, WICHE has examined a range of measures, trends, and projections, and paired that with first-hand information from Idaho employers who are looking to hire these graduates.

Historical employment trends

The Bureau of Labor Statistics (BLS) offers historical estimates of employment by occupation at the national and the state level, allowing for cross-state comparisons. BLS also produces projections of employment by occupation, but only at the national level.

Occupational projections

The Idaho Department of Labor (ID DoL) produces state-level projections of employment by occupation, which provide the best available state-level projections of hiring demand by occupation despite certain limitations. For example, the 2020–2030 ID DoL projections do not yet reflect the projected impacts of significant federal policy changes such as the CHIPS and Science Act (CHIPS Act) and the Infrastructure Investment and Jobs Act (IIJA).

Employer survey & interviews

The project team supplemented the existing ID DoL projections with results from a 2023 employer survey on hiring demand in fields of interest and in-depth interviews with a subset of key industry representatives.

Gap Analysis

Degree production and projected job demand in related fields are not a one-to-one match, but comparing the approximate magnitude of the difference between the two does provide some sense of the "gap" that exists between supply and demand. Meanwhile, examining projections based on current trends offers a way to understand whether identified gaps are likely to grow or to shrink if present trends continue. In the sections that follow WICHE has attempted to combine the available evidence to assess the gap in degree production but recognizing that many different factors may affect that gap for all three fields of interest.

SUPPLY OVERVIEW

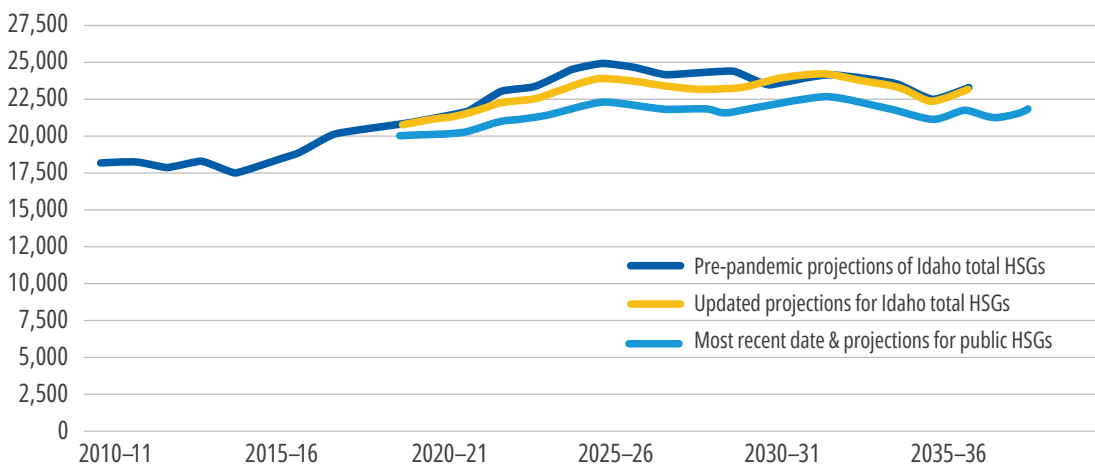
General Student Trends

Nationally, the number of students enrolled in postsecondary education is projected to grow by nine percent by 2031.¹⁹ That growth would be welcome across the country as the last decade has seen steady declines in the number of students enrolled. Idaho has seen substantial drops in its college-going rate in recent years. The percentage of high school graduates enrolling in a postsecondary institution within three years of graduation has declined five percentage points, from 63% to 58% from the graduating class of 2015 to the class of 2019 (the most recent year for which data are available).²⁰ This mirrors national trends, which have also shown a declining number of high school graduates enrolling in postsecondary institutions.²¹

While these metrics relate to rates, the raw number of potential future graduates is also a key concern when considering approaches to increasing the number of future graduates in particular fields of study. A useful starting point for this piece of the puzzle is projections about the size of Idaho's future high school graduating classes.

The state's future high school graduating classes are expected to grow through the middle of the decade, followed by a period of modest decline, ending in 2037 at roughly the same number of high school graduates as the state produces today. This is shown in Figure 1.

Figure 1. Projected Idaho high school graduates



Source: WICHE, *Knocking at the College Door*

These trends help set the context for Idaho's intended effort to grow the number of graduates in the three fields of interest. The solid dark line represents projections made by WICHE in 2020 using data that predates the COVID-19 pandemic. The dotted lines represent updated projections with more recent state data. While the new information indicates a slightly lower peak in the total number of graduates in the middle of the decade (represented by the dark dots), the longer-term numbers are relatively consistent with previous projections. Idaho is still expected to see a relatively flat number of high school graduates through the remainder of the projected period.

While Utah is often cited as the model for an initiative such as this, it is absolutely essential to recognize that Utah's effort started in a vastly different context than what Idaho faces today. As Utah launched its work, the state was in a period of growing high school graduating classes, increasing postsecondary enrollment, and a booming state economy.²²

While Idaho's economic growth continues to be strong, the trends in the other two areas are quite different from those Utah faced. As can be seen in Figure 1 above, Idaho is expected to soon reach a peak in the number of high school graduates it produces, followed by years of relatively constant production. Coupled with the state's college go-on trends, this necessitates different thinking and different policy approaches. While in Utah, the effort benefited from natural growth in potential student populations, meaning that the major interventions could focus on increasing postsecondary capacity, in Idaho, as the data will show, interventions likely will have to focus on growing the pipeline of potential students as a precursor to increasing postsecondary capacity to handle influxes of students in these majors.

Essentially, this initiative must develop a laser focus on being more efficient with a smaller number of students. As the analysis on the following pages hopefully makes clear, Idaho's pathway to an increased number of graduates in Engineering, Engineering Technology, and Computer and Information Science requires a concerted effort across the pipeline, from interesting more K-12 students in these fields at younger ages, to improving math preparation in K-12, to increasing the percentage of students who are likely to succeed that select one of these fields, to supporting them after they declare a major all the way through to graduation. Simply put, based on the data and analysis that follow, if the state invests resources in increasing postsecondary capacity in these fields without prior efforts to grow the pipeline of incoming students, it is unlikely that the number of graduates would meaningfully increase.

To get to that conclusion, we walk through analysis of the current pipeline, and blend that with the underlying trends described at the outset of this section.

Cohort Analysis Background

To shed further light on issues of supply, WICHE has analyzed student-level data provided by the Idaho State Board of Education and the State Department of Education to identify factors that are associated with students choosing to major in one of these fields and succeeding once they do so. This analysis also examines how many students with these characteristics of success are opting for and succeeding in different educational pathways. The aim is that this analysis can help sharpen the focus of policy and financial interventions to boost the number of graduates working in Idaho.

For this work, WICHE has examined two discrete cohorts of students — those entering public postsecondary institutions in the state for the first time in the 2013–14 school year and those doing so for the first time in the 2018–19 school year. Descriptive data for the two cohorts are useful for comparing differences over time and across majors of interest — in this case computer and information science, engineering, and engineering technologies. WICHE selected these cohorts intentionally, with the earlier cohort being chosen to provide enough time for program completion and the more recent cohort selected to provide more current information while still allowing some time to observe progress through the postsecondary system.

The data WICHE received from the Idaho State Board of Education runs through the 2021–22 school year.

Cohort Demographic information

In the following sections, descriptive demographic data are presented for the two cohorts.²³ As can be seen in Table 1, both cohorts feature more females than males, consistent with other demographic data reported by the Idaho State Board of Education.

The data show a decreasing overall cohort size of first-time enrollees in postsecondary education from the 2013–14 to 2018–19 cohorts. Additionally, both cohorts show a slightly larger population of females than males.

Similar to Idaho’s overall population, the race/ethnicity of the cohorts is predominantly white, as can be seen in Table 2.

Standardized Exam Math Results

WICHE also received information on student results on standardized tests. Two exams were considered — the Idaho Standards Achievement Test (ISAT) and the SAT (the meaning for the acronym of this national exam was dropped years ago but originally stood for “Scholastic Aptitude Test”). Distribution of the results is described in Tables 3 and 4 (page 26). Our focus is on students’ math results and the relationship between those and student outcomes in computer and information science and engineering (which is discussed in greater detail in later sections). These results are only presented for the 2018–19 cohort and not available for all students. While multiple measures of ISAT math performance are available, WICHE focuses on the math composite results. The results include disaggregation by gender, because, as will be seen throughout this report, there is a substantial gender gap in the number of students that go into the fields of interest.

Table 1. Gender distribution of cohorts

	2013-14	2018-19
Females	53.0%	54.6%
Males	44.8%	45.1%
Unknown/Unreported	2.2%	< 1%
Total Students	21,894	18,883

Table 2. Race/ethnicity of cohorts

	2013-14	2018-19
Black/African American	1.8%	1.9%
Asian	1.6%	2.4%
NHOPI	< 1%	< 1%
AI/AN	1.1%	< 1%
White	79.8%	79.4%
Multiracial	1.6%	2.0%
Hispanic	11.4%	11.5%
Unknown/Unreported	2.5%	1.6%
Total Students*	18,881	17,926

**Note: The number of students reported in this table differ across variables due to missing data for some students.*

Table 3. ISAT results distribution, 2018–19 cohort

LEVEL	% OF ALL STUDENTS	% OF MALES	% OF FEMALES
1 – Does not meet standards	25.6%	26.1%	25.3%
2 – Nearly meets standards	30.0%	28.7%	30.9%
3 – Meets standards	27.2%	26.2%	27.9%
4 – Exceeds standards	17.2%	18.9%	15.9%

Students take the ISAT for math in grade 10. The four levels are described by the State Department of Education as follows: level 4 shows that the student exceeds grade level achievement standards; level 3 represents meeting grade level achievement standards; level 2 indicates that the student has nearly met the grade level achievement standards; and level 1 suggests that the student has not met those standards.²⁴

Distribution on the math portion of the SAT is somewhat similar, with the majority of students grouped into the middle bands.

Table 4. SAT scores, 2018–19 cohort

LEVEL	% OF ALL STUDENTS	% OF OF MALES	% OF OF FEMALES
< 301	< 1%	< 1%	< 1%
301–400	9.0%	8.2%	9.6%
401–500	29.3%	26.6%	31.4%
501–600	41.5%	41.5%	42.0%
601–700	15.4%	18.1%	13.3%
701–800	4.4%	5.9%	3.1%

ISAT results were available for about 37% of students and SAT results were available for about 34% of the 2018–19 cohort with substantial overlap meaning most students who took any exam took both. With only about a third of students having math scores, caution is warranted before drawing firm conclusions about math results in the subsequent sections. There are statistically significant differences between the populations of students who do have results and those that don't, but the results, as will be shown later, are important and suggestive in helping to guide potential policy decisions. This is an important vein of analysis with substantial research showing strong connections between math preparation and student success in fields like engineering and computer science, although this relationship can also be tied to students' perceptions of their own self-efficacy in math.²⁵

The gender differences in distribution on both tests are relatively consistent and statistically significant. More males tend to score in the highest bands, but, as will be discussed in greater detail below, this modest difference does not come close to explaining the substantial gender gap in the students who choose these three fields of interest.

Geographic

WICHE is also able to examine geographic information for a subset of students in each cohort. Using generally accepted definitions, the distribution of students in the two cohorts varies in their location, as can be seen in Table 5.

As can be seen in the Table 5, in both cohorts, the majority of students live in cities and suburbs, with over 55% of postsecondary students coming from schools in those locales in the 2013–14 cohort and over 53% doing so in the 2018–19 cohort. With concerns about inequalities across regions of the state in math preparation, this distribution will be examined in greater detail below for considering impacts to the supply pipeline for future engineering and computer and information science graduates.

Table 5. Geographic distribution of cohorts

LOCALE	2013–14	2018–19
City	26.0%	26.4%
Suburb	29.7%	26.7%
Town	22.7%	24.3%
Rural	21.6%	22.7%
Total Students	8,503	9,737

Degree Completion Results

In the two cohorts analyzed, a large number of students completed postsecondary credentials. The information in Table 6 shows the distribution of completions in all fields as well as the percentage of students who were still enrolled and the number who no longer appear in the dataset. This suggests that they may have stopped out, although this should not be taken as a detailed analysis of overall completion rates due to various data considerations.

Table 6. Degree distribution by cohort

DEGREE LEVEL	2013–14	2018–19
Associates	6.2%	5.4%
Bachelor’s	22.9%	17.7%
Master’s	6.4%	6.1%
Doctorate	< 1%	< 1%
Still Enrolled	< 1%	8.4%
No Longer Enrolled	63.6%	62.3%
Total Students	21,894	18,883

As would be expected, the data for 2013–14 show more credential completions and fewer students still enrolled. Of those who completed degrees or are still enrolled, more than 80% of degree completers in the 2013–14 cohort earned bachelor’s or higher degrees, while just under 17% of degree completers earned associates degrees. For the 2018–19 cohort, the numbers are closer to 60% completing bachelor’s or higher, with a quarter of that population still enrolled and about 14% earning associates degrees. A large percentage of both cohorts is no longer enrolled.

ENGINEERING

Engineering Supply

Historical trends in Idaho's engineering bachelor's degree production — the typical entry-level credential of most engineering professions²⁶ — show growth between 2010 and 2020, primarily driven by substantial growth between 2010 and 2015.

Supply modeling shows that if contributing trends persist, Idaho can expect only minimal increases in the number of engineering graduates produced annually by its public institutions. A projected levelling off of the overall number of high school graduates in the state and a negatively trending college go-on rate of Idaho high school graduates are among the primary contributors to this low growth projection.²⁷

Meanwhile, existing research shows that just over 60% of engineering bachelor's degree recipients who were Idaho residents at the state's public institutions are found in the state's unemployment insurance data after graduation, suggesting that a large portion of graduates from Idaho institutions may be leaving the state.²⁸ Under 40% of out-of-state students are found in working in jobs covered by the state's unemployment insurance data (including international students, who are over-represented in engineering programs).²⁹ As a result, the total number of graduates produced by the state's public institutions may overstate the available workforce supply due to outmigration, though there are not available data for the in-migration of graduates in these fields from other states.

Importantly, data analysis for the project also revealed that women are significantly less likely to select engineering majors, although those who do so are more likely to complete their degrees.

Engineering Technology

Engineering technology programs have historically been offered at the sub-baccalaureate level, including associate degree and certificate options. Between 2018 and 2020, Idaho produced 166 associate degrees in engineering technology per year; in 2020, the highest percentage came from Idaho State University (40%) followed by the College of Western Idaho (22%), the College of Southern Idaho (17%), North Idaho College (6%), and Lewis-Clark State College (4%). The remaining 10% of the annual associate degrees were from Brigham Young University-Idaho (BYU-Idaho). Currently the state's public institutions only produce a handful of graduates in bachelor's degree programs in engineering technology — 15 per year statewide between 2018 and 2020.

While BYU-Idaho does graduate a significant number of students in CIP 15, they are largely in subcategories of the designation that may more naturally fit into descriptive categories outside of engineering. For example, their main bachelor's degree offering in Engineering Technology is in CIP 15.1202 — Computer/Computer Systems Technology/Technician (from which they produced an average of 123 bachelor's degrees per year between 2018 and 2020).

Trends in Degree Production

We begin the supply analysis with summary data on completions from all Idaho institutions. As can be seen in Figure 2, according to federally collected data, Idaho’s institutions grew the number of Engineering graduates the latter part of the 2010s, but that growth has tapered off, which would be consistent with the observed decline in the number of students declaring one of these fields as their major. Figure 3 shows completions of associates degrees in engineering technology have been more volatile and in 2020 (the most recent available year of data), eclipsed 2010 numbers.

Figure 2. Annual bachelor’s degree completions in engineering from Idaho institutions

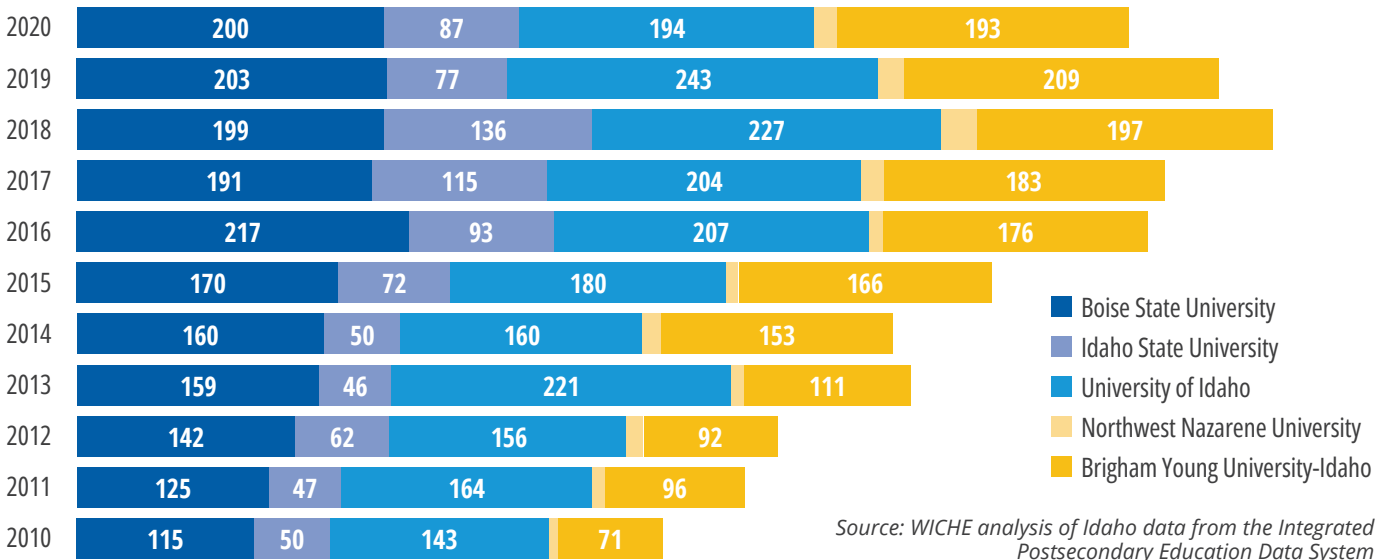
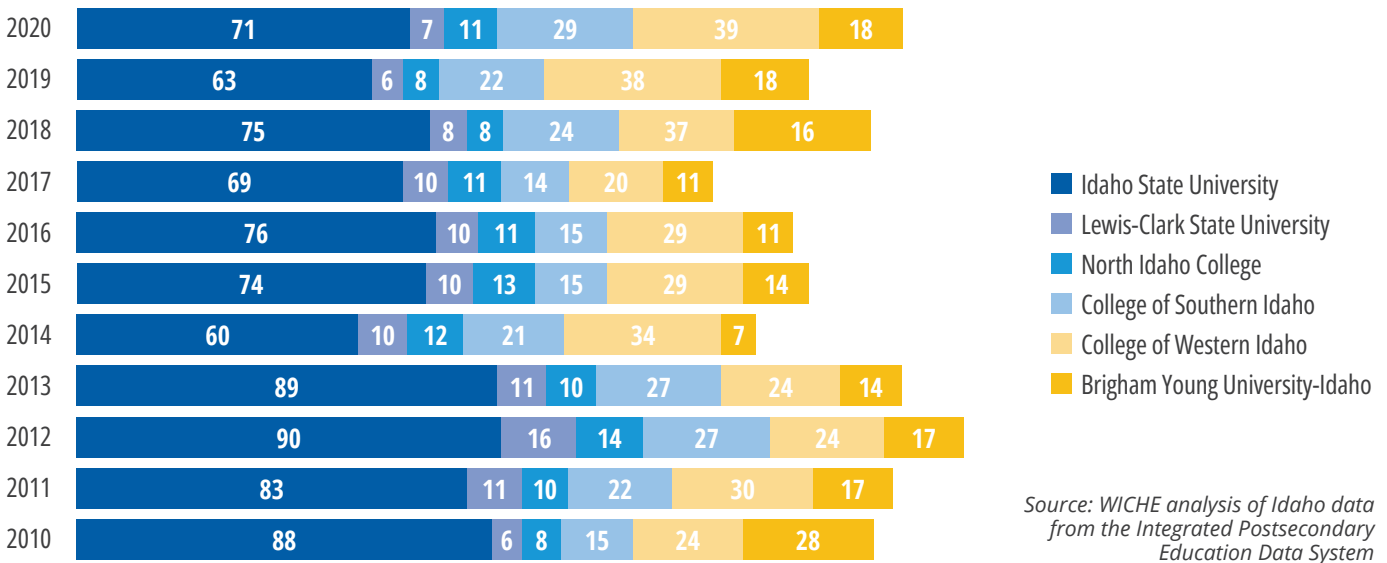


Figure 3. Annual associate degree completions in engineering technology from Idaho institutions



The growth over time for bachelor’s degrees in engineering is particularly noteworthy, but further and continuing analysis is warranted to determine how much all institutions (including BYU-Idaho) contribute graduates to the workforce and whether graduates are employed in the state. As noted earlier, previous research by the Idaho State Board of Education shows that engineering graduates in particular tend to have a lower-than-average rate of being found in state employment data.³⁰

Cohort Analysis: Engineering and Engineering Technologies

Using the data from the two cohorts of students, WICHE analyzed pathways, progression, and successful student outcomes in the different majors of interest. This section presents those results, starting with descriptive data about the number and characteristics of students who opt into these majors, then similar data about those students who complete degrees in these fields.

This analysis builds toward a more complex model that estimates the association between different student characteristics, including performance on math standardized tests and student demographics, and pursuing and completing a degree in these fields. The model is not meant to provide causal conclusions, but to try to illustrate the types of students who are succeeding in these fields as a tool to assess the potential pathways for greatly expanding the number of graduates.

In this vein, this analysis is complementary to the model showing how improvements in different areas of the education pipeline are likely to impact the potential future number of graduates in different ways (please see the section below on the student flow model).

Descriptive Data – Engineering and Engineering Technologies Supply

As a first step in this analysis, Table 7 shows the percentage of students who declare a major within CIP code 14 or 15 at any point in the time frame covered by the data, as a percentage of all students that ever declared a major.

Among the 2013–14 student cohort, of all the students who declared a major, 7.5% were engineering majors at some point, which decreased to 6.0% for the 2018–19 cohort. For the engineering technologies major those numbers were 1.5% for the 2013–14 cohort and 1.3% for the 2018–19 cohort.

Table 7. Percentage of students declaring engineering and engineering technologies as a major

MAJORS	2013–14	2018–19
CIP 14 (Engineering)	7.5%	6.0%
CIP 15 (Engineering Technologies)	1.5%	1.3%
Total Students Declaring a Major	18,929	16,839

While it is not fully appropriate to draw trends from two points in time, the decline in the overall number of students declaring a major is supported by other data points and the drop in the percentage of students entering these fields is sobering. The decline in the percentage of students who ever declared engineering, when compounded with the declining overall numbers of students, represents a drop of 400 students between the 2013–14 cohort and the 2018–19 cohort. While not all of these enrollees may have graduated, it potentially illustrates the reasons for the end of the growth in degree production illustrated above.

Next, the analysis turns to examining some of the potential gaps between how likely different populations are to enter these fields. As a starting point, Tables 8 and 9 show the percentage of males and females that ever declare a major of engineering or engineering technology.

These data show what is well-known to faculty and leadership at institutions of higher education and consistent with volumes of research about gender disparities in engineering fields. This gender gap is persistent throughout the data points examined in this report and suggests that identifying ways to attract more females into the field may be an important approach. The results are statistically significant and substantively large. Discussion will return to questions around the gender gap in discussing the associations between performance on math standardized tests and success in these fields, but the gap remains persistent after taking other factors into account.

Disparities by race and ethnicity were also raised as a potential issue in discussions with employers as well as staff from postsecondary institutions. Here, the data are less clear, partly due to limited information on race and ethnicity for some individuals. The data in the table below shows the percentages of students ever declaring engineering as a major.

There are numerous interesting points from this examination. Overall, the data are clearly consistent with the decline in the number of students declaring engineering as a major. While there are statistically significant differences in the distribution across races, also of note are the sharp declines in the percentage of Asian and multiracial students who declared engineering as a major. Although the number of Asian students who declared any major grew by more than 130 students between the two cohorts, the number of those students who declared this major increased by only a single student.

Due to small numbers of graduates, a separate analysis of students declaring engineering technology as their major disaggregated by race/ethnicity is not included.

Table 8. Percentage of students declaring engineering as a major by gender

MAJORS	2013-14	2018-19
Female	2.1%	2.0%
Male	13.9%	11.0%
Total Students Declaring Major	18,929	16,839

Table 9. Percentage of students declaring engineering technologies as a major by gender

MAJORS	2013-14	2018-19
Female	< 1%	< 1%
Male	2.7%	2.6%
Total Students Declaring Major	18,929	16,839

Table 10. Percentage of students ever declaring engineering as a major by race/ethnicity

RACE/ETHNICITY	2013-14	2018-19
Black/African American	4.5%	4.0%
Asian	16.1%	10.7%
NHOPI	***	***
AI/AN	4.4%	4.0%
White	6.3%	5.9%
Multiracial	9.9%	6.9%
Hispanic	4.8%	4.5%

***Redacted due to small cell sizes.

Research shows that students’ math knowledge is highly predictive of selection of engineering (and ultimate success), with some caveats that this can be moderated by improvements in self-perception of math abilities and strong goals.³¹ Table 11 shows the percentage of students scoring at each level of the ISAT who ever declared engineering as a major, while the subsequent table showing the same results by band of results on the math portion of the SAT.

As would be expected, for both exams there is a clear and consistent pattern of students with higher math scores being associated with a higher likelihood of ever declaring engineering as a major. Referring back to the previous data points on gender, it is also a worthwhile question to consider whether the gender gap in declaration of engineering as a major is partially explained by differences in performance on math exams by gender.

This data point shows that the gender gap persists even among students with equivalent math performance. It shows that of students from the 2018–19 cohort, only about seven percent of females with the highest math scores on the ISAT ever declared engineering as a major, while just under 26% of males with similar scores did. Looking at the spread for students who scored over 600 on the math portion of the SAT, just under eight percent of those females ever declared engineering as a major compared to almost 24% of males. For females, high math scores appear to have less of an association with declaration of engineering as a major.

The smaller number of students in engineering technologies precludes a detailed analysis of the relationship between math and major declaration, though the results do not suggest as strong of a relationship between performance on math standardized tests, nor are they statistically significant

Throughout the course of the project, discussions with employers and others raised questions about the role of Idaho’s geography in producing engineers. In particular, respondents wondered whether those from more rural areas may be less likely to enter into these fields. The data suggest there may be some truth to this, with statistically significant differences in the percentage of students from each location that ever declare engineering as their major. The numbers for both cohorts are presented in Table 14.

Table 11. ISAT scores and declaration of engineering as a major

ISAT COMPOSITE LEVEL	% OF STUDENTS DECLARING ENGINEERING
1	1.3%
2	3.3%
3	6.1%
4	16.0%

Table 12. SAT scores and declaration of engineering as a major

SAT SCORE RANGE	% OF STUDENTS DECLARING ENGINEERING
< 301	0%
301–400	< 1%
401–500	1.9%
501–600	5.4%
601–700	12.9%
701–800	28.1%

Table 13. Percentage of students with high math scores declaring as engineers

EXAM	% OF MALES DECLARING ENGINEERING	% OF FEMALES DECLARING ENGINEERING
ISAT Level 4	25.7%	6.8%
SAT Math > 600	23.8%	7.7%

Table 14. Percentage of students from each locale ever declaring engineering as a major

COHORT YEAR	CITY	SUBURB	TOWN	RURAL
2013–14	9.2%	5.1%	5.6%	5.6%
2018–19	8.1%	6.3%	4.9%	5.8%

The location information comes from students’ high school records, and does not cover the entire cohorts, but the results are suggestive of a modest difference with students from urban areas more likely than those from rural areas to declare engineering as a major. These results are statistically significant.

With smaller numbers of students opting into engineering technologies, the results differ. For the 2013–14 cohort, there are no statistically significant differences, but for the 2018–19 cohort, there are differences, with students from rural areas more likely to pursue that pathway. The results are shown in Table 15.

Table 15. Percentage of students from each locale ever declaring engineering technologies as a major

COHORT YEAR	CITY	SUBURB	TOWN	RURAL
2013–14	1.2%	0.9%	1.0%	0.8%
2018–19	.9%	.9%	1.7%	2.6%

Student Characteristics and Graduation

The data above shows how different student characteristics are associated with declaring one of the two broad engineering categories as a student major. This section focuses on the association between those same student characteristics and student success — defined as completing a degree — of those who ever declared one of these two fields as a major. Because the cell sizes shrink considerably when only using a subset of students (in this case, those that ever declared engineering or engineering technologies as a major), some of the analyses are not as fully disaggregated as above.

Overall, approximately 29% of students who ever declare any major in the two cohorts ultimately end up completing a degree. The data in the tables below show that the success rate for those who ever declare engineering is higher, and about the same for engineering technologies. As one would expect, the percentage of those completing a degree in the 2018–19 cohort is lower, which is likely mainly due to there being fewer years for those students to complete their studies.

Table 16. Degree completion rates for students that ever declared engineering as a major

COHORT YEAR	GRADUATED	GRADUATED IN ENGINEERING
2013–14	45.6%	68.3%
2018–19	27.9%	75.9%

Table 17. Degree completion rates for students that ever declared engineering technologies as a major

COHORT YEAR	GRADUATED	GRADUATED IN ENG. TECH
2013–14	36.0%	68.8%
2018–19	19.2%	78.4%

These tables show the percentage of students who declared the noted major who graduated. The third column shows the percentage of those graduates who completed their degree in the field of interest.

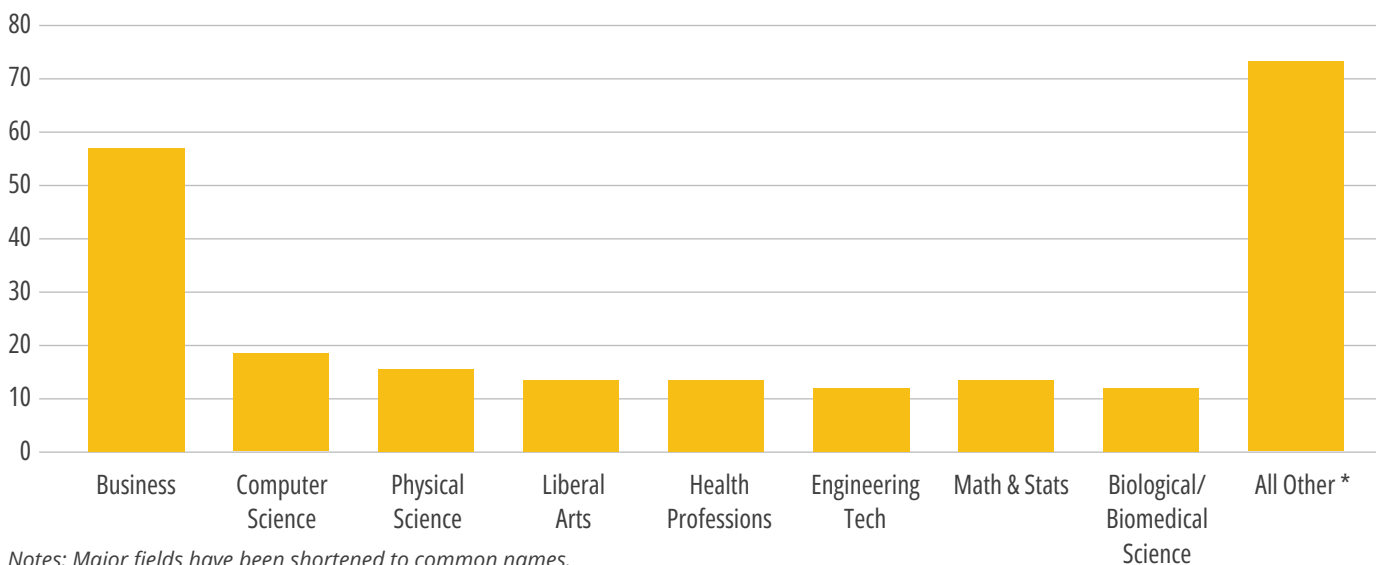
This shows that of those who graduated and at any point in their academic career declared engineering (CIP 14) as a major, in the 2013–14 cohort, about 68% graduated in engineering, while 76% of those same students from the 2018–19 cohort did so. Without broader analysis, it is difficult to determine whether this represents a material change between the cohorts or whether the shorter time horizon explains the difference. It could be that those who left the major will take longer to graduate, so over time, both the percentage of students from that cohort who graduate will increase and the number graduating in other fields will increase, driving down the percentage who graduate in engineering.

It is also difficult to know whether this number is good, bad, or indifferent without comparators from other years, and possibly other states and institutions. Even cross-state applicability and generalizability is questionable due to differing state contexts.

However, this type of pipeline metric would be essential to monitor and understand as this broader initiative continues to move forward. The interested parties should pay close attention to the pipeline and how it may change.

One key question from this analysis is what other fields these students are graduating in. Figures 4 and 5 show the most popular alternative majors for this population.

Figure 4. Majors of graduates who completed degrees in other fields after declaring as an engineering major, 2013–14 cohort



Notes: Major fields have been shortened to common names.

**The "all other" category includes numerous majors, but none with a graduate count above nine individuals.*

This shows that business was by far the most popular alternative major for those that ever declared engineering as a major. It also suggests that further analysis is warranted to help analyze why students are leaving the major and whether policy or practice decisions might lead to greater completions. Although business majors are important to the economy, converting graduates from that major to engineering may not cause as much concern as it would if most of the students who switched majors moved to education or nursing-related fields, given the state’s workforce shortages in those areas.

Similar data for the 2018–19 cohort shows fewer majors, which is not surprising given that a smaller number of students from that cohort graduated in other fields. The most prevalent other fields were business and liberal arts.

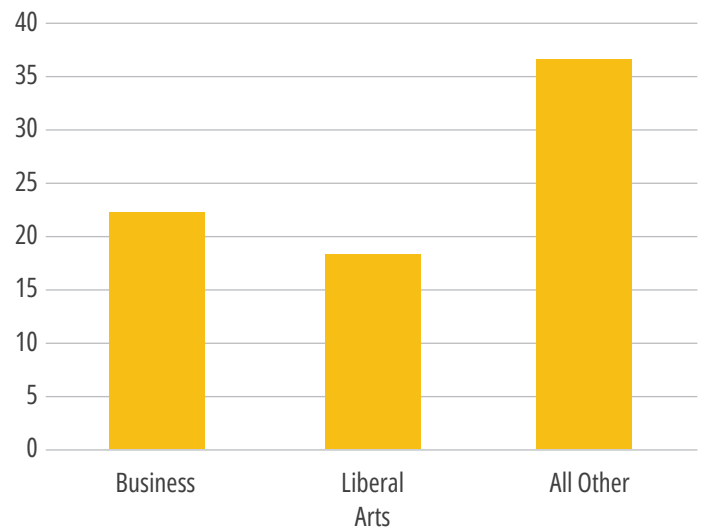
Now we turn to examining whether different student characteristics are associated with differences in the rates at which students who ever declare engineering as a major graduate in engineering. Looking at differences by gender, there are very slight, but not statistically significant differences, with both females and males who ever declare engineering completing in engineering at relatively similar rates (although those women are more likely to graduate overall).

The smaller sample sizes for engineering technology do not support disaggregated analysis.

Math scores again are only available for a subset of the 2018–19 cohort, but are suggestive of a strong relationship. With small sample sizes, it is not possible to draw firm conclusions, but among those students who ever declared engineering as a major and ultimately graduated, those who, for example scored in the highest levels of the ISAT and SAT were more likely to graduate in engineering. Again, these results are only suggestive due to the limited coverage of math exam results, but are worth further consideration as this initiative continues.

Examining data by location again shows suggestive, but not statistically significant, differences with rural students who declare engineering as a major being just slightly less likely to graduate in engineering compared to peers from other locales.

Figure 5. Majors of graduates who completed degrees in other fields after declaring as an engineering major, 2018–19 cohort



Notes: Major fields have been shortened to common names.

The “all other” category includes numerous majors, but none with a graduate count above nine individuals.

Probability model

From here, we examine the student characteristics that are associated with completing a degree in engineering and engineering technology. Through a model that incorporates multiple characteristics, we are able to isolate, for example, the association between gender and completion while controlling for a student's high school location and math scores. It is important to note that this is not a causal analysis. The results discussed below do not prove that any particular student characteristic causes increased or decreased success rates but are suggestive of important relationships that should be considered as part of this initiative.

As would be expected based on the summary statistics provided above, as well as other pre-existing research, the factors associated with the biggest difference in the probability of graduating with an engineering degree are being male and scoring well on standardized tests. The model used, called a logistic regression, shows whether the likelihood of the outcome of interest — in this case, graduation with a degree in engineering — increases or decreases with a change in one variable while controlling for others.³²

Females, even when controlling for race/ethnicity, location of high school, and math performance are about 22 times less likely to graduate with an engineering degree than males. This result is statistically significant, and, to say the least, substantively large. Again, it is worth emphasizing that this is when we also controlled for math results, so this strong relationship holds when math results are equivalent.

The math results also show strong statistical significance and pointed in the direction that would be expected. Students achieving a rating of three on the ISAT were about three times less likely to graduate in engineering than those who achieved the highest rating (again, the results were statistically significant). Students achieving a rating of two were about 10 times less likely to graduate (also statistically significant.)

The limited availability of data on math exam results greatly decreases the number of observations, making it difficult to assess in particular, the relationship between race/ethnicity and graduation in engineering while controlling for location and previous math performance.

The limited data available for math results shrank the number of observations which likely contributed to the lack of statistically significant results for location and race/ethnicity. We repeated the model without the math results, which is not ideal, because it is clearly an important factor. But the model can still show important areas for consideration.

In this second model, being female is again negatively associated with graduating in engineering. The results also show a statistically significant difference, with students who came from cities just about twice as likely to graduate in engineering as those from rural areas. Additionally, students with a multiracial background were about 2.3 times more likely than white students to graduate in engineering, while Hispanic students were about half as likely as white students to do so. All of these results were statistically significant.

In summary, these results confirm what is already suspected. It is clear that there is a strong negative association between being female and completing a degree in engineering, even when controlling for math performance. Additionally, it appears possible that there are important differences worth considering related to race/ethnicity. As Idaho’s employers and higher education institutions begin considering how best to boost the number of engineers, addressing gender gaps appears to be a high priority.

Also, it is clear from these results, as well as the knowledge and expertise of institutional faculty and staff, that math skills are particularly important.

Student Flow Model

The final component of the supply analysis is a model that allows us to examine how many degrees the state is expected to produce in the coming years based on current and recent trends around college go-on rates, progression in postsecondary education, and other factors. This is particularly helpful for identifying where significant changes to the pipeline of students will have the greatest impact on the number of graduates over time. This model should not be viewed as a “crystal ball” that perfectly predicts what will happen in the future based on different inputs (like increased high school graduation rates). Instead, it should be viewed as a tool that gives industry experts, policymakers, and other interested parties a sense of which metrics and data points are particularly important if the state aims to substantially increase degree production in these fields.

Current Trends Continue

If current trends in high school graduation rates, college-going rates (both of directly out of high school for in-state and out-of-state students as well as first-time college participation of 20–44-year-olds), progression year-over-year in postsecondary, and credential completion continue through 2029–2030 the state can expect their degree production in fields of interest to hold nearly flat with an increase of less than one percent in both engineering and engineering technology.

Table 18. Current and projected additional undergraduate engineering awards by credential type

	CURRENT UNDERGRADUATE AWARDS (2019–21 PEDS AVG.)		PROJECTED ADDITIONAL AWARDS (2021–22 THROUGH 2029–2030)	
	ENGINEERING	ENGINEERING TECH	ENGINEERING	ENGINEERING TECH
Certificates	21	137	1	1
Associates	29	166	0	2
Bachelor's	737	202	37	2

The data allows for this projection to be broken down by institutional sector as well — with the “Public Research” category encompassing Boise State University, Idaho State University, and the University of Idaho.

Table 19. Current and projected additional undergraduate engineering awards by institutional sector

	CURRENT UNDERGRADUATE AWARDS BY PROGRAM (2019–21 PEDS AVG.)		PROJECTED ADDITIONAL AWARDS BY PROGRAM (2021–2022 THROUGH 2029–2030)	
	ENGINEERING	ENGINEERING TECH	ENGINEERING	ENGINEERING TECH
Public Research	543	115	36	1
Public Masters and Bachelors	4	11	0	2
Public Two-Year & Less Than Two-Year	25	175	0	2
Private	215	204	1	2

Increasing the High School Graduation Rate

Beginning with the model’s first lever, high school graduation rates, we can explore the impact of an increase to the state’s overall high school graduation rate on credential production in our fields of interest. If Idaho were to increase their overall high school graduation rate from its current 80% to just under 91% — an average of the highest state high school graduation rates in the country — the model projects modest degree gains over time at about seven additional bachelor’s degrees in engineering per year and less than one additional associates degree per year in engineering technology. This is not surprising, given the relatively strong current high school graduation rate, there is simply limited room to grow.

Table 20. Projected additional undergraduate engineering awards with an increase in high school graduation rate

	PROJECTED ADDITIONAL AWARDS BY PROGRAM – CURRENT TRENDS (2021–22 THROUGH 2029–2030)		PROJECTED ADDITIONAL AWARDS BY PROGRAM – WITH HS GRAD RATE AT AVERAGE OF BEST-PERFORMING STATES (2021–22 THROUGH 2029–2030)	
	ENGINEERING	ENGINEERING TECH	ENGINEERING	ENGINEERING TECH
Certificates	1	1	2	2
Associate	0	2	0	2
Bachelor’s	37	2	52	3

Increasing the College-going Rate

One of the most critical areas to examine is how changes to Idaho’s college-going trends might impact future degree production. Between 2017 and 2020, the state saw a declining “go-on” rate, the percentage of graduating Idaho high school seniors who enroll directly in college the following fall, decreasing by over 10 percentage points during this period.³³ As the table below demonstrates, increasing college go-on rates for students directly out of high school has a more dramatic impact on degree production. If Idaho were to achieve a go-on rate of 47%, which is the national average as well as a rate the state exceeded as recently as 2018, the model suggests that could lead to 80 additional bachelor’s degrees in engineering over the course of the projections. This would more than double the 37 additional bachelor’s degrees expected with the current go-on rate. If the state were to approach a more aspirational goal — such as the nearly 58% seen in state’s with the highest go-on rates — that number more than triples, with 118 additional degrees projected.

Table 21. Projected additional undergraduate Engineering awards due to increased go-on rates

	PROJECTED ADDITIONAL AWARDS BY PROGRAM – CURRENT TRENDS (2021–22 THROUGH 2029–2030)		PROJECTED ADDITIONAL AWARDS GO-ON RATES AT NATIONAL AVG. (2021–22 THROUGH 2029–2030)		PROJECTED ADDITIONAL AWARDS GO-ON RATES AT TOP-PERFORMING AVG. (2021–22 THROUGH 2029–2030)	
	ENG.	ENG. TECH	ENG.	ENG. TECH	ENG.	ENG. TECH
Certificates	1	1	3	3	4	5
Associate	0	2	1	4	1	6
Bachelor’s	37	2	80	5	118	8

While different methods of calculating the go-on rate can offer different perspectives — for example using a three year after-high school timeframe to better capture students who take time off for a gap year or a Church mission — it is clear that increases in the go-on rate are an important piece of the puzzle.

Increasing Out-of-State Students

Findings from the State Board of Education have also revealed some substantial increases in out-of-state students opting to attend college in Idaho in recent years — including a 21% jump in enrollment at Idaho universities from fall 2019 to 2022.³⁴ While there is speculation this was driven by pandemic-related trends, if out-of-state enrollment continued to grow at a rapid pace, we can see this also leads to a small uptick in engineering degree production.

Table 22. Projected additional engineering undergraduate awards with increased out-of-state directly out of high school (DOHS) college-going numbers

	PROJECTED ADDITIONAL AWARDS – CURRENT TRENDS (2021–22 THROUGH 2029–2030)		PROJECTED ADDITIONAL AWARDS – OUT OF STATE DOHS COLLEGE-GOING INCREASED 10% (2021–22 THROUGH 2029–2030)		PROJECTED ADDITIONAL AWARDS – OUT OF STATE DOHS COLLEGE-GOING INCREASED 20% (2021–22 THROUGH 2029–2030)	
	ENG.	ENG. TECH	ENG.	ENG. TECH	ENG.	ENG. TECH
Certificates	1	1	2	2	2	2
Associate	0	2	0	2	0	2
Bachelor's	37	2	44	4	51	6

Increasing College Participation of 20–44-year-olds

Another way to explore this question is to look at the first-time college participation rate of the state’s 20–44-year-old population. Currently, Idaho’s participation rate for this population is 1.55%, however, the national average is just over 2% and the best-performing states sit above 3%. Attracting more adult students into the educational pipeline leads to even larger projected increases in degree production — at the top end of the range leading to nearly 30 additional bachelor’s degrees in engineering per year over the projections period, more than a six-fold increase over current trends.

Table 23. Projected additional undergraduate engineering awards with an increase in first-time (FT) college participation rates of 20–44 year-olds

	PROJECTED ADDITIONAL AWARDS – CURRENT TRENDS (2021–22 THROUGH 2029–2030)		PROJECTED ADDITIONAL AWARDS – FT PARTICIPATION RATE AT NATIONAL AVG. (2021–22 THROUGH 2029–2030)		PROJECTED ADDITIONAL AWARDS – FT PARTICIPATION RATE AT BEST-PERFORMING AVG. (2021–22 THROUGH 2029–2030)	
	ENG.	ENG. TECH	ENG.	ENG. TECH	ENG.	ENG. TECH
Certificates	1	1	4	4	9	9
Associate	0	2	1	4	1	9
Bachelor's	37	2	93	3	229	6

Improving Postsecondary Progression Rates

Another scenario the model can explore is what a change in progression rates from year-to-year in our fields of interest might look like. For example, a 10-percentage point increase in progression rates (first-to-second year, second-to-third year, and third-to-fourth year) in engineering programs would generate more than three times the number of degrees with no change (about 12 new bachelor’s degrees in engineering per year between 2021 and 2029). A 10-percentage point increase in progression rates is a dramatic improvement — research shows one intensive program increased retention rates in STEM fields between nine to 15 percentage points — necessitating a significant investment from the institution and including robust student support services.³⁵ A 10-percentage point increase in engineering and engineering technology progression rates across all institutions and each year-to-year transition would be an aspirational goal.

Table 24. Projected additional engineering undergraduate awards with an increase in year-to-year progression rates

	PROJECTED ADDITIONAL AWARDS BY PROGRAM – CURRENT TRENDS (2021–22 THROUGH 2029–2030)		PROJECTED ADDITIONAL AWARDS BY PROGRAM – 10-PERCENTAGE-POINT INCREASE IN PROGRESSION RATES (2021–22 THROUGH 2029–2030)	
	ENGINEERING	ENGINEERING TECH	ENGINEERING	ENGINEERING TECH
Certificates	1	1	5	8
Associate	0	2	1	8
Bachelor’s	37	2	128	2

Student Flow Model Conclusions

Of course, no model can perfectly capture all the needed inputs nor perfectly predict outcomes. Rather, their true value lies in exploring the patterns and trends that could emerge in different scenarios by making adjustments to the inputs based on estimates of possible — if aspirational — future directions drawn from existing data and research findings.

The model levers possible with the available data show us that impacting college participation will be a key factor in increasing degree production for engineering at the bachelor’s level, while important questions such as breakdowns by gender and major choice remain unanswered.

Engineering Demand

Key Findings

Taken together, historical trends that show growth in engineering employment over the last decade, projections that predict continued occupational growth, and recent qualitative data that suggest hiring demand for engineers is already exceeding these growth projections demonstrate a robust labor market for graduates with degrees in engineering fields.

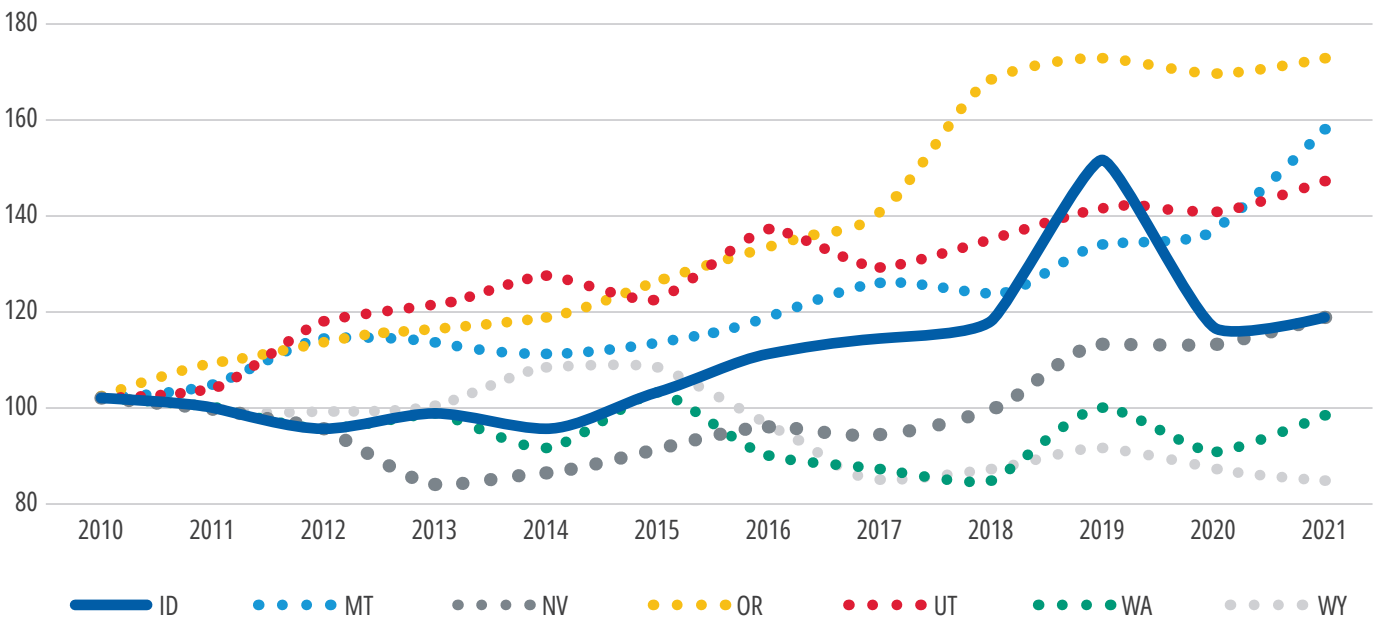
A key question for additional study will be the relationship between engineering and engineering technology fields in terms of employer demand and higher education degree production.

Historical Data

From 2010 to 2021, employment in engineering occupations in Idaho grew at a comparatively moderate pace, with BLS estimating 7,450 Idaho engineers in 2010 and that number rising to 8,710 by 2021. Among Idaho’s surrounding states, Oregon saw the most dramatic growth in engineering employment during this time period, followed by Utah and Montana, while Nevada more closely matched Idaho’s own growth trajectory.

However, there are some important differences in the overall number of engineers estimated to be working in each state. In the northwest, Washington employs significantly more engineers than any of Idaho’s other neighbors, followed by Oregon and Utah.³⁶

Figure 6. Engineering occupational employment growth overtime in Idaho and surrounding states

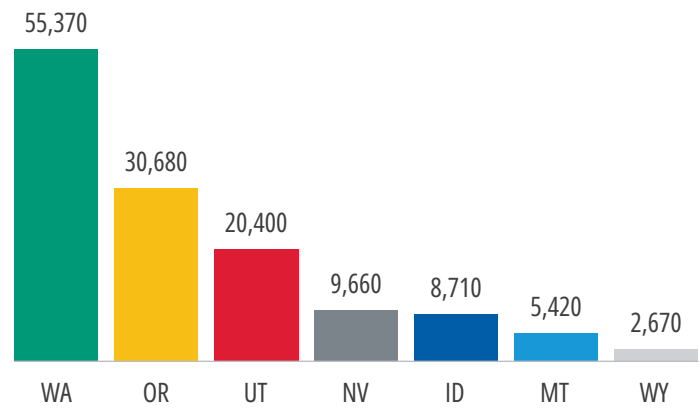


Note: Data are indexed where 100 = Number of Jobs in 2010

Source: Bureau of Labor Statistics, Occupational Employment Statistics (OES) Survey

The combination of ongoing regional growth and large engineering labor markets in neighboring states suggests that Idaho’s engineering graduates likely have — and will continue to have — competing employment opportunities in surrounding states. This is further confirmed by a 2017 study on the inter-state movement of licensed professional engineers educated in Idaho, which showed that while a preponderance remain in the state, the most common alternative destination for engineering graduates was Washington.³⁷

Figure 7. Engineering occupational employment in Idaho and surrounding states (2021)



Source: Bureau of Labor Statistics, Occupational Employment Statistics (OES) Survey

Projections

Looking forward, there is moderate growth projected for engineering as an occupational field nationally, with an increase of about 5% between 2021 and 2031. Meanwhile in Idaho, the state Department of Labor projects more dramatic growth, with the occupation growing 17% between 2020 and 2030. The Idaho Department of Labor projects that there will be 984 annual job openings in engineering due to turnover and growth each year between now and 2030.³⁸

However, due to the timing of the state-level projections, the impacts of relevant policy developments such as the federal Infrastructure Investment and Jobs Act (IIJA) and CHIPS and Science Act are not yet reflected. One engineering industry group estimates that infrastructure projects funded by the IIJA alone will increase the need for engineers nationally by 82,000 and notes that these increases will affect every state given the distribution of funding.³⁹ Meanwhile, the CHIPS and Science Act has spurred growth in Idaho’s semiconductor industry, most notably Micron’s planned expansion, including the construction of a new manufacturing fab in Boise projected to create 2,000 jobs — including a subset in engineering technology fields.⁴⁰

Therefore, it is likely that the 2020 projections underestimate the total number of new jobs in engineering that will be available in Idaho in the coming years.

Another crucial point is that the projected annual job openings only describe what employers are projected to need — they do not say anything about the availability of workforce to fill these openings.⁴¹ Employer interviews revealed that workforce shortages in the short term have already contributed to suppressed workforce demand. One engineering firm described turning down projects and ultimately growth opportunities for their firm because of a lack of qualified engineers available to do the work. They also noted that this can then lead to overwork and burnout for existing employees — further exacerbating supply issues. Another Idaho employer, with offices across the country, shared that they would like to hire locally, but would hire outside the state if they couldn’t find the candidates they needed.

“If we can’t hire them here than we will grow in other areas. We will go where the graduates are. We have [multiple] other offices [across the country].”

– Idaho Engineering Employer

While it is not possible to directly quantify these impacts, these comments suggest that an increase in the supply of engineers could potentially enable business growth and expand hiring demand beyond current projections, alternatively, a continued undersupply could have a dampening effect on demand.



“If we were able to fill all our positions, we’d be able to get more revenue in and more clients and we’d then have demand for more engineers... we’ve been stifled by an inability to find people to do the work, we have more work than we have people to do.”

– Idaho Engineering Employer

Engineering Technology

The linkage between engineering technology educational programs and occupations is not as direct as the link between many engineering degrees and occupations. For example, you’d likely hire someone with a bachelor’s degree in civil engineering to fill a civil engineer role. However, our qualitative analysis suggested that employers in Idaho often approach technician roles with more flexibility, hiring from a variety of STEM-related degree fields and providing on-the-job training for needed skillsets. While the employer survey discussed below revealed robust demand for bachelor’s degrees in engineering technology fields, as noted in the supply section, the state does not currently produce a large number of bachelor’s in engineering technology fields.

Employer Survey

The employer survey conducted for this project provides further evidence that the 2020–2030 state projections may underestimate demand. While the employer survey sample was not representative of Idaho as a state, Table 25 illustrates respondents’ self-reported number of Idaho-based engineering employees compared to state estimates of total employment within engineering occupations to provide some sense of the coverage offered by the survey.

Table 25. Employer survey respondent engineering employees in Idaho vs. total of state engineering employees

	STATE TOTAL 2020	STATE TOTAL 2023 (ESTIMATED)	SURVEYED COMPANIES (ESTIMATED)*
Engineering Occupations (17–2000)	10,321	10,892	6,478

*Survey response options were presented as ranges and these totals assume a midpoint value of the selected range.

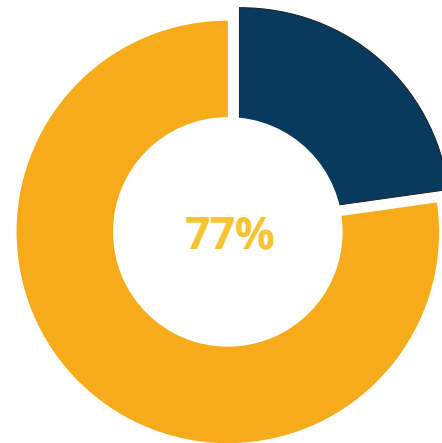
Among employers looking to hire workers in engineering roles, approximately two-thirds were looking for applicants with a bachelor’s degree in an engineering or engineering technology field. However, it is important to note a subset of employers had a significant need for more advanced degree types, with nearly 20% of respondents looking for applicants with a masters’ degree in engineering, and three percent seeking to hire candidates with doctoral degrees.

Respondents estimated that they are trying to hire nearly 2,000 employees with degrees in engineering and engineering technology fields within the next 12 months alone, almost double the DoL projected average annual openings. This number grows to 4,377 over the next five years, and up to 5,325 over the next 10 (even though some employers were not able to speculate beyond the five-year time horizon).

Nearly 80% of respondents indicated that they are struggling to fill jobs requiring engineering degrees.

Another key theme from the survey — as well as employer interviews — was the quality of Idaho graduates. The survey results demonstrated a strong employer preference for hiring from Idaho institutions, with 92% of responding companies agreeing that “Hiring graduates from Idaho colleges and universities is important to us.” and nearly 80% responding that Idaho universities are not producing enough graduates for their hiring needs.

Figure 8. Percent of survey respondents currently struggling to fill jobs that require a postsecondary engineering degree



Engineering Gap Analysis

The available quantifications of supply and demand indicate a gap between the number of engineering and engineering technology graduates from Idaho public institutions and the needs of Idaho’s employers. The magnitude of the gap differs depending on the exact specifications used.

Considerations:

- ▶ **Type of Degree:** There is demand for a range of degree types — from associates to doctoral degrees — among Idaho’s employers, although the majority of the demand appears to be at the bachelor’s level. More detailed analyses exploring employers’ demand for specific degree types could be a potential next step. Moreover, in engineering different specializations prepare graduates for different occupations with limited substitutability. The state may wish to focus on particular areas of importance to the state and its industries. For this initial analysis, all engineering degree types have been aggregated into a broad “engineering” category.
- ▶ **Institutional Sector:** The focus of this work is public institutions and their degree production, however, private institutions — in particular BYU-Idaho — also play a key role in producing graduates. Considering how to include the impact of private institutions (and what percentage of their graduates remain in Idaho) is another question for future study.



“Idaho has had a fantastic record of producing graduates that can work shoulder to shoulder with engineering graduates from anywhere in the country — Purdue, Yale, Kansas State, Penn State, all the best engineering schools — we produce really, really good engineers which is unusual for a small, rural state”

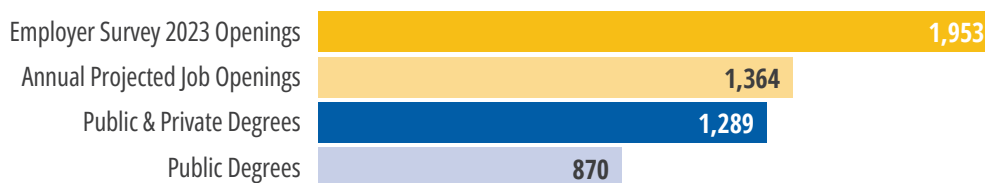
– Idaho Engineering Employer

- ▶ **Migration:** Past research demonstrates that Idaho will lose some percentage of recent engineering graduates to jobs in other states. Therefore, not all of the graduate “supply” will end up in the state’s labor market. Nonetheless, qualitative work did reveal that some engineers educated in Idaho opted to come back as mid-career professionals. Though these numbers cannot be quantified with available data sources, it is important to keep these in- and out-flows in mind when considering approaches to increasing supply. With previous research showing engineering graduates are among the most likely to leave the state, industry should focus on retaining a greater percentage of recent graduates in the state.
- ▶ **Time Horizon:** Projections by nature become less reliable the farther they stretch from baseline data. As a result, short-term projections have the greatest likelihood of accuracy. For this reason, numerical gaps are only presented for a 12-month period. The available data suggest that the gap between supply and demand will widen over time as Idaho (without intervention) produces only a very modest additional number of engineering graduates year- over-year and employer hiring demand rises to 4,377 job openings for candidates with a degree in engineering/engineering technology by 2028 (as indicated in the employer survey). Yet the demand-suppressing effects of workforce shortages that can lead employers to limit growth or relocate as described in interviews might ultimately drive down the overall amount of hiring demand. It’s important to note that while the “gap” between supply and demand would lessen in this scenario, Idaho’s economy would still be losing out on potential growth.

Summary

The available numbers (see the figure below) and the robust employer demand expressed in survey responses and interviews suggest that Idaho’s labor market would benefit from a significant increase in the number of engineering and engineering technology graduates. However, supply modeling shows that the pipeline of students prepared to enter and succeed in Idaho’s programs is not large enough to drive the increases Idaho employers are looking for. Taken together, these results suggest an investment in Idaho’s student pipeline is needed.

Figure 9. Idaho degree production for engineering and engineering tech compared to projected job openings and employer survey job demand



Sources: Integrated Postsecondary Education Data System, Idaho Department of Labor Occupation Projections (2020–2030), WICHE Employer Survey

COMPUTER & INFORMATION SCIENCE

Computer & Information Science Supply

The National Center for Education Statistics (NCES) classifies computing degrees as “Computer and Information Science and Support Services: Instructional programs that focus on the computer and information sciences and prepare individuals for various occupations in information technology and computer operations fields.”⁴² Similar to engineering, historical trends in computer-related degree production at the bachelor’s level in Idaho — also the typical entry-level credential for many in-demand computer-related professions⁴³ — show growth between 2010 and 2020. Supply modeling shows that if contributing trends persist, Idaho can expect only minimal increases in the number of computer-related graduates produced annually by its public institutions.

Research shows that a relatively high percentage of computer-related public institution graduates stay in Idaho, with over 70% of in-state bachelor’s graduates employed in the state after graduation and over 50% of out-of-state graduates.⁴⁴ At the associates level, an impressive 78% of non-resident students end up in Idaho’s workforce after graduation, a percentage point higher than the 77% of resident students who are found in the state’s workforce.⁴⁵

Cohort Analysis – Computer Science

This analysis follows a similar path as the previous one for engineering and engineering technologies. Using student-level data from the two cohorts (2013–14 and 2018–19 first-time postsecondary students) we present descriptive data about the number and characteristics of students who enter this major and go on to complete a degree in the field. For convenience, the full name of the field is shortened to “computer science” throughout this section.

We also conclude this section with a more advanced model that controls for student characteristics to examine relationships that may be useful in charting a path forward for this initiative.

Alternative Credentials & Skills-Based Hiring

Employers throughout the technology sector expressed a strong preference for skills over specific degree types. Many noted that they consider a candidate’s portfolio of work ahead of their academic credentials.

While this might suggest employers are flocking to hire graduates of bootcamps or other short-term credential offerings, qualitative work suggested that this is not the case in Idaho.

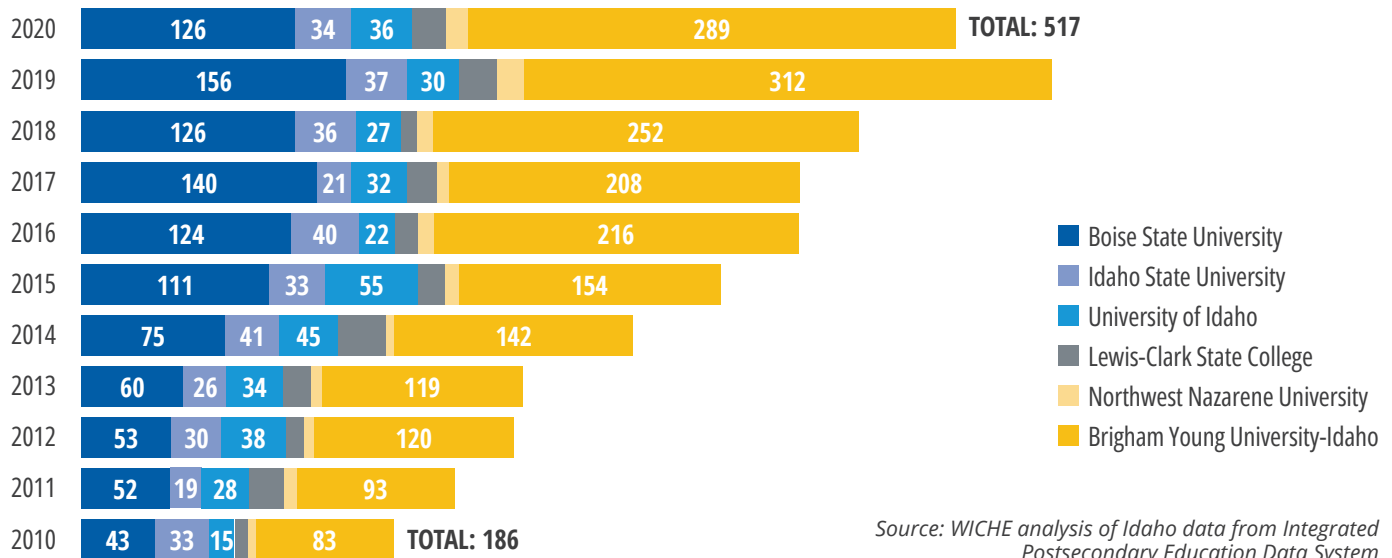
Overwhelmingly, survey respondents and interviewees in the tech sector noted that their most successful candidates came from either traditional academic pathways (such as a bachelor’s degree in computer science) or from backgrounds with robust on-the-job training — such as cybersecurity experience gained in the military. Several employers shared that candidates from shorter-term training providers like bootcamps did not bring the desired skill level.

Therefore, despite the focus on skills-based hiring in the tech sector, degrees in computer and information science do seem to continue to offer a reasonable proxy of supply (so long as they continue to offer high-level skills training and relevant curricula).

Summary Statistics

As a first step in this analysis, we show the state trends in degree production for Computer Science. Similar to the analysis above, WICHE also examined the number of degrees produced over the past 10 years at Idaho institutions. Those results are presented in the below.

Figure 10. Annual degree completions in computer science



Source: WICHE analysis of Idaho data from Integrated Postsecondary Education Data System

At first glance, the numbers show impressive growth, nearly tripling from 2010 to 2019. However, much of that growth comes from private institutions (particularly BYU-Idaho). While that could be an important source of degree production, it is not clear what percentage of those graduates are located in Idaho and how many may be located in other states completing degrees via distance education.

There was substantial growth in the public sector from 2010 through 2015, but at that point, the growth for public institutions essentially levels off. While the private sector could be an important sector to consider, it is generally beyond the scope of this report.

Next, we begin to use the student-level data from Idaho public institutions to better understand the pipeline for computer science. The first step in this analysis shows the percentage of students who declare computer science as a major.

For the 2013–14 cohort, of all the students who ever reached the point of declaring a major, four percent declared Computer Science (CIP 11) at some point in their academic career. This grew to nearly five percent in the 2018–19 cohort, representing an increase of 40 total students (due in part to the shrinking overall size of the 2018–19 cohort compared to 2013–14.)

Table 26. Students declaring computer science as a major

COHORT	STUDENTS DECLARING ANY MAJOR	PERCENT EVER DECLARING COMPUTER SCIENCE
2013–14	18,929	4.0%
2018–19	16,839	4.8%

Next, the analysis examines the relationships between different student characteristics and declaring Computer Science as a major, with results reported in Table 27.

Table 27. Percentage of students declaring computer science as a major by gender

GENDER	2013-14	2018-19
Female	1.1%	1.6%
Male	7.4%	8.6%

Similar to Engineering, there is evidence of a large gender gap in the percentage of students who ever declare Computer Science as a major, perhaps pointing towards similar potential policy and practice interventions. These differences are statistically significant.

As noted earlier, there is a very modest, but statistically significant difference in performance on math standardized exams by gender. But similar to the analysis above, that difference is nowhere near large enough to account for the gender disparities in declaring for Computer Science. Table 28 shows the same data point — percentage of students declaring Computer Science as a major — limited to those students who achieved high levels on those exams.

Table 28. Percentage of high-scoring students declaring computer science as a major by gender

EXAM & SCORE	MALE STUDENTS DECLARING CIP 11	FEMALE STUDENTS DECLARING CIP 11
ISAT Composite Highest Level	15.4%	2.6%
SAT Math Above 600	15.2%	3.6%

This analysis shows a similar story as engineering, with students achieving high results on standardized math tests showing a greater likelihood of ever declaring Computer Science as a major. Females with high math scores still show a substantially lower likelihood of ever declaring this major compared to Males. These differences are statistically significant.

Turning to Race/Ethnicity, we examine the same information for the percentage of students of different backgrounds who ever declared Computer Science as a major.

Table 29. Percentage of students declaring computer science as a major by race/ethnicity

RACE/ETHNICITY	2013-14 COHORT % DECLARING CIP 11	2018-19 COHORT % DECLARING CIP 11
Black/African American	4.5%	3.6%
Asian	5.6%	10.7%
NHOPI	***	***
AI/AN	3.3%	6.7%
White	4.0%	4.6%
Multiracial	5.5%	4.2%
Hispanic	4.1%	4.0%
Unknown	5.2%	3.7%

***Redacted due to small cell sizes.

The interesting points from this examination are the relatively homogenous distribution among the 2013–14 cohort, with substantial increases in the percentage of Asian and American Indian/Alaska Native students declaring this major in 2018–19. The increases in students from these racial backgrounds accounts for the majority of the growth in total numbers between the two cohorts. The differences among groups in the 2013–14 cohort are not statistically significant, but that changes for the 2018–19 cohort.

Following the same approach as with engineering, we now examine any differences by a student’s location while in high school to assess whether there are important differences to consider for Idaho’s rural communities.

Table 30. Percentage of students declaring computer science as a major by high school location

COHORT	CITY	SUBURB	TOWN	RURAL
2013–14	4.5%	4.0%	3.6%	4.4%
2018–19	6.4%	5.3%	4.8%	5.3%

Again, there are noteworthy differences between the 2013–14 and 2018–19 cohorts. The distribution from the earlier cohort is not statistically significant, but it is for the latter group of students. The primary difference is the sharp increase in the percentage of students from high schools located in cities who declare this major.

With that as an overview of the relationships between students’ characteristics and likelihood of declaring computer science as a major, we now turn to likelihood of completing a degree in the field. As noted earlier, overall about 29% of those students who declare any major end up completing a degree. Table 31 shows how many students who ever declared computer science as a major ended up graduating. Then of those graduates, it shows the percentage who graduated in computer science.

Although the total numbers differ, generally speaking it appears that those who at one point declare Computer Science as a major and graduate in something else tend towards Business and Liberal Arts degrees, similar to those majoring in engineering.

Turning to the question of whether different student characteristics are associated with persistence in computer science, for the 2013–14 cohort, there is a marginally statistically significant difference, with about 58% of females who ever declare it as a major completing in the field, compared to about 71% for males. For the 2018–19 cohort, there is no statistically significant difference, with about 63% of females who declare computer science as a major completing within the field, compared to 69% for males.

Table 31. Percentage of computer science majors that graduate and that do so in the field

COHORT	GRADUATED IN ANY MAJOR	GRADUATED IN COMPUTER SCIENCE
2013–14	33.4%	68.9%
2018–19	23.0%	67.3%

Looking at the relationship between math scores and persistence to completion within the major, there is not a strong relationship, mainly due to the small sample size. Similarly, the results for the relationship between location of a student’s high school and persistence within the field is mixed and not statistically significant.

Probability Model

WICHE analyzed a probability model that looks at the association between graduating with a degree in computer science and various student characteristics, including gender, race/ethnicity, and location. We also, similar to the engineering analysis, use one model with math results and one without due to the limited data available. This approach allows us to control for these characteristics to try to isolate the important relationships with the hope of guiding policy and practice as Idaho considers a broader initiative.⁴⁶

The results are similar to those for engineering. Being female, when controlling for location, race/ethnicity, and math scores, is associated with a ten-fold decrease in the likelihood of completing a computer science degree. Math results (ISAT composite achievement ranking) are less linear, but individuals scoring below a “four” associated with substantially lower odds of completing a degree in this field as well. Asian students are associated with substantially greater odds of completing a Computer Science degree (more than 10 times) than white students while controlling for the other factors. The relationships with other races/ethnicities is not statistically significant.

In the second model, when we drop the controls for math results (which again warrants substantial caution in interpreting the results), the statistically significant relationships do not change.

Student Flow Model

As in engineering, the final component of the supply analysis for computer and information science is projecting the number of degrees the state can expect to produce in the coming years.

Current Trends Continues

If current trends in high school graduation rates, college-going rates (both of directly out of high school for in-state and out-of-state students as well as first-time college participation of 20–44-year-olds), progression year-over-year in postsecondary, and credential completion continue through 2029–2030 the state can expect their degree production in the field of interest to hold nearly flat with an increase of less than 1% in computer and information science.

Table 32. Current and projected additional undergraduate computer & information science awards

	CURRENT UNDERGRADUATE AWARDS (2019–21 IPEDS AVG.)	PROJECTED ADDITIONAL AWARDS (2021–22 THROUGH 2029–2030)
	COMPUTER SCIENCE	COMPUTER SCIENCE
Certificates	146	4
Associates	234	7
Bachelor’s	518	11

The data allows for this projection to be broken down by institutional sector as well — with the “Public Research” category encompassing Boise State University, Idaho State University, and the University of Idaho.

Table 33. Current and projected additional undergraduate computer & information science awards by institutional sector

	CURRENT UNDERGRADUATE AWARDS BY PROGRAM (2019–21 IPEDS AVG.)	PROJECTED ADDITIONAL AWARDS BY PROGRAM (2021–2022 THROUGH 2029–2030)
	COMPUTER & INFORMATION SCIENCE	COMPUTER & INFORMATION SCIENCE
Public Research	224	6
Public Masters and Bachelors	35	2
Public Two-Year & Less Than Two-Year	281	9
Private	360	5

Increasing the High School Graduation Rate

Beginning with the model’s first lever, high school graduation rates, we can explore the impact of an increase to the state’s overall high school graduation rate on credential production in computer and information science. If Idaho were to increase their overall high school graduation rate to that of an average of the highest state high school graduation rates in the country, the model projects only a handful of gains,. The model projects only 18 additional bachelor’s degrees by 2029–2030 with an improved high school graduation rate, or said differently, less than one more degree per year than current trends produce.

Table 34. Projected additional undergraduate computer and information science awards with an increase in high school graduation rate

	PROJECTED ADDITIONAL AWARDS BY PROGRAM – CURRENT TRENDS (2021–22 THROUGH 2029–2030)	PROJECTED ADDITIONAL AWARDS BY PROGRAM – WITH HS GRAD RATE AT AVERAGE OF BEST-PERFORMING STATES (2021–22 THROUGH 2029–2030)
	COMPUTER & INFORMATION SCIENCE	COMPUTER & INFORMATION SCIENCE
Certificates	4	6
Associates	7	11
Bachelor’s	11	18

Increasing the College-Going Rate

As with all of higher education in Idaho, college-going rates are projected to have an impact on computer and information science degree production. If Idaho were to achieve the national average go-on rate of 47% for in-state students directly out of high school, the model suggests that could lead to 29 additional bachelor’s degrees in computer and information science over the course of the projections. If the state were to approach a more aspirational goal — such as the nearly 58% seen in state’s with the highest go-on rates — that original number more than quadruples, with 45 additional degrees projected.

Table 35. Projected additional undergraduate computer and information science awards with increases in the college-going rate of direct out of high school (DHOS) students in Idaho

	PROJECTED ADDITIONAL AWARDS – CURRENT TRENDS (2021–22 THROUGH 2029–2030)	PROJECTED ADDITIONAL AWARDS – DOHS COLLEGE-GOING RATE AT NATL. AVG. (2021–22 THROUGH 2029–2030)	PROJECTED ADDITIONAL AWARDS – DOHS COLLEGE-GOING RATE AT BEST-PERFORMING AVG. (2021–22 THROUGH 2029–2030)
	COMPUTER & INFORMATION SCIENCE	COMPUTER & INFORMATION SCIENCE	COMPUTER & INFORMATION SCIENCE
Certificates	4	10	15
Associate	7	18	27
Bachelor’s	11	29	45

Increasing Out-of-State Students

Looking at the impacts of increasing the number of out-of-state students enrolling directly out of high school, we can see that this is projected to double the number of additional bachelor’s degrees, but has less of an impact on associates degrees and certificates (similar to the findings in engineering and engineering technology).

Table 36. Projected additional computer & information science undergraduate awards with increased out-of-state directly out of high school (DOHS) college-going numbers

	PROJECTED ADDITIONAL AWARDS – CURRENT TRENDS (2021–22 THROUGH 2029–2030)	PROJECTED ADDITIONAL AWARDS – OUT-OF-STATE DOHS COLLEGE-GOING INCREASED 10% (2021–22 THROUGH 2029–2030)	PROJECTED ADDITIONAL AWARDS – OUT-OF-STATE DOHS COLLEGE-GOING INCREASED 20% (2021–22 THROUGH 2029–2030)
	COMPUTER & INFORMATION SCIENCE	COMPUTER & INFORMATION SCIENCE	COMPUTER & INFORMATION SCIENCE
Certificates	4	4	4
Associate	7	8	9
Bachelor’s	11	18	25

Increasing College Participation of 20–44-year-olds

Increasing the rate of first-time college participation of the state’s 20–44-year-old population to national and high-performing state averages has a particularly strong impact on the projected production of computer and information science bachelor’s degrees, which rise to 52 additional degrees produced over the projection period.

Table 37. Projected additional undergraduate computer & information science awards with an increase in first-time (FT) college participation rates of 20–44-year-olds.

	PROJECTED ADDITIONAL AWARDS – CURRENT TRENDS (2021–22 THROUGH 2029–2030)	PROJECTED ADDITIONAL AWARDS – FT PARTICIPATION RATE AT NATIONAL AVG. (2021–22 THROUGH 2029–2030)	PROJECTED ADDITIONAL AWARDS – FT PARTICIPATION RATE AT BEST-PERFORMING AVG. (2021–22 THROUGH 2029–2030)
	COMPUTER & INFORMATION SCIENCE	COMPUTER & INFORMATION SCIENCE	COMPUTER & INFORMATION SCIENCE
Certificates	4	9	20
Associate	7	15	34
Bachelor’s	11	23	52

Improving Postsecondary Progression Rates

As with engineering, improving progression year-over-year in postsecondary does increase the number of additional degrees produced more significantly than increasing the high school graduation rate, but less so than increasing college participation.

Table 38. Projected additional undergraduate computer & information science awards with a 10% increase in retention rates

	PROJECTED ADDITIONAL AWARDS – CURRENT TRENDS (2021–22 THROUGH 2029–2030)	PROJECTED ADDITIONAL AWARDS – 10-PERCENTAGE-POINT INCREASE IN RETENTION RATES (2021–22 THROUGH 2029–2030)
	COMPUTER & INFORMATION SCIENCE	COMPUTER & INFORMATION SCIENCE
Certificates	4	21
Associates	7	32
Bachelor’s	11	30

Student Flow Model Conclusions

Similar to engineering, the model levers possible with the available data show us that impacting college participation will be a key factor in increasing degree production at the bachelor’s level in computer and information science, while important questions such as breakdowns by gender and major choice remain unanswered.

Computer & Information Science Demand

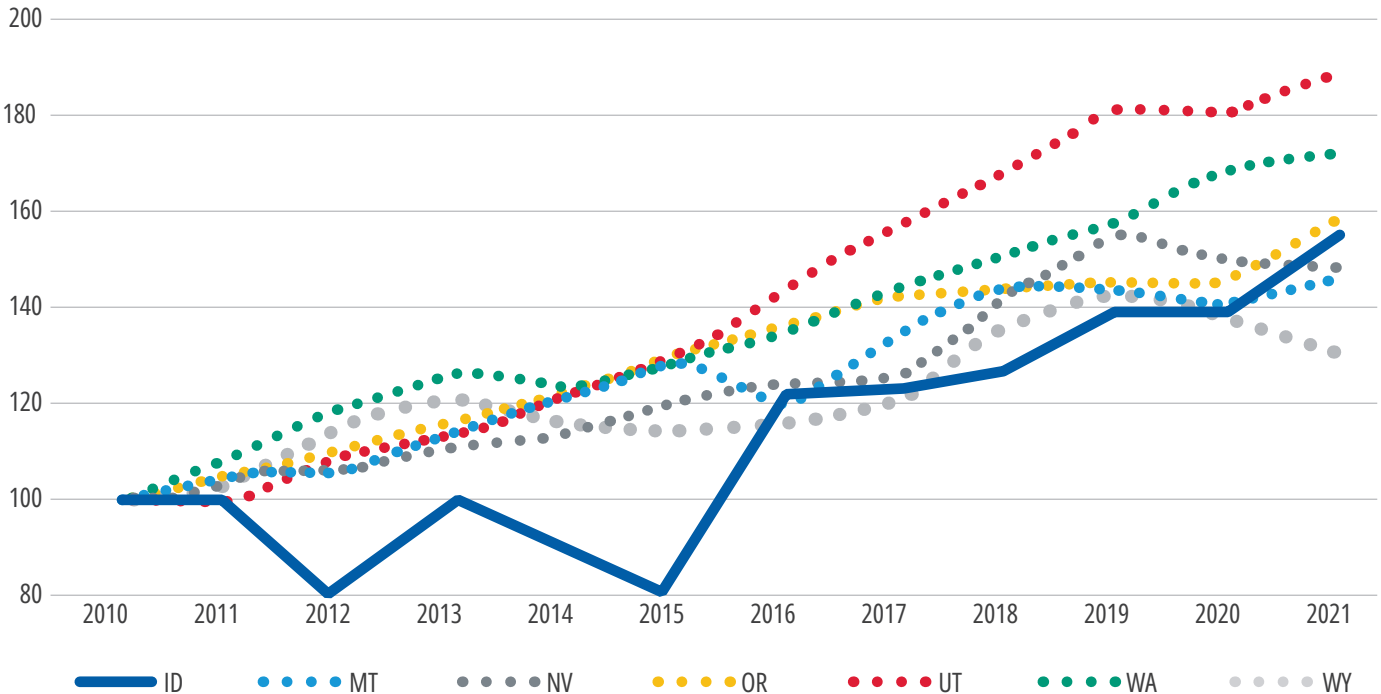
Key Findings

Historical trends that show growth in computing employment over the last decade, projections that predict continued occupational growth, and recent qualitative data that suggest hiring demand is already exceeding these growth projections demonstrate a robust labor market for graduates with degrees in computer-related fields.

Historical Data

From 2010 to 2021, employment in computing occupations in Idaho grew substantially, with BLS estimating 12,050 Idahoans were employed in computer occupations in 2010 and 18,750 by 2021. This growth trend was present across the Northwest, with Utah leading the way in terms of growth trajectory.

Figure 11. Computer Science employment growth in Idaho and surrounding states



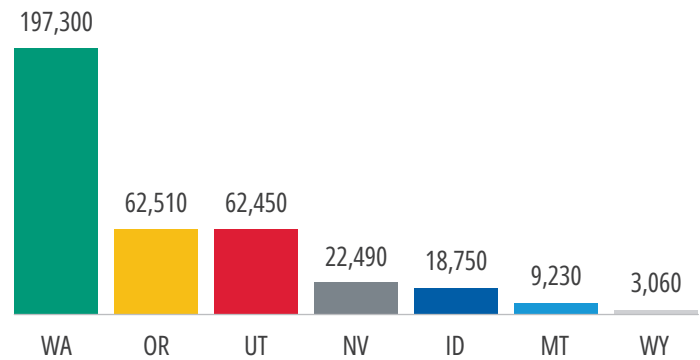
Note: Data are indexed where 100 = Number of Jobs in 2010

Source: Bureau of Labor Statistics, Occupational Employment Statistics (OES) Survey

As with engineering, the total number of employees in computing occupations varies widely in the region, with Washington employing the greatest number by a large margin. Overall, employment in computer occupations is substantially higher than in engineering occupations over the same time frame, with computer occupations employing roughly double the number of estimated workers in engineering.

The combination of ongoing regional growth and large labor markets in neighboring states suggests that Idaho's graduates in computer-related fields will likely have competing employment opportunities in surrounding states.

Figure 12. Computer occupational employment in Idaho and surrounding states (2021)



Source: Bureau of Labor Statistics, Occupational Employment Statistics (OES) Survey

Importantly, computer occupations are among the occupational types that have undergone some of the greatest changes over the past few decades. New job types have emerged that didn't exist a decade ago, while others have become obsolete. This is one argument for continuing to look at computer occupations in a broad sense, as a targeted focus on more detailed occupation types might end up being difficult to track over time as occupational classifications shift.

Nonetheless, the field does incorporate a variety of occupational types with quite a range in key attributes such as skillsets required, educational qualifications needed, and median salaries. There may be specific areas of focus for the state, such as software development or cybersecurity, as well as potentially emerging areas related to the development and use of technologies loosely known as artificial intelligence (AI), that warrant special attention.

Projections

Computer-related occupations are projected to grow considerably in both Idaho and across the United States in the coming years, increasing by more than 12% between 2020 and 2030 in Idaho and by nearly 15% between 2021 and 2031 nationally (this is compared to a 5% growth rate for all occupations). According to the ID DoL's 2020–2030 projections, the state can expect to see 1,387 annual openings due to turnover and growth in computer-related occupations each year till 2030.⁴⁷

Remote Work

Another factor that increases the difficulty in accurately projecting the number of available jobs in coming years is the rise in remote work — which is especially common in computer-related occupations. As businesses have the option of hiring from anywhere, employer interviews revealed a few key points:

- Some Idaho-based technology companies will hire locally, if talent is available but they will hire remote workers if not.
- An increasingly remote tech workforce offers opportunities for Idaho's graduates to work for companies either within or outside of the state — while still contributing to the state's tax base.

It is also important to understand that shifts in industry mix are not reflected in the projections' methodology. For example, as advances in computing led to the automation of clerical work the number of clerical jobs declined, but the number of jobs in information technology grew — meaning that jobs shifted from one industry to another over time.⁴⁸ Future shifts towards automation could certainly

change the projected growth trajectory of computer occupations. Though past trends suggest that these shifts in industry mix might lead to more jobs in computer-related occupations, rapidly evolving technologies such as artificial intelligence add a layer of uncertainty.

The projections also do not reflect national trends in 2022 and early 2023 which have featured some large-scale layoffs at major technology companies. However, early evidence suggests that, in many cases, those laid off were able to find alternative employment within their occupational field. This highlights the distinction between occupations and industries. It is possible that industries — such as the tech sector — may expand and contract without a corresponding impact on occupations, as other industries like healthcare, retail, and finance continue to expand their hiring demand for computer-related occupations such as software engineers and developers.⁴⁹

Employer interviews also suggested an extremely strong demand for mid-career computer science professionals — particularly among Idaho's burgeoning start-up sector. Some interviewees felt that the layoffs from large multi-national corporations might even offer opportunities to hire for traditionally difficult-to-fill roles. Further, multiple smaller, earlier stage tech startups noted that while they typically hire later career talent in their initial phases, they plan to hire more entry-level (just out of school) talent as they expand and have more capacity to train less experienced staff. Therefore, expanded availability of mid-career tech talent could possibly support growth and have a positive impact on future demand in certain scenarios.

Alternatively, rising interest rates which increase the cost of borrowing — a posited contributor to the tech sector layoffs — will likely also negatively impact the growth and hiring demand of Idaho's technology-focused businesses. For example, one technology company noted a recent hiring freeze.

Large-scale, macro-economic trends such as a cooling economy or possible recession would also negatively impact the demand for workers in this occupational field, and this possibility cannot be ignored. However, while not predictive, existing research on Utah's engineering and computer science growth initiative from 2000–2020 shows that the 2008 recession resulted in a short-term flattening of available jobs in the two fields, which then rebounded in subsequent years.⁵⁰

Employer Survey

The employer survey was focused on employers in the engineering and technology sectors, meaning those for whom a large percentage of their workforce is made up of employees with credentials in engineering and computer and information science fields. However, as discussed in preceding sections of the report, computer occupations span a wide variety of industries with employers in all sectors increasingly needing talent with computer-related skills. It is likely the lower share (relative to engineering) of computing employees reached by the survey in comparison to state totals reflects the difficulty in reaching the many different types of employers who employ those in computer occupations. Nonetheless, the survey was able to capture valuable feedback from a robust number of employers with computer-related hiring demand.

Table 39. Survey respondent computer-related employees vs. overall number of Idaho computer-related employees

	STATE TOTAL 2020	STATE TOTAL 2023 (ESTIMATED)	SURVEYED COMPANIES (ESTIMATED)*
Computer Occupations (15–1200)	15,821	19,588	3,856

*Survey response options were presented as ranges and these totals assume a midpoint value of the selected range.

Among employers looking to hire candidates with degrees in computer-related fields, nine percent were looking for associates degrees, 72% bachelor’s degrees, nine percent for masters degrees, and seven percent for doctoral degrees. Similar to engineering, this suggests that a focus on bachelor’s degrees would most align with employers’ overall needs — though some companies do have specialized needs for candidates with advanced degrees as well as at the associates level.

Computer & Information Science Gap Analysis

The available quantifications of supply and demand indicate a gap between the number of computer-related graduates from Idaho public institutions and the needs of Idaho’s employers. The magnitude of the gap differs depending on the exact specifications used and will remain sensitive to the evolving nature of the field.

Considerations

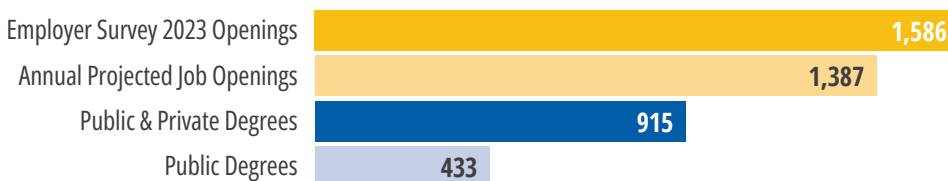
- ▶ **Relationship Between Degrees & Skills-based Hiring:** Because of employers’ strong preference for demonstrable skills over specific degree types, a key factor in maintaining demand for Idaho’s computer and information science graduates will be ensuring that programs offer strong preparation in foundational skills and industry-relevant curricula.
- ▶ **Institutional Sector:** The focus of this work is public institutions and their degree production, however, private institutions — in particular BYU-Idaho — also play a key role in producing graduates. Considering how to include the impact of private institutions is another question for future study.
- ▶ **Migration:** The evolving nature of remote work, especially given recent trends of large-scale layoffs from major technology companies, has an uncertain directional impact on Idaho’s demand for tech workers. Yet Idaho’s strong history of retaining both in- and out-of-state graduates of computer and information science programs in their workforce suggests increasing the local supply of tech talent could have advantages for both Idaho’s employers and the state’s tax base.

► **Time Horizon:** Projections by nature become less reliable the farther they stretch from baseline data. As a result, short-term projections have the greatest likelihood of accuracy. For this reason, numerical gaps are only presented for a 12-month period. The available data suggest that the gap between supply and demand will widen over time as Idaho (without intervention) produces only a very modest additional number of computer and information science graduates year-over-year and employer hiring demand rises to 2,216 job openings for candidates with degrees in computer and information science by 2028 (as indicated in the employer survey). Yet the demand-suppressing effects of workforce shortages that can lead employers to limit growth or relocate as described in interviews might ultimately drive down the overall amount of hiring demand. It’s important to note that while the “gap” between supply and demand would lessen in this scenario, Idaho’s economy would still be losing out on potential growth.

Summary

The available numbers (see Figure 13) and the robust employer demand expressed in survey responses and interviews suggest that Idaho’s labor market would benefit from a significant increase in the number of computer and information science graduates. However, supply modeling shows that the pipeline of students prepared to enter and succeed in Idaho’s programs is not large enough to drive the increases Idaho employers are looking for. Taken together, these results suggest an investment in Idaho’s student pipeline is needed.

Figure 13. Idaho degree production for computer and information science compared to projected job openings and employer demand



Sources: Integrated Postsecondary Education Data System, Idaho Department of Labor Occupation Projections (2020–2030), WICHE Employer Survey

NEXT STEPS

Although this document is not intended to be a traditional strategic plan, it can be thought of as a framework for how the state might move forward on an initiative to increase production and retention of engineering, engineering technologies, and computer science. Although there is not a single clear data point or analysis that fully proves the state is facing shortfalls in these fields, WICHE's conclusion, based on a range of available evidence, is that there is a strong need to increase the number of skilled, educated, and trained workers in these fields. Failure to meet this demand may not show up as an immediate crisis, but instead would be evident in missed opportunities for economic growth and increases in the number of sustainable, well-paying jobs. :

The other central conclusion, hopefully made abundantly clear from the data analysis presented throughout this report, is that Idaho faces a completely different context and demographic situation compared to Utah in 2000. Capacity constraints in postsecondary education are not currently the limiting factor in the production of graduates in these fields. This is not to say that those programs may or may not need investment to stay current and ensure high-quality programs (a question that is beyond the scope of this report). Instead, the substantial focus of any initiative must be on changing the underlying factors of the pipeline first. As more students select into these fields, capacity may become a bigger issue, but currently, that is not as big a problem as declining college go-on rates and the relatively low number of students that are prepared to enter and succeed in these fields.

The rest of this section identifies potential next steps to develop a growth initiative that is driven by data and evidence and led by industry experts.

Creating a Shared Vision & Coordinated Plan

The available evidence is compelling that Idaho would benefit from a growing pipeline of well-trained engineers, engineering technicians, and computer and information science professionals. Idaho's public institutions have a strong record of producing successful graduates in these occupations, yet the overall number of graduates has not kept pace with industry demand in Idaho's growing economy.

Generating additional graduates in these high-demand fields is a complex, long-term endeavor. The downward demographic trends driving the overall number of high school graduates Idaho is expected to produce paired with the state's declining college go-on rates mean the state is facing significant headwinds as it seeks to increase supply. While Utah's successful growth initiative took place in a high-growth context (both demographically and economically), Idaho will face a more challenging environment for a similar effort. Moreover, addressing the multifaceted challenges of demographic and large-scale educational trends such as the college go-on rate will require the development of equally multifaceted responses.

Single sector or piecemeal efforts will be inadequate to address this challenge, so the state must develop a shared vision for growth in these fields, ensuring that all that relevant partners from industry, policy, and education are at the table. As the ultimate beneficiary and subject matter expert, industry is well-positioned to take the lead in guiding this work.

Three key questions to answer in establishing this vision will be:

- ▶ What entity will lead this effort?
- ▶ What is the overarching goal?
- ▶ What is the scope of the effort?
 - What fields will it encompass?
 - What degree and/or credential types will be included?
 - Will the focus be on public institutions or all institutions in the state?
 - How will it address issues outside of the education pipeline, such as retention of graduates in Idaho?

Once a shared vision for the state's engineering and computer and information science workforce pipeline is established, the focus must be on actionable steps to take the vision from theory to reality. -The initiative partners must identify the combination of short- and long-term strategies they will pursue as part of a coordinated plan to achieve their goal, and the metrics they will track along the way to determine successes and necessary course corrections.

Key questions to answer as a coordinated action plan is crafted will be:

- ▶ What long-term actions must be taken to achieve the vision?
- ▶ What short-term actions must be taken to achieve the vision?
- ▶ What metrics will need to be tracked to determine success? (more discussion presented below)
 - Do these data currently exist and if so, are they being collected?
- ▶ Who will be responsible for monitoring progress and making decisions along the way?

This approach should also situate the effort in Idaho's broader economic context, considering the overall realities of the state's labor market and pressing shortages in other STEM fields such as healthcare.

Identifying Clear Roles & Responsibilities

As partners in this work, industry, policymakers, universities, community colleges, and the K-12 sector should identify how they will individually and collaboratively contribute to achieving the shared vision through the identified short- and long-term strategies.

A critical element will be the statewide framing and approach. Each group of partners must come to the effort prepared to contribute to the development and execution of the statewide vision, exploring how they are best positioned to leverage their unique resources to contribute to the overall goal. Rather than individual plans and targets, each partner should have clear responsibilities mapped out that will collectively lead to the achievement of the statewide goal(s).

For example — given the results of the supply analysis — postsecondary institutions (both two- and four-year institutions) may wish to initially focus on building their pipeline of potential students. In many cases this may include building on and investing in ongoing efforts in these areas.

- ▶ Partnering with K–12 to improve the math preparedness of high school graduates and generating more interest in these fields.
- ▶ Collaborating across the two- and four-year sectors to improve transfer pathways, and
- ▶ Engaging non-traditional students such as those who have never attended postsecondary, those who attended and stopped out (especially with substantial credits in fields of interest), or those looking to shift careers or upskill within the field.

Another important element will be identifying the current and needed capacity of existing higher education programs in the fields of interest. Specifically, the state will want to review available data and collect needed data to identify the gaps between current capacity and the capacity needed to achieve the goal(s) set by the visioning process. A sample capacity assessment rubric is included in Table 40.

Table 40. Sample capacity assessment rubric

ELEMENT	CONSIDERATIONS	IDEAL CAPACITY	CURRENT CAPACITY	INVESTMENT
Faculty	<ul style="list-style-type: none"> • What type of faculty are needed? • What resources (labs, etc.) will they need to be successful? • Are there opportunities to share high-cost faculty positions across institutions? 	<ul style="list-style-type: none"> • What are ideal student-faculty ratios for offering high-quality programs in the fields of interest? • How many faculty, by type, would be needed to offer the number of credit hours required by the target number of students? 	<ul style="list-style-type: none"> • How many faculty are currently employed in the fields of interest and how many credit hours can they teach? 	<ul style="list-style-type: none"> • What level of investment would be needed to go from current to ideal capacity? • Which investments would produce maximum impact in a constrained funding environment?
Students	<ul style="list-style-type: none"> • What types of additional student supports (ex. advising, tutoring, etc.) are needed to support successful entry into and progression through these programs? • What resources can be shared at the state level? 	<ul style="list-style-type: none"> • What evidence-based supports would a student in the fields of interest ideally have access to? 	<ul style="list-style-type: none"> • How many of these support services are currently offered? • Where are there gaps in terms of availability and capacity of current services? 	<ul style="list-style-type: none"> • What level of investment would be needed to go from current to ideal capacity? • Which investments would produce maximum impact in a constrained funding environment?
Space & Equipment	<ul style="list-style-type: none"> • What facilities (classroom space, labs, etc.) are needed to offer these programs at a high level of quality? • How can institutions work together to jointly leverage assets? 	<ul style="list-style-type: none"> • What space and facilities would these programs have in an ideal scenario? 	<ul style="list-style-type: none"> • What space and equipment resources does the institution currently have? 	<ul style="list-style-type: none"> • What level of investment would be needed to go from current to ideal capacity? • Which investments would produce maximum impact in a constrained funding environment?

Meanwhile, industry partners might commit to employee upskilling initiatives, provide equipment and internship or project opportunities that meaningfully address challenges identified by educational partners, and provide timely and actionable feedback to educational partners.

Given the demographic trends of Idaho's youth population, an important area of focus for all partners should be identifying how to identify, attract, and support non-traditional-aged students through to degree completion. There are numerous potential audiences for this approach, including employees at existing firms that have interest in advancing their careers through additional education, students who have stopped out of these programs with a substantial number of credits, and other working Idaho residents who are in related fields. This outreach should be paired with effective policies and practices, including employee tuition assistance, strong prior learning assessment, and other approaches that serve adult students.

Investing for Impact

In order to make the most of any investment, the partners must identify and prioritize the greatest barriers and most effective solutions to increasing workforce supply. Engineering and computer-related fields encompass a broad range of credentials and specialties that lead to a variety of occupations. The collective effort may consider if a broad or a targeted approach will be most effective for meeting their goals with available funds. As part of this analysis, they should also focus on leveraging Idaho's unique assets in both industry and education for maximum value. Finally, it will be critical to balance immediate employer needs with sustainable growth plans that have the flexibility to account for changing dynamics such as recessions and shifts in automation.

While this report does not attempt to place a dollar figure on a level of state investment that is appropriate (due in part to the need to effectively set the stage for exactly how such an initiative will produce growth), it is likely that this will lead, if successful, to needs for additional state resources.

But it is also clear that such an initiative will require investment and contributions from industry. Contributing time and thought to leading such an initiative is only the first step. Additionally, it may require industry investment to aggressively support additional employee education and training opportunities and to help address the large percentage of engineering graduates that appear to be leaving the state.

It is important to recognize that this work will not take place in a vacuum, with substantial state-wide attention and effort focused on improving college go-on rates, addressing worker shortages in healthcare, education, and other fields, and major recent policy changes such as the new funding available for the Idaho Launch program. Ensuring that the vision and plan for this initiative functions within this broader context can help make investments of all parties more effective and efficient rather than redundant or duplicative.

Data, Metrics, and Research

Most reports that lay out how an initiative like this could be successful include a section on improving data and metrics and carrying out additional research. While this is a common approach, that does not make it any less important. A thorough and detailed data analysis shifted WICHE's initial expectations for charting out how this initiative might best proceed. Initially, our thought was that the Utah work seemed very effective and essentially following that model would serve Idaho well. As has been clearly laid out, though, the different state contexts suggest that Idaho must follow a different approach to reach the same goal.

As part of this framework, WICHE recommends that industry leaders and other key agencies and organizations coalesce around meaningful metrics for understanding how the initiative that is envisioned is impacting outcomes. Essentially, the initiative should develop a set of key metrics that it hopes to shift through policy and practice. These will likely include readily available administrative data, such as enrollments and completions in these programs, but also more complex analyses including retention in state of recent graduates, medium-term migration and employment patterns of recent graduates, student interest in these fields, and more. It would be easy to focus solely on the number of graduates in each field that are produced annually, and we agree that is an important metric. But if, for example, the number of students enrolled in public postsecondary institutions in the state declines substantially, but the number of graduates in these fields holds steady, that would be a sign of some success. This report contains numerous different data points and ways of considering supply and demand issues. Certainly not all of the data points will resonate, but they could represent a starting point for consideration. As an initiative unfolds, it is highly doubtful that every approach and policy change will bear fruit, but with a successful monitoring and evaluation approach, it will be possible to continuously refine efforts to improve outcomes.

Additionally, it is highly likely that the initiative will benefit from a strong research and evaluation plan. As new policies, programs, or approaches are tried, it is essential that some form of evaluation takes place to assess their effectiveness and potentially lead to improvement. It is also likely that the work would benefit from research on certain topics. As one example, better understanding the clear gender gaps is essential. It may be that as professions, engineering and computer science never end up with equal numbers of males and females, but the data clearly show that there are a large number of females who would likely succeed, but are choosing different paths.

Additionally, it should be clear from this report that qualitative data from surveys and interviews are essential to gaining a full perspective of not just what is happening, but why.

Ultimately, this will be a difficult and complex undertaking, but there is strong evidence that it is highly needed for Idaho. Effective use of data and research will help ensure success, efficient use of investment, and better overall outcomes for Idaho and its students.

The state is blessed with a strong data system and an insightful research team at the State Board of Education. Certainly, there are always competing priorities and limits on staff capacity, but the state has plenty of existing infrastructure to provide an effective data infrastructure to support this work.

ACKNOWLEDGEMENTS

Industry Advisory Team

This initiative was guided by a core advisory team of industry representatives. These leaders in Idaho's engineering and technology sectors generously dedicated their time and expertise to inform the project, offering extensive feedback on the scope and design and making critical connections with their colleagues across Idaho in support of employer engagement efforts. The team met six times between November 2022 and April 2023, in addition to providing feedback on survey design, interview and survey outreach, and the preliminary findings.

Industry Advisory Team Members

- ▶ Elli Brown, Director, State and Local Government Affairs, Idaho National Laboratory
- ▶ Tim Haener, Chairman and Corporate Risk Manager, J-U-B Engineers & Industry Advisory Board Member, University of Idaho College of Engineering
- ▶ Jim Gasaway, Industry Advisory Board Chair, Boise State University Department of Computer Science
- ▶ Jay Larsen, President, Idaho Technology Council
- ▶ Tom Loutzenheiser, Industry Advisor Board Chair, Boise State University College of Engineering
- ▶ Dee Mooney, Executive Director, Micron Foundation
- ▶ Alan Prouty, Vice President, Environmental & Regulatory Affairs, J.R. Simplot & Industry Advisory Board Chair, Idaho State University College of Science & Engineering
- ▶ Ryne Stoker, Chief Executive Officer, President, and Principal Engineer, GeoTek and Industry Advisory Board Chair, University of Idaho College of Engineering

Report Contributors

This report would not have been possible without vital contributions from a variety of individuals, including: the Idaho Office of the State Board of Education (OSBE) staff — in particular the leadership and coordination of Scott Greco and the partnership and data expertise of Cathleen McHugh and Andy Mehl; the data modeling of the National Center for Higher Education Management Systems led by Johnna Clark and Louisa Hunkerstorm; and the graphic design talent of Cathy Calder of Blonde Ambition Inc. and the editing support of Annie Sugar.

Additional insights from the Idaho Department of Labor — particularly Craig Shaul and Samuel Wolkenhauer — as well as from Hope Morrow, Idaho National Laboratory's Manager of Workforce and Economic Programs, were invaluable. Finally, the employer survey would not have been possible without the expertise of Hope Swann at the Idaho Technology Council. While all of these individuals were incredibly helpful and patient with their time and expertise, any errors, omissions, or misinterpretations are not their fault, but WICHE's.

Employers

Employers across Idaho made time in their busy schedules to offer their feedback on the issues raised in this report. We deeply appreciate the time they took to reflect on the importance of an engineering and computer and information science trained workforce to their companies' success. Their perspectives constitute a critical piece of this analysis and their ongoing engagement will be key to continued progress.

TECHNICAL APPENDIX

Student Data Analyzed

Public Education Pipeline Model

This is the rationale and overall scope of the data WICHE requested for the analysis in the foregoing report. WICHE proposed to develop and provide a projection model for degree production in key majors for engineering and computer and information science by Idaho public postsecondary institutions. This work also shows key leakage points and identifies important metrics for future monitoring and evaluation of efforts to increase production.

This model can only estimate supply from public education sources. In its reporting, WICHE identifies to what extent Idaho K-12 and public postsecondary students contribute to overall degree production for engineering and computer and information science, and what other sources supplement this in Idaho. The parameters of the projections (i.e. the number of years into the future the model covers) were determined by the available data.

To produce this analysis, WICHE proposed using aggregated data to create a cohort-based flow model, and using individual-level data across cohorts of high school graduates and postsecondary enrollees and credential completers to build a model of the pipeline for producing graduates in engineering and computer science.

The research questions included:

1. Based on current and recent historical trends, how many credentials in engineering and computer science are Idaho's public institutions expected to produce?
2. At what point in their enrollment progression do students entering postsecondary enter into major programs of interest?
3. At what point(s) in enrollment progression, and to what extent/volume, do students transition out of engineering and computer science majors, or from other majors into these?
4. What factors are associated with postsecondary students entering into these majors?
5. What factors are associated with credential completion in these majors and programs? Of switching program or stopping out?
6. What factors are associated with student success for first time and transfer students?
7. What factors are associated with employment in Idaho?
8. At what rate do students who stop out return, and when they do, are they successful? (this was anticipated for the earlier cohort initially proposed, which was not included due to data limitations)

9. How has “leakage” changed over time? Key analysis points:
 1. What pct. Of high school graduates enter postsecondary within 3 Years?
 2. What pct. of CIP-entrants complete 25% of credits necessary for graduation within X years? 50%? 75%? 100%? (Compare 2013–14, and 2018–19 entering cohorts)
 3. What pct. of CIP graduates are employed in the universe of businesses covered by Idaho unemployment insurance within 1, 5, and 10 years?

Description of Students Covered

This appendix highlights some high-level information about the students included for the analysis in the report, for context, and is not an exhaustive data dictionary or the like. Important things to keep in mind about the resulting dataset(s) compiled from the data received from the Idaho OSBE:

- ▶ Results may be affected, although presumably marginally, by errors or anomalies in the data provided to WICHE. As well, these results may ‘over-simplify’ or mask some complexity and nuance that are inherent to postsecondary enrollment and completion student behavior and data patterns. Further research, planning and tracking should include deliberate data preparation and review, to account for and represent more myriad and nuanced patterns than were intended for this ‘snapshot’ of results.
- ▶ The results in this appendix generally summarize the highest observed postsecondary awards among the covered students, and do not specifically tabulate students who earned multiple of the same ‘highest award’ (e.g., two Bachelor’s). Further research, planning and tracking should consider the incidence of multiple awards, including among computer and information science and engineering graduates. And the results in this appendix focus on the completion and degree outcomes of the students, and for the most part, not their enrollment patterns.

Cohort Flow Model Aggregated Data: Student Counts, FTE and Graduates, by Categories

This approach builds from WICHE’s existing work on High School graduates and is based on aggregated student data, that has been compiled to the state-level by WICHE from publicly available sources supplemented by student-level data requested here. The model is based on enrollment and graduation data from K–12 in Idaho and enrollment and completion data from Idaho’s public postsecondary institutions.

This results in a product similar to WICHE’s Knocking at the College Door, projecting the number of graduates in CIP codes of interest.

Aggregated Data Request

WICHE requested public school K–12 enrollment counts (October census headcounts), by grade, and the number of high school graduates, for school years 2020–21 and 2021–22. Note: State-level counts were requested, at a minimum; the data and timeline did not support detailed analysis within state (e.g., by education region or school district), but this level of analysis might be relevant for further analysis, for identifying regional differences in potential school populations.

WICHE also requested counts of degree-seeking postsecondary students, by declared major (CIP), and enrollment and awards completed for Idaho public postsecondary institutions (Assoc, Bach, Masters, and PhD) by CIP Code for academic years 2016–17 through 2021–22 (fall 2022–23 data were not available for this report).

For postsecondary enrollment, WICHE also requested that four-year students be categorized into groupings representing <20%, 40%, 60%, 80%, and >100% of progress towards the number of credits necessary for degrees, for each academic year, by CIP (in categories of <33%, 66%, and >100% progress towards the number of credits necessary for two-year/Associate's degree students).

For graduate degrees/students, WICHE requested that students be grouped into numbers initially enrolled, at intermediate progression points evident in the data, and number who completed by award type and CIP. These data were requested for academic years 2016–17 through 2021–22. For all of the aggregated information, WICHE requested disaggregation by race/ethnicity, gender, and income flag (economic disadvantage status), but analysis by these categorizations was ultimately not part of the analysis due to data limitations and low cell counts.

Ultimately, only six categorizations were available in the data for the cohort flow model: academic year 2016–17 to 2021–22, at 2-year or 4-year institution, whether student was directly from high school or other enrollment status. Thus, details such as student sex, race/ethnicity or transfer status were not able to be modeled from the available data.

Note: For brevity, not all details are presented in the tables below. Also provided were full-time equivalent and percent of progress towards credits required for degree.

Head counts by Related Major and Years Enrolled, 2016–17 to 2021–22

a. Idaho Public Postsecondary Four-Year Institutions

MAJOR	ID PUBLIC HIGH SCHOOL GRADUATES ENROLLED IN YEAR AFTER GRADUATION ("IMMEDIATE COLLEGE-GOING")						OTHER					TOTAL	HIGH SCHOOL GRADUATES % TOTAL OF YEAR ONE STUDENTS
	ACADEMIC YEAR	ONE	TWO	THREE	FOUR	FOUR +	ONE	TWO	THREE	FOUR	FOUR +		
Computer and Information Sciences and Support Services	2016–17	229	158	121	101	170	239	201	180	144	363	1,906	49%
	2017–18	192	171	130	111	205	265	177	153	131	333	1,868	42%
	2018–19	225	137	142	119	227	237	206	143	107	321	1,864	49%
	2019–20	170	160	115	131	230	197	189	155	115	295	1,757	46%
	2020–21	202	131	134	102	266	217	165	140	124	276	1,757	48%
	2021–22	208	157	128	125	260	294	157	133	113	269	1,844	41%
Engineering	2016–17	354	271	252	194	280	529	551	581	403	936	4,351	40%
	2017–18	308	261	246	234	327	529	428	402	390	848	3,973	37%
	2018–19	316	209	222	212	377	426	410	348	280	802	3,602	43%
	2019–20	291	243	194	206	398	424	307	319	276	669	3,327	41%
	2020–21	287	209	191	181	399	374	333	243	275	597	3,089	43%
	2021–22	318	189	200	180	394	380	285	266	212	533	2,957	46%
Engineering/ Engineering- Related Technologies/ Technicians	2016–17	40	36	19	18	27	51	48	43	29	99	410	44%
	2017–18	51	37	33	11	34	42	52	33	28	85	406	55%
	2018–19	48	40	27	27	33	55	43	35	19	95	422	47%
	2019–20	67	28	27	14	52	62	37	26	26	84	423	52%
	2020–21	58	51	20	26	53	66	50	32	20	75	451	47%
	2021–22	35	41	31	16	48	63	53	34	19	68	408	36%

b. Idaho Public Postsecondary Two-Year Institutions

MAJOR	ID PUBLIC HIGH SCHOOL GRADUATES ENROLLED IN YEAR AFTER GRADUATION ("IMMEDIATE COLLEGE-GOING")					OTHER				TOTAL	HIGH SCHOOL GRADUATES % TOTAL OF YEAR ONE STUDENTS
	ACADEMIC YEAR	ONE	TWO	THREE	THREE +	ONE	TWO	THREE	THREE +		
Computer and Information Sciences and Support Services	2016–17	100	65	29	43	114	69	33	108	561	47%
	2017–18	95	74	55	72	121	79	37	109	642	44%
	2018–19	124	55	48	103	115	64	45	114	668	52%
	2019–20	144	106	52	162	106	74	50	116	810	58%
	2020–21	115	70	59	156	84	68	51	84	687	58%
	2021–22	137	90	70	201	102	60	45	86	791	57%
Engineering	2016–17	21	12	10	8	37	25	8	23	144	36%
	2017–18	19	12	5	15	30	18	9	25	133	39%
	2018–19	50	21	14	24	39	26	11	25	210	56%
	2019–20	73	34	16	55	72	31	16	37	334	50%
	2020–21	49	42	29	53	43	37	20	30	303	53%
	2021–22	62	31	32	47	46	29	25	34	306	57%
Engineering/ Engineering-Related Technologies/ Technicians	2016–17	34	30	10	22	54	25	21	52	248	39%
	2017–18	32	26	17	27	57	32	15	62	268	36%
	2018–19	26	20	17	34	44	32	22	59	254	37%
	2019–20	29	23	17	56	38	34	18	64	279	43%
	2020–21	17	16	20	33	25	24	18	35	188	40%
	2021–22	37	14	15	27	34	17	13	24	181	52%

Progression Model Individual Level Data: High School Graduate, Other First-Time College Students and Degree Completer Cohorts

This model complements the pipeline projections by identifying points in the Idaho public postsecondary credential pipeline (particularly for associates and bachelor degrees) where there is “leakage”. This model uses recent and historical data to identify student characteristics associated with:

- ▶ Entrance into majors related to engineering and computer science
- ▶ Retention in those fields of study/programs
- ▶ Completion of those credentials from those programs
- ▶ Subsequent employment in Idaho

This modelling relies on student-level datasets of three cohorts. Overall, there were over 94,000 individuals represented in the data from Idaho OSBE.

Idaho Public High School Graduates for the Progression Modeling

A primary focus of the progression analysis in this report relates to Idaho public high school graduates of the Classes of 2012–13 and 2017–18, and their postsecondary enrollment and completion (Note: WICHE initially requested a third, earlier cohort year, but there were limitations in the data prior to 2013–14, particularly K–12 data).

	TOTAL	NOT COLLEGE-GOING	WENT TO COLLEGE WITHIN ACADEMIC YEAR	WENT AT LATER POINT
2012–13	16,731	4,688 28%	9,254 (AY 2013–14) 55%	2,789 17%
2017–18	18,926	7,116 38%	9,668 (AY 2018–19) 51%	2,142 11%

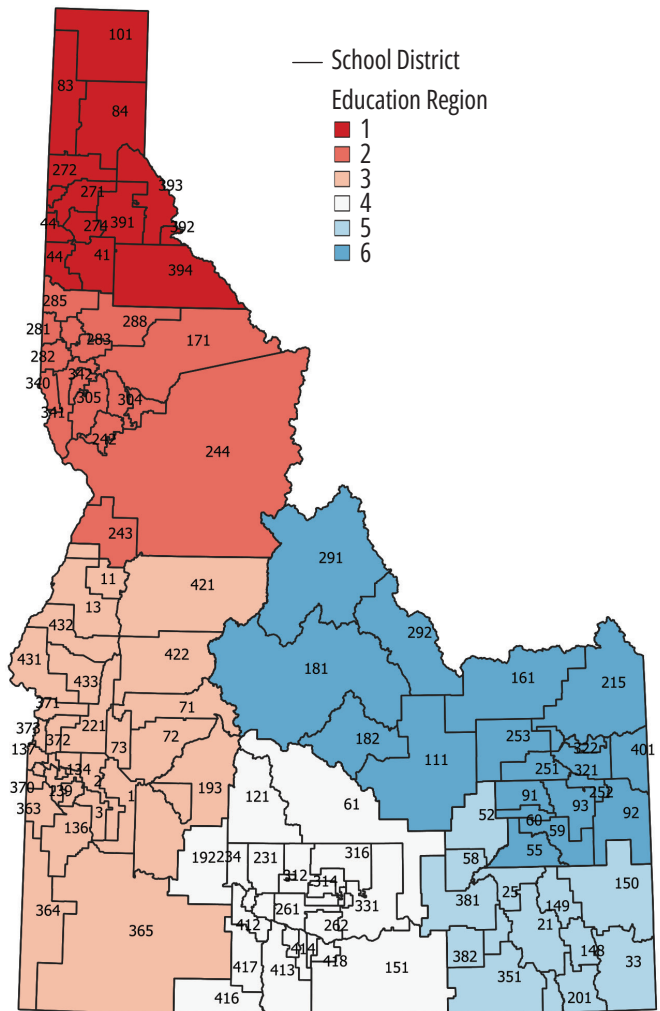
While they were not the primary focus of the analysis presented in the report, there were additionally almost 14,000 Idaho public high school graduates available to analyze from graduating classes 2004–05 to 2021–22, who were in the sample because they either enrolled in college or university for the first (known) time in the 2013–14 or 2018–19 academic years (related to Cohort 2 on page 73) or received a postsecondary credential in 2016–17 or 2021–22 (related to Cohort 3 on page 73).

Notes: *Distribution of Idaho public high school graduates from years other than 2012–13 and 2017–18 is not tabulated, because they were incidentally included in the drawn cohorts and do not describe comprehensive patterns for those other graduating class years. ‘Received a (related) credential’ within nine years for 2012–13 high school graduates, within four years for 2017–18 high school graduates. City-to-rural schema in use by the National Center for Education Statistics for representing the geographic nature of schools’ populations. ‘Related field’ and ‘Credential’ were CIP 11, 14, or 15, as throughout this report*

- ▶ Idaho public high school graduates from regions four and six were the most under-represented among the high school graduates who completed an engineering or computer science/information services credential, in this sample; high school graduates from region three were over-represented.

- ▶ High school graduates from schools categorized as 'city' or 'suburb'
- ▶ Male high school graduates were less likely (62%) than females (73%) to enroll in postsecondary at any point covered by the sample, but were significantly over-represented among those who ever majored in (male: 88%) or completed an engineering or computer science/information services credential (male: 81%).

Distribution of the 2012-13 and 2017-18 Public High School Graduates (Selected Characteristics)



Map source: <https://boardofed.idaho.gov/resources/map-of-education-regions-in-idaho/>.

By Education Region

	FIELDS OF INTEREST			
	PERCENT OF TOTAL	ENROLLED POST-SECONDARY (AT ANY POINT)	MAJORED (IN ONE OR MORE TERMS)	RECEIVED CREDENTIAL
One	11%	11%	12%	11%
Two	5%	5%	5%	5%
Three	44%	44%	43%	54%
Four	12%	12%	10%	9%
Five	9%	9%	9%	7%
Six	16%	16%	19%	12%
Virtual	0%	0%	0%	0%
Total	35,567	23,897	1,117	661

By Locale/Urbanicity

	COMP. SCI. OR ENGINEERING			
	PERCENT OF TOTAL	ENROLLED POST-SECONDARY (AT ANY TIME)	MAJORED IN A RELATED FIELD (EVER)	RECEIVED A RELATED CREDENTIAL
City	24%	25%	30%	34%
Suburb	26%	27%	26%	29%
Town	25%	24%	22%	18%
Rural	22%	21%	20%	17%
Virtual	3%	2%	2%	2%
Total	35,657	23,897	1,117	661

Postsecondary Entrants for the Progression Modeling

The second set of student cohorts for the progression modeling were those first-year (undergrad or graduate) or first year as transfer students in Idaho public institutions in 2018–19 (Summer term 2018 to Spring term 2019) and 2013–14 (Summer term 2013 to Spring term 2014).

These cohorts encompass the Idaho public high school graduates from Cohort 1, who enrolled in postsecondary within the first academic year after their high school graduation, as well as other students who entered the covered postsecondary institutions in that year:

FIRST ENROLLED	TOTAL	FIRST-TIME STUDENTS OTHER THAN IMMEDIATE COLLEGE-GOING IDAHO PUBLIC HIGH SCHOOL GRADUATES		IDAHO PUBLIC HIGH SCHOOL GRADUATES		
		STUDENTS WITH TERM-LEVEL DETAIL	LESS DETAIL (FOR CREDENTIAL AWARDS)	IMMEDIATE COLLEGE-GOING	OTHER GRADUATING CLASS	ID HSGs % OF ENROLLED POST-SECONDARY STUDENTS
AY 2013–2014	31,002	19,577		9,254	2,171	37%
AY 2018–2019	26,520	14,047	24,506	9,668	2,805	47%
Other Year	24,506					
Total Post-Sec. Students	82,028					

Notes: Students categorized as First-time enrollees in AY 2013–14 or 2018–19 are those which were part of the defined cohorts for which term-level detail was received. A portion of additional students appear to have first enrolled in either of these two years, as indicated in the less detailed data about students who received a postsecondary credential in 2016–17 or 2021–22, which also included students who first enrolled in any year beginning 2001–02 (“Other Year”).

Related to the focus of this report:

- ▶ 30% of the entering students in 2013–14, and 38% in 2018–19, were Idaho public high school graduates who enrolled within the year after their high school graduation.
- ▶ 38% of the entering postsecondary students in 2013–14 and 2018–19 who ever declared a major in engineering or computer science/information services were graduates of Idaho public schools. The enrollment data indicates that the share of entering postsecondary students who ever declared a major in engineering or computer science/information services and were Idaho high school graduates increased from 29% in 2013–14 to 48% in 2018–19 (albeit this was in the context of fewer students who declared these majors, 2,236 and 1,825, respectively).
- ▶ 42% of the entering postsecondary students from 2013–14 and 2018–19 who received a credential in engineering or computer science/information services were graduates of Idaho public schools. Among the 2013–14 entering postsecondary students who had received a credential in engineering or computer science/information services (875), 47% were Idaho public high school graduates. (The data only cover credentials/degrees awarded through 2021–22, too few years elapsed to report completion outcomes for 2018–19 entering students). Postsecondary Graduates in 2016–17 and 2021–22

- ▶ The third set of cohorts for progression analysis were students who were awarded a postsecondary credential in 2016–17 or 2021–22 (any major, to allow some comparison of how non-engineering/computer science completers enter into the workforce).
- ▶ These data about credentials awarded in two academic years provide a snapshot of annual engineering or computer science/information services graduate production by Idaho public postsecondary institutions:

Postsecondary Graduates in 2016–17 and 2021–22

The third set of cohorts for progression analysis were students who were awarded a postsecondary credential in 2016–17 or 2021–22 (any major, to allow some comparison of how non-engineering/computer science completers enter into the workforce).

These data about credentials awarded in two academic years provide a snapshot of annual engineering or computer science/information services graduate production by Idaho public postsecondary institutions:

	2016–17				2021–22			
	ASSOCIATE'S	BACHELOR'S	MASTER'S	DOCTOR'S	ASSOCIATE'S	BACHELOR'S	MASTER'S	DOCTOR'S
COMPUTER AND INFORMATION SCIENCES AND SUPPORT SERVICES								
Idaho High School Graduate	35	62	0	0	97	103	4	0
Other Postsecondary Entrant	81	136	26	3	48	121	19	10
Total	116	198	26	3	145	224	23	10
ENGINEERING								
Idaho High School Graduate	14	139	5	0	13	25%	30%	34%
Other Postsecondary Entrant	9	27%	26%	29%	26%	27%	26%	29%
Total	23	24%	22%	18%	25%	24%	22%	18%
ENGINEERING/ENGINEERING-RELATED TECHNOLOGIES/TECHNICIANS								
Idaho High School Graduate	14	139	5	0	71	6	33	0
Other Postsecondary Entrant	9	361	122	9	20	215	94	30
Total	123	31	5	9	33	400	127	30
OTHER FIELD OF STUDY								
Idaho High School Graduate	1,078	1,927	106	–	1,976	2,710	369	5
Other Postsecondary Entrant	1,702	3,705	1388	79	1275	3649	1603	78
Total	2,780	5,632	1,494	79	3,251	6,359	1,972	83

In 2016–17, about 80% of credentials for computer/information sciences and support services or engineering and related technologies/technicians among previous Idaho public high school graduates in one of the target fields were to white non-Hispanic students, 12% were to students of another race or ethnicity (8% were unknown race or ethnicity). The proportions in 2021–22 were 77% white non-Hispanic, 18% other race or ethnicity and 5% unknown.

Employer Survey

Survey Administration and Response Follow Up

The survey was delivered in partnership with the Idaho Technology Council (ITC), with respondents solicited from the ITC membership, membership of the industry advisory boards of the state university's engineering and computer science programs, the Idaho chapter of American Council of Engineering Companies, and individual recommendations from the project's industry advisory team. The survey was distributed to 684 companies.

Email invitations to the survey were distributed by the Idaho Technology Council beginning January 5. The survey remained open for responses through March 15, 2023 while follow-up was conducted to get responses from as many and diverse respondents as possible. By March 15, 2023, surveys were initiated by 116 respondents, 44 of which were largely incomplete or were responses from more than one respondent from the same company, resulting in 72 unduplicated and mostly complete responses, which are tabulated below.

Results

Shown below are basic distributions of the responses received.

NOTE: *The tables show results among those who answered; numbers may vary based on survey completeness.*

Survey Introduction

Your cooperation with this 5 minute survey will help us estimate the magnitude of Idaho businesses' needs for employees with engineering and computer science postsecondary education. We will use the responses collected to supplement existing occupational demand estimates so that the state has up-to-date information about current and anticipated demand as they consider engineering and computer science education investments and programming.

Your responses will be kept secure and confidential and company names will not be shown in connection with any specific results.

If you need to consult records or another individual for the requested information, you can suspend and resume this survey form using the link provided.

1. **Company name:** Check here if you do not want your company name shown in the published list of responding companies.

2. **In what Idaho county is your company located?:** If you have employees in more than one location in Idaho, please indicate the county of the location where the majority of Idaho employees are employed.

COUNTY	NUMBER	PERCENT
Ada County	42	59%
Ada County, and other locations	6	8%
Bannock County	2	3%
Boise County	1	1%
Bonner County	1	1%
Bonneville County	2	3%
Canyon County	2	3%
Caribou County	1	1%
Gooding County	1	1%
Idaho County	1	1%
Kootenai County	1	1%
Latah County	5	7%
Nez Perce County	1	1%
Washington County (and Ada County)	1	1%
Multiple locations, including outside of Idaho	4	6%
TOTAL	71	100%

3. **Industry sector:** Please choose from these nationally standardized sectors. If your firm spans more than one industry sector, please select 'Other' and specify below

NAICS CODE	DESCRIPTION	ADDITIONAL INFORMATION (NOT PROVIDED BY ALL RESPONDENTS)	NUMBER	PERCENT
54	Professional, Scientific, and Technical Services	Analog Encryption for Storage and Communication. Department of Defense. Embedded Systems Design/Sales of Product. Engineering. Engineering and Construction. Geotechnical Engineering. Legal Technology. Structural Engineering Consultation. Technology Services, Solutions and Global Internet.	33	46%
33	Manufacturing	Aerospace. Mining and Manufacturing.	12	17%
51	Information	Data Analytics and Visualization. Software as a Service.	8	11%
45	Retail Trade	Also Wholesale, Transportation and Aviation Sectors.	3	4%
52	Finance and Insurance		2	4%
61	Educational Services		2	4%
62	Health Care and Social Assistance		2	3%
22	Utilities		1	1%
92	Public Administration		1	1%
81	Other Services, except Public Administration	IT and Related Technology.	1	1%
11	Agriculture, Forestry, Fishing and Hunting	Lumber.	1	1%
11	Other	Architecture and Engineering Consulting. Industrial, Mining, Food, Wood and Dairy, in combination. Legal. Utilities, Manufacturing, Professional Scientific and Technical Services, in combination.	4	6%
	Total		71	100%

4. **How many employees (total, engineering, and computer/IT) do you have assigned to your Idaho operations and do any percentage of these employees work remotely from outside of Idaho?** Please approximate as necessary. Include full-time, part-time, contract, and seasonal employees. If you are responding on behalf of more than one site doing business in Idaho, include employees across these multiple sites.

Please use your best estimation of the “Engineering” and “Computer and Information Technology” employee categories. If you hire technicians in either category, please include them in your count. Software engineers should be counted under Engineering Employees. Examples of Computer and Information Technology Employees include but are not limited to: website developers, IT project managers, IT product owners, and tech support personnel.

	0	1-5	6-10	11-20	21-30	31-40	41-50	51-75	76-100	101-250	251-500	500+	CANNOT ESTIMATE, NOT APPLICABLE	EST. EMPLOYEES ACROSS RESPONDING COMPANIES*
Total Employees		7	6	5	7	5	3	1	2	11	7	16	1	13,434
Computer and Information Technology Employees	10	34	2	6	2	1	1	1	2	3	2	4	3	3,856
Engineering Employees	4	18	4	7	6	4	3	6	4	5	2	7	1	6,478

*** NOTE:** Rather than asking for precise estimates, respondents were provided ranges in which to indicate their hiring demand. This table presents responses by range category. WICHE computed the estimated employees across responding companies from the mid value of the range. For example, for the range “41-50,” low = 41, mid = 45, and high = 50.

5. **Now, please anticipate the TOP 3 major fields of study you will most need among engineering and computer/IT employees to fulfill your hiring needs over the next year and up to 10 years into the future.** Include full-time, part-time, contract, and seasonal employees, and consider your need for employees to fill new positions as well as to replace turnover, retirements, etc. If you are responding on behalf of more than one site doing business in Idaho, include employees across these multiple sites.

		NUMBER OF RESPONSES				
CIP Code	Program Title	#1	#3	#2	Chose as a Top 3 Major	
Computer and Information Sciences and Support Services	11.07	Computer Science	9	3	1	13
	30.08	Mathematics and Computer Science	2	5	1	8
	11.0103	Information Technology	1	2	4	7
	11.09	Computer Systems Networking and Telecommunications	1	2	4	7
	15.1202	Computer Technology/Computer Systems Technology	3	1	2	6
	11	Computer And Information Sciences And Support Services	3	1	1	5
	11.0801	Web Page, Digital/Multimedia and Information Resources Design	0	1	3	4
	11.04	Information Science/Studies	1	1		2
	11.1001	Network and System Administration/Administrator	0	1	1	2
	11.0104	Informatics	1			1
	11.0804	Modeling, Virtual Environments and Simulation	0	1		1
Number of Companies with Computer and Information Sciences and Support Services as One of the Top Hiring Majors		21	18	17	21	
Engineering	14.0801	Civil Engineering, General	16	4		20
	14.19	Mechanical Engineering	1	6	7	14
	15.0805	Mechanical Engineering/Mechanical Technology/Technician	5	6	2	13
	15.1304	Civil Drafting and Civil Engineering CAD/CADD	2	5	5	12
	14.47	Electrical and Computer Engineering	5	3	2	10
	15.0303	Electrical, Electronic and Communications Engineering Technology/Technician	0	5	3	8
	14.01	Engineering, General	2	3	1	6

		NUMBER OF RESPONSES				
	CIP Code	Program Title	#1	#3	#2	Chose as a Top 3 Major
Engineering	14.0805	Water Resources Engineering	0	4	2	6
	14.10	Electrical, Electronics and Communications Engineering	3	1	2	6
	14.99	Engineering, Other	3	1	2	6
	15.0613	Manufacturing Engineering Technology/Technician	2	1	3	6
	14.07	Chemical Engineering	1	2	2	5
	14.0901	Computer Engineering, General	4			4
	14.13	Engineering Science	1	1	2	4
	14.1801	Materials Engineering	0	1	3	4
	14.14	Environmental/Environmental Health Engineering	1		1	2
	14.27	Systems Engineering	0		2	2
	14.21	Mining and Mineral Engineering	0	1		1
	14.23	Nuclear Engineering	1			1
	Number of Companies with Engineering as One of the Top Hiring Majors			47	44	3
	Unsure, cannot estimate*		1	1		

*** NOTE:** One of the respondents, who could not classify the field of study, indicated demand for 'Intern' positions with a professional, scientific, and technical services establishment. The other respondent could not estimate demand but responded to other parts of the survey.

- Please estimate for the #1, #2, and #3 education majors selected above: The preferred degree level for your firm's employees with that education major. Your recent ability to find employees with this education.**

NOTE: The total number of responses for a given degree level may exceed the number of respondents, because companies could provide this information for up to three 'top' majors and therefore a given survey response may be reflected in up to three cells.

6. **Please estimate for the #1, #2, and #3 education majors selected above: The preferred degree level for your firm's employees with that education major. Your recent ability to find employees with this education.**

NOTE: The total number of responses for a given degree level may exceed the number of respondents, because companies could provide this information for up to three 'top' majors and therefore a given survey response may be reflected in up to three cells.

	CIP Code	Program Title	PREFERRED DEGREE LEVEL (NUMBER OF RESPONSES)				RECENT ABILITY TO FIND EMPLOYEES (NUMBER OF RESPONSES)		
			Associate	Bachelor	Master or Higher*	Something Else or NA	Generally Able to Fill	Somewhat challenging to fill	Very challenging or unable to fill
Computer and Information Sciences and Support Services	11	Computer And Information Sciences And Support Services		3	2	1		3	
	11.0103	Information Technology	1	6			1	1	3
	11.0104	Informatics		1					1
	11.04	Information Science/Studies		2				1	
	11.07	Computer Science	1	10	1	1		7	2
	11.0801	Web Page, Digital/Multimedia and Information Resources Design		4			2	1	
	11.0804	Modeling, Virtual Environments and Simulation		1					
	11.09	Computer Systems Networking and Telecommunications	2	5				1	1
	11.1001	Network and System Administration/Administrator		2			1		
	15.1202	Computer Technology/Computer Systems Technology	1	3	2	1	1	2	1
	30.08	Mathematics and Computer Science		4	4			2	2

*** NOTE:** Three respondents indicated that a Doctoral degree was the preferred degree level for employees with Computer Technology/Computer Systems Technology, Electrical and Computer Engineering, and Engineering (Other) degrees. And three indicated a Doctoral degree was preferred for employees with a Mathematics and Computer Science major.

	CIP Code	Program Title	PREFERRED DEGREE LEVEL (NUMBER OF RESPONSES)				RECENT ABILITY TO FIND EMPLOYEES (NUMBER OF RESPONSES)		
			Associate	Bachelor	Master or Higher*	Something Else or NA	Generally Able to Fill	Somewhat challenging to fill	Very challenging or unable to fill
Engineering	14.01	Engineering, General	1	4	1			1	3
	14.07	Chemical Engineering		5			1		2
	14.0801	Civil Engineering, General		12	8		2	6	7
	14.0805	Water Resources Engineering		3	3				4
	14.0901	Computer Engineering, General		4		1	1	2	
	14.10	Electrical, Electronics and Communications Engineering		4	2		1	4	
	14.13	Engineering Science	1	3				3	
	14.14	Environmental/Environmental Health Engineering		1	1				
	14.1801	Materials Engineering			4			2	
	14.19	Mechanical Engineering		10	4		5	3	1
	14.21	Mining and Mineral Engineering		1				1	
	14.23	Nuclear Engineering			1			1	
	14.27	Systems Engineering	1	1				2	
	14.47	Electrical and Computer Engineering	2	4	5		1	1	2
	14.99	Engineering, Other		3	3			1	3
	15.0303	Electrical, Electronic and Communications Engineering Technology/Technician		6		2	2	4	
	15.0613	Manufacturing Engineering Technology/Technician	1	5				2	
	15.0805	Mechanical Engineering/Mechanical Technology/Technician	2	10		1	3	4	1
15.1304	Civil Drafting and Civil Engineering CAD/CADD	5	4	2	1		3	5	
	Unsure, cannot estimate top majors		2					1	

7. **About how many employees with that education do you expect to hire in the next 12 months, between now and 5 years from now, and between now and 10 years from now (approximate as necessary).**

NOTE: Rather than asking for precision estimates, respondents were provided ranges in which to indicate their hiring demand: 0, 1-5, 6-10, 11-20, 21-30, 31-40, 41-50, 51-75, 76-100, 101-250, 251-500, and more than 500. For feasibility, this table summarizes responses by broader categories. WICHE computed the estimated Jobs from the mid value of the range. For example, for the range "1-50," low =41, mid = 45, and high = 50. Also, the total number of responses for a given program may exceed the number of respondents, because companies could provide this information for up to three 'top' majors and therefore a given survey response may be reflected in up to three cells.

a. In the next 12 months

	CIP Code	Program Title	PROJECTED NUMBER OF EMPLOYEES			PERCENT OF ESTIMATED JOBS			ESTIMATED JOBS
			1-50	51-100	100 or more	Associate	Bachelor	Master or PhD	
Computer and Information Sciences and Support Services	11.0103	Information Technology	6		1	1%	99%		541
	11.09	Computer Systems Networking and Telecommunications	5		1	94%	6%		533
	11.07	Computer Science	12	1		1%	79%	7%	202
	30.08	Mathematics and Computer Science	6	1			92%	8%	118
	11.0801	Web Page, Digital/Multimedia and Information Resources Design	3	1			100%		97
	11	Computer And Information Sciences And Support Services	5				51%	49%	37
	15.1202	Computer Technology/Computer Systems Technology	6			9%	40%	9%	35
	11.0804	Modeling, Virtual Environments and Simulation	1				100%		8
	11.1001	Network and System Administration/Administrator	2				100%		6
	11.04	Information Science/Studies	2				100%		6
	11.0104	Informatics	1				100%		3
COMPUTER AND INFORMATION SERVICES AND SUPPORT SERVICES									1,586

	CIP Code	Program Title	PROJECTED NUMBER OF EMPLOYEES			PERCENT OF ESTIMATED JOBS			ESTIMATED JOBS
			1-50	51-100	100 or more	Associate	Bachelor	Master or PhD	
Engineering	15.0303	Electrical, Electronic and Communications Engineering Technology/Technician	7		1		98%		396
	15.0613	Manufacturing Engineering Technology/Technician	4	1	1	1%	99%		280
	15.0805	Mechanical Engineering/Mechanical Technology/Technician	11		1	2%	97%		260
	14.0801	Civil Engineering, General	19	1			75%	25%	210
	14.47	Electrical and Computer Engineering	8		1	88%	8%	4%	209
	14.1801	Materials Engineering	3	1				100%	119
	14.10	Electrical, Electronics and Communications Engineering	5	1			95%	5%	115
	14.19	Mechanical Engineering	14				84%	16%	74
	15.1304	Civil Drafting and Civil Engineering CAD/CADD	11			24%	58%	12%	50
	14.23	Nuclear Engineering	1					100%	45
	14.01	Engineering, General	6			20%	73%	8%	40
	14.0901	Computer Engineering, General	3				74%		31
	14.27	Systems Engineering	2			11%	89%		28
	14.0805	Water Resources Engineering	5				22%	78%	27
	14.99	Engineering, Other	6				61%	39%	23
	14.07	Chemical Engineering	5				100%		20
	14.13	Engineering Science	4			18%	82%		17
	14.14	Environmental/Environmental Health Engineering	2				50%	50%	6
	14.21	Mining and Mineral Engineering	1				100%		3
	ENGINEERING								
		Unsure, cannot estimate	1				100%		3

b. Between now and 5 years from now, and between now and 10 years from now:

	CIP Code	Program Title	5 YEARS FROM NOW NUMBER RESPONDING BY RANGE AND TOTAL ESTIMATED				10 YEARS FROM NOW* NUMBER RESPONDING BY RANGE AND TOTAL ESTIMATED			
			1-50	51-100	100 or more	Estimated Jobs	1-50	51-100	100 or more	Estimated Jobs
Computer and Information Sciences and Support Services	11.0103	Information Technology	5	1	1	643	5		2	762
	11.09	Computer Systems Networking and Telecommunications	4	1	1	640	3	2	1	720
	11.07	Computer Science	10	1	1	475	7	1	3	1188
	30.08	Mathematics and Computer Science	6	1		110	4	1	1	319
	11.0801	Web Page, Digital/Multimedia and Information Resources Design	3			19	3			38
	11	Computer And Information Sciences And Support Services	5			151	2	2	1	374
	15.1202	Computer Technology/Computer Systems Technology	6			89	4			120
	11.0804	Modeling, Virtual Environments and Simulation	1			45			1	175
	11.1001	Network and System Administration/Administrator	2			11	1			3
	11.04	Information Science/Studies	2			18	2			23
	11.0104	Informatics	1			15				0
COMPUTER AND INFORMATION SERVICES AND SUPPORT SERVICES						2,216				3,722

*** NOTE:** WICHE heard that it is difficult to estimate demand at 5 years and particularly 10 years out, and a diminished number of responses are reflected in the longer timeframes. The estimate demand was distributed similarly across degree levels as at 12 months, so for feasibility, it is not repeated in this table.

	CIP Code	Program Title	5 YEARS FROM NOW NUMBER RESPONDING BY RANGE AND TOTAL ESTIMATED				10 YEARS FROM NOW* NUMBER RESPONDING BY RANGE AND TOTAL ESTIMATED			
			1-50	51-100	100 or more	Estimated Jobs	1-50	51-100	100 or more	Estimated Jobs
Engineering	15.0303	Electrical, Electronic and Communications Engineering Technology/Technician	7		1	413	7		1	445
	15.0613	Manufacturing Engineering Technology/Technician	4		1	545	3	1	1	598
	15.0805	Mechanical Engineering/Mechanical Technology/Technician	11	1		202	9	2		232
	14.0801	Civil Engineering, General	19		1	579	13	4	1	916
	14.47	Electrical and Computer Engineering	9		1	594	6	1	1	651
	14.1801	Materials Engineering	2	1	1	582	2		1	512
	14.10	Electrical, Electronics and Communications Engineering	4	1	1	502	3	1	2	795
	14.19	Mechanical Engineering	13	1		165	11	1		234
	15.1304	Civil Drafting and Civil Engineering CAD/CADD	11			109	10			130
	14.23	Nuclear Engineering		1		88				0
	14.01	Engineering, General	5		1	244	5			103
	14.0901	Computer Engineering, General	4			86	1	1	1	266
	14.27	Systems Engineering	1			3	1			8
	14.0805	Water Resources Engineering	5			72	4	1		129
	14.99	Engineering, Other	6			81	4			98
	14.07	Chemical Engineering	5			52	4	1		117
	14.13	Engineering Science	4			44	3			68
	14.14	Environmental/Environmental Health Engineering	1			8	1			8
	14.21	Mining and Mineral Engineering	1			8	1			15
		Engineering				4,377				5,325
	14.21	Unsure, cannot estimate	2			6	2			11

8. Any additional information about your anticipated engineering and/or computer/information technology hiring needs you would like to share.

Respondents with (primarily) Computer and Information Sciences and Support Services demand:

- Data Management, Data Integration, Data Security
- Had multiple job openings for 2 years now and unable to fill. Lack of interested candidates and lack of qualified candidates.
- Hire people for non-technical positions in customer success with some background in software (ex. bootcamp) or OTJ in cybersecurity (ex. from National Guard experience) that they can over time train up.
- We need all types of knowledge workers.
- Most of our positions are required to work on-site at one of the National Labs or in Washington DC which can make hiring more challenging.
- Need to include analytics, business intelligence and artificial intelligence/machine learning.
- The above are approximate numbers for our Idaho-based business unit. My personal hiring needs skew more strongly towards highly educated research professionals (small number of PhDs or Masters with demonstrable research experience)
- The most important skill is not math and the process, it is all of that in addition to creativity, critical thinking, and communication. We need people who are coachable.
- We are struggling to hire in the Idaho market. Most new hires are either in other states or outside the country. We've been investing in establishing development centers in other cities to find talent.
- We have found that we have to settle for people outside of Idaho and people without degrees, but with the right experience, in order to fill our job openings.
- We hire mainly from out of state. We actively recruit outside of Idaho.
- We're finding that computer programming, UI/UX, product management, and other 'build software application' positions are generally very hard to find in Idaho and much easier to find in other areas so we hire remote. We also find that local code schools are generally preparing employees better for real world needs better than the universities in this sector.
- We've hired many persons remotely to expand our options and diversity. Even locally living persons prefer to work remote so we are comfortable with remote workers.

Respondents with (primarily) Engineering demand

- Any type of engineer, plus another specialty do not wish to disclose; demand would really increase if a big project they're working on happens; would really shift these numbers
- CAD technicians are more difficult to locate/hire than engineers.

- I'm a Boise State Alumni and I will NOT hire anyone without a direct referral from that college. I'm personally utterly embarrassed by the lack of basic embedded systems knowledge from our local university. The level of industry targeted knowledge is beyond lack luster. Every - single - one of my interviews with a BSU alumni that has applied through LinkedIn or any other medium that wasn't directly selected by me has turned into me educating the interviewee rather than them answering the most basic of questions. i.e. "show me a circuit that will allow a microcontroller to read the resistance of a potentiometer". Seriously BSU, please update your program. I'm tired of recommending employers as well as students go elsewhere - in fact - anywhere else (CWI, U of I, etc.).
 - More advanced analytic background is critically important going forward.
 - These numbers cover anticipated hiring for three current locations, but are not inclusive of all our technical hiring. As an engineering and environmental firm, all our hires outside of administrative, financial, and support staff have a technical background.
 - We have more problem finding highly knowledgeable analog engineers.
 - Will hire at Bachelor's level, but prefer masters - also a big shortage at associate's degree level for surveyors and CAD
9. **Are there any licenses, certificates, industry certifications, or other credentials outside of the postsecondary degree types listed above that are critical for your firm's employees to hold?**

Respondents with (primarily) Computer and Information Sciences and Support Services demand:

- A variety of certifications in IT and computer networking, as well as cloud computing certifications (can't recall the names offhand, but there are several cloud certifications from Microsoft, Google, and AWS that I think would be immensely useful for us).
- Actual portfolio of Project results. Most Computer science can be self taught from online resources and is best learned when applied.
- AWS certified cloud practitioner Certified cloud security professional (CCSP) Certified data privacy solutions engineer (CDPSE) Certified data professional (CDP) Certified ethical hacker (CEH) Certified information security manager (CISM) Certified information systems security professional (CISSP) Cisco certified internetwork expert (CCIE) Cisco certified network professional (CCNP) CompTIA (A+, Cloud+, Security+) Microsoft Certified Azure Solutions Architect Microsoft certified solutions associate/expert (MCSA/MCSE) Information technology infrastructure library (ITIL) Oracle database and MySQL administration certifications Project management professional (PMP) Salesforce certified development lifecycle and deployment designer
- AWS credentials are valuable. Web technology certificates are also good.
- CISSP (need 5 years of experience to take the test), Security+, Offensive Security Certified Professional (OSCP)
- Cloud platform certifications (AWS, GCP) are desirable but not required for all positions.

- Depends on the position - Safety certifications, health physics, etc. as needed.
- For more experienced positions additional credentials might help, but we don't have any requirements today.
- I am less concerned about 4 year degrees and more concerned about people who know how to write code. The code camp schools are leaving plenty to be desired in most candidates.
- Network Certifications, IT Certifications, Sales, Business and SAP ERP certifications
- There are a lot of options and pathways, but nothing that is critical.
- We have hired engineers that have been through bootcamps and some with four year degrees. The education that they receive is so behind that we've found, more often than not, we're better off to hire those that dropped out and are self-taught.
- We're finding that real world experience and/or code schools are generally producing employees with skill sets closer to what we need for our software application positions. These don't typically correspond with licenses, certificates, etc.

Respondents with (primarily) Engineering demand:

- All of our engineering/geology staff are required to pass the Fundamentals of Engineering/ Fundamentals of Geology to obtain their Engineer-in-training (E.I.T.) or Geologist-in-training (G.I.T.) certification, AND then pass their respective professional license exams to become licensed as a Professional Engineer (P.E.) or Professional Geologist (P.G.).
- All staff need certifications, and some need to attain professional engineering licensure
- Construction inspector certifications, HAZWOPER, OSHA 10-hour, CADD and BIM certificates, Civil 3D skills
- Construction testing certifications, WAQCT
- EI, PE
- Fundamentals of Engineering (FE), Professional Engineer (PE), Structural Engineer (SE)
- Fundamentals of Engineering exam. PE exam and licensure.
- HAZWOPER, WAQTC Certifications
- Licenses: Professional Engineer, Professional Land Surveyor, PTOE, AICP

- Multiple cybersecurity specialized certifications.
- None required, professional licenses are encouraged.
- P.E., ENV SP, LEED
- PE is great but not necessary
- PE license for Civil Engineers
- PE licenses for engineers
- PE seal
- PE, various IT Certifications
- PE's, EIT's, structural Engineering
- PMP, PE
- Professional Engineer
- Professional Engineer (PE).
- Professional Engineer License (PE)
- Professional Engineer, Professional Geologist.
- Professional Engineer; IT and cyber security credentials;
- Professional Engineering license preferred but not critical/required.
- Professional Engineers (PE), Professional/Registered Geologist (P/RG), Licensed Engineer Geologist (LEG)
- Tech certs of all kinds
- United States Patent and Trademark Office registration (strong preference); state bar registration (strong preference); J.D. degree (strong preference)
- We seek engineers with experimental graduate research experience

10. **What role do Idaho colleges and universities—or other sources—play in producing the engineering and computer/information technology employees you need?**

		NUMBER					PERCENT				
		Strongly Agree	Somewhat Agree	No Opinion or N/A	Somewhat Disagree	Strongly Disagree	Strongly Agree	Somewhat Agree	No Opinion or N/A	Somewhat Disagree	Strongly Disagree
Computer and Information Sciences and Support Services	We prefer to hire locally and/or have employees on premises	8	10	1	2	1	36%	45%	5%	9%	5%
	Hiring graduates from Idaho colleges and universities is important to us	8	9	4	1	0	36%	41%	18%	5%	0%
	There are sufficient applicants from Idaho universities for our needs	0	1	3	10	8	0%	5%	14%	45%	36%
	There are sufficient applicants from Idaho community colleges for our needs	0	0	10	3	9	0%	0%	45%	14%	41%
	There are sufficient applicants from non-college training programs for our needs	2	3	11	3	3	9%	14%	50%	14%	14%
	We rely on training provided by Idaho colleges or universities to upskill our current workforce	1	8	4	5	4	5%	36%	18%	23%	18%
	Colleges or universities outside the state provide skillsets that Idaho colleges and universities do not	5	6	3	6	2	23%	27%	14%	27%	9%
	We have specific strategic targets that are hard to fulfill from Idaho colleges or universities (e.g., grant requirements, diversity goals, etc.)	4	2	8	5	3	18%	9%	36%	23%	14%
	Other factors are more important than where the employee originates (please specify)	11	6	4	0	0	52%	29%	19%	0%	0%

		NUMBER					PERCENT				
		Strongly Agree	Somewhat Agree	No Opinion or N/A	Somewhat Disagree	Strongly Disagree	Strongly Agree	Somewhat Agree	No Opinion or N/A	Somewhat Disagree	Strongly Disagree
		Engineering	We prefer to hire locally and/or have employees on premises	30	12	2	1	0	67%	27%	4%
Hiring graduates from Idaho colleges and universities is important to us	26		11	4	2	2	58%	24%	9%	4%	4%
There are sufficient applicants from Idaho universities for our needs	1		10	5	16	13	2%	22%	11%	36%	29%
There are sufficient applicants from Idaho community colleges for our needs	0		5	12	14	14	0%	11%	27%	31%	31%
There are sufficient applicants from non-college training programs for our needs	0		8	18	11	8	0%	18%	40%	24%	18%
We rely on training provided by Idaho colleges or universities to upskill our current workforce	8		12	8	9	8	18%	27%	18%	20%	18%
Colleges or universities outside the state provide skillsets that Idaho colleges and universities do not	7		15	12	8	3	16%	33%	27%	18%	7%
We have specific strategic targets that are hard to fulfill from Idaho colleges or universities (e.g., grant requirements, diversity goals, etc.)	7		9	17	9	3	16%	20%	38%	20%	7%
Other factors are more important than where the employee originates (please specify)	19		9	13	2	0	44%	21%	30%	5%	0%

11. **Other information:**

Respondents with (primarily) Computer and Information Sciences and Support Services demand:

- Ability to deliver results, innovation, and demonstrated initiative.
- Culture, acumen, knowledge
- Even local employees often work remote. Being humble, hungry, and people smart far outweighs location.
- I grew up in Idaho and attended an Idaho college for a short time. However, the education was not at all what I needed to be successful in my field. It fell very short. I would be surprised to find a candidate from an Idaho university that would meet the needs of my organization.
- Qualifications: areas of study and practical experience from projects or (preferably) internships.
- SAP has an Alliances University offering for free. Dozens of US universities leverage this program to help certify SAP resources. In short, the business community is screaming for this need. Idaho universities can get content for free and quickly generate Business Certification Revenue.
- Skills are the most critical thing for hiring, they assess these during their interview process
- Skillset matters most.
- total compensation requirements, skill sets, and experience are still the most important factors for hiring.
- Training and experience are more important than origination. For my teams' positions I would rather hire a strong researcher from an out-of-state institution than an Idaho-trained individual with no research experience.
- We are an early stage startup company so assessing these questions is somewhat hard at this stage.
- We have non-college training candidates but very few of them have the requisite skills.
- We target employees who are capable in data management (set theory, Structured Query Language - SQL, Dimensional Data Modeling, Data Vault Data Modeling). While Idaho's employment laws are often superior from an employer perspective, we look elsewhere because these skills are not produced from standard ID universities and colleges.
- We're most interested in qualifications. We like the idea of hiring software engineers with four-year degrees, but we have not been able to find them from our recruiting at BYU-Idaho and Idaho State.

Respondents with (primarily) Engineering demand:

- Applicable skills in: Education Experience
- Because we cannot find/hire sufficient students from Idaho Colleges and Universities to meet our current staffing needs, we also recruit from other schools in Utah and Washington.

- Best qualified individual for the need. U of I graduates routinely meet that need and in many areas excel over graduates from other universities.
- Candidates are evaluated on their skills and potential to fill the need of the specific position, regardless of where they are from or which university they attended.
- Credentials, experience, and cultural fit are important factors regardless of where the employee originates.
- For the specific skills like communications circuit engineering (analog transmitter/mixer/modulator) work at high frequencies hiring someone with experience is safer.
- If an employee originates from outside the state but is very qualified and meets/exceeds our expectations, that's more important than location.
- If we can find people with a seismic background that is very important, and there is little in any Idaho curriculum to support that (U of I does some, BSU used to have a structural dynamics course, but it has not run for some time).
- ISU could, or should, provide engineering focus on PE end goal for graduates.
- It is sometimes difficult to draw people to north Idaho, so drawing people who are local is helpful for retention. But the biggest factor is really just getting the right individuals and team fit, which can be from most anywhere. Aerospace engineering is a skillset that Idaho colleges don't offer, so that would be useful -- but mechanical and electrical engineering degrees are usually acceptable.
- My company's main office is outside of Idaho. Some employees work remotely FROM Idaho. On-site preference is for non-Idaho employees.
- Need to be willing to live in a small town
- Other factors- education, skillset, and diversity are more important than where the employee originates
- Passion about the field and baseline embedded systems knowledge.
- Previous experience is typically more important than where the degree comes from. Idaho degrees are not specifically a hiring criteria
- Quality of candidate
- Soft and team/collaborative skills, as well as effective communication are critically important.
- The graduate research programs in Idaho do not produce the skillsets or experience we require in our advanced engineering business. Consequently, our senior hires have had to come from out of state. We obviously can preference origin location over the requisite skills for our positions.
- Their skillset and availability.
- Upper bound of estimated hires is impossible to say – we will hire engineers wherever. People can be anywhere now – could theoretically hire as many as came out of programs.

- We hire all qualified candidates no matter where they went to school but prefer ones from Idaho.
- We like the small town background for work ethic and hands-on experience. Workers from larger cities seem to have slightly better education.
- Where they are from is not important at all. proximity to clients/office is more of a factor in choosing to hire, as is CV
- Work ethic, experience & previous training

NCHEMS Student Flow Model

Project/Model Description

NCHEMS was contracted to modify their base Student Pipeline Model to accommodate data provided by the Idaho Office of the State Board of Education to track the progress of Idaho students from 9th grade through college completion and to allow users to adjust performance at selected points along the pipeline to ascertain the overall impact on postsecondary enrollments and completions for selected program areas (computer science, engineering, and engineering tech) out to the year 2030.

User Note

NCHEMS Base Student Flow Model strictly utilizes publicly available data and publications to generate the dashboard metrics and background calculations for the model. Sources of data include the National Center for Education Statistics (NCES), the NCES Integrated Postsecondary Education Data System (IPEDS), Western Interstate Commission for Higher Education (WICHE) secondary enrollment and high school graduate projections, Census Bureau population estimates, and the Census Bureau's American Community Survey (ACS). For this project, the Idaho Office of the State Board of Education was able to provide program-level enrollment and completions data by sector (public 4-year, public 2-year) to help inform the model to produce program-level enrollments and completions. Although the model inputs and outputs enrollment and completions numbers in precision, there is inherently error propagating through the model due to imperfect data and missing data elements. Differences in the multiple data sets used within the model create some error as does lack of detail at the institution level and on the various types of students moving through the pipeline. Users should focus on the magnitude of change and directional patterns observed in enrollment and completions distributions when drawing conclusions.

College Participation Metrics (User adjustable within the model)

High School Graduation Rates

Sources: National Center for Education Statistics (NCES) Digest of Education Statistics, public high school 4-year adjusted cohort graduation rate (ACGR). Idaho Office of the State Board of Education, 9th grade and high school graduate numbers 2010–11 through 2021–22 (projections calculated by WICHE).

Description: The adjusted cohort graduation rate (ACGR) is the percentage of public high school freshmen who graduate with a regular diploma within 4 years of starting 9th grade. Students who are entering 9th grade for the first time form a cohort for the graduating class. This cohort is “adjusted” by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out, emigrate to another country, or die. Additional high school graduates entering postsecondary education 2022–23 through 2029–30 are calculated using 9th grade and high school graduate projections.

In-State College-going Rates Directly Out of High School

Sources: NCES, IPEDS Fall Residency and Migration Surveys for Fall 2016, 2018, and 2020 (mandatory reporting in even years only). Western Interstate Commission for Higher Education, Knocking at the College Door: Projections of High School Graduates, 2020. <https://knocking.wiche.edu/data/knocking-10th-data/>. High school graduates for academic years 2015–16, 2017–18, and 2019–20.

Description: In-State Fall first-time students directly out of high school (within the past year) as a percent of recent high school graduates (the previous spring), 3-year weighted average 2016, 2018, and 2020.

Out-of-State College-Going Undergraduates Directly Out of High School

Sources: NCES, IPEDS Fall Residency and Migration Surveys for Fall 2016, 2018, and 2020 (mandatory reporting in even years only).

Description: Number of out-of-state first-time undergraduates directly from high school attending Idaho Title IV institutions.

First-Time Participation Rate of 20–44 Year Olds

Sources: NCES, IPEDS Fall Residency and Migration Surveys for Fall 2016, 2018, and 2020 (mandatory reporting in even years only). U.S. Census Bureau July 1 Population Estimates by age, 2016, 2018, and 2020.

Description: Fall first-time students not directly out of high school as a percent of 20–44 year-olds (3-year weighted average 2016, 2018, and 2020).

College Retention and Progression (User adjustable within the model)

Postsecondary Progression Rates by sector, student type, program, and postsecondary year of enrollment

Sources: Idaho Office of the State Board of Education, year-to-year progression of undergraduate students by student type, sector, program, and postsecondary year, 2016–17 through 2021–22 (overall average figures for this period calculated by NCHEMS). NCES, IPEDS fall 2020 enrollment files (fall 2020 retention rates by sector). NCES, IPEDS 2018–19, 2019–20, and 2020–21 instructional activity files. NCES, IPEDS 2018–19, 2019–20, and 2020–21 Completions files.

Description, Public 4-year: Average enrollment and progression rates for first-to-second, second-to-third, and third-to-fourth year undergraduate enrollment for selected programs (computer science, engineering, and engineering tech). These three progression years are used to model overall enrollment trends at public 4-year institutions. IPEDS awards, enrollment, and first-to-second year retention for public 4-year institutions were used to inform an estimated split of the Idaho progression data into public research and public comprehensive institutions.

Description, Public 2-year: Average enrollment and progression rates for first-to-second and second-to-third year undergraduate enrollment for selected programs (computer science, engineering, and engineering tech). These two progression years are used to model overall enrollment trends at public 2-year institutions.

Description, Private Institutions: IPEDS enrollment, completions, and retention were used to compare with public 4-year institutions to estimate progression of undergraduate students for first-to-second, second-to-third, and third-to-fourth year for selected programs (computer science, engineering, and engineering tech). These three progression years are used to estimate overall enrollment trends at private institutions.

College Completion (User adjustable within the model)

Undergraduate degrees and certificates produced per 100 FTEs

Sources: Idaho Office of the State Board of Education, completions and FTE enrollment by program and postsecondary year, 2016–17 through 2021–22 (overall average figures for this period calculated by NCHEMS). NCES, IPEDS 2017–18, 2018–19, and 2019–20 instructional activity files (total FTE enrollment by sector). NCES, IPEDS 2017–18, 2018–19, and 2019–20 completions files (total undergraduate awards by sector).

Description: Undergraduate credentials (certificates of at least 12 weeks in length, associates, and bachelor's) awarded per 100 full-time equivalent undergraduates by sector and program (computer science, engineering, and engineering tech). Idaho figures by sector and program are an average for 2016–17 through 2021–22. IPEDS figures for sector totals are a 3-year weighted average for 2017–18, 2018–19, and 2019–20.

ENDNOTES

- 1 The relatively close relationship between bachelor (and above) degree holders in engineering and computer-related fields and employer hiring demand for these types of roles was less clear for engineering technologists (who might be hired at the bachelor's or associates level, or trained on the job), therefore, these data are not presented in the executive summary.
- 2 Bureau of Labor Statistics. (2022, September 8). *Occupational outlook handbook: Architecture and engineering occupations*. U.S. Department of Labor. <https://www.bls.gov/ooh/architecture-and-engineering/home.htm>
- 3 WICHE analysis of IPEDS data & data provided by the Idaho State Board of Education. The research presented here utilizes SLDS Data from the Idaho State Board of Education (SBOE) and the Idaho State Department of Education (SDE). Any errors are attributable to WICHE.
- 4 Krebs, B., McHugh, C., & Mehl, A. (2023, January). *Educated in Idaho, employed in Idaho*. Idaho State Board of Education. <https://boardofed.idaho.gov/resources/educated-in-idaho-employed-in-idaho/>
- 5 Bureau of Labor Statistics. (2022, May). Occupational employment and wage statistics. U.S. Department of Labor. <https://www.bls.gov/oes/tables.htm>
- 6 ACEC Research Institute. (2023, May). *Engineering business sentiment 2023 Q2*. American Council of Engineering Companies. <https://programs.acec.org/impact-report-21>
- 7 While WICHE generally prefers precision in using defined terms, there are substantial gray areas in usage on the ground, so further analyses will provide substantial analysis of this point. For additional context, please see National Center for Education Statistics. (n.d.). *The classification of instructional programs: Detail for CIP code 11, computer and information sciences and support services*. U.S. Department of Education Institute of Educational Sciences. <https://nces.ed.gov/ipeds/cipcode/cipdetail.aspx?y=55&cipid=88073>.
- 8 Bureau of Labor Statistics. (2022, September 8). *Occupational outlook handbook: Architecture and engineering occupations*. U.S. Department of Labor. <https://www.bls.gov/ooh/architecture-and-engineering/home.htm>.
- 9 Within the Bureau of Labor Statistics' *Occupational employment and wage statistics* tables, "Computer" occupations include all occupations within SOC Code 15-1200 "Computer Occupations" (due to changes to the SOC Classification system between 2010 and 2018. Computer Occupations were defined as 15-1100 from 2010 to 2017 and use 15-1200 beginning in 2018. These data generally reflect the same "bucket" of occupations although specific detailed occupations were added and deleted over this time period as well as 11-3021 "Computer and Information Systems Managers" within 11-3000 "Operations Specialties Managers." According to the BLS occupational profiles, entry-level work in each of these fields typically requires a bachelor's degree. Bureau of Labor Statistics. (2022, May). Occupational employment and wage statistics. U.S. Department of Labor. <https://www.bls.gov/oes/tables.htm>
- 10 Bureau of Labor Statistics. (2022, May). *Occupational employment and wage statistics*. U.S. Department of Labor. <https://www.bls.gov/oes/tables.htm>
- 11 Bureau of Labor Statistics. (2023). *Occupational employment and wage data, May 2022*. Idaho Department of Labor. <https://lmi.idaho.gov/data-tools/oews/>
- 12 Bureau of Labor Statistics. (2023). *Occupational employment and wage data, May 2022: Table 1.05*. Idaho Department of Labor. <https://lmi.idaho.gov/data-tools/oews/>
- 13 Idaho Department of Commerce. *Key Industries*. <https://commerce.idaho.gov/site-selection/key-industries/>
- 14 Becker, M., Pace, L., & Spolsdoff, J. (2022, October). Utah's engineering and computer science workforce: Higher education and economic trends. Kem C. Gardner Policy Institute, University of Utah. <https://gardner.utah.edu/wp-content/uploads/ECS-Report-Oct2022.pdf>
- 15 National Center for Education Statistics. (n.d.). The classification of instructional programs: Detail for CIP code 11, computer and information sciences and support services. U.S. Department of Education Institute of Educational Sciences. <https://nces.ed.gov/ipeds/cipcode/cipdetail.aspx?y=55&cipid=88073>

- 16 National Center for Education Statistics. (n.d.). The classification of instructional programs: Detail for CIP code 14, engineering. U.S. Department of Education Institute of Educational Sciences. <https://nces.ed.gov/ipeds/cipcode/cipdetail.aspx?y=55&cipid=88196>
- 17 National Center for Education Statistics. (n.d.). *The classification of instructional programs: Detail for CIP code 15, engineering technologies/technicians*. U.S. Department of Education Institute of Educational Sciences. <https://nces.ed.gov/ipeds/cipcode/cipdetail.aspx?y=55&cipid=88196>
- 18 The relatively close relationship between bachelor (and above) degree holders in engineering and computer-related fields and employer hiring demand for these types of roles was less clear for engineering technologists (who might be hired at the bachelor's or associates level, or trained on the job), therefore, these data are not presented in the executive summary.
- 19 National Center for Education Statistics. (2023, May). *Postsecondary education: Undergraduate enrollment*. U.S. Department of Education Institute of Educational Sciences. <https://nces.ed.gov/programs/coe/indicator/cha/undergrad-enrollment>
- 20 Idaho State Board of Education. *College-Going Dashboard*. <https://dashboard.boardofed.idaho.gov/CollegeGoingDashboard.html>
- 21 National Center for Education Statistics. (2023, May). *Immediate college-going rate of high school completers*. U.S. Department of Education Institute of Educational Sciences. <https://nces.ed.gov/programs/coe/indicator/cpa/immediate-college-enrollment-rate>
- 22 Western Interstate Commission for Higher Education. (2020, December). *Knocking at the college door: Projections of U.S. high school graduates*. WICHE. <https://knocking.wiche.edu/>
National Center for Education Statistics. (n.d.). *Digest of education statistics*. U.S. Department of Education Institute of Educational Sciences. https://nces.ed.gov/programs/digest/d17/tables/dt17_304.10.asp
Utah System of Higher Education. (2023). *Headcount*. <https://ushe.edu/institutional-data-resources-headcount/>
- 23 WICHE cleaned the data using transparent and appropriate processes. For specific detail on the approaches used, please see the appendix. Because of these cleaning approaches, data presented here may differ slightly from other sources and reports.
- 24 Department of Education. (2022.) *Understanding your student's scores on the i=Idaho standards achievement test in English language arts/literacy and mathematics*. State of Idaho. <https://www.sde.idaho.gov/assessment/files/shared/isat/Understanding-Your-Student-Scores-ISAT-ELA-Math.pdf>
- 25 Research on the topic is voluminous. See for example: Lent, Robert W., Matthew J. Miller, Paige E. Smith, Bevlee A. Watford, Robert H. Lim, and Kayi Hui. "Social cognitive predictors of academic persistence and performance in engineering: Applicability across gender and race/ethnicity." *Journal of Vocational Behavior* 94 (2016): 79-88; and Lee, Hang-Shim, Lisa Y. Flores, Rachel L. Navarro, and Marlen Kanagui-Muñoz. "A longitudinal test of social cognitive career theory's academic persistence model among Latino/a and White men and women engineering students." *Journal of Vocational Behavior* 88 (2015): 95-103.
- 26 Bureau of Labor Statistics. (2022, September 8). *Occupational outlook handbook: Architecture and engineering occupations*. U.S. Department of Labor. <https://www.bls.gov/ooh/architecture-and-engineering/home.htm>
- 27 This conclusion is drawn from WICHE's analysis of IPEDS data & data provided by the Idaho State Board of Education.
- 28 Krebs, B., McHugh, C., & Mehl, A. (2023, January). *Educated in Idaho, employed in Idaho*. Idaho State Board of Education. <https://boardofed.idaho.gov/resources/educated-in-idaho-employed-in-idaho/>
- 29 Krebs, B., McHugh, C., & Mehl, A. (2023, January). *Educated in Idaho, employed in Idaho*. Idaho State Board of Education. <https://boardofed.idaho.gov/resources/educated-in-idaho-employed-in-idaho/>
- 30 Krebs, B., McHugh, C., & Mehl, A. (2023, January). *Educated in Idaho, employed in Idaho*. Idaho State Board of Education. <https://boardofed.idaho.gov/resources/educated-in-idaho-employed-in-idaho/>

- 31 Research on the topic is voluminous. See for example: Lent, Robert W., Matthew J. Miller, Paige E. Smith, Bevlee A. Watford, Robert H. Lim, and Kayi Hui. "Social cognitive predictors of academic persistence and performance in engineering: Applicability across gender and race/ethnicity." *Journal of Vocational Behavior* 94 (2016): 79-88; and Lee, Hang-Shim, Lisa Y. Flores, Rachel L. Navarro, and Marlen Kanagui-Muñoz. "A longitudinal test of social cognitive career theory's academic persistence model among Latino/a and White men and women engineering students." *Journal of Vocational Behavior* 88 (2015): 95-103.
- 32 Although not reported here, WICHE performed numerous post-regression tests to assess the quality of the model, including goodness-of-fit; the discriminatory power of the model; the accuracy, sensitivity, and specificity of the model; and the functional form. The results of these tests suggest the model performs well and is correctly specified.
- 33 Idaho State Board of Education. *College-Going Dashboard*. <https://dashboard.boardofed.idaho.gov/CollegeGoingDashboard.html>
- 34 Idaho State Board of Education. (n.d.) *2022 The Facts: Facts about Idaho's public education system*. <https://boardofed.idaho.gov/resources/fact-book/>.
- 35 Kolenovic, Z. & Strumbos, D. (2020, March). *ASAP Students in STEM Majors: Results from the Fall 2015 Cohort*. The City University of New York (CUNY) Office of Academic Affairs. http://www1.cuny.edu/sites/asap/wp-content/uploads/sites/8/2020/04/30099_CUNY_ASAP_STEM_Brief_2019_WEB_m2.-1.9MBpdf.pdf
- 36 WICHE analysis of May 2010 through May 2021 BLS OEWS Occupational Profiles. For purposes of this analysis, Engineering occupations are defined as all occupations within SOC Code 17-2000 "Engineers" and 11-9041 "Architecture and Engineering Managers". Bureau of Labor Statistics. (2022, May). Occupational employment and wage statistics. U.S. Department of Labor. <https://www.bls.gov/oes/tables.htm>
- 37 Cecil-Cantrell, C. (2017, May). *Licensed engineers and land surveyors*. Idaho Department of Labor Communications & Research. https://www.labor.idaho.gov/publications/Engineering_Surveyor_Study.pdf
- 38 Idaho Department of Labor. <https://lmi.idaho.gov/data-tools/oes/> Bureau of Labor Statistics. (2022, May). Employment Projections: Table 1.2 Employment by detailed occupation, 2021 and projected 2031 (Numbers in thousands). <https://www.bls.gov/emp/tables/emp-by-detailed-occupation.htm>
- 39 ACEC Research Institute. (2023, May). *Engineering business sentiment 2023 Q2*. American Council of Engineering Companies. <https://programs.acec.org/impact-report-21>
- 40 Micron. (2022, September 1). *Micron to invest \$15 billion in new Idaho fab, bringing leading-edge memory manufacturing to the U.S.* [Press release]. <https://investors.micron.com/news-releases/news-release-details/micron-invest-15-billion-new-idaho-fab-bringing-leading-edge>
- 41 WICHE staff interview with Idaho Department of Labor staff.
- 42 While WICHE generally prefers precision in using defined terms, there are substantial gray areas in usage on the ground, so further analyses will provide substantial analysis of this point. National Center for Education Statistics. (n.d.). The classification of instructional programs: Detail for CIP code 11, computer and information sciences and support services. U.S. Department of Education Institute of Educational Sciences. <https://nces.ed.gov/ipeds/cipcode/cipdetail.aspx?y=55&cipid=88073>.
- 43 Bureau of Labor Statistics. (2022, September 8). *Occupational outlook handbook: Architecture and engineering occupations*. U.S. Department of Labor. <https://www.bls.gov/ooh/architecture-and-engineering/home.htm>.
- 44 Krebs, B., McHugh, C., & Mehl, A. (2023, January). *Educated in Idaho, employed in Idaho*. Idaho State Board of Education. <https://boardofed.idaho.gov/resources/educated-in-idaho-employed-in-idaho/>
- 45 Krebs, B., McHugh, C., & Mehl, A. (2023, January). *Educated in Idaho, employed in Idaho*. Idaho State Board of Education. <https://boardofed.idaho.gov/resources/educated-in-idaho-employed-in-idaho/>

- ⁴⁶ Again, although not reported in detail here, the model performed appropriately on standard post-estimation diagnostic tests.
- ⁴⁷ Idaho Department of Labor. <https://lmi.idaho.gov/data-tools/oews/>
Bureau of Labor Statistics. (2022, May). *Employment Projections: Table 1.2 Employment by detailed occupation, 2021 and projected 2031* (Numbers in thousands). <https://www.bls.gov/emp/tables/emp-by-detailed-occupation.htm>
- ⁴⁸ Autor, D. H. (2016, July). *Why are there still so many jobs? The history and future of workplace automation and anxiety*. MIT Initiative on the Digital Economy. https://ide.mit.edu/sites/default/files/publications/IDE_Research_Brief_v07.pdf
- ⁴⁹ Smith, M. (2023, February 3). Despite big layoffs, it's still a great time to work in tech, experts say: 'I've seen bad job markets... this is not it'. *CNBC*. <https://www.cnbc.com/2023/02/03/despite-big-tech-layoffs-its-still-a-good-time-to-work-in-tech.html> ; <https://www.ziprecruiter.com/blog/laid-off-tech-workers/>
- ⁵⁰ Becker, M., Pace, L., & Spolsdoff, J. (2022, October). *Utah's engineering and computer science workforce: Higher education and economic trends*. Kem C. Gardner Policy Institute, University of Utah. <https://gardner.utah.edu/wp-content/uploads/ECS-Report-Oct2022.pdf>



Idaho Engineering & Computer Science Growth Initiative

Summary of Findings



Disclaimer: Mistakes are ours

- 1. Is the supply of engineering and computer science graduates from Idaho's public institutions adequate to meet current and projected industry demand?**
- 2. If not, how can the state strategically address the gap between supply and demand?**

Top Level Findings

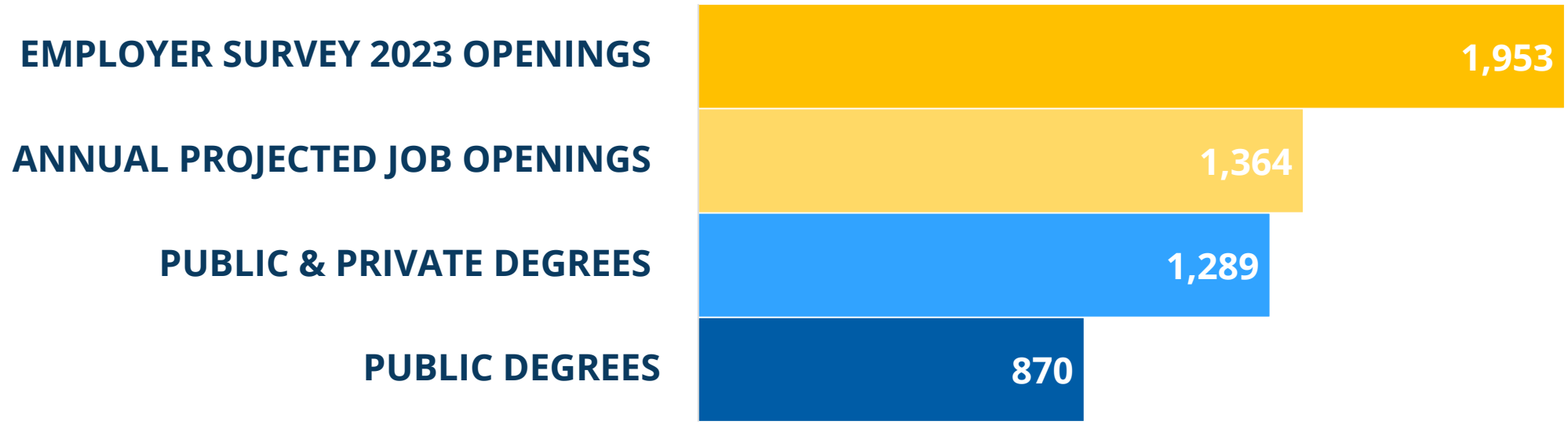
- ▶ **The current annual supply of graduates from public institutions is not likely to fulfill projected annual industry demand.**

- ▶ **Opportunities to increase supply**
 - Key opportunity for boosting the supply of graduates is **increasing the number of students** who are prepared to enter and succeed in these majors.
 - Improving high school math preparedness;
 - Increasing the number of students (especially female students) who chose engineering/engineering technology or computer and information science as a major
 - Supporting students through graduation
 - Expanding outreach to non-traditional-aged students

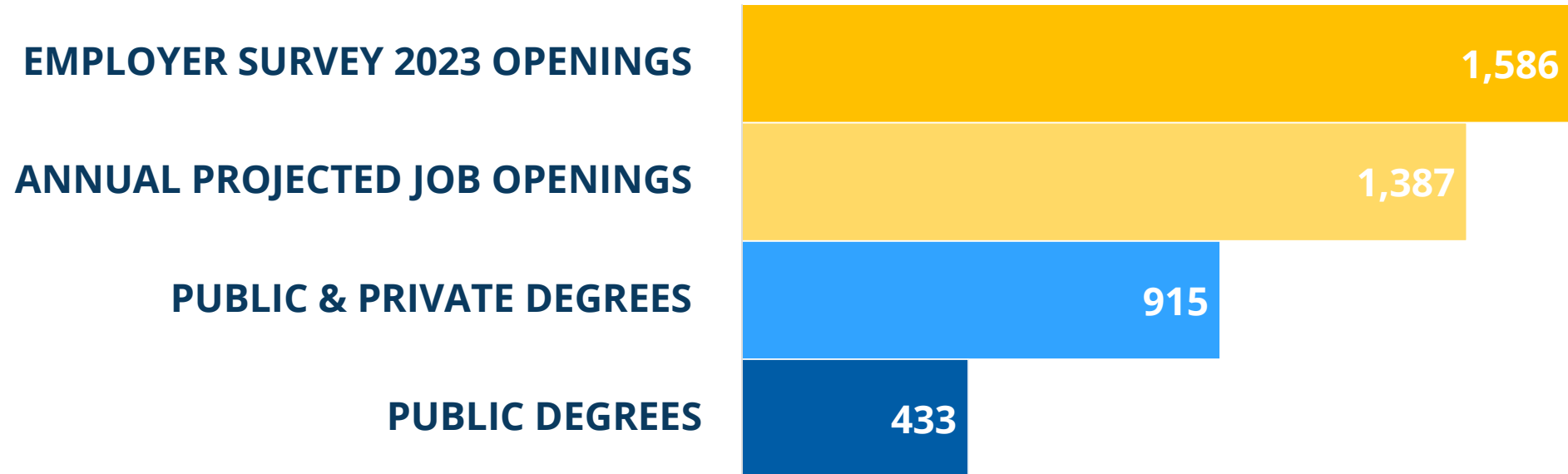
Challenges and Approaches

- ▶ **No perfect data source for supply or demand**
- ▶ **Understanding potential supply of graduates**
 - Degree production
 - Historical trends
 - Pipeline analysis
 - Model projections
 - Other considerations (ex. migration)
- ▶ **Estimating demand for workers**
 - Historical employment trends
 - Occupational projections
 - Employer survey & interviews

Is the supply of engineering and computer science graduates from Idaho's public institutions adequate to meet current and projected industry demand?



Sources: Integrated Postsecondary Education Data System, Idaho Department of Labor Occupation Projections (2020-2030), WICHE Employer Survey



Sources: Integrated Postsecondary Education Data System, Idaho Department of Labor Occupation Projections (2020-2030), WICHE Employer Survey

Engineering and Computer Science Degree Production

- ▶ **If current trends continue, fewer than 5 additional engineering bachelor's degrees per year**

- ▶ **If current trends continue, fewer than 2 additional computer & information science bachelor's degrees per year**

Student Flow Model: Key Takeaways

▶ **Current trends don't "naturally" lead to big changes**

- Leveling off of high school graduates
- Go-on rate challenges

▶ **Areas for opportunity**

- Improving high school to college transition
- Engaging adult learners
- Supporting students to and through degrees

Pipeline Analysis: Key Takeaways

- ▶ **Math performance** is strongly linked to success in engineering fields
- ▶ Significant **gender disparities in selection of majors** of interest, even controlling for math performance
- ▶ Opportunity to **keep students in majors of interest**
- ▶ Opportunity to **keep more students in state** after graduation

Employer Survey Top-level Findings

- ▶ **For graduates with engineering and computer science credentials:**
 - Estimated hiring demand is robust.
 - Many employers already can't find all they need.
- ▶ **Employers believe they would benefit from a larger pipeline of Idaho engineering and computer science graduates.**

Idaho has had a fantastic record of producing graduates that can work shoulder to shoulder with engineering graduates from anywhere in the country—Purdue, Yale, Kansas State, Penn State, all the best engineering schools — we produce really, really good engineers which is unusual for a small, rural state.

- Engineering Employer

If we were able to fill all our positions, we'd be able to get more revenue in and more clients and we'd then have demand for more engineers...we've been stifled by an inability to find people to do the work, we have more work than we have people to do.

- Engineering Employer

We've not necessarily tried to materially increase our hiring in the state of Idaho...we just found that it was too challenging to find enough candidates locally. So, we diversified our locations in order to fulfill that [need].

- Tech Employer

**How can the state strategically address this gap
between supply and demand?**

Potential Next Steps

▶ **Creating a Shared Vision & Coordinated Plan**

- Establish industry-led entity to guide effort in partnership with K-12, community colleges, and universities
- Achieve consensus on focus (ex. “computer science” issue), goals, and short- and long-term strategies
- Account for context (ex. limited student pipeline growth, tight labor market, other Idaho initiatives)

Potential Next Steps

► Identifying Clear Roles & Responsibilities

- Identify individual & collaborative strategic approach for each partner
 - Ex. K-12 and higher ed. collaborate on math preparedness of HS graduates
 - Higher ed. focus on enhancing recruitment of female students and transfer pathways between 2- and 4-year sector
 - Industry & higher education collaborate on attracting non-traditional students into relevant disciplines

Potential Next Steps

► Data & Metrics

- Identify meaningful, trackable key metrics and monitor over time
 - Enrollments
 - Major choice
 - Completions
 - Success factors
 - Employment patterns
- Link specific metrics to policy solutions implemented
- Use qualitative data to explore the “why” behind outcomes

Potential Next Steps

▶ Investing for Impact

- Determine if a broad or a targeted approach will be most effective
- Focus on leveraging Idaho's unique assets in both industry and education
- Balance immediate employer needs with flexible, sustainable planning

THANK YOU!

Patrick Lane & Christina Sedney

WICHE Policy Analysis & Research

phone: 303.541.0238
email: csedney@wiche.edu

www.wiche.edu



INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
OCTOBER 18 - 19, 2023

SUBJECT

Established Program to Stimulate Competitive Research (EPSCoR) Annual Report

REFERENCE

August 2016	EPSCoR provided their annual report to the Board
October 2017	EPSCoR provided their annual report to the Board
October 2018	EPSCoR provided their annual report to the Board
October 2019	EPSCoR provided their annual report to the Board
October 2020	EPSCoR provided their annual report to the Board
October 2021	EPSCoR provided their annual report to the Board

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.W.
Higher Education Research

BACKGROUND/DISCUSSION

The Established Program to Stimulate Competitive Research (EPSCoR) is a federal-state partnership designed to enhance the science and engineering research, education, and technology capabilities of states that traditionally have received smaller amounts of federal research and development funds. Through EPSCoR, participating states are building a high-quality academic research base that is serving as a backbone of a scientific and technological enterprise.

Idaho EPSCoR is led by a state committee composed of 16 members, appointed by the Board, with diverse professional backgrounds from both the public and private sectors and from all regions in the state. The Idaho EPSCoR committee oversees the implementation of the Idaho EPSCoR program and ensures program goals and objectives are met. The Idaho EPSCoR office and the Idaho EPSCoR Project Director are located at the University of Idaho. Partner institutions are Boise State University and Idaho State University.

The purpose of EPSCoR awards is to provide support for lasting improvements in a state's academic research infrastructure and its research and education capacity in areas that support state and university Science and Technology Strategic Plans. Idaho EPSCoR activities include involvement in K-12 teacher preparation and research initiatives and projects ranging from undergraduate research through major state and regional research projects.

Consistent with Board Policy III.W.2.d., EPSCoR has prepared an annual report regarding current EPSCoR activities that details all projects by federal agency source, including reports of project progress from the associated external Project Advisory Board (PAB).

ATTACHMENTS

Attachment 1 – EPSCoR Annual Report
Attachment 2 – GEM3 Year 5 PAB Final Report

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
OCTOBER 18 - 19, 2023**

STAFF COMMENTS AND RECOMMENDATIONS

A full presentation and discussion of the EPSCoR Annual Report was provided to the Instruction, Research, and Student Affairs Committee on October 6, 2023.

BOARD ACTION

This item is for informational purposes only.

IDAHO ESTABLISHED PROGRAM TO STIMULATE
COMPETITIVE RESEARCH (EPSCOR):
ANNUAL REPORT - 2023

DOYLE JACKLIN, IDAHO EPSCOR COMMITTEE CHAIRMAN
ANDREW KLISKEY, PROJECT DIRECTOR

RICK SCHUMAKER, ASSOCIATE PROJECT DIRECTOR

IDAHO STATE BOARD OF EDUCATION: IRSA COMMITTEE
OCTOBER 5, 2023



IDAHO
NSF EPSCoR
ADVANCING GEOGRAPHIC DIVERSITY IN STEM



2023 ANNUAL REPORT

- EPSCoR/IDeA National Context
- NSF RII Track-1 “GEM3”
- NSF RII Track-1 “I-CREWS”
- E-CORE and E-RISE

www.idahoepscor.org

The screenshot shows the homepage of the Idaho EPSCoR website. At the top is a navigation bar with links for Home, About, Research, Education and Outreach, Resources, and a search icon, along with a Log In button. Below the navigation bar is a featured image of three people in a field, with a 'THE RESEARCHER IDAHO NSF EPSCoR NEWSLETTER' overlay and a 'more' button. To the right is an 'Announcements' section with text about the Defense Established Program to Stimulate Competitive Research (DEPSCoR) funding opportunities. Below this is a 'Welcome to Idaho EPSCoR' section with a paragraph about the organization's objective. The main content area features three columns: 'Disappearing Farm Land' with an aerial view of a valley and text about population growth; 'Current Idaho EPSCoR Research' with an image of a fish and text about the GEM3 project; and 'Future RII Track-1' with the NSF logo and text about the 2022 proposal. On the right side, there is a 'Subscribe' section for the Idaho EPSCoR E-News and 'The Researcher' newsletter, both with 'Subscribe' and 'Archive' buttons. At the bottom right, a note states 'We are updating our subscriber list!' and 'If you currently receive hard copies'.



Federal Funding for All Eligible States

Agency	FY21 Enacted	FY22 Enacted	FY23 Enacted	FY24 Budget Request	FY24 Coalition Goals	FY24 House Appropriations Committee	FY24 Senate Appropriations Committee
NSF	\$200.0	\$215.0	\$245.0	\$280.68	\$281.0		\$275
NIH	\$396.6	\$410.0	\$425.95	\$426.0	1% of Allocation	\$436	\$426
DOE	\$25.0	\$25.0	\$35.0	\$25.0	\$50.0 + \$25 for equipment account	\$35.0	\$35.0
USDA	\$65.0*	\$66.75*	\$68.25*	n/a	15% Language (*)	15%	15%
NASA	\$26.0	\$26.0	\$26.0	\$26.0	\$33.0	\$29	\$26
DOD	\$17.0	\$19.0	\$20.0	n/a	\$50.0	0	\$20
Total	\$729.6	\$761.75	\$820.2	\$757.68	\$+ USDA		



IDAHO
EPSCoR

Awards to Idaho

- ✓ RII Track-1, Track-2, Track-4
- ✓ INBRE, COBRE
- ✓ Infrastructure
- ✓ Multiple awards
- ✓ Research, Core

Dollars in Millions.
Source:
EPSCoR/IDeA



CREATING HELPFUL INCENTIVES TO PRODUCE SEMICONDUCTORS (CHIPS) ACT 2022 – H.R. 4346

NSF (Section 10325)

- 20% set aside for **EPSCOR** states, but ramps up from 15.5% to 20% over 7 years;
 - Set aside relates to Congress' allocation under the Research and Related Activities and STEM Education Accounts (minus the Antarctic Facilities) only, rather than the whole of NSF.
- FY23: 15.5%
 - FY24: 16%
 - FY25: 16.5%
 - FY26: 17%
 - FY27: 18%
 - FY28: 19%
 - FY29: 20%



Active EPSCoR/IDeA Awards in Idaho

Agency	Title	Years	Institution(s)	Award Amount
NSF	Track-1: Idaho Community-engaged Resilience for Energy-Water Systems (I-CREWS)	2023-2028	U of I (w/ Boise State, Idaho State, CDA Tribe, S-B Tribes)	\$20,000,000
NSF	Track-1: Linking Genome to Phenome to Predict Adaptive Responses of Organisms to Changing Landscapes	2018-2023	U of I (w/ Boise State, Idaho State)	\$20,000,000
NSF	Track-2: Local and Place Based Adaptation to Climate Change in Underserved Rural Communities	2023-2027	U of I w/ NV, SC	\$6,000,000
NSF	Track-2: Developing a Circular Bio-Based Framework For Architecture, Engineering and Construction Through Additive Manufacturing	2021-26	U of I w/AL	\$3,974,309
NSF	Track-2: Leveraging Big Data to Improve Prediction of Tick-Borne Disease Patterns and Dynamics	2020-24	U of I, w/NV, NH	\$6,430,179



Active EPSCoR/IDeA Awards in Idaho

Agency	Title	Years	Institution(s)	Award Amount
NSF	Track-2: Genomics Underlying Toxin Tolerance (GUTT): Identifying Molecular Innovations that Predict Phenotypes of Toxin Tolerance in Wild Vertebrate Herbivores	2018-24	Boise State w/ NV, WY	\$6,598,285
NSF	Conference: NSF EPSCoR Workshop: Intelligent Manufacturing for Extreme Environments	2023-24	U of I	\$99,445
DOE	Neuromorphic Systems for Power Grid Cyber-Resilience	2022-25	Boise State	\$708,985
DOE	Mechanistic and Kinetic Analysis of Polymer Deconstruction and Modification by Irradiation for Polymer Upcycling	2022-25	Boise State	\$583,930
DOE	DNA-Controlled Dye Aggregation – A Path to Create Quantum Entanglement	2019-25	Boise State	\$12,500,000



Active EPSCoR/IDeA Awards in Idaho

Agency	Title	Years	Institution(s)	Award Amount
NIH	Idaho INBRE^	2019-24	U of I	\$17,088,792
NIH	IDeA award Supplements (10)	2019-24	various	\$3,137,439
NIH	COBRE: Matrix Biology*	2014-24	Boise State	\$20,815,235
NIH	COBRE: Center for Modeling Complex Interactions^	2015-25	U of I	\$21,600,000
NASA RID	Research Infrastructure Development (RID)	2019-23	U of I	\$450,000
NASA RID	Research Infrastructure Development (RID)	2022-27	U of I	\$1,000,000
NASA Research	Plasma-Jet Printing Technology for In-Space Manufacturing and In-Situ Resource Utilization	2019-22	Boise State	\$791,841
NASA Research	Cryoldaho: Building Idaho's Cryosphere Research Community through Analysis of Terrain Effects on Snow and Ice Meltwater Fluxes	2021-23	Boise State	\$750,000
NASA Research	On-Demand Manufacturing of Smart Systems for Structural Health Monitoring	2022-25	Boise State	\$750,000



Active EPSCoR/IDeA Awards in Idaho

Agency	Title	Years	Institution(s)	Award Amount
NASA - R3	Advanced Manufacturing Dense Nuclear Fuels with Complex Geometries	2022-23	Boise State	\$100,000
NASA - R3	Advanced Flip-Chip and TSV Based High-Temperature 3D SiC IC Packing for Venus Surface Exploration	2022-23	U of I	\$100,000
NASA - R3	Characterization of Thermal Transport Modes in Porous Materials	2023	Boise State	\$100,000
NASA – ISS Flight Op	Evaluation of Biofilm Resistant Coatings for Spacecraft Water Systems	2022-24	U of I	\$100,000
NASA – R3	Development of Biofilm Resistant Coatings and Evaluation in Simulated Microgravity	2023	U of I	\$100,000
NASA – R3	Detection and Characterization of Spore-Forming Anaerobic Bacteria in an Aerospace Clean Lab	2024	Idaho State	\$100,000
NASA – R3	Effects of Lunar and Martian Regolith Simulants on Growth, Survival, and Fitness of Vertebrates: Acute and Chronic Exposure Zebrafish Models	2023-24	Idaho State	\$100,000
NASA – Research	IDEAS: LA: IDaho Exploration And Science Lunar Analog	2023-26	Idaho State	\$750,000



Recent EPSCoR/IDeA Awards in Idaho

Agency	Summary	Award Years	Institution(s)	Award Amount (\$ and %)
USDA	7 of 12 AFRI awards	FY18	U of I, Boise State	\$3,171,068 (63% of total)
USDA	6 of 10 AFRI awards	FY19	U of I, Boise State	\$11,578,423 (95% of total)
USDA	8 of 21 AFRI awards	FY20	U of I, Boise State	\$3,004,362 (42% of total)
USDA	7 of 16 AFRI awards	FY21	U of I, Boise State	\$2,804,362 (50% of total)
USDA	12 of 19 AFRI awards	FY22	U of I, Boise State	\$4,512,102 (51% of total)
USDA	13 of 19 AFRI awards	FY23	U of I, Boise State	\$5,350,781 (60% of total)



\$12.67 million in
EPSCoR set-aside to Idaho in
past three years



Recent Co-Funded NSF Awards to Idaho

	# Grants Awarded	EPSCoR Co-fund \$	Total Project \$
FY16	5	\$1,236,549	\$3,117,085
FY17	3	\$629,029	\$1,258,583
FY18	6	\$1,209,066	\$3,200,014
FY19	3	\$513,723	\$1,586,814
FY20	10	\$1,773,777	\$3,727,664
FY21*	7	\$6,799,960	\$21,587,841
FY22*	8	\$10,857,856	\$21,376,004
Total	34	\$23,019,960	\$55,854,005



*Including the largest co-Funded Award to Idaho: "Mid-scale RI-1 (M1:IP): A Deep Soil Ecotron facility to explore belowground communities and ecosystem processes." 2021-2026. Led by U of I: \$18,950,955

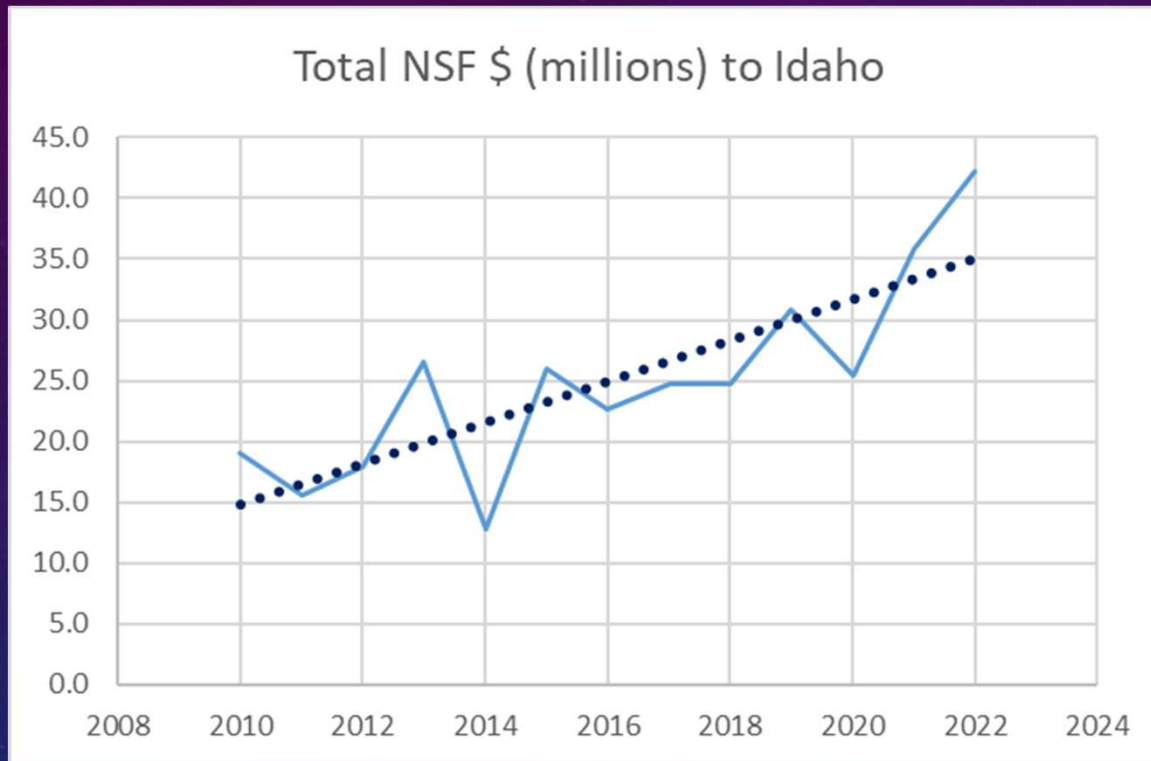


NSF REGIONAL INNOVATION ENGINES

- Each NSF Engine can receive **up to \$160 million** to support the development of diverse regional coalitions of researchers, institutions, companies and civil society to conduct research and development that engages people in the process of creating solutions with economic and societal impacts.



Idaho's Research Competitiveness at NSF



Total NSF funding to Idaho
(FY22) = **\$42.2M**,
71% increase from FY18

Since FY18, **23%** of
Idaho's NSF funding is
EPSCoR RII+

NSF EPSCoR eligibility is <0.75%
share of total NSF funding,
excluding EPSCoR RII+

Idaho's share (FY18-28) = **0.31%**



IDAHO EPSCOR: *INFRASTRUCTURE IMPROVEMENT STRATEGY*



- GEM3 Track-1: Year 5+
- I-CREWS Track-1: Year 1
- Capacity-building – education, research, WFD, broadening participation, partnerships



Idaho Track-1 RII: "GEM3" *Genes to Environment: Modeling, Mechanisms, and Mapping* - Oct 2018 – Sep 2023



Vision: Idaho will lead the nation with thriving, collaborative, and inclusive research to discover and predict how plants, animals, and people interact and adapt to changing environments, resulting in the sustainable management of natural resources.



GEM3 Project Outputs

New
Faculty

- **6 new faculty hired** (5 female / 1 male / 1 URM)

Post
Docs

- **20 post docs** (7 female / 13 male / 1 URM)

Grad
Students

- **67 grad students** (43 female / 24 male / 6 URM)

Under
Grads

- **94 undergrads** (43 female / 51 male / 24 URM)

Students
Graduated

- **30 grad students / 50 undergrad students**

GEM3 Project Outputs

Publications

- **81 pubs** (Year 1-5, GEM3 support)
- **25 pubs** (Year 5 alone, GEM3 support)

NSF Proposals (non-EPSCoR)

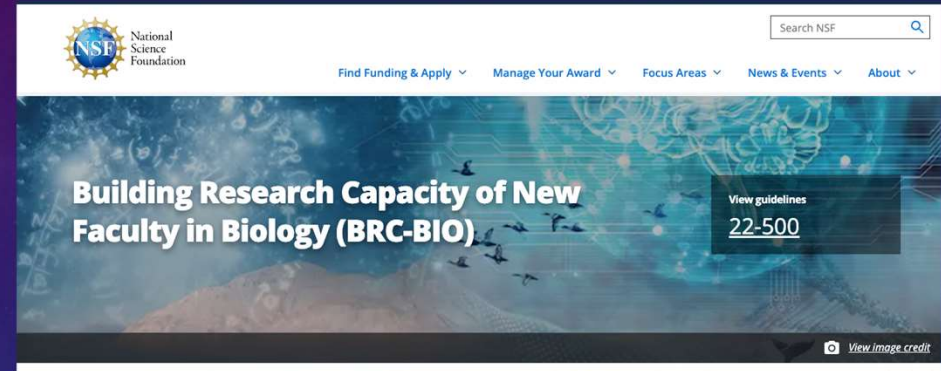
- **155 proposals / \$215.5M** (Year 1-5, submitted)
- **33 proposals / \$67.0M** (Year 5 alone, submitted)

NSF Funding (non-EPSCoR)

- **66 awards / \$27.2M** (Year 1-5 awarded)
- **18 awards / \$6.2M** (Year 5 alone, awarded)

EPSCoR GEM3 Seed Award gives rise to NSF's Broadening Research Capacity in Biology Award (Award #2312572!)

Environmental variation and the disruption of biotic local adaptation: Predicting consequences of changing microbial interactions for plant populations



Funding in 2024-2027 for \$500K:

- 2 BSU graduate students
- 6-10 undergraduate researchers
- Programs to expand diverse participation in biology
- BSU Biology Equipment & early career



Allison
Simler-Williamson
(BSU)



Marie-Anne deGraaff
(BSU)



Leonora Bittleston
(BSU)



Trevor Caughlin
(BSU)



IDAHO EPSCoR: INFRASTRUCTURE IMPROVEMENT STRATEGY

Student Research Stories



Carlos Dumaguit,
M.S. graduate student at Boise State
University
Ph.D. Student at Utah State University

Research focus:

Carlos Dumaguit, a recent MS graduate student from Boise State University (BSU) was part of a GEM3 team leading ground-breaking work in bioinformatics at BSU. While research on the genomic basis of plant resilience towards drought has been conducted in crops and model plants, fewer studies have evaluated natural plant communities.

The team provided a resource for identifying genes underpinning drought across a broad range of plants using a literature mining approach with the newly developed package G2PMineR.



Cayden Whipkey,
undergraduate SARE student
College of Western Idaho

Research Focus:

Cayden Whipkey is an undergraduate student from College of Western Idaho (CWI) majoring in Biology with an emphasis in Natural Resources. His research focus is on mapping invasive species at the social-ecological interface. Cayden and team work to develop maps that can aid in eradicating these species by identifying hotspots of invasion that can be targeted for control by using geospatial technology to map invasive plants.

These technologies will include processing aerial imagery to identify invasive plant habitat, using high-precision GPS units to mark the location of plants, and GIS software to develop sampling schemes. The team's work is helping to improve human well-being and biodiversity.



IDAHO EPSCoR: INFRASTRUCTURE IMPROVEMENT STRATEGY

Student Research Stories



Claire Vaage, former SARE student at Boise State University (BA, Environmental Studies)

Graduate Student in the Freshwater Ecology and Conservation Lab, SAFS University of Washington

Research focus:

Claire's research provides a methodology that uses remotely sensed data to map riparian habitat. Riparian vegetation is critical to dryland ecosystem functions. The sagebrush steppe dominates southern Idaho and includes riparian habitats which are under constant pressure from agriculture, wildlife, and recreational use.

This work isolates the riparian vegetation within the Dry Creek Experimental Watershed and bolsters the value of the sites data repository. Upon completion, the results of the research will enable accurate delineation of riparian habitat within sagebrush steppe ecosystems and has significant implications for Idaho since incorporating these methods could lead to improved management and help restore riparian function across landscapes.

Treyton Harris, M.S. graduate student
Idaho State University



Research Focus:

Treyton's research focuses on evaluating effects of genome size and ploidy level on resource use and establishment of the foundation species big sagebrush, *Artemisia tridentata*. Treyton began his sagebrush research as an undergraduate student in the Summer 2021, working on a method to non-destructively estimate the age of big sagebrush, and how this method may vary between environments. He is currently part of the NSF EPSCoR GEM3 team that is working on a seed grant that investigates the ecological impacts of genome size variation in big sagebrush.

These ecosystems are widely valued for supporting diverse plants and animals, including wild game species, as well as grazing by livestock. There is great interest in restoring sagebrush ecosystems in Idaho and across western North America, but current restoration efforts frequently have low success. The team is working to help to identify sagebrush plants that are well-suited for particular resource conditions and that will enhance the success of restoration efforts.



IDAHO EPSCOR: INFRASTRUCTURE IMPROVEMENT STRATEGY

Student Research Stories



Drew Wyman,
undergraduate SARE student
College of Idaho

Research focus:

Drew's research focuses on the chemical environment of the Sagebrush microbiome. Sagebrush (*Artemisia tridentata*) is the most widespread shrub in North America, and a dominant plant species in the southern Idaho high desert ecosystem. The chemistry of sagebrush foliage varies distinctly according to species, subspecies, and environmental factors. To understand the interaction of sagebrush plants with other high desert animal species at the chemical level, the high levels and wide diversity of defensive secondary metabolites produced by these plants must be considered.

Research includes characterizing the metabolism of sagebrush defensive compounds by liver enzymes of herbivores in order to understand how sagebrush chemistry determines whether this shrub can be used as a food source by local herbivores.



John Masingale,
Ph.D. student in Natural Resources and
Graduate Research Assistant
University of Idaho

Research Focus:

John is currently working with the GEM3 trout mechanisms team at the University of Idaho on a common garden experiment to discover genotype x environment interactions that contribute to thermal adaptation in redband trout.

Research includes collecting newly hatched redband trout from three distinct ecotypes (desert, cool montane forest, and cold montane forest). The team then conducted a series of behavioral and physiological experiments to determine interpopulation differences in thermal tolerance and habitat selection cues.

Working with the GEM3 modeling team, phenotypes and their associated adaptive loci will be integrated into agent-based models that simulate and predict the adaptive capacity of natural populations in response to climate change scenarios spanning the next century.

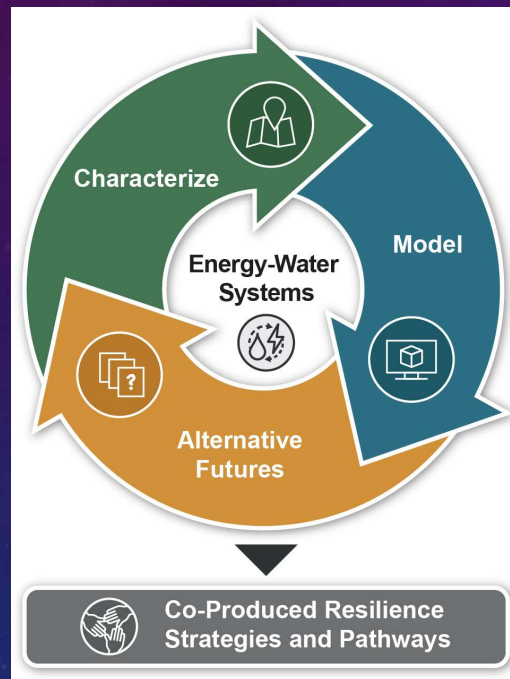


IDAHO LEGISLATIVE SERVICES OFFICE REQUEST

- 677 students supported in research and education at Idaho universities and colleges (BSU, ISU, UI, CSI, CWI, LCSC) through NSF EPSCoR RII Track-1 since 2013.
 - 452 undergraduate students who pursued STEM degrees
 - 225 graduate students who pursued masters and doctoral degrees
- data on nine learning outcomes show that the undergraduates in these EPSCoR programs gained measurable and significant improvements in knowledge, skills, and competences required for long-term success in science, technology, engineering, and mathematics disciplines and careers
- Program data demonstrate that EPSCoR-supported students, particularly undergraduates, have a higher graduation rate than the average rate at our Idaho universities in general

RII TRACK-1 NEW AWARD

IDAHO COMMUNITY-ENGAGED RESILIENCE FOR ENERGY-WATER SYSTEMS (I-CREWS)



Critical national and state need: enhancing access for communities to diagnostic science for proactively addressing impacts of climate, population, and technological change on the interplay between energy and water

Scientific vision: build a world class capacity to characterize, model, and assess a range of futures to promote the resilience of E-W systems to climate, population, and technological change

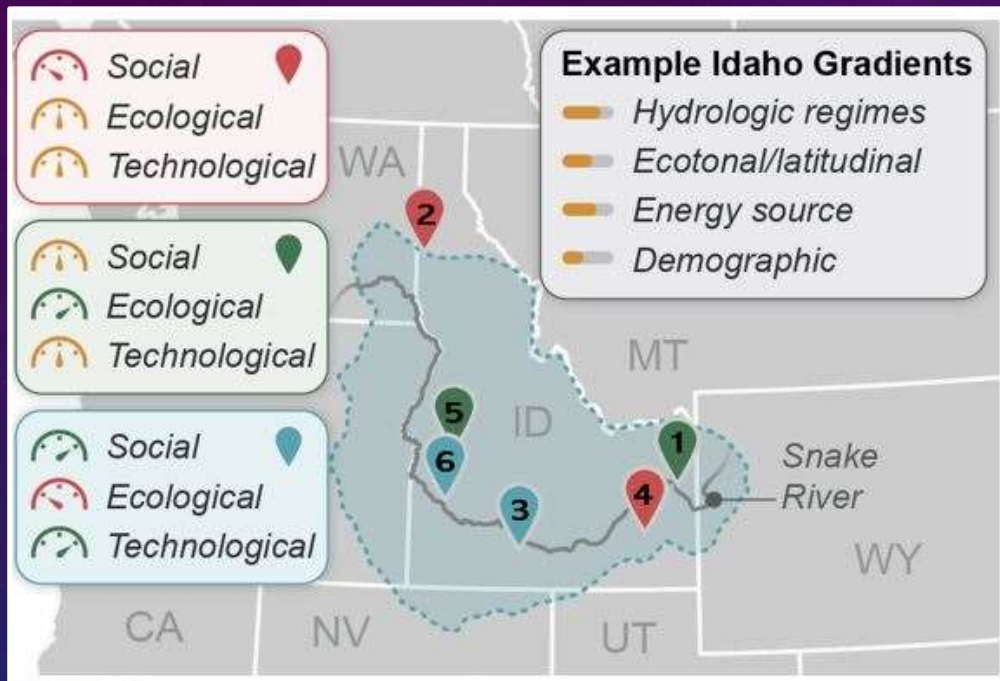
Awarded: Aug 1, 2023 (thru July 31, 2028)

IDAHO COMMUNITY ENGAGED RESILIENCE FOR ENERGY WATER SYSTEMS "I-CREWS" - WHO?



- Universities (BSU, ISU, UI)
- PUI's (CSI, CWI, LCSC)
- Idaho National Lab
- Tribal Nations (Shoshone-Bannock Tribes, Coeur d'Alene Tribe are sub-awardees)
- Industry, state, and federal partners
- State-wide 8 new early-career hires, 10 postdocs, and 20 graduate students
- Communities through co-production and educational initiatives

CURRENTLY IN STRATEGIC PLANNING PHASE



- Refine study site location - where will the community-engaged work take place?
- Refine language and develop long-term approaches to shared understanding.
- Roles of institutions and partners
- Develop a plan to connect elements.
- Community engagement plan and activities.



IDAHO EPSCoR: *INFRASTRUCTURE IMPROVEMENT STRATEGY*

Box 1: I-CREWS New Faculty Hires

Characterize E-W Systems:

- Hire 1: Environmental governance (School of Public Service, BSU)
- Hire 2: Tribal water resource scientist (College of Natural Resources, UI)
- Hire 3: Environmental historian (College of Lett., Arts, and Soc. Sci., UI)

Model E-W Systems:

- Hire 4: Data scientist / statistician (College of Arts and Sciences, BSU)
- Hire 5: Environmental / civil engineer (College of Sci. and Engineering, ISU)
- Hire 6: Power and water systems modeler (College of Engineering, UI)
- Hire 7: Systems engineer (College of Engineering, BSU)

Determining Alternative E-W Futures:

- Hire 8: Resilience social scientist (College of Arts and Letters, ISU)



NSF EPSCOR ANNOUNCES TWO NEW PROGRAMS
TO REPLACE RII TRACK-1 PROGRAM:

E-CORE
E-RISE



NSF EPSCoR
ADVANCING GEOGRAPHIC DIVERSITY IN STEM



EPSCoR E-CORE

Builds capacity in 1 or more targeted research infrastructure cores

Research Administration
Facilities
Higher Ed Pathways
STEM Educ Pathways
Broadening Participation
Partnerships
Community engagement & outreach

4 years (\$8M) + 4 Years (\$8M)

EPSCoR Track-1

Enhance research and capacity-building in topical areas to improve future R&D competitiveness

Research
WFD
Education
Broadening Participation
Diversity
Partnerships
Communication
Administration

5 years (\$20M)

EPSCoR E-RISE

Supports incubation of research in a scientific field leading to increased research capacity and competitiveness in the topical area and sustainable improvements

Jurisdiction-wide network of teams of researchers and sectors that incubate high-quality research in a defined STEM disciplinary area

Develop high quality hypothesis- and problem-driven research projects that will sustain project outcomes beyond the E-RISE RII funding

4 years (\$7M) + 3 Years (\$4.5M)

Building Research Competitiveness through EPSCoR/IDeA



<https://www.idahoepscor.org>



<https://www.idahogem3.org>



<https://www.nsf.gov/od/oia/programs/epscor/>



<https://basicresearch.defense.gov/Pilots/DEPSCoR-Defense-Established-Program-to-Stimulate-Competitive-Research/>



<https://science.osti.gov/bes/epscor>



<https://www.nigms.nih.gov/Research/DRCB/IDeA/Pages/default.aspx>



<https://www.nasa.gov/stem/epscor/home/index.html>



<https://www.nifa.usda.gov/grants/programs/agriculture-food-research-initiative-afri/afri-fase-epscor-program>

IDAHO NSF EPSCoR PROJECT ADVISORY BOARD (PAB) REPORT ON THE
IDAHO EPSCoR RESEARCH INFRASTRUCTURE IMPROVEMENT TRACK-1
COOPERATIVE AGREEMENT
(#IIA-1757324)

YEAR FIVE
OCTOBER 2022

TABLE OF CONTENTS

Introduction	2
Strengths	2
Research	2
Education, Diversity, Equity and Inclusion	3
Management	4
Challenges & Recommendations	4
Conclusions	5

INTRODUCTION

The Research Infrastructure Improvement (RII) project “Linking Genome to Phenome to Predict Adaptive Responses of Organisms to Changing Landscapes” was funded by the National Science Foundation (NSF) Established Program to Stimulate Competitive Research (EPSCoR) and led to the Idaho RII Track-1 Cooperative Agreement. The project is referred to as *GEM3* for *Genes to Environment: Modeling, Mechanisms, and Mapping*. The Idaho EPSCoR Project Advisory Board (PAB) met in person in October of 2022 as part of the *GEM3* annual meeting to hear progress toward the goals set forth in the Strategic Plan, which was approved in May 2019. The purpose of the annual meeting was for the community as a whole to engage in person for the first time since the pandemic. The meeting focused on cross-component updates and project syntheses during this fifth and final year of funding. The PAB was asked to provide objective feedback on the progress to date as compared to the milestones for year five from the Strategic Plan as well as suggestions for sustainability as the project nears completion. A roster of current PAB members is provided in Appendix A.

NSF EPSCoR funded this 60-month award in October 2018 at \$20 million over five years. The State of Idaho has committed to contribute \$4 million in additional funds towards the project over the five-year period. The University of Idaho (UI) is the fiscal agent for the award, and Boise State University (BSU) and Idaho State University (ISU) receive funding through subcontracts. Dr. Andrew Kliskey is the Idaho EPSCoR Project Director (PD) and the Principal Investigator (PI) for the RII Track-1 Cooperative Agreement. Co-Principal Investigators are Dr. Christopher Caudill (University of Idaho), Dr. Jennifer Forbey (Boise State University), and Dr. Colden Baxter (Idaho State University).

This report is intended to provide feedback to the *GEM3* project team as they work toward syntheses and sustainability during the final year and as they look to the future of the *GEM3* research and educational components. This report is comprised of three parts: notable strengths of the project, challenges and recommendations, and conclusions.

STRENGTHS

Despite two years plus of difficulty and challenges caused by the pandemic, the *GEM3* community has thrived and met all milestones outlined in the Strategic Plan. All components—Research, Education, Diversity, Equity, and Inclusion—work synergistically to create the vibrant community that makes this project unique. Project leadership provides management and support for the team to accomplish its goals. Below are the identified strengths in Research, Education, Diversity, Equity and Inclusion, and Management as documented by the PAB at this final *GEM3* annual meeting.

RESEARCH

Overall, *GEM3* research remains very strong in this last year of the project. Particularly noteworthy is the sequencing of the sagebrush genome. This goal was exceptionally ambitious at the project’s outset, and through the leadership of Sven Buerki and the hard work of team members, the goal has been met.

This accomplishment opens many doors to research during the last year of the project and into the future.

There has been a concerted effort to co-locate some of the sagebrush and trout studies. This is especially true for mapping fish habitat and sagebrush spatial distribution using remote sensing and some of the modeling studies. Use of Unmanned Aircraft Systems (UAS) has allowed the team to map large areas with great precision and resolution and to link the mapping efforts to key life history components of sagebrush and their competitors and to critical habitat needs of trout during different life stages.

Seed funding to complex microbiome community studies has been highly successful at opening new lines of research and education in GEM3. This can be seen in additional funding that has been secured by these researchers and in the research results that are seen in publications and in the poster session. The VIPs that integrate this work are flourishing and involving undergraduates at Primarily Undergraduate Institutions (PUIs) in GEM3 research in an impactful way.

Good productivity of all research is evidenced in publications, conference presentations, and grant proposals submitted and accepted. The team met their Strategic Plan milestones and surpassed them in many instances. As the PAB has suggested previously, the current effort should focus on integration and synthesis papers that will inform and guide the field in years to come.

The poster session highlighted the success of the project in both research and education. Numerous undergraduate students shared the results from their summer SARE research, and their enthusiasm and interest in staying connected with their research teams was abundantly clear. It would be an added benefit to have these students serve as co-authors on upcoming research papers. This would benefit their careers, particularly if they have an interest in graduate school, and strengthen the undergraduate research accomplishments of the project.

Graduate student leadership has been exemplary. The students identified their goals for better integration post-pandemic, created plans to accomplish those goals, and implemented events to work toward them with the assistance of the Idaho EPSCoR office. They successfully created a strong community of both undergraduates and graduate students working together toward GEM3 outcomes.

EDUCATION, DIVERSITY, EQUITY AND INCLUSION

The Vertically Integrated Projects (VIPs) are well-established and recruiting large numbers of students at both PUIs and the research universities. These VIPs are an excellent mechanism through which the project engages undergraduates in science that is directly related to GEM3 research. They also have acted as a recruiting tool, attracting students into the SARE program for summer research. The PAB was impressed by the innovative and highly diversified research presented by these students at the poster session and by their understanding of how their projects fit into the larger GEM3 research agenda.

Project Scientia, a novel and successful project that opens lines of communication between the Spanish speaking population in Idaho and the researchers, has created additional products that are useful to the EPSCoR community and beyond. The PAB encourages continued investment in this type of outreach and

science communication, which is both useful to GEM3 and also a mechanism to involve a broader audience of citizens potentially able to apply the research to rural problems.

The PUIs' involvement in GEM3 has matured in the past year to be impactful to both PUI faculty and students. Through the PUI faculty fellows program, these academic leaders have benefited from immersive research experiences at Boise State University that led to the creation of laboratory modules for use in undergraduate classes. Additionally, students in these classes have become inspired by this experience and have applied to be SARE students. A large number of PUI students (17 of the 31 undergraduates) participated in SARE in 2022, which shows the direct impact of this program on recruitment of students into GEM3 research and potential STEM career pathways.

The Tribal Scholars positions held by Shanny Spang Gion and Laticia Herkshan have led to stronger partnerships between the Tribes and the universities. Their important work on Nation building in STEM is a highlight of GEM3. Support for these positions appears to be growing, and the need to secure long-term funding for them remains critical to ensure that these individuals can grow as scholars and continue to champion Native American perspectives in science.

MANAGEMENT

The Idaho EPSCoR State Committee continues its long-standing tradition of success in working with university administration to successfully implement the EPSCoR program. Daily management of this large multi-faceted project has been complicated by the pandemic. However, despite all of the obstacles, the Project Director and Assistant Project Director have been able to lead the team to accomplishing their Strategic Plan goals. They are supported by an excellent staff with organizational management expertise. The staff should be commended for their high-quality logistical support for key operations including contracts/budgets, communications, meetings, reporting, and evaluation. Without this support, the project would not have accomplished its goals. It is important to keep this staff in place during the transition to the next Track 1 project.

CHALLENGES & RECOMMENDATIONS

As GEM3 funding winds down, it will be important to provide support for Graduate Research Assistants (GRAs), post-doctorates and staff. Transition pathways for GRAs, post-doctorates, and new graduates should be identified and implemented. The team should continue to seek sources of funding to sustain the momentum of GEM3 research and education activities. This is particularly important over the final year of the project. The Idaho EPSCoR office can provide grant writing support to assist in the sustainability of these efforts.

As mentioned in previous years, the importance of synthesis publications is critical for enduring communication of key results from the GEM3 project. Integration that leads to synthesis and keystone publications needs sustained effort and funding as the project comes to completion. Synthetic research papers highlighting major successes of the GEM3 endeavor need to remain a top priority.

At the meeting, less focus was given to the trout research area. The PAB encourages the team to continue to synthesize trout research into publications and conference presentations to share their work as the project sunsets.

Improved and more successful collaborations through the Tribal Scholars positions are gaining momentum. Sustaining this work through permanent funding for these positions will ensure long-term success. In addition, the institutions should redouble their efforts to recruit doctoral Tribal scientists for tenure-track positions at Idaho research universities, as is occurring regionally in the western US.

CONCLUSIONS

The GEM3 project has been highly successful in meeting the goals set forth in the Strategic Plan over the past four plus years. In this final year, the PAB noted key strengths in both research and education that lay the groundwork for future projects that should build on these successes. The PAB would like to thank the Idaho EPSCoR Statewide Committee and all of the faculty, students, post-doctorates, and staff for inviting us to provide feedback on your project throughout the years. It is hoped that these final recommendations will help as you finalize your accomplishments and move toward future research and education projects.

Appendix A. Project Advisory Board Members, 2022

Name	Affiliation
Clifford Dahm	Professor Emeritus of Biology, University of New Mexico; Former Lead Scientist, California Delta Science Program
Jason Dunham	Supervisory Research Ecologist/Professor, USGS; Courtesy Faculty Appointment, Department of Fisheries and Wildlife-Aquatic Ecology, Oregon State University
Erik Goodman	Executive Director, BEACON Center for the Study of Evolution in Action; Professor of Electrical and Computer Engineering and of Mechanical Engineering and of Computer Science and Engineering, Michigan State University
Michael Khonsari	Dow Chemical Endowed Chair, Professor of Mechanical Engineering, Louisiana State University; Project Director, LA EPSCoR PD; Associate Commissioner for Sponsored Research and Development Programs, Louisiana Board of Regents
Camille Parmesan	Professor, CNRS Ecology Institute (SETE), Moulis, France; School of Biological and Marine Sciences, Plymouth University, U.K.; Department of Geological Sciences, University of Texas at Austin, U.S.A.
Anna Waldron (PAB chair)	Evaluation Consultant and Principal at Waldron Educational Consulting, LLC

**INFORMATIONAL ITEMS
OCTOBER 18-19, 2023**

TAB	DESCRIPTION	ACTION
1	PPGA – INSTITUTION AND AGENCY PERFORMANCE MEASURE REPORTS	Information Item

INFORMATIONAL
OCTOBER 18-19, 2023

SUBJECT

Performance Measure Reports

REFERENCE

October 2021	Board reviewed K-20 Education system performance, including a focus on student achievement (assessment data) and postsecondary credentials awarded.
February 2023	Board approved updated FY24 K-29 Strategic Plan

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section I.M
Idaho Code §§ 67-1901 to -1905

BACKGROUND/DISCUSSION

As part of the State of Idaho agency budgeting process, all agencies and institutions must annually submit a performance report to the Division of Financial Management (DFM) no later than September 1.

These reports provide a high-level overview of the progress each agency has made toward goals and objectives established in the agency's strategic plan. For institutions and agencies of the Board, the strategic planning process is governed by Board Policy I.M. Institutions and agencies are required to incorporate the Board approved measures into their strategic plans and DFM performance reports.

While an agency may have a number of goals and objectives established in its strategic plan, performance reports submitted to DFM are limited to no more than ten measures on a standardized template. This consistency across all state agencies provides an easy way for policy makers and members of the public to understand an agency's success and challenges.

Final reports are published on the Division of Financial Management's website. <https://dfm.idaho.gov/publication/?type=budget&level=performance>

The Board's strategic plan is a rolling five-year forward-looking roadmap used to guide future actions, define the vision and mission of Idaho's K-20 educational system, guide growth and development, and to establish priorities for resource distribution. Whereas performance measures look back at progress made during the previous four years toward reaching the strategic plan goals and objectives.

This broader scope of performance measures was last approved by the Board at the June 2021 Regular Board meeting for institutions and agencies under the supervision of the Board, and in February of 2023 for the Board's K-20 Strategic Plan.

INFORMATIONAL
OCTOBER 18-19, 2023

IMPACT

Data reported can be used by the Board, institutions, and agencies to direct their future strategic planning efforts; and provide the Board with an update on key performance indicators.

ATTACHMENTS – Performance Reports

- Attachment 1 – Office of the State Board of Education
- Attachment 2 – College of Eastern Idaho
- Attachment 3 – College of Southern Idaho
- Attachment 4 – College of Western Idaho
- Attachment 5 – North Idaho College
- Attachment 6 – Lewis Clark State College
- Attachment 7 – Boise State University
- Attachment 8 – Idaho State University
- Attachment 9 – University of Idaho
- Attachment 10 – State Department of Education
- Attachment 11 – Idaho Division of Career Technical Education
- Attachment 12 – Idaho Public Television
- Attachment 13 – Idaho Division of Vocational Rehabilitation
- Attachment 14 – Idaho Public Charter School Commission

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The performance measures addressed in these reports were approved by the Board in the spring of 2022. The reports reflect each institution's or agency's performance in fiscal year 2023 as measured against the established measures.

All Performance Measure Reports were submitted to the Division of Financial Management on or before September 1, 2023.

BOARD ACTION

This item is for informational purposes only.

Part I – Agency Profile

Agency Overview

The Idaho Constitution, Article IX, Section 2, provides that the general supervision of the state educational institutions and public school system of the State of Idaho, “shall be vested in a state board of education, the membership, powers and duties of which shall be prescribed by law.” The State Board of Education envisions a student-centered education system that creates opportunities for all Idahoans to improve their quality of life.

The Idaho educational system, consisting of the diverse agencies, institutions, school districts, and charter schools governed by the State Board of Education; delivers public elementary, secondary, and postsecondary education, training, rehabilitation, outreach, information, and research services throughout the state. These public organizations collaborate to provide educational programs and services that are high quality, readily accessible, relevant to the needs of the state, and delivered in the most efficient manner. The State Board of Education endeavors to ensure our citizens are informed and educated in order to achieve a higher quality of life and effectively participate in a democratic society.

Core Functions/Idaho Code

The State Board of Education (Board) is established in the Idaho Constitution, Article IX, Section 2, the membership, powers and duties of which are then prescribed in Idaho statutes. Pursuant to Section 33-101, Idaho Code, the Board is charged with the general supervision, governance and control of all educational institutions and agencies supported in whole or in part by state funds. This includes public schools, colleges and universities, and the agencies of the Board: Office of the State Board of Education, Department of Education, Division of Career Technical Education, Idaho Public Television, Division of Vocational Rehabilitation, and the Idaho Public Charter School Commission. The Board and the agencies of the Board are charged with enforcing and implementing the education laws of the state. More specific responsibilities are identified throughout Idaho Code, Title 33.

The Board is composed of eight members. Seven are citizen members appointed by the governor. The eighth is the state superintendent of public instruction who serves as an *ex officio* member.

The Board is responsible for general supervision and oversight of 26 agencies, institutions, health, and special programs; which are as follows:

- 1) Boise State University
 - a) Small Business Development Center
 - b) Tech Help
- 2) Idaho State University
 - a) Family Medicine Residency
 - b) Idaho Dental Education Program
 - c) Museum of Natural History
- 3) Lewis-Clark State College
- 4) University of Idaho
 - a) WIMU (Washington-Idaho-Montana-Utah) Veterinary Medicine Program
 - b) WWAMI Medical Education
 - c) Agriculture Research and Extension
 - d) Forest Utilization Research
 - e) Idaho Geological Survey
- 5) College of Eastern Idaho
- 6) College of Southern Idaho
- 7) College of Western Idaho
- 8) North Idaho College
- 9) State Department of Education
- 10) Idaho Division of Career Technical Education

- 11) Idaho Public Television
- 12) Idaho Division of Vocational Rehabilitation
- 13) Idaho Public Charter School Commission
- 14) Special and Health Programs:
 - a) Special Programs, Scholarships and Grants
 - b) Health Programs: University of Utah School of Medicine, Boise Internal Medicine Residency, Eastern Idaho Psychiatry, Eastern Idaho Regional Medical Center Residency Programs, Full Circle Health (formerly Family Medicine Residency of Idaho), Kootenai Clinic Family Medicine Coeur d'Alene Residency, and Western Idaho Psychiatry

Revenue and Expenditures

Revenue	FY 2020	FY 2021	FY 2022	FY 2023
General Fund	\$5,552,900	7,761,000	8,582,900	9,428,100
Federal Grant	\$2,744,200	502,100	9,036,800 ¹	17,650,500
Misc. Revenue	\$7,223,300	7,831,900	6,924,400	6,963,300
Total	\$15,520,400	16,095,000	24,544,100	34,041,900
Expenditures	FY 2020	FY 2021	FY 2022	FY 2023
Personnel Costs	\$3,581,700	5,541,000	6,136,500	7,197,300
Operating Expenditures	\$9,220,700	8,979,000	6,924,400	3,884,300
Capital Outlay ²	\$54,600	0	6,152,400	6,238,700
Trustee/Benefit Payments	\$2,663,400	1,575,000	8,334,000	16,721,600
Total	\$15,520,400	16,095,000	24,544,100	34,041,900

Health Education Programs Revenue and Expenditures³

Revenue	FY 2020	FY 2021	FY 2022	FY 2023
University of Utah	\$2,049,800	2,098,500	2,446,600	2,626,600
FCH - Boise	\$3,010,000	2,859,500	3,010,000	3,160,000
FMR - Kootenai	\$740,000	703,000	740,000	920,000
Boise Internal Medicine	\$845,000	850,200	895,000	1,075,000
Eastern Idaho Medical	\$1,005,000	1,714,700	2,165,000	2,525,000
Bingham Internal Medicine	\$635,000	0	0	0
Psych Residency	\$397,800	567,900	837,800	837,800
Total	\$7,110,200	8,793,800	10,094,400	11,144,400
Expenditures	FY 2020	FY 2021	FY 2022	FY 2023
University of Utah	\$2,049,800	2,098,500	2,446,600	2,626,600
FCH - Boise	\$3,010,000	2,859,500	3,010,000	3,160,000
FMR - Kootenai	\$740,000	703,000	740,000	920,000
Boise Internal Medicine	\$845,000	850,200	895,000	1,075,000
Eastern Idaho Medical	\$1,005,000	1,714,700	2,165,000	2,525,000
Bingham Internal Medicine	\$635,000	0 ⁴	0	0
Psych Residency	\$397,800	567,900	837,800	837,800
Total	\$7,110,200	8,793,800	10,094,400	11,144,400

¹ In fiscal year 2022, the State Board was designated as the passthrough entity for Governor's Emergency Education Relief (GEER) funding.

² No funds appropriated by legislature in fiscal year 2021. In 2022, new Governmental Accounting Standards Board requirement (GASB 87) shifted capitalized lease expenses from Operating Expenditures to Capital Outlay.

³ Revenue and Expenditures for WWAMI, Idaho Dental Education Program and WIMU Vet Med are reported in agency performance reports.

⁴ Lost accreditation, no funding provided.

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2020	FY 2021	FY 2022	FY 2023
Student Aid Dollars				
• Atwell Parry Work Study Program	\$1,162,026	\$1,145,419	\$1,031,899	\$1,186,000
• Armed Forces and Public Safety Officer Scholarship	\$156,966	\$98,915	\$175,784	\$183,717
• GEAR UP Idaho Scholarship	\$2,697,098	\$3,061,617	\$1,960,264	\$1,070,698
• Opportunity Scholarship ²	\$20,610,953	\$19,829,119	\$19,900,569	\$20,265,683
• Opportunity Scholarship for Adult Learners	\$348,670	\$329,082	\$224,434	\$180,246
• Postsecondary Credit Scholarship	\$114,450	\$109,479	\$72,950	\$114,270
• Rural Teachers Incentive Program	0	0	0	\$740,265
Number of Scholarships Awarded				
• Armed Forces and Public Safety Officer Scholarship	12	9	13	13
• GEAR UP Idaho Scholarship	956	769	582	280
• Opportunity Scholarship ²	6,301	6,144	6,147	6122
• Opportunity Scholarship for Adult Learners	115	118	89	86
• Postsecondary Credit Scholarship	78	85	53	82
Public Postsecondary Annual Enrollment Headcount ³				
• Career Technical	5,300	5,031	4,913*	5,232
• Undergraduate	51,824*	51,875*	51,184	49,606
• Graduate	8,139	8,415	8,800	8,543
• Professional	427	550	527	490
Public Postsecondary Annual Credit Hours ³				
• Career Technical	113,353	104,258	103,493	103,874
• Undergraduate	1,352,498	1,309,349	1,314,077	1,328,597
• Graduate	141,527	145,520	149,496	145,184
• Professional	14,750	18,093	22,070	17,175
Public Postsecondary Annual Full-Time Equivalent Students ³				
• Career Technical	3,778	3,475	3,450	3,462
• Undergraduate	45,083	43,645	43,803	44,287
• Graduate	5,897	6,063	6,229	6,049
• Professional	447	565	545	513
Annual Advanced Opportunities Enrollment Headcount				
• Dual Credit ³	29,768*	27,130 *	29,482*	31,548
• AP Enrollment ⁴	7,936*	7,284*	7,757*	7,931
• AP Examinations ⁴	13,273*	11,916*	12,625*	13,041
Health Education Compacts ⁵				
• Idaho Sponsored Students Enrolled in University of Utah School of Medicine	40	40	40	39
Number of Residents in Training				
• FCH (Boise)	55	63	70	70
• Idaho State University FMR (Pocatello)	22	23	24	26
• Kootenai Clinic FMR (Coeur d'Alene)	18	18	19*	20

Cases Managed and/or Key Services Provided	FY 2020	FY 2021	FY 2022	FY 2023
College Entrance Exams:				
• Number of Public School Seniors that Took the ACT During Their High School Years ⁶	3,246*	2,408*	2,806	2,103
• Number of Public School Seniors That Took the SAT During Their High School Years ⁴	19,687*	18,846*	19,542	21,705
Postsecondary Employee FTE ⁷				
• Faculty	1,917.02	1,937.22	1,902.12	1,883.50
• Executive/Administrative	133.98	139.49	132.77	129.58
• Managerial/Professional	1,336.05	1,446.70	1,463.30	1,471.38
• Classified	1,363.31	1,348.39	1,256.62	1,251.52
Percent of first-time, full-time freshman graduating within 100% of time ⁸ :				
• Two-year Institution	2018 2-Yr Cohort 2016 4-Yr Cohort 18.6%	2019 2-Yr Cohort 2017 4-Yr Cohort 22.1%	2020 2-Yr Cohort 2018 4-Yr Cohort 22.7%	NA**
• Four-year Institution	32.9%	35.2%	32.4%	

* Revised data to reflect accurate data in respective FYs.

**Not available until January 2024

¹ Preliminary numbers for most recent year, subject to change.

² Excludes students who were initially awarded a scholarship but received no actual funds due to tuition and fees being met by other grant or scholarship sources. Awarded dollars from fiscal reporting will not match publication reporting on annual academic years awards due to variant capture periods.

³ Advanced Opportunities, (AO) Annual report.

⁴ College Board: SAT data from Idaho SAT Suite of Assessments Annual Report; AP data from AP Program Participation and Performance Data. Completing a college entrance exam as a high school graduation requirement was waived for the classes of 2020, 2021 and 2022, and repealed in 2022.

⁵ WWAMI enrolled students reported in University of Idaho WWAMI Performance Report.

⁶ ACT, Inc.: ACT State Profile Report. Publication discontinued in FY21, availability inconsistent or delayed. Completing a college entrance exam as a high school graduation requirement was waived for the classes of 2020, 2021 and 2022, and repealed in 2022.

⁷ Four-year institutions; Boise State University, Idaho State University, Lewis-Clark State College, and the University of Idaho; excluding adjuncts (who are contracted, non-benefitted employees with variable class load).

⁸ Variances in methodology for calculating enrollment numbers by each of the postsecondary institutions create discrepancies when numbers are aggregated at the state level for this measure. These discrepancies are being addressed and will be resolved by the FY 2023 reporting cycle.

Part II – Performance Measures

Performance Measure		FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
Goal 1: EDUCATIONAL SYSTEM ALIGNMENT						
<i>Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.</i>						
1. Percent of postsecondary first time freshmen who graduated from an Idaho high school in the previous year requiring remedial education in math and language arts. <ul style="list-style-type: none"> • Two-year Institution <ul style="list-style-type: none"> ○ English ○ Math • Four-year Institution <ul style="list-style-type: none"> ○ English ○ Math Goal 1 Objective B II	actual	Class of 2019 15.3% 39.6%	Class of 2020 13.9% 29.9%	Class of 2021 13.1% 25.7%	Class of 2022 12.5% 18.9%	
	target	12%* 30.6%	10.6% 26.1%	13.9% 20.3%	9.7% 18.1%	
		Less than 55%	Less than 55%	Less than 55%	Less than 20%*	Less than 20%
		Less than 20%	Less than 20%	Less than 20%	Less than 20%	Less than 20%
Performance Measure		FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
Goal 2: EDUCATIONAL READINESS						
<i>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.</i>						
2. High School Cohort Graduation Rate. Goal 2 Objective A III	actual	Class of 2020 82.1%	Class of 2021 80.1%	Class of 2022 79.9%	Class of 2023 N/A**	
	target	95%*	95%*	95%*	95%*	95%
3. Percentage of Idaho high school graduates meeting college placement/entrance exam college readiness benchmarks. <ul style="list-style-type: none"> • ACT⁶ • SAT³ Goal 2 Objective A IV	actual	Class of 2020 40%* 32%	Class of 2021 42% 31%*	Class of 2022 42% 30%	Class of 2023 45% 28%	
	target	60% 60%	60% 60%	60% 60%	60% 60%	60% 60%
4. Percent of high school graduates who enroll in a postsecondary institution within 12 months of graduation. Goal 2 Objective A VII	actual	Class of 2019 44%*	Class of 2020 45%*	Class of 2021 44%	Class of 2022 N/A**	
	target	60% of Idaho High School Graduates	60% of Idaho High School Graduates	60% of Idaho High School Graduates	60% of Idaho High School Graduates	60% of Idaho High School Graduates
Performance Measure		FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
Goal 3: EDUCATIONAL ATTAINMENT						
<i>Ensure Idaho's public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy.</i>						
5. Percentage of new full-time degree-seeking students who return (or who graduate) for second year in an Idaho postsecondary public institution. <ul style="list-style-type: none"> • Two-year Institution, New Student Goal 3 Objective A III	actual	59%	61%	58%	59%	
	target	75%	75%	75%	75%	75%
6. Percentage of new full-time degree-seeking students who return (or who graduate) for second year in an Idaho postsecondary public institution.	actual	67%	64%	57%	55%	

Office of the State Board of Education **Performance Report**

<ul style="list-style-type: none"> Two-year Institution, Transfer Goal 3 Objective A III	target	75%	75%	75%	75%	75%
7. Percentage of new full-time degree-seeking students who return (or who graduate) for second year in an Idaho postsecondary public institution. <ul style="list-style-type: none"> Four-year Institution, New Student Goal 3 Objective A III	actual	74%	72%	74%	75%	
	target	85%	85%	85%	85%	85%
8. Percentage of new full-time degree-seeking students who return (or who graduate) for second year in an Idaho postsecondary public institution. <ul style="list-style-type: none"> Four-year Institution, Transfer Goal 3 Objective A III	actual	77%	74%	74%	77%	
	target	85%	85%	85%	85%	85%

Performance Measure	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
Goal 4: WORKFORCE READINESS					
<i>Ensure the educational system provides an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness.</i>					
9. Percent of non - STEM to STEM baccalaureate degrees conferred in STEM fields Goal 4 Objective A III	actual	25%*	22.4%*	22%	24.3%
	target	25%	25%	25%	25%

*updated from previous PMR to reflect more accurate reporting
 ** not available until January 2024

Performance Measure Explanatory Notes

- ¹ Preliminary numbers for most recent year, subject to change.
- ² ACT, Inc.: ACT State Profile Report.
- ³ College Board: Idaho SAT Suite of Assessments Annual Report. Completing a college entrance exam as a high school graduation requirement was waived for the classes of 2020, 2021 and 2022, and repealed in 2022.
- ⁴ The American Community Survey (ACS) Public Use Microdata Sample (PUMS)
- ⁵ FY16 through FY18 reported values have been updated due to clarification on qualifying courses.
- ⁶ State Profile Report no longer published, percent of 12 grade test takers at college level. Completing a college entrance exam as a high school graduation requirement was waived for the classes of 2020, 2021 and 2022, and repealed in 2022.
- ⁷ Updated numbers, prior year calculated with inconsistent capture period

For More Information Contact

Jenn Thompson, Chief Policy and Government Affairs Officer
 Office of the State Board of Education
 650 W State Rm 307
 PO Box 83720
 Boise, ID 83720-0037
 Phone: (208) 332-1582
 E-mail: jenn.thompson@osbe.idaho.gov

Part I – Agency Profile

Agency Overview

College of Eastern Idaho (CEI) is a comprehensive community college. It is a place of hope and opportunity. This campus serves a vibrant, hardworking region that believes that higher education should strengthen the economy and prepare its local citizens to take the region's best jobs. To do that, CEI invites the entire community to this campus, offering them a wide range of educational experiences that build lifelong learning and collaboration.

CEI's main campus has served the community for more than half a century. Since transitioning to a comprehensive community college in 2017, that service has grown exponentially. CEI has grown an already thriving workforce training and community education division, generating more than 90% more career education since 2017. The academic population has grown every year, too, with a 244% increase from 2017 to 2023. The college now offers 23 credit-bearing programs, 9 workforce programs, and many other educational offerings. The college has built or expanded programs that align with the state's priorities to have more graduates in high-demand fields like cybersecurity, healthcare, and nuclear energy. Faculty works closely with industry partners to ensure that CEI graduates are well prepared to meet employer challenges. The college aligns its offerings with its peers to allow seamless transfer to four-year institutions.

CEI is committed to being a welcoming, data-informed institution whose graduates are respected and sought by our regional employers. CEI students choose this campus to become highly trained employees, leaders, and entrepreneurs. Faculty and staff work every day to meet their ambitions. CEI's quality education opens access to lifelong prosperity. The entire Idaho community shares in that success.

Core Functions/Idaho Code

College of Eastern Idaho provides career and technical, academic transfer, and community education opportunities. Idaho Statute Title 33, Chapter 21.

Revenue and Expenditures

Revenue	FY 2020	FY 2021	FY 2022	FY 2023*
General Fund and Misc. Receipts	13,663,244	13,079,571	13,495,174	
Grants and Contracts	9,990,749	12,141,098	29,394,296	
Student Fees	2,595,334	3,035,131	3,480,939	
Capital Grants and Appropriations	0	0	0	
Sales and Services	943,106	1,317,346	1,558,987	
Other	<u>1,030,218</u>	<u>505,523</u>	<u>3,040,813</u>	
Total	\$28,222,651	30,078,669	50,970,209	
Expenditures	FY 2020	FY 2021	FY 2022	FY 2023*
Personnel Costs	15,316,221	17,181,484	17,371,312	
Operating Expenses	11,700,820	1,249,764	13,891,439	
Capital Outlay	<u>49,569</u>	<u>584,776</u>	<u>554,939</u>	
Total	\$27,066,610	30,016,024	31,817,690	

*FY 2023 financial numbers will be provided in November, 2023

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2020	FY 2021	FY 2022	FY 2023
Annual Enrollment Headcount, unduplicated ⁱ				
Career & Technical Education	660	648	672	655
General Studies & Non-Degree	1,223	1,245	1,235	1,172
Dual Credit	519	734	1,318	1,641
TOTAL	2,402	2,627	3,225	3,468
Dual Credit Credit Count ⁱⁱ				
Total annual credit hours	3,205	4,298	7,369	9,012
Annual Enrollment FTE ⁱⁱⁱ				
Career & Technical Education	385	358	417	385
General Studies	614	739	795	881
Workforce Training Headcount, duplicated ^{iv}	14,309	14,582	17,494	20,068
Timely Degree Completion III: Total number of certificates/degrees produced, disaggregated ^v				
Certificates of less than one year	0	9	3	1
Certificates of 1 academic year or more	112	110	103	116
Associate's degrees	166	229	276	278
Timely Degree Completion IV: Total number of unduplicated graduates ^{vi}				
Certificates of less than one year	0	9	3	1
Certificates of 1 academic year or more	112	110	102	115
Associate's degrees	163	222	263	263
Positive Placement of Career Technical Education Completers^{vii}	FY 2019 Cohort 94%	FY 2020 Cohort 96%	FY 2021 Cohort 99%	FY 2022 Cohort 97%

Part II – Performance Measures

Performance Measure		FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
Institutional Goal 1, Objective A, Measure 2 <i>Innovation and Economic Development.</i>						
1. Increase the percentage of entering CEI students who enroll in CEI programs during the first year after high school graduation ^{viii}	actual	40%	41%	40%	43% ^{ix}	-----
	target	30%	33%	37%	39%	40%

Statewide Measures <i>Not included above.</i>						
2. Timely Degree I - Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting. ^x	actual	15%	11%	11%	12%	-----
	target	10%	10%	10%	10%	12%
3. Timely Degree II - Percent of full-time first-time freshman graduating within 150% of time or less (2yr and 4yr)	actual	56%	46%	44%	n/a ^{xi}	-----
	target	65%	65%	55%	60%	60%
4. 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. (English and Math)	actual	34%	45%	66%	66%	-----
	target	45%	45%	39%	39%	70%
5. Math Pathways VI - Percent of new degree-seeking freshmen completing a gateway math course within two years. ^{xii}	actual	59%	70%	71%	70%	-----
	target	30%	30%	30%	20%	58%
6. Guided Pathways VII - Percent of first time, full-time freshman graduating within 100% of time. ^{xiii}	actual	32%	41%	33%	n/a ^{xiv}	-----
	target	45%	45%	45%	50%	40%

Performance Measure Explanatory Notes

ⁱ PSR1 Annual Enrollment Report, SBOE

ⁱⁱ Ibid.

ⁱⁱⁱ Ibid.

^{iv} Workforce Training head count number is provided by the WTCE Operations Coordinator.

^v IPEDS Completers Report

^{vi} Ibid.

^{vii} Per Perkins requirements, the placement rates are one year delayed (e.g., the FY 2023 figure is reporting on the FY2022 report which surveys graduates from Summer 2021, Fall 2021, and Spring 2022).

^{viii} This goal has been slightly altered to meet the DFM reporting requirements.

^{ix} The calculation method has been changed to more closely align with the state's definition. The previous years' data has also been adjusted to accurately reflect the new totals.

^x The calculation method has been changed to align with the state's definition, and the previous years' data was recalculated to the same definition. Specifically, the cohorting method was improved, and GEN.AA and GEN.AS students who did not reach 30 credits are backed out of the cohort. These changes increase the accuracy of the results as defined by the measure.

^{xi} This data will be submitted in November.

^{xii} Past years have been recalculated due to a revision in our method for this measure, producing more accurate results via an improved adherence to the measure's definition. Those revisions are based in part on our understanding of the PMR Data Document definition revisions and clarifications for State Measure 70 which underlies these results.

^{xiii} Previously, we had reported this number using our IPEDS Graduation Rates data which is based on a cohort that starts 3 years prior to the PMR Report submission. In reviewing the State's definition for this measure (State Measure 180), we decided to switch to the most recent cohort possible (2 years ago). We believe that change more accurately reflects the definition and intent of the measure. The change revised our data from what was shown in previous Strategic Plans.

^{xiv} This data will be submitted in November.

For More Information Contact

Amy Brumfield
Institutional Research
College of Eastern Idaho
1600 S. 25th E.
Idaho Falls, ID 83404
Phone: (208) 535-5361
E-mail: amy.brumfield@cei.edu

Part I – Agency Profile

Agency Overview

The College of Southern Idaho (CSI) represents a shared vision and a collaborative effort of the citizens of south-central Idaho. In 1963, the Idaho Legislature passed the Junior College Act, which provided for the establishment of junior college districts. Twin Falls County voted to form a junior college district in November 1964. The following year Jerome County citizens voted to join the junior college district and the college began offering courses in the fall of 1965.

CSI continues to be funded by the two-county community college district, student tuition and fees, and state allocations, and operates under the direction of a locally elected five-member Board of Trustees in cooperation with the Idaho State Board of Education. The Board of Trustees hired Dr. James L. Taylor as the first president of the College of Southern Idaho. He served as president until his death in November of 1982. Gerald R. Meyerhoeffer became president in 1983, Dr. Gerald Beck became CSI's third president in 2005, and Dr. Jeff Fox was selected to be the College of Southern Idaho's fourth president in 2014. On July 1, 2020, Dr. L. Dean Fisher was selected to be the fifth president of the College of Southern Idaho, and he continues to serve in that role.

CSI's service area is defined in Idaho Code primarily as an eight-county area consisting of Twin Falls, Jerome, Lincoln, Camas, Blaine, Gooding, Minidoka, and Cassia counties. CSI offers programs and courses at its more than 315-acre main campus in Twin Falls, as well as at off-campus centers in Burley (Mini-Cassia Center), and Jerome (Jerome Center). Additionally, CSI offers Early College opportunities at dozens of high schools throughout Idaho.

The College of Southern Idaho's mission is to provide quality educational, social, cultural, economic, and workforce development opportunities that meet the diverse needs of the communities it serves. Students can choose from a wide range of transfer and career-technical programs with more than 110 program completion options ranging from short-term certificates to two-year associate degrees. The college also offers one Bachelor of Applied Science degree. Additionally, CSI provides workforce training opportunities to its students, along with basic skills, Adult Basic Education, and English as a Second Language courses for students requiring pre-college-level work.

Faculty teach in a variety of modalities including face-to-face in traditional classrooms and laboratories, online (both synchronously and asynchronously), and via other hybrid combinations. CSI partners with sister public post-secondary institutions in Idaho, which offer more than 50 bachelor's, master's, and other terminal degrees for students on the CSI campus or via online delivery. CSI is also active within its community, offering various enrichment courses, cultural and athletic events, business partnerships, and supporting economic development.

The institution was initially accredited by the Northwest Commission on Colleges and Universities (NWCCU) in 1968 and has had its accreditation continuously reaffirmed by NWCCU, most recently in June 2022.

Core Functions/Idaho Code

The College of Southern Idaho was established and is governed under Chapter 21 of Title 33 of Idaho Code. The primary function of the College of Southern Idaho as stated in Idaho Code is "instruction in academic subjects, and in such non-academic subjects as shall be authorized by its board of trustees" (Section 33-2102, Idaho Code).

Revenue and Expenditures

Revenue	FY 2020	FY 2021	FY 2022	FY 2023
Academic Appropriation	\$14,117,900	\$13,797,500	\$15,303,300	\$17,146,200
One Time Appropriation	\$890,800	\$0	\$0	\$0
Liquor Fund	\$200,000	\$200,000	\$200,000	\$200,000
Inventory Phaseout	\$709,500	\$752,500	\$820,800	\$849,050
Property Taxes	\$7,355,800	\$8,794,600	\$9,433,700	\$9,686,430
Tuition & Fees	\$12,997,900	\$13,309,100	\$13,551,900	\$13,772,913
County Tuition	\$1,881,500	\$1,811,600	\$2,153,000	\$2,447,621
Other	\$1,750,100	\$1,698,700	\$1,455,900	\$1,673,986
Total	\$39,903,500	\$40,364,000	\$42,918,600	\$45,776,200
Expenditures	FY 2020	FY 2021	FY 2022	FY 2023
Personnel Costs	\$25,664,000	\$25,768,000	\$26,804,000	\$29,520,300
Operating Expenditures	\$11,402,800	\$10,640,000	\$14,989,000	\$15,993,200
Capital Outlay	\$2,856,700	\$3,956,000	\$1,125,600	\$262,700
Total	\$39,903,500	\$40,364,000	\$42,918,600	\$45,776,200

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2020	FY 2021	FY 2022	FY 2023
Annual Enrollment (Undup. Headcount)	13,130	12,944	14,386	15,178
Career Technical	1,025	1,060	1,140	1,133
Academic	12,105	11,884	13,246	14,045
(Source: State Board of Education (SBOE) Post-Secondary (PSR) Annual Enrollment Report)	(2019-2020)	(2020-2021)	(2021-2022)	(2022-2023)
Annual Enrollment (Full Time Equivalent)	4,133.4	4,105.0	4,447.7	4,599.5
Career Technical	725.56	775.4	815.7	912.8
Transfer	3,407.86	3,329.6	3,632.0	3,686.7
(Source: SBOE PSR Annual Enrollment Report)	(2019-2020)	(2020-2021)	(2021-2022)	(2022-2023)
Dual Credit Enrollment	7,648	7,472	8,866	9,682
Unduplicated Headcount	42,805	42,793	51,879	57,488
Total Credit Hours	(2019-2020)	(2020-2021)	(2021-2022)	(2022-2023)
(Source: SBOE Dual Credit Enrollment Report)				
Remediation Rate	Math	Math	Math	Math
First-Time, First-Year Students	44.6%	32.9%	20.0%	13.5%
Attending Idaho High School within Last 12 Months (broken out by math and English)	(342/766)	(223/678)	(145/724)	(89/660)
English	9.9%	9.0%	5.1%	4.7%
(Source: CSI)	(76/766)	(61/678)	(37/724)	(31/660)
(Required for Idaho State Board Strategic Plan)	(2019-2020)	(2020-2021)	(2021-2022)	(2022-2023)
Timely Degree Completion-Completions	1,076 completions	1,094 completions	1,143 completions	1,132 completions
Total number of certificates/degrees produced, broken out by certificates of one academic year or more; associate degrees	129 certificates	147 certificates	134 certificates	141 certificates
947 degrees	947 degrees	947 degrees	1009 degrees	991 degrees
(Source: IPEDS ¹ Completions Report)	(2019-2020)	(2020-2021)	(2021-2022)	(2022-2023)
(Statewide Performance Measure)				
Timely Degree Completion-Completers	962 graduates ²	979 graduates ²	1,027 graduates ²	1,079 graduates ²
Total number of unduplicated graduates, broken out by certificates	129 certificates	147 certificates	134 certificates	139 certificates
861 degrees	861 degrees	876 degrees	943 degrees	940 degrees

of one academic year or more and associate degrees (Source: IPEDS Completions Report) (Statewide Performance Measure)	(2019-2020)	(2020-2021)	(2021-2022)	(2022-2023)
Workforce Training Completions Total Duplicated Completions (Source: State Workforce Training Report)	4,714 ³ (2019-2020)	7,367 (2020-2021)	5,948 (2021-2022)	6,583 (2022-2023)
Positive Placement of Career Technical Education Completers Percentage Placed (Source: CTE Postsecondary Follow-Up Report)	98% (2018-2019 graduates)	98% (2019-2020 graduates)	99% (2020-2021 graduates)	93% (2021-2022 graduates)

Part II – Performance Measures

Performance Measure		FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
Strategic Goal #3: Drive Student Success						
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.						
1. Timely Degree Completion-Credits completed per academic year Percentage of undergraduate, degree-seeking students completing 30 or more credits per academic year (Source: CSI) (Goal 3 Objective 3.2; Measure 3.2.1) (Statewide Performance Measure)	actual	(2019-20) 15% (478/3,208)	(2020-21) 13% (467/3,676)	(2021-22) 13% (496/3,810)	(2022-23) 13% (510/3,795)	
	target	11%	12%	15%	15%	15%
Strategic Goal #3: Drive Student Success						
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.						
2. Timely Degree Completion-150% Percentage of first-time, full-time degree/certificate seeking students who graduate within 150% of time (Source: IPEDS) (Goal 3; Objective 3.2; Measure 3.2.2) (Statewide Performance Measure)	actual	Fall 2017 Cohort 35% (213/605)	Fall 2018 Cohort 36% (210/591)	Fall 2019 Cohort 44% (297/677)	Fall 2020 Cohort TBD (TBD)	
	target	28%	30%	35%	42%	44%
Strategic Goal #3: Drive Student Success						
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.						
3. Guided Pathways-100%	actual	Fall 2018 Cohort 22% (128/591)	Fall 2019 Cohort 31% (208/677)	Fall 2020 Cohort 31% (212/686)	Fall 2021 Cohort TBD (TBD)	

Performance Measure		FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
Percentage of first-time, full-time degree/certificate seeking students who graduate within 100% of time (Source: IPEDS) (Goal 3; Objective 3.2; Measure 3.2.3) (Statewide Performance Measure)	target	16%	19%	22%	33%	33%
Strategic Goal #3: Drive Student Success						
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.						
4. Remediation Reform-Math Percent of undergraduate, degree-seeking students who took a remedial course and completed a subsequent credit-bearing course (in the area identified as needing remediation) with a "C" or higher (Source: CSI) (Goal 3; Objective 3.1; Measure 3.1.1) (Statewide Performance Measure)	actual	(2019-20) 43% (339/785)	(2020-21) 48% (484/1,012)	(2021-22) 51% (384/759)	(2022-23) 44% (231/525)	
	target	35%	40%	48%	50%	52%
Strategic Goal #3: Drive Student Success						
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.						
5. Remediation Reform-English Percent of undergraduate, degree-seeking students who took a remedial course and completed a subsequent credit-bearing course (in the area identified as needing remediation) with a "C" or higher (Source: CSI) (Goal 3; Objective 3.1; Measure 3.1.2) (Statewide Performance Measure)	actual	(2019-20) 73% (185/255)	(2020-21) 71% (151/214)	(2021-22) 69% (115/168)	(2022-23) 71% (72/101)	
	target	72%	72%	78%	75%	75%
Strategic Goal #3: Drive Student Success						
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.						
6. Math Pathways Percent of new degree-seeking freshmen completing	actual	(2019-20) 48% (499/1,044)	(2020-21) 50% (517/1,030)	(2021-22) 51% (597/1,183)	(2022-23) 52% (641/1,225)	

Performance Measure		FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
a gateway math course within two years (Source: CSI) (Goal 3; Objective 3.1; Measure 3.2.3) (Statewide Performance Measure)	target	40%	43%	50%	52%	52%
Strategic Goal #2: Optimize Student Access						
Objective 2.1: Establish robust support systems and processes that enhance and expand opportunities for entry, reentry, and retention.						
7. Retention Rates Percentage of first-time, full-time, degree-seeking students retained or graduated the following year (Source: IPEDS) (Goal 2; Objective 2.1; Measure 2.1.3)		<i>Fall 2018 Cohort</i>	<i>Fall 2019 Cohort</i>	<i>Fall 2020 Cohort</i>	<i>Fall 2021 Cohort</i>	
	actual	New Students 61% (358/591)	New Students 66% (445/678)	New Students 60% (412/686)	New Students 64% (448/697)	
		Transfer 71% (202/285)	Transfer 57% (63/110)	Transfer 62% (73/118)	Transfer 51% (65/127)	
	target	61% (<i>New Students</i>)	60% (<i>New Students</i>)	63% (<i>New Students</i>)	67% (<i>New Students</i>)	67% (<i>New Students</i>)

Performance Measure Explanatory Notes

¹ Integrated Postsecondary Education Data System (IPEDS)

² Total number of graduates. Because the same graduate may complete both a certificate and a degree in the same year, the sum of those two categories may exceed the total number of graduates.

³ Drop primarily due to COVID restrictions.

For More Information Contact

Mr. Chris Bragg

Dean of Institutional Effectiveness and Communication
College of Southern Idaho
315 Falls Avenue
PO Box 1238
Twin Falls, ID 83303
Phone: (208) 732-6775
E-mail: cbragg@csi.edu

Part I – Agency Profile

Agency Overview

The College of Western Idaho (CWI) is Idaho's largest community college and is located in the vibrant and active Treasure Valley area. CWI has quickly become a valuable college resource for the region.

CWI is a comprehensive community college fostering student learning and development academically, as well as personally and occupationally. CWI offers undergraduate, professional-technical, fast-track career training, and adult education. With nearly 100 credit programs and dozens of non-credit courses, students have an abundance of options when it comes to developing career skills or preparing for further study at a baccalaureate institution. CWI serves as an exceptional economic engine for western Idaho, serving the local business and industry training needs with customized training to garner an edge in today's competitive market.

CWI's service area is unique, and the area's characteristics have implications for the future of local higher education. CWI's service area includes Ada County, Adams County, Boise County, Canyon County, Gem County, Payette County, Valley County, Washington County, and portions of Elmore and Owyhee Counties.

CWI adheres to Idaho Code Title 33 Education, Chapter 21 Junior (Community) Colleges. Policies of the Idaho State Board of Education that apply to CWI are limited as specified by Board Policy Section III, Subsection A.

Core Functions/Idaho Code

CWI is a two-year comprehensive community college as defined by Idaho Code 33, Chapters 21 and 22. The core functions of CWI are to provide instruction in: 1) academic courses and programs, 2) career-technical courses and programs, 3) workforce training through short- term courses and contract training for business and industry, and 4) non-credit, special interest courses.

Revenue and Expenditures^{1,2}

Revenue	FY 2020	FY 2021	FY 2022	FY 2023
General Funds–Gen Ed	\$14,998,100	\$15,168,300	\$17,188,500	
Liquor Fund	\$200,000	200,000	200,000	
Property Taxes	\$9,166,100	9,804,500	10,386,800	
Tuition and Fees	\$25,754,900	24,557,500	23,669,000	
County Tuition	\$987,800	954,200	971,900	
Misc. Revenue	\$1,530,000	1,115,300	1,738,100	
Total	\$52,636,900	\$51,799,800	\$54,154,300	
General Funds - CTE	\$9,334,300	8,906,300	\$9,536,900	
Total (with General Funds - CTE)	\$61,971,200	\$60,706,100	63,691,200	
Expenditures	FY 2020	FY 2021	FY 2022	FY 2023
Personnel Costs	\$38,837,500	\$41,367,700	\$40,601,800	
Operating Expenditures	\$11,607,600	11,667,900	12,278,000	
Capital Outlay	\$3,612,700	1,906,800	1,722,200	
Total	\$54,057,800	\$54,942,400	\$54,602,000	

Footnotes

¹ Financials represent Total Expenditures on the Budget Request (B2) submitted to the Idaho SBOE. FY 2023 audited financials are available end of October 2023.

² Does not include income or expenses associated with Workforce Development (WD) instruction.

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2020	FY 2021	FY 2022	FY 2023
Annual Enrollment Headcount³				
Career & Technical	1,153	1,017	1,012	1,558
Academic	20,752	19,762	20,120	19,800
<i>(PSR 1 Annual Enrollment Report, SBOE)</i>				
Annual Enrollment FTE³				
Career & Technical	834	690	678	681
Academic	6,163	6,013	5,792	5,729
<i>(PSR 1 Annual Enrollment Report, SBOE)</i>				
Dual Credit Headcount (unduplicated)⁴				
Total Annual Credit Hours	67,363	64,590	68,238	74,950
Total Annual Student Headcount	12,098	11,310	12,252	13,053
<i>(Annual Dual Credit Enrollment Report, SBOE)</i>				
Workforce Training Headcount (duplicated)⁵				
<i>(Workforce Training Network Report, Idaho Career and Technical Education)</i>	6,026	6,131	5,884	11,543
AE/ASE/ESL (duplicated)⁶				
<i>(Adult Education Workforce Innovation and Opportunity Act (WIOA) Title II Report, Idaho Career and Technical Education)</i>	2,108	1,965	3,197	3,408
Total number of certificates/degrees produced				
Certificates of one academic year or more <i>(system-wide measure III)</i>	325 <i>(1,264 w/General Education Awards)</i>	328 <i>(1,158 w/General Education Awards)</i>	302 <i>(1,327 w/General Education Awards)</i>	277 <i>(1,148 w/General Education Awards)</i>
Total number of certificates/degrees produced				
Associate degrees <i>(system-wide measure III)</i>	949	944	1,037	991
Number of unduplicated graduates				
Certificates of one academic year or more <i>(system-wide measure IV)</i>	268 <i>(1,197 w/General Education Awards)</i>	259 <i>(1,086 w/General Education Awards)</i>	241 <i>(1,260 w/General Education Awards)</i>	227 <i>(1,096 w/General Education Awards)</i>
Number of unduplicated graduates				
Associate degrees. <i>(system-wide measure IV)</i>	917	913	1,009	962

Footnotes

³ Academic includes Dual Credit students. Beginning FY 2023, CTE reflects students enrolled in an approved CTE program of study and taking at least one required course in that program of study, including general education. Prior to FY 2023, CTE reflects the Perkins definition of a CTE Participant, which are CTE students who also complete a CTE course.

⁴ CWI, with over 13K dual credit students, is the largest provider of dual credit coursework/credits in the state of Idaho.

⁵ In FY 2023, CWI Workforce Development Apprenticeship programs' annual course enrollment model moved from a single 9-month course to multiple 8-week courses, resulting in an increase in duplicated Workforce Development headcount.

⁶ AE: Adult Education, ASE: Adult Secondary Education, ESL: English as a Second Language

FY 2023 Performance Highlights

- Graduation rates have improved since implementing new student advising models and guided pathways. (Noted in performance measures 5 and 6.)
- Math remediation and gateway math completion have improved over the years with an innovative Math Solution Center and co-requisite courses; however, this subject remains an opportunity for improvement, which CWI is continually addressing to improve student degree completion. (Noted in performance measures 3 and 4.)

Part II – Performance Measures

Performance Measure		FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
Timely Degree Completion I						
1. Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting. (system-wide measure I)	actual	4%	4%	4%	4%	
	Target	>=7%	>=8%	>=8%	>=5%	>=5%

Reform Remediation V						
2. Percent of undergraduate, degree-seeking students who took a remedial course and completed a subsequent credit bearing course (in the area identified as needing remediation) within a year with a “C” or higher. a) English (system-wide measure V)	actual	74%	70%	64%	65%	
	Target	>=72%	>=72%	>=72%	>=72%	>=70%
3. Percent of undergraduate, degree-seeking students who took a remedial course and completed a subsequent credit bearing course (in the area identified as needing remediation) within a year with a “C” or higher. b) Math (system-wide measure V)	actual	27%	25%	25%	30%	
	Target	>=25%	>=25%	>=25%	>=27%	>=27%

Math Pathways VI						
4. Percent of new degree-seeking freshmen completing a gateway math course within two years (system-wide measure VI)	actual	27%	31%	30%	32%	
	Target	>=25%	>=25%	>=25%	>=33%	>=33%

Timely Degree Completion II						
5. Percent of first-time, full-time, freshmen graduating within 150% of time. (system-wide measure II)	actual	23% (Fall 2017 Cohort)	25% (Fall 2018 Cohort)	27% (Fall 2019 Cohort)	N/A (Fall 2020 Cohort)	
	Target	>=16%	>=26%	>=26%	>=26%	>=27%

Guided Pathways VII						
6. Percent of first-time, full-time freshmen graduating within 100% of time (system-wide measure VII)	actual	14% (Fall 2018 Cohort)	16% (Fall 2019 Cohort)	15% (Fall 2020 Cohort)	N/A (Fall 2021 Cohort)	
	Target	>=5%	>=19%	>=19%	>=19%	>=16%

Performance Measure Explanatory Notes

- FY 2023 values for performance measures 5 and 6 are not available at the time of this reporting, as data is still being collected.
- The performance measure 6 value for FY 2022 was preliminary at the time of collection. During the FY 2023 collection, the preliminary value was updated from 14% to 15% to reflect the final value.

For More Information Contact

Alexis Malepeai, Executive Director, Institutional Effectiveness
 College of Western Idaho
 6056 Birch Lane
 Nampa, Idaho 83687
 Phone: 208.562.3505
 E-mail: alexisrhodes@cwic.edu

Part I – Agency Profile

NIC is so much more than a starting point – it's a launch pad to better opportunities for all residents of North Idaho.

North Idaho College is a comprehensive community college established in 1933 on the shores of Lake Coeur d'Alene at the headwaters of the Spokane River. NIC's vibrant college community includes 5,000+ students enrolled in credit courses and more than 4,700 students taking non-credit courses. College faculty and staff relentlessly focus on providing a rich, rewarding higher education experience for every student.

NIC offers a broad spectrum of career paths for students to choose from, with more than 80 academic degree and career and technical education certificate programs. These career pathways at NIC cover various interest areas, including arts, communications and humanities; healthcare; science, technology, engineering and math; business administration and management; manufacturing and trades; and social sciences and human services.

With state-of-the-art facilities, the college's beautiful main campus is in [Coeur d'Alene, Idaho](#), a waterfront city of 56,000+ residents. Coeur d'Alene lies within Kootenai County, which is home to approximately 183,000 citizens. The larger city of Spokane, Washington, is just 34 miles west. The greater Spokane-Coeur d'Alene metropolitan area, with a population of 734,000+, is the economic and cultural center of the U.S. Inland Northwest.

NIC plays a vital role in the region's economic development by preparing competent, trained employees for area businesses, industries and governmental agencies. NIC's service area is the Idaho Panhandle, which includes Kootenai, Benewah, Bonner, Shoshone and Boundary counties.

Beyond Coeur d'Alene, NIC meets the diverse educational needs of residents of Idaho's five northern counties with the [NIC at Sandpoint](#), online services and courses and comprehensive outreach services. The college's regional facilities include the [NIC Parker Technical Education Center](#) in Rathdrum and the [Workforce Training Center](#) in Post Falls.

Core Functions/Idaho Code

North Idaho College is a two-year community college as defined by Idaho Code 33, Chapter 21 and 22. The core functions of North Idaho College are to provide instruction in academic courses and programs and in career and technical courses and programs. As a part of career and technical education, the college also offers workforce training through short-term courses, contract training for business and industry, and non-credit, special interest courses.

As a second core function, the college confers the associate of arts degree and the associate of science degree for academic programs, and confers the associate of applied science degree and certificates for career and technical programs. Students obtaining an associate of arts or an associate of science degree can transfer with junior standing to all other Idaho public colleges and universities.

Revenue and Expenditures

Revenue	FY 2020	FY 2021	FY 2022	FY 2023
General Funds	\$12,430,200	\$11,805,400	\$12,980,400	\$14,566,100
Economic Recovery	\$0	\$0	\$0	\$0
Liquor Fund	\$200,000	\$200,000	\$200,000	\$200,000
Property Taxes	\$15,992,700	\$16,894,100	\$17,309,100	\$17,659,100
Tuition and Fees	\$11,715,600	\$11,002,300	\$11,206,400	\$10,242,200
County Tuition	\$751,000	\$676,400	\$583,100	\$537,900
Misc. Revenue	\$3,819,500	\$6,799,400	\$5,547,700	\$6,864,000
Total	\$44,909,000	\$47,377,600	\$47,826,700	\$50,069,300
Expenditures	FY 2020	FY 2021	FY 2022	FY 2023
Personnel Costs	\$29,856,500	\$29,549,800	\$29,291,500	\$29,497,300
Operating Expenditures	\$14,882,600	\$17,040,400	\$17,862,300	\$20,250,200
Capital Outlay	\$169,900	\$787,400	\$672,900	321,800
Total	\$44,909,000	\$47,377,600	\$47,826,700	\$50,069,300

Source: Audited financials (actuals) as stated on the B2 report submitted to SBOE. FY 2023 data is preliminary as of July 2023. Audited financials (actuals) for FY 2023 will be submitted in December.

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2020	FY 2021	FY 2022	FY 2023
<u>Unduplicated Annual Headcount</u> ¹ CCM 146				
Total Annual Enrollment	<u>6,586</u>	<u>6,098</u>	<u>5,717</u>	<u>5,478</u>
General Studies Headcount	5,840	5,368	5,085	4,920
Career & Technical Headcount	746	730	632	558
<u>Annual Full-Time Equivalent</u> ² CCM 150				
Total Annual Full-Time Equivalent	<u>3,076</u>	<u>2,876</u>	<u>2,784</u>	<u>2,593</u>
General Studies FTE	2,553.7	2,376.1	2,338.9	2,203.4
Career & Technical FTE	522.7	500.2	445.2	389.8
<u>Dual Credit - Headcount</u> CCM 017				
Unduplicated Annual Headcount	1,970	1,670	1,636	1,750
Percentage of Total Headcount	30% of total	27% of total	29% of total	32% of total
<u>Dual Credit – Credit Hours</u> CCM 019				
Annual Credit Hours	19,658	18,534	18,722	18,743
Percentage of Total Credits	21% of total	21% of total	22% of total	24% of total
<u>Workforce Training</u> CCM 149				
Unduplicated Annual Headcount	4,471	4,794	4,189	4,757
<u>Adult Basic Education</u> ³ CCM 147				
Unduplicated Annual Headcount	299	284	316	248
<u>GED Completions</u> ⁴ CCM 154				
Number of Credentials Awarded	231	197	193	194

Cases Managed and/or Key Services Provided	FY 2020	FY 2021	FY 2022	FY 2023
Timely Degree Completion - Completions ⁵				
Total number of certificates/degrees produced	<u>1,400</u>	<u>1,469</u>	<u>1,380</u>	<u>1,480</u>
Certificates of less than one year	121	96	83	101
Certificates of at least one year	620	639	568	658
Associate degrees	659	734	729	721
CCM 238/Metric 120				
Timely Degree Completion - Completers ⁶				
Total number of unduplicated graduates	<u>893</u>	<u>921</u>	<u>893</u>	<u>930</u>
Certificates of less than one year	105	85	68	89
Certificates of at least one year	604	629	550	622
Associate degrees	619	676	676	675
CCM 239/Metric 170				

¹ General Studies includes Dual Credit and Non-Degree Seeking students.

² General Studies and Career & Technical FTE is based on total credits for the year (end-of-term, summer, fall, and spring terms) divided by 30. Credits are determined by student type.

³ New methodology beginning in FY2022. Workforce Training Center no longer includes Continuing Education.

⁴ New methodology beginning in FY2017. Reflects only those students taking 12 hours of instruction or more.

⁵ Total awards by award level, as reported to IPEDS. FY23 figures are pre-IPEDS submission and should be considered preliminary at this point. Statewide Performance Measure.

⁶ Distinct count of graduates per attainment level, as reported to IPEDS. Counts are unduplicated by award level. FY23 figures are pre-IPEDS submission and should be considered preliminary at this point. Statewide Performance Measure.

Part II – Performance Measures

Performance Measure	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	
Strategic Plan Goal 1: Student Success						
A vibrant, lifelong learning environment that engages students as partners in achieving educational goals to enhance their quality of life						
1. <u>Timely Degree Completion – Credits Completed per Academic Year</u> ¹ Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting (Goal 1, Objective C, Statewide Performance Measure) CCM 195/Metric 50	actual	9.9% (288/2920)	10.2% (284/2785)	10.3% (268/2605)	11.2% (259/2306)	-----
	target	N/A	N/A	N/A	11%	11%

Performance Measure		FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
2. <u>Timely Degree Completion – 150%</u> ² Percent of first-time, full-time, freshmen graduating within 150% of time (Goal 1, Objective C, Statewide Performance Measure) CCM 196/Metric 40	<i>actual</i>	28.1% (188/668) Fall 17 Cohort (IPEDS)	28.3% (194/686) Fall 18 Cohort (IPEDS)	26.4% (170/644) Fall 19 Cohort (IPEDS)	Fall 20 will be submitted with audited financials	-----
	<i>target</i>	N/A	N/A	28%	28%	28%
3. <u>Guided Pathways – 100%</u> ³ Percent of first-time, full-time freshmen graduating within 100% of time (Goal 1, Objective C, Statewide Performance Measure) CCM 199/Metric 180	<i>actual</i>	18.7% (128/686) Fall 18 Cohort (IPEDS)	17.4% (112/644) Fall 19 Cohort (IPEDS)	Fall 20 will be submitted with audited financials	Fall 21 will be submitted with audited financials	-----
	<i>target</i>	N/A	N/A	17%	19%	19%
Strategic Plan Goal 2: Educational Excellence High academic standards, passionate and skillful instruction, professional development, and innovative programming while continuously improving all services and outcomes						
4. <u>Math Pathways</u> ⁴ Percent of new degree-seeking freshmen completing a gateway math course within two years (Goal 2, Objective A, Statewide Performance Measure) CCM 198/Metric 70	<i>actual</i>	59.4% (326/549) 17-18 Cohort	52.5% (294/560) 18-19 Cohort	52.3% (274/524) 19-20 Cohort	58.3% (297/509) 20-21 Cohort	-----
	<i>target</i>	N/A	N/A	N/A	55%	55%
5. <u>Remediation Reform</u> ⁵ MATH: 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. (Goal 2, Objective A, Statewide Performance Measure) CCM 203/Metric 60	<i>actual</i>	27.5% (145/528) 18-19 Cohort	30.9% (146/473) 19-20 Cohort	30.6% (129/422) 20-21 Cohort	35.5% (138/389) 21-22 Cohort	-----
	<i>target</i>	N/A	N/A	N/A	33%	33%

6. Remediation Reform ⁶ ENGLISH: 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. (Goal 2, Objective A, Statewide Performance Measure) CCM 204/Metric 60	<i>actual</i>	70.9% (173/244) 18-19 Cohort	60.7% (147/242) 19-20 Cohort	65.0% (130/200) 20-21 Cohort	69.7% (122/175) 21-22 Cohort	-----
	<i>target</i>	N/A	N/A	N/A	N/A	66%

Acronyms Defined:

- CCM: Common Campus Measure (internal tracking system)
- Metric: Tracking number established by the Idaho State Board of Education (ISBOE)
- IPEDS: Integrated Postsecondary Education Data System

Performance Measure Explanatory Notes

Benchmarks (Targets) are based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. Benchmarks (targets) that were previously established based on prior methodology and are no longer applicable are noted as ‘N/A’.

¹ Based on a cohort of fall students that excludes non-degree seeking, Dual Credit, and 100% audits. Includes registered credits and credits awarded through placement tests.

² Represents IPEDS cohort of first-time, full-time, degree/certificate-seeking students who complete their program within 150% of normal time. FY23 numbers (Fall 2020 cohort) will be submitted in December with audited financials.

³ Represents IPEDS cohort of first-time, full-time, degree/certificate-seeking students who complete their program within 100% of normal time. FY22 and FY23 (Fall 2020 and Fall 2021 cohorts) will be submitted in December with audited financials.

⁴ Full year cohort, first-time and new degree-seeking, full- and part-time students who are still enrolled in the second year. Gateway courses include MATH 123, 130, 143, 147, 157, 160, 170, and 253.

⁵ Base population is degree-seeking students at initial attempt of a remedial course (prior attempts of W grade are excluded.) Math-108 is considered remedial. Includes both full- and part-time students.

⁶ Base population is degree-seeking students at initial attempt of a remedial course (prior attempts of W grade are excluded). Includes both full- and part-time students. Numbers for all four years shown have been revised due to a change in methodology.

For more information

Contact Chris Brueher, Institutional Data Analyst
Office of Institutional Effectiveness
North Idaho College
reporting@nic.edu

Part I – Agency Profile

Agency Overview

Lewis-Clark State College (LC State) was established by the Idaho State Legislature in 1893 as a regional Normal School dedicated to teacher training. Today, LC State is one of Idaho’s four public 4-year higher education institutions. LC State’s Carnegie classification is *Baccalaureate College—Diverse Fields*, with the “diverse” designation referring to the College’s broad mix of undergraduate programs in the professions, arts, and sciences. The Carnegie classification of LC State’s size and setting is “small four-year, primarily non-residential.”

LC State’s credit and non-credit programs fall within three primary mission areas: academic programs, career & technical education programs, and professional programs. In addition to its traditional 4-year baccalaureate programs, the College has been assigned a collateral mission of providing community college programs within its five-county area of operations (Clearwater, Idaho, Latah, Lewis, and Nez Perce Counties) by its governing body, the State Board of Education; and in 2020 Gov. Brad Little signed a bill [395] that officially amended Idaho Code to allow LC State to offer graduate-level course work. The College emphasizes teaching and learning (with research playing a supporting role to teaching), application of learning, direct interaction among students and faculty (LC State does not utilize teaching assistants), and a small-college/small-class environment that maximizes the opportunities for the success of LC State’s traditional and non-traditional students.

LC State’s campus is located in Lewiston, ID. The College also delivers instructional programs at the LC State Coeur d’Alene Center (in collaboration with its Northern Idaho Center for Higher Education [NICHE] partners: Boise State University, Idaho State University, North Idaho College, and the University of Idaho), and operates outreach centers in Grangeville, Moscow and Orofino. LC State’s chief executive officer, Dr. Cynthia Pemberton, assumed her duties as the College’s 16th president July 1, 2018. LC State is accredited by the Northwest Commission on Colleges and Universities (NWCCU).

Core Functions/Idaho Code

The statutory basis for LC State is located in the Idaho Code, Title 33 (Education), Chapter 31, as amended in 2020, which directs the College to offer instruction in “*college courses in the sciences, arts and literature, professional, technical, and courses or programs of higher education as are usually included in colleges and universities leading to the granting of appropriate collegiate degrees as approved by the state board of education.*”

Mission:

Lewis-Clark State College prepares students to become successful leaders, engaged citizens, and lifelong learners.

LC State’s revenue comes from state appropriations; student tuition and fees; federal, state, and private grants and contracts; sales and services from educational and auxiliary services; and endowments and gifts. These revenues are allocated to instructional programs and support functions.

Revenues and Expenditures (includes Career & Technical Education)

Revenue	FY 2020	FY 2021	FY 2022	FY 2023 ¹
State Appropriations	\$25,281,256	\$25,884,997	\$39,997,111	
Student Fees	\$12,634,678	\$12,328,717	\$13,718,666	
Federal Grants & Contracts	\$8,374,957	\$10,324,583	\$17,100,640	
State Grants & Contracts	\$3,218,872	\$3,175,967	\$3,362,640	
Private Gifts, Grants & Contracts	\$5,521,221	\$2,265,482	\$2,300,600	
Sales & Services of Education Act	\$913,587	\$750,019	\$1,242,017	

Sales & Services of Aux Ent	\$2,100,998	\$1,989,749	\$2,567,774	
Other	<u>\$597,259</u>	<u>\$514,910</u>	\$372,819	
Total	\$58,642,828	\$57,234,424	\$80,662,267	
Expenditures	FY 2020¹	FY 2021	FY 2022	FY 2023¹
Instruction	\$22,420,874	\$20,909,584	\$19,968,129	
Research	\$348,337	\$397,847	\$360,316	
Public Service	\$741,497	\$487,869	\$386,048	
Library	\$1,033,312	\$836,248	\$780,677	
Student Services	\$5,374,379	\$4,331,969	\$4,411,739	
Physical Operations	\$5,933,200	\$7,323,005	\$7,592,905	
Institutional Support	\$5,436,312	\$6,043,718	\$5,953,401	
Academic Support	\$3,865,516	\$3,540,437	\$3,588,076	
Auxiliary Enterprises	\$5,180,679	\$5,180,778	\$5,990,406	
Scholarships/Fellowships	\$2,393,266	\$2,004,484	\$6,608,626	
Other				
Total	\$52,727,372	\$51,055,939	\$55,640,323	

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2020	FY 2021	FY 2022	FY 2023
Annual (unduplicated) enrollment headcount (EOT)	<u>5,291</u>	<u>4,835</u>	<u>4,636</u>	<u>4,661</u>
- Academic	4,833	4,268	4294	4,338
- Career & Technical	458	567	342	323
Annual Enrollment FTE	<u>2,711</u>	<u>2,542</u>	<u>2482</u>	<u>2,463</u>
- Academic	2,364	2,282	2229	2,206
- Career & Technical	346	260	253	257
Annual student credit hour production	<u>81,318</u>	<u>76,267</u>	<u>74,462</u>	<u>73,895</u>
- Academic	70,926	68,463	66,871	66,194
- Career & Technical	10,392	7,804	7,591	7,701
Total number of degrees/certificates produced. Goal 2, Objective C, Measure XI	<u>896</u>	<u>868</u>	<u>847</u>	<u>952</u>
- Certificate	26	51	62	83
- Associate	365	218	204	314
- Bachelor	505	599	579	554
- Graduate Certificate	-----	-----	2	1
Number of unduplicated awards Goal 2, Objective B, Measure II	<u>806</u>	<u>756</u>	<u>734</u>	<u>754</u>
- Certificate	25	42	35	75
- Associate	357	206	192	282
- Bachelor	491	589	571	545
- Graduate Certificate	-----	-----	2	1

FY 2023 Performance Highlights

RANKINGS & ACCOLADES

RANKED #2 IN IDAHO – College Consensus ranked LC State No. 2 in the category of best colleges and universities – both public and private – and also No. 2 in best online colleges in the state. According to the organization, LC State had an 81.9 percent rating from students, which is higher than the national average of 75.4. The student reviews came from rankings by Unigo, Cappex and Niche.

RANKED #7 FOR VALUE – U.S. News & World Report ranked LC State as the No. 7 Best Value School in the West Region, which included 102 colleges in both the West and Southwest. LC State was the highest ranked public college located west of Oklahoma and its ranking was up one spot from a year ago. LC State was also named a top 10 public regional college in the West.

NURSING RANKED #1 IN IDAHO – LC State's nursing program was ranked No. 1 among all higher education institutions in Idaho by Nurse.org. The organization considers a school's reputation, accreditation, NCLEX pass rate, tuition, and acceptance rates in determining its rankings. LC State students had a NCLEX pass rate of 94.87% in 2021 and 90.24% in 2022, both were the best among all public and private four-year institutions in Idaho. The college was also ranked No. 1 among four-year higher education institutions in Idaho for the second straight year by RegisteredNursing.org.

SOCIAL WORK RANKED #2 IN NATION – LC State was ranked No. 2 in the U.S. for having the most affordable online social work degree by Best-Universities.net, a leading higher education research organization. The college trailed only Eastern New Mexico University in the 2023 Most Affordable Online Social Work Degree programs category.

RADIOGRAPHY RANKED #4 IN NATION – LC State's radiographic science online degree program was ranked fourth best in the country among all college and universities by EduMed.org. LC State was one of only seven schools to earn a ranking for radiography online degree programs and the only one located west of Texas.

TEACHER ED EARNS A GRADE – LC State's teacher education program earned an A grade for its rigorous preparation of future teachers in how to teach reading by the National Council on Teacher Quality. LC State was among only 23% of nationwide teacher education programs to earn an A grade for meeting standards set by literacy experts for the most effective methods of reading instruction.

PRESIDENT PEMBERTON HONORED – President Pemberton received a Women of Distinction Award by the Girls Scouts of Eastern Washington and Northern Idaho, and also received the Southern Oregon University Alumni Excellence in Education Award. In addition, she was chosen as the chair-elect of the Cascade Collegiate Conference Council of Presidents.

FIRSTS & NEW INITIATIVES

IN-PERSON CLASSES IN OROFINO – LC State held its first day of in-person college credit classes at the Idaho Correctional Institution-Orofino (ICIO) on Aug. 23. A total of 21 residents attended classes in the fall and 33 attended in the spring. Over 60 students are expected for fall 2023 in Orofino and LC State will be expanding prison education state-wide over the course of the coming year.

JUVENILE CORRECTIONS MOU – LC State and the Idaho Department of Juvenile Corrections signed a Memorandum of Understanding to create a formal partnership allowing the college to deliver dual credit online courses in both general education and Career & Technical Education to students at the three juvenile corrections institutions in Idaho.

BLUE MOUNTAIN ARTICULATION – LC State and Blue Mountain Community College in Pendleton, Ore., signed a Transfer Articulation Agreement that will help BMCC students who earn associate degrees transfer into LC State baccalaureate degree programs. The agreement went into effect on May 1 and under its provisions BMCC's associate degree graduates will be granted admission to LC State and be considered juniors, with some exceptions.

CAREER READINESS CREDENTIAL – LC State launched its Career Readiness Credential in the fall. Based on eight career readiness competencies identified by the National Association of College and Employers, the Career Readiness Credential prepares students for the workforce in areas of communication, teamwork and critical thinking. The college's first credential, the LC Leadership Credential, was launched in 2020.

FIRST SCHOLARS NETWORK – Because of its demonstrated commitment to improving experiences and advancing success for first-generation college students, LC State was selected to join the First Scholars Network, an initiative of NAPSA, which is an organization for student affairs administrators in higher education, and The Suder Foundation.

CTE SIGNING DAY – LC State successfully launched its first – and Idaho's first – Career & Technical Education Signing Day in the spring. The celebratory event invited new students to sign a letter of intent to study in one of LC State's 21 CTE programs in the fall.

ENROLLMENT & GRADUATION (2022/2023)

INCREASE IN NEW STUDENTS – LC State saw over a 10% increase in new degree-seeking students fall 2022 thanks to an increase in students who were first-time to college and transfer students. Overall headcount at the college was up 2% in fall 2022 compared to the previous fall, while overall full-time equivalent enrollment rose 0.7%.

INCREASE IN MALE ENROLLMENT – Bucking national trends, LC State saw an 8% increase in male students in fall 2022. Other increases that fall included a 3% uptick in Idaho resident enrollment and a 2% increase in Native American students.

952 DEGREES AWARDED – Nine hundred and fifty-two (952) degrees and certificates were handed out to 754 graduating students at LC State's spring 2023 commencement ceremonies.

WARRIOR ATHLETICS

STUDENT-ATHLETE ACADEMIC EXCELLENCE – The LC State athletic department earned Presidents' Academic Excellence status in the Cascade Collegiate Conference for the third straight year. Warrior student-athletes on the 10 teams that compete in the conference finished the 2022-23 academic year with a 3.36 GPA. LC State also had 72 student-athletes earn Academic All-Cascade Conference honors during the year.

WORLD SERIES RUNNER-UP – The LC State baseball team was the runner-up at the Avista NAIA World Series. Despite losing eight position players who started or saw considerable playing time from a year ago, the Warriors peaked at the right time in the postseason to finish second for the second straight year.

TWO-TIME NATIONAL CHAMPION – Sophomore Jenna Carpenter of Lewiston became the first Warrior female to win multiple NAIA national track and field titles. She swept the 2023 national indoor and outdoor titles in the high jump.

COMPETITIVE DANCE TEAM ADDED – LC State is proud to announce the addition of competitive dance to its intercollegiate sport menu. Go Warriors!

Part II – Performance Measures

Performance Measure		FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
Goal 1						
<i>Sustain and enhance excellence in teaching and learning.</i>						
1. Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the reporting institution.	actual	33%	29%	26%	26%	
	target	32	33	35	36	38
Goal 2						
<i>Optimize student enrollment and promote student success</i>						
2. Percent of full-time, first-time, baccalaureate-seeking students graduating with a baccalaureate degree within 150% of normative time or less.	actual	31%	32%	29%	Not yet Available	
	target	33	34	39	39	39
3. Percent of undergraduate, degree-seeking students who took a remedial course and completed a subsequent credit-bearing course	actual	57%	56%	56%	52%	
	target	52	53	54	55	57
4. Percent of new degree-seeking freshmen completing a gateway math course within two years.	actual	36%	44%	52%	55%	
	target	54	56	57	58	59
5. Percent of first time, full-time freshmen graduating with a baccalaureate degree within 100% of normative time.	actual	18%	24%	22%	Not yet Available	
	target	24	23	23	23	23

Performance Measure Explanatory Notes

1. Audited financials available after November 1, 2023.

For More Information Contact

Grace Anderson, Ph.D.
Vice President of Institutional Research, Planning & Effectiveness
Lewis-Clark State College
500 8th Ave.
Lewiston ID 83501
Phone: (208) 792-2456
E-mail: glanderson@lcsc.edu

Part I – Agency Profile

Agency Overview

Boise State University is a public, metropolitan research university that fosters student success in and after their college years, lifelong learning, community engagement, innovation, and creativity. Research and creative activity advance new knowledge and benefit students, the economy, the community, the state and the nation. Boise State is a Carnegie doctoral university with high research activity. We lead the way on Idaho's goal of ensuring that 60 percent of Idahoans have a college degree or certificate and produce more than 50 percent of all bachelor's degrees awarded by Idaho public universities.

Boise State University employs just over 3,000 full and part-time employees, including over 1,900 full-time professional and classified staff and over 800 full-time instructional faculty members. The main campus of Boise State University is located at 1910 University Drive in Boise, Idaho. Classes also are offered at Twin Falls' CSI campus; Coeur d'Alene's North Idaho College, downtown Boise (BoDo), and Boise State University at College of Western Idaho. Boise State University provides an impressive array of online courses and programs that are available across the state and nation.

Boise State University offers studies in nearly 200 fields of interest in 103 bachelor degree programs, 68 master's programs, 2 education specialist programs, and 13 doctoral programs. These are delivered through our College of Arts and Sciences, College of Business and Economics, College of Education, College of Engineering, College of Health Sciences, College of Innovation and Design, and School of Public Service.

In 2021, Boise State University implemented a new strategic plan, *Blueprint for Success*, which is centered on the following five goals:

- Improve Educational Access and Success
- Innovation for Institutional Impact
- Advance Research and Creative Activity
- Foster Thriving Community
- Trailblaze Programs and Partnerships

Boise State University is governed by the Idaho State Board of Education, which is statutorily designated as the Board of Trustees for the institution. Dr. Marlene Tromp is President of Boise State University.

Core Functions/Idaho Code

Boise State University is created by Idaho Code Title 33, Chapter 40. Idaho Code 33-4001 provides the primary function of Boise State University to be that of "an institution of higher education" and "for the purposes of giving instruction in college courses..." In addition, it provides the "standards of the courses and departments maintained in said university shall be at least equal to, or on a parity with those maintained in other similar colleges and universities in Idaho and other states," and that the "courses offered and degrees granted at said university shall be determined by the board of trustees."

Revenue and Expenditures

Operating Revenue	FY 2020	FY 2021	FY 2022	FY 2023*
Student tuition and fees (Gross)	198,262,256	200,760,211	211,455,181	
Scholarship discounts and allowances	(27,777,200)	(29,075,000)	(29,712,200)	
Federal grants and contracts	40,464,905	46,090,662	54,643,758	
State and local grants and contracts	6,512,805	8,312,869	5,961,987	

Private grants and contracts	2,991,720	3,246,982	3,137,642	
Sales and services of educational activities	7,778,456	7,542,618	10,461,149	
Sales and services of auxiliary enterprises	56,868,054	35,204,126	67,208,064	
Other	<u>1,395,970</u>	<u>1,425,149</u>	<u>1,269,087</u>	
Total operating revenues	286,496,966	273,507,617	324,424,668	
Operating Expenses	FY 2020	FY 2021	FY 2022	FY 2023*
Instruction	139,307,732	137,476,195	135,773,903	
Research	37,304,459	38,261,728	39,011,169	
Public Service	21,034,497	24,565,873	30,334,370	
Libraries	5,924,455	5,900,730	5,900,964	
Student Services	20,933,265	18,539,063	20,161,807	
Operation & Maintenance of plant	27,359,524	26,332,090	27,939,128	
Institutional Support	34,074,154	36,931,656	44,815,444	
Academic Support	32,434,522	32,485,747	36,817,900	
Auxiliary Enterprises	74,189,656	62,938,076	79,778,517	
Scholarships and Fellowships	18,384,851	18,218,665	29,247,013	
Depreciation	26,623,055	26,667,709	28,345,040	
Total operating expenses	437,570,168	428,317,532	478,125,255	
Operating income/(loss)	(151,073,202)	(154,809,915)	(153,700,586)	
Non-operating revenues/(expenses)	FY 2020	FY 2021	FY 2022	FY 2023*
State appropriation - general	105,337,986	104,253,395	112,693,460	
State appropriation - maintenance	2,674,540	2,854,992	1,358,136	
Pell grants	22,185,765	20,093,950	19,957,194	
Gifts	35,465,134	27,123,074	32,882,833	
Net investment income	3,521,477	1,259,670	1,008,292	
Change in fair value of investments	1,182,328	(689,048)	(4,228,383)	
Interest	(6,881,404)	(5,715,724)	(7,542,277)	
Gain/loss on retirement of assets	(305,978)	(277,081)	(82,232)	
Federal Aid Grant Revenue	7,344,256	30,876,959	35,129,537	
Loss on Perkins federal capital contribution	-	-	-	
Other non-operating revenue/(expense)	66,653	558,173	105,499	
Net non-operating revenues/(expenses)	170,590,756	180,338,360	191,282,059	
Other revenue and expenses	FY 2020	FY 2021	FY 2022	FY 2023*
Capital appropriations	5,707,955	2,052,336	13,433,980	
Capital gifts and grants	7,351,466	873,449	2,215,118	
Total other revenues and expenses	13,059,421	2,925,785	15,649,098	
	FY 2020	FY 2021	FY 2022	FY 2023*
Increase/decrease in net position	32,576,975	28,454,230	53,230,571	
Net position - beginning of year	463,395,204	495,972,179	524,426,409	
Net position - end of year	495,972,179	524,426,409	577,656,980	

*Required audited financials available December 2023.

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2020	FY 2021	FY 2022	FY 2023
1. Enrollments:				
Fall Enrollment, Fall Census Day (Oct. 15) includes degree seeking and non-degree seeking students				
Total	26,272	24,103	25,829	26,162
Undergraduate	22,939	20,788	22,432	22,962
Graduate	3,333	3,315	3,397	3,200
Degree Seeking Student Enrollment, Fall Census Day (Oct. 15)				
Total	19,825	19,930	20,145	19,818
Undergraduate	16,898	16,975	17,077	16,982
Graduate	2,927	2,955	3,068	2,836
Enrollment in Online Programs, Fall Census Day (Oct. 15) ¹				
Total	3,221	3,712	3,793	3,747
Undergraduate	1,911	2,294	2,282	2,271
Graduate	1,310	1,418	1,511	1,476
Idaho Resident Enrollment in Online Programs, Fall Census Day (Oct. 15)				
Total	1,211	1,398	1,415	1,441
Undergraduate	816	925	887	923
Graduate	395	473	528	518
Annual Enrollment Total Headcount from PSR 1 Student Enrollment Report (End of Term; unduplicated count of students attending Su, Fa, and/or Spr)	33,274	32,066	32,423	32,721
Non-Degree Seeking (Graduate and Undergrad)	3,341	2,585	2,530	2,689
Early College	7,061	6,317	6,535	7,115
Undergraduate (degree seeking)	19,159	19,388	19,506	19,309
Graduate (degree seeking)	3,626	3,732	3,793	3,538
2. Student Credit Hours (SCH) by Level (Su, Fa, and Spr)				
Annual SCH Attempted (End of Term) Total	537,586	533,808	540,851	543,240
Professional Technical	0	0	0	0
Undergraduate credits	477,921	473,031	479,173	484,708
Graduate credits	59,665	60,777	61,678	58,532
Annual SCH Earned (End of Term) Total ²	467,872	464,741	472,518	480,912
Undergraduate credits	413,308	409,369	416,496	427,698
Graduate credits	54,564	55,372	56,022	53,214
SCH earned as a % of Attempted Total	87.0%	87.1%	87.4%	88.5%
Undergraduate credits	86.5%	86.5%	86.9%	88.2%
Graduate credits	91.5%	91.1%	90.8%	90.9%
3. Dual (Concurrent) Enrollment ³ and Distance Education ⁴				
Dual (Concurrent) Enrollment Annual Student Credit Hours	33,100	28,756	29,920	32,849
Dual (Concurrent) Enrollment Annual Distinct Students	7,062	6,318	6,543	7,117
Distance Education Annual Student Credit Hours	143,714	364,790	239,088	216,196

Cases Managed and/or Key Services Provided	FY 2020	FY 2021	FY 2022	FY 2023
Distance Education Annual Distinct Students Enrolled	17,826	25,750	23,526	22,057
4. Degrees and Certificates Awarded* 5				
Professional Technical Degrees and Certificates	N/A	N/A	N/A	N/A
Associate Degrees (Academic)	111	132	127	184
Bachelor's Degree (Academic, first and second majors)	3,680	3,929	4,080	3,991
Certificate – Undergraduate	411	515	629	590
Certificate – Graduate	189	170	185	145
Master's Degree	954	1,074	1,063	1,028
Education Specialist Degree ⁶	24	23	16	15
Doctoral Degree	53	50	58	60
Total awards (sum)	5,422	5,893	6,154	6,005
5. Count of Distinct Graduates*⁷				
Associate Degree (Academic)	109	132	127	184
Bachelor's Degree (Academic)	3,525	3,754	3,947	3,856
Certificate – Undergraduate	413	515	629	590
Certificate – Graduate	184	166	174	130
Master's Degrees	954	1,075	1,063	1,028
Educational Specialist's Degree	24	23	16	15
Doctoral Degree	53	50	58	60
Total distinct graduates	4,760	5,126	5,313	5,231
6. First to Second Year Retention Rate				
% of first-time, full-time freshmen retained ^{8*}	F2019 cohort 77.8%	F2020 cohort 76.0%	F2021 cohort 79.2%	F2022 cohort <i>Not available at this time</i>
% of full-time transfers retained or graduated*	78.4%	77.8%	78.4%	<i>Not available at this time</i>
7. Transfer Student Graduation Rates				
6-yr: % of full-time transfers who graduated in six years or less	F2014 cohort 56.9%	F2015 cohort 59.7%	F2016 cohort 60.4%	<i>Not available at this time</i>
8. Graduates per FTE				
Baccalaureate graduates per undergraduate FTE ⁹	22.1	23.8	24.7	23.9
Baccalaureate graduates per junior/senior FTE ¹⁰	42.5	43.7	47.2	46.5
Graduate degree graduates per graduate FTE ¹¹	45.3	48.5	47.9	50.0
9. Cost of Education (resident undergraduate with 15 credit load per semester; tuition & fees per year)				
Boise State	\$8,068	\$8,060	\$8,060	\$8,364
Boise State as a % of WICHE ¹²	90.3%	88.0%	86.6%	87.2%
10. Sponsored Projects Proposals and Awards¹³ (see Part II for Externally Funded Research Expenditures)				
Total # of Proposals Submitted	506	598	606	569
Total # of Awards	411	425	422	416

Cases Managed and/or Key Services Provided	FY 2020	FY 2021	FY 2022	FY 2023
Total Sponsored Projects Funding (dollars awarded)	\$58.2M	\$65.3M	\$68.0M	\$91.0M
Total Sponsored Project Expenditures	\$47.9M	\$55.7M	\$61.3M	\$63.9M
% of research grant awards that have PIs and Co-PIs in two or more academic departments (i.e., interdisciplinary) ¹⁴	24.7%	16.9%	24.2%	21.4%
Expenditures as reported to the National Science Foundation ¹⁵	\$43.3M	\$46.1M	\$47.6M	<i>Not available at this time</i>

FY 2023 Performance Highlights

- Boise State University continues to be highly successful in helping students graduate and succeed, which contributes to the educational attainment rate of Idahoans. **In FY23, 3,856 students graduated from Boise State with baccalaureate degrees, once again exceeding the target set in Boise State University's strategic plan.**
- The number of **doctoral degree graduates** reached a record high in FY23 with 60 degree completers, which represents a **33% increase** in numbers since 2019. This growth significantly contributes to our impact in the state and region, driving Idaho's knowledge economy.
- The **retention rate for first-year students** maintained its positive trajectory after a substantial increase over the last decade. The 79.2% retention rate of the 2021 cohort represented a return to pre-pandemic levels of retention.
- The **six-year graduation rate reached its highest ever level at over 59%** for the Fall 2016 cohort of first-time, full-time (FTFT) freshmen. The graduation rate of the Fall 2016 transfer cohort exceeded 60% for the first time. The positive momentum and trajectory of increases in graduation rates demonstrate Boise State's ongoing commitment and support for student success. This has been achieved through significant innovation, including a wholesale revision of remedial education, use of learning assistants, changes to advising, and use of analytics to enable early intervention for at-risk students.
- Concurrent Enrollment and Distance Education** were significantly impacted by the global pandemic. The number of students participating in concurrent enrollment (dual credit) in FY23 was 7,117. This number exceeded pre-pandemic participation and represents a 9% increase over last year. Distance education credit hours in FY23 decreased by approximately 6% from FY22 although the number of students participating in a distance learning course remained strong at 22,057.
- Enrollment in Boise State's online programs has maintained its positive trajectory with a total online enrollment of 3,747 in the fall of 2022. **Idaho resident enrollment in online programs increased by 19% between FY20 and FY23.**
- Boise State's total sponsored project expenditures **reached nearly \$64M for FY23** and the total number of awards was 416. These developments bring new revenue and opportunities to the state and support our state's economic engine.

Part II – Performance Measures

Productivity Measure	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	
Goal 1						
Improve Educational Access and Student Success						
<i>(Enhance the comprehensive student experience with a focus on student success and post-graduate outcomes)</i>						
1. Graduation Rates (Objective A)*						
4-yr graduation rate: % of baccalaureate-seeking, full-time, first time students graduating in four years or less ¹⁶	actual	F2016 cohort 38.1%	F2017 cohort 39.6%	F2018 cohort 41.4%	F2019 cohort <i>Not avail at this time</i>	-----
	target	33%	33%	40%	43%	43%

Productivity Measure		FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
2. Graduation Rates (Objective A)*						
6-yr graduation rate: % of baccalaureate-seeking, full-time, first time students graduating in six years or less ¹⁷	actual	F2014 cohort 54.1%	F2015 cohort 53.0%	F2016 cohort 59.1%	F2017 cohort <i>Not avail at this time</i>	-----
	target	48%	52%	56%	56%	62%
3. Progression to Degree (Objective A)*						
Gateway Math Completion: % of new degree-seeking freshmen completing a gateway math course within two years ¹⁸	actual	86.8%	85.9%	85.7%	85.4%	-----
	target	83%	83%	85%	85%	85%
4. Progression to Degree (Objective A)*						
Progress in credits: % of undergraduate degree seeking students completing 30 or more credits per year ¹⁹	actual	28.7%	28.3%	27.9%	29.6%	-----
	target	25%	28%	30%	30%	29%
5. Progression to Degree (Objective A)*						
Remedial Math: % of undergraduates completing credit-bearing course after remedial ²⁰	actual	56.7%	59.6%	65.1%	63.5%	-----
	target	55%	55%	58%	61%	65%
6. Progression to Degree (Objective A)*						
Remedial English: % of undergraduates completing credit-bearing course after remedial ²¹	actual	87.1%	84.8%	78.9%	80.8%	-----
	target	90%	90%	90%	90%	83%

Performance Measure Explanatory Notes

*Measure required by SBOE

¹ Indicates the number of officially enrolled students in a major or certificate that is delivered online.

² Student credit hours (SCH) earned are based on an end-of-term snapshot. Due to the snapshot timing, some earned credits (e.g., concurrent enrollment credits) may not be included in the total, resulting in the ratio of earned to attempted credits being underreported.

³ 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 that are enrolled and the number of credits earned. The credits and students align to the totals in the annual Dual Credit Report.

⁴ Distance Education is characterized by: the use of one or more technologies to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. (Summarized from the language in the Higher Education Opportunity Act.) Courses that are taught at a distance using educational technology are referred to as distance education classes; includes course modes of Internet-E, Online, and Remote (which was introduced in 2020-21). Distance education was affected significantly due to the global pandemic and data may continue to shift.

⁵ The count of awards reflects data submitted to IPEDS. Bachelor's awards and others include first plus second major. These figures are greater than the total number of graduating students because some graduating students receive multiple awards. 2014-15 was the first year that Boise State transcribed all undergraduate certificates and,

therefore, began reporting these to IPEDS in that year. Data presented for 2022-2023 are preliminary as they have not yet been reported to IPEDS.

⁶ Note that although the Education Specialist degree is a distinct degree type, it is categorized by IPEDS as a “post-master’s certificate.” Boise State awarded the first Ed.S. degrees in 2015-16.

⁷ The distinct (unduplicated) graduates reflect completers by award level as submitted to IPEDS. The total of distinct graduates does not equal the sum of the graduates at each level because there is some duplication of individuals between levels (e.g., earning both a graduate certificate and a master’s degree). Data presented for 2022-23 are preliminary as they have not yet been reported to IPEDS.

⁸ Retention is a measure of entering cohorts returning to enroll one year later (e.g., the percent of the Fall 2018 cohort of first time, full-time baccalaureate-seeking freshmen that return to enroll in Fall of 2019). Retention rate is calculated in a manner consistent with IPEDS. The four columns of data represent retention rates for the Fall 2019 through Fall 2021 cohorts; Fall 2022 cohort retention is not available until after Fall 2023 census enrollment.

⁹ Includes the unduplicated number of annual baccalaureate degree graduates per 100 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.

¹⁰ 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.

¹¹ Includes the unduplicated number of annual graduate certificates and master’s and doctoral degree graduates per 100 IPEDS annual graduate FTE. It should be noted that IPEDS includes credits taken by degree seeking and non-degree seeking students in calculating FTE.

¹² WICHE average from Table 1a of annual Tuition and Fees report. We use the average excluding California and the values were as follows: FY20 \$8,934, FY21 \$9,154, FY22 \$9,305, and FY23 \$9,588. A typical report can be found at <https://www.wiche.edu/policy-research/>

¹³ “Sponsored Projects” refers to externally funded projects of all types (research, instructional, and public service) funded from all sources (federal, state, local, and private).

¹⁴ Reflects the percentage of research grants that have investigators from more than one department. Includes only initial awards in the Research-Basic and Research-Applied categories.

¹⁵ Total Research and Development Expenditures are submitted to NSF approximately in March for the previous fiscal year.

¹⁶ Four-year graduation rate is a measure of entering cohorts graduating within a four-year time frame (e.g., the percent of the Fall 2015 cohort of first-time, full-time baccalaureate-seeking freshmen that graduated before the beginning of the fall 2019 semester). Graduation rate is calculated in a manner consistent with IPEDS. The four columns of data represent the rates for the Fall 2016 through Fall 2018 cohorts; rates for the Fall 2019 cohort are not available until after the start of the Fall 2023 term.

¹⁷ Six-year graduation rate is a measure of entering cohorts graduating within a six-year time frame (e.g., the percent of the Fall 2014 cohort of first-time, full-time baccalaureate-seeking freshmen that graduated before the beginning of the fall 2020 semester). Graduation rate is calculated in a manner consistent with IPEDS. The four columns of data represent the rates for the Fall 2014 through Fall 2016 cohorts; rates for the Fall 2017 cohort are not available until after the start of the Fall 2023 term.

¹⁸ 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 (Math 123 or higher) within two years (e.g., students who entered in fall 2018 and completed Math 123 or higher by the end of summer 2020 are reported for FY20). Note: the target presented for FY19 was set and reported in the spring 2018 BSU Strategic Plan Report. All years reflect the same methodology as clarified and refined by OSBE. All years' data were updated in 2022 as some higher-level math courses earned through dual credit or AP had been excluded from the count previously, thus, undercounting gateway course completion in the prior years.

¹⁹ 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 term). Based on end-of-term data version. 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 to determine degree-seeking status of 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 and 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. As methodology has been clarified and refined by OSBE over time, the data and targets have been updated accordingly.

²⁰ SBOE required metric: reform remediation. Percent of undergraduate, degree-seeking students who took a remedial course (Math defined as Math 025, 103, or 108) and completed (C- or above) a subsequent credit-bearing, gateway, course (Math 123, 143, 153, 157, or 254) or higher within one year of completing the remedial course (e.g., students who took a remedial course in fall 2018 and completed a subsequent course by the end of fall 2019). As methodology has been clarified and refined by OSBE over time, the data and targets have been updated accordingly.

²¹ SBOE required metric: reform remediation. Percent of undergraduate, degree-seeking students who took a remedial course and completed a subsequent credit-bearing, gateway, course within one year of completing the remedial course. Boise State uses a corequisite model for English, therefore, this measure is calculated as the number of students who took and completed English 101P in the given academic year. As methodology has been clarified and refined by OSBE over time, the data and targets have been updated accordingly.

For More Information Contact

Dr. Marlene Tromp
President
Boise State University
1910 University Dr
Boise, ID 83725-1000
Phone: 208-426-1491
E-mail: president@boisestate.edu

Part I – Agency Profile

Agency Overview

Founded in 1901, Idaho State University is one of the country's most comprehensive higher education institutions, offering more than 250 academic programs. Idaho State is one of seven universities in the U.S. to award technical certificates through graduate, post-graduate and professional degrees. The University is a Carnegie-classified doctoral research institution (High Research Activity), attracting students from around the world to its main campus in Pocatello and locations in Meridian, Idaho Falls, and Twin Falls. For nearly 60 years, the University has been Idaho's designated leader for training and educating health care professionals.

Today, Idaho State serves a student population of 12,685 (Fall 2022-end of term), and 14,816 unduplicated annual headcount (Fiscal Year 2023), representing 49 states and 62 countries. In addition, Idaho State taught more than 23,000 students (FY 2023) in professional development, workforce training, and continuing education courses. Idaho State's mission and Idaho State Board of Education (the Board) mandated service region is the result of the institution's history and Idaho's unique geography.

Idaho State's geographic service region extends from the upper-Snake River region on the east side of the state, to the Magic Valley/Twin Falls towards the west, and the rural communities of the central mountains on the north. Idaho State's disciplinary breadth, combined with its unique degree mix, offers a wide variety of opportunities for Idahoans, following the Board's mandate to serve its diverse, largely rural region and to provide health care programming for the state. Idaho State hosts 13 men's and women's National Collegiate Athletic Association (NCAA) athletic teams and offers 112 student clubs and organizations for student participation.

Idaho State is organized into seven colleges: Arts and Letters, Business, Education, Science and Engineering, Technology, Pharmacy, and Health. In addition, Idaho State's Graduate School is overseen by a graduate dean advised by graduate faculty, and the Dean of the Library directs library activities and its faculty and staff.

Idaho State boasts many incredible facilities, including the Center for Advanced Energy Studies (CAES), the Idaho Accelerator Center, and the nationally renowned Stephens Performing Arts Center, which brings music, theatre, and cultural performances to southeastern Idaho. The Idaho Museum of Natural History, located on the Pocatello campus, provides children, families, and adults an in-depth exploration of the natural history of Idaho.

In 2022, Idaho State completed and began implementing a new, more aspirational mission, vision, and strategic plan. To achieve mission fulfillment, the University created five goals. The goals work to improve institutional effectiveness, student achievement, and student learning.

- 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

The FY23 Performance Measure Report reflects the new plan's accomplishments of the new performance measures.

ISU's Mission:

We engage students through learning and research opportunities that improve the intellectual vigor, cultural vitality, and health of our communities.

ISU's Vision:

We inspire a passion for knowledge and discovery.

Core Functions/Idaho Code

Idaho State University is a publicly supported institution of higher education as created under the laws of the State of Idaho, Idaho Statute Title 33, Chapter 30 and is governed by the Board.

Revenue and Expenditures

Revenue	FY 2020	FY 2021	FY 2022	FY 2023
Operating revenues				Available in November
Student tuition and fees (Gross)	104,240,000	107,388,000	115,522,000	
Scholarship discounts and allowances	(31,449,000)	(27,984,000)	(27,057,000)	
Federal grants and contracts	8,018,000	8,402,000	10,577,000	
State and local grants and contracts	9,891,000	10,894,000	11,300,000	
Private grants and contracts	5,865,000	5,776,000	7,010,000	
Sales and services of education activities	5,395,000	6,805,000	8,018,000	
Sales and services of auxiliary enterprises	12,827,000	10,393,000	14,148,000	
Other	3,514,000	3,756,000	8,900,000	
Total operating revenues	119,301,000	125,430,000	148,418,000	
Expenditure	FY 2020	FY2021	FY 2022	
Operating expenses	253,036,000	252,437,000	281,248,000	
Instruction	103,887,000	101,192,000	110,866,000	
Research	13,173,000	13,682,000	15,081,000	
Public Services	3,910,000	5,094,000	9,747,000	
Academic Support	18,285,000	17,011,000	17,606,000	
Libraries	3,812,000	3,492,000	3,422,000	
Student Services	11,001,000	11,289,000	13,064,000	
Institutional Support	30,662,000	32,418,000	26,806,000	
Maintenance & Operations	17,473,000	15,291,000	17,347,000	
Auxiliary Enterprises	22,599,000	19,505,000	24,292,000	
Scholarships and Fellowships	15,855,000	21,277,000	30,487,000	
Depreciation	12,379,000	12,186,000	12,530,000	
Operating income/(loss)	(134,735,000)	(127,007,000)	(132,830,000)	
Nonoperating revenues/(expenses)				
State appropriations:	102,269,000	96,766,000	108,717,000	
State General Account	81,437,000	77,968,000	84,345,000	
Endowment Income	4,008,000	4,265,000	4,392,000	
Other State Appropriations	4,303,000	2,781,000	6,091,000	
Professional Technical Education	12,521,000	11,752,000	13,889,000	
State Department of Public Works	(104,000)	(198,000)	0	
Title IV grants	15,495,000	14,144,000	14,095,000	
Other Federal grants	3,083,000	19,420,000	22,824,000	
Gifts	7,390,000	9,216,000	12,935,000	
Net investment income/(loss)	1,005,000	545,000	(73,000)	
Amortization of bond financing costs	(9,000)	(829,000)	(546,000)	
Interest on capital asset-related debt	(1,421,000)	(1,565,000)	(1,429,000)	
Gain or (loss) on disposal of fixed assets	(84,000)	(2,000)	(36,000)	
Net nonoperating revenues/(expenses)	127,624,000	137,497,000	156,487,000	
Other Revenue and Expenses	FY 2020	FY2021	FY 2022	
Capital gifts and grants	13,360,000	4,541,000	7,248,000	
Other Expenses	(1,356,000)	0	0	
Special Items - Transfer of Operations		663,000		
Net other revenues and expenses	12,004,000	5,204,000	7,248,000	
Increase in net assets	4,893,000	15,694,000	30,905,000	

Other Revenue and Expenses	FY 2020	FY 2021	FY 2022	FY 2023
Net assets - beginning of year (*-restated)	252,098,000	256,991,000	272,685,000	
Net assets – end of year (*-restated)	256,991,000	*272,685,000	303,590,000	

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2020	FY 2021	FY 2022	FY2023
Grand Total Number of Students ¹	23,197	30,558	36,115	38,513
Total number of enrolled ISU students in a fiscal year	14,870	14,241	14,702	14,816
Total number of College of Education K-12 professional development students in a fiscal year (see note ¹)	2,703	11,484	15,805	17,209
Total number of Workforce Training / Continuing Education students in a fiscal year	5,624	4,833	5,608	6,488
Percentage of undergraduates (based on fall term)				
- Full-time	56%	57%	55%	53%
- Part-time	44%	43%	45%	47%
Total annual full-time equivalency (FTE) enrollment ²	9,589	9,322	9,252	9,216
- Career Technical	819	749	711	685
- Undergraduate	6,587	6,246	6,191	6,196
- Graduate	2,183	2,327	2,350	2,335
Total credit hours taught: ³	274,551	265,715	263,467	262,479
- Career Technical credit hours	24,556	22,473	21,334	20,546
- Academic credit hours	249,995	243,242	242,133	241,933
o Undergraduate credit hours	197,601	187,391	185,725	185,886
o Graduate credit hours	52,394	55,851	56,408	56,047
Percentage of all degree-seeking undergraduates receiving a PELL grant	43%	40%	40%	38%
Amount of ISU student scholarships/fellowships awarded	\$15,855,000	\$21,277,000	\$30,487,000	Available in November
Total number of certificates and degrees awarded ⁴	2,462	2,756	2,737	2,804
- Undergraduate	1,803	2,082	1,955	2,004
- Graduate	659	674	782	800
% degrees awarded in Health Professions ⁵	33%	37%	37%	35%
% degrees awarded in STEM Disciplines ⁶	15%	15%	13%	14%

Cases Managed and/or Key Services Provided	FY 2020	FY 2021	FY 2022	FY2023
Total new degree-seeking undergraduate students in FY ⁷	1,737	1,593	1,703	1,671
- Idaho Resident	1,584	1,437	1,522	1,456
- Non-resident	123	130	142	160
- International	30	26	39	55

1. Student headcounts are unduplicated in a fiscal year by category. If a student is enrolled in an ISU course, enrolled in a College of Education professional development course, and enrolled in a Workforce Training / Continuing Education in the same fiscal year, the student will be counted 3 times, once in each category. The main reason for the large increase in the total number of College of Education K-12 professional development students in fiscal year 2021,2022, and 2023 was the result of an out-of-state marketing campaign.
2. Annual full-time equivalency (FTE) is calculated by dividing the total Undergraduate and Career Technical credit hours (SCH) by 30; total Graduate SCH is divided by 24.
3. Total student credit hour production for the fiscal year.
4. Degrees are those awarded and posted as of June 26, 2023 the fiscal year.
5. Certificates/Degrees with a U.S. Dept. of Education Classification of Instructional Programs (CIP) Code of 51 – Health Professions and Related Clinical Sciences, and Clinical Psychology degrees.
6. Certificates/Degrees with a CIP Code in Science, Technology, Engineering, and Mathematics (STEM) as defined by the CIP codes, 01,03,04,11,14,15,26,27,29,40,41.
7. New students in the summer term enrolled in the subsequent fall term are counted as “new” in the fall term.

FY 2023 Performance Highlights (Optional)

College of Arts and Letters

The theme of recent major accomplishments in the College of Arts and Letters is “the power of partnerships.”

- The ISU Theatre and Dance program has demonstrated amazing resilience in the face of uniquely challenging circumstances. During the height of COVID, they continued to serve students and offer outstanding public performances through commitment, hard work, and technological innovation.
- While responding to ongoing challenges brought about by the pandemic, a number of essential faculty chose to leave the university for other opportunities. Despite this, in the last year they have not only survived but thrived as demonstrated by the following accomplishments:
 - (1) An increase in the number of students majoring in their program,
 - (2) The return of the summer musical, which is an important outreach event bringing the university and community together, and partnership with a corporate sponsor to provide ongoing financial support for the event, and
 - (3) Prestigious recognition for their production of Marisol which earned five national awards from the Kennedy Center.
- Interdepartmental collaboration is benefitting students. In opposition to the tendency for departments to isolate and defend “turf” in times of limited resources, CAL programs are being innovative and working together. 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—are growing and thriving. In addition, new interdisciplinary certificates are being proposed and faculty are seeking joint appointments which foster dialogue, leading to the sharing of resources and expertise as well as curricular renewal.

College of Business

- The ISU 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 fits extremely well with our other outreach in the COB such as Bengal solutions, CEED, the Brown Center for Sales Excellence, and SBDC. Providing grant writing services and market research assistance for potential entrepreneurs 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.
- We had our very first Financial Literacy Week made possible due to a gift from Wells Fargo. We had terrific events across campus with students having the opportunity to win money at all of them simply by learning more about financial literacy. The events were open to the public and helped bring attention to this critical topic and improve financial literacy throughout our community.

College of Education

- In partnership with SD25, the COE 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 College and University, enhanced relationships with the school district, and has seen a more than 90% first-to-second semester retention rate. We firmly believe this program is transforming students' lives and the lives of their children who may one day be ISU students. It is also contributing to the University's undergraduate enrollment growth and student success metrics. Finally, this program will help to address the ongoing teacher shortage in Idaho.
- The Regional Math Center in the COE received a \$1.1m dollar grant to provide eastern Idaho teachers with equitable access to high quality instruction and assessment support to implement Accelerated Math Learning in response to students' learning loss due to COVID 19.

College of Science & 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.

- Faculty in Biological Sciences and Chemistry collaborated on a \$1.5 million S-STEM award from the National Science Foundation. The grant will provide up to 45 high achieving, low income students with two-year scholarships to transfer to ISU to major in biology, microbiology, biochemistry or chemistry. Regional community colleges will be the primary source of these students who will have a exploratory research program to immerse themselves in the university experience.

College of Technology

- The College of Technology made significant progress in modernizing programs throughout the college in 2022. Due to the Leading Idaho Grant from the Governor's Office and the Idaho State Legislature, we received \$1.6 million in equipment including various simulators from a painting simulator in the Automotive Collision Repair and Refinishing program to a personnel contamination simulator in Nuclear Operations, and much more. The NuScale Small Modular Reactor Simulator, equipment from the Building Idaho's Future grant from the previous year, was showcased in a [grand opening](#) in October 2022 as part of the Reactor Control Room and Simulator Lab remodel at the Eames Complex. In November 2022, the College of Technology Health Occupations programs demonstrated some of the new human simulation equipment during the [open house](#) of the newly remodeled Health Occupations Simulation Lab and engaged the community with interactive scenarios.
- The College of Technology's Industrial Cybersecurity Engineering Technology faculty partnered with U of I (PI) 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.

Kasiska Division of Health Sciences

- The Kasiska Division of Health Sciences hosted the Idaho HOSA *Future Health Professionals* State Leadership Conference (SLC) on our Pocatello campus on March 8-10, 2023. This was the first time Idaho HOSA has taken their SLC outside of the Boise area. HOSA is a student-led organization recognized by the U.S. Department of Education and the Department of Health and Human Services and its mission is to empower high school and college students to become leaders in the global health community through education, collaboration, and experience. We had nearly 800 high school students in attendance, along with their teachers and advisors, from all over the state. Many of our faculty and staff served as judges for various competitions and faculty, staff, and students from the KDHS and from across campus worked together to showcase the best of what Idaho State University has to offer future health professions' students. It was a great success and we will have the opportunity to host this conference again next year as well.

- Idaho State University is one of only seven universities in the United States where students can obtain 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.
- PA's in Idaho - 54.1% - 552 out of 1019
- NP's in Idaho - 239 of 1700+ NPs licensed in Idaho
- Family Medicine Residency physicians in Idaho - About 100 physicians, approximately 50% of FMR grads have remained in Idaho since its inception 28 years ago.
- Pharmacists - 1234 out of 4500 graduates.

College of Health

The focus of the College of Health is “serving the health care needs of Idahoans through education and clinical practice”.

- The PA 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 11 in the nation to receive this competitive grant.
- The Department of Community and Public Health submitted or partnered with other units to submit grants totaling more than \$10,761,747. Currently, 78% of faculty are funded and the most recent grant was funded by HRSA for 3 years at \$3,000,000.

College of Pharmacy

- Executed the Letter of Agreement with 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 so that construction could begin in March 2023.
- Received the American Pharmacists Association 2021-2022 Second Runner-Up Award for outstanding development and implementation of Operation Immunization. Operation Immunization is a patient care project that increases immunization awareness through educational initiatives and public outreach leading to improvements in the health of our nation.

Graduate School:

- The Graduate School successfully completed the implementation of a major IT infrastructure project in building out and 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 (Comprehensive Exams, for example). 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 with no new central dollars needed to support.

- The Graduate School launched its strategic recruitment initiative which focused on high-growth potential graduate programs in the institution. Working with these programs, we have initiated the development of data-informed holistic recruitment plans that target key points in the recruitment funnel and addresses weakness or points of loss to better ensure student matriculation into the university. This required the buildout of a temporary data dashboard (to be replaced by the Data Warehouse eventually), which was also completed. Strategic recruitment plans are integrated with our CollegeNet application system, and maintains strategic communication with applicants throughout the application process to ensure that they have relevant application information delivered just-in-time. It is highly personalized, program specific, and responsive to unique program and applicant needs. We will continue to expand this initiative to programs over the next several years until all graduate programs are included.
- As an additional FYI, in FY 23 the Graduate School provided almost 6 million dollars in scholarships and direct student support to advance graduate education, graduate research and graduate student welfare at Idaho State University.

Library:

- The Library has successfully coordinated the operations of an external vendor into its operations. Leading up to the summer of 2022, the Library redefined staff work areas in order to vacate the area to be utilized by Starbucks. During summer 2022, construction began in earnest, and accommodations were made to protect the collection directly below the Starbucks in anticipation of leaks, which occurred several times. Accommodations to assist construction workers, to coordinate operation hours with Starbucks staff, to coordinate building maintenance issues, as well as emergency procedures have successfully been made.
- The Library has simultaneously begun a space reimagining project and a qualitative collection review with the goal of combining its services and space into a more welcoming environment for today's students. Work continues on a review of collections housed on all four floors, and as of late spring 2022, space has been cleared of collections on the first floor. Following a detailed analysis by Library staff analysis, the directed removal or relocation of 30,000 print volumes and microform items was accomplished by ISU Facilities staff. As a qualitative review continues, recently installed condensed shelving in the basement will house newly reviewed items, and collections on floors two and three will be addressed.

Part II – Performance Measures

Performance Measure	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	
Goal 1: Increase student access, opportunity, retention, and success						
Objective: Increase access and enrollment using targeted recruitment						
1. Fall-to-fall, full-time, first-time bachelor degree-seeking student retention rate . Benchmark Definition: A 10% increase in fall-to-fall, full-time, first-time bachelor degree-seeking student retention rate to 75%. SBOE benchmark = 85%) ¹ (SBOE system-wide Strategic Plan Measure)	<i>actual</i>	64% (Fall 2018 cohort)	63% (Fall 2019 cohort)	67% (Fall 2020 cohort)	71% (Fall 2021 cohort)	-----
	<i>target</i>	72%	72%	72%	72%	73%
Idaho State Board Of Education System-Wide Strategic Plan Measures						
2. Math Pathways VI - Percent of new degree-seeking freshmen completing a gateway math course within two years. (FY 2027 = 60% or more) ² (SBOE system-wide Strategic Plan Measure)	<i>actual</i>	68%	71%	73%	76%	-----
	<i>target</i>	75%	75%	75%	75%	75%
3. Remediation Reform V - Percent of undergraduate, degree-seeking students who took a remedial course and completed a subsequent credit bearing course (in the area identified as needing remediation) within a year with a "C-" or higher. (FY 2027 = Math 45%, English 72%) ³ (SBOE system-wide Strategic Plan Measure)	Math - <i>actual</i>	22%	29%	38%	47%	-----
	<i>target</i>	38%	39%	40%	43%	44%
	English - <i>actual</i>	68%	60%	64%	68%	-----
	<i>target</i>	66%	68%	70%	71%	72%
4. Timely Degree I - Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting. (FY 2027 = 40%) ⁴ (SBOE system-wide Strategic Plan Measure)	<i>actual</i>	26%	24%	24%	22%	-----
	<i>target</i>	29%	29%	29%	33%	36%

Performance Measure		FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
5. Timely Degree II - Percent of first-time, full-time, freshmen graduating within 150% of time. (FY 2027 = 40%) (SBOE system-wide Strategic Plan Measure)	actual	33% (Fall 2014 cohort)	36% (Fall 2015 cohort)	34% (Fall 2016 cohort)	Available in November (Fall 2017 cohort)	-----
	target	35%	35%	35%	39%	37%
6. Guided Pathways VII - Percent of first-time, full-time freshmen graduating within 100% of time. (FY 2027 = 30%) (SBOE system-wide Strategic Plan Measure)	actual	19% (Fall 2016 cohort)	24% (Fall 2017 cohort)	19% (Fall 2018 cohort)	Available in November (Fall 2019 cohort)	-----
	target	19%	20%	22%	24%	25%

Performance Measure Explanatory Notes *(Optional)*

1. ISU was able to identify students that were not returning to ISU in order to serve on a religious mission or active military duty. These students were excluded from the cohorts per the U.S. Department of Education instructions. This revision of the cohort data may cause slight differences in data reported in the Strategic Plan.
2. The methodology for this metric was revised by SBOE in 2022 for all years. Benchmarks were revised in FY 2023. 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.
3. The methodology for this metric was revised by SBOE in 2022 for all years. Benchmarks were revised in FY 2023. Remedial Math includes courses numbered below a 100 level, Math 1108, 1108P – Intermediate Algebra, MATH 1123P and 1153P are a co-requisite model. Remedial English courses were replaced with a co-requisite model in 2015. ENGL 1101P is a variation of ENGL 1101 in which students not placing into ENGL 1101 receive intensive supplemental instruction in reading, analyzing, and writing expository essays. 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. For example, if a student successfully completed a remedial course in Fall 2017, the student would have until the end of Fall 2018 to complete a college level course with a C- or higher. 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. Data includes college level coursework transferred to ISU after the student's first ISU term enrolled in a remedial course as an undergraduate degree-seeking student.
4. 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.

For More Information Contact

Kevin Satterlee, President
Idaho State University, Stop 8310
Pocatello, ID 83209-8310
Phone: (208) 282-2566
E-mail: kevinsatterlee@isu.edu

Part I – Agency Profile

Agency Overview

As designated by the Carnegie Foundation, the University of Idaho is a doctoral granting higher research activity institution and the state’s land-grant university committed to undergraduate- and graduate-research education with extension services responsive to Idaho and the region’s business and community needs. The University is also responsible for medical and veterinary medical education programs in which the state of Idaho participates; WWAMI – Washington-Wyoming-Montana-Alaska-Idaho for medical education; WI – Washington-Idaho for veterinary medical education. The University of Idaho has a primary and continuing emphasis in agriculture, natural resources and metallurgy, engineering, architecture, law, foreign languages, teacher preparation and international programs, business, education, liberal arts, physical, life and social sciences; some of which also provide the core curriculum or general education portion of the curriculum.

The institution serves students, business and industry, the professional and public sector groups throughout the state and nation as well as diverse and special constituencies. The University also has specific responsibilities in research and extension programs related to its land-grant functions. The University of Idaho works in collaboration with other state postsecondary institutions in serving these constituencies.

Core Functions/Idaho Code

Recognizing that education was vital to the development of Idaho, the Idaho territorial legislature set as a major objective the establishment of an institution that would offer to all the people of the territory, on equal terms, higher education that would excel not only in the arts, letters, and sciences, but also in the agricultural and mechanic arts. The federal government’s extensive land grants, particularly under the Morrill Act of 1862, provided substantial assistance in this undertaking. Subsequent federal legislation provided further for the teaching function of the institution and for programs of research and extension. In all, approximately 240,000 acres were allocated to the support of the University of Idaho’s land-grant institution.

After selecting Moscow as the site for the new university, in part because Moscow was located in the “center of one of the richest and most populous agricultural sections in the entire Northwest” and the surrounding area was not subject to the “vicissitudes of booms, excitement, or speculation,” the University of Idaho was founded January 30, 1889, by an act of the 15th and last territorial legislature. That act, commonly known as the university’s’ charter, became a part of Idaho’s organic law by virtue of its confirmation under article IX, section 10, of the state constitution when Idaho was admitted to the union. As the constitution of 1890 provides, “The location of the University of Idaho, as established by existing laws, is hereby confirmed. All the rights, immunities, franchises, and endowments heretofore granted thereto by the territory of Idaho are hereby perpetuated unto the said university. The regents shall have the general supervision of the university and the control and direction of all the funds of, and appropriations to, the university, under such regulations as may be prescribed by law.” Under these provisions, the University of Idaho was given status as a constitutional entity.

Revenue and Expenditures¹

Revenue	FY 2020	FY 2021	FY 2022	FY 2023
Approp: General Funds	137,839,878	132,788,600	141,626,500	
Approp: Federal Stimulus				
Approp: Endowment Funds	10,756,000	11,738,400	12,497,500	
Approp: Student Fees	76,522,032	71,512,224	70,032,414	
Institutional Student Fees ²	20,882,580	21,225,062	23,868,976	
Federal Grants & Contracts	84,081,922	94,467,733	115,356,686	
State Grants & Contracts ²	8,729,387	7,742,336	6,172,809	
Private Gifts, Grants & Contracts	3,954,408	3,141,221	3,370,957	
Sales & Serv of Educ Act	8,883,097	10,351,448	10,180,527	

Sales & Serv of Aux Ent	21,165,206	15,883,334	23,517,262	
Indirect Costs/Other	<u>43,896,176</u>	<u>42,192,304</u>	<u>32,17,473</u>	
Total	\$416,710,686	\$411,042,662	\$438,741,104	
Expenditures	FY 2020	FY 2021	FY 2022	FY 2023
Instruction	\$120,582,004	\$94,197,626	\$101,515,843	
Research	75,385,095	74,264,616	74,415,907	
Public Service	36,817,304	42,072,302	47,886,925	
Library	6,188,241	7,146,419	7,323,004	
Student Services	14,946,961	12,872,361	13,443,115	
Physical Plant	53,772,867	58,952,140	61,297,774	
Institutional Support	41,931,097	37,525,870	47,317,976	
Academic Support	20,199,124	18,361,521	19,230,553	
Athletics	15,050,173	12,930,305	8,757,276	
Auxiliary Enterprises	15,408,032	12,292,493	20,214,008	
Scholarships/Fellowships	15,528,665	17,584,675	30,385,744	
Other	<u>0</u>	<u>0</u>	<u>0</u>	
Total	\$415,809,563	\$388,200,328	\$431,788,125	

1. These amounts conform to our audited financial statements available in the Fall.

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2020	FY 2021	FY 2022	FY 2023
Annual (unduplicated) Enrollment Headcount ¹				
- Undergraduate	7,805	7,401	7,478	7,671
- Graduate	2,141	2,187	2,359	2,400
- <u>Professional</u>	<u>419</u>	<u>542</u>	<u>519</u>	<u>482</u>
Total	10,365	10,130	10,356	10,553
Annual Credit Hours Taught ¹				
- Undergraduate	227,582	211,198	210,017	221,509
- Graduate	29,788	29,157	31,599	30,894
- <u>Professional</u>	<u>14,390</u>	<u>17,733</u>	<u>17,250</u>	<u>16,815</u>
Total	271,760	258,088	258,866	269,218
Annual Enrollment FTE ²				
- Undergraduate	7,586	7,040	7,001	7,384
- Graduate	1,241	1,215	1,317	1,287
- <u>Professional</u>	<u>439</u>	<u>557</u>	<u>537</u>	<u>505</u>
Total	9,266	8,812	8,885	9,176
Degree Production: Unduplicated HC of Graduates over rolling 3-yr average degree-seeking student FTE ³				
- Academic Certificates	64%	56%	62%	42%
- Undergraduate	22%	22%	22%	22%
- Graduate	49%	42%	46%	50%
- Professional	30%	35%	39%	26%

Cases Managed and/or Key Services Provided	FY 2020	FY 2021	FY 2022	FY 2023
Undergraduate Cost per Credit: Cost of College Step 4 ⁴ / EWA weighted undergrad credits (all students calculated by cip code)	\$186,007,603 / 420,122.58 \$422.7	\$191,926,758 / 378,516.27 \$507.1	\$154,665,798 / 382,922 \$403.9	\$145,534,076 / 402,866.8 \$361.2
Graduates (UG) per \$100,000: unduplicated HC of UG degree + certificate graduates / Cost of College Step 4 ⁴	(1796/1860) 0.97	(1685/1919) 0.88	(1642/1547) 1.06	(1563/1457) 1.07
Dual Credit hours taught ⁵ - Total Annual Credit Hours - Total Annual Student Headcount	11,504 2,371	8,996 1,886	8,835 1,868	12,051 2,506
Undergraduate students participating in Study Abroad and National Student Exchange programs ⁶ - Number - Percent	683 8.8%	29 0.4%	451 6.0%	690 9%
Percent of undergraduate students participating in research programs ⁸	60%	56%	53%	55%
Number and Percent of UG degrees conferred in STEM fields ⁹ UI Number / Percent	719 / 1,761 41%	627 / 1,631 38%	624 / 1,579 40%	601 / 1,507 40%
Percent of students participating in service-learning opportunities ¹⁰ - Number - Percent	1,820 / 7805 23.3%	1,701 / 7401 23.0%	1,737 / 7878 22.0%	1,351 / 7,671 17.6%
Institution primary reserve ratio comparable to the advisable level of reserves ¹¹	21%	42%	24%	NA ¹²
Number of Postdocs, and Non-faculty Research Staff with Doctorates. ¹³ (Goal 1: Objective A Measure II)	103	70	106	122
Research Expenditures (\$Million) (Goal 1: Objective A Measure I)	\$113,107 M	\$112,810 M	\$105,895 M	\$115,603 M
NSSE Means Service Learning, Field Placement or Study Abroad ¹⁴ (Goal 2: Objective C Measure II)	53%	53%	35%	35%
Faculty Collaboration with Communities (HERI) ¹⁵ (Goal 2: Objective B Measure I)	57%	57%	57%	57%
Enrollment (Fall Census) ¹⁶ (Goal 3: Objective A Measure I)	11,926	10,791	11,303	11,507
Percent Multicultural Faculty & Staff ¹⁸ (Goal 4: Objective A Measure III)	21.3%/ 13.2%	20.6% / 13.4%	21.0% / 14.6%	21.3% / 14.7%
Multicultural Student Enrollment ¹⁹ (Goal 4 Objective A Measure I)	2,613	2,406	2,607	2,690
Proportion of postsecondary graduates with student loan debt - Bachelors degrees	966/1,675 57.7%	882/1,568 56.3%	814/1,507 54.0%	745/1,457 51.1%
Total number of certificates/degrees produced - Certificates less than 1 year - Certificates 1 year or more - Associates - Bachelors - Certificate – Graduate - Graduate (Masters, Specialists and Doctorates) - Professional (M.S.A.T., J.D, Ed.D.. and D.A.T.) - Total	91 0 0 1,761 37 594 132 2,615	92 0 0 1,631 36 528 171 2,458	118 0 0 1,579 24 596 208 2,525	88 0 0 1,504 28 656 145 2,421

Number of unduplicated graduates:				
- Certificates less than 1 year	84	82	111	78
- Certificates 1 year or more	0	0	0	0
- Associates	0	0	0	0
- Bachelors	1,675	1,568	1,507	1,457
- Certificate - Graduate	37	36	24	28
- Graduate (Masters, Specialists and Doctorates)	592	526	596	654
- Professional (M.S.A.T., J.D, Ed.D.. and D.A.T.)	132	171	208	145
- Total	2,520	2,382	2,446	2,363

Footnotes for Profile of Cases Managed and/or Key Services Provided

¹ Summer, Fall and Spring, as reported to SBOE on the PSR-1 Annual Student Enrollment Report only includes UG and GR (no early college).

² Based on SBOE Annual PSR-1. FTE = Annual Credits divided by 30 for Undergraduate, 24 for Graduate, 28 for Law. WWAMI is student headcount.

³ Rolling 3-year FTE calculated from UI data warehouse to derive Academic Certificate values.

⁴ Cost of College Step 4 figures based on Audited Financial Statements for previous FY (from General Accounting office). Total weighted undergraduate credit hours from EWA divided by undergraduate dollars from Cost of College report.

⁵ Only postsecondary credits taken by high school students are counted as dual credit.

⁶ Study Abroad and National Student Exchange are coded in the course subject fields.

⁷ Idaho public high school graduates in the previous year requiring remedial education.

⁸ From the UI web-based, Graduating Senior Survey.

⁹ Bachelor's degrees only, as reported to IPEDS. STEM fields using CCA definitions.

¹⁰ Number of participating students, as reported by UI Career Center/Service Learning Center, divided by degree seeking UG student headcount.

¹¹ As reported by UI Controller's Office, Benchmark based on NACUBO recommendations. Values represent calculations for prior fiscal year.

¹² Institution Primary Reserve Ratio is available with the audited financials in Fall.

¹³ 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>).

¹⁴ 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. Survey completed every three years.

¹⁵ 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.

¹⁶ This metric consists of headcounts from the data set used in reporting headcounts to the SBOE, IPEDS and the Common Data Set as of Fall census date. The data is updated annually.

¹⁸ 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.

¹⁹ The headcounts used for this metric are 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.

Part II – Performance Measures

Performance Measure		FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
Timely Degree Completion						
I. Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting	actual	6,641 2,787 42%	6,288 2,631 41.8%	6,368 2,455 38.6%	6,659 2,620 39.3%	
	target	40%	40%	40%	42%	42%
II. Percent of first-time, full-time, freshmen graduating within 150% of time ¹	actual	56.1% 890 1,586 Cohort 2013-14	59.5% 923 1,552 Cohort 2014-15	59.1% 919 1,556 Cohort 2015-16	61.0% 996 1,632 Cohort 2016-17	
	target	58%	58%	58%	60%	60%
Retention New Freshman Retention Rate Full-time Percent ³	actual	77.3% Cohort 2018-19	76.8% Cohort 2019-20	74.57% Cohort 2020-21	73.78% Cohort 2021-22	
	target	83%	84%	84%	80%	80%
Retention New Transfer Retention Rate Full-time Percent ³	actual	82.6%	82.9%	79.7%	79.6%	
	target	78%	79%	79%	80%	80%

Performance Measures		FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	
Reform Remediation							
V. Percent of undergraduate, degree-seeking students who took a remedial course and completed a subsequent credit bearing course within a year with a "C" or higher ²	actual	Math	50% 321	52.4% 300	56.6% 300	48.3% 230	
		English	642 73.4% 179 244	573 69.0% 171 248	530 71.0% 196 276	476 65.1% 188 289	
	target	Math	56%	56%	56%	54%	54%
		English	77%	77%	77%	70%	70%
VI. Percent of new degree-seeking freshmen completing a gateway math course within two years	actual	89.8% 1,102 / 1,227 Cohort 2017-18	93.3% 1,016 / 1,089 Cohort 2018-19	91.7% 1,030 / 1,123 Cohort 2019-20	88.2% 924 / 1,048 Cohort 2020-21		
	target	74%	74%	74%	62%	62%	
VII. Percent of first-time, full-time freshmen graduating within 100% of time ¹	actual	38.2% 594 1,556 Cohort 2015-16	40.7% 663 1,630 Cohort 2016-17	41.1% 577 1,517 Cohort 2017-18	42.9% 603 1,406 Cohort 2018-19		
	target	34%	34%	34%	42%	42%	

Performance Measure Explanatory Notes

¹ FTFT Graduating in 150% FY20-23 and FTFT graduating 100% of time FY21-FY23 updated to reflect more accurate measures.

²As reported on the SBOE Remediation Report.

³ As reported to IPEDS. Each year's rates reflect the percentage returning the fall of the FY specified. FY22 is updated to reflect more accurate measure.

For More Information Contact:

Torrey Lawrence, Provost and Executive Vice President

University of Idaho

875 Perimeter Drive, MS 3152

Moscow, ID 83844-3152

Phone: (208) 885-7919

E-mail: tlawrence@uidaho.edu

Website: <https://www.uidaho.edu/provost/ir>

Performance Report – Agency Profile

Agency Overview

The Idaho State Department of Education (SDE) is a government agency supporting students and schools. We are responsible for implementing policies, distributing funds, administering statewide assessments, licensing educators, and providing accountability data. We deliver leadership, expertise, and technical assistance to school districts and public charter schools to support the academic learning and achievement of all Idaho students.

The vision of the State Department of Education is to support schools and students to achieve by ensuring:

All Idaho graduates are ready for life and prepared for college, job training and in-demand careers.

The State Department of Education's mission is to provide the highest quality of support and collaboration to Idaho's public schools, teachers, students and parents. The Department will align its annual budget request and legislative agenda to support schools and students to achieve. The Department is responsible for ensuring that professional development and contracted services align with the statewide goals of supporting early literacy, middle school math, and career/technical education in Idaho. The Department will identify barriers to success, strategies for improvement, and any additional resources necessary to make measurable progress.

Core Functions/Idaho Code

Pursuant to Title 33, chapter 1, Section 125, there is hereby established as an executive agency of the State Board of Education a department known as the State Department of Education. The State Superintendent shall serve as the executive officer of such department and shall have the responsibility for carrying out policies, procedures, and duties authorized by law or established by the State Board of Education for all elementary and secondary school matters, and to administer grants for the promotion of science education as provided in sections 33-128 and 33-129, Idaho Code.

Revenue and Expenditures

Revenue	FY 2020 ¹	FY 2021 ²	FY 2022 ³	FY 2023 ⁴
General Fund	1,879,414,900	1,886,178,500	2,110,235,800	2,319,809,400
Federal Grant	225,794,800	432,702,200	528,359,600	871,376,500
Dedicated Fund	104,924,600	103,282,201	98,979,800	128,652,000
Total	2,210,124,300	2,422,162,901	2,747,575,200	3,319,837,900
Expenditure	FY 2020 ⁵	FY 2021 ⁶	FY 2022 ⁷	FY 2023 ⁸
Personnel Costs	0	0	9,827,900	11,167,900
Operating Expenditures	11,200,000	10,378,800	15,048,500	14,830,400
Capital Outlay	0	0	231,000	109,000
Trustee/Benefit Payments	2,198,934,300	2,411,784,100	2,712,467,800	3,293,730,600
Total	2,210,134,300	2,422,162,900	2,737,575,700	3,319,837,900

Profile of Cases Managed and/or Key Services Provided *Includes IESDB

Cases Managed and/or Key Services Provided	FY 2020	FY 2021	FY 2022	FY 2023
Number of K-12 School Districts & Charters Supported ⁹	115 Districts 61 Charters 1 COSSA	115 Districts 66 Charters 1 COSSA	115 Districts 68 Charters 1 COSSA	115 Districts 70 Charters 1 COSSA
Number of K-12 Public School Students ¹⁰	308,285	307,342	312,643	315,254
Teacher FTE	17,252 ¹¹	17,778 ¹²	18,097 ¹³	18,259

Cases Managed and/or Key Services Provided	FY 2020	FY 2021	FY 2022	FY 2023
FTE Student Teacher Ratio	17.87	17.29	17.28	17.27

Part II – Performance Measures

Performance Measure	FY2019	FY 2020	FY 2021	FY 2022	FY 2023
Goal 1 <i>Ensure 80% of Idaho’s K-3 students are proficient readers, as indicated by the Spring Idaho Reading Indicator (IRI).</i> Objective A <i>Support school district and public charter schools that align with the science of reading.</i> Objective B <i>Identify 50 “new” Idaho schools that will use the Professional Learning Community (PLC) practice, as a means to ensure their students are achieving reading proficiency on the IRI.</i>					

I. Percentage of students placing as proficient on the Idaho Reading Indicator (IRI) K-3 (Spring). <small>*New assessment administered in 2018/19 School Year. Benchmarks to be determined after 2 years of data is available. **Achievement standards were reset based on the new norm.</small>		2019-20 School Yr.	2020-21 School Yr.	2021-22 School Yr.	2022-23 School Yr.	2023-24 School Yr.
	Actual	NA	65 %	68%	63%**	
Benchmark	NA*	TBD	TBD	TBD	TBD	80%

Goal 2 <i>All Idaho graduates are ready for life and prepared for college, job training and in-demand careers.</i> Objective B <i>Ensure funding and programs are strategically aligned for student achievement.</i>						
---	--	--	--	--	--	--

I. Percentage of high school juniors and seniors participating in Advanced Opportunities, which includes: dual credit, technical competency credit, Advanced Placement, and International Baccalaureate programs.		2019-20 School Yr.	2020-21 School Yr.	2021-22 School Yr.	2022-23 School Yr.	2022-23 School Yr.
	Actual	65%	55.77	54.18%	57.09%	
Benchmark	80%	80%	80%	80%	80%	80%
II. Percentage of Idaho high school graduates meeting college placement/entrance exam college readiness benchmarks ¹⁴ <small>*not available until October 2023</small>		Class of 2020	Class of 2021	Class of 2022	Class of 2023	Class of 2023
	SAT	34%	29%	28%	N/A*	
SAT Benchmark	60%	60%	60%	60%	60%	60%
III. High School Cohort Graduation Rate ^{15 16} <small>*not available until January 2024.</small>		Class of 2020	Class of 2021	Class of 2022	Class of 2023	Class of 2024
	Graduation Rate Actual	82.1%	80.1% ¹⁷	79.9%	N/A*	
Graduation Rate Benchmark	89.9%	92.4%	94.9%	94.9%	94.9%	94.9%

Goal 3 <i>Idaho attracts and retains great teachers and school building leaders.</i> Objective A <i>Work with university and alt-route partners to ensure Idaho teachers are prepared for the difficulties of real-work, classroom teaching.</i> Objective B <i>Work with the State Board of Education, Idaho universities, and local districts to provide on-site training and mentorship for teachers in their first and second years of classroom teaching.</i>						
I. Teacher Retention Rate ¹⁸	Actual	89.29% ¹⁹	90.8% ²⁰	90.8% ²¹	89.5%	
	Benchmark	92. %	92. %	92%	92%	92%
		2019-20 School Yr.	2020-21 School Yr.	2021-22 School Yr.	2022-23 School Yr.	2023-2024 School Yr.

Performance Measure Explanatory Notes

NA: Data not available due to the disruptions caused by COVID-19. The Idaho Standards Achievements Tests summative assessments were canceled for the 2019-2020 school year. The spring 2020 SAT and ACT administrations were canceled/postponed and the Idaho State Board of Education waived the College Entrance Exam graduation requirement for the class of 2020.

For More Information Contact

State Department of Education
 650 W. State Street
 PO Box 83720
 Boise, ID 83720-0055
 Phone : (208) 332-6955
 Website : www.sde.idaho.gov

¹ <https://legislature.idaho.gov/wp-content/uploads/budget/publications/Legislative-Fiscal-Report/2019/Legislative%20Fiscal%20Report.pdf>, page 1-3, FY2020 Actual by Fund Source

² <https://legislature.idaho.gov/wp-content/uploads/budget/publications/Legislative-Fiscal-Report/2020/Legislative%20Fiscal%20Report.pdf>, page 1-3, FY2021 Actual by Fund Source

³ <https://legislature.idaho.gov/wp-content/uploads/budget/publications/Legislative-Fiscal-Report/2021/Legislative%20Fiscal%20Report.pdf>, page 1-3, FY2022 Total Appr by Fund Source

⁴ <https://legislature.idaho.gov/wp-content/uploads/budget/publications/Legislative-Fiscal-Report/2022/Legislative%20Fiscal%20Report.pdf?ts=1673033763>, page 1-3, FY2023 Total Appr by Fund Source

⁵ <https://legislature.idaho.gov/wp-content/uploads/budget/publications/Legislative-Fiscal-Report/2019/Legislative%20Fiscal%20Report.pdf>, page 1-65, FY2020 Actual by Expenditure Classification

⁶ <https://legislature.idaho.gov/wp-content/uploads/budget/publications/Legislative-Fiscal-Report/2020/Legislative%20Fiscal%20Report.pdf>, page 1-65, FY2021 Actual by Expenditure Classification

⁷ <https://legislature.idaho.gov/wp-content/uploads/budget/publications/Legislative-Fiscal-Report/2021/Legislative%20Fiscal%20Report.pdf>, page 1-65, FY2022 Total Appr Expenditure Classification

⁸ <https://legislature.idaho.gov/wp-content/uploads/budget/publications/Legislative-Fiscal-Report/2022/Legislative%20Fiscal%20Report.pdf?ts=1673033763>, page 1-62, FY2023 Total Appr Expenditure Classification

⁹ <https://www.sde.idaho.gov/finance/files/attendance-enrollment/historical/Charter-School-Historical-Enrollment-by-Year.xlsx>, Historical Fall Enrollment of Charter Schools by Grade by Year

- ¹⁰ <https://www.sde.idaho.gov/finance/files/attendance-enrollment/historical/Historical-State-Enrollment-by-Grade.xlsx>, Historical Fall Enrollment/Membership by Grade for Idaho Public Schools (excludes preschool)
- ¹¹ <https://www.sde.idaho.gov/finance/files/staffing/salary-summaries/2019-2020/2019-2020-All-Staff-Summary-Report-by-District-Charter.pdf>, All Staff Summary 2019-2020
- ¹² <https://www.sde.idaho.gov/finance/files/staffing/salary-summaries/2020-2021/2020-2021-All-Staff-Summary-Report-by-District-Charter.pdf>, All staff summary 2020-2021
- ¹³ <https://www.sde.idaho.gov/finance/files/staffing/salary-summaries/2022-2023/All-Staff-Salary-Summary-by-District-Charter.pdf>, All Staff Summary 2021-2022
- ¹⁴ <https://reports.collegeboard.org/sat-suite-program-results>, SAT Suite Annual Report
- ¹⁵ <https://idahoschools.org/state/ID/graduation>, Four Year Graduation Rate
- ¹⁶ <https://www.sde.idaho.gov/topics/consolidated-plan/files/Idaho-Consolidated-State-Plan-2019-Amendment.pdf>
- Appendix A
- ¹⁷ <https://sde.idaho.gov/assessment/accountability/results.html>, Graduation Rates Class of 2021 Four-Year Graduation Rate
- ¹⁸ <https://idahoschools.org/state/ID/teacher-quality>, Teacher Retention Rate
- ¹⁹ <https://idahoschools.org/state/ID/teacher-quality>, Teacher Retention Rate
- ²⁰ <https://idahoschools.org/state/ID/teacher-quality>, Teacher Retention Rate
- ²¹ <https://idahoschools.org/state/ID/teacher-quality>, Teacher Retention Rate

Part I – Agency Profile

Agency Overview

The mission of the Idaho Division of Career Technical Education (IDCTE) is to prepare Idaho's youth and adults for high-skill, in-demand careers.

Chapter 22, Title 33, Idaho Code, establishes the State Board of Education as the State Board for Career Technical Education (Board) and establishes the Division of Career Technical Education for the purpose of administering Idaho's career technical education system, including, but not limited to carrying into effect provisions established through federal and state law and "to execute the laws of the state of Idaho relative to career technical education; to administer the funds provided by the federal government and the state of Idaho under the provisions of this chapter for promotion of" career technical education. Idaho Code §33-2202(2) defines "career technical education" as "secondary, postsecondary and adult courses, programs, training and services administered by the division of career technical education for occupations or careers that require other than a baccalaureate, master's or doctoral degree." As approved by the board, this term may also apply to specific courses or programs offered in grades 7 and 8 or offered by any approved public charter school that are delivered through traditional or virtual online instructional methods. This term may also apply to virtual, blended, or other career technical education programs. Pursuant to Idaho Code §33-2202(3) "the courses, programs, training, and services include, but are not limited to, career, technical and applied technology education. They are delivered through the career technical delivery system of public secondary schools, including public charter schools, irrespective of the delivery method, and postsecondary schools and colleges."

IDCTE is an agency under the State Board for Career Technical Education that provides leadership and technical assistance for CTE in Idaho, from secondary students through adults, as well as career technical education (CTE) teacher development. In addition to robust programs within secondary and postsecondary education, IDCTE also administers related programs that include GED, Centers for New Directions, Workforce Training Centers, apprenticeships, fire service training, hazardous materials transportation enforcement education and motorcycle safety training.

Career technical education programs are integrated into the Idaho public education system through school districts, colleges and universities. IDCTE provides the focus for career technical education programs and training within existing schools and institutions by using a statewide system approach with an emphasis on student learning, program quality and industry engagement.

Secondary career technical education programs and services are provided via junior high/middle schools, comprehensive high schools, career technical centers, and through cooperative programs with the Idaho technical college system.

Postsecondary career technical education programs and services are delivered through Idaho's six technical colleges. Four technical colleges are located on the campuses of community colleges: College of Eastern Idaho, College of Southern Idaho, College of Western Idaho and North Idaho College. Two technical colleges are on the campus of four-year institutions: Idaho State University and Lewis-Clark State College. The Idaho technical college system delivers certificate and A.A.S. degree occupational programs on a full- or part-time basis; workforce/short-term training; adult education; displaced homemaker services; and fire service training.

IDCTE was appropriated 553.64 full-time positions (FTP) in fiscal year 2023, 504.64 FTP were appropriated for career technical education staff with the six technical colleges and 49 FTP were appropriated to the Division office. Of the 49 FTP appropriate to the Division for central office functions, 37.75 were funded with state general funds and 11.25 with federal grants.

Idaho Division of Career Technical Education

Performance Report

Core Functions/Idaho Code

Statutory authority for IDCTE is delineated in Chapter 22, Title 33, Idaho Code, Idaho Code §33-1002G and §39-5009 and Idaho Administrative Code IDAPA 55. Specifically, IDCTE:

- Administers Idaho's statewide career technical education system;
- Assists local educational agencies in program planning, development and evaluation;
- Promotes the availability and accessibility of career technical education;
- Prepares annual and long-range state plans;
- Prepares an annual budget to present to the Board, Governor and the Legislature for the statewide career technical education system;
- Provides a state finance and accountability system for career technical education;
- Evaluates career technical education programs;
- Initiates research, curriculum development and professional development activities;
- Collects, analyzes, evaluates and disseminates data and program information;
- Administers programs in accordance with state and federal legislation;
- Coordinates career technical education related activities with other agencies, officials and organizations.

Revenue and Expenditures

Revenue	FY 2020	FY 2021	FY 2022	FY 2023
0001 General Fund	\$67,785,271	\$64,566,256	\$72,422,609	\$83,211,952*
0218 Displaced Homemaker	170,000	144,947	170,000	170,000
0274 Haz-Mat Waste Training	67,800	67,800	67,800	67,800
0319 Motorcycle Safety	670,229	573,645	584,891	919,169
0345 CARES Act		1,570,528	210,000	0
0348 Federal Grants	9,751,900	9,085,603	10,425,300	10,490,200
0349 Miscellaneous Revenue	<u>315,000</u>	<u>45,226</u>	<u>315,000</u>	<u>315,000</u>
Total	\$78,760,200	\$76,635,198	\$84,195,600	\$95,174,121
Expenditures	FY 2020	FY 2021	FY 2022	FY 2023
4000 Personnel Costs	\$3,349,802	\$3,580,841	\$3,901,271	\$4,266,525
5000 Operating Expenditures	1,008,203	2,498,129	1,726,543	1,834,436
6000 Capital Outlay	181,419	174,404	164,717	0
7000 Trustee/Benefit Payments	<u>72,503,422</u>	<u>70,381,824</u>	<u>78,300,122</u>	<u>85,459,134</u>
Total	\$77,042,847	\$76,635,198	\$84,092,653	\$91,560,095

* \$10,030,191 re-appropriation from FY 2022

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2020	FY 2021	FY 2022	FY 2023
Number of Students Enrolled in High School CTE Programs (headcount)	114,606	117,003	120,829	131,089
Number of Students Enrolled in Postsecondary CTE Programs (headcount)	5,402	5,363	5,546*	5,229
Number of Technical College FTE enrollments	3,302	2,934	3,281*	3,430
Number of Workforce Training Network (WTN) enrollments (headcount)	39,898**	46,458	45,209*	56,757
Number of clients served in the Adult Education program (headcount)	4,187	2,939	4,198	4,394

Idaho Division of Career Technical Education

Performance Report

Cases Managed and/or Key Services Provided	FY 2020	FY 2021	FY 2022	FY 2023
Number of Adults Served in the Displaced Homemaker Program (Center for New Directions)	453	598	519*	547
Number of Students Enrolled in Digital CTE Courses (Idaho Digital Learning Alliance)***	1,450*	1,959	1,538	5,246
Number of SkillStack® Badges Awarded (Secondary)****	10,007	19,192	32,390	34,011
Number of SkillStack® Badges Awarded (Postsecondary)*****	1,144	281	2,829	177

*After submission of our report, updated numbers were provided.

**Many training events were canceled in FY 2020 due to the pandemic.

***Several approved CTE courses were added in FY 2023 (includes grades 7 – 12).

****In FY 2021, the Workforce Readiness Incentive was implemented. In FY2022, the Workforce Readiness and CTE Diploma was implemented.

*****Programmatic changes impacted the number of postsecondary badges in FY 2021 and FY 2023, including other platforms. In FY 2024, we anticipate this number increasing due to changes in Board Policy III.E and providing statewide guidance on the use of the SkillStack® platform.

Part II – Performance Measures

Performance Measure	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	
Board Goal 1						
<i>EDUCATIONAL SYSTEM ALIGNMENT – Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.</i>						
CTE Objective: Student Success – Create systems, services, resources, and operations that support high performing students in high performing programs and lead to positive placements. <i>Performance Measures I, II, IV (see page 4)</i>						
Board Goal 2						
<i>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.</i>						
CTE Objective: Talent Pipelines/Career Pathways – CTE students will successfully transition from postsecondary education to the workplace through a statewide career pathways model. <i>Performance Measures I – II (see pages 5 – 6)</i>						
1. Secondary student pass rate for Technical Skills Assessment (TSA)	actual	n/a	65.6	67.6	72.0	-----
	benchmark	n/a	67.3	67.6	68.0	68.3
2. Positive placement rate of secondary concentrators (includes postsecondary education, advanced training, military, service program or employment)	actual	97.0	87.9	95.0	94.5	-----
	benchmark	n/a	95.0	95.0	95.0	95.0
3. Number of programs that align with industry driven standards and outcomes	actual	96% (52 of 54)	100% (54 of 54)	100% (55 of 55)*	100% (57 of 57)	-----
	benchmark	100%	100%	100%	100%	100%

4. <i>Positive placement rate of postsecondary program completers (includes additional postsecondary education, advanced training, military, service program or employment)</i>	actual	94.9	91.0	92.0	93.2	-----
	benchmark	n/a	95.0	95.0	95.0	95.0
5. <i>The percent of secondary CTE concentrator graduates who enroll in a postsecondary institution</i>	actual	44.4	49.0	50.0*	48.1	-----
	benchmark	60	60	60	60	

Performance Measure Explanatory Notes

Performance Measure 1):

In FY 2020, assessment data was not required due to the pandemic. As states transitioned from Perkins IV to V, benchmarks were not required in FY 2020.

Performance Measure 2):

A secondary CTE concentrator is a junior or senior student enrolled in a capstone course during the school year. A capstone course is the final course in a state approved pathway. As states transitioned from Perkins IV to V, benchmarks were not required in FY 2020. Based on students who participated in follow-up survey or National Clearinghouse data.

Performance Measure 3):

Due to the pandemic, alignment efforts were stalled. *After submission of our FY 2022 report, updated numbers were provided (from 54 to 55, total of 100% remains the same).

Performance Measures 4):

A technical college CTE completer is a postsecondary student who has completed all the requirements for a certificate or an A.A.S. degree in a state approved career technical education program. This person must have met all the requirements of the institution for program completion, whether or not the person officially graduated from the institution. As states transitioned from Perkins IV to V, benchmarks were not required in FY 2020. Based on students who participated in follow-up survey or National Clearinghouse data.

Performance Measures 5):

Students are identified using National Clearinghouse data to match OSBE methodology, regardless of follow-up survey. Numbers reflect students from the prior year (ex. 20/21 students are followed up in 21/22). *After submission of our FY 2022 report, updated numbers were provided.

For More Information Contact

Clay Long, State Administrator
 650 W State Ste 324
 Boise, ID 83702-5936
 Phone: 208-429-5500
 Email: clay.long@cte.idaho.gov

Part I – Agency Profile

Agency Overview

Idaho Public Television (IdahoPTV) is a State educational agency (Idaho Code §67-5302 (33) (e)) under the governance of the Idaho State Board of Education and holds in the public trust television and related broadcast telecommunication licenses issued and governed by the Federal Communications Commission. IdahoPTV is a statewide, non-commercial broadcast telecommunication system and media provider with the network operations center located in Boise and additional staffed facilities in Moscow and Pocatello.

IdahoPTV's service to the region began in September of 1965 with KUID-TV, Moscow. Over 58 years, IdahoPTV has worked to provide universal over-the-air broadcast coverage to Idahoans, now at nearly 99% of Idaho's population, and portions of six adjoining states and Canada through an efficient system of five digital transmitters and 46 translators (41 translators and 5 relays). IdahoPTV's signals are rebroadcast under federal guidelines by cable and satellite systems in the region, as well as a rapidly expanding Internet-based distribution system. IdahoPTV's services and equipment have been made possible through diverse funding partnerships from individual contributions, grants from foundations and companies, and state and federal sources. IdahoPTV's broadcast reach is limited by the fact that the FCC is not accepting low power transmitter license applications that would allow us to further cover our state's mountainous landscape.

IdahoPTV is a member in good standing of the Public Broadcasting Service (PBS) and is the only locally owned and operated statewide network television station in Idaho.

IdahoPTV's statewide broadcast infrastructure allows a close working collaboration with the Idaho Office of Emergency Management to build upon existing strategies and explore emerging technologies in an area of mutual interest, emergency communication. 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 pool coverage of disaster related events; transmission of mandatory national alerts; Emergency Alert System (EAS) alerts including Amber Alerts; weather and emergency information distributed to all four EAS zones within all broadcast markets in the state; and the backup alert signals for wireless carriers in the state called Wireless Emergency Alerts (WEA). IdahoPTV also works with Idaho Military Division in helping to fund the purchase of some of the state's digital backbone microwave responsible for carrying IP-based data and communication for the Idaho State Police, other first responders, and state agencies.

IdahoPTV received an original appropriation in General Funds in FY 2023 of \$2,817,400 and \$310,000 from Idaho's Millennium Income Fund. The \$152,500 variance between the \$2,969,900 in General Fund expenditures and the FY 2023 appropriation amount of \$2,817,400 relates to the net impact of approved General fund encumbrances. In addition, IdahoPTV's FY 2023 appropriation bill (House Bill 711) allowed for "continuous appropriation authority" for its dedicated fund, which will still allow for legislative oversight of how we spend these funds, while simultaneously provide us with greater flexibility in managing these private dollars. The percentage breakdown for IdahoPTV's FY 2023 expenditures is the following: 69% in Dedicated Funding, 28% in State General Funding, and 3% from Idaho's Millennium Fund. The dedicated funds are primarily via Friends of Idaho Public Television, Inc., whose mission is to support IdahoPTV's commitment to local production and education efforts. The Friends typically receives more than \$4 million annually in donations from over 21,000 individuals, foundations, and organizations. Other dedicated funds come from the Corporation for Public Broadcasting, private grants, and services. IdahoPTV's comprehensive audit is conducted annually by the Legislative Auditor, Legislative Services Office.

IdahoPTV has developed a reputation for producing award-winning, quality television and other electronic media. IdahoPTV provides significant local public service to its viewers and users.

IdahoPTV produces a number of ongoing series and services, including:

Outdoor Idaho	Idaho Reports (coverage of the Idaho Legislature and statewide public affairs topics)
Idaho Experience (documentaries on Idaho history)	Dialogue (arts, humanities and public affairs program)
Science Trek (educational science program for grade school students)	Idaho In Session (gavel-to-gavel live coverage of the

The Idaho Debates (primary and statewide election coverage)
 createid (online series celebrating creative Idahoans)
 PBS LearningMedia (online educational resources)
 Governor's State of the State/State of the Budget Address (live)

Idaho House, Senate, JFAC, Idaho Supreme Court, and special meetings)
 American Graduate: Getting to Work (workforce development)
 Professional Development Courses through Idaho State University

Also produced are other special programs including:

Ahead of Her Time: Women's Suffrage in Idaho
 Resilience: Hope Lives Here
 Journey to Education-Work Force Development
 Tracks of Time: The History of Idaho's Railroads
 Idaho's Constitution Revealed
 Caxton: An American Press
 Capitol of Light Turns 100
 Idaho's Hemingway
 Know Vape: Nic Sick
 Spud Country

Beyond Labels
 Remembering the Sunshine Mine Disaster
 Proving Up: Idaho's Homesteaders
 Ligertown
 This Is Rodeo
 Salmon Reckoning
 The Last Log Drive
 Sweet Idaho
 Idaho's 12ers
 In the Shadow of the Bitterroots

Outdoor Idaho continues to air on stations in Oregon, Washington and Utah.

IdahoPTV's community education services range from locally produced events and workshops to children's events, such as literacy and STEM workshops, program screenings and discussions, educator workshops, parent workshops, and online educational resources. IdahoPTV is engaged in a major effort to train teachers in utilizing digital media and technology in the classroom. It is also continuing a major work force development initiative to connect high school graduates with high skilled careers and currently has a project that works to meet young adults where they are in social media highlighting jobs in the construction industry. IdahoPTV is also engaged in a major project to help parents prepare their children to enter school with the resources to be successful. During FY 2023, IdahoPTV's Education team visited over 19,000 people in communities all across the state bringing high quality educational content to children, parents and teachers.

The staff is led by Jeff Tucker, general manager; Dave Taylor, director of finance; Craig Koster, director of technology; Jenifer Johnson, director of charitable giving; Sandy McBride, director of communications; and Bill Manny, executive producer.

Core Functions/Idaho Code

IdahoPTV is a State educational agency (Idaho Code §67-5302 (33) (e)) under the governance of the Idaho State Board of Education and adheres to the regulations of the Federal Communications Commission. IdahoPTV serves the citizens of Idaho with high quality educational, information and entertaining programming through over-the-air broadcast of five channels; provides signals to other distribution platforms, distributes public safety information and Emergency Alerts; produces high quality local programming; and provides educational materials for online and in-person events.

IdahoPTV's 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.

Idaho Public Television

Performance Report

Revenue and Expenditures

Revenue	FY 2020	FY 2021	FY 2022	FY 2023
General Fund	\$3,263,300	\$2,562,600	\$2,799,200	\$2,969,900
Dedicated Fund	\$5,841,100	\$6,009,500	\$6,342,200	\$7,356,000
Millennium Fund	\$0	\$0	\$0	\$274,700
Federal	\$247,900	\$461,300	\$104,400	\$0
Total	\$9,352,300	\$9,033,400	\$9,245,800	\$10,600,600
Expenditures	FY 2020	FY 2021	FY 2022	FY 2023
Personnel Costs	\$4,813,100	\$5,053,600	\$5,296,400	\$5,907,400
Operating Exp.	\$3,348,600	\$3,658,800	\$3,512,800	\$3,816,400
Capital Outlay	\$1,190,600	\$321,000	\$436,600	\$876,800
Trustee/Benefit Payments	\$0	\$0	\$0	\$0
Total	\$9,352,300	\$9,033,400	\$9,245,800	\$10,600,600

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2020	FY 2021	FY 2022	FY 2023
Broadcast Hours for Children (under the age of 12)	12,666	13,057	11,831	11,587
Broadcast Hours for Ethnic Minorities	5,240	4,969	5,283	5,240
Broadcast Hours for Learners	12,187	11,861	12,004	11,641
Number of Visitors to IdahoPTV's websites	1,635,238	1,979,811	857,687	880,086
Broadcast Hours of News, Public Affairs and Documentaries	11,947	12,329	11,876	11,628

FY 2023 Performance Highlights

- 39 presentations attended by a total of 11,432 teachers, parents and general public throughout the state regarding educational resources available through IdahoPTV and PBS.
- 15 literacy presentations attended by a total of 1,225 participants throughout the state.
- 30 STEM presentations attended by a total of 5,900 participants throughout the state.
- 4 professional development courses attended by a total of 250 teachers throughout the state.
- 14 program screenings attended by a total of 1,069 participants throughout the state.
- Idaho In Session was viewed over 273,671 times online.
- 69,688 users utilized online Learning Media local and national resources.
- 2,077,386 page views on the Idaho Public Television website by 880,086 visitors.
- 43,800 hours of programming broadcast 24 hours a day across 5 free over-the-air digital channels from transmitters and repeaters statewide.
- In January, 835,371 unique viewers watched Idaho Public Television broadcast and streaming content resulting in 6,532,922 views.

Part II – Performance Measures

Performance Measure		FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
Goal 1: A WELL-EDUCATED CITIZENRY						
<i>Idaho's P-20 educational system will provide opportunities for individual advancement across Idaho's diverse population.</i>						
1. Number of DTV translators. Goal 1 Objective A	actual	46	46	46	46	-----
	target	47	46	46	46	46

Idaho Public Television

Performance Report

Performance Measure		FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
2. Percentage of Idaho's population within our signal coverage area. Goal 1 Objective A	actual	98.8%	98.8%	98.9%	98.9%	-----
	target	98.4%	98.4%	98.4%	98.9%	98.9%
3. Number of partnerships with other Idaho state entities and educational institutions. Goal 1 Objective B	actual	41	55	68	129	-----
	target	34	40	40	45	45
4. Number of visitors to IdahoPTV/PBS video player. Goal 1 Objective C	actual	504,332	915,331	1,900,128	1,925,505	-----
	target	100,000	100,000	100,000	1,200,000	1,500,000
5. Number of broadcast hours of educational programming. Goal 1 Objective D	actual	24,853	24,918	23,835	23,228	-----
	target	37,760	25,000	25,000	25,000	22,000
6. Number of broadcast hours of Idaho-specific educational and informational programming. Goal 1 Objective F	actual	1,393	2,431	1,592	1,552	-----
	target	2,000	2,000	2,000	2,000	1,600
7. Number of awards for IdahoPTV media and services. Goal 1 Objective G	actual	68	81	67	73	-----
	target	50	55	55	60	55
8. Total FTE in content delivery and distribution. Goal 1 Objective H	actual	18	18	16.8	17.8	-----
	target	<24	<24	<24	<24	<24
9. Successfully comply with FCC policies/PBS programming, underwriting and membership policies/CPB guidelines. Goal 1 Objective H	actual	Yes/Yes/Yes	Yes/Yes/Yes	Yes/Yes/Yes	Yes/Yes/Yes	-----
	target	Yes/Yes/Yes	Yes/Yes/Yes	Yes/Yes/Yes	Yes/Yes/Yes	Yes/Yes/Yes
10. Average number per month during the school year of local unique users utilizing PBS learning media. Goal 2 Objective	actual	7,137	9,997	7,567	7,059	-----
	target	4,200	4,200	8,000	8,200	7,000

For More Information Contact

Jeff Tucker, General Manager
 Idaho Public Television
 1455 N Orchard St
 Boise, ID 83706
 Phone: (208) 373-7220
 E-mail: jeff.tucker@idahoptv.org

Part I – Agency Profile

Agency Overview

The Idaho Division of Vocational Rehabilitation (IDVR) is an agency under the oversight of the Office of the State Board of Education. Jane Donnellan is the Administrator for the Division. IDVR is charged with management of the State/Federal Vocational Rehabilitation Program and the fiscal management of the Council for the Deaf and Hard of Hearing (CDHH). Under the Federal Vocational Rehabilitation Program, each state has the ability to choose a combined or separate agency to serve individuals who are blind and/or visually impaired. In Idaho, a separate state agency (the Idaho Commission for the Blind and Visually Impaired) provides vocational rehabilitation services for those who have a primary disability of blindness and/or visually impaired.

The public Vocational Rehabilitation program is one of the oldest and most successful State/Federal programs in the United States. Vocational Rehabilitation serves individuals with severe disabilities that impose significant barriers to their employment. In FY2023, the average time needed for a person to complete a rehabilitation plan and become employed was 24 months. Furthermore, employment of individuals with disabilities resulted in a 561% increase in customer weekly earnings and significantly decreases the need for public support.

The structure of the Vocational Rehabilitation program includes Field Services, Planning and Evaluation, Fiscal, Pre-Employment Transition Services, Business Engagement units, as well as a general administrative unit. Under the Field Services unit, there are eight (8) regional managers who supervise field staff in the following regions: Coeur d'Alene, Lewiston, Treasure Valley East, Treasure Valley Central, Treasure Valley West, Twin Falls, Pocatello, and Idaho Falls.

The VR program has 141.5 FTPs and is comprised of 145 employees, of which 137 are full-time positions. There are nineteen (19) offices statewide located in Boise, Meridian, Coeur d'Alene, Sandpoint, Lewiston, Orofino, Twin Falls, Burley, Pocatello, Blackfoot, Preston, , Rexburg, Nampa, and two (2) offices in Idaho Falls. There is one (1) Central Office, eight (8) regional offices, seven (7) general sub-offices, and three (3) corrections sub-offices.

Core Functions/Idaho Code

Legal Authority for the Idaho Division of Vocational Rehabilitation is Idaho Code, 33-2301, and the Rehabilitation Act of 1973, as amended by the Workforce Innovation and Opportunity Act (WIOA), Public Law 113-128 and is augmented by regulations promulgated and set forth in 34 CFR §§ 361, 363, and 397.

Services that may be available to individuals with disabilities include evaluation of rehabilitation potential, vocational guidance and counseling, physical and mental restoration, vocational, academic, and other related training, and job placement and other support services, which can reasonably be expected to benefit the individual in terms of employment.

Effective July 1, 2022, Senate Bill No. 1399 transferred the administration of the Extended Employment Services (EES) program from the Idaho Division of Vocational Rehabilitation to the Idaho Department of Health and Welfare. The Division will no longer report information on this program.

Council for the Deaf and Hard of Hearing (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 program has 4.5 FTP, of which four are full-time and one is a part-time position. The Council's vision is to ensure that individuals who are deaf, hard of hearing, or hearing impaired have a centralized location to obtain resources and information about available services (Idaho Code, Title 67, Chapter 73, Idaho State Council for the Deaf and Hard of Hearing 67-7301 – 67-7308).

Vocational Rehabilitation, Idaho Division of

Performance Report

Revenue and Expenditures

Revenue	FY 2020	FY 2021	FY 2022	FY 2023
General Fund	\$7,550,130	\$7,719,300	\$8,207,401	\$4,987,150
Rehab Rev & Refunds	\$891,200	\$1,425,847	\$1,243,920	\$1,008,745
Federal Grant	\$15,153,542	\$13,572,235	\$13,608,811	\$15,992,542
Miscellaneous Revenue	\$681,692	\$533,797	\$414,596	\$368,130
Total	\$24,276,564	\$23,251,179	\$23,474,728	\$22,356,567
Expenditures	FY 2020	FY 2021	FY 2022	FY 2023
Personnel Costs	\$10,319,069	\$10,294,796	\$10,812,408	\$11,332,394
Operating Expenditures	\$2,155,746	\$2,128,335	\$1,788,619	\$2,177,563
Capital Outlay	\$96,148	\$42,017	\$378,777	\$346,596
Trustee/Benefit Payments	\$10,392,458	\$9,055,033	\$10,109,156	\$9,110,117
Total	\$22,963,421	\$21,520,181	\$23,088,960	\$22,966,670

Notes:

The decrease in FY 2023 General Fund revenue is a result of the transfer of the Extended Employment Services program.

Portions of previous years' fund balances in both the Rehab Rev & Refunds and Miscellaneous Revenue Funds were utilized in FY2023 resulting in expenditures exceeding revenue in FY2023.

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2020	FY 2021	FY 2022	FY 2023
Number of Participants Receiving Services by IDVR	5,878	5,056	4,479	4,323
Total Number of Individuals Served by IDVR	7,766	6,687	6,209	6,422
Number of Individuals Who Went to Work After Receiving VR Services	808	658	773	690

Notes:

Beginning FY2020, the definition of 'individuals served' changed to match the federal definition of 'participants served': Individuals who received at least one service under an Individualized Plan for Employment (IPE).

IDVR added 'Total Number of Individuals Served': This includes potentially eligible students who receive a service in the current year or any individual who has an open VR case in the year.

FY2023 Performance Highlights

The Division utilizes the Primary Performance Indicators (PPI) as required by the Workforce Innovation and Opportunity Act (WIOA) as well as other internal measures to gauge performance. The Division last negotiated federal performance targets with Rehabilitation Services Administration (RSA) in Spring 2022. The negotiated targets will be adjusted year-over-year based upon prior year performance and application of the federal Statistical Adjustment Model, per the U.S. Departments of Education and Labor. The Division continues to outperform established federal targets.

Part II – Performance Measures

Performance Measures		FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
Goal 1						
Provide quality, relevant, individualized vocational rehabilitation services to individuals with disabilities to maximize their career potential.						
1. Number of students receiving Pre-employment Transition Services (Pre-ETS) Goal 1 Objective 1	actual	1027	1216	1945	2784	
	target	≥ 947	≥ 1027	≥1216	≥1945	≥2784
Goal 2						
Improve VR program efficiency through continuous quality improvement activities.						
2. Primary Performance Indicator: Median Earnings 2 nd Quarter after Exit	actual	\$4121	\$4242	\$4446	\$4944	
	target	≥ ^(P) \$4680	≥ ^(P) \$4680	≥ ^(P) \$4680	≥\$4400	≥\$4500
3. Customer satisfaction rate (as demonstrated by “agree” and “strongly agree” responses) Goal 2 Objective 2.2	actual	81.4%	80.91%	80.95%	81.35%	
	target	≥ 90%	≥ 90%	≥ 90%	≥ 90%	≥ 90%
4. Of those cases using CRP employment services, the percentage which contributed to successful case closure Goal 2 Objective 2.4	actual	43.5%	44.3%	51.1%	50.8%	
	target	≥ 30%	≥ 30%	≥ 30%	≥ 30%	≥ 30%

Performance Measures Explanatory Notes:

The Division is aligning federal Primary Performance Indicator (PPI) data beginning in SY2021 with Rehabilitation Service Administration (RSA) defined cohort periods, which now allows the Division to report complete data versus preliminary data.

Performance measure one (1) includes services purchased from vendors and services provided by VR counselors.

Performance measure two (2) is a federal PPI. Targets were negotiated with RSA for a two-year period in alignment with the Combined State Plan cycle. This new target supplants previous years preliminary (P) targets. FY2023 data reflects RSA’s cohort period 7/1/2021-6/30/2022.

For More Information Contact

Jane Donnellan, Administrator
Idaho Division of Vocational Rehabilitation
650 W State St., Rm. 150
PO Box 83720
Boise, ID 83720-0096
Phone: (208) 287-6477
E-mail: jane.donnellan@vr.idaho.gov

Part I – Agency Profile

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.

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.

Values – The IPCSC values the following approach to executing our work:

- Professionalism – The IPCSC acts with respect and decorum.
- Efficiency – The IPCSC provides service with efficiency.
- Credibility – The IPCSC is a source of accurate information.
- Integrity – The IPCSC makes data-driven decisions that serve its mission and vision.
- Communication – the IPCSC communicates with and listens to stakeholders.

Core Functions/Idaho Code

The IPCSC is tasked with making approval and renewal decisions for the schools in its portfolio. When a new charter school petition is determined likely to be successful and the IPCSC approves the school to operate, a performance certificate that outlines the terms and conditions under which the school is allowed to operate for the next five years is executed. At the end of the five (5) year term, the school applies for a renewal of that contract, and the IPCSC reviews the school's performance outcomes to determine whether a next five (5) year term is warranted.

In between those decision points, the IPCSC staff engages in day-to-day oversight. This work includes compliance monitoring as well as evaluation of each school's operational, financial, and academic outcomes. The IPCSC's philosophy is to educate and inform a school before engaging in oversight and enforcement of consequences. This means that a significant amount of staff's time is spent in communication and facilitation of resources with the goal of supporting charter school governing boards in making informed decisions. This also means that the IPCSC is obligated to investigate concerns and to inform entities responsible for administration of a law if there is reason to believe that a provision of law has been violated. The oversight work across each school's operational term is reported in a performance report each year. These reports inform IPCSC renewal decisions.

Revenue and Expenditures

Revenue	FY 2020	FY 2021	FY 2022	FY 2023
General Fund	The Public Charter School Commission was part of the Office of the State Board of Education during this time and as such has no revenue history.		\$174,100.00	\$182,400.00
Dedicated Fund			\$458,700.00	\$495,900.00
Total			\$632,800.00	\$678,300.00
Expenditure	FY 2020	FY 2021	FY 2022	FY 2023
Personnel Costs	The Public Charter School Commission was part of the Office of the State Board of Education during this time and as such has no revenue history.		\$440,729.00	\$507,685.00
Operating Expenditures			\$86,360.29	\$122,200.00
Capital Outlay			\$15,416.09	\$216.00
Total			\$542,505.38	\$630,101.00

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
Number of schools for which the IPCSC provides academic, operational, and financial oversight, including site visits, performance reports, and ops support.	44	49	52	56	59
Number of legal compliance investigations that required more than 30 days to resolve.	1	2	1	NA ⁺	
Number of new petitions considered through a 12 week cycle.	8	5	5	4	
Number of renewal petitions considered through a portfolio evaluation process.	5	0*	12	17	

⁺ This data is still being determined and will be available after developing and finalizing the schools' annual reports; finalization will be in January of 2024.

*Renewals are considered on a five-year cycle. No schools came due in 2021.

Performance Highlights

In the 2021 Legislative Session, S1115 was passed and signed into law, making IPCSC a standalone agency under the State Board of Education.

As a part of this process, the IPCSC identified the goals that have been set forth in the Strategic Plan and this report. Because the IPCSC has operated as a program that served as the sole provider of key services, data for these key services are included in this report. However, as the IPCSC adopted a strategic plan for the first time in June of 2021, some data points for performance measures outlined below are not available.

Part II – Performance Measures

Performance Measure		FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
Goal 1: The IPCSC will cultivate a portfolio of exemplary charter schools.						
Objective A: The IPCSC will make data-driven decisions.						
Measure i: Petition Evaluation Reports and Meeting Minutes	Target 1: % unconditional approval + met all standards	T: NA -----	T: NA -----	T: 100% A: 100% (1/1)	T: 100% A: 100% (1/1)	
	Target 2: % approved amendments + met all standards	T: NA -----	T: NA -----	T: 100% A: 100% (13/13)	NA* NA	
Measure ii: Annual School Performance Reports and Final Orders	Target 1: % renewal no conditions + met all standards	T: NA -----	T: NA -----	T: 100% A: 100% (4/4)	T: 100% A: 91%* (10/11)	
	Target 2: % conditional renewals with conditions for each measure unmet (or non-renewed)	T: NA -----	T: NA -----	T: 100% A: 100% (8/8)	T: 100% A: 86% (6/7)	
Measure iii: Meeting Minutes	Target 1: # of commission training opportunities engaged annually.	T: NA -----	T: NA -----	T: 5 A: 5	T: 5 A: 5	
Objective B: The IPCSC will provide effective oversight.*						
Measure i: Performance Framework*	Target 1: Operational - % schools met all standards*	T: NA -----	T: NA -----	T: 95% A: 86%	T: 95% NA*	
	Target 2: Financial - % schools met all standards*	T: NA -----	T: NA -----	T: 90% A: 72%	T: 90% NA*	
	Target 3: Academic - % schools met all standards*	T: NA -----	T: NA -----	T: 75% A: 38%	T: 75% NA*	
Measure ii: Complaint and Concern Log	Target 1: % concerns/complaints resolved w/in 30 days.	T: NA -----	T: NA -----	T: 95% A: 96% (47/49)	T: 95% A: 93% (28/30)	
Measure iii: Courtesy Letters	Target 1: % of unresolved issues later resolved via investigation.	T: NA -----	T: NA -----	T: 95% A: 100% (2/2)	T: 95% A: 100% (2/2)	
Goal 2: The IPCSC will advocate for student, taxpayer, and charter sector interests.						
Objective A: The IPCSC will contribute to effective charter school law.						
Measure i: Maintenance of Effort Record	Target 1: % of Director time dedicated to charter advocacy	T: NA -----	T: NA -----	T: 4% Baseline A: 4%	T: 6% A: 6%	

Objective B: The IPCSC will execute an effective communication plan.						
Measure i: Newsletter and Social Media Data	Target 1: % open rate on monthly newsletter	T: NA	T: NA	T: Baseline	T: 70%	
		-----	-----	A: 60% (213/355)	A: 57% (259/455)	
	Target 2: % participation in annual stakeholder survey	T: NA	T: NA	T: Baseline	T: 55%	
		-----	-----	A: 29% (40/136)	A: 15% (87/584)	
Objective C: The IPCSC will provide technical assistance to schools.						
Measure i: Network Event Attendance Rosters	Target 1: # of stakeholders engaged at network events/ # of events hosted	T: NA	T: NA	T: Baseline	T: 60/4*	
		-----	-----	A: 50 people / 0 events	A: 60 people / 4 events	
Measure ii: Annual Performance Reports	Target 1: % of schools not meeting one or more framework measure who received direct outreach w/in 30 days of annual report.	T: NA	T: NA	T: 65%	T: 75%	
		-----	-----	A: 65%	A: 85%	

Performance Measure Explanatory Note

In the 2021 Legislative Session, S1115 was passed and signed into law, making IPCSC a standalone agency under the State Board of Education. As a part of this process, IPCSC identified the goals that have been set forth in the Strategic Plan and this report.

*Re. 1.B.i: The IPCSC's Performance Framework evaluates six (6) operational measures, seven (7) financial measures, and seven (7) academic measures that are monitored for strategic planning purposes. The % of schools that met standard all measures in each section is represented above. Measure by measure data is included in Table 1, Table 2, and Table 3 within the agency's annual strategic plan. This data is available in January of the subsequent calendar year.

*Re. 1.A.1.ii: Goal 1, objective A, measure 1, target ii, was not included in the current agency's strategic plan.

*Re. 1.A.2.i: Goal 1, objective A, measure 2, target i has been corrected from the 2024 strategic plan submitted to the Office of the State Board of Education. Instead of meeting the target at 100%, the correct calculation is 91%.

+Re. 1.B.1.i, ii, and iii: Targets I, ii, and iii, for goal 1, objective B, measure 1, cannot be calculated at this time. Data for this calculation will be arriving from the Idaho Department of Education in the fall of 2023.

Re. 2.C.1.i: The target's benchmark was updated to be reflective of the 2024 strategic plan to be 60 participants over 4 events. The Performance Measurement Report has been updated to be reflective of the agency's strategic plan.

For More Information Contact

Director
Nichole Hall
(208) 332-1594
nichole.hall@osbe.idaho.gov